MONDAY 11 MAY

En

KEY STAGE 2

2015

LEVELS 3–5

Levels 3–5 English tests

English reading pack

CONFIDENTIAL

This pack must be kept secure and unopened until the start of the test on **Monday 11 May**.

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 pupil's needs.

Pack contents

- An overview of the levels 3–5 English reading test (overleaf)
- 10 copies of the English reading booklet
- 10 copies of the English reading answer booklet
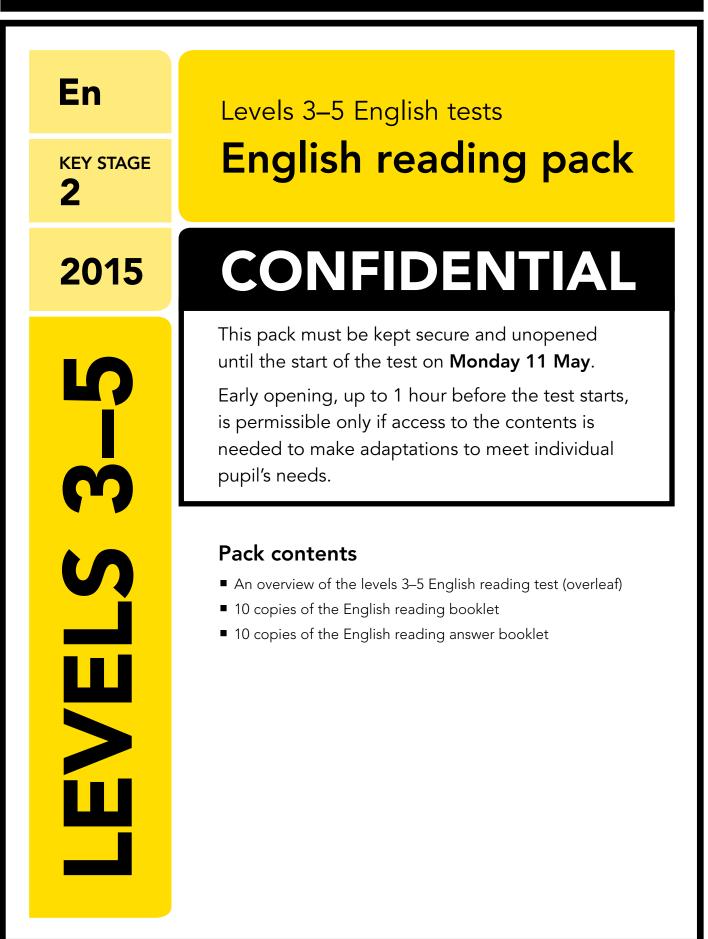
Levels 3–5 English reading test

The following information explains how to administer the levels 3–5 English reading test. If you have any questions you should check with your headteacher or key stage 2 test co-ordinator before the test begins.

Please make sure you follow these instructions correctly in order to avoid accusations of maladministration.

Format	• This test consists of an answer booklet and reading booklet. • Pupils will have a total of 1 hour 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, eg working through 1 text and answering the questions before moving onto the next. • The texts will not be linked by a theme. The least demanding text will come first with the following texts increasing in level of difficulty.
Equipment	Required: • blue / black pens or dark pencils, pencil sharpeners and rubbers Pupils may use monolingual English electronic spell checkers or highlighter pens if this is normal classroom practice. You may give pupils additional lined paper if they request it.
Assistance	You must ensure that nothing you say or do during a test could be interpreted as giving pupils an advantage. The English reading test must not be read to individuals or to a group, except for the general instructions. However, you may rephrase the explanations provided in the test instructions on page 3 of the answer booklet to ensure that all pupils understand them. No other part of the answer booklet or reading booklet may be read to pupils or rephrased. If a pupil asks a question about test content, you must not explain subject-specific terms or expressions. The examples below illustrate how to deal with some common situations. **Q.** *I don't understand the question.* **A.** *Read the question again and underline key words that tell you what to do.* **Q.** *What does 'give a reason' mean?* **A.** *It means you have to say why you think it works out like that.* 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.
Before the test begins	• Review the list of pupils with any particular individual needs, eg 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 these access arrangements correctly. • It is important that the pupils' names on their scripts 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 remind the pupil to write the correct name on their answer booklet. • Check that there are enough administrators to maintain adequate supervision for the test. You should consider the possibility of at least 1 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 Department for Education (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 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 they 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 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 has 1 copy of the reading booklet and 1 copy of the answer booklet. • Write the start and finish times on a board so that all 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 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 / black pen or dark pencil, pencil sharpener and rubber for this test. • You will have 1 hour to complete the test. • Clearly 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 3. I will read the instructions to you. • 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. • Pay particular attention to any instructions within test questions. • To make sure your answers are marked, don't write in the grey areas, on the barcode or on the lines at the top and bottom of the edge of the page and don't crumple your answer booklet. • If you want to change your answer, put a line through the response you don't want the marker to read. • Remember to check your work carefully.

What to say at the start of the test (continued)	• 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 or read any of the words to you.
	• 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 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 that 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 members of staff who are responsible for collating the test scripts. Ensure you inform them of any pupils who have used additional paper so that they can collate 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 in test scripts, it will be considered maladministration and results could be annulled.
	• Keep or photocopy test scripts for any reason.