

Progress in Maths 08

PiM reports

School: Sample School
Class/Group: Sample Group

Section: A, B, C
No. of pupils: 30

The following pages give the results achieved by your group. The report is in three sections.

Section A - Pupil listing

Scores for each pupil are shown as a Standard Age Score (SAS), a Stanine, a National Percentile Rank, a Group Rank and Raw Score. Indicators of the pupils' estimated current National Curriculum Level in Maths are also shown. Some of the levels are split into three categories (C,B and A) with A denoting the highest category within a level.

Section B - Comparison of group and national scores

The chart on the first page in this section shows the average SAS scores for your group with 80% confidence bands indicated by the vertical lines. If the vertical line overlaps the national '100' line the results for your group do not differ significantly from the national average. The bar charts show the percentage of pupils that fall within certain ranges of scores. The charts allow you to compare the score distribution of your group with the national standardisation sample.

The bar chart on the second page shows the percentage success rates for each of the process areas for the class/group against the national average. In some cases, the profile for the class may be above the national average, or indeed below the national average, in all process areas. In other cases the results may reveal strengths in one particular process area, but a relative weakness in another.

Section C - Question by question analysis

The graphs and tables in this section give a detailed overview of the success rates for each question for the class/group compared to the national average. You can identify which questions your class/group find most difficult, and which relatively easy. The results presented in this section and on the second page of section 2 are based on raw test scores that have not been adjusted for age. If the average age of the group is more than 3 months older/younger than the national standardisation sample, then their mean raw scores may be slightly higher/lower respectively than the national average because of this.

Pupil Results sorted by Standard Age Score

Name of pupil		Age at Test (yrs:mths)	Standard Age Score (90% Confidence Bands)											Stanine	Percentile Rank	Group Rank*	Raw Score	Maths Level**	Curriculum Content Categories***			
First Name	Surname		60	70	80	90	100	110	120	130	140	N	S						D			
William	Brown	7:11	103												5	58	22=	22	3c	57	80	60
Samantha	Blunden	8:02	103												5	58	22=	23	3c	57	80	80
Scout	Whitaker	8:07	100												5	50	25	24	3c	67	60	80
Caitlin	Bates	8:01	92												4	30	26=	18	2a	57	30	40
Katherine	Brown	7:10	92												4	30	26=	16	2b	43	30	80
Max	Freeman	8:03	90												4	26	28	18	2a	52	40	40
Matthew	Stamp	7:10	86												3	18	29	12	2b	43	20	20
Eleanor	Russell	7:08	82												3	12	30	10	2c-	33	30	20

*Group Rank based on Standard Age Score **Maths Level is an estimate of the current National Curriculum Maths level (England, Wales and Northern Ireland).

***Curriculum Content Categories: N = Number S = Shape, Space and Measures D = Data Handling

Section B: GL Assessment Progress in Maths 08 - Group and National Comparison

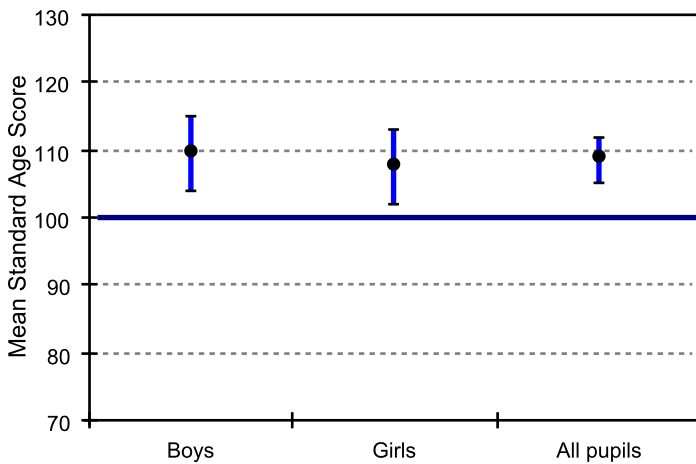
School: Sample School

Group: Sample Group

No. pupils: 30

Comparison of Group and National Mean Standard Age Scores

	Mean Age (yrs:mths)	Number of Pupils	Standard Age Score		Raw Score	
			Mean Score	SD*	Mean Score	SD*
Boys	8:02	14	109.5	11.0	26.2	11.0
Girls	8:01	16	107.6	12.3	25.2	12.3
All Pupils	8:01	30	108.5	11.5	25.7	11.5
National	8:02		100	15	21.6	7.6

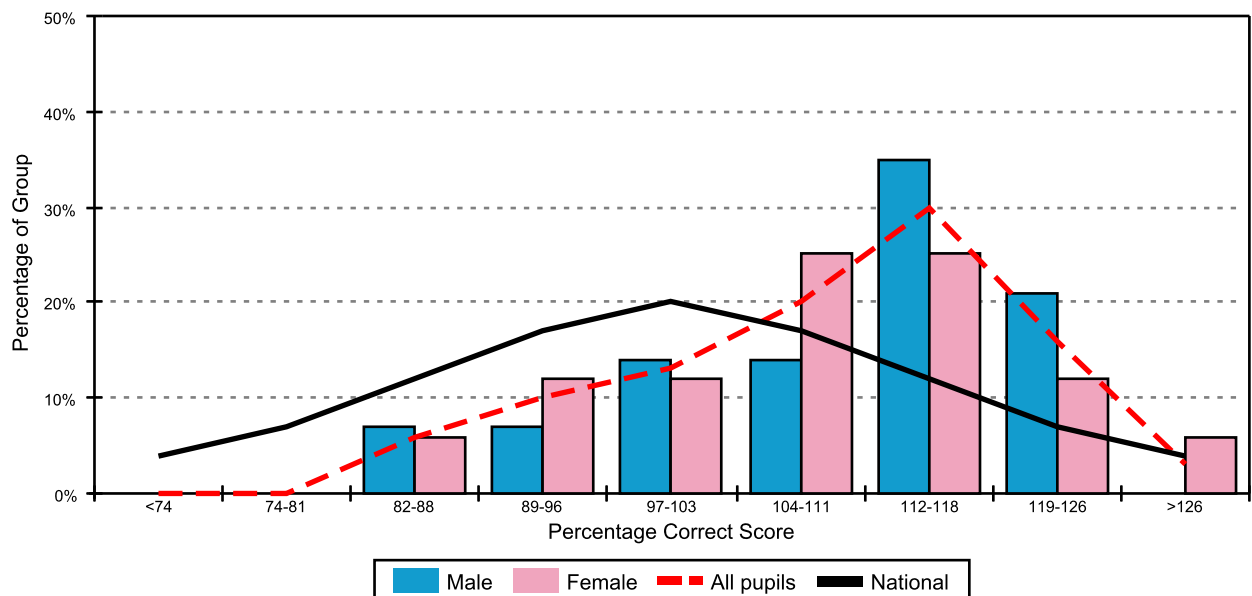


Notes:

1. The mean standard age score for this group is significantly higher than the national average.
2. The spread of standard age scores for this group is significantly higher than the national average.
3. The mean standard age score for boys is not significantly different from girls.

SD* = Standard Deviation.

Comparison of Group and National Standard Age Score Distributions



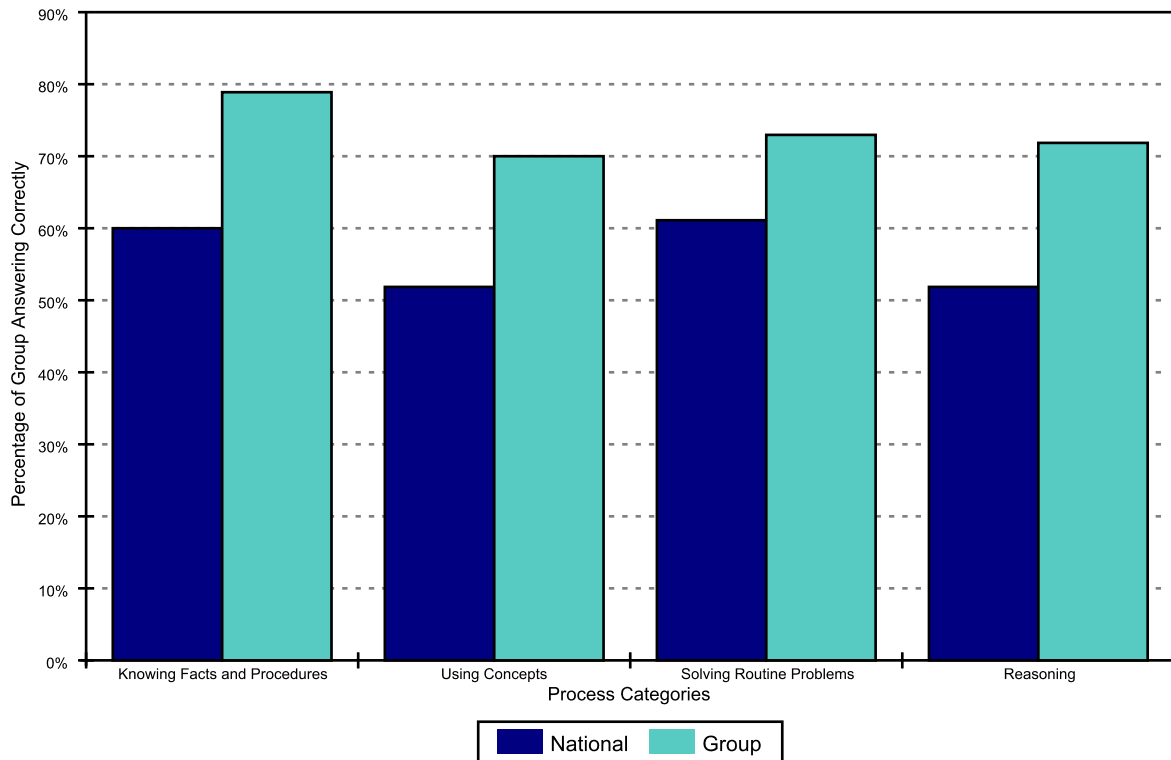
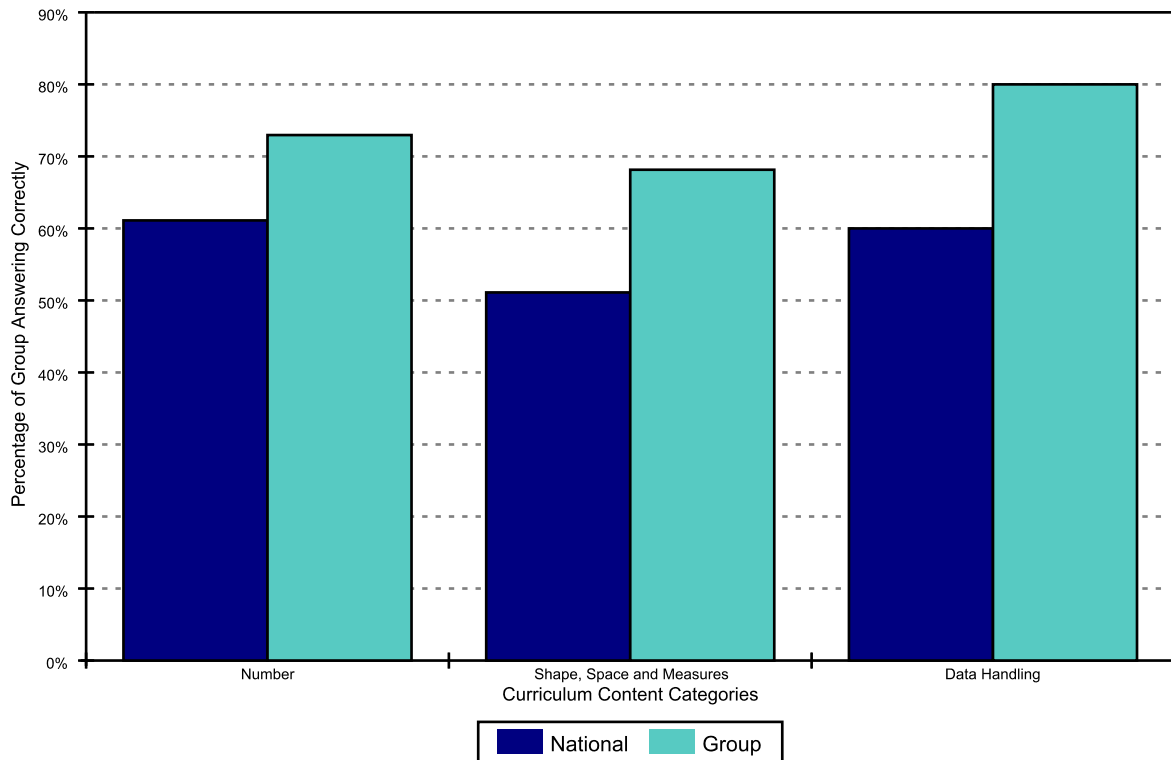
	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
Male	0%	0%	7%	7%	14%	14%	36%	21%	0%
Female	0%	0%	6%	13%	13%	25%	25%	13%	6%
All Pupils	0%	0%	7%	10%	13%	20%	30%	17%	3%
National	4%	7%	12%	17%	20%	17%	12%	7%	4%

Section B: GL Assessment Progress in Maths 08 - Analysis by Process Area

School: Sample School

Group: Sample Group

No. pupils: 30



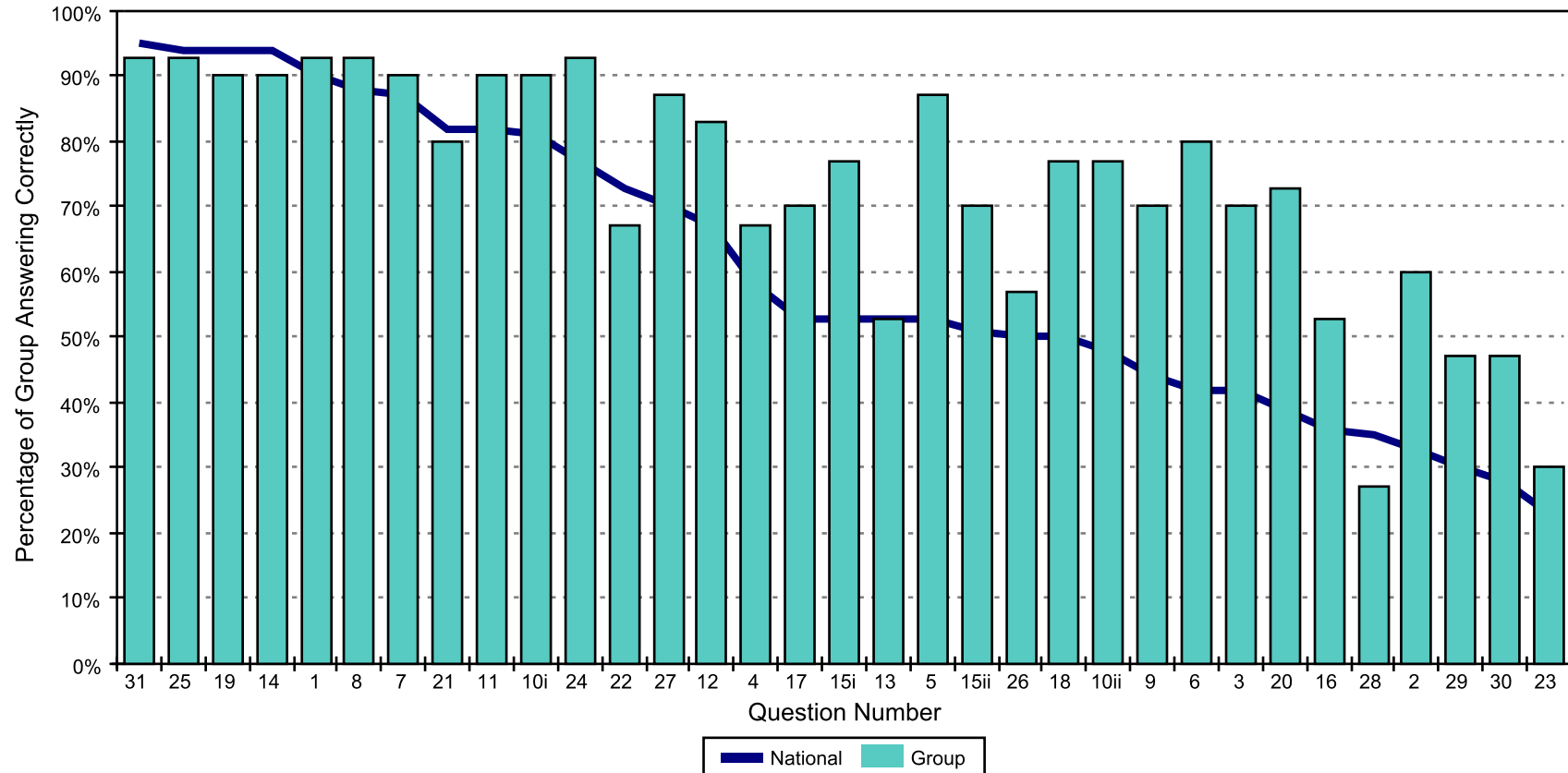
Section C: GL Assessment Progress in Maths 08 - Question by Question Graph

School: Sample School

Group: Sample Group

No. pupils: 30

Sorted by National Percentage Correct



Section C: GL Assessment Progress in Maths 08 - Question by Question Listing

School: Sample School

Group: Sample Group

No. pupils: 30

Questions sorted by National Percentage Correct

Question Number	Category*	Category**	Question Content	Group	National	Group-National Difference
31	N	RP	Drag and drop number cards to complete sum	93	95	-2
25	N	R	Make it so that Maria and Suki have the same number of apples	93	94	-1
19	A	FP	Drag & drop numbers to show 2 more ways to make 6	90	94	-4
14	S	FP	Click on the two shapes that are the same.	90	94	-4
1	N	UC	In a queue 3 people are behind Pat. Click on Pat	93	90	3
8	S	RP	Drag & drop 4 shapes into frame	93	88	5
7	N	RP	Add dots to dice to add up to 12	90	87	3
21	N	FP	Click on arrow buttons to make yellow pointer turn through half turn	80	82	-2
11	N	FP	Make 6 using green and white counters	90	82	8
10i	S/D	UC	Drag & drop to sort shapes by number and length of sides	90	81	9
24	N	R	How many more apples does Harri have than Yousef?	93	77	16
22	N	RP	Add up the cost of 1 fish and 1 chips	67	73	-6
27	D	UC	Drag & drop labels to show contents of 100g cereal on pie chart	87	70	17
12	N	RP	Complete the number pattern - each number is half of one before	83	67	16
4	N/S	FP	Show 3 degrees C on thermometer	67	58	9
17	D	RP	Which team had the greatest number of wins?	70	53	17
15i	N	R	How many tiles were used to make each of the patterns.	77	53	24
13	S	UC	Click on each letter that has a line of symmetry.	53	53	0
5	N	R	Complete the number wall	87	53	34
15ii	N	R	How many tiles were used to make each of the patterns.	70	51	19
26	N	FP	100-45=?	57	50	7
18	D	RP	Which team had an equal number of wins and draws?	77	50	27
10ii	S/D	UC	Drag & drop to sort shapes by number and length of sides	77	48	29
9	N	FP	Click on the sum that equals 1000	70	44	26
6	N	UC	Move arrow to show number greater than 76, less than 79 on number line	80	42	38
3	N	RP	Complete sequence of numbers going up by 0.1	70	42	28
20	N	FP	Through what fraction of a turn has the blue robot turned?	73	39	34
16	N	RP	What is the change from £1 when a pencil costs 63p?	53	36	17
28	N	UC	Complete calculation by moving plus or minus signs	27	35	-8
2	S	R	Which tree does Jane reach when she walks round the pond?	60	33	27
29	S	R	What time is it in New York when it is 6 o'clock in London?	47	30	17
30	S	R	What time is it in London when it is 6 o'clock in New York?	47	28	19
23	N	RP	Add up cost of 3 fish and 2 peas	30	23	7

*Score breakdown by Curriculum Content Categories

Category Area	Category Code	Number of Marks	Group % correct	National % correct	Difference
Number	N	21	73	61	12
Shape, Space and Measures	S	10	68	51	17
Data Handling	D	5	80	60	20

****Score breakdown by Process Categories**

Category Area	Category Code	Number of Marks	Group % correct	National % correct	Difference
Knowing Facts and Procedures	FP	9	79	60	19
Using Concepts	UC	8	70	52	18
Solving Routine Problems	RP	10	73	61	12
Reasoning	R	8	72	52	20

Section C: GL Assessment Progress in Maths 08 - Questions Listing by Group-National Difference

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Questions sorted by Group-National Percentage Difference

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