



**NFER**

Classroom

# all subjects

all subjects • teacher guide • all years

supplement to  
teacher guide

monitoring  
pupil progress

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To access the score converter and question grid spreadsheets, you will need to go to our secure School Portal on the NFER's website:

[www.nfer.ac.uk/portal](http://www.nfer.ac.uk/portal)

and then enter your

NFER Number: .....

Project Number: .....

Unique Password: .....

(please write them in above for quick reference).

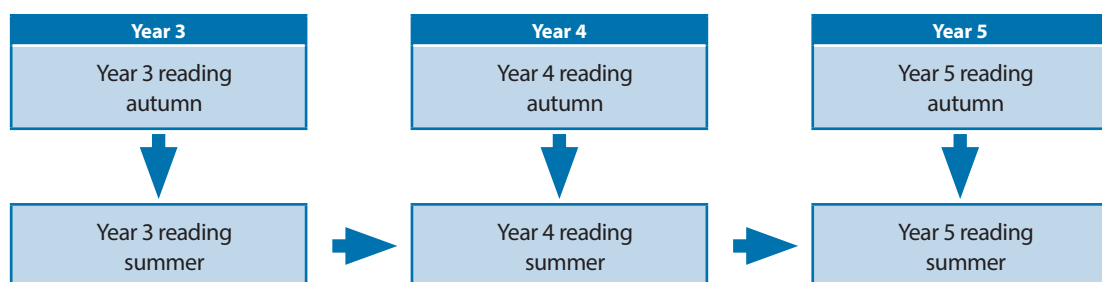
The letter and despatch notes that accompanied the test materials are pre-populated with the details of the numbers and password.

If you have lost the letter and despatch notes, the portal website has links where you can request your details again.

## Using the outcomes of the test to monitor progress

This section provides teachers with information on how to interpret the progress information from the NFER Test Progress Monitoring Tool.

With the NFER Test Progress Monitoring Tool teachers can record a pupil's marks from the NFER autumn and summer tests for all three years on one spreadsheet – allowing for progress to be monitored between terms and across years. The starting point for this progress information is to total a pupil's marks from an NFER test. A box is provided on the front cover of the test booklet to record this score. This gives each pupil's total score or 'raw' score. For example, if a pupil's total scores for the year 3 and year 4 autumn and summer reading tests are entered into the tool, the tool will provide outputs which show the progress made between the autumn and summer terms in year 3 and year 4, as well as the progress made between the year 3 summer test and the year 4 summer test.



In order to obtain reliable progress information, you should administer the test according to the guidance given in the relevant teacher guide. It is particularly important that you observe the time limits given in the test instructions, and mark questions strictly according to the mark scheme. If not, the progress information derived from the test scores cannot be used reliably.

The progress information provided by the NFER tests should inform rather than determine teachers' understanding of how much progress has been made by an individual pupil relative to other pupils in their year group. Looking at the way in which a pupil is progressing, compared with their peers, will help teachers to identify pupils who may be in need of additional support in order to maintain an average level of progress.

### Monitoring individual pupil progress

The NFER Test Progress Monitoring Tool makes use of standardised scores to monitor progress. Standardised scores enable a comparison to be made between the performance of a specific pupil and that of other pupils who have taken the same test. The average standardised score is set at 100. About two-thirds of pupils will have standardised scores between 85 and 115 and scores within this range can be broadly described as ‘average’. This applies to all of the tests for year 3, year 4 and year 5.

By comparing standardised scores at two time points we can compare how well a pupil is progressing relative to other pupils in the year group. If their standardised scores remain the same, they are making the same amount of progress as others in the year group. If an individual pupil’s standardised score increases that pupil is making more progress than others in the year group. Conversely, if the standardised score decreases that pupil is making less progress relative to others in the year group.

The NFER Test Progress Monitoring Tool shows these changes in standardised scores over time diagrammatically - as ‘towers’. Standardised scores for the autumn tests are shown as grey towers and, for the reading and mathematics summer tests, these towers have bands showing the age-related expectations. This means that teachers can monitor whether a pupil is making the same amount of progress as their peers and also check that they are on track to achieve the required standard at the end of key stage 2. Age-related expectation information is not provided for the NFER grammar and punctuation tests as, after careful consideration, NFER concluded that the new grammar and punctuation curriculum was not yet sufficiently embedded for experts to be able to make definitive judgements about age-related expectations. However, it is still possible to compare standardised scores on the grey tower plots to monitor progress in this area.

The figures below show the different pupil profiles a teacher might see when reviewing the performance of their pupils over a three year period.

**Figure 1 An average pupil making average progress**

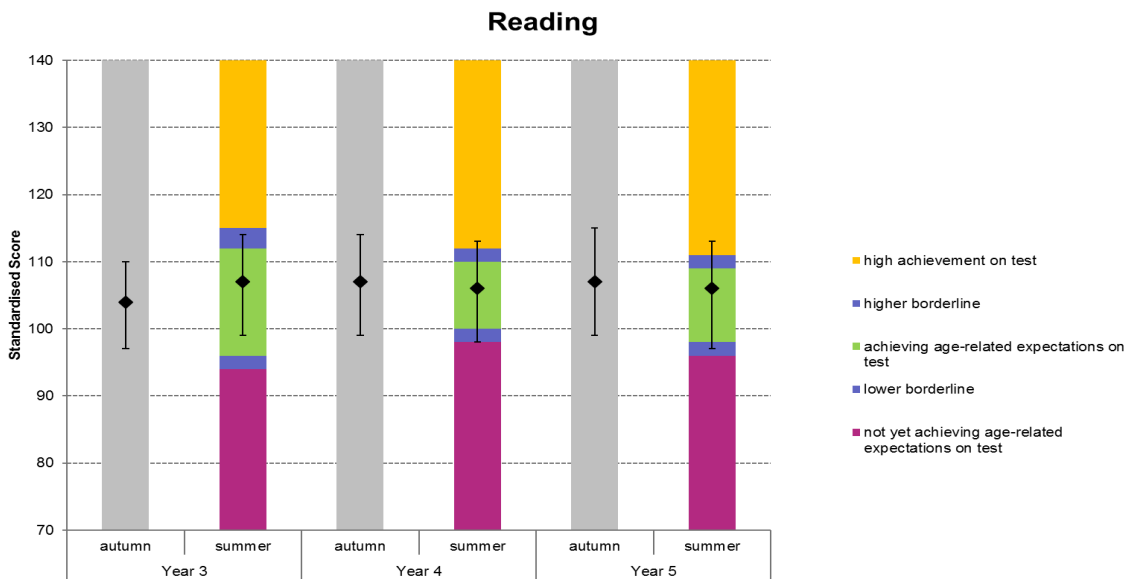


Figure 1 above shows the standardised scores for a pupil who has taken the NFER reading tests in the autumn and summer terms for each of the three years. This pupil is of average ability and she is making average progress (the same amount of progress as her peers). This is indicated by her standardised scores remaining consistent (between 100-110) over time showing that she is maintaining her relative position in the cohort. In addition, she is achieving age-related expectations in each summer reading test, showing that she is on track for achieving the expected standard in year 6.

**Figure 2 A less able pupil making average progress**

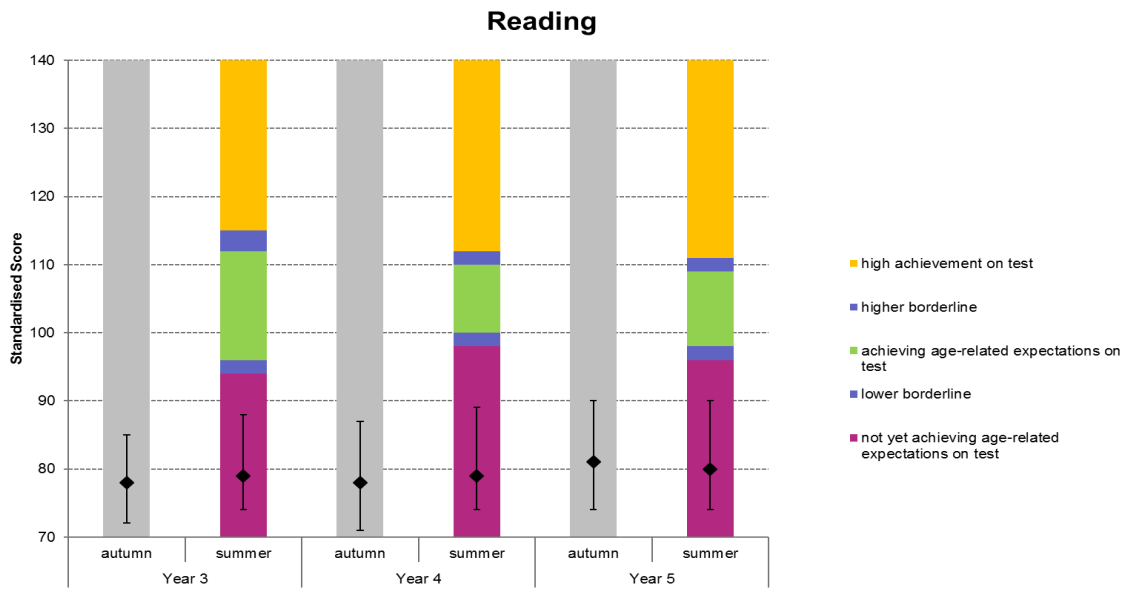


Figure 2 shows the standardised scores for a pupil who has taken the NFER reading tests in the autumn and summer terms for each of the three years. This pupil is of below average ability (demonstrated by their standardised scores being below 85). However, he is making average progress (the same amount of progress as his peers), indicated by his standardised scores remaining consistent over time (he is maintaining his relative position in the cohort). This pupil is not achieving age-related expectations on the summer reading tests, indicating that he is not on track for achieving the expected standard in year 6.

**Figure 3 A more able pupil making average progress**

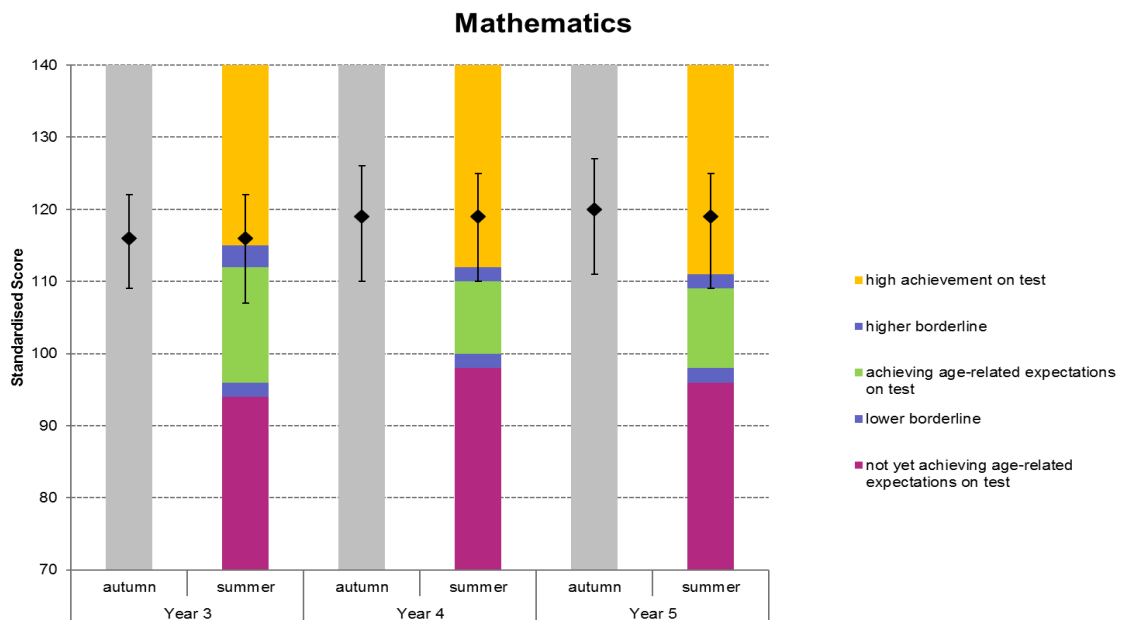


Figure 3 shows the standardised scores for a pupil who has taken the NFER mathematics tests in the autumn and summer terms for each of the three years. This pupil is of above average ability (with standardised scores that are consistently above 115) and is making average progress (the same amount of progress as her peers). This is indicated by her standardised scores remaining the same over time (she is maintaining her relative position in the cohort). This pupil has demonstrated high achievement on the summer mathematics tests, indicating that she is on track to exceed the expected standard in year 6.

**Figure 4 A pupil making more than average progress**

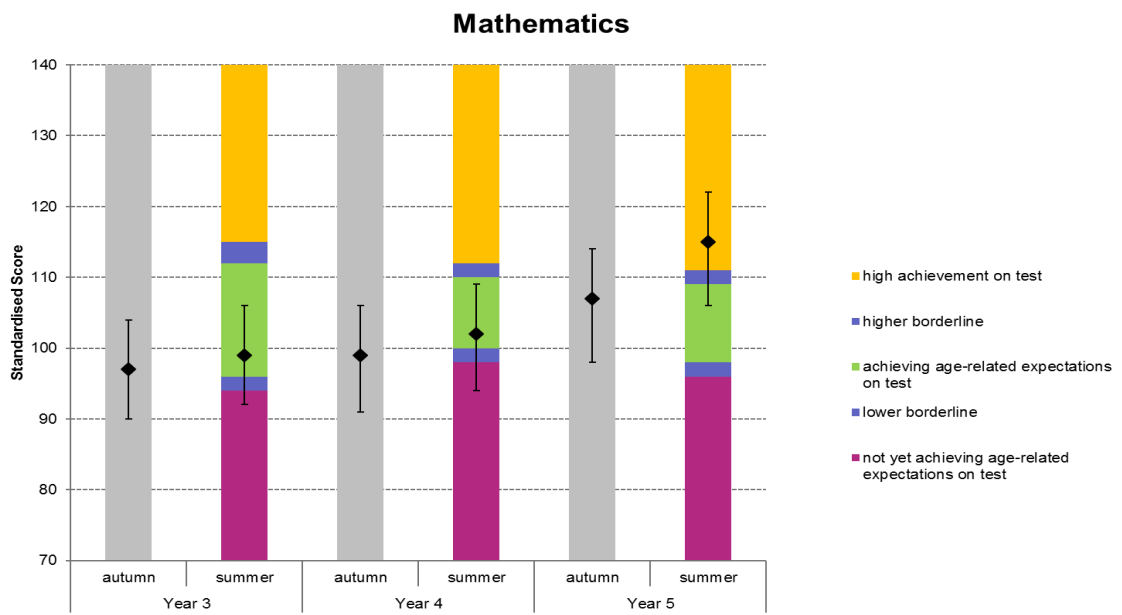
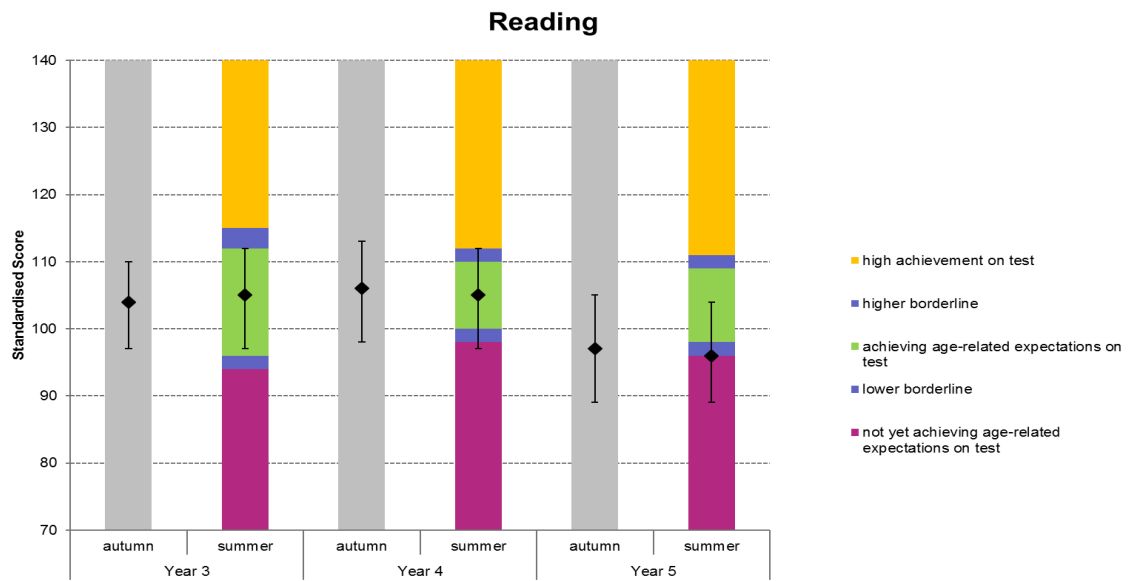


Figure 4 above shows the standardised scores for a pupil who has taken the NFER mathematics tests in the autumn and summer terms for each of the three years. His scores in the year 3 and year 4 tests show that between year 3 and year 4 he made average progress (the same amount of progress as his peers). This is indicated by his standardised scores remaining consistent (between 90-110) over time, showing that he is maintaining his relative position in the cohort. In addition, this pupil achieved age-related expectations in the year 3 and year 4 tests. However, in year 5 he made more than average progress (he made more progress than his peers), indicated by his standardised score increasing between the summer test in year 4 and the summer test in year 5. In terms of age-related expectations, this pupil has high achievement on the year 5 summer mathematics test and is on track to exceed the expected standard in year 6.

Figure 5 below shows the standardised scores for a pupil who has taken the NFER reading tests in the autumn and summer terms for each of the three years. His scores on the year 3 and year 4 tests show that between year 3 and year 4 this pupil was of average ability (shown by standardised scores between 100-110) and made average progress (the same amount of progress as his peers). This is indicated by his standardised scores remaining consistent over time (he is maintaining his relative position in the cohort). In addition, he achieved age-related expectations in the year 3 and year 4 tests. However, in year 5, this pupil made below average progress (he made less progress than his peers), indicated by his standardised score decreasing between year 4 and year 5. In terms of age-related expectations, this pupil is on the borderline between achieving age related expectations and not achieving them in the year 5 summer reading test, therefore, based on this trajectory of performance he may not achieve the expected standard in year 6.

**Figure 5 A pupil making less than average progress**



### Monitoring the progress of groups of pupils

The NFER Test Progress Monitoring Tool also enables a comparison to be made between the performances of pupils in a group at two time points – using standardised scores from the tests. Pupils’ performance on the autumn and summer tests from one year are compared to examine progress within a year and the scores from consecutive summer tests are compared to examine progress across years. This information provides an overview as to whether a class or cohort is making the expected amount of progress between the two time points. It also helps to identify whether there are pupils who are making less progress than their peers and who might benefit from a more in-depth examination of their individual progress.

The NFER Test Progress Monitoring Tool shows these changes in standardised scores over time diagrammatically - they are presented as scatterplots (see Figure 6 and Figure 7 below). The standardised score at the first time point appears along the horizontal axis, and the score at the second time point appears on the vertical axis. Expected progress is indicated by a diagonal line. Pupils whose scores are above the diagonal line are making more than average progress – their score at the second time point is higher than at the first time point. Pupils whose scores are below the line are making less than average progress – their score at the second time point is lower than at the first time point.

**Figure 6 Monitoring progress during the year**

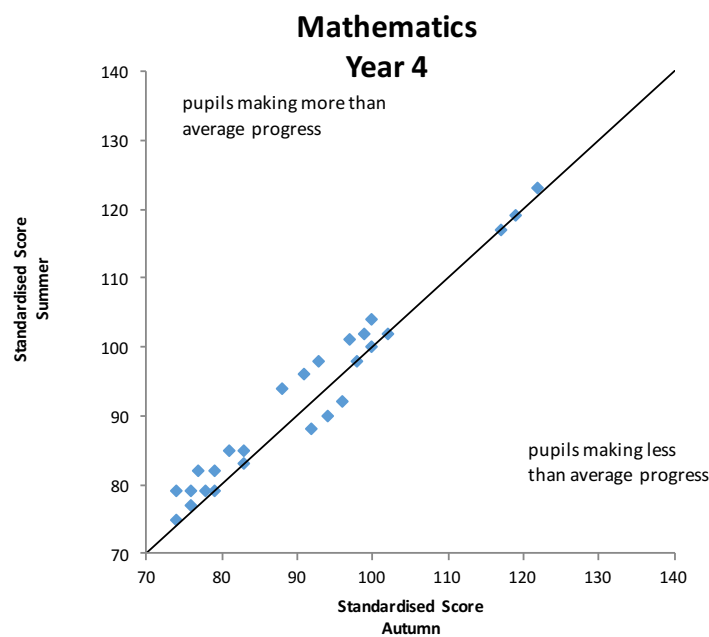


Figure 6 above shows the progress made by a class of year 4 pupils. In the scatterplot you can see that in this class approximately half of the pupils are making more than average progress whilst there are three pupils who are making less than average progress. The pupils who are on the diagonal line or close to the diagonal line are making average progress.



**Figure 7 Monitoring progress across years**

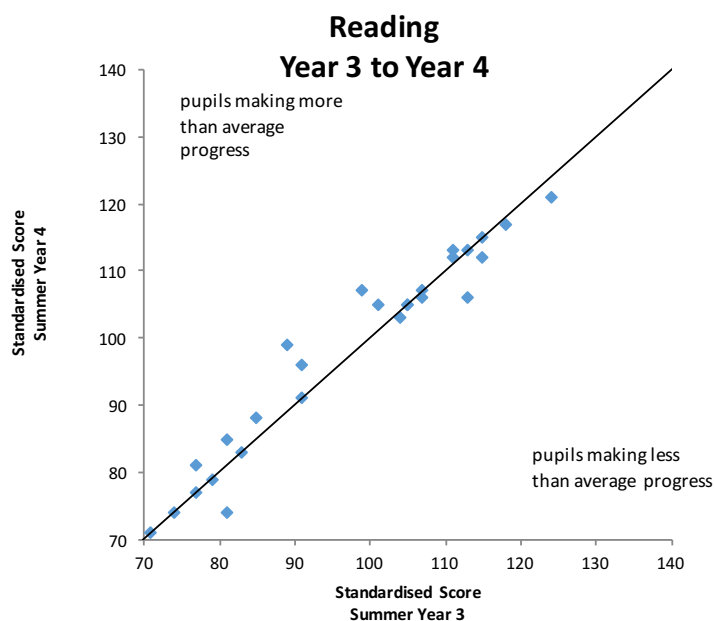


Figure 7 above shows the progress made by a group of pupils between the year 3 summer test and the year 4 summer test. In the scatterplot, you can see that in this group the majority of pupils have made average progress between year 3 and year 4. Approximately a quarter of the pupils are making more than average progress and only a small proportion are making less than average progress.







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