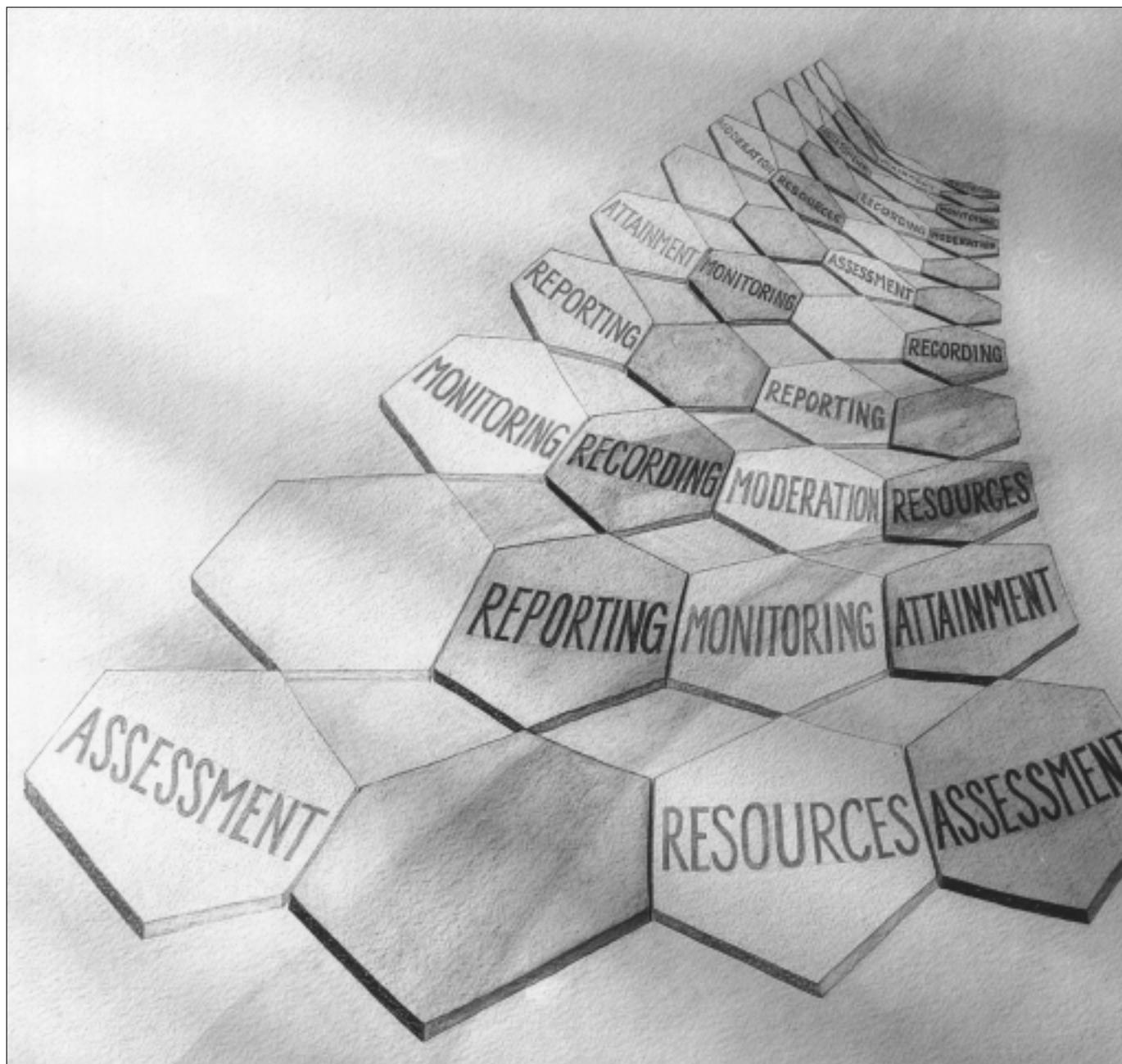


# ASSESSMENT ARRANGEMENTS IN KEY STAGE 3 DETAILED PROCEDURES

2004-2005



Rewarding Learning

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**ASSESSMENT ARRANGEMENTS  
IN KEY STAGE 3:  
DETAILED PROCEDURES FOR 2004–2005**

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**If you have any queries regarding any aspects of the assessment arrangements for  
Key Stage 3, please contact the Assessment Activity Team,  
Tel: (028) 9026 1238 or (028) 9026 1224, fax: (028) 9026 1288  
E-mail: [asmart@ccea.org.uk](mailto:asmart@ccea.org.uk) or [gblack@ccea.org.uk](mailto:gblack@ccea.org.uk)**

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## Section 1

# General Requirements

### 1.1 Headteachers' duties

Headteachers of schools have a duty to ensure the implementation of the Northern Ireland Curriculum in their schools, including the statutory assessment arrangements. The headteacher's duty extends to all Year 10 pupils on the school's register including those pupils who are being educated away from the school under temporary arrangements. For example, pupils being educated at home, in hospital or in an educational guidance unit.

The headteacher (including those in independent schools who have decided to participate) should ensure that their school complies fully with the statutory arrangements for assessing pupils at the end of Key Stage 3, as described in this and in any previous documents. It is, therefore, expected that schools will:

- identify which Year 10 pupils should be assessed (see paragraph 1.2);
- ensure that end of key stage teacher assessment levels are recorded for all these pupils, unless they are exempt (see paragraph 3.3);
- ensure that all pupils working at Level 3 and above in English, Irish (in Irish speaking schools), mathematics and science, unless they are exempt, take the Key Stage 3 tests according to the timetable;
- comply with the procedures for maintaining the security and confidentiality of the test materials and for making any special arrangements;
- comply with the arrangements for external marking and reporting to parents.

### 1.2 Pupils to be assessed

With the exception of those who have statements of special educational needs because of severe learning difficulties, all pupils in their final year of Key Stage 3 in the school year 2004/2005 must be assessed. All pupils who are moving on to the Key Stage 4 Programmes of Study in the next school year are regarded as being in the final year of Key Stage 3. Most of these pupils will be 14-years-old in Year 10. However, some may be older or younger because they are not being taught with their chronological year group. Where a pupil is older or younger than 14 years, that pupil should only be assessed if he or she is moving on to the Key Stage 4 Programmes of Study. It is not intended that a pupil should be assessed more than once at the end of the key stage.

## Section 2

# Registration of Year 10 Pupils

### 2.1 Generating and transferring pupil information

In January 2005, schools will receive Circular S/IF/01/05 which provides information on the procedures to be used to generate and transfer to CCEA the details of the Year 10 pupils in your school.

For each Year 10 pupil, schools are required to provide CCEA with the following information:

- pupil name – surname and forename;
- pupil number – a 13-character Unique Pupil Number (UPN);
- gender;
- date of birth;
- ethnicity;
- the name of the class the pupil is in for English, Irish (in Irish speaking schools), mathematics and science; and
- pupils taking the Level 8 Extension Paper in science.

The school's CLASS system should be used to generate the information required for each Year 10 pupil. This pupil information should be transferred to CCEA by Electronic Data Interchange (EDI) using an entry file produced in the format generated by the software.

Your local C2k Centre should provide detailed instructions for generating the pupil information, for producing the entry file and for the electronic transfer of the entry file to CCEA. Assistance with the procedures is available from local C2k Support Officers and queries which relate to the use of software should be directed to the C2k Helpdesk, tel: (0870) 6011 666, fax: (028) 9086 8800.

The Key Stage 3 entry file should be transferred by EDI to CCEA by **Tuesday 1 March 2005**.

If your school is not connected to the CLASS system, please contact the Assessment Activity Team, tel: (028) 9026 1224 and pupil registration forms will be sent to your school. The completed pupil registration forms should be returned to CCEA by **Tuesday 1 March 2005**. The pupil information will be keyed in manually by CCEA staff and an entry file created for your school.

## **2.2 Checking of pupil information**

Following the receipt of the pupil entry file from schools, a pupil entry data checklist will be sent to schools. Schools will be asked to confirm the accuracy of the data held by CCEA within one week of the checklist being received. When changes are required, these can be accepted on hard copy up until **Friday 18 March 2005**. No amendments to the pupil entry file can be made after this date.

## **2.3 Identification of pupils taking the Level 8 Extension Paper in Science**

Schools will be asked to identify pupils likely to be taking the Level 8 Extension Paper and include this information in the entry file to be transferred by EDI to CCEA by **Tuesday 1 March 2005**.

## **2.4 Pre-printing of assessment stationery**

The pupil information in the school's entry file will be used to pre-print the pupils' names and numbers on all stationery associated with Key Stage 3 assessment, namely:

- pupil cards – a pre-printed card for each pupil to use during the test period for all subject tests;
- attendance sheets – a pre-printed sheet for Invigilators to record pupil attendance on the day of the subject test;
- class assessment records (for non-EDI schools only) – a pre-printed sheet for teachers to record the assessment outcomes in the attainment targets in the subject;
- pupil result slips – a pre-printed sheet which details the pupil's test levels and teacher assessment outcomes for all subjects. These results slips will be printed on self-duplicating paper;
- class result sheets – a pre-printed sheet which details the test levels and teacher assessment outcomes for the pupils in the class.

## Section 3

# Teacher Assessment

### 3.1 Teacher assessment at the end of the key stage

Teacher assessment is an essential part of the Key Stage 3 assessment arrangements. The outcomes of end of key stage teacher assessment are reported alongside the test results. Both forms of assessment have equal status and provide complementary information about pupils' attainment. The tests provide a standard "snapshot" of attainment at the end of the key stage. Teacher assessment, carried out as part of teaching and learning in the classroom, covers the full range and scope of the English, Irish (in Irish speaking schools), mathematics and science programmes of study, and takes account of evidence of achievement in a range of contexts, including information gained through discussion and observation. It continues to be important for schools to promote the quality of teacher assessment through a range of strategies, whilst avoiding any unnecessary workload for teachers. It is, therefore, recommended that teachers undertake internal standardisation. This involves teachers coming together to reach a common agreement on the standards of the work of pupils in the school.

Teachers should assess each pupil in all attainment targets by **Friday 13 May 2005**. The outcomes of these assessments should be recorded for each pupil as either W (working towards Level 1) or Levels 1, 2, 3, 4, 5, 6, 7 or 8.

In order to arrive at a judgement of the level description which best fits a pupil's performance in each attainment target, teachers' judgements should draw upon:

- practical and oral work in the classroom;
- written work completed in class;
- homework; and
- class tests or school examinations, where appropriate.

The marked tests will not be returned to schools before teachers have finalised their teacher assessments. This is to enable CCEA to carry out additional post-marking checks on the tests. The teacher-assessed outcomes for all subjects will be transferred electronically by EDI to CCEA and teachers will **not** have to complete Class Assessment Records.

### 3.2 Class Assessment Records (for non-EDI schools only)

Class Assessment Records pre-printed with the pupils' names and numbers will only be provided for schools without EDI facilities. These schools should receive their Class Assessment Records by **Friday 15 April 2005**.

The collection of the Class Assessment Records for all subjects (from non-EDI schools only) will take place on **Wednesday 18 May 2005**.

### 3.3 Exemptions from teacher assessment

Pupils with statements of special educational needs who have severe learning difficulties are exempted from statutory teacher assessment. Some pupils may have a statement of special educational needs which exempts them from identified attainment targets because of their specific learning difficulties.

There may be other occasional and exceptional circumstances, for example, where pupils have been absent from school for an extended period, where the headteacher considers there is insufficient evidence to undertake and record teacher assessment. In such circumstances the pupil may be exempted on a temporary basis from the statutory arrangements. Details of the circumstances and procedures for making temporary exceptions are set out in Circular 1990/45 issued by the Department of Education in August 1990. The school will then need to decide whether or not the pupil will remain in Year 10 and be assessed the following year.

Where a pupil is exempted from teacher assessment in an attainment target, the “E” box should be shaded for the relevant attainment target(s) and no teacher assessment outcomes recorded.

In the electronic files, where a pupil is exempted from teacher assessment in an attainment target, this should be recorded as “S”.

### 3.4 Electronic transfer of teacher-assessed outcomes for English, mathematics and science by EDI

The electronic transfer of the teacher-assessed outcomes for English, mathematics and science will require schools to carry out the activities detailed below.

- The teacher-assessed levels for each pupil are entered into the CLASS Key Stage Manager. The C2k document *Entering Teacher-Assessed Levels* provides details on the procedures to be used.

Notes:

- 1 The electronic file cannot be transmitted if there are missing levels.
  - 2 Levels must be included for pupils who are registered with the school but are being educated away from the school under temporary arrangements.
  - 3 An acceptable entry, eg a level or an alternative code such as S (exempt) or **W** (working towards) must be recorded for each pupil in all attainment targets in each subject.
- The accuracy of the teacher-assessed data entered must be verified.
  - The teacher-assessment data should be sent to CCEA by EDI by **Wednesday 18 May 2005**.

### 3.5 Checking of teacher assessments

CCEA will confirm receipt of the data file containing the teacher-assessed outcomes for English, mathematics and science. A copy of this data will not be returned to schools for checking; therefore before sending the file, schools should ensure that, for each subject,

the levels entered have been confirmed by the Year 10 subject teachers involved. The C2k document *Entering Teacher-Assessed Levels* provides details on how to print checklists by teaching group.

### 3.6 Transfer into or out of the school

Where a new pupil has registered with the school after the pupil entry data has been finalised, the pupil's name and number (the UCI generated for the pupil at **their previous school**) should be added to the pupil entry file. In circumstances where the previous school did not have a UCI for the pupil concerned, the current school must generate one.

It is the obligation of the school to find out and record the teacher assessed levels achieved for each attainment target in each subject by any newly registered pupils. If necessary, contact should be made with the previous school to obtain this assessment information. Schools will be provided with New Pupil Registration Forms (*EAD284*) on which to record the information needed by CCEA for any newly registered pupils.

In the electronic files, a pupil who has left the school should be recorded as **L** (leaver). The pupil should **not** be deleted from the file.

### 3.7 Support for teachers carrying out the assessment arrangements

Subject specialist teachers of English, Irish (in Irish speaking schools), mathematics and science are provided with one day's substitute cover for each Year 10 class. This resource has been made available by the Department of Education to provide teachers with non-contact time to carry out their teacher assessments and check the accuracy of the teacher assessments being sent by EDI to CCEA.

Claims in respect of substitute teacher costs for carrying out statutory assessment should be made on Form *TR140* (CCEA) using the relevant code as detailed below. Details on completing Form *TR140* (CCEA) are set out on the reverse of the form. Further assistance, if required, may be obtained by contacting the Finance Department, CCEA on (028) 9026 1200 (ext. 2295/2136).

<b>CCEA Code</b>	<b>Description</b>
F02	KS3 English
F03	KS3 Mathematics
F04	KS3 Science
F05	KS3 Irish

## Section 4

# Key Stage 3 Tests (2005): Administrative Information

### 4.1 Use of end of key stage tests

CCEA will provide, and mark externally, subject tests in English, Irish (in Irish speaking schools), mathematics and science. All pupils working at Level 3 and above should take these tests.

### 4.2 Timing of the tests

<b>Tuesday 3 May 2005 – English</b>			
9.30 am	Reading/Writing Test Paper 1 (1 hour 15 mins, including reading and planning time)	1.30 pm	Reading/Writing Test Paper 2 (1 hour 15mins, including reading and planning time)
<b>Wednesday 4 May 2005 – Mathematics</b>			
9.30 am	Papers 1, 3 or 5 (1 hour)	11.00 am	Papers 2 or 4 (1 hour)
1.30 pm	Mental Mathematics Test 1 or 2 (approx 20 mins)		
<b>Thursday 5 May 2005 – Science</b>			
9.30 am	Paper 1 Tier A (1 hour) Tier B (1 hour) Tier C (1 hour)	11.00 am	Paper 2 Tier A (1 hour) Tier B (1 hour) Tier C (1 hour)
1.30 pm	Level 8 Extension Paper (1 hour)		
<b>Friday 6 May 2005 – Irish (in Irish speaking schools)</b>			
9.30 am	Reading Test Tier A (1 hour 10 mins) Tier B (1 hour 10 mins)	11.00 am	Writing Test Tier A (1 hour 10 mins) Tier B (1 hour 10 mins)

The tests must be administered on the dates and the sessions given in this timetable. Within each session, schools may vary the start time for each test by 30 minutes without permission from CCEA.

### 4.3 Ordering the tests

The tests should be ordered by completion and return of the estimated subject test order form (form *EAD262*) which accompanies this document. When completed, form *EAD262* should be returned to CCEA in the prepaid envelope by **Tuesday 1 March 2005**. Schools are asked to indicate the **number of packs of tests** likely to be required for each tier of entry. Sufficient extra copies of all tests in the tiers ordered should be included to allow for late changes in the tier of entry. **The quantity of tests ordered should reasonably reflect the number of Year 10 pupils in your school.** In Irish, mathematics and science, pupils must enter the same tier in each test.

In **English**, (for pupils working at Level 3 and above) all pupils take the same two papers (Levels 3 to 7 and above are obtainable).

In **Irish** (in Irish speaking schools), teachers are advised to order tests (for pupils working at Level 3 and above) as follows:

- pupils working at a level up to and including Level 5 – Tier A (Levels 3, 4 and 5 are obtainable);
- pupils working at Level 6 and above – Tier B (Levels 5, 6, 7 and 8 are obtainable).

In **mathematics**, teachers are advised to order tests (for pupils working at Level 3 and above) as follows:

- pupils working at Level 3 – Tier A paper and Mental Mathematics Test 1 (Level 3 is obtainable);
- pupils working at Level 4 – Tier B papers and Mental Mathematics Test 1 (Levels 3, 4 and 5 are obtainable);
- pupils working at Level 5 – Tier C papers and Mental Mathematics Test 2 (Levels 4, 5 and 6 are obtainable);
- pupils working at Level 6 – Tier D papers and Mental Mathematics Test 2 (Levels 5, 6, and 7 are obtainable);
- pupils working at Levels 7 or 8 – Tier E papers and Mental Mathematics Test 2 (Levels 6, 7 and 8 are obtainable).

**Note:** Where a pupil sits the Tier B Tests (Papers 1 and 2 and Mental Mathematics Test 1) but does not achieve the lowest mark for Level 3, the pupil will be treated as if they had entered for Tier A and the marks for Paper 1 and Mental Mathematics Test 1 will be considered separately.

In **science**, teachers are advised to order tests (for pupils working at Level 3 and above) as follows:

- pupils working at Levels 3 and 4 – Tier A (Levels 3 and 4 are obtainable);

- pupils working at Level 5 and up to Level 6 – Tier B (Levels 4, 5 and 6 are obtainable);
- pupils working confidently at Level 6 or working at Levels 7 or 8 – Tier C (Levels 5, 6 and 7 are obtainable);
- pupils working confidently at Level 8 – Level 8 Extension Paper.

In all subjects, where a pupil on the occasion of the test does not show attainment at one of the levels available in the tier entered, this will be recorded as N. Teachers should try to ensure that pupils are entered for a tier of entry where they are likely to achieve a level.

#### 4.4 Modified versions of the tests

Modified versions of the written tests are produced for pupils with hearing impairment. Tests are also produced in Braille, modified large print and enlarged print for pupils with visual impairment. Enlarged print papers are likely to be suitable for pupils with a moderate visual impairment for whom increasing the size of text is sufficient in itself to provide access. They may also be suitable for pupils with a motor disability who would benefit because of the greater amount of space provided for written answers.

Enlarged and Braille versions of the Mental Mathematics Answer Sheets are available.

<b>Standard papers</b>	<b>Enlarged A3 papers</b>	<b>Modified large print papers for pupils with severe visual impairment</b>	<b>Braille papers</b>	<b>Modified papers for pupils with hearing impairment</b>
A4 booklet, black print on white or coloured paper.  Text: 13pt	Enlarged version of the standard test.  A3 booklet, black print on white paper.  Text: 18pt	Enlarged text, graph lines and certain numbers emboldened. Shading removed, illustrations removed and diagrams modified as necessary.  A4 booklet, black print on white paper. Teachers may set up models for use with some mathematics and science questions.  Text: 18pt	Illustrations removed and text and diagrams modified as necessary. Papers and tactile diagrams produced in Braille by a specialist agency. Teachers may set up models for use with some mathematics and science questions.	A4 booklet, black print on white or coloured paper.  Text modifications by approved teachers of the deaf.  Text: 13pt

Enlarged and modified versions of the tests should only be ordered for pupils who normally use this type of material in class. Schools are asked to indicate on form *EAD262* the **exact number** of enlarged and modified tests required for each tier of entry. Extra copies of enlarged and modified tests will **not** be supplied.

Every effort is made to ensure that, as far as possible, the particular needs of individual pupils are met. Further advice is available from the Assessment Activity Team, tel: (028) 9026 1224.

#### **4.5 Receiving, checking the tests and maintaining security**

Schools should receive their test order by **Friday 22 April 2005** and the supporting documentation and stationary by **Friday 15 April 2005**.

When the test order arrives in the school, a nominated member of staff should **immediately check the number of test packs against the order form and, by Thursday 28 April 2005, return the packing list to CCEA in the prepaid envelope provided**. The test packs themselves must not be opened at this stage. Any packing error should be reported to the Assessment Activity Team by telephone as soon as possible, and in every case at least three school days before the date of the test.

The test materials must be treated as highly confidential and stored securely during the period between their arrival in the school and their administration and collection for external marking. Headteachers must ensure that appropriate procedures are in place to preserve the security and confidentiality of the tests.

#### **4.6 Colour-coding of tests**

For ease of administration, the covers of the test papers have been colour coded. The colours of the test papers in each subject are detailed below.

##### **English: Reading/Writing**

Papers 1 and 2 – white

##### **Irish: Reading/Writing**

Tier A – pink

Tier B – white.

##### **Mathematics**

Papers 1, 2, 3, 4 and 5 – yellow.

Mental Mathematics Test 1 – maize

Mental Mathematics Test 2 – green

##### **Science**

Tier A: Papers 1 and 2 – white

Tier B: Papers 1 and 2 – green

Tier C: Papers 1 and 2 – maize

Level 8 Extension Paper – grey

#### 4.7 Opening the tests

The pupil test packages must not be opened until just before the start of each of the test sessions. Where large numbers of pupils are taking the tests, it is recognised that the test packages will need to be opened before the pupils arrive for the test in order to permit a prompt start. Schools may not open any tests earlier than one hour before the test is scheduled to take place.

#### 4.8 Preparing pupils for the tests

Prior to taking the tests, teachers should ensure that each pupil has been issued with his/her pre-printed pupil card. Pupils must bring this card with them on each of the days of the subject tests. Pupils should be familiar with their pupil number. **It is of great importance that pupils write their pupil number accurately on the front of each test booklet** since pupil names are not recorded.

It would be helpful for pupils to be informed of:

- the structure and length of each test;
- the meaning of relevant instructions or symbols;
- the meaning of terms such as *describe* or *explain*;
- the kind of help which invigilators may and may not give;
- how to structure their time during the tests;
- the resources which they will need during the tests;
- the conditions under which the tests will be taken.

Details of the tests and administration instructions are included in the *Notes for Teachers on Test Invigilation* issued to schools in mid April.

In **English**, Papers 1 and 2 will last 1 hour 15 minutes. Both papers are divided into two sections, A and B. Section A includes three questions assessing reading and Section B has one writing question. Pupils are advised to spend about 40 minutes on Section A and about 35 minutes on Section B. About 5–10 minutes should be spent planning the answers to each section before the pupils begin to write. For example, for Section A pupils should read the stimulus text and questions more than once and use highlighters or pens to underline and identify key points or make notes.

Pupils should be reminded to answer all questions. If pupils are asked to give supporting evidence in their answers, they should quote directly or paraphrase words from the stimulus text. For the writing questions, although pupils should write 1–2 pages for each question, they should be made aware that the **quality** of their writing is more important than the quantity.

In **Irish**, the Reading Test will last 1 hour 10 minutes. This includes reading and planning time of approximately ten minutes. In Tier A there are eleven questions and in Tier B there are eight questions. Pupils should be reminded to answer all questions. Some questions carry high marks and hence require extended answers.

The Writing Test will last 1 hour 10 minutes. This includes reading and planning time of approximately ten minutes. In Tier A, three writing tasks are provided and pupils are instructed to select one task for their writing. In Tier B, two tasks are provided and pupils are instructed to select one task for their writing. Pupils should be advised to write about 300–500 words. They should also be informed that the **quality** of their writing is more important than the quantity.

**Dictionaries and word lists must not be used in either the English or the Irish Tests.**

In **mathematics and science**, pupils should be told that, where questions require it, they will be expected to show their working and reasoning. Where pupils show all their working, this may enable markers to award marks for partially correct solutions. In the mathematics tests, formulae specifically relevant to the questions will **not** be provided, for example the formulae for finding the area and circumference of a circle. Calculators may be used in all mathematics papers.

In the **mental mathematics test**, pupils should be told that the test is a taped test lasting approximately 20 minutes and consisting of 30 questions. As questions are designed to assess mental agility and recall, pupils should be encouraged to work out answers “in their heads”. The tape comprises three sections and includes both instructions to pupils and the questions. For some questions, the information pupils will need is included on the pupil answer sheet.

Pupils should have only pens or pencils. They should not have rubbers, rulers, calculators or any other mathematical equipment. Access to paper for working out answers is not allowed, however pupils may write mathematical workings if this helps them. Marks will not be deducted nor any awarded for any working shown on completed answer sheets. Pupils should be aware that they must answer in the allocated time for each question and that written working may slow down their response.

Pupils will be told how long they have to answer each question and that the time given will increase from 5 to 10 to 15 seconds as the test progresses through the three sections. Once the test has started, pupils are not allowed to ask any questions.

#### **4.9 Administering the tests**

The tests should be carried out under normal test conditions. Schools should ensure that pupils can work undisturbed, individually and without access to materials such as notes and textbooks that could give them an unfair advantage. The tests may be held in a school hall, classroom or other suitable accommodation.

It is for headteachers to decide who should act as an invigilator on the days of the tests. However, it is recommended that at least one invigilator is a teacher of the subject being

tested, or that a subject specialist discusses the administration requirements with invigilators before the test begins. Invigilators should ensure that pupils understand clearly what they have to do, but must avoid giving help with the subject matter of the test. The front of the test booklets should be checked to ensure that each pupil has transferred his/her pupil number accurately from the pupil card. Precise details of invigilators' responsibilities will be included in the *Notes for Teachers on Test Invigilation* issued in April.

For ease of administration, it is suggested that pupils are arranged in the pupil number order which corresponds to that pre-printed on the Attendance Sheets for each subject (forms *EAD280* (a), (c), (e), (i) and (s)).

#### **4.10 Resources needed for the tests**

In addition to writing materials the resources detailed below should be available to pupils during the tests.

##### **English and Irish**

Extra paper should be available on request.

##### **Mathematics**

Rubber, ruler, non-programmable calculator, compasses and 360° angle measurer or protractor. Pupils taking Papers 4 and 5 should have calculators with trigonometric functions. Tracing paper and graph/squared paper should be available on request.

##### **Mental Mathematics**

Pens or pencils only. Pupils should **not** have rubbers, rulers, calculators or any other mathematical equipment. Access to paper for working out answers is **not** allowed.

##### **Science**

Rubber, ruler, 360° angle measurer or protractor, non-programmable calculator (optional).

**Note:** Periodic tables are not required.

#### **4.11 Lateness, absence and illness**

Individual pupils who arrive late (but within the time allocation for that test) may, providing test security is not compromised, at the school's discretion, be allowed the full time allocated for the completion of the test. Pupils who finish early may be allowed to leave the room early, again at the school's discretion.

Pupils who miss one or both tests in a subject through illness or absence should be recorded as absent. They will not be awarded a test level for the subject. Teacher

assessment levels for these pupils should still be recorded. Where a pupil misses one test, the other completed test should be sent for external marking as this will provide information on the pupil's performance. It will also enable the school to provide an informal report to the pupil's parents.

Where a pupil is ill or otherwise distressed during any test, the pupil may leave the room accompanied by a responsible person. When the pupil returns, additional time may be provided to enable the pupil to complete the test. If the pupil does not return, a note indicating that the test is incomplete due to pupil illness should be attached to the test.

#### **4.12 Cheating**

Any pupils found cheating in the tests should be dealt with according to the school's normal disciplinary procedures, and parents informed. The tests should be sent for external marking in the normal way, with a note explaining what has happened. The tests will be marked and returned to the school. CCEA will then decide whether or not the outcomes from the tests are valid. If they are judged to be invalid, only the teacher-assessed levels will be reported.

Should an external marker identify a case where cheating is suspected but the school appears to be unaware of it, this will be drawn to the attention of CCEA and contact will be made with the headteacher of the school.

## Section 5

# Special Arrangements

### 5.1 General Principles

The tests are designed to be accessible to the vast majority of pupils. During test development, advice is taken from a range of experts and consultants on the suitability of draft questions.

Enlarged and modified versions of the tests, and the special arrangements which schools may make, are available to ensure that as many pupils as possible have access to the tests.

It is important that schools consider the possible special arrangements for pupils **before** the tests take place. When considering making special arrangements, the focus should be on the needs of the individual pupil, taking account of his/her usual methods of working in the classroom. Pupils can be disadvantaged if a special arrangement is introduced and they are not accustomed to this method of working.

Special arrangements must not provide an unfair advantage over other pupils. It is, therefore, important that any support given does not reduce the validity or reliability of the tests nor compromise their integrity or credibility. For example, the support given must not alter the nature of the test questions and the responses given must be the pupil's own.

Special circumstances, such as pupil illness, accident or bereavement that may occur before or during the test period will not be taken into account in relation to the test outcomes. Schools do not, therefore, need to notify CCEA of any special circumstances. Teachers may wish to take account of a pupil's special circumstances when finalizing the teacher assessed levels for the pupil and when writing the annual report to parents.

### 5.2 Disapplication and modification

There may be a very small number of pupils who are unable to take part in some or all of the assessment arrangements, even allowing for the full range of special arrangements that can be made. The assessment arrangements for tests and teacher assessment may be disapplied or modified in very exceptional circumstances for the few pupils who are unable to benefit from taking part. A Code of Practice relating to the identification and assessment of pupils with special needs, issued under Article 4 of the Education (Northern Ireland) Order 1996, has been operative from 1 September 1998.

A very small number of pupils, for example those with chronic or severe illness, may be unable to take the tests. In such cases it may be appropriate for headteachers to exempt pupils from the tests. This may be done through the Education (Curriculum) (Temporary Exceptions) Regulations (Northern Ireland) 1990 made under Article 17 of the 1989 Education Reform (Northern Ireland) Order which allows headteachers to make directions exempting pupils from the statutory curriculum and assessment requirements

on a temporary basis. Information on the scope of the Regulations and on the procedures for making directions is provided in Circular 1990/45, issued by the Department of Education in August 1990.

### **5.3 Pupils who may need special arrangements**

Special arrangements may be appropriate for:

- pupils with a statement of special educational needs, or who are currently undergoing a statutory assessment (or reassessment) of their special educational needs as defined by Stages 4 and 5 in the Special Educational Needs Code of Practice for Northern Ireland which came into effect in September 1998;
- pupils for whom provision is being made in school and whose specific difficulty, disability or medical condition significantly affects access to the tests;
- pupils who are unable to sit and work at a test for a sustained period because of a disability or medical condition, or because of emotional, social or behavioural difficulties;
- pupils for whom English is not their first language and who have limited fluency in English or Irish.

When making decisions on special arrangements, teachers should carefully consider:

- the needs of the individual pupil;
- the requirements of each test;
- the information included in the pupil's statement of educational needs and their Individual Education Plan (where these exist) and discussed at the Annual Review;
- the nature and extent of the support usually given as part of normal classroom practice.

The special arrangements which are likely to be relevant to the areas of need detailed in the SEN Code of Practice are summarized below.

- Communication and Interaction – relating to written communication using word processors or amanuenses.
- Cognition and Learning – dealing with learning difficulties of different types where pupils may require reading and/or writing assistance.
- Sensory and Physical Needs – arrangements appropriate for pupils with physical disabilities, visual and hearing impairment and for pupils with long-term medical conditions.

- Behavioural, Emotional and Social needs – pupils with, for example, emotional and behavioural difficulties, Asperger’s Syndrome, psychiatric disorders and some medical conditions might require supervised rest periods, separate supervision or accommodation arrangements.

Some pupils may have needs that span these areas and it is therefore important to consider all the available arrangements that may be appropriate.

#### 5.4 Requesting permission for special arrangements

The table below shows whether or not permission for the special arrangement(s) should be requested from CCEA.

- ✓ No permission is required from CCEA and the special arrangements may be made at the discretion of the headteacher.

**P** Permission should be requested, using form *EAD277*, which accompanies this document, for return to CCEA no later than **Tuesday 15 March 2005**.

<b>SPECIAL ARRANGEMENTS FOR THE WRITTEN TESTS</b>	<b>Pupil with a statement of special need or in the process of being assessed (Stages 4 and 5 of the SEN Code of Practice)</b>	<b>Pupil without a statement of special needs</b>
Use a separate room	✓	✓
Use of alternative accommodation, eg at home or in hospital	✓	✓
Clarifying general instructions and rubrics	✓	✓
Supervised rest breaks	✓	✓
Varying the test start time within 30 mins	✓	✓
Varying the test start time beyond 30 mins	<b>P</b>	<b>P</b>
Open the test early (more than one hour in advance of any test session)	<b>P</b>	<b>P</b>
Additional time up to 25% of overall time	✓	✓
Additional time in excess of 25% of overall time	<b>P</b>	<b>P</b>
Use of communicators, signers, readers or amanuenses	✓	✓
Use of mechanical or technological aids for pupils dependent on them	✓	✓
Use of prompters	✓	✓
Use of bilingual dictionaries and word lists	✓	✓
Use of a language assistant for pupils for whom English is not their first language	✓	✓

Every effort is made to ensure that, as far as possible, the particular needs of individual pupils are met. Further advice is available from the Assessment Activity Team, tel: (028) 9026 1238 or (028) 9026 1224.

The special arrangements for the Mental Mathematics Test are detailed in Section 5.7.

By **Wednesday 13 April 2005** schools will be notified whether or not permission for the special arrangement(s) requested on form *EAD277* has been granted.

## **5.5 Special arrangements that require permission**

### ***Additional time in excess of 25% of overall time***

Permission must be sought, using form *EAD277*, for pupils who require additional time in excess of 25% of the total time for the test. An allowance of more than 25% will only be permitted in exceptional circumstances.

### ***Early opening of the tests***

Unless permission has been granted, schools may not open any tests earlier than one hour before the test is scheduled to take place.

### ***Varying the test start time beyond 30 minutes***

Where a headteacher wishes to vary the start time of the test(s) beyond 30 minutes for all Year 10 pupils or for particular groups of pupils, permission must be requested from CCEA using form *EAD277*.

## **5.6 Special arrangements that do not require permission**

### ***Additional time up to 25% of overall time***

Additional time of up to 25% of overall time may be allowed for the tests at the discretion of the headteacher.

For pupils with visual impairments using modified large print or braille tests, up to 100% additional time may be permitted at the discretion of the headteacher without requesting permission.

Additional time may be appropriate, for example, for pupils with a physical or sensory difficulty, a medical condition, or who normally require the use of a word processor or other technological aid, or with a specific learning difficulty that significantly affects their speed of reading or writing. Some pupils who use sign or other alternative communication systems and pupils for whom English is an additional language and who do not attend an Irish speaking school may also require extra time.

Teachers should consider whether pupils would benefit from extra time. Other arrangements such as giving rest breaks may be more appropriate for some pupils with concentration difficulties and those who experience fatigue.

### ***Supervised Rest breaks***

For pupils who are likely to experience fatigue or suffer concentration difficulties, it may be appropriate to provide supervised rest breaks. Rest breaks are not permitted for the Mental Mathematics Test. When using rest breaks, the tests should be split into coherent sections and should take place on the timetabled day of the test. It is important that pupils should attempt all parts of the paper so that the test properly reflects their attainment. The overall time should remain the same as if the test had not been split into sections. If pupils are given rest breaks, this time must be supervised. The contents of the test should not be discussed during the break. The provision of rest breaks may be offered as well as additional time at the discretion of the headteacher.

### ***Taking the tests in a separate room or away from school***

The use of a separate room may enable the school to meet the requirements of pupils with a range of needs, for example, concentration difficulties, significant behavioural or emotional difficulties or for pupils using a communicator, signer, reader or amanuensis. A separate room may also be used for pupils who require rest breaks or additional time.

Where a pupil is unable to attend school because of illness, incapacity or any other reason accepted by the school, the tests may be administered in another venue such as the pupil's home, in hospital or an educational guidance unit. In this situation, teachers must ensure that the tests take place according to the scheduled timetable, the confidentiality of the tests is maintained, appropriate exam conditions prevail and a responsible adult not related to the pupil administers the test. In order to facilitate the use of another venue, the pack of tests may be opened no earlier than one hour before the test is scheduled to take place. Tests taken to another venue must be packed securely so that confidentiality is maintained. Completed tests should be returned to the school and packed with the tests of the other Year 10 pupils.

### ***Clarifying general instructions and reading questions to pupils***

Teachers administering the tests may clarify general instructions for an individual pupil during the tests, provided they are asked to do so because of specific queries from an individual pupil.

For the Writing Section (Question 4) of the English Test, the Writing Tests in Irish, the mathematics and the science tests, questions may be read to the pupils using the exact wording if this is part of normal classroom practice. Technical expressions or subject-specific terms included in the test must not be replaced, changed or explained. For Questions 1, 2 and 3 of the Reading Section of the English Tests and the Reading Tests in Irish, only general instructions may be clarified. No assistance must be given with reading the stimulus text or questions.

### ***Varying the test start time within 30 minutes***

The start time of the tests may be varied within a period of 30 minutes, at the discretion of the headteacher, to accommodate the particular circumstances of the school.

### *Use of communicators, signers, amanuenses, readers and prompters*

All adults who are acting as communicators, signers, readers, amanuenses and/or prompters should:

- normally be teachers or support assistants but need not be teachers of the subject being tested. They should not be the pupil's own teacher or a relative of the pupil being tested;
- be briefed about their role and about any subject-specific issues which might arise during the tests;
- be familiar with the format and style of the tests through sight of previous tests or exemplar materials;
- work at the pupil's own pace and be prepared for periods of inactivity as the pupil may require time for reflection or rest periods;
- refrain from providing help in the form of explanations, facts or suggestions which would invalidate the assessment;
- ensure that the meaning of technical terms included in the test is not clarified;
- write a note on the pupil's test indicating that a communicator, signer, reader, prompter and/or amanuensis has been used;
- immediately refer any problems to the school's Key Stage 3 Assessment Co-ordinator.

### *Use of Communicators and Signers*

Communicators and signers can be used for the Writing Sections (Question 4) of the English Tests, the Writing Tests in Irish, and the mathematics and science tests but must not be used for the Reading Sections (Questions 1, 2 and 3) of the English Tests or the Reading Tests in Irish.

The communicator or signer should:

- use a means of communication which is appropriate to the needs of the pupil and with which the pupil is familiar;
- ensure that any signs used do not provide an explanation or indicate the meaning of technical words or the answer required;
- be aware of and use the signs used by the pupil's teacher to convey subject-specific words;
- take particular care if a modified version of a paper is being taken, since the language of the paper has already been modified;

- if asked, re-interpret instructions and carrier language by saying/signing or writing words and phrases;
- if asked, repeat any instructions given on the test as well as the questions and answers already recorded;
- specific objects may be used as prompts, provided that no prompt that is used gives an unfair advantage;
- if necessary, record the pupil's answers including corrections after observing the pupil's signed response or response by pointing;
- ensure that pupil's who are signing their responses are not in a position to see other pupils' signed or written responses.

Although some re-phrasing and re-interpretation will be inevitable because of the change to a visual form of communication, such rephrasing must not give the pupil an unfair advantage.

### *Use of Readers*

Readers should only be used with individual pupils who would otherwise not be able to access the tests and only if this is normal classroom practice for the pupil. They should not be used with pupils who are capable of accessing the tests independently. The specific needs of individual pupil's as outlined in their Individual Educational Plan should be taken into account when this type of support is being considered. Questions should not be read out to the whole class or group.

Readers may be used in the Writing Sections (Question 4) of the English Tests, the Writing Tests in Irish, and the mathematics and science tests but must not be used for the Reading Sections (Questions 1, 2 and 3) of the English Tests or the Reading Tests in Irish.

The amount of input given by the reader will depend on the needs of the pupil. In most cases, a reader should only need to help the pupil, on request, with occasional words, phrases or sentences. In a minority of cases, the reader may need to read the entire test paper.

The reader should:

- read accurately and at a speed which will ensure the pupil's understanding;
- read only the instructions and the exact wording of the question but not explain, clarify or indicate the answer required;
- if asked, give the spelling of a word which occurs in the test or in the material provided;
- if asked, repeat any instructions given on the test paper as well as the questions and answers already recorded.

### *Use of amanuenses*

An amanuensis should only be used with pupils who would otherwise be unable to access the tests because, for whatever reason, they are physically unable to write down their own answers. For pupils who are physically able to write but may be suffering from severe motor disabilities, an amanuensis may be appropriate if the pupil is in physical discomfort when writing. In normal circumstances, an amanuensis should be used only where this is part of normal classroom practice and pupils have prior experience of dictating answers.

The use of an amanuensis is suitable for pupils who produce totally illegible handwriting or incomprehensible language only if they can perform well orally. For pupils who write slowly or who have great difficulty with writing, teachers should consider options such as the use of a word processor or the use of enlarged papers.

Amanuenses may be used for the English Tests, both tests in Irish, and the mathematics and science tests.

If an amanuensis is used in the English Tests, the pupil must dictate punctuation. The assessment of writing will be based on the quality of the pupil's written expression and will not involve those parts of the performance criteria relating to spelling and handwriting.

The amanuensis should:

- ensure that no other pupil is able to hear what is being dictated;
- follow precisely the pupil's instructions for drawing on diagrams, charts and graphs in mathematics and science;
- write legibly and at a speed which is appropriate for the pupil;
- write and draw exactly what the pupil dictates, including corrections by the pupil;
- ensure that all language, punctuation and phrasing of responses is the pupil's own and that the amanuensis inserts no additional words or punctuation marks.

In certain circumstances, for example, where a pupil has broken his/her writing arm or wrist (s)he will not be accustomed to using an amanuensis. The pupil will need to be briefed about the use of the amanuensis. It is important that the pupil is informed that only the answers, punctuation marks and instructions (s)he has dictated will be written in the test answer book.

### *Use of prompters*

The use of a prompter may be appropriate for pupils who have severe attention problems. For pupils requiring a reader and a prompter, the same person can act as both. Where the problem is one of concentration, consideration should be given to the use of supervised rest breaks rather than a prompter.

Prompters should be used solely for the purpose of drawing the pupil's attention back to the task. The use of a prompter should neither give pupils an unfair advantage nor disadvantage them. The prompter should be sufficiently familiar with the pupil to be able to recognise when his/her attention is no longer on the task and that (s)he is not, for example, looking away from the paper while thinking.

The prompter should:

- sit near enough to be able to observe the pupil and draw his/her attention back to the task;
- not read the question and answer paper (aloud or silently) or the pupil's responses;
- observe the pupil and not his/her work;
- before the test, agree with the pupil an acceptable method of prompting. For example, the use of a light tap on the pupil's arm, shoulder or desk to draw the attention of the pupil back to the task. Verbal prompting should not be used;
- under no circumstances, draw the attention of the pupil to specific parts of the question paper or to their responses;
- not give any factual help or offer any suggestions to the pupil;
- not advise the pupil about choice of questions, when to move to the next question or the order in which the questions should be done;
- be prepared for periods of inactivity during the test but should remain vigilant.

### ***Pupils for whom English is not their first language***

In English and Irish, the tests are designed to assess pupils' ability to read and write in the relevant language and consequently pupils' responses must be in English or Irish. Only general instructions may be translated, paraphrased or explained. No assistance must be given with reading or understanding the questions or the stimulus text. No dictionaries (including bilingual), spellcheckers, thesauri, electronic translators or word lists of any kind are allowed in the English and Irish Tests.

In the written papers for mathematics and science, translations of words or phrases that are likely to prove difficult for pupils may be provided if this is part of normal classroom practice for the pupil. Bilingual dictionaries, spell checkers or word lists may be used in these written tests provided they give word-for-word translations only without further definitions or explanations. The use of dictionaries, spellcheckers and word lists is not permitted for the Mental Mathematics Test.

A pupil's response in the mathematics and science written papers should normally be in English or Irish. Where a pupil has difficulty responding in either English or Irish, the support of a language assistant may be provided if this is usual classroom practice for

the pupil. The language assistant should make an accurate translation of the pupil's responses into English or Irish and write these responses onto another paper as soon as possible after the pupil has completed the test. All language, spelling and punctuation must be the pupil's own.

If a transcript has been prepared, a note to this effect must be written on the front cover of each of the pupil's test papers when these are sent to CCEA. The pupil's original paper must be sent to CCEA along with the paper containing the translation.

For the written papers in mathematics and science, the language assistant may:

- translate into the pupil's language, and paraphrase or explain the instructions and procedures for the tests;
- translate into the pupil's language, key words or phrases that are likely to prove difficult for the pupil;
- not translate complete questions or explain the meaning of words or phrases or subject-specific terms. Pupils must not be helped with the subject matter being tested;
- if asked, read the questions aloud in English;
- as necessary, repeat translations and explanations of instructions, explanations and parts of questions;
- not give factual help, offer suggestions or help with the interpretation of diagrams, tables or charts;
- if required, record a pupil's responses in English exactly as it is dictated;
- give information about time elapsed and remaining for the test;
- work at the pupil's own pace and allow the pupil time for reading, reflection and writing and referring to a bilingual dictionary and/or word list as necessary.

Where a language assistant or bilingual dictionary is used, it may be appropriate to provide additional time of up to 25% of overall time.

### ***Use of mechanical, technological and other aids***

A range of aids such as computers, word processors, augmented speech equipment, low vision aids, coloured overlays and coloured filter lenses can be used for all tests but should only be used by those pupils who use them as part of normal classroom practice. **In English, spell checkers, thesauri or similar electronic devices must not be used.** If computers or word processors are used, the assessment of pupils' handwriting will be based on the relevant aspects of the performance criteria other than handwriting. Where pupils use such aids it may be appropriate to provide additional time and/or supervised rest breaks.

## 5.7 Special arrangements for the Mental Mathematics Test

The taped versions of the mental mathematics tests must be administered to all pupils unless they require specific support as outlined below. It is anticipated that special arrangements will only be appropriate for pupils:

- with a statement of special educational needs;
- currently undergoing a statutory assessment (or reassessment) of their special educational needs as defined by Stages 4 and 5 in the Special Educational Needs Code of Practice for Northern Ireland which came into effect in September 1998;
- for whom English is not their first language and who have limited fluency in English or Irish.

The test must be administered on **Wednesday 4 May 2005 at 1.30 pm**.

With the exception of pupils identified in this section, no additional time may be granted for the mental mathematics test. Pupils granted additional time in the written mathematics papers are not automatically entitled to additional time in the mental mathematics test.

Headteachers must ensure that the special arrangements outlined in this section are used only in appropriate cases. Where the test is required to be administered individually or in small groups, the headteacher must ensure that pupils do not have the opportunity to discuss the contents of the test until it has been administered to all pupils.

### *Pupils with visual impairment*

In order to ensure that all pupils have similar access to the information on the mental mathematics answer sheet, the following arrangements will apply.

- For pupils who have used the enlarged or modified written mathematics papers, the taped test should be used in the normal way and an enlarged version of the pupil answer sheet provided for pupils to record their responses. In these circumstances, no extra time should be granted.
- For pupils who have used braille versions of the written papers, the taped test should be used in the normal way and a braille version of the pupil answer sheet provided for pupils. Pupils may record their own responses or use an amanuensis. Pupils may be given as much additional time as they need to familiarize themselves with the stimulus material on the braille answer sheet before a test question is read. The amount of additional time will vary depending on the nature and degree of the individual impairment. Once a question has been read, teachers may allow up to 100% additional time for each question in order for pupils to record their answers.

### ***Pupils with hearing impairment***

The arrangements outlined in this section cover a wide range of hearing impairments and reflect the fact that different pupils will have varying degrees of hearing impairment.

- The taped test should be used if it is accessible to the pupil when sitting with other pupils listening at the appropriate volume. No extra time should be granted.
- The taped test may be administered individually at full volume or through earphones. The pupil may be accommodated in a separate room. No extra time should be granted.
- The transcript of the taped test can be read, communicated or signed using the pupil's normal means of communication during class. The amount of additional time required will vary depending on the nature and degree of each pupil's impairment. Once a question has been read, teachers should use their professional judgement and may allow up to 100% additional time for each question in order for pupils to process the language of the questions and record their answers. The pupil may be accommodated in a separate room.

Pupils with a hearing impairment should respond on the standard mental mathematics answer sheet.

### ***Pupils with a motor disability***

Pupils with a motor disability who are unable to communicate their answers within the time limits given on the tape may have the test read to them using the transcript. In these cases, the test must be administered individually. Teachers must ensure that these pupils do not have any longer than the 5, 10 or 15 seconds "thinking time" allocated for each question. However, pupils with a motor disability may be given up to 100% additional time to record or communicate their answers.

An amanuensis may be used for pupils who are physically unable to write their responses within the set time limits. In order to avoid unnecessary disruption, pupils may take the test in a separate room.

### ***Pupils for whom English is not their first language***

The mental mathematics test may be translated into the relevant language for pupils for whom English is not their first language and who have limited fluency in English or Irish. Any school wishing to provide a translation of the test for a pupil must obtain permission from CCEA. In these circumstances, the following conditions must apply.

- Translated versions of the test must be delivered orally to the pupil.
- All timings must be strictly observed.

- Translations must not be made or delivered by a relative of the pupil.
- The pupil must not be helped in any way. Explanations, facts or suggestions should not be given.

The mental mathematics tests may be opened one hour before the start of the test in order for the translation to be undertaken. At all times the security of the tests must be maintained. Where a pupil responds in their first language, these responses should be translated into English or Irish as soon as possible after the pupil has taken the test. A copy of the translated test and the English or Irish translation of the pupil's responses should be attached to the pupil's completed answer sheet when it is returned to CCEA for marking.

Permission for translation should be requested on form *EAD277* and details of the translated language and the translator provided.

### ***Pupils unable to take the mental mathematics test***

There may be a very small number of pupils who are unable to take the mental mathematics test. These pupils will have severe speech and language difficulties or profound hearing impairment and be unable to use a signing system or to lip read. In such exceptional cases, it may be appropriate for the headteacher to exempt these pupils from the mental mathematics test (Ref: Section 5.2).

## **5.8 Emergency procedures for the tests**

There may be circumstances where it is not possible to anticipate special arrangements before Tuesday 15 March 2005, the closing date for requesting permission. In such cases, for example, where a pupil breaks an arm just before the tests are due to take place, the school should adopt any necessary special arrangements. A note indicating the special arrangements adopted should be written on each test when it is returned to CCEA for marking.

## Section 6

# External Marking

Arrangements for the packing, collection and marking of tests, and for the return of tests to schools are given below.

### 6.1 Packing the completed tests

After each session, the completed tests should be placed in the same order as the pre-printed pupils' numbers on the Attendance Sheet (*EAD280* (a), (c), (e), (i) or (s)) for the class. The bottom two copies of the Attendance Sheet should be placed on top of the corresponding completed tests and the package secured with an elastic band. The **top copy** of the Attendance Sheet, which includes pupils' names, should be retained by the school.

This procedure should be repeated for all pupils in the same class. The tests for all pupils in the class should be sealed in a separate envelope, and a summary of the contents written on the outside label. All the sealed envelopes for the subject should be placed in the bag(s) provided, the top of the bag secured and the appropriate label attached. The bag(s) should then be kept in a secure place ready for collection. The bags for the return of tests have been colour-coded as follows:

- English – blue;
- Irish – white;
- Mathematics – yellow;
- Science – green;
- Level 8 Extension Paper in Science – white with green lettering (small bag);
- Mental mathematics – buff envelope.

The English and Irish tests are split between a morning and an afternoon session. It will, therefore, be necessary for schools to ensure that the completed Paper 1 and Reading Tests are stored in a secure place until they can be packed together with the completed Paper 2 and Writing Tests.

### 6.2 Collection of tests

The tests in **English** will be collected on **Wednesday 4 May 2005**.

The tests in **Mathematics** and the **Mental Mathematics Answer Sheets** will be collected on **Thursday 5 May 2005**.

The tests in **Science (including the Level 8 Extension Paper)** will be collected on **Friday 6 May 2005**.

The tests in **Irish** will be collected on **Monday 9 May 2005**.

### **6.3 The marking procedure**

All markers recruited to mark the tests will be qualified teachers with a minimum of two years' relevant teaching experience.

Marking conferences in each subject will be held as soon as possible after the tests have been taken. The main purposes of these conferences are to explain to markers the procedures to be followed, to help markers become familiar with the mark scheme by beginning the process of marking and to establish a uniform standard of marking. Throughout the marking period, markers will be supervised by a team of senior markers.

When the marking is completed, the tests will be returned to CCEA and post-marking checks carried out. Where it is warranted, re-marking of tests will be undertaken.

### **6.4 Return of marked tests**

**By Tuesday 31 May 2005**, teachers will receive the mark schemes for all subjects. When the post-marking checks are completed, the marked tests will be returned to schools **by Monday 27 June 2005**. Should CCEA find it necessary to undertake any extensive re-marking of tests following the post-marking checks, they may have to be retained into July. Should this happen, the school will be notified as soon as the decision is taken to retain the tests. The confirmed mark/level boundaries for all subjects will be issued at the same time as the tests are returned to schools. The mark/level boundaries for the mathematics test will be provided in total scaled marks reflecting the assessment weightings for the written papers (90%) and the mental mathematics test (10%). Further details of the scaling are provided in paragraph 7.2.

### **6.5 Marking enquiry service**

Schools may request a review of the marking of the tests if they consider that clerical errors have been made or that the marking has been inaccurate. This request should only be made when, in the view of the school, the correction of clerical errors or inaccurate marking would result in a change in the test level. Forms for this purpose will be sent to schools **by Tuesday 31 May 2005**. Any requests for a review of marking should be accompanied by both tests in the subject for the relevant pupils and should be returned to CCEA **on or before Wednesday 7 September 2005**. The review of marking will be undertaken and schools notified of the outcomes **by Tuesday 20 September 2005**.

**Note:** The assessment outcomes received by schools in early August will not include the outcomes from the marking enquiry service.

Requests for a review of marking received from schools after **7 September 2005** will be accepted and dealt with as quickly as possible. However, CCEA cannot guarantee that the outcomes of the re-marking will be returned to these schools **by 20 September 2005**. No requests for a review of marking will be accepted or dealt with after **Monday 26 September 2005**.

## Section 7

# Processing Assessment Information and Reporting to Parents

### 7.1 Processing and return of assessment information by CCEA

The teacher assessments for English, mathematics and science should be transferred by EDI to CCEA by **Wednesday 18 May 2005**.

The Class Assessment Records will be collected from non-EDI schools on **Wednesday 18 May 2005**. The teacher assessments and test outcomes will be processed and a teacher-assessed subject level and a test level calculated for each pupil.

The results for English, mathematics and science will be transmitted by EDI from CCEA to schools by **1 August 2005**. The following results for each subject will also be sent to schools.

- a result slip for each pupil which provides the test level, the teacher-assessed level in each attainment target and the teacher-assessed subject level. This result slip will be printed on self-duplicating paper so that one copy can be included with the school report to parents and the second copy kept for school records;
- a summary of the assessment outcomes by class and for the school as a whole;
- a provisional summary of the assessment outcomes for Northern Ireland.

The finalised results for English, mathematics and science will be transmitted by EDI from CCEA to schools by **mid-October 2005**. These results can be used to produce various reports using the Key Stage Manager and the Assessment Manager of the CLASS System.

## 7.2 Processing the test outcomes in mathematics

In 2003, a taped mental mathematics test was introduced as part of the statutory assessment in mathematics. The assessment weightings and the scaling for each of the components for each tier of entry are detailed below.

<b>Tier</b>	<b>Component</b>	<b>Percentage Weighting</b>	<b>Raw marks to scaled marks</b>
<b>A</b>	Paper 1	90%	66 → 180
	MM Test 1	10%	30 → 20
	Total		200
<b>B</b>	Paper 1	45%	66 → 90
	Paper 2	45%	66 → 90
	MM Test 1	10%	30 → 20
	Total		200
<b>C</b>	Paper 2	45%	66 → 90
	Paper 3	45%	66 → 90
	MM Test 2	10%	30 → 20
	Total		200
<b>D</b>	Paper 3	45%	66 → 90
	Paper 4	45%	66 → 90
	MM Test 2	10%	30 → 20
	Total		200
<b>E</b>	Paper 4	45%	66 → 90
	Paper 5	45%	66 → 90
	MM Test 2	10%	30 → 20
	Total		200

The written tests and the mental mathematics test will be marked using the raw marks indicated on each test paper. When teachers are reviewing the marked tests when they are returned to schools, it should be noted that at this stage no scaling has taken applied. The scaling will be applied after the raw marks for each component have been entered into the computer.

In Tier A, where a pupil completes Paper 1 but is absent or exempt from the mental mathematics test, the level recorded will be based on 90% of the total marks.

In Tiers B, C, D and E, where a pupil completes the two papers but is absent or exempt from the mental mathematics test, the level recorded will be based on 90% of the total marks.

In Tiers B, C, D and E, where a pupil completes only one of the two papers and is absent or exempt from the mental mathematics test, a level will not be calculated and absent or exempt will be recorded.

In Tiers B, C, D and E, where a pupil completes only one of the two papers and also completes the mental mathematics test, a level will not be calculated and absent will be recorded.

### **7.3 Reporting to parents**

By **30 September 2005**, schools are required to issue to parents the annual reports on their pupils.

In relation to the outcomes of statutory assessment, the information which schools are obliged to report to parents includes, for each subject:

- the level attained in the test;
- the teacher-assessed level;
- the percentage of pupils in the school attaining each level.

In addition, schools are required to provide to parents of pupils with statements of special educational needs, the levels attained by those pupils in individual attainment targets. If parents of Year 10 pupils request it, the school must provide the teacher-assessed level in each attainment target.

Where a school has raised a query about marking through the Marking Enquiry Service, which has not been resolved at the time of issue of the assessment results to parents, the level resulting from the original marking must be reported. The school, however, may draw to the attention of a parent the fact that an enquiry is outstanding. CCEA hopes that the arrangements this year will mean that this is unlikely to occur.

The results of both tests and teacher assessment will be sent by EDI to schools by **1 August 2005**. Results slips for individual pupils will also be sent for ease of administration. Schools are not obliged to use these result slips for reporting results to parents.

A leaflet for parents, which provides an explanation of the teacher assessment outcomes and test levels, will be available at the same time from CCEA.

## Appendix 1

### Assessment at Key Stage 3

#### Timetable of the 2004/2005 Assessment Arrangements

Date	Action by CCEA	Action by schools
2004 December	<ul style="list-style-type: none"> <li>• Dispatch of the timetable of the 2004/2005 assessment arrangements.</li> </ul>	
2005 January	<ul style="list-style-type: none"> <li>• Dispatch of instructions for the registration of Year 10 pupils (by 31 January).</li> <li>• Dispatch of forms <i>EAD262</i> for ordering the tests from CCEA (by 31 January).</li> <li>• Dispatch of:               <ul style="list-style-type: none"> <li>– the detailed procedures document for implementing the assessment arrangements</li> <li>– forms <i>EAD277</i> for requesting special arrangements that require permission (by 31 January).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Period of statutory assessment begins (1 January).</li> </ul>
February		<ul style="list-style-type: none"> <li>• Return of forms <i>EAD262</i> for ordering tests (by 1 March).</li> </ul>
March	<ul style="list-style-type: none"> <li>• Pupil entry data list sent to schools for checking (by 11 March).</li> </ul>	<ul style="list-style-type: none"> <li>• Return of details of Year 10 pupils (by 1 March).</li> <li>• Return of forms <i>EAD277</i> for requesting special arrangements that require CCEA permission (by 15 March).</li> <li>• Accuracy of the details of Year 10 pupils confirmed (by 18 March).</li> </ul>
April	Dispatch of: <ul style="list-style-type: none"> <li>• test orders and packing list (by 22 April).</li> </ul> Dispatch of: <ul style="list-style-type: none"> <li>• notes for teachers on test invigilation;</li> <li>• pre-printed attendance sheets;</li> <li>• pre-printed pupil cards;</li> <li>• instructions and envelopes for the packing and collection of completed tests;</li> </ul>	<ul style="list-style-type: none"> <li>• Number of packs of tests received checked against the school's order and the packing list returned to CCEA (by 28 April).</li> </ul>

Date	Action by CCEA	Action by schools
April (contd)	<ul style="list-style-type: none"> <li>• Form <i>EAD284</i> for notifying CCEA about new pupils registered in school after pupil entries were finalised;</li> <li>• pre-printed Class Assessment Records and packaging for their return (non-EDI schools only)</li> <li>• instructions for the completion and collection of Class Assessment Records (non-EDI schools only) (by 15 April).</li> </ul>	
May	<ul style="list-style-type: none"> <li>• Tests collected for external marking after the tests have been taken (on 4, 5, 6 and 9 May).</li> <li>• Marking begins.</li> <li>• Collection of Class Assessment Records from non-EDI schools only (on 18 May).</li> <li>• Dispatch to schools of: <ul style="list-style-type: none"> <li>– mark schemes;</li> <li>– forms to request the Marking Enquiry Service (by 31 May).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Make preparations for and administer tests: <ul style="list-style-type: none"> <li>– English – Tuesday 3 May 2005 (morning and afternoon sessions);</li> <li>– Mathematics – Wednesday 4 May 2005 (two morning sessions); mental mathematics – afternoon session);</li> <li>– Science – Thursday 5 May 2005 (two morning sessions; extension paper – afternoon session);</li> <li>– Irish – Friday 6 May 2005 (two morning sessions).</li> </ul> </li> <li>• Tests ready for collection for external marking: <ul style="list-style-type: none"> <li>– English (4 May)</li> <li>– mathematics (5 May)</li> <li>– science (6 May)</li> <li>– Irish (9 May)</li> </ul> </li> <li>• Period of statutory assessment ends (13 May).</li> <li>• Electronic transfer of teacher-assessed outcomes to CCEA by EDI (by 18 May).</li> <li>• Teacher-assessed outcomes recorded in Class Assessment Records and made ready for collection – non-EDI schools only (by 18 May).</li> <li>• Form <i>EAD384</i> returned with details of new pupils registered in the school (by 18 May).</li> </ul>

Date	Action by CCEA	Action by schools
June	<ul style="list-style-type: none"> <li>• Marked tests returned to schools with the exception of tests retained for remarking (by 27 June).</li> <li>• Issue of finalised mark/level boundaries (by 27 June).</li> </ul>	
August	<ul style="list-style-type: none"> <li>• Electronic transfer to schools of the following results: <ul style="list-style-type: none"> <li>– test levels for each pupil;</li> <li>– teacher-assessed levels for each pupil (by 1 August).</li> </ul> </li> <li>• Class Assessment Records returned to non-EDI schools along with: <ul style="list-style-type: none"> <li>– test levels for each pupil;</li> <li>– teacher-assessed levels for each pupil (by 1 August).</li> </ul> </li> <li>• Issue of class summary, school summary and provisional Northern Ireland summary along with: <ul style="list-style-type: none"> <li>– pupil results slips detailing the test levels and teacher assessments for each pupil; and</li> <li>– an explanatory leaflet for parents (by 1 August)</li> </ul> </li> </ul>	
September	<ul style="list-style-type: none"> <li>• Outcomes of the Marking Enquiry Service returned to schools (by 20 September).</li> </ul>	<ul style="list-style-type: none"> <li>• Requests submitted to the Marking Enquiry Service (by 7 September).</li> <li>• Teacher assessments and test outcomes for English, Irish, mathematics and science reported to parents (by 30 September).</li> </ul>
October	<ul style="list-style-type: none"> <li>• Electronic transfer of finalised assessment summaries (by 14 October).</li> <li>• Dispatch of <i>Evaluation Report</i>.</li> </ul>	

