

**Key Stages 1 and 2  
2007-2008**

# **Report on Assessment**



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# Section 1

## Introduction

At the beginning of the 2006-2007 school year schools were informed that they were now able to discontinue end of Key Stage assessments (although there would still be an expectation that they would provide information relating to Language and Literacy and Mathematics and Numeracy). In effect, Quality Assurance Moderation became a voluntary process at that point with schools able to choose to participate or not. The use of Assessment Units also became voluntary and the audit of their marking (which was a feature of the assessment arrangements up to that time) has ceased to take place.

Section 2 of this report provides a review of the Quality Assurance Moderation process for 2007-2008 while Section 3 provides a comparative representation of the levels reported by schools over the last four years together with the detailed figures for 2007-2008.

The Council thanks principals and teachers for their participation in the 2007-2008 transitional assessment arrangements.

**Please ensure that all relevant personnel have access to this report.**

## Section 2

# Chief Moderator's Report on Quality Assurance Moderation 2007-2008

### 2.1 INTRODUCTION

In 2007-2008, 52 schools took part in Quality Assurance Moderation. The total number of portfolios submitted was 86 - 44 English, 42 Mathematics and 1 Irish.

Of the 52 schools involved, 3 schools opted to participate in the first moderation period in November. These 3 schools submitted a total of 5 portfolios - 2 English and 3 Mathematics.

### 2.2 English

#### 2.2.1 Range of Work

The overall range of work in English was once again similar to that of previous years in spite of the greatly reduced number of schools participating in quality assurance moderation. As usual, the Council asked schools to submit work at Levels 2 and 4 (and Level 5, where it was available). Where work at these levels is not available, schools are expected to submit work at the next nearest level.

In Reading, at Level 2, the majority of portfolios contained work which included comprehension-type activities, book reviews, sequencing and Cloze activities. At the higher levels, this range was extended to include other types of responses to reading and included character studies and research activities.

In Writing, a more limited range of types of writing was submitted. This included examples of various types of writing and included narrative writing (usually in the form of stories), personal recount (particularly at the lower levels) and report writing. At the higher levels writing 'in character' was again often submitted. Also included were examples of newspaper articles and other types of narrative writing. This year there was relatively limited evidence of other types of writing such as expository, procedural and explanation-type writing.

As in previous years, some schools submitted a limited range of work in Reading and/or Writing. In this situation, it was again difficult to confirm the schools' levels.

#### ***Recommendation***

Schools are encouraged to ensure that portfolios contain a sufficiently wide range of work to exemplify clearly the assessment standards which operate within the school.

#### 2.2.2 Targeting of work

As in previous years, most schools had their standards confirmed at moderation. Where individual pieces of work were found not to be consistent with the standard for that level, Moderators gave feedback accordingly.

Once again, the work that could not be confirmed at moderation fell into two reasonably distinct categories. Moderators reported that work submitted as Level 2 was sometimes found to be more reflective of Level 3. Work that remained unconfirmed at the higher levels tended to be more reflective of the level below.

It was again gratifying to see that considerable use continues to be made by schools of the Council's Performance Indicators. The background details supplied by teachers on individual pieces of work often referenced these indicators which, in turn, contributed to the confirmation of the schools' levels.

Taking the two moderation periods together, 5 schools have been asked to re-submit their English portfolios in 2008-2009.

### ***Recommendation***

The Council would again encourage schools to use the Performance Indicators within their internal standardisation process as a means of ensuring that work is identified at the correct level.

## **2.3 Mathematics**

### **2.3.1 Range of Work**

The specified Attainment Targets in mathematics for 2007-2008 were Measures and Shape and Space. A very small number of schools submitted work in Attainment Targets other than these. This meant that those schools' standards in mathematics could not be confirmed. The majority of schools' portfolios were, however, correctly structured and included a sufficiently wide range of work to enable standards to be confirmed.

### ***Recommendation***

Schools are reminded that mathematics portfolios should contain as wide a range of work as possible to address the two specified Attainment Targets. In 2008- 2009 school year these will again be Measures and Shape and Space.

### **2.3.2 Targeting of Work**

The great majority of samples within schools' mathematics portfolios were accurately targeted. Some areas of confusion were once again apparent. In Measures, these included:

- Work involving measurement using standard units (Level 3) which was often offered as being representative of Level 2. At Level 2, measurement usually involves the use of non-standard units;
- Samples dealing with conversion from one metric unit to another were sometimes submitted in support of Level 4. This is actually an aspect of Measures at Level 5;
- Using a 24-hour timetable to calculate duration of time was, in several instances, submitted to represent work at Level 4 whereas it is more reflective of work at Level 5.

In Shape and Space these included:

- Work in Shape and Space dealing with the description of 2-D and 3-D shapes was again sometimes submitted as illustrative of work at Level 2 but was usually more reflective of work at Level 3.
- Investigating properties of shapes (triangles and quadrilaterals - Level 5) was in some instances submitted as representative of work at Level 4.

Taking the two moderation periods together, 5 schools have been asked to re-submit their Mathematics portfolios in 2008-2009.

***Recommendation***

Schools are reminded that the Level Descriptions for Mathematics provide a clear indication of the standards for each level.
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**2.4 Irish**

**2.4.1 Range of Work**

Only one school submitted an Irish portfolio in 2007-2008. The range of work contained within the portfolio and its accurate targeting allowed standards to be confirmed.

**2.5 General Issues**

**2.5.1 Previously Moderated Work**

Samples of work which had been submitted for moderation in previous cycles were again offered for moderation by a very small number of schools.

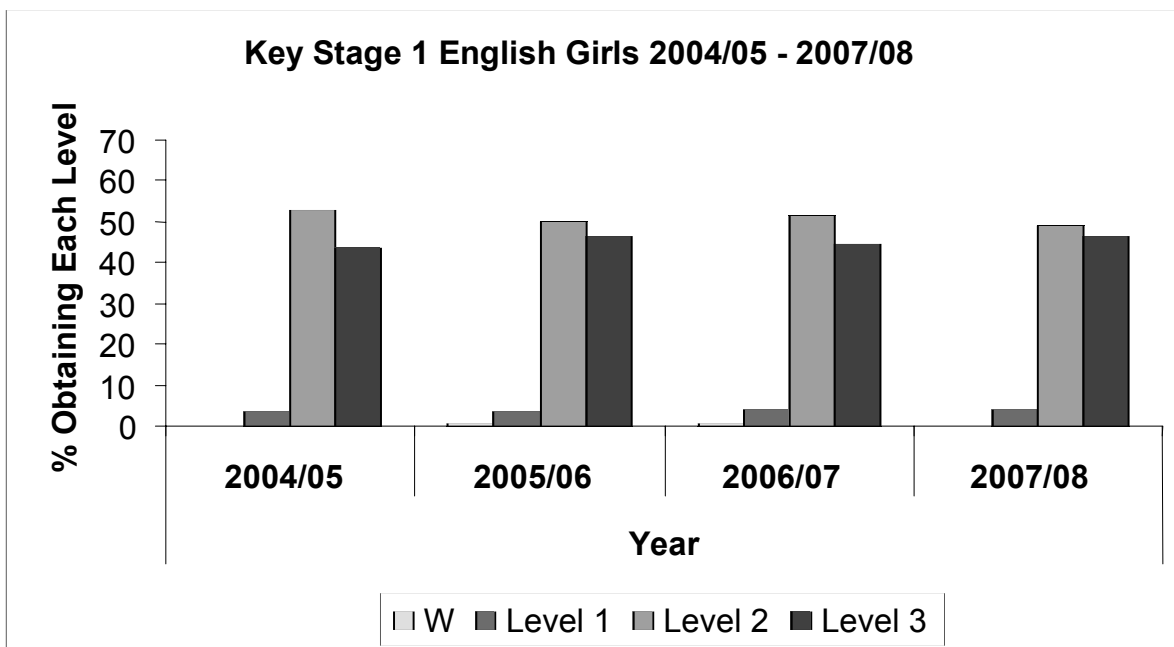
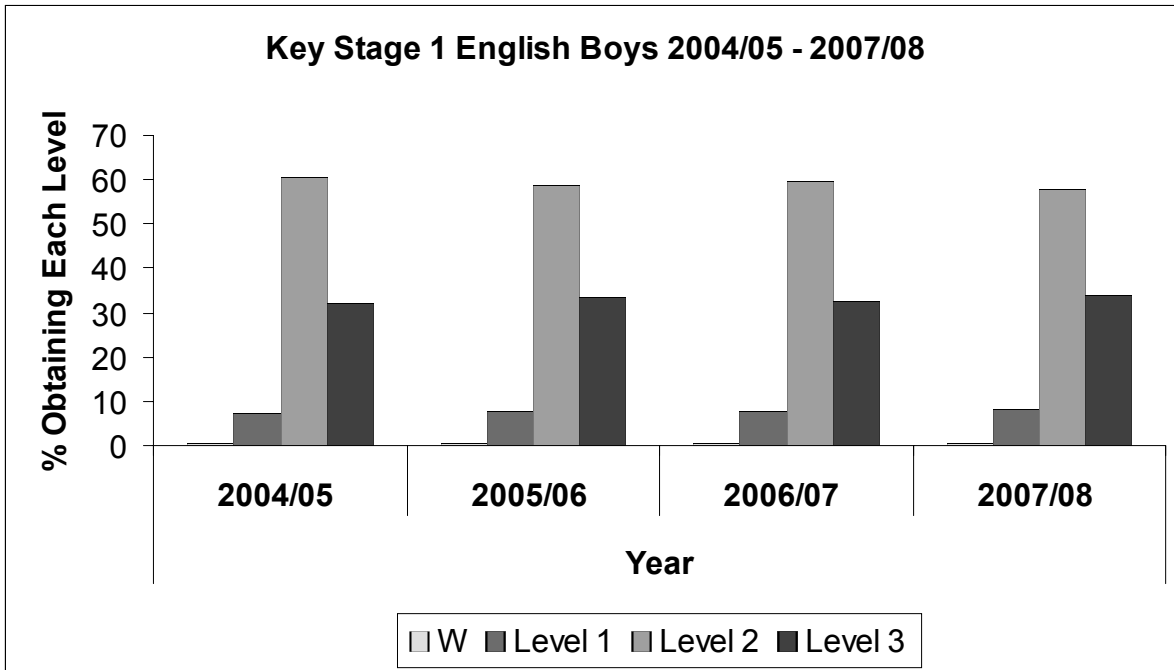
***Recommendation***

Schools are reminded that samples of work offered for moderation should not previously have been subject to review by Moderators (except where schools are re-submitting portfolios from the previous year).
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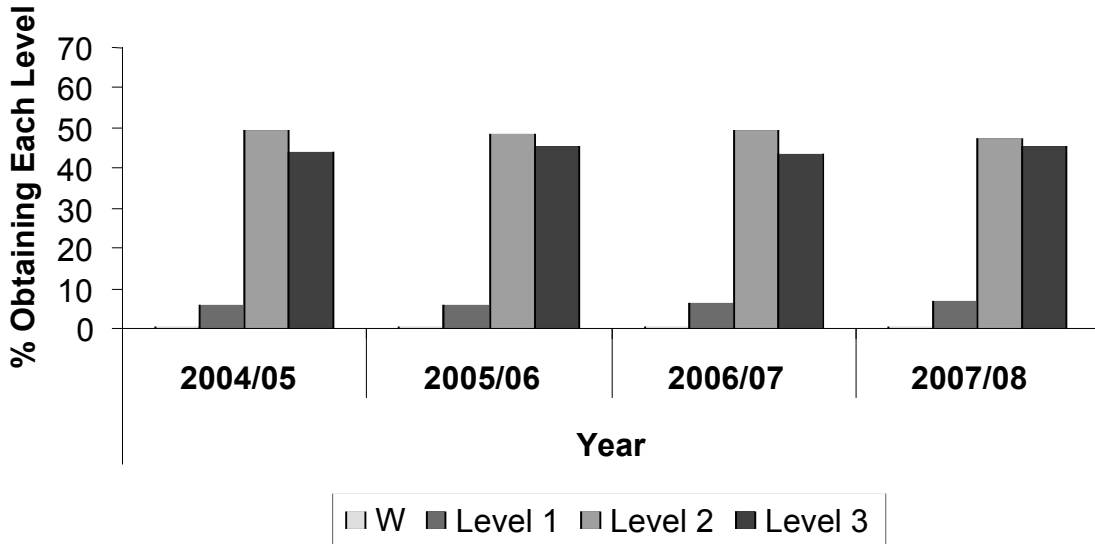
# Section 3

## Statistics

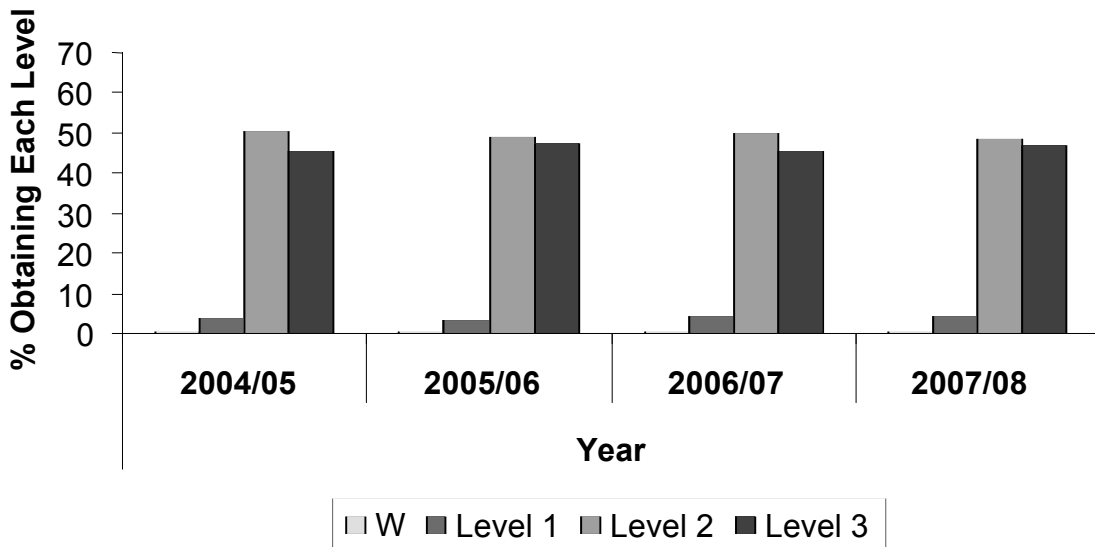
### Key Stage 1



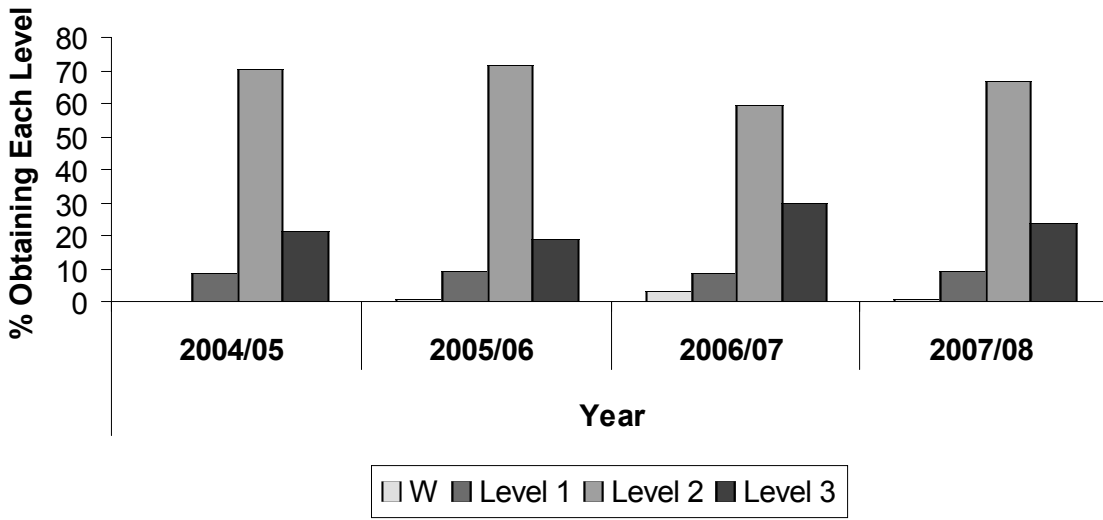
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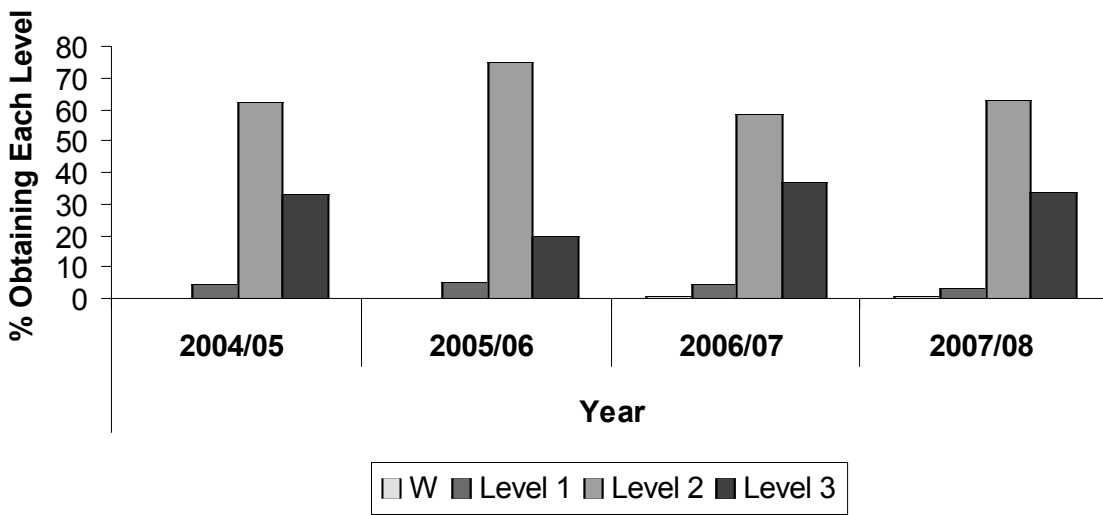
**Key Stage 1 Maths Girls 2004/05 - 2007/08**



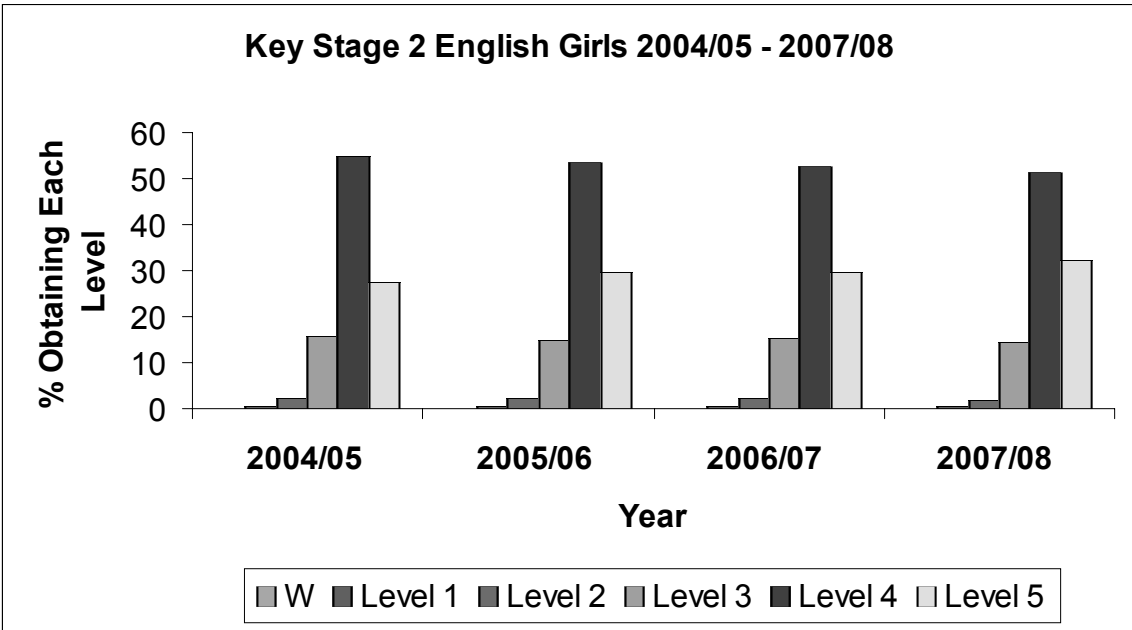
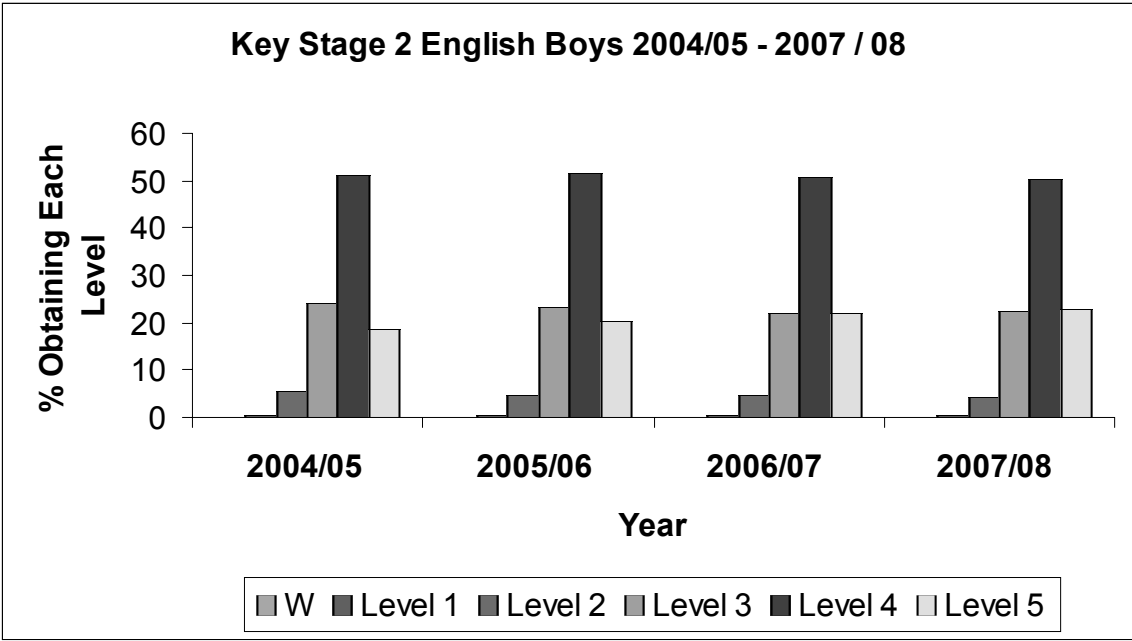
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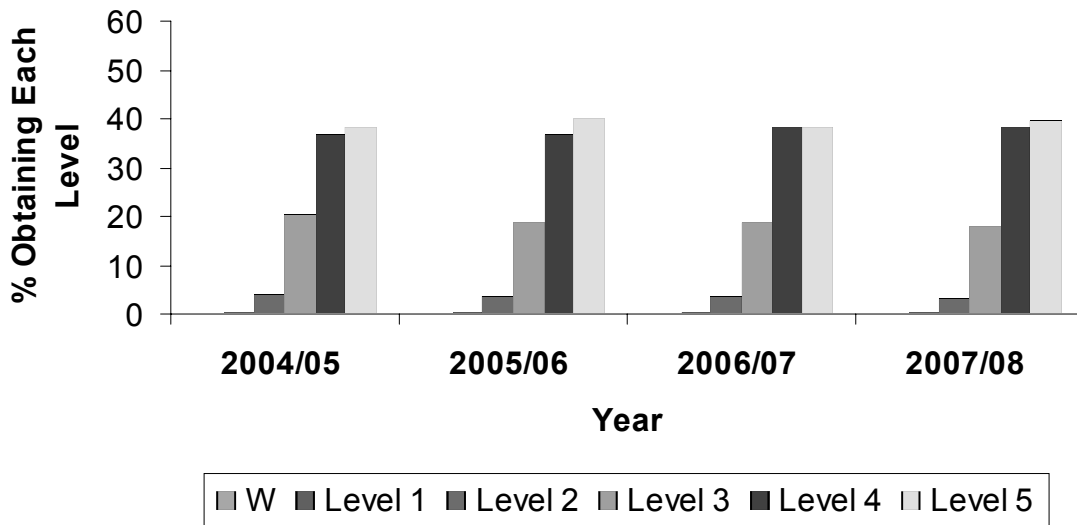
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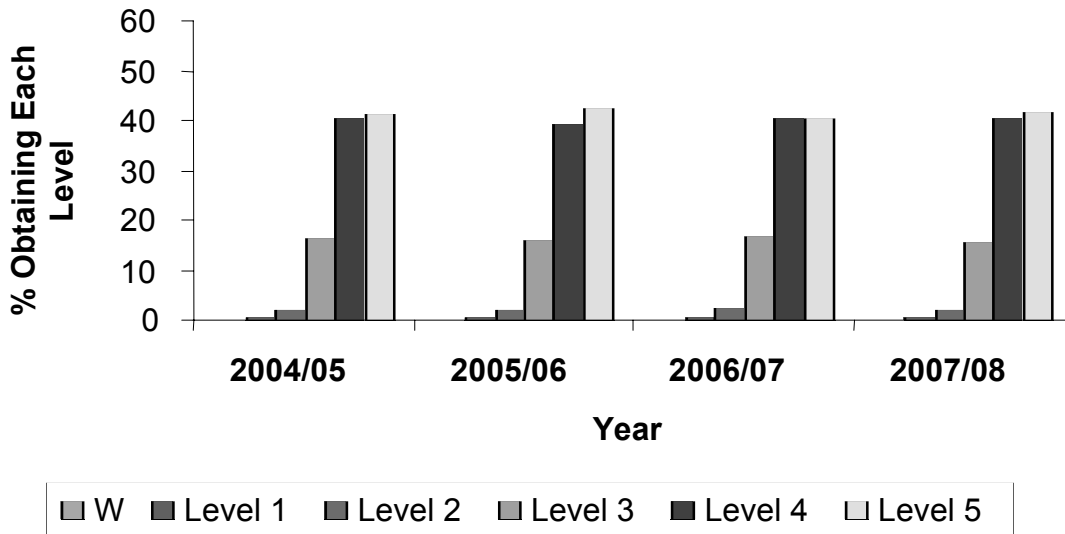
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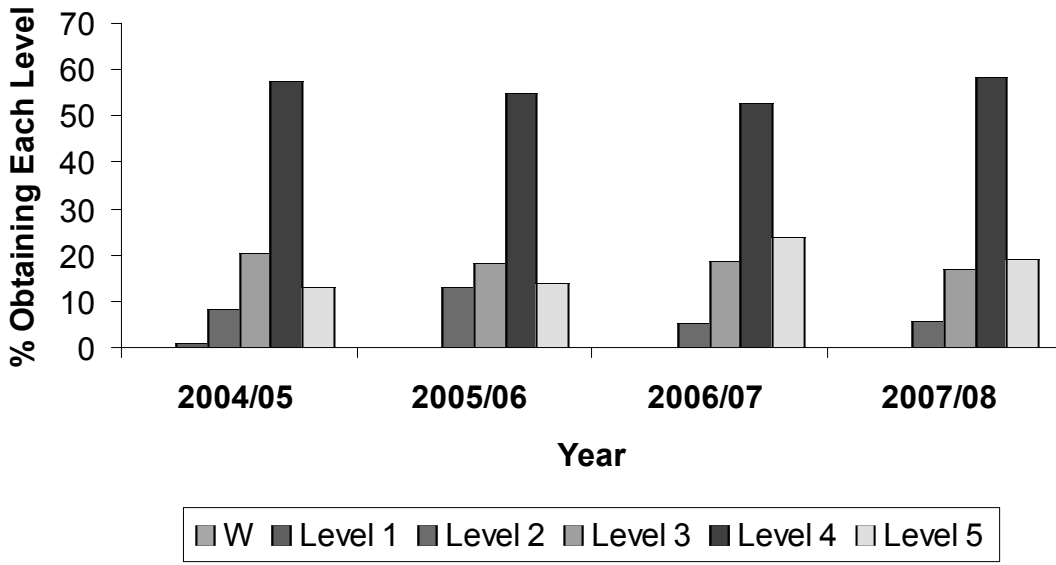
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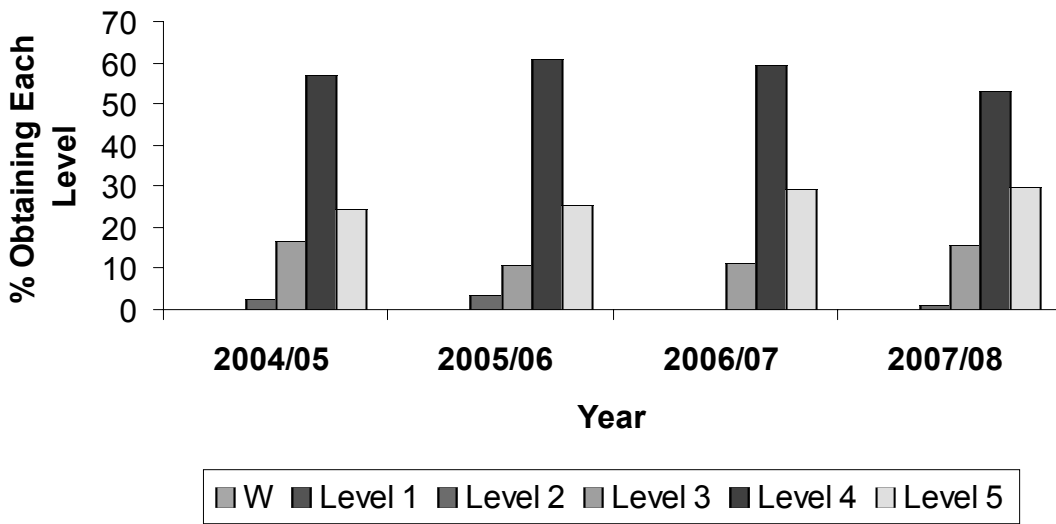
**Key Stage 2 Maths Girls 2004/05 - 2007/08**



**Key Stage 2 Irish Boys 2004/05 - 2007/08**



**Key Stage 2 Irish Girls 2004/05 - 2007/08**



### KEY STAGE 1 ENGLISH 2007/08

English		Number of pupils at levels			
		W	1	2	3
Boys	%	0.62	8.04	57.62	33.71
	Cum%	100.0	99.37	91.33	33.71
Girls	%	0.23	4.15	49.09	46.53
	Cum%	100.0	99.77	95.62	46.53
Total	%	0.43	6.14	53.46	39.96
	Cum%	100.0	99.56	93.42	39.96

### KEY STAGE 2 ENGLISH 2007/08

English		Number of pupils at levels					
		W	1	2	3	4	5
Boys	%	0.08	0.48	4.06	22.57	50.08	22.73
	Cum%	100.0	99.92	99.44	95.38	72.81	22.73
Girls	%	0.03	0.32	1.88	14.34	51.27	32.16
	Cum%	100.0	99.97	99.65	97.77	83.43	32.16
Total	%	0.06	0.40	2.98	18.50	50.67	27.40
	Cum%	100.0	99.95	99.55	96.57	78.07	27.40

### KEY STAGE 1 MATHEMATICS 2007/08

Mathematics		Number of pupils at levels			
		W	1	2	3
Boys	%	0.49	6.69	47.46	45.36
	Cum%	100.0	99.51	92.82	45.36
Girls	%	0.33	4.36	48.22	47.10
	Cum%	100.0	99.68	95.32	47.10
Total	%	0.41	5.55	47.83	46.21
	Cum%	100.0	99.59	94.04	46.21

### KEY STAGE 2 MATHEMATICS 2007/08

Mathematics		Number of pupils at levels					
		W	1	2	3	4	5
Boys	%	0.07	0.44	3.41	18.06	38.32	39.70
	Cum%	100.0	99.93	99.49	96.08	78.02	39.70
Girls	%	0.05	0.39	2.04	15.68	40.23	41.61
	Cum%	100.0	99.95	99.56	97.52	81.84	41.61
Total	%	0.06	0.42	2.73	16.88	39.27	40.65
	Cum%	100.0	99.95	99.53	96.80	79.92	40.65

**KEY STAGE 1 IRISH 2007/08**

<b>Irish</b>		<b>Number of pupils at levels</b>			
		<b>W</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Boys</b>	<b>%</b>	0.54	9.19	66.49	23.78
	<b>Cum%</b>	100.0	99.46	90.27	23.78
<b>Girls</b>	<b>%</b>	0.55	3.30	62.64	33.52
	<b>Cum%</b>	100.0	99.46	96.16	33.52
<b>Total</b>	<b>%</b>	0.54	6.27	64.58	28.61
	<b>Cum%</b>	100.0	99.46	93.19	28.61

**KEY STAGE 2 IRISH 2007/08**

<b>Irish</b>		<b>Number of pupils at levels</b>					
		<b>W</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Boys</b>	<b>%</b>	0	0	5.60	16.80	58.40	19.20
	<b>Cum%</b>	100.0	100.0	100.0	94.40	77.60	19.20
<b>Girls</b>	<b>%</b>	0	0	1.17	15.79	53.22	29.82
	<b>Cum%</b>	100.0	100.0	100.0	98.83	83.04	29.82
<b>Total</b>	<b>%</b>	0	0	3.04	16.22	55.41	25.34
	<b>Cum%</b>	100.0	100.0	100.0	96.97	80.75	25.34





