

**National Numeracy Tests**

**REASONING**

**7ER15TS**

**The script for the  
reasoning test**



128992



Llywodraeth Cymru  
Welsh Government

## Information for administrators

This booklet provides you with the script you read to learners when presenting the stimulus materials immediately prior to the National Numeracy Test (Reasoning). Note that the script and the accompanying slide presentation should **not** be used for learners using the modified large print or Braille modified test materials. The script and stimulus materials for these learners are included in the *Notes for teachers* that accompany the modified tests.

The stimulus materials are a crucial element of the test as they enable learners to engage with the context of the first set of questions, and also reduce both reading demand and test anxiety.

It is **essential** therefore that you prepare in advance for the test by going through the script in detail, in conjunction with the slide presentation (on the computer disk). You **must** make sure that you understand the presentation and can present the information with confidence. If learners do not understand, they may be unable to engage with the test questions.

### **Before administering the presentation**

Detailed information on administering the presentation is provided in the *Test administration guidance* that accompanies the test and in the *National Reading and Numeracy Tests – Test administration handbook 2015* on the Learning Wales website [learning.wales.gov.uk](http://learning.wales.gov.uk)

Immediately before showing the presentation to learners, check that:

- everyone can see and hear, and is focused on what you are presenting
- access arrangements have been made by the school for any learner requiring them
- the technology works.

### **Administering the presentation**

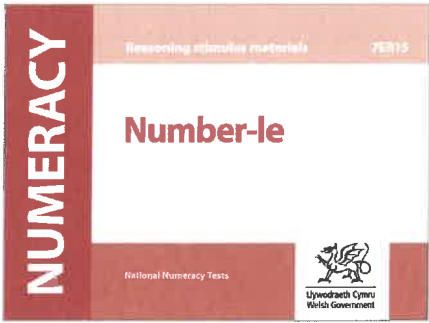

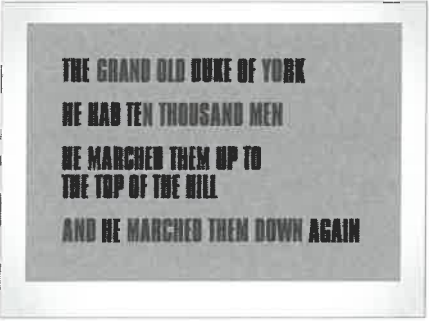
School trials of the tests clearly show the crucial importance of the presenter in ensuring that learners engage with, and are enthusiastic about, the contexts. Your role therefore is of great significance to your learners, so please:

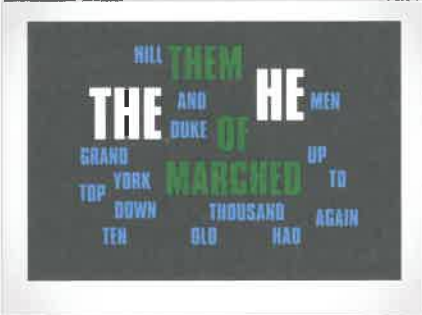
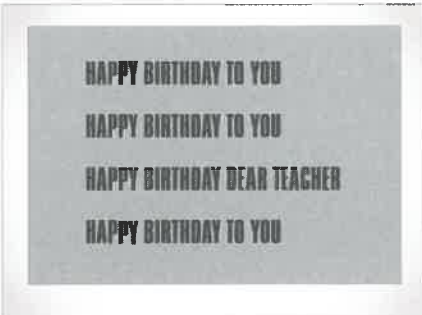
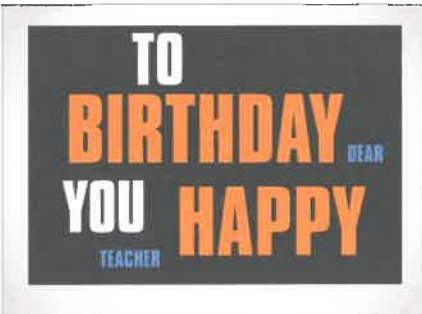
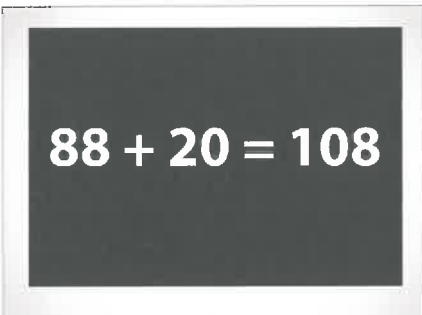
- make it interesting! To achieve the engagement and interest of learners, you, as presenter, need to be seen as confident and enjoying the materials. Use intonation and present with enthusiasm. You can (as appropriate for the age group) act out parts, use different voices or use any appropriate methodology to ensure that learners understand the contexts
- ask questions to engage learners. For example, if the context were about the rules of rugby, you could start by asking them who likes rugby and who knows anything about the rules. Get them involved in the context, wanting to know more
- make sure you include all the elements within the script – they are there for a good reason
- check understanding (both visually and, if necessary, by asking learners) and then expand if appropriate. However, if you do expand, you must not at any time extend discussion or commentary about the numerical content beyond that provided in the presentation, as this could help learners with the test questions. Within the script, you may be advised about issues you should not discuss (all such information is given in italics – this clearly should not be read out loud).

Learners must not be given any help that could influence their test performance.

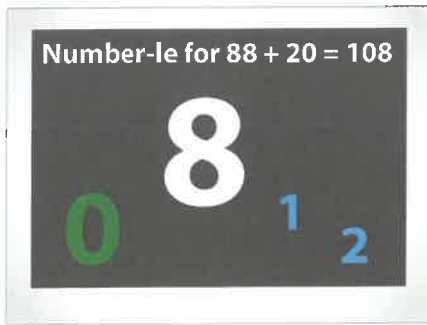
## Presentation to be shown to learners before doing question 1

The text in the right-hand boxes (but not italics) should be read to learners. You can use your own words, or provide additional explanation of contexts, if necessary. However, help should not be given with the numeracy that is to be assessed.

<p>Slide 1</p>		<p><i>(Keep this slide on the screen until you are ready to start the presentation.)</i></p>
<p>Slide 2</p>		<p>This jumbled up text is called a 'wordle'.</p> <p>Can you tell me where these words come from? <i>(The words are from the first verse of the nursery rhyme 'The Grand Old Duke of York'. If any learners are unfamiliar with the rhyme, reassure them that they will see the text on the next slide.)</i></p> <p>Most of these words are blue and are quite small. Three of them are green (<i>point</i>) and are medium-sized, and two of them (<i>point to 'the' and 'he'</i>) are white and are the biggest. Can anyone work out why these words are biggest?</p>
<p>Slide 3</p>		<p>Here is the text that was used to make the wordle.</p> <p>Most words occur only once, for example 'Duke' and 'again'. Those words are blue on the wordle.</p> <p>Which words occur twice? (<i>'marched', 'them', 'of'</i>) Good, those words are green on the wordle.</p> <p>And which words occur three times? (<i>'the' and 'he'</i>) Those words are white on the wordle.</p>

<p>Slide 4</p>		<p>So, on the wordle, words that occur once are small and blue (<i>point to one of the words shown in blue</i>).</p> <p>Words that occur twice (<i>point to one of the words shown in green</i>) are medium-sized and green.</p> <p>Words that occur three times (<i>point to one of the words shown in white</i>) are large and white.</p>
<p>Slide 5</p>		<p>Discuss with the person next to you – what would the wordle for this text look like?</p> <p><i>(Give learners time to discuss; then show the wordle on the next slide.)</i></p>
<p>Slide 6</p>		<p>Two words, 'teacher' and 'dear', occur once so they are small and blue.</p> <p>No words occur twice, so no words are medium-sized and green.</p> <p>Two words, 'to' and 'you', occur three times, so they are bigger and are white.</p> <p>And this time we have words that occur four times, so they are really big and orange.</p>
<p>Slide 7</p>		<p>Wordles use words, but we are going to use the same idea with numbers. We can call this a 'number-le'.</p> <p>Think about how many times each digit occurs in this number sentence. What would the number-le for <math>88 + 20 = 108</math> look like? <i>(Allow discussion; then show the next slide.)</i></p>

Slide 8



In the number sentence, each of the digits 1 and 2 occur once, so these are small and blue. The digit 0 occurs twice, so it is medium-sized and green. The digit 8 occurs three times, so in the number-le it is big and white.

Now you are going to answer some questions about a number-le.

All the information you need is in your booklet. When you have finished there are other questions to answer.

Remember that for some of the questions you will need to use your calculator, and it is very important to show your working so that someone else can understand what you are doing and why.

You have 30 minutes.





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