

Verbal Reasoning Rapid Tests 3 Answers

Notes for parents, tutors, teachers and other adult helpers

- **Verbal Reasoning Rapid Tests 3** is designed for eight- and nine-year-olds, but may also be suitable for some older children.
- Remove this pull-out section before giving the book to the child.
- Before the child begins work on the first test, read together the instructions on page 2, headed **What to do**. As you do so, look together at **Section 1 Test 1** and point out to the child the different elements.
- As each question type is introduced for the first time within a particular test, an example is given. Where question types recur throughout the book, the same example is provided. This is deliberate: the example will act as a useful reminder, but children will not need to work through it repeatedly from scratch.
- Make sure that the child understands how to answer the questions and that he or she has a pencil, an eraser and a sheet of rough paper. You should also ensure that the child is able to see a clock or a watch.
- Explain to the child how he or she should go about timing the test. Alternatively, you may wish to time the test yourself. When the child has finished the test, you should together work out the **Time taken** and complete the box that appears at the end of the test.
- Mark the child's work using this pull-out section, giving one mark for each correct answer unless instructed otherwise. There are a total of 12 marks available for each test. Then complete the **Score** box at the end of the test.
- The table below shows you how to mark the **Target met?** box and the **Action** notes help you to plan the next step. However, these are suggestions only. Please use your own judgement as you decide how best to proceed.

Score	Time taken	Target met?	Action
1–6	Any	Not yet	Give the child the previous book in the series. Provide help and support as needed.
7–9	Any	Not yet	Encourage the child to keep practising using the tests in this book. The child may need to repeat some tests. If so, wait a few weeks, or the child may simply remember the correct answers. Provide help and support as needed.
10–12	Over target – child took too long	Not yet	
10–12	On target – child took suggested time or less	Yes	Encourage the child to keep practising using further tests in this book, and to move on to the next book when you think this is appropriate.

- After finishing each test, the child should fill in the **Progress chart** on page 40.
- Whatever the test score, always encourage the child to have another go at the questions that he or she got wrong – without looking at the solutions. If the child's answers are still incorrect, work through these questions together. Demonstrate the correct method if necessary.
- If the child struggles with particular question types, help him or her to develop the strategies needed.