

National curriculum tests

Key stage 2

English reading

Administering the braille (UEB or SEB) version of the key stage 2 English reading test

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.

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 2 English reading sample test

The following information explains how to administer the braille key stage 2 English reading sample test. The instructions apply to both Unified English Braille (UEB) and Standard English Braille (SEB) versions. There is information on GOV.UK about administering braille tests to pupils. 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 ensure that the test is properly administered.

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| <p>Format</p> | <ul style="list-style-type: none"> ● This test consists of a reading booklet and a reading question booklet. ● There are printed transcripts of both booklets to help administrators. ● 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 1 text and answering the questions before moving onto the next. ● Minor changes have been made to the text and layout of the reading booklet, compared with the standard version. There is one tactile diagram in the reading booklet. ● Changes have also been made to the text and layout of the questions in the braille version of the question booklet. ● You must not refer to 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 way of recording their answers (such as brailier, blue / black pen, dark pencil or word processor) and a pencil sharpener and rubber where applicable ● braille paper (if the pupil is brailleing their responses). <p>No additional equipment is allowed.</p> |
| <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> <p>The English reading test must not be read to individuals or to a group, except for the general instructions.</p> <p>However, you may read, and rephrase if necessary, the information in the Instructions section on pages 1 to 3 of the reading question booklet to ensure that all pupils understand them.</p> <p>You may help to identify and interpret any pictorial details within the test but 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.</p> <p>If a pupil asks a question about test content, you must not explain subject-specific terms or expressions. The example below illustrates how to deal with a common situation.</p> <p>Q. I don't understand the question. A. Read the question again and pay attention to the key words that tell you what to do.</p> <p>If any everyday context or words related to a question are unfamiliar to a pupil, you may describe the related context.</p> <p>An example of the multiple choice question format is provided on page 2 of the braille question booklet. The correct answer to this question is B (three). You may help the pupil to identify the correct answer in this example to help familiarise them with the method of answering this type of question.</p> |
| <p>Guidance for specific questions</p> | <p>Question 21 is a replacement question and does not match the question in the standard version of the test.</p> |

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| <p>Before the test begins</p> | <ul style="list-style-type: none"> ● Review the list of pupils with particular individual needs, e.g. so you know how much additional time pupils are allowed or whether they may need rest breaks. Ensure you know how to administer these access arrangements correctly. Please refer to the Access Arrangements Guidance available online at GOV.UK. ● 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. |
| <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. ● 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 has 1 copy of the reading booklet and 1 copy of the question booklet. |
| <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 this script to introduce the English reading test.</p> <ul style="list-style-type: none"> ● This is the key stage 2 English reading test. You should have a reading booklet and a question booklet in front of you. ● You will need to record your answers the same way as you do in class (braille, word processor etc). ● 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 question booklet to page 1. 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 that you need to answer in different ways. ● Your question booklet will tell how many marks you can get for each question and how much to write. ● 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 1 hour, plus your additional time allowance, to complete the test. ● Pay particular attention to any instructions within test questions. |

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| <p>What to say at the start of the test (continued)</p> | <ul style="list-style-type: none"> ● If you want to change your answer, put a line through the response / use a series of 'for' signs (full 6 dot cells) to delete the answer you don't want the marker to read. ● 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 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. |
| <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 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. ● Make sure each sheet of paper has the pupil's name and the school's DfE number clearly written on it. ● 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 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 in test scripts, it will be considered maladministration and results could be annulled. ● Do not keep or photocopy test scripts for any reason. |

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Electronic version product code: STA/15/7389/PKe ISBN: 978-1-78315-962-8

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