## Mathematics tests Optional grid for test analysis

Ma

1

3

LEVEL

**KEY STAGE** 

This grid is for optional use and has been provided to help teachers to analyse the performance of children on the key stage 1 level 3 mathematics test.

The grid provides information on which area of the programme of study (PoS) is targeted by each question. Sometimes a question covers more than one part of the programme of study. Where this is the case, a judgement has been made as to what is the main focus of the question.

Teachers may find it useful to record the performance of their children in order, with the children who have scored the highest marks in the test first. This will allow patterns in attainment to be seen more easily. It can be used to analyse the performance of particular groups of children, eg those for whom English is an additional language, children with special educational needs or those just missing a level 3. It might also be useful to look at a particular question or group of questions – have they been answered well or badly? Why might this be?

Many local education authorities provide something similar to this grid, either on paper or in the form of a spreadsheet. This grid is not intended to supersede any of these materials. It is for optional use and is intended for those teachers who do not have access to other materials. QCA would welcome any comments on the provision of such a grid and on its make-up.

## Key stage 1 level 3 mathematics test 2009 – optional grid for test analysis

## Fill in the grid as follows:

- 1 for mark awarded
- **0** for questions attempted but no mark awarded
- for question omitted

The national percentage correct for each question (which can be entered below) will be available on the QCA website www.qca.org.uk from January 2010.

	Namo	Level							
	Name	achieved							
1									
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33									
34									
35									
36									
	fotal number of mai	rks per question							
	Total number of questions omitted								

Class percentage	correct	per	question
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National percentage correct per question

			UAM: problem solving		(t)					, multiplication/division		UAM: communicating			ontext)	()			UAM: problem solving			UAM: tiples reasoning	itext)	(	t)					UAM: problem solving
	<b>PoS ref: N3d</b> Addition	PoS ref: N3c Doubling and addition	PoS ref: S1a Properties of 2D shapes	<b>PoS ref: N2c</b> Rounding	<b>PoS ref: S4a</b> Calculating times (contex	<b>PoS ref: N3e</b> Missing symbols problem	<b>PoS ref: N5a</b> Tree diagram (context)	<b>PoS ref: S4c</b> Reading scales (context)	Pos ref: N3a Addition	<b>PoS ref: N3b</b> Missing number problem	PoS ref: N4a Money problem	<b>PoS ref: N1f, N3b</b> Multiplication	PoS ref: N3b Multiplication	<b>PoS ref: S3a</b> Grid references	PoS ref: N4a Multiplication problem (c	PoS ref: N4a Division problem (context	<b>PoS ref: N5a</b> Bar chart (context)	<b>PoS ref: N5a</b> Bar chart (context)	<b>PoS ref: N1a, N4a</b> Money problem	<b>PoS ref: N4a</b> Money problem	<b>PoS ref: N3a</b> Subtraction	PoS ref: N1h General statements, mult	PoS ref: N4a Subtraction problem (cor	<b>PoS ref: S4a</b> Estimate heights (context	PoS ref: N3b Fraction problem (contex	<b>PoS ref: N2b</b> Sequences problem	<b>PoS ref: N3a</b> Subtraction	PoS ref: N3b Fractions of shapes	PoS ref: S2d Reflection symmetry	<b>PoS ref: N1a</b> Addition problem
Question	1	2	3	4	5	6	7	8	9	10	11	12i	12ii	13	14	15	16a	16b	17i	17ii	18	19	20	21	22	23	24	25	26	27
Mark	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
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Total score	Total number of questions omitted	