

Key stage 1

English reading

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

CONFIDENTIAL

This pack must be kept secure and unopened until **Tuesday 2 May 2017**. The pack must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Please ensure you have read and understood the 2017 test administration guidance before opening this pack.

Pack contents:

- An overview of the braille (UEB) version of the key stage 1 English reading Paper 2: reading booklet and reading answer booklet (overleaf)
- 1 copy of the braille (UEB) reading answer booklet
- 1 copy of the braille (UEB) reading booklet
- 1 copy of the printed transcript of the braille (UEB) version of the English reading Paper 2: reading booklet and reading answer booklet
- 1 copy of the sentence cards (2 pages of card tagged at the back of the booklet)

For test administration

2017 Key stage 1 English reading test

The key stage 1 English reading test consists of 2 papers. The papers must be administered in order. Pupils do not have to sit both papers on the same day. If both papers are administered on the same day, pupils may benefit from a break between papers. Both papers can be administered to the whole class, smaller groups of pupils or on an individual basis. Pupils can also be stopped at the teacher's discretion if pupils reach a point where they are increasingly struggling with the paper. Test packs must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Paper 2: reading booklet and reading answer booklet

The following information explains how to administer the braille (UEB) version of the key stage 1 English reading test: Paper 2.

If you have any questions you should check with your headteacher or key stage 1 test co-ordinator before you administer the test.

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. Failure to administer the test correctly could result in a maladministration investigation.

Format	<ul style="list-style-type: none">● This component of the test consists of a reading booklet and a separate question booklet.● There are printed transcripts of the braille (UEB) booklets to help administrators.● It is expected that the test will take approximately 80 minutes (not strictly timed and includes up to 100% additional time).● It is at your discretion to choose when or if a pupil(s) require a break during the test or whether, if appropriate, to stop the test early.● There are no practice questions in this paper.● You must not refer to the standard test questions when administering this test.
Equipment	<p>Pupils will need the equipment below:</p> <ul style="list-style-type: none">● a suitable way of recording their answers, such as a brailleur, blue / black pen, pencil or word processor (i.e. the usual way they write in class)● braille paper (if the pupil is brailling their responses) <p>No additional equipment is allowed.</p>
Assistance	<ul style="list-style-type: none">● You may help pupils to locate pages / paragraphs in the text, as well as the questions in the reading question booklet, but you must be careful that nothing you say or do could be interpreted as giving pupils an advantage. For example, indicating that an answer is correct or incorrect, or suggesting the pupil reviews an answer again.● The English reading tests must not be read to individuals or to a group, except for the general instructions.● If a pupil asks a question about test content, you must not explain any words or expressions. The example below illustrates how to deal with a common situation:<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>If any context or words related to a question are unfamiliar to a pupil, you may describe the related context.
Guidance for specific questions	<p>Minor changes have been made to the wording and layout of some braille text both in the reading booklet and the question booklet.</p> <p>Q5. Braillists should write down the letter of their chosen answer.</p> <p>Q6. Braillists should write down True or False for parts A, B, C and D.</p> <p>Q8, Q11, Q13a, Q13b. Braillists should write down the letter of their chosen answer.</p>

Guidance for specific questions (continued)	<p>Q15. Five sentence cards are provided at the back of the braille booklet for this question. Test administrators should show the five cards to the pupil in the following order:</p> <p>Heron Feather picked up Fox. Fox pretended to be dead. Fox ate the fish. Fox saw Heron Feather. Fox wanted Heron Feather's fish.</p> <p>Braillists should be told to order the sentence cards to show the order of the events in the story. The test administrator should give the pupil the first card to place, Fox saw Heron Feather.</p>
Before the test begins	<ul style="list-style-type: none"> ● Detach the five cards from the back of the braille booklet. Cut them out and put them to one side until the pupil reaches Q15. ● Make sure you have the printed transcript of the braille (UEB) booklet to hand. ● Review the list of pupils with particular individual needs, e.g. whether they may need rest breaks. ● Ensure that you know how to administer any access arrangements correctly. Please refer to the 2017 key stage 1 access arrangements guidance. ● Check that there are enough administrators to maintain adequate supervision and support for the test. You should consider the possibility of at least one test administrator needing to leave the room with a pupil. ● Ensure you understand how to deal with issues during the tests.
How to deal with issues during the test	<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, a group of pupils 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 ● consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice. <p>You should brief your headteacher on how the incident was dealt with once the test is over.</p>
What to do at the start of the test	<ul style="list-style-type: none"> ● 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. ● Ensure each pupil that needs it has 1 braille (UEB) copy of the reading booklet and a braille (UEB) copy of the reading question booklet.

What to say at the start of the test	<p>Paper 2 does not contain a list of 'Useful words' nor practice questions and no pages should be read aloud to the pupils.</p> <ul style="list-style-type: none"> ● Explain to the pupils that the question types will be the same as those already seen in Paper 1 of the reading test. ● Ask the pupils if they have any questions about the types of question in the booklet. ● Tell the pupils that they will have up to 80 minutes to complete the test, which includes up to 100% additional time allowance, but that it is not strictly timed. ● 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. ● Be clear to pupils that when they start to find the reading or the questions too hard, they should stop working. ● Explain 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). ● 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. ● Explain that they must read the questions carefully and they should check their work. ● 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. ● Tell the pupils that there should be no talking. ● Ask the pupils if they have any questions. ● Remind the pupils they will have up to 80 minutes, which includes up to 100% additional time, to finish the booklet on their own. ● Tell pupils to write their name on the front of the reading answer booklet and begin the test.
What to do at the end of the test	<ul style="list-style-type: none"> ● Follow your school's procedure for collecting and storing the pupils' test scripts. ● 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.
Marking the tests	<ul style="list-style-type: none"> ● Use the key stage 1 test mark schemes and the amended mark schemes for braille to mark the test, following both the general guidance and any specific guidance for each question.

Administering the braille (UEB) version of the 2017 key stage 1 English reading test Paper 2: reading booklet and reading answer booklet
Electronic version product code: STA/17/7805/e ISBN: 978-1-78644-588-9

© Crown copyright and Crown information 2017

Re-use of Crown copyright and Crown information in test materials

Subject to the exceptions listed below, the test materials on this website are Crown copyright or Crown information and you may re-use them (not including logos) free of charge in any format or medium in accordance with the terms of the Open Government Licence v3.0 which can be found on the National Archives website and accessed via the following link: www.nationalarchives.gov.uk/doc/open-government-licence. When you use this information under the Open Government Licence v3.0, you should include the following attribution: 'Contains public sector information licensed under the Open Government Licence v3.0' and where possible provide a link to the licence.

Where we have identified any third-party copyright information you will need to obtain permission from the copyright holders concerned.



Standards & Testing Agency

