English Level 3

End-of-level review, observation records and solutions

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O1 — Speaking and listening observation

This is a teacher record, not a test. It carries no marks. Speaking and listening are reported against the Level 3 achievement standard; this page collects the everyday evidence for that judgement.

O1 · Speaking and listening observation · ClassBasics English 3

English Level 3 (Year 3) · Victorian Curriculum 2.0

Codes evidenced: `VC2E3LA01` (1A, performance half) · `VC2E3LY01` (4A, performance half) · `VC2E3LY02` (4B)

Student: _____ Term: _____

Class/teacher: _____

How to use this record

When	During ordinary lessons — group talk, pair work, news, presentations. No test sitting.
How often	At least **two occasions per term** for each point.
How to record	Circle **O** (observed) or **NY** (not yet), add the date, and note one line of qualitative evidence. No marks, no score.
Reading support	Not applicable — the teacher records; the student simply talks and listens as usual.

`VC2E3LA01` — interaction skills (1A, performance half)

Standard anchor: "use cooperation strategies and interaction skills".

Point O1.01 — Initiates and negotiates topics.

Look for: the student starts a topic or moves it on with a fitting line (the 1A moves: start a topic, change a topic, check we all get it), and negotiates when the talk needs it — offering a turn, accepting a turn, or saying it another way when someone is stuck.

Occasion 1	O / NY	Date	Note
Occasion 2	O / NY	Date	Note

Point O1.02 — Affirms and builds on other speakers.

Look for: the student uses the build-on frame 1A and 4A teach — agree or link to a speaker's idea, then add to it ("I agree, and I want to add…"; "That links to what you said…"), rather than changing the subject or waiting only for a turn.

Occasion 1	O / NY	Date	Note
Occasion 2	O / NY	Date	Note

Point O1.03 — Asks relevant questions.

Look for: the student asks a question that fits the topic (1A: ask about the topic, not about something else) — to find out more, to prompt a stuck speaker, or to check understanding ("Do we all get it?").

Occasion 1	O / NY	Date	Note
Occasion 2	O / NY	Date	Note

Point O1.06 — Adjusts register to formality.

Look for: the student's words change with the talk — careful words, full sentences and *please* in formal talk (assembly, the principal, a class talk), relaxed words with friends at lunch or in pair work — as on 1A's formality scale.

Occasion 1	O / NY	Date	Note
Occasion 2	O / NY	Date	Note

'

`VC2E3LY01` — listening and group roles (4A, performance half)

Standard anchor: "interaction skills" — listening as part of contributing to discussions.

Point O1.04 — Listens for specific information and responds.

Look for: in a discussion or after a short spoken text, the student shows the active-listening jobs 4A teaches — listens for information, shows they are listening (eyes on the speaker, waiting for a turn), and responds to what was actually said.

Occasion 1	O / NY	Date	Note
Occasion 2	O / NY	Date	Note

Point O1.05 — Group-role conduct (leader, note taker, reporter).

Look for: when the group gives the student a role, they carry it out — the leader shares turns and keeps the group on the job; the note-taker writes the big ideas; the reporter sums up the talk and speaks for the group (4A group jobs).

Occasion 1	O / NY	Date	Note
Occasion 2	O / NY	Date	Note

'

`VC2E3LY02` — voice features in delivery (4B)

Standard anchor: "deliver short spoken texts… using features of voice".

Point O1.07 — Delivers a short text with purposeful tone and pace.

Look for: in a short spoken text (news, a notice, a read-aloud to the little ones), the student chooses tone and pace to fit the purpose and the audience — a bright tone and quicker pace for happy news, a slower pace and warm tone for the little ones, slow and clear with pauses for a safety notice (4B voice features).

Occasion 1	O / NY	Date	Note
Occasion 2	O / NY	Date	Note

Occasion 1	O / NY	Date	Note

Qualitative summary (no score)

One or two sentences on this student's speaking and listening this term — what is established, and the next step in teaching language:

This record stays qualitative (DJB-1): no platform-entered score for the oral modes. The knowledge halves of these three CDs are scored in C1 (1A) and C4 (4A, 4B); O1 is their performance-side evidence.

O2 — Reading fluency and joined handwriting observation

This is a teacher record, not a test. It carries no marks. Reading fluency and joined handwriting are reported against the Level 3 achievement standard; this page collects the everyday evidence for that judgement. **Keep this page**: for `VC2E3LY13` it is the CD's only assessment, exactly as VCAA intends.

O2 · Reading fluency and joined handwriting observation · ClassBasics English 3

English Level 3 (Year 3) · Victorian Curriculum 2.0

Codes evidenced: `VC2E3LY07` (5A, fluency/self-correction half) · `VC2E3LY13` (5G, sole evidence)

Student: _____ Term: _____

Class/teacher: _____

How to use this record

When	During ordinary lessons — reading aloud in class, shared reading, and the student's own everyday writing from any learning area. No test sitting.
How often	At least **two occasions per term** for each point.
How to record	Circle **O** (observed) or **NY** (not yet), add the date, and note one line of qualitative evidence. No marks, no score.
Reading support	Not applicable — the teacher records; the student reads and writes as usual.

`VC2E3LY07` — fluency and self-correction (5A, performance half)

Standard anchor: "read using phonic, morphemic and vocabulary knowledge… re-read… self-correct". The comprehension half of this CD is scored in C5 (5A); O2 records the performance half.

Point O2.01 — Accurate and fluent reading of multisyllabic words in running text.

Look for: when the student reads running text aloud (the class text, chapter books, or fact pages from any learning area), they say the words just as they sit on the page — accurate, with no guessing, no skipping, no changing — and they read in phrases, smooth like talking (5A: the three parts of strong reading). On longer words they use the five steps for a tricky word: break the word into bits with letter patterns, say the bits, blend, and check that it makes sense — rather than guessing at the first letter.

Occasion 1	O / NY	Date	Note
Occasion 2	O / NY	Date	Note

Point O2.02 — Re-reading and self-correction when meaning breaks.

Look for: when a word goes wrong or the meaning gets lost, the student notices, stops, and goes back to the part that went wrong — the 5A self-correcting loop. They try again with the three helpers (phonic: what do the letters say? semantic: does it make sense? grammatical: does it sound right here?), then read the sentence again and read on. Also look for the student re-reading on purpose — to fix a word, to get a lost meaning, or to find an answer — treating re-reading as a tool, not a mistake (5A: three good reasons to re-read).

Occasion 1	O / NY	Date	Note
Occasion 2	O / NY	Date	Note

Occasion 1	O / NY	Date	Note

'

`VC2E3LY13` — joined handwriting (5G, sole evidence)

Standard anchor: "letters that are joined, accurately formed and consistent in size". This CD is evidenced here and nowhere else — in the student's ordinary writing, exactly as VCAA intends.

Point O2.03 — Joined letters, clearly formed, consistent in size, in ordinary writing.

Where to look: the student's own everyday writing — 5E and 5F drafts, and writing from any learning area. No special task is needed.

Look for, against the 5G four checks and the writer's checklist:

- **Joined** — inside a word the letters hold hands; the pen does not lift between them. After a capital letter the pen lifts, and there is a small gap between words.
- **Clearly formed** — every letter sits on the baseline; tall letters (ascenders) reach the top line; tail letters (descenders) hang to the bottom line; small letters stop at the middle line.
- **Consistent in size** — the same every time: small letters the same height, tall letters to the same top line, tails to the same bottom line.

Occasion 1	O / NY	Date	Note

Occasion 2	O / NY	Date	Note

'

Qualitative summary (no score)

One or two sentences on this student's reading fluency and joined handwriting this term — what is established, and the next step in teaching language:

This record stays qualitative (DJB-1): no platform-entered score. `VC2E3LY13` is carried by O2 alone (§7.5) — this page is that CD's whole assessment and must not be removed. The comprehension half of `VC2E3LY07` is scored in C5 (5A) and re-sampled in R3; O2 is its performance-side evidence.

P3 — Create-and-share portfolio (optional)

Optional · not marked. This portfolio sits outside the 156 assessment marks. It carries no key and no score. The teacher gives qualitative feedback against the Writing-mode achievement standard, and the student shares the finished text with a real audience.

P3 · Create-and-share portfolio · ClassBasics English 3

English Level 3 (Year 3) · Victorian Curriculum 2.0

Status: optional teacher-marked task (DFD-1, ratified at DJB-2 — included, unmarked)

Mode anchor (Writing): the Writing-mode achievement standard, Level 3

Student: _____ Date started: _____

Purpose chosen (circle one): **tell a story** · **give facts** · **change minds**

Audience for sharing: _____

What this portfolio is

One full **plan–draft–edit cycle** on a text the student chooses, ending in a final copy that is shared with a real audience. It uses the five moves from the 5E text task and the models the class already knows from 5E:

- **5E models** — *The Lost Book* (tell a story), *Inside Our Library* (give facts), *Vote for the Book Swap* (change minds).
- **5E five moves** — Gather, Plan, Talk, Write, Read it again.
- **5F** — the fixing tools for the edit.
- **5G** — best joined writing for the final copy.

Teacher notes

- **Optional.** Offer it to students who want a longer writing project. It may run across several ordinary lessons. No test sitting, no timing.
- **No score.** Judge the cycle against the checklist below. Give feedback in words — what is working, and one next step. Do not enter a mark on the platform (P1: outside the auto-marked layer; DJB-2: included, unmarked).
- **One cycle is enough.** One plan, one draft, one edit, one final copy, one share. More is welcome but not required.

The student brief

Step 1 — Choose your job and your topic.

Pick one job: tell a story, give facts, or change minds. Then pick your topic. It can come from a topic you love, a topic you have learned at school, or a text you have read or heard.

Step 2 — Gather. Write your topic, one question about it, and two places to find ideas. For a fact text, find true facts — from a book, a website with your teacher, or a person.

Step 3 — Plan. Use the right planner from 5E: a storyboard for a story, a flow chart for facts, a plan list to change minds. Look back at the 5E model for your job: *The Lost Book* starts the story, holds the problem, then gives the fix and the end. *Inside Our Library* gives each paragraph a topic sentence. *Vote for the Book Swap* gives the big idea, reason one, reason two, and an ending.

Step 4 — Talk. Explain your plan to a partner. Write down their kind question. Fix your plan if you need to.

Step 5 — Write your draft. Write two or three simple paragraphs. Topic sentence first. Use simple and compound sentences. Pick topic words. Add one multimodal part: a title, a drawing or a photo.

Step 6 — Edit. Use the fixing tools from 5F. Re-read your draft for meaning, for structure, and for grammar. Fix what needs it. Your teacher will show you the edit marks.

Step 7 — Final copy. Write your best version in your best joined writing (5G): letters that hold hands, on the lines, the same size every time.

Step 8 — Share. Read or show your text to your audience. This is the create-and-share part.

Teacher checklist — adapted from the Writing-mode achievement standard

Each line comes from a sentence of the Level 3 Writing achievement standard (TOC §1). Judge against the whole cycle — plan, draft, edit, final copy — not just the final text. Record **Y** (clearly seen), **EM** (emerging) or **NY** (not yet), and add one line of feedback in words. No score, no mark.

#	Standard sentence (adapted to an observation)	Y / EM / NY	Feedback in words
1	Uses ideas and details from previously encountered texts, learnt topics or topics of interest.		
2	Includes an appropriate multimodal element (title, drawing or photo).		
3	Re-reads the text and edits for meaning, structure and grammatical choices (compare the draft and the final copy).		
4	Uses text structures to begin to develop paragraphs for different purposes (story start–problem–fix; fact paragraphs with topic sentences; big idea–reasons–ending).		
5	Uses grammar and punctuation to represent processes and connections, including simple and compound sentences and modal verbs where they fit.		
6	Extends topic-specific vocabulary; adopts and adapts language features from texts (the 5E models).		
7	Writes with letters that are joined, accurately formed		

#	Standard sentence (adapted to an observation)	Y / EM / NY	Feedback in words
	and consistent in size (final copy; see also O2 point O2.03).		
8	Spells high-frequency words and attempts multisyllabic words using phonic and morphemic knowledge.		

Next step named with the student:

Record

Cycle completed (date)

Purpose (story / facts / change minds)

Audience shared with

One-line comment

The final copy also counts as ordinary writing evidence for O2 point O2.03 (`VC2E3LY13`) if the teacher wishes to use it there.

No solutions key exists for P3: it is unmarked by design (DJB-2) and sits outside the auto-marked layer (P1). The scored Writing-side knowledge of Chapter 5 lives in C5 and R3; this portfolio is the optional creation task.

End-of-Level-3 review (R3) — English, Level 3

This is a school-designed classroom check. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 3 achievement standard, not against a mark on this paper.

R3 · End-of-Level-3 review — cumulative over Chapters 1–5

English Level 3 (Year 3) · Victorian Curriculum 2.0 · ClassBasics English 3

Codes sampled: all 29 objectively assessable Level 3 content descriptors — Language `VC2E3LA01`–`LA12`, Literature `VC2E3LE01`–`LE05`, Literacy `VC2E3LY01`–`LY12` (`VC2E3LY13` is evidenced by the O2 observation checklist).

Name: _____ Date: _____

Total marks	40
Section structure	Part 1 — Language (17 marks) · Part 2 — Literature (7 marks) · Part 3 — Literacy (16 marks)
Guidance time	About 50 minutes — about 1 minute per mark, plus reading time
Sittings	This check is done in **two sittings**: sitting one = Parts 1 + 2 (24 marks), sitting two = Part 3 (16 marks).
Timing	This is a classroom check, not an exam. There is no strict time limit. Your teacher will let you finish.
Reading support	Your teacher may read any question or sentence to you.
Permitted materials	A pencil or pen. Nothing else is needed.

This check looks back over everything from Chapters 1 to 5. Part 1 is about language, Part 2 is about stories and poems, and Part 3 is about reading, writing and words. Attempt every question.

Part 1 — Language (17 marks)

Question 1 (1 mark) · `VC2E3LA01`

Your group is making a paper boat. Your partner says: *Fold the paper this way, then push the sides out.* Which line **checks that you understood**?

A. “So you mean I push the sides out after this fold?”

B. “I want the red paper.”

C. “Look at my boat!”

D. “Can I go first?”

Answer: _____

Question 2 (1 mark) · `VC2E3LA02`

Which word is the **strongest** praise for a story?

A. good

B. fine

C. brilliant

D. okay

Answer: _____

Read this text, then answer Questions 3 and 4.

> **Our class swim idea**
>
> Every child should learn to swim. Swimming keeps your body strong and safe near water. Ask your school about swimming lessons today!

Question 3 (1 mark) · VC2E3LA03

What is the **purpose** of this text?

A. To change minds and get readers to do something

B. To tell a story

C. To give facts about water

D. To show how to swim, step by step

Answer: _____

Question 4 (1 mark) · VC2E3LA03

Which sentence is the **position** (big idea) of the text?

A. Every child should learn to swim.

B. Swimming keeps your body strong and safe near water.

C. Ask your school about swimming lessons today!

D. Water is fun.

Answer: _____

Question 5 (1 mark) · VC2E3LA04

Read these three sentences: *The park bench was full of bags. The bin was full to the top. Old cups sat under the slide.* Which is the best **topic sentence** for this paragraph?

A. The park was very messy.

B. The park has a slide.

C. I like parks.

D. Bags are heavy.

Answer: _____

Question 6 (1 mark) · VC2E3LA05

You want to find which page has the word *volcano* in a big science book. Which feature helps you do that fast?

A. The index

B. The cover

C. A chapter heading

D. The title

Answer: _____

Read the sentence, then answer Questions 7 and 8.

My sister _____ the drums in the school band. *(plays · play)*

Question 7 (1 mark) · `VC2E3LA06`

Fill the blank with the right word.

A. plays

B. play

C. playing

D. played

Answer: _____

Question 8 (1 mark) · `VC2E3LA06`

In the fixed sentence — *My sister plays the drums in the school band.* — which word is the **verb**?

A. plays

B. sister

C. drums

D. school

Answer: _____

Question 9 (1 mark) · `VC2E3LA07`

Sort the verbs into the right box. Write the letter of each verb in its box.

Verbs: **a.** kicked · **b.** asked · **c.** loved · **d.** was

Doing	Saying	Thinking-feeling	Relating
_____	_____	_____	_____

Marking: 1 mark for all four verbs in the right box; 0 marks otherwise.

Read the sentences, then answer Questions 10 and 11.

Yesterday, Kai _____ the ball with one hand. *(catches · caught)* He throws it back with a big smile.

Question 10 (1 mark) · `VC2E3LA08`

Fill the blank with the right word.

Box: **catches · caught**

Answer: _____

Question 11 (1 mark) · VC2E3LA08

The second sentence should use the **past** of *throw*. Which word is the past of *throw*?

A. throwed

B. threw

C. throwing

D. throws

Answer: _____

Question 12 (1 mark) · VC2E3LA09

Take an umbrella. It _____ rain today. Which word shows that rain is **possible but not certain**?

A. must

B. might

C. will

D. did

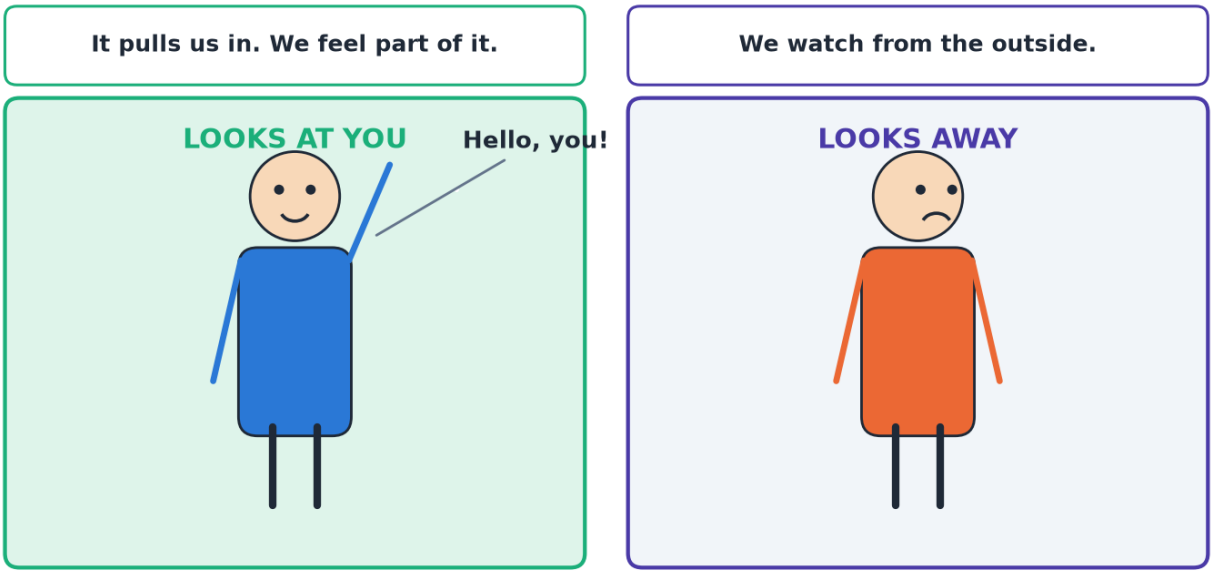
Answer: _____

Question 13 (1 mark) · VC2E3LA10

Look at the picture. On the left, a person smiles, waves, and looks straight at us. On the right, a person with a sad face looks away to the side. In the **left** picture, the person looks at us. What does this picture choice make us feel?

Is the picture looking at YOU?

When someone in a picture looks right at us, it feels like a hello.



Eyes that meet ours say: this is for you.

A pair of simple figures. Left: a smiling person looking straight at the viewer and waving, with the words Hello, you! and LOOKS AT YOU - it pulls us in, we feel part of it. Right: a person with a sad face looking away to the side, with the words LOOKS AWAY - we watch from the outside.

A. It pulls us in — we feel part of it.

B. It keeps us on the outside.

C. It makes the person look small.

D. It makes the picture look old.

Answer: _____

Read the sentences, then answer Questions 14 and 15.

The dog's bark was loud. The tree's bark was soft and brown. The dog barked loudly at the unlocked gate.

Question 14 (1 mark) · `VC2E3LA11`

The word *bark* is in two sentences. What is true about the two *barks*?

A. Same spelling, different meanings — the words around it tell you which one.

B. The same meaning in both.

C. Different spellings.

D. Both mean a sound.

Answer: _____

Question 15 (1 mark) · `VC2E3LA11`

The gate was *unlocked*. The word *unlocked* is built from *un-* + *locked*. What does *unlocked* mean?

A. Not locked

B. Locked again

C. Locked the wrong way

D. Very locked

Answer: _____

Read the sentence, then answer Questions 16 and 17.

> Ana's cat found a sunny spot. It's the warmest place by the door.

Question 16 (1 mark) · `VC2E3LA12`

The cat belongs to Ana. Which is the right way to write that?

A. Anas cat

B. Ana's cat

C. Anas' cat

D. Ana cat

Answer: _____

Question 17 (1 mark) · `VC2E3LA12`

In *It's the warmest place*, what does *It's* stand for?

A. it is

B. it was

C. belonging to it

D. they are

Answer: _____

Part 2 — Literature (7 marks)

Question 18 (1 mark) · `VC2E3LE01`

Read: *One cold night, a small fox crossed the yard and hid under the old shed.* Which part of the sentence is the **event**?

A. a small fox

B. crossed the yard and hid under the old shed

C. one cold night

D. the old shed

Answer: _____

Question 19 (1 mark) · VC2E3LE02

Read: *The team lost the big game. Vera sat still for a minute. Then she got up and helped her friend up too.* Which response **connects the story to the reader's own experience**?

A. "I lost a game once, and I know that quiet, sad feeling. Helping a friend made me feel better too."

B. "The game was big."

C. "Vera's team wore red."

D. "Games have winners and losers."

Answer: _____

Read this story, then answer Questions 20 and 21.

> **The Wind at the Gate**
>
> Dot pulled her coat close. The old gate creaked in the wind. High up, the trees shook and whispered. Dark clouds sat low over the hill. Dot walked fast to the gate and did not look back.

Question 20 (1 mark) · VC2E3LE03

Mark (tick) the **two** words that build the spooky mood of the story. Do not mark anything else.

Marking: 1 mark for both right and nothing else marked; 0 marks otherwise.

Question 21 (1 mark) · VC2E3LE03

Why does the writer say the trees *whispered*?

A. To make the wind feel like soft voices, so the place feels spooky

B. Because trees can really talk

C. To make Dot laugh

D. To show it is a warm, still day

Answer: _____

Read this poem, then answer Questions 22 and 23.

> **The Train**
>
> The big train hums along the way, the wheels go click, click, click. The whistle sings a long, loud cry, and whoosh — away, so quick!

Question 22 (1 mark) · VC2E3LE04

What do the sound words *hums*, *click* and *whoosh* help the reader do?

A. Hear the train in their head

B. See the colour of the train

C. Count the wheels

D. Smell the smoke

Answer: _____

Question 23 (1 mark) · VC2E3LE04

Mark (tick) the **three** sound words in the poem. Do not mark anything else.

Marking: 1 mark for all three right and nothing else marked; 0 marks otherwise.

Question 24 (1 mark) · VC2E3LE05

Which is the right shape for a **story plan**?

A. Beginning, problem, events, ending

B. Big idea, reason one, reason two, ending

C. First, next, then, last

D. Job, words, pictures, tone

Answer: _____

Part 3 — Literacy (16 marks)

Question 25 (1 mark) · VC2E3LY01

In a group talk, your partner shares an idea you like. Which line **builds on** the idea?

A. “That is a good idea, and we can also add a sign.”

B. “Can I go first?”

C. “I like my idea best.”

D. “It is nearly lunch.”

Answer: _____

Question 26 (1 mark) · VC2E3LY02

You give a welcome talk to new families at school. Which voice fits best?

A. Warm, clear and not too fast

B. Fast and silly

C. A whisper

D. Very loud and very fast

Answer: _____

Look at these four words, then answer Questions 27 and 28.

butterfly · echo · chef · church

Question 27 (1 mark) · VC2E3LY03

Which word has **three** syllables?

A. church

B. echo

C. butterfly

D. chef

Answer: _____

Question 28 (1 mark) · VC2E3LY03

Say each word out loud. In which word does *ch* say *k*?

A. chef

B. church

C. cherry

D. echo

Answer: _____

Question 29 (1 mark) · VC2E3LY04

The word *rewrite* is built from *re-* + *write*. What does *rewrite* mean?

A. Write again

B. Not write

C. Write the wrong way

D. Write under

Answer: _____

Question 30 (1 mark) · VC2E3LY05

Which word ends with *dge* after a short vowel?

A. page

B. badge

C. cage

D. huge

Answer: _____

Question 31 (1 mark) · VC2E3LY06

Fill the blank. Choose from the box.

Let's _____ at the gate after school.

Box: **meet · meat**

Answer: _____

Question 32 (1 mark) · VC2E3LY07

Read: *Kim sat by the window. The sky went dark, and the first drops hit the glass. Kim smiled and got her paintbrush.* Why did Kim get her paintbrush? Use clues from the story.

A. She wanted to paint the storm.

B. The window was dirty.

C. She wanted to write a letter.

D. The glass was broken.

Answer: _____

Question 33 (1 mark) · VC2E3LY08

Read the two texts. Both texts tell you what to pack.

Text X

Zip your bag and grab your hat — a snack, a drink, and off we go!

Text Y

Please pack the following: a hat, a bottle and a snack.

Which clue shows that **Text X** is for children?

A. It has a rhyme and a bouncy beat.

B. It has the word *Please*.

C. It is a list.

D. It has no words.

Answer: _____

Question 34 (1 mark) · VC2E3LY09

Read: *BLAZE! The best ball of all! You will love the bounce! A FREE pump in every box!* What is the **job** of this text?

A. To get you to want the ball

B. To tell a story about a ball

C. To give facts about pumps

D. To show how to play a ball game

Answer: _____

Read this story, then answer Questions 35 and 36.

The Flat Tyre

Hugo's bike had a flat tyre. He got the pump, but the air kept going out. Then Hugo saw it: a little cut in the tube. He put a patch on the cut, pumped it up, and rode off with a big smile.

Question 35 (1 mark) · VC2E3LY10

How did Hugo feel at the end? Use clues from the story.

A. Proud and happy

B. Cross

C. Scared

D. Sleepy

Answer: _____

Question 36 (1 mark) · VC2E3LY10

Which is the **best summary** of the story? Remember: a summary keeps the big, important parts in a short way.

A. Hugo's bike had a flat tyre, and he found the cut and fixed it, then rode off happy.

B. Hugo got a new bike.

C. Bikes have two wheels.

D. Hugo did not like riding.

Answer: _____

Your class wants to change minds. The idea: **our class should write thank-you cards to the people who help us at school.** Answer Questions 37 and 38.

Question 37 (1 mark) · VC2E3LY11

Which sentence is the best **position** (big idea) for the text?

A. Our class should write thank-you cards to the people who help us.

B. Cards are made of paper.

C. The cleaners work at our school.

D. I got a card once.

Answer: _____

Question 38 (1 mark) · VC2E3LY11

Which **reason** best supports the big idea?

A. The cleaners and cooks help us every day, and a card says we see their work.

B. Dogs like bones.

C. Cards can be red or blue.

D. Writing is hard.

Answer: _____

Read the draft, then answer Questions 39 and 40. It has mistakes.

> **The twins' draft**
>
> the twins cant find there bags.

Question 39 (1 mark) · VC2E3LY12

Which is the right fix for *cant*?

A. cant

B. can't

C. cans'

D. cant'

Answer: _____

Question 40 (1 mark) · VC2E3LY12

Which word should replace *there*?

A. their

B. they're

C. here

D. these

Answer: _____

Total: 40 marks

End-of-Level-3 review (R3) — Solutions

Teacher-facing. R3 is a cumulative classroom check, not an exam: about 50 minutes guidance split across two sittings (Parts 1 + 2, then Part 3). All items are objectively markable. Achievement is reported against the Level 3 achievement standard, not against this mark. The parts map to the standard's three modes — Language, Literature, Literacy — so the marks read diagnostically across the modes.

Answer key

Q	Part	CD	Answer	Marks
1	1	LA01	A — "So you mean I push the sides out after this fold?"	1
2	1	LA02	C — brilliant	1
3	1	LA03	A — to change minds and get readers to do something	1
4	1	LA03	A — every child should learn to swim	1
5	1	LA04	A — the park was very messy	1
6	1	LA05	A — the index	1
7	1	LA06	A — plays	1
8	1	LA06	A — plays	1
9	1	LA07	Doing: a (kicked) · Saying: b (asked) · Thinking-feeling: c (loved) · Relating: d (was)	1
10	1	LA08	caught	1
11	1	LA08	B — threw	1
12	1	LA09	B — might	1
13	1	LA10	A — it pulls us in, we feel part of it	1
14	1	LA11	A — same spelling, different meanings; the words around it tell you which one	1
15	1	LA11	A — not locked	1
16	1	LA12	B — Ana's cat	1
17	1	LA12	A — it is	1
18	2	LE01	B — crossed the yard and hid under the old shed	1
19	2	LE02	A — "I lost a game once, and I know that quiet, sad feeling. Helping a friend made me feel better too."	1

Q	Part	CD	Answer	Marks
20	2	LE03	Mark: *creaked* · *whispered*	1
21	2	LE03	A — to make the wind feel like soft voices, so the place feels spooky	1
22	2	LE04	A — hear the train in their head	1
23	2	LE04	Mark: *hums* · *click* · *whoosh*	1
24	2	LE05	A — beginning, problem, events, ending	1
25	3	LY01	A — "That is a good idea, and we can also add a sign."	1
26	3	LY02	A — warm, clear and not too fast	1
27	3	LY03	C — butterfly (but-ter-fly)	1
28	3	LY03	D — echo	1
29	3	LY04	A — write again	1
30	3	LY05	B — badge	1
31	3	LY06	meet	1
32	3	LY07	A — she wanted to paint the storm	1
33	3	LY08	A — it has a rhyme and a bouncy beat	1
34	3	LY09	A — to get you to want the ball	1
35	3	LY10	A — proud and happy	1
36	3	LY10	A — Hugo's bike had a flat tyre, and he found the cut and fixed it, then rode off happy	1
37	3	LY11	A — our class should write thank-you cards to the people who help us	1
38	3	LY11	A — the cleaners and cooks help us every day, and a card says we see their work	1
39	3	LY12	B — can't	1
40	3	LY12	A — their	1
			Total	**40**

Sitting A (Parts 1 + 2) = Q1–Q24 = 24 marks; sitting B (Part 3) = Q25–Q40 = 16 marks, per the §7.2 row.

Mark-the-words target keys

Q20 (1 mark) — mood words in The Wind at the Gate. Accepted targets: *creaked*, *whispered*. Marking: 1 mark for both marked and nothing else marked; 0 marks otherwise. (*Dark*, *low* and *shook* also help the mood and may reward a class discussion, but the key takes the two sound-craft words; accept a teachable-moment note, not a mark, for them.)

Q23 (1 mark) — sound words in The Train. Accepted targets: *hums*, *click*, *whoosh*. Marking: 1 mark for all three marked and nothing else marked; 0 marks otherwise. (*Sings* is a metaphor, not a sound word — a good discussion point, not a key target.)

On the platform both run as H5P *Mark the Words* with these targets keyed.

Cloze accepted variants (§7.4)

Q	Blank in	Box shown	Accepted form
10	*Kai* _____ *the ball*	catches · caught	**caught** (irregular past; *catches* is present)
31	*Let's* _____ *at the gate*	meet · meat	**meet** (the same-sound word that means come together)

Each prints a two-form box, so the key accepts exactly one form. No other spelling is accepted. Spelling items key the target pattern only (§7.4).

Construction exemplar/model blocks (P2, §7.2 R3 cell)

The construction families present in R3 are F-CONS at Q5 (topic-sentence choice, 1D's skill) and Q37–Q38 (thesis/position selection and evidence matching, 5E's skill). Models below.

Q5 model paragraph — informative paragraph with a topic sentence.

- Plan: topic sentence first, then the sentences that support it.
- Model: *The park was very messy. The park bench was full of bags. The bin was full to the top. Old cups sat under the slide.*
- Why it works: the topic sentence names the one big idea (messy), and every other sentence is a messy-park example. A model paragraph keeps one idea to a paragraph (1D/5E).

Q37–Q38 model argument — simple argument with position and reasons.

- Planner shape: plan list — my big idea, reason one, reason two, ending (the 1C parts, as used in 5E).
- Model: *Our class should write thank-you cards to the people who help us. The cleaners and cooks help us every day, and a card says we see their work. The office team answer our questions with a smile, and a card says thank you. So let's make the cards this week!*
- Why it works: the position comes first, each reason supports it (one idea per sentence), and the ending asks the reader to do something. Q37 keys the position; Q38 keys the reason that supports it (the cleaners-and-cooks line).

Marking notes

- **Q1:** re-saying the instruction as a question is the check- understanding move 1A teaches. B, C and D change the subject or ask for a turn without checking.
- **Q2:** 1B ranks evaluative words by force; *brilliant* carries more force than *good*, *fine* or *okay*.
- **Q3:** the text wants readers to think something and do something (ask about lessons) — a persuasive purpose (1C). It is not a story, a fact sheet, or a how-to.
- **Q4:** the position is the big idea the reasons support (1C); the strong-body sentence is a reason, and the ask-about-lessons sentence is the do-it-now ending.

- **Q5:** see the model paragraph above. The slide sentence (B) and the bags sentence (D) are supporting details, not the big idea; C is a feeling, not the paragraph's idea.
- **Q6:** the index lists topics with page numbers (1E). The cover and title name the book; a chapter heading names one chapter.
- **Q7:** one sister, a habit — the verb takes -s: *plays* (2A subject–verb agreement).
- **Q8:** *plays* is the doing word; *sister*, *drums* and *school* are naming words (2A find the verb).
- **Q9:** *kicked* is a doing verb, *asked* a saying verb, *loved* a thinking-feeling verb, and *was* a relating verb (2B categories). 1 mark only for all four right.
- **Q10:** *yesterday* means past; the irregular past of *catch* is *caught* (2C).
- **Q11:** the past of *throw* is *threw* — *throwed* is the classic over-regularisation 2C's irregular-past work guards against.
- **Q12:** *might* shows possibility without certainty; *must* is obligation/near certainty, *will* is certainty, *did* is past (2D).
- **Q13:** gaze at the viewer pulls us in — we feel part of it; gaze away keeps us outside (2E). The image is section 2E's own gaze diagram, re-described in the caption so the item is answerable in any render.
- **Q14:** same spelling, different meanings — context (the words around *bark*) tells you which one (2F context-dependent meanings).
- **Q15:** *un-* means not, so *unlocked* = not locked (2F prefix building).
- **Q16:** one owner takes *'s* — *Ana's cat* (2G singular possession).
- **Q17:** *It's* = *it is* (2G contraction). Possession ("belonging to it") would need a different build, and *it was* / *they are* are not the contraction.
- **Q18:** the event is what happens — crossing and hiding (3A character/setting/event). *A small fox* is the character; *one cold night* is the setting's when; *the old shed* is the setting's where.
- **Q19:** only option A connects the character's experience to the reader's own, with a text-supported reason (3B). B, C and D stay on the surface.
- **Q20:** see the target key above (3C mood-creating words).
- **Q21:** *whispered* makes the wind feel like soft voices — craft for mood (3C author's craft).
- **Q22:** sound words let the reader hear the train in their head (3D effect on the reader).
- **Q23:** see the target key above (3D onomatopoeia).
- **Q24:** a story plan runs beginning, problem, events, ending (3E). B is an argument plan, C an explanation flow chart, D an audience switch list.
- **Q25:** the line agrees with the idea and adds to it — the build-on frame 4A teaches. B and C take the talk away from the partner's idea; D changes the subject.
- **Q26:** a welcome talk to new families needs a warm, clear voice at a kind pace (4B tone and pace matched to purpose and audience).
- **Q27:** *butterfly* claps into *but-ter-fly* — three syllables (4C). *Echo* and *church* have two and one… *echo* has two, *church* one, *chef* one.
- **Q28:** in *echo* the *ch* says *k*; *chef* says *sh*; *church* and *cherry* say *ch* (4C sound–spelling mapping).
- **Q29:** *re-* means again — *rewrite* = write again (4D).
- **Q30:** *badge* has *dge* after the short vowel *a*; *page*, *cage* and *huge* use *ge* after a long vowel (4E).
- **Q31:** *meet* means come together; *meat* is food (4F homophones disambiguated by context).
- **Q32:** the dark sky, the first drops and the smile join into one clue-true inference — Kim wanted to paint the storm (5A inference).
- **Q33:** rhyme and a bouncy beat are kid-text clues; *Please* and a list fit the adult text (5B audience matching).
- **Q34:** big claim words, a feeling word and a free gift show the job: to get you to want the ball (5C purpose from features).
- **Q35:** the big smile after fixing the cut is the clue — proud and happy (5D inference).
- **Q36:** option A keeps the big, important parts in a short way — a summary. B never happened; C is a fact, not the story; D is wrong (5D summarise).

- **Q37:** the position is what the writer wants readers to think or do (5E). B and C are facts; D is a story line.
- **Q38:** the cleaners-and-cooks line gives a reason that supports the big idea; the other lines do not support it (5E evidence matching).
- **Q39:** the contraction of *can not* is *can't* — apostrophe in the middle (5F/2G apostrophes). *Cans'* and *cant'* are not English builds.
- **Q40:** the bags belong to the twins, so *their* (5F homophones). *They're* = they are; *here* is a place; *these* does not fit.

Per-item CD and family mapping (coverage audit)

Q	CD	Part	Item family	H5P type	Marks
1	VC2E3LA01	1	F-MC	Multiple Choice	1
2	VC2E3LA02	1	F-MC	Multiple Choice	1
3–4	VC2E3LA03	1	F-MC (paired follow-up)	Multiple Choice	2
5	VC2E3LA04	1	F-CONS	Multiple Choice	1
6	VC2E3LA05	1	F-MC	Multiple Choice	1
7–8	VC2E3LA06	1	F-MC (paired follow-up)	Multiple Choice	2
9	VC2E3LA07	1	F-DRAG	Drag the Words	1
10–11	VC2E3LA08	1	F-CLOZE + F-MC (paired follow-up)	Fill in the Blanks · Multiple Choice	2
12	VC2E3LA09	1	F-MC	Multiple Choice	1
13	VC2E3LA10	1	F-IMG	Multiple Choice (image)	1
14–15	VC2E3LA11	1	F-MC (paired follow-up)	Multiple Choice	2
16–17	VC2E3LA12	1	F-MC (paired follow-up)	Multiple Choice	2
18	VC2E3LE01	2	F-MC	Multiple Choice	1
19	VC2E3LE02	2	F-MC	Multiple Choice	1
20–21	VC2E3LE03	2	F-MARK + F-MC (paired follow-up)	Mark the Words · Multiple Choice	2
22–23	VC2E3LE04	2	F-MC + F-MARK (paired follow-up)	Multiple Choice · Mark the Words	2
24	VC2E3LE05	2	F-MC	Multiple Choice	1
25	VC2E3LY01	3	F-MC	Multiple Choice	1
26	VC2E3LY02	3	F-MC	Multiple Choice	1
27–28	VC2E3LY03	3	F-MC (paired follow-up)	Multiple Choice	2
29	VC2E3LY04	3	F-MC	Multiple Choice	1
30	VC2E3LY05	3	F-MC	Multiple Choice	1
31	VC2E3LY06	3	F-CLOZE	Fill in the Blanks	1
32	VC2E3LY07	3	F-MC	Multiple Choice	1
33	VC2E3LY08	3	F-MC	Multiple Choice	1
34	VC2E3LY09	3	F-MC	Multiple Choice	1

Q	CD	Part	Item family	H5P type	Marks
35–36	VC2E3LY10	3	F-MC (paired follow-up)	Multiple Choice	2
37–38	VC2E3LY11	3	F-CONS (paired follow-up)	Multiple Choice	2
39–40	VC2E3LY12	3	F-MC (paired follow-up)	Multiple Choice	2
			Total		**40**

Coverage: all 29 objective CDs sampled once; the 11 paired follow-up CDs are exactly VC2E3LA03, LA06, LA08, LA11, LA12, LE03, LE04, LY03, LY10, LY11, LY12 per the §7.2 R3 cell. Families: F-MC (30 questions), F-CONS (Q5, Q37, Q38), F-DRAG (Q9), F-MARK (Q20, Q23), F-IMG (Q13), F-CLOZE (Q10, Q31) — all six §7.1 families appear. Strand marks: Language (Q1–Q17) 17, Literature (Q18–Q24) 7, Literacy (Q25–Q40) 16, matching the §7.2 row (17 · 7 · 16).

End of R3 solutions. The remaining instruments in this book's assessment layer are the two Channel B observation checklists (O1, O2) and the optional P3 portfolio.