SAMPLE MATERIALS - DO NOT USE FOR LIVE TEST ADMINISTRATION

National curriculum tests

Key stage 2

English reading

English reading pack

Information on when the tests should be administered and instructions on opening the test packs will be provided in this space on the 2016 live tests.

SAMPLE TEST

Published July 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 key stage 2 English reading sample test. If you have any questions, you should check with your headteacher or key stage 2 test co-ordinator before you administer the test.

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

Format	• This test consists of a reading answer booklet and a separate 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: e.g. working through one text and answering the questions before moving on to the next. • The least-demanding text will come first with the following texts increasing in level of difficulty.
Equipment	Pupils will need the equipment specified below: • a blue / black pen or a dark pencil • rubber (optional). If rubbers are not provided, you should tell the pupils that they may cross out any answers they wish to change. 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. However, pupils should be encouraged to use the extra space in the answer booklet before using additional paper. The answer space provided in the answer booklet should be sufficient for most pupils; it can be a guide to the length of answer that is expected for each question.
Assistance	You must ensure that nothing you say or do during the 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 reading answer booklet to ensure that all pupils understand them. No other part of the reading 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 example below illustrates how to deal with a common situation. **Q.** I don't understand the question. **A.** Read the question again and underline key words that tell you what to do.
Before the test begins	• Review the list of pupils with any particular individual needs: e.g. pupils who are allowed additional time or who may need a transcript made at the end of the test. Ensure that you know how to administer any access arrangements correctly. Please refer to the 2015 Key Stage 2 Access Arrangements Guidance. • It is important that the pupils' names on their tests 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 reading 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 that you understand how to deal with issues during the tests. • Write the school's name on a board that is visible to all pupils. • Leave space on the board to write the start and finish times of the test.

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 seating is appropriately spaced and that no pupil can see another pupil's answer booklet. • Ensure that each pupil has 1 copy of the reading booklet and 1 copy of the reading answer booklet. • Write the start and finish times on the board so that all the 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 a reading answer booklet in front of you. • You will need a blue / black pen or a dark pencil, and you may use a rubber for this test (if rubbers are not provided, you should tell the pupils that they may cross out any answers they wish to change.) • Write your name and school name on the front of your reading answer booklet. (If any pupil's name differs from the name provided during pupil registration, instruct the pupil to write both names on the paper.) • Open your reading answer booklet to page 3. 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 for you to answer in different ways. The space for your answer shows you what type of writing is needed. Write your answer in the space provided. • Some questions are followed by a short line or box. This shows that you need only write a word or a few words in your answer. • Some questions are followed by a few lines. This gives you space to write more words or a sentence or two. • Some questions are followed by a large box. This shows that a longer, more detailed answer is needed to explain your opinion. You can write in full sentences if you want to. • For some questions, you do not need to write anything at all and you should tick, draw lines to, or put a ring around your answer. • Read the instructions carefully so that you know how to answer the question. • The number under each line at the side of the page tells you the maximum number of marks for each question.

What to say at the start of the test (continued)	• You should work through the booklet until you are asked to stop, referring to your reading booklet when you need to. When a question includes a page reference, you should refer to the text on that page to help you with your answer. • You have 1 hour to read the texts in the reading booklet and answer the questions in this booklet. • 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 can be 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. • 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 that 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. Return them immediately to the senior members of staff who are responsible for collating the tests. • 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, it will be considered maladministration and results could be annulled. • Do not keep or photocopy tests for any reason.

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Standards & Testing Agency

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