

## National Report meeting note 20/07/2018

## DOCUMENT CONTROL

PRODUCT TITLE	Assessment and Reporting
PRODUCT CODE	AR04 National Report
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## VERSION HISTORY

Date	Version	Comments	Author	Approved by	Date Approved
20/07/18	0.1	Initial draft for comment	[redacted] <sub>[MK(1)]</sub>		
23/07/18	0.2	Reviewed and amended	[redacted] <sub>[MK(2)]</sub>	[redacted] <sub>[MK(3)]</sub>	23/07/18
27/07/18	1.0	Attendance list corrected / Approved by SG	[redacted] <sub>[MK(4)]</sub>	[redacted] <sub>[MK(5)]</sub>	27/07/18

## Meeting details

Friday 20 July 2018

11:00am-12:00 noon

Phone conference

## 5 In attendance

Scottish Government: [redacted][MK(6)], David Leng, [redacted][MK(7)]

ACER: [redacted][MK(8)]

## Notes

10 Scottish Government gave their response to the outline for the National Report (AR04-01\_National Report 2017-18 Outline\_v0.1)

The outline implied too much quantitative focus, rather than qualitative commentary on the results with a focus on what would be useful for schools and classroom teachers, to inform practice and resources. More narrative was required, rather than tables of data. The emphasis should be on relative capacity shown in areas of the curriculum (organisers) assessed in SNSA.

15 [redacted][MK(9)] had drafted a Red/Amber/Green display that could be the basis of reporting on areas of strength and weakness for different subgroups. [redacted][MK(10)] had also modelled a way of describing performance that could be used in the national report. (See Appendix for examples.)

20 SG stated that it did not want to receive a report in the form of graphs or tables of quantitative information. ACER commented that the qualitative / narrative format of the report would be based on quantitative analysis, and queried whether the public would be satisfied with a report that did not provide evidence for its commentary. However, as requested, ACER agreed that the quantitative detail would not be shared with SG.

25 ACER commented that because the assessments had been found to be slightly too easy for the Scottish population, the High/Medium/Low ratings of learner capacity were somewhat skewed towards the high end. While it had been agreed that High/Medium/Low would be used as the metric for reporting in the National Report (rather than scale scores), an explanation of H/M/L should be included in the report, along with caveats about the interim nature of the metric in advance of full SNSA long scale reporting from 2018-19 onwards.

30 SG agreed that a small number of sample items should be included in the report, to illustrate the kinds of questions asked in the assessments. The sample items would be drawn from the pool of items retired from use in SNSA 2017-18. Any items selected for use in the report would not be used in SNSA live assessments in future.

35 [redacted][MK(11)] suggested that results be described differentiating between first half year (to Christmas) and second half year (after Christmas). It was agreed that the full data set should be used as the basis for analysis (not norming study data only) in order to maximise numbers of learners in subgroup categories. Where there was not enough data in a subgroup for meaningful reporting, this should be stated.

## Decisions

- 40 The report will be narrative and descriptive in form, focusing on relative performance of subgroups on different aspects of each assessment (organisers).

The report will not use quantitative/statistical tables and graphs for reporting results.

Results will be described in terms of two half years: capacity shown before Christmas and after Christmas.

- 45 A small number of sample items will be used for illustrative purposes in the National Report, drawn from the pool of items retired from the 2017-18 assessment.

## Actions

**[redacted[MK(12)]]** will provide ACER with **[redacted[MK(13)]]**'s RAG model, and his prose paragraph on describing performance of subgroups on specific organisers. (See Appendix.)

- 50 ACER will draft a section of the report according to its understanding of SG's requirements, for review by SG, as soon as possible.

Appendix: message from Delina Cowell as follow-up to meeting

55 **From:** [redacted][MK(14)]  
**Sent:** Friday, 20 July 2018 2:13 PM  
**To:** [redacted][MK(15)]  
**Cc:** David.Leng@gov.scot; [redacted][MK(16)]  
**Subject:** FW: AR04-01\_National Report 2017-18 Outline\_v0.1

60 Hi [redacted][MK(17)]

Please see attached from [redacted][MK(18)].

Hello

65

Further to our telephone conference call, here is an example of what textual commentary for use in the SNSA National Report could look like:

70 ***“Most Primary 7 children in Scotland who undertook the SNSA between 1  
January 2018 and 30 June 2019 appear to be doing well in  
‘Fractions’. However, the SNSA shows that there is an association between  
how children perform in ‘Fractions’ based on where they live (with children  
living in the more deprived areas not generally doing as well as children living  
in the lesser deprived areas). The SNSA highlights that a substantial number  
75 of children living in the most deprived areas are generally not able to do  
‘Fractions’, but that most children living in the least deprived areas generally  
can do these.”***

80 The key point we are trying to make is that the National Report should avoid any  
inclusion of %'s / distributions. As discussed, you will to produce need these to  
undertake the analysis being asked of you, but you should keep the National Report  
to being a more textual commentary on your findings (rather than including the hard  
statistical measures/distributions that you have calculated to undertake your  
analysis).

85

We all appreciate that this will make the National Report very textual (no inclusion of  
hard statistics / charts, etc.), but the official quantitative results are what we already  
gather and publish based on teacher professional judgements, which can be found  
here:

90 <http://www.gov.scot/Topics/Statistics/Browse/School-Education/ACEL>

95 In addition to the textual commentary suggested above, in order to give a simple overview of what the SNSA is telling us, it would be useful if you could include some kind of RAG (red, amber, green) table that provides an overview summary of whether children (and cohorts of children) are generally doing better than expected (Green), generally doing as expected (Amber), or generally not doing as well as expected (Red) for each organiser (see attached example).

100 You would need to define the RAG status based on the data you have available to you.

	Spelling	Fractions	Decimal Fractions	Percentages	etc
P7 pupils	Green	Green	Amber	Amber	
P7 males	Amber	Green	Amber	Amber	
P7 females	Green	Green	Green	Amber	
P7 - SIMD1	Red	Red	Red	Red	
P7 - SIMD2	Amber	Red	Red	Red	
P7 - SIMD3	Amber	Green	Amber	Amber	
P7 - SIMD4	Green	Green	Amber	Amber	
P7 - SIMD5	Green	Green	Green	Amber	
P7 - LAC	Red	Amber	Red	Red	
P7 - non-LAC	Green	Green	Amber	Amber	
P7 - EAL	Amber	Amber	Red	Amber	
P7 - non-EAL	Green	Green	Amber	Amber	
etc					

This would help in providing a digestible overview of where children (and the types of children) are doing well (or not), without it providing actual quantitative results.

105

Hope you find this helpful.

[redacted][MK(19)]