Standards & Testing Agency

How to convert key stage 2 raw scores to scaled scores

The tables show each of the possible raw scores on the 2018 key stage 2 tests. To convert each pupil's raw score to a scaled score, look up the raw score and read across to the appropriate scaled score. A scaled score of 100 or more shows the pupil has met the expected standard in the test.

Pupils need to have a raw score of 3 marks to be awarded the minimum scaled score. If a pupil has a raw score of 0 to 2 marks, the scaled score field for the pupil in the 'Pupil results' section of NCA tools will be 'N'. The outcome of the test for the pupil will be 'NS', expected standard not achieved.

English Reading		English Reading		English Reading	
Raw score	Scaled score	Raw score	Scaled score	Raw score	Scaled score
0	No scaled score (N)	17	92	34	105
1		18	93	35	106
2		19	93	36	107
3	80	20	94	37	107
4	80	21	95	38	108
5	81	22	96	39	109
6	82	23	96	40	110
7	83	24	97	41	112
8	84	25	98	42	113
9	85	26	98	43	114
10	86	27	99	44	115
11	87	28	100	45	117
12	88	29	101	46	118
13	89	30	101	47	120
14	90	31	102	48	120
15	90	32	103	49	120
16	91	33	104	50	120

Level Thresholds Ks1 Test

E.N. Bernard

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Evidence Check 1 Great Britain. Parliament. House of Commons. Select Committee on Science and Technology,2009 This report HCP 44 session 2009 10 ISBN 9780215542663 from the Science and Technology Committee looks at literacy programmes evidence check and concludes that expectations by the Department for Children Schools and Families of the quality of the evidence base for reading programmes are worryingly low It urges the Government to commission randomised controlled trials RCTs The Committee also states it is particularly concerned about the quality of evidence demonstrating cost effectiveness of different programmes and further recommends that the Government reviews its guidelines on RCT design it says even Wikipedia is more thorough and informative The Committee also concludes that the Government s focus on early literacy interventions and phonics based teaching is based on the best available evidence the use of Reading Recovery is based on a lower quality of evidence than the Committee is comfortable with and that the decision to introduce Reading Recovery nationally is not evidence based The Committee further expressed alarm that there was a complete lack of randomised controlled trials using standardised test scores for the Reading Recovery programme in the UK school system before national implementation of the programme *Using Effectiveness Data for School Improvement* Anthony Kelly,Christopher Downey,2010-12-13 This book lifts the lid on a range of data gathering techniques and methods and reveals the provenance and shortcomings of education data collection and utilisation **Acousto-Ultrasonics** J. Duke,2013-11-11 Finding and slzmg cracks and other crack like discontinuities has been the center of attention for scientists and engineers developing and using nondestructive evaluation NDE technology However with advanced mate rials being engineered and used in critical structural components a new for NDE has emerged Whereas many traditional engineering materi challenge als fail due to the initiation and self similar propagation of a crack reinforced composite materials degrade and fail in a manner more analogously to the collapse of a structure Consequently the NDE of such materials involves assessing the combined effect of the material s damaged condition rather than identifying and sizing single critical imperfection In 1979 Alex Vary seeking to address the challenge confronting the NDE of advanced fiber reinforced composite materials began work on a new method of materials characterization Focusing on the problem of evaluating graphite fiber reinforcedl epoxy laminated plates Vary used a piezoelectric transducer to excite a mechanical disturbance in a plate and with a sensi tive piezoelectric transducer monitored the disturbance on the same surface of the plate Placing the transducers on the same surface was primarily for practical purpose but their displacement in the direction of anticipated service load was of fundamental significance To quantify this observation he counted the number of excursions of the resulting electrical signal above a arbitrary voltage threshold a procedure frequently used for acoustic emission signal analysis **Essential Primary English** Jane Medwell,David Wray,2016-08-16 This book is an essential guide to teaching the Primary English curriculum offering guidance on how to teach the subject as well as covering the theory and subject knowledge that

underpins it Covering the whole of the Primary English curriculum the book focuses in particular on less developed aspects such as the development of spoken language the nature and development of comprehension and the teaching and learning of grammar Key features include Practical teaching sequences strategies and activities Classroom cameos suggest ways of delivering content through meaningful activities Essential Subject Knowledge boxes present brief expos s of essential knowledge Subject Knowledge Quizzes enable you to self check your knowledge Insights from Research boxes outline underpinning theory and research If you are teaching or training to teach in the primary phase then this book will help you address each area of the Primary English curriculum covering the requirements for both Key Stage One and Key Stage Two

Assessment and Learning John Gardner,2006 Assessment and Learning is a useful and inspiring book for everyone concerned with the field of assessment and provides a comprehensible overview of the contemporary developments in the field of educational assessment particularly assessment for learning Studies In Educational Evaluation Assessment for learning has come to play a significant role in learning and teaching and the Assessment Reform Group has played a pivotal role in this change In Assessment and Learning past and present members of the group explore the implications of this change for practice policy and research in a way that is insightful accessible and challenging David Bartlett President The Association for Achievement and Improvement through Assessment AAIA The only book of its kind to provide a comprehensive overview of assessment used to support learning Assessment and Learning makes this area accessible and understandable for a wide range of users Rather than looking at assessment from a technical perspective this book links it to the context in which it is most important learning This new and unique text is a major source of practice based theory on assessment for learning a formative assessment approach to support individual development and motivate learners Key areas covered in the book include the practice of assessment for learning in the classroom and its power to enhance outcomes developing and maintaining motivation for learning drawing on the key messages from research the role of assessment for learning in teachers professional learning and classroom practice assessment and theories of learning using up to date research to consider the reliability and validity of assessment and to debunk some of the myths about the reliability of assessments external to the classroom assessment policies across the four countries of the UK and selected European countries with a commentary on the assessment context in the US The book is a hugely important output from the internationally known Assessment Reform Group ARG which is influential in the field of assessment and education policy and practice in the UK with related developments as far afield as Australia Hong Kong the US and Canada The group carries out research in order to reach policy makers in government and also works closely with teachers and local authority staff Assessment and Learning will prove a very valuable resource for a wide variety of people involved in teaching learning and assessment whether as practitioners researchers or policy makers *Assessment in Practice* Alicia Curtin,Kevin Cahill,Kathy Hall,Dan O'Sullivan,Kamil Özerk,2019-10-01 Assessment in Practice explores timely and important questions in

relation to assessment By examining the relationship between identity culture policy and inclusion the book investigates the conflicted and fractured battleground of assessment and challenges current and practiced understandings of assessment practice The authors encourage the reader to reconceptualise assessment as a sociocultural practice Each chapter studies a key theme in the understanding of assessment policy and practice from a sociocultural perspective and provides questions to prompt reflection on the key assessment concepts outlined in the book Using culture as both a lens and analytic tool the chapters examine topics such as The social order of assessment how assessment works in the world and how learning could be assessed Perspectives on social justice and assessment with a particular focus on social class and other potential inequalities on the experiences of assessment for young people Discussions of ability and the assessment of students with special education needs as well as the role of inclusivity in assessment practice Written by leading academics from University College Cork the third volume in the successful Routledge Current Debates in Educational Psychology series is an essential read for researchers and postgraduate students in educational research and education psychology **Parliamentary Debates (Hansard).** Great Britain. Parliament. House of Commons,2006 **Testing and Assessment** Great Britain. Parliament. House of Commons. Children, Schools and Families Committee,2008 Testing and Assessment Third report of session 2007 08 Vol 2 Oral and written Evidence **Reading Under Control** Judith Graham,Alison Kelly,2008 Now in an updated third edition this best selling textbook introduces primary teachers to the key issues in how to teach reading The authors celebrate reading as an important exhilarating part of the curriculum with the potential to transform lives whilst also giving a balanced handling of contentious issues Strongly rooted in classroom practice the book provides comprehensive coverage of differing reading practices and resources Key features include managing specialized reading difficulties such as dyslexia EAL and gender issues in reading use of ICT within reading a detailed inspection of the phonics debate This book is essential reading for both trainee teachers and qualified teachers interested in continuing their professional development **Supporting Improving Primary Schools** Paul Lincoln,Geoff Southworth,2005-06-27 Drawn from the experience of the Essex Primary School Improvement programme this book shows how primary schools in the county have improved their standards subsequent to OFSTED inspection It explores the role of the LEA in supporting schools and their efforts to improve It also looks at the collaborative relationship that LEAs and schools can form and the implications for school leadership and for students The book also sheds light on issues of consultancy information and data handling and evaluating school improvement **Official Gazette of the United States Patent and Trademark Office** ,1996 **Inventions of Opportunity** ,1983 **The Times Index** ,2007 Indexes the Times and its supplements **Learning to Teach in the Primary School** Teresa Cremin,Cathy Burnett,2018-03-14 How do you become an effective primary school teacher What do you need to be able to do What do you need to know Flexible effective and creative primary school teachers require subject knowledge an understanding of their pupils and how they learn a range of strategies for managing behaviour and organising

environments for learning and the ability to respond to dynamic classroom situations The fourth edition of this bestselling textbook has been fully updated with the latest research and initiatives in the field as well as the most recent changes to the National Curriculum across the UK Twenty four new authors have contributed sharing their expertise and experience as practitioners Ten brand new units have been included on Becoming a professional in the current context Building inclusive communities of engaged learners Understanding schools aims and enacting your own Teaching for social justice Reading Grammar and punctuation Mastery in mathematics The value of outdoor learning Primary education in a digital age A selection of extra tasks have been woven throughout with an emphasis on innovative reflective practice and new vivid examples bring each chapter s argument to life in a classroom context In addition each chapter contains M level tasks and further reading to assist with research assignments and differences in the National Curriculum and policy in Scotland Wales and Northern Ireland are highlighted Providing a comprehensive but accessible introduction to teaching and learning in the primary school covering everything a trainee needs to know in order to gain QTS this accessible and engaging textbook is essential reading for all students training to be primary school teachers This textbook is supported by a free companion website with additional resources for instructors and students www routledge com cw Cremin and an accompanying series of books on Teaching Creatively across the curriculum **Materials Evaluation** ,1980 *Tsunami Hazard* E.N. Bernard,2012-12-06 The Fourteenth International Tsunami Symposium held from 31 July to 3 August 1989 in Novosibirsk U S S R was sponsored by the International Union of Geodesy and Geophysics Sixty five scientists from 13 countries met to exchange information on recent advances in tsunami research The Symposium was a great success due to the enthusiasm of the participants the quality of research presented and the great organization provided by the Soviet hosts Teams of dedicated workers under the fine leadership of Academician A S Alexseev and Dr V K Gusiakov blended social and scientific activities in a memorable fashion The 62 presentations of the Symposium were divided into six areas of research generation 7 propagation 12 coastal effects 10 observations 11 seismics and tectonics 10 and hazard mitigation 12 A summary of the research presented appears as the first article in this special issue Following the Symposium a team of session chairmen nominated 20 of these oral presentations to be published in a special issue devoted to the International Tsunami Symposium *Materials Performance* ,1983 **Welding Research Council Bulletin Series** Welding Research Council (U.S.),1979 **Creativity, innovation and entrepreneurship: the learning science towards higher order abilities** Zehui Zhan,Patrick S. W. Fong,Harrison Hao Yang,Kuen-Yi Lin,Baichang Zhong,2023-01-03 Journal of the American Statistical Association ,2006 A scientific and educational journal not only for professional statisticians but also for economists business executives research directors government officials university professors and others who are seriously interested in the application of statistical methods to practical problems in the development of more useful methods and in the improvement of basic statistical data

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