

2017 national curriculum tests

Key stage 2

Mathematics

Administering the braille (UEB) version
of the key stage 2 mathematics test
Paper 2: reasoning

WEDNESDAY 10 MAY 2017

CONFIDENTIAL: This pack must be kept secure and unopened until the start of the test on **Wednesday 10 May 2017**.

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 modified test administration guidance before opening this pack.

Pack contents:

- An overview of the braille (UEB) version of the key stage 2 mathematics test
Paper 2: reasoning (overleaf)
- 1 copy of the tactile version of braille (UEB) version of the key stage 2 mathematics test
Paper 2: reasoning
- 1 copy of the printed transcript of the braille (UEB) version of the key stage 2 mathematics test
Paper 2: reasoning
- 1 model pack

For test administration

2017 Key stage 2 mathematics test

The key stage 2 mathematics test consists of 3 papers. The papers must be administered in order. Pupils can have a break between the papers. However, test packs for each test must not be opened until the pupils are in the test room ready to complete the test.

The scheduled day for the administration of Papers 1 and 2 is Wednesday 10 May.

The scheduled day for the administration of Paper 3 is Thursday 11 May.

Paper 2: reasoning

The following information explains how to administer the braille (UEB) version of the key stage 2 mathematics test Paper 2: reasoning. There is additional information on GOV.UK about administering braille tests to pupils. If you have any questions, you should check with your headteacher or key stage 2 test co-ordinator before you administer the test.

Please make sure you follow these instructions correctly to ensure 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 a single test booklet in braille (UEB).
- There are copies of a diagram at the back of the booklet.
- There is a printed transcript of the braille booklet to help administrators.
- Pupils will have 40 minutes to complete the test, plus up to 100% additional time.
- You should refer to the printed transcript rather than the standard test questions when administering this test.

Equipment

Pupils will need the equipment specified below:

- a suitable way of recording their answers, such as a braille, blue / black pen, dark pencil or word processor (i.e. the usual way they write in class)
- braille paper (if the pupil is brailleing their responses)
- a suitable tactile ruler to measure centimetres
- a suitable tactile protractor or angle measurer.

The pupil may use the following, if this is normal classroom practice:

- pins and bands to help record responses on diagrams
- stylus and floppy mat to help with drawing on plastic film.

Pupils may use the following equipment, if this is normal classroom practice, provided they only give word-for-word translations:

- bilingual dictionaries or electronic translators
- bilingual word lists
- monolingual English electronic spell checkers
- technological and electronic aids, including low-vision aids such as closed-circuit television or JOCR scanners.

Pupils are not allowed:

- calculators
- tracing paper.

Assistance

- You must ensure nothing you say or do during a test could be interpreted as giving pupils an advantage, e.g. indicating an answer is correct or incorrect, or suggesting the pupil reviews an answer again.
- If the pupil requests it, a question may be read to the pupil on a one-to-one basis.
- If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure pupils are not given an unfair advantage by having the function inadvertently explained by reading its name.
- At a pupil's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the pupil by interpreting it.

The examples below illustrate how to deal with some common situations.

Q. What does 'quadrilateral' or '>' or '<' mean?

A. I can't tell you, but think hard and try to remember. We can talk about it after the test.

Q. What is '0.6'?

A. That's nought point six.

If any everyday context or words related to a question are unfamiliar to a pupil, you may show them related objects, or describe the related context.

Guidance for specific questions

Q12. There is a model that should be provided to pupils for this question.

Before the test begins

Have the model needed for question 12 to hand.

Detach the copies of the diagram from the back of the booklet so they are to hand when the pupils get to question 17.

Review the list of pupils with any particular individual needs, e.g. pupils who are allowed additional time 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.

It is important that the pupils' names on their tests match the names on the test attendance register. Check with your test co-ordinator whether any pupil in your group is known by a different name in school, or has changed their name since pupil registration. This is so you can write the correct name on their test paper.

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.

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 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 tests
- 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 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 any materials or equipment that may give them extra help.

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

Ensure each pupil who needs it has a braille (UEB) copy of mathematics Paper 2: reasoning.

Ensure the following is written on the cover of the pupil's paper (or on every page of braille paper used if this is how the pupil is answering): pupil's name provided during pupil registration, your school's name and DfE number.

Tell the pupils the duration of the test.

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 this script to introduce mathematics Paper 2: reasoning.

This is the key stage 2 mathematics Paper 2: reasoning.

Open your test booklet to page 1. I will read the instructions to you. (Read the instructions from braille page 1 of the transcript of the test paper to the pupils.)

*You must **not** use a calculator to answer any questions in this test.*

You have 40 minutes to complete this test, plus your additional time allowance.

Follow the instructions for each question.

Work as quickly and carefully as you can.

Some questions say "Show your method." For these questions you may get a mark for showing your method.

If you cannot do a question, go on to the next one. You can come back to it later, if you have time.

If you finish before the end, go back and check your work.

The questions are on different types of paper and diagrams are on opposite pages. Make sure you read everything carefully.

___ has been used in some questions to indicate a missing number.

If you want to change your answer, put a line through the response you don't want the marker to read or use a series of 'for' signs (full 6 dot cells) with your braille.

Remember to check your work carefully.

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

You must not talk to each other.

Are there any questions you want to ask me now?

I will tell you when you have 5 minutes left. I will tell you when the test is over and to stop working.

You may now start 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 that pupils' answers are not corrected or amended. Pupils' brailled answers should not be transcribed onto the standard version of the test.

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, 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 paper. Return them immediately to the senior member of staff who is responsible for collating the tests.

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

Do not keep or photocopy test papers for any reason.

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Paper 2: reasoning
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