

2019 national curriculum tests

# Key stage 2

## Mathematics

Administering the braille version of  
Paper 3: reasoning

**THURSDAY 16 MAY 2019**

**CONFIDENTIAL:** This pack must be kept secure and unopened until the start of the test on **Thursday 16 May**.

Early opening, up to 1 hour before the test starts, is only allowed if access to the contents is needed to make adaptations to meet individual pupils' needs. Early opening of more than 1 hour is only allowed if permission has been granted by STA.

Please ensure you have read and understood the 2019 modified test administration guidance before opening this pack.

### Pack contents:

- Administration instructions for the braille version of the key stage 2 mathematics test Paper 3: reasoning (overleaf)
- 1 copy of the braille tactile version of the key stage 2 mathematics test Paper 3: reasoning
- 1 copy of the printed transcript of the braille version of the key stage 2 mathematics test Paper 3: reasoning

**For test administration**

2019 Key stage 2 mathematics test

The following information explains how to administer the braille version of the key stage 2 mathematics test Paper 3: reasoning. Modified test administration guidance is available at [www.gov.uk/sta](http://www.gov.uk/sta). 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 the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation.

Format

The key stage 2 mathematics test consists of 3 papers. The papers must be administered in order.

The scheduled day for the administration of Paper 3 is Thursday 16 May.

Paper 3: reasoning consists of a single test booklet in braille.

There are copies of the diagram at the back of the booklet for use with **question 10**.

There is a printed transcript of the braille booklet to help test administrators.

Pupils will have 40 minutes to complete the test, plus up to 100% additional time.

You must refer to the printed transcript rather than the standard test questions when administering this test.

Equipment

Each pupil will need the equipment specified below:

- a suitable way of recording their answers, such as a braille, blue/black pen, dark pencil or word processor (i.e. the usual way they write in class)
- braille paper (if the pupil is brailleing their responses)
- a suitable tactile ruler to measure centimetres
- a suitable tactile protractor or angle measurer.

Pupils may use the following, if this is normal classroom practice:

- pins and bands to help record responses on diagrams
- stylus and floppy mat to help with drawing on plastic film
- technical or electronic vision aids, including low-vision aids such as closed-circuit television or JOCR scanners.

Pupils may use the following equipment, if this is normal classroom practice, provided they only give word-for-word translations:

- bilingual dictionaries or electronic translators
- bilingual word lists
- monolingual English electronic spell checkers.

Pupils are **not** allowed:

- calculators.

Assistance

- You must ensure nothing you say or do during a test could be interpreted as giving pupils an advantage, e.g. indicating an answer is correct or incorrect, or suggesting the pupil reviews an answer again.
- If the pupil requests it, you may read a question to the pupil on a one-to-one basis.
- If reading to a pupil, you may read words and numbers, but not mathematical symbols. This is to ensure pupils are not given an unfair advantage by having the function inadvertently explained by reading its name.
- At a pupil’s request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the pupil by interpreting it.

The examples below illustrate how to deal with some common situations:

**Q.** What does ‘quadrilateral’ or ‘>’ or ‘<’ mean?

**A.** I can’t tell you, but think hard and try to remember. We can talk about it after the test.

**Q.** What is ‘0.6’?

**A.** That’s nought point six.

- You must not explain any subject-specific terminology. If any other word in a question is unfamiliar, you may explain it or show them objects to help them understand.

Guidance for specific questions

For **question 21**, there are no grid lines on the graph. This is intentional. This is part of the demand of the question.

Before the test begins

Make sure you have the printed transcript of the braille booklet.

Detach copies of the diagram from the back of the booklet so they are at hand when the pupil gets to **question 10**.

Review the list of pupils with any particular individual needs and consider whether they may need rest breaks or other access arrangements.

Ensure that you know how to administer any access arrangements correctly. Please refer to the 2019 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 write the correct name on their test paper.

Check there are enough administrators to maintain adequate supervision during the test. You should consider the possibility that at least one test administrator might need to leave the room with a pupil.

Ensure that you understand how to deal with issues during the tests.

What to do at the start of the test

Check that seating is appropriately spaced.

Check that pupils don’t have mobile phones or other disruptive items.

Check that pupils don’t have materials or equipment that may give them extra help.

Ensure each pupil who needs it has a braille copy of mathematics Paper 3: reasoning.

Ensure the following is written on the cover of the pupil’s paper (or on every page of braille paper used if this is how the pupil is answering): pupil’s name provided during pupil registration, your school’s name and DfE number.

Tell the pupils the duration of the test.

How to introduce the test

It is important to brief pupils fully at the start of each test. You should use this script to introduce Paper 3: reasoning.

*This is the key stage 2 mathematics Paper 3: reasoning.*

*Open your test booklet to page 1. I will read the instructions to you.* (Read the instructions from braille page 1 of the transcript of the test paper to the pupils.)

*You must **not** use a calculator to answer any questions in this test.*

*You have up to 80 minutes to complete this test. This includes your additional time allowance.*

*Follow the instructions for each question.*

*Work as quickly and as carefully as you can.*

*Some questions say: ‘Show your method.’ For these questions, you may get a mark for showing your method.*

*If you cannot answer a question, go on to the next one. You can come back to it later if you have time.*

*If you finish before the end, go back and check your work.*

*The questions are on different types of paper and diagrams are on opposite pages. Make sure you read everything carefully.*

*\_\_\_ has been used in some questions to indicate a missing number.*

*If you want to change your answer, put a line through the response you don’t want the marker to read or use a series of ‘for’ signs (full 6 dot cells) with your braille.*

*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 to you. Remember, I can’t help you answer any of the test questions.*

*You must not talk to each other.*

*Do you have any questions?*

*I will tell you when you have 5 minutes left. I will tell you when the test is over and to stop working.*

*You may now start the test.*

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### **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, a group of pupils or for the whole cohort:

- test papers are incorrectly collated or the dots have been printed incorrectly
- an incorrect test has been administered
- a fire alarm goes off
- a pupil is unwell
- a pupil needs to leave the room
- a pupil is caught cheating.

If you need to stop the test:

- make a note of the time
- make sure the pupils are kept under test conditions and that they are supervised
- if the pupils have to leave the room, ensure they do not talk about the test
- speak to your test co-ordinator or a senior member of staff for advice about what to do next
- consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice.

You should brief your headteacher on how the incident was dealt with once the test is over.

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### **What to do at the end of the test**

If you need to make a transcript of a test script, complete it with the individual 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. Pupils' brailled answers should not be transcribed onto the standard version of the test.

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 they can complete the appropriate online notification.

Make sure you have collected every test paper. Return them immediately to the senior member of staff who is 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 with or make changes to pupils' answers, it will be considered maladministration and results could be annulled.

Do not keep or photocopy test scripts for any reason.

All test materials, including printed transcripts and any unused test papers, must be stored securely until Monday 3 June.

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