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Ma

YEAR 5

LEVELS 3–5

TEST 5A

Optional mathematics tests

# Grid for test analysis

**This grid is for optional use and has been provided to help teachers analyse the performance of pupils in the year 5 optional mathematics tests.**

The grid provides information on which part of the Programme of Study 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 pupils in order, with the pupils 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 pupils, eg those for whom English is an additional language, pupils with special educational needs or those just missing a level 5. 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

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# Year 5 optional mathematics Test 5A – grid for te

**Fill in the grid as follows:**

**1** for mark awarded

**0** for question attempted but no mark awarded

**–** for question omitted

*The national percentage for each question (which can be entered below) will be available on the QCA website* **www.qca.org.uk** *from early 2007.*

| | Names | Level achieved |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
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| 25 | | |
| 26 | | |
| 27 | | |
| 28 | | |
| 29 | | |
| 30 | | |
| 31 | | |
| 32 | | |
| 33 | | |
| 34 | | |
| 35 | | |
| 36 | | |

| | Addition | Ordering integers | Multiplication (context) | Mass – read scale | Addition and subtraction (context) | Addition and subtraction (context) | Reflective symmetry | Subtraction | Decimals | 3-D shape – net | Multiples | Fractions – number line | Handling data – bar graph |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **UAM** | | | | | | | | | | Problem solving | | | |
| **PoS ref** | N3i | N2c | N4a | S4b | N4a | N4a | S2c | N3i | N2i | S1c,S2d | N2b | N2d | H2c |
| **Question** | *1* | *2* | *3* | *4* | *5i* | *5ii* | *6* | *7* | *8* | *9* | *10* | *11* | *12a* |
| **Mark** | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

| | |
|---|---|
| Total number of marks per question | |
| Total number of omitted questions | |
| Class percentage correct per question | |
| National percentage correct per question | |

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# est analysis

| Handling data – bar graph | Fractions and percentages | Division and subtraction (context) | Division and subtraction (context) | Perimeter | Division | Negative numbers | 2-D shape – right angles | Length – conversion | Handling data – line graph | Handling data – line graph | Calendar | Decimals – addition | Problem solving (context) | Problem solving (context) | Coordinates | Probability | Multiplication | Multiplication | Number sequence | Number sequence | 2-D shape – translation | **Total score** | Total number of omitted questions |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | Problem solving | | Problem solving | Reason-ing | | | | | | | |
| H2c | N2f | N4a | N4a | S4e | N3j | N2c | S2a | S4a | H2c | H2c | S4d | N3i | N1b,N4d | N4d | S1b, S3c | H1h,H2f | N3j | N3j | N2a | N2a | S3b | | |
| *12b* | *13* | *14i* | *14ii* | *15* | *16* | *17* | *18* | *19* | *20a* | *20b* | *21* | *22* | *23i* | *23ii* | *24* | *25* | *26i* | *26ii* | *27i* | *27ii* | *28* | | |
| 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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