

National curriculum tests

Key stage 1

English reading

Administering the braille (UEB) version of the key stage 1 English reading test (Paper 2)

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 1 English reading sample test

The key stage 1 English reading 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 2: reading booklet and reading answer booklet

The following information explains how to administer the braille (UEB) key stage 1 English reading sample test Paper 2. 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 1 test co-ordinator before the test begins.

Pupils should be given the opportunity to attempt Paper 2 but administrators can stop a pupil at any stage of the test, if they feel that is appropriate for that particular pupil.

Please make sure you follow these instructions correctly in order to ensure that the test is properly administered.

<p>Format</p>	<ul style="list-style-type: none"> ● This test consists of a reading booklet and a separate question booklet. ● There are printed transcripts of the booklets to help administrators. ● It is expected that the test will take approximately 40 minutes, plus up to 100% additional time (not strictly timed). ● It is at your discretion to choose when or if pupils require a break during the test or whether, if appropriate, to stop the test early. ● In this booklet the text and corresponding questions have been presented as facing pages wherever possible. ● There are no practice questions in this paper. ● 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 brailler, 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 may help pupils to identify and interpret any pictorial information within the test, but you must be careful that nothing you say or do during the test could be interpreted as giving pupils an advantage. You may 'stop the clock' while pupils examine any of these in the test.</p> <p>The English reading test must not be read to individuals or to a group, except for practice text and practice questions.</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>Guidance for specific questions</p>	<p>For question 7, there are 2 sets of cards provided. Test administrators should place the 3 cards showing frightened the king, scared the chickens and terrified the elephants on the table in a vertical list. Then give the pupil the 3 other character cards showing fox, ants and river. Braillists need to match these character cards to the 3 placed on the table by the administrator.</p> <p>For question 17, there are 2 further sets of cards provided. Test administrators should place the 3 cards that say use the same thing more than once, turn an object into something else and use less of something on the table in a vertical list. Then give the pupil the 3 other character cards showing Re-use, Reduce and Recycle. Braillists need to match these cards to the 3 placed on the table by the administrator.</p>

<p>Before the test begins</p>	<ul style="list-style-type: none"> ● Cut out the sets of ordering cards for questions 7 and 17. ● 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"> ● Ensure each pupil has a copy of the reading booklet and a copy of the reading question booklet. ● Make sure that seating is appropriately spaced.
<p>Introducing Booklet 2 of the reading test</p>	<p>Booklet 2 does not contain a list of useful words nor practice questions and no pages should be read aloud to the pupils.</p> <p>Explain to the pupils that the question types will be the same as those already seen in Booklet 1 of the reading test.</p> <p>Ask the pupils if they have any questions about the types of question in the booklet.</p> <p>Tell the pupils that they will have 40 minutes, plus up to 100% additional time allowance, to complete the test, but it is not strictly timed.</p> <p>Tell the pupils they should try to get through as many questions as possible and, if they can't answer a question, they should move to the next one and come back to that one later.</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>Tell the pupils that they will be working on their own, meaning they should think of their own answers and not discuss them with others.</p> <p>Explain that they must read the questions carefully and they should check their work.</p> <p>If they have any questions during the test, tell the pupils that they should put their hand up and wait for someone to come over, but the test administrator cannot help them answer any of the test questions or read any of the words to them.</p>

<p>Introducing Booklet 2 of the reading test (continued)</p>	<p>Tell the pupils that there must be no talking.</p> <p>Ask the pupils if they have any questions.</p> <p>Tell the pupils they will have up to 40 minutes (plus up to 100% additional time allowance) to finish the booklet on their own.</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 the pupil's answers are not corrected or amended.
<p>Marking the test</p>	<ul style="list-style-type: none"> • Use the standard mark scheme to mark this test.

Sample 2016 key stage 1 English reading: Administering the braille (UEB) version of the key stage 1 English reading test (Paper 2)
 Electronic version product code: STA/15/7387/PKe ISBN: 978-1-78315-960-4

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