

National
curriculum
assessments

KEY STAGE
3

2006



Test administrators' guide
Mathematics and science



National
Assessment
Agency

Introduction

Administering the key stage 3 tests is an important task. This guidance has been produced by the National Assessment Agency (NAA) to make sure that all schools follow the same procedures when administering the key stage 3 tests, thereby providing similar test conditions for all pupils.

Who is the Test administrators' guide for?

This booklet is for all test administrators, which means anyone involved in activities associated with administering national curriculum tests. This could include members of the school's staff or staff specifically recruited to administer the tests. Throughout this booklet, the term 'test administrator' refers to anyone who is responsible for or involved with test administration.

What is the Test administrators' guide about?

The *Test administrators' guide* (TAG) provides key information for test administrators, including:

- > What to do before the tests page 3
- > What to do at the start of the tests page 4
- > What to do during the tests page 5
- > What to do at the end of the tests page 6

Where appropriate, the sections also include guidance on what to do when things do not go according to plan.

Where can I find more detailed information about the key stage 3 tests?

The 2006 key stage 3 *Assessment and reporting arrangements* (ARA) booklet provides detailed information and guidance on all aspects of the key stage 3 tests, including test administration and access arrangements. Copies of the 2006 key stage 3 ARA booklet were sent to schools in October 2005. Headteachers must make sure that all test administrators are familiar with relevant sections of the 2006 key stage 3 ARA. If you have not seen the 2006 key stage 3 ARA booklet, ask your headteacher for a copy. Alternatively you can access the eARA at www.naa.org.uk/tests

How can I make sure I carry out my responsibilities effectively?

Headteachers have a statutory duty to ensure that their school complies with all aspects of the key stage 3 ARA. However, all test administrators must be familiar with the arrangements and know what is permitted. Each year a few schools have their results annulled because they do not comply with the statutory arrangements. If you are not sure what to do, seek advice to make sure that your actions do not lead to allegations of maladministration.

What if I still need further information and guidance?

If you need further help before, during or immediately after the tests, telephone the NAA national curriculum tests helpline on 08700 60 60 40. For non-urgent queries, you can also email us at tests@naa.org.uk



What to do before the tests

Preparing yourself

You should familiarise yourself with relevant sections of the 2006 key stage 3 ARA, in particular pages 48–58, which cover test administration, and be familiar with the content of this leaflet. You can look at copies of previous years' tests to familiarise yourself with the layout and design of the papers. Copies of test papers can be ordered online at www.qca.org.uk/orderline/. Remember to allow time immediately before the tests to read the *Subject-specific guidance* included in the test packs.

Preparing the room

Any rooms where the tests will take place must be prepared before pupils are admitted. You should remove or cover any displays or materials that could be seen to help pupils in the tests.

Although the NAA does not stipulate how pupils should be spaced during the tests, seating arrangements should allow all pupils to work quietly and independently. Having a clearly visible clock in the room will help pupils pace themselves during the tests.

Arrangements for pupils who cannot take the test at the correct time

Some pupils may need to take the test at a different time from the rest of the cohort. If a pupil arrives after the end of the test or needs to take the test earlier in the day, he or she can take the test between 7am and 7pm on the timetabled day. The pupil should be kept isolated from other pupils until everyone has taken the tests. The school must submit the online form 'Notification of a timetable variation between 7am and 7pm', which can be found in the *Templates and notifications* section of the NAA test forms website – go to www.naa.org.uk/tests and click on *Submit test forms*. The form must be submitted before the pupil takes the test. Failure to submit the relevant notification could result in the school being investigated for maladministration.

If a pupil needs to take the test on a day other than the timetabled day, the school must apply for prior permission for a timetable variation. Full details are found in the 2006 key stage 3 ARA, pages 40–42.



What to do at the start of the tests

Distributing the test papers

It is important to familiarise yourself with the test timetable so that you know which subject and test paper the pupils should be taking. Care should be taken when distributing key stage 3 mathematics and science test papers to ensure each pupil has the correct paper for the tier they are being entered for.

What to say at the beginning of the test

It is important to brief pupils fully at the start of each test. The briefing should include details about what is expected of the pupils in terms of behaviour while they are in the test room, as well as any test-specific procedures, including *Subject-specific guidance*.

An example of what to say at the beginning of the mathematics test is given on this page. Test administrators might find this useful when preparing their opening comments for any of the tests. At the appropriate time, read aloud any other instructions on the cover of the test paper, such as 'Write your name and school on the answer booklet cover'. You should tell the pupils to pay particular attention to instructions within test questions, for example 'You must show your working' or 'Use a ruler to measure this'.



MATHEMATICS TEST, PAPER 2

- This is the key stage 3 mathematics test, paper 2.
- The test is one hour long.
- Make sure you have the same tier as you had for paper 1.
- You may use a calculator in this test. Make sure you have your calculator and that it is working properly. You also need [read out the equipment list from the front page of the test booklet].
- If you want to change your answer, put a neat line through the response you don't want the marker to read. For changes on diagrams use a rubber.
- Some formulae you might need are on page 2 of the test paper.
- The test starts with easier questions. Try to answer all the questions in the booklet.
- Write all your answers and working on the test paper – do not use rough paper. Marks may be awarded for your working even if your answer is wrong.
- Remember to check your work carefully.
- I will tell you when you are halfway through the test and also tell you when we are into the last five minutes. I will tell you when the test is over and when to stop writing.
- If you have any urgent questions during the test, you should put your hand up and wait for someone to come to you. You must not talk to each other.
- Are there any questions you want to ask now?
- You should now open your test booklet. The test has started.

What to do during the tests

Dealing with queries and issues during the tests

It is impossible to plan for every scenario that could happen during the tests. Whatever action you take, it is important that nothing you say or do during a test could be interpreted as giving pupils an advantage. This section provides guidance on what can and cannot be said to pupils during the tests and what to do in some of the more common situations that might occur. For further help and guidance, call the NAA national curriculum tests helpline on 08700 60 60 40.

How can I answer pupils' questions?

If a pupil asks a question about test content, you must not explain subject-specific terms or expressions. The examples below illustrate how to deal with questions you might be asked.

What does 'give a reason' mean?	It means you have to say why you think it works out like that.
What does 'quadrilateral' mean?	I can't tell you, but think hard and try to remember. We can talk about it after the test.
What does 'explain' mean?	It means you have to say why you think it does that or behaves like that.
How do I spell 'quickly'?	I can't tell you how to spell it, but have a go at sounding it out and write that down.

What if a pupil arrives late?

Individual pupils who arrive late, but before the rest of the pupils have completed the test, may have the full time to complete the test. A timetable variation is not required in these cases.

What if a fire alarm goes off?

Evacuate the room, following school policy, but tell the pupils to remain silent. The scripts should be left in the test room. The pupils should be supervised at all times to ensure they do not talk about the test. Once the disruption is over, pupils may continue with the test. If the pupils do talk to each other about the test, you must call the NAA national curriculum tests helpline on 08700 60 60 40 for advice before you continue.

What if something goes wrong with the CD player or cassette recorder, or there is a power cut during the mental mathematics test?

Tell the pupils to stay silent and remain seated. Try to find a replacement CD player or cassette recorder or find out when power should be resumed. As a last resort, use the transcript included in the test pack to administer the rest of the test. Restart the test at the appropriate place, following the timings for each question.

What if a pupil is unwell?

Stop the clock for the individual pupil. After a rest break, the pupil who was unwell can continue the test if he or she is well enough. If other pupils are disturbed, you may stop the test. If necessary, 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. A member of staff should copy the answers from the spoiled paper onto the new paper. If the paper is unreadable, ask the pupil for their answers at the end of the test and record them in a different colour on the new paper. A note explaining the event should be 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.

What if a pupil needs to leave the test room during the tests?

All pupils taking the test must be supervised at all times. If a pupil needs to leave the test room, a test administrator should accompany the pupil. When deciding on the number of test administrators needed to maintain adequate supervision for a particular test, you should consider the possibility of at least one test administrator needing to leave the room with a pupil.

What to do during the tests *continued*

What if a mobile phone rings or a pupil is found to be using a mobile phone?

Remove the mobile phone from the pupil. After the test, follow the school's own behaviour and disciplinary procedures. If the pupil has gained an advantage as a result of using the mobile phone, follow the guidance on pupil cheating below. If the pupil has gained no advantage, there is no need to contact the NAA.

What if a pupil is caught cheating?

Record 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. If appropriate, move the pupil to another location for the remainder of the test.

If you believe the pupil has gained an advantage as a result of cheating, notify the NAA of the incident using the downloadable 'Pupil cheating' form available in the *Templates and notifications* section of the NAA test forms website – go to www.naa.org.uk/tests and click on *Submit test forms*. By completing the form, your headteacher agrees to either:

- > the removal of marks by the NAA for the specific questions where the pupil has gained an advantage

or

- > the annulment of the test result by the NAA in that subject.

The headteacher must sign the form and send it to the address given on the form. You should keep a copy for your records. Do not send the 'Pupil cheating' form with the pupil's scripts for external marking. The scripts must be sent to the marker in the usual way with the rest of the cohort's scripts. Do not enclose with the scripts any information regarding the incident.

You do not need to notify the NAA if the pupil has disrupted the test but not cheated, or if the pupil has attempted to cheat but gained no advantage from their actions. The school should follow its own behaviour and disciplinary procedures in dealing with these incidents.

What if a pupil is being disruptive?

If this is disturbing other pupils, stop the test and remove the pupil. Give the remaining pupils a few moments to refocus, and then continue the test. Give the pupils the correct amount of remaining time. It is up to the school to decide whether the disruptive pupil should continue the test in a separate room. If the test is not completed, the partially completed script should be sent for marking.

What if a pupil has a panic attack or an absence seizure?

If this is disturbing other pupils, stop the test and arrange for the pupil to go to a quiet area. Decide what arrangements can be made to help the pupil settle. The pupil may continue the test if he or she is well enough. Give the remaining pupils a few moments to refocus, and then continue the test.

What if test papers are incorrectly collated or the print is illegible?

Stop the test for the affected pupils and tell them that you will organise replacement papers. Once the replacements are provided, the pupils should be given the remaining test time. Pupils should not be allowed to start the test afresh. All schools receive additional copies of each test paper (around 15 per cent extra). If this is not enough, you should contact the NAA national curriculum tests helpline on 08700 60 60 40 for approval to photocopy the test paper. At the end of the test, attach the replacement paper to the original and tell the headteacher what action you took.

What if a pupil is taking the wrong tier paper?

Stop the test for the pupil affected and remove them from the room, keeping them isolated and supervised. Contact the NAA national curriculum tests helpline on 08700 60 60 40 for instructions on what to do next.

What to do at the end of the tests

Collecting and storing completed test papers

When the test is over, the scripts should be collected straight away. You must not examine any pupil's work unless you are making a transcript. Guidance on making a transcript is given in the 2006 key stage 3 ARA, pages 69–70. If any pupil had an amanuensis or a scribe, make sure that the relevant form is completed, signed by the headteacher and attached to the pupil's script. The scripts should be stored securely following the guidance in the 2006 key stage 3 ARA until they are sent to the marker.

Completing the 'Headteacher's declaration form'

After the last test has been taken, the headteacher must complete the 'Headteacher's declaration form' to confirm that the tests were administered correctly and that all security arrangements were followed. It is therefore important that you brief appropriate staff in the school about any incidents that arise during the tests. These will need to be noted on the 'Headteacher's declaration form'.

Checklists

CHECKLIST FOR **BEFORE** THE TEST

Have all displays that may help the pupils with the test been removed or covered?	
Are there enough places for the pupils taking the test, and is there adequate space for them to work independently?	
Have you allowed enough time to seat the pupils, distribute test papers and give all information before the test starts?	
Have you prepared and checked any equipment needed to administer the test, for example a CD player for the mental mathematics test?	
Do you have the transcript of the mental mathematics test to hand in case of equipment failure during the test?	
Do you have a copy of the 2006 key stage 3 ARA booklet in the test room? You might need a copy in case any questions arise that are not answered in the TAG.	
Have you made a note of any individual needs, for example the pupils who are allowed additional time or a reader?	
Do you know whom in the school you should contact for advice or a decision in the event of unforeseen circumstances? Do you know how to contact them?	

CHECKLIST FOR THE **START** OF THE TEST

Have you handed out the correct test papers? Does each pupil have the correct tier paper?	
Have you checked that each pupil has the appropriate equipment, as listed on the front of each test paper? (NB: for the mental mathematics test, each pupil should have only a pencil or pen, rubbers and calculators are not allowed.)	
Have you checked that the pupils do not have mobile phones or other disruptive items?	
Have you checked that the pupils do not have any materials or equipment that may give them extra help with the test?	
Have you explained to the pupils that if they need any help they should put up their hand and wait for a test administrator to come to them? All the pupils must remain silent whilst in the test room.	
Have you read all the instructions to the pupils, including the <i>Subject-specific guidance</i> ?	
Have you told the pupils to fill in their name and school on the front of the test paper?	
Have you asked the pupils if they have any questions?	
Have you told the pupils the length of the test? Can all the pupils see the clock?	
Have you written the start and finish times on a board so that all the pupils can see them?	

CHECKLIST FOR **DURING** THE TEST

Are the pupils working in silence? Resolve any distractions or disturbances quickly and smoothly.	
If a pupil asks for help, ensure you do not say or do anything that in any way suggests the correct answer.	
Where appropriate, have you reminded the pupils how much time they have left, for example halfway through the test and five minutes before the end? At the five-minute reminder, have you told pupils that if they have finished the whole paper they should use the remaining time to check their answers?	
Have you noticed a pupil cheat during the test? Follow the instructions on page 6.	
If any pupils left the room during the test, were they supervised at all times?	

CHECKLIST FOR THE **END** OF THE TEST

At the correct time, have you told the pupils to stop writing and put down their pens?	
Have you collected all the test papers? The pupils must not talk until after all the papers have been collected.	
Have you taken the test papers to be stored securely immediately after the test finished?	
Where appropriate, have you attached any relevant paperwork to pupil scripts, for example 'Use of an amanuensis' or 'Use of a transcript' form?	
Have you briefed relevant staff about any incidents that occurred during the tests?	



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About this publication

Who is it for? Headteachers, test administrators, key stage 3 mathematics and science teachers and key stage 3 assessment and special educational needs coordinators.

It is also sent to local authorities.

What is it about? This booklet provides guidance on the administration of the key stage 3 mathematics and science tests.

Related materials 2006 key stage 3 *Assessment and reporting arrangements* booklet, electronic version available at www.naa.org.uk/tests

For more copies A PDF version of this booklet can be downloaded from the eARA section of the NAA website at www.naa.org.uk/tests



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