



Progress in Reading Assessment (PiRA) for Scotland

Your guide to using these termly assessments for Primary 1 to 7

Includes:

- Sample pages and mark schemes
- Sample reports



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About PiRA for Scotland

These termly, standardised assessments for Primary 1 to 7 are designed to reliably benchmark performance and track progress in reading against standardisation averages.

- › Written by experienced authors combining test development knowledge with an understanding of how content works in the classroom.
- › Predict the performance of your P1 to P7 pupils using data that’s been collected from thousands of children.
- › Identify pupil strengths and weaknesses and access ‘next steps’ intervention activities.
- › **Free** online gap analysis and reports available in MARK, our online assessment and reporting tool.

PiRA for Scotland key information

Age range covered: 4 to 11 years.

Number of assessments: 1 assessment per term for each year group from Primary 2 to 7 (Autumn, Spring and Summer) and for Primary 1 in Summer only.

Ideal testing time: Second half of each term.

Content assessed: Tailored to work alongside the Scottish Curriculum for Excellence and curriculum organisers Tools for reading and Understanding, analysing and evaluating.



Assessing attainment and progress

PiRA for Scotland enables schools to build a comprehensive profile of each pupil's attainment and progress in reading. These include:

- **Standardised score**
 See whether the pupil's attainment is above or below the average for their year cohort.
- **Age-standardised score**
 See how the pupil is performing against other pupils of the same age, calculated in years and months.
- **Reading age**
 Get a quick measure of attainment against the age at which the pupil's performance is typical.
- **Strand/topic analysis (including strand average)**
 See strengths and weaknesses across the curriculum to inform future teaching.
- **Facility value for every question**
 See the percentage of pupils who answered each question correctly in the standardisation trial.
- **Hodder Scale**
 Measure pupil progress with this independent scale. Useful for tracking progress and estimating future performance of children who are working outside of their age range, but continue to make small increments of progress for their year.



Using assessments to guide planning, teaching and intervention

PiRA for Scotland assessments come with free access to MARK, our online assessment and reporting tool designed to save you time.

- Quickly analyse gaps in learning to inform targeted teaching.
- Enter paper test scores into online marksheets.
- Effortlessly generate reports for individuals, classes, schools and tailored groups to view and compare pupil progress and attainment.
- Easily download visual reports that can be shared as PDFs with teachers, senior leaders, governors, parents and inspectors.



Using PiRA for Scotland

- › Use with your Primary 1 to 7 pupils in the second half of each term.
- › Clear marking guidance is provided in the accompanying first and second level manuals.
- › Raw scores can be converted to other measures, such as standardised scores, using the test guidance in the manuals. Marks can also be entered into the online marksheets on MARK, enabling you to generate reports automatically.

The structure of the assessments

› First level Reading

Term	Paper	Total marks available	Price per 10 copy pack	Recommended test time	Max test time	
Autumn	Primary 2-3	25	£20.00	30 minutes	40 minutes	FREE access to MARK
	Primary 4	40	£20.00	40 minutes	45 minutes	
Spring	Primary 2-3	25	£20.00	30 minutes	40 minutes	
	Primary 4	40	£20.00	40 minutes	45 minutes	
Summer	Primary 1-3	25	£20.00	30 minutes	40 minutes	
	Primary 4	40	£20.00	40 minutes	45 minutes	

› Second level Reading

Term	Paper	Total marks available	Price per 10 copy pack	Recommended test time	Max test time	
Autumn	Primary 5-7	40	£20.00	45 minutes	50 minutes	FREE access to MARK
Spring	Primary 5-7	40	£20.00	45 minutes	50 minutes	
Summer	Primary 5-7	40	£20.00	45 minutes	50 minutes	

How were the assessments developed?

Our standardised assessments go through the stages outlined below, to ensure that the content and outcomes are valid and reliable.

› Stage 1: Initial assessment construction

- Test development including reading text selection/review, item-writing and collation by primary experts.

› Stage 2: Trialling

- Recruitment of a pool of trial schools who agree to administer the draft assessments on the pupils in their school.
- Careful selection of trial schools to ensure a representative sample, based on 3 key criteria: geographical representation, disadvantage and performance. We ensure that our trialling sample is representative of the average in these areas.
- Trialling of these initial assessments takes place with thousands of pupils at the time the tests will be taken in the second half of each term. The same pupils take all three assessments across the year to ensure reliable progress outcomes can be delivered.

› Stage 3: Post-trial review

- Review of pupil performance on every single question. The assessment construction is reviewed and, where necessary, items are reviewed in line with feedback from triallists.
- Review of all test data by expert statisticians. This enables standardised scores, age-standardised scores and reading ages to be created, alongside facility values (which allow you to see which questions pupils performed well on and which pupils found more challenging during the trialling). The Hodder Scale, our independent decimal scale, allows fine monitoring of progress and estimation of future performance.

› Stage 4: Publication of assessment papers and manuals for use in schools

- Final papers containing tried-and-tested questions are published.
- Assessment guidance is published alongside the papers in two manuals (one for each level); this contains all data from the trials and guidance on how schools and teachers should administer the assessments and interpret the results.
- Online mark sheets and reports are made available on MARK, enabling teachers to input their own pupils' marks and generate a variety of attainment and progress reports for their classes and individual pupils.

Meet the authors of the assessments

The writers of PiRA for Scotland are test development experts.

› Colin McCarty

Colin McCarty was a teacher for 25 years before taking on the role of Project Director of National Curriculum test development for KS2 and KS3 from their inception. He has written a wide range of standardised assessments covering reading, writing, SPAG, mathematics and science. He is passionate about providing high quality, diagnostic information that assists teachers and supports children's learning. Colin believes that summative and diagnostic information leads to data richness, which underpins assessment.

› Kate Ruttle

Kate Ruttle has over 30 years' experience as a primary teacher, SENCO and deputy head. She has also worked for local authorities as an advisory teacher and consultant for literacy and inclusion. Kate has over 25 years' experience of writing for schools and the Department for Education. She has been involved in reading and test development and writing for the National Tests, and also has curriculum development experience. Alongside qualifications such as: MEd in educational research (Cambridge); NPQH; CCET (certificate of competence in educational testing); Level 7 in Assessing and Teaching Specific Learning Difficulties, Kate is also a school improvement coach and Chair of Governors for KS1.

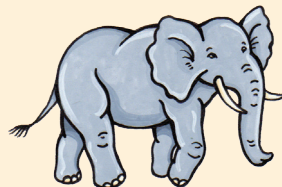
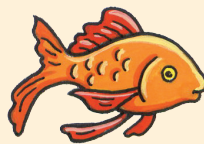


5

Please will you help me brush my ...


 rfm

6

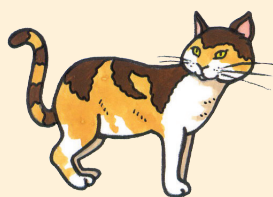


The P1 Summer assessment begins with scripted phonics questions to support and encourage early reading.

 phon

7

I had a drink of milk and a banana.


 und

8

I like tigers and I like lions too.

Phonics scripts are provided separately from the paper to prevent pupils from feeling overwhelmed. This also means that every child is assessed using the same format.

 phon

 page total

Listen and point to the words while I read you the story.

I can see a man in a car.



Phonically decodable.

Highly illustrated.

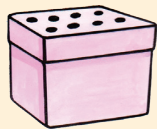
I can see a man with a box.

I can see a man.

He is my dad.



9 (a) What did the man give the child? Circle one picture below.



Later questions are also teacher-read to scaffold and ease your P1 pupils into reading.

(b) Write the word for this picture. _____

phon

10 Where was the man at the **beginning**? Write the answer.



Large pupil-friendly font.

in a _____

phon

11 Who was the man? Write the word. my _____

und

page total

Sam felt ill.

His throat hurt. His ears hurt.

His head hurt. He sneezed.

“Sam, can you come and show us how to do it?” asked Mrs Jacobs.

Sam looked up. He didn't know what Mrs Jacobs wanted him to do. He just shook his head. His legs felt all wobbly. He knew that if he stood up he would just fall down again. He put his head down on his hands and started to cry, very quietly. He wanted his mum. He knew that Mrs Jacobs would be cross with



In P1-P4 assessments, questions are located directly after each relevant Reading text.

Every question is mapped to CfE Literacy Benchmark Reading Curriculum Organisers, allowing question and strand-level reporting. This allows you to identify pupil strengths, weaknesses and gaps, thus informing planning and teaching.

10 Who is this story about? Circle

Jacob Sam Mum children

 und

11 Where was Sam? Circle your answer.

in bed at school at home at the shops

 eval

12 Write the words to say where Sam hurt.

A variety of question types.


 tfr

 tfr

 tfr

13 Write **one** thing Sam did when Mrs Jacobs asked him a question.

 und

page total

Sam heard Mrs Jacobs say something to the rest of the class, but his head hurt so much that he didn't hear what she said. Then he felt her hand on his back. It felt kind, not cross. "Come on, Sam," he heard her say. "I think we need to get you home to bed. I've asked Mrs Patel in the office to phone your mum." Sam felt happier. Mrs Jacobs wasn't cross, she was letting him go home.

A variety of interesting Reading texts from a range of text types.

14 Draw lines to show who the people are.

- | | | | |
|------------|---|---|-------------|
| Mrs Jacobs | • | • | boy |
| Sam | • | • | office lady |
| Mrs Patel | • | • | teacher |

und

15 Why did Sam feel happier? Tick the **best** reason.

- His mum was going to be cross. _____
- Mrs Jacobs wanted him to answer a question. _____
- Mrs Jacobs was going to let him go home. _____
- Mrs Patel was going to make him better. _____

und

16 What will Mrs Patel say when she phones Sam's mum?

Tick the **best** answer.

- Sam did not do what the teacher told him to. _____
- Sam has a wobbly tooth. _____
- Sam is ill. _____
- Sam sneezed. _____

eval

Page totals for ease of marking.

page total

Read **The Yellow Dragon** (pages ii–iii)

A variety of question types.

- 11** Write **one** word from the box in each space.

fierce happy sad lively tired concerned cold

In paragraph 1, the Yellow Dragon is

_____ and _____.

eval

In paragraph 3, the Yellow Dragon is

_____ and _____.

eval

- 12** Why are the children crying, in paragraph 3?

They are _____.

eval

page total

The Yellow Dragon

- 1 Long ago when the world was new, the Jade Emperor lived in the East seas and the earth, and the Yellow Dragon lived in the East. He swirled and spun through the rugged waters of the East, himself, on calm sunny days.
- 2 But the urge to explore came over the Yellow Dragon and he did not resist it. Opening his magnificent wings, he soared above the waters and the land.
- 3 From above he saw tiny, fragile creatures that he recognised as mankind. With pity, he recognised the sadness of their thin bodies and crying children. He watched as they spread cakes and fruits on the floor, lit incense sticks and knelt to pray. "Send us rain, dear Jade Emperor. Save our crops and our children."
- 4 "The Emperor must know of this," decided the Yellow Dragon. And, beating his beautiful wings, he climbed beyond the misty clouds, beyond the pale-faced moon, beyond the fiery sun, to the Emperor's magnificent palace.
- 5 "Mighty Emperor. Hear the call of mankind, who need your blessing of rain to end their suffering," Yellow Dragon begged.

In P5-P7 assessments, reading texts are provided in a pull-out booklet so that they can be viewed alongside questions as pupils work through the paper.

A variety of interesting Reading texts from a range of text types.



Bright, colourful and engaging illustrated design.

Free online assessment and reporting tool with every PiRA for Scotland purchase

MARK (My Assessment and Reporting Kit) is trusted by over 6,000 schools for valid, easy-to-use assessment reporting and used by teachers to analyse over 5 million papers.



- ▶ Quickly analyse gaps in learning to inform targeted teaching.
- ▶ Effortlessly generate reports for individuals, classes, schools and tailored groups to view and compare pupil progress and attainment.
- ▶ Easily download visual reports that can be shared as PDFs with teachers, senior leaders, governors, parents and inspectors.

What information do the reports provide?

Gap Analysis

Quickly analyse gaps in learning to inform targeted teaching

Pupil Progress Report

Compare the performance of one pupil across a number of tests

Group Comparison Report

View the performance of different groups on a specific test

Individual Pupil Report

View the performance of an individual pupil on their most recently taken test

Group Listing Report

View the performance of one group on a specific test

Group Analysis Report

View pupils' scores together and compare against the class average



Over **1 million** registered students



More than **5 million** tests marked



Over **6,000** institutions registered



More than **900,000 reports** downloaded

Most popular reports:

1. **54,000+** individual pupil reports
2. **40,000+** academic year, class or group listing reports



Rising Stars Reading Planet Online Library



Complement your use of PiRA for Scotland with free ebooks to suit your pupils' reading ages

Help children to develop their reading comprehension skills in a carefully structured way with *Reading Planet*, a fresh and modern scheme for pupils aged 4-11.

The book banded fiction and non-fiction ebooks can be used with individual children or small groups, in line with the reading age identified in their *PiRA for Scotland* results.



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