

Using the outcomes of the tests

Level thresholds

In order to make use of the information in this section, you should administer the tests according to the guidance given in this Teacher's guide. It is particularly important that you observe the time limits given, follow the test instructions, and mark the questions according to the mark scheme. If you have used the tests in a different context to provide qualitative information about pupils' strengths and weaknesses then the information derived from this section will not be applicable.

In a formal administration pupils need to take test booklets in order for the total marks to be translated reliably into a national curriculum level for mathematics.

The following table gives an indication of the national curriculum levels for pupils attaining each of the mark ranges in the tests.

Level	Mark range
Below 3	0 – 27
3	28 – 47
4	48 – 80

Variability of results

Any scores derived from a test are subject to some variation according to the precise circumstances under which the test has been sat and marked. This does not mean that pupils get 'incorrect' test results, but it does mean that some caution should be exercised in translating scores which are very close to the threshold mark into an overall mathematics level for each pupil. These tests have undergone an equally rigorous development process to the previous statutory end of key stage 3 mathematics tests. The level thresholds provided are accurate and reliable, but teachers should be aware that differences in the status, administration and marking procedures open the tests to a potentially broader range of variation than the former statutory national curriculum tests.