

2019 national curriculum tests

Key stage 2

Mathematics

Administering the modified large print (MLP) version of Paper 3: reasoning

THURSDAY 16 MAY 2019

CONFIDENTIAL: This pack must be kept secure and unopened until the start of the test on **Thursday 16 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 2019 modified test administration guidance before opening this pack.

Pack contents:

- Administration instructions for the MLP key stage 2 mathematics test Paper 3: reasoning (overleaf)
- 1 copy of the MLP Paper 3: reasoning

For test administration



Standards
& Testing
Agency

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2019 Key stage 2 mathematics test

The following information explains how to administer the modified large print (MLP) version of the key stage 2 mathematics test Paper 3: reasoning. 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 follow these instructions correctly to ensure the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation.

Format

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

The scheduled day for the administration of Paper 3 is Thursday 16 May.

Paper 3: reasoning consists of a single MLP test paper.

Pupils will have 40 minutes to complete the paper, plus up to 100% additional time.

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
- a sharp, dark pencil for mathematical drawing
- a ruler (showing centimetres)
- an angle measurer or protractor (papers 2 and 3 only)
- a mirror (papers 2 and 3 only).

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

Pupils may use the following equipment, if this is normal classroom practice:

- monolingual English electronic spell checkers
- bilingual word lists
- bilingual dictionaries or electronic translators provided they only give word-for-word translations.

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, you may read a question to the pupil on a one-to-one basis. If reading to a pupil, you may 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.

You must not explain any subject-specific terminology. If any context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the context.

Guidance for specific questions

For **question 21**, there are no grid lines on the graph. This is intentional. This is part of the demand of the question.

Before the test begins

Review the list of pupils with any 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 2019 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.

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.

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.

Ensure each pupil who needs it has 1 MLP copy of mathematics Paper 3: reasoning.

Write the start and finish times on a board so that all the 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 mathematics Paper 3: reasoning.

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

You will need a blue or 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.

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

You have up to 80 minutes to complete this test. This includes 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.

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, 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. 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 scripts for any reason.

All test materials, including any unused test papers, must be stored securely until Monday 3 June.