

2017 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Administering the modified large print (MLP) version of the key stage 2 English grammar, punctuation and spelling test Paper 2: spelling

TUESDAY 9 MAY 2017

CONFIDENTIAL: This pack must be kept secure and unopened until the start of the test on **Tuesday 9 May 2017**.

Paper 2: spelling must be administered after Paper 1: questions. Early opening, up to 1 hour before the test starts, is permissible only if access to the contents is needed to make adaptations to meet individual pupils' needs.

Please ensure you have read and understood the 2017 test administration guidance before opening this pack.

Pack contents:

- An overview of the MLP key stage 2 English grammar, punctuation and spelling test Paper 2: spelling (overleaf)
- 1 copy of the MLP Paper 2: spelling

For test administration



Standards
& Testing
Agency

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2017 Key stage 2 English grammar, punctuation and spelling test

The key stage 2 English grammar, punctuation and spelling test consists of 2 papers. The papers must be administered in order. Pupils may have a break between the papers. However, test packs must not be opened until the pupils are in the test room ready to complete the test.

Paper 2: spelling

The following information explains how to administer the modified large print (MLP) version of the key stage 2 English grammar, punctuation and spelling test Paper 2: spelling. There is additional information on GOV.UK about administering MLP tests to pupils. If you have any questions you should check with your headteacher or key stage 2 test co-ordinator before the test begins. You will need a copy of the test transcript from the standard version of the test.

Please make sure you follow these instructions correctly in order to ensure that the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation at the school.

Format

This component of the test consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. You will need a copy of the test transcript from the standard version of the test.

Pupils will have approximately 15 minutes to complete the test (plus up to 100% additional time), not strictly timed.

Equipment

Pupils will need the equipment below:

- a blue / black pen or dark pencil
- a rubber (optional). However, please encourage pupils to cross out any answers they may wish to change, instead of rubbing them out.

Pupils are not allowed:

- dictionaries
- electronic spell checkers
- bilingual word lists.

Assistance

- Pupils should not require any assistance during the administration of Paper 2: spelling. You must ensure nothing you say or do during the test could be interpreted as giving pupils an advantage, e.g. indicating an answer is correct or incorrect, or suggesting the pupil looks at an answer again.
- You should take care not to overemphasise spelling when reading out the words that pupils need to spell.

Guidance for specific questions

No additional guidance is needed to administer this component of the test.

Before the test begins

Review the list of pupils with any particular individual needs, e.g. pupils who need a scribe or who may need a transcript made at the end of the test.

Ensure you know how to administer any access arrangements correctly.

Please refer to the 2017 key stage 2 access arrangements guidance.

Check there are enough administrators to maintain adequate supervision for the test. You should consider the possibility of at least one test administrator needing to leave the room with a pupil.

Ensure you understand how to deal with issues during the tests.

Write the school's name and DfE number on a board that is visible to all pupils.

How to deal with issues during the test

It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.

In the following circumstances, you will need to stop the test either for an individual pupil, a group of pupils or for the whole cohort:

- test papers are incorrectly collated or the print is illegible
 - an incorrect test has been administered
 - a fire alarm goes off
 - a pupil is unwell
 - a pupil needs to leave the test room during the test
 - a pupil is caught cheating.
- If you need to stop the test:
- make a note of the time
 - make sure pupils are kept under test conditions and that they are supervised
 - if pupils have to leave the room, ensure they don't talk about the test
 - speak to your test co-ordinator or a senior member of staff for advice on what to do next
 - consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice.

You should brief your headteacher on how the incident was dealt with, once the test is over.

What to do at the start of the test

Check that pupils don't have mobile phones or other disruptive items.

Check that pupils don't have any materials or equipment that may give them extra help.

Check that spacing is appropriate and that no pupil can see another pupil's answer booklet.

Ensure each pupil who needs it has 1 MLP copy of Paper 2: spelling.

What to say at the start of the test

It is important to brief pupils fully at the start of each test. You should use these instructions to introduce Paper 2: spelling.

This is the key stage 2 English grammar, punctuation and spelling test Paper 2: spelling.

You should have Paper 2: spelling in front of you.

You will need a blue / black pen or dark pencil and you may use a rubber for this test.

Write your name, school name and DfE number on the front of your test paper. (If any pupil's name differs to the name provided during pupil registration, instruct the pupil to write both names on the paper.)

If you want to change your answer, put a line through the response you don't want the marker to read.

If you have any questions during the test, you should put your hand up and wait for someone to come over to you. Remember, I can't help you answer any of the test questions.

You must not talk to each other.

Please use the transcript from the standard version of the test to administer the test.

What to do at the end of the test

If any pupil needs a transcript, complete it with the pupil at the end of the test under test conditions. Particular care should be taken to ensure accurate transcriptions are made and the pupil's answers, including spelling are not corrected or amended.

Ensure you inform your senior member of staff / test co-ordinator if you have made a transcript, or if a pupil has used a scribe, or word processor or other electronic or technical device. This is so they can complete the appropriate online notification.

Make sure you have collected every test. Return them immediately to the senior members of staff who are responsible for collating the tests.

Do not look at, annotate or review pupils' answers in any way (unless it is necessary to make a transcript). If you amend or tamper with pupils' answers, it will be considered maladministration and results could be annulled.

Do not keep or photocopy tests for any reason.