

# Using SNSA data for individual learners and school improvement

# Introduction: Purpose and Use of SNSA/MCNG

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- Provide valuable diagnostic information to teachers on children's progress in aspects of literacy and numeracy
- Provide nationally consistent assessment data to teachers and are intended to be indicative on next steps in learning and teaching and support effective teacher professional judgement as part of wider assessment evidence
- Be considered within the wider context of the assessment approach for the broad general education
- Align to the literacy and numeracy standards articulated in the relevant experiences and outcomes
- Confirm, identify and address gaps in understanding, or to add greater challenge as appropriate
- Provide assessment information, but are not in themselves definitive, when teachers consider summative evaluations
- Be part of normal classroom activity
- Respond to a child's answers as they progress through the assessment, so questions will become easier or harder depending on the previous answers the child has given
- Be presented to learners at a time based on the judgment of the teachers and schools within the parameters of the local authority assessment policy that has been agreed on a collegiate basis

***Full details of the Purpose and Use of the National Standardised Assessments are available at <https://www.gov.scot/publications/scottish-national-standardised-assessments-purpose-and-use/>***

# Practical Guide to SNSA/MCNG - Practitioners

Do	Don't
Plan the SNSA/MCNG as part of normal teaching, learning and assessment	Avoid setting up the SNSAs/MCNGs as a special or extra activity
Remember that the SNSAs/MCNGs only assess some aspects of the literacy and numeracy curriculum	Don't consider SNSA/MCNG outcomes as the sole means of identifying whether or not children have achieved CfE levels
Administer the SNSAs/MCNGs at a time of you and your school's choosing, based on how you will use the diagnostic information	Don't limit SNSAs/MCNGs to an assessment window
<p>Think about how SNSA/MCNG diagnostic information can be used as part of a range of evidence, to <i>contribute</i>, to:</p> <ul style="list-style-type: none"> <li>• identifying learners' strengths and development needs</li> <li>• planning next steps in learning</li> <li>• moderation activities</li> <li>• teacher professional judgements on progress</li> <li>• ongoing, holistic feedback for parents</li> <li>• information for transition</li> <li>• decisions about grouping children</li> </ul>	<p>Don't use SNSA/MCNG data in isolation or give it greater weight than other assessment evidence, when:</p> <ul style="list-style-type: none"> <li>• identifying learners' strengths and development needs</li> <li>• planning next steps in learning</li> <li>• undertaking moderation activities</li> <li>• making professional judgements on learners' progress</li> <li>• providing ongoing, holistic feedback to parents</li> <li>• considering information for transition</li> <li>• grouping children</li> </ul>
Consider the wellbeing of your children and use your professional judgment on the level of involvement and support that children with additional support needs require.	Don't create unnecessary tension or stress around assessments which are intended to be low stakes and diagnostic.

# Practical Guide to SNSA/MCNG – HTs and LAs

<b>Dos</b>	<b>Don'ts</b>
Empower teachers and schools to make decisions about the most appropriate time for delivering the assessments to their learners.	Don't enforce assessment windows on schools for SNSA/MCNG
Use the analysis from SNSA/MCNG as part of wider monitoring and tracking approaches to inform improvement strategies	Don't use SNSA/MCNG data to rate school performance
Place the SNSA/MCNG within your school's or local authority's wider assessment policy	Don't use SNSA/MCNG data to trump teacher professional judgments
Give clear information about the role of the SNSA/MCNG to parents within the wider approach to assessment in the broad general education	Don't over-emphasise the role of the SNSA/MCNG with parents
Use the SNSA/MCNG to evaluate individuals the national norms provided in the report.	Don't use the SNSA/MCNG to compare groups or schools



# Scottish Assessment Summit 11th September 2019



**Jacqueline Blair  
Head Teacher  
Tarbolton Primary School  
Tarbolton, South Ayrshire**







# Scottish Assessment Summit 11th September 2019







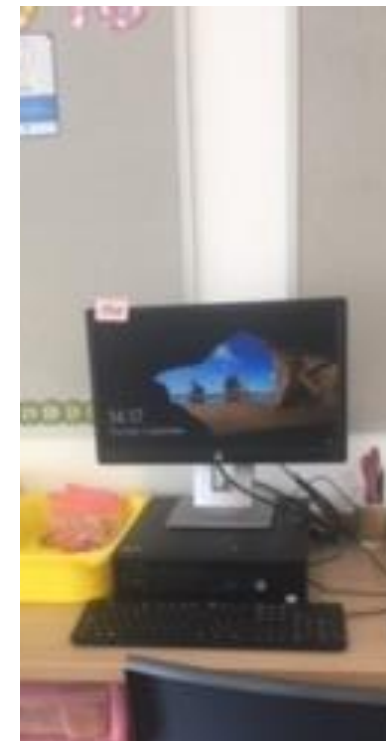
# Scottish Assessment Summit 11th September 2019





# Scottish Assessment Summit 11th September 2019

## ICT *within* our school







# Scottish Assessment Summit 11th September 2019

**Our SNSA journey so far!**

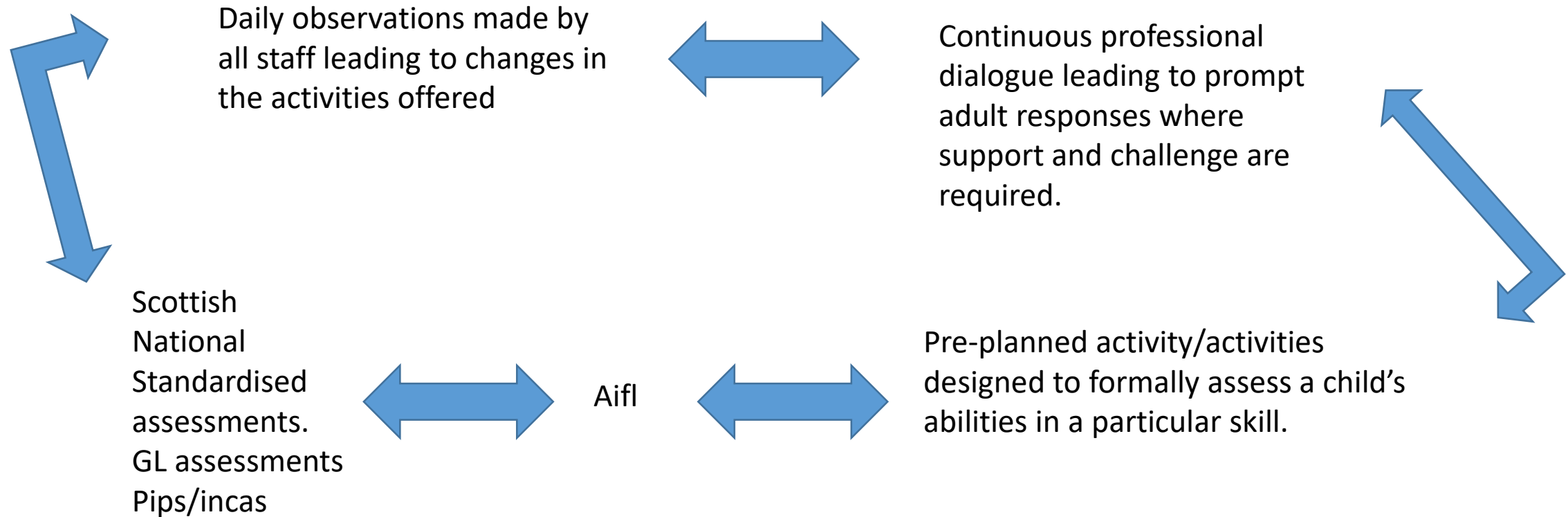




# Scottish Assessment Summit

## 11th September 2019

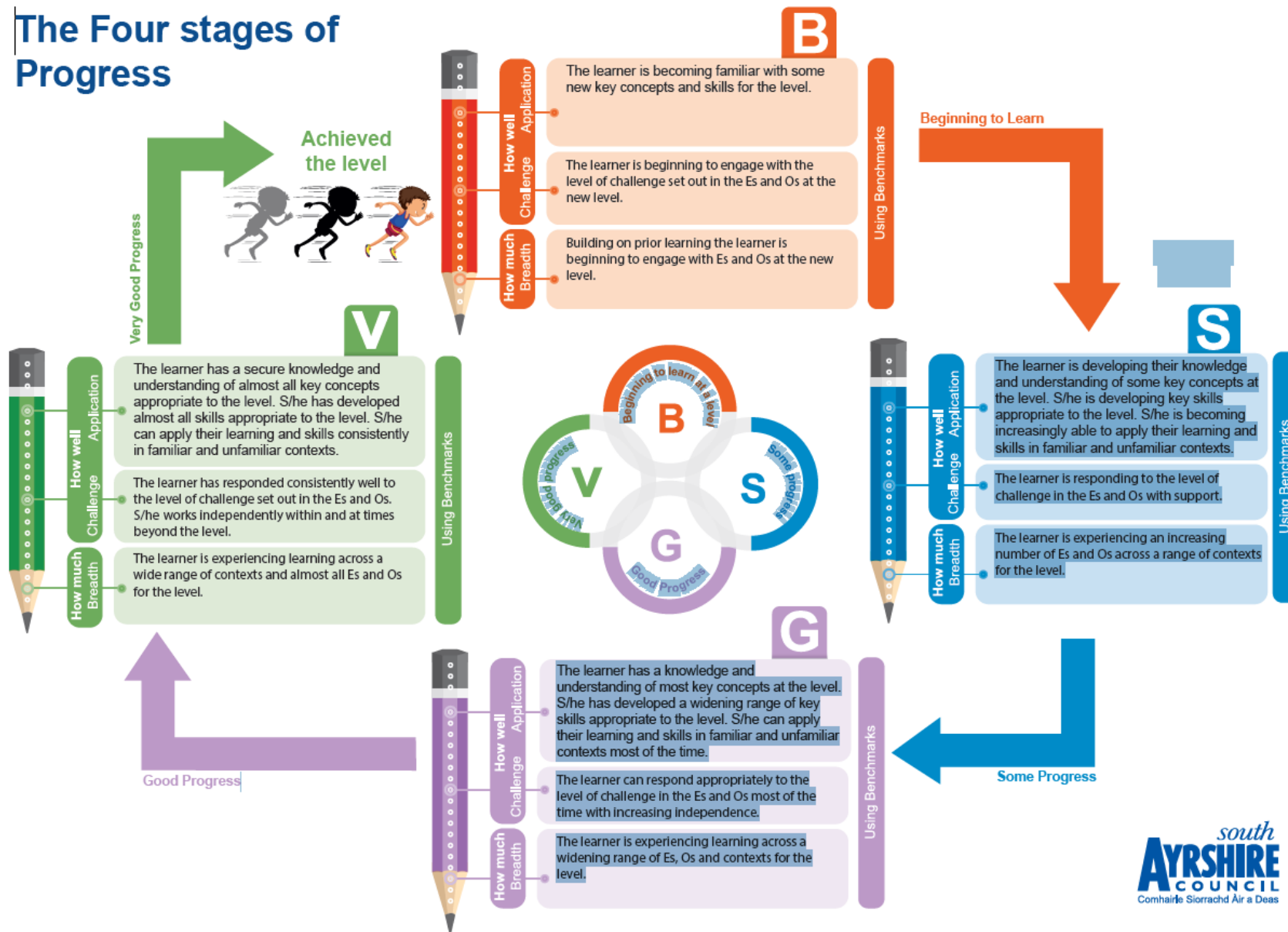
### How do we assess at Tarbolton Primary School?





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## The Four stages of Progress







Scottish Government  
Riaghaltas na h-Alba  
gov.scot

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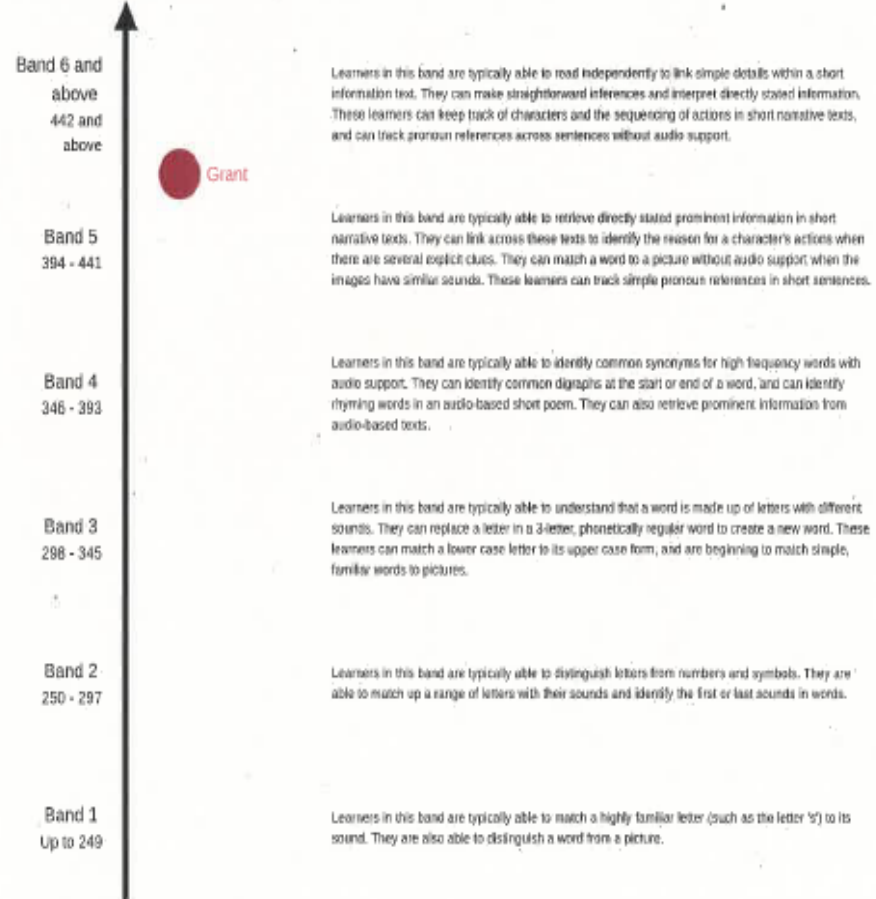
### ASSESSMENT SUMMARY

Overall, Grant has shown band 5 capacity on the P1 Scottish National Standardised Assessment for Literacy.

In the context of overall band 5 capacity, Grant has demonstrated strength in Tools for reading. In the context of overall band 5 capacity, Grant has performed as appropriate in Understanding, analysing and evaluating.

The next page of this report gives more detail about Grant's performance on individual questions.

### OVERALL CAPACITY DEMONSTRATED





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### TOOLS FOR READING

Descriptor	Difficulty	Result
Identify a word to complete a sentence using decoding and contextual cues	Band 5	✓ Correct
Identify two words that rhyme	Band 5	✓ Correct
Identify the text that shows the title on a book cover	Band 5	✓ Correct
Match a picture to a word when the options have similar sounds, without audio support	Band 5	✓ Correct
Match a word to a picture when the options have similar sounds, without audio support	Band 5	✓ Correct
Identify rhyming words	Band 5	✓ Correct
Identify the upper case version of a lower case letter	Band 5	✓ Correct
Match a word to a picture when all the words start with "p", without audio support	Band 5	✓ Correct
Blend basic sounds to make a one-syllable word	Band 5	✓ Correct
Match a picture to a single-syllable word without audio support	Band 4	✓ Correct
Sequence letter clusters to form a word	Band 4	✗ Incorrect
Identify the word that makes the first and fourth lines of a poem rhyme, with audio support	Band 4	✓ Correct
Identify the letter that makes the last sound in a word	Band 3	✓ Correct
Identify the upper case version of a lower case letter	Band 3	✓ Correct
Identify the beginning of a compound word to match a picture without audio support	Band 3	✓ Correct

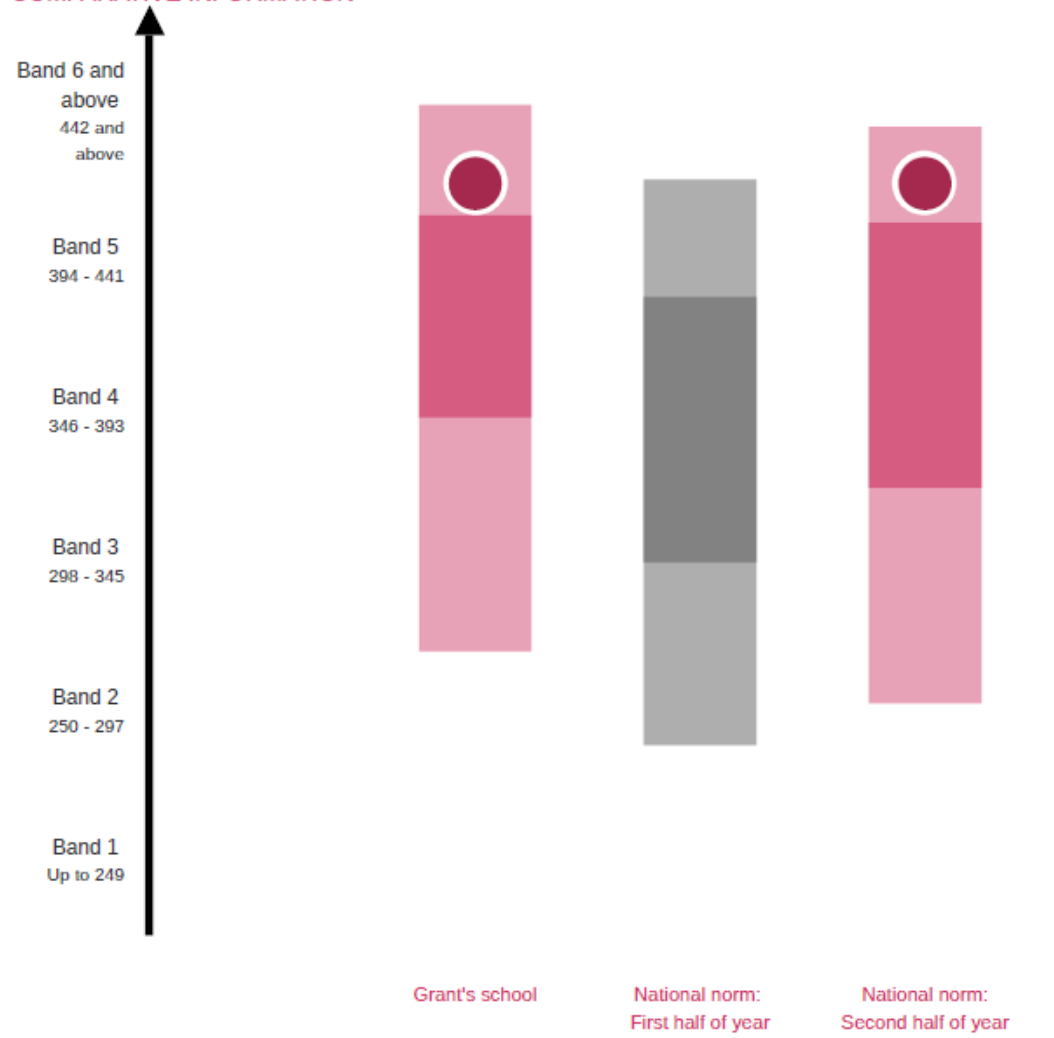




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### COMPARATIVE INFORMATION



The chart compares Grant's overall achievement with that of other P1 learners.  
 The darker shaded section of each chart represents the middle 50% of learners in the respective group.  
 The lighter shaded portions represent the range of capacity of the whole group, except for the top and bottom 5%.

Any Questions?