

2019 Key Stage 1 Assessments



Open Evening February 2019

Relevant History

- In recent years, 'old' national curriculum levels (e.g. Levels 1, 2, 3) have been abolished as set out in the government guidelines. Children are now described as working towards, working at and working at greater depth according to the Year 2 expectations of the new curriculum.
- The new curriculum is more rigorous and sets high expectations, which all schools have had to work hard to meet in the last few years.
- As of 2016, test scores are now reported as 'scaled scores'.



2019 Information

At the end of Year 2, children will take assessments in:

- Reading
- Maths
- Spelling, punctuation and grammar (optional)
- Teacher assessments in writing and science are also reported on

All assessment are due to take place in May this year.



Scaled Scores

What is meant by 'scaled scores'?

- It is planned that 100 will always represent the 'national standard'.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- The scale will have a lower end point somewhere below 100 and an upper end point above 100.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.



Scaled Scores

On publication of the test results in July 2019:

- A child awarded a scaled score of 100 is judged to have met the ‘national standard’ in the area judged by the test.
- A child awarded a scaled score of more than 100 is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age.
- A child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below expectation for their age.
- Marking guidance for KS1 tests will include conversion tables. Teachers will use these to translate pupil’s raw scores into scaled scores to see whether each pupil has met the national standard. Teachers will use the scaled scores to inform their teacher assessment judgements.



Sample scaled Scores

The tables show each of the possible raw scores on the 2017 key stage 1 tests. To convert each pupil's raw score to a scaled score, look up the raw score and read across to the appropriate scaled score. A scaled score of 100 or more shows the pupil has met the expected standard in the test.

English reading	
Raw score	Scaled score
0	N
1	N
2	N
3	85
4	85
5	85
6	85
7	85
8	87
9	88
10	89
11	89
12	90
13	91
14	92
15	93
16	94
17	94
18	95
19	96
20	96

English reading	
Raw score	Scaled score
21	97
22	98
23	99
24	99
25	100
26	101
27	102
28	102
29	103
30	104
31	105
32	106
33	107
34	108
35	110
36	111
37	113
38	115
39	115
40	115

Mathematics	
Raw score	Scaled score
0	N
1	N
2	N
3	85
4	85
5	85
6	85
7	85
8	86
9	87
10	88
11	88
12	89
13	90
14	90
15	91
16	91
17	92
18	92
19	93
20	93

Mathematics	
Raw score	Scaled score
21	94
22	94
23	95
24	95
25	95
26	96
27	96
28	97
29	97
30	97
31	98
32	98
33	99
34	99
35	99
36	100
37	100
38	101
39	101
40	102

Mathematics	
Raw score	Scaled score
41	102
42	103
43	103
44	104
45	104
46	105
47	105
48	106
49	106
50	107
51	108
52	109
53	109
54	110
55	111
56	112
57	114
58	115
59	115
60	115



The Reading Assessment Paper

The Reading Test consists of two separate papers:

- **Paper 1** – consists of a combined reading prompt and answer booklet. The paper includes a list of useful words and some practice questions for teachers to use to introduce the contexts and question types to pupils. The test takes approximately 30 minutes to complete, but is not strictly timed.
- **Paper 2** – consists of an answer booklet and a separate reading booklet. There are no practice questions on this paper. Teachers can use their discretion to stop the test early if a pupil is struggling. The test takes approximately 40 minutes to complete, but is not strictly timed.
- The texts will cover a range of poetry, fiction and non-fiction.




The Reading Assessment Paper

Questions are designed to assess the comprehension and understanding of a child's reading.

There are a variety of question types:

Multiple Choice

1	When Bella was learning to fly, she...		
Tick one .			
was lazy.	<input type="checkbox"/>	did not try hard.	<input type="checkbox"/>
did not give up.	<input type="checkbox"/>	found it easy.	<input type="checkbox"/>
			 1 mark



The Reading Assessment Paper

Ranking/ordering

7

Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

Fishermen came to rescue William.

The boat hit some rocks.

William went to sea on his boat.



1 mark



The Reading Assessment Paper

Matching/Labelling

Here is some more information about Africa.

Match each sentence to the correct heading in the booklet.

The first one has been done for you.

Creation stories describe how and why the world was made.

Introduction

Africa has deserts, forests and mountain areas.

Clothes

Traditional African clothes are made from local materials.

Music and Dance

Some African people play 'talking drums'.

Story Time



The Reading Assessment Paper

Short answer questions

4

What job did Tony Ross want to do before he became a writer and illustrator?



1 mark



The Reading Assessment Paper

Find and copy questions

16

Look at the paragraph beginning *The greedy man began to climb the vine...*

Find and **copy one** word that means the same as *sparkle*.



1 mark



The Reading Assessment Paper

Open-ended questions

6 At the end of the story, Bella was happy. Why?



1 mark



The Reading Assessment Paper

In addition, children need to be able to read at 90 words per minute. This must be within an age appropriate text.

The Day the Crayons Quit

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*.

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.



The Spelling, Punctuation and Grammar Paper

This year, the Spelling, Punctuation and Grammar test will be optional for all Year 2 children. As a school we will administer the assessment in order to inform our teacher-assessed writing judgements.

The test consists of two separate papers:

- **Paper 1: Spelling** - pupils to spell 20 missing words within a test booklet. The test is expected to take approximately 15 minutes to complete, but is not strictly timed.
- **Paper 2: Grammar, Punctuation and Vocabulary** - a combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary. Pupils will have approximately 20 minutes to complete the questions in the test paper, but it is not strictly timed.



The Spelling, Punctuation and Grammar Paper

7

Why do the underlined words start with a **capital letter**?

On Saturday morning, Sarah and her family went on holiday to Scotland.



1 mark

8

Circle the **two** nouns in the sentence below.

You have left your pencil on the bench over there.



1 mark



The Spelling, Punctuation and Grammar Paper

19

Tick to show whether each sentence is written in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Aziz gave out the paint pots.		
Aziz spills water on the table.		
Aziz needed some glue.		



1 mark



The Spelling, Punctuation and Grammar Paper

1. I need to _____ my holiday suitcase.

☐

2. The _____ is dark at night.

☐

3. The snail hid inside its _____.

☐

4. My friend has a new _____ sister.

☐

The Mathematics Paper

Children will sit two tests: **Paper 1** and **Paper 2**:

- **Paper 1: Arithmetic** - lasts approximately 20 minutes (but this is not strictly timed). It covers calculation methods for all operations.
- **Paper 2: Reasoning** - lasts for approximately 35 minutes, which includes time for five aural questions. Pupils will still require calculation skills and questions will be varied including multiple choice, matching, true/false, completing a chart or table or drawing a shape. Some questions will also require children to show or explain their working out.



The Mathematics Paper

Paper 1: Arithmetic

15	$3 \times 3 =$ <input type="text"/>	<input type="radio"/>
16	$12 \div 2 =$ <input type="text"/>	<input type="radio"/>

Page 11 of 20



The Mathematics Paper

Paper 2: Reasoning

6 Write these numbers in order, starting with the smallest.

73 37 76 36 63

--	--	--	--	--

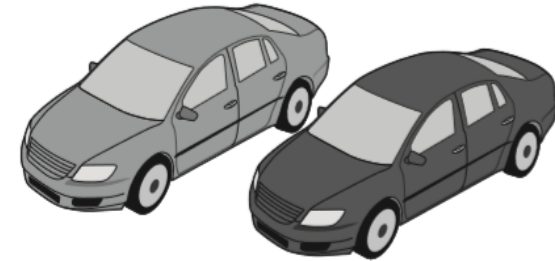
smallest

largest



1 mark

19 Ben and Sita count cars.



Ben counts **38** red cars.

Sita counts **23** blue cars.

How many cars do they count **altogether**?

--

cars



1 mark



16



A shopkeeper has **20** fish and **5** fish bowls.

He puts the same number of fish in each bowl.

How many fish go in each bowl?

fish



1 mark

$$98 - \boxed{} = 28$$



1 mark

$$37 + 5 = \boxed{}$$



1 mark

Teacher Assessment: Writing

- Teachers assess writing across a number of pieces of independent writing throughout the year.
- These are assessed against the expected standard objectives for year 2
- A judgement is made as to whether the child is working towards, at or above the expected standard.

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.



Teacher Assessment: Writing

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.



Teacher Assessment: Writing

Piece C: Narrative

Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. ^{It} was really dark in the attic and there were really deep holes in the floor. Just then some thing caught his eye. ^{It} was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ ^{took} ~~took~~ ^{took} them all down stairs. & First he opened the silver ^{one} which had wires in it. ^{Soon} he had opened all of them.

Fred put all the parts together. it made a computer. Suddenly he ^{Spotted} ~~noticed~~ a white box ^{with} ~~which~~ 3 pins. It was a plug Fred plugged in the plug. The computer said DELL. Whatever does that mean? Thought Fred. He made jumpers, bread and butter he had finish writing ^{every thing} down that the machine went boom. Fred was sad. ^{So} ~~he~~ he went to the garage got some tools and put it back together. From that day on Fred used his machine everyday ^{to knit} ~~knitting~~ his school jumper.



Teacher Assessment: Science

- Science is teacher assessed. Children are reported as either working towards the expected standard or working at the expected standard.
- Judgement is made against the assessment statements in the same way writing is. It is evidence based not assessment based.

Working scientifically

The pupil can:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including:
 - observing changes over time
 - noticing similarities, differences and patterns
 - grouping and classifying things
 - carrying out simple comparative tests
 - finding things out using secondary sources of information
- use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.



Teacher Assessment: Science

Science content

The pupil can:

- name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
- describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
- identify whether things are alive, dead or have never lived
- describe and compare the observable features of animals from a range of groups
- group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
- describe seasonal changes
- name different plants and animals and describe how they are suited to different habitats
- use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.



How to Help!

- First and foremost, support and reassure your child that there is nothing to worry about and that they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!



How to Help!

Reading

Listening to your child read can take many forms:

- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library



How to Help!

Writing

- Practise and learn weekly spelling lists – make it fun! Go on Spelling Shed as much as possible!
- Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!



How to Help!

Maths

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, draughts or chess.



Thank you for coming!



Any questions?