

Interpreting scaled scores, end of year attainment descriptors and effort grades in Year 2

Your child's results

Reading	
Maths	
GPS	

All Year 2 pupils have taken national assessment tests during the Summer Term. These national curriculum tests are summative. This means they test the knowledge a pupil has acquired during their time in Key Stage 1.

All pupils have been given a scaled score based on the raw score they achieved in each of the three tests they sat:

- reading
- mathematics
- grammar, punctuation and spelling.

The raw score is the total number of marks a pupil scored in a test, based on the number of questions they answered correctly. A scaled score of 100 represents the expected standard on the test. Pupils scoring 100 or more will have met the expected standard on the test. In 2018, as in previous years, panels of teachers set the raw score required to meet this expected standard.

- 85 is the lowest scaled score that can be awarded on an end of Key Stage 1 test. The highest scaled score is 115.
- **A scaled score of 100 or more represents the nationally expected standard in each test.**
- A pupil awarded a score of 99 or less has not met the expected standard in the test.

In **2018** the scaled score averages for all 60 Year 2 pupils were:

Reading	110.0
Maths	109.6
GPS	110.0

Comparative data:

2017 Scaled score average

Reading	108.2
Maths	107.8
GPS	105.3

2016 Scaled score average

Reading	108.0
Maths	107.2
GPS	105.4

- GPS: Grammar, Punctuation and Spelling
- The scaled score range at Key Stage 1: 85-115

- Interpreting scaled scores: 100 is the nationally expected standard; over 100 is above the national standard; below 100 is below the national standard
- We are using 110, or more, as the criteria for a Greater Depth judgement, revealing a higher performance tier (though there is no official national criteria for this).

Measure	2018	2017	2016
Reading expected standard	98%	93%	92%
Reading greater depth	57%	58%	62%
Writing expected standard	To be confirmed	78%	80%
Writing greater depth	To be confirmed	27%	29%
Maths expected standard	95%	87%	86%
Maths greater depth	60%	55%	50%
Science expected standard	To be confirmed	92%	92%
GPS expected standard	93%	77%	83%
GPS greater depth	68%	37%	31%

In writing pupils' performance has been internally assessed. A robust moderation of these assessments has also been carried out. It is important to stress that the expectation for what children should achieve at this age has been raised: the tests children sat in 2016 were noticeably harder than previous end of Key Stage 1 tests.

Your child has been assessed in **writing** as

Teacher assessment judgements

Evidence from the test is used to inform overall teacher assessment judgements for each pupil. However, given that tests and teacher assessment are different forms of assessment, it is not necessary for the outcomes to be the same. The teacher assessment frameworks are different. They rely on achieving a '*secure fit*' which means pupils have to demonstrate attainment of all the Key Stage 1 assessment criteria.

This means it is possible for a pupil to have met the expected standard in the national test, but not met it for teacher assessment, because of particular gaps in a pupil's knowledge or understanding.

- It will also be possible for pupils to have demonstrated their attainment of the Key Stage 1 assessment criteria through their classwork, but not to have achieved the mark for a related question on the test given the context in which the question was asked.
- If a pupil does get a question wrong in the test on an area of the curriculum that the teacher thought was secure, the teacher will want to take this into consideration before awarding their teacher assessment judgement.
- Taken together, these 2 types of assessments will provide a broader picture of pupil attainment.

Interpreting end of year attainment descriptors and effort grades

Explaining attainment descriptors in Key Stage 1

- In all subject areas there are four performance tiers:
 - Emerging** (well below the nationally expected standard)
 - Developing** (slightly below the nationally expected standard)
 - Secure** (performing at the year group nationally expected standard)
 - Mastery** (performing at greater depth; beyond the year group nationally expected standard).

To refine more precisely exactly how well pupils are performing the two categories at both ends of the performance spectrum are subdivided into two.

Emerging B indicates the lowest possible performance for that particular year group.

Emerging A is a higher performance standard within the emerging category.

Mastery B represents very high performance within any year group

Mastery A is the highest of the two Mastery performance tiers.

How does this relate to scaled scores?

Scaled score	Performance tier
85-90	Emerging B
91-94	Emerging A
95-99	Developing
100 - 107	Secure
108-111	Mastery B
112-115	Mastery A

These are the end of year attainment performance tiers for Year 2

Year 2	Assessment level	Comment in relation to the national average
Year 2	Year 2 Emerging B (2EB)	<u>significantly below</u> the nationally expected performance (broadly 18 months, or more, behind)
Year 2	Year 2 Emerging A (2EA)	<u>well below</u> the nationally expected performance for this age (broadly 12 months, or slightly more, behind)
Year 2	Year 2 Developing (2D)	<u>Slightly below</u> the nationally expected performance for this age (broadly 6-9 months behind)
Year 2	Year 2 Secure (2S)	<u>in line with</u> nationally expected performance for this age
Year 2	Year 2 Mastery B (2MB)	<u>well above</u> the nationally expected performance for this age
Year 2	Year 2 Mastery A (2MA)	an outstanding grasp of all the year group objectives, with the ability to apply them with flair and creativity in a wide range of different contexts.

The performance tiers

Emerging B: Less than 25% of the end of year objectives met

Emerging A: 25% of the end of year objectives met

Developing: Approximately 50% of the end of year objectives met

Secure: Approximately 80% of the end of year objectives met

Mastery B: 100% of the end of year objectives met

Mastery A: An outstanding grasp of all the year group objectives, with the ability to apply them with flair and creativity in a wide range of different contexts.

A pupil can't be assessed 'outside their year group'.

- Our new assessment system **isn't** a continuum. It is a discrete system based upon the underpinning concept of mastery. That means that Year 1 mastery A isn't followed by Year 2 emerging B. Year 2 emerging is **not** a progression from Year 1 mastery. At the start of Year 2 the pupil's baseline performance is Year 1 mastery A. During Year 2 the teacher assesses the pupil on the Year 2 objectives. A pupil **doesn't** have to achieve Year 1 mastery before moving up to Year 2 emerging - as Year 2 emerging isn't a higher performance standard, but a discrete measurement of progress within the Year 2 curriculum.

Effort grades

Attainment and effort are very different measures. The description for the four effort grades at Barnes are as follows:

<p>Outstanding</p>	<ul style="list-style-type: none"> • The pupil displays positive learning behaviour and exceptional commitment all, or virtually all, of the time. • The pupil is inquisitive to learn more, continually uses her initiative and shows a total commitment to self-improvement. • The pupil reads very frequently and completes all, or virtually all, home learning assignments to the best of her ability. • The pupil constantly and consistently does her best.
<p>Good</p>	<ul style="list-style-type: none"> • In general, the pupil is motivated to do well. She tries hard most of the time. Her learning behaviour is good, though it is not yet exceptional. • The pupil shows an interest in learning; sometimes using her own initiative. She shows some interest in self-improvement. • The pupil reads regularly and completes most home learning assignments reasonably well. • The pupil usually does her best.
<p>Satisfactory</p>	<ul style="list-style-type: none"> • The pupil's learning behaviour and commitment to school learning and home learning are perfectly adequate, but no more. • Her effort is not inadequate, as described below, but she rarely, or only infrequently, exhibits the more mature behaviours described above. • The pupil sometimes does her best, but rarely 'pushes herself'
<p>Requires improvement</p>	<ul style="list-style-type: none"> • The pupil's expectations are not sufficiently high. • Her learning behaviour inhibits her from making the progress she is capable of and she is likely to be underachieving. • She can sometimes behave in ways that disrupt others. • Home reading is infrequent and home learning assignments are often not completed, or completed to a low standard. • The pupil rarely does her best.