Assessment Task 3 sample from Cracking Comprehension Year 4

Includes:

• Introduction to Cracking Comprehension Assessment Tasks
• Assessment Task 3: The Little Ghost
• Progress and Target Sheet: The Little Ghost
Introduction

What are Cracking Comprehension Assessment Tasks?

The *Cracking Comprehension Assessment Tasks* series spans Years 2 to 6 and provides a range of assessment for learning (AFL) activities for reading comprehension within the new Primary National Curriculum for Key Stage 1 and Key Stage 2 English. This resource can be used alongside the *Cracking Comprehension* teaching units or as stand-alone assessment tasks.

For each year there is:
- a book with 12 photocopiable tasks organised by text type (fiction, playscripts, poetry and non-fiction), plus full teacher and assessment guidance and pupil progress and target sheets for further planning
- a whiteboard modelling CD ROM and access online at My Rising Stars with all book content in PDF format.

What’s in a task?

Each task has the following components:
- teacher notes on running the task
- an assessment guidance grid showing what the outcomes from the task (given in italics) might look like for different content domains
- a question-by-question guide to assessing the outcomes with concrete examples of what responses to expect at different levels
- an engaging text extract for children to work with, chosen to fit with the new curriculum
- a photocopiable write-on task sheet, which may be supplemented by extra paper
- brief answers to all questions at the back of the book for easy reference.

Details of which content domains each task covers can be found at the back of the book. The assessable elements for reading are also mapped to the Programme of Study for English (Key Stage 2) and this is included on the whiteboard modelling CD ROM and online at My Rising Stars for reference.

Using the tasks

The tasks are not tests and are therefore not carried out under test conditions. Children may work on the tasks individually, in pairs or in groups. The tasks encourage a variety of activities including reading out loud, learning by heart and performance, all of which are emphasised in the new curriculum. The tasks may be used in any order.

There are no hard and fast time limits for these tasks, and some children may need more time than others. Tasks involving performance will need a greater time allowance than others. We suggest one-and-a-half to two hours on average.

Running the tasks

In running the task we suggest that the teacher and teaching assistant:
- Introduce the tasks through class discussion so that children are clear what they are being asked to do. Some suggestions are provided in the ‘Teacher notes’.
- It will often be helpful to read out the text, especially if many children in the class are still struggling with the basic mechanics of reading. As the texts are available on the whiteboard modelling CD ROM and online at My Rising Stars, the text could be displayed on a whiteboard for group reading. If the text is a playscript or a poem which lends itself well to being read aloud, encourage children to enact some or all of the text over the course of the assessment – bearing in mind that they will need some preparation and some will need support. For most tasks, it is recommended that you introduce the text before distributing the task sheet.
- Photocopiable pages may be enlarged if desired.
- Circulate throughout the task, offering support or challenge as necessary. Allow verbal responses where required to enable you to assess understanding independently of reading accuracy. Encourage more
able readers to expand their answers using the text, linking it to other texts/films, etc. Various extension activities are also provided.

- As well as their written responses, record and assess any oral responses children make in class or during group discussion and presentations. The tasks are intended to assess reading skills rather than writing skills, and oral response is as important as written response in the new curriculum. Children working towards the expected standard in writing will struggle to write down their answers and this may mask their true ability in reading skills.
- Work individually or in a guided group with children who have particular problems in writing or with the basic mechanics of reading.

Changes to assessment in the new National Curriculum

The tasks in this book are fully compatible with the new programme of study for English (from 2014), and match the format and content of the new end of Key Stage 2 reading tests (from 2016).

The switch to the new curriculum has seen the removal of the old system of assessment focuses (AFs) and levels. In place of AFs, this book uses a similar set of statements, called ‘content domains’, taken from the 2016 Key stage 2 English reading test framework. In place of levels, this book uses performance descriptors given in the 2016 Key stage 2 English reading test framework.

Gathering and using evidence for diagnostic assessment

The outcomes for each task supply evidence for the regular review of children’s progress in reading. The teacher notes provide a question-by-question breakdown giving examples of likely outcomes for each question at three standards of achievement: children working towards the expected standard, at the expected standard and those working at greater depth within the expected standard.

For maximum flexibility, the tasks are designed to be administered in any order, and so a single benchmark standard is required. The benchmark used in all the tasks is the expected standard at the end of the year. As children typically make significant progress over the course of the year, you will need to take this into account when assessing children against expected progress, particularly for any tasks children attempt during the first half of the academic year.

The questions for each task focus on several content domains from the new programme of study. Details of the content domains each task covers can be found at the back of the book.

Support for assessment for learning

For each task there is a simple, tick-based pupil self-assessment sheet. Use this after the task, to give children the opportunity to reflect on what they can do. Begin by discussing the questions with the class, and then give children an opportunity to fill in the sheets individually. Those struggling with reading may need individual help to fill in their sheets.

Use the self-assessment sheets, together with your own assessment of each child’s attainment in the task, to set future targets for reading. A child’s completed self-assessment sheet could form the focus of a meeting you have with them about their reading targets.
## Content domains by task

<table>
<thead>
<tr>
<th>Content domains</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>11</td>
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<tr>
<td>12</td>
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<tr>
<td><strong>Covered through the written questions</strong></td>
<td></td>
</tr>
<tr>
<td>2a give/explain the meaning of words in context</td>
<td>★</td>
</tr>
<tr>
<td>2b retrieve and record information/identify key details from fiction and non-fiction</td>
<td>★</td>
</tr>
<tr>
<td>2c summarise main ideas from more than one paragraph</td>
<td>★</td>
</tr>
<tr>
<td>2d make inferences from the text/explain and justify inferences with evidence from the text</td>
<td>★</td>
</tr>
<tr>
<td>2e predict what might happen from details stated and implied</td>
<td>★</td>
</tr>
<tr>
<td>2f identify/explain how information/narrative content is related and contributes to meaning as a whole</td>
<td>★</td>
</tr>
<tr>
<td>2g identify/explain how meaning is enhanced through choice of words and phrases</td>
<td>★</td>
</tr>
<tr>
<td>2h make comparisons within the text</td>
<td>★</td>
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</tbody>
</table>
This table shows how the new KS2 content domains, which should be used now and are referenced throughout this book, compare to the interim KS2 assessable elements and the original AFs.

<table>
<thead>
<tr>
<th>READING AF</th>
<th>INTERIM KS2 ASSESSABLE ELEMENTS</th>
<th>NEW KS2 CONTENT DOMAINS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AF1</td>
<td>Use a range of strategies, including accurate decoding of text, to read for meaning</td>
<td>2C1 Give the meaning of words in context</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2C2 Explain and explore the meaning of words in context</td>
</tr>
<tr>
<td>AF2</td>
<td>Understand, describe, select or retrieve information, events or ideas from texts and use quotations and references from texts</td>
<td>2C3 Identify main ideas</td>
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<tr>
<td></td>
<td></td>
<td>2C4 Summarise main ideas from more than one paragraph</td>
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<td></td>
<td></td>
<td>2C5 Identify key details that support main ideas</td>
</tr>
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<td></td>
<td></td>
<td>2C8 Retrieve and record from non-fiction</td>
</tr>
<tr>
<td>AF3</td>
<td>Deduce, infer or interpret information, events or ideas from texts</td>
<td>2C9 Make comparisons within the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2C10 Distinguish between fact and opinion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2MI1 Make inferences from the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2MI2 Explain inferences and justify them with evidence from the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2MI3 Predict what might happen from details stated and implied</td>
</tr>
<tr>
<td>AF4</td>
<td>Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</td>
<td>2C6 Identify language, structural and presentational features of texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2C7 Explain how the language, structural and presentational features of a text contributes to meaning</td>
</tr>
<tr>
<td>AF5</td>
<td>Explain and comment on the writer’s use of language, including grammatical and literary features at word and sentence levels</td>
<td>2LE1 Identify and/or comment on writers’ use of words, phrases and language features including figurative language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2LE2 Discuss and evaluate how writers use words, phrases and language features to have an impact on the reader at word, sentence and text level</td>
</tr>
<tr>
<td>AF6</td>
<td>Identify and comment on writers’ purposes and viewpoints, and the overall effect of a text on the reader</td>
<td>2LE1 Identify and/or comment on writers’ use of words, phrases and language features including figurative language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2LE2 Discuss and evaluate how writers use words, phrases and language features to have an impact on the reader at word, sentence and text level</td>
</tr>
<tr>
<td>AF7</td>
<td>Relate texts to their social, cultural and historical contexts and literary traditions</td>
<td>2TC1 Identify the themes and conventions of a range of texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2TC2 Discuss/comment on themes and conventions in different genres and forms</td>
</tr>
</tbody>
</table>
Fiction
The Little Ghost

Teacher notes: The Little Ghost

Curriculum references: Years 3–4

Programme of study: Reading comprehension

Children should be taught to:

• develop positive attitudes to reading and understanding of what they read by:
  – listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  – using dictionaries to check the meaning of words that they have read
  – discussing words and phrases that capture the reader’s interest and imagination
• understand what they read, in books they can read independently, by:
  – checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  – drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
  – identifying how language, structure and presentation contribute to meaning
• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Running the task

• Explain to the class that this extract is from the beginning of the book The Little Ghost and is setting the scene about the main character – the little ghost.
• Distribute copies of the text and ask the children to read it to themselves. Ask them to identify any words that are unfamiliar or words that they do not know as they read the text. Explain how to pronounce “Eulenstein” and “Eulenberg”, and explain that these are place names.
• Now read the text as a class, stopping at any unfamiliar words that the children have identified, e.g. “awakened”, “legal” and “remote”. Be careful not to explain the words used in the task: “harmless” and “provoked”. However, the children could use a dictionary to explore these for themselves before they begin the questions.
• Ask the children to complete the questions about the text.
• Support children who are working towards the expected standard and help those who may need extra support with writing.
• Read question 8 and then read the next paragraph of the book (see question 8 ‘What to expect’). Encourage the children to give a personal viewpoint on how this would make a ghost’s life easier. Encourage them to image the sort of things the ghost might be able to do with his bunch of keys.

Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

• show an understanding of the meaning of vocabulary in context 2a
• retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information 2b
• provide developed explanations for key information and events and for characters’ actions and motivations 2b
• explain and justify inferences, providing evidence from the text to support reasoning 2d
• identify/explain how the choice of language enhances the meaning of texts 2g
## What to expect

1. **Find and copy one word from the first paragraph that tells us the ghost was not dangerous.**
   Most children working at the expected standard should be able to identify the word “*harmless*”. Children working towards the expected standard may answer with the phrase “*never hurt anyone*”. Remind the children to give one word as their answer.

2. **The author explains in the first paragraph that this type of ghost would “never hurt anyone unless they are provoked”. Which of the words below could the author have used instead of the word “provoked”? Tick all that apply.**
   This is a challenging question but children working at the expected standard should be able to identify at least one synonym of “*provoked*”. Children working towards the expected standard may need further support to attempt this question.

3. **Explain two things that would happen when the clock struck twelve.**
   Most children should be able to select two things that happened. Explain to children that they should have put each answer on a separate line but they would still gain both marks if they have written two acceptable points on one line.

4. **Using the information in the text, tick one box in each row to show whether each sentence is true or false.**
   Children working at the expected standard should be able to answer this question correctly. Those working towards the expected standard may answer the last three sentences incorrectly, thereby demonstrating a lack of understanding of the text.

5. **Why did the little ghost sneeze when he climbed out of the chest?**
   Most children should be able to answer this question correctly.

6. **In the final paragraph, what is the little ghost likened to? Explain why this is a good simile.**
   Most children working at the expected standard should be able to explain this simile in their own words. Children working towards the expected standard may simply state “*because the ghost looked like mist*”, without explaining the features of a ghost or mist and how they are the same.

7. **In the final paragraph, what does the text explain that the little ghost actually needed the bunch of keys for?**
   Children working at greater depth within the expected standard should be able to answer this question clearly. Those working at the expected standard may need further guidance to formulate a clear answer to demonstrate their understanding.

8. **Listen to your teacher read the next section of the story and discuss how this would make the little ghost’s life easier. What other things might he be able to do with his keys?**
   Read the children the next section of the story:
   
   *However, that was not the only reason why the little ghost always carried the bunch of keys. All he had to do was to wave them in the air, and every door and gate would open. Locked or bolted, latched or left ajar, they all opened of their own accord … One wave of the bunch of keys, and they would open; a second wave, and they closed again.*

   Children working at the expected standard should be able to discuss how the little ghost could move around the castle, even through locked doors, and should be able to suggest some ideas of what else he might be able to do. Children working at greater depth within the expected standard will be able to suggest more imaginative and fantastical ideas. Children working towards the expected standard may offer a simple suggestion without clear understanding of the possibilities available to the little ghost.
From *The Little Ghost* by Otfried Preussler

The little ghost had lived in Eulenstein Castle for hundreds of years. He was one of those harmless little ghosts who haunt places by night, and never hurt anyone else unless they are provoked.

During the day, he slept up in the attic in a heavy, iron-bound oak chest. The chest was well hidden behind one of the big chimneys. No one knew it really belonged to a ghost.

But at night, when the Town Hall clock struck twelve in the town of Eulenberg at the foot of the castle, the little ghost awakened. On the very last stroke of twelve, he would open his eyes, stretch and yawn. Then he would put his hand under the old letters and legal documents he used for a pillow, and bring out a bunch of keys. There were thirteen keys; the little ghost always carried them around. He would wave them at the lid of the chest, and immediately the lid would begin to open of its own accord.

Now the little ghost could climb out of the chest. He always bumped into the cobwebs; no human being had visited this remote attic for years, so it was covered with cobwebs and was dreadfully dusty. Even the cobwebs were full of dust. Showers of dust came tumbling down, if anything touched them.

“A-tishoo!”

Every night, as the little ghost climbed out of the chest, he would bump into the cobwebs, get some dust up his nose, and sneeze. He would shake himself once or twice, to make sure he was really awake. Then he would float out from behind the chimney and begin his nightly haunting.

Like all ghosts, he weighed nothing at all. He was light and airy as a wisp of mist. Luckily he never stirred without his bunch of thirteen keys, or the least breath of wind might have blown him away to goodness knows where.
The Little Ghost • Task 3

Read the text, then answer the questions.

1. Find and copy one word from the first paragraph that tells us the ghost was not dangerous.

2. The author explains in the first paragraph that this type of ghost would “never hurt anyone unless they are provoked”. Which of the words below could the author have used instead of the word “provoked”. Tick all that apply.
   Angered  ☐  Irritated  ☐  Sleepy  ☐  Annoyed  ☐  Happy  ☐

3. Explain two things that would happen when the clock struck twelve.
   (a) ____________________________________________________________
   (b) ____________________________________________________________

4. Using the information in the text, tick one box in each row to show whether each sentence is true or false.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>The little ghost used old papers for his pillow.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The little ghost carried three keys.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The little ghost didn’t need to put the key in the lock to open the chest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The little ghost struggled to push open the chest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People came into the attic to see the little ghost.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Why did the little ghost sneeze when he climbed out of the chest?
   ____________________________________________________________

6. In the final paragraph, what is the little ghost likened to? Explain why this is a good simile.
   ____________________________________________________________

7. In the final paragraph, what does the text explain that the little ghost actually needed the bunch of keys for?
   ____________________________________________________________

8. Listen to your teacher read the next section of the story and discuss how this would make the little ghost’s life easier. What other things might he be able to do with his keys?
   ____________________________________________________________
Assessment Task 3: *The Little Ghost*

Tick the boxes to show how well you think you did.

<table>
<thead>
<tr>
<th>Target</th>
<th>😊</th>
<th>😊</th>
<th>😞</th>
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</thead>
<tbody>
<tr>
<td>I can explain the meaning of words in a text, e.g. “harmless”, “provoked”.</td>
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<td></td>
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<tr>
<td>I can find details to explain what happens in a story.</td>
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<td></td>
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<tr>
<td>I can explain why certain words are used to describe a character.</td>
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<td></td>
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</tr>
<tr>
<td>I can use inference to explain why things happen in a story, e.g. why the ghost needed to carry the bunch of keys.</td>
<td>😊</td>
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</tr>
</tbody>
</table>

Next time I read a text I will …

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Answers

Fiction

Assessment Task 3

1. “harmless”

2. Angered; Irritated; Annoyed

3. Any two of: the ghost woke up/he would open his eyes/stretch/yawn/take his keys/open the chest/get out of the chest.

4. The little ghost used old papers for his pillow: T
   The little ghost carried three keys: F
   The little ghost didn’t need to put the key in the lock to open the chest: T
   The little ghost struggled to push open the chest: F
   People came into the attic to see the little ghost: F

5. The little ghost sneezed because the attic was very dusty/full of cobwebs.

6. The little ghost is likened to mist. This is good because a ghost is white and light like mist.

7. Without the keys he might have blown away.

8. Discussion question answers will vary