

**REASONING**

**8ER15TS**

**The script for the  
reasoning test**



128993



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**

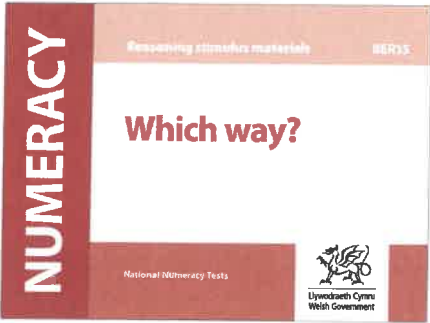
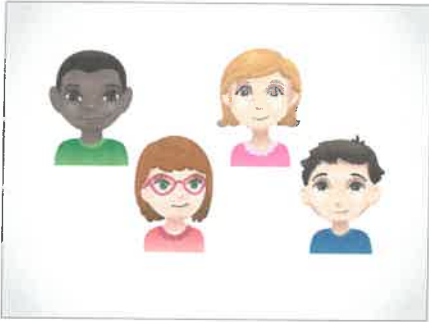

School trials of the tests clearly show the crucial importance of the presenter in ensuring that learners engage with, and are enthusiastic about, the contexts. Your role therefore is of great significance to your learners, so please:


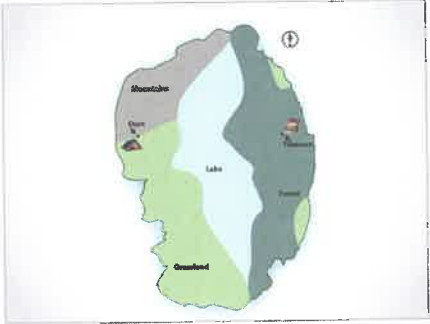

- make it interesting! To achieve the engagement and interest of learners, you, as presenter, need to be seen as confident and enjoying the materials. Use intonation and present with enthusiasm. You can (as appropriate for the age group) act out parts, use different voices or use any appropriate methodology 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.

|         |   |  |
|---------|---|--|
| Slide 1 |    | <p><i>(Keep this slide on the screen until you are ready to start the presentation.)</i></p>                 |
| Slide 2 |   | <p>Meet the Fabulous Four. They are very, very good at exploring and when they explore they look for ...</p> |
| Slide 3 |  | <p>... treasure.<br/>Nothing is too difficult for our Fabulous Four.</p>                                     |

|                |   |  |
|----------------|---|--|
| <p>Slide 4</p> |    | <p>They go walking in steep mountains, they go walking through dense forests and they can sail a raft across a deep lake.</p>  |
| <p>Slide 5</p> |    | <p>The Fabulous Four are on an island.<br/>They are camping here (<i>point to the tent at the start</i>) but the treasure is here (<i>point to the treasure</i>).</p>  |
| <p>Slide 6</p> |  | <p>They've worked out three different ways to get to the treasure.</p> <p>They can go through the mountains to the north of the lake, and then through the forest (<i>trace the route with your finger</i>). That's route A.</p> <p>Or they can go through the grassland to the south of the lake, and then through the forest. Which route is that? (C)</p> <p>What can you tell me about route B? Yes, it goes through the grassland, across the lake, and then through the forest.</p> <p>They know from all their other adventures that they can travel quite quickly on grassland, but travelling on a raft, or in mountains, or in forest, takes longer. And, of course, how fast they travel depends on the weather and what they are carrying.</p> |

## Slide 7

Comparing travel times for 1km

- forest: **twice** as long as grassland
- mountains: **3 times** as long as grassland
- raft: **9 times** as long as grassland

This information compares the different times. If it takes them half an hour to travel 1km on grassland, how long would it take them to travel 1km in a forest? (*1 hour*) What about 1km in mountains? ( *$1\frac{1}{2}$  hours*)

But if for some reason they are slower and it takes them one hour to travel 1km on grassland, how long would it take them to travel 1km in mountains? (*3 hours*) Or 1km on a raft? (*9 hours*)

You are going to look at the map and answer some questions about these different routes.

All the information you need is in your booklet. You can write and draw on the map, and you will need to use a ruler. Explain very clearly how you make your decisions. 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.





