

National curriculum tests

Key stage 2

English grammar, punctuation and spelling

Administering the braille (UEB or SEB)
version of the key stage 2 English
grammar, punctuation and spelling test
Paper 1: questions

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 grammar, punctuation and spelling sample test

The key stage 2 English grammar, punctuation and spelling test consists of 2 papers. The papers must be administered in order. Pupils may have a break between the papers. However, test packs must not be opened until the pupils are in the test room ready to complete the test.

Paper 1: questions

The following information explains how to administer the braille key stage 2 English grammar, punctuation and spelling sample test Paper 1: questions. The instructions apply to both Unified English Braille (UEB) and Standard English Braille (SEB) versions of the UEB or SEB key stage 2 English grammar, punctuation and spelling test Paper 1: questions. 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 braille question booklet. ● There is a printed transcript to help administrators. ● Pupils have 45 minutes, plus up to 100% additional time, to answer the questions in the booklet. ● Minor changes have been made to the text and layout of the booklet, compared with the standard version. ● 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 a braille, 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>You may explain or rephrase a question provided you do not give away subject-specific information. For example, if a question asks to “insert a pair of commas”, ‘insert’ may be explained but not ‘commas’.</p> <p>You must not give alternative explanations, e.g. explain ‘inverted commas’ as ‘speech marks’, or name punctuation.</p> <p>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.</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>Q. What does ‘adverb’ 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 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. 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>No specific guidance is required for this component.</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 pupils don't have mobile phones or disruptive items. ● Check that pupils don't have any materials or equipment that may give them extra help. ● Check that seating is appropriately spaced. ● Ensure each pupil has 1 copy of UEB/SEB Paper 1: questions. |
| <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 Paper 1: questions.</p> <ul style="list-style-type: none"> ● This is the key stage 2 English grammar, punctuation and spelling test Paper 1: questions. You should have Paper 1: questions in front of you. ● You will need to record your answers the same way as you do in class (braille, word processor etc). ● Open your question booklet to page 1. I will read the instructions to you. ● In this booklet, your grammar, punctuation and vocabulary are tested ● There are different types of question for you 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. ● You have 45 minutes, plus your additional time allowance, to complete the test. ● Pay particular attention to any instructions within test questions. ● 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. |

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| <p>What to say at the start of the test (continued)</p> | <ul style="list-style-type: none"> ● 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, 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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