

2017 national curriculum tests

# Key stage 2

## Mathematics

Administering the modified large print (MLP) version of the key stage 2 mathematics test  
Paper 3: reasoning

**THURSDAY 11 MAY 2017**

**CONFIDENTIAL:** This pack must be kept secure and unopened until the start of the test on **Thursday 11 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 MLP key stage 2 mathematics test Paper 3: reasoning (overleaf)
- 1 copy of MLP Paper 3: reasoning

**For test administration**



Standards  
& Testing  
Agency

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### 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 Paper 3 is Thursday 11 May.

#### Paper 3: reasoning

The following information explains how to administer the modified large print (MLP) version of the key stage 2 mathematics test Paper 3: reasoning. There is 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 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 MLP test paper.

Pupils will have 40 minutes to complete the test, plus up to 100% additional time. You must not refer to the standard test questions when administering this test.

#### Equipment

Pupils will need the equipment specified below:

- a blue / black pen or dark pencil
- a sharp, dark pencil for mathematical drawing
- ruler (showing centimetres)
- mirror (papers 2 and 3 only)
- angle measurer or protractor (papers 2 and 3 only)
- rubber (optional). However, please encourage pupils to cross out any answers they may wish to change, instead of rubbing them out.

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.

Pupils are not allowed:

- calculators
- tracing paper.

#### Assistance

You must ensure that 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 looks at an answer again.

If a pupil requests it, a question may be read to the pupil on a one-to-one basis.

If reading to a pupil, you can only 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 following examples 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 pictures, or describe the related context.

#### Guidance for specific questions

There is no additional guidance needed to administer the MLP version of Paper 3: reasoning.

#### Before the test begins

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 ensure the pupil writes 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.

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

Leave space on the board to write the start and finish times of the test.

#### 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 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 seating is appropriately spaced and that no pupil can see another pupil's test paper.

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 one MLP copy of mathematics

Paper 3: reasoning.

Write the start and finish times on a board so that all the pupils can see them.

#### 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 3: reasoning.

*This is the key stage 2 mathematics Paper 3: reasoning.*

*You will need a blue / black pen, a sharp, dark pencil, a ruler, a protractor and a mirror.*

*Write your name, school name and DfE number on the front of your mathematics test Paper 3: reasoning. (If any pupil's name differs from the name provided during pupil registration, instruct the pupil to write both names on the paper.)*

*Open your test paper to page 3. I will read the instructions to you. (Read the instructions on page 3 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 as carefully as you can.*

*If you need to do working out, you can use any space on the page.*

*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.*

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

*If you want to change a drawing, you should either put a line through the response you don't want the marker to read, or use a rubber.*

*If you have to use a rubber, make sure you rub out your answer completely before writing a new one.*

*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 writing.*

*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.

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 that 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 tests for any reason.