National curriculum tests

Key stage 2

English grammar, punctuation and spelling test framework

National curriculum tests from 2016

For test developers

Standards & Testing Agency

Key stage 2 English grammar, punctuation and spelling test framework:
national curriculum tests from 2016
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Contents

1. Overview

This test framework is based on the national curriculum programme of study (2014) for English, introduced for teaching in schools from September 2014 and first assessed in the summer term 2016. The framework specifies the purpose, format, content and cognitive domains of the key stage 2 English grammar, punctuation and spelling tests; it is not designed to be used to guide teaching and learning or to inform statutory teacher assessment.

This document has been produced to aid the test development process.

1.1 Purposes of statutory assessment

The main purpose of statutory assessment is to ascertain what pupils have achieved in relation to the areas of the national curriculum (2014) describing grammar, punctuation and spelling.

The main intended uses of the outcomes as set out in the Bew Report and the Government's consultation document on primary assessment and accountability are to:

- hold schools accountable for the attainment and progress made by their pupils
- inform parents and secondary schools about the performance of individual pupils
- enable benchmarking between schools, as well as monitoring performance locally and nationally.

2. What is a test framework?

The purpose of the test framework is to provide the documentation to guide the development of the tests. The framework is written primarily for those who write test materials and to guide subsequent development and test construction. It is being made available to a wider audience for reasons of openness and transparency.

Some elements of the statutory national curriculum are not possible to assess using the current form of testing; they will need to be assessed by teachers as part of their statutory assessment of the complete national curriculum.

The framework includes those parts of the programme of study as outlined in the national curriculum (2014) that will be covered in the test (the content domain). The cognitive processes associated with the measurement of the construct of grammar, punctuation, vocabulary and spelling are also detailed in the cognitive domain.

The test framework also includes a test specification from which valid, reliable and comparable tests will be constructed each year. This includes specifics about test format, question types, response types, marking and a clear test-level reporting strategy.

By providing all of this information in a single document, the test framework answers questions about what the test will cover, and how, in a clear and concise manner. The framework does not provide information on how teachers should teach the national curriculum.

The test development process used by the Standards and Testing Agency (STA) embeds within it the generation of validity and reliability evidence through expert review and trialling. Given the nature of the evidence collected, it is not anticipated that any additional studies will be required in order to demonstrate that the tests are fit for purpose. The test framework does not provide detail of the validity and reliability of individual tests; this will be provided in the test handbook, which will be published on the DfE's website following the administration of the test.

The test framework should be used in conjunction with the national curriculum (2014) and the annual 'Assessment and reporting arrangements' (ARA) document.

3. Nature of the test

The key stage 2 English grammar, punctuation and spelling test forms part of the statutory assessment arrangements for pupils at the end of key stage 2.

The test contributes to the assessment of pupils in English and is based on the relevant sections of the national curriculum statutory programme of study (2014) for English at key stage 2, including those elements of content introduced at key stage 1 that are intended to be consolidated during key stage 2. The programmes of study are set out for spoken language, and reading and writing. There are two statutory appendices (Appendix 1: Spelling and Appendix 2: Vocabulary, grammar and punctuation). Relevant content from the programme of study and the appendices will be assessed in the English grammar, punctuation and spelling test.

The test will cover the aspects of spelling, grammar, punctuation and vocabulary from across the key stage 2 English national curriculum that lend themselves to paper-based, externally marked testing. Writing composition will be subject to teacher assessment.

3.1 Population to be assessed

All eligible pupils who are registered at maintained schools, special schools or academies (including free schools) in England and are at the end of key stage 2 will be required to take the key stage 2 English grammar, punctuation and spelling test, unless they have taken it in the past.

Some pupils are exempt from the tests. Further details are in the ARA, which can be found on the GOV.UK website at www.gov.uk/sta.

3.2 Test format

The key stage 2 English grammar, punctuation and spelling test comprises two components, which will be presented to pupils as two separate test papers. The test is administered on paper. The spelling paper is administered aurally by a test administrator. The total testing time is approximately 60 minutes as the spelling test is not strictly timed.

Table 1: Format of the test

Component	Description	Number of papers	Number of marks	Timing of component
Paper 1: questions	grammar, punctuation and vocabulary	1	50	45 minutes
Paper 2: spelling	spelling (20 words)	1	20	15 minutes (not strictly timed)
	Total	**2**	**70**	**60 minutes**

4. Content domain

The content domain sets out the relevant elements from the national curriculum programme of study (2014) for English at key stage 2 that are assessed in the English grammar, punctuation and spelling test. The tests will, over time, sample from each area of the content domain.

Although the majority of the test content is drawn from the statutory appendices, some areas of content are sampled from across the programme of study for English.

The following tables detail content from the national curriculum (2014) that is assessed in the English grammar, punctuation and spelling test. These are derived from the English programmes of study for writing – vocabulary, grammar and punctuation, Appendix 1: Spelling and Appendix 2: Vocabulary, grammar and punctuation. Elements from the curriculum are grouped into content areas (eg 1 – Grammatical terms / word classes), each of which is made up of subdomains (eg 1.1 – Nouns, 1.2 – Verbs). The elements are also assigned to a numerical referencing system.

For the purposes of the English grammar, punctuation and spelling test, the areas covered under 'vocabulary' are the parts of the content domain that relate to words and word-building. This includes synonyms and antonyms, prefixes and suffixes, and word families.

Explanatory notes for Tables 2 and 3

The 'Relevant coverage' column is quoted directly from the national curriculum (2014) for the English programme of study and statutory appendices.

[T] indicates that the statutory appendix to the national curriculum (2014) requires the terminology to be taught, as well as the application of the feature, which may appear elsewhere in the programme of study. In order to assess the full curriculum, grammatical terms that are used in the programme of study, but which are not required terminology, may appear in the wording of items within the tests. However, children will not be expected to generate this terminology in their responses.

[5] indicates content introduced at key stage 1 that is intended to be consolidated throughout key stage 2.

4.1 Paper 1: questions

Table 2: Content domain for Paper 1

Content domain reference	Relevant coverage in the programme of study and statutory appendices
G1: Grammatical terms / word classes	
G1.1: Nouns[TS]	
G1.2: Verbs[TS]	
G1.3: Adjectives[TS]	
G1.4: Conjunctions[T]	expressing time, place and cause using conjunctions (e.g. *when, before, after, while, so, because*)
G1.5: Pronouns[T]	cohesion[T] appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
G1.5a: Possessive pronouns[T]	
G1.5b: Relative pronouns[T]	
G1.6: Adverbs[TS]	the use of *–ly* in Standard English to turn adjectives into adverbs[S] expressing time, place and cause using adverbs (e.g. *then, next, soon, therefore*) indicating degrees of possibility using adverbs (e.g. *perhaps, surely*)
G1.6a: Adverbials[T]	
G1.7: Prepositions[T]	expressing time, place and cause using prepositions (e.g. *before, after, during, in, because of*)
G1.8: Determiners[T]	use of the forms *a* or *an* according to whether the next word begins with a consonant or a vowel
G1.9: Subject and object[T]	

Content domain reference	Relevant coverage in the programme of study and statutory appendices
G2: Functions of sentences	
G2.1: Statements[TS]	how the grammatical patterns in a sentence indicate its function as a statement
G2.2: Questions[TS]	how the grammatical patterns in a sentence indicate its function as a question, e.g. the use of question tags
G2.3: Commands[TS]	how the grammatical patterns in a sentence indicate its function as a command
G2.4: Exclamations[TS]	how the grammatical patterns in a sentence indicate its function as an exclamation (exclamations starting with *what* or *how*, e.g. *What a good friend you are!*)
G3: Combining words, phrases and clauses	
G3.1: Sentences[TS] and clauses[T]	the boundary between independent (main) clauses
G3.1a: Relative clauses[T]	relative clauses beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun
G3.2: Noun phrases[TS]	expanded noun phrases for description and specification[S] noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases to convey complicated information concisely
G3.3: Co-ordinating conjunctions[S]	co-ordination using *or, and* and *but*
G3.4: Subordinating conjunctions[S] and subordinate clauses[T]	subordination using *when, if, that* and *because*[S] extending the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although*
G4: Verb forms, tense and consistency	
G4.1a: Simple past[T] and simple present[TS]	simple past tense and simple present tense
G4.1b: Verbs in the perfect form	use of the present perfect form of verbs using the perfect form of verbs to mark relationships of time and cause
G4.1c: Modal verbs[T]	indicating degrees of possibility using modal verbs
G4.1d: Present and past progressive[S]	use of the progressive form of verbs in the present and past tense to mark actions in progress

Content domain reference	Relevant coverage in the programme of study and statutory appendices
G4.2: Tense consistency	tense (past, present)[T] correct choice and consistent use of present and past tense throughout writing
G4.3: Subjunctive verb forms	recognising subjunctive forms
G4.4: Passive[T] and active[T]	use of the passive to affect the presentation of information in a sentence
G5: Punctuation	
G5.1: Capital letters[TS]	capital letters for names of people, places, the days of the week, and the personal pronoun *I* capital letters to demarcate sentences
G5.2: Full stops[TS]	full stops to demarcate sentences
G5.3: Question marks[TS]	question marks to demarcate sentences
G5.4: Exclamation marks[TS]	exclamation marks to demarcate sentences
G5.5: Commas in lists[TS]	commas to separate items in a list
G5.6a: Commas[T] to clarify meaning	commas to clarify meaning or avoid ambiguity[T] in writing
G5.6b: Commas[T] after fronted adverbials	
G5.7: Inverted commas	direct speech[T], inverted commas[T] (or 'speech marks')[T] inverted commas and other punctuation to indicate direct speech, (e.g. a comma after the reporting clause and end punctuation within inverted commas)
G5.8: Apostrophes[TS]	apostrophes to mark singular possession in nouns[S] apostrophes to mark plural possession the grammatical difference between plural and possessive *–s* apostrophes to mark contracted forms[S]
G5.9: Punctuation for parenthesis	brackets[T], dashes[T] or commas[T] to indicate parenthesis[T]
G5.10: Colons[T]	colon to mark the boundary between independent clauses colon to introduce lists

Content domain reference	Relevant coverage in the programme of study and statutory appendices
G5.11: Semi-colons[T]	semi-colon to mark the boundary between independent clauses semi-colons within lists
G5.12: Single dashes[T]	dash to mark the boundary between independent clauses
G5.13: Hyphens	how hyphens can be used to avoid ambiguity
G5.14: Bullet points[T]	punctuation of bullet points to list information
G6: Vocabulary	
G6.1: Synonyms and antonyms[T]	how words are related by meaning as synonyms and antonyms
G6.2: Prefixes[T]	how the prefix *un–* changes the meaning of verbs and adjectives[S] formation of nouns using a range of prefixes (e.g. *super–, anti–, auto–*) verb prefixes (e.g. *dis–, de–, mis–, over–* and *re–*)
G6.3: Suffixes[TS]	the suffixes *–ment, –ness, –ful , –less* and *–ly*[S] formation of nouns using suffixes such as *–ness, –er*[ST] formation of adjectives using suffixes such as *–ful, –less*[ST] converting nouns or adjectives into verbs using suffixes (e.g. *–ate, –ise, –ify*) singular[TS] plural[TS] regular plural noun suffixes *–s* or *–es* (e.g. *dog, dogs; wish, wishes*), including the effects of these suffixes on the meaning of the noun[S]
G6.4: Word families[T]	word families based on common words, showing how words are related in form and meaning
G7: Standard English and formality	
G7.1: Standard English	standard verb forms (e.g. *I did / I done, We were / was, He was / were, isn't / ain't*) pronouns (*them / those, that / what, anything / nothing*) adverbs using *–ly* (*run quickly / quick*)
G7.2: Formal and informal vocabulary	the difference between vocabulary typical of informal speech and writing, and vocabulary appropriate for formal speech and writing, e.g. *ask for / request*

Content domain reference	Relevant coverage in the programme of study and statutory appendices
G7.3: Formal and informal structures	the difference between structures typical of informal speech and writing, and structures appropriate for formal speech and writing
G7.4: The subjunctive	recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

4.2 Paper 2: spelling task

This paper consists of 20 target words, presented within 20 distinct, contextualised sentences. The test administrator reads the words and sentences to pupils from a script.

The range of strategies and morphological awareness tested is drawn from the statutory spelling appendix to the national curriculum programme of study (2014). The test may include the example words and words drawn from the key stage 2 word lists provided as appendices to the national curriculum (2014), but will not be limited to these and is likely to draw on other words that assess the content described in Table 3. The appendix to the national curriculum programme of study (2014) should be consulted for definitions of the terms used.

There are three sections of the key stage 2 statutory spelling appendix that will be assessed only in Paper 1:

- possessive apostrophe with plural words
- use of the hyphen
- contractions.

Table 3: Content domain for Paper 2

Content domain reference	Relevant coverage in the programme of study and statutory appendices
S37	common exception words
S38	adding suffixes beginning with vowel letters to words of more than one syllable
S39	the */i/* sound spelt *y* other than at the end of words
S40	the */ʌ/* sound spelt *ou*
S41	prefixes
S42	the suffix *–ation*
S43	the suffix *–ly*

Content domain reference	Relevant coverage in the programme of study and statutory appendices
S44	words with endings sounding like */ʒə/* or */tʃə/*
S45	endings that sound like */ʒən/*
S46	the suffix *–ous*
S47	endings that sound like */ʃən/*, spelt *–tion*, *–sion*, *–ssion*, *–cian*
S48	words with the */k/* sound spelt *ch*
S49	words with the */ʃ/* sound spelt *ch*
S50	words ending with the */g/* sound spelt *–gue* and the */k/* sound spelt *–que*
S51	words with the */s/* sound spelt *sc*
S52	words with the */eɪ/* sound spelt *ei*, *eigh*, or *ey*
S53	endings which sound like */ʃəs/* spelt *–cious* or *–tious*
S54	endings which sound like */ʃəl/*
S55	words ending in *–ant*, *–ance*, *–ancy*, *–ent*, *–ence*, *–ency*
S56	words ending in *–able* and *–ible* words ending in *–ably* and *–ibly*
S57	adding suffixes beginning with vowel letters to words ending in *–fer*
S58	words with the */i:/* sound spelt *ei* after *c*
S59	words containing the letter string *ough*
S60	words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
S61	homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)

4.3 Elements of the national curriculum that cannot be assessed in this format

Table 4 below identifies areas that are difficult to assess fully in a paper-based format. Some of the points below may be partially assessed.

Table 4: Elements of the curriculum that cannot be assessed

National curriculum reference	Explanation
English Appendix 2, Year 3, text: introduction to paragraphs as a way to group related material headings and subheadings to aid presentation	These statements are better suited to being assessed as part of teacher assessment of writing. They could be partially assessed in a test in terms of asking pupils how texts are organised (both in paragraphs and through headings); it would not show how well the pupils use this skill in their own writing, without a longer writing task.
English Appendix 2, Year 4, text: use of paragraphs to organise ideas around a theme	This statement is better suited to being assessed as part of teacher assessment of writing. This could be partially assessed in a test in terms of asking pupils how texts are organised (both in paragraphs and through headings); it would not show how well the pupils use this skill in their own writing, without a longer writing task.
English Appendix 2, Year 5, text: devices to build cohesion within a paragraph linking ideas across paragraphs using adverbials of time, place and number or tense choices	These statements are better suited to being assessed as part of teacher assessment of writing. They could be partially assessed in a test in terms of asking pupils what devices are working to ensure cohesion; it would not show how well the pupils use cohesive devices in their own writing, without a longer writing task.
English Appendix 2, Year 6, text: linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, e.g. the use of adverbials and ellipses layout devices	These statements are better suited to being assessed as part of teacher assessment of writing. This could be partially assessed in a test in terms of asking pupils what devices were working to ensure cohesion; it would not show how well the pupils use cohesive devices or manipulate their own writing for effect, without a longer writing task.

4.4 British English conventions

In spelling, punctuation and grammar, variations exist between British English and conventions used in other English-speaking countries. The test will only credit pupils for using British English conventions, which will relate in particular to the aspects detailed below.

4.4.1 Grammar and punctuation

Some irregular past tense forms are favoured in British English; in particular, the past participle of 'to get' will be considered creditworthy in the test when formed as *got* rather than *gotten*.

In keeping with the British English convention, both single inverted commas and double quotation marks are considered creditworthy for punctuating speech, provided they are used consistently within any single response.

For the purposes of the English grammar, punctuation and spelling test, a colon used within a sentence should always be followed by a lower-case letter, unless the word is a proper noun or the pronoun *I*.

4.4.2 Spelling

Where there is a difference between British English spellings and those found in other varieties of English, it is the British English spelling that will be creditworthy. This applies to words such as *colour, catalogue* or *theatre,* for which there are no alternative spellings in a standard dictionary of British English, unless they are clearly marked as an American variant.

There are other words for which alternative spellings are acceptable within British English (e.g. *organise / organize*). These are shown as equal alternatives in a standard dictionary of British English, and are not marked as a variant from any other country. Either spelling of such words is considered creditworthy in the test.

4.4.3 Vocabulary

In order to be creditworthy, vocabulary used in pupils' responses must appear in a standard dictionary of British English. Where there is any difference in meaning between the dictionary definition and that used in other varieties of English or in slang, the dictionary definition will be favoured.

4.5 Further definitions and guidance

4.5.1 Sentences with different forms: questions

For the purposes of the English grammar, punctuation and spelling test, a question is required to include one of the following syntactical forms:

- an initial interrogative pronoun (e.g. *Which is your favourite?*)
- subject–verb inversion (e.g. *Is this your favourite? Do you like this one?*)
- a correctly punctuated question tag (e.g. *This is your favourite, isn't it?*).

A sentence that has the syntax of a statement, but to which a question mark has been added, is not considered to be a creditworthy question form (e.g. *This is your favourite?*), although it is recognised that they may be used in spoken language.

4.5.2 Sentences with different forms: exclamations

An exclamation is a sentence that has a particular syntax. Exclamations begin with *What* or *How* and are usually demarcated by an exclamation mark, eg:

- What a lovely day it is!
- How exciting this term has been!

A sentence that ends in an exclamation mark, but which does not have one of the grammatical patterns shown above, is not considered to be creditworthy as an exclamation (e.g. exclamatory statements, exclamatory imperatives, exclamatory interrogatives or interjections).

An exclamation mark is a punctuation mark that can end a statement, command or exclamation, or be placed after a phrase or single word (e.g. an interjection). An exclamation mark shows that the writer wants to indicate a certain effect, such as heightened emotion e.g. 'Be my friend!' [command] and will be considered creditworthy.

4.5.3 Spelling of responses within Paper 1

Correct spelling is required for the award of the mark for the majority of questions in Paper 1, especially in the following cases:

- **verb forms** – the whole word must be correctly spelt for the award of the mark
- **contractions** – the full contraction must be correctly spelt and the apostrophe correctly placed for the award of the mark
- **prefixes and suffixes** – the whole word (i.e. the root and the prefix and / or suffix) must be correctly spelt for the award of the mark
- **plurals** – the whole word must be correctly spelt in responses to questions assessing plurals for the award of the mark. The use of an apostrophe in the formation of a plural will prohibit the award of the mark, unless this is a legitimate use to indicate a possessive plural.

4.5.4 Punctuation of direct speech

As is consistent with the statutory appendix to the national curriculum, the punctuation of direct speech will only be deemed creditworthy if:

- closing punctuation is placed inside the final inverted commas
- a comma is used after a fronted reporting clause (if applicable).

4.5.5 The use of the serial comma

The mark will not be awarded if a serial comma is used in a list of single items, e.g.

We bought apples, cheese, and milk.

However, the serial comma is acceptable if it used for the avoidance of ambiguity, e.g.

My favourite sandwiches are ham, beef and mustard, and tuna.

4.5.6 Accuracy in copied sentences in Paper 1

Where pupils are required to copy (or 'rewrite') a given sentence, the meaning and key words of the sentence must be preserved. Minor copying errors, such as a change of article, are tolerated. Misspellings are not penalised unless in plurals, contractions, or words requiring a prefix and / or suffix, where this is the assessment focus of the question.

4.5.7 Capital letters

Where they are required, capital letters must be clear and unambiguous for the award of the mark. Where letters do not have unique capital letter forms, this means that the height of the capital letter will be similar to the height of letters with ascenders and will be clearly greater than the height of letters that do not have ascenders. For example, in the word 'What', the height of the capital letter 'W' should be a similar height to, or taller than, the 'h'.

Where pupils need to write, rewrite or complete a sentence, capital letters within a sentence will be marked as incorrect, unless used to start a proper noun or the pronoun 'I'. This includes where an entire word is capitalised, for example, for emphasis. Incorrect use of capital letters negates an otherwise correct response and will be marked as incorrect.

Where pupils are asked to write a short response that is not part of a sentence (for example, if they are asked to write a word or phrase in a box or table), the use of capital letters will not be taken into account when deciding whether the mark should be awarded. The only exception to this is if the word is a proper noun; in this case, a capital letter will be required for the award of the mark.

5. Cognitive domain

The cognitive domain seeks to make the thinking skills and intellectual processes required for the key stage 2 English grammar, punctuation and spelling test explicit. Each question will be rated against the four strands of the cognitive domain listed in Table 5 below to provide an indication of the cognitive demand.

The cognitive domain will be used during test development to ensure comparability of demand as well as difficulty for tests in successive years.

Table 5: Cognitive classifications

Classification	Description	Ratings scale
Cognitive level	a three-point scale indicating the degree of cognitive complexity associated with the operation required by the question	1 (low) – 3 (high)
Response strategy	a four-point scale, subcategorising the selected and constructed question formats used for the test according to their respective levels of demand	1 (low) – 4 (high)
Abstraction rating	a three-point scale, indicating the familiarity of the question's vocabulary and context for the test population	1 (low) – 3 (high)
Strategy support rating	a three-point scale, indicating the level of support offered within the question and the extent to which pupils need to organise and strategise their own responses	1 (low) – 3 (high)

A detailed explanation of each of the four dimensions follows in sections 5.1–5.4.

The square brackets [ ] in the following tables are used to identify examples of content in questions. These could be substituted for a range of features.

5.1 Cognitive level

The cognitive level is classified within a three-point taxonomy.

Table 6: Cognitive level

Question dimension	Knowledge and comprehension (low)	Application and analysis	Synthesis and evaluation (high)
Explanation	remembers learned information and demonstrates an understanding of the facts identifies linguistic features and understands their use	applies knowledge to given linguistic contexts categorises and analyses examples of language	compiles component ideas or proposes alternative solutions makes comparisons and judgements about the uses of language and punctuation
Example question stems	What is the name of the punctuation mark below? Circle two [verbs] in this sentence.	Complete the sentence below with an [adverb] that makes sense. Categorise these [types of pronoun]. Rewrite the sentence below [using Standard English].	What would be the effect of replacing this [full stop] with a [semi-colon]?

5.2 Response strategy

The response strategy is considered within a scale that ranges from closed to extended response formats, subcategorised into a number of types.

Table 7: Response strategy

Response format	Selected response	Constructed response: data transformation	Constructed response: prompted	Constructed response: independent
Explanation	selecting the correct response or identifying a feature from a given field of data	transforming a given word, phrase or sentence	inserting a word or phrase within a given target sentence, following a specific prompt	open response, without a prompt or frame within which to write
Example item stems	Tick to show [which sentence is correctly punctuated]. Circle all the [nouns] in the sentence below.	Rewrite the sentence below, changing it to [past] tense. Replace the underlined words with a [contraction].	Add an [adjective] to complete the sentence.	Write a statement [to answer the question below]. Explain why a [pair of brackets] is needed in the sentence below.

5.3 Abstraction rating

The abstraction rating is an indicator of the familiarity of the question for the test population. It takes into account the concreteness or abstractness of the concepts involved and the likely familiarity of the vocabulary and context for the test population.

Table 8: Abstraction rating

Abstraction rating	1	2	3
Description	The vocabulary and context can reasonably be assumed to be highly familiar to the majority of pupils taking the test.	The vocabulary and context may fall outside the pupil's immediate personal experience, but are nonetheless familiar through coverage in the primary national curriculum, pupils' literature or the media.	The vocabulary and context will be the least familiar and are likely to be outside the direct experience of those sitting the tests.
Examples of contexts or vocabulary	school-based situations domestic and family scenarios food, animals, items of clothing colours public transport hobbies, e.g. swimming	topics covered in other primary national curriculum subjects, e.g. science and nature, significant periods of history visits, e.g. school trips, parks, libraries, transport, beaches	low frequency spellings / vocabulary appropriate adult scenarios, e.g. workplaces that pupils rarely encounter

5.4 Strategy support rating

The strategy support rating indicates the extent to which the pupil must arrive independently at an understanding of the question requirements, response method and answer format.

Table 9: Strategy support rating

Strategy support rating	1	2	3
Description	indicates questions that provide a high level of support, such as by providing an exemplar response [that shows the method]	indicates questions that provide some level of support, such as a target sentence that contextualises the pupil's response	indicates questions that do not include any support, and in which the pupil is therefore required to interpret the vocabulary, method and expected answer format independently

6. Test specification

This section provides details of each test component.

6.1 Summary

The test comprises two components, which will be presented to pupils as two separate papers.

Table 10: Format of the test

Component	Description	Number of papers	Number of marks	Timing of component
Paper 1: questions	grammar, punctuation and vocabulary	1	50	45 minutes
Paper 2: spelling	spelling (20 words)	1	20	15 minutes (not strictly timed)
	Total	**2**	**70**	**60 minutes**

6.2 Breadth and emphasis

The content and cognitive domains for the English grammar, punctuation and spelling test are specified in sections 4 and 5. The test will sample from the content domain in any given year. Although every element may not be included within each test, the full range of content detailed in this document will be assessed over time. Consolidation of the key stage 1 material is assumed within the key stage 2 programme of study and therefore material from key stage 1 may appear within the key stage 2 test. The questions in each test will be placed in an approximate order of difficulty.

The following sections show the proportion of marks attributed to each of the areas of the content and cognitive domains in a test.

6.2.1 Profile of content domain

Table 11 shows the proportion of marks allocated to each element of the content domain. This allocation will allow coverage of the relevant areas of the national curriculum (2014) over time. The content domain is subdivided into four elements: grammar, punctuation, vocabulary and spelling.

Table 11: Profile of marks by content area

Paper	Content domain reference	Number of marks	Percentage of total mark
Paper 1: questions	grammar	25–35	36–50%
	punctuation	10–20	14–29%
	vocabulary	3–7	4–10%
Paper 2: spelling	spelling	20	29%
	Total	**70**	

6.2.2 Profile of cognitive domain

The cognitive domain for the test is specified in section 5. Questions in Paper 1 of the test are rated in terms of demand against each of the four strands of the cognitive domain. The content domain may be tested through questions across any combination of the four cognitive dimensions.

In Paper 1, any element of the content domain may be tested through any of the levels of cognitive demand. However, the majority of questions will be drawn from the 'knowledge and comprehension' or 'application and analysis' levels.

Any element of the content domain may be assessed through any of the subtypes of response strategy given in section 5.2. The majority of questions in any test will be selected response.

Questions from across the content range may provide pupils with strategy support at levels 1, 2, or 3 as defined in the table in section 5.4.

Question contexts will draw from abstraction levels 1 and 2 only.

In Paper 2, the majority of sentence contexts will also be drawn from abstraction levels 1 and 2. However, where low-frequency vocabulary is selected in order to test a particular spelling pattern, it may be necessary to introduce a surrounding context sentence that is less familiar to the test population; these infrequent examples will have an abstraction rating of '3' (eg phenomenon).

6.2.3 Question selection and organisation

Questions in Paper 1 are, as far as possible, placed in order of difficulty. The difficulty of individual questions is determined quantitatively from trialling data.

The words for the spelling task are selected from a large bank of pre-tested content. The words are selected to take account of pupils' developing ability to spell a wide range of words accurately and to apply the strategies specified in the content domain. The words are presented in order of spelling difficulty.

Pre-testing is used to determine how each spelling word functions statistically. Words included in the task are selected to ensure an appropriate range of difficulty so that pupils at the end of key stage 2 are able to demonstrate performance and standards are maintained.

6.3 Format of questions and responses

6.3.1 Paper 1: questions

The questions in Paper 1 of the test are categorised into two broad formats:

- **selected response** – requiring selection of the correct answer
- **constructed response** – requiring the pupil to write a short answer of their own within a specified format.

The proportion of each format that will appear in any single test is given in Table 12.

Table 12: Profile of marks by response strategy

Question type	Range of marks	Percentage of Paper 1 marks
Selected response	33–42	66–84%
Constructed response	8–17	16–34%

These formats are further categorised into the following subtypes:

Table 13: Question subtype

Question type	Rubric subtype
Selected response	'Identify…'
	'Match…'
Constructed response	'Complete / correct / rewrite…'
	'Write…'
	'Explain…'

In Paper 1, most responses will require only a tick, circle, line or very short written response. Some test questions do require a full sentence to be written. As the questions become harder throughout the test, these questions are more likely to appear toward the end of the paper. This allows pupils every opportunity to gain more straightforward marks easily.

The stems in Table 14 are indicative of the rubric used in live test questions for each subtype, although actual questions may differ from, and are not limited to, the examples given. The question types below can be asked using selected or constructed response types.

Table 14: Question stems in Paper 1

Question stem type	Definition	Common examples
Identify	These questions test pupils' knowledge of particular terminology, language or punctuation features by requiring them to identify the correct response from a given selection. In most cases, they will have to tick, underline or circle the response.	Tick one word to complete the sentence below. Circle all the [nouns] in the sentence below. Which sentence [is punctuated] correctly?
Match	These questions require the pairing of two different elements printed on the page, so that the pupils indicate their response by drawing a line, and do not need to write.	Draw lines to match each sentence to [its type].
Complete / correct / rewrite	These questions usually require pupils to insert or generate a specified type of response within a given structure, either to complete the target sentence or to correct an error within it.	Rewrite the sentence below, changing it to [past tense]. Copy the sentence below. Add [commas] where necessary.
Write	These questions require pupils to generate their own examples of specified language, or to label given language with a technical term.	Write a statement [to answer the question below].
Explain	These questions require pupils to express their understanding of particular terminology and language features by requiring them to analyse and explain, in their own words, how or why that element is used.	The sentence below has [an apostrophe] missing. Explain why it needs [the apostrophe]. Why is the [colon] used in the sentence below?

6.3.2 Paper 2: spelling

Paper 2 consists of 20 target words. Spellings will be presented within 20 distinct, contextualised sentences. The teacher / test administrator will read the words and sentences to pupils from a script.

6.4 Marking and mark schemes

The tests will be externally marked on screen by trained markers.

The mark schemes will give specific guidance for the marking of each question, together with general principles to ensure consistency of marking.

The mark schemes will provide the total number of marks available for each question and the criteria by which markers should award the marks. Where multiple correct answers are possible, examples of different types of correct answer will be given in the mark schemes. Where applicable, additional guidance will indicate minimally acceptable responses and unacceptable responses.

For all questions, the mark schemes will be developed during the test development process and will combine the expectations of experts with examples of pupils' responses obtained during trialling.

For multi-mark questions, if the correct answer is not reached and, therefore, full marks cannot be awarded, the mark scheme will provide details of how partial credit can be awarded.

The mark schemes will contain the following information:

- a content domain reference
- the mark allocation
- square bullets indicating the required responses or acceptable points
- round bullets exemplifying pupils' responses from the trials
- for multi-mark questions, the examples awarded higher marks will usually be placed before the examples awarded lower marks.

6.5 Reporting

The raw score on the test (the total marks achieved out of the 70 marks available) will be converted into a scaled score. Translating raw scores into scaled scores ensures performance can be reported on a consistent scale for all pupils. Scaled scores retain the same meaning from one year to the next. Therefore, a particular scaled score reflects the same standard of attainment in one year as in the previous year, having been adjusted for any differences in difficulty of the test.

Additionally, each pupil will receive an overall result indicating whether or not he or she has achieved the required standard on the test. A standard-setting exercise will be conducted on the first live test in 2016 in order to determine the scaled score needed for a pupil to be considered to have met the standard. This process will be facilitated by the performance descriptor in section 6.7, which defines the performance level required to meet the standard. In subsequent years, the standard will be maintained using appropriate statistical methods to translate raw scores on a new test into scaled scores with an additional judgemental exercise at the expected standard. The scaled score required to achieve the expected standard on the test will always remain the same.

6.6 Desired psychometric properties

While the focus of the outcome of the test will be whether a pupil has achieved the expected standard, the test must measure pupils' ability across the spectrum of attainment. As a result, the test must aim to minimise the standard error of measurement at every point on the reporting scale, particularly around the expected standard threshold.

The provision of a scaled score will aid in the interpretation of pupils' performance over time as the scaled score that represents the expected standard will be the same year-on-year. However, at the extremes of the scaled score distribution, as is standard practice, the scores will be truncated such that above or below a certain point, all pupils will be awarded the same scaled score in order to minimise the effect for pupils at the ends of the distribution, where the test is not measuring optimally.

6.7 Performance descriptor

This performance descriptor describes the typical characteristics of pupils whose performance in the key stage 2 tests is at the threshold of the expected standard. Pupils who achieve the expected standard in the tests have demonstrated sufficient knowledge to be well-placed to succeed in the next phase of their education, having studied the full key stage 2 programme of study in English. This performance descriptor will be used by teachers to set the standards on the new tests following their first administration in May 2016. It is not intended to be used to support teacher assessment, since it only reflects the elements of the programme of study that can be assessed in a paper-based test (see content domain in section 4).

6.7.1 Overview

Pupils working at the expected standard will be able to engage with all questions within the test. However, they will not always achieve full marks on each question, particularly if working at the threshold of the expected standard.

Questions will range from those requiring recall of facts to those requiring synthesis and evaluation. There will be a variety of question formats including selected response, short answer and constructed response where no strategy is provided within the question.

Question difficulty will be affected by the strands of the cognitive domain such as how abstract the task is and the extent to which support is given in the question to help pupils organise their response. This should be borne in mind when considering the remainder of this performance descriptor, since pupils working at the threshold of the expected standard may not give correct responses to all questions. This will be true even when the performance descriptor determines that a skill should be within a pupil's capacity if working at the expected standard.

The following sections describe the typical characteristics of pupils in Year 6 working at the threshold of the expected standard. It is recognised that different pupils will exhibit different strengths, so this is intended as a general guide rather than a prescriptive list.

6.7.2 Grammar and vocabulary

Pupils working at the expected standard are able to:

- demonstrate familiarity with a range of word classes, their terminology and their use: nouns, verbs, adjectives, conjunctions, pronouns, adverbs, prepositions and determiners
- recognise and write different types of sentence: statements, questions, commands and exclamations
- demonstrate familiarity with terms relating to a sentence, including subject and object
- distinguish between co-ordinating and subordinating conjunctions and use them to link clauses appropriately
- identify and use main clauses and subordinate clauses (including relative clauses) in a sentence
- identify and use expanded noun phrases for description and concision
- identify and use fronted adverbial phrases to denote time and place (e.g. *Later that day, I met Tina.*)
- select pronouns appropriately for clarity and cohesion (e.g. ***The pupils** will be visiting the **activity centre**. **They** will try all the activities **it** has to offer.*)
- distinguish between formal and informal language and structures and standard and non-standard forms of English
- use Standard English when appropriate
- select and use regular and irregular verb forms that express present and past time, including the progressive and perfect forms (e.g. *We are hoping to win. I had swum across the lake.*)
- choose tenses accurately and mostly consistently
- ensure correct subject–verb agreement
- identify and use the active and passive verb forms
- identify modal verbs to express future time and degrees of possibility (e.g. *I might go to the park. They should be home soon.*)
- identify, form and expand contractions accurately
- select appropriate synonyms and antonyms for a wide range of words
- use prefixes and suffixes to change the meaning of words, for example, to change words into different word classes
- recognise and use words from the same word families.

6.7.3 Punctuation

Pupils working at the expected standard are able to:

- demarcate sentences accurately, using capital letters and full stops, question marks or exclamation marks as appropriate
- use commas to mark clauses or phrases, including fronted adverbials (e.g. *The cottage, which had a blue door, looked warm and cosy. Despite these facts, people choose to eat unhealthy food.*), usually consistently
- use inverted commas to denote speech and place these correctly in relation to internal punctuation
- use apostrophes correctly for omission and singular possession, and mostly accurately for plural possession
- identify and use punctuation to indicate parenthesis
- identify and use, with some consistency, colons, semi-colons, single dashes and hyphens.

6.7.4 Spelling

Pupils working at the expected standard are able to spell both monosyllabic and polysyllabic words accurately, including common exception words, common homophones and near-homophones.

7. Diversity and inclusion

The Equality Act 2010 sets out the principles by which national curriculum assessments and associated development activities are conducted. During the development of the tests, STA's test development division will make provision to overcome barriers to fair assessment for individuals and groups wherever possible.

National curriculum tests will also meet Ofqual's core regulatory criteria. One of the criteria refers to the need for assessment procedures to minimise bias: 'The assessment should minimise bias, differentiating only on the basis of each learner's ability to meet national curriculum requirements' (Regulatory framework for national assessment, published by Ofqual 2011).

The end of key stage 2 English grammar, punctuation and spelling test should:

- use appropriate means to allow all pupils to demonstrate their skills in grammar, punctuation, vocabulary and spelling
- provide a suitable challenge for all pupils and give every pupil the opportunity to achieve as high a standard as possible
- provide opportunities for all pupils to achieve, irrespective of gender, disability or special educational need, social, linguistic or cultural backgrounds
- use materials that are familiar to pupils and for which they are adequately prepared
- not be detrimental to pupils' self-esteem or confidence
- be free from stereotyping and discrimination in any form.

The test development process uses the principles of universal design, as described in the 'Guidance on the principles of language accessibility in national curriculum assessments' (New language accessibility guidance, published by Ofqual 2012).

In order to improve general accessibility for all pupils, where possible, questions will be placed in order of difficulty. As with all national curriculum tests, attempts have been made to make the question rubric as accessible as possible for all pupils, including those who experience reading and processing difficulties, and those for whom English is an additional language, while maintaining an appropriate level of demand to adequately assess the content. This includes applying the principles of plain English and universal design wherever possible, conducting interviews with pupils, and taking into account feedback from expert reviewers.

For each test in development, expert opinions on specific questions are gathered, for example, at inclusion panel meetings, which are attended by experts and practitioners from across the fields of disabilities and special educational needs. This provides an opportunity for some questions to be amended or removed in response to concerns raised.

Issues likely to be encountered by pupils with specific learning difficulties have been considered in detail. Where possible, features of questions that lead to construct irrelevant variance (for example, question formats and presentational features) have been considered and questions have been presented in line with best practice for dyslexia and other specific learning difficulties.

7.1 Access arrangements

The full range of access arrangements applicable to key stage 2 assessments as set out in the ARA will be available to eligible pupils as required.

7.2 Pupils with English as an additional language (EAL)

Pupils with English as an additional language should be registered for the national curriculum tests. If a pupil's limited ability to communicate in English means that he or she is unable to access the test, then they will be working below the level of the English tests and should not take them, as set out in the ARA.

7.3 Compensatory marks

Compensatory marks for spelling will be available for eligible pupils. Consistent with the ARA, these will be based on the mean average scores that pupils achieved during live administration.

Appendix: Glossary of terminology used in the test framework

cognitive domain	Cognitive processes refer to the thinking skills and intellectual processes that occur in response to a stimulus. The cognitive domain makes explicit the thinking skills associated with an assessment. The cognitive domain, as shown in this framework, also identifies other factors that may influence the difficulty of the questions.
component	A section of a test, presented to pupils as a test paper or test booklet is called a component. Some tests may have two or more components that each pupil needs to sit to complete the test. The English grammar, punctuation and spelling test comprises two components.
construct irrelevant variance	Construct irrelevant variance is the variation in pupils' test scores that does not come from their knowledge of the content domain. It can result in pupils gaining fewer marks than their knowledge would suggest or lead to the award of more marks than their knowledge alone would deserve. The former can occur, for example, when questions in a mathematics test also unintentionally measure reading ability. The latter often occurs when unintended clues within questions allow pupils to answer correctly without having the required subject knowledge.
content domain	The body of subject knowledge to be assessed by the test
distribution	The range of possible scaled scores
domain	The codified definition of a body of skills and knowledge
mark scheme	The document explaining the creditworthy responses or the criteria that must be applied to award the mark for a question in the test
national curriculum programme of study	The national curriculum programme of study is the statutory description of subject knowledge, skills and understanding for a given key stage. The key stage 1 and 2 programmes of study are published online at: https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum
performance descriptor	A performance descriptor is a description of the typical characteristics of pupils working at a particular standard. For these tests, the performance descriptor will characterise the minimum performance required to be working at the appropriate standard for the end of the key stage.

raw score	A raw score is the unmodified score achieved on a test, following marking. In the case of these tests it is the total marks achieved. For example, if a pupil scores 27 out of 60 possible marks, the raw score is 27. Raw scores are often then converted to other measures such as percentile ranks, standardised scores or grades.
scaled score	A score which has been translated from a raw score into a score on a fixed, defined scale is a scaled score. This allows performance to be reported on a consistent scale for all pupils, which retains the same meaning from one year to the next. Therefore, a particular scaled score reflects the same level of attainment in one year as in the previous year, having been adjusted for any differences in difficulty of the specific tests.
standard	The required level of attainment in order to be classified into a particular performance category
standard error of measurement	The standard error of measurement is a reliability estimate that allows the user to determine a confidence interval around a test score. It is a measure of the distribution of scores that would be attained by a pupil had that pupil taken the test repeatedly under the same conditions.
standard setting	The process of applying the standard to a particular test to determine the score required for a pupil to be classified within a particular performance category
test framework	A document that sets out the principles, rationale and key information about the test, and containing a test specification
test specification	A detailed description of what is to be included in a test in any single cycle of development
truncate	To shorten by removing ends

References

Independent review of key stage 2 testing, assessment and accountability (2011), Lord Bew.
www.gov.uk/government/collections/key-stage-2-ks2-testing-review

Standards & Testing Agency

About this publication

Who is it for?

This document is aimed primarily at those responsible for developing the key stage 2 national curriculum test in English grammar, punctuation and spelling. It may also be of interest to schools with pupils in key stage 2 and other education professionals.

What does it cover?

The test framework provides detailed information to ensure an appropriate test is developed, including the:

- content domain
- cognitive domain
- test specification
- test performance descriptor.

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National curriculum tests

Key stage 2

English reading test framework

National curriculum tests from 2016

For test developers

Standards & Testing Agency

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Contents

1. Overview

This test framework is based on the national curriculum programme of study (2014) for English, introduced for teaching in schools from September 2014 and first assessed in the summer term 2016. The framework specifies the purpose, format, content and cognitive domains of the key stage 2 English reading tests; it is not designed to be used to guide teaching and learning or to inform statutory teacher assessment.

This document has been produced to aid the test development process.

1.1 Purposes of statutory assessment

The main purpose of statutory assessment is to ascertain what pupils have achieved in relation to the attainment targets outlined in the national curriculum (2014) in English reading.

The main intended uses of the outcomes as set out in the Bew Report and the Government's consultation document on primary assessment and accountability are to:

- hold schools accountable for the attainment and progress made by their pupils
- inform parents and secondary schools about the performance of individual pupils
- enable benchmarking between schools, as well as monitoring performance locally and nationally

2. What is a test framework?

The purpose of the test framework is to provide the documentation to guide the development of the tests. The framework is written primarily for those who write test materials and to guide subsequent development and test construction. It is being made available to a wider audience for reasons of openness and transparency.

Some elements of the statutory national curriculum are not possible to assess using the current form of testing; they will need to be assessed by teachers as part of their statutory assessment of the complete national curriculum.

The framework includes those parts of the programme of study as outlined in the national curriculum (2014) that will be covered in the test (the content domain). The cognitive processes associated with the measurement of English reading are also detailed in the cognitive domain.

The test framework also includes a test specification from which valid, reliable and comparable tests will be constructed each year. This includes specifics about test format, question types, response types, marking and a clear test-level reporting strategy.

By providing all of this information in a single document, the test framework answers questions about what the test will cover, and how, in a clear and concise manner. The framework does not provide information on how teachers should teach the national curriculum.

The test development process used by the Standards and Testing Agency (STA) embeds within it the generation of validity and reliability evidence through expert review and trialling. Given the nature of the evidence collected, it is not anticipated that any additional studies will be required in order to demonstrate that the tests are fit for purpose. The test framework does not provide detail of the validity and reliability of individual tests; this will be provided in the test handbook, which will be published on the DfE's website following the administration of the test.

The test framework should be used in conjunction with the national curriculum (2014) and the annual 'Assessment and reporting arrangements' (ARA) document.

3. Nature of the test

The key stage 2 English reading test forms part of the statutory assessment arrangements for pupils at the end of key stage 2.

The test is based on the relevant sections of the national curriculum statutory programme of study (2014) for English reading at key stage 2.

The test will cover the aspects of the curriculum that lend themselves to paper-based, externally marked testing.

3.1 Population to be assessed

All eligible pupils who are registered at maintained schools, special schools, or academies (including free schools) in England and are at the end of key stage 2 will be required to take the key stage 2 English reading test, unless they have taken it in the past.

Some pupils are exempt from the tests. Further details are in the ARA, which can be found on the GOV.UK website at www.gov.uk/sta.

3.2 Test format

The key stage 2 English reading test comprises a single component. The test is administered on paper and the total testing time is 60 minutes. The testing time includes time for reading and responding to questions; there will not be separate reading time.

Table 1: Format of the test

Component	Description	Number of papers	Number of marks	Timing of paper
Paper 1: English reading test	reading booklet and separate answer booklet (a selection of texts, 1500–2300 words)	1	50	60 minutes (including reading time)
	Total	**1**	**50**	**60 minutes**

4. Content domain

The content domain sets out the relevant elements from the national curriculum programme of study (2014) for English at key stage 2 that are assessed in the English reading test. The tests will, over time, sample from each area of the content domain.

The key stage 2 English reading tests will focus on the comprehension elements of the national curriculum.

Table 2 shows the content domain, which sets out how elements of the curriculum will be defined for test development purposes.

Table 2: Content domain relating to questions

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

5. Cognitive domain

The cognitive domain seeks to make the thinking skills and intellectual processes required for the key stage 2 English reading test explicit. Each question will be rated against the five strands of the cognitive domain listed in the tables below to provide an indication of the cognitive demand. Information on how the questions are rated is shown in section 5.1.

The cognitive domain will be used during test development to ensure comparability of demand as well as difficulty for tests of successive years.

STA considers that the text brings another dimension to the cognitive scale and is an essential feature of test and question demand.

5.1 Descriptions of each strand of the cognitive domain

In the following tables, descriptors are provided for the top and bottom of the rating scale. Judgement is then used to categorise questions appropriately on the rest of the scale. The cognitive scale presented in this framework assumes age-appropriate texts and is a stand-alone scale for national curriculum assessments at the end of key stage 2.

Each of the strands below must be considered in the context of the national curriculum for English reading at key stage 2.

5.1.1 Accessibility of the target information

This strand relates to the accessibility of the target information that is needed to answer the question. This means:

- the number and proximity of features that need to be located in the text
- the extent to which the location of the information within the text is identified in the question
- the extent to which competing information in the text and / or distractors may mistakenly be selected

It can be thought of as, 'Where can the information be found?'

Table 3: Strand A - Accessibility of the target information

A1 (Low)	A2	A3	A4 (High)
The information that needs to be located is basic, highly prominent and limited to one or two pieces. It is clearly located by question wording and limited to a short section of the text. Competing information is limited.			The target information is not strongly located by the question. It is not prominent within the text, and not limited to one or two pieces. There is significant competing information, either within the text or in the form of functional distractors.

5.1.2 Complexity of the target information

This strand relates to the complexity of the target information that is needed to answer the question. This means:

- the lexico-grammatical density of the stimulus
- the level of concreteness / abstractness of the target information
- the level of familiarity of the information needed to answer the question

It can be thought of as, 'What is the language of the text like?'

Table 4: Strand B - Complexity of the target information

B1 (Low)	B2	B3	B4 (High)
Target information has a low level of abstractness and lexico-grammatical density, is largely familiar to pupils and is easily cued by the wording of the task.			Target information has a high level of abstractness and lexico-grammatical density and a low level of familiarity. There is a low level of semantic match between task wording and relevant information in the text.

5.1.3 Task-specific complexity

This strand relates to task-specific complexity. This means:

- the degree of cognitive complexity involved in answering the question, from retrieval through to inference and higher-level skills.

It can be thought of as, 'How much work is needed to answer the question?'

Table 5: Strand C - Task-specific complexity

C1 (Low)	C2	C3	C4 (High)
Requires only simple retrieval, with little or no inference and has concrete task requirements.			There are complex inference and abstract task requirements.

5.1.4 Response strategy

This strand relates to response strategy. This means:

- the complexity of the written response required
- the extent to which pupils need to organise / structure their response

It can be thought of as, 'How easy is it to organise and present the answer?'

Table 6: Strand D - Response strategy

D1 (Low)	D2	D3	D4 (High)
Answers will be limited to a few words and will require little organisation. The structure of response required will be clearly indicated in the question or answer booklet.			Answers are extended, and require pupils to fully structure and organise their own responses.

5.1.5 Technical knowledge required

This strand relates to the technical knowledge required. This means:

- the extent of knowledge of vocabulary required by the question
- the subject-specific technical language and knowledge required that is not given in text

It can be thought of as, 'How complex is the language of the question and / or the knowledge needed to answer it?'

Table 7: Strand E - Technical knowledge required

E1 (Low)	E2	E3	E4 (High)
No complex word meanings or subject-specific technical language is required.			Knowledge of complex word meanings and subject-specific technical language is required.

6. Test specification

This section provides details of each test component.

6.1 Summary

The test comprises one component, which will be presented to pupils as a reading booklet and an answer booklet.

Table 8: Format of the test

Component	Description	Number of papers	Number of marks	Timing of component
English reading test: **booklet 1**	reading booklet and separate answer booklet (a selection of texts, 1500–2300 words)	1	50	60 minutes (includes reading time)
	Total	**1**	**50**	**60 minutes**

6.2 Breadth and emphasis

The content and cognitive domains for the English reading tests are specified in sections 4 and 5. The test will sample from the content domain in any given year. Although every element may not be included within each test, the full range of content detailed in this document will be assessed over time. Consolidation of the key stage 1 material is assumed within the key stage 2 programme of study and therefore material from key stage 1 may appear within the key stage 2 test. The questions are placed in order of difficulty, where possible, while maintaining chronology with the text.

The following sections show the proportion of marks attributed to each of the areas of the content and cognitive domains in a test.

6.2.1 Range of texts

A range of texts will be included in the tests, including fiction, non-fiction and poetry.

Texts will be appropriate in terms of content and difficulty for pupils aged 11. This will include texts that are age-appropriate (themes in narratives will be familiar and non-fiction texts will be suitable for 10–11 year olds) and that require comprehension skills. The texts will be ordered by increasing reading demand within the reading booklet.

6.2.2 Profile of content domain

The national curriculum coverage within the test is specified in the content domain in section 4. The proportion of marks assessing each area of the content domain is shown in Table 9.

Table 9: Profile of marks by content area

National curriculum reference	Number of marks	Percentage of total mark
2a give / explain the meaning of words in context	5–10	10–20%
2b retrieve and record information / identify key details from fiction and non-fiction	8–25	16–50%
2c summarise main ideas from more than one paragraph	1–6	2–12%
2d make inferences from the text / explain and justify inferences with evidence from the text	8–25	16–50%
2e predict what might happen from details stated and implied	0–3	0–6%
2f identify / explain how information / narrative content is related and contributes to meaning as a whole	0–3	0–6%
2g identify / explain how meaning is enhanced through choice of words and phrases	0–3	0–6%
2h make comparisons within the text	0–3	0–6%

6.2.3 Profile of cognitive domain

The cognitive domain is specified in section 5. Taking into account the target information and the task itself, each question will be rated in terms of demand against each of the five strands of the cognitive domain.

For the cognitive strands A, B and C there will be questions across the range of demand 1 to 4, predominantly at 2 to 4.

For strand D, the range of questions across the cognitive domain will be in the following approximate proportions.

Table 10: Profile of ratios for strand D

Strand	Percentage of the total mark
D1	20–40%
D2 and D3	40–70%
D4	6–24%

For strand E, the majority of questions will be at E1 and E2.

6.3 Format of questions and responses

Table 11 shows how marks will be distributed across different mark tariffs.

Table 11: Profile of mark tariffs

Mark tariffs	Range of marks at mark tariff
1 mark questions	22–33 marks
2 mark questions	10–20 marks (5–10 questions)
3 mark questions	3–12 marks (1–4 questions)

The question types in the test will be distributed across the selected and constructed response questions in the proportions shown in the table. The range of question types are exemplified by, but not limited to, those listed in Table 12.

Table 12: Profile of marks by question type

Selected or constructed response	Question types	Example questions
Selected response 10–30%	Multiple choice	Where would you be most likely to see this text? Tick one of the options below.
	Ranking / ordering	Number the events below to show the order in which they happen in the story.
	Matching	Match the text to the purpose.
	Labelling	Label the text to show the title.
Short constructed response 40–60%	Find and copy	Find and copy one word that suggests…
	Short response	What does the bear eat?
Extended constructed response 20–40%	Open-ended response	Look at the paragraph beginning: *Once upon a time…* How does the writer increase the tension throughout this paragraph? Explain fully referring to the text in your answer.

6.4 Marking and mark schemes

The tests will be externally marked on screen by trained markers.

The mark schemes will give specific guidance for the marking of each question, together with general principles to ensure consistency of marking.

The mark schemes will provide the total number of marks available for each question and the criteria by which markers should award the marks. Where multiple correct answers are possible, examples of different types of correct answer will be given in the mark schemes. Where applicable, additional guidance will indicate minimally acceptable responses and unacceptable responses.

For all questions, the mark schemes will be developed during the test development process and will combine the expectations of experts with examples of pupils' responses obtained during trialling.

For multi-mark questions, if the correct answer is not reached and, therefore, full marks cannot be awarded, the mark scheme will provide details of how partial credit can be awarded.

The mark schemes will contain the following information:

- the question
- a content domain reference
- the mark allocation
- square bullets indicating the required responses or acceptable points
- round bullets exemplifying pupils' responses from the trials
- on 2 or 3 mark questions, the examples awarded higher marks will usually be placed before the examples awarded lower marks
- open 2 and 3 mark questions should also consider the pupil's ability to express their reasoning through developed answers

6.5 Reporting

The raw score on the test (the total marks achieved out of the 50 marks available) will be converted into a scaled score. Translating raw scores into scaled scores ensures performance can be reported on a consistent scale for all pupils. Scaled scores retain the same meaning from one year to the next. Therefore, a particular scaled score reflects the same standard of attainment in one year as in the previous year, having been adjusted for any differences in difficulty of the test.

Additionally, each pupil will receive an overall result indicating whether or not he or she has achieved the required standard on the test. A standard-setting exercise will be conducted on the first live test in 2016 in order to determine the scaled score needed for a pupil to be considered to have met the standard. This process will be facilitated by the performance descriptor in section 6.7, which defines the performance level required to meet the standard. In subsequent years, the standard will be maintained using appropriate statistical methods to translate raw scores on a new test into scaled scores with an additional judgemental exercise at the expected standard. The scaled score required to achieve the expected standard on the test will always remain the same.

6.6 Desired psychometric properties

While the focus of the outcome of the test will be whether a pupil has achieved the expected standard, the test must measure pupils' ability across the spectrum of attainment. As a result, the test must aim to minimise the standard error of measurement at every point on the reporting scale, particularly around the expected standard threshold.

The provision of a scaled score will aid in the interpretation of pupils' performance over time as the scaled score that represents the expected standard will be the same year-on-year. However, at the extremes of the scaled score distribution, as is standard practice, the scores will be truncated such that above or below a certain point, all pupils are awarded the same scaled score in order to minimise the effect for pupils at the ends of the distribution, where the test is not measuring optimally.

6.7 Performance descriptor

This performance descriptor describes the typical characteristics of pupils whose performance in the key stage 2 tests is at the threshold of the expected standard. Pupils who achieve the expected standard in the tests have demonstrated sufficient knowledge to be well-placed to succeed in the next phase of their education having studied the full key stage 2 programme of study in English. This performance descriptor will be used by teachers to set the standards on the new tests following their first administration in May 2016. It is not intended to be used to support teacher assessment, since it only reflects the elements of the programme of study that can be assessed in a paper-based test (see content domain in section 4).

6.7.1 Overview

Pupils working at the expected standard will be able to engage with all questions within the test. However, they will not always achieve full marks on each question, particularly if working at the threshold of the expected standard.

Questions will range from those requiring only simple retrieval in concrete tasks with little or no inference to those requiring complex inferences in abstract tasks. There will be a variety of question formats including selected response, short answer and extended answer, which require fully structured, organised and accurately communicated responses.

Question difficulty will be affected by the strands of the cognitive domain such as the accessibility and complexity of the target information within the reading text and the complexity of the technical language or other vocabulary in the question. This should be borne in mind when considering the remainder of this performance descriptor. Pupils working at the threshold of the expected standard may not give correct responses to questions where target information is not strongly located in the question or it has a high level of abstractness and lexico-grammatical density, or where there is significant competing information in the text that functions as a distractor. This will be true even when the performance descriptor determines that a skill should be within the pupil's capacity if working at the expected standard.

The following sections describe the typical characteristics of pupils in Year 6 working at the threshold of the expected standard. It is recognised that different pupils will exhibit different strengths, so this is intended as a general guide rather than a prescriptive list.

Pupils working at the expected standard are able to:

- show an understanding of the meaning of vocabulary in context (2a)
- retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information (2b)
- provide developed explanations for key information and events and for characters' actions and motivations (2b)
- accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts (2c)
- make developed inferences drawing on evidence from the text (2d)
- explain and justify inferences, providing evidence from the text to support reasoning (2d)
- make developed predictions that are securely rooted in the text (2e)
- identify / explain how information in non-fiction is related and contributes to meaning as a whole (2f)
- identify / explain how the sequence of events in narrative fiction contributes to meaning as a whole (2f)
- identify / explain how the choice of language enhances the meaning of texts (2g)
- make accurate and appropriate comparisons within texts (2h)

7. Diversity and inclusion

The Equality Act 2010 sets out the principles by which the national curriculum assessment and associated development activities are conducted. During the development of the tests, STA's test development division will make provision to overcome barriers to fair assessment for individuals and groups wherever possible.

National curriculum tests will also meet Ofqual's core regulatory criteria. One of the criteria refers to the need for assessment procedures to minimise bias: 'The assessment should minimise bias, differentiating only on the basis of each learner's ability to meet national curriculum requirements' (Regulatory framework for national assessment, published by Ofqual 2011).

The end of key stage 2 English reading test should:

- use appropriate means to allow all pupils to demonstrate their skills in reading
- provide a suitable challenge for all pupils and give every pupil the opportunity to achieve as high a standard as possible
- provide opportunities for all pupils to achieve, irrespective of gender, disability or special educational need, social, linguistic or cultural backgrounds
- use materials that are familiar to pupils and for which they are adequately prepared
- not be detrimental to pupils' self-esteem or confidence
- be free from stereotyping and discrimination in any form

The test development process uses the principles of universal design, as described in the 'Guidance on the principles of language accessibility in national curriculum assessments' (New language accessibility guidance, published by Ofqual 2012).

In order to improve general accessibility for all pupils, where possible, questions will be placed in order of difficulty. As with all national curriculum tests, attempts have been made to make the question rubric as accessible as possible for all pupils, including those who experience reading and processing difficulties, and those for whom English is an additional language, while maintaining an appropriate level of demand to adequately assess the content. This includes applying the principles of plain English and universal design wherever possible, conducting interviews with pupils, and taking into account feedback from expert reviewers.

For each test in development, expert opinions on specific questions are gathered, for example, at inclusion panel meetings, which are attended by experts and practitioners from across the fields of disabilities and special educational needs. This provides an opportunity for some questions to be amended or removed in response to concerns raised.

Issues likely to be encountered by pupils with specific learning difficulties have been considered in detail. Where possible, features of questions that lead to construct irrelevant variance (for example, question formats and presentational features) have been considered and questions have been presented in line with best practice for dyslexia and other specific learning difficulties.

7.1 Access arrangements

The full range of access arrangements applicable to key stage 2 assessments as set out in the ARA will be available to eligible pupils as required.

7.2 Pupils with English as an additional language (EAL)

Pupils with English as an additional language (EAL) should be registered for the national curriculum tests. If a pupil's limited ability to communicate in English means that he or she is unable to access the test, then they will be working below the standard of the English tests and should not take them, as set out in the ARA.

Appendix: Glossary of terminology used in the test framework

cognitive domain	Cognitive processes refer to the thinking skills and intellectual processes that occur in response to a stimulus. The cognitive domain makes explicit the thinking skills associated with an assessment. The cognitive domain, as shown in this framework, also identifies other factors that may influence the difficulty of the questions.
component	A section of a test, presented to pupils as a test paper or test booklet is called a component. Some tests may have two or more components that each pupil needs to sit to complete the test.
construct irrelevant variance	Construct irrelevant variance is the variation in pupils' test scores that does not come from their knowledge of the content domain. It can result in pupils gaining fewer marks than their knowledge would suggest or lead to the award of more marks than their knowledge alone would deserve. The former can occur, for example, when questions in a mathematics test also unintentionally measure reading ability. The latter often occurs when unintended clues within questions allow pupils to answer correctly without having the required subject knowledge.
content domain	The body of subject knowledge to be assessed by the test
distribution	The range of possible scaled scores
domain	The codified definition of a body of skills and knowledge
mark scheme	The document explaining the creditworthy responses or the criteria that must be applied to award the mark for a question in the test
national curriculum programme of study	The national curriculum programme of study is the statutory description of subject knowledge, skills and understanding for a given key stage. The key stage 1 and 2 programmes of study are published online at: https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum
performance descriptor	A performance descriptor is a description of the typical characteristics of pupils working at a particular standard. For these tests, the performance descriptor will characterise the minimum performance required to be working at the appropriate standard for the end of the key stage.

raw score	A raw score is the unmodified score achieved on a test, following marking. In the case of these tests it is the total marks achieved. For example, if a pupil scores 27 out of 60 possible marks, the raw score is 27. Raw scores are often then converted to other measures such as percentile ranks, standardised scores or grades.
scaled score	A score which has been translated from a raw score into a score on a fixed, defined scale is a scaled score. This allows performance to be reported on a consistent scale for all pupils, which retains the same meaning from one year to the next. Therefore, a particular scaled score reflects the same level of attainment in one year as in the previous year, having been adjusted for any differences in difficulty of the specific tests.
standard	The required level of attainment in order to be classified into a particular performance category
standard error of measurement	The standard error of measurement is a reliability estimate that allows the user to determine a confidence interval around a test score. It is a measure of the distribution of scores that would be attained by a pupil had that pupil taken the test repeatedly under the same conditions.
standard setting	The process of applying the standard to a particular test to determine the score required for a pupil to be classified within a particular performance category
test framework	A document that sets out the principles, rationale and key information about the test, and containing a test specification
test specification	A detailed description of what is to be included in a test in any single cycle of development
truncate	To shorten by removing ends

References

Independent review of key stage 2 testing, assessment and accountability (2011), Lord Bew. www.gov.uk/government/collections/key-stage-2-ks2-testing-review

Lumley, Tom; Routitsky, Alla; Mendelovits, Juliette; and Ramalingam, Dara, 'The revised PISA reading item difficulty scheme', (2012). http://research.acer.edu.au/pisa/5

Standards & Testing Agency

About this publication

Who is it for?

This document is primarily aimed at those responsible for developing the key stage 2 national curriculum test in English reading. It may also be of interest to schools with pupils in key stage 2 and other education professionals.

What does it cover?

Detailed information to ensure an appropriate test is developed, including the:

- content domain
- cognitive domain
- test specification
- the test performance descriptor

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National curriculum tests

Key stage 2

Mathematics test framework

National curriculum tests from 2016

For test developers

Standards & Testing Agency

Key stage 2 mathematics test framework: national curriculum tests from 2016
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This document is available for download on the GOV.UK website at www.gov.uk/sta.

Contents

1. Overview

This test framework is based on the national curriculum programme of study (2014) for mathematics, introduced for teaching in schools from September 2014 and first assessed in summer 2016. The framework specifies the purpose, format, content and cognitive domains of the key stage 2 mathematics tests; it is not designed to be used to guide teaching and learning or to inform statutory teacher assessment.

This document has been produced to aid the test development process.

1.1 Purposes of statutory assessment

The main purpose of statutory assessment is to ascertain what pupils have achieved in relation to the attainment targets outlined in the national curriculum (2014) in mathematics.

The main intended uses of the outcomes as set out in the Bew Report and the Government's consultation document on primary assessment and accountability are to:

- hold schools accountable for the attainment and progress made by their pupils
- inform parents and secondary schools about the performance of individual pupils
- enable benchmarking between schools, as well as monitoring performance locally and nationally.

2. What is a test framework?

The purpose of the test framework is to provide the documentation to guide the development of the tests. The framework is written primarily for those who write test materials and to guide subsequent development and test construction. It is being made available to a wider audience for reasons of openness and transparency.

Some elements of the statutory national curriculum are not possible to assess using the current form of testing; they will need to be assessed by teachers as part of their statutory assessment of the complete national curriculum.

The framework includes those parts of the programme of study as outlined in the national curriculum (2014) that will be covered in the test (the content domain). The cognitive processes associated with the measurement of mathematics are also detailed in the cognitive domain.

The test framework also includes a test specification from which valid, reliable and comparable tests can be constructed each year. This includes specifics about test format, question types, response types, marking and a clear test-level reporting strategy.

By providing all of this information in a single document, the test framework answers questions about what the test will cover, and how, in a clear and concise manner. The framework does not provide information on how teachers should teach the national curriculum.

The test development process used by the Standards and Testing Agency (STA) embeds within it the generation of validity and reliability evidence through expert review and trialling. Given the nature of the evidence collected, it is not anticipated that any additional studies will be required in order to demonstrate that the tests are fit for purpose. The test framework does not provide detail of the validity and reliability of individual tests; this will be provided in the test handbook, which will be published on the DfE's website following the administration of the test.

The test framework should be used in conjunction with the national curriculum (2014) and the annual 'Assessment and reporting arrangements' (ARA) document.

3. Nature of the test

The key stage 2 mathematics test forms part of the statutory assessment arrangements for pupils at the end of key stage 2.

The test is based on the relevant sections of the national curriculum statutory programme of study (2014) for mathematics at key stage 2.

The test will cover the aspects of the curriculum that lend themselves to paper-based, externally marked testing.

3.1 Population to be assessed

All eligible pupils who are registered at maintained schools, special schools or academies (including free schools) in England and are at the end of key stage 2 will be required to take the key stage 2 mathematics test, unless they have taken it in the past.

Some pupils are exempt from the tests. Further details are in the ARA, which can be found on the GOV.UK website at www.gov.uk/sta.

3.2 Test format

The key stage 2 mathematics test comprises two components, which will be presented to pupils as three separate test papers. The first component is an arithmetic paper. The second component is administered as two papers; there are no significant differences in format between the two papers. The test is administered on paper and the total testing time is 110 minutes.

Table 1: Format of the test

Component	Description	Number of papers	Number of marks	Timing of component
Paper 1: arithmetic	arithmetic assesses pupils' confidence with the range of mathematical operations	1	40	30 minutes
Paper 2 and Paper 3: mathematical reasoning	mathematical fluency, solving mathematical problems and mathematical reasoning	2	70 overall 35 per paper	80 minutes 40 minutes per paper
	Total	**3**	**110**	**110 minutes**

3.3 Resource list

The resource list for the mathematics tests comprises:

- **Paper 1: arithmetic** – a blue/black pen or a dark pencil; ruler; rubber (optional).
- **Paper 2 and Paper 3: mathematical reasoning** – a blue/black pen or a dark pencil; a sharp, dark pencil for mathematical drawing; ruler (showing centimetres and millimetres); angle measurer or protractor; mirror; rubber (optional).

4. Content domain

The content domain sets out the relevant elements from the national curriculum programme of study (2014) for mathematics at key stage 2 that are assessed in the mathematics test. The tests will, over time, sample from each area of the content domain.

The content domain also identifies elements of the programme of study that cannot be assessed in the key stage 2 tests (section 4.3). Attainment in these elements will be monitored through teacher assessment.

Tables 2 and 3 detail content from the national curriculum (2014). Elements from the curriculum are ordered to show progression across the years. The curriculum has been grouped into subdomains and these are detailed in the 'strand' column.

4.1 Content domain referencing system

A referencing system is used in the content domain to indicate the year, the strand and the substrand, for example '3N1' equates to:

- year – 3
- strand – Number and place value
- substrand – 1.

Table 2 shows the references for the strands and substrands and Table 3 shows the progression across the years.

Table 2: Content domain strands and substrands

Strand	Substrand	Content domain reference
Number and place value	counting (in multiples)	**N1**
	read, write, order and compare numbers	**N2**
	place value; roman numerals	**N3**
	identify, represent and estimate; rounding	**N4**
	negative numbers	**N5**
	number problems	**N6**

Strand	Substrand	Content domain reference
Addition, subtraction, multiplication and division (calculations)	add / subtract mentally	**C1**
	add / subtract using written methods	**C2**
	estimate, use inverses and check	**C3**
	add / subtract to solve problems	**C4**
	properties of number (multiples, factors, primes, squares and cubes)	**C5**
	multiply / divide mentally	**C6**
	multiply / divide using written methods	**C7**
	solve problems (commutative, associative, distributive and all four operations)	**C8**
	order of operations	**C9**
Fractions, decimals and percentages	recognise, find, write, name and count fractions	**F1**
	equivalent fractions	**F2**
	comparing and ordering fractions	**F3**
	add / subtract fractions	**F4**
	multiply / divide fractions	**F5**
	fractions / decimals equivalence	**F6**
	rounding decimals	**F7**
	compare and order decimals	**F8**
	multiply / divide decimals	**F9**
	solve problems with fractions and decimals	**F10**
	fractions / decimal / percentage equivalence	**F11**
	solve problems with percentages	**F12**
Ratio and proportion	relative sizes, similarity	**R1**
	use of percentages for comparison	**R2**
	scale factors	**R3**
	unequal sharing and grouping	**R4**

Strand	Substrand	Content domain reference
Algebra	missing number problems expressed in algebra	**A1**
	simple formulae expressed in words	**A2**
	generate and describe linear number sequences	**A3**
	number sentences involving two unknowns	**A4**
	enumerate all possibilities of combinations of two variables	**A5**
Measurement	compare, describe and order measures	**M1**
	estimate, measure and read scales	**M2**
	money	**M3**
	telling time, ordering time, duration and units of time	**M4**
	convert between metric units	**M5**
	convert metric / imperial	**M6**
	perimeter, area	**M7**
	volume	**M8**
	solve problems (a, money; b, length; c, mass / weight; d, capacity / volume)	**M9**
Geometry – properties of shapes	recognise and name common shapes	**G1**
	describe properties and classify shapes	**G2**
	draw and make shapes and relate 2-D to 3-D shapes (including nets)	**G3**
	angles – measuring and properties	**G4**
	circles	**G5**
Geometry – position and direction	patterns	**P1**
	describe position, direction and movement	**P2**
	co-ordinates	**P3**
Statistics	interpret and represent data	**S1**
	solve problems involving data	**S2**
	mean average	**S3**

4.2 Content domain for key stage 2 mathematics

Table 3: Content domain

Strand	Content domain reference			
	Year 3	Year 4	Year 5	Year 6
Number and place value	**3N1b** count from 0 in multiples of 4, 8, 50 and 100	**4N1** count in multiples of 6, 7, 9, 25 and 1,000	**5N1** count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000	
	3N2a compare and order numbers up to 1,000 read and write numbers to 1,000 in numerals and in words	**4N2a** order and compare numbers beyond 1,000	**5N2** read, write, order and compare numbers to at least 1,000,000	**6N2** read, write, order and compare numbers up to 10,000,000
	3N2b find 10 or 100 more or less than a given number	**4N2b** find 1,000 more or less than a given number		
	3N3 recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	**4N3a** recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)	**5N3a** determine the value of each digit in numbers up to 1,000,000	**6N3** determine the value of each digit in numbers up to 10,000,000
		4N3b read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value	**5N3b** read Roman numerals to 1,000 (M) and recognise years written in Roman numerals	
	3N4 identify, represent and estimate numbers using different representations	**4N4a** identify, represent and estimate numbers using different representations		

Strand	Content domain reference			
	Year 3	Year 4	Year 5	Year 6
Number and place value, (continued)		**4N4b** round any number to the nearest 10, 100 or 1,000	**5N4** round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000	**6N4** round any whole number to a required degree of accuracy
		4N5 count backwards through zero to include negative numbers	**5N5** interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	**6N5** use negative numbers in context, and calculate intervals across zero
	3N6 solve number problems and practical problems involving **3N1–3N4**	**4N6** solve number and practical problems that involve **4N1–4N5** and with increasingly large positive numbers	**5N6** solve number problems and practical problems that involve **5N1–5N5**	**6N6** solve number problems and practical problems that involve **6N2–6N5**
Addition, subtraction, multiplication and division (calculations)	**3C1** add and subtract numbers mentally, including: • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds		**5C1** add and subtract numbers mentally with increasingly large numbers	
	3C2 add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	**4C2** add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	**5C2** add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	

Strand	Content domain reference							
	Year 3		Year 4		Year 5		Year 6	
Addition, subtraction, multiplication and division (calculations) (continued)	**3C3**	estimate the answer to a calculation and use inverse operations to check answers	**4C3**	estimate and use inverse operations to check answers to a calculation	**5C3**	use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	**6C3**	use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
	3C4	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	**4C4**	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	**5C4**	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	**6C4**	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
					5C5a	identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers	**6C5**	identify common factors, common multiples and prime numbers
					5C5b	know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers		
					5C5c	establish whether a number up to 100 is prime and recall prime numbers up to 19		
					5C5d	recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})		

Strand	Content domain reference			
	Year 3	Year 4	Year 5	Year 6
Addition, subtraction, multiplication and division (calculations) (continued)	**3C6** recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	**4C6a** recall multiplication and division facts for multiplication tables up to 12 × 12	**5C6a** multiply and divide numbers mentally drawing upon known facts	**6C6** perform mental calculations, including with mixed operations and large numbers
		4C6b use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	**5C6b** multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000	
		4C6c recognise and use factor pairs and commutativity in mental calculations		
	3C7 write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	**4C7** multiply two-digit and three-digit numbers by a one-digit number using formal written layout	**5C7a** multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	**6C7a** multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication

Strand	Content domain reference			
	Year 3	Year 4	Year 5	Year 6
Addition, subtraction, multiplication and division (calculations) (continued)			**5C7b** divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	**6C7b** divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
				6C7c divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
	3C8 solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which *n* objects are connected to *m* objects	**4C8** solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as *n* objects are connected to *m* objects	**5C8a** solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes	**6C8** solve problems involving addition, subtraction, multiplication and division

Strand	Content domain reference			
	Year 3	Year 4	Year 5	Year 6
Addition, subtraction, multiplication and division (calculations) (continued)			**5C8b** solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	
			5C8c solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates	
				6C9 use their knowledge of the order of operations to carry out calculations involving the four operations
Fractions, decimals and percentages	**3F1a** count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10	**4F1** count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten		
	3F1b recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators			

Strand	Content domain reference			
	Year 3	Year 4	Year 5	Year 6
Fractions, decimals and percentages (continued)	**3F1c** recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators			
	3F2 recognise and show, using diagrams, equivalent fractions with small denominators	**4F2** recognise and show, using diagrams, families of common equivalent fractions	**5F2a** recognise mixed numbers and improper fractions and convert from one form to the other; write mathematical statements >1 as a mixed number [e.g. $\frac{2}{5}+\frac{4}{5}=\frac{6}{5}=1\frac{1}{5}$]	**6F2** use common factors to simplify fractions; use common multiples to express fractions in the same denomination
			5F2b identify name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	
	3F3 compare and order unit fractions and fractions with the same denominators		**5F3** compare and order fractions whose denominators are all multiples of the same number	**6F3** compare and order fractions, including fractions >1
	3F4 add and subtract fractions with the same denominator within one whole [e.g. $\frac{5}{7}+\frac{1}{7}=\frac{6}{7}$]	**4F4** add and subtract fractions with the same denominator	**5F4** add and subtract fractions with the same denominator and denominators that are multiples of the same number	**6F4** add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

Strand	Content domain reference			
	Year 3	Year 4	Year 5	Year 6
Fractions, decimals and percentages (continued)			**5F5** multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	**6F5a** multiply simple pairs of proper fractions, writing the answer in its simplest form [e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
				6F5b divide proper fractions by whole numbers [e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$]
		4F6a recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$	**5F6a** read and write decimal numbers as fractions [e.g. $0.71 = \frac{71}{100}$]	**6F6** associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction [e.g. $\frac{3}{8}$]
		4F6b recognise and write decimal equivalents of any number of tenths or hundredths	**5F6b** recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	
		4F7 round decimals with one decimal place to the nearest whole number	**5F7** round decimals with two decimal places to the nearest whole number and to one decimal place	
		4F8 compare numbers with the same number of decimal places up to two decimal places	**5F8** read, write, order and compare numbers with up to three decimal places	

Strand	Content domain reference			
	Year 3	Year 4	Year 5	Year 6
Fractions, decimals and percentages (continued)		**4F9** find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths		**6F9a** identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places
				6F9b multiply one-digit numbers with up to two-decimal places by whole numbers
				6F9c use written division methods in cases where the answer has up to two-decimal places
	3F10 solve problems that involve **3F1–3F4**	**4F10a** solve problems involving increasingly harder fractions to calculate quantities and fractions to divide quantities, including non-unit fractions where the answer is a whole number	**5F10** solve problems involving numbers up to three decimal places	**6F10** solve problems which require answers to be rounded to specified degrees of accuracy
		4F10b solve simple measure and money problems involving fractions and decimals to two decimal places		

Strand	Content domain reference			
	Year 3	Year 4	Year 5	Year 6
Fractions, decimals and percentages (continued)			**5F11** recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred'; write percentages as a fraction with denominator hundred, and as a decimal	**6F11** recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
			5F12 solve problems that require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25	
Ratio and proportion				**6R1** solve problems involving the relative sizes of two quantities, where missing values can be found by using integer multiplication and division facts
				6R2 solve problems involving the calculation of percentages [e.g. of measures such as 15% of 360] and the use of percentages for comparison
				6R3 solve problem involving similar shapes where the scale factor is known or can be found

Strand	Content domain reference			
	Year 3	Year 4	Year 5	Year 6
Ratio and proportion (continued)				**6R4** solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
Algebra				**6A1** express missing number problems algebraically
				6A2 use simple formulae
				6A3 generate and describe linear number sequences
				6A4 find pairs of numbers that satisfy an equation with two unknowns
				6A5 enumerate possibilities of combinations of two variables
Measurement	**3M1a** compare lengths (m/cm/mm)	**4M1** compare different measures, including money in pounds and pence		
	3M1b compare mass (kg/g)			
	3M1c compare volume/capacity (l/ml)			
	3M2a measure lengths (m/cm/mm)	**4M2** estimate different measures, including money in pounds and pence		
	3M2b measure mass (kg/g)			

Strand	Content domain reference			
	Year 3	Year 4	Year 5	Year 6
Measurement (continued)	**3M2c** measure volume / capacity (l / ml)			
	M3 **Key stage 1 content domain**			
	3M4a tell and write the time from an analogue clock; 12-hour clocks	**4M4a** read, write and convert time between analogue and digital 12-hour clocks		
	3M4b tell and write the time from an analogue clock; 24-hour clocks	**4M4b** read, write and convert time between analogue and digital 24-hour clocks		
	3M4c tell and write the time from an analogue clock, including using Roman numerals from I to XII	**4M4c** solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	**5M4** solve problems involving converting between units of time	
	3M4d estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock / a.m. / p.m., morning, afternoon, noon and midnight			
	3M4e know the number of seconds in a minute and the number of days in each month, year and leap year			

Strand	Content domain reference			
	Year 3	Year 4	Year 5	Year 6
Measurement (continued)	**3M4f** compare durations of events, [e.g. to calculate the time taken by particular events or tasks]			
		4M5 convert between different units of measurement [e.g. kilometre to metre; hour to minute]	**5M5** convert between different units of metric measure [e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]	**6M5** use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation of up to three decimal places
			5M6 understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	**6M6** convert between miles and kilometres
	3M7 measure the perimeter of simple 2–D shapes	**4M7a** measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	**5M7a** measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	**6M7a** recognise that shapes with the same areas can have different perimeters and vice versa

Strand	Content domain reference			
	Year 3	Year 4	Year 5	Year 6
Measurement (continued)		**4M7b** find the area of rectilinear shapes by counting squares	**5M7b** calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes	**6M7b** calculate the area of parallelograms and triangles
				6M7c recognise when it is possible to use the formulae for the area of shapes
			5M8 estimate volume [e.g. using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [e.g. using water]	**6M8a** calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units [e.g. mm^3 and km^3]
				6M8b recognise when it is possible to use the formulae for the volume of shapes
	3M9a add and subtract amounts of money to give change, using both pounds (£) and pence (p) in practical contexts	**4M9** calculate different measures, including money in pounds and pence	**5M9a** use all four operations to solve problems involving measures [money] using decimal notation, including scaling	**6M9** solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate

Strand	Content domain reference			
	Year 3	Year 4	Year 5	Year 6
Measurement (continued)	**3M9b** add and subtract lengths (m/cm/mm)		**5M9b** use all four operations to solve problems involving measure [e.g. length] using decimal notation, including scaling	
	3M9c add and subtract mass (kg/g)		**5M9c** use all four operations to solve problems involving measure [e.g. mass] using decimal notation, including scaling	
	3M9d add and subtract volume / capacity (l/ml)		**5M9d** use all four operations to solve problems involving measure [e.g. volume] using decimal notation, including scaling	
Geometry – properties of shapes	**G1 Within key stage 1 content domain**			
	3G2 identify horizontal, vertical lines and pairs of perpendicular and parallel lines	**4G2a** compare and classify geometric shapes, including quadrilaterals and triangles based on their properties and sizes	**5G2a** use the properties of rectangles to deduce related facts and find missing lengths and angles	**6G2a** compare and classify geometric shapes based on their properties and sizes
		4G2b identify lines of symmetry in 2-D shapes presented in different orientations	**5G2b** distinguish between regular and irregular polygons based on reasoning about equal sides and angles	**6G2b** describe simple 3-D shapes
		4G2c complete a simple symmetric figure with respect to a specific line of symmetry		

Strand	Content domain reference			
	Year 3	Year 4	Year 5	Year 6
Geometry - properties of shapes (continued)	**3G3a** draw 2-D shapes			**6G3a** draw 2-D shapes using given dimensions and angles
	3G3b make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them		**5G3b** identify 3-D shapes including cubes and other cuboids, from 2-D representations	**6G3b** recognise and build simple 3-D shapes, including making nets
	3G4a recognise that angles are a property of shape or a description of a turn	**4G4** identify acute and obtuse angles and compare and order angles up to two right angles by size	**5G4a** know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles	**6G4a** find unknown angles in any triangles, quadrilaterals and regular polygons
	3G4b identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle		**5G4b** identify: • angles at a point and one whole turn (total 360°) • angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) • other multiples of 90°	**6G4b** recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
			5G4c draw given angles and measure them in degrees (°)	
				6G5 illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

Strand	Content domain reference							
	Year 3		Year 4		Year 5		Year 6	
Geometry – position and direction	**P1 Within key stage 1 content domain**							
			4P2	describe movements between positions as translations of a given unit to the left / right and up / down	**5P2**	identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	**6P2**	draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes
			4P3a	describe positions on a 2-D grid as co-ordinates in the first quadrant			**6P3**	describe positions on the full co-ordinate grid (all four quadrants)
			4P3b	plot specified points and draw sides to complete a given polygon				
Statistics	**3S1**	interpret and present data using bar charts, pictograms and tables	**4S1**	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	**5S1**	complete, read and interpret information in tables, including timetables	**6S1**	interpret and construct pie charts and line graphs and use these to solve problems
	3S2	solve one-step and two-step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts, pictograms and tables	**4S2**	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	**5S2**	solve comparison, sum and difference problems using information presented in a line graph		
							6S3	calculate and interpret the mean as an average

4.3 Elements of the national curriculum that cannot be assessed fully

The table below identifies areas that are difficult to fully assess in a paper-based format. Some of the points below may be partially assessed.

Table 4: Elements of the curriculum that cannot be assessed fully

Content domain reference	Explanation
3C1, 5C1, 4C6, 5C5c, 5C6a, 6C6 and **6F11** – mental arithmetic skills	Mental mathematics skills cannot be directly assessed in a paper-based test since only the pupil's responses can be marked. For questions where only the answer is recorded, it is not possible to know the method that the pupil used or how quickly he or she completed the question. Pupils who are fluent with numbers will be able to use their mental arithmetic skills to find efficient strategies for completing calculations under test conditions. Therefore, good mental arithmetic skills will enable pupils to recall and apply number knowledge rapidly and accurately.
3G3b – make 3-D shapes using modelling materials	Requires practical equipment to assess validly.
5M8 – estimate capacity (e.g. using water)	Requires practical equipment to assess validly.

5. Cognitive domain

The cognitive domain seeks to make the thinking skills and intellectual processes required for the key stage 2 mathematics test explicit. Each question will be rated against the four strands of the cognitive domain listed in sections 5.1 to 5.4 below to provide an indication of the cognitive demand.

The cognitive domain will be used during test development to ensure comparability of demand as well as difficulty for tests in successive years. The national curriculum (2014) aims of solving mathematical problems, fluency and mathematical reasoning are reflected within the cognitive domain.

5.1 Depth of understanding

This strand is used to assess the demand associated with recalling facts and using procedures to solve problems.

Questions requiring less depth of understanding require simple procedural knowledge, such as the quick and accurate recall of mathematical facts or the application of a single procedure to solve a problem.

At intermediate levels of demand, a question may require the interpretation of a problem or application of facts and procedures. However, the component parts of these questions are simple and the links between the parts and processes are clear.

At a high level of demand, a greater depth of understanding is expected. Questions may require that facts and procedures will need to be used flexibly and creatively to find a solution to the problem.

Table 5: Depth of understanding

Strand	Rating scale			
	(low) 1	2	3	4 (high)
Depth of understanding	recall of facts or application of procedures	use facts and procedures to solve simple problems	use facts and procedures to solve more complex problems	understand and use facts and procedures creatively to solve complex or unfamiliar problems

5.2 Computational complexity

This strand is used to assess the computational demand of problems.

In questions with low complexity, there will be no numeric operation.

In questions with lower complexity, it is likely that a one-step process such as recalling a mathematical fact or the application of a simple procedure will be sufficient to solve the problem.

At an intermediate level of complexity, more than one numeric step or computation will be needed to solve the problem.

At a high level of complexity, questions will have multiple numeric steps or computations and the links between them within the problem will be complex.

Table 6: Computational complexity

Strand	Rating scale			
	(low) 1	2	3	4 (high)
Computational complexity	no numeric steps	one, or a small number of numeric steps	a larger number of numeric steps all steps are simple	a larger number of numeric steps, at least one of which is more complex

5.3 Spatial reasoning and data interpretation

This strand is used to assess the demand associated with the representation of geometrical problems involving 2-dimensional and 3-dimensional shapes and position and movement. This strand is also used to assess the demand associated with interpreting data presented in tables, pictograms, charts and graphs.

There is a low level of demand when all of the resources or information required to answer the question are presented within the problem (e.g. finding the perimeter of a shape by adding the length of the sides).

At intermediate levels of demand, spatial reasoning will be needed to manipulate the information presented in the question to solve the problem (e.g. reflect a polygon in a mirror line). Pupils may need to select the appropriate information in order to complete the problem (e.g. from a table, chart or graph).

At the highest level of demand, there may be the need to use complex spatial reasoning to interpret, infer or generate new information from that given before the problem can be completed (such as identifying 3-dimensional characteristics from 2-dimensional representations or making inferences from the given information).

Table 7: Spatial reasoning and data interpretation

Strand	Rating scale			
	(low) 1	2	3	4 (high)
Spatial reasoning	no spatial reasoning required	manipulation of the geometric information is required	complex manipulation of the geometric information is required	interpret, infer or generate new geometric information
Data interpretation	no data interpretation required	select and retrieve information	select and interpret information	generate or infer new information from data

5.4 Response strategy

This strand describes the demand associated with constructing a response to a question.

At a low level of demand, the strategy for solving a problem is given as part of the presentation of the problem.

At a lower intermediate level of demand, the strategy for answering a problem is clear and following simple steps will lead to completion of the problem. Some reasoned construction may be associated with organising appropriate working.

At an upper intermediate level of demand, there may be the need to construct a straightforward response. Some reasoned construction may be associated with organising more complex working.

At a high level of demand, the question will require that a strategy is developed and monitored to complete the task. The answer may need to be constructed, organised and reasoned.

Table 8: Response strategy

Strand	Rating scale			
	(low) 1	2	3	4 (high)
Response strategy	select one or more responses or construct a simple response	construct a small set of responses	construct a straightforward explanation shows evidence of a method	construct a complex explanation

6. Test specification

This section provides details of each test component.

6.1 Summary

The test comprises two components, which will be presented to pupils as three separate papers.

Table 9: Format of the test

Component	Description	Number of papers	Number of marks	Timing of component
Paper 1: arithmetic	arithmetic assesses pupils' confidence with the range of mathematical operations	1	40	30 minutes
Paper 2 and Paper 3: mathematical reasoning	mathematical fluency, solving mathematical problems and mathematical reasoning	2	70 overall 35 per paper	80 minutes 40 minutes per paper
	Total	**3**	**110**	**110 minutes**

6.2 Breadth and emphasis

The content and cognitive domains for the mathematics tests are specified in sections 4 and 5. The test will sample from the content domain in any given year. Although every element may not be included within each test, the full range of content detailed in this document will be assessed over time. Consolidation of the key stage 1 material is assumed within the key stage 2 programme of study and therefore material from key stage 1 may appear within the key stage 2 test. The questions in each test will be placed in an approximate order of difficulty.

The following sections show the proportion of marks attributed to each of the areas of the content and cognitive domains in a test.

6.2.1 Profile of content domain

Each of the nine strands listed in Table 10 will be tested on a yearly basis and these will be present in the tests in the ratios shown.

Table 10 shows the distribution of marks across the content domain.

Table 11 shows the distribution of marks across the components of the test and by national curriculum element.

Table 10: Profile of content domain

Content area Strand	Number of marks	Percentage of marks
Number, ratio and algebra Number, place value (N) Addition, subtraction, multiplication, division, calculations (C) Fractions, decimals and percentages (F) Ratio and proportion (R) Algebra (A)	83–93	75–85%
Measurement, geometry and statistics Measurement (M) Geometry – properties of shapes (G) Geometry – position and direction (P) Statistics (S)	17–27	15–25%

Table 11: Profile of marks by paper and national curriculum element

Paper	Number, ratio and algebra	Measurement, geometry and statistics	Total marks
Paper 1 (arithmetic)	40	0	40
Papers 2 and 3 (fluency, mathematical problem solving and mathematical reasoning)	22–26	9–13	70 (35 each paper)

6.2.2 Profile of cognitive domain

The cognitive domain is specified in section 5. Each test question will be rated in terms of demand against each of the four strands of the cognitive domain. The allocation of marks across each strand and demand rating is detailed in Table 12.

Table 12: Distribution of marks by cognitive domain strand

Cognitive domain strand	(low) 1	2–3	4 (high*)	Total marks
Depth of understanding	33–65	32–70	0–20	**110**
Computational complexity	1–15	77–105	2–20	**110**
Spatial reasoning and data interpretation	65–95	15–35	0–10	**110**
Response strategy	40–70	30–70	1–10	**110**

* In any one year the test will include category 4 questions from at least 3 of the 4 strands.

6.3 Format of questions and responses

6.3.1 Paper 1

Paper 1 (arithmetic) will comprise constructed response questions, presented as context-free calculations. The majority of the arithmetic calculations will be worth one mark. However, two marks will be available for long multiplication and long division.

6.3.2 Papers 2 and 3

In Papers 2 and 3, mathematical problems are presented in a wide range of formats to ensure pupils can fully demonstrate mathematical fluency, mathematical problem solving and mathematical reasoning.

Papers 2 and 3 will include both selected response and constructed response questions.

Selected response questions, where pupils are required to select which option satisfies the constraint given in the question, will include question types such as:

- multiple choice, where pupils are required to select their response from the options given
- matching, where pupils are expected to indicate which options match correctly
- true / false or yes / no questions, where pupils are expected to choose one response for each statement or problem.

Constructed response questions, where pupils are required to construct an answer rather than simply select one or more options, will include the following:

- constrained questions, where pupils are required to provide a single or best answer; these might involve giving the answer to a calculation, completing a chart or table, or drawing a shape (for questions worth more than one mark, partial credit will be available)
- less constrained questions, where pupils are required to communicate their approach to evaluating a statement or problem.

Questions in Papers 2 and 3 comprise both those presented in context and out of context. Up to 50 per cent of marks across these papers will be set in context.

6.4 Marking and mark schemes

The tests will be externally marked on screen by trained markers.

The mark schemes will give specific guidance for the marking of each question, together with general principles to ensure consistency of marking.

The mark schemes will provide the total number of marks available for each question and the criteria by which markers should award the marks to pupils' responses. Where multiple correct answers are possible, examples of different types of correct answer will be given in the mark schemes. Where applicable, additional guidance will indicate minimally acceptable responses and unacceptable responses. The mark schemes will provide a content domain reference, so it is possible to determine what is assessed in each question.

For all questions, the mark schemes will be developed during the test development process and will combine the expectations of experts with examples of pupils' responses obtained during trialling.

For multi-mark questions, where the correct answer has not been obtained, the mark scheme will indicate where marks are awarded either for using a formal method (Paper 1) or for correctly following a process or processes through the problem (Papers 2 and 3).

Partial marks will be awarded for correct working where the final answer is wrong but the pupil has used the formal method of working; where the grid method has been used for long multiplication or the 'chunking' method for long division, partial marks will not be awarded.

6.5 Reporting

The raw score on the test (the total marks achieved out of the 110 marks available) will be converted into a scaled score. Translating raw scores into scaled scores ensures performance can be reported on a consistent scale for all pupils. Scaled scores retain the same meaning from one year to the next. Therefore, a particular scaled score reflects the same standard of attainment in one year as in the previous year, having been adjusted for any differences in difficulty of the test.

Additionally, each pupil will receive an overall result indicating whether or not he or she has achieved the required standard on the test. A standard-setting exercise will be conducted on the first live test in 2016 in order to determine the scaled score needed for a pupil to be considered to have met the standard. This process will be facilitated by the performance descriptor in section 6.7 which defines the performance level required to meet the standard. In subsequent years, the standard will be maintained using appropriate statistical methods to translate raw scores on a new test into scaled scores with an additional judgemental exercise at the expected standard. The scaled score required to achieve the expected standard on the test will always remain the same.

6.6 Desired psychometric properties

While the focus of the outcome of the test will be whether a pupil has achieved the expected standard, the test must measure pupils' ability across the spectrum of attainment. As a result, the test must aim to minimise the standard error of measurement at every point on the reporting scale, particularly around the expected standard threshold.

The provision of a scaled score will aid in the interpretation of pupils' performance over time as the scaled score that represents the expected standard will be the same year-on-year. However, at the extremes of the scaled score distribution, as is standard practice, the scores will be truncated such that above and below a certain point, all pupils will be awarded the same scaled score in order to minimise the effect for pupils at the ends of the distribution, where the test is not measuring optimally.

6.7 Performance descriptor

This performance descriptor describes the typical characteristics of pupils whose performance in the key stage 2 tests is at the threshold of the expected standard. Pupils who achieve the expected standard in the tests have demonstrated sufficient knowledge to be well-placed to succeed in the next phase of their education, having studied the full key stage 2 programme of study in mathematics. This performance descriptor will be used by a panel of teachers to set the standards on the new tests following their first administration in May 2016. It is not intended to be used to support teacher assessment since it reflects only the elements of the programme of study that can be assessed in a paper-based test (see the content domain in section 4).

6.7.1 Overview

Pupils working at the expected standard will be able to engage with all questions within the test. However, they will not always achieve full marks on each question, particularly if working at the threshold of the expected standard.

Questions will range from those requiring recall of facts or application of learned procedures to those requiring understanding of how to use facts and procedures creatively to decide how to solve complex and unfamiliar problems. There will be a variety of question formats including selected response, short answer and more complex calculations and explanations where the demonstration of an appropriate method may be rewarded.

Question difficulty will be affected by the strands of the cognitive domain such as computational complexity and spatial reasoning and data interpretation. This should be borne in mind when considering the remainder of this performance descriptor, since pupils working at the threshold of the expected standard may not give totally accurate or correct responses to questions. In cases where there are multiple interrelated computational steps and / or a need to infer new information or to visualise or represent an abstract problem, some pupils may find the question difficult to understand, especially in a test setting. This will be true even when the performance descriptor determines that a skill should be within the pupil's capacity if working at the expected standard.

The following sections describe the typical characteristics of pupils in Year 6 working at the threshold of the expected standard. It is recognised that different pupils will exhibit different strengths, so this is intended as a general guide rather than a prescriptive list. References in square brackets [ ] refer to aspects of the content domain as specified in section 4.

6.7.2 Number, ratio and algebra

Pupils working at the expected standard are able to:

- use place value in whole numbers up to 1,000,000 to compare and order numbers and are beginning to become confident with numbers up to 10,000,000 [N2, N3]
- round any whole number to the nearest power of ten [N4]
- use negative numbers in practical contexts such as temperature and calculate intervals across zero [N5]
- count forwards or backwards in steps of any whole number with one significant figure, e.g. 9, 20, 3,000 [N1] to generate, describe and complete linear number sequences [A3]
- recognise and use multiples, factors, prime numbers less than 20 and square numbers up to 144 [C5]
- add and subtract whole numbers with up to two significant figures (e.g. 95 + 36, 5,700 – 2,900) [C1]
- add and subtract whole numbers with more than four digits, using formal written methods where appropriate [C2]
- use their understanding of place value to multiply and divide whole numbers and decimals with up to two decimal places by 10 or 100 (e.g. 1,532 ÷ 100 = , $\square$ ÷ 100 = 6.3) [C6]
- multiply and divide whole numbers mentally drawing upon multiplication facts up to 12 × 12 and place value (e.g. 60 × 70) and begin to use these facts to work with larger numbers [C6]
- multiply numbers with up to two digits by a two digit number using the formal long multiplication method and becoming more confident with multiplication with larger numbers; multiply and divide numbers with up to four digits by a single digit number using the formal short division method and become more confident with division using larger numbers including the long division method. [C7]
- recognise and use equivalent fractions (e.g. $\frac{300}{900} = \frac{1}{3}$; $\frac{4}{5} = \frac{8}{10} = \frac{80}{100}$) [F2]
- recognise and use the equivalences between simple fractions, decimals and percentages (e.g. 0.3 = $\frac{3}{10}$ = 30%) and becoming more confident with calculating other decimal fraction equivalents [F6, F11]
- find simple fractions and percentages of whole numbers and quantities (e.g. $\frac{2}{3}$ of 90; 20 × $\frac{1}{5}$; 30% of £60) [F1, F5, R2]
- add and subtract fractions with the same denominator, using mixed numbers where appropriate for the context (e.g. $1\frac{1}{5} - \frac{2}{5} = \frac{6}{5} - \frac{2}{5} = \frac{4}{5}$) [F2]

- add and subtract fractions with the same denominator and denominators that are multiples of the same number (e.g. $\frac{1}{4} + \frac{5}{8} = \frac{7}{8}$) and becoming more confident with more complex fraction calculations [F4]
- add and subtract decimal numbers that have the same number of decimal places (e.g. 157.31 – 29.16) [F10]
- multiply a one digit decimal number by a single digit number (e.g. 0.6 × 8) [F9]
- use simple ratio to compare quantities (e.g. Every pupil is given 3 pencils and a pen. 36 pencils were given out. How many pens were needed?) and estimate the distance from a map using a simple scale (e.g. where 1 cm represents 100 m) [R1, R3]
- use simple formulae expressed in words (e.g. time needed to cook a chicken: allow 20 minutes plus 40 minutes per kilogram) [A2]
- find possible values in missing number problems involving one or two unknowns (algebra) (e.g. Ben thinks of two numbers: the sum of the two numbers is 10: multiplied together they make 24: what are Ben's numbers? > (a + b=10, ab=24) [A1, A4].

6.7.3 Measurement

Pupils working at the expected standard are able to:

- read, write and convert time between analogue (including clock faces using Roman numerals) and digital 12- and 24- hour clocks, using a.m. and p.m. where necessary [M4]
- calculate the duration of an event using appropriate units of time (e.g. A film starts at 6:45p.m. and finishes at 8:05p.m. How long did it last?) [M4]
- convert between 'adjacent' metric units of measure for length, capacity and mass (e.g. 1.2 kg = 1,200 g; how many 200 ml cups can be filled from a 2-litre bottle?; write 605 cm in metres) [M5]
- find the perimeter of compound shapes when all side lengths are known or can be easily determined (e.g. a simple shape made from two identical rectangles joined together to make an L-shape with given dimensions of the rectangle) [M7]
- calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes by counting squares [M7].

6.7.4 Geometry

Pupils working at the expected standard are able to:

- compare and classify 3-D and 2-D shapes based on their properties (e.g. for 2–D shapes: parallel sides, length of sides, type and size of angles [G4], reflective symmetry [G2], regular / irregular polygons [G2]; for 3-D shapes: faces, vertices and edges) [G2]
- recognise and describe simple 3-D shapes, including using nets and other 2-D representations [G3]
- complete simple shapes using given lengths, such as 7.5 cm, (accurate to +/–2 mm) and acute angles that are multiples of 5° (accurate to +/– 2°) [G3]

- know and use the facts that angles at a point sum to 360°, angles at a point on a straight line sum to 180° and angles in a triangle sum to 180° (e.g. calculate the base angles of an isosceles triangle where the other angle is 110°) and identify other multiples of 90° [G4]
- identify, describe; and represent the position of a shape following a reflection or translation [P2]
- describe positions on a 2-D co-ordinate grid using axes with equal scales in the first quadrant (in the context of number or geometry) and use co-ordinates to complete a given rectangle; become more confident in plotting points in all four quadrants [P3].

6.7.5 Statistics

Pupils working at the expected standard are able to:

- complete, read and interpret information presented in tables and bar charts (e.g. find the difference between two bars showing temperatures, where one is 20°C and the other is 13°C, on a scale labelled in multiples of 5) [S1]
- interpret line graphs (e.g. begin to find the difference between two temperatures on a line graph, where one is 20°C and the other is 13°C, on a scale labelled in multiples of 5) and simple pie charts (e.g. a pie chart cut into eight pieces for favourite fruit using whole numbers for each section) [S1]
- calculate the mean as an average for simple sets of discrete data (e.g. find the mean mass of three parcels weighing 5 kg, 3 kg and 10 kg) [S3].

6.7.6 Solving problems and reason mathematically

Pupils working at the expected standard are able to:

- solve mathematical problems by applying their mathematics to a variety of routine and non-routine problems, in a range of contexts (including money and measures, geometry and statistics) using the content described above
- begin to reason mathematically making simple generalisations, using mathematical language
- use and interpret mathematical symbols and diagrams, and present information and results in a clear and organised way; for example:
  - solve mathematical problems with two or three computational steps using addition, subtraction, multiplication and division and a combination of these (e.g. extract and add prices from a table and calculate change, or solve problems such as 'Jason bought some bags of green apples (6 for 75p) and some bags of red apples (10 for 90p). He spent £4.20. How many bags of each type of apple did he buy?') [C4, C8]
  - solve mathematical problems involving numbers with up to two decimal places (e.g. find the two numbers which sum to 10 from this list: 0.01, 0.11, 1.01, 9.09, 9.9, 9.99) [F10, M9]
  - make simple connections between mathematical ideas
  - solve mathematical problems involving data [S2].

7. Diversity and inclusion

The Equality Act 2010 sets out the principles by which the national curriculum assessment and associated development activities are conducted. During the development of the tests, STA's test development division will make provision to overcome barriers to fair assessment for individuals and groups wherever possible.

National curriculum tests will also meet Ofqual's core regulatory criteria. One of the criteria refers to the need for assessment procedures to minimise bias: 'The assessment should minimise bias, differentiating only on the basis of each learner's ability to meet national curriculum requirements' (Regulatory framework for national assessment, published by Ofqual 2011).

The end of key stage 2 mathematics test should:

- use appropriate means to allow all pupils to demonstrate their mathematical fluency, solving problems and reasoning
- provide a suitable challenge for all pupils and give every pupil the opportunity to achieve as high a standard as possible
- provide opportunities for all pupils to achieve, irrespective of gender, disability or special educational need, social, linguistic or cultural backgrounds
- use materials that are familiar to pupils and for which they are adequately prepared
- not be detrimental to pupils' self-esteem or confidence
- be free from stereotyping and discrimination in any form.

The test development process uses the principles of universal design, as described in the 'Guidance on the principles of language accessibility in national curriculum assessments' (New language accessibility guidance, published by Ofqual 2012).

In order to improve general accessibility for all pupils, where possible, questions will be placed in order of difficulty. As with all national curriculum tests, attempts have been made to make the question rubric as accessible as possible for all pupils, including those who experience reading and processing difficulties, and those for whom English is an additional language, while maintaining an appropriate level of demand to adequately assess the content. This includes applying the principles of plain English and universal design wherever possible, conducting interviews with pupils, and taking into account feedback from expert reviewers.

For each test in development, expert opinions on specific questions are gathered, for example, at inclusion panel meetings, which are attended by experts and practitioners from across the fields of disabilities and special educational needs. This provides an opportunity for some questions to be amended or removed in response to concerns raised.

Issues likely to be encountered by pupils with specific learning difficulties have been considered in detail. Where possible, features of questions that lead to construct irrelevant variance (for example, question formats and presentational features) have been considered and questions have been presented in line with best practice for dyslexia and other specific learning difficulties.

7.1 Access arrangements

The full range of access arrangements applicable to key stage 2 assessments as set out in the ARA will be available to eligible pupils as required.

Appendix: Glossary of terminology used in the test framework

cognitive domain	Cognitive processes refer to the thinking skills and intellectual processes that occur in response to a stimulus. The cognitive domain makes explicit the thinking skills associated with an assessment. The cognitive domain, as shown in this framework, also identifies other factors that may influence the difficulty of the questions.
component	A section of a test, presented to pupils as a test paper or test booklet is called a component. Some tests may have two or more components that each pupil needs to sit to complete the test.
construct irrelevant variance	Construct irrelevant variance is the variation in pupils' test scores that does not come from their knowledge of the content domain. It can result in pupils gaining fewer marks than their knowledge would suggest or lead to the award of more marks than their knowledge alone would deserve. The former can occur, for example, when questions in a mathematics test also unintentionally measure reading ability. The latter often occurs when unintended clues within questions allow pupils to answer correctly without having the required subject knowledge.
content domain	The body of subject knowledge to be assessed by the test
distribution	The range of possible scaled scores
domain	The codified definition of a body of skills and knowledge
mark scheme	The document explaining the creditworthy responses or the criteria that must be applied to award the mark for a question in the test
national curriculum programme of study	The national curriculum programme of study is the statutory description of subject knowledge, skills and understanding for a given key stage. The key stage 1 and 2 programmes of study are published online at: https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum
performance descriptor	A performance descriptor is a description of the typical characteristics of pupils working at a particular standard. For these tests, the performance descriptor will characterise the minimum performance required to be working at the appropriate standard for the end of the key stage.

raw score	A raw score is the unmodified score achieved on a test, following marking. In the case of these tests it is the total marks achieved. For example, if a pupil scores 27 out of 60 possible marks, the raw score is 27. Raw scores are often then converted to other measures such as percentile ranks, standardised scores or grades.
scaled score	A score which has been translated from a raw score into a score on a fixed, defined scale is a scaled score. This allows performance to be reported on a consistent scale for all pupils, which retains the same meaning from one year to the next. Therefore, a particular scaled score reflects the same level of attainment in one year as in the previous year, having been adjusted for any differences in difficulty of the specific tests.
standard	The required level of attainment in order to be classified into a particular performance category
standard error of measurement	The standard error of measurement is a reliability estimate that allows the user to determine a confidence interval around a test score. It is a measure of the distribution of scores that would be attained by a pupil had that pupil taken the test repeatedly under the same conditions.
standard setting	The process of applying the standard to a particular test to determine the score required for a pupil to be classified within a particular performance category
test framework	A document that sets out the principles, rationale and key information about the test, and containing a test specification
test specification	A detailed description of what is to be included in a test in any single cycle of development
truncate	To shorten by removing ends

References

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Standards & Testing Agency

About this publication

Who is it for?

This document is aimed primarily at those responsible for developing the key stage 2 national curriculum test in mathematics. It may also be of interest to schools with pupils in key stage 2 and other education professionals.

What does it cover?

The framework provides detailed information to ensure an appropriate test is developed, including the:

- content domain
- cognitive domain
- test specification
- test performance descriptors.

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