

Mathematics



Progress Tests

Second Edition

Year

3

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 **MARK**

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Introduction

Why use *Mathematics Progress Tests (Second Edition)*?

The *Mathematics Progress Tests* were first developed in 2014 to support teachers to assess their pupils' performance against the 2014 National Curriculum Programme of Study for mathematics.

The *Mathematics Progress Tests (Second Edition)* offer a brand new set of tests to identify gaps in learning and assess pupils' performance against age-related expectations.

The tests are written to the same framework as the 2014 *Mathematics Progress Tests*, with carefully chosen question types to bring them further in line with the Key Stage 1 and Key Stage 2 national tests.

Our expert author has carefully constructed the tests to ensure that children regularly experience the types of questions that will equip them with the skills needed for the Key Stage 1 and Key Stage 2 national tests in mathematics.

The half-termly *Mathematics Progress Tests (Second Edition)* assess pupils across a range of mathematics skills and offer teachers a clear indication of how well pupils are doing in every year group, identifying gaps in pupils' knowledge and understanding to help inform teaching.

The *Mathematics Progress Tests (Second Edition)* include:

- All new questions to assess whether children are performing against age-related expectations in mathematics
- Additional 2- and 3-mark questions to familiarise children with the more challenging reasoning questions in the national tests
- An increased focus on reasoning questions to help teachers to identify and address gaps early on.

The *Mathematics Progress Tests* include one test for each half term. All the tests have been:

- written by a primary mathematics assessment specialist
- reviewed by primary mathematics curriculum and assessment experts.

How do the tests track performance?

The results data from the tests can be used to identify gaps in learning and track pupils' performance. They show whether pupils are working towards, meeting, or exceeding the expected standard for their year group. This data can then be used alongside other evidence to enable effective planning of future teaching and learning, for reporting to parents and as evidence for Ofsted inspections.

PDF versions of the tests are available via your My Rising Stars account (www.risingstars-uk.com/user).

Online analysis and reports

You also have access to online analysis and reports via MARK (My Assessment and Reporting Kit).

MARK enables you to:

- gain valuable insight into individual and group performance
- view gap analysis at a glance
- generate reports in a few clicks.

To unlock access to MARK, visit www.risingstars-uk.com/mark. You can then log into MARK at any time by visiting: mark.rsassessment.com.

For support with using MARK, visit www.rsassessment.com/support or email onlinesupport@risingstars-uk.com.

About the Mathematics Progress Tests (Second Edition)

The tests are written to cover the requirements of the Programme of Study for the 2014 National Curriculum. There is a separate test for each half term. The number of marks for each test is as follows:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
10	12	20	20	20	20

The style of the tests mirrors that of the national tests that pupils will take at the end of Key Stages 1 and 2.

The tests assess across a range of skills as exemplified by the reading content domains for Key Stage 2. For further information on the content domains, turn to page 46.

Full details of which content domain and strand each question assesses can be found in the Coverage grid on page 60.

Test demand

Test demand increases both within tests and across the year, which means that tests at the beginning of the year are easier than those at the end of the year.

Tracking performance

The marks that pupils score in the tests can be used to track how they are progressing against the expected standard for their year group. The marks for each test have been split into three performance thresholds:

- working towards
- expected
- exceeding.

The thresholds for each year group are as follows:

	Performance thresholds		
	Working towards	Expected	Exceeding
Year 1	0–5	6–8	9–10
Year 2	0–6	7–10	11–12
Year 3	0–10	11–16	17–20
Year 4	0–10	11–16	17–20
Year 5	0–10	11–16	17–20
Year 6	0–10	11–16	17–20

The table gives the performance thresholds for each test, which you can use to see how well each pupil is doing in each test. If pupils are meeting the expected standard for their year group, they will consistently score in the middle zone of marks in the tests. The higher the mark in the zone, the more secure you can be that they are meeting the expected standard for their year group. Because the tests become progressively harder throughout the year, you will not necessarily see an increase in an individual pupil's marks each time they take a test.

How to use the *Mathematics Progress Tests (Second Edition)*

Preparation and timings

- 1 Make enough copies of the test(s) for each pupil to have their own copy.
- 2 Hand out the papers and ensure pupils are seated appropriately so that they can't see each other's papers.
- 3 Pupils will need pens or pencils and erasers. Encourage pupils to cross out answers rather than rub them out.
- 4 There are no time limits for the tests but normal practice is to allow a minute per mark for written tests. Help with reading may be given using the same rules as when providing a reader with the DfE Key Stage 2 national tests.

Supporting pupils during the tests

Before the test, explain to the pupils that the test is an opportunity to show what they know, understand and can do. They should try to answer all the questions but should not worry if there are some they can't do.

Many pupils will be able to work independently in the tests, with minimal support from the teacher or a teaching assistant. However, pupils should be encouraged to 'have a go' at a question, or to move on to a fresh question if they appear to be stuck, to ensure that no pupil becomes distressed.

It is important that pupils receive appropriate support, but are not unfairly advantaged or disadvantaged. Throughout the tests, therefore, the teacher may read, explain or sign to a pupil any parts of the test that include instructions, for example by demonstrating how to circle an answer.

With younger age groups, you may also consider using the PDF versions of the tests available via your My Rising Stars account (www.risingstars-uk.com/user). You can project the PDF onto a whiteboard to support a whole class or group to take the tests. You may choose to refer to the words on the whiteboard and read them aloud so that pupils can follow them on the screen and on their own test paper, and then write their answers on their papers individually.

Marking the tests

Use the detailed mark scheme and your professional judgement to award marks. Do not award half marks. For multiple choice questions, accept positive indications of the correct answer, such as crosses, as long as the correct answer is clearly identifiable.

It is useful to use peer marking of test questions from time to time. Pupils should exchange test sheets and mark them as you read out the question and answer. You will need to check that pupils are marking accurately. This approach also provides an opportunity to recap on any questions that pupils found difficult to answer.

Feeding back to pupils

Once the test has been marked, use a five-minute feedback session with the pupils to help them review their answers. Wherever possible, pupils should be encouraged to make their own corrections as in this way they will become more aware of their own strengths and weaknesses.

Agree with each pupil what they did well in the test and what the targets are for them to improve. A template Pupil progress sheet is provided on page 9 for this purpose.

Pupil progress sheet

Name: _____	Class: _____	Date: _____
Test name: _____	Test number: _____	My mark: _____

What I did well in the test:

What I need to do to improve:

1. _____
2. _____
3. _____



Pupil progress sheet

Name: _____	Class: _____	Date: _____
Test name: _____	Test number: _____	My mark: _____

What I did well in the test:

What I need to do to improve:

1. _____
2. _____
3. _____

Year 3

Autumn test 1

Name:	Class:	Date:
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1 $68 - 26 =$

2C
1 mark

2 $\frac{1}{3}$ of 24 =

2F
1 mark

3 $303 + 100 =$

3N
1 mark

/ 3
Total for this page

4 $74 + 66 =$

3C
1 mark

5 $\frac{1}{5}$ of 45 =

3F
1 mark

/2
Total for
this page

6 Write the missing numbers in these sequences.

a) $3 + 8 = 11$

$13 + 8 = 21$

$23 + 8 = 31$

$33 + 8 = \square$

b) $3 + 2 + 4 = 9$

$4 + 3 + 5 = 12$

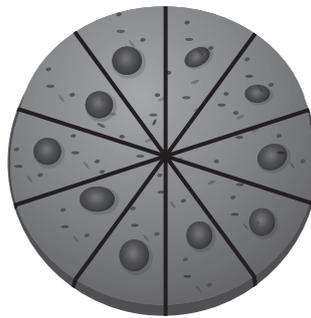
$5 + 4 + 6 = 15$

$6 + 5 + 7 = \square$

2C
1 mark

2C
1 mark

7 Jay has a cake.
It is cut into **ten** pieces.
Each piece is the same size.



What fraction of the cake is one piece?

3F
1 mark

8 Nisha writes a subtraction.

$52 - 36 = 16$

Tick the calculation that Nisha could use to check if she is correct.

$16 + 36 = \square$

$52 + 36 = \square$

$16 + 52 = \square$

$36 + 36 = \square$

3C
1 mark

/ 4
Total for this page

- 12** a) This shape is a cuboid.



What is the 2-D shape on each face of the cuboid?



2G
1 mark

- b) Amy makes a 3-D shape using four triangles and one square.

Tick the 3-D shape Amy makes.

- triangular prism
- cube
- square-based pyramid
- cuboid

2G
1 mark

- 13** Look at the length of each line.



Write the letter of a line in each box to make the statement correct.

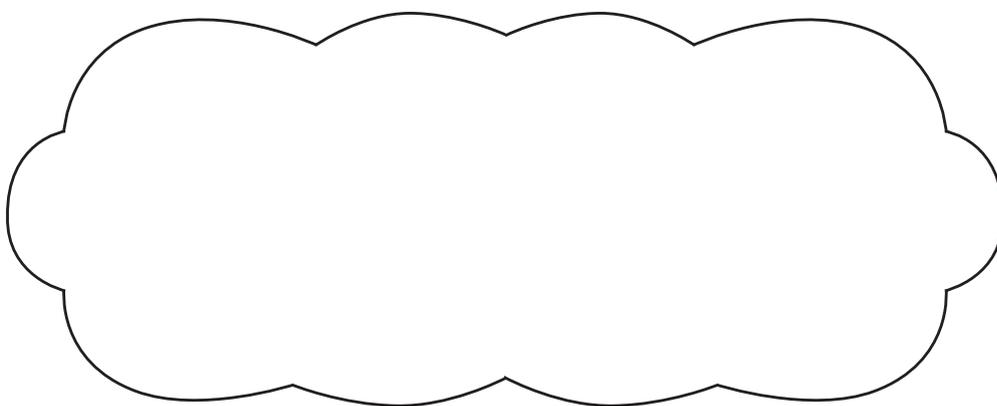
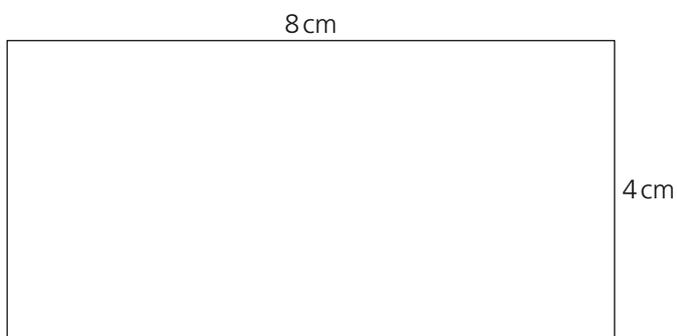


3M
1 mark

/ 3
Total for this page

- 14** Dan says the perimeter of this rectangle is 24 cm.

Explain why Dan is correct.



3M
1 mark

- 15 a)** Kelly has £16

She wants to buy a computer game for £35

How much more money does she need?

£

3M
1 mark

- b)** Kelly is given £25

She buys the computer game.

How much money does she have left?

£

3M
1 mark

/ 20
Total for
this test