

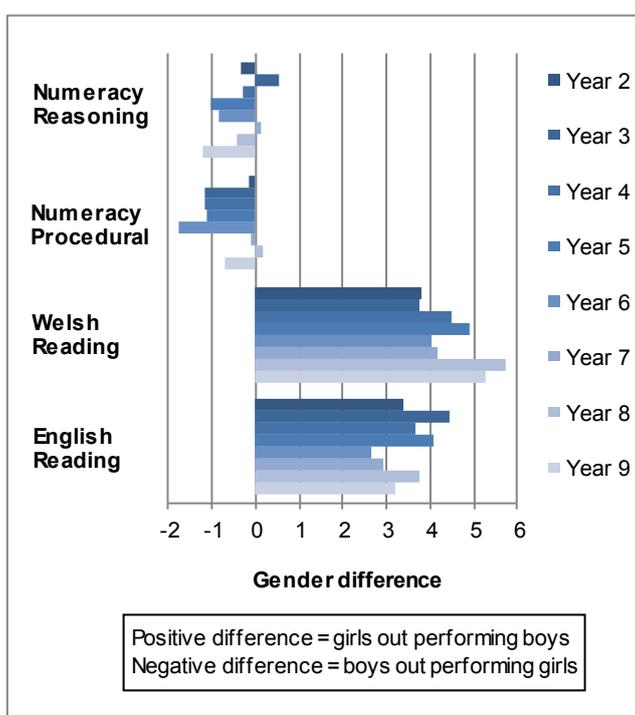
National Reading and Numeracy Test Results, 2018

22 August 2018
SFR 73/2018

Changes to the publication of these statistics below national level

Following [consultation](#) on publication of teacher assessment data and National Reading and Numeracy Test data, this Statistical Release will no longer publish data at a local authority level.

Gender difference in mean age-standardised score



The difference in the mean age-standardised score for boys and girls shows that:



Girls out performed boys in the reading tests in all national curriculum year groups;



Boys out performed girls in the numeracy tests in most national curriculum year groups. The exceptions were the Year 8 procedural test and the Year 3 and Year 7 reasoning tests.

About this release

This Statistical First Release provides information on pupils in National Curriculum Year 2 to 9 at Wales level. It presents analysis of the age-standardised scores achieved in the English and Welsh versions of the National Reading and Numeracy Tests by gender.

Age-standardised scores show how well an individual learner has done in a given test compared to other children of the same age in years and months in Wales.

Further information can be found in the notes section of this release.

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Introduction

National tests in reading and numeracy are taken by pupils in Years 2–9 each summer.

There are two **numeracy** tests; both are available in either English or Welsh (the questions are the same). The procedural numeracy test has questions that test skills such as the ability to calculate volume, temperature and area. The numeracy reasoning test asks pupils to apply their skills to solve everyday problems.

There are **reading** tests in English and Welsh. In Welsh medium schools all pupils in Years 4–9 take both English and Welsh tests but pupils in Years 2 and 3 are only expected to take the Welsh reading test. In English medium schools, all pupils in Years 2–9 take the English reading test only. The reading tests are made up of short questions based on two or more texts. Some of the questions check how well the text has been understood, others aim to find out if children are able to make judgements about what they are reading.

Age-standardised scores

Pupils' raw test scores have been converted into age-standardised scores (showing how individual learners performed compared to other learners of the same age, in years and months, taking each test). Age-standardised scores provide a measure of relative performance only. The average age-standardised score is set to approximately 100 and the average range is between 85 and 115. About 68 per cent of learners taking the test will have a score in this range. A score above 115 indicates test results that are higher than those for most children of the same age. A score below 85 indicates test results that are lower than those for most children of the same age.

This release presents analysis of pupils' age-standardised scores by gender for 2018. The results for each year group and test are independently standardised every year. Therefore the data in this release cannot be used to compare the relative performance of pupils between the different tests.

Please also note that because data are independently standardised each year, the results cannot be compared over time.

Pupil Results Sheets

Individual Pupil Results Sheets were made available to primary schools and secondary schools on 2nd July, allowing time, in line with previous years, for schools to make the reports available to parents before the end of term.

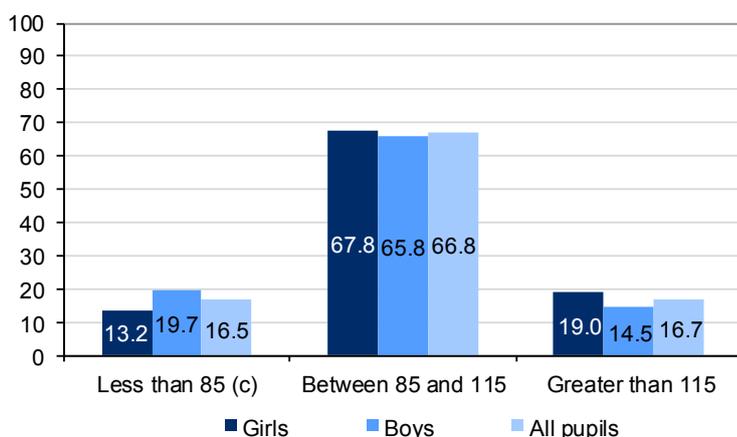
Transition to online assessment for reading and numeracy

As of the next academic year (2018/19) online assessments will be phased in over a three-year period, starting with procedural numeracy in 2018/19. Over time the online assessments will replace the current paper-based national tests. The new personalised assessments will adjust the difficulty level of the questions in order to provide appropriate challenge for each learner

More information can be found on the [Learning Wales website](#).

National Reading Tests – age-standardised scores

Chart 1: Percentage of pupils in all year groups achieving age-standardised scores within the bands shown in the National Reading Test (English), by gender, 2018 (a)(b)



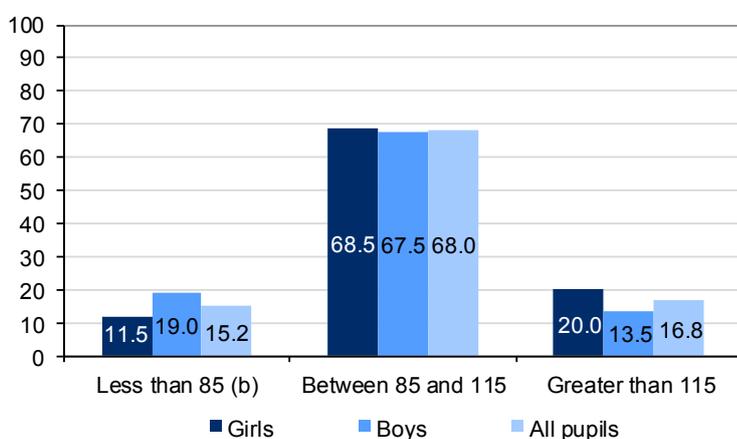
(a) Does not include optional English reading test results for pupils in year 3 studying Welsh first language.

(b) Pupils who were disapplied or absent during the test window or received a score of 'less than 70' have been treated as a score of 69, those with a score of 'more than 140' have been treated as a score of 141.

(c) Includes pupils who were disapplied or absent during the test window.

- More girls than boys achieved a standardised score greater than 115 for all year groups combined. The gap between girls and boys was 4.5 percentage points.
- More boys than girls achieved a standardised score less than 85 for all year groups combined. The gap between boys and girls was 6.5 percentage points.
- The variability of standardised scores was higher for boys than girls, with a standard deviation of 16.0 and 15.4 respectively.

Chart 2: Percentage of pupils in all year groups achieving age-standardised scores within the bands shown in the National Reading Test (Welsh), by gender, 2018 (a)



(a) Pupils who were disapplied or absent during the test window or received a score of 'less than 70' have been treated as a score of 69, those with a score of 'more than 140' have been treated as a score of 141.

(b) Includes pupils who were disapplied or absent during the test window.

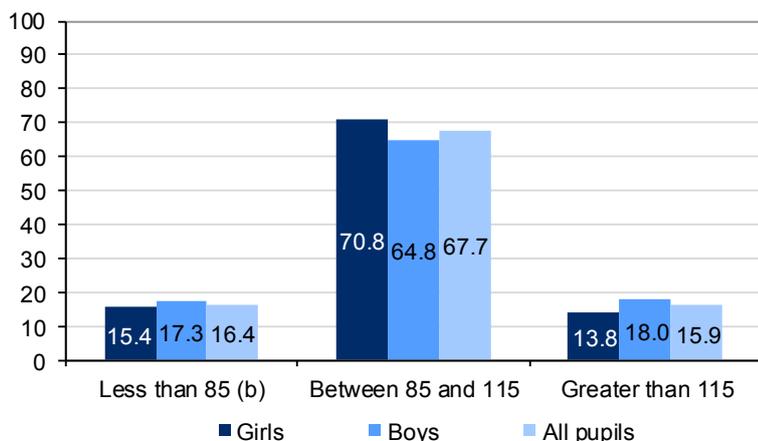
- More girls than boys achieved a standardised score greater than 115 for all year groups combined. The gap between girls and boys was 6.5 percentage points.
- More boys than girls achieved a standardised score less than 85 for all year groups combined. The gap between boys and girls was 7.5 percentage points.
- The variability of standardised scores was fairly similar for boys and girls with a standard deviation of 15.6 and 15.4 respectively.

- The gender gap for the percentage of pupils achieving a standardised score greater than 115 was larger in the Welsh reading test than any of the other National tests.

For more detailed data tables, please refer to Table 1 of the accompanying spreadsheet.

National Numeracy Tests – age-standardised score

Chart 3: Percentage of pupils in all year groups achieving standardised scores within the bands shown in the National Numeracy Test (procedural) by gender, 2018 (a)

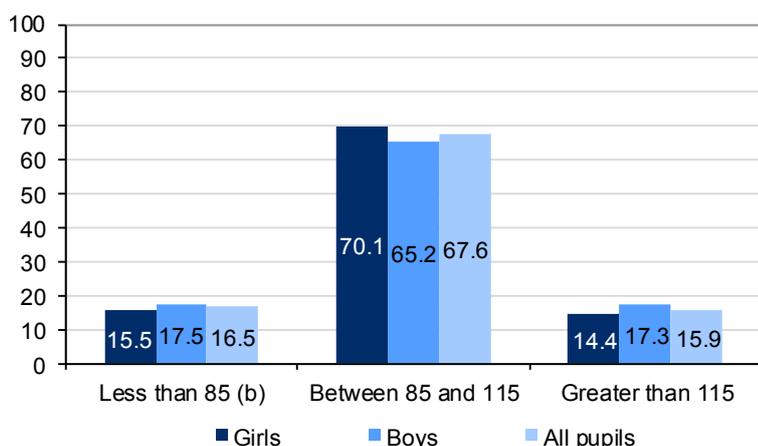


(a) Pupils who were disapplied or absent during the test window or received a score of 'less than 70' have been treated as a score of 69, those with a score of 'more than 140' have been treated as a score of 141.

(b) Includes pupils who were disapplied or absent during the test window.

- More boys than girls achieved a standardised score greater than 115 for all year groups combined. The gap between boys and girls was 4.2 percentage points.
- More boys than girls achieved a standardised score less than 85 for all year groups combined. The gap between boys and girls was 1.8 percentage points.
- The variability of standardised scores was higher for boys than girls, with a standard deviation of 16.3 and 14.6 respectively.

Chart 4: Percentage of pupils in all year groups achieving standardised scores within the bands shown in the National Numeracy Test (reasoning) by gender, 2018 (a)



(a) Pupils who were disapplied or absent during the test window or received a score of 'less than 70' have been treated as a score of 69, those with a score of 'more than 140' have been treated as a score of 141.

(b) Includes pupils who were disapplied or absent during the test window.

- More boys than girls achieved a standardised score greater than 115 for all year groups combined. The gap between boys and girls was 2.9 percentage points.
- More boys than girls achieved a standardised score less than 85 for all year groups combined. The gap between boys and girls was 2.0 percentage points.
- The variability of standardised scores was higher for boys than girls with a standard deviation of 16.9 and 15.5 respectively.

For more detailed data tables, please refer to Table 2 of the accompanying spreadsheet.

Further details

This document and a quality report containing information on the policy context, other related publications and on the data sources, definitions, methodology and key quality information related to this release is available at:

<http://gov.wales/statistics-and-research/national-reading-numeracy-test-results/?lang=en>

Next update

August 2019 for academic year 2018/19.

Given the phasing in of online assessments to replace the current paper-based tests from 2018/19, we will consider how to publish data for the remaining years of paper-based tests.

We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to school.stats@gov.wales

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