Progress Test Series

Introductory Webinar
Tuesday 21st April 2015
ATTAINMENT

ABILITY

BARRIERS to Learning

Assessment: Whole Pupil Approach
Overview

✓ Brand new versions of Progress in English, and Progress in Maths
✓ Brand new assessment for Science
✓ Brand new questions, standardisation, design
✓ Brand new approach: transition test at 11
✓ Aligned to curricula across the UK: a response to the new NC in England
✓ Brand new reports enable teachers to measure attainment and (in year two) track progress
✓ A solution for schools looking for a replacement for ‘levels’ in England
✓ Provides a school with the ability to ‘nationally benchmark’ pupils
Publication dates

✓ Progress Test in English, 5-11 and 12-14: available now!
✓ Progress Test in Maths, 5-11: available now!
✓ Progress Test in English, 11T: end June for first use September 2015
✓ Progress Test in Maths, 11T: end June for first use September 2015
✓ Progress Test in Science, 8-14 (including 11T): September 2015
✓ Progress Test in Maths, 12-14: spring 2016
Progress Test in English
Progress Test in English (PTE)

✓ PTE5/6 tests reading readiness (including phonics) and comprehension based on a single passage

✓ PTE7 tests English Skills (spelling, grammar and punctuation) and comprehension based on a single passage

✓ PTE8-11 tests English Skills and comprehension based on two linked passages
✓ PTE12-14 tests English Skills through spelling and a proof reading task and a sentence completion task – all in context – plus reading comprehension based on two linked passages

✓ PTE11T – difficulty level close to PTE11 with a secondary feel but primary difficulty – must be administered in the first half of the autumn term
New Progress Test in English 5 to 7

- KS1 look and feel
- Reading readiness section including synthetic phonics items
- PTE6/7 – Spelling, grammar and punctuation items
- Reading comprehension questions embedded in story text
- Reading support commensurate with age
- Practice questions
New Progress Test in English 8 to 11

- In PTE8 and above, students read independently

- Two themed texts: a story extracted from a picture book or a novel by an established children’s author and an information text.
• PTE11T (Transition level Test) – difficulty level close to PTE11 but model for test is that for PTE12-14 – so secondary feel but primary difficulty – must be administered in the first half of the autumn term.

• PTE12-14 tests English Skills through spelling and a proof reading task and a sentence completion task – all in context – plus reading comprehension based on two linked passages.
Progress Test in Maths

10p  5p  1p  1p  2p  2p

In 6
Multiply by 2
Subtract 1
Out 11
Progress Test in Maths (PTM)

✓ Each test in the PTM series assesses:
  o the key content: **number, measurement, geometry, statistics and algebra** (appropriate to the age of the pupils)
  o the key process skills: **fluency, mathematical reasoning and problem solving**.

✓ PTM 5-7 test applying and understanding maths
✓ PTM 8-14 - test mental maths and applying & understanding maths
✓ PTM 11T - test mental maths and applying & understanding maths, difficulty level close to PTM11 but secondary feel with primary difficulty, to be administered in the first half of the autumn term
Progress Test in Maths 5, 6 & 7
(Note: Ages 5 & 6 paper format only)

✓ Approximately 35 minutes long
✓ Questions are read out by the teacher
✓ Minimal written prompts
✓ The teacher sets the pace
Mental Maths

✓ Is an integral component from the age of 8
✓ 10 – 15 minutes
✓ Individually timed questions on basic fluency
✓ Delivered, with correct timings, by a downloadable audio file
✓ Is built-in to the digital edition

New Progress in Maths 10
Mental Maths Test

“What number is half way between two point seven and four point seven?”
Progress Test in Maths 8-11

• Approximately 45–60 minutes
• + 10–15 min. mental tests
• Learners are expected to read the printed questions (PTM 8 some written and some spoken questions)

Fran grows vegetables. Here is a diagram of her vegetable garden.

1 metre

2 metres

3 metres

4 metres

a What is the perimeter of her vegetable garden?

Answer __________ m

b Fran's vegetable garden has an area of 9 square metres. Draw a diagram to show how she can change the shape of her vegetable garden so that it has the same area, but a smaller perimeter.

c What is the perimeter of the new vegetable garden?

Answer __________ m
Maria lives three quarters of a mile from school. Sarah lives five eighths of a mile from school.

a) Who lives nearer to school?

Answer

b) Callum lives seven eighths of a mile from school.

How much further is Callum’s house from school than Maria’s?

Answer _______ miles

Omar needs nails for his hardware shop. The nails are in packets of 100. Twenty-four of these packets fill a box. Omar buys 15 boxes.

How many nails does Omar get?
Show how you work it out in the box.

Answer _______ nails
Progress Test in Maths 12, 13 & 14

- 60 minute tests
- +15 min. mental test

The diagram represents a circular flowerbed surrounded by a circular lawn. The diameter of the lawn is 6 metres and the width of the lawn is 1 metre.

a  Find the area of the flower bed.
   Give your answer correct to 1 decimal place.
   
   Answer ___________ m²

b  Find the area of the lawn.
   Show how you work it out in the box.

   Answer ___________ m²
PTE, PTM & PTS Reports

✓ Group report for teachers PDF + Excel
✓ Individual student report for teachers
  o With narrative developed by NFER (PTE), maths specialist (PTM), science specialist (PTS)
✓ Individual report for parents
  o With narrative as above
✓ Cluster report reporting across a group of schools
  o LA, academy chain, etc
✓ Combination report – CAT4 with PTM and/or PTE or NGRT (Science to follow 2016)
# Progress Test in Maths

## Scores for the group (by surname)

<table>
<thead>
<tr>
<th>Student name</th>
<th>Tutor group</th>
<th>Age at test (yrs : mths)</th>
<th>No. attempted (44)</th>
<th>SAS</th>
<th>SAS (with 90% confidence bands)</th>
<th>Overall ST</th>
<th>NPR</th>
<th>GR (20)</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahmed Malik</td>
<td>ST</td>
<td>9:02</td>
<td>43</td>
<td>87</td>
<td>60 70 80 90 100 110 120 130 140</td>
<td>3</td>
<td>20</td>
<td>18</td>
<td>Average</td>
</tr>
<tr>
<td>Alexander Jones</td>
<td>ST</td>
<td>9:08</td>
<td>44</td>
<td>127</td>
<td>60 70 80 90 100 110 120 130 140</td>
<td>8</td>
<td>96</td>
<td>2</td>
<td>Average</td>
</tr>
<tr>
<td>Callum Hawkins</td>
<td>ST</td>
<td>9:06</td>
<td>44</td>
<td>87</td>
<td>60 70 80 90 100 110 120 130 140</td>
<td>3</td>
<td>20</td>
<td>18</td>
<td>Average</td>
</tr>
<tr>
<td>Cameron Smith</td>
<td>ST</td>
<td>9:02</td>
<td>44</td>
<td>105</td>
<td>60 70 80 90 100 110 120 130 140</td>
<td>5</td>
<td>63</td>
<td>9</td>
<td>Above Average</td>
</tr>
<tr>
<td>Chloe Donnelly</td>
<td>ST</td>
<td>9:09</td>
<td>44</td>
<td>112</td>
<td>60 70 80 90 100 110 120 130 140</td>
<td>7</td>
<td>78</td>
<td>6</td>
<td>Above Average</td>
</tr>
<tr>
<td>Cody Samuels</td>
<td>ST</td>
<td>9:09</td>
<td>44</td>
<td>100</td>
<td>60 70 80 90 100 110 120 130 140</td>
<td>5</td>
<td>50</td>
<td>12</td>
<td>Average</td>
</tr>
<tr>
<td>Connor Campbell</td>
<td>ST</td>
<td>9:11</td>
<td>44</td>
<td>98</td>
<td>60 70 80 90 100 110 120 130 140</td>
<td>4</td>
<td>45</td>
<td>13</td>
<td>Average</td>
</tr>
<tr>
<td>Daniel Bowen</td>
<td>ST</td>
<td>9:07</td>
<td>42</td>
<td>112</td>
<td>60 70 80 90 100 110 120 130 140</td>
<td>7</td>
<td>78</td>
<td>5</td>
<td>Average</td>
</tr>
<tr>
<td>Eleanor Armstrong</td>
<td>ST</td>
<td>9:06</td>
<td>44</td>
<td>82</td>
<td>60 70 80 90 100 110 120 130 140</td>
<td>2</td>
<td>12</td>
<td>20</td>
<td>Average</td>
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<tr>
<td>Elizabeth Brooks</td>
<td>ST</td>
<td>9:05</td>
<td>43</td>
<td>120</td>
<td>60 70 80 90 100 110 120 130 140</td>
<td>8</td>
<td>91</td>
<td>3</td>
<td>Above Average</td>
</tr>
<tr>
<td>Georgia Wilson</td>
<td>ST</td>
<td>8:11</td>
<td>44</td>
<td>110</td>
<td>60 70 80 90 100 110 120 130 140</td>
<td>6</td>
<td>74</td>
<td>7</td>
<td>Average</td>
</tr>
<tr>
<td>Hannah Ellis</td>
<td>ST</td>
<td>9:06</td>
<td>44</td>
<td>95</td>
<td>60 70 80 90 100 110 120 130 140</td>
<td>4</td>
<td>37</td>
<td>15</td>
<td>Average</td>
</tr>
</tbody>
</table>
**Analysis of group scores (by gender)**

The table and bar chart below show the distribution of scores for the group, males and females, against the national average.

<table>
<thead>
<tr>
<th>Description</th>
<th>Very low</th>
<th>Below average</th>
<th>Average</th>
<th>Above average</th>
<th>Very high</th>
</tr>
</thead>
<tbody>
<tr>
<td>National average</td>
<td>4%</td>
<td>7%</td>
<td>12%</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td>All students</td>
<td>0%</td>
<td>0%</td>
<td>15%</td>
<td>15%</td>
<td>25%</td>
</tr>
<tr>
<td>Males</td>
<td>0%</td>
<td>0%</td>
<td>18%</td>
<td>9%</td>
<td>36%</td>
</tr>
<tr>
<td>Females</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>22%</td>
<td>11%</td>
</tr>
</tbody>
</table>

**Distribution of scores (by gender) compared with the national sample**

The bar chart shows the percentage of students within different score ranges for males, females, and the national average.
Year on year progress
Progress Test Series

Individual Student Report for Teachers
Individual Student Report for Teachers
Progress Test in Maths

Scores

<table>
<thead>
<tr>
<th>No. attempted (/67)</th>
<th>SAS</th>
<th>SAS (with 90% confidence bands)</th>
<th>ST</th>
<th>NPR</th>
<th>GR (/25)</th>
<th>Maths level</th>
<th>Progress Category</th>
</tr>
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<tbody>
<tr>
<td>67</td>
<td>141</td>
<td></td>
<td>9</td>
<td>99</td>
<td>1</td>
<td>6c</td>
<td>Above average</td>
</tr>
</tbody>
</table>

Analysis of Curriculum Content categories

<table>
<thead>
<tr>
<th>Curriculum Content category</th>
<th>Number of questions</th>
<th>Student % correct</th>
<th>National % correct</th>
<th>Student/national difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency in facts and procedures</td>
<td>9</td>
<td>100%</td>
<td>72%</td>
<td>28%</td>
</tr>
<tr>
<td>Fluency in conceptual understanding</td>
<td>20</td>
<td>100%</td>
<td>62%</td>
<td>38%</td>
</tr>
<tr>
<td>Mathematical reasoning</td>
<td>30</td>
<td>100%</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Problem solving</td>
<td>8</td>
<td>100%</td>
<td>44%</td>
<td>56%</td>
</tr>
</tbody>
</table>
**Implications for teaching and learning**

- By comparing scores from a previous administration of PiMiPTM it is possible to categorise progress as either below average (the student has not made as much progress as would be expected), average (the student has maintained the level of performance as shown in the last test) or above average (the student has made more progress than would be expected).
  - Rebecca took PTM10 in April 2014 and from then until now has made above average progress in her English.
- Reviewing the *Analysis of Curriculum Content categories* will help to identify where there are specific strengths and weaknesses and to plan next steps.
- Where performance is fairly evenly balanced across the curriculum categories, this suggests that Rebecca will generally demonstrate a level of understanding of mathematical concepts at least commensurate with this age, irrespective of whether this is in a format requiring steps in a calculation to be written down, or in mental maths when only ‘jottings’ or nothing is written. Rebecca is developing the language of mathematics above the expectations for this age. Fluency and agility are better developed than average across both mental maths and applying and understanding maths.
- Where scores across the curriculum categories are uneven, specific areas of weakness might be addressed as follows:
  - Further targeted practice in the areas identified as being relatively weaker.
  - Practical activities using equipment that is designed to help Rebecca to ‘see’ the thinking that lies behind any concepts that are not yet secure.
  - Get Rebecca to explain workings to another pupil so that any misconceptions can be highlighted and corrected through discussion.
- Rebecca is secure in performing the basic mental calculations expected for this age group and has performed above average in this aspect. These include fluency with whole numbers and the four operations, including number facts and the concept of place value.
**Individual report for parents**

Name: Anthony Jameson  
School: Sample England School  
Group: ST  
Sex: Male  
Date of first test: 16/04/2014  
Level: 10  
Age: 9.09  
Date of second test: 16/04/2015  
Level: 11  
Age: 10.09

**What is Progress Test in Maths?**

The new National Curriculum was introduced in September 2014. The study of Maths is at the heart of the curriculum (alongside English and science). PTM provides a series of age-appropriate tests for teachers to use year on year to ensure that students are making and maintaining good progress in both mental maths and in their ability to use and apply maths.

PTM assesses the key content aspects of Mathematics: number, measurement, geometry, statistics and algebra appropriate to the age of the pupils, together with the key process skills, fluency, mathematical reasoning and problem solving.

The test is in two parts – Mental Maths and Applying and Understanding Maths. Mental Maths questions are timed and read aloud (either by the teacher or played from a PTM audio file). Applying and Understanding Maths questions are answered at the pupil’s own pace, read from their own question booklet or on screen.

**Profile**

<table>
<thead>
<tr>
<th>PTM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Description of profile**

- Anthony is performing at or above age expectations across the curriculum for maths. Encourage Anthony to discuss the different ways of arriving at the correct answer. Reasoning and conversation lie at the heart of developing problem solving skills, so talking about school work will help Anthony develop as a good mathematician. Additional challenge can be added by asking ‘What if…?’ and then change the problem in some way.
- Where possible, offer opportunities for Anthony to discuss school work with you. Ask how the answer was arrived at and allow Anthony to ‘teach’ you. Involve Anthony in practical calculations around the house—shopping bills and measuring ingredients for example. Challenge Anthony to estimate lengths, areas and weights and then check together to see how close the estimates are. With practice, this will improve further.
Reports specific to the Progress Test in English
## Scores

<table>
<thead>
<tr>
<th>No. attempted (45)</th>
<th>SAS</th>
<th>Overall ST</th>
<th>NPR</th>
<th>English Reading: Writing</th>
<th>English Skills ST</th>
<th>Reading Comprehension ST</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>40/45</td>
<td>110</td>
<td>6</td>
<td>7</td>
<td>4c:4c</td>
<td>8</td>
<td>5</td>
<td>Average</td>
</tr>
</tbody>
</table>

## Profile summary

By comparing performance on the two discrete parts of PTE - English Skills and Reading Comprehension - it is possible to compare a student's skills in the technical aspects of English (spelling, grammar and punctuation) with a range of reading comprehension skills.

The comparison is useful but by no means definitive, as other aspects of a student's literacy development will need to be considered, not least writing and oracy, so three simple profiles have been devised.

The black diamond shows Alex's profile, which is indicated by the coloured band.

![Graph showing reading comprehension and English skills starline]

- **Reading comprehension significantly better than English skills**
- **Balanced profile - no significant difference in performance**
- **English skills significantly better than reading comprehension**

**Alex White**
### Analysis of Curriculum Content categories

<table>
<thead>
<tr>
<th>Curriculum Content category</th>
<th>Number of questions</th>
<th>Student % correct</th>
<th>National % correct</th>
<th>Student/national difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Skills: Spelling</td>
<td>15</td>
<td>66%</td>
<td>58%</td>
<td>+8%</td>
</tr>
<tr>
<td>English Skills: Grammar and Punctuation</td>
<td>7</td>
<td>85%</td>
<td>53%</td>
<td>+32%</td>
</tr>
<tr>
<td>Reading Comprehension: Narrative</td>
<td>13</td>
<td>50%</td>
<td>55%</td>
<td>-5%</td>
</tr>
<tr>
<td>Reading Comprehension: Non-narrative</td>
<td>10</td>
<td>45%</td>
<td>53%</td>
<td>-8%</td>
</tr>
</tbody>
</table>

### Analysis of Reading Comprehension categories

<table>
<thead>
<tr>
<th>Reading Comprehension category</th>
<th>Number of questions</th>
<th>Student % correct</th>
<th>National % correct</th>
<th>Student/national difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retrieval</td>
<td>5</td>
<td>60%</td>
<td>49%</td>
<td>+11%</td>
</tr>
<tr>
<td>Simple Inference</td>
<td>8</td>
<td>50%</td>
<td>53%</td>
<td>-3%</td>
</tr>
<tr>
<td>Complex Inference</td>
<td>3</td>
<td>66%</td>
<td>55%</td>
<td>+11%</td>
</tr>
<tr>
<td>Authorial Technique</td>
<td>7</td>
<td>42%</td>
<td>55%</td>
<td>-13%</td>
</tr>
</tbody>
</table>
Progress Test in Science
Progress Test in Science (PTS)

Structure:

✓ PTS 8, 9 & 10: Tests the national curriculum in yearly chunks

✓ PTS 11: Tests all of the KS2 curriculum – taken at the end of primary

✓ PTS 11T: Also tests all of the KS2 curriculum - but different content to PTS 11 – taken at the start of secondary

✓ PTS 13-14A and 13-14B: 2 tests based on all of the KS3 curriculum. Can be taken at the end of KS3 (whether this is the end of year 8 or throughout year 9
Example questions,
Age 8 and 9

What are the ends of a magnet called?
Tick the correct answer.

A fields  
B repels  
C poles  
D spheres

Jack hits a drum.
The sound is mostly carried to Jack's ears through...

A ...the drumstick.
B ...Jack's arms.
C ...Jack's body.
D ...the air.
Example questions, Age 10 and 11

Emma feeds some fish in a tank at 8am, 1pm and 8pm every day for two weeks.

She observes that the fish eat more in the morning than at the other times of day.

Hassan wants to check Emma’s results. Hassan should do this by...

A  ...repeating the experiment exactly as Emma did it.
B  ...only feeding the fish at 1pm and 8pm.
C  ...changing the type of food given to the fish.
D  ...giving the fish more food later in the day.

Adam looks at a rock.

<table>
<thead>
<tr>
<th>Rock type</th>
<th>Common properties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limestone</td>
<td>• Fossils on surface</td>
</tr>
<tr>
<td></td>
<td>• Light</td>
</tr>
<tr>
<td>Sandstone</td>
<td>• Layers</td>
</tr>
<tr>
<td></td>
<td>• Bands of light and dark colours</td>
</tr>
<tr>
<td>Pumice</td>
<td>• Holes on surface</td>
</tr>
<tr>
<td></td>
<td>• Dark</td>
</tr>
<tr>
<td>Obsidian</td>
<td>• Dark</td>
</tr>
<tr>
<td></td>
<td>• Smooth and glassy</td>
</tr>
</tbody>
</table>

Based on the table, which type of rock is Adam looking at?

A  limestone
B  sandstone
C  pumice
D  obsidian
An Arctic food web is shown.

Which are the primary consumers in this food web?

A. the herring and the zooplankton
B. the phytoplankton and the zooplankton
C. the polar bear and the seal
D. the seal and the herring

Example question,
Age 13
Progress Test Series

Teacher support materials:

- At a glance guide
- Online documents with links to national curricula
- **Extended technical report including conversion tables for PIE to PTE scores**
- Explanatory information is contained in the reports (eg the example scores explains SAS, NPR etc)
Sample questions

http://www.gl-assessment.co.uk/progress-test-series-sample-questions