

REASONING

8ER14TS

**The script for the
reasoning test**



119454



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).

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 then present the information with confidence. If learners do not understand, there is a significant risk of their not engaging 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 -- 2014 test administration handbook* on the Learning Wales website 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.



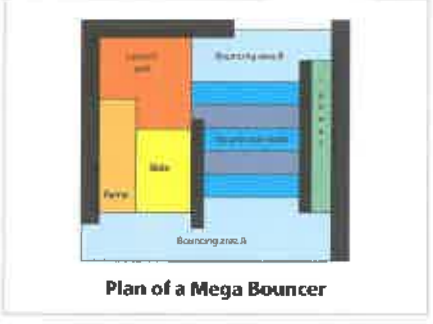
Your role therefore is of great significance to your learners, so please:

- 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, 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.

Slide 1		<p><i>(Keep this slide on the screen until you are ready to start the presentation.)</i></p>
Slide 2	 <p>Mega Bouncers</p>	<p>Have you ever been on a bouncy castle? You can climb, slide and bounce on them.</p> <p>The biggest bouncy castles are called Mega Bouncers.</p>
Slide 3	 <p>Plan of a Mega Bouncer</p>	<p>This is a plan of a Mega Bouncer. It's as if you are looking down from above to see all the different parts.</p> <p>These thick black lines (<i>point</i>) represent walls, where you can't pass through. You can enter the Mega Bouncer here and here (<i>point to the outside edges of both light blue bouncing areas</i>). These light blue areas are called bouncing areas – they are the lowest parts of the Mega Bouncer. Everything else is higher.</p>

Slide 4

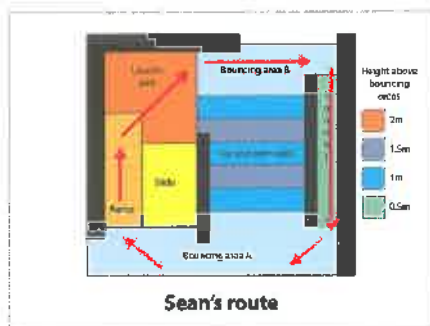


Here's a key that shows the different parts of the Mega Bouncer and how much higher they are than the bouncing areas.

Which part is the highest? (*launch pad*) How much higher than the bouncing areas is it? (*2m*) So which way is **down** the slide? (*from the launch pad to bouncing area A*) How do you know? (*launch pad higher*)

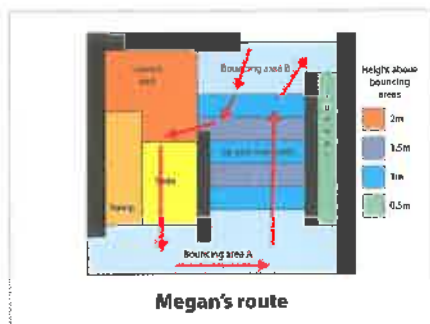
Why isn't there a height for the slide on the key? (*height changes*)

Slide 5



The arrows show Sean's route on the Mega Bouncer. He started here (*point to bouncing area A*). Then he went up the ramp to the launch pad, jumped down to bouncing area B and then went through the tunnel back to bouncing area A.

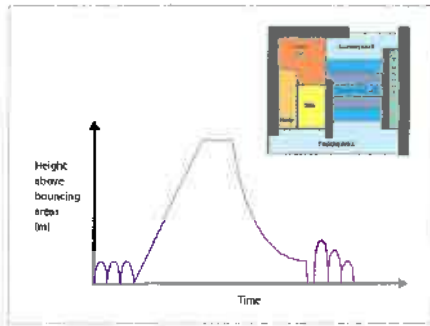
Slide 6



This time the arrows show Megan's route. What did she do?

(*Agree that from bouncing area B she climbed the first two walls of the up and over area, climbed higher onto the launch pad, went down the slide, across bouncing area A, across the up and over walls and back to bouncing area B.*)

Slide 7



This simplified graph shows information about Ffion's route on the Mega Bouncer. What did she do?

(Allow discussion drawing attention to the long straight line – support learners in understanding that this represents the changing height as the ramp is climbed. So, she did three bounces in bouncing area A then she climbed the ramp. The horizontal line is the height when walking along the launch pad and the curve shows the slide down followed by three more bounces in bouncing area A – if asked you can explain that the strength of her jumping affects how high she bounces, but this is not essential to the task.)

Now you are going to answer some questions about different routes on this Mega Bouncer. 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.