

Understanding test scores

The following information is common in many GL Assessment tests and features on the group and individual reports for tests.

The **Standard Age Score (SAS)** is the most important piece of information derived from any standardised test. The SAS is based on the student's raw score which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. The average score is 100. The SAS is key to benchmarking and tracking progress and is the fairest way to compare the performance of different students within a year group or across year groups.

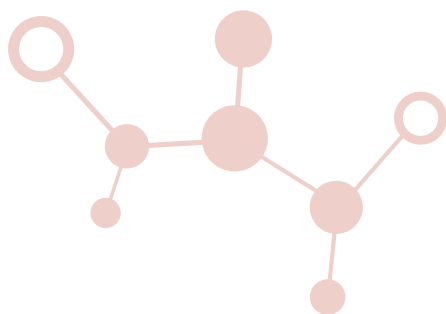
The **stanine** places the student's score on a scale of 1 (low) to 9 (high) and offers a broad overview of his or her performance.

Performance on a test can be influenced by a number of factors and the **confidence bands** are an indication of the range within which a student's score lies. The narrower the band the more reliable the score, and 90% confidence bands are a high-level estimate.

The **Group Rank (GR)** shows how each student has performed in comparison to those in the defined group.

The **National Percentile Rank (NPR)** relates to the SAS and indicates the percentage of students obtaining any score or below. NPR of 50 is average. NPR of 5 means that the student's score is within the lowest 5% of the national sample and NPR of 95 means that the student's score is within the highest 5% of the national sample.

The **National Curriculum (NC) reading level** is based on teacher assessment collected when the test was developed. It is an estimate of the level the student has attained at the time the test was administered. The reading age (or age-equivalent score) is the age at which a particular score is obtained by the average student based on the national sample.



“ I very much like the wraparound nature of CDS as good assessment is at the heart of everything we do. In fact, if I could go back in time, the only thing I would do differently is start using CDS sooner! ”

Andy Dalton-Bunker, Assistant Headteacher,
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