SiL Testing System©

Our motto: "Sharing is Learning"

SCHOOL REPORT

PAPER: ENGLISH (2025)

LEVEL(S) TAKEN: YEAR 1-8

SCHOOL / INSTITUTE: ABCDEF Academy

School Report for SiL Test (Subject: English)
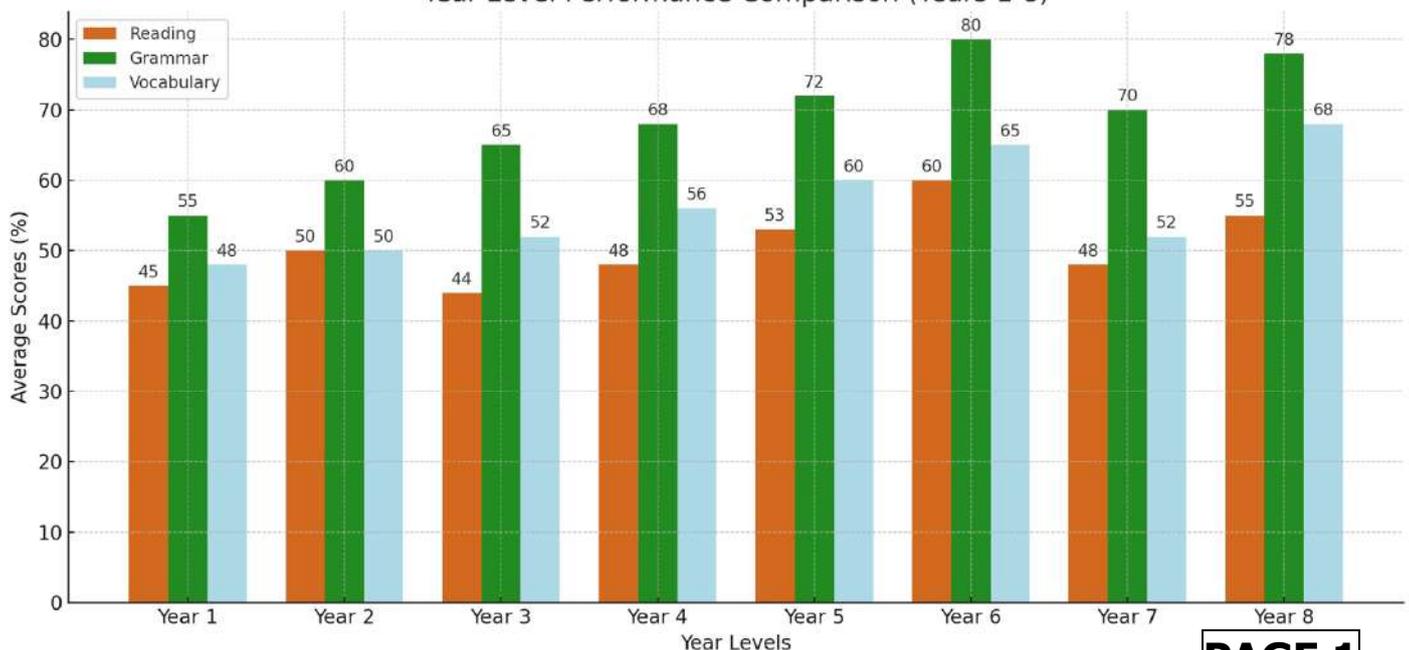
Overview of Students' Performance

Recap/Basic info. of the test:

The SiL English Test was administered to Year 1 through Year 8 students of the **ABCDEF Academy**, evaluating their proficiency in **Reading**, **Grammar**, and **Vocabulary**. Designed to identify high achievers, the test included not just general level-matching questions, it also involved questions that were more advanced than the expected level for each year group across all the 3 domains. The assessment was scored out of a total of 40 points: **Reading** contributed 16 points, **Grammar** contributed 17 points, while **Vocabulary** contributed 7.
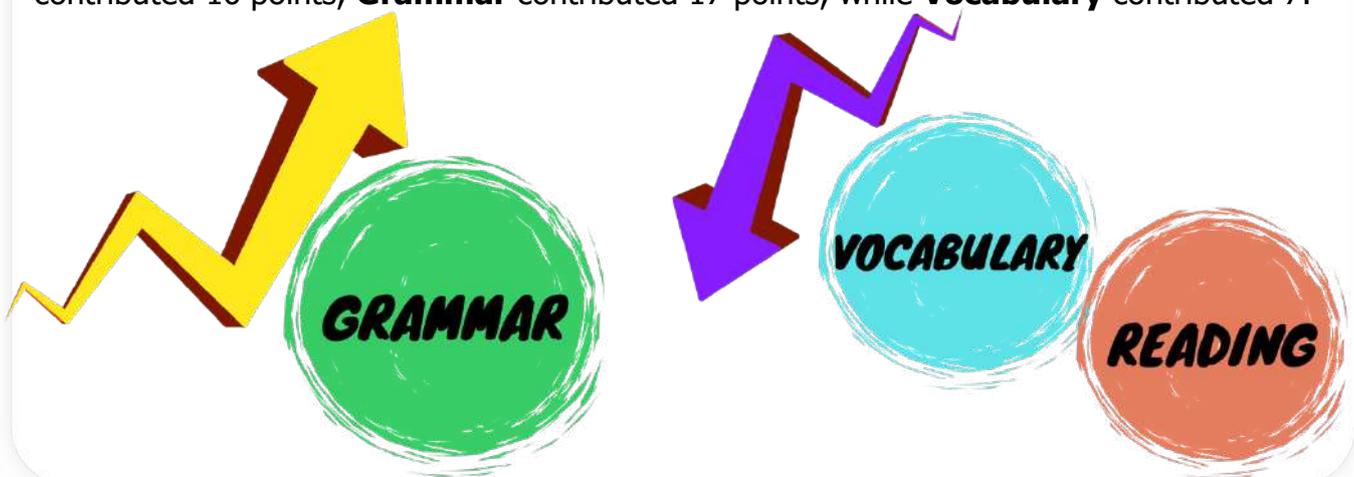
Overall, the performance indicates that students of **ABCDEF Academy** demonstrated relative strength in **Grammar**, with most year levels scoring close to or above **70%** in this area. However, **Reading** and **Vocabulary** posed challenges, with average scores below **60%** across the school. This suggests **a need for enhanced focus on inferential reading skills and expanding students' lexical range**.

Year-Level Performance Comparison (Years 1-8)

Year Level	Reading	Grammar	Vocabulary
Year 1	45	55	48
Year 2	50	60	50
Year 3	44	65	52
Year 4	48	68	56
Year 5	53	72	60
Year 6	60	80	65
Year 7	48	70	52
Year 8	55	78	68

PAGE 1

Performance Highlights by Year Levels

1. **Best-Performing Year Levels and Classes**:

Year 6 students achieved the highest average scores in **Grammar**, with an average of **80%**. For example, in a grammar-focused question on subject-verb agreement ("Each of the players ___ (to be) ready for the game, and they did turn out to do a superb job!"), **90%** of Year 6 students correctly chose "**was**".

Year 8 students excelled in **Vocabulary**, with **68%** achieving full marks in context-based questions, such as identifying the meaning of "**avoidance**" by choosing the right option for the blank: "The teacher's looking for correct tense use, an objective point of view and the _____ of overgeneralization."

2. **Weaker-Performing Year Levels and Classes**:
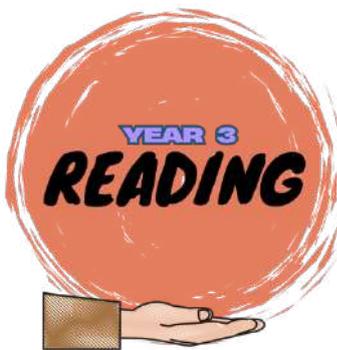
Year 3 struggled the most in Reading, with an **average score of 44%**. In one inferential question ("Who will be the target audience of this advertisement?"), only **40%** of Year 3 students inferred the correct answer ("children"), while 50% chose "parents", despite the fact that the closing line of the text has provided a hint: "looking forward to greeting you and your parents at our world-class theme park."
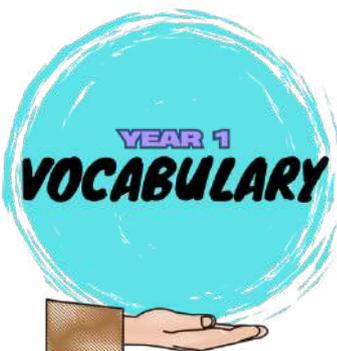
Year 1 faced challenges with Vocabulary, scoring an **average of 48%**. For instance, when asked to identify the meaning of "travel" and fill in the blank with the correct option in the sentence: "During the long holidays, my family likes to _____ to another city." 60% selected the "rest" / "jump" instead of "travel". Spelling is another area that needs some work on, with only 10% of the students successfully corrected the spelling of "sumone" → "someone"
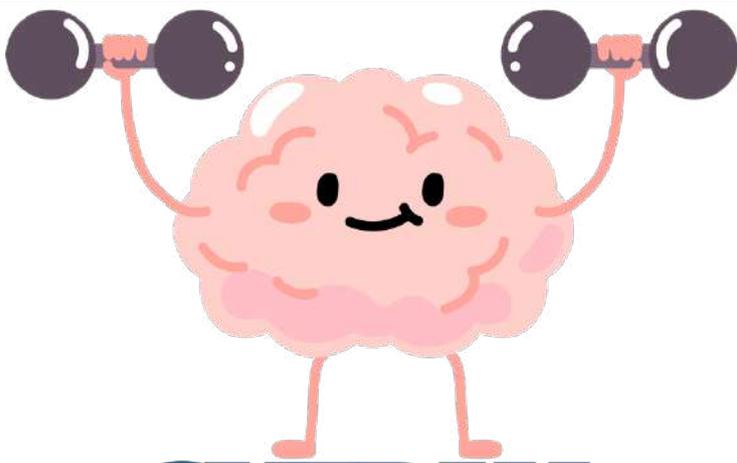
OVERALL STRENGTHS

1. **Grammar**:

◊ **Tenses**: Students across all year levels **displayed** ==strong command over fundamental grammar rules==. For example, in a question requiring **Year 3** students to choose the correct verb tense in "The policemen _____ (arrest) the thieves who stole phones from the pedestrians in the city." **85%** correctly selected "***have arrested***". A more advanced question that appeared in the **Year 7** paper got a similarly high correct answer rate, at **83.5%**; in the question, students had to pick the correct tense that suggests the highest number of times that the calls were made…most <u>were able to pick</u> the "***present perfect continuous tense***".

◊ **Sentence Structure/Pattern**: "==Putting sentence in correct order" exercises were a strong point==, with students effectively identifying and restructuring the sentence to make it sensible and grammatically correct (like this one from Year 4: "Dan was carefully looking into all the evidence that he'd gathered so far.").

2. **Basic Reading Comprehension**:

◊ Students ==excelled at identifying explicit details in texts==, i.e. Retrieval of general info. that has been spelled out in the text and appearing as it is in the question.
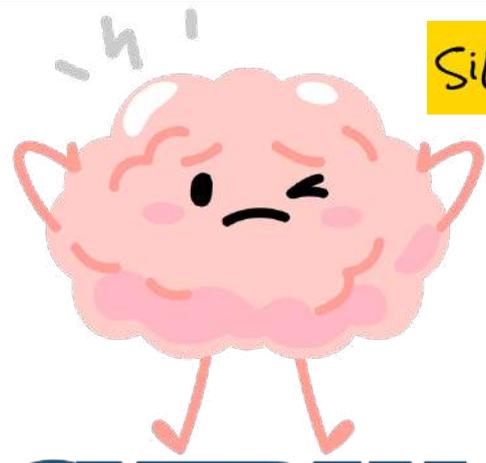
OVERALL WEAKNESSES

1. **In-depth / Advanced Reading skills**:

◊ **Inferential Skills**: Many students **struggled with inferential questions**. For example, in the question "What is the nature of business of The Big Cheers?" **only 32%** of **Year 4** students <u>inferred from the first few lines of the text that it's</u> a "***department stall***", while 50% selected a surface-level option.

◊ **Summarizing and Determination of Tone/Intent**: Most KS2-3 students found it challenging to **evaluate the tone or intent of an author**. For instance, **only 25%** of **Year 8** students identified the ***persuasive tone in a passage*** about environmental protection. As for Year 6, when it comes to summarizing, **only 22%** of the students could successfully find out ***the 2 points that were brought*** upon in relation to: "Why has the number of this particular species been reduced?"

2. **Vocabulary**:

◊ **Word Range**: Common mistakes included **confusion between similar words**, such as "**underscore**" and "**underline**". The **grasp of advanced vocabulary in the respective key stages** is also a bit shaky, some might know how to use the words but failed to spell them out correctly, for instance "dumbfounded" in Year 7, "participate" in Year 5.

PAGE 3

Recommendations for Curriculum and Pedagogy
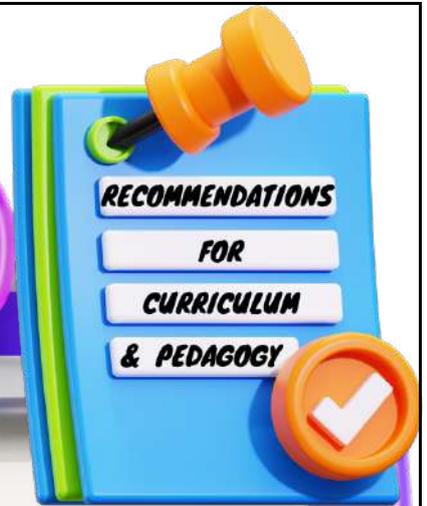
1. **Reading**:

📖 Introduce more **inferential** and **critical reading exercises**. For example, use short stories with <u>open-ended questions</u> like, "***What can you infer about the protagonist's motives?***" (This especially applies to KS2-3)

📖 Provide **explicit instruction on analyzing authorial intent and tone** using <u>engaging texts like opinion articles</u>.

📖 Incorporate a **broader range of genres of texts**, including <u>biographies, news articles, and poetry</u>, to improve adaptability to different styles.

2. **Grammar**:

🔤 Provide more opportunities for **applied grammar practice in creative and academic writing tasks**. For example, students can <u>rewrite incorrect sentences</u> like, "***She don't like apples that much***."

🔤 Focus on **peer review sessions** where students identify <u>grammar and punctuation issues</u> in each other's work, this works across all year levels especially for writing tasks.

3. **Vocabulary**:

🔤 Develop a **structured vocabulary programme** focusing on **contextual use**. For instance, practise advanced words in multiple contexts ("***exuberant child***," "***exuberant celebration***").

🔤 Use **interactive tools** like <u>flashcards and vocabulary games</u> to enhance retention.

Encourage **journaling** where students use <u>new vocab. in meaningful sentences</u>.

Solomon A.Y.
FOUNDER AND CHIEF TEST DESIGNER

The team of SiL Testing System

Thanks for joining our subject test — ==English for 2025== 🐝

Stay tuned and feel free to <u>visit our website</u> for more _updates on the upcoming subject tests scheduled later this year_...

Our team of specialists will soon publish a report <u>analyzing the general performance of students</u> who have taken the ==SiL subject test for English== via _school_ entry and _individual_ entry routes from across the world this year!

🔗: **https://SharingisLearning.com**

✉: **Hi@SharingisLearning.com**