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.



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

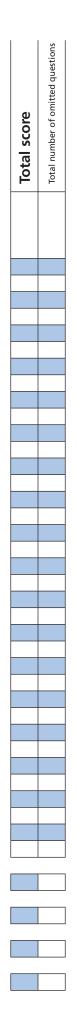
## Fill in the grid as follows:

- 1 for mark awarded
- 0 for question attempted but no mark awarded
- for question omitted —

<ul> <li>for mark awarded</li> <li>for question attempted but no mark</li> <li>for question omitted</li> </ul>		Ordering integers	Multiplication (context)	Mass – read scale	Addition and subtraction (context)	Addition and subtraction (context)	Reflective symmetry	uo		e – net		Fractions – number line	Handling data – bar graph		
The national percentage for each questic can be entered below) will be available o	Addition	Ordering	Multiplic	Mass – re	Addition (context)	Addition (context)	Reflectiv	Subtraction	Decimals	3-D shape – net	Multiples	Fractions	Handling		
QCA website <b>www.qca.org.uk</b> from ea	riy 2007.	UAM PoS ref	N3i	N2c	N4a	S4b	N4a	N4a	S2c	N3i	N2i	Problem solving S1c,S2d	N2b	N2d	H2c
Names	Level achieved	Question Mark	<b>1</b> 1	<b>2</b> 1	<u>3</u> 1	<b>4</b> 1	<i>5i</i> 1	<i>5ii</i> 1	<b>6</b> 1	7 1	<b>8</b> 1	<b>9</b> 1	<i>10</i> 1	<b>11</b> 1	<i>12a</i> 1
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Total number of marks per questi	on														
Total number of omitted question	ns														
Class percentage correct per ques	tion														
National percentage correct per o	question														

## 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
нас 12b 1	N2f 13	<sup>N4a</sup> <b>14i</b> 1	<sup>N4a</sup> <b>14ii</b> 1	<sup>54e</sup> 15	<sub>N3j</sub> 16 1	N2c 17 1	<sup>52a</sup> 18	<sup>S4a</sup> 19	н2с <b>20а</b> 1	нас <b>20b</b> 1	s4d <b>21</b> 1	<sup>N3i</sup> 22 1	Problem solving N1b,N4d <b>23i</b> 1	<sup>№4d</sup> 23ii	Problem solving S1b, S3c <b>24</b> 1	Reason- ing H1h,H2f <b>25</b> 1	<sub>№зј</sub> <b>26і</b> 1	<sup>№3j</sup> 26ii 1	<sup>N2a</sup> <b>27i</b> 1	<sup>N2a</sup> <b>27ii</b> 1	<sup>S3b</sup> 28 1



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