



# The changes to testing and assessment 2015/16

3<sup>rd</sup> December 2015



# What was the old position?

Yesterday Today & Tomorrow

- Levels – best fit
- Expected standard was 4B
- Level 3 – 5 tests
- Level 6 tests
- Maths – 2 papers + mental maths recorded test
- Grammar, punctuation and spelling
- Reading – three different texts linked to a common theme
- Writing – Teacher assessment

# Main changes



- No levels – end of year expected statement
- Mastery curriculum
- Must have consistent evidence of all statements
- Change in emphasis and focus for the curriculum and the tests
- No allowances for poor spelling/dyslexia

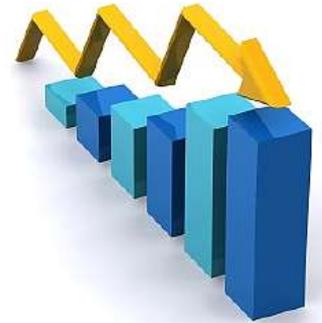
# The SATS 2016

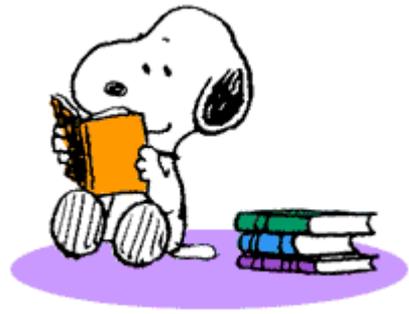


- Maths: 3 papers
  - Arithmetic: 30 minutes – 36 questions
  - Reasoning: 2 papers 40 minutes each
- Grammar, punctuation and spelling
  - 2 part paper
  - GPS: 45 minutes
  - Spellings : test of 20
- Reading
  - 1 hour paper
  - 3 different texts: not linked by topic anymore

# Raw Scores, Scaled scores & TA

- Maths score out of 110
- Reading out of 50
- GPS out of 70 (20 spellings)
- Scaled score – 100 is expected standard
- Teacher assessment will be completed against the interim framework. All statements must show consistent evidence to achieve the end of year expectations

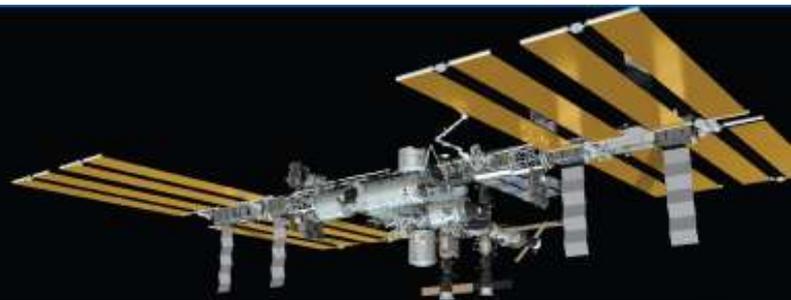




# Reading



# Space Tourism



In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

## How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.



## Who has already had a holiday in space?

In 2006, Anousheh Ansari became the first female space tourist when she made the trip from Russia to the International Space Station (ISS). Anousheh stayed on the ISS for eight days and kept a blog (an online diary). Parts of her blog are shown here.

**Fact:** The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

## What would a space holiday be like?

Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.

**Fact:** The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.

## Anousheh's Space Blog

### September 25th

Everyone wants to know: how do you take a shower in space? How do you brush your teeth? Well my friends, I must admit keeping clean in space is not easy! There is no shower with running water. Water does not 'flow' here, it 'floats' – which makes it a challenging act to clean yourself. There are wet towels, wet wipes and dry towels that are used. Now brushing your teeth in space is another joy. You cannot rinse your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

### September 27th

Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.



# Reading assessment questions

Questions 1–15 are about *Space Tourism* (pages 4–6).

Look at the introduction.

Why is space tourism *impossible* for most people?

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1 mark

How would you get from the spacecraft to the space hotel?

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1 mark

Look at page 4.

According to the text, what could you do on your space holiday?

Give **two** examples:

1. \_\_\_\_\_
2. \_\_\_\_\_

2 marks

How much did the first space tourist pay to go into space?

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1 mark

Look at Anousheh's blog entry for September 27th.

Explain how Anousheh felt about being in space that day.

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2 marks

Match the events below to the year in which they happened.

Anousheh Ansari went to space.	1969
The first man stepped on the Moon.	1998
Dennis Tito went to space.	2001
The International Space Station was built.	2006

1 mark

This is an extract from *The Lost World* by Sir Arthur Conan Doyle, written in 1912. Professor Challenger has claimed that he discovered dinosaurs in a distant part of South America. He is now on an expedition to prove his story with another scientist, Professor Summerlee. Also on the expedition are Lord John, an explorer, and Malone, a journalist. In this extract, narrated by Malone, the men are about to set off into the remote area where Professor Challenger believes they will find dinosaurs...

# The Lost World

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted.

"Look at this!" said he. "This must be the trail of the father of all birds!"

An enormous three-toed track was imprinted in the soft mud before us.

"I'll stake my good name," said Lord John, "that the track is a fresh one. See, here is the mark of a little one too!"

"But what of this?" cried Professor Summerlee, triumphantly, pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. "Not a bird."

"A beast?"

"No; a reptile – a dinosaur! Nothing else could have left such a track."

Summerlee's words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard's and shimmered where the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind feet, while with their small five-fingered front feet they pulled down the branches upon which they browsed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in unwieldy gambols, bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage, put his forelegs round the trunk of the tree and tore it down as if it had been a sapling. Then it slowly lurched off through the wood, followed by its mate and its three enormous infants. We saw the glistening grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.



I looked at my comrades. The two professors were in silent ecstasy.

"What will they say in England of this?" Professor Summerlee cried at last.

"They will say that you are a liar," said Professor Challenger, "exactly as you and others said of me."

"In the face of photographs?"

"Faked, Summerlee! Clumsily faked!"

"Who's to blame them? For this will seem a dream to ourselves in a month or two," said Lord John. "What were they?"

"Iguanodons," said Summerlee. "England was once alive with them when there was plenty of good lush green-stuff to keep them going."

"I don't know what anyone else thinks, but this place makes me feel very uneasy..." said Lord John.

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

Questions 25–36 are about *The Lost World* (pages 8–9).

25 Circle the correct option to complete each sentence below.

(a) The story is told from the perspective of...

Professor  
Summerlee.

Lord John.

Malone.

Professor  
Challenger.

\_\_\_\_\_   
 1 mark

(b) At the start of the extract the men entered the forest...

carefully.

quickly.

fearfully.

noisily.

\_\_\_\_\_   
 1 mark

(c) There, they came to a patch where the stream was...

smaller.

bigger.

faster.

slower.

\_\_\_\_\_   
 1 mark

(d) The ferns here were spaced...

regularly.

randomly.

carefully.

equally.

\_\_\_\_\_   
 1 mark

26 How far into the forest did the stream become a *considerable bog*?

\_\_\_\_\_   
 1 mark

29 The iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.


\_\_\_\_\_   
 3 marks

# Grammar Punctuation and Spelling - GPS (SPAG)

verb  
adverb  
noun  
pronoun  
adjective  
vowel  
consonant



# Grammar Punctuation and Spelling

## GPS (SPAG)



The grammar, punctuation and spelling test will consist of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes and an aural spelling test of 20 words, lasting around 15 minutes.

It will have a greater focus on knowing and applying grammatical terminology and explicit knowledge of precise technical vocabulary. For example:

- Present perfect tense of verbs

i.e. *He has gone out to play* rather than *he went out to play*

- *Synonym, antonym, ellipsis, fronted adverbials, relative and subordinate clauses*

# Grammar Punctuation and Spelling

## GPS (SPAG)

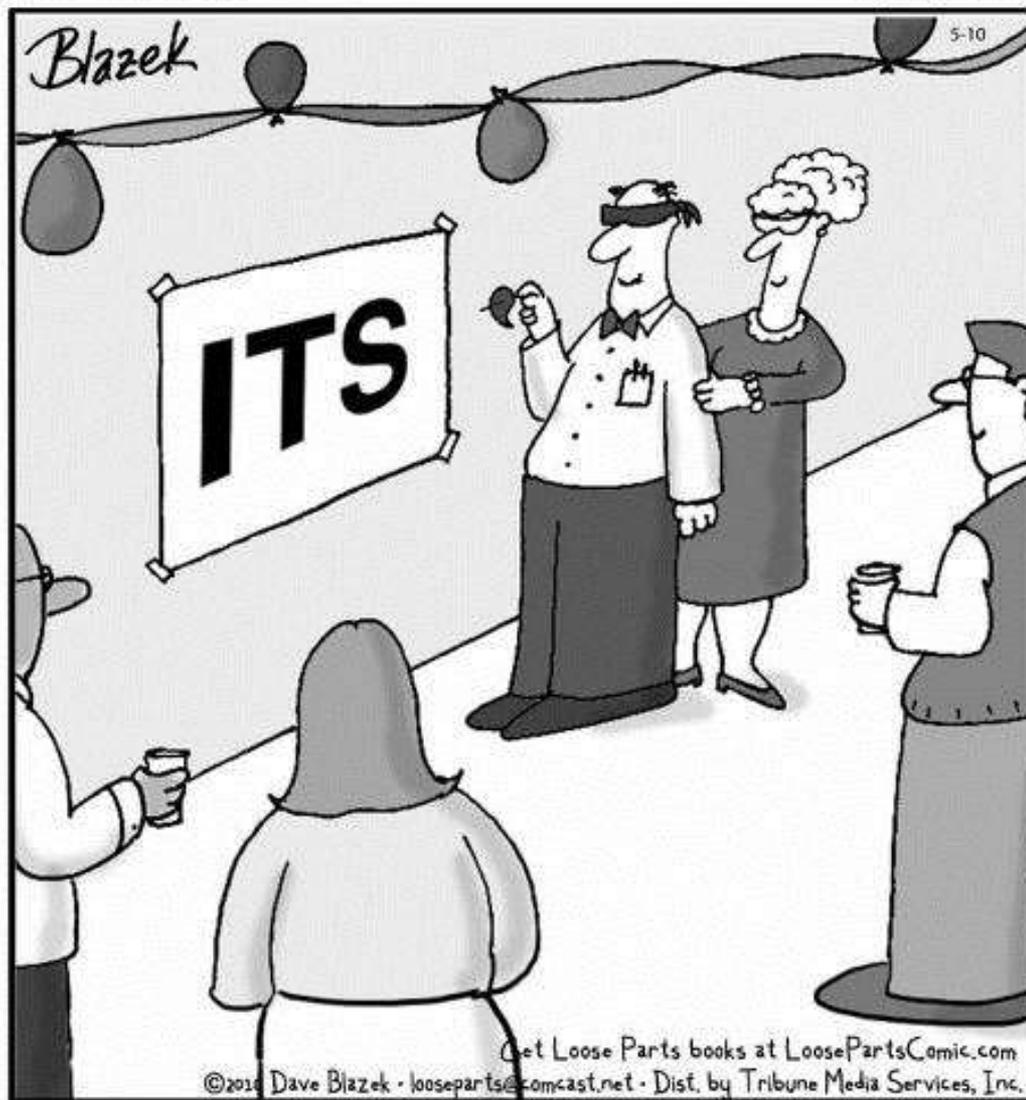
The grammar and punctuation test will include two sub-types of questions:

- Selected response

e.g. 'Identify the adjectives in the sentence below'

- Constructed response

e.g. Correct/complete /rewrite the sentence below,'  
or, ' The sentence below has an apostrophe missing.  
Explain why it needs an apostrophe.'



The games get pretty crazy  
at English teachers' parties.

# Grammar Punctuation and Spelling

## GPS ( SPAG) questions

Draw a line to match each **prefix** to the correct word so that it makes a new word.

**Prefix**

re

de

mis

im

il

**Word**

mature

understood

legible

frost

do

Which sentence has been punctuated correctly?

Tick one.

Immediately after, dinner we did the washing up.

Immediately after dinner we did, the washing up.

Immediately after dinner, we did the washing up.

Immediately, after dinner we did the washing up.

Complete the sentence with an **adjective** formed from the verb create.

The artist was very \_\_\_\_\_ and produced many original works.

\_\_\_\_\_   
 1 mark

Circle all the **pronouns** in the sentence below.

They bought new jumpers for themselves and a warm scarf for Dad.

\_\_\_\_\_   
 1 mark

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

<b>Sentence</b>	Modal verb indicates <b>certainty</b>	Modal verb indicates <b>possibility</b>
It <b>will</b> be very cold tomorrow.		
John <b>might</b> have missed the train.		
Ann <b>can</b> speak six languages.		
You <b>could</b> finish your work by the end of the lesson.		

# Changes to KS2 Maths



Children will sit three papers in maths:

- Paper 1: arithmetic, 30 minutes
- Papers 2 and 3: reasoning, 40 minutes

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division.

# Sample arithmetic questions

$6.1 + 0.3 =$

$48 \div 6 =$

$2.5 + 0.05 =$

$20\% \text{ of } 1,500 =$

$5 \times 4 \times 7 =$

$\frac{1}{9} + \frac{4}{9} =$

$100 \times 100 =$

$1,034 + 586 =$

$24 \times 3 =$

$1,440 \div 12 =$

$630 \div 9 =$

$1.28 \times 100 =$

$4^2 =$

$\frac{4}{5} - \frac{1}{5} =$

# Papers 2 & 3 Reasoning



Papers 2 and 3 will involve a number of question types, including:

- Multiple choice
- True or false
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Less constrained questions, where children will have to explain their approach for solving a problem
- Mixing of concepts, skills and topics





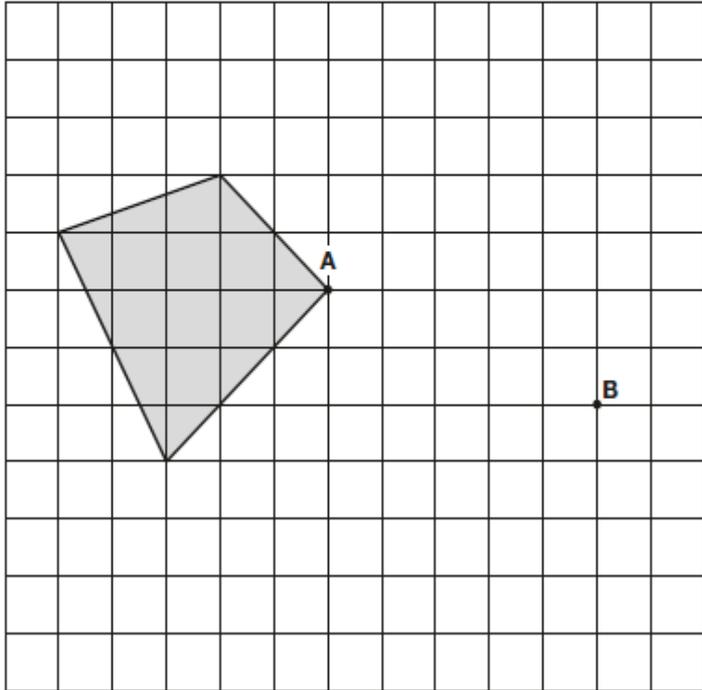


Here is a shaded shape on a grid.

The shape is translated so that point **A** moves to point **B**.

Draw the shape in its new position.

Use a ruler.

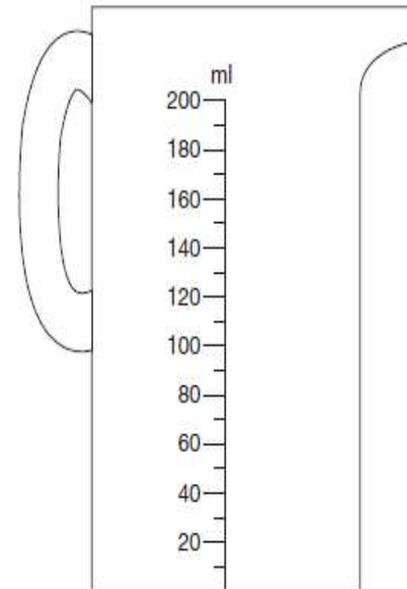


2 marks

5

Chen pours 165 millilitres of milk into a measuring jug.

Draw an arrow on the jug to show the level of the milk.



1 mark

# Where can I get the sample papers?

- <https://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials>



# Grammar Punctuation and Spelling appendix and glossary

- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335190/English Appendix 2 -  
\\_Vocabulary grammar and punctuation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/244216/English Glossary.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf)



# Questions:

Q : Can a pupil “fail Year 6”. What does this mean? Will this prevent them from moving up to secondary school?

*A : No, this will not stop them moving up to Secondary school. After the SATS , you as parents will receive their results which will include their actual test scores ( raw scores ) a standardised score and whether your child has achieved the expected standard for the end of Year 6. There will not be a pass/fail but a yes/no to the expected standard.*

*For this year any year 6 pupil who does not meet the expected standard will not have to retake the tests again in Year 7. However, the government have stated that this will be the practice from September 2017.*

# Questions:

Q : A friend has advised all children have to do “joined up writing” in their exams or they will be marked down – is this true?

*A : No children will not be marked down if they do not join their handwriting up in the exams. There are statements in the curriculum which relate to joined up handwriting but there are no specific marks awarded or taken away linked to the joining of handwriting.*

*The key phrase related to handwriting in Year 6 is "maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. " However, there is evidence that children who do join up their handwriting often write faster and it can help their spelling ability too.*

# Questions:

Q : When are the SATS ?

*A: The SATS are due to be taken in the week beginning the 9<sup>th</sup> May. There will be further meetings regarding SATS and the timetable nearer the time in 2016.*

*Parent information meetings on how to help your children with managing 'stress' and SATS will be available after school in April.*

# Questions:

Q: Can we know when the children are being assessed?

*A: We no longer have formal assessment weeks in school for Year 6. The formal tests are spread over a couple of weeks so as not to over-face the children and to ensure that learning is not disrupted by constant tests for a week.*

*Year 6 classes may sit tests at different times according to their individual timetables, however, we will ensure that parents are aware when assessment tests may be taken over a fortnightly period.*

# Questions:

Q : What happens if my child is ill on the day of the SATS?

*A : If your child is off sick during SATS week we can apply for a timetable and they may be able to sit the test on another day/time. However, the tests are a snapshot and the secondary schools are more interested and rely more on our teacher assessment which they collect in June prior to SATS results.*