

BACKGROUND TO SNSA (2)

**University of Strathclyde, Glasgow
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SNSA and play-based learning

- Distinction between ‘free play’ and ‘play-based learning’
- Lego Foundation’s five characteristics of play-based learning (‘Learning through play’):
 - Meaningful
 - Socially interactive
 - Actively engaging
 - Iterative
 - Joyful
- The role of learner choice, voice and learner agency

Alignment between SNSA and play-based learning?



Characteristic of play-based learning	Alignment with SNSA?
Meaningful	Content of literacy and numeracy Mostly contextualised in sentences, stories and pictures
Socially interactive	<i>[Can be administered in small groups or one-on-one with teacher; other administrative choices can introduce a social dimension eg P7 helpers]</i>
Actively engaging	Learner has control over transition from one question to the next. Learner can take as long as needed
Iterative	
Joyful	Content and formats are designed to be fun and engaging
Learner choice, voice and agency	Feedback sought from learners, including from P1

P1 learner feedback question



We have now finished all the activities. Choose the face that shows how you feel about the activities.



happy



sad

- “The fundamental purpose of assessment is to establish where learners are in their learning at the time of the assessment.”

Professor Geoff Masters, CEO, ACER

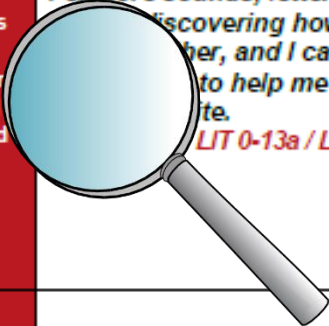
Reforming Educational Assessment, Australian Education Review no. 57



Guiding principles for SNSA



- To assess children's capacity in elements of CfE literacy and numeracy
- To provide formative information to teachers about areas of strength and challenge
- To help inform teachers' judgements about the achievement of a Stage (Assessment of CfE Levels - ACEL)

Reading	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</i> <i>LIT 0-01a / LIT 0-11a / LIT 0-20a</i> <i>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</i> <i>LIT 0-01b / LIT 0-11b</i>	<ul style="list-style-type: none"> Chooses a story or other texts for enjoyment making use of the cover, title, author and/or illustrator. Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.
	Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	 <i>I explore sounds, letters and discover how they work, and I can use this to help me as I write.</i> <i>LIT 0-13a / LIT 0-21a</i>	<ul style="list-style-type: none"> Hears and says patterns in words. Hears and says the different single sounds made by letters. Hears and says blends/sounds made by a combination of letters. Knows the difference between a letter, word and numeral. Reads from left to right and top to bottom. Uses knowledge of sounds, letters and patterns to read words. Uses knowledge of sight vocabulary/tricky words to read familiar words in context. Reads aloud familiar texts with attention to simple punctuation. Uses context clues to support understanding of different texts.
	Finding and using information - when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary	<i>I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.</i> <i>LIT 0-14a</i>	<ul style="list-style-type: none"> Finds information in a text to learn new things. Shows an awareness of a few features of fiction and non-fiction texts when using/choosing texts for particular purposes.

Understanding, analysing and evaluating - investigating and/or appreciating fiction and non-fiction texts	<i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</i> <i>LIT 0-07a / LIT 0-16a / ENG 0-17a</i>	<ul style="list-style-type: none"> Engages with texts read to them. Asks and answers questions about events and ideas in a text. Answers questions to help predict what will happen next. Contributes to discussions about events, characters and ideas relevant to the text. Shares thoughts and feelings about stories and other texts in different ways. Retells familiar stories in different ways, for example, role play, puppets and/or
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Tools for reading

- to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning

I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.

ENG 0-12a / LIT 0-13a / LIT 0-21a

Hears and says patterns in words.

Hears and says the different single sounds made by letters.

Hears and says blends/sounds made by a combination of letters.

Knows the difference between a letter, word and numeral.

Reads from left to right and top to bottom.

Uses knowledge of sounds, letters and patterns to read words.

Uses knowledge of sight vocabulary/tricky words to read familiar words in context.

Reads aloud familiar texts with attention to simple punctuation.

Uses context clues to support understanding of different texts.

**Understanding,
analysing and
evaluating**

- investigating and/or
appreciating fiction
and non-fiction texts
with increasingly
complex ideas,
structures and
specialist vocabulary
for different purposes

*To help me understand
stories and other texts, I ask
questions and link what I am
learning with what I already
know.*

LIT 0-07a / LIT 0-16a / ENG 0-17a

*I enjoy exploring events and
characters in stories and
other texts, sharing my
thoughts in different ways.*

LIT 0-19a

- *Engages with texts read to them.*
- *Asks and answers questions about events and ideas in a text.*
- *Answers questions to help predict what will happen next.*
- *Contributes to discussions about events, characters and ideas relevant to the text.*
- *Shares thoughts and feelings about stories and other texts in different ways.*
- *Retells familiar stories in different ways, for example, role play, puppets and/or drawings.*
- *Relates information and ideas from a text to personal experiences.*

SNSA P1 literacy construct & weightings

Organiser	P1 (literacy)	P4	P7	S3
Tools for reading	30-40%	10-20%	10-20%	5-15%
Finding and using information	5-15%	25-35%	20-30%	20-30%
Understanding, analysing and evaluating	50-60%	50-60%	55-65%	60-70%



Guiding principles for SNSA

- To assess children's capacity in elements of CfE literacy and numeracy
- To provide formative information to teachers about children's areas of strength and challenge
- To help inform teachers' judgements about the achievement of a Stage (Assessment of CfE Levels - ACEL)

Tools for reading Question 1

DESCRIPTOR
ON REPORTS:
Match a letter
to its sound

BENCHMARK
STATEMENT :
Hears and says the
different single
sounds made by
letters.

For this question, the audio file gives a single consonant sound, and the question asks children to identify the lower case letter that matches the sound.

(The question is included in the current P1 literacy assessment. It has been removed from the slide to preserve the security of the assessment.)

Tools for reading Question 2

BENCHMARK STATEMENTS:

Uses knowledge of sounds, letters and patterns to read words;
Uses knowledge of sight vocabulary to read familiar words in context

The question asks children to read (without audio support) a common two-syllable word, and to match the word to a picture.

(The question is included in the current P1 literacy assessment. It has been removed from the slide to preserve the security of the assessment.)

DESCRIPTOR ON REPORTS: Match a picture to a multi-syllable word without audio support

Understanding, analysing and evaluating Question 1

This question is based on a single sentence of 10 words, with two clauses, about an everyday context. The sentence does not have audio support. The question asks which of the three children referred to in the sentence did something.

**BENCHMARK
STATEMENT:**
[Asks and] answers
questions about
events and ideas in a
text

**DESCRIPTOR
ON REPORTS:**
Interpret
information in
a complex
sentence

(The question is included in the current P1 literacy assessment. It has been removed from the slide to preserve the security of the assessment.)

Understanding, analysing and evaluating Question 2



This question is based on a picture storybook of four pages. All the text in the story is supported with audio – so children can listen to and/or read the story. This question asks about information on the first page of the story; to answer it successfully requires making a low-level inference.

(The question is included in the current P1 literacy assessment. It has been removed from the slide to preserve the security of the assessment.)

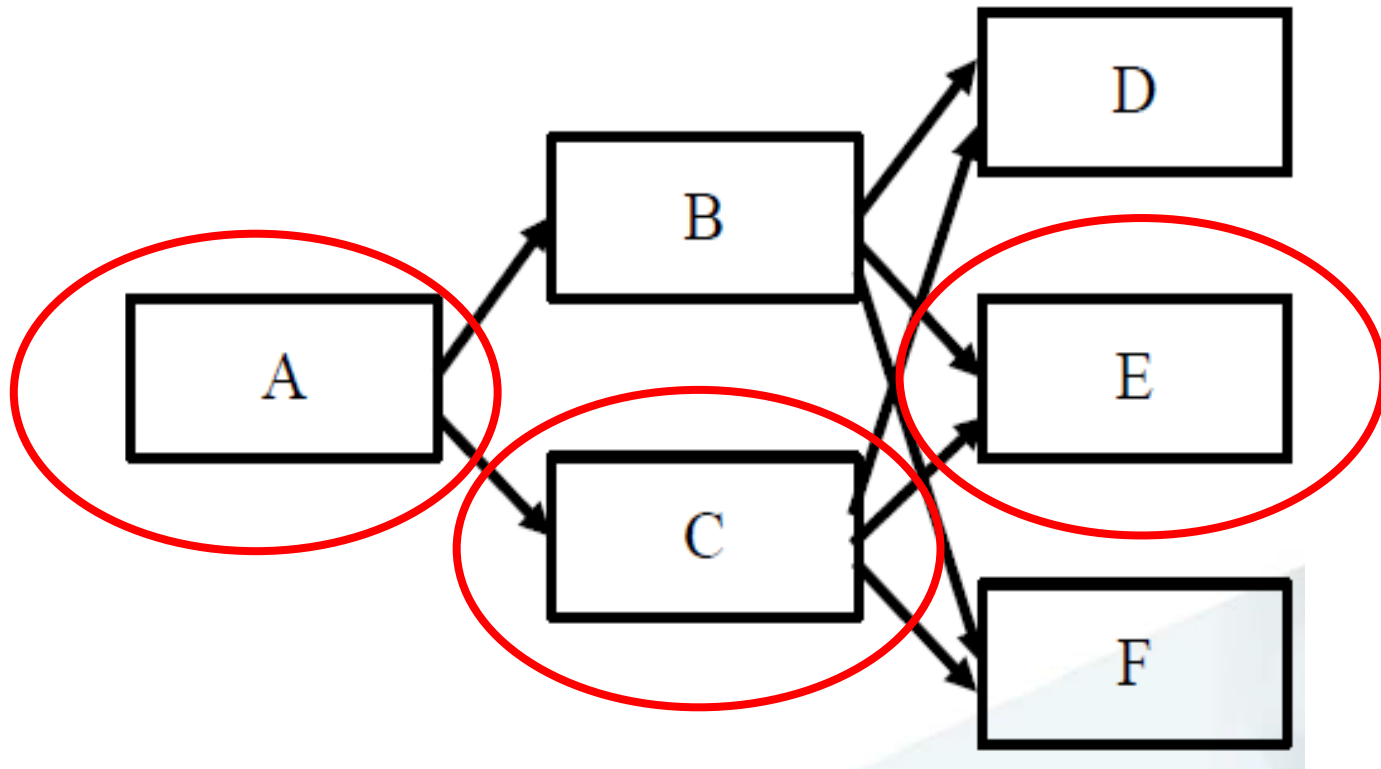
BENCHMARK STATEMENTS:

Engages with texts read to them;
Asks and answers questions about ideas and events in a text

DESCRIPTOR ON

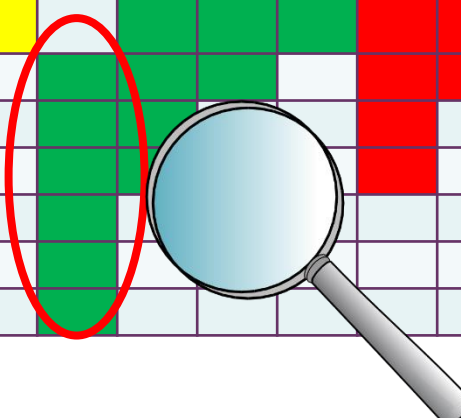
REPORTS: Infer an outcome by linking across two sentences in a narrative, with audio support

Adaptive assessment design

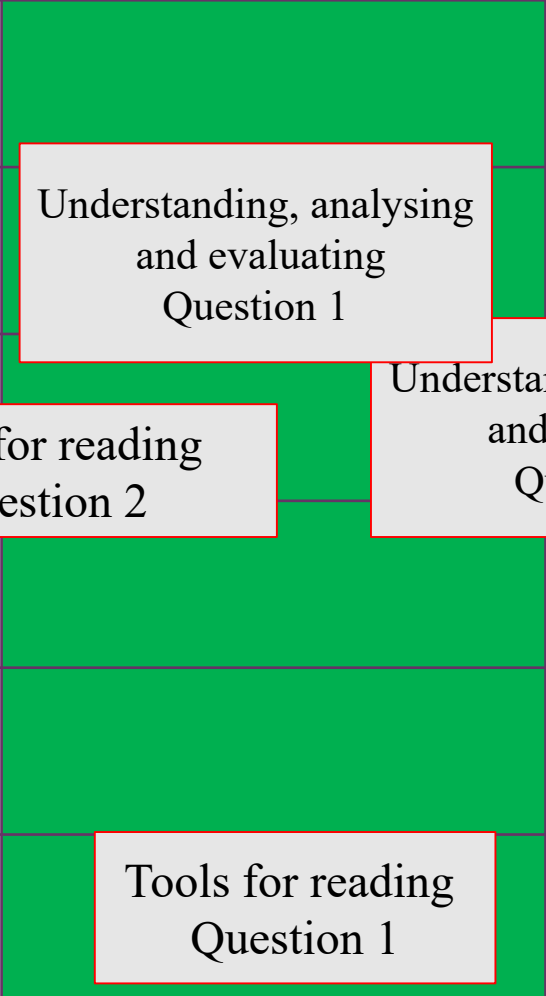


Reporting bands for each year group, for all subject areas

	Numeracy				Reading (literacy)				Writing		
BAND	P1	P4	P7	S3	P1	P4	P7	S3	P4	P7	S3
12											
11											
10											
9											
8											
7											
6											
5											
4											
3											
2											
1											



P1 literacy bands

	Literacy
BAND	P1
6	
5	
4	
3	
2	
1	
	Understanding, analysing and evaluating Question 1
	Tools for reading Question 2
	Understanding, analysing and evaluating Question 2
	Tools for reading Question 1

Individual report page 1: Summary information

Literacy		SNSA The Scottish National Standardised Assessment	
INDIVIDUAL REPORT			
NAME	Cristina Andrews	DATE	28/06/18
SCHOOL	Arrow LA Prep School	ASSESSMENT	Primary 1 Literacy 2018-19
ASSESSMENT SUMMARY			
<p>Overall, Cristina has shown band 4 capacity on the P1 Scottish National Standardised Assessment for Literacy.</p> <p>In the context of overall band 4 capacity, Cristina has demonstrated strength in Understanding, analysing and evaluating. In the context of overall band 4 capacity, Cristina has performed as appropriate in Tools for reading.</p> <p>The next page of this report gives more detail about Cristina's performance on individual questions.</p>			
OVERALL CAPACITY DEMONSTRATED			
Band 6 and above 442 and above		Learn	ers in this band are typically able to read independently to link simple details within a short information text. They can make straightforward inferences and interpret directly stated information. These learners can keep track of characters and the sequencing of actions in short narrative texts, and can track pronoun references across sentences without audio support.
Band 5 394 - 441		Learn	ers in this band are typically able to retrieve directly stated prominent information in short narrative texts. They can link across these texts to identify the reason for a character's actions when there are several explicit clues. They can match a word to a picture without audio support when the images have similar sounds. These learners can track simple pronoun references in short sentences.
Band 4 346 - 393	Cristina	Learn	ers in this band are typically able to identify common synonyms for high frequency words with audio support. They can identify common digraphs at the start or end of a word, and can identify rhyming words in an audio-based short poem. They can also retrieve prominent information from audio-based texts.
Band 3 298 - 345		Learn	ers in this band are typically able to understand that a word is made up of letters with different sounds. They can replace a letter in a 3-letter, phonetically regular word to create a new word. These learners can match a lower case letter to its upper case form, and are beginning to match simple, familiar words to pictures.
Band 2 250 - 297		Learn	ers in this band are typically able to distinguish letters from numbers and symbols. They are able to match up a range of letters with their sounds and identify the first or last sounds in words.
Band 1 0 - 249		Learn	ers in this band are typically able to match a highly familiar letter (such as the letter 't') to its sound. They are also able to distinguish a word from a picture.

Individual report page 3: Summary information

Literacy

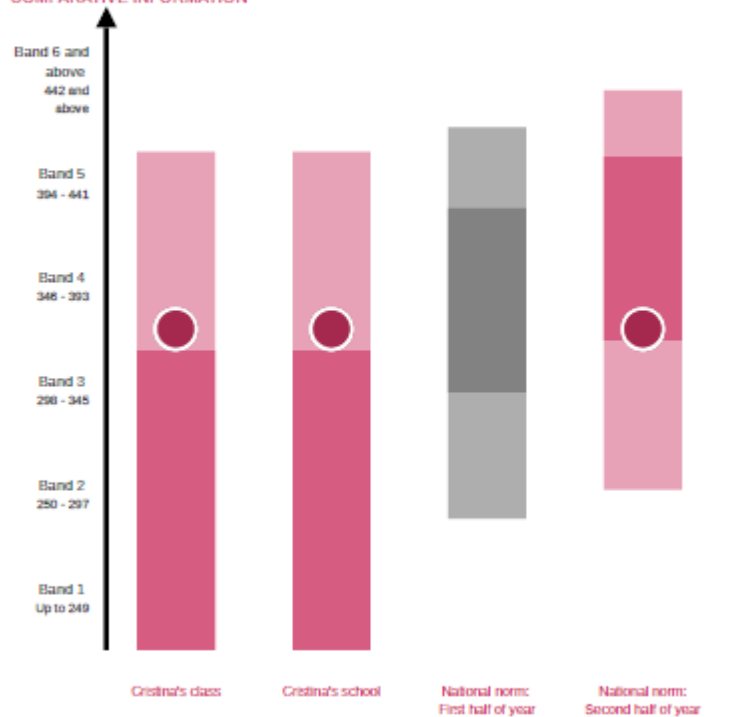
INDIVIDUAL REPORT



NAME Cristina Andrews
SCHOOL Arrow LA Rep School

DATE 01/01/18
ASSESSMENT Primary 1 Literacy 2018-19

COMPARATIVE INFORMATION



The chart compares Cristina'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%.
Comparative information for Cristina's school is based on 34 completed assessments as of 11/01/18.
Comparative information for Cristina's class is based on 34 completed assessments as of 11/01/18.
The national norms are based on SNSA data collected in 2017-18 from nationally representative samples of Scottish learners. The coloured bar shows the national norm for the half year in which Cristina completed the assessment.

Individual report page 2: Diagnostic information

Literacy INDIVIDUAL REPORT



NAME Cristina Andrews
SCHOOL Arrow LA Rep School

DATE 01/01/18
ASSESSMENT Primary 1 Literacy 2018-19

TOOLS FOR READING

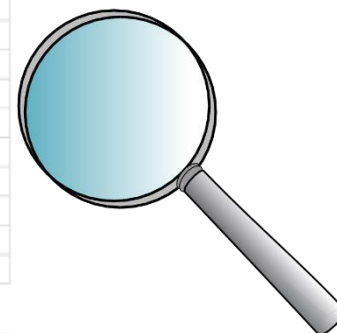
Descriptor	Difficulty	Result
Identify two words that rhyme	Band 5	✓ Correct
Identify the digraph "ch" at the end of a word	Band 4	✗ Incorrect
Identify the digraph "th" at the end of a word	Band 4	✗ Incorrect
Match a picture to a multi-syllable word without audio support	Band 4	✗ Incorrect
Identify the upper case version of a lower case letter	Band 4	✗ Incorrect
Identify a synonym for a word in the context of a narrative, with audio support	Band 4	✓ Correct
Recognise a common, phonetically regular word in a simple sentence	Band 4	✓ Correct
Match a picture to a word when the options each start with different sounds	Band 4	✗ Incorrect
Identify the upper case version of a lower case letter	Band 3	✓ Correct
Identify the letter blend that makes the first sound in a word	Band 3	✓ Correct
Identify the first sound in a word differentiating between similar sounding letters	Band 2	✓ Correct
Identify the letter that makes the last sound in a word	Band 2	✗ Incorrect
Match a letter to its sound	Band 1	✓ Correct

FINDING AND USING INFORMATION

Descriptor	Difficulty	Result
Identify a synonym for a verb with audio support	Band 5	✗ Incorrect
Identify a synonym for a common verb with audio support	Band 4	✗ Incorrect
Identify a synonym for a common adjective, with audio support	Band 4	✗ Incorrect

UNDERSTANDING, ANALYSING AND EVALUATING

Descriptor	Difficulty	Result
Locate and decode a common word with the digraph "th", within a set of sentences	Band 5	✗ Incorrect
Retrieve information from a three-sentence narrative without audio support	Band 5	✗ Incorrect
Interpret information in a complex sentence	Band 5	✗ Incorrect
Retrieve directly stated information from the beginning of a narrative, with audio support	Band 5	✓ Correct
Interpret a metaphorical setting to locate information in a narrative, with audio support	Band 5	✓ Correct



Individual report:

Descriptors for Tools for reading questions

TOOLS FOR READING

Descriptor	Difficulty	Result
Identify two words that rhyme	Band 5	✓ Correct
Identify the digraph "ch" at the end of a word	Band 4	✗ Incorrect
Identify the digraph "th" at the end of a word	Band 4	✗ Incorrect
Match a picture to a multi-syllable word without audio support	Band 4	✗ Incorrect
Identify the upper case version of a lower case letter	Band 4	✗ Incorrect
Identify a synonym for a word in the context of a narrative, with audio support	Band 4	✗ Incorrect
Recognise a common, phonetically regular word in a simple sentence	Band 4	✓ Correct
Match a picture to a word when the options each start with different sounds	Band 4	✗ Incorrect
Identify the upper case version of a lower case letter	Band 3	✓ Correct
Identify the letter blend that makes the first sound in a word	Band 3	✓ Correct
Identify the first sound in a word differentiating between similar sounding letters	Band 2	✓ Correct
Identify the letter that makes the last sound in a word	Band 2	✗ Incorrect
Match a letter to its sound	Band 1	✓ Correct

Tools for reading
Question 2

Tools for reading
Question 1

Individual report:

Descriptors for Understanding, analysing and evaluating questions



UNDERSTANDING, ANALYSING AND EVALUATING

Descriptor	Difficulty	Result
Locate and decode a common word with the digraph "th", within a set of sentences	Band 5	✗ Incorrect
Retrieve information from a three-sentence narrative without audio support	Band 5	✗ Incorrect
Interpret information in a complex sentence	Band 5	✗ Incorrect
Retrieve directly stated information from the beginning of a narrative, with audio support	Band 5	Understanding, analysing and evaluating Question 1
Interpret a metaphorical setting to locate information in a narrative, with audio support	Band 5	
Link two ideas across paragraphs in a narrative, with audio support	Band	
Infer a character's feelings at the end of a narrative, with audio support	Band 4	✓ Correct
Interpret information in a complex sentence	Band 4	✓ Correct
Infer an outcome by linking across two sentences in a narrative, with audio support	Band 4	✓ Correct
Identify a character based on multiple clues in a narrative, with audio support	Band	Understanding, analysing and evaluating Question 2
Infer a character's feelings based on their actions in a narrative, with audio support	Band	
Retrieve directly stated information from a narrative, with audio support	Band	
Infer which character plays a trick in a narrative, with audio support	Band 3	