



Individual student report for teachers

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Name: Allen Lee			
School: Beachwood Academy			
Group: Class 8A			
Date of test: 08/12/2017	NGST Form: A	Age: 12:08	Sex: Male

What is NGST?

The *New Group Spelling Test* is a spelling test comprising three forms (A, B and C) to support termly testing for students aged between 6 and 14+. The test has two sections: a single word section and a spelling in context section.

The test is **adaptive**; each student's performance is assessed as they complete the test and the questions are adapted to be in line with the ability they demonstrate. This is a benefit, particularly to students with a low spelling attainment as they can be tested with words at a lower level than that determined by age, and for students with high spelling attainment as they can be tested with words that better reflect their skills.

The following report reflects the results of each section of the test administered. Standard Age Scores reflect the age of the student and the difficulty level of the test questions attempted.

Why use NGST?

- NGST is a time-efficient and accurate test of a student's spelling ability that can be administered termly to track progress.
- The test gives an overall score of spelling attainment and analyses the results by a variety of spelling rules.
- Adaptivity means that each student takes a version of the test that is determined by the skills they demonstrate as the test is administered.

Relationship between scores

Description	Very Low		Below Average		Average			Above Average		Very High			
Stanine (ST)	1		2	3	4	5	6	7	8	9			
Standard Age Score (SAS)	70		80		90	100	110		120	130			
National Percentile Rank (NPR)	1	5	10	20	30	40	50	60	70	80	90	95	99

Example scores

A student's score is only an estimate of their ability on any one occasion as performance can be affected by a number of factors. The dot represents the student's SAS and the horizontal line represents the confidence band. The yellow shaded area shows the average score range.

The **Stanine (ST)** places the student's score on a scale of 1 (low) to 9 (high) and offers a broad overview of his or her performance.

The **Group Rank (GR)** shows how each student has performed in comparison to those in the defined group. The = symbol represents joint ranking with one or more other students.

The age equivalent score or spelling age is the age at which a score is most likely to be achieved based on the national sample.

SAS	SAS (with 90% confidence bands)									ST	NPR	GR (/31)	Spelling ability scale	Spelling age
	60	70	80	90	100	110	120	130	140					
96										4	40	15	400	10:01

The **Standard Age Score (SAS)** is the most important piece of information derived from NGST. The SAS is based on the number of questions a student has answered correctly; the score is adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. The average score is 100. The SAS is key to benchmarking and tracking progress and is the fairest way to compare the performance of different students within a year group or across year groups.

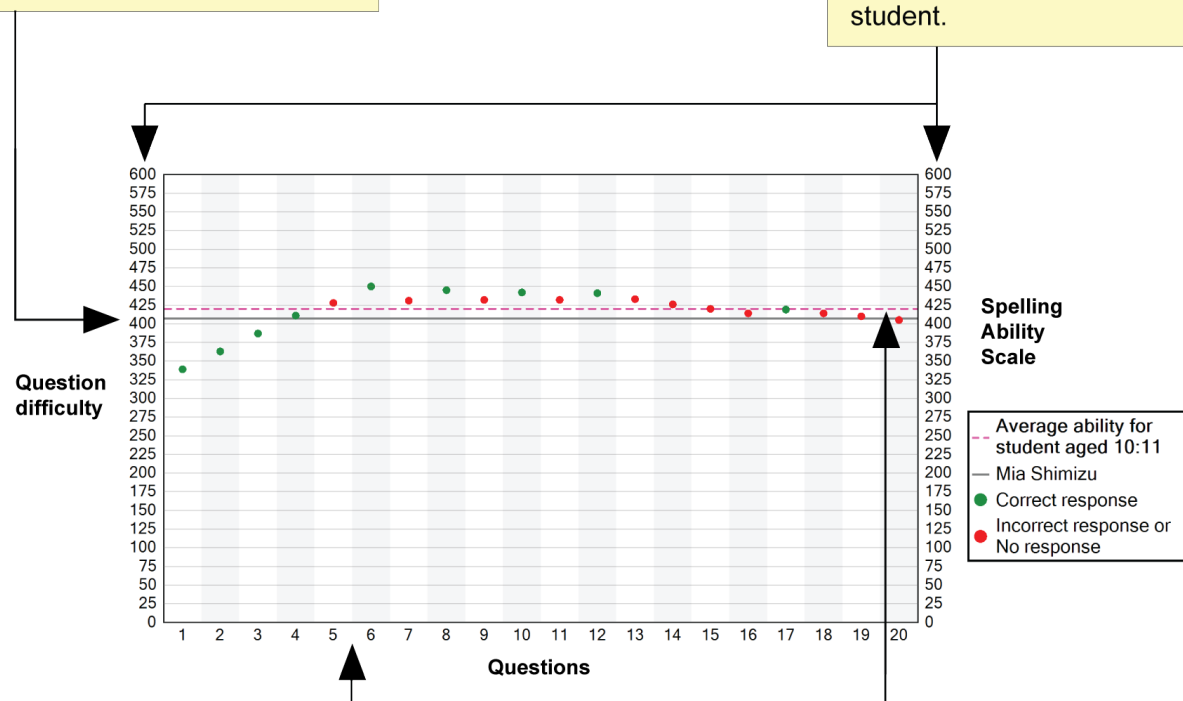
The **National Percentile Rank (NPR)** relates to the SAS and indicates the percentage of students obtaining any score. NPR of 50 is average. NPR of 5 means that the student's score is within the lowest 5% of the national sample; NPR of 95 means that the student's score is within the highest 5% of the national sample.

The **Spelling ability scale** is a development scale and can be used to monitor a student's spelling ability or development over time. The values on the scale are from 0 to 600 - a higher scale score represents a higher spelling ability level. The spelling ability of a student aged 6 years is around 200; for age 9 years it is around 300 and for age 16 it is around 400.

Example scores

In the first graph the **grey line** indicates the ability the student demonstrates at the end of the Single Word section and in the second graph the grey line indicates the ability the student demonstrates in the Spelling in Context section.

The **Question difficulty** and the **Spelling ability scale** use the same metric (which is arbitrary and relates to *NGST* only) so that a direct comparison can be made between the level of questions administered and the ability demonstrated by the student.



Questions – in Single Word spelling each student attempts 20 questions. In Spelling in Context students younger than 108 months will answer 20 questions whilst older students will answer 30 questions. If a student achieves a very low score in the Single Word section then they will not be taken to the Spelling in Context section and the test will finish early.

The **pink dotted line** shows the average ability for a student of the same age as the student in the report.

The **dots** on the graph are green for correct and red for incorrect or if no response was given.

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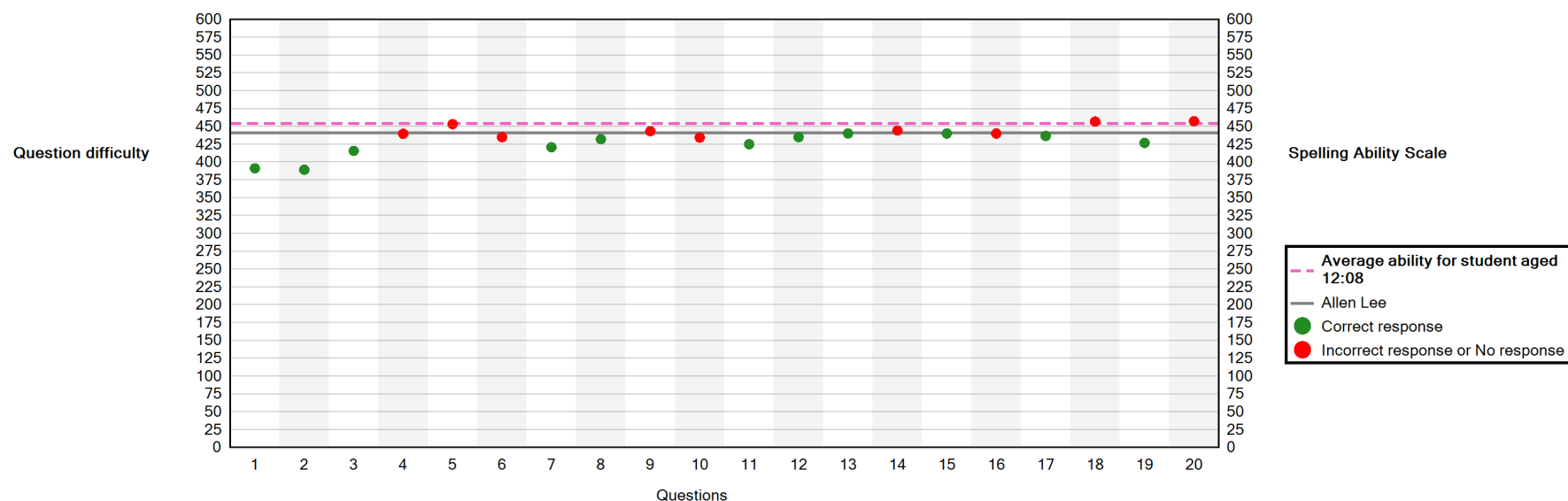
Age: 12:08

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Scores

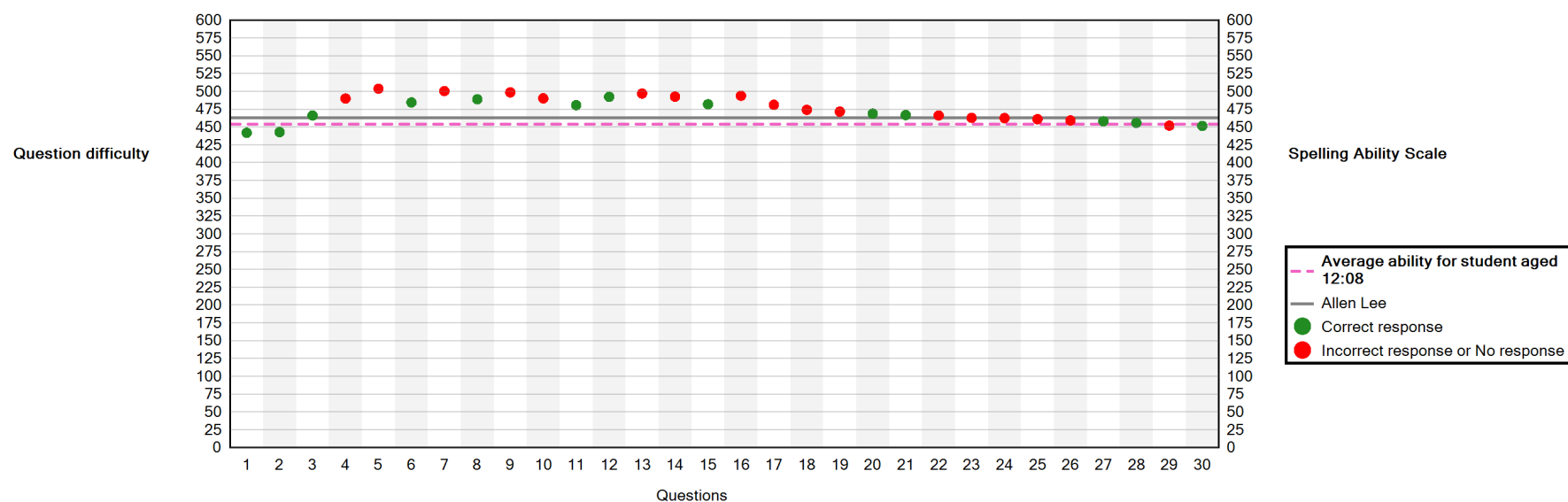
SAS	SAS (with 90% confidence bands)										ST	NPR	GR (/1)	Spelling Ability Scale	Spelling Age
	60	70	80	90	100	110	120	130	140						
100					<div><div></div><div></div></div>					5	50	1	454	12:08	

Analysis of responses (Single Word)



Name: Allen Lee			
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Analysis of responses (Spelling in Context)



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Profile Summary

Allen's score is in the average range.

An average spelling score suggests that Allen uses age appropriate spelling rules, understands how to add common suffixes and prefixes to root words and writes from memory common exception words, homophones and some commonly misspelt words.

Implications for teaching and learning

Allen's ability to spell words accurately may be improved by using some of the following strategies:

- Teach words for spelling grouped into those with the same patterns/rules.
- Introduce/revise a set amount (e.g. three) of common exception word spellings each day/week.
- Support Allen to practise applying spellings in context e.g. put the words into sentences or write a short story using the list of words.
- Investigate the meaning and origins of word parts – root words, prefixes and suffixes.
- When looking at spellings point out specifically which part of the word is difficult to spell.
- Teach strategies for words that do not follow a rule; for example, using mnemonics, syllables, and exploring prefixes and suffixes. Ask Allen to create his own mnemonics, which could be recorded in Allen's planner or notebook for reference during lessons.
- Ask subject teachers to display topic vocabulary on classroom walls for access by students during lessons.
- Ask subject teachers to spend lesson time at the beginning of each topic introducing and teaching the spellings of new vocabulary.
- Ask Allen to find, investigate and write down other words spelled using the same pattern or rule.
- Encourage Allen to use a dictionary to reference new or unknown spellings.

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Analysis of responses (by question)

NGST is made up of curriculum linked words for each year group. We have identified a range of spelling rules, including common exception words. Most of the words in NGST have been tagged with a spelling rule. A key of all the spelling rules is available on our website. The words medieval and encyclopedia have alternative spellings which are mediaeval and encyclopaedia. Either one of these spellings will be accepted as correct but only the most common spelling will be listed in the target word column.

Single word responses

Question number	Target word	Rule	Score	Actual response
1	harmony	words ending -y	(1/1)	harmony
2	attached	Common exception words	(1/1)	attached
3	bicycle	Common exception words	(1/1)	bicycle
4	composition	Endings which sound like /ʃən/ spelt -tion, -sion, -ssion, -cian	(0/1)	
5	impatient	Prefixes	(0/1)	impatiant
6	devotion	Endings which sound like /ʃən/ spelt -tion, -sion, -ssion, -cian	(0/1)	divotion
7	component	Common exception words	(1/1)	component
8	generous	The suffix -ous	(1/1)	generous
9	proportion	Endings which sound like /ʃən/ spelt -tion, -sion, -ssion, -cian	(0/1)	preportion
10	nutrition	Endings which sound like /ʃən/ spelt -tion, -sion, -ssion, -cian	(0/1)	nutriton
11	carbohydrate	The /ɪ/ sound spelt y elsewhere than at the end of words	(1/1)	carbohydrate
12	tolerance	Words ending in -ant, -ance/ -ancy, -ent, -ence/ -ency	(1/1)	tolerance
13	citizen	Common exception words	(1/1)	citizen
14	consequence	The /s/ sound spelt c before e, i and y	(0/1)	consiquence
15	scenery	Words with the /s/ sound spelt sc	(1/1)	scenery
16	perpendicular	er	(0/1)	

Question number	Target word	Rule	Score	Actual response
17	pressure	Words with endings sounding like /ʒə/ or /tʃə/	(1/1)	pressure
18	polyester	The /ɪ/ sound spelt y elsewhere than at the end of words	(0/1)	poliester
19	permission	Endings which sound like /ʃən/ spelt -tion, -sion, -ssion, -cian	(1/1)	permission
20	ingredient	ie	(0/1)	ingrediant

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Spelling in Context responses

Question number	Target word	Sentence	Rule	Score	Actual response
1	comparison	In the comparison she noted the differences.	Common exception words	(1/1)	comparison
2	survey	We conducted a traffic survey in the morning.	ur	(1/1)	survey
3	temperature	My temperature was rapidly rising.	Common exception words	(1/1)	temperature
4	interrupt	Jim didn't want to interrupt the conversation.	Common exception words	(0/1)	interupt
5	disastrous	The school trip was disastrous.	Common exception words	(0/1)	
6	chronological	The information was organised into chronological order.	The /dʒ/ sound spelt as ge and dge and g	(1/1)	chronological
7	malicious	The computer virus was malicious.	Endings which sound like /shus/ spelt -cious or -tious	(0/1)	malicious
8	recommend	I recommend those study guides.	Common exception words	(1/1)	recommend
9	continuous	There was a continuous flow of people at the hotdog stand.	The suffix -ous	(0/1)	continous
10	disappointed	Ted was disappointed when he lost the race.	Prefixes	(0/1)	disapointed
11	surprise	It was no surprise when I lost my trainers.	ur	(1/1)	surprise
12	parallel	I used a ruler to draw parallel lines in maths.	Common exception words	(1/1)	parallel

Question number	Target word	Sentence	Rule	Score	Actual response
13	dialogue	The dialogue was simple to understand.	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que	(0/1)	dialog
14	opportunity	The workshop was a great opportunity for me.	Common exception words	(0/1)	oportunity
15	February	The second month of the year is called February.	words ending -y	(1/1)	February
16	ascent	We took a deep breath before beginning our ascent.	Homophones and other words that are often confused	(0/1)	asscent
17	mischief	Her brother was known to cause mischief at school.	ie	(0/1)	mischif
18	stereotype	I try not to stereotype others.	The /ɪ/ sound spelt y elsewhere than at the end of words	(0/1)	sterotype
19	interfere	We mustn't interfere with her business.	Common exception words	(0/1)	interfear
20	electrician	The electrician fixed the lights.	Endings which sound like /ʃən/ spelt -tion, -sion, -ssion, -cian	(1/1)	electrician
21	linen	The students cut up pieces of linen.	Common exception words	(1/1)	linen
22	aggressive	The snake was particularly aggressive.	Common exception words	(0/1)	aggresive
23	piercing	They heard a piercing scream in the night.	ie	(0/1)	
24	queue	We waited in an almighty queue.	Common exception words	(0/1)	que
25	buried	The dog buried his bone.	ie	(0/1)	
26	rhombus	A rhombus has four equal straight sides.	Words with silent letters	(0/1)	rombus
27	vehicle	Under the hedgerow they found a rusty vehicle.	Common exception words	(1/1)	vehicle
28	protein	Meat and eggs are sources of protein.	Words with the /eɪ/ sound spelt ei, eigh or ey	(1/1)	protein
29	ambitious	Karina was ambitious and hard-working.	Endings which sound like /ʃus/ spelt -cious or -tious	(0/1)	ambishus
30	imaginary	The story was based on an imaginary creature.	The /dʒ/ sound spelt as ge and dge and g	(1/1)	imaginary