

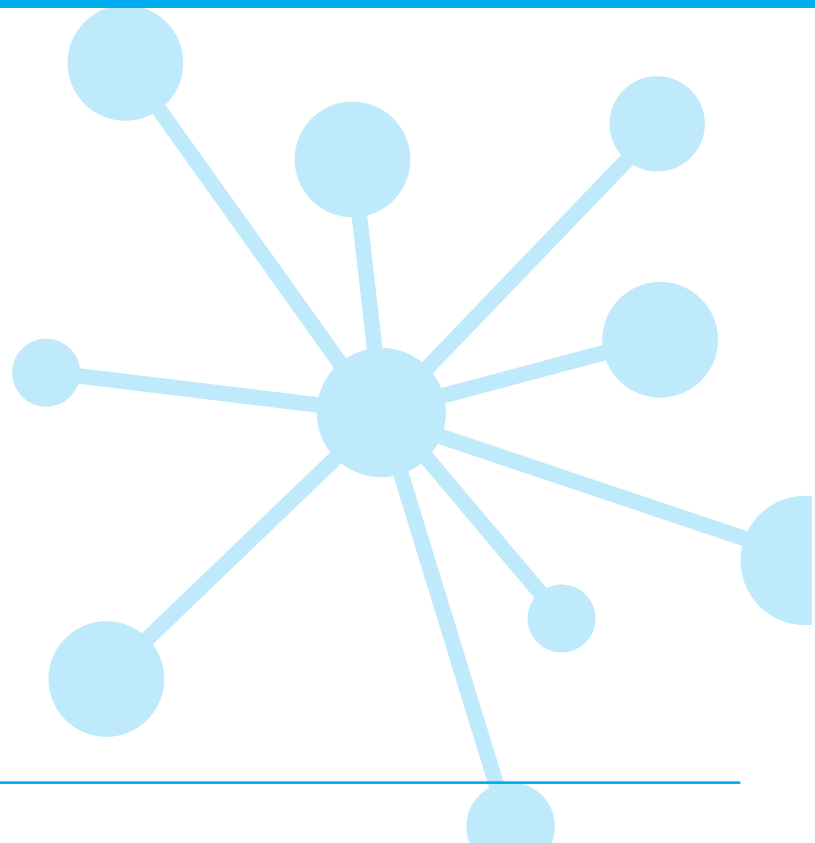
NGRT

Individual report for teachers

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NGRT Digital Individual report for teachers

Name: Matilda Smith			
School: Example School			
Group: ASA			
Date of test: 02/10/2017	Form: A	Age: 12:06	Sex: Female

Overview

The *New Group Reading Test* comprises three sections: Phonics, Sentence Completion and Passage Comprehension. The test is adaptive; each student’s performance is assessed as they complete the test and the questions are adapted to be in line with the ability they demonstrate.

Students enter the test according to their age. All start with the Sentence Completion section. Depending on the score from this part of the test, they will be moved on to the Passage Comprehension section or be given the Phonics tasks. Those who complete the Phonics tasks will not be presented with the Passage Comprehension.

The following report reflects the different combinations of sections of the test administered (a maximum of two out of three) and test questions within each section completed by each student.

Standard age scores reflect the age of the student and the difficulty level of the test questions attempted.

Why use NGRT Digital?

- *NGRT Digital* is a time-efficient and accurate test of a student’s reading progress that can be administered at key points – for instance, on transfer from primary to secondary school – or used year-on-year to check progress.
- The test gives an overall score for reading but allows a direct comparison to be made between performance in Sentence Completion and Passage Comprehension, tasks which draw on a range of different skills.
- Adaptivity means that each student takes a version of the test that is determined by the skills they demonstrate as the test is administered.
- *NGRT Digital* is ideal to screen students for additional support and will help determine what level of intervention or further assessment may be required.

Relationship between NGRT Digital scores

Description	Very Low		Below Average			Average			Above Average		Very High		
Stanine (ST)	1	2	3	4	5	6	7	8	9				
Standard Age Score (SAS)	70	80	90	100	110	120	130						
National Percentile Rank (NPR)	1	5	10	20	30	40	50	60	70	80	90	95	99

Example results

The **Standard Age Score (SAS)** is the most important piece of information derived from *NGRT Digital*. The SAS is based on the student's raw score which has been adjusted for both age and the difficulty of the test taken 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.

Performance on a test like *NGRT Digital* can be influenced by a number of factors and the **confidence band** is an indication of the range within which a student's score lies. The narrower the band the more reliable the score. This means that 90% confidence bands are a very high level estimate. The dot represents the student's SAS and the horizontal line represents the confidence band. The yellow shaded area shows the average score range.

The **Reading Ability Scale** is a development scale and can be used to monitor a student's reading ability or development over time. The values on the scale are from 0 to 500 - a higher scale score represents a higher reading ability level. The reading ability of a student aged 6 years is around 200; for age 9 years it is around 300 and for age 16 it is around 400.

The **Stanine (ST)** places the student's score on a scale of 1 (low) to 9 (high) and offers a broad overview of his or her performance. In *NGRT* an overall stanine score is given and a separate stanine is given for Sentence Completion and Passage Comprehension, allowing a comparison to be made of a student's attainment in both parts (if they have been administered).

SAS	NPR	ST	GR (/30)	SAS (with 90% confidence bands)											Reading Ability Scale	Reading Age	GCSE Eng. Lang. indicator Grade: Points	Stanine				
				60	70	80	90	100	110	120	130	140	SC	PC								
109	72	6	11															356	13:02	B: 6	6	6

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

The **Group Rank (GR)** shows how each student has performed in comparison to those in the defined group. The symbol = represents joint ranking with one or more other students.

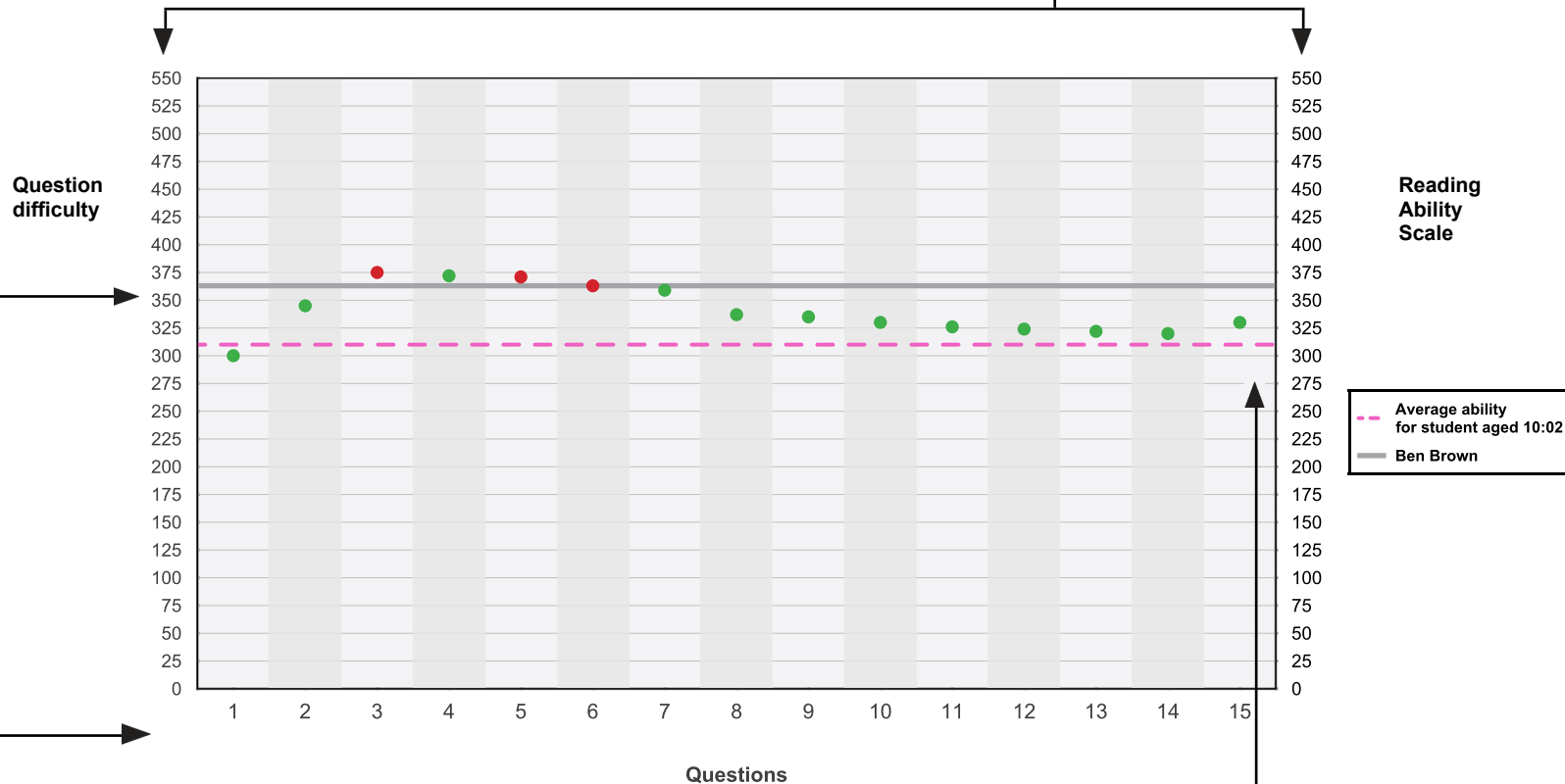
The **Reading Age** is based on the student's raw score and is an estimate based on the age at which such a raw score is most likely to be achieved. In *NGRT Digital*, students can demonstrate high reading ages as the spread of the test content is for students up to the age of 16. The paper tests, which are administered in discrete levels, allow a reading age to be demonstrated that is only just beyond the age range of each level of test.

The **GCSE English Language indicator** is based on correlations between *NGRT* scores and results from GCSE English Language exams. It is an estimate of what the student might achieve in GCSE English Language.

Example results

In the first graph the **grey line** indicates the ability the student demonstrates at the end of the Sentence Completion section and in the second graph for both Sentence Completion and Passage Comprehension combined.

The **Question difficulty** and the **Reading ability scale** use the same metric (which is arbitrary and relates to *NGRT Digital* only) so that a direct comparison can be made between the level of questions administered and the ability demonstrated by the student.



Questions – in Sentence Completion each student attempts 15 questions. In Passage Comprehension each student attempts one, two or three passages.

The **dots** on the graph are green for correct and red for incorrect.

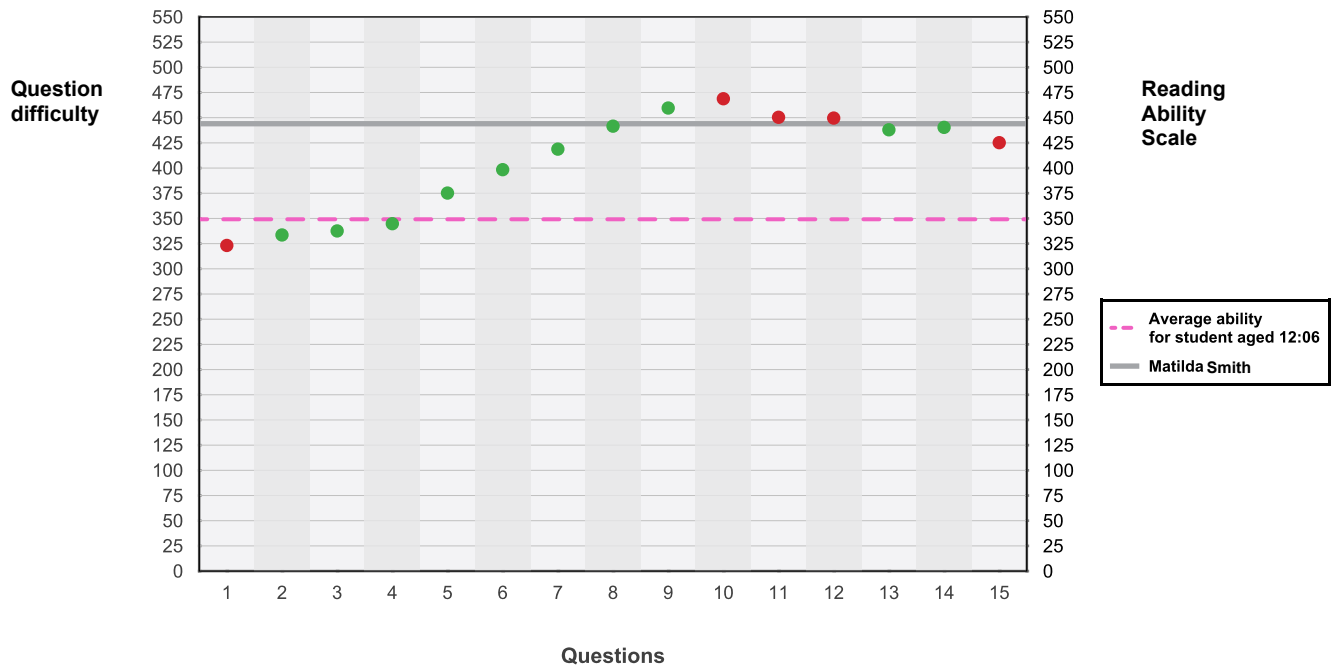
The **pink dotted line** shows the average ability for a student of the same age as the student in the report.

Name: Matilda Smith			
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Scores

SAS	NPR	ST	GR (/1)	SAS (with 90% confidence bands)											Reading Ability Scale	Reading Age	GCSE Eng. Lang. indicator Grade: Points	Stanine				
				60	70	80	90	100	110	120	130	140	SC	PC								
119	90	8	1															404	16:9	A: 7	9	7

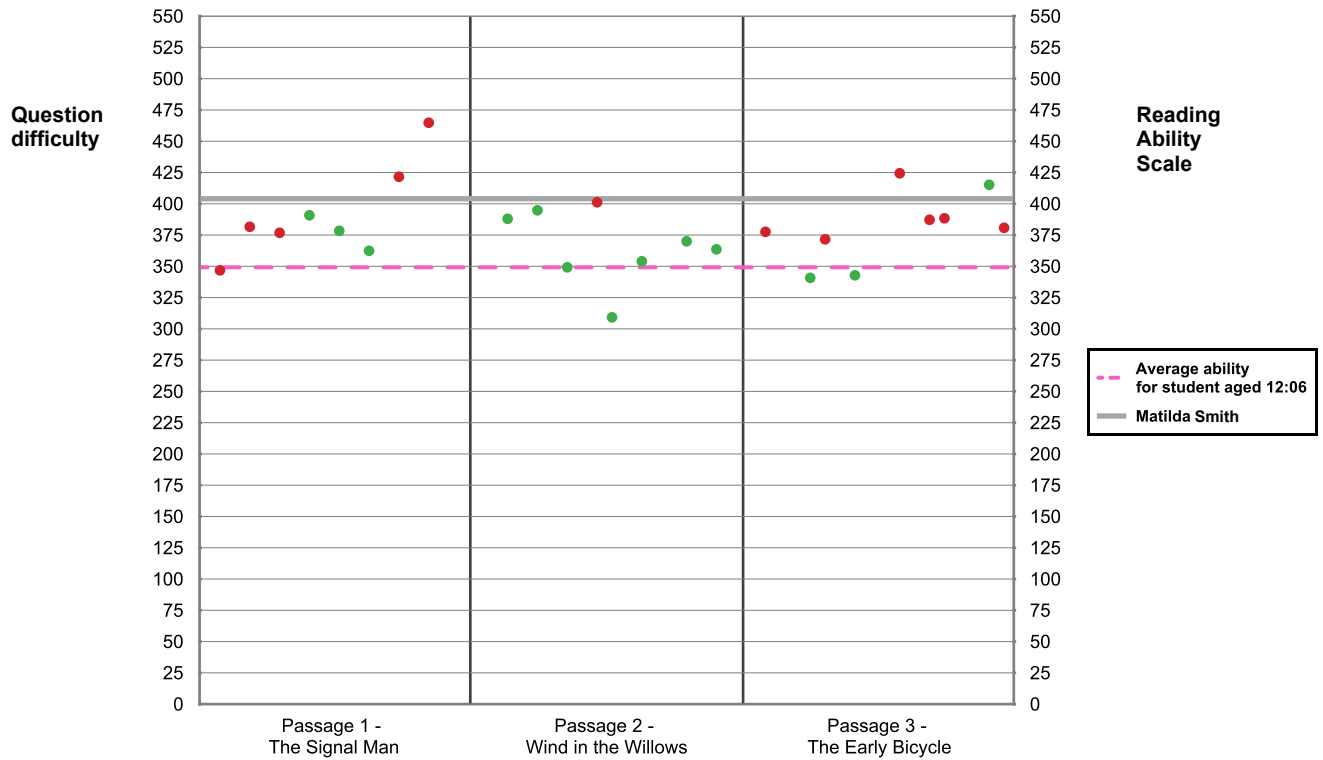
Analysis of responses (Sentence Completion)



Each set of sentence completion questions is unique and is generated as the student progresses through the test.

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Analysis of responses (Passage Comprehension)



Analysis of Passage Comprehension responses by question type

Question type	Retrieval	Simple inference	Context comprehension	Inference and deduction	Writer's purposes and viewpoints	Writer's use of language	Organisation of texts	Social, cultural and historical traditions
Number of questions in test	2/25	0/25	10/25	8/25	2/25	3/25	0/25	0/25
Number of questions answered correctly	1		5	4	1	2		
% of questions answered correctly	50%		50%	50%	50%	67%		

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Profile summary

Matilda's score for sentence completion is very high whereas that for passage comprehension is above average.

A sentence completion score that is very high suggests that Matilda is accessing text at a word-reading level that is mature and highly competent. She is likely to read and understand most words fluently and automatically. Matilda attributes meanings to words with ease and can efficiently select the appropriate word to complete the sentence. Where a word or sentence may be more challenging, Matilda can use effective reading skills such as context and grammatical cues to deduce accurate meanings.

An above average passage comprehension score suggests that Matilda is confident to read a text at a level that demonstrates competent word-reading capabilities. Matilda shows a mostly secure and accurate understanding of the text. Matilda is likely to read and process information at a mostly fluent speed, which enables her to rapidly identify keywords and understand the gist of the text.

Implications for teaching and learning

The recommendations below are intended as practical and useful classroom suggestions, based on scoring less than 60% on the retrieval questions in the passage comprehension section. They are not intended to be exhaustive.

Matilda's ability to successfully retrieve information from texts may be improved by using some of the following strategies:

- Ask Matilda to demonstrate her understanding of the main parts of a story by describing what she knows, giving examples or summarising the basic points in her own words, and then linking the ideas to her own personal experiences.
- Provide retrieval practice by asking Matilda cued retrieval questions, for example, 'Let's think about what happened when the boy went to the skate park. Who did he see?'
- Provide retrieval practice by asking Matilda open retrieval questions, for example, 'Tell me what you can remember about that chapter...'
- Provide practice in summarising and paraphrasing pieces of text once a week.
- Provide practice using 'gap fill' tasks using blacked out words in pieces of text.
- Hold regular memory competitions, e.g. 'How many quotes can you remember?', 'Can you remember what a character looks like/ how they were described?', etc.
- Reinforce text content by making records as Matilda reads. These could be visual graphics as well as written notes.
- Prime Matilda's memory prior to teaching, for example, when a reading comprehension task is given, Matilda will get an idea of what is expected by discussing the vocabulary and the topic sentence beforehand.
- Support Matilda's ability to use retrieval and memory skills in classroom situations other than reading, for example when following instructions. Provide instructions in both verbal and visual format and ask Matilda to repeat back to you the instruction you have given.
- Use 'repeating back' when looking at reading comprehension questions before Matilda answers. For example, say, 'Tell me what the question says'.
- Teach Matilda to re-read the text before answering the question.