

Monitoring Pupil Progress at Primary Level

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Overview

- What is monitoring
- Why monitor?
 - The promise
 - The dangers
 - Traps to avoid
- A vacuum
- Filling that vacuum
- Quality control

What is monitoring?

- Tracking the progress of children's progress
- Cognitive
 - Against the curriculum
 - General development
- Non cognitive
 - Relationships
 - Attitudes
 - Feelings
 - Behaviours
 - The big five
- Physical

Why monitor?

- To help the child
 - One off quick information
 - Two examples
 - Lack of coordination
 - Unusual children
 - Tracking over time
 - Two examples
 - Gifted children falling by the wayside
 - Special needs – failure to thrive
- To help the teacher
 - Class differences
 - Where to pitch things
- To help the school



A couple of examples

- Identifying unusual children (from PIPS)

Very few ↑ **Very high**

A few

Most children **Average**

A few

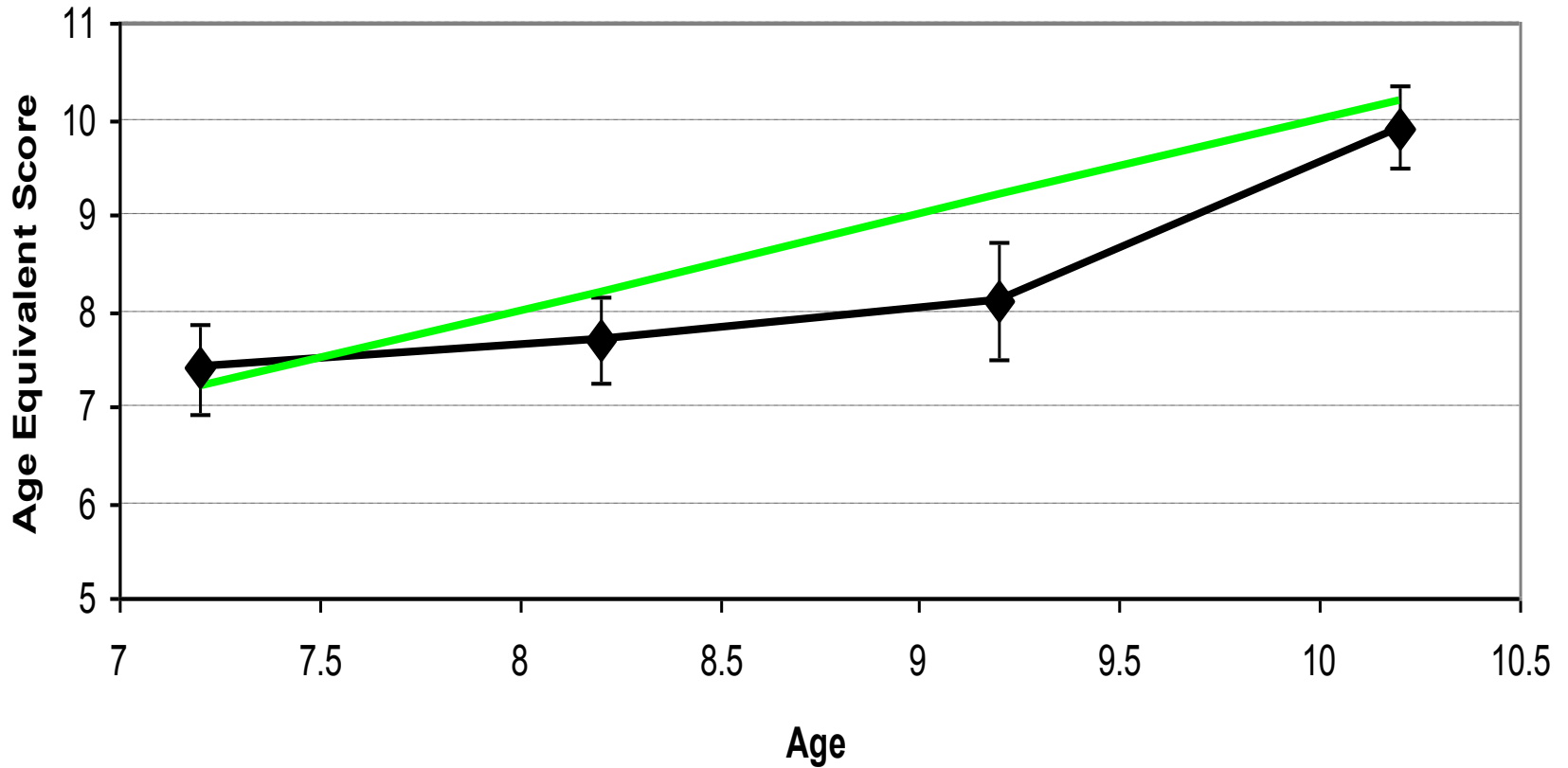
Very few **Very low**

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6      +
      | M or L 8 more t
      | M or L 21 more
      |
5      + M or L 6 less t Sums B half of Sums B 4+11
      |T M or L 10 less Sums B 9-6
      . | Sums B 15+21
      | Sums B 7+3
4      . +
      . | M or L 3 less t Sums B 42-17 Sums B Sequence
      . | M or L 3 more t Num 3dig1 Pass Walking t
      . | Num 3dig2 PV cosmetics PV yacht
3      + Num 3dig3 Sent Sentences Sums B Sequence
      . | M or L 2 more t Sent Sentences Sent Story 2 Sums B 12p ora
      . | IAR full Num 2dig1 Sent Story 1
      . |S Num 2dig2 Sent Sentences Sums B 15-4
2      .# T+ IAR capital Num 2dig3 Sent Sentences Sent Sentences Sums A rockets W ball W tree
      .## | Sent Sentences W cat W flower W house
      .## | IAR sentence Num 3dig4 Pass Cats long W car W duck W rabbit
      .### | IAR start Num teen2 W dog
1      .#### + Num 3dig5 Num teen1 Num teen3 Sent Sentences Sums B half th W butterfly
      .##### S| IAR sentence PV microscope Sums A pips
      .##### | W Writing Lett D Lett Q M or L 1 more t Sums A ice crea
      .##### | Lett A Lett H Lett J Lett Y Lett t Sums A puppies
0      .##### +M Lett G Lett K PV jewellery PV toadstool Rep observatory Rhy mouse Sums A bikes Sums B 5p appl
      .##### M| IAR Letter Lett B Lett V Lett c Lett o Lett u PV padlock Rhy bin Rhy dish
      .##### | Lett F Lett n Lett w PV saxophone Rep frigglejang Rhy pan Rhy toes
      .##### | IAR word Lett L Lett S Lett e Lett r Lett z Num 9 PV cash Rhy cherries
-1      .##### + Lett x Num 6 Rep juxtapose Sh hexagon
      .##### | Lett Name Lette Lett m Num 0 Num 8 Rep riotous Sums A cars
      .##### S| Count fish here IAM least Lett i Lett p Num 7 Rep denalty
      .#### | Count fish ther PV pigeon Rep enterprisin Sums A balls
-2      #### + IAM shortest Num 3 Num 5 PV bowl PV violin
      .## |S IAR writing Num 1 Num 2 Num 4 Rep mantle Sh square
      .# | Count apples th PV windmill Sh triangle
      .# T| Count apples he PV knife PV pan
-3      . + PV cherries Rep stop
      . | IAM most PV fork PV wasp Sh circle
      . | IAM tallest IAR someone
      . | IAM more PV butterfly
-4      . + IAR someone PV cupboard
      . | PV carrots PV kite
      . | IAM smallest PV turtle
      . |T PV castle Sh star
-5      + IAM biggest
      . |
      . |
      . |
-6      +

```

Tracking over time (from INCAS)



The Dangers

- Poor data and unintended consequences
- Causes
 - Reliance on observation & judgement
 - Reliance on test scores
 - Accountability systems causing corruption of data
 - Home grown instruments
 - Need careful construction - reliable and valid measures
- Poor communication
 - To teachers, parents, schools and press
- Misinterpretation
 - Constructs and items
 - Correlation and cause



A Vacuum

- We will have no levels
 - And no comparative progress data.

How will schools track progress?

What will Ofsted do?

There is a vacuum

Filling the vacuum properly

- Recognition of
 - The need for assessment experts in every school
 - The need to measure on single scales
 - The need for professional involvement
 - Educationalists and psychometricians
 - The need for clear communication
 - To policy makers, teachers, schools and press
 - Need to give Ofsted a solid story
 - The need for caution

Quality Control

- What types of assessment are there?
- How do you know if you have a good assessment?
 - Reliability
 - Validity

Types of assessment

Judgement based ↔ Objective

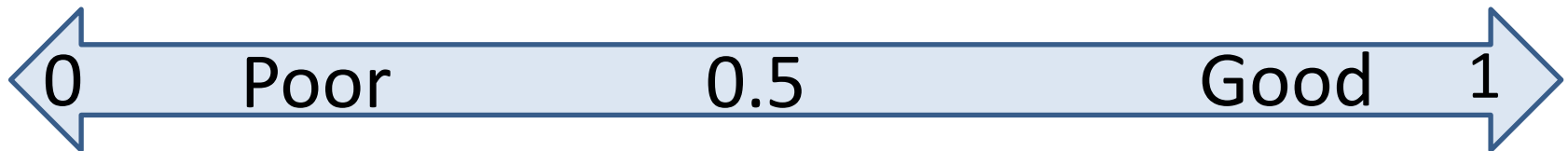
Pencil and paper ↔ Computer based

Flat ↔ adaptive

Some examples

Reliability

- If you assess twice
 - Two different assessors
 - Or
 - Two different occasions
- Do you get the same answer?



Validity – four questions

- On the face of it – does it look right?
- Does it assess what you are interested in?
- Compared to other assessments – similar?
- Does it predict?

**Good luck
and
Thank You**

Examples images

From BASE