



Western Province eLearning Project Phase III

Primary Student Assessment Tests

Term 2

School	
Grade	
Teacher	

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How to use the Student Assessment Tests

Students should be assessed at the end of each term against the benchmarks in the Standards Based Curriculum. Teachers can use the tasks in the Teacher Guides, textbooks or write their own.

The Western Province eLearning Project has developed end-of-term student assessment tests (SATs) for English and Maths for Grades 3-8.

1. **Select** the appropriate assessment tests for your students.

Western Province eLearning Project
Phase III

Primary School
Assessment Tests

Term 1

School	
Class	
Teacher	

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Print or photocopy the test, or write it on the chalkboard or chart.

2. **Administer** the tests to your students.



If a student has an Individual Education Plan, **adapt** the test or use a test from an earlier grade.

Make sure children have the correct equipment to complete the test (e.g. ruler, pencil, exercise book).

3. **Mark** the test using the marking key.

Western Province eLearning Project
Phase III

Student Assessment Record Book

English and Mathematics

Province	
School	
SMT code	
Teacher	
Class	
Grade	
Year	

Record the student's termly scores in the WEP Student Assessment Record Book.

4. If a student failed the test, test them again on the previous term's test.

Revise the topics and plan extra English and Maths in the Learning Lab.



Send a Report Card to parents each term.

Grading

A pass mark is 50% (grade C or better).

Students who score less than 50% need revision on that term's content.

Students who score less than 20% (grade E) should be retested using a previous grade's SAT and will require a remedial booster class.

A	B	C	D	E
(85–100)%	(70–84)%	(50–69)%	(20–49)%	(0–19)%
Very High Achievement	High Achievement	Satisfactory	Low Achievement	Below Minimum Standards

Calculate the average % score for male, female and total students for WEP data collection.

Calculate the pass rate for male, female and total students (i.e. the % of students who scored more than 50%).

Grade 3 Term 2 SAT

#	Name (alphabetical order)	English						Maths		
		Part A Phonics (20)	Part B Reading (10)	Part C Writing (20)	Total English (50)	% (x by two)	Grade (A- E)	Maths (25)	% (x by four)	Grade (A-E)
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
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20										
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24										
25										
26										
27										
28										
29										
30										
Average % score male										
Average % score female										
Average % score class										
Pass rate male (% of male students scoring 50% or higher)										
Pass rate female (% of female students scoring 50% or higher)										
Pass rate class (% of all students scoring 50% or higher)										

Grade 3 Term 2 English has a total of 50 marks: Part A Phonics (20 marks), Part B Reading (10 marks), and Part C Writing (20 marks). Administer Part A one-to-one with the student. Part B and C can be administered one-to-one or as a whole class test. Maths has a total of 25 marks.

English Part A Phonics

1. Phonemic awareness

This is an oral test. Do not show the words to the student. Ask them to tell you the first, middle or end sound in the word.

Q	Ask	Correct (one mark)
1	What is the first sound in the word October ?	
2	What is the middle sound in the word give ?	
3	What is the last sound in the word boy ?	
4	What is the first sound in the word phonics ?	
5	What is the middle sound in the word sell bigger	
		/5

2. Reading decodable words

Show the word list to the student and ask them to read them out loud.

Ask: read the word	Correct (one mark)	Ask: read the word	Correct (one mark)
rubber		6. give	
fox		7. giant	
zipper		8. soil	
shell		9. rough	
station		10. yellow	
			/10

Does the child attempt to sound out unknown words? Yes No

3. Writing decodable words

Do not show the words to the student. Say the words one at a time and ask the student to write them.

Ask: listen and write the word	Correct (one mark)
1. October	
2. vine	
3. dizzy	
4. chair	
5. badge	
/5	

Does the student try with alternative spellings? (e.g. weel instead of wheel) Yes No

Total Part A	/20
--------------	-----

English Part B Reading

Grade 3 Term 2 English Part B Reading Test

Read the story aloud and answer the questions about the text in your exercise book.

Name		Grade	
------	--	-------	--

How to Make a Coconut Trumpet

This is a set of instructions to make a coconut trumpet. A coconut trumpet can be blown to make musical noises.

Things I need:

- Coconut leaves

Instructions

1. First, collect the coconut leaves.
2. Remove the soft part of the leaf from the bone. Then pull the soft part apart.
3. Split the soft piece to make a narrow strip.
4. Bend the strip into a loop and cut the ends off.
5. Then, take another piece of strip. Wind this around the loop a number of times.
6. Stop when almost at the end of the loop. Break a piece of coconut bone and pin the end so that it won't come undone.
7. Finally, blow your trumpet.



1. Why would someone want to make a coconut trumpet?
2. Name the one thing you need to make a coconut trumpet.
3. How many strips of coconut leaf do you need to make the coconut trumpet?
4. What will happen to the coconut trumpet if you do not pin the end?
5. What does the word "collect" mean?
6. What is the opposite of the word 'stop'?
7. This text is a procedural text. What features does it have which make it a procedural text?
8. Would the coconut trumpet last a long time? What makes you think this?
9. Put the following events in order that they happened in the text by drawing a line to 1, 2 and 3 (2 marks)

Bend the strip into a loop
Remove the soft part of the leaf from the bone
Wind a strip around the loop

Total Part B	/10
--------------	-----

English Part C Writing

Instructions to teachers. Photocopiable test paper is overleaf.

1. Spelling (5 marks)

Whole class test. Do not show the students the words. Say the word, read the sentence, repeat the word and ask the student to write the word in their test paper or exercise book.

Q.	Word	Sentence
1	fast	The PMV was travelling very fast . Fast
2	family	I like to spend time with my family . family
3	wanted	The children wanted to go to the river. Wanted
4	orange	The sky was a bright orange colour. orange
5	sound	The birds made a beautiful sound when they sang. sound
		/5

2. Grammar and punctuation (5 marks)

Give the students a copy of the test or write the test on the chalkboard. Ask them to complete it on their own. You may read the questions and options for them if needed.

3. Writing (10 marks)

Give the students a copy of the task or write the task on the chalkboard. Ask them to complete it on their own in their exercise book or on A4 paper. You may read the task instructions to them.

Grade 3 Term 2 Part C Writing Test

Name		Grade	
------	--	-------	--

1. Spelling

1		
2		
3		
4		
5		
		/5

2. Grammar and punctuation

1	Circle the adjective in the sentence <i>I see a blue book sitting on the table.</i>		
2	Circle the adverb in the sentence <i>She ran quickly over the hill to the shop.</i>		
3	Circle the preposition in the sentence <i>The boy is behind the tree looking for his golden coin.</i>		
4	Tick to show whether each sentence is in past tense or the present tense .		
		Past tense	Present tense
	I am playing the guitar		
	This morning we were fishing		
5	Punctuate the following sentence correctly. <i>where is my football</i>		
		/5	

3. Writing

The purpose of a procedure is to tell the reader how to do or make something. It is usually written in small steps in the order that things happen. The text 'How to Make a Coconut Trumpet' is an example of a procedural text. Procedure texts could include: recipes, instructions, rule for a game or directions.

Task: Write a procedure which explains one of the following:

- How to make a toy or play your favourite game or cook your favourite dish.

Structure

- Introduction –what are the instructions for?
- Materials or equipment needed
- Sequence of steps in the order that things happen.
- At least 100 words.

Features

- Use of headings and pictures
- Use of action verbs (e.g. stir)
- Present tense
- Sequencing words (e.g. first, next, then)

/10

Total Part C /20

Maths

Grade 3 Term 2

Name		Grade	
------	--	-------	--

1. Calculate the following problems:

/4

a. $338 + 264 =$	b. $5023 - 1548 =$	c. $(3 \times 2) \times 5 = 3 \times$ $(\quad \times 5)$	d. $\quad \times 6 = 42$
------------------	--------------------	---	--------------------------

2. Anne collected 186 stones. Ratu collected 298 stones. How many stones did they collect all together?	3. There are 234 students in the school. Each student is given 6 pencils. How many pencils are needed in total?	4. $2000\text{mL} = \quad \text{L}$
---	---	-------------------------------------

/3

5. What is the value of the 4 in: 534,809? _____

/1

6. Calculate the following questions:

a. $16 \div 8 =$	b. There are 46 cakes. You will need to give the same number of cakes to 8 people equally. How many cakes does each person get and how many are left over?
c. Find $\frac{1}{4}$ of 80	

/3

7. $130 \text{ seconds} = \quad \text{minutes}$ and $\quad \text{seconds}$

/1

8. What time is 1 hour and 45 minutes after 2:00pm?

/1

9. Ruwena did her study for 40 minutes in the morning and 1 hour and 30 minutes in the afternoon. In total, how long did she study for each day?

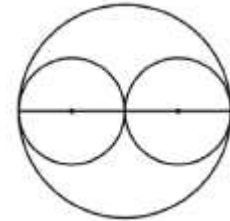
/1

10. Two same size circles are put in a circle with a diameter of 12cm. The diameter of the large circle is 12cm. What is the length of the small circles diameter and radius.

/2

Diameter: _____

Radius: _____

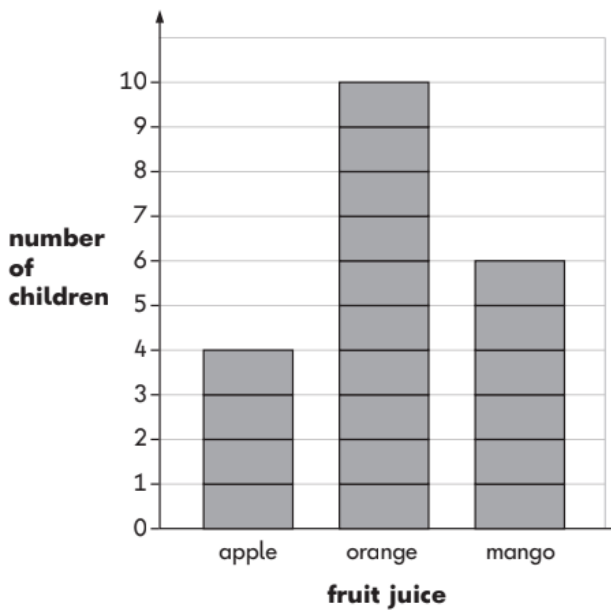


/2

11. Draw a circle with a diameter of 4cm.

12. 20 children choose their favourite fruit juice. The chart shows the results.

- How many more children choose orange than apple?
- Which fruit juice was the least popular?
- Another child joins the class. He chooses mango juice. Add this information to the chart.

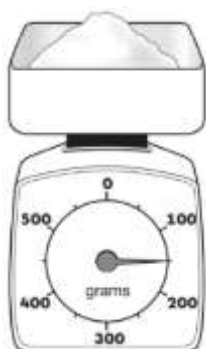


/3

13. You need to buy 4kg of rice. A 1kg bag of rice costs K11. A 500g bag of rice costs K6. Is it cheaper to buy 1kg bags or 500g bags of rice? By how much?

/2

14. How much does the sugar weigh?



15. Circle the coins you need to make K1.25



/2

Total: /25

Marking key

Record scores in the Student Assessment Record Book.

Part A Phonics marking

1. Phonemic awareness (5 marks)

- If the child identifies the correct sound, tick the box and award 1 mark.
- Teachers' note: Can the student distinguish between the start, middle and end sounds?

2. Reading decodable words (10 marks)

- If the child reads the word correctly tick the box and award 1 mark.
- If the child reads the word incorrectly and then quickly corrects themselves and reads it right, award 1 mark.
- Teachers' note: Does the child attempt to sound out unknown words? If not, revise segmenting.

3. Writing decodable words (5 marks)

- If the child spells the word correctly tick the box and award 1 mark.
- Which sounds did the student have trouble writing and reading? These phonemes need revision and more practice blending and segmenting.
- Teachers' note: Does the child attempt spelling with alternative spellings? (e.g. weel instead of wheel).

Part B Reading marking

1. Oral reading

- No marks awarded for oral reading fluency.
- If the child is clearly struggling to read the story, stop the assessment and find an easier text for them to read.
- Teacher's note: consider the following when listening to the student read.
 - Speed - Does not leave large pauses (3 seconds) between each word.
 - Accuracy – Reads most words correctly
 - Expression – Beginning to recognise and use punctuation when reading.

2. Comprehension questions (10 marks)

1. Accept answer related to playing music, or making noises
2. Coconut leaves
3. Two strips of coconut leaf. (One to loop and one to wrap around)
4. It might fall apart, it will unwind, it will break
5. To bring together, to get, to group, to gather etc
6. Start
7. Accept any two features of a procedural text. E.g. Materials, instructions, sequence of steps, verbs.
8. No. Accept reasons to do with being a leaf, because it is not strong etc.
- 9.

Bend the strip into a loop
Remove the soft part of the leaf from the bone
Wind a strip around the loop

2
1
3

Part C Writing marking

1. **Spelling** Award 1 mark for each correct answer (5 marks).

2. **Grammar and punctuation** Award 1 mark for each question (5 marks)

Circle the adjective in the sentence <i>I see a blue book sitting on the table.</i>		
Circle the adverb in the sentence <i>She ran quickly over the hill to the shop.</i>		
Circle the preposition in the sentence <i>The boy is behind the tree looking for his golden coin.</i>		
Tick to show whether each sentence is in past tense or the present tense .		
	Past tense	Present tense
I am playing the guitar		X
This morning we were fishing	X	
Punctuate the following sentence correctly. <i>Where is my football?</i>		

3. **Writing task** (10 marks)

Assessment Criteria	No evidence 0 marks	Some evidence 1 mark	Good evidence 2 marks
1. Text Type <ul style="list-style-type: none"> Logical sequence of instructions. List of equipment or materials needed. 			
2. Structure <ul style="list-style-type: none"> Length of writing is at least 100 words. Sentences are formed correctly with some use of instruction verbs (e.g. cut), and sequencing words (e.g. next) 			
3. Grammar and punctuation <ul style="list-style-type: none"> Use of capital letters and full stops Writing is in the present tense. 			
4. Handwriting <ul style="list-style-type: none"> Upper and lower case letters are formed clearly and correctly in print Spacing between words 			
5. Spelling and vocabulary <ul style="list-style-type: none"> Sequence words (e.g. first, then, or days of the week) are used to order events. Numbered instructions. 			
	Total		/ 10

Part A	/20	Part B	/10	Part C	/20	Total	/50
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Maths marking

25 marks in total.

1. a. 602 b. 3475 c. $(3 \times 2) \times 5 = 3 \times (2 \times 5)$ d. $7 \times 6 = 42$
2. 484
3. 1404
4. 2L
5. 4,000 (4 thousand)
6. a. 2 b. 5 cakes each with 6 left over c. 20
7. 130 seconds = 2 minutes 10 seconds
8. 3.45pm
9. 2 hours and 10 minutes
10. Diameter = 6cm, radius = 3 cm
11. 2 marks for circle correctly drawn with diameter of 4cm (radius 2cm). 1 mark if circle correctly draw with radius of 4cm.
12. a. 6 b. apple c. one box to be coloured in on the mango bar.
13. Cheaper to buy 1 kg bags.
4kg = K44 (buying 1kg bags)
4kg = K48 (buying 500gm bags)
K4 cheaper to buy 1kg bags
14. 150gms
- 15.



Grade 4 Term 2 SAT

#	Name (alphabetical order)	English						Maths		
		Part A Phonics (15)	Part B Reading (10)	Part C Writing (25)	Total English (50)	% (x by two)	Grade (A- E)	Maths (25)	% (x by four)	Grade (A-E)
1										
2										
3										
4										
5										
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19										
20										
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24										
25										
26										
27										
28										
29										
30										
Average % score male										
Average % score female										
Average % score class										
Pass rate male (% of male students scoring 50% or higher)										
Pass rate female (% of female students scoring 50% or higher)										
Pass rate class (% of all students scoring 50% or higher)										

Grade 4 Term 2 English has a total of 50 marks: Part A Phonics (15 marks), Part B Reading (10 marks) and Part C Writing (25 marks). Administer Part A one-to-one to the student. Part B and C can be administered one-to-one or as a whole class test. Maths has a total of 25 marks.

English Part A Phonics

1. Reading decodable words

Show the word list to the student and ask them to read them out loud.

Ask: read the word	Read correctly (one mark)
1. meet	
2. puppy	
3. thief	
4. note	
5. sew	
6. nail	
7. break	
8. eight	
9. bite	
10. fight	
	/10

Does the child attempt to sound out unknown words? Yes No

2. Writing decodable words

Do not show the words to the student. Say the words one at a time and ask the student to write them on a separate piece of paper or in their exercise book.

Ask: listen and write the word	Correct (one mark)
1. team	
2. flow	
3. same	
4. bright	
5. nosey	
	/5

Does the student try with alternative spellings? (e.g. teem instead of team) Yes No

Total Part A	/15
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English Part B Reading

Grade 4 Term 2 English Part B Reading Test

Read the story aloud and answer the questions about the text in your exercise book.

Name		Grade	
------	--	-------	--

Making Banana Pancakes

This recipe makes six sweet and delicious banana pancakes. Remember, always ask an adult before cooking in the kitchen or on the fire.

Ingredients

- 2 cups of self-rising flour
- 2 large eggs
- 2 cups of milk
- 2 ripe bananas
- OPTIONAL: Fruit or jam for on top



Method

1. Build a small fire and wash your hands.
2. Put the flour into a bowl or large jug.
3. Add the eggs and milk and beat well until you have a smooth batter.
4. Peel and mash your bananas then add them to the batter.
5. Place a frying pan on a small fire or stove top.
6. Heat a drop of oil in the frying pan. When the pan is hot, pour in about 1 cup of batter.
7. Cook for about 2 minutes until you see some bubbles on top of the pancake- then its ready to turn.
8. Use a spatula to carefully turn the pancake over.
9. Cook for about 2 more minutes then check it is cooked all the way through.
10. Serve with fruit or jam on top and enjoy!

1. Which type of flour is needed to make the pancakes?
2. Why do you think you should always ask an adult before cooking on a fire or in the kitchen?
3. Approximately how long does each pancake take to cook?
4. When do you know the pancake is ready to turn over?
5. Which word has a similar meaning to 'mash'?
- a. chop b. peel c. squash d. cook
6. Why do you think the recipe asks you to wash your hands before starting?
7. Put the following events in order that they happened in the recipe text by labelling them 1, 2 and 3 (2 marks)

Put the flour into a bowl or large jug	
Carefully turn the pancake over.	
Heat a drop of oil in the frying	

8. How do you know this is a procedure?
9. Would you like to make pancakes? Explain your answer.

/10

English Part C Writing

Instructions to teachers. Photocopiable test paper is overleaf.

1. Spelling (10 marks)

Whole class test. Do not show the students the words. Say the word, read the sentence, repeat the word and ask the student to write the word in their test paper or exercise book.

Q	Word	Sentence
1	twelve	There were twelve children on the bus. Twelve
2	fifteen	He bought fifteen laulau from the market. fifteen
3	about	She was about to answer the question. About
4	coconut	The coconut fell from the tree. Coconut.
5	water	She collected water from the stream. Water
6	eye	The mud splashed in his eye . Eye
7	would	Would you pass the ruler? Would
8	picked	He picked up the rubbish and put it in the bin. Picked
9	again	I would like to try that again . Again
10	friend	Would you be my friend ? friend
		/10

2. Grammar and punctuation (5 marks)

Give the students a copy of the test or write the test on the chalkboard. Ask them to complete it on their own. You may read the questions and options for them if needed.

3. Writing (10 marks)

Give the students a copy of the task or write the task on the chalkboard. Ask them to complete it on their own in their exercise book or on A4 paper. You may read the task instructions to them.

Grade 4 Term 2 Part C Writing Test

Name		Grade	
------	--	-------	--

1. Spelling

1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
		/10

2. Grammar and punctuation

1	Circle the adverb in the sentence <i>The band played loudly at the festival.</i>																	
2	Circle the pronoun in the sentence <i>Mary and Susan and sisters. They are good friends.</i>																	
3	Punctuate the sentence correctly <i>can I have some tomatoes beans and taro from the market</i>																	
4	Use a preposition to complete this sentence. <i>The plane flew _____ the clouds.</i>																	
5	Tick to show whether each sentence is in past, present or future tense. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Past tense</th> <th>Present tense</th> <th>Future tense</th> </tr> </thead> <tbody> <tr> <td>I will be playing rugby</td> <td></td> <td></td> <td></td> </tr> <tr> <td>I was playing rugby</td> <td></td> <td></td> <td></td> </tr> <tr> <td>I am playing rugby</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Past tense	Present tense	Future tense	I will be playing rugby				I was playing rugby				I am playing rugby				
	Past tense	Present tense	Future tense															
I will be playing rugby																		
I was playing rugby																		
I am playing rugby																		
		/5																

3. Writing

The purpose of a procedure is to tell the reader how to do or make something. It is written in small steps in the order that things happen. The text 'Making Banana Pancakes' is an example of a procedural text. Procedure texts could include: recipes, instructions or rules for a game.

Task: Write a procedure which explains one of the following:

- How to make a toy or play your favourite game or cook your favourite dish

Structure:

- Introduction –what are the instructions for?
- Materials or equipment needed
- Sequence of steps in the order that things happen.
- At least 200 words.

Features

- Use of headings and diagrams
- Use of action verbs (e.g. stir)
- Present tense
- Sequencing words (e.g. first, next, then)

/10

Total Part C /20

Maths

Grade 4 Term 2

Name		Grade	
------	--	-------	--

1. Calculate the following problems (1 mark each)

/4

a. $7654 - 342 - 45 =$	b. $\frac{2}{8} + \frac{2}{8} =$	c. $16 \times 32 =$	d. $442 \div 17 =$
------------------------	----------------------------------	---------------------	--------------------

2. There are 0.8 L of coconut oil in a small bottle and 1.1 L of coconut oil in a large bottle.

- How many litres are there altogether?
- How many litres is the difference?

3. There are 113 eggs. If you divide them equally amongst 12 children. How many will each child get and what will be the remainder?

/3

4. Round 8,543,296 to the nearest thousand

/1

5. Fill in the blank with the correct number

/1

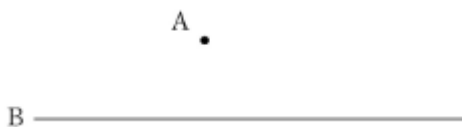


6. Calculate the following answers

d. 264 billion + 392 billion	e. $5.21 + 1.32 =$	f. $62 \div 13 =$
------------------------------	--------------------	-------------------

/3

7. Draw lines with the following conditions:
Passing through point A and parallel to line B.



8. Complete the following figure to draw a trapezoid.



/2

9. Fill in the following with an equality (=) or inequality (< >) sign

a. 0.31 _____ 0.289	b. $\frac{3}{5}$ _____ $\frac{4}{5}$
-------------------------	--------------------------------------

/2

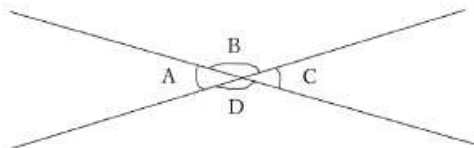
10. What is the duration of time between 10:30 am and 2:45pm?

11. There was 5 litres of milk in a jug. 1.5 litres was drunk. Draw a line to show how much milk was left.

/2



12. When angle A is 40° , how many degrees are B, C and D?

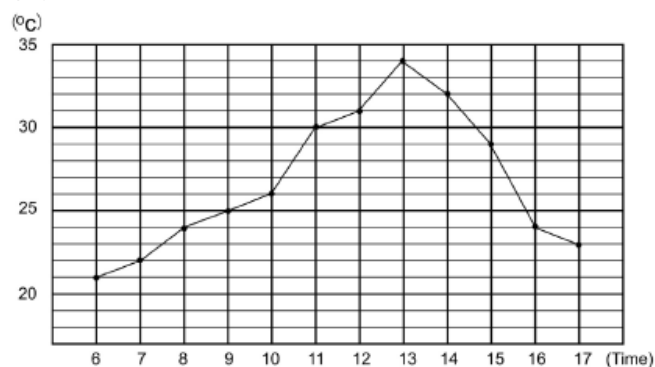


13. Using a protractor, draw an angle of 150°

/3

14. The following line graph shows the temperature of a city every hour. Use the line graph to answer the following questions.

/4



- What does the vertical axis represent? _____
- At what time is the highest temperature? _____
- What is the temperature at 7 o'clock? _____
- How many hours does the temperature take to increase from 24°C to 31°C ? _____

Total: /25

Marking key

Record scores in the Student Assessment Record Book.

Part A Phonics marking

1. Reading decodable words (10 marks)

- If the child reads the word correctly tick the box and award 1 mark.
- If the child reads the word incorrectly and then quickly corrects themselves and reads it right, award 1 mark.
- Teachers' note: Does the child attempt to sound out unknown words? If not, revise difficult sounds, letter patterns and segmenting.

2. Writing decodable words (5 marks)

- If the child spells the word correctly tick the box and award 1 mark.
- Which sounds did the student have trouble writing and reading? These phonemes need revision and more practice blending and segmenting.
- Teachers' note: Does the child attempt spelling with alternative spellings? (e.g. fone instead of phone)

Part B Reading marking

1. Oral reading

- No marks awarded for oral reading fluency.
- If the child is clearly struggling to read the story, stop the assessment and find an easier text for them to read.
- Teacher's note: consider the following when listening to the student read.
 - Speed - Does not leave large pauses (3 seconds) between each word.
 - Accuracy – Reads most words correctly
 - Expression – Beginning to recognise and use punctuation when reading.

2. Comprehension questions (10 marks)

1. Self-raising flour
2. Answer should indicate something to do with being safe, E.g. because fire can be dangerous.
3. 4 minutes (2 minutes on each side)
4. When you see some bubbles on top of the pancake.
5. C. squash
6. Answer should indicate something to do with being clean, getting rid of germs etc. E.g. so that they are clean.
- 7.

Put the flour into a bowl or large jug	1
Carefully turn the pancake over.	3
Heat a drop of oil in the frying	2

8. At least feature of a procedure text (e.g. list of ingredients; instructions; sentences which start with verbs; illustration).
9. At least one good relevant reason for wanting/not wanting to cook pancakes.

Part C Writing marking

1. **Spelling** Award 1 mark for each correct answer (10 marks)

2. **Grammar and punctuation** Award 1 mark for each question (5 marks)

Circle the adverb in the sentence <i>The band played loudly at the festival.</i>																
Circle the pronoun in the sentence <i>Mary and Susan and sisters. They are good friends.</i>																
Punctuate the sentence correctly <i>Can I have some tomatoes, beans and taro from the market?</i>																
Use a preposition to complete this sentence. <i>The plane flew (example: into, through, above, under) the clouds.</i>																
Tick to show whether each sentence is in past, present or future tense .																
<table border="1"> <thead> <tr> <th></th> <th>Past tense</th> <th>Present tense</th> <th>Future tense</th> </tr> </thead> <tbody> <tr> <td>I will be playing rugby</td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>I was playing rugby</td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>I am playing rugby</td> <td></td> <td>x</td> <td></td> </tr> </tbody> </table>		Past tense	Present tense	Future tense	I will be playing rugby			x	I was playing rugby	x			I am playing rugby		x	
	Past tense	Present tense	Future tense													
I will be playing rugby			x													
I was playing rugby	x															
I am playing rugby		x														

3. **Writing task** (10 marks)

Assessment Criteria	No evidence 0 marks	Some evidence 1 mark	Good evidence 2 marks
6. Text Type <ul style="list-style-type: none"> Instructions sequenced in a logical order logical and well organised as a procedure List of equipment or materials needed 			
7. Structure <ul style="list-style-type: none"> Length of writing is at least 200 words. Sentences are formed correctly with correct use of instruction verbs(e.g. stir) and sequencing words (e.g. next) 			
8. Grammar and punctuation <ul style="list-style-type: none"> Use of appropriate capitalisation and sentence punctuation (full stops, exclamation and question marks and commas) Writing is in the present tense. 			
9. Handwriting <ul style="list-style-type: none"> Upper and lower case letters are formed clearly and correctly in cursive print. Correct spacing between words. 			
10. Spelling and vocabulary: <ul style="list-style-type: none"> Grade appropriate words are mostly spelt correctly. Varied use of verbs to interest the reader 			
	Total		/ 10

Part A	/20	Part B	/10	Part C	/20	Total	./50
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Maths marking

25 marks in total.

1. a. 7267 b. $\frac{4}{8}$ c. 512 26

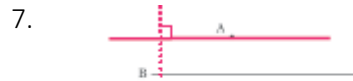
2. a. 1.9L b. 0.3L

3. 9 remainder 5

4. 8,543,000

5. 6 million

6. a. 656 billion b. 6.53 c. 4 remainder 10



9. a. $0.31 > 0.289$ b. $\frac{3}{5} < \frac{4}{5}$

10. 4 hours 15 minutes

11.



Line or shading at 3.5 L

12. 1 mark for 1 correct 2 marks for 3 correct: C = 40° , B and D = 140° each

13. Angle should measure 150°



14. a. Degrees Celsius

b. 1pm (1300 hours)

c. 22 degrees

d. 4 hours

Grade 5 Term 2 SAT

#	Name (alphabetical order)	English						Maths		
		Part A Vocab (10)	Part B Reading (10)	Part C Writing (30)	Total English (50)	% (x by two)	Grade (A-E)	Maths (25)	% (x by four)	Grade (A-E)
1										
2										
3										
4										
5										
6										
7										
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21										
22										
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24										
25										
26										
27										
28										
29										
30										
Average % score male										
Average % score female										
Average % score class										
Pass rate male (% of male students scoring 50% or higher)										
Pass rate female (% of female students scoring 50% or higher)										
Pass rate class (% of all students scoring 50% or higher)										

Grade 5 Term 2 English has a total of 50 marks: Part A, Vocabulary (10 marks), Part B Reading (10 marks) and Part C Writing (30 marks). Maths is worth 25 marks. All parts can be administered one-to-one or as a whole class test.

English Part A Vocabulary

Grade 5 Term 1

Name		Grade	
------	--	-------	--

Use each word in a sentence.

	Word	Correct use in sentence
1	mail	
2	male	
3	sunlight	
4	shout	
5	grateful	
6	through	
7	dishonest	
8	they're	
9	unfair	
10	writer	
		/10

English Part B Reading

Grade 5 Term 2 English Part B Reading Test

Read the story aloud and answer the questions about the text in your exercise book.

Name		Grade	
------	--	-------	--

Instructions: Bobo the Spinning Top Game

This is a traditional game. The men from Malasang village in north Bougainville used to play it long ago during times of feasting. A message would be sent around the village for the men to get things ready. In those times, they would use cuscus meat for betting on who would win. It was the men's favourite game. Nowadays at Malasang, boys and girls play it too, for a prize of fruit or nuts instead of cuscus meat.



Equipment:

- 1 half coconut shell (select one with a pointed end so that it will spin well)
- 1 thin wild banana rope about a metre long to spin the shell.

Instructions:

First, prepare the spinning top.

1. Clean out the coconut shell and make it smooth. You can use a piece of sharp stone or sandpaper.
2. Use a drill or hot iron wire to make four holes around the shell. These make the shell "sing", and help it to spin for a long time
3. Tie the rope to your pointer finger then wind it around the shell so that the shell will spin when you throw it down.

Playing the game

1. Divide players into two teams. Each player contributes a parcel of galip nuts towards the prize.
2. One team puts their coconut shells face down in a line on the ground.
3. Each player from the other team winds his string around his shell and throws the shell so that it spins.
4. If the spinning shell touches any of the shells on the ground, the owner of that shell on the ground is out.
5. The game continues until only one shell is left on the ground.
6. The owner of that shell is the winner; they get all the galip nuts!
7. Then the teams swap over and the game starts again.

1. Where is this game traditionally from?
2. In the past, what did the men use to bet on the game?
3. What would happen if you did not use a long enough piece of banana rope?
4. Explain in your own words how to make the shell spin.
5. Do you think it is necessary to drill holes in the coconut shell? Explain your answer.
6. Which word has a similar meaning (synonym) to 'spin'?
 - a. Fling
 - b. turn
 - c. throw
 - d. drop
7. Put the following instructions in the correct order that they happened in the text by labelling them 1, 2 and 3

Throw the shell so that it spins	
Clean out the coconut shell	
Place shells face down on the ground	

8. Put these words into alphabetical order:
traditional, spin, wind, team, divide, smooth
9. What is the verb in this sentence? '*Clean out the coconut shell and make it smooth.*'
10. Would you like to play this game? Explain your reasons.

/10

English Part C Writing

Instructions to teachers. Photocopiable test paper is overleaf.

1. Spelling (10 marks)

Whole class test. Do not show the students the words. Say the word, read the sentence, repeat the word and ask the student to write the word in their test paper or exercise book.

Q	Word	Sentence
1	twenty	I found twenty kina at the market. Twenty
2	waterfall	We rested by the waterfall . Waterfall
3	weeding	Pap is weeding the garden. Weeding
4	happiness	I am full of happiness . Happiness
5	between	Look at the cuscus between those branches. Between
6	body	We have been studying parts of the body . Body
7	keyboard	Can you play the keyboard ? Keyboard
8	would	Would you like a kulau from the market? would
9	unpaid	The weeding was unpaid work. Unpaid
10	jumping	The dogs kept jumping the fence. jumping
		/10

2. Grammar and punctuation (10 marks)

Give the students a copy of the test or write the test on the chalkboard. Ask them to complete it on their own. You may read the questions and options for them if needed.

3. Writing (10 marks)

Give the students a copy of the task or write the task on the chalkboard. Ask them to complete it on their own in their exercise book or on A4 paper. You may read the task instructions to them.

Grade 5 Term 2 Part C Writing Test

Name		Grade	
------	--	-------	--

1. Spelling

1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
		/10

2. Grammar and punctuation

1	Circle the abstract noun in the sentence <i>My traditions are very important.</i>																	
2	Circle the preposition in the sentence <i>Our dog sleeps under the outside bench.</i>																	
3	Circle the adjective in this sentence <i>The black snake crawled into the dark whole.</i>																	
4	Punctuate these sentences correctly (2 marks) a. where is your mothers village b. john kate and i are going to the market																	
5	Tick to show whether each sentence is in past, present or future tense (3 marks)																	
	<table border="1"> <thead> <tr> <th></th> <th>Past</th> <th>Present</th> <th>Future</th> </tr> </thead> <tbody> <tr> <td>I will be going to church.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>I rode my bike to school.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>They're playing football.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Past	Present	Future	I will be going to church.				I rode my bike to school.				They're playing football.				
	Past	Present	Future															
I will be going to church.																		
I rode my bike to school.																		
They're playing football.																		
6	a. Underline the prefix in the word: mistreat Underline the suffix in the word: strongest																	
		/10																

3. Writing

The purpose of a procedure is to tell the reader how to do or make something. It is written in small steps in the order that things happen. The text 'Bobo the Spinning Top Game' is an example of a procedural text. Procedure texts could include recipes, instructions or rules for a game.

Task: Write a procedure which explains how to play your favourite traditional game.	
Structure: <ul style="list-style-type: none"> • Introduction –what are the instructions for? • Materials or equipment needed • Sequence of steps in the order that things happen. • At least 300 words. 	Features: <ul style="list-style-type: none"> • Use of headings and diagrams • Use of action verbs (e.g. stir) • Present tense • Sequencing words (e.g. first, next, then)
/10	

Total Part C	/20
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Maths

Grade 5 Term 2

Name		Grade	
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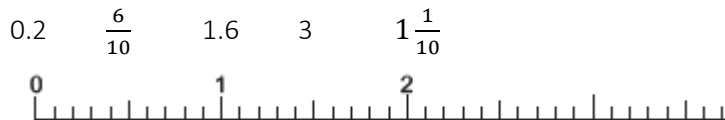
1. Calculate the following problems (1 mark each)

/5

a. $385.24 + 25.982 =$	b. $9\frac{1}{8} - 4\frac{2}{8} =$	c. $38.5 \div 0.7 =$
d. A square field had sides 30.8m long. What is the area of the field?	e. A length of rope is 37.6m How many ropes measuring 0.6m can be cut from the rope and how long a piece will remain?	

2. Write the following numbers on the number line.

/1



3. Round 5,435,829 to the nearest one hundred thousand.

/1

4. $7.5 \times 4.6 + 7.5 \times 2.4 =$

/2

5. Calculate the following answers

a. Select all the numbers greater than 5.66 5.687 5.637 5.60	b. $\frac{1}{10}$ of 70.3	c. Identify the value of the underlined number in 6. <u>8</u> 3
---	---------------------------	---

/3

6. Mr Pau's flowerbed of $15m^2$ has 120 seedlings and Ms. Kinji's flowerbed of $18m^2$ has 135 seedlings. Which flowerbed is more crowded?

/1

7. There are 2 cars, A and B. Car A travels 700 km with 35 litres of petrol. Car B travels 800 km with 50 L of petrol. Which car can travel further if both cars use the same amount of petrol?

/1

8. List the first 3 consecutive multiples of 8.

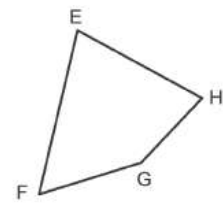
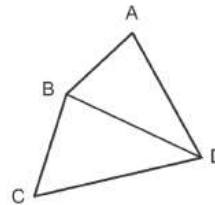
/1

9. List all the common divisors of 18 and 24.

/1

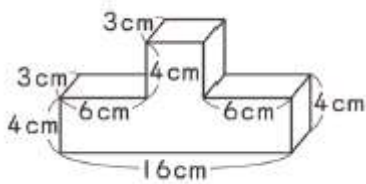
10. The two quadrilaterals below are congruent. Answer the following questions.

- Which vertex corresponds with vertex D?
- Which side corresponds with Side BC?
- Which angle corresponds with angle FGH?

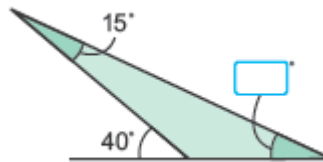


/3

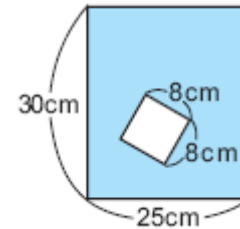
11. Find the volume of the following figure.



12. Calculate the missing angle



13. Find the area of the shaded part.

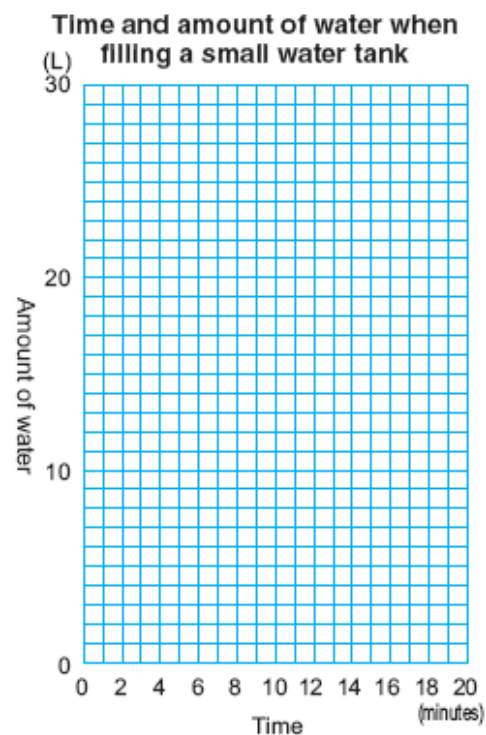


/3

14. The table below shows how the amount of water and the time change as a small water tank is filled.

Time (minutes)	0	2	4	6	8	10	12	14
Amount of water (L)	0	3	6	9	12	15	18	21

- Plot the information in the table onto the graph
- What is the amount of water after 7 minutes?
- How many litres of water will there be after 20 minutes?



/3

Total: /25

Marking key

Record scores in the Student Assessment Record Book.

Part A Vocabulary marking

- Each question is worth 1 mark
- If the student uses the word correctly in a sentence and the sentence makes sense then they have demonstrated their understanding of the word.
- The sentence should be in the correct tense.

Part B Reading marking

1. Oral reading

- No marks awarded for oral reading fluency.
- If the child is clearly struggling to read the story, stop the assessment and find an easier text for them to read.
- Teacher's note: consider the following when listening to the student read.
 - Speed - Does not leave large pauses (3 seconds) between each word.
 - Accuracy – Reads most words correctly
 - Expression – Beginning to recognise and use punctuation when reading.

2. Comprehension questions (10 marks)

1. Malasang village in north Bougainville. Also accept Malasang or north Bougainville separately.
2. Cuscus meat.
3. The shell would not spin. The shell would not spin as well.
4. Answer should indicate that you need to wind the string around the coconut shell and throw it down.
5. Answer should give a clear explanation for their reason. E.g. No, because the holes are only to help it make a sound when it spins.
6. b. turn
7. (1 mark for 1 correct, 2 marks for 3 correct)

Throw the shell so that it spins	3
Clean out the coconut shell	1
Place shells face down on the ground	2

8. Divide, smooth, spin, team, traditional, wind
9. Clean
10. Answer should give a clear reason for their choice.

Part C Writing marking

1. **Spelling** Award 1 mark for each correct answer (10 marks)

2. **Grammar and punctuation** Award 1 mark for each question (10 marks)

Circle the abstract noun in the sentence <i>My traditions are very important.</i>			
Circle the preposition in the sentence <i>Our dog sleeps under the outside bench.</i>			
Circle the adjectives in this sentence (accept one or both answers) <i>The black snake crawled into the dark whole.</i>			
Punctuate these sentences correctly (2 marks)			
a. W here is your mother's village?			
b. J ohn, K ate and I are going to the market.			
Tick to show whether each sentence is in past, present or future tense (3 marks)			
	Past	Present	Future
I will be going to church.			X
I rode my bike to school.	X		
They're playing football.		X	
b. Underline the prefix in the word: m istreat			
c. Underline the suffix in the word: strong est			

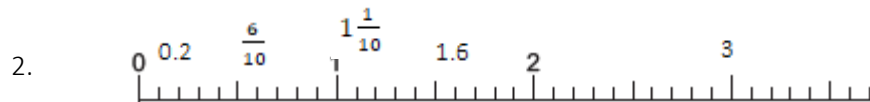
3. **Writing task** (10 marks)

Assessment Criteria	No evidence 0 marks	Some evidence 1 mark	Good evidence 2 marks
1. Text type <ul style="list-style-type: none"> Instructions sequenced in a logical order and well organised as a procedure Includes section for materials needed and a set of instructions. 			
2. Structure <ul style="list-style-type: none"> Length of writing is at least 300 words. Sentences are formed correctly with correct use of instruction verbs(e.g. stir) and sequencing words (e.g. next) 			
3. Grammar and punctuation <ul style="list-style-type: none"> Use of capital letters, full stops, exclamation and question marks, commas and apostrophes Correct use of tenses, pronouns and conjunctions 			
4. Handwriting <ul style="list-style-type: none"> Uniform shape, size, slope and spacing. Uses modified cursive or italic writing for effects. 			
5. Spelling and vocabulary <ul style="list-style-type: none"> Correct spelling of plurals and contractions (e.g. doesn't) Nouns, verbs, adjectives and adverbs chosen add further details. 			
			/10

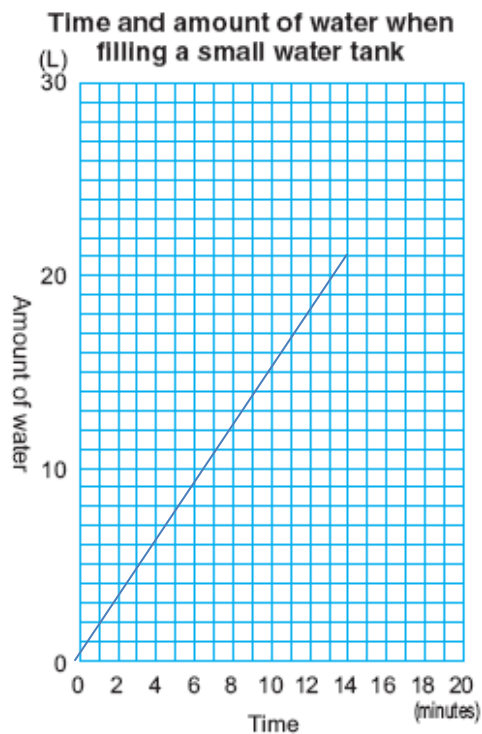
Maths marking

25 marks in total. Students must include units of measurement to receive a mark.

1. a. 411.222 b. $4\frac{7}{8}$ c. 55
 d. $948.64m^2$ e. 62 pieces with 0.4m remaining



3. 5,400,000
 4. 52.5
 5. a. 5.687 b. 7.03 c. 8 tenths
 6. Mr Pau's flowerbed of $15m^2$
 7. Car A
 8. 16, 24, 32
 9. 1, 2, 3, 6
 10. a. Vertex E b. Side GF c. Angle ABC
 11. $228cm^3$
 12. 25°
 13. $686cm^2$
 14. A (See below) b. 10.5L c. 30L



Grade 6 Term 2 SAT

#	Name (alphabetical order)	English				Maths			
		Part A Reading (10)	Part B Writing (15)	Total English (25)	% (x by four)	Grade (A- E)	Maths (25)	% (x by four)	Grade (A-E)
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
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26									
27									
28									
29									
30									
Average % score male									
Average % score female									
Average % score class									
Pass rate male (% of male students scoring 50% or higher)									
Pass rate female (% of female students scoring 50% or higher)									
Pass rate class (% of all students scoring 50% or higher)									

Grade 6 Term 2 English has a total of 25 marks: Part A Reading (10 marks) and Part C Writing (15 marks). Maths is worth 25 marks. All parts can be administered one-to-one or as a whole class test.

English Part A Reading

Name		Grade	
------	--	-------	--

Traditional Fire Making

Description

Have you ever been stuck trying to light a fire without matches? Before matches were available, people used traditional methods to light their fires. This was a valuable skill to have, and was very important for survival. Fires serve many purposes, particularly for people without electricity or gas. Fires can be used for boiling water, cooking food and keeping warm. Learn how to light a traditional fire by reading these instructions.

You will need:

- a piece of dry stick
- some dry kunai grass
- a dry bamboo strip

Instructions:

1. Split one end of the dry stick.
2. Put another piece of stick in the middle to keep it open.
3. Place the kunai grass on the ground in a loose heap. Crush some more in your hand and place it on top.
4. Place the dry stick on top of the kunai that you put on the ground.
5. Pass the bamboo strip under the stick at right angles to it so that you have one end of the strip in each hand.
6. Put your feet on each end of the stick to hold it firmly in place.
7. Start pulling the bamboo strips backwards and forwards — slowly at first, then faster and faster.
8. Soon you will see smoke rising from where the stick and bamboo strip are rubbing together. This is because the rubbing action causes heat.
9. Blow gently until you have a flame. Add some more grass and twigs.



Now a small fire is burning.

1. What adjective is used to describe all three materials needed? Why do you think this is important?
2. What do you use to hold the stick firmly in place?
3. When might you need to use the traditional fire making method?
4. What causes the smoke to start rising?
5. Why do you think you must blow gently to start the fire?
6. Why do you think traditional fire making is described as an important skill for survival?
7. What does the word 'firmly' mean?
8. What is an antonym of the word 'slowly'?
9. Find a verb in the text which describes the action the boy is doing in the picture.
10. Put these steps in the order they appear in the instructions

	Number them in the correct order (1,2,3,4)
Hold the stick firmly in place with your feet	
Split one end of dry stick	
Blow gently on the grass	
Crush some kunai grass in your hand	

/10

English Part B Writing

Grade 6 Term 2

The purpose of a procedure is to tell the reader how to do or make something. The information is usually written in small steps in the order that things happen. The text 'Traditional Fire Making' is an example of a procedural text. Procedure texts could include: recipes, instructions or rules for a game.

Task: Write a procedure which explains how to do a task around the house. Examples include:

- Weaving a mat
- How to cook your favourite dish.
- Preparing and planting your garden.

Suggested structure:

- Description which provides background information on the topic
- Materials or equipment needed
- Sequence of steps in the order that things happen.
- At least 400 words

Features to focus on:

- Use of headings and diagrams
- Use of action verbs (e.g. stir)
- Present tense
- Sequencing words (e.g. first, next, then)
- Descriptive language such as adjectives and adverbs (e.g. dry grass)
- Bullet points and quantities for materials
- Numbers for each instruction

/15

Maths

Grade 6 Term 2

Name		Grade	
------	--	-------	--

1. Convert the fractions, percentages and decimals (1 mark each)

/3

a. $\frac{2}{5}$ to percentage and decimal	b. 37.5% to a fraction and decimal	c. 0.55 to a fraction and percentage
--	------------------------------------	--------------------------------------

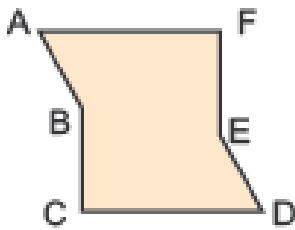
2. The table shows the area of two swimming pools and the number of people in them. Which pool is more crowded?

The Area of Pools and Number of Persons

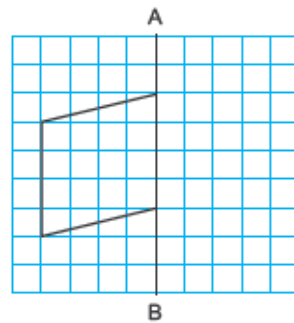
	Area (m ²)	Number of person
Indoor	400	80
Outdoor	500	120

/1

3. This figure has a point of symmetry. Draw the point of symmetry.



4. Draw the other half, where line AB is the line of symmetry



/2

5. Calculate the following problems to find the value of x

a. $x \times 8 - 22 = 344$	b. The cost of 5 mattresses is 1400 kina. How much is the cost of 7 mattresses?	c. $\frac{6}{7} \times 4\frac{2}{3} =$
----------------------------	---	--

/3

6. Calculate the following

a. Farmers harvested 7800kg of peanuts last year. This year they harvested 30% less than last year. How much did they harvest this year?	b. A car drives $5\frac{1}{5} km$ with 1L of fuel. How many kilometres does the car drive with $1\frac{1}{3} L$ of fuel?
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/2

7. Calculate the following answers

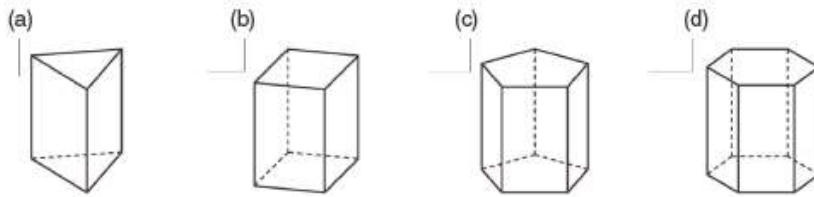
a. $\frac{3}{8} \div \frac{3}{5} =$	b. Circle the quotients greater than 8. $8 \div \frac{3}{5}$ $8 \div 1\frac{1}{2}$ $8 \div \frac{5}{4}$ $8 \div \frac{7}{9}$	c. $4 \times 0.6 \div \frac{3}{10} =$
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/3

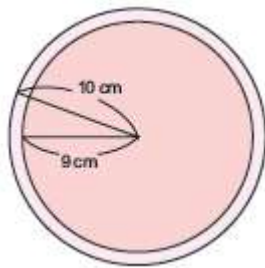
8. Look at the prisms below and answer the following questions.

- How many edges does (b) have?
- What is the shape of the base of (c)?
- Which prism has 5 faces?

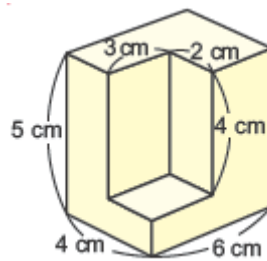
/3



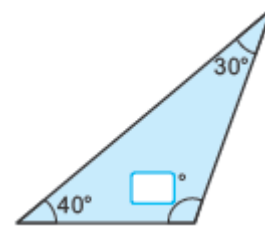
9. There are 2 circles with radii 9cm and 10cm (see picture). Find the difference in their areas.



10. Find the volume of this shape (2 marks)



11. Find the missing angle.



/4

12. How many 4-digit whole numbers can be made using the cards 1, 4, 6 and 8 (each number can only be used once in any 4 digit number).

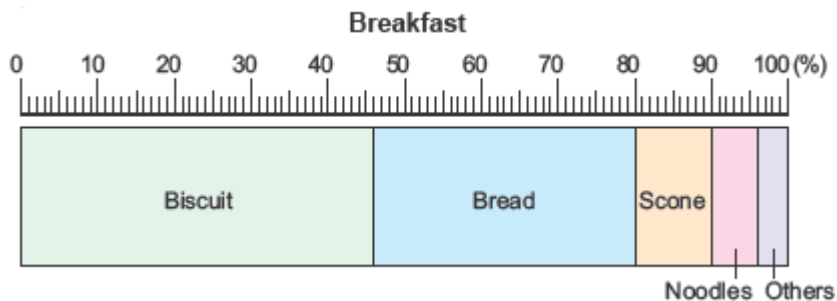
13. How many common multiples of 4 and 6 are there between 50 and 80?

/2

14. The bar graph below shows the results of breakfast taken by students in grade 6.

- What is the percentage of biscuit to the total number of students?
- There are 50 students in grade 6. Find out how many students eat each type of breakfast.

/2



Total: /25

Marking key

Record scores in the Student Assessment Record Book.

Part A Reading marking

Have the student read the first paragraph to you. If the student is clearly struggling to read the story, stop the assessment and find an easier text for them to read.

- No marks awarded for oral reading
- Teacher's note: consider the following when listening to the student read.
 - Speed - Does not leave large pauses (3 seconds) between each word.
 - Accuracy – Reads most words correctly
 - Expression – Beginning to recognise and use punctuation when reading.

Comprehension answers (10 marks)

Award 1 mark for each correct answer unless specified.

1. Adjective: dry. Student should explain that if it was not dry then the fire might not light.
2. Your feet.
3. Accept: when you have no matches. When you are hunting and need to cook, keep clean or boil water.
4. The rubbing action which causes heat.
5. Answer should indicate that blowing too hard could blow the flame out.
6. Answer should indicate something to do with people needing it to cook, boil water and keep warm if they do not have electricity or gas.
7. Firmly means hard, or with pressure
8. Antonyms for "slowly": quickly, fast
9. Blow/ blowing
- 10.

	Number them in the correct order (1,2,3,4)
Hold the stick firmly in place with your feet	3
Split one end of dry stick	1
Blow gently on the grass	4
Crush some kunai grass in your hand	2

Part B Writing

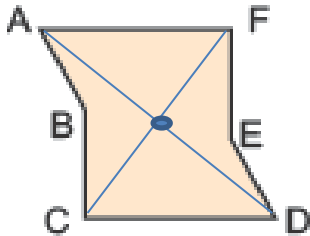
15 marks

Assessment criteria	No evidence 0 marks	Some evidence 1 mark	Good evidence 2 marks	Excellent evidence 3 marks
1. Text type <ul style="list-style-type: none">Well organised procedureInstructions sequenced in a logical orderIncludes materials needed and a set of instructions.				
2. Structure <ul style="list-style-type: none">Length of writing is at least 400 wordsParagraphs and bullet points mostly used correctly.Sentences are formed correctly with correct use of instruction verbs (e.g. stir) and sequencing words (e.g. next)				
3. Grammar and punctuation <ul style="list-style-type: none">Correct use of punctuation (capitalisation, full stops, exclamation marks, question marks, commas and apostrophes for contractions)Attempting to use apostrophes for possessives, colons, semi-colons, hyphens and dashes correctly in sentences.Consistent use of tense, pronouns, plurals and conjunctions.				
4. Spelling and vocabulary: <ul style="list-style-type: none">All common words spelt correctly.Chooses effective nouns and adjectives, pronouns, verbs, adjectives, contractions and conjunctions correctly in writing.Uses common prefixes and suffixes correctly				
5. Handwriting <ul style="list-style-type: none">Writes legibly using uniform shape, size, slopeWrites in capitals, cursive or joint italics for effectAllows margins and correct spacing between letters, words and paragraphs				
	Total			/ 15

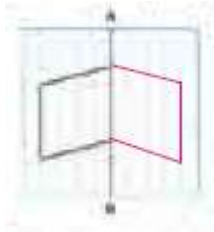
Maths marking

Students must include units of measurement to receive a mark.

- a. 40%, 0.4 b. .375, $\frac{3}{8}$ c. 55%, $\frac{11}{20}$
- Outdoor
-



4.



- a. $x = 45.75$ b. 19600 Kina c. 4
- a. 5460 b. $\frac{104}{15} km$ or $6 \frac{14}{15} km$
- a. $\frac{5}{8}$ b. $8 \div \frac{3}{5}$ and $8 \div \frac{7}{9}$ c. 8
- a. 12 edges b. pentagon c. Prism A
- $59.66 cm^2$
- $96 cm^3$
- 110°
- 24
- Two: 60 and 72
- a. 46% b. Biscuits 23, bread 17, scone 5, noodle 3, others 2

Grade 7 Term 2 SAT

#	Name (alphabetical order)	English				Maths			
		Part A Reading (10)	Part B Writing (15)	Total English (25)	% (x by four)	Grade (A- E)	Maths (25)	% (x by four)	Grade (A-E)
1									
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30									
Average % score male									
Average % score female									
Average % score class									
Pass rate male (% of male students scoring 50% or higher)									
Pass rate female (% of female students scoring 50% or higher)									
Pass rate class (% of all students scoring 50% or higher)									

Grade 7 Term 2 English has a total of 25 marks: Part A, Reading (10 marks) and Part C Writing (15 marks). Maths is worth 25 marks. All parts can be administered one-to-one or as a whole class test.

English Part A Reading

Name		Grade	
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How to Make Aigir

Description:

Aigir is a delicious, mouth-watering, traditional cuisine from the New Guinea Islands Region of Papua New Guinea. Aigir is actually a cooking method; it works by using hot stones to heat the liquid that the food is cooked in.

Aigir is believed to have originated with the Tolai people of East New Britain and New Irelanders, where the method has been maintained and practiced from generation to generation. As people have moved from province to province, the dish has been taught to more people and has now become a favourite dish across PNG. Aigir is often prepared on special occasions and during large gatherings. You can also buy it outside Tokua Airport where local villagers sell it to earn an income.

This recipe uses chicken as a source of protein. However, you can make Aigir using only greens and vegetables or with another source of protein such as fish.



You will need:

- 6-10 cooking stones
- Large fresh banana leaves
- 12 cooking bananas
- A packet of chicken legs, breasts or other types of protein (make sure they have thawed)
- 5 bundles of aibika or other green vegetable.
- 4-6 coconuts
- 4 tomatoes, plus onions or any other vegetables

Instructions

- 1) Heat the stones in a fire until they are very hot. At the same time, cook the bananas on the fire by placing them on the embers with their skins still on.
- 2) While the stones are heating, scrape the coconuts.
- 3) Wash the aibika (greens) and chop the other vegetables.
- 4) Lay the banana leaves in a hollow made from the coconut husks (so that the coconut milk won't spill).
- 5) Put the aibika onto the banana leaves. Squeeze coconut milk over the aibika.
- 6) Squeeze the aibika gently so that there is a pool of coconut milk in the hollow of the banana leaves. Move the aibika to the side.

- 7) It is important to work quickly at this stage. Using tongs, take six hot stones from the fire. Rinse them quickly in water, and wrap them in bubu leaves.
(Note: Rinsing and wrapping the stones will help stop them from burning the food.)
- 8) Put the hot stones in the coconut milk. Put a piece of banana leaf over the stones.
- 9) Place the chicken on top of the banana leaf.
- 10) Squeeze more coconut milk over the chicken.
- 11) Add the rest of the vegetables and another four rinsed and wrapped hot stones.
- 12) Quickly wrap everything in the banana leaves. It is important to do this fast, before too much steam escapes.
- 13) Tie the bundle tightly and leave for 15 minutes or until the chicken is cooked.
- 14) Taste to see if the food is cooked, then remove the Aibika into a separate dish before it overcooks.
- 15) Serve the Aigir with the cooked bananas, or with another carbohydrate of your choosing.

1. Where did Aigir originate from?
2. Why do you think it is important to thaw the protein before cooking it?
3. Why is it important to wrap the stones before putting them in with the food?
4. What will happen if you take too long to put the Aigir together?
5. What does the word 'maintained' mean?
6. What is an antonym of the word 'heat'?
7. Find three adjectives in the text used to describe Aigir.
8. Explain how Aigir has become popular all across PNG.
9. How do you know this is a special dish for the Tolai people? Explain your answer using evidence from the text.
10. Put these steps in the order they occur.

	Number them in the correct order (1,2,3,4)
Squeeze the coconut milk over the aibika	
Make a fire	
Scrape the coconuts	
Place the chicken in with the aibika.	

/10

English Part B Writing

Grade 7 Term 2

Name		Grade	
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The purpose of a procedure is to tell the reader how to do or make something. The information is usually written in small steps in the order that things happen. The text 'How to Make Aigir' is an example of a procedural text. Procedure texts could include: recipes, instructions or rules for a game.

Task: Write a procedure which explains how cook a traditional or modern dish from your village.

Suggested structure:

- Description– providing information on the dish.
- Materials or equipment needed
- Sequence of steps in the order that things happen.
- 500 words

Features to focus on:

- Use of headings and diagrams
- Use of action verbs (e.g. stir)
- Present tense
- Sequencing words (e.g. first, next, then)
- Descriptive language (adjectives and adverbs)
- Bullet points or numbers for each instruction

/15

Maths

Grade 7 Term 2

Name		Grade	
------	--	-------	--

1. Calculate the following

a. $4 + 2 \times (6 - 3) =$	b. $x \times 8 - 43 = 181$ $x =$	c. $64.8 \div 1.8$	d. $\frac{2}{5} \times \frac{1}{3} =$	/4
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2. Calculate the following

a. $(-6) + 4 =$	b. $7 + (-11) - (-5) =$	c. $(-3) \times (-2) \times (-5) =$	d. $(-8) \div (-2) =$	/4
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3. You have 3.8L of water in a kettle. How many glasses can you fill if each glass is 200mL?

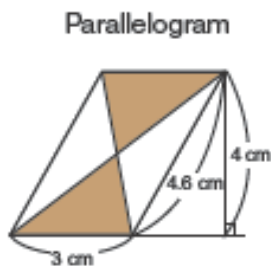
/1

4. Dan mixes 35g of flour and 14g of sugar to make sweet flour balls. If Dan says that the quantity of sugar is 2g, how much is the proportional quantity of flour?

/1

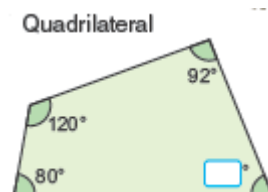
$$35 : 14 = \underline{\quad} : 2$$

5. Find the area of the shaded part. (2 marks)



6. Barry drives at a speed of 60km/hour. He started driving to get to a place that is 300km away. What time does he arrive if he leaves at 8am?

7. Find the size of the missing angle



/3

8. Represent the following numbers on the number line. -5 and 2.5

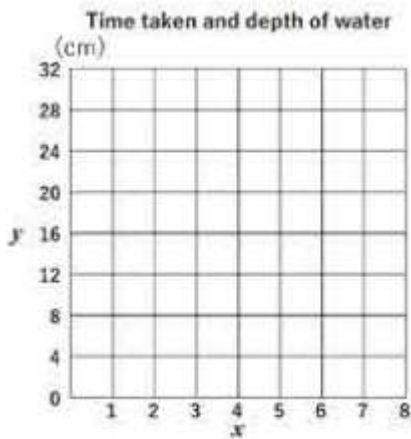
/1



9. This table represents the relationship between the depth of water poured into a rectangular prism containers and the time taken.

Time: (x)mins	0	1		3	4		8
Depth: (y)cm	0	4	8		16	24	

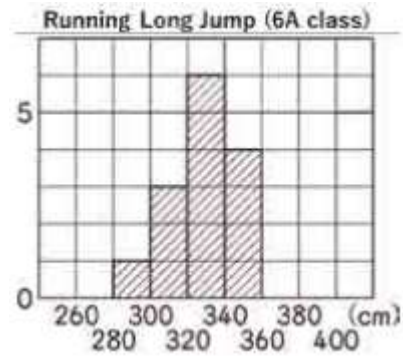
- Fill in the table above
- Express the relationship between x and y as a mathematical expression.
- Graph the data on the following grid



- How many minutes does it take for water to fill up to 60cm?

10. This graph shows the results of boys' running long jump in class 6A. Complete the graph below with the following information.

- Equal to or greater than 260cm and less than 280cm: 2 boys
- Equal to or greater than 360cm and less than 380cm: 3 boys
- Equal to or greater than 380cm and less than 400cm: 1 boys



/5

11. Simplify
 $7a + 4 + 3a - 5$

12. Calculate
 $4x + 1 = 3(x + 2)$

13. Solve
 $x: 8 = 3: 2$

/3

14. Draw a graph and represent $y = 4x$

/3

Total: /25

Marking key

Record scores in the Student Assessment Record Book.

Part A Reading marking

Have the student read the first paragraph to you. If the student is clearly struggling to read the story, stop the assessment and find an easier text for them to read.

- No marks awarded for oral reading
- Teacher's note: consider the following when listening to the student read.
 - Speed - Does not leave large pauses (3 seconds) between each word.
 - Accuracy – Reads most words correctly
 - Expression – Beginning to recognise and use punctuation when reading.

Comprehension answers (10 marks)

Award 1 mark for each correct answer unless specified.

1. New Guinea Islands Region/ East New Britain/ New Ireland?
2. Answer should indicate that it is so it cooks properly, or they don't get sick.
3. So they do not burn the food.
4. Too much steam will escape / The food will col/ the food won't cook properly
5. Answer should indicate something to do with staying the same.
6. Cool
7. delicious, mouth-watering, traditional, favourite
8. As people have travelled from province to province, the dish has been taught to more people.
9. Answer should give a reason from the text why this is a special dish. For example. Because it has been maintained and practiced from generation to generation. They make it for special occasions and large gatherings.
10. Put these steps in the order they occur.

	Number them in the correct order (1,2,3,4)
Squeeze the coconut milk over the aibika	3
Make a fire	1
Scrape the coconuts	2
Place the chicken in with the aibika.	4

Part B Writing marking

Assessment Criteria	No evidence 0 marks	Some evidence 1 mark	Good evidence 2 marks	Excellent evidence 3 marks
1. Text type <ul style="list-style-type: none"> Recount is descriptive and informative Writing is well developed and is organised in a logical procedural structure Well organised into different sections of a procedure. 				
2. Structure: <ul style="list-style-type: none"> Length of writing is at least 500 words Use a range of well-structured sentence types (simple, compound and complex) to create interest for the reader. Paragraphs and bullet points mostly used correctly. 				
<ul style="list-style-type: none"> Grammar and punctuation Use of all main sentence punctuation appropriately: apostrophes, contractions, possessives, colons, semi-colons, commas, hyphens and dashes Chooses adjectives, adverbs and verbs for good effect and instruction. Correct use of English grammar including: tense, pronouns, plurals and conjunctions. 				
3. Spelling and vocabulary: <ul style="list-style-type: none"> Spells all grade level sight words correctly Spells common compound words, and words with prefixes and suffixes correctly. Correct use of homophones (e.g. to, too, two) 				
4. Handwriting <ul style="list-style-type: none"> Writes legibly using uniform shape, size, slope Writes in capitals, cursive or joint italics for effect (e.g. 'DO NOT mix the two together!') Allows margins and correct spacing between letters, words and paragraphs 				
	Total			/ 15

Grade 8 Term 2 SAT

#	Name (alphabetical order)	English				Maths			
		Part A Reading (10)	Part B Writing (15)	Total English (25)	% (x by four)	Grade (A- E)	Maths (25)	% (x by four)	Grade (A-E)
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Average % score male									
Average % score female									
Average % score class									
Pass rate male (% of male students scoring 50% or higher)									
Pass rate female (% of female students scoring 50% or higher)									
Pass rate class (% of all students scoring 50% or higher)									

Grade 8 Term 2 English has a total of 25 marks: Part A, Reading (10 marks) and Part C Writing (15 marks). Maths is worth 25 marks. All parts can be administered one-to-one or as a whole class test.

Part A Reading

Name		Grade	
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Amazing Noni Oil

Description

Noni Oil is extracted from the seeds and roots of a small evergreen tree that grows in the tropical areas of Southeast Asia, Australia, New Zealand, New Guinea and the Polynesian islands.

Noni Oil is a type of traditional medicine which is used by Papua New Guineans for joint aches, muscle pain and skin conditions. Noni Oil has antiseptic, anti-inflammatory and pain-killer properties. It is commonly used by massaging it into the skin to ease muscle and joint pains. It is also believed to be good for hair growth and strength.

Papua New Guineans are able to grow and process the Noni Oil using traditional methods, and some people are now selling it to make an income. Noni trees are a valuable resource so it is therefore important to take only a small part of the roots when making Noni Oil, as taking too much could kill the tree and would mean no more Noni Oil could be produced.

Although Noni Oil is still mostly used as a traditional medicine, there has been an increase in the amount of research into its healing properties which means you might one day see it selling in the local chemist. No known side effects have been reported from the use of Noni Oil, however, if you experience a local allergic reaction to the oil, you should stop using it and seek medical advice.



Ingredients and materials

- 20 coconuts
- 10 cups of water
- 1 piece of noni root
- 1 large pot big enough to fit all the liquids
- 2 coconut scrapers
- 1 small pot
- 1 big spoon
- Empty bottles

Preparation:

- Rinse and clean your plastic bottles so that there is no dirt in them. Leave them to dry whilst you make the Noni Oil.
- Preparation of Noni Oil takes two days.

Method:

- 1) Use the scraper to scrape the 20 coconuts into a large bowl or bucket. Add the water and squeeze them into the large pot using your clean hands.
- 2) Cover the pot and leave the coconut water overnight; this will allow the oil and cream to rise to the top.
- 3) Using the big spoon, separate the cream and oil from the top of the coconut liquid. Scoop carefully so that the oil and cream do not mix back in with the rest of the coconut liquid.
- 4) Wash and scrape the bark of the noni root and keep the scrapings. These will add colour and healing properties to the oil.

(Note: The botanical name for noni is Morinda citrifolia. This tree is also known by many common names, including Indian mulberry, mengkudu, canary wood, hog apple, dog dumpling, cheese fruit, vomit fruit and great morinda. The seeds, leaves and stem have also been known to have been used to make traditional products in other cultures)

- 5) Boil the cream and oil in a separate pot and add the bark of the noni root.
- 6) When the oil is clear and yellow, it is ready. This will usually take 35-45 minutes.
- 7) Cool the oil and pour it into containers for use.

Once cooled, you can use the Noni Oil straight away or you can store it for between one and three months; this will allow the oils to infuse with each other.

1. Why do you need to leave the coconut water overnight?
2. What is the purpose of the big spoon?
3. Has Noni Oil been proven to be good for hair growth and strength? Explain your answer.
4. What does the word 'valuable' mean?
5. What is synonym of the word 'separate'?
6. Why would you not pour the oil into the container straight away?
7. Would you use Noni Oil for muscle aches instead of a medicine from the shop? Explain your reasons.
8. The root word 'septic' means infected. In your own words define what the work 'antiseptic' means.
9. Why do you think noni trees are such a valuable resource?
10. What safety measures do you think need to be taken when making Noni Oil? Explain reasons for your answer.

/10

Part B Writing

Grade 8 Term 1

Name		Grade	
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The purpose of a procedure is to tell the reader how to do or make something. The information is usually written in small steps in the order that things happen. The text 'Amazing Noni Oil' is an example of a procedural text. Procedure texts could include: recipes, instructions or rules for a game.

Task: Write a procedure which explains how to perform a traditional practice from your area.

Example include:

- Making something like a mat
- Performing a ritual or playing a game
- Making a traditional dish

Suggested structure:

- Description– Detailed information providing information on the topic
- Materials or equipment needed
- Sequence of steps in the order that things happen.
- At least 600 words

Features to focus on:

- Use of headings and diagrams
- Use of action verbs (e.g. stir)
- Present tense
- Sequencing words (e.g. first, next, then)
- Descriptive language (adjectives and adverbs)
- Bullet points or numbers for each instruction

/15

Maths

Grade 8 Term 2

Name		Grade	
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1. Calculate the following

a. $(3x - 7y) + (2x + 5y) =$	b. $(4x + 6y) - (x + 6y - 5) =$	c. $\frac{1}{3}(2x + y) - \frac{1}{6}(x - 5y) =$	/6
d. Add the following fractions and give your answer as a decimal. $2 + \frac{2}{1000} + \frac{1}{10} + \frac{3}{100}$	e. What is the price of a K70 fan after a discount of 20%?	f. How many minutes are there in 2 days?	

2. Find the value of the expression $8(2a + b) - 5(a - 4b)$ when $a = -\frac{1}{11}$ and $b = \frac{1}{7}$

/1

3. Solve the following using a simultaneous equation:

Three pencils and one notebook cost K2.50 and once pencil and one notebook costs K1.50.
Find the price of each item if the cost of a pencil equals x and the cost of a notebook equals y

/2

4. Solve the following using a simultaneous equation.

Admission to a museum for two adults and one junior high school students is K13.00.
Admission for one adult and two junior high school students is (K11.00. What is the price of each type of tickets?

/2

Approach: Here are the quantitative relationships in this problem.

(Price of 2 adult tickets) + (price of 1 student ticket) = (K65)

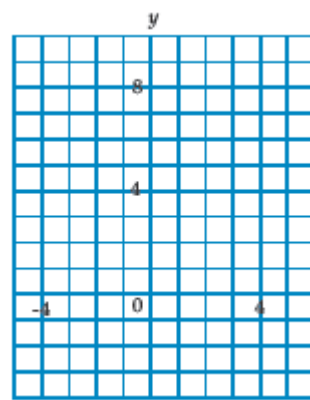
(Price of 1 adult ticket) + (price of 2 student tickets) = (K40)

5. State the slope and intercept of the line, $y = 3x + 6$

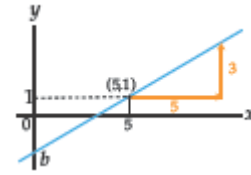
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6. Graph the following line: $y = \frac{2}{3}x + 1$

/2

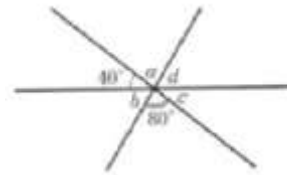


7. y is a linear function of x . The graph of the function is a line that passes through point $(5,1)$ and has a slope of $\frac{3}{5}$. Find the expression for this linear function.



/2

8. The figure shows three lines intersecting at a single point. Find the measure of angles a, b, c and d

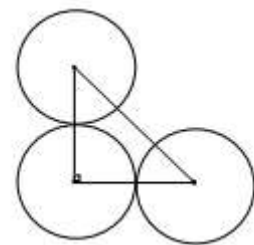


/1

9. The red, green, and black lollies in a packet are in the ratio of 2:3:5. How many green lollies and black lollies are there, if there are 10 red lollies?

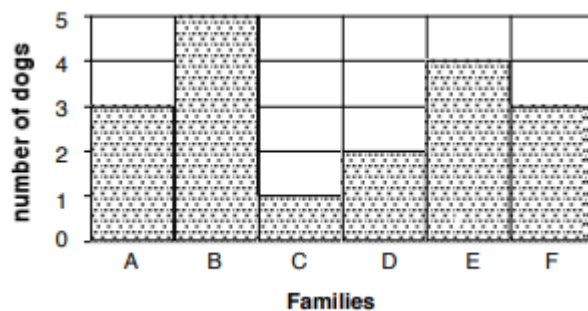
/1

10. The diagram shows 3 identical circles with a radius of 4cm each. Find the area of the triangle in cm^2



/1

11. The column graph shows the number of dogs per family in the village.
- What is the mean number of dogs?
 - What is the median number of dogs?
 - What percentage of dogs do families B and E have combined?



/3

12. Round 4,356,000.4356 to 2 decimal places

/1

13. A sales person receives a commission of 2.5% of the selling price of any vehicle that she sells. How much commission would she earn for selling a car worth K20 000?

/1

14. A machine fills 1000 bottles in 5 minutes. How many bottles will it fill in 2 minutes?

/1

Total: /25

Marking key

Record scores in the Student Assessment Record Book.

Part A Reading marking

Have the student read the first paragraph to you. If the student is clearly struggling to read the story, stop the assessment and find an easier text for them to read.

- No marks awarded for oral reading
- Teacher's note: consider the following when listening to the student read.
 - Speed - Does not leave large pauses (3 seconds) between each word.
 - Accuracy – Reads most words correctly
 - Expression – Beginning to recognise and use punctuation when reading.

Comprehension answers (10 marks)

Award 1 mark for each correct answer unless specified.

1. So that the oil and cream rise to the top.
2. To separate the oil and cream from the water.
3. No. It says it is 'believed' to be good for hair growth and strength which indicates it is the peoples' opinion but it has not been proven.
4. Has a lot of worth. Worth a lot
5. Split, take apart, divide
6. Answer should indicate that the oil is too hot and the bottle might melt
7. Answer should indicate their reason for their choice.
8. They should demonstrate understanding of the prefix 'anti': E.g. it means to stop infection, to not get infected
9. Answer should explain their value with reference to the text. E.g. value for money- save money by not buying medicine, earn money for selling. Valuable for personal health and healing properties etc.
10. Answer should explain some safety measures related to making Noni Oil. E.g.
 - Being careful not to cut yourself when scraping the coconut.
 - Fire safety
 - Being careful of the hot oil

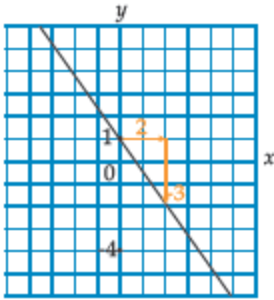
Part B Writing marking

Assessment Criteria	No evidence 0 marks	Some evidence 1 mark	Good evidence 2 marks	Excellent evidence 3 marks
1. Text type <ul style="list-style-type: none"> Recount is descriptive and informative Writing is well developed and is organised in a logical procedural structure Well organised into different sections of a procedure. 				
2. Structure: <ul style="list-style-type: none"> Length of writing is at least 600 words with paragraphs and bullet points used correctly. Use a range of well-structured sentence types (simple, compound and complex) to create interest for the reader. Use precise word choices, including figurative language 				
<ul style="list-style-type: none"> Grammar and punctuation Use of all main sentence punctuation appropriately: apostrophes, contractions, possessives, colons, semi-colons, commas, hyphens and dashes Chooses adjectives, adverbs and verbs for powerful effect and for use in imperative sentences. Correct use of English grammar including: tense, pronouns, plurals and conjunctions. 				
3. Spelling and vocabulary: <ul style="list-style-type: none"> Spells all grade level sight words correctly Spells common compound words, and words with prefixes and suffixes correctly. Correct use of homophones (e.g. to, too, two) 				
4. Handwriting <ul style="list-style-type: none"> Writes legibly using uniform shape, size, slope Writes in capitals, cursive or joint italics for effect (e.g. 'DO NOT mix the two together!') Allows margins and correct spacing between letters, words and paragraphs 				
Total			/ 15	

Maths marking

Students must include units of measurement to receive a mark.





- a. $5x - 2y$ b. $3x + 5$ c. $\frac{1}{2}x + \frac{7}{6}y$
d. 2.132 e. K56 f. 2880
- 3
- Pencil = 50t each, Notebook = 100t each
- An adult ticket costs K25 and a student ticket costs K15
- Slope = 3, Y intercept = 6
-



- $y = \frac{3}{5}x - 2$
- a. 80° b. 60° c. 40° d. 60°
- 15 green, 25 black
- 32cm^2
- a. 3 b. 3 c. 50%
- 4,356,000.44
- K500
- 400

Resources

English apps

				
Bloom Reader	Library for All	Reading IQ	ABC Mouse	Feed the Monster

Maths apps

		
ABC Mouse	Leap Universe	www.khanacademy.org

Textbooks and Teacher's Manuals in your Moodle

Grade 3	Grade 4	Grade 5	Grade 6
			
			

WEP modules, SBC and videos and Whole Child Checklist and IEP template



Look in your Moodle