

KEY STAGE 2 SATS 2016



WHO AND WHEN

Children in Year 6 throughout England ,other than those who have been dis-applied for SEN or those who have been in British education for less than 2 years.

They will take place from the 9th-12th May 2016

If a child misses a test- for any reason- they are not ALLOWED to do it!



WHAT IS TESTED

Reading

Grammar, Spelling and Punctuation

Maths

Science- a selection of schools will be chosen for the science test

Writing- this is assessed internally and with staff in local schools, throughout the school year



CHANGES

The New National Curriculum was introduced for years 1,3,4 and 5 in 2014

In 2015 it was made compulsory for Years 2 and 6

The new curriculum has more ambitious outcomes for children with a greater depth of knowledge- in particular in maths

The Y6 cohort will have had only 2 years of the new curriculum for which they will be tested on- this is the same throughout the country.

There be no extension papers (e.g the level 6 paper) but children will still be extended throughout their lessons.



NO MORE LEVELS!

Previously the expected standard for a year 6 child was level 4b. This no longer exists!

Children will now be given a scaled score




THE DFE EXPLAINING SCALED SCORES!

Scaled scores are used all over the world. They help test results to be reported consistently from one year to the next. We design national curriculum tests to be as similar as possible year on year, but slight differences in difficulty will occur between years. Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score on two different tests will have demonstrated the same attainment. For example, on our scale 100 will always represent the 'national standard'. However, due to the small differences in difficulty between tests, the 'raw score' (ie the total number of correct responses) that equates to 100 might be different (though similar) each year.

We can't give full information about what the scale will look like yet. We need to wait until pupils have taken the tests and the tests have been marked before we can set the national standard and the rest of the scale. We can't set the scale in advance; this cohort is the first that has reached the end of key stage 2 having studied sufficient content from the new national curriculum. If we were to set the scale using data from pupils that had studied the old national curriculum, it is likely it would be incorrect.

We do know the scale will have a lower end point below 100 and an upper end point above 100. Once we have set the national standard we will use a statistical technique called ‘scaling’ to transform the raw score into a scaled score. We will publish this after the first tests have been administered.

The standards underpinning the scale will be maintained as long as there is no large-scale change to what the tests cover. Once the national standard has been set in summer 2016, we will maintain the standard in subsequent years by using a process known as ‘test equating’. When we trial future tests in schools, we also administer a separate ‘anchor test’. This test remains the same over time. It allows us to link scores from one test to another to ensure standards are maintained.



A pupil's scaled score will be based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answered correctly. The pupil's raw score will be translated into a scaled score using a conversion table. A pupil who achieves the national standard will have demonstrated sufficient knowledge in the areas assessed by the tests. This will mean that they are well placed to succeed in the next phase of their education.

The typical characteristics of pupils at the national standard are illustrated by the test performance descriptors. These are included in the 2016 KS1 and KS2 test frameworks. However, as with all tests, pupils can achieve their marks in a number of different ways. If a pupil achieves the national standard this doesn't imply that the pupil has mastered all of the knowledge and skills indicated in the test performance descriptor. The old national curriculum levels are not relevant to the new national curriculum. However, in order to provide schools with some indication of the new standards, we have tried to indicate equivalence in a broad sense. At KS1 the national standard will roughly equate to an old level 2b. At KS2 this will roughly equate to an old level 4b. Otherwise levels and scaled scores will not be comparable

MATHS

There will now be 3 maths tests but no mental maths tests.

Paper 1:

an arithmetic paper. Questions will be context free. They will assess number, calculations and fractions. Note that the 'fractions' strand in the new national curriculum covers fractions, decimals and percentages.

Pupils will be expected to use formal methods to solve specific arithmetic questions, eg long multiplication and long division. There will be clear guidance in the test booklet and the administration guide to indicate when a formal

method is required. Two marks will be available for these questions. One mark

may be awarded if an appropriate formal method is used but the final answer is incorrect.

Each question in the arithmetic paper will have a grid area to encourage appropriate working out.

Paper 2 and Paper 3:

assesses pupils' ability to apply mathematics to problems and to reason. There won't be significant differences in format or difficulty between

the two papers. Questions will be linked to the specific strands and year group

references described in the key stage 2 mathematics Test framework. The tests will

contain a mixture of contextualised and context-free questions, and real life and

abstract problems.

Pupils will not be allowed to use calculators in any part of the mathematics test.

Timings for the test

Paper 1: 30 minutes Paper 2 and Paper 3: each will take 40 minutes.

| Content area Strand | Number of marks | Percentage of marks |
|---|--------------------|------------------------|
| <p>Number, ratio and proportion, and algebra</p> <p>Number, place value, approximation and estimation (N) Addition, subtraction, multiplication, division, calculations (C) Fractions, decimals and percentages (F) Ratio and proportion (R) Algebra (A)</p> | 72–83 | 65–75% |
| <p>Measurement, geometry and statistics</p> <p>Measurement (M) Geometry - properties of shapes (G) Geometry -position and direction (P) Statistics (S)</p> | 28–39 | 25–35% |

READING

Reading

The changes already made for the 2014 series will be maintained, i.e. the test will last for one hour, to include reading time, and will consist of a selection of fiction, non-fiction and poetry tests, with an accompanying answer booklet. Questions will be roughly in order of difficulty. The paper will be scored out of 50, as currently, with final raw scores being converted into a scaled score, with 100 representing the expected standard. There will be no extension paper.

Just over half the points will be awarded for one-mark answers, with 5-8 two-mark questions, and 1-4 three-mark questions. The breakdown of content covered is shown in this table from the specification:

| Content domain reference | Number of marks | Percentage of total mark |
|--------------------------|-----------------|--------------------------|
| Themes and conventions | 0 – 5 | 0 – 10% |
| Making inferences | 10 – 20 | 20 – 40% |
| Comprehension | 20 – 30 | 40 – 60% |
| Language for effect | 5 – 13 | 10 – 25% |

GRAMMAR, SPELLING AND PUNCTUATION

Grammar, Punctuation and Spelling

The structure of the papers will be broadly similar to those currently used: One paper of 45-minute duration will assess punctuation and grammar (50 marks) through short answer questions, while a second test will assess Spelling (20 marks). The spelling test will be read to students, with each spelling contained in a separate sentence as has been the case since 2013. As with Reading, overall marks out of 70 will be converted to a scaled score, with 100 representing the expected standard.

Most questions on the punctuation & grammar paper will be short answers, with some sentence answers towards the end of the paper. There will be no extension paper. The breakdown of content over the two papers is shown in this table from the specification:

| Paper | Content domain reference | Number of marks | Percentage of total mark |
|--|--------------------------|-----------------|--------------------------|
| Paper 1: short answer questions | Grammar | 25–35 | 36–50% |
| | Punctuation | 10–20 | 14–28% |
| | Language strategies | 3–7 | 4–10% |
| Paper 2: spelling task | Spelling | 20 | 29% |
| | Total | 70 | |

SCIENCE

A sample of pupils will be chosen to take the science test, in a sample of schools-
1900 schools and 5 pupils in each of these will be chosen

There will be 3 papers, each lasting 25 minutes

The papers will cover; biology, chemistry and physics

