Ma YEAR 3 LEVELS 3–4

## 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 3 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 4. 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.



## Year 3 optional mathematics Test 3b – grid for te

łandling data – frequency table andling data - frequency table

ubtraction and multiplication

## Fill in the grid as follows:

- 1 for mark awarded
- 0 for question attempted but no mark awarded
- for question omitted \_

1	for mark awarded					iplica		ienc	ienc	s	Ine		ext)	les	tion	tion
0	for question attempted but no mark	awarded			s	nulti		requ	requ	ertie	ce va	rse	cont	ang	tract	tract
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Th	e national percentage for each questi		plica	- rea	actic	ples	ling	ling	hape	tion	on a	em s	hape	cion ; ext)	cion a ext)	
cai	n be entered below) will be available o		Multi	Mass	ubtr	Multi	land	Hand	-D sl	Addit	Divisi	robl	P-D sl	Addi1 cont	Addi1 cont	
Q	A website <b>www.gca.org.uk</b> from ea		~	~		~	-	-	Problem	~		Problem		~ )		
		PoS ref	N3j	S4b	N3a	N3f	H2b	H2b	solving S1c, S2d	N3e	N4a	solving N1e, N4a	S2a	N4a	N4a	
		Level	Question	1	2	3	4	5a	5b	6	7	8	9	10	11i	11 <i>ii</i>
_	Names	achieved	Mark	1	1	1	1	1	1	1	1	1	1	1	1	1
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	Total number of marks per quest															
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	Class percentage correct per que															
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## est analysis

Rotation	Division	Fraction of shape	Subtraction	Length (context)	Addition and inverse	Division (context)	Division (context)	Interpret and read scales – capacity	Problem solving and multiplication	Problem solving and multiplication	Interpreting data	Reflective symmetry	Reflective symmetry	Handling data – bar chart	Handling data – bar chart	Number line – decimals	Multiplication (context)	Number operations and inverses	Number operations and inverses	Fraction of number	2-D shape – drawing
										Problem solving	Commu- nicating										
<sup>S3b</sup>	N3f	N2d	N3i	54a 16	N3e	N4a 18i	N4a <b>18ii</b>	s4b 19	N3j	N1d, N3j <b>20h</b>	H1g, H2c <b>21</b>	52c 22i	<sup>S2c</sup>	H2c 23a	H2c 23h	N2i <b>2</b> 4	N3j	<sup>NЗа</sup>	N3a 26ii	N2d	s3c
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Total number of omitted questions Total score 

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