KS1 Maths 2019 - linking test to TAF

The following is an attempt to match up questions from the 2019 KS1 maths tests to the statements on the TAF. This is so that teachers (and moderators) might easily be able to use the test evidence to supplement their own classroom-based assessment evidence.

Some of the questions are slightly 'fuzzy' matches to the statements - see notes at the bottom.

NB a child getting a particular question wrong should not necessarily be seen as evidence that the child does not understand a concept. (They may have just misread that question on the day.) Further exploration would be required. On the other hand, a child getting a question correct is probably a pretty good indicator that they do understand that concept.

Teacher Assessment Framework	**2019 Test questions**
Working Towards The pupil can:	
• read and write numbers in numerals up to 100	
• partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources[1] to support them	
• add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30)	P1: q. 3,5,6,9,11,15 P2: q. 5,13
• recall at least four of the six[2] number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 – 6 = 4)	P1: q. 2
• count in twos, fives and tens from 0 and use this to solve problems	P1: q. 4,13,17 P2: q. 12
• know the value of different coins	
• name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).	P2: q. 6**
Expected Standard The pupil can:	
• read scales* in divisions of ones, twos, fives and tens	P2: q. 22,27
• partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus	
• add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)	P1: q. 14, 18,24,25 P2: q. 31
• recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships	P1: q. 10 P2: q. 8

[1] For example, base 10 apparatus.

[2] Key number bonds to 10 are: 0+10, 1 + 9, 2 + 8, 3 + 7, 4 + 6, 5 + 5.

* The scale can be in the form of a number line or a practical measuring situation.

(e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)	
• recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary	P1: q. 7 P2: q. 4,9,23,26
• identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole	P1: q. 20,21,23 P2: q. 3,11,30
• use different coins to make the same amount	P2: q. 15 (fuzzy match)
• read the time on a clock to the nearest 15 minutes	
• name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.	P2: q. 6**, 16 (fuzzy), 20
Greater Depth The pupil can:	
• read scales* where not all numbers on the scale are given and estimate points in between	P2: q. 14
• recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts	
• use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ☐; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)	P1: q. 22 P2: q. 28
• solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')	P2: q. 19,24,25,29,32
• read the time on a clock to the nearest 5 minutes	P2: q.17
• describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).	P2: q.18

** I have allocated Paper 2 q.6 as providing evidence for both the WTS statement and the EXS statement. The question may have been answered partially correctly and therefore provide evidence for WTS (knowledge of *some* properties)

Questions not allocated to any TAF statement:

P1: q. 1,8,12,16,19

P2: q. 1,2,7,10,21

Some of these fall inbetween the requirements of WTS and EXS, e.g. P1, q.8 (98+4).

In the case of P2, q.2, understanding of odd and even is not mentioned anywhere in the TAF (although it is of course a very important concept and is part of the KS1 maths curriculum).