

REASONING

7ER16TS

**The script for the
reasoning test**



139182



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 2016* on the Learning Wales website gov.wales/learning

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.

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| Slide 1 |  | <p><i>(Keep this slide on the screen until you are ready to start the presentation.)</i></p> |
| Slide 2 |  | <p>These young people go to a youth group. They meet every week and from time to time go away together for the day.</p> <p>For their next day out they are trying to decide between two different places.</p> |
| Slide 3 |  | <p>Some of the young people want to go to a climbing centre where they can learn to climb safely. Have any of you ever been climbing? Did you enjoy it?</p> |

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| <p>Slide 4</p> |  | <p>Others want to go to a forest adventure – there they can go on zip wires and rope bridges. Have any of you ever been on zip wires or rope bridges? Did you enjoy it?</p> <p>The young people think that both activities will be really interesting. Both will be great fun. But how will they choose? Half of them voted for the climbing centre and half voted for the forest adventure!</p> <p>They decide to investigate costs and choose the day out that is cheaper.</p> |
| <p>Slide 5</p> |  | <p>A minibus will take them to and from the place they choose – so they need to find out how much that costs.</p> <p>And they will need to pay the entrance fee for the climbing centre or the forest adventure.</p> <p>Your task is to look at the costs and work out which day out would be cheaper.</p> <p>All the information you need is in your booklet. When you have finished there are other questions to answer.</p> <p>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.</p> <p>You have 30 minutes.</p> |