

Sc

KEY STAGE

2

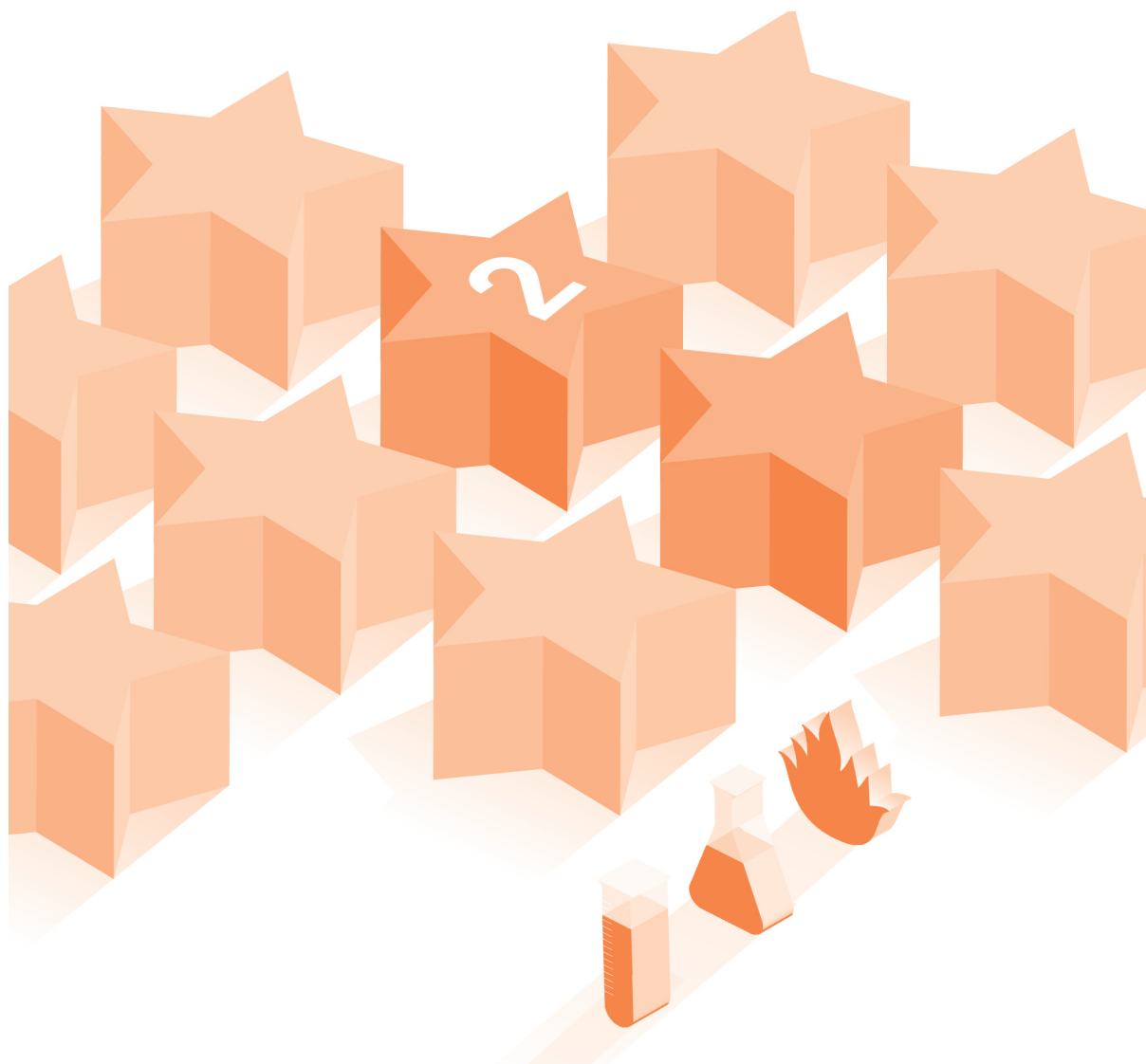
LEVELS

3–5

Science sampling

# Test administrators' guide

2011



We want our website and publications to be widely accessible, so please contact us if we're not meeting your needs.

**Qualifications and Curriculum  
Development Agency**

53–55 Butts Road  
Earlsdon Park  
Coventry  
CV1 3BH

Telephone 0300 303 3013  
Textphone 0300 303 3012  
Fax 0300 303 3014  
info@qcda.gov.uk  
www.qcda.gov.uk

QCDA/11/5400/p

ISBN 978-1-4459-5018-1

© Qualifications and Curriculum Development Agency 2011

Reproduction, storage or translation, in any form or by any means, of this publication is prohibited without prior written permission of the publisher, unless within the terms of the Copyright Licensing Agency. Excerpts may be reproduced for the purpose of research, private study, criticism or review, or by educational institutions solely for educational purposes, without permission, provided full acknowledgement is given.

## Contents

About this guide .....	3
Deliveries of science sampling test materials .....	3
Getting ready for the science sampling tests .....	3
Administering the science sampling tests .....	5
At the beginning of the science sampling tests .....	5
Guidance for administering the science sampling tests to pupils with a hearing impairment .....	6
Guidance for administering the science sampling tests to pupils with a visual impairment .....	7
During the science sampling tests .....	8
At the end of the science sampling tests .....	10
Checklists .....	13

## About this guide

This guide should be read by anyone who is involved in administering the key stage 2 science sampling tests and modified key stage 2 science sampling tests. A copy of this guide should be taken into each room where the science sampling tests will be administered, as it contains important guidance on what to do if things do not go according to plan. A PDF version of this document is available to download from the QCDA website at [www.qcda.gov.uk/sciencesampling](http://www.qcda.gov.uk/sciencesampling).

For further guidance on the science sampling tests, you should refer to *Science sampling arrangements*, which is available on the QCDA website at [www.qcda.gov.uk/sciencesampling](http://www.qcda.gov.uk/sciencesampling).

You can also contact the national curriculum assessments helpline on 0300 303 3013 or email [assessments@qcda.gov.uk](mailto:assessments@qcda.gov.uk).

## Deliveries of science sampling test materials

Science sampling test materials and modified science sampling test materials will be delivered to schools in one consignment from Wednesday 4 May 2011.

If your school has not received its science sampling test materials by 5pm on Friday 6 May 2011, you should contact the national curriculum assessments helpline on 0300 303 3013.

Please follow the checklists at the end of this guide to ensure your science sampling test materials are received and stored securely. If your consignment is incorrect, or you suspect that there might have been a breach of the security of the test materials, please report the incident immediately to the national curriculum assessments helpline on 0300 303 3013.

### Stationery items

Your school will receive a stationery pack together with the science sampling test papers.

The following items are enclosed in the stationery pack:

- a copy of this document
- an *Attendance register* with columns for *Test A* and *Test B*
- a *Headteacher's declaration* form
- a *Dispatch log*
- orange *Test script bags* for packing test scripts, the *Attendance register* and the *Headteacher's declaration* form.

## Getting ready for the science sampling tests

### Preparing rooms for the science sampling tests

You must prepare any rooms where tests will take place before pupils are admitted. Although there are no set requirements for how pupils should be spaced during the tests, seating arrangements should allow

all pupils to work quietly and independently. Pupils should not be able to view other pupils' test papers.

Before the start of the tests, you must ensure there are no displays in the room that could give pupils an unfair advantage. These items must be removed or covered for the duration of the tests. A clock should be visible to all pupils in the test room.

You should write the school name on a board at the front of the class for pupils to write on the cover of their test papers. This information is needed to track test scripts.

### Preparing equipment for the science sampling tests

You should make sure pupils have all the equipment they may require for the tests. This includes a pen or sharp 2B pencil to write with. A sharp pencil is needed for scientific drawing. A ruler and eraser should also be provided. Erasers should only be used to make corrections to diagrams.

Science sampling test scripts will be scanned and marked on screen. Pupils who write in pencil should use a 2B pencil to ensure their answers can be read when scanned. Pupils should not use gel pens or glitter pens as they do not scan well.

### Pupils working below the level of the science sampling tests

Pupils who are working below level 3 in science should not sit the science sampling tests. A national curriculum test science paper from a previous year may be administered to these pupils for inclusion purposes, but these test scripts should not be sent for external marking.

### Arrangements for pupils who cannot take a science sampling test at the correct time

Some pupils may need to take one or both of the science sampling tests at a different time from the rest of the cohort. The science sampling tests cannot be taken earlier than Friday 13 May 2011 under any circumstances.

Individual pupils who arrive late, but before the rest of the pupils have completed the test, may have the full time to complete the test. A notification of a timetable variation is not required in this case.

If a pupil arrives after a test has been completed, but where the other pupils are still in the test room, that pupil should be kept isolated from other pupils until the test has been administered. If the test is administered immediately, you do not need to notify QCDA.

If a pupil arrives after the test has been completed and has not had contact with pupils who have taken the test, then that pupil should be kept isolated from other pupils until the test has been administered. A notification must be submitted before the test can be administered.

If a pupil has arrived late and had contact with pupils who have taken the test, the pupil must not be allowed to take the test and should be marked as absent on the *Attendance register*.

If, due to unavoidable practical difficulties, your school is unable to administer a test to the whole cohort in one sitting, you may administer the test in two or more sittings. In these circumstances, no pupil should have the opportunity to communicate with any pupils who have already taken the test. A notification must be submitted before the test can be administered.

If you need to administer a test to a pupil on a different day to the rest of the cohort, you must submit an *Application for a timetable variation* and receive permission from QCDA before the test can be administered.

### Submitting applications and notifications of timetable variations

If you need to submit a notification or an application for a timetable variation, you must do so on the 'Access arrangements' section of the *NCA tools* website at [www.qcda.gov.uk/ncatools](http://www.qcda.gov.uk/ncatools). Use the *Application for a timetable variation* form or *Notification of a timetable variation between 7am and 7pm on the day of the test* form.

## Attendance register

There is an *Attendance register* with a column for each science sampling test. Please check the *Attendance register* carefully before administering each test to ensure all pupils' details are listed correctly. The names on the *Attendance register* will be the pupils' names as supplied for the national curriculum test pupil registration. If any of the pupils listed have permanently left the school, enter code 'L' in the test status columns for *Test A* and *Test B*.

The *Attendance register* has blank lines that should be used to provide the details of pupils who are not already listed. Their names should be added in alphabetical order by surname then first name. Their dates of birth should also be provided in the appropriate column. Please use a black ballpoint pen and write clearly.

If you have any other queries regarding the details on the *Attendance register*, please contact the national curriculum assessments helpline on 0300 303 3013.

## Administering the science sampling tests

The science sampling tests must be administered in order, *Test A* before *Test B*.

### Opening the science sampling test packs

Headteachers must ensure the test packs remain sealed until immediately before the tests. However, in exceptional circumstances, if test packs need to be opened early for administrative purposes, for example, because they need to be delivered to different school sites, they may be opened up to one hour before the test is due to start. You can only open test packs more than one hour early if you have had an application for early opening approved on the 'Access arrangements' section of the *NCA tools* website at [www.qcda.gov.uk/ncatools](http://www.qcda.gov.uk/ncatools).

Once the test pack has been opened, you must not:

- discuss the content of the test papers with anyone
- use them in any way before the test begins
- use question-specific information to prepare pupils for the tests.

### Test conditions

The science sampling tests must be carried out under the same strict test conditions as the national curriculum tests.

Pupils must not:

- talk to each other at any stage during the tests
- have items that cause disruption, such as mobile phones
- have any materials or equipment other than those specified in this guide.

You must ensure pupils:

- have access to any required equipment
- know what they have to do and the time limit for the tests
- are reminded that their work must be their own and that they must not discuss questions or copy answers
- work independently and are adequately supervised
- are not given inappropriate support, such as pointing to an answer or suggesting that a pupil should think again.

## At the beginning of the science sampling tests

It is important to brief pupils at the start of each test. The briefing should include information about what is expected of the pupils in terms of behaviour while they are in the test room.

You might find the section 'What to say at the beginning of the science sampling tests' overleaf useful when preparing your opening comments for the tests.

Read aloud any other instructions on the cover of the test papers, including 'Write your full name and school name on the cover of your test paper'. You should also read the instructions on page 3 of the test paper with the pupils. You should tell the pupils to pay particular attention to instructions within test questions. Please follow the checklists at the end of this guide to help you administer the tests.

### What to say at the beginning of the science sampling tests

- This is the key stage 2 science sampling *Test A* (or science sampling *Test B*).
- Make sure you have the correct test paper in front of you.
- You have 45 minutes for this test.
- You'll need a pen, a sharp 2B pencil, a ruler and an eraser.
- If you don't have all the equipment, I can provide it for you.
- Clearly write your full name, date of birth and school name on the cover of your test paper.
- Open your test paper to page 3. I'll read the instructions to you.
- You should read the questions carefully as you work through the test paper. If you can't answer a question, move on and return to it later.
- If you want to change your answer, put a neat line through the response you don't want the marker to read. Do not use an eraser.
- If you want to change a drawing, you should either put a neat line through the response you don't want the marker to read or use an eraser.
- Remember to check your work carefully.
- If you have any questions during the test, you must put your hand up and wait for someone to come to you. You must not talk to each other.
- I'll tell you when you are halfway through the test and I'll also tell you when you have five minutes left. I'll tell you when the test is over and when to stop writing.
- Are there any questions you want to ask me now?
- You may now start the test.

## Guidance for administering the science sampling tests to pupils with a hearing impairment

Communicators and signers may need additional guidance as to how they should sign certain parts of the science sampling tests. As subject-specific words do not always have a clear and meaningful sign, teachers often develop their own signs for these words.

All staff supporting pupils should be aware of these signs and use them with pupils during the tests.

Some questions in the science sampling tests may refer to past or future events, or words or diagrams used earlier in a question. In such instances, pupils may be given reminders, including the repetition of parts of a question.

When administering the science sampling tests, any adaptations described in the 2011 key stage 2 science sampling *Modified subject-specific guidance* may be made, and suggested rephrasing of words and sentences may be signed.

When communicators and signers sign questions to pupils the word order may be different and some individual words may be changed. Communicators and signers must therefore take care not to inadvertently alter the meaning of the question, explain elements which are part of the scientific understanding of the question, or indicate or imply the answer through their signs.

The 2011 key stage 2 science sampling *Modified subject-specific guidance* draws the test administrator's attention to questions which may need some additional clarification or exemplification for pupils with a hearing impairment and pupils who use sign language.

Specific guidance is not given for all questions or parts of questions.

In the tables of specific guidance:

- X** indicates a word or phrase that may not be signed or explained. You may point to the word, or finger spell it
- ✓** indicates a word or phrase that may be signed or explained
- !** indicates a word that may be signed or explained with caution.
- In general, signs should be positioned in 'neutral space' away from the test papers, unless the guidance notes specifically advise a communicator to refer to a part of a test question.
- Any familiar signs may be used, but care must be taken not to convey the answer with the sign chosen.
- If the familiar sign is iconographic, and conveys the meaning of the scientific term, or if no sign is known, the words may be finger spelled, or pointed to in the test booklet, but not explained.
- All questions may be simplified by separating the statement and response elements, and giving the statement first. For example:
  - ▶ *Tick one box to show which mass is greater may be signed or explained as Which mass is greater? Tick one box.*
  - ▶ *Fill in and give, may be signed or explained as write.*
  - ▶ *Calculate may be signed work out.*
- Unfamiliar proper nouns and names may be clarified by a general sign, for example *a boy, a place*, if they are likely to confuse a pupil.
- All pronouns may be explained or expanded for example *he, she, they, each one*.
- In questions that require a pupil to tick a box to complete a sentence, the whole sentence may be signed or explained each time.
- Where a question refers a pupil to look at a particular object, for example a diagram or a bar chart, the test administrator may indicate the object generally, but should take care not to indicate any particular feature of the object, or the answer.

Where the guidance indicates an alternative phrase for sign communication, the same phrase may be used to explain these terms to oral deaf pupils. When no specific guidance is given, everything must be signed or explained in the way it is presented in the standard test booklet, following normal classroom practice.

Pupils may be provided with signed translations of whole questions or papers. A communicator may record the signed responses of a pupil who uses BSL or other sign-supported communication if this is normal classroom practice.

Schools must have appropriate documentation supporting their decision to use a scribe in this way. The school must complete the *Use of a scribe* form available on the QCDA website at [www.qcda.gov.uk/accessarrangements](http://www.qcda.gov.uk/accessarrangements).

Pupils may sign their responses to test administrators who should note these as precisely as possible on the test paper, without inferring any meaning that was not clear in the pupil's signed responses. Pupils must not be in a position to see other pupils' signed responses.

## Guidance for administering the science sampling tests to pupils with a visual impairment

The science sampling tests contain a number of diagrams, graphs and pictures and pupils may need assistance in locating all the relevant elements of these questions.

Where necessary, they have been simplified or adapted for ease of use by pupils with a visual impairment, but there may still be a need to assist pupils in locating the correct diagrams or clarifying their layout. Some non-essential diagrams and illustrations may have been omitted. Some questions require pupils to draw, and they should use the methods most appropriate for them. If a pupil is asked to 'draw' a shape on a grid, the desired shape should be indicated by an outline or, if appropriate, the area covered by the shape may be shaded or marked or indicated by pins (if used) so that it can be clearly read by the marker.

## Guidance for users of the science sampling modified large print papers

In the modified large print papers, diagrams are printed within the text.

## Guidance for users of the science sampling Braille papers

In the Braille test papers, no responses should be given on the test paper itself. The following Braille code is used to indicate missing numbers, words, letters or expressions.

- ⠠⠠⠠ Missing number with one or more digits.
- ⠠ Missing number, one digit only.
- ⠠⠠ Missing word(s), letter(s), or expression(s) (which could include numbers).
- ⠠ or ⠠ Missing digit within a multi-digit number (use will be explained in the question).

Whenever Braillists are required to draw on plastic film, spare copies of the diagrams are provided so that they have the opportunity to make a second attempt if necessary.

Where appropriate, pupils should be encouraged to use a ruler when drawing a straight line on film.

Assistance may be needed to label these diagrams and test administrators should ensure that they are attached to the pupil's test scripts at the end of the test.

In the Braille versions of the test papers, some of the diagrams may be tagged separately at the back of the test booklet. These diagrams are for use on a graph board or jelly mat, or are for pupils to Braille on directly.

Test administrators should detach these diagrams before administering the test so that the diagrams can be appropriately prepared. Spare copies of the diagrams should be kept separate in case they are needed during the test.

Some Braille test papers may have loose sheets of plain paper inserted between facing page diagrams and the text to protect the Braille dots. These should be removed before the test paper is given to the pupil. Some Braille questions require the use of additional pupil answer sheets.

If a table has to be filled in, a separate copy of the table will be provided which pupils should put into their Brailers to fill in the answers.

Expected forms of response are:

- a drawing with a stylus on plastic film (a jelly-mat on which to place the plastic film is essential)
- a drawing with pins and bands made by the pupil on either the thermoform or a plastic film sheet, or points shown with adhesive putty. The test administrator will then remove the pins and bands, or adhesive putty, and indicate their positions by marking/drawing on the sheet (preferably with a permanent marker). Labels should be transcribed as positioned by the pupil
- a combination of the above activities.

A cork board on which to mount the diagram, if pins are to be used, is essential.

Where materials (for example pins, elastic bands, cardboard shapes or adhesive putty) have been used to 'draw' a shape or diagram, these materials should not be sent to the marker.

Test administrators must ensure that any inserts are attached to the pupil's Brailled scripts at the end of the test session. No question papers should be sent for marking.

## During the science sampling tests

### Dealing with queries and issues

It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration. However, you must ensure that nothing you say or do during a test could be interpreted as giving pupils an advantage. Please follow the checklists at the end of this guide to help you administer the science sampling tests.



For further help and guidance, contact the national curriculum assessments helpline on 0300 303 3013.

### Answering pupils' questions

If a pupil asks a question about test content, you must not explain subject-specific terms or expressions.

### Unfamiliar contexts

If any everyday context or words related to the context of a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the context or related objects.

### Disruption during the tests

#### Fire alarm

Stop the test and note the time. Evacuate the room, following school procedures, but tell the pupils to remain silent. The test scripts should be left in the test room. The pupils should be supervised at all times to ensure they do not talk about the test. Once the disruption is over, pupils may continue with the test. Make sure the pupils receive the correct amount of remaining time. If the integrity of the test has not been maintained, for example if pupils have talked to each other about the test, you must contact the national curriculum assessments helpline on 0300 303 3013 for advice before you continue.

#### Pupil illness

Stop the test for the individual pupil and note the time. If the pupil needs to leave the test room for a rest break, a test administrator should accompany the pupil. After a rest break, if the pupil is well enough the pupil should continue with the test.

If other pupils have been disturbed, you may stop the test. If necessary, move the pupils to another room, ensuring they remain silent. Make sure the pupils receive the correct amount of remaining time.

If a test paper is spoiled, give the pupil a new copy. A member of staff should copy the answers from the spoiled paper onto the new paper. You should do this at a time that causes the least disruption to the pupil. If the paper is unreadable, ask for the pupil's answers at the end of the test and record them in a

different colour on the new paper. A note explaining the event should be attached to the paper for the external marker. Do not send the original spoiled paper for external marking. If the pupil is too ill to continue the test, send the partially completed test script for external marking.

#### Rest breaks

For pupils who are likely to experience fatigue or suffer concentration problems, it may be appropriate to give them rest breaks by separating the tests into sections or 'stopping the clock'.

The test questions must be presented to the pupils in the original order. It is important that all pupils have the opportunity to attempt all parts of the paper so that the test properly reflects their attainments. If pupils are given rest breaks, this time must not be used to discuss the content of the test.

#### Pupils who need to leave the test room

All pupils taking the tests must be supervised at all times. If a pupil needs to leave the test room, a test administrator should accompany the pupil.

When deciding on the number of test administrators needed to maintain adequate supervision for a particular test, you should consider the possibility of at least one test administrator needing to leave the room with a pupil.

#### Mobile phones

Pupils must not have with them any items that may cause disturbances during the tests. You may consider collecting mobile phones from pupils before the tests. If a mobile phone makes any sound, it should be removed from the pupil. If a pupil has gained an advantage as a result of using a mobile phone, the guidance below on pupils cheating should be followed.

#### Pupils cheating

Record details of the incident, including the pupil's name, the test paper and any specific questions in which the pupil gained an advantage by cheating. If appropriate, move the pupil to another location for the remainder of the test.

The headteacher must report any pupils who have cheated to QCDA using the online *Notification of a pupil cheating* form available on the 'Access arrangements' section of the *NCA tools* website at [www.qcda.gov.uk/ncatools](http://www.qcda.gov.uk/ncatools).

By completing the form, the headteacher agrees to either:

- the removal of marks for the specific questions where the pupil has gained an advantage

or

- the annulment of the pupil's test result.

The science sampling test scripts of pupils who may have cheated must be collated with the other pupils' test scripts. Do not enclose any information regarding the incident with the test scripts.

### Disruptive pupils

If a pupil is disturbing other pupils, stop the test and remove the pupil. Give the remaining pupils a few moments to refocus and then continue the test with the correct amount of remaining time. It is up to the school to decide whether the disruptive pupil should continue the test in a separate room. If the test is not completed, the partially completed test script should be sent for external marking.

### Test papers are incorrectly collated or the print is illegible

Stop the test for the affected pupils and organise replacement papers. Once the replacements are provided, give pupils the remaining time to complete the test. Pupils should not be allowed to start the test again. All schools receive additional copies of each test paper. If this is not enough, contact the national curriculum assessments helpline on 0300 303 3013 for approval to photocopy the test paper. At the end of the test, attach the replacement paper to the original and tell the headteacher what action you took.

## At the end of the science sampling tests

### Collecting and storing completed science sampling test scripts

After each science sampling test, the test scripts should be collected immediately and put in the same order as the pupil names on the *Attendance register*. This should be alphabetical by surname. You should then complete the appropriate column on the *Attendance register* for the test using the guidance below. The test scripts should then be stored securely in the packaging provided. Please follow the checklists at the end of this guide to ensure test materials are collected and stored securely.

### Completing the *Attendance register*

When each test is finished, ensure that the relevant test status column for each pupil on the *Attendance register* is completed using the codes in this table.

Code	Category
✓	If a pupil is working at levels 3–5 and took the science sampling test.
A	If a pupil was absent for the relevant science sampling test.
B	If a pupil is working below the level of the science sampling tests.
T	If a pupil is working at the level of the science sampling tests but is unable to access them.
L	If a pupil has left the school.
P	If a pupil reached the end of the key stage 2 science programme of study before the start of the 2010/11 school year.
F	If a pupil is not expected to reach the end of the key stage 2 science programme of study until a future school year.

Check that the information on pupils' test scripts matches the details on the *Attendance register*. It is very important for reconciliation purposes that pupils' details are correctly and fully completed on their test scripts.

If your cohort has more than one pupil with the same surname and first name, please take extra care in ensuring their dates of birth are written correctly on their test scripts.

If a pupil has used a different name on their test script, for example, a name they are commonly known by, you should cross it out and write the correct name (in a different colour from the pupil's writing) on the pupil's test script cover. This will assist with verifying that all of your test scripts have been received.

### Packaging the completed test scripts

After each test, you should return pupils' test scripts immediately to the headteacher or senior member of staff who is responsible for the science sampling tests. You must not look at the test scripts, annotate or review them in any way unless you are completing a transcript or adding a note to the pupil's test script cover or additional paper, ensuring their legal name is written on it.

You must not keep or photocopy the test scripts for any reason.

The test scripts should be collated in the same order as the pupil names on the *Attendance register* and placed in the *Test script bags*. No more than 40 test scripts should be packaged in each *Test script bag*.

When packaging test scripts in more than one bag, where possible, please place an equal number of test scripts in each bag. This will ensure that test scripts are not damaged and can be scanned for onscreen marking. If a bag has been partially filled with *Test A* scripts, it may be topped up with *Test B* scripts.

Please do not return unused test papers.

Please include any Braille test scripts (in the Braille envelope provided), enlarged print or modified large print test scripts. Please ensure that any relevant paperwork, such as the *Use of a scribe* form or *Use of a transcript* form, are inserted inside the relevant pupil's test script. Please do not use staples or paperclips to attach notification forms to pupils' scripts.

The completed *Attendance register* and the completed *Headteacher's declaration* form should be sent with the completed test scripts.

Please also return any unused *Test script bags*, to allow all expected bags to be accounted for.

If you need more *Test script bags*, please contact the national curriculum assessments helpline on 0300 303 3013.

The *Test script bag(s)* should be sealed and stored securely.

If you are administering a timetable variation for the science sampling tests, wait until this has been completed and ensure all science sampling test scripts are packaged together.

### Completing the Headteacher's declaration form for science sampling

The *Headteacher's declaration* form for science sampling is statutory and must be completed by the headteacher, or other authorised member of staff, after both of the science sampling tests have been taken. The *Headteacher's declaration* form must be signed to confirm the science sampling tests have been administered in accordance with the statutory requirements as set out in the 2011 key stage 2 *Science sampling arrangements* and that the security and confidentiality of the tests have been maintained. Please photocopy the *Headteacher's declaration* form for your school's records.

It is important that the headteacher is fully briefed about any incidents that arise during the tests. Any incident that may have affected the integrity, security or confidentiality of the tests must be reported to QCDA.

If for any reason the headteacher, or other authorised member of staff, cannot complete the *Headteacher's declaration* form for science sampling they should notify the national curriculum assessments helpline on 0300 303 3013.

## Storing the packaged science sampling test scripts

The headteacher is responsible for ensuring that test scripts are stored securely. They must be kept in a secure, locked place until they are collected.

See the checklists at the end of this guide for further information.

## Sending science sampling test scripts for marking

Science sampling test scripts will be collected on Monday 16 May 2011. Test scripts should be ready for collection from 9am. If you have QCDA's permission to administer a timetable variation, for example on 16 May 2011, you should keep all scripts secure until the final script is completed and QCDA will arrange for a courier to collect your scripts on 17 May 2011.

The school reception should be informed and should know who to contact when the Parcelforce Worldwide courier arrives to collect the test scripts. For each *Test script bag* used, attach the peel off section of the return label to the *Dispatch log* according to the guidance on the *Dispatch log*. The member of staff responsible for the test scripts should give the *Test script bags* to the courier who will sign the *Dispatch log* as proof of collection. Schools should keep the *Dispatch log* as proof of test script dispatch.

If your school misses the scheduled collection or the science sampling test scripts have not been collected by 5pm on Monday 16 May 2011, please contact the national curriculum assessments helpline on 0300 303 3013.

Test scripts should be securely stored at all times while awaiting collection.

## Checklists

### Science sampling test material delivery

- When the science sampling test materials arrive, check the contents against the *Delivery note* and ensure the correct quantities of test materials are included in your delivery. If these do not match, please contact the national curriculum assessments helpline on 0300 303 3013.
- Check that the sealed test packs have not been opened or damaged in transit. If any test packs are unsealed or damaged, report this immediately to the national curriculum assessments helpline on 0300 303 3013.
- Store the test materials securely in their resealed boxes, in a locked cabinet in a locked room, until the tests take place.
- Check the security of the test materials regularly.

### Before the science sampling tests

- Make sure there is a copy of the 2011 key stage 2 *Science sampling arrangements* in the test room in case any questions arise that are not answered in this guide.
- Cover all displays that may help pupils with the science sampling tests.
- Check that there are sufficient test papers, seats and space for your pupils to work independently.
- Prepare and check any equipment needed to administer the tests, including any equipment pupils may require, including 2B pencils. If administering modified tests, prepare and check any equipment needed as listed within the *Modified subject-specific guidance*, provided with the modified papers.
- Make a note of any individual needs, for example pupils who are allowed additional time or a reader.

### At the start of the science sampling tests

- Check that you have distributed the correct test papers. *Test A* must be taken before *Test B*.
- Check that pupils do not have mobile phones or other items that could unfairly advantage them during the test.
- Remind pupils to carefully complete all of the requested information on the front cover of their scripts.
- Tell pupils the length of the test and ensure that all pupils can see the clock.

### During the science sampling tests

- Maintain test conditions.
- If a pupil asks for help, make sure you do not say or do anything that in any way suggests the correct answer.
- Where appropriate, remind the pupils how much time they have left, for example half way through the test and five minutes before the end. At the five minute reminder, tell the pupils that if they have finished the whole paper they should use the remaining time to check their answers.
- If you suspect a pupil is cheating, follow the guidance on pupils cheating on page 9 of this document.
- If any test papers have missing pages or printing errors, contact the national curriculum assessments helpline on 0300 303 3013 immediately.
- Supervise any pupils who leave the room during the test.

### At the end of the science sampling tests

- Collect all the test scripts, including any partially completed test scripts, ensuring test conditions are maintained until all the test scripts have been collected.
- Brief relevant staff about any incidents that occurred during the tests.

## Preparing science sampling test scripts for collection

- Ensure the relevant column of the *Attendance register* has been completed after *Test A* and *Test B*.
- After each test, collect test scripts in a single stack in the same order as on the *Attendance register*, checking that each pupil's details are fully and accurately completed on the covers.
- Where appropriate, insert any relevant paperwork, for example *Use of a scribe* form or *Use of a transcript* form inside the relevant pupil's script.
- Check that you are only sending pupils' completed and partially completed test scripts for marking. Do not return unused test papers or include any materials other than those specified in this guide.
- If your cohort has more than one pupil with the same surname and first name, take extra care to ensure their dates of birth are written correctly on their test script covers.
- Follow the guidance on page 11 in order to correctly pack the test scripts for marking.
- Place any Braille test scripts in the padded envelope provided.
- Do not overfill the *Test script bags*. If you need more *Test script bags*, contact the national curriculum assessments helpline on 0300 303 3013.
- Return any unused script bags with the test scripts.
- Seal and store the *Test script bags* securely. Do not use staples to seal the *Test script bags* or attach two *Test script bags* together, as they can easily become separated.
- Ensure *Test script bags* are stored securely in a locked location until they are collected.

## Science sampling test scripts collection

- Science sampling test scripts should be ready for collection from 9am on Monday 16 May 2011.
- Advise your school reception that a Parcelforce Worldwide courier will be coming to collect the science sampling test scripts and ensure that the responsible person will be available to give your *Test script bags* to the courier.
- Complete and keep the *Dispatch log* after packing the *Test script bags*.
- The *Dispatch log* can be used to track your test scripts. For each *Test script bag* used, attach the peel off section of the return label to the *Dispatch log*.
- Record the total number of *Test script bags* sent on the *Dispatch log*. This must equal the number of labels attached.
- Sign the school signature box on the *Dispatch log*.
- Ensure the Parcelforce Worldwide driver signs and dates the *Dispatch log*. Return the signed copy to your headteacher.
- If your school misses the scheduled collection or the science sampling test scripts have not been collected by 5pm on Monday 16 May 2011, contact the national curriculum assessments helpline on 0300 303 3013.



## About this publication

### Who is it for?

This guide is for headteachers, test administrators, key stage 2 science subject leaders and key stage 2 assessment and special educational needs coordinators. It is also sent to local authorities.

### What is it about?

This booklet provides guidance on the administration of the key stage 2 science sampling tests.

### Related materials

- 2011 key stage 2 *Access arrangements guide*
- 2011 key stage 2 *Science sampling arrangements*
- 2011 key stage 2 Science sampling *Modified subject-specific guidance*
- 2011 *Keeping test materials secure* factsheet

### For more copies:

PDF versions of the 2011 key stage 2 *Science sampling test administrators' guide*, and the related materials listed above, are available to download from the QCDA website at [www.qcda.gov.uk/sciencesampling](http://www.qcda.gov.uk/sciencesampling).

### Qualifications and Curriculum Development Agency

53-55 Butts Road, Earlsdon Park

Coventry CV1 3BH

Telephone 0300 303 3013

Textphone 0300 303 3012

Fax 0300 303 3014

Email [assessments@qcda.gov.uk](mailto:assessments@qcda.gov.uk)

Website [www.qcda.gov.uk/tests](http://www.qcda.gov.uk/tests)

QCDA/11/5400/p

© Qualifications and Curriculum Development Agency 2011