

2018 national curriculum tests

Key stage 2

English reading

Administering the modified large print (MLP) version of the reading booklet and reading answer booklet

TUESDAY 15 MAY 2018

Reminder: The day for this test has changed.

This pack must be kept secure and unopened until the start of the test on **Tuesday 15 May**.

Early opening, up to 1 hour before the test starts, is only allowed if access to the contents is needed to make adaptations to meet individual pupils' needs. Early opening of more than 1 hour is only allowed if permission has been granted by STA.

Please ensure you have read and understood the 2018 modified test administration guidance before opening this pack.

Pack contents:

- Administration instructions for the MLP key stage 2 English reading test: reading booklet and reading answer booklet (overleaf)
- 1 copy of the MLP reading booklet
- 1 copy of the MLP reading answer booklet

For test administration



Standards
& Testing
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2018 Key stage 2 English reading test

The following information explains how to administer the modified large print (MLP) version of the key stage 2 English reading test. Modified test administration guidance is available at www.gov.uk/sta. 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.

Format

This test consists of a reading booklet and an answer booklet. All pupils must be given an unused reading booklet. Do not re-use reading booklets if you administer the test to groups of pupils at different times.

Test packs must not be opened until pupils are in the test room ready to complete the test, unless early opening is required to meet individual pupils' needs.

Pupils have a total of 1 hour, plus up to 100% additional time, to read the 3 texts in the reading booklet and complete the questions at their own pace. They can approach the test as they choose, e.g. working through one text and answering the questions before moving onto the next.

Changes have been made to the layout and wording of some questions in the MLP reading answer booklet, compared with the standard version of the test. The layout of the reading booklet may also vary.

You must not refer to the standard test questions when administering this test.

Equipment

Each pupil will need the equipment specified below:

- a blue/black pen or dark pencil.

Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.

Pupils may use monolingual English electronic spell checkers, provided they do not give definitions, or highlighter pens, if this is normal classroom practice.

Pupils must not use a dictionary.

You may give pupils additional lined paper if they request it. However, pupils should be encouraged to use the extra space in the answer booklet before using additional paper. The answer space provided in the answer booklet should be sufficient for most pupils and gives a guide to the length of answer that is expected for each question.

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.
- The English reading test must not be read to individuals or to a group, except for the general instructions. However, you may read, and rephrase if necessary, the information provided in the test instructions on pages 2 and 3 of the reading answer booklet to ensure that all pupils understand them.
- You may help to identify and interpret any pictorial details within the test, but you must not help with the reading of any text. Pupils with severe visual impairment will need extra time to interpret pictures and diagrams. You may 'stop the clock' while pupils examine them.

If a pupil asks a question about test content, you must not explain the meanings of any words or expressions.

The example below illustrates how to deal with a common situation:

Q. I don't understand the question.

A. Read the question again and underline key words that tell you what to do.

Guidance for specific questions

No additional guidance is needed to administer the MLP version of the reading test.

Before the test begins

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

Ensure you know how to administer any access arrangements correctly. Please refer to the 2018 key stage 2 access arrangements guidance.

Check there are enough test administrators to maintain adequate supervision during the test. You should consider the possibility that at least one test administrator might need to leave the room with a pupil.

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.

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.

What to do at the start of the test

Check that seating is appropriately spaced and that no pupil can see another pupil's answer booklet.

Check that pupils do not have mobile phones or other disruptive items.

Check that pupils do not have any materials or equipment that may give them extra help.

Ensure each pupil who needs it has 1 MLP copy of the reading booklet and

1 MLP copy of the answer booklet.

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

How to introduce the test

It is important to brief pupils fully at the start of each test. Use this script to introduce the English reading test.

This is the key stage 2 English reading test. You should have a reading booklet and an answer booklet in front of you.

You will need a blue or black pen or dark pencil.

Write your name, school and DfE number on the front of your answer booklet.

[If any pupil's name differs to the name provided during pupil registration, instruct the pupil to write both names on the paper.]

Open your answer booklet to page 2. I will read the instructions to you.

Read one text and answer the questions about that text before moving on to read the next text.

There are 3 texts and 3 sets of questions.

There are different types of question for you to answer in different ways. The space for your answer shows you what type of writing is needed. Write your answer in the space provided.

Some questions are followed by a short line or box. This shows that you need only write a word or a few words in your answer.

Some questions are followed by a few lines. This gives you space to write more words or a sentence or two.

Some questions are followed by a larger number of answer lines. This shows that a longer, more detailed answer is needed. You can write in full sentences if you want to.

For some questions, you do not need to write anything at all and you should tick, draw lines to, or circle your answer.

Read the instructions carefully so that you know how to answer the question.

Your answer booklet will show how many marks you can get for each question.

You should try to answer all of the questions. If you can't answer a question, move on and return to it later. Remember that you should keep referring back to your reading booklet.

You have up to 2 hours to complete the test. This includes your additional time allowance.

Pay particular attention to any instructions within test questions.

If you want to change your answer, put a line through the answer you do not want the marker to read. 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 over to you. Remember, I cannot help you answer any of the test questions or read any of the words to you.

You must not talk to each other.

Do you have any questions?

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.

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 room
- a pupil is caught cheating.

If you need to stop the test:

- make a note of the time
- make sure the pupils are kept under test conditions and that they are supervised
- if the pupils have to leave the room, ensure they do not 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 end of the test

If you need to make a transcript of a test script, complete it with the individual 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 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 script and any additional paper which pupils have recorded their answers on.

Return the test scripts, and any additional paper, immediately to the senior member of staff who is responsible for collating the test scripts. Ensure you inform them of any pupils who have used additional paper so they can collate the pupils' responses correctly.

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 test scripts for any reason.

All test materials, including reading booklets and any unused test papers, must be stored securely until Friday 25 May.