

TEACHER PANEL

SCOTTISH NATIONAL STANDARDISED ASSESSMENTS

Purpose

1. The Scottish Government has recently published the *Scottish National Standardised Assessments User Review: Year 1 – Session 2017/18* report. This paper provides the Panel with an extract of its executive summary. Panel members are invited to consider the content of this paper and offer their views.

Scottish National Standardised Assessments User Review: Year 1 - Session 2017/18

The Scottish Government (SG) commissioned the Scottish National Standardised Assessments (SNSA) as part of the National Improvement Framework.

This report summarises a range of evidence that the SG has analysed based on the year one experience of using the SNSA. These are part of the approach to assessing children's progress in Scottish schools.

The report draws on a range of sources of evidence. These include statistics from the SNSA system, feedback from stakeholders including schools, teacher professional associations, inspection evidence and local authorities.

Summary of Key Findings

- More than 578,000 assessments were completed by children and young people in P1, P4, P7 and S3 which equates to 94% of the expected total.
- An equating and two norming studies were successfully undertaken with high levels of engagement.
- Training has reached more than 7,700 participants and help materials are available at all times on-line.
- The support desk has responded effectively to more than 6,000 enquiries.
- There is growing evidence that the information generated by the assessments and reports is being used to plan effective next steps in learning. This, in turn, will give teachers more confidence in assessing children's progress, with a more consistent understanding of the standards expected of CfE levels in literacy and numeracy.

There have also been a number of concerns raised about certain aspects of the assessments, in particular about P1 assessments.

A number of changes and enhancements have been made to the SNSA for session 2018/19 in response to the findings from the first year of operation (detail provided within [Appendix 1](#)).

Appendix 1

Key Enhancements to SNSA – August 2018

P1

- Questions have been re-ordered to ensure children receive less difficult questions early in the sequence. This will not alter the diagnostic value of the assessment.
- Questions have been re-designed to reduce the need for drag and drop.
- The practice assessments have been enhanced to ensure they reflect the full range of questions.
- Questions that have caused particular issues have been removed and replaced with a question of similar difficulty but with a more familiar context.
- Case studies on effective classroom management will be produced and shared with practitioners.
- A P1 Practitioner Improvement Forum will be established. This Forum will look at all aspects of the P1 experience.

All Assessment Stages

- Introduction of the long scale, that will show an individual's progress in literacy and numeracy throughout their school career at the key stages.
- Reports have been enhanced to take account of the new national norms established as part of the norming and equating studies.
- Around 1/3 of questions have been replenished.
- The public facing website will be updated to provide up-to-date information for parents and practitioners on the assessments.
- The SNSA training package has been refined and extended.
- Feedback from children and young people on their experience will be systematically collected at the end of each assessment.
- An annual survey of user feedback will be conducted.

- The accessibility guidance will be further expanded with a range of developments to enhance the experience for learners with ASN.
- Case studies will be shared with practitioners on interpreting the data provided by the SNSA and how this can be used for improvement purposes.

Assessment Summit

An assessment summit will take place in session 2018/19 and will enable SG to work with academics, stakeholders and partners to reflect on the BGE assessment model and the place of SNSA within this.

Conclusion

2. Panel members are invited to consider the content of this paper and offer their views.

Learning Directorate
August 2018