



National Report 2017-18 - Outline

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Chapter 1. Introduction

1.1. What is SNSA?

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- 1.2. Assessment components i.e. key design features (adaptive design, number of items per cluster/assessment, response formats)
- 1.3. Reporting SNSA results (reporting metric H/M/L, three types of school reports, four types of LA reports)
- 10 Chapter 2. Numeracy
 - 2.1. Assessing numeracy in SNSA (description of organisers, target and actual proportions of items per organiser). Sample items to illustrate organisers?
 - 2.2. How numeracy capacity is defined in reporting SNSA (High/Medium/Low per stage) descriptions as shown on individual report for each category. Sample items to illustrate H/M/L?
 - 2.3. Overall capacity in numeracy in AY2017-181
 - 2.3.1. National distribution across H/M/L by stage by full year and by two half-years²
 - 2.3.2. Distribution across H/M/L by stage and gender by full year and by two half-years
 - 2.3.3.Distribution across H/M/L by SIMD quintiles by full year and by two half-years
 - 2.3.4. Distribution across H/M/L comparing children and young people with and without ASN, by stage
 - 2.3.5. Distribution across H/M/L comparing Looked after / Looked after and accommodated children and young people, with rest of population, by stage
 - 2.3.6. Distribution across H/M/L comparing children and young people with EAL, with others, by stage
 - 2.3.7. Distribution across H/M/L comparing children and young people with different ethnic backgrounds3, with others, by stage
 - 2.4. Capacity in numeracy organisers in AY2017-18
 - 2.4.1. Overall national capacity shown at organiser level (e.g. Fractions, decimal fractions and percentages) by stage
 - 2.4.2. Capacity shown by gender at organiser level (e.g. Fractions, decimal fractions and percentages), by stage4

¹ Each subsection to include quantitative information (tables/graphs) and some description – e.g. comment on stronger and weaker capacity demonstrated across categories of each characteristic; comment on differential rate of improvement in capacity at different stages / for different assessments.

² For this and the next two sections, use time of year breakdown. We can investigate whether this breakdown is useful for other characteristics.

³ White Scottish and Other? Or finer categorisation? What is SG's preference?

⁴ Each subsection to include quantitative information (tables/graphs) and some description – e.g. comment on stronger and weaker capacity demonstrated across categories of each characteristic; comment on differential rate of improvement

2.4.3. Capacity shown by SIMD quintile at organiser level (e.g. Fractions, decimal fractions and percentages), by stage

Reading / Literacy 35 Chapter 3.

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- 3.1. Assessing reading/literacy in SNSA (description of organisers, target and actual proportions of items per organiser). Explanation of why Primary 1 is 'literacy' rather than 'reading' Sample items to illustrate organisers?
- 3.2. How reading/literacy capacity is defined in reporting SNSA (High/Medium/Low per stage) descriptions as shown on individual report for each category. Sample items to illustrate H/M/L?
- 3.3. Overall capacity in reading/literacy in AY2017-18⁵
 - 3.3.1. National distribution across H/M/L by stage by full year and by two half-years⁶
 - 3.3.2.Distribution across H/M/L by stage and gender by full year and by two half-years
 - 3.3.3. Distribution across H/M/L by SIMD quintiles by full year and by two half-years
 - 3.3.4. Distribution across H/M/L comparing children and young people with and without ASN, by stage
 - 3.3.5. Distribution across H/M/L comparing Looked after / Looked after and accommodated children and young people, with rest of population, by stage
 - 3.3.6. Distribution across H/M/L comparing children and young people with EAL, with others, by stage
 - 3.3.7. Distribution across H/M/L comparing children and young people with different ethnic backgrounds⁷, with others, by stage
- 3.4. Capacity in reading/literacy organisers in AY2017-18
 - 3.4.1. Overall national capacity shown at organiser level (e.g. Tools for reading) by stage
 - 3.4.2. Capacity shown by gender at organiser level (e.g. Tools for reading), by stage⁸
 - 3.4.3. Capacity shown by SIMD quintile at organiser level (e.g. Tools for reading), by stage

Chapter 4.

- 4.1. Assessing writing in SNSA (description of organisers, target and actual proportions of items per organiser). Sample items to illustrate organisers?
- 4.2. How writing capacity is defined in reporting SNSA (High/Medium/Low per stage) descriptions as shown on individual report for each category. Sample items to illustrate $\,$ H/M/L?

in capacity at different stages / for different assessments. Suggest restricting this level of analysis to Gender and SIMD subgroups.

⁵ Each subsection to include quantitative information (tables/graphs) and some description – e.g. comment on stronger and weaker capacity demonstrated across categories of each characteristic; comment on differential rate of improvement in capacity at different stages / for different assessments.

⁶ For this and the next two sections, use time of year breakdown. Can investigate whether this breakdown is useful for other characteristics.

⁷ White Scottish and Other? Or finer categorisation – preference of SG?

⁸ Each subsection to include quantitative information (tables/graphs) and some description – e.g. comment on stronger and weaker capacity demonstrated across categories of each characteristic; comment on differential rate of improvement in capacity at different stages / for different assessments. Suggest restricting this level of analysis to Gender and SIMD subgroups.

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- 4.3. Overall capacity in writing in AY2017-189
 - 4.3.1. National distribution across H/M/L by stage by full year and by two half-years 10
 - 4.3.2. Distribution across H/M/L by stage and gender by full year and by two half-years
 - 4.3.3. Distribution across H/M/L by SIMD quintiles by full year and by two half-years
 - 4.3.4. Distribution across H/M/L comparing children and young people with and without ASN, by stage
 - $4.3.5. Distribution\ across\ H/M/L\ comparing\ Looked\ after\ /\ Looked\ after\ and\ accommodated$ children and young people, with rest of population, by stage
 - 4.3.6. Distribution across H/M/L comparing children and young people with EAL, with others, by stage
 - 4.3.7. Distribution across H/M/L comparing children and young people with different ethnic backgrounds¹¹, with others, by stage
- 4.4. Capacity in writing organisers in AY2017-18
 - 4.4.1. Overall national capacity shown at organiser level (e.g. Spelling) by stage
 - 4.4.2. Capacity shown by gender at organiser level (e.g. Spelling), by stage 12
 - 4.4.3. Capacity shown by SIMD quintile at organiser level (e.g. Spelling), by stage
- 80 Chapter 5. Background notes
 - 5.1. Development of the SNSA assessment instruments
 - 5.2. Quality assurance
 - 5.3. Number of assessments completed / maximum number possible
 - 5.4. Development of the SNSA long scales for future years' reporting

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