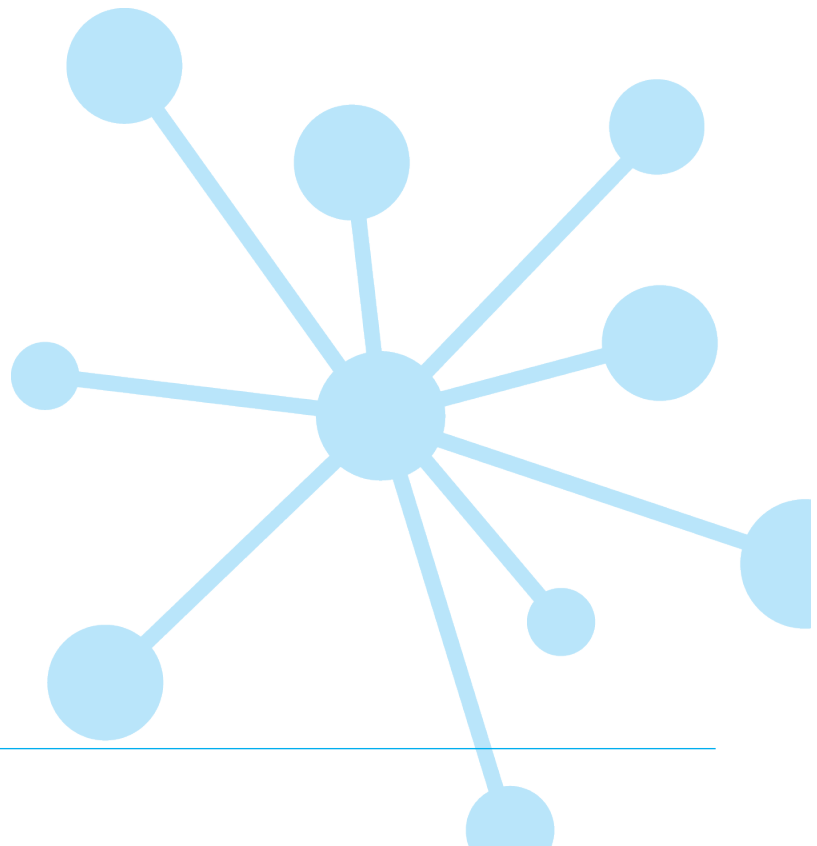


NGRT

Group Report for Teachers

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NGRT Digital Group Report for Teachers

School: Example School	
Group: Unknown	
Period of testing: 29/03/2017 – 26/06/2017	No. of students: 20

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. This is a benefit, particularly to students with weak skills – they can be tested with material at a lower level than that determined by age – and for students with high level skills as they can be tested with material that better reflects their ability. 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 skill sets.
- 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

- The **Stanine** places the student’s score on a scale of 1 (low) to 9 (high) and offers a broad overview of their performance.
- The **Standard Age Score (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 **National Percentile Rank (NPR)** relates to the SAS and indicates the percentage of students obtaining any 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. = represents joint ranking with one or more other students.

Example Results

The **Standard Age Score (SAS)** is the most important piece of information derived from *NGRT*. The SAS is based on the number of questions a student has answered correctly: the score is 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.

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.

Performance on a test like *NGRT* 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. 90% confidence bands are a very high level estimate.

The **SAT reading indicator** is based on correlations between *NGRT* scores and results from the reading SAT scaled scores. It is an estimate of what the student might achieve in the reading SAT.

SAS (90% confidence bands)										Overall Stanine	NPR	GR (/30)	Reading age	Reading age confidence bands		SAT reading indicator	Stanine	
60	70	80	90	100	110	120	130	140	Lower					Upper	SC		PC	
112										7	78	8	08:00	07:05	08:07	107	6	7

A student's score is only an estimate of their ability on any one occasion as performance can be affected by a number of factors. 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 **National Percentile Rank (NPR)** relates to the SAS and indicates the percentage of students obtaining any 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 **reading age** (or age equivalent score) is the age at which a score is most likely to be achieved based on the national sample.

To allow for an easy comparison between a student's ability in Sentence Completion and Passage Comprehension, a Stanine score is given for both parts of *NGRT*. A gap of two or more Stanines is highlighted in the report.

School: Example School

Group: Unknown

Period of testing: 29/03/2017 – 26/06/2017

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Group Scores for Sentence Completion and Passage Comprehension (by Surname)

Student name	Age at test (yrs:mths)	SAS (90% confidence bands)												Overall Stanine	NPR	GR (/20)	Reading age	Reading age confidence bands		SAT reading indicator	Stanine		
		60	70	80	90	100	110	120	130	140	Lower	Upper	SC					PC					
Helena Adams	8:04	83				85	90								3	13	=15	6:4	5:10	6:10	89	3	2
Tilda Baldock	10:01	92				90	95								4	30	10	9:0	8:4	9:8	95	4	4
Roger Castleford	7:04	93				90	95								4	32	9	6:6	6:0	7:0	95	5	4
Hinay Dassani	9:09	104						100	105						6	60	6	10:8	9:11	11:5	102	5	6
Usama Khan	7:08	69	65	70											1	2	=18	5:0-	5:0-	5:0-	80	1	-
Henry Lita	7:01	69	65	70											1	2	=18	5:0-	5:0-	5:0-	80	1	-
Elle McPartland	7:00	76	70	75											2	6	17	5:0-	5:0-	5:4	85	2	-
Annabel Norris	7:00	87				85	90								3	20	13	5:8	5:2	6:2	92	3	3
Annie Oliver	9:06	83				85	90								3	13	=15	7:2	6:7	7:9	89	3	2
Rita Oliver-Evans	9:06	99						95	100						5	48	8	9:7	8:11	10:3	100	5	5
Jasmine Part	7:08	103							100	105					5	58	7	8:0	7:5	8:7	101	6	5
Ronan Parry	8:03	69	65	70											1	2	=18	5:0-	5:0-	5:0-	80	1	-
Leann Quigley	7:09	84				80	85								3	14	14	6:0	5:6	6:6	90	3	3
Eva Rogers	9:10	112							110	115					7	78	3	12:1	11:4	12:10	107	6	7
Nigel Smith	7:01	89				85	90								4	24	12	5:10	5:4	6:4	93	4	2
Mervyn Tull	8:09	114								110	115				7	82	2	11:4	10:7	12:1	108	6	8
Ronan Twyford	9:02	109									105	110			6	72	4	10:8	9:11	11:5	105	6	7
Derek Villers	9:08	106										105	110		6	66	5	10:8	9:11	11:5	103	7	5
Scot Yardley	8:02	91				85	90								4	28	11	7:1	6:6	7:8	94	4	4
Theresa Zigmund	9:03	122											120	125	8	93	1	14:0	13:2	14:10	113	8	8

If no value appears in the PC column, the Passage Comprehension section was omitted and the Phonics section administered to the student in its place.

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Group: Unknown	
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Analysis by reading age equivalent band

	No. of students	Mean age (yrs:mths)	Percentage of students by reading age equivalent bands								
			6:11 or less	7:00–7:11	8:00–8:11	9:00–9:11	10:00–10:11	11:00–11:11	12:00–12:11	13:00–13:11	14:00+
All students	20	8:05	45%	10%	5%	10%	15%	5%	5%	0%	5%
Males	10	8:03	50%	10%	0%	0%	30%	10%	0%	0%	0%
Females	10	8:07	40%	10%	10%	20%	0%	0%	10%	0%	10%

School: Example School**Group:** Unknown**Period of testing:** 29/03/2017 – 26/06/2017**No. of students:** 20

Group scores for Phonics (by Surname)

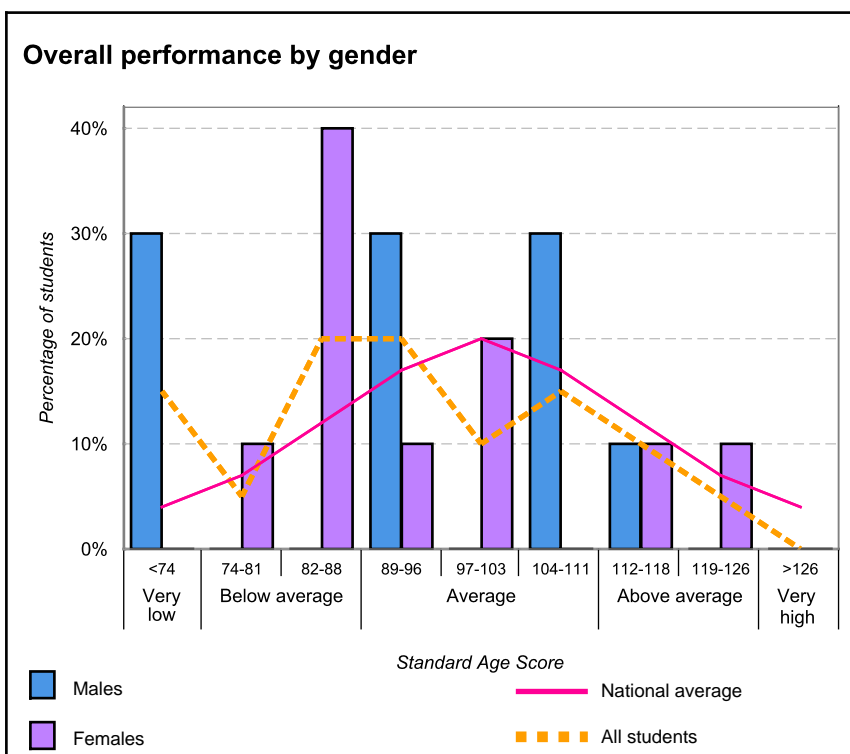
Student name	Age at test (yrs:mths)	Initial letters (/4)	Sounds like (/5)	Final letter sounds (/5)	Initial letter sounds (/5)	Overall score (/19)
Lee Adam	7:08	3	1	1	0	5
Graham Bishop	7:01	1	0	2	1	4
Rita Dey	7:00	1	4	2	3	10
Rosie Khan	8:03	2	0	1	0	3

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Group demographic comparison

Gender analysis

	Stanine		1	2	3	4	5	6	7	8	9
	No. of students	Mean SAS	<74	74–81	82–88	89–96	97–103	104–111	112–118	119–126	>126
National	–	100	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	20	92.7	15%	5%	20%	20%	10%	15%	10%	5%	0%
Males	10	91.3	30%	0%	0%	30%	0%	30%	10%	0%	0%
Females	10	94.1	0%	10%	40%	10%	20%	0%	10%	10%	0%



The mean Standard Age Score for this group is significantly below the national average.

The spread of Standard Age Scores for this group is not significantly different from the national average.

The mean Standard Age Score for Males in this group is not significantly different from that of the Females in this group.

Gender	No. of students	Mean SAS	SAS (90% confidence bands)											
			60	70	80	90	100	110	120	130	140			
National	–	100.0					●							
All students	20	92.7					■	■						
Males	10	91.3					■	■						
Females	10	94.1					■	■						