

Use of Standardised Assessments and Associated Terms

It is important to note that standardised assessments are only one-off 'snapshots' of how the pupil is performing on the day of the assessment. This can be affected by factors such as the time of day, tiredness, well-being or anxiety.

Performance in psychometric tests is not necessarily a good indicator of school success, since this also depends on a number of other factors such as the pupil's motivation and maturity.

Results from assessments should be interpreted with reference to evidence from observations of the pupil in class, one to one work and assessment over time.

The following is a glossary of terms related to standardised assessments that may be used in reports.

Standardised/Standard Scores:

The raw scores from individual standardised assessments can be converted to standardised scores. A standardised score is one that can be placed on a 'standard scale' with 100 being the average for all tests. Approximately two thirds of the population will score a standardised score of between 85 and 115. Standardised scores allow for the comparison of an individual's score to that of the national average.

Percentile Rank:

Standardised scores can be converted into percentiles. These help to indicate where an individual score falls within the range of other pupils of the same age. Percentile 100 describes where an individual score would be placed in comparison with pupils of the same age who took the test. Results

are often described as below average range, within the average range or above the average range.

A 16th Centile would be interpreted such that 16 % of students who took the test at the same age would achieve the same score.

Below the 2nd Centile

Where students have scores in this range, further information should be gathered from diagnostic and/or other sources to broaden an evidence baseline and inform next steps e.g. observation, discussion with key adults and or assessment through teaching.

Confidence bands:

These give us the range to which we can be sure our midpoint score is accurate, the wider the band the less sure we can be that the score is accurate.

Age equivalent Score:

We would advise caution when age equivalence scores are reported. They are not an accurate means of assessing progress. Where the rate of progress is a consideration, standardised scores and percentiles are recommended.

The table below shows the relationship between percentiles and standardised scores:

