

National curriculum tests

Key stage 1

Mathematics

Administering the braille (UEB) version
of the key stage 1 mathematics
Paper 2: reasoning

SAMPLE MODIFIED TEST

Published December 2015

These test administration instructions reflect guidance for the live test in 2016.

As this document supports the sample test materials, any guidance on security and maladministration procedures is not applicable and has not been included.

Some of the documents or procedures mentioned in these instructions, such as when the test must be administered, the opening instructions and the completion of the attendance register, will be applicable to a live test scenario only.

Further information is available on GOV.UK at www.gov.uk/sta.

For test administration

2016 Key stage 1 mathematics sample test

The key stage 1 mathematics sample test consists of 2 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.

Paper 2: reasoning

The following information explains how to administer the braille version of the mathematics Paper 2: reasoning. There is additional information on www.gov.uk about administering braille tests to pupils. If you have any questions you should check with your headteacher or key stage 1 test co-ordinator before the test is administered.

<p>Format</p>	<ul style="list-style-type: none"> • This braille version of the key stage 1 mathematics Paper 2: reasoning comprises a single UEB braille script plus a text transcript. There are two models with this paper. • It is expected that the reasoning paper will take approximately 35 minutes, plus up to 100% additional time to complete (not strictly timed). • It is at your discretion to choose when or if pupil(s) require a break during the test or whether, if appropriate, to stop the test early. • The paper includes a practice question and 5 aural questions. • After the aural questions, the time for the remainder of the paper should be approximately 30 minutes. • Please refer to the braille transcript rather than the standard test questions when administering this test.
<p>Equipment</p>	<p>Pupils will need the equipment specified below:</p> <ul style="list-style-type: none"> • a suitable implement (such as a braille, blue / black pen, dark pencil or word processor) and a pencil sharpener and rubber where applicable • a suitable tactile ruler to measure centimetres • braille paper (if the pupil is brailleing their responses). <p>The pupil may use the following, if this is normal classroom practice:</p> <ul style="list-style-type: none"> • pins and bands to help record responses on diagrams • stylus and floppy mat to help with drawing on plastic film. <p>Pupils may use the following equipment, if this is normal classroom practice, provided they only give word for word translations:</p> <ul style="list-style-type: none"> • bilingual dictionaries or electronic translators • bilingual word lists • monolingual English electronic spellcheckers • technological and electronic aids, including low-vision aids such as closed-circuit television or JOCR scanners. <p>Pupils are not allowed the following equipment in the test:</p> <ul style="list-style-type: none"> • calculators • number apparatus e.g. ten base materials, number squares, number lines etc.
<p>Assistance</p>	<p>You must ensure that nothing you say or do during a test could be interpreted as giving pupils an advantage.</p> <ul style="list-style-type: none"> • 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.

<p>Assistance (continued)</p>	<p>The examples below illustrate how to deal with some common situations.</p> <p>Q. What does 'fraction' mean? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>Q. What does '>' or '<' mean? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>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.</p>
<p>Guidance for specific questions</p>	<p>If you need to make further adaptation to question 11, do not change the length of the line that is to be measured (it must be exactly 11 cm).</p> <p>There are two models provided for question 14.</p> <p>For question 21 pupils may indicate the lines of symmetry by any appropriate method, e.g. by pointing or using pins and bands.</p>
<p>Before the test begins</p>	<ul style="list-style-type: none"> • Detach the spare copies of diagrams from the back of the booklet so they are to hand when the pupils get to the relevant questions. • Review the list of pupils with any particular individual needs, e.g. how much additional time pupils are allowed or who may need a transcript made at the end of the test. Ensure you know how to administer these access arrangements correctly. • Check that there are enough administrators to maintain 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.
<p>How to deal with issues during the test</p>	<p>It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.</p> <p>In the following circumstances you will need to stop the test either for an individual pupil or for the whole cohort:</p> <ul style="list-style-type: none"> • 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. <p>If you need to stop the test:</p> <ul style="list-style-type: none"> • 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. <p>You should brief your headteacher on how the incident was dealt with, once the test is over.</p>
<p>What to do at the start of the test</p>	<ul style="list-style-type: none"> • Check that seating is appropriately spaced. • Ensure each pupil has the correct version of mathematics Paper 2: reasoning.
<p>What to say at the start of the test</p>	<p>It is important to brief pupils fully at the start of each test. You should use these instructions to introduce mathematics Paper 2: reasoning.</p> <p>The wording of these instructions can be adapted, provided the meaning is retained.</p> <p>Explain to the pupils that this is the key stage 1 mathematics Paper 2: reasoning. Tell the pupils that they should have a test booklet in front of them.</p> <p>Tell the pupils to write their name at the top of their braille paper.</p>

<p>What to say at the start of the test (continued)</p>	<p>Ask the pupils to open their question booklet at page 1. Explain that Amy, Abdul, Sam, Ben and Sita are some children who are in these questions.</p> <p>Explain to the pupils that you will read aloud some questions for them to answer. Explain that you will read each question twice only, leaving a short gap in between. Tell the pupils that they must listen very carefully when you read the questions.</p> <p>Tell the pupils that you will explain how to write answers to each question and that they will have plenty of time to work out the answers.</p> <p>Tell the pupils that they must work on their own and they must not call out the answers.</p> <p>Tell the pupils, if they want to change an answer, they should put a line through the response they don't want to be marked or use a series of 'for' braille signs (all 6 dots).</p> <p>Ask the pupils to turn to page 1 of the booklet. Explain that there is a practice question on page 1.</p> <p>When reading the question to the pupils, remember to repeat the question.</p> <p>Repeat the bold text only.</p> <p style="text-align: center;"><i>This is a practice question for us to do together.</i></p> <p>Help the pupils to locate the question where necessary.</p> <p style="text-align: center;">Look at the circles.</p> <p style="text-align: center;">How many circles are there?</p> <p style="text-align: center;"><i>Write your answer.</i></p> <p>Before proceeding, ensure that the pupils know where they should have written their answer, the number they should have written down and then discuss methods the pupils used to work out their answer.</p> <p>Explain to the pupils that you will now read out questions 1 to 5.</p> <p>Tell the pupils that they should try to answer all of the questions. If they can't answer a question, they should move onto the next one and come back to that one later.</p> <p>Remind the pupils that you can't help answer these next questions. Tell the pupils that they should try to work them out on their own.</p> <p>Ask the pupils if they have any questions they want to ask you before you start.</p> <p>Then read questions 1 to 5, allowing time for pupils to write their answers. When reading the question to the pupils, remember to repeat the question. Repeat the bold text only. At the end of each question, allow sufficient time for pupils to complete what they can.</p>
<p>Question 1</p>	<p><i>Question 1</i></p> <p>What number is one less than twenty-four?</p> <p><i>Write your answer.</i></p>
<p>Question 2</p>	<p><i>Question 2</i></p> <p>How many tens are there in ninety-six?</p> <p><i>Write your answer.</i></p>
<p>Question 3</p>	<p><i>Question 3</i></p> <p><i>Look at the four units in question 3.</i></p> <p>Which unit is the capacity of a bottle:</p> <p>two centimetres, two kilograms, two degrees Celsius or two litres?</p> <p><i>Write the unit.</i></p>

<p>Question 4</p>	<p><i>Question 4</i></p> <p>Amy has a sheet of paper.</p> <p>She cuts the sheet into halves.</p> <p>How many pieces of paper does she have now?</p> <p><i>Write your answer.</i></p>
<p>Question 5</p>	<p><i>Look at question 5</i></p> <p>Sam's arm is fifty centimetres long.</p> <p>Ben's arm is forty centimetres long.</p> <p>How much longer is Sam's arm than Ben's arm?</p> <p><i>Write your answer.</i></p>
<p>What to say at the start of the test (continued)</p>	<p>Explain to the pupils that is the last question that you will read to them all.</p> <p>Tell the pupils, that when you tell them, they will need to read the questions in the booklet. Explain that for some questions they will need to write their answer as a number. For other questions, they may need to write their answer on a diagram or picture.</p> <p>Tell the pupils that they have approximately 30 minutes to complete the rest of the paper (allow additional time of up to 100%).</p> <p>Tell the pupils to start working.</p>
<p>What to do at the end of the test</p>	<ul style="list-style-type: none"> • 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 the pupil's answers are not corrected or amended.
<p>Marking the test</p>	<ul style="list-style-type: none"> • Use the key stage 1 sample test mark schemes to mark Paper 2: reasoning, as well as the modified mark scheme amendments, following both the general guidance and any specific guidance for each question.

Sample 2016 key stage 1 mathematics: Administering the braille (UEB) version of the key stage 1 mathematics Paper 2: reasoning
 Electronic version product code: STA/15/7394/PKe ISBN: 978-1-78315-967-3

© Crown copyright and Crown information 2015

Re-use of Crown copyright and Crown information in test materials

Subject to the exceptions listed below, the test materials on this website are Crown copyright or Crown information and you may re-use them (not including logos) free of charge in any format or medium in accordance with the terms of the Open Government Licence v3.0 which can be found on the National Archives website and accessed via the following link: www.nationalarchives.gov.uk/doc/open-government-licence. When you use this information under the Open Government Licence v3.0, you should include the following attribution: 'Contains public sector information licensed under the Open Government Licence v3.0' and where possible provide a link to the licence.

Where we have identified any third-party copyright information you will need to obtain permission from the copyright holders concerned.



**Standards
& Testing
Agency**

