GL Assessment ®

NGRT ®

Group progress report for teachers

Group progress report for teachers

School: Example School	
Group: Unknown	**No. of students:** 15
Date(s) of start point: 23/03/2017 - 22/05/2017	***NGRT* Form(s):** A
Date(s) of mid-point: 21/09/2017 - 04/10/2017	***NGRT* Form(s):** B
Date(s) of finish point: 16/01/2018 - 01/02/2018	***NGRT* Form(s):** C

What is *NGRT Digital*?

The *New Group Reading Test* comprises three sections: Sentence Completion, Phonics 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 benefits students with weaker skills, as they can be tested with material at a lower level than that determined by age, and students with stronger 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. Most students are then moved onto the Passage Comprehension section; some students, with weak performance on the Sentence Completion section, are moved onto the Phonics section. Those who complete the Passage Comprehension tasks will not be presented with the Phonics tasks, and vice versa. 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* to track progress?

- *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 – and used year-to-year or term-to-term to check progress.
- If students have been given a targeted intervention for reading, *NGRT Digital* can be used to measure progress over a short time, for example, over three or six months.
- Forms A, B and C can be used so that students are tested with different but equivalent material at the second and third point of testing.
- Patterns of scores that represent significant progress or significant lack of progression are set out clearly for easy access.

Please note that significance will vary depending on the student's baseline score; that is the score from the first test. Small changes to scores that are close to the mean (SAS 100) will be significant whereas bigger changes will be needed to scores at the very low and very high end of the range to indicate a significant improvement or lack of progress.

To make this report as straightforward as possible, five categories have been used to describe progress: much lower than expected, lower than expected, expected, higher than expected and much higher than expected.

This report will show data for three test points. If a student has been tested once only they will not appear in this report. A separate report is available for two test points.

What is the Reading Ability Scale?

The Reading Ability Scale is a development scale and can be used to monitor a student's reading ability or development over time. The scale used in *NGRT* is specific to the test, is arbitrary and has been set from zero to 600; it gives you another measure for your students' progress.

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Relationship between 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 scores

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.

This shows the difference in the Standard Age Score between the start and mid points of testing, and the mid and finish points of testing.

The **Overall 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.

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.

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.

Student name	Tutor group	Test point	Age at test (yrs:mths)	SAS	SAS difference	Progress category	Overall ST	NPR	Reading Ability Scale	Reading age	Reading age confidence bands		SAT reading indicator	Stanine	
											Lower	Upper		SC	PC
Callum Smith	TG	Start point	6:04	115	+2	Expected progress	7	84	380	14:10	13:11	15:09	109	9	6
		Mid-point	6:07	117			7	87	376	14:07	13:09	15:05	110	5	8
		Finish point	7:00	118	+1	Expected progress	7	89	396	16:01	15:02	17:00	111	5	9

The **Test point** column shows the point of testing each row of data is reporting on.

Age at test is the chronological age of the student at the point of testing.

Progress has been defined as much lower than expected, lower than expected, expected, higher than expected, and much higher than expected, and is based on the national data set of students tested on two occasions. Nationally, 50% of students fall into the expected category, 15% in the lower than expected category, 15% in the higher than expected category, 10% in the much higher than expected category, and 10% in the much lower than expected category.

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 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 0 to 600 – 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.

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.

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Group scores (by Surname)

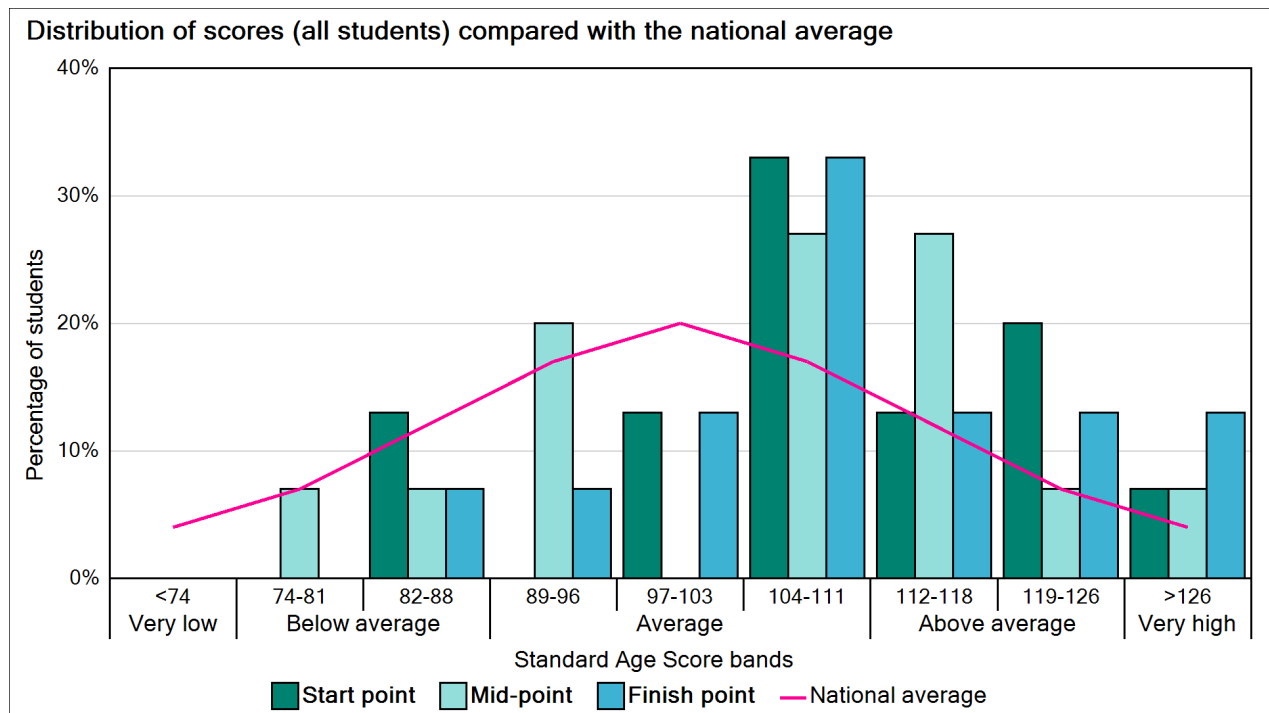| Student name	Tutor group	Test point	Age at test (yrs:mths)	SAS	SAS difference	Progress category	Overall ST	NPR	Reading Ability Scale	Reading age	Reading age confidence bands		SAT reading indicator	Stanine	
											Lower	Upper		SC	PC
Ivy Ayling	2018 P6K	Start point	10:04	105	+4	Expected progress	6	63	328	11:04	10:07	12:01	103	6	6
		Mid-point	10:09	109			6	72	348	12:07	11:10	13:04	105	6	6
		Finish point	11:01	108	-1	Expected progress	6	70	348	12:07	11:10	13:04	104	5	6
Scarlett Barrett	2021 P3	Start point	7:06	86	-1	Expected progress	3	18	188	6:00	5:06	6:06	91	3	3
		Mid-point	8:00	85			3	16	204	6:04	5:10	6:10	90	3	3
		Finish point	8:04	93	+8	Expected progress	4	32	248	7:07	7:00	8:02	95	5	4
Marian Battle	2020 P4B	Start point	9:02	88	-8	Much lower than expected progress	3	22	248	7:07	7:00	8:02	92	4	3
		Mid-point	9:08	80			2	9	224	6:10	6:03	7:05	87	2	2
		Finish point	10:01	87	+7	Expected progress	3	20	264	8:02	7:07	8:09	92	3	3
John Bottle	2018 P6K	Start point	10:07	136	-8	Expected progress	9	99	444	17:00+	17:00+	17:00+	120	9	9
		Mid-point	11:00	128			9	97	420	17:00+	17:00+	17:00+	117	9	9
		Finish point	11:03	132	+4	Higher than expected progress	9	98	436	17:00+	17:00+	17:00+	119	9	9
Leila Branston	2020 P4M	Start point	7:08	106	-13	Much lower than expected progress	6	66	272	8:06	7:11	9:01	103	7	5
		Mid-point	8:02	93			4	32	240	7:04	6:09	7:11	95	4	4
		Finish point	8:06	111	+18	Much higher than expected progress	6	77	312	10:05	9:09	11:01	106	6	7

Student name	Tutor group	Test point	Age at test (yrs:mths)	SAS	SAS difference	Progress category	Overall ST	NPR	Reading Ability Scale	Reading age	Reading age confidence bands		SAT reading indicator	Stanine	
											Lower	Upper		SC	PC
Ellie Cheeseman	2018 P6K	Start point	10:03	105	+3	Expected progress	6	63	328	11:04	10:07	12:01	103	6	6
		Mid-point	10:08	108			6	70	340	12:01	11:04	12:10	104	5	6
		Finish point	11:00	118	+10	Higher than expected progress	7	89	384	15:02	14:03	16:01	111	5	9
Aadit Mehta	2018 P6K	Start point	10:06	106	-2	Expected progress	6	66	336	11:10	11:01	12:07	103	5	6
		Mid-point	10:11	104			6	60	332	11:07	10:10	12:04	102	5	6
		Finish point	11:03	98	-6	Lower than expected progress	5	45	320	10:11	10:02	11:08	99	4	5
Arun Sandhu	2020 P4M	Start point	8:04	114	-21	Much lower than expected progress	7	82	316	10:08	9:11	11:05	108	6	8
		Mid-point	8:09	93			4	32	260	8:00	7:05	8:07	95	6	3
		Finish point	9:00	106	+13	Much higher than expected progress	6	66	308	10:03	9:07	10:11	103	7	5
Gurjit Sandhu	2018 P6K	Start point	9:10	103	+1	Expected progress	5	58	312	10:05	9:09	11:01	101	5	5
		Mid-point	10:03	104			6	60	324	11:02	10:05	11:11	102	6	5
		Finish point	10:07	111	+7	Higher than expected progress	6	77	352	12:11	12:01	13:09	106	5	7
Nigella Simonsen	2020 P4B	Start point	8:05	111	+2	Expected progress	6	77	308	10:03	9:07	10:11	106	6	6
		Mid-point	8:11	113			7	80	324	11:02	10:05	11:11	108	7	6
		Finish point	9:03	106	-7	Lower than expected progress	6	66	312	10:05	9:09	11:01	103	5	6
Erin Thatcher	2020 P4B	Start point	7:09	126	-10	Lower than expected progress	8	96	352	12:11	12:01	13:09	115	9	8
		Mid-point	8:03	116			7	86	324	11:02	10:05	11:11	109	7	7
		Finish point	8:07	125	+9	Higher than expected progress	8	95	364	13:08	12:10	14:06	115	7	9
Georgia Travis	2021 P3	Start point	6:08	98	-2	Expected progress	5	45	204	6:04	5:10	6:10	99	5	5
		Mid-point	7:02	96			4	40	216	6:07	6:00	7:02	97	5	4
		Finish point	7:06	103	+7	Expected progress	5	58	260	8:00	7:05	8:07	101	7	4
Ryan Van Bhuren	2019 P5P	Start point	9:03	115	+2	Expected progress	7	84	340	12:01	11:04	12:10	109	7	7
		Mid-point	9:09	117			7	87	360	13:05	12:07	14:03	110	9	7
		Finish point	10:01	116	-1	Expected progress	7	86	360	13:05	12:07	14:03	109	8	7
Erica Williamson	2019 P5S	Start point	9:06	123	+3	Expected progress	8	94	376	14:07	13:09	15:05	114	7	9
		Mid-point	10:00	126			8	96	396	16:01	15:02	17:00	115	7	9
		Finish point	10:04	128	+2	Expected progress	9	97	408	17:00	16:00	17:00+	117	8	9
Florence Yardley	2019 P5S	Start point	9:06	125	-8	Expected progress	8	95	384	15:02	14:03	16:01	115	7	9
		Mid-point	10:00	117			7	87	364	13:08	12:10	14:06	110	8	7
		Finish point	10:04	124	+7	Higher than expected progress	8	94	392	15:10	14:11	16:09	114	7	9

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Analysis of group scores (all students)

The table and bar chart below show the distribution of scores for the group against the national average, for each point of testing.

	No. of students	**Test point**	**Mean SAS**	**Stanine** 1 <74	2 74-81	3 82-88	4 89-96	5 97-103	6 104-111	7 112-118	8 119-126	9 >126
National average	-		100	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	15	Start point	109.8	0%	0%	13%	0%	13%	33%	13%	20%	7%
		Mid-point	105.9	0%	7%	7%	20%	0%	27%	27%	7%	7%
		Finish point	111.1	0%	0%	7%	7%	13%	33%	13%	13%	13%

Distribution of scores (all students) compared with the national average

The table below shows the mean scores with confidence bands for the group against the national average, for each point of testing.

	No. of students	**Test point**	**Mean SAS**	**SAS (with 90% confidence bands)** 60 70 80 90 100 110 120 130 140
National average	-		**100.0**	
All students	15	Start point	109.8	
		Mid-point	105.9	
		Finish point	111.1	

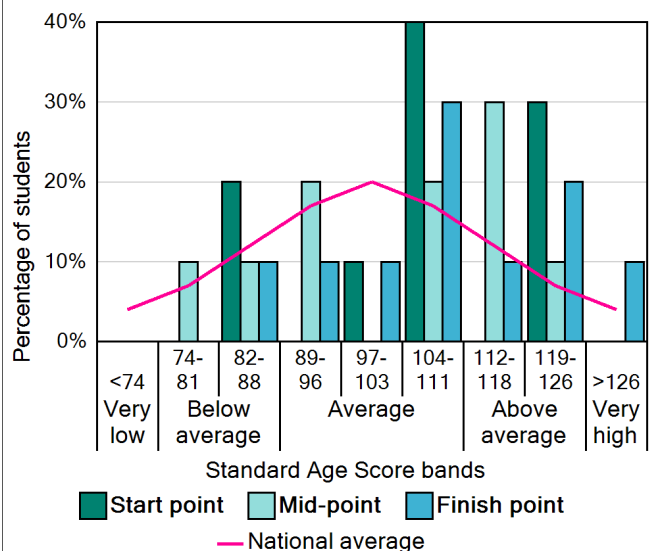|	
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Analysis of group scores (by gender)

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

		Stanine		1	2	3	4	5	6	7	8	9
	No. of students	Test point	Mean SAS	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National average	-		100	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	15	Start point	109.8	0%	0%	13%	0%	13%	33%	13%	20%	7%
		Mid-point	105.9	0%	7%	7%	20%	0%	27%	27%	7%	7%
		Finish point	111.1	0%	0%	7%	7%	13%	33%	13%	13%	13%
Males	5	Start point	114.8	0%	0%	0%	0%	20%	20%	40%	0%	20%
		Mid-point	109.2	0%	0%	0%	20%	0%	40%	20%	0%	20%
		Finish point	112.6	0%	0%	0%	0%	20%	40%	20%	0%	20%
Females	10	Start point	107.3	0%	0%	20%	0%	10%	40%	0%	30%	0%
		Mid-point	104.3	0%	10%	10%	20%	0%	20%	30%	10%	0%
		Finish point	110.3	0%	0%	10%	10%	10%	30%	10%	20%	10%

Distribution of scores (males) compared with the national average
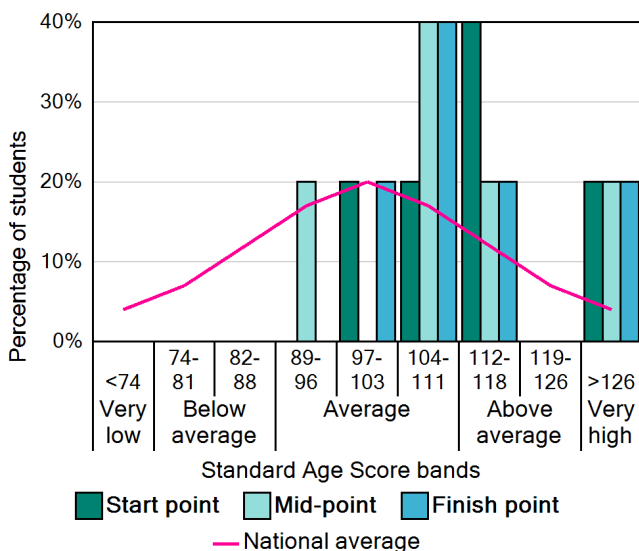
Distribution of scores (females) compared with the national average

The table below shows the mean scores with confidence bands for the group, males and females, against the national average, for each point of testing.

	No. of students	Test point	Mean SAS	SAS (with 90% confidence bands)								
				60	70	80	90	100	110	120	130	140
National average	-		**100.0**					●				
All students	15	Start point	109.8						●			
		Mid-point	105.9					●				
		Finish point	111.1						●			
Males	5	Start point	114.8						●			
		Mid-point	109.2						●			
		Finish point	112.6						●			
Females	10	Start point	107.3						●			
		Mid-point	104.3					●				
		Finish point	110.3						●			

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Analysis of group scores (by ethnicity)

The table below shows the distribution of scores for the group against the national average, for each point of testing.

	No. of students	Test point	Mean SAS	1 <74	2 74-81	3 82-88	4 89-96	5 97-103	6 104-111	7 112-118	8 119-126	9 >126
							Stanine					
National average	-		100	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	15	Start point	109.8	0%	0%	13%	0%	13%	33%	13%	20%	7%
		Mid-point	105.9	0%	7%	7%	20%	0%	27%	27%	7%	7%
		Finish point	111.1	0%	0%	7%	7%	13%	33%	13%	13%	13%
Indian	3	Start point	121.3	0%	0%	0%	0%	0%	33%	0%	33%	33%
		Mid-point	121.0	0%	0%	0%	0%	0%	33%	0%	33%	33%
		Finish point	122.7	0%	0%	0%	0%	0%	33%	0%	0%	67%
British	12	Start point	106.9	0%	0%	17%	0%	17%	33%	17%	17%	0%
		Mid-point	102.2	0%	8%	8%	25%	0%	25%	33%	0%	0%
		Finish point	108.2	0%	0%	8%	8%	17%	33%	17%	17%	0%

The table below shows the mean scores with confidence bands for the group against the national average, for each point of testing.
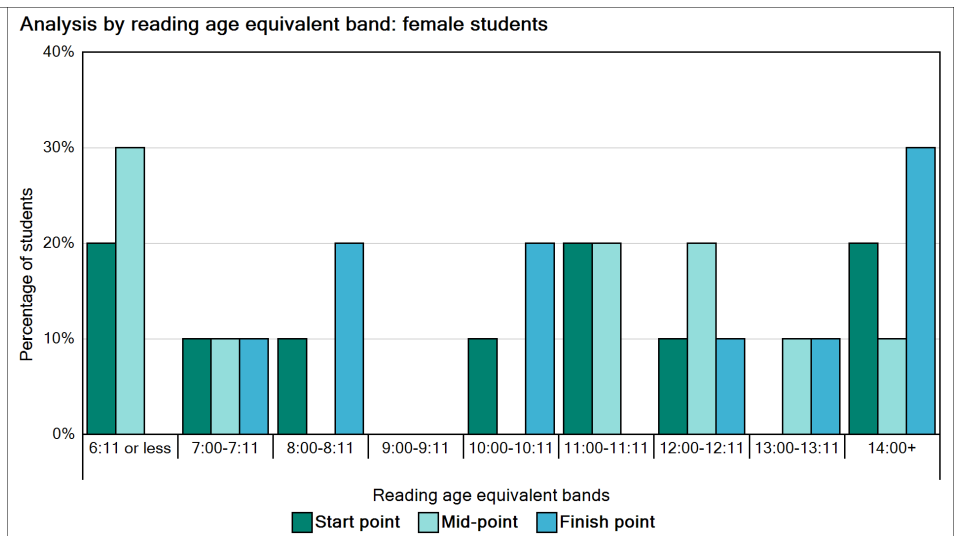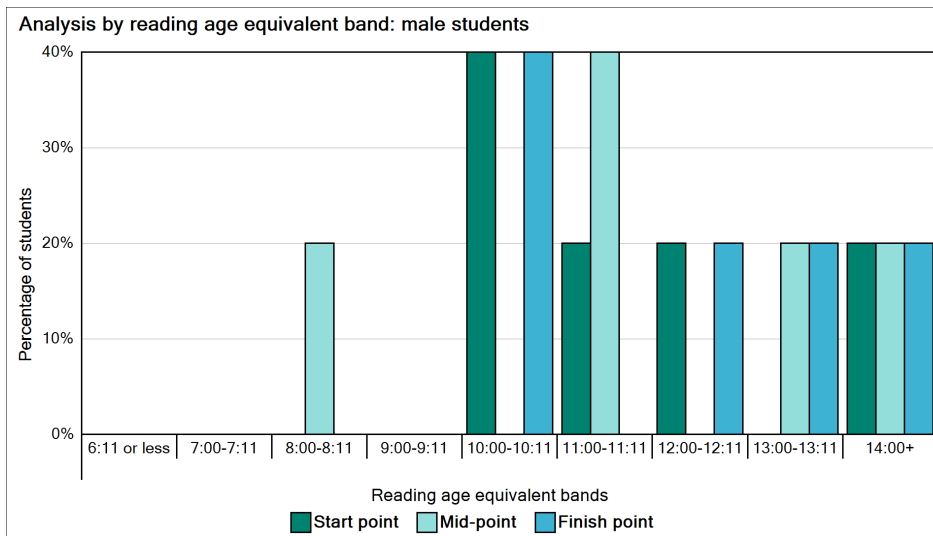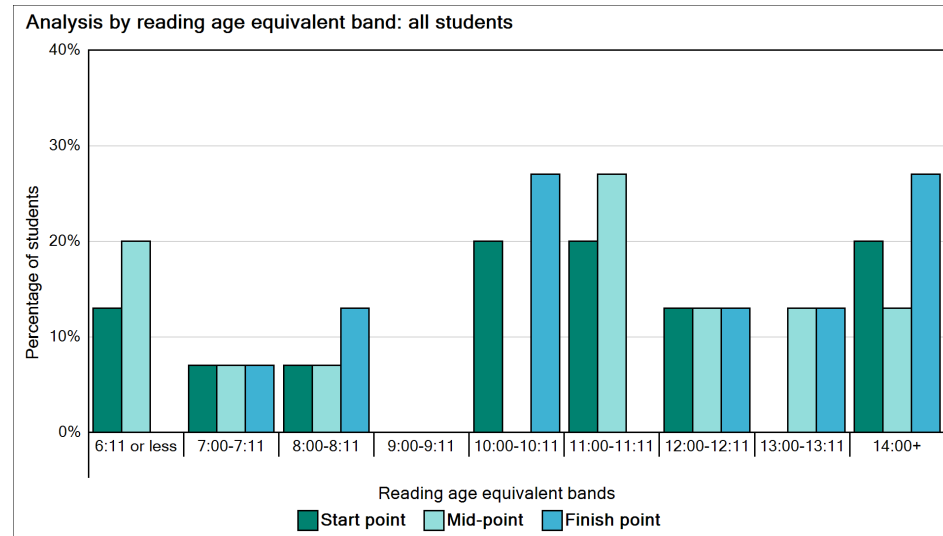
	No. of students	Test point	Mean SAS	SAS (with 90% confidence bands) 60 70 80 90 100 110 120 130 140
National average	-		**100.0**	
All students	15	Start point	109.8	
		Mid-point	105.9	
		Finish point	111.1	
Indian	3	Start point	121.3	
		Mid-point	121.0	
		Finish point	122.7	
British	12	Start point	106.9	
		Mid-point	102.2	
		Finish point	108.2	

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Analysis of group scores (by reading age equivalent band)

The table below shows the distribution of reading age equivalent bands for the group, for each point of testing.

	No. of students	Test point	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	15	Start point	9:00	13%	7%	7%	0%	20%	20%	13%	0%	20%
		Mid-point	9:06	20%	7%	7%	0%	0%	27%	13%	13%	13%
		Finish point	9:10	0%	7%	13%	0%	27%	0%	13%	13%	27%
Males	5	Start point	9:08	0%	0%	0%	0%	40%	20%	20%	0%	20%
		Mid-point	10:02	0%	0%	20%	0%	0%	40%	0%	20%	20%
		Finish point	10:05	0%	0%	0%	0%	40%	0%	20%	20%	20%
Females	10	Start point	8:08	20%	10%	10%	0%	10%	20%	10%	0%	20%
		Mid-point	9:02	30%	10%	0%	0%	0%	20%	20%	10%	10%
		Finish point	9:06	0%	10%	20%	0%	20%	0%	10%	10%	30%

Analysis by reading age equivalent band: all students

Reading age equivalent bands

Percentage of students

■ Start point ■ Mid-point ■ Finish point

Analysis by reading age equivalent band: male students

Reading age equivalent bands

Percentage of students

■ Start point ■ Mid-point ■ Finish point

Analysis by reading age equivalent band: female students

Reading age equivalent bands

Percentage of students

■ Start point ■ Mid-point ■ Finish point

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Overall progress

The *NGRT* SAS scores are shown on the scatter chart for two administration points. The comparison is between the start and finish points.

Students making expected progress are in the white band; students making lower than expected progress are in the light orange band; students making much lower than expected progress are in the dark orange band; students making higher than expected progress are in the light green band; students making much higher than expected progress are in the dark green band.

Legend:
- Much higher than expected progress
- Higher than expected progress
- Expected progress
- Lower than expected progress
- Much lower than expected progress
- ● Males
- ◆ Females
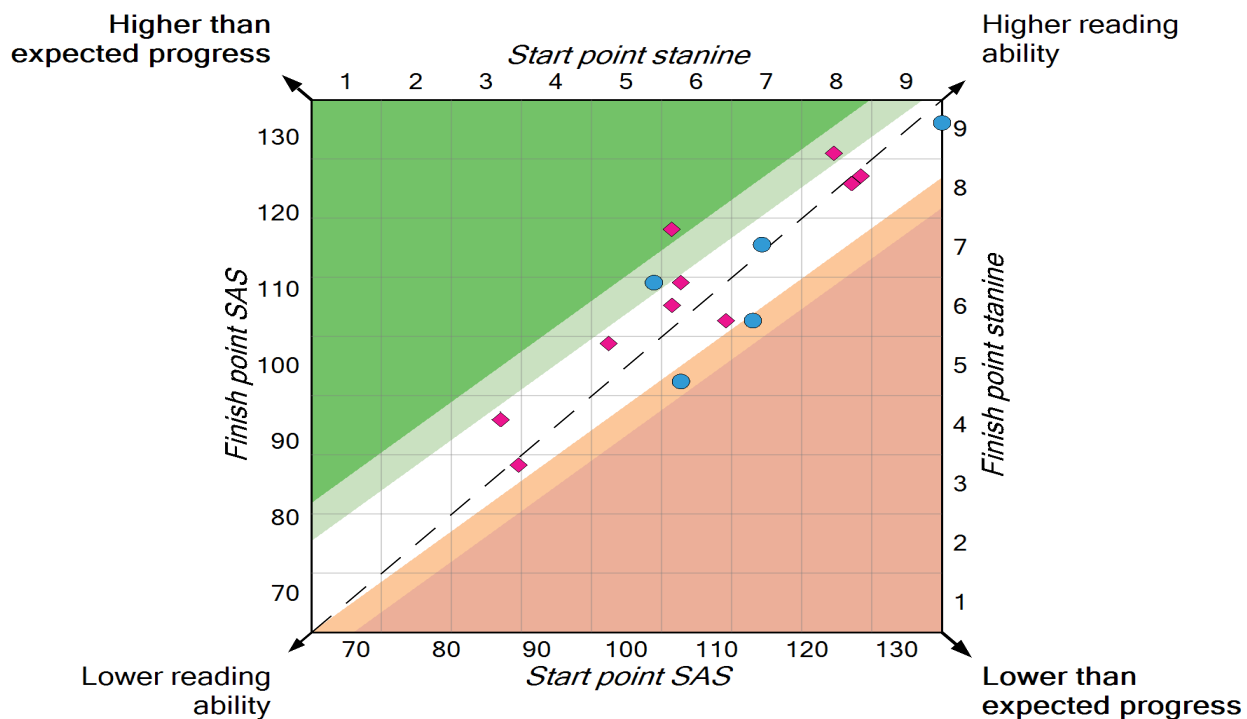
The table below shows the number of students in each progress category against the national distribution, between the start and finish points. The second table shows the mean SAS for each point of testing. The mean SAS difference is between the start and finish points.
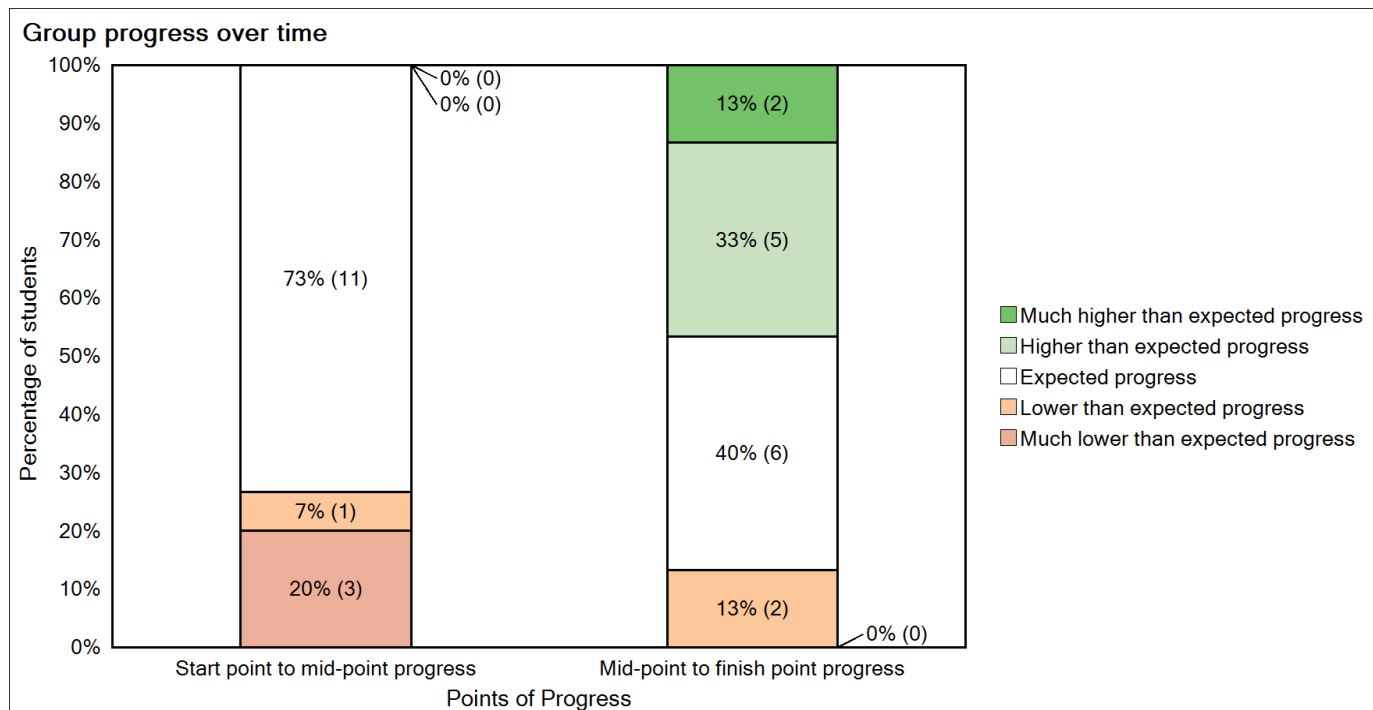
Progress category	National	Group	
	%	%	No. of students
Much higher than expected progress	10%	7%	1
Higher than expected progress	15%	13%	2
Expected progress	50%	67%	10
Lower than expected progress	15%	13%	2
Much lower than expected progress	10%	0%	0

No. of students	Start point mean SAS	Mid-point mean SAS	Finish point mean SAS	Mean SAS difference
15	109.8	105.9	111.1	+1.3

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Group: Unknown	**No. of students:** 15
Date(s) of start point: 23/03/2017 - 22/05/2017	***NGRT* Form(s):** A
Date(s) of mid-point: 21/09/2017 - 04/10/2017	***NGRT* Form(s):** B
Date(s) of finish point: 16/01/2018 - 01/02/2018	***NGRT* Form(s):** C

Group progress over time

The chart below shows the distribution across the five categories of progress. The data table shows the same information as the chart.

Progress category	National	Group Start point to mid-point		Group Mid-point to finish point	
	%	%	No. of students	%	No. of students
Much higher than expected progress	10%	0%	0	13%	2
Higher than expected progress	15%	0%	0	33%	5
Expected progress	50%	73%	11	40%	6
Lower than expected progress	15%	7%	1	13%	2
Much lower than expected progress	10%	20%	3	0%	0

School: Example School	
Group: Unknown	**No. of students:** 15
Date(s) of start point: 23/03/2017 - 22/05/2017	*NGRT* **Form(s):** A
Date(s) of mid-point: 21/09/2017 - 04/10/2017	*NGRT* **Form(s):** B
Date(s) of finish point: 16/01/2018 - 01/02/2018	*NGRT* **Form(s):** C

Start point to mid-point progress

- 0 pupils (0%) have achieved much higher than expected progress between their start point and mid-point of testing. The UK percentage of children making much higher than expected progress is 10%.

- 0 pupils (0%) have achieved higher than expected progress between their start point and mid-point of testing. The UK percentage of children making higher than expected progress is 15%.

- 11 pupils (73%) have achieved expected progress between their start point and mid-point of testing. The UK percentage of children making expected progress is 50%.

- 1 pupil (7%) has achieved lower than expected progress between their start point and mid-point of testing. The UK percentage of children making lower than expected progress is 15%.

- 3 pupils (20%) have achieved much lower than expected progress between their start point and mid-point of testing. The UK percentage of children making much lower than expected progress is 10%.

Mid-point to finish point progress

- 2 pupils (13%) have achieved much higher than expected progress between their mid-point and finish point of testing. The UK percentage of children making much higher than expected progress is 10%.

- 5 pupils (33%) have achieved higher than expected progress between their mid-point and finish point of testing. The UK percentage of children making higher than expected progress is 15%.

- 6 pupils (40%) have achieved expected progress between their mid-point and finish point of testing. The UK percentage of children making expected progress is 50%.

- 2 pupils (13%) have achieved lower than expected progress between their mid-point and finish point of testing. The UK percentage of children making lower than expected progress is 15%.

- 0 pupils (0%) have achieved much lower than expected progress between their mid-point and finish point of testing. The UK percentage of children making much lower than expected progress is 10%.

School: Example School		
Group: Unknown	**No. of students:** 15	
Date(s) of start point: 23/03/2017 - 22/05/2017	***NGRT* Form(s):** A	
Date(s) of mid-point: 21/09/2017 - 04/10/2017	***NGRT* Form(s):** B	
Date(s) of finish point: 16/01/2018 - 01/02/2018	***NGRT* Form(s):** C	

Individual student progress over time

The below table shows standard age scores for each point of testing for each student in the group. The numbers in brackets show gains or losses, with overall progress expressed as plus or minus standard age score points and categorised in line with five categories of progress.

Student name	Start point SAS	Mid-point SAS	Finish point SAS	Overall SAS progress	Overall progress category
Ivy Ayling	105	109 (+4)	108 (-1)	+3	Expected progress
Scarlett Barrett	86	85 (-1)	93 (+8)	+7	Expected progress
Marian Battle	88	80 (-8)	87 (+7)	-1	Expected progress
John Bottle	136	128 (-8)	132 (+4)	-4	Expected progress
Leila Branston	106	93 (-13)	111 (+18)	+5	Expected progress
Ellie Cheeseman	105	108 (+3)	118 (+10)	+13	Much higher than expected progress
Aadit Mehta	106	104 (-2)	98 (-6)	-8	Lower than expected progress
Arun Sandhu	114	93 (-21)	106 (+13)	-8	Lower than expected progress
Gurjit Sandhu	103	104 (+1)	111 (+7)	+8	Higher than expected progress
Nigella Simonsen	111	113 (+2)	106 (-7)	-5	Expected progress
Erin Thatcher	126	116 (-10)	125 (+9)	-1	Expected progress
Georgia Travis	98	96 (-2)	103 (+7)	+5	Expected progress
Ryan Van Bhuren	115	117 (+2)	116 (-1)	+1	Expected progress
Erica Williamson	123	126 (+3)	128 (+2)	+5	Higher than expected progress
Florence Yardley	125	117 (-8)	124 (+7)	-1	Expected progress