School Self-evaluation
Context (SSE Guidelines, p.8)

The PDST is funded by the Department of Education and Skills under the National Development Plan, 2007-2013

Transfer of primary school data

• From 2012 – at the end of 2nd, 4th and 6th class in primary school
• Standardised tests and report card will be used
• Reading - Drumcondra or Micra-T
• Maths – Drumcondra or Sigma-T (information on strands)
• Standardised testing will begin in post-primary from 2014/15

• NCCA Information re analysing standardised tests
• Department Circular 0056/2011 (re: transfer of data)
• Report Card Templates (primary school)

STEN score

<table>
<thead>
<tr>
<th>STEN score</th>
<th>What it means</th>
<th>% of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-10</td>
<td>Well above average</td>
<td>17%</td>
</tr>
<tr>
<td>7</td>
<td>High average</td>
<td>17%</td>
</tr>
<tr>
<td>5-6</td>
<td>Average</td>
<td>34%</td>
</tr>
<tr>
<td>4</td>
<td>Low average</td>
<td>17%</td>
</tr>
<tr>
<td>1-3</td>
<td>Well below average</td>
<td>17%</td>
</tr>
</tbody>
</table>

Are standardised tests the same as intelligence tests?

No. Standardised tests are not intelligence tests. The main purposes of using standardised tests are to help the teacher plan your child’s learning, and to inform you about how well your child is doing in English reading and maths. When the test scores are used alongside other information gathered by the teacher through observing your child at work, talking with him/her and looking at his/her work, they show how your child is getting on in English reading and maths, and help the teacher to identify your child’s strengths and needs.

NCCA Information re analysing standardised tests
NEPS resource pack for PP teachers

Standardised Score

<table>
<thead>
<tr>
<th>Score</th>
<th>What it means</th>
<th>% of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>130+</td>
<td>Very High</td>
<td>2%</td>
</tr>
<tr>
<td>12 - 129</td>
<td>High</td>
<td>7%</td>
</tr>
<tr>
<td>110 - 119</td>
<td>High Average</td>
<td>16%</td>
</tr>
<tr>
<td>90 - 109</td>
<td>Average</td>
<td>50%</td>
</tr>
<tr>
<td>80 - 89</td>
<td>Low Average</td>
<td>16%</td>
</tr>
<tr>
<td>70 - 79</td>
<td>Low</td>
<td>7%</td>
</tr>
<tr>
<td>Less than 70</td>
<td>Very Low</td>
<td>2%</td>
</tr>
</tbody>
</table>

NCCA Information re analysing standardised tests
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As with other tests your child does in school, his/her result on a standardised test can be affected by how he/she feels on the test day or by worry or excitement about a home or school event.

This means that each test result is an indication of your child’s achievement in English reading and maths.

You play an important role in encouraging and supporting your child no matter what he/she scores on the test.

If my child’s score is low, what does this tell me?

• A low standard score (for example, 80) suggests that your child may have difficulties in English reading or maths.
• One test score by itself does not give a complete picture of your child’s learning in English reading or maths.
• The teacher might decide to gather more information about your child from other tests, as well as his/her observations in class.
• You too will have additional information from helping your child with homework, and hearing him/her talking about school work.
• The teacher may ask a colleague called the learning support teacher to look at your child’s test scores and other assessment information.
• They may decide that your child would benefit from extra support with reading or maths. This extra support may be given by the learning support teacher.
• Your child’s teacher will talk to you about this.

Should I share the score with my child?

You know your child best. No matter what the score is, you play an important role in encouraging your child to do his/her best, and in helping your child with English reading and maths. If the score is low and your child needs extra help with English reading or maths, it may be helpful to talk to him/her about this and to see the help in a positive way.

If my child’s score is high, what does this tell me?

• A high score on the test may suggest that your child is a high achiever in English reading or maths.
• As with low scores, one high score is not enough to confirm this.
• Your child’s teacher will use information from other classroom assessments to understand more clearly how well your child is doing in English reading and maths.

Assessment Policy

• Schools should establish a structured policy of school-based testing in order to identify & monitor the progress of students with literacy and /or numeracy difficulties.

Assessment structures

• Staff training
• Agreed procedures for selecting tests
• Deciding when to administer them
• Managing the data
• Sharing the data
• Acting on the results
Three classes of tests

Ability
• General academic and problem solving ability

Attainment
• Reading, spelling, writing, number skills

Diagnostic
• Efficient management of information (memory, speed) +....

What are most PP schools doing?

1. Cognitive Ability Tests in FEB
   • CAT 3 & Drumcondra are the most common
   • NRIT – only useful for NEPS referral
   • AH2, 3, 4 out of date

What are most schools doing?

Literacy Test in September
• Group Reading Test 11 9-14
• Group Reading Scales2, 2009
• Hodder Group Test 3 (9-16+)
• British Spelling Test Series GH (10-14)
• Diagnostic Spelling Test 3-5 (Secondary – Adult)
• WRAT(Word reading, Sentence comprehension, Spelling)
  Not recommended
• All Schonell reading tests
• GAP & GAPADOL reading tests
• Burt or Marino word reading tests

What are most schools doing?

Numeracy Test in September
• Access Maths Test 2 (11-16+)
• Maths Assessment for Learning & Teaching: Stage 3 (11-15)
• Maths Competency Test (11-18)
• Progress in Maths Series (12,13, & 14)
  WRAT (Basic Math Computation (+,-,x,-))
  Not recommended
• Profile of Maths Skills (France)
• Vernon Arithmetic-Maths Tests

Some schools are starting to create their own numeracy test

Results Data

• Standardised scores
• Percentile scores
• Reading ages
• Arithmetic-Maths ages

Reading/Maths Ages

• Should not be used to describe attainment or to track progress.

• It is the most ambiguous and misleading method of interpreting test performance.
Cognitive Ability Tests

- CAT3 is an assessment of a range of reasoning skills.
- It looks at verbal, quantitative and non-verbal reasoning.
- Using language & numbers to solve problems.

“Getting the best from CAT”

<table>
<thead>
<tr>
<th>Description</th>
<th>STen</th>
<th>Standardised Score</th>
<th>Percentile</th>
<th>% of pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>9</td>
<td>127 and above</td>
<td>98-99</td>
<td>4</td>
</tr>
<tr>
<td>Above average</td>
<td>8</td>
<td>119-126</td>
<td>91-97</td>
<td>7</td>
</tr>
<tr>
<td>Above average</td>
<td>7</td>
<td>112-118</td>
<td>75-90</td>
<td>12</td>
</tr>
<tr>
<td>Average</td>
<td>6</td>
<td>104-111</td>
<td>91-97</td>
<td>17</td>
</tr>
<tr>
<td>Average</td>
<td>5</td>
<td>97-103</td>
<td>75-90</td>
<td>20</td>
</tr>
<tr>
<td>Average</td>
<td>4</td>
<td>89-96</td>
<td>65-74</td>
<td>17</td>
</tr>
<tr>
<td>Below average</td>
<td>3</td>
<td>82-88</td>
<td>59-64</td>
<td>12</td>
</tr>
<tr>
<td>Below average</td>
<td>2</td>
<td>74-81</td>
<td>51-60</td>
<td>7</td>
</tr>
<tr>
<td>Below average</td>
<td>1</td>
<td>73 and below</td>
<td>31-40</td>
<td>4</td>
</tr>
</tbody>
</table>

NCCA Information re analysing standardised tests
NEPS resource pack for PP teachers

Cognitive Ability Tests

- Expensive & time consuming.
- Scoring service is available.
- Reports & tables – worth the investment??

Useful Links

1. National Strategy for Literacy & Numeracy
2. Summary of Strategy
3. FER Guidelines for Post-primary Schools
4. Department Circular 0056/2011 (re: transfer of data)
5. Department Circular 0025/2012 (re: implementation of L & N strategy)
6. Report Card Templates (primary school)
7. NCCA Information re analysing standardised tests
8. NEPS resource pack for PP teachers
9. DES approved post-primary assessments
10. Spreadsheets for analysing standardised tests

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