

Key Stage 2 SATs

Parent Information Meeting: Wednesday 27th February 2019

Assessment and Reporting

- As of 2014, the 'old' national curriculum levels (e.g. level 3, 4, 5) were abolished as set out in government guidelines.
- The 2014 curriculum is rigorous and sets noticeably higher expectations than previous curricula, which is why all schools have had to work hard to meet and adapt to it since its introduction.
- Since 2016, test scores have been reported as 'scaled scores'.

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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. However, schools will not get to know what the raw score pass mark for each test is until July after the SATs tests.
- 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.
- Each pupil receives:
 - a raw score (number of raw marks awarded);
 - a scaled score in each tested subject;
 - confirmation of whether or not they attained the national standard.
 - This is reported to parents in July.

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How to convert key stage 2 raw scores to scaled scores

The tables show each of the possible raw scores on the 2018 key stage 2 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.

Pupils need to have a raw score of 3 marks to be awarded the minimum scaled score. If a pupil has a raw score of 0 to 2 marks, the scaled score field for the pupil in the 'Pupil results' section of NCA tools will be 'N'. The outcome of the test for the pupil will be 'NS', expected standard not achieved.

English Reading	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	81
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	89
14	90
15	90
16	91

English Reading	
Raw score	Scaled score
17	92
18	93
19	93
20	94
21	95
22	96
23	96
24	97
25	98
26	98
27	99
28	100
29	101
30	101
31	102
32	103
33	104

English Reading	
Raw score	Scaled score
34	105
35	106
36	107
37	107
38	108
39	109
40	110
41	112
42	113
43	114
44	115
45	117
46	118
47	120
48	120
49	120
50	120

Scaled Score Examples

On publication of the test results in July:

- a child awarded a scaled score of 100 (100-114) is judged to have met the 'national standard' in the area judged by the test;
- a child awarded a scaled score of more than 115+ 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 the expectation for their age.

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Higher-Attaining Pupils

- In the past, Key Stage 2 tests were aimed at children achieving levels 3-5 (with a national expectation to reach at least level 4).
- This meant that additional level 6 tests were produced for children who demonstrated higher than expected attainment (above level 5).
- Under the new system, there are not any separate tests for the most-able children.
- Instead, each test will have scope for higher-attaining pupils to show their strengths.
- This means that some questions towards the end of the tests may be more difficult for many children but they should be encouraged to attempt as much of the test as they are able to.

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The Tests

Key Stage 2 SATs take place nationally in the week commencing 13th May 2019

Statutory tests will be administered in the following subjects:

- Reading (60 minutes)
 - Spelling (approximately 15 minutes)
 - Punctuation, Vocabulary and Grammar (45 minutes)
 - Mathematics
 - Paper 1: Arithmetic (30 minutes)
 - Paper 2: Reasoning (40 minutes)
 - Paper 3: Reasoning (40 minutes)
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- There are no tests to be administered in science this year.
 - All tests are externally marked.
 - As in recent years, writing will be teacher assessed internally. Schools are also subject to Local Authority Writing Moderation to validate teacher assessments.

Reading

- The reading test consists of a single test paper with three unrelated reading texts. Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- During the reading paper, a child's inference and deduction skills are thoroughly tested. They will also be expected to answer questions on authorial choices: explaining why an author has chosen to use particular vocabulary, grammar and text features.
- Some questions are multiple choice or selected response; others require short answers and some require an extended response or explanation.
- See 'Reading Domain Parent Support Sheet' included in your pack.

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Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

2a: Give/explain the meaning of words in context

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?

2b: Retrieve and record information/identify key details from fiction and non-fiction

- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What words and /or phrases do this?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?

2c: Summarise main ideas from more than one paragraph

- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five... paragraphs?
- You've got 'x' words; sum up these paragraphs.
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs? How many times is it mentioned?

2d: Make inferences from the text/explain and justify inferences with evidence from the text

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

2e: Predict what might happen from details stated and implied.

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?
- Which other author handles time in this way; e.g. flashbacks; dreams?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole

- Explain why a character did something.
- Explain a character's different/changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/envious/feared/loved/hated etc...?
- What is similar/different about two characters?
- Why is 'x' (character/setting/event) important in the story?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information?
- How does the title/layout encourage you to read on/find information?
- Where does it tell you that...?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- How could these instructions/information/illustrations be improved?
- Who do you think this information is for?

Sample Questions

Reading Paper

15

(a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

1.

2.

2 marks

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Sample Questions

Reading Paper

27

Look at the paragraph beginning: *One of the victims...*

What does the word *invaders* suggest about the humans arriving on Mauritius?

1 mark

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Grammar, Punctuation & Spelling

- A spelling test is administered containing 20 words, which lasts approximately 15 minutes.
- A separate test is given on grammar, punctuation and vocabulary.
- The grammar and punctuation test will include two types of question:
 1. *Selected response*; e.g. 'Identify the adjectives in the sentence below'.
 2. *Constructed response*; e.g. 'Correct /complete /rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'
- This test lasts for 45 minutes and includes some multiple choice questions.
- Marks for these two tests are added together to give a total for grammar, punctuation and spelling.

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Sample Questions

Grammar, Punctuation and Spelling Paper 1

40

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		

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Sample Questions

Grammar, Punctuation and Spelling Paper 1

44

Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I _____ able to join you, but it will not be possible.

Tick **one**.

am

☐

was

☐

were

☐

be

☐

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Mathematics

- The mathematics tests have undergone the biggest change in recent years.
- Children will sit three tests: paper 1, paper 2 and paper 3.
- Paper 1 is for arithmetic lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Some of the more difficult questions appear later in the paper.
- Papers 2 and 3 cover problem solving and reasoning, each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

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Sample Questions

Maths Paper 1: Arithmetic

14	$3.005 + 6.12 =$	<input type="text"/>	<input type="checkbox"/>	1 mark

32	$43 \overline{) 1118}$	<input type="text"/>	<input type="checkbox"/>	2 marks
Show your method				

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Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

6

Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.



What is the correct time?

1 mark

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Sample Questions

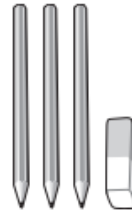
Maths Paper 2 / Paper 3 : Reasoning

9

6 pencils cost £1.68



3 pencils and 1 rubber cost £1.09



What is the cost of 1 rubber?

Show
your
method

A blank sheet of graph paper with a grid pattern. The grid consists of small squares formed by light red lines. A thicker black border frames the entire page. On the left side, there are two vertical black lines, one near the edge and another slightly inward, creating a margin-like structure. In the bottom right corner, there is a rectangular box with a thick black border, which appears to be a placeholder for a logo or signature.

2 marks

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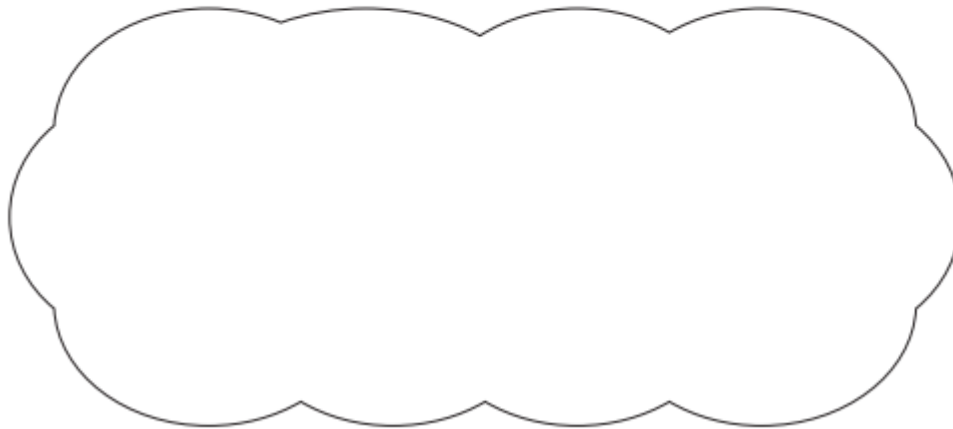
Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

21

$$5,542 \div 17 = 326$$

Explain how you can use this fact to find the answer to 18×326



1 mark

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The Tests

To put things in perspective:

The expected standardised score is 100+.

To achieve this in last year's SATs, children had to score:

- 28 out of 50 in Reading (this sounds easy but the paper was VERY hard) **Up by 2 on 2017 mark boundaries**
- 61/110 in Maths **Up by 4 on 2017 mark boundaries**
- 38/70 in Grammar, Punctuation and Spelling **Up by 2 on 2017 mark boundaries**

You may also see in progress measures for schools; information about how many children reached a 'higher standard', which means a standardised score of 115+.

To achieve this in last year's SATs, children had to score:

- 40/50 in Reading **Up by 1 on 2017 mark boundaries**
- 96/110 in Maths **Up by 1 on 2017 mark boundaries**
- 56/70 in Grammar, Punctuation and Spelling **Stayed the same as 2017 mark boundaries**

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How to Help Your Child

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- They need time to be children! Fresh air and fun! We will try not to overload them, so don't think you have got to do lots more than the homework we set!
- 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).

We always do our utmost to ensure that children do not feel unnecessarily stressed by their SATs tests, but it is important that they do their very best and recognise that some extra practice towards them is vital.

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How to Help Your Child

- Reading regularly at home and discussing their reading is vital. It is also important that children have access to higher-level texts as the texts used in the tests are complex.
- There are many good revision games and websites online – BBC Bitesize still has a number of helpful revision games.
- If you feel your child would benefit from additional papers to work through, these are available in packs on sites like Amazon and many book shops. We use the CGP guides and practice papers in school.

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The key stage 2 tests are timetabled from Monday 13th May to Thursday 16th May 2019.

<u>Date</u>	<u>Test</u>
Monday, 13 th May 2019	English grammar, punctuation and spelling (SPaG)
Tuesday, 14 th May 2019	English reading
Wednesday, 15 th May 2019	Mathematics Paper 1: arithmetic
Wednesday, 15 th May 2019	Mathematics Paper 2: reasoning
Thursday, 16 th May 2019	Mathematics Paper 3: reasoning

Any questions?