



National curriculum assessments

Test administrators' training

Notes for course leaders

Contents

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Test administrators' training, notes for course leaders

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Foreword

Test administration is an important task. It gives the testing system credibility and ensures that assessments are conducted fairly and consistently. Most importantly it allows the achievements of pupils to be recognised and rewarded. Without the proper administration of tests, confidence in our education system is undermined.

As you are aware, the responsibility for test administration is shifting away from teachers. Schools are recruiting new test administrators from outside the teaching profession and to ensure we maintain the integrity of our test systems, these new administrators require the best possible training.

To assist with this, the National Assessment Agency (NAA) has worked with local authorities and schools to produce this test administrators' training pack. The pack can be used in its entirety to provide a start-to-finish training course or, alternatively, individual parts can be used to support the particular training needs of test administrators.

We hope you find the training pack useful.

A handwritten signature in black ink, appearing to read 'David'. The signature is stylized with a large, sweeping flourish underneath the name.

David Gee
Managing Director
National Assessment Agency

About the training pack

Correctly administering the national curriculum tests in English, mathematics and science is an important activity.

These training materials have been created to help school or local authority staff – usually the assessment coordinator – responsible for organising or supporting the administration of national curriculum tests in maintained primary or secondary schools. The material will also be beneficial to other schools that decide to administer the tests on a non-statutory basis, for example independent schools.

The materials have been produced by the NAA in consultation with local authorities, practising assessment coordinators and test administrators for key stage 2 and key stage 3 in primary and secondary schools in England.

Throughout the training, the term **assessment coordinator** is used to describe the responsible person nominated by the school's headteacher to ensure all arrangements for administering the tests are followed. **Test administrator** refers to anyone who is responsible for or involved with test administration.

What is the scope of the training?

These training materials support a group session for newly recruited test administrators with little or no experience of administering national curriculum tests. They can also be used to support or reinforce current good practice.

When training your test administrators, you need to consider your school's assessment policies and practices. You should also support any training provided with references to the statutory information provided each year in the key stage 2 or key stage 3 *Assessment and reporting arrangements* booklet and guidance provided in the *Test administrators' guide*. These are sent to schools each year and are available online at www.naa.org.uk/tests

The training objectives

By the end of the training session the following objectives should be achieved.

Test administrators should:

- have a clear understanding of their role and the range of tasks they may be required to perform
- feel more confident in dealing with unexpected circumstances
- be able to ask for more help/training where needed
- be able to do their job more effectively.

You should:

- feel confident that your test administrators will be able to perform their role effectively
- be able to identify areas where some test administrators may lack confidence and be able to address these.

Feedback

There is an evaluation form in the training pack that you may find useful to give to your test administrators at the end of the training session.

The form will help you to find out whether the test administrators:

- have understood the information given in the session
- require any further training in specific areas
- have any feedback that will be useful when planning your next training session.

It will also help you understand how successful the training session has been.

Note: This training does not cover the invigilation of general qualifications. A separate training pack for this was produced in 2005. For more information, please visit www.naa.org.uk/examsoffice

What is in the pack?



The DVD

The DVD provides examples of test administrator activities and circumstances that may arise during the administration of national curriculum tests. Following a general introduction, it starts with receiving the test papers in school, preparing the room where pupils will complete the tests and, after a series of scenes, it ends with collecting and storing completed test papers.

The DVD is broken down into 11 sections. There are clearly defined moments where the DVD will pause for group discussions. At the end of each section the DVD will pause and then return to the menu screen. This gives you an opportunity to discuss and summarise the key points raised.

The running time is approximately 40 minutes when played straight through. We recommend that you schedule a training session of about two hours for your group to watch the sections of the DVD you decide to use and to allow sufficient time for questions and discussion.



Notes for course leaders

This booklet suggests how you might plan and prepare for your training session and how you might use the corresponding sections of the DVD.

The booklet and DVD will support you in preparing and delivering your training. You may be from a local authority, providing training on behalf of your schools to new test administrators, or a school assessment coordinator providing training for test administrators in your school. The materials have been designed so that you can choose and use those sections relevant to your training requirements.



Photocopiable resources

The following two A4 resources are in the pack for you to photocopy and use:

- evaluation form for attendees to complete at the end of the session
- course attendance certificate for you to photocopy on school headed paper.



Planning a training session

Preparation

This section provides advice on good practice. It is based on the experiences of practising test administrators and assessment coordinators.

- When recruiting your test administrators, make it clear that training is an integral part of their role and check that they are available for the dates you have allocated for training.
- Confirm the date, venue and start and finish times.
- Make sure that the test administrators have an up-to-date job description before the training session begins.
- Send all attendees a copy of the appropriate *Test administrators' guide* and relevant pages from the *Assessment and reporting arrangements* booklet. Ask them to read these before the training session and bring the information with them on the day. Your school's assessment coordinator should have received copies of these and they are available to download at www.naa.org.uk/tests
- Before holding your first training session, watch the DVD and familiarise yourself with the running order, key points, dialogue, discussion breaks and course leader summary points of the sections you decide to use.
- Prepare a programme and plan the structure of your session. A well-run and professional training session will give the test administrators a sense of how essential their role is to the test administration process.
- As course leader, make sure you are aware of any special requirements the test administrators may have for the session, for example dietary requirements and disabled access.
- The maximum group size for a training session is recommended as 10–12.
- Make sure you have booked a suitable room and refreshments well in advance.
- Consider giving attendees name badges so that they are easily identifiable to you and their new colleagues.
- You may also find it useful to:
 - schedule the headteacher into the session as well as the school caretaker, special educational needs coordinator and any other key contacts the test administrators may need to know so they can introduce themselves during the session
 - prepare a section of the training on how and when the test administrator will be paid, filling out timesheets, and benefits they will receive – free parking or lunch – and where they can leave their belongings

- show the group the room where the tests are likely to take place, where the assessment coordinator can be contacted and the location of the toilets, medical room and emergency exits
- have copies of national curriculum tests from previous years available to show test administrators the style and format of the tests. For key stage 3 mathematics and science, this could be helpful in demonstrating how the tiering arrangements work.



Equipment

You will need:

- a DVD player or computer with DVD drive and software to play DVDs
- a TV monitor or data projector.

A flip chart and pens should be provided to make notes during the group discussions and for any brainstorming activities.

Remember to check all equipment is working the day before you intend to hold your training session.



Room layout

Your participants may be nervous about attending the training session. The more comfortable you can make them feel, the more positive and constructive the session will be.

Make sure that all participants can see the flip chart and can see and hear you and the television or data projection. Try to select a spacious room with natural light.

On the day

At the start of the training session

- Kick off the session with refreshments. This will enable attendees to get comfortable with their surroundings and meet the other participants before you start.
- Start promptly with a welcome.
- Run through any housekeeping issues – location of toilets, fire exits or emergency procedures.
- Go through the programme and highlight your objectives for the session. Ask attendees what their expectations are and what they hope to gain from completing the training. It is useful to record these on a flip chart and check that they have been met at the end of the training.
- Introduce the DVD and give a brief summary of what it is about.

Using the DVD

The DVD has been produced to enable group discussion and interaction throughout the session.

The course leader notes provide suggested discussion and summary points for each section. A few anecdotes from your own experience will help to make the session interesting and enjoyable.



DVD discussion breaks

This symbol appears and ‘freezes’ on screen during a section when the DVD has paused for discussion of a specific question identified in the DVD commentary. The course leader notes provide each of these questions and discussion points you may wish to use during the training session. You will notice that several discussion points appear in some sections and none in others.

Where sections are more informational, the course leader notes provide you with guidance on a brainstorming activity you may wish to use before playing the DVD.

You should try and steer the group into discussing the suggested points, as these may appear in subsequent scenes.

During discussion breaks it is good practice to:

- ask attendees to discuss the questions in pairs or in small groups, helping shy participants to volunteer opinions
- use a flip chart to record feedback.



Course leader summary points

At the end of each section the screen will ‘freeze’ and the pause graphic will appear on screen before you are taken back to the main menu.

This offers the opportunity for you to:

- discuss the key points raised in the section with participants
- add any school-specific information relating to the section
- run through some or all of the suggested bullet points. Time permitting, all bullet points should be covered.



Starting the DVD

Once your group is settled and you have made introductions and opening comments, you are ready to play the DVD.

01 Introduction

About this section

For those new to the test administrator role, this first section of the DVD sets the scene. It shows experienced test administrators in action and we hear from them about their role.

The clips provide an overview of the steps involved in receiving, organising, administering and despatching national curriculum tests.

Course leader summary points

- The questions raised in this section will be addressed in the different sections of the training that follow.

What happens to the test papers before the test?

(Section 2)

How do we get the room ready?

(Section 2)

How do we ensure that the tests are fair?

(Sections 4 and 5)

What do I do during the tests?

(Sections 5 and 7)

What about the pupils who need a bit of extra help?

(Section 6)

Will I know what to do if something unexpected happens?

(Section 8)

Am I the right person for the job?

- Outline any specific requirements for your school or for the group of test administrators you are training, for example your school type – primary (key stage 2), secondary (key stage 3), special school, pupil referral unit.
- During the introduction, you may find it useful to outline the role of different adults in school and in the classroom, for example teacher, teaching assistant, assessment coordinator, special educational needs coordinator, headteacher.



02 Preparing for a test



About this section

This section explores the preparations that will need to take place before a test is taken by pupils and includes:

- receiving papers and storing papers securely
- preparing clear signs that emphasise the guidance for the administration of the tests
- taking down or covering up displays in the room where pupils will take a test
- seating arrangements to ensure pupils can work quietly and independently and test administrators can walk around easily.

What preparations will you make before pupils arrive to take a test?

Discussion points:

- talk about the secure storage of test papers before the tests
- make sure that seating arrangements in the test room have been agreed in advance
- check displays of materials that may give help to pupils during a test have been covered up or removed
- check the room is set up to enable pupils to work quietly and independently
- make sure sealed test papers, equipment and stationery are ready
- be aware of any special announcements that must be made
- explain what means of communication you will be using for contacting others in an emergency, for example mobile phone or walkie-talkie. Bring equipment along to the session and demonstrate how to use it (mainly in secondary schools).

Course leader summary points

- The arrangements for the secure storage of test papers in your school should be explained to reinforce the confidential nature of the test papers.
- Emphasise the importance of preparations before the start of a test and make clear what time your test administrators will be asked to arrive. You should also mention that if other tests are to be held on the same day, it is important to check that the room is tidy before the test administrator leaves.
- Make it clear that every room used for a test must be set up following the guidance in the *Test administrators' guide* and the *Assessment and reporting arrangements* booklet, even if it is for just one pupil.
- As well as checking stationery, the test administrator must check that any special equipment required is available and in working order.
- It is really useful for the test administrator to understand how pupils have been briefed before the test, for example has there been a specific preparation session with pupils? If so, what was discussed?
- Identify who to contact and how, for advice or a decision, and where they are in the school.
- Emphasise that pupils should not have mobile phones and that they should be reminded to hand them in at the start of each test.
- Make sure the clock is working (if your school has a policy of providing a clock for national curriculum tests).

03 Settling in pupils (key stage 3)



About this section

The examples on the DVD are from key stage 3 schools. However, the discussion points may be appropriate for a larger key stage 2 school depending on how the administration of the tests is organised.

This section covers how two key stage 3 schools settle in pupils so they are ready for a test, including:

- what to do with coats and bags
- avoiding disruption from mobile phones
- accurately identifying pupils.

➤ How will you settle the pupils in before they start a test?

Discussion points:

- enable storage of coats and bags
- collect in mobile phones, MP3 players and other electronic devices
- ensure the correct pupils are present.

Course leader summary points

Your summary points will provide the opportunity for you to inform test administrators of your school's policies and practices on:

- entering the test room
- the storage of coats and bags
- mobile phones and other electronic devices
- confirming the correct pupils are present
- pupils bringing food and drink into the test room – be specific about what is allowed.



04 Immediately before a test



About this section

Here we look at how you start a test.

The section covers:

- opening papers
- reading instructions to pupils
- ensuring pupils put their names on test papers
- timing the test.

Think about how you're going to start a test – not just what you say and do, but how you say it to set the right atmosphere in the test room

Discussion points:

- opening and distributing test papers
- how you introduce a test, including setting the right tone and pace
- follow the guidance provided in the *Test administrators' guide*, the *Assessment and reporting arrangements* booklet and *Subject-specific guidance*
- ensure pupils have the equipment they need
- make sure pupils complete their name and school details on the front of the test paper
- ensure you are clear about the instructions you need to read to pupils at the start of the test.

Course leader summary points

- It is highly recommended that test administrators familiarise themselves with and use the examples of what to say at the start of the test, provided in the *Test administrators' guide*.
- Emphasise that it is important to do a final check that you have the right test papers for the test before opening the pack.
- Emphasise that the test administrator should never be afraid to contact the assessment coordinator if there seems to be a discrepancy that they do not know how to resolve.
- Point out that no test papers should be removed from the test room until the end of the test. After the test, any unused test papers should be stored securely until the end of the test week.
- Mention that, very occasionally, a test paper that is not due until the next day or later may be given in error to pupils. Stress the importance of retrieving these papers and the need to contact the assessment coordinator or headteacher immediately. Then seek advice from the NAA.
- Advise your test administrators how to fill out the mark sheet if this is part of a test administrators' role in your school. For example, how to mark a pupil absent and what to do if a pupil turns up for the test and is not on the mark sheet.
- Remind test administrators to:
 - ensure all pupils are aware that while in the test room they must remain silent and that if they need any help they should put up their hand and wait for a test administrator to come to them
 - read all the instructions to the pupils
 - ask pupils if they have any questions
 - tell all the pupils to start the test
 - ensure the clock is visible to all pupils (if your school has a policy of providing a clock for national curriculum tests) and the start and end times are clearly displayed.

05 Supporting pupils

About this section

This section shows three examples of support that can be given to pupils during a test. Course participants are asked to discuss the examples.

Note: specific arrangements for pupils such as the use of a reader, prompter, amanuensis or rest breaks are covered in section 6.



Discussion break

➤ What help can you give when a pupil asks for a spelling?



Discussion break

➤ What help can you give when a pupil asks "what does give a reason mean"?

Discussion points:

- guidance in the *Test administrators' guide*
- never answer any question relating to the content of a test paper
- remain calm and do not panic
- if you are unsure how to respond, ask the pupil to continue with the next question and contact the assessment coordinator
- your school's policy on toilet breaks
- the importance of ensuring only appropriate support is provided.



Course leader summary points

■ During the test ensure that:

- the test administrator is quick to respond to a pupil's raised arm
- if an unexpected circumstance occurs, for example a pupil is unwell, the test administrator does not make any decisions about access arrangements themselves and instead contacts the assessment coordinator
- guidance in the *Test administrators' guide* is followed if a pupil asks for help and test administrators do not say or do anything that in any way suggests the correct answer or invalidates the assessment
- if it is classroom practice, pupils are reminded of the time they have remaining, for example halfway through the test and five minutes before the end; at the five-minute reminder, tell pupils that if they have finished, they should check their answers
- pupils can work quietly, independently and that there are no distractions or disturbances.

06 Access arrangements



About this section

This section shows examples of the planned support that can be provided to pupils with particular needs during a test. For example:

- the provision of additional time
- the use of an amanuensis, reader or prompter
- taking the test at home.

During this section you should outline the access arrangements that are provided for pupils in your school.

➤ What are the access arrangements that are particular to your school?

Discussion points:

- where pupils will take the test
- who undertakes the reader, prompter and amanuensis activities
- how your school manages pupils who have additional time and the online application process that will have taken place
- how you will liaise with the assessment coordinator about arrangements for specific pupils on the day.

Course leader summary points

- Emphasise that decisions on access arrangements for specific pupils are based on a history of need and normal classroom practice.
- Highlight the different types of access arrangements that your test administrators may come across at your school and the appropriate arrangements that the assessment coordinator would normally have in place. These may include arrangements during the test for pupils where:
 - additional time has been agreed
 - a reader, prompter or amanuensis is to be provided
 - rest breaks are provided.
- Explain what the role of readers, prompters and amanuenses are.
- Explain that occasionally arrangements will need to be made on the day of the tests, for example if a pupil arrives at school with a broken arm and is unable to write.
- You may also wish to identify arrangements for any of your pupils who have:
 - modified large print or enlarged print versions of test papers
 - translations of questions or specific words
 - a reader for science or mathematics where English is not their first language.



07 Handling situations with pupils



DVD discussion break

About this section

Here we look at two situations that may arise during a test:

- a pupil is late
- a pupil is unwell.

Before starting this section you could brainstorm with your group the following question:

➤ What situations may arise with pupils during a test?

Discussion points:

- a pupil arrives late
- a pupil is sick
- a pupil requests a toilet break
- a pupil is caught cheating (discussed in section 9)
- a pupil is being disruptive
- a pupil has a panic attack
- a mobile phone goes off.



DVD discussion break

➤ What would you do if a pupil turns up late for a test?

Discussion points:

- what the pupil should do on arrival
- not unnerving the pupil
- check if the school has been contacted by a parent, carer or guardian and has made any provision in advance
- the school policy and procedure for late arrivals, both a few minutes after the start of a test and later in the day.

➤ What would you do if a pupil is unwell during a test?

Discussion points:

- stop the clock for the individual pupil
- after a rest break, the pupil can continue the test if he or she is well enough
- if other pupils are disturbed, stop the test. If necessary, clean the room or move the pupils to another room, ensuring they remain silent
- make sure the pupils receive the correct amount of remaining time
- if the test paper is spoiled, give the pupil a new copy. Ensure a note explaining the event is attached to the paper for the external marker. Do not send the original spoiled paper to the marker. If the pupil is too ill to continue the test, send the partially completed script to the marker.



Course leader summary points

➤ Do you feel confident you can handle situations with pupils?

- Advise that test administrators should always consider the welfare of other pupils – it is essential to stop any disruption immediately.
- Make clear your school's policy and practice on toilet breaks.
- Explain that the pupil might not be aware that they are causing unintended disruption. However, there will be occasions when a pupil is deliberately disruptive. Indicate how you deal with disruptive pupils at your school.
- Advise that if a phone goes off during the test, the test administrator should locate it as swiftly as possible, remove it from the test room and report the incident to the assessment coordinator.

08 When things don't go to plan



DVD discussion break

About this section

This section considers two of the possible disruptions that may occur during a test:

- the incorrect printing or collation of test papers
- the evacuation of a school.

Before starting this section you could brainstorm with your group the following question:

➤ What situations could arise to disrupt a test?

Discussion points:

- a fire alarm goes off
- there is a power cut or equipment failure
- test papers are incorrectly collated or the print is illegible
- an incorrect test paper (or tier for key stage 3 mathematics or science) is taken.



DVD discussion break

➤ What would you do if a test needs to be stopped?

Discussion points:

- ensure the safety of pupils
- confirm the disruption
- seek advice from the assessment coordinator
- stop the test for affected pupils
- ensure pupils do not start talking or communicating with each other
- resolve the disruption
- restart the test and communicate a revised finish time to affected pupils
- make an accurate record of the event.



Course leader summary points

- Explain how disruptions to the test may be dealt with. For example, the correct course of action if a fire alarm goes off and procedures for dealing with noise during break times.
- Explain that if a disruption halts a test, the test administrator should ensure the affected pupils have the full time allocation for the test. An accurate record, detailing the time the test was halted and why, when the test was restarted and the revised finish time must be made and provided to the assessment coordinator.
- Emphasise that the assessment coordinator should be contacted immediately if the disruption is not resolvable.
- Do not allow pupils to start talking or communicating with each other if it proves necessary to stop the test for all pupils due to noise or other disruption.
- You may wish to cover what the procedure would be if the wrong paper (and tier for key stage 3 mathematics and science) has been given to one or more pupils.

09 Preventing cheating



About this section

Here we look at ensuring that:

- all pupils have a fair chance during the test
- test administrators remain vigilant throughout a test.



DVD discussion break

What are you going to remain vigilant during the course of a test?

Discussion points:

- observe from the back of the test room
- change your position in the test room from time to time
- do not congregate with other test administrators in one part of the test room
- do not talk to the other test administrators unnecessarily
- do not perform any task other than observing pupils taking the test and providing appropriate support.

DVD discussion break

What would you do if you think a pupil might be considering copying?

Discussion points:

- first try prevention, carefully considering the test room layout as well as briefing pupils in advance to keep their answers to themselves and that their work must be their own
- have the option of moving the pupil to a desk away from other pupils
- record the details of the cheating, including the pupil's name, the name of the test, and any specific questions in which the pupil was advantaged by cheating and follow the guidance in the *Test administrators' guide*.



Course leader summary points

- Discuss how pupils today might attempt to gain advantage, for example MP3 players, calculators, using mobile phones as calculators, notes in MP3 players and calculators, writing on their arms or hands and trying to get each other's attention.
- Emphasise that a pupil must NEVER leave the test room unsupervised if they intend to return and continue the test.
- Advise that if cheating is suspected, the test administrator must always record the details, times and who was involved. If the test administrator retrieves a piece of paper, this should be retained and given to the assessment coordinator. All of this could serve as future evidence.
- In the case of a pupil making frequent requests to go to the toilet, explain that they should look for things like the pupil not writing anything for some time before leaving the test room, returning and writing furiously. Things like this should also be recorded.
- Make it clear that no one wants to jeopardise the future of a young person. However, by not reporting attempts at gaining advantage by pupils, the test administrator might be seen to be acting unjustly towards other pupils taking the test and potentially running the risk of being accused of maladministration.
- If a pupil is found to be gaining advantage in a test, the correct procedure identified in the *Test administrators' guide* should be followed.



10 At the end of a test



About this section

During this section we see the activities that take place at the end of a test and follow:

- the collecting of test papers
- keeping test papers secure.

➤ What potential problems may arise at the end of a test?

Discussion points:

- pupils start to fidget and become disruptive
- test papers are collected in the wrong order
- one or more pages of a pupil's test paper are missing
- pupils do not attach extra paper to their answer booklet
- a pupil realises that he or she has just completed the wrong tier of test paper (key stage 3 mathematics and science only)
- storing completed test papers securely
- inform the assessment coordinator or headteacher of any incidents that need to be recorded on the 'Headteacher's declaration form'.

Course leader summary points

- Indicate whether at your school you give a five-minute warning before the end of the test.
- Stress that pupils must remain under test conditions until the test papers are collected and they are told the test has finished.
- Stress the importance of collecting test papers in the order required by the assessment coordinator.
- Emphasise all test papers including extra pages attached to the answer booklet, loose paper and stationery must be collected.
- Test papers must NEVER be left unattended. Ensure that your test administrators always know where to take these at the end of a test.
- Where the wrong tier of test has been taken, keep the pupil in the test room. Check if any other pupils are affected and keep them under test conditions. Phone the NAA national curriculum tests helpline on 08700 60 60 40 for advice.
- Indicate here whether you will involve your test administrators in the secure storage and packaging of test papers for despatch to markers.
- After all test papers have been taken, the headteacher signs the 'Headteacher's declaration form' to confirm all test papers have been sent for marking and the school has correctly followed all procedures.

11 Local authority monitoring visits

About this section

You may wish to use this section to highlight to test administrators:

- that your school may receive a monitoring visit from a member of local authority staff
- the importance of following the guidance in the *Assessment and reporting arrangements booklet*, *Test administrators' guide* and *Subject-specific guidance*.

This section shows the following activities being undertaken during a monitoring visit:

- checking the secure storage of test papers before a test
- checking the test room to ensure there is no inappropriate material on display and that pupils can work quietly and independently
- checking access arrangements are being used appropriately
- observing the collection and safe storage of completed test papers
- completing their report.

Note: for schools that participate in but are not required to do the national curriculum tests, separate monitoring arrangements are in place. Further information is available from the NAA.

Role of the local authority

Your school's local authority has a duty to ensure its schools administer the national curriculum tests appropriately.

Local authority staff:

- consider requests for early opening and additional time
- make unannounced monitoring visits to at least 10 per cent of their schools before, during and after the national curriculum test period
- inform the NAA about any irregularities in the test administration process and discuss steps to take.

The headteacher or assessment coordinator will generally be the person in school to deal with local authority monitoring visits.

Visits during the administration of a test

Test administrators should be prepared for a member of local authority staff to come to the school just before, during or after a test.

The visits are undertaken to ensure schools are following the guidance in the *Assessment and reporting arrangements booklet* and *Test administrators' guide*.

You should remind test administrators that if your school receives a monitoring visit they should carry on as normal with what they are doing.



After the DVD

Good practice

- Ask the group if they have any questions and run through the key points of the DVD again.
- Draw attention to the fact that, if at any point the test administrators are not sure what to do in a certain situation, they should consult the *Test administrators' guide* and then, if necessary, contact the assessment coordinator.
- You may also find it useful to show certain scenes again. The DVD has an easy-to-use menu screen to help you do this.
- Ask the group to complete an evaluation form. Not only will this give you an understanding of what the group has learned, it will also highlight areas where they may need further training. There is also a section on how the session was facilitated, which you may find useful when planning your next training event.

Where to find more information

Key stage 2 schools

Information about how schools should administer the national curriculum tests can be found in the following publications on the eARA section of the NAA website www.naa.org.uk/tests:

- key stage 2 *Assessment and reporting arrangements (ARA)* booklet
- key stage 2 *Test administrators' guide for English, mathematics and science*
- *Modified test administrators' guide*.

Alternatively, you may seek advice and support from your local authority assessment coordinator or contact the NAA national curriculum tests helpline on 08700 60 60 40.

Key stage 3 schools

Information about how schools should administer the national curriculum tests can be found in the following publications on the eARA section of the NAA website www.naa.org.uk/tests:

- key stage 3 *Assessment and reporting arrangements (ARA)* booklet
- key stage 3 *Test administrators' guide for English and Test administrators' guide for mathematics and science*
- *Modified test administrators' guide*.

Alternatively, you may seek advice and support from your local authority assessment coordinator or contact the NAA national curriculum tests helpline on 08700 60 60 40.



DVD technical info

Classification – This DVD is exempt from classification.

Technical information

Type:	DVD 5 single layer
Mode:	DVD video (PAL)
Aspect Ratio:	16:9 (1.78:1)
Audio:	L/R stereo
Language:	UK English
Playing time:	Approximately 40 minutes

The program is autoplay.

Minimum specifications

DVD players. This DVD has been designed and tested for optimum performance on domestic stand-alone DVD players, across the range of current and recent manufacturers. The disk can be reproduced on all players conforming to the DVD video standard. As with all DVD video technology, in a very small number of cases you may encounter playback difficulties. In this instance, we recommend using a different playback device or platform.

Computers. Please note that this is a DVD and not a CD-ROM. Your computer will need to have a DVD compatible drive. It can be played on either a PC Windows®-based machine or an Apple Macintosh®.

Computers:	Microsoft® Windows® 98 SE/Windows® XP Pro, Mac® OS 9.1 and later.
Processor:	1.0 GHz+ (1.5 GHz recommended for Windows®)
RAM:	256 MB
DVD:	DVD MPEG capable with DVD drive (x 4 speed or higher)
Audio Card:	Required
Screen:	800 x 600 minimum
Software:	DVD player software recommended: CyberLink® PowerDVD 5, InterVideo® WinDVD6 or Windows® Media Player 10.

Please note: Windows® Media Player must have the additional DVD codec installed (not available from this disk). It can be found at the Microsoft® website.



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About this publication

Who is it for?	Headteachers, test administrators, key stage 2 and key stage 3 assessment and special educational needs coordinators. It is also sent to local authorities.
What is it about?	This training pack provides guidance for course leaders when training test administrators for the national curriculum key stage 2 and key stage 3 tests.
Related materials	2006 key stage 2 <i>Assessment and reporting arrangements</i> booklet. 2006 key stage 3 <i>Assessment and reporting arrangements</i> booklet. <i>Test administrators' guides</i> .
For more copies	PDF versions of this publication and the above materials are available at www.naa.org.uk/tests



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