MONDAY 9 MAY

2016 national curriculum tests

Key stage 2

English reading

Administering the English reading test reading booklet and reading answer booklet

CONFIDENTIAL

This pack must be kept secure and unopened until the start of the test on **Monday 9 May 2016**.
Early opening, up to 1 hour before the test starts, is permissible only if access to the contents is needed to make adaptations to meet individual pupils' needs.
Please ensure you have read and understood the 2016 test administration guidance before opening this pack.

Pack contents:

- An overview of the key stage 2 English reading test: reading booklet and reading answer booklet (overleaf)
- 10 copies of the reading answer booklet
- 10 copies of the reading booklet

For test administration

2016 Key stage 2 English reading test

The following information explains how to administer the key stage 2 English reading 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. Failure to administer the test correctly could result in a maladministration investigation at the school.

Format	• This test consists of a reading answer booklet and a separate reading booklet. (All pupils must be given an unused reading booklet. Do not re-use reading booklets if you administer the test to groups of pupils at different times.) • 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 below: • a blue / black pen or a dark pencil • a rubber (optional). However, please encourage pupils to cross out any answers they may wish to change, instead of rubbing them out. 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, e.g. indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again. • 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. • There is no specific hearing impairment guidance for this test, but be careful when signing to ensure you do not convey information that would give pupils an advantage. Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs. • 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, who need a scribe 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 2016 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 one 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 and DfE number 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 pupils 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 • consider contacting the national curriculum assessments helpline on 0300 303 3013 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 do not have mobile phones or other disruptive items. • Check that pupils do not 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 test paper. • Ensure that each pupil has 1 unused copy of the reading booklet and 1 copy of the reading answer booklet. • Write the school's name, DfE number and the start and finish times on a board that is visible to all pupils.
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 these instructions 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.* (Please encourage pupils to cross out any answers they may wish to change, instead of rubbing them out.) *Write your name, school name and DfE number 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.* *You have 1 hour to complete this test, answering the questions in the answer booklet. 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.* *In this booklet, 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. Do not write over any barcodes.* *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 circle your answer.* *Read the instructions carefully so that you know how to answer the question.*

What to say at the start of the test (continued)	*The number under each line at the side of the page tells you the maximum number of marks for each question.* *As this is a reading test, you must use the information in the texts to answer the questions. When a question includes a page reference, you should refer to the text on that page to help you with your answer.* *You should work through the booklet until you are asked to stop. Refer to your reading booklet when you need to.* *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 or 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. If you have to use a rubber, make sure you rub out your answer completely before writing a new one.* *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, 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, including the reading booklet and any unused test materials. Return them immediately to the senior members of staff who are responsible for collating the tests. • Do not look at, review or amend pupils' answers in any way (unless it is necessary to make a transcript). If you tamper or make changes to 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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