

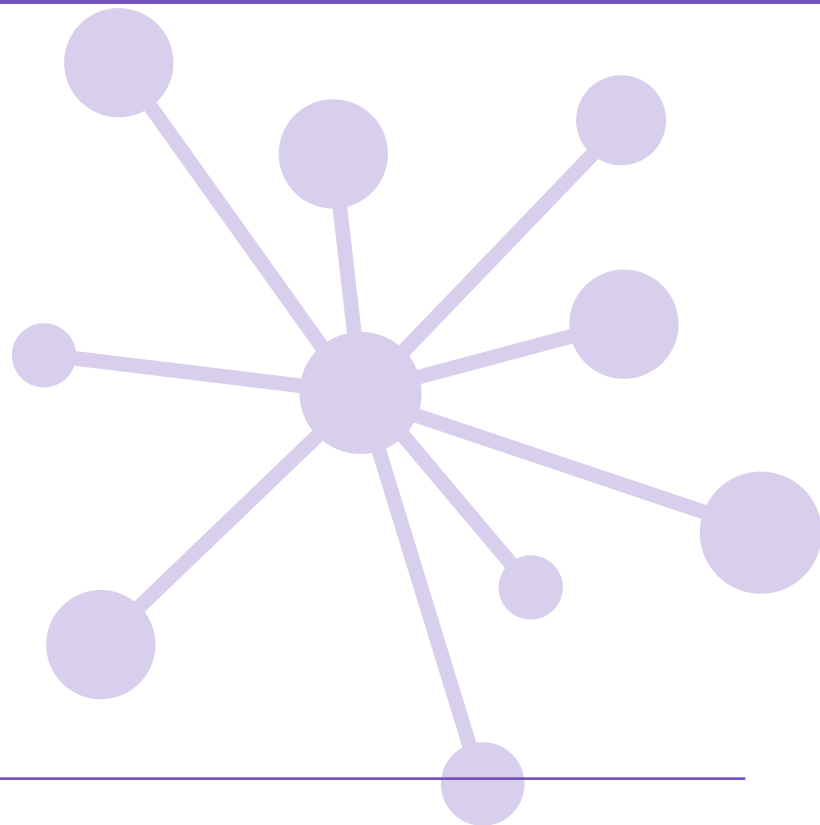
# PT ENGLISH 11

## Individual report for parents UK standardisation

In case of enquiries please contact GL Assessment by emailing [info@gl-assessment.co.uk](mailto:info@gl-assessment.co.uk).

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# Individual report for parents

<b>Name:</b> Ú ] ā		
<b>School:</b> School		
<b>Group:</b> 7LG		<b>Sex:</b> Female
<b>Date of first test:</b> 17/11/2017	<b>Level:</b> 10	<b>Age:</b> 10:03
<b>Date of second test:</b> 14/11/2018	<b>Level:</b> 11	<b>Age:</b> 11:03

## What is *Progress Test in English*?

The new National Curriculum was introduced in September 2014. The study of English is at the heart of the curriculum (alongside maths and science). *PTE* provides a series of age-appropriate tests for teachers to use year on year to ensure that students are making and maintaining good progress in some of the more technical aspects of English (like punctuation) and in their understanding of what they read (comprehension).

The test is in two parts – English Skills and Reading Comprehension. English Skills cover spelling, punctuation and grammar. Reading Comprehension is based on an age-appropriate fiction text and a linked information text.

## Scores

No. attempted (/50)	SAS	Overall ST	NPR	End of KS2 indicator		English Skills ST	Reading Comprehension ST	Progress Category
				SPAG	RC			
49	110	6	74	108	107	6	7	Expected

## Analysis of Curriculum Content categories

Curriculum Content category	Number of questions	Student % correct	National % correct	Student/national difference
English Skills: Spelling	15	67%	50%	17%
English Skills: Grammar and Punctuation	9	50%	45%	5%
Reading Comprehension: Narrative	15	63%	46%	17%
Reading Comprehension: Non-narrative	11	79%	43%	36%

## Analysis of Reading Comprehension categories

Reading Comprehension category	Number of questions	Student % correct	National % correct	Student/national difference
Retrieval	6	71%	47%	24%
Simple Inference	11	82%	52%	30%
Complex Inference	3	60%	33%	27%
Authorial Technique	6	57%	37%	20%

## Description of scores

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- V@Á ]'s profile of scores from *Progress Test in English* indicates an even profile, with similar scores for à[ @E English Skills and Reading Comprehension.
- V@Á ] is performing at or above age expectations across the curriculum for English. To further help her to become an independent and enthusiastic reader, @Á ] should be encouraged to continue to develop the breadth and depth of her reading and to recommend books to peers. Encourage @! to discuss how authors use language e.g. Ask @! why she thinks that an author has chosen a particular word or saying. Ask @! to point out figurative language, such as 'a blanket of snow' or 'as fast as a cheetah'. Encourage @! to begin to make comparisons within and across books.
- Where possible, offer opportunities for @! to write for a range of real purposes, encouraging the use of more adventurous vocabulary and sentence structures to express her ideas. Encourage @! to use co-ordinating conjunctions (*and, but, so*) and subordinating conjunctions (*because, if* and *although*); modifying adjectives, such as *really* and *very*, and prepositional phrases, such as *next to*.

## Description of progress

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By comparing scores from a previous administration of *PTE* it is possible to categorise progress as:

- Much lower than expected;
- Lower than expected;
- Expected;
- Higher than expected; or
- Much higher than expected.

The pupil took *PTE10* in November 2017 and from then until now has made expected progress in her English.