



National Standardised  
Assessments for Scotland

National Report for  
Academic Year 2022-2023

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# National Standardised Assessments for Scotland National Report for Academic Year 2022-2023

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## Preface

This report has been developed to provide a summary of outcomes at a national level on the 'Scottish National Standardised Assessments' (SNSA) and 'Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig' (MCNG) (collectively known as NSA) in the 2022 to 2023 academic year. It presents a description of what NSA set out to measure, and some findings from the 2022-23 academic session. This was the sixth year of the programme for SNSA and the fifth year for MCNG.

The report provides information on two main areas.

It shows what SNSA and MCNG set out to achieve, by way of a high-level description of each 'organiser' included within the assessments. The descriptions are exemplified by a small number of exemplar assessment items from each of the organisers.

Findings at a national level are reported, providing information across the different organisers within the assessments, and focusing on selected learner characteristics including sex, Scottish Index of Multiple Deprivation (SIMD), ethnic background, free school meals, additional support needs, looked after children at home and away from home, and English as an additional language which reflects how data and information about learners is represented on SEEMiS.

The information in this report is intended to supplement the information already available to schools and local authorities for the 2022 to 2023 academic year, for their own setting, and is intended to provide staff with an insight into learner outcomes and engagement with the assessment at a national level. Schools and local authorities may benefit from using the information within this report to help determine strengths and areas for future improvement in relation to curriculum delivery, including support or interventions for specific cohorts or groups. In addition, schools and local authorities can make use of the information to identify trends in outcomes in areas of the curriculum that may benefit from an increased focus on learning and teaching.

This report is not intended to form the basis of an accountability measure against which performance will be tracked over time. The main aim of the NSA is to provide a diagnostic tool that can be used as part of a range of evidence to support teachers' professional judgement of children's and young people's progress in learning in both literacy and numeracy. The report is intended to support this aim through the dissemination of findings at a national level.

## 1 Introduction

### 1.1 What are the NSA?

In January 2016, the Scottish Government published The National Improvement Framework for Scottish Education (hereafter 'the Framework'). The Framework set out the Scottish Government's vision and priorities for Scotland's children and young people. It was developed to support high-quality learning and teaching – the core principle of Curriculum for Excellence (CfE). Over time, it was intended that the Framework would



provide a level of robust, consistent and transparent data across Scotland to extend the understanding of what works, and drive improvements across all parts of the system.

To meet the aims of supporting high-quality learning and teaching for Scottish children and young people, it was determined that gathering data on children's progress at key points in their education, including data on differences between those from the least and most deprived areas, was essential. Improved data of this kind would support the planning of further interventions to ensure that all learners achieve as well as they can. Part of this information would be provided by SNSA (English Medium) and MCNG (Gaelic Medium).

The SNSA have been available for use in publicly funded schools in Scotland since August 2017 and MCNG have been available since December 2018. They are undertaken by children and young people in Primary 1, Primary 4, Primary 7 and Secondary 3 (P1, P4, P7 and S3) across Scotland, once in each school year at any point in time. Learners at P7 and S3 in Gaelic Medium Education may also undertake the SNSAs for Reading and Writing in addition to the MCNG assessments in the same areas; in S3, GME Learners may sit their numeracy assessment through either SNSA or MCNG depending on the language in which their numeracy education is delivered. Reports to schools and teachers are available as soon as a learner completes an assessment. Additional reports are available for local authorities. This is the first academic year of operation for the phase two NSA system, with the SNSA and MCNG being brought together into a single platform for the first time.

Outcomes from National Standardised Assessments provide one source of formative assessment evidence as part of a range of evidence to support teachers' professional judgement of children's and young people's progress in learning. The Achievement of CfE Levels (ACEL) data is based on this teacher professional judgement – this data reports on the percentage of children and young people in P1, P4, P7 and S3 who achieve the expected CfE level in literacy and numeracy. ACEL data is published annually at school, local authority and national level.

The NSA:

- are inclusive, accessible and adaptive;
- provide teachers with immediate feedback to support them in guiding teaching and learning; and
- can be used to monitor and evaluate educational interventions.

The user reports provided for NSA support a number of these points by providing teachers, school leaders and local authorities with diagnostic information about learners' strengths and areas of challenge that can be used as part of a wider formative approach to assessment to plan next steps in learning. Alongside other assessment evidence, the information reported in NSA can also be used to inform teachers' professional judgement on achievement of CfE levels. A central aim of NSA is also to provide information on the outcomes of Scottish children and young people in literacy and numeracy over time.

## 1.2 Key features of NSA

The NSA have a range of important and innovative features:

- they are delivered online

Children and young people complete the assessments using a digital device: a desktop computer, laptop or tablet. The assessments are delivered online and, because all items (questions) are scored automatically, teachers can access their learners' reports as soon as an assessment is completed.

NSA are designed to be undertaken on a range of devices, and delivery on the most commonly available browsers is supported. This flexibility in mode of delivery is designed to support administration of NSA across a range of different classroom settings, enabling schools to choose the method of presentation that best suits them. There is a section in the Quick Start Guide which outlines the operating systems on which the NSA will work. With this flexibility of delivery, the content of the assessments, within the adaptive design model, remains consistent. The Quick Start Guide can be found in the Help section of the NSA system which can be accessed via this [link](#).

- they are adaptive

The items presented to children and young people vary according to how well they are performing on the items they have answered so far. All learners begin an assessment with a set of items of mid-level difficulty for their stage. If a learner does well on these, the next set of items presented will be more challenging. If a learner is not succeeding on early items, the items become easier – and so on, throughout the assessment. The adaptive nature of NSA means that the experience for each learner is modified so that the assessment is appropriate for their current level. The adaptive design also means there are increased opportunities to benefit from the diagnostic value of the assessment. An assessment is most useful as a formative tool when there are no 'floor' or 'ceiling' effects. A 'floor effect' occurs when an assessment is too hard, so it tells only what a learner cannot do. If this happens, it is impossible to see a starting point on which future learning can build. A 'ceiling effect' occurs if an assessment is too easy and a learner gets every question right. When this happens, it is impossible to judge the upper reach of their attainment and thus to help this learner make the next step. The adaptive design, when working well, enhances the learner's experience of the assessment and serves to support identification of where children and young people are in their learning development.

- they have a carefully judged number of items per assessment

Each assessment has from 27 to 30 scored items<sup>1</sup>. These numbers of items allow coverage of different aspects of each of the assessed subject areas, without excessive time being required by any learner. On average, in the 2022 to 2023 academic year, children and young people completed each of the SNSA within 16 to 35 minutes (less than

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<sup>1</sup> Up to an additional 5 items may be encountered in some learners' assessments. These are items being trialled and calibrated for future use. These trial items are not included in the learner's score, but are used to check that the measurement characteristics inherent in the item are functioning as expected.

20 minutes for Primary 1 children). MCNG learners completed each of the assessments within 15 to 48 minutes (less than 20 minutes for Primary 1 children). However, there is no time limit for completing NSA and, where a teacher judges it necessary, a learner may take a break and come back to pick up the assessment where he or she left off.

For assessment stages and types where there are thousands of learners, each question has been tested empirically to make sure it 'works'. Before being included in SNSA, every item has been trialled and has been presented to several hundred learners of a similar age and stage to the ultimate respondents, to ensure that it has sound measurement characteristics and will yield statistically consistent outcomes. (See footnote 1.)

For assessment stages and types where the learner population that items can be trialled with is smaller, a 'rolling' approach to calibration is implemented. This is common in other settings with small sample sizes and is particularly relevant to the MCNG assessments due to the small population of GME learners. Items are trialled until they reach a minimum threshold of responses needed to be 'tentatively' calibrated, and then enter live use on this basis. Such items' calibrations are then reviewed on an ongoing basis, until sufficient responses to them have been received that they can be firmly calibrated.

In addition, every item has been quality assured by Education Scotland.

- responses are scored objectively

The majority of items in NSA are in 'selected response' format, mostly multiple choice. The advantages of this format are both educational and technical. First and foremost, it is an advantage that all responses are marked consistently, so there is no question about the reliability and standardisation of the outcomes at the item level. A second advantage, in terms of curriculum, is that, because learners can complete items relatively quickly, a wider range of curriculum content can be covered in a limited time than would be possible if children have to generate their responses. A third advantage is that the assessments can be marked instantly, allowing the allocation of assessment items of an appropriate difficulty level within the adaptive design. Additionally, reports can be accessed as soon as an assessment is completed, so teachers can use the formative feedback immediately. There is, of course, much to be learned about children's understanding and skills from other modes of assessment, such as what they can say, make, write and do. However, assessments using selected response formats serve the purposes of NSA well in its role as one element in the wider array of evidence that teachers will use to evaluate children's and young people's learning.

Other features of the NSA programme are specific to the Scottish education context.

- they cover agreed elements of Curriculum for Excellence

The assessments have been constructed to align with CfE. For the academic year 2022 to 2023, the final version of the Benchmarks (published in June 2017) is used as a reference point for the assessments, along with CfE Experiences and Outcomes. The content areas covered are described in more detail in the sections of this report dedicated to numeracy, reading and writing.



- they have a flexible delivery model

The flexible delivery model is intended to allow children and young people to be assessed at any time in the school year that is judged suitable by the school for the class and individual learner. This flexibility is central to the formative purpose of the assessments, as it allows practitioners to plan assessments for the point in the school year where it will best inform further teaching and learning.

Assessments can be paused and restarted to fit around other learning activities, and to allow for breaks where appropriate. A consequence of the flexible timing is that, when interpreting the outcomes of the assessment at individual, class, school, local authority or national level, the point in the school year that the assessment was taken needs to be taken into account.

For SNSA, there is evidence that children's and young people's outcomes – their literacy and numeracy skills, knowledge and understanding – develop progressively, on average, over the 10 (effective) months of an academic year. Amongst the stages presenting for SNSA, children in Primary 1 showed an increase in outcomes in both literacy and numeracy: this can be seen when comparing outcomes from 2022 (August to December) with those from 2023 (January onwards). The same pattern was observed for P4 and P7 across all subject areas, but with diminishing increases in performance in 2022/2023 for each successive stage. Within each stage, the rate of improvement between the first half and second half of the 2022 to 2023 academic year was similar, regardless of subject area. At S3, across all subject areas, there were some increases in performance seen for some groups of learners between the two halves of the academic year but there were also some groups of learners where no difference in outcomes was seen.

While the findings described above might be as expected, they also constitute a positive outcome, confirmed empirically with SNSA data. However, given the possibility of undertaking SNSA throughout the school year, outcomes from all learners should be interpreted with some caution when making any comparative judgements about individuals or groups. Each learner is presented only once and, because the timing of SNSA was determined locally, it cannot be assumed that the profile of children and young people who presented in the first half of the school year was the same as that of those who presented in the second half. For example, it is possible that teachers chose which learners should undertake the assessment *when*, based on their judgement of their learning progress. Norming studies were completed pre- and post-Christmas for the 2022-2023 academic year and these national norms are used within the reports to show learner achievement in line with when each learner completed their assessments.

For MCNG, the number of learners taking assessments was too small to complete separate norming studies for assessments completed pre- and post- Christmas.

- they are designed to be accessible to all learners

To support learners when completing the assessments, the system is designed to be compatible with a range of assistive devices, so that learners can use the devices with which they are familiar from everyday use in the classroom, including software and

devices such as text readers, screen readers and switches. In the case of screen readers, the assessments have been developed to include alternative text descriptions of images, charts and graphs that are integral to answering an item. For those learners already identified as following a curricular path other than that typically suggested by their stage, out-of-stage assessments are available – that is, assessments designed for the stage appropriate to their curricular path. Learners are also entitled to access the same level of support when undertaking assessments that they would in class. Detailed guidance is available for teachers in relation to additional support needs (ASN) and English as an additional language (EAL) via the Help section of the NSA portal which can be accessed via this [link](#). The information gathered from across the school year, on which the analysis within this national report is based, includes data from learners with ASN and EAL.

Accessibility is central to the design of assessments. Authors are trained on the guidelines for accessibility, equity and inclusion according to the subject and stage for which they are writing.

Measures in place to promote the accessibility of NSA items include:

- **Carefully considering use of images** to avoid introducing accessibility issues. All essential images in the assessments have good contrast and avoid excess background imagery, in line with accessibility standards. Images are classified into three categories:
  - **Essential images** – these are used to assess Experiences and Outcomes from the CfE that specifically require reference to an image. All essential images (for example pictographs and charts in numeracy) avoid red and green to make images meaningful for learners with deutan or protan colour-blindness. Colour is no longer used for the determination of item responses (e.g., “Choose the blue ball”) and non-compliant items are being phased out.
  - **Answer images** – these are found largely at P1, where an image eliminates the need to read an answer or makes the task more engaging.
  - **Decorative images** – these are used to add colour and interest to an item. For example, if an item is about finding the correct punctuation mark to use in a sentence about a car, there may be a picture of a car.
- Descriptions of **essential** and **answer** images are added as alternative text for use by digital screen readers.
- The layout of items on screen is optimised for screen reader use, with limited use of tables for layout.
- A common feature is for learners to be able to ask the teacher for support – this instruction is attached to the first image in an item. Teachers can describe images or have materials to support candidates. For example, if a numeracy item showed three sticks of different lengths and asks which is the shortest, teachers would be able to give three different length objects to allow them to answer. The approach of

asking the teacher for help is also used at higher stages in numeracy, where it is the most accessible approach.

The NSA feature numeracy, literacy and writing contexts that are inclusive, with reading texts for P4 to S3 covering diverse themes, so that learners from a range of backgrounds can access and interpret them and they reflect the diversity of Scottish society. Texts and contexts are reviewed and edited to be varied and accessible to learners with additional support needs, well-written and rich. Extracts are self-contained, but context is provided where necessary.

All content production has been informed by Education Scotland's guidelines on equity and inclusion, to ensure accessibility regardless of prior learning or experience.

### 1.3 Reporting NSA outcomes

In the academic year 2022 to 2023, six capacity bands per stage (12 overall, taking into account overlap between stages) were used in reporting the outcomes of NSA to schools and local authorities, and they are also used in this report. The exception to this is writing for which there are only nine bands, since P1 literacy is included on the reading scale. Band descriptors for each subject and stage are included in [Appendix 6: Band descriptions from the 2022 to 2023 Individual reports](#).

#### 1.3.1 Reporting on learner outcomes

The reports available to schools and local authorities for NSA 2022 to 2023 provide diagnostic information about each item presented to an individual or group of children or young people. This diagnostic information shows, for each item, the curriculum organiser to which each item belongs, the skills, knowledge and understanding assessed and the item's difficulty, as well as the individual's or group's outcomes against the item. This diagnostic information provides one piece of evidence to help the education profession identify areas of strength or challenge at the individual learner level or for groups.

Another key feature of the reports for schools and local authorities is information about learners' overall outcomes. Each stage's outcomes are reported in six bands. The outcomes of learners who achieved only a small degree of success on the assessment is reported in the lower bands. Similarly, the outcomes of learners who achieved a substantial degree of success on the assessment are reported in the top bands. These bands are related to a range of learner outcomes on the assessment. They are specific for each subject area and stage. Each of the 22 NSA capacity bands (11 SNSA and 11 MCNG) has a corresponding description unique to that assessment. These descriptions are based on a summary of the skills, knowledge and understanding assessed in the items included in the assessment in the academic year 2022 to 2023, which, in turn, are aligned with the Experiences and Outcomes. The region descriptions for each assessment and stage are shown in [Appendix 5: Band descriptions from the 2022 to 2023 individual reports](#).

On an individual report, the learner's outcomes are located against these descriptions to show the kinds of skills, knowledge and understanding they demonstrated in the particular assessment.

The bands have a specific and different meaning for each of the assessments, according to subject area and stage. Accordingly, the dot on an individual's report, locating the learner's outcomes, shows what kinds of skills, knowledge and understanding they demonstrated in the particular assessment, rather than any fixed judgement about the learner's aptitude.

The outcomes on the assessment of an individual, a class or a school are intended as one piece of evidence – a fair and objective piece of evidence – in an evaluation of learners' progress in literacy and numeracy. The holistic outcome on the assessment is intended to be used by teachers to corroborate or, sometimes, to raise questions about, other reference points in their overall assessment of a learner's progress.

Figures 1 and 2 show example extracts from an SNSA and an MCNG individual report (for a fictitious learner). To the left of the SNSA report is a scale labelled 7–12, accompanied by the band descriptor text referred to above, for each of the bands; on the left of the MCNG report is a scale labelled 4-9, also accompanied by the band descriptor text referred to above, for each of the bands. . The easiest content is summarised in the paragraph at the bottom and the most difficult summarised in the paragraph at the top.

Figure 1. Example page from an SNSA Individual report

# SNSA Numeracy S3

## Individual Report



Name Drina Abram

Assessment SNSA Numeracy S3

School Internal Testing School - SN...

Date 21/09/2022

Overall, Drina has shown capacity at Band 11 on the SNSA Numeracy S3.

In the context of overall Band 11, Drina has demonstrated strength in Information handling, has performed as appropriate in Money, time and measurement and Fractions, decimal fractions and percentages and needs to concentrate on developing skills in Number. The next page of this report gives more details about Drina's performance on individual questions.

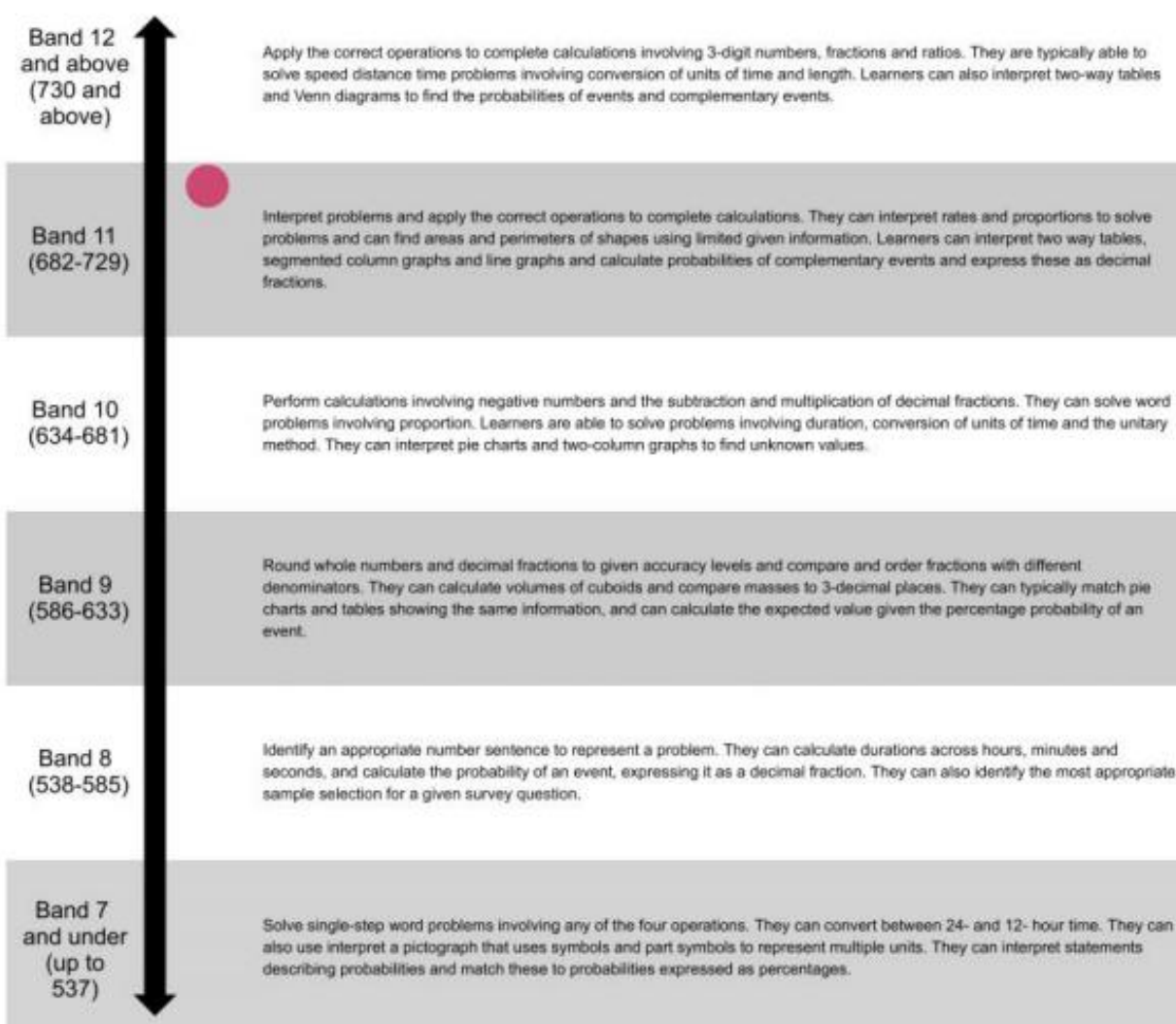


Figure 2. Example page from an MCNG Individual report

# MCNG Àireamhachd C4

## Aithisg fa leth

**Ainm** Kersey, Benedicto

**Sgoil** Internal Testing School - MCNG 2

**Measadh** MCNG Àireamhachd C4

**Deit** 14/09/2022

Gu h-iomlan, tha Benedicto air sealltainn comas aig Cuanal 9 agus nas àirde MCNG Àireamhachd C4. Ann an co-theacsa de chomas Cuanal 9 agus nas àirde gu h-iomlan, tha Benedicto air coileanadh gu iomchaidh ann an Bloighean, bloighean deicheach agus ceudadan. Tha Benedicto air coileanadh gu iomchaidh ann an Àirgead, uair agus tomhas. Tha Benedicto air coileanadh gu iomchaidh ann an Àireamh. Bheir an ath dhuilleag den aithisg seo barrachd fiosrachaidh mu choileanadh Benedicto ann an ceistean fa leth.

<p><b>Cuanal 9 agus nas àirde (1560 agus nas àirde)</b></p>	<p>Ag aithneachadh obrachadh ceart gus ceist-fhacian simplidh fhuasgladh. A' fuasgladh ceist-fhacian simplidh gus bloigh aonaid de àireamh le figear singilte a lorg. A' cruinneachadh chun an 10 agus a' 100 as fhaisge ann an àireamhan 3 figearan agus barrachd. Ag aithneachadh farsaingeachd cumadh duibhrichte air clath agus a' leughadh tomhas-lìonaidh bho sgèile. A' mineachadh graf-dhealbhan far a bheil na samhlan a' riochdachadh barrachd air aon. Ag aithneachadh aonadan tomhais lomchaidh, agus ag atharrachadh eadar aonadan. Ag obrachadh a-mach cosgais lomlan agus lomaid gu £10 agus barrachd. A' fuasgladh cheistean loma-cheum le àireamhan slàna le trì figearan agus barrachd. A' cleachdadh briathrachas gu mionaideach gus cunntas a thoirt air coltachd agus a' mineachadh prìomh fhiosrachadh à diofar sheataichean dàta. Cleachd tuairmse agus cruinneachadh ann an dòigh lomchaidh gus ceistean àireamhan fhuasgladh.</p>
<p><b>Cuanal 8 (1530-1559)</b></p>	<p>Ag aithneachadh agus a' cur àireamhan slàna ann an òrdugh gu 1 000. A' fuasgladh cheistean a tha a' dèanamh ceangal eadar cur-ris a-rithist agus a-rithist agus lomdachadh agus roinneadh agus a' dearbhadh tuigse bhunaitheach air an lagh cho-lomaidheach agus obrachadh inbhearsach. A' cleachdadh tuigse air luach-àite àireamhan 3 figearan agus barrachd. Ag lomdachadh agus a' roinn àireamhan slàna le 10 agus 100. Ag aithneachadh àireamh nìthean mar bhloigh de bhuidheann agus/no àireamh nìthean. Ag aithneachadh uair gu mionaideach gu cairteal na h-uarach a' cleachdadh cloc analog agus cloc didseatach 12-uarach. A' dèanamh coimeas eadar farsaingeachd chumaidhean air clath agus ag atharrachadh eadar diofar aonadan. A' mineachadh agus a' tarraing fiosrachadh nas fìlte à seataichean dàta. A' fuasgladh cheistean anns a bheil àireamhan le 2 fhigear agus 3 figearan a' gabhail a-steach obrachadh a-mach dà-cheum.</p>
<p><b>Cuanal 7 (1500-1529)</b></p>	<p>A' taghadh obrachadh ceart gus ceist shimplidh fhuasgladh, a' gabhail a-steach lomdachadh agus roinneadh le àireamhan simplidh. Ag aithneachadh aon nì mar bhloigh simplidh de buidheann nìthean agus ag obrachadh a-mach an diofar (ann an uairean) eadar dà uair air cloc analog. A' mineachadh graf-cholbhan gus aithneachadh agus coimeas a dhèanamh eadar triceadan ann an roinnean-seòrsa. A' cruinneachadh chun an 10 agus a' 100 as fhaisge ann an àireamhan 3 figearan. Ag obrachadh a-mach gu mionaideach cur-ris agus toirt-air-falbh le àirgead gu £10. A' dèanamh atharrachaidhean simplidh eadar aonadan tomhais, mar eisimpleir meatairean agus ceudameatairean. A' mineachadh mìosachan gu mionaideach.</p>
<p><b>Cuanal 6 (1470-1499)</b></p>	<p>A' fuasgladh ceistean fhacian simplidh a dh'èumas cur-ris agus/no toirt-air-falbh agus a' cleachdadh cur-ris a-rithist agus a-rithist airson cuid de cheistean lomdachaidh. Ag lomdachadh agus a' roinn àireamhan slàna simplidh le 10 agus na h-uiread le 100. A' dearbhadh tuigse air 'neon' mar ghleidheadair-àite. Ag innse na h-uair gu cairteal na h-uarach a' cleachdadh chlocaichean analog agus ag aithneachadh an aonad tomhais as lomchaidhe airson co-theacsa eòlach. A' mineachadh fiosrachadh ann an clàr-earcaill agus a' cur bhloighean cumanta ann an òrdugh. A' fuasgladh cheistean-fhacail simplidh a' cleachdadh bhloighean. A' cruinneachadh na mòr-chuid de àireamhan slàna suas gu 3 figearan chun an 10 as fhaisge agus cuid chun a' 100 as fhaisge.</p>
<p><b>Cuanal 5 (1440-1469)</b></p>	<p>A' tuigsinn luach àite suas gu àireamhan le 3 figearan agus a' fuasgladh cheistean le facian simplidh mu àireamhan slàna suas gu trì figearan. A' leughadh na h-uair air an uair agus air an leth-uair air clocaichean analog agus didseatach agus a' tarraing agus a' mineachadh fiosrachadh bho chlàran agus seataichean dàta simplidh eile. Ag aithneachadh agus a' cleachdadh bhluinn suas gu £20 agus ag obrachadh a-mach lomaid suas gu £10. A' coimeas bhloighean simplidh gus an nì as motha agus as lugha ann am buidheann aithneachadh. A' dearbhadh tuigse air cur-ris simplidh a-rithist agus a-rithist.</p>
<p><b>Cuanal 4 agus nas ìsle (gu 1439)</b></p>	<p>A' leantainn le leughadh agus òrdachadh àireamhan slàna ann an òrdugh, a' cunntadh ann an 2an, 5an agus 10an, mar eisimpleir. A' fuasgladh cheistean cuir-ris simplidh le trì figearan le 100an nan lùb. Ag aithneachadh bhloighean simplidh cumanta, le dealbh mar thaic. Air chomas fiosrachadh simplidh bho chlàran agus grafan a mhìneachadh, mar ag aithneachadh na roinn-seòrsa as còrdte bho ghraf-cholbhan no clàr simplidh. A' dearbhadh beagan tuigse air luach àite agus ag obrachadh a-mach ùine simplidh ann an uairean. Ag aithneachadh aonadan tomhais cumanta agus a' dèanamh thomhasan simplidh a' cleachdadh aonadan cumanta.</p>



### 1.3.2 Reporting on assessment item difficulty

Just as each learner's overall outcome was expressed as a capacity band, each item in the assessment was also categorised as belonging to a certain band of difficulty. An item categorised as having the lower band difficulty in NSA was one that learners of this age and stage generally tended to be more likely to answer correctly. An item categorised as having the bands' mid-range difficulty was one that fewer learners were able to answer correctly. An item categorised as having the top bands' difficulty was one that relatively few of the learners in a particular stage were able to answer correctly. The ratings of item difficulty appeared next to a brief description of each item on reports to schools, to support a diagnostic interpretation of the challenge of the assessment items presented to the individual child or young person.

More detail about the content of the assessments is provided in the subject area sections of this report.

### 1.4 Academic Year 2022- 2023

The 2022 to 2023 academic year was the sixth year of implementation for SNSA and the fifth year of implementation for MCNG. 544,688<sup>2</sup> SNSA assessments were completed across Scotland over the course of the year. This number is equivalent to about 89.3% of the possible maximum number of assessments available for children and young people in P1, P4, P7 and S3<sup>3</sup>.

4272<sup>4</sup> MCNG assessments were completed across Scotland over the course of the year. This number is equivalent to approximately 66.7% of the possible maximum number of assessments available for children and young people in P1, P4, P7 and S3<sup>5</sup>.

The Scottish Government's policy and practice of continuous improvement applies not only to educational attainment but also to the NSA programme itself. In the 2022 to 2023 academic year, both the SNSA and MCNG were housed on the same assessment platform for the first time, although they remained two distinct assessment sets. The assessments for the Gaelic Medium Education cohort and English Medium cohort are now more closely aligned, due to the move to a shared approach to the assessment design, standardisation principles, and reporting functionality.

Further enhancements will be implemented over the next academic year including training courses and additional reports. One updated training course will focus on using NSA data to support improvement and will allow course delegates to interrogate a range of data sets in order to draw conclusions and plan interventions for groups of learners. Other courses

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<sup>2</sup> These figures do not include any assessments that were started but not completed.

<sup>3</sup> These learner numbers are accurate as of the start of the 2022/23 academic year and are subject to slight fluctuations due to learners moving in and out of the Scottish Education System and/or schools that are eligible for the NSA over the course of the academic year

<sup>4</sup> These figures do not include any assessments that were started but not completed.

<sup>5</sup> These learner numbers are accurate as of the start of the 2022/23 academic year and are subject to slight fluctuations due to learners moving in and out of the Scottish Education System and/or schools that are eligible for the NSA over the course of the academic year

will be available to support the interpretation of future reports which are Outcomes By Academic Year (OBAY) and the Learning Progress Report (LPR).

The OBAY report provides an overview of outcomes for each year group and curricular area in any given academic year. This will enable practitioners and school leaders to compare the outcomes achieved by different cohorts, in the same curricular area, at the same curricular stage, year-on-year. This report, when considered as part of a range of evidence, could be used to support practitioners in identifying whether improvement has taken place, the impact of curriculum changes and the impact of interventions.

The Learning Progress Report is an additional and complementary report to the suite of NSA reports available. Within the context of wider assessment evidence, the Learning Progress report can:

- help to monitor the extent of improvement in outcomes for children and young people;
- help to monitor the impact of interventions and curriculum changes; and
- support decisions on next steps for individuals and groups.

### 1.5 Summary of findings

This summary of findings speaks in general terms about the assessments and categories of learners. The analysis here is based on SNSA outcomes as due to the number of MCNG assessments completed, a similar breakdown here would risk identifying individual learners<sup>6</sup>. For the same reason, a number of graphical analyses in this report have been provided for the SNSA but not for the MCNG.

In general, a greater proportion of male learners tended to achieve outcomes in the higher capacity bands at all stages for the Numeracy assessments than female learners but this was reversed in both Reading and Writing. These findings are consistent across all stages.

In terms of the categories of Scottish Index of Multiple Deprivation (SIMD), Free School Meal Entitlement (FME), Additional Support Needs (ASN) and Looked After Children (both at Home and Away from Home) greater proportions of learners from the least deprived backgrounds, with no FME and ASN and those who are not Looked After Children, tended to achieve outcomes in the highest capacity bands. This was observed across all stages and subject areas. These differences tended to become more pronounced as learners moved through the stages of their education.

In terms of ethnic background, at P1, a greater proportion of learners from a White Scottish background achieved outcomes in the higher capacity bands but this was reversed at later stages, with greater proportions of learners from a non-White Scottish background achieving outcomes in the higher bands. This was also observed in learners who are categorised as having English as an Additional Language with a greater proportion of learners who have English as their first language tending to achieve

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<sup>6</sup> Also, reporting statistical results on very small samples is not recommended.

outcomes in the higher capacity bands at P1 but a greater proportion of learners with EAL achieving outcomes in those higher bands at P4, P7 and S3.

## 2 Numeracy

### 2.1 The scope of the numeracy assessment

#### 2.1.1 Numeracy for P1, P4, P7 and S3

For both SNSA and MCNG, there were separate assessments of numeracy for P1, P4, P7 and S3 (though assessment data shows that Gaelic Medium learners tend to take the SNSA Numeracy assessment at S3)). The same set of organisers was used for each of the assessments, with the proportion of items in each organiser varying by stage to reflect the change in emphasis on each area within Curriculum for Excellence (CfE).

#### 2.1.2 A note on contexts used in the numeracy NSA

For numeracy assessments within NSA, a wide variety of simple contexts was used. Typically, items were short and discrete, so contexts were relatively straightforward in nature, covering a mix of everyday life and the school environment.

All items were reviewed by Education Scotland for their appropriateness to the Scottish context, prior to inclusion in the assessments.

MCNG items are written by Gaelic Medium Education practitioners and quality assured by a panel, chaired by Education Scotland. MCNG items also follow the same trialling process as SNSA items.

### 2.2 Coverage of Curriculum for Excellence

NSA is just one part of the range of assessments that teachers use in making their evaluations of children's and young people's learning. It has been possible to assess most areas of the numeracy Experiences and Outcomes within this standardised assessment, using closed response items that can be automatically marked. The assessments comprise between 27 and 30 items per learner, according to stage. Due to the adaptive nature of the assessments, there will be variation in specific areas assessed in different assessments, according to the learner's individual pathway. The assessment items for the NSA reflect the knowledge, skills understanding, and standards embedded within the Curriculum for Excellence *Experiences and Outcomes* for reading, writing and numeracy across the CfE Levels, in accordance with the most up to date Education Scotland advice and curricular guidance on experiences and outcomes and Benchmarks. To note: although mathematics Experiences and Outcomes are included within the Curriculum for Excellence document Benchmarks: Numeracy and Mathematics, these are not assessed within NSA, since the numeracy assessment only assesses the numeracy Experiences and Outcomes.

All four organisers were represented in the P1, P4, P7 and S3 numeracy assessments, with different proportions across the stages. In the reports provided to schools, teachers received information about the outcomes of the learner at the organiser level, if the learner

was presented with at least five items from that organiser. Similarly, in this report, outcomes for organisers that were addressed by at least five items in each learner's assessment are analysed.

The information in sections 2.2.1 - 2.2.4 apply to SNSA. MCNG examples and descriptions can be found in sections 2.2.5 - 2.2.8 of this report.

### 2.2.1 SNSA Number

The main focus of this organiser is understanding the properties of numbers and the ability to use the four basic number operations. It included items that asked about estimating and rounding; number and number processes; addition, subtraction, multiplication and division; and place value. In P7 and S3, negative numbers were also assessed. This organiser could be regarded as containing some of the basic building blocks of numeracy: the ability to engage with content in the other organisers is dependent to some extent upon the ability to understand place value and properties of number, as well as being able to understand and use the four basic operations of addition, subtraction, multiplication and division.

Please note that the item included in Figure 3 and all subsequent figures throughout this report are not included in any of the current assessments for the 2023 to 2024 academic year, and they will not be included in any future SNSA.

Figure 3 shows a Number item from the S3 numeracy assessment for the academic year 2022 to 2023.

Figure 3. Example of an S3 Number item: assessing addition of decimal fractions

What is  $32.076 + 17.28?$

<input type="checkbox"/>	49.104
<input type="checkbox"/>	49.256
<input type="checkbox"/>	49.356
<input type="checkbox"/>	50.04

In this item, learners solve an addition problem working with decimal fractions to two and three decimal places, without the use of context. It builds on young people's existing knowledge of place value in whole numbers to assess their understanding of place value in decimal numbers. This item comes from the middle of the item difficulty range for the S3 numeracy assessment.

### 2.2.2 SNSA Fractions, decimal fractions and percentages

The main focus of this organiser is on the ability to recognise and work with fractions, decimal fractions and percentages. At P1, this involves sharing objects into equal sets and recognising representations of halves. By P4, children were asked to recognise standard fraction notation for common fractions, order fractions by size, and recognise pictorial representations of fractions. In the P7 assessment, children were also assessed on their current capacity to work with decimal fractions and percentages, recognise equivalent values in the different forms, and find fractions and percentages of a quantity. At S3, young people were also assessed on their current capacity to work with ratios.

In the assessments for the later stages, there was an increase in the number of items assessing this organiser. This shift in the assessments' weightings reflects learners' increasing familiarity with whole numbers, and the transition to applying their understanding of how to calculate with whole numbers to their growing understanding of Fractions, decimal fractions and percentages.

Figure 4 shows a difficult Fractions, decimal fractions and percentages item focusing on percentages from the P7 numeracy assessment for the academic year 2022 to 2023.

Figure 4. Example of a P7 Fractions, decimal fractions and percentages item: assessing ability to find a percentage of a quantity

White vinegar contains 5% acid.

How many millilitres of acid are there in 150 ml of white vinegar?

- 5.5 ml
- 7.5 ml
- 0.3 ml
- 30 ml

This item asks children to calculate a given percentage of an amount. The use of 5% as the percentage in the question prompt enables children to use a variety of approaches to solving the problem. The most likely strategy would be the standard approach of dividing by 100 and then multiplying by five; alternatively, children may make use of known facts to divide by 10 and then halve. The use of vinegar as a context enables children to demonstrate that they are able to apply their knowledge to situations where they may not have previously worked with percentages.

Figure 5 shows a Fractions, decimal fractions and percentages item from the S3 numeracy assessment for the academic year 2022 to 2023.

Figure 5. Example of a potential S3 Fractions, decimal fractions and percentages item: calculating a new total after a given percentage increase



Last year a tub of ice cream contained 540ml of ice-cream.

This year the tub contains an extra 30%.

How many millilitres of ice-cream are in the tub this year?

- 570 ml
- 162 ml
- 702 ml
- 594 ml

This item asks young people to calculate a new total after a given percentage increase, in the context of capacity. The wrong answers represent the ways in which the learners could miscalculate the change in total. This item would be above average difficulty for the S3 numeracy assessment.

### 2.2.3 SNSA Measurement, time and money

This organiser draws together the numeracy Benchmarks that cover measurement, time and money. The measurement strand of SNSA progresses from comparing and ordering, and the use of non-standard units of measure at P1, to the use of standard units, reading scales and estimation, and calculating areas by counting squares or other methods at P4. At P7, children are expected to be estimating using standard units of measures and calculate areas of squares, rectangles and right-angled triangles. By S3, young people were asked to demonstrate that they could calculate other areas and volumes and convert between standard units of measure. Money at P1 and P4 focused on the recognition of coin values and calculating change, with P4 additionally covering accurate use of pounds and pence notation. At P7 and S3, budgeting, calculating profit and loss, and currency conversion also featured. Time covered areas such as reading clock times, interpreting timetables, calculating time durations and speed/distance/time calculations, as appropriate for each stage.



Figure 6 shows an item from the middle of the difficulty range for the P4 numeracy assessment for the academic year 2022 to 2023, reflecting the measurement aspect of the organiser.

Figure 6. Example of a potential P4 Measurement, time and money item: convert hour and minutes to minutes only

It takes 1 hour and 15 minutes to bake a cake.

Which timer shows this in minutes?



The focus of this item is on converting hour and minutes to minutes only. This looks to identify if learners are able to identify the number of minutes in an hour and use this to complete a calculation. This is from the upper end of the difficulty scale for P4.

Figure 7 shows a typical P1 numeracy item, reflecting the time aspect of the organiser.

Figure 7. Example of a potential P1 Measurement, time and money item: choose the clock that shows the stated time

 Choose the clock that shows 8 o'clock.



This item is designed to assess children's ability to read o'clock times on analogue clocks. In this instance, children were asked to select the analogue clock from a given time.

Typically, in SNSA and other assessments for this age group, learners' understanding of analogue clocks correlates less well with overall capacity in numeracy than is the case for many other aspects of numeracy. As such, typically, there is less of a difference in

outcomes for learners working across the capacity range than for other areas of numeracy. This may be due to experiences outside of school that affect children's understanding of this aspect more than in other areas of numeracy.

Figure 8 shows an item reflecting the money aspect of the organiser.

Figure 8. Example of a P1 Measurement, time and money item: assessing understanding of coin values



7p

 Mason has 10p. He buys a car for 7p.  
 Choose which box shows his change.







This item is designed to assess recognition of coin values with the context of a calculation. Retaining and processing both pieces of information in a two-step problem adds an additional level of challenge. Coin recognition is a skill which P1 learners seem to find more challenging, especially below £1.

#### 2.2.4 SNSA Information handling

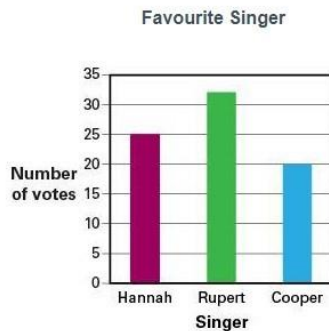
The main focus of this organiser is on data and analysis. It involves the use and interpretation of a wide range of increasingly complex tables, charts and graphs. At P1, this begins with sorting and categorising objects according to specified criteria. Forms of data presentation that are assessed include Venn and Carroll diagrams, tally charts, tables, block graphs, bar graphs, line graphs and pie charts; types of charts that are covered vary according to stage. Scales on the charts progress in complexity from those numbered in ones to having scales where not all values are marked. From P4 onwards, elements of probability, as detailed in the 'chance and uncertainty' Benchmarks, are also assessed. This includes the language of chance and also the use of the 0 to 1 probability scale.



Figure 9 shows an item from the lower end of the difficulty range for the P7 numeracy assessment for the academic year 2022 to 2023, reflecting the data and analysis aspect of the organiser.

Figure 9. Example of a P7 Information handling item: identifying the tally chart that matches a given bar graph

The bar graph shows how many children voted for each singer in the school talent contest.



Which tally chart was used to make the bar graph?

Hannah					
Rupert					
Cooper					

Hannah					
Rupert					
Cooper					

Hannah					
Rupert					
Cooper					


This item shows a simple column graph where the scale is numbered in fives and three tally charts of data. From these, the learner must select the correct tally chart which was used to create the graph.

### 2.2.5 – MCNG Number

The main focus of this organiser is understanding the properties of numbers and the ability to use the four basic number operations. It included items that asked about estimating and rounding; number and number processes; addition, subtraction, multiplication and division; and place value. In P7 and S3, negative numbers were also assessed. This organiser could be regarded as containing some of the basic building blocks of numeracy: the ability to engage with content in the other organisers is dependent to some extent upon the ability to understand place value and properties of number, as well as being able to understand and use the four basic operations of addition, subtraction, multiplication and division.

Figure 10 shows an example item from P1 Number.

Figure 10. Example of a P1 Number item: subtraction



Coimhead air an dealbh agus èist ris a' cheist. Tagh am freagairt ceart.  
 Tha 6 peansailean sa phoit. Thug Sam a-mach 1 pheansaile. Cia mheud  
 peansaile a tha air fhàgail sa phoit?

4

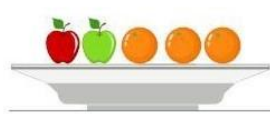
5

7

This item is designed to assess a learner's ability to subtract one number from another and identify the correct answer. This item has audio support for the learners, as well as visual support.

Figure 11 is another example of a P1 Number item which assesses basic counting skills.

Figure 11. Example of a P1 Number item: counting



Coimhead air an dealbh agus èist ris a' cheist. Tagh am freagairt ceart.  
 Cia mheud ùbhlan agus orainsearan a tha air an truinnsear?

5

7

3

This item asks learners to count the number of apples and oranges on the plate.


### 2.2.6 – MCNG Fractions, decimal fractions and percentages

The main focus of this organiser is on the ability to recognise and work with fractions, decimal fractions and percentages. At P1, this involves sharing objects into equal sets and recognising representations of halves. By P4, children were asked to recognise standard fraction notation for common fractions, order fractions by size, and recognise pictorial representations of fractions. In the P7 assessment, children were also assessed on their current capacity to work with decimal fractions and percentages, recognise equivalent values in the different forms, and find fractions and percentages of a quantity. At S3, young people were also assessed on their current capacity to work with ratios.





In the assessments for the higher stages, there was an increase in the number of items assessing this organiser. This shift in the assessments' weightings reflects learners' increasing familiarity with whole numbers, and the transition to applying their understanding of how to calculate with whole numbers to their growing understanding of Fractions, decimal fractions and percentages.

Figure 12 asks learners to work with fractions to calculate how many of an item are left after 35% of them have been sold.

Figure 12. Example of a P7 Fractions, decimal fractions and percentages item: calculating the remaining number after subtracting a fraction

 Leugh an teacsa agus an uair sin a' cheist. Tagh am freagairt ceart.  
Fhuair a' bhùth 500 ubhal airson reic an t-seachdain. Reic iad 35 % air Diluain agus Dimàirt.  
Cia mhead ubhal a tha air fhàgail sa bhùth airson reic an còrr den t-seachdain?



-   325
-   175
-   225
-   350

This item asks learners to calculate how many apples are left after a percentage of the original have been sold.



Figure 13 shows an example item from an S3 Fractions, decimal fractions and percentages assessment.

Figure 13. Example of an S3 Fractions, decimal fractions and percentages item: calculating a number based on a fraction.

Leugh a' cheist. Tagh am freagairt ceart.

Tha 4 986 neach aig cuirm-chiùil. Tha falt donn air  $\frac{1}{3}$  dhiubh. Cia mhead neach aig a' chuirm-chiùil air nach eil falt donn?



- 3 324
- 1 662
- 3 326
- 2 739

This multi-step item assesses learners' ability to calculate a number based on a fraction and then subtract that number from a total. Although this is a multi-step item, it is an easier item for S3 Fractions, decimal fractions and percentages.

### 2.2.7 – MCNG Measurement, time and money

This organiser draws together the numeracy Benchmarks that cover measurement, time and money. The measurement strand of MCNG progresses from comparing and ordering, and the use of non-standard units of measure at P1, to the use of standard units, reading scales and estimation, and calculating areas by counting squares or other methods at P4. At P7, children are expected to be estimating using standard units of measures and calculate areas of squares, rectangles and right-angled triangles. By S3, young people were asked to demonstrate that they could calculate other areas and volumes and convert between standard units of measure. Money at P1 and P4 focused on the recognition of coin values and calculating change, with P4 additionally covering accurate use of pounds and pence notation. At P7 and S3, budgeting, calculating profit and loss, and currency conversion also featured. Time covered areas such as reading clock times, interpreting timetables, calculating time durations and speed/distance/time calculations, as appropriate for each stage.


Figure 14 shows an example item from a P4 assessment which assesses the learners' ability to add time intervals.


Figure 14. Example of a P4 Measurement, time and money item: adding time intervals

 Leugh an teacsa agus an uair sin a' cheist. Tagh am freagairt ceart.


Thòisich Jack a' togail an teanta aige aig 3.20 f. Thug e 65 mionaidean ga thogail.


Dè an uair a chrìochnaich e a' togail an teanta?



  3.55 f

  4.25 f

  4.05 f

  4.15 f

This item asks learners to add 65 minutes to a starting time, assessing their ability to add time in increments of more than one hour. This type of item would be towards the harder end of difficulty for P4.

### 2.2.8 – MCNG Information handling

The main focus of this organiser is on data and analysis. It involves the use and interpretation of a wide range of increasingly complex tables, charts and graphs. At P1, this begins with sorting and categorising objects according to specified criteria. Forms of data presentation that are assessed include Venn and Carroll diagrams, tally charts, tables, block graphs, bar graphs, line graphs and pie charts; types of charts that are covered vary according to stage. Scales on the charts progress in complexity from those numbered in ones to having scales where not all values are marked. From P4 onwards, elements of probability, as detailed in the 'chance and uncertainty' Benchmarks, are also assessed. This includes the language of chance and also the use of the 0 to 1 probability scale.


Figure 15 shows an example probability item from a P4 assessment.


Figure 15. Example of a P4 Information handling: probability


 Leugh a' cheist. Tagh am freagairt ceart.


Ma thilgeas tu disinn, dè cho tric 's a bhiodh tu an dùil a thilgeadh tu 6?



  aon turas a-mach à sia

  aon turas a-mach à ceithir

  aon turas a-mach à trì

  aon turas a-mach à còig

This item asks learners what the probability of throwing a six with a six-sided dice is. This item would be a difficult item for P4 learners.

## 2.3 SNSA National outcomes for numeracy<sup>7</sup>

### 2.3.1 Overall outcomes

Charts 1a to 1d show, for each stage (P1, P4, P7 and S3), the overall outcomes of all learners for numeracy. These charts also show the outcomes of all learners categorised by each of the four organisers: Number (NUM); Fractions, decimal fractions and percentages (FDP); Measurement, time and money (MTM); and Information handling (IH) where learners were presented with more than 5 items from that organiser. The bars show outcomes across the six capacity bands that are specific to each stage, in line with SNSA reports for the academic year 2022 to 2023.

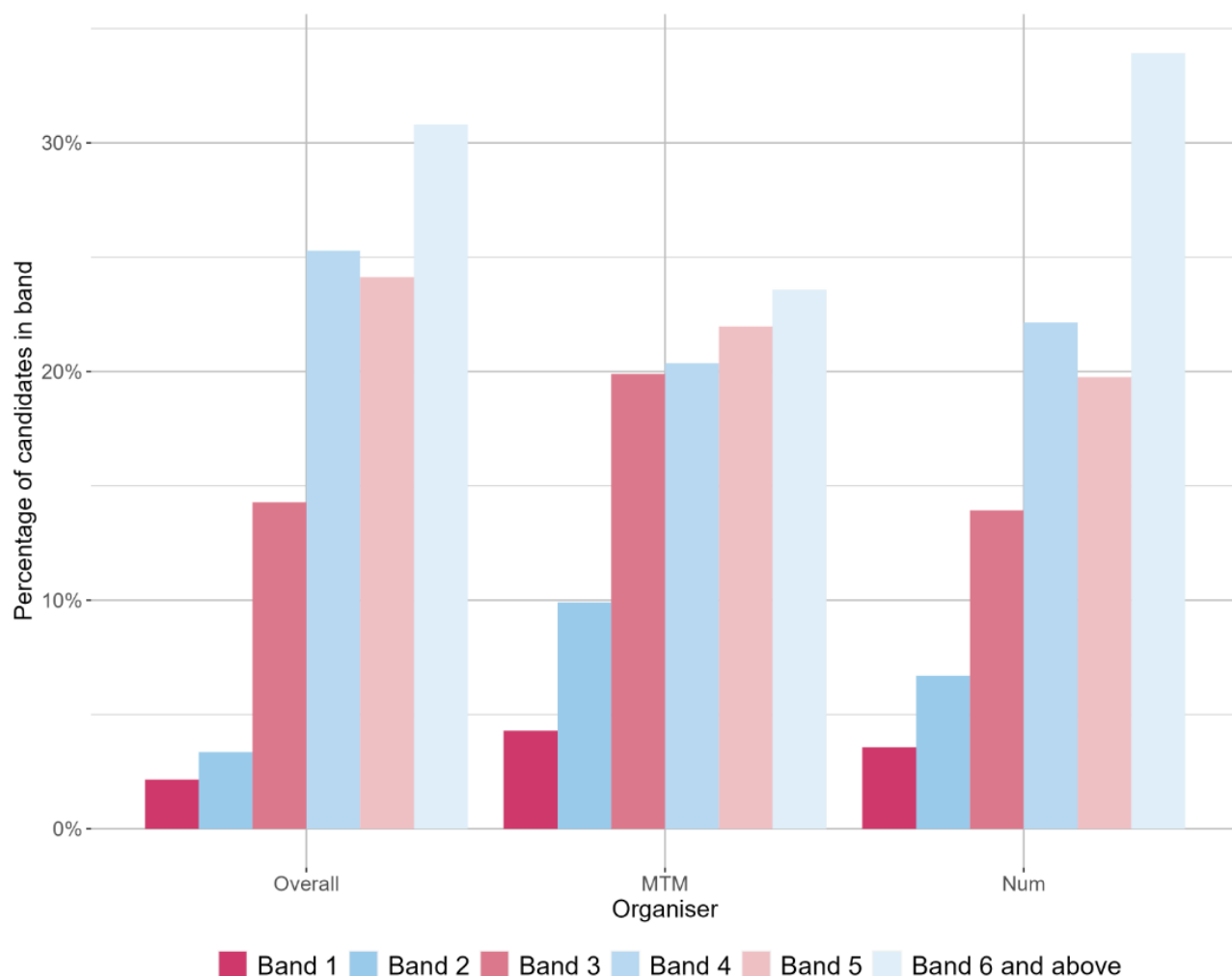
At P1, the majority of learners achieved outcomes in the upper two bands whilst at P4, P7 and S3, the majority of learners achieved outcomes in the middle two bands.

Please note that a 'notable difference' refers to a difference of 10% or more.

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<sup>7</sup> NB: Please see Section 2.4 for MCNG National outcomes for numeracy.

Chart 1a. Numeracy outcomes for P1

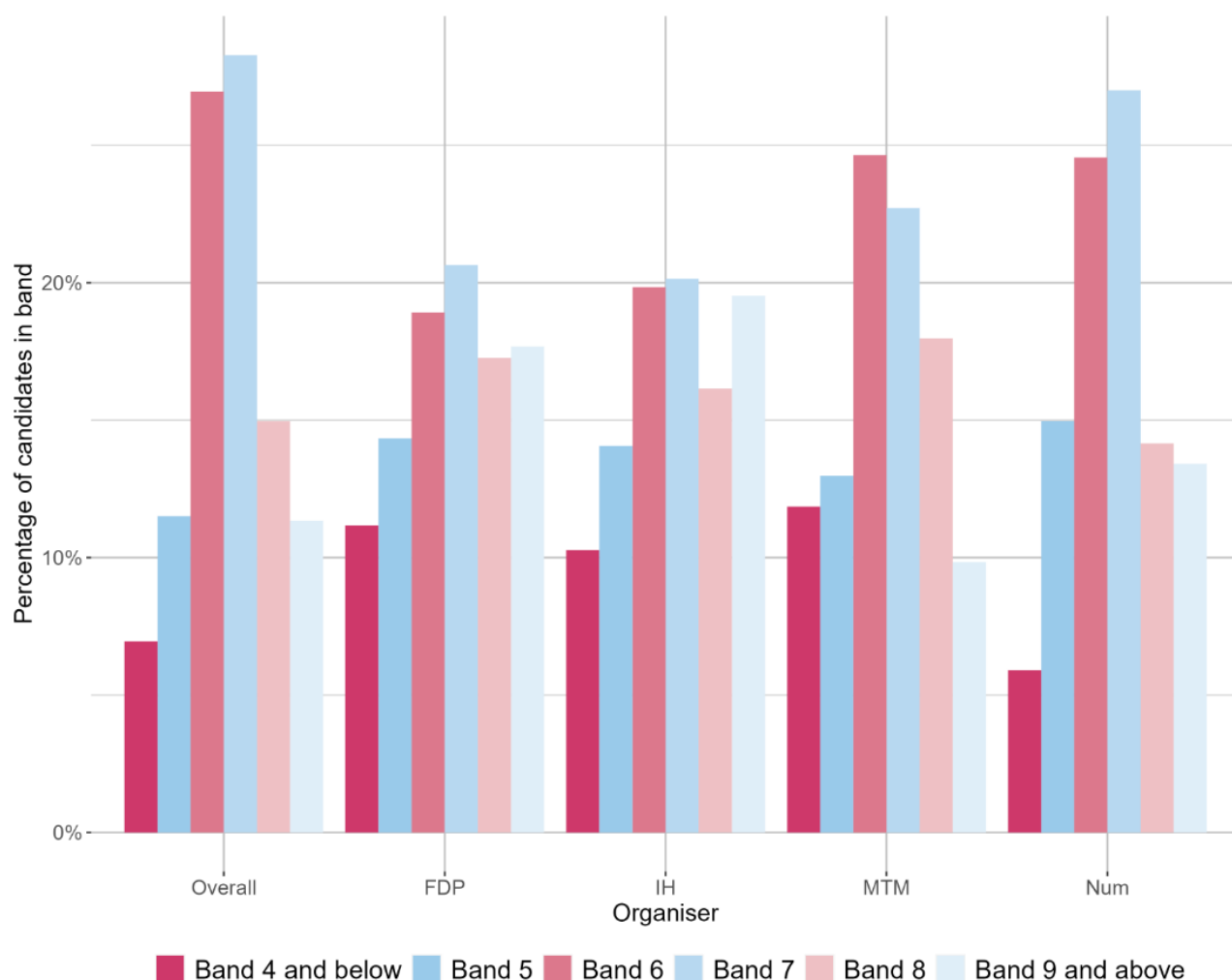


Overall, for P1, the band achieved by the largest proportion of learners was 6, and the band achieved by the second largest proportion was 4. Overall, 80% of learners achieved bands 4, 5 or 6 with very few learners having outcomes in the two lowest bands.

For the organiser 'Money, time and measurement', 66% of learners achieved bands 4, 5 or 6 and for the organiser 'Number', 54% of learners achieved bands 5 or 6 and 76% of learners achieved bands 4, 5 or 6.

Note that for the organisers 'Fractions, decimal fractions and percentages' and 'Information handling', learners at this stage were not presented with more than five items so reports on outcomes are not available.

Chart 1b. Numeracy outcomes for P4



Overall, for P4, the band achieved by the largest proportion of learners was 7, and the band achieved by the second largest proportion was 6. Overall, 70% of learners achieved bands 6, 7 or 8 and 93% of learners achieved bands 5, 6, 7, 8 or 9.

For the organiser 'Fractions, decimal fractions and percentages', 57% of learners achieved bands 6, 7 or 8 and 89% of learners achieved bands 5, 6, 7, 8 or 9.

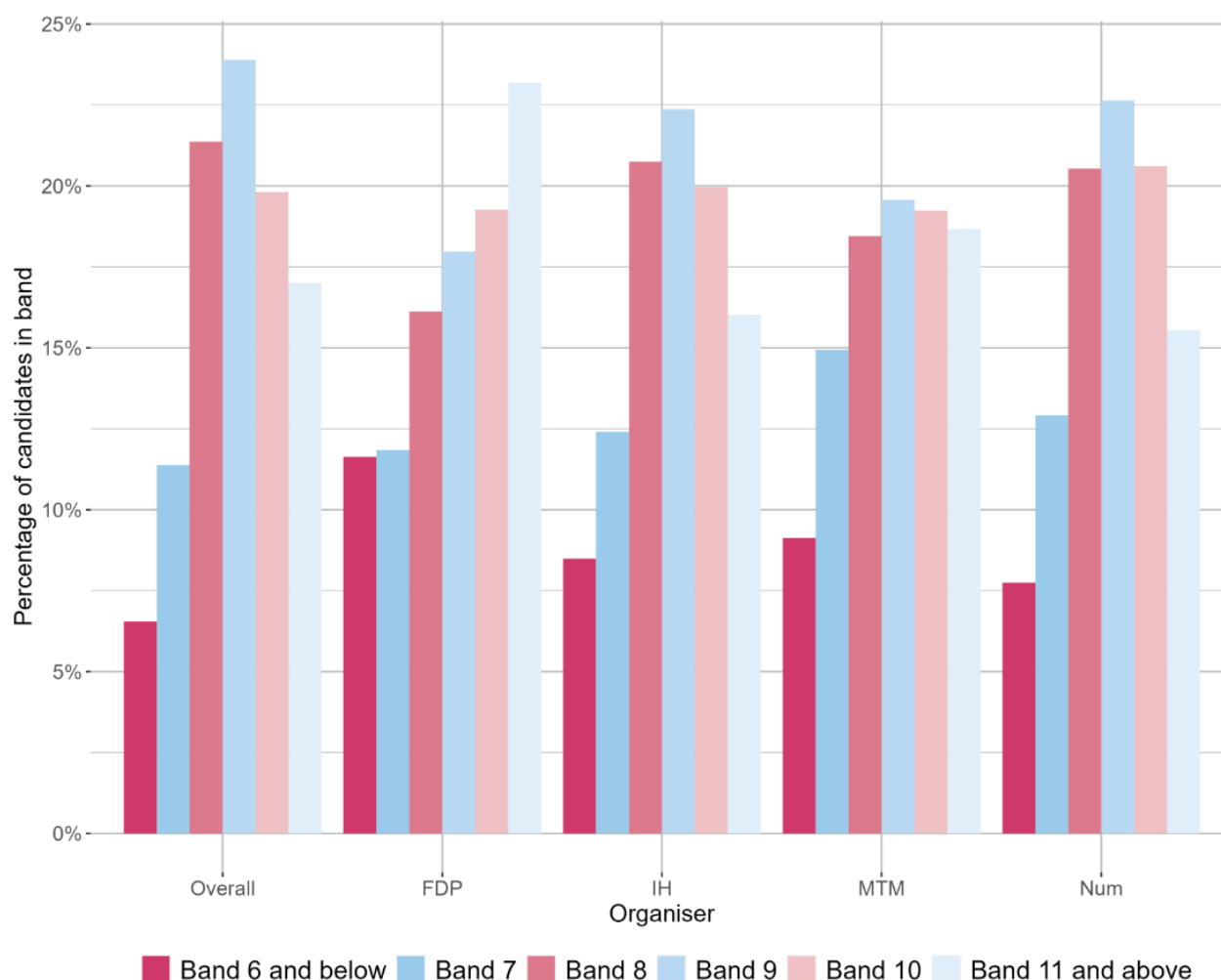
For the organiser 'Information handling', 56% of learners achieved bands 6, 7 or 8 and 90% of learners achieved bands 5, 6, 7, 8 or 9.

For the organiser 'Money, time and measurement', 65% of learners achieved bands 6, 7 or 8 and 88% of learners achieved bands 5, 6, 7, 8 or 9. This organiser did not have the largest proportion of learners achieving outcomes in band 7, instead the largest proportion of learners are in band 6.

For the organiser 'Number', 66% of learners achieved bands 6, 7 or 8 and 94% of learners achieved bands 5, 6, 7, 8 or 9.



Chart 1c. Numeracy outcomes for P7



Overall, for P7, the band achieved by the largest proportion of learners was 9, and the band achieved by the second largest proportion was 8. Overall, 65% of learners achieved bands 8, 9 or 10 and 93% of learners achieved bands 7, 8, 9, 10 or 11.

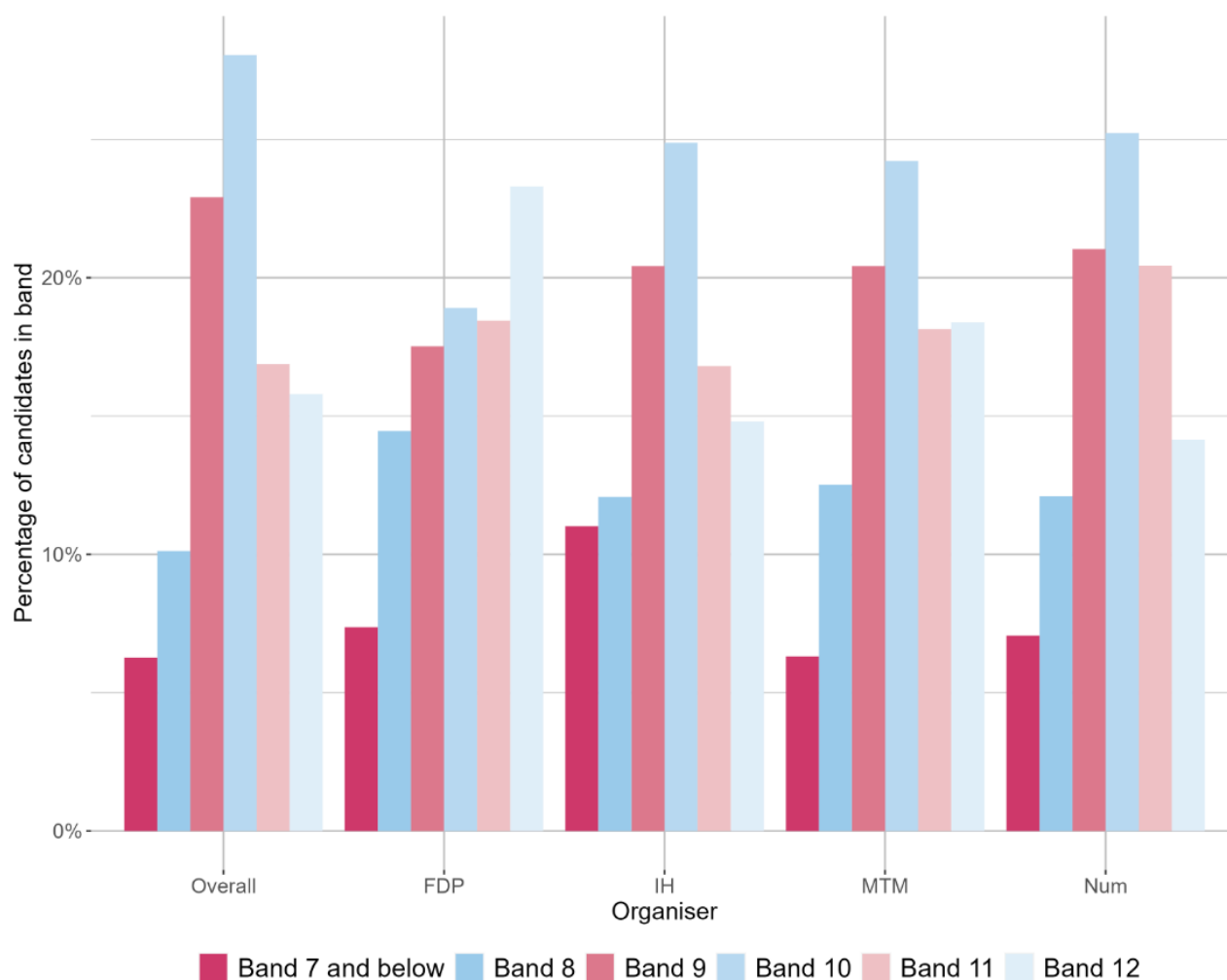
For the organiser 'Fractions, decimal fractions and percentages', 53% of learners achieved bands 8, 9 or 10 and 88% of learners achieved bands 7, 8, 9, 10 or 11. This organiser did not have the largest proportion of learners achieving outcomes in band 9, instead the largest proportion of learners are in band 11.

For the organiser 'Information handling', 63% of learners achieved bands 8, 9 or 10 and 92% of learners achieved bands 7, 8, 9, 10 or 11.

For the organiser 'Money, time and measurement', 57% of learners achieved bands 8, 9 or 10 and 91% of learners achieved bands 7, 8, 9, 10 or 11.

For the organiser 'Number', 64% of learners achieved bands 8, 9 or 10 and 92% of learners achieved bands 7, 8, 9, 10 or 11.

Chart 1d. Numeracy outcomes for S3



Overall, for S3, the band achieved by the largest proportion of learners was 10, and the band achieved by the second largest proportion was 9. Overall, 68% of learners achieved bands 9, 10 or 11 and 94% of learners achieved bands 8, 9, 10, 11 or 12.

For the organiser 'Fractions, decimal fractions and percentages', 55% of learners achieved bands 9, 10 or 11 and 93% of learners achieved bands 8, 9, 10, 11 or 12. This organiser did not have the largest proportion of learners achieving outcomes in band 10, instead the largest proportion of learners are in band 12.

For the organiser 'Information handling', 62% of learners achieved bands 9, 10 or 11 and 89% of learners achieved bands 8, 9, 10, 11 or 12.

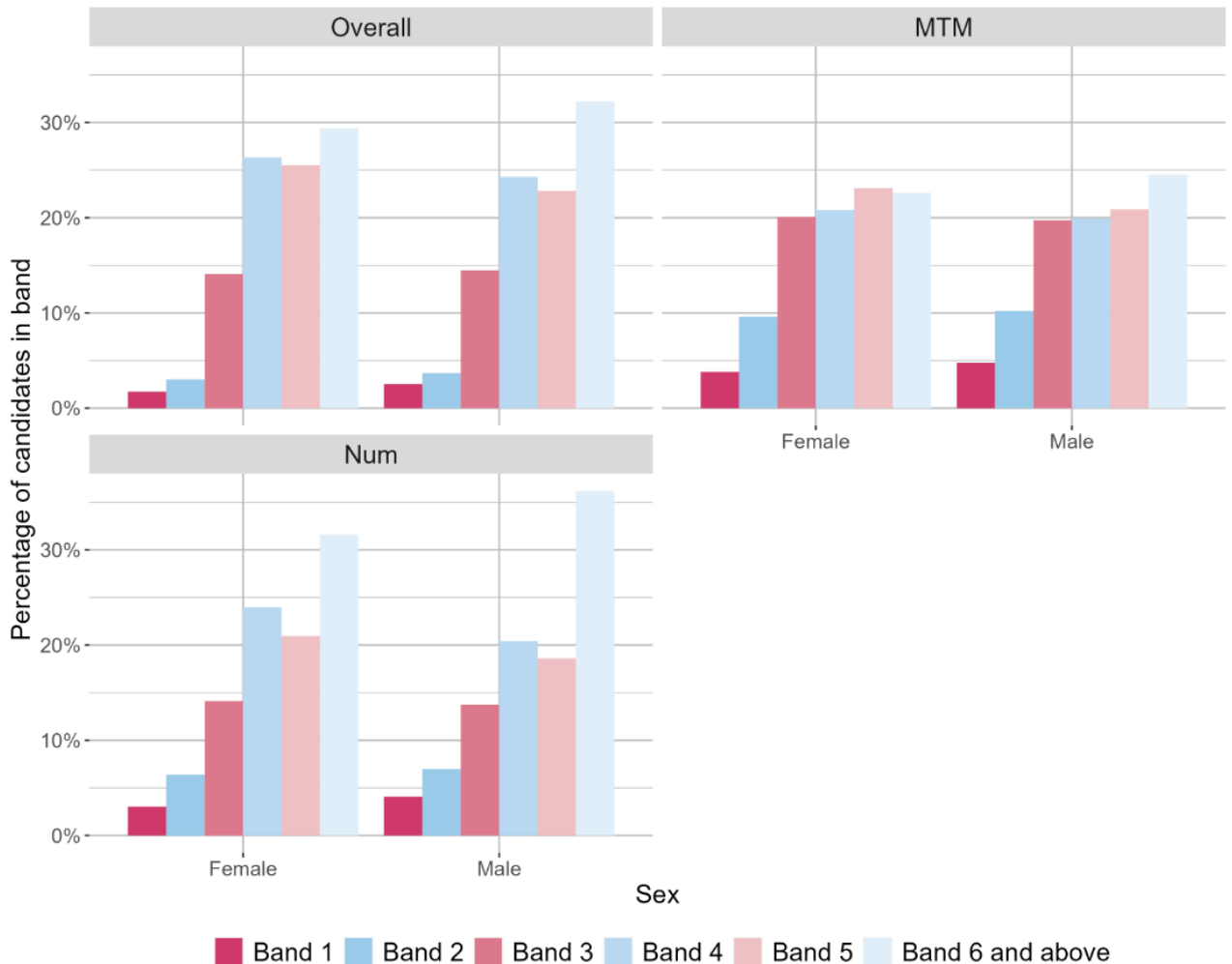
For the organiser 'Money, time and measurement', 63% of learners achieved bands 9, 10 or 11 and 94% of learners achieved bands 8, 9, 10, 11 or 12.

For the organiser 'Number', 67% of learners achieved bands 9, 10 or 11 and 93% of learners achieved bands 8, 9, 10, 11 or 12.

### 2.3.2 Sex

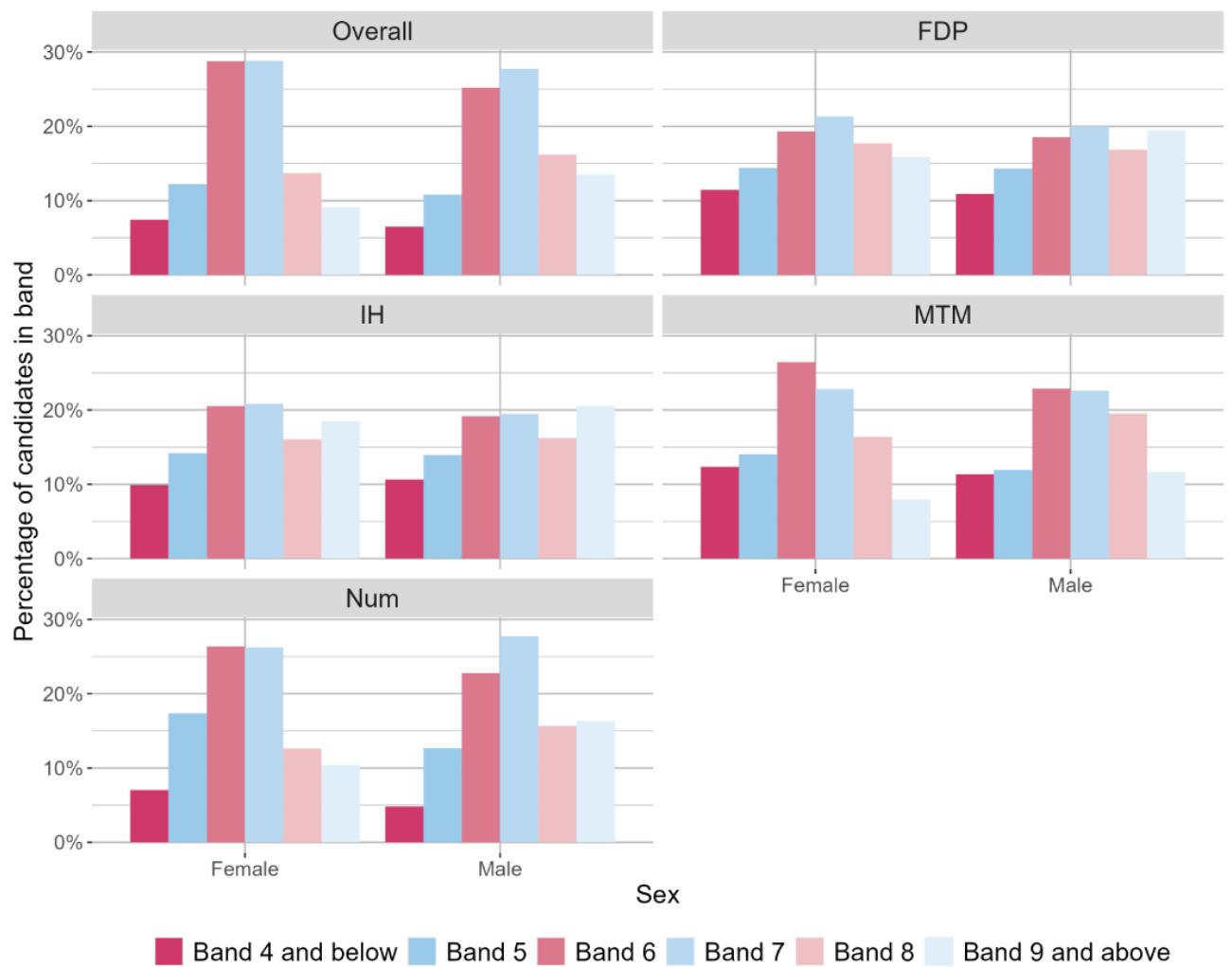
Charts 2a to 2d show numeracy outcomes for male and female children and young people for each stage. Outcomes are given for numeracy overall and also by organiser where learners were presented with more than 5 items from that organiser.

Chart 2a. Numeracy outcomes distributed by sex for P1



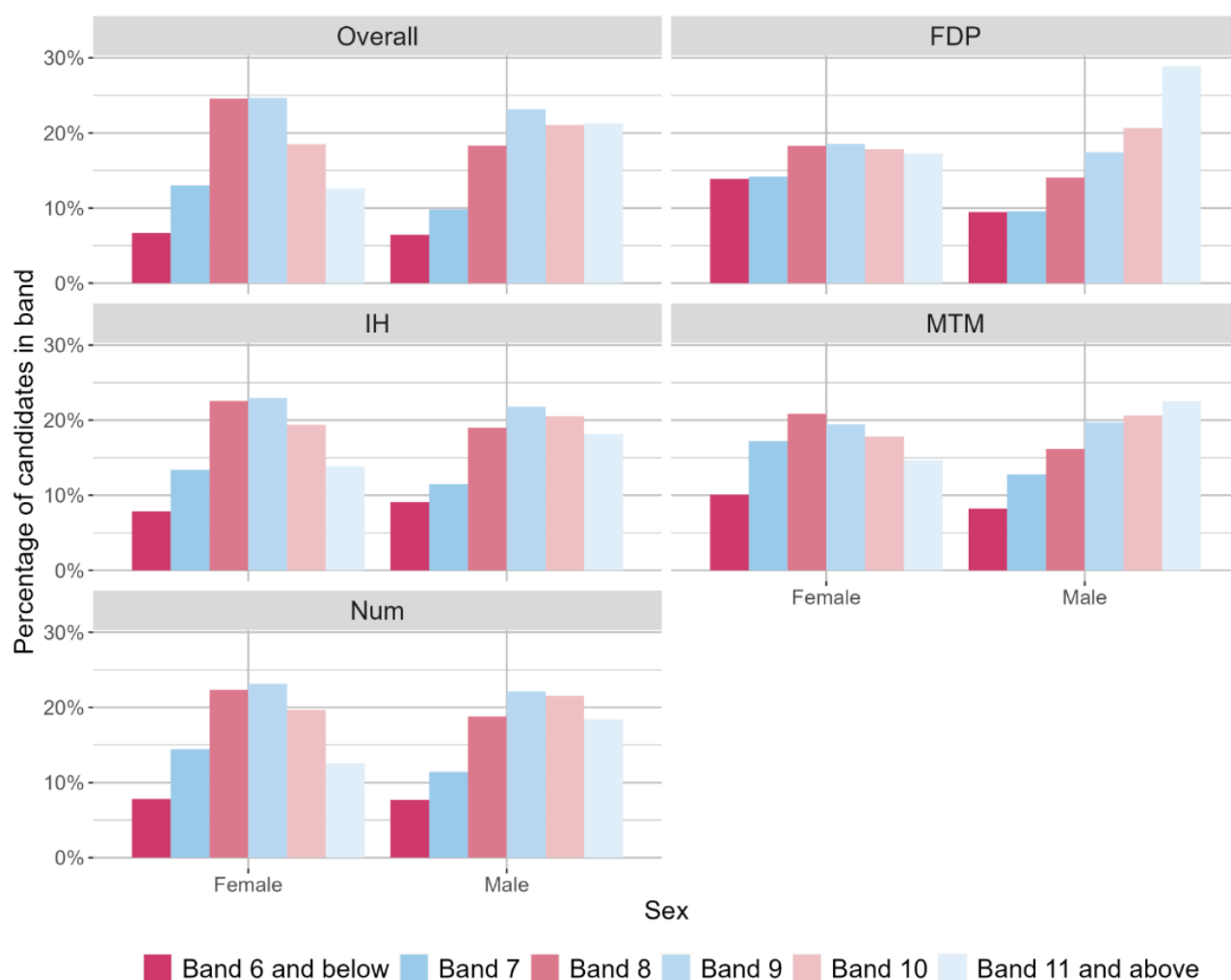
There were no notable differences between the proportion of females and males achieving outcomes in each band overall and for each organiser. There were, however, small differences, with proportionally more males than females achieving outcomes in Band 6 for the 'Number' organiser.

Chart 2b. Numeracy outcomes distributed by sex for P4



There were no notable differences between the proportion of females and males achieving outcomes in each band overall and for each organiser. There were small differences in outcomes, with proportionally, more male than female learners achieving outcomes in Band 9 across each of the organisers.

Chart 2c. Numeracy outcomes distributed by sex for P7

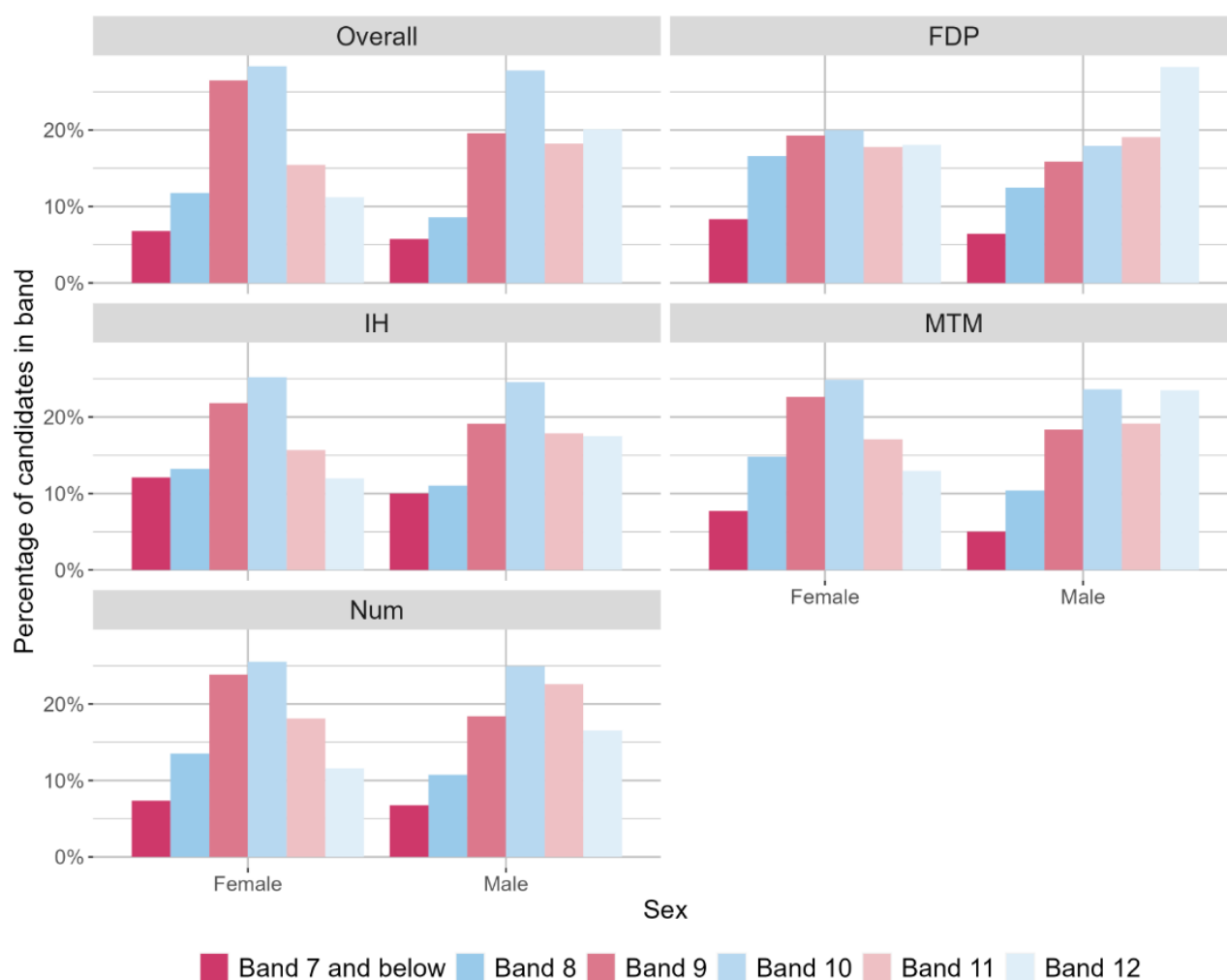


Overall, there were no notable differences between the proportion of females and males achieving outcomes in each band. There were, proportionally, more male than female learners who achieved outcomes in Bands 10 and 11 but there were similar proportions of male and female learners who achieved outcomes in Bands 6 and below.

For the organiser 'Fractions, decimal fractions and percentages', there were differences between the proportion of females and males achieving outcomes in band 11 but there was no notable difference for all other bands.

There were no notable differences between outcomes for male and female learners in the other organisers.

Chart 2d. Numeracy outcomes distributed by sex for S3



Overall, there were no notable differences between the proportion of females and males achieving outcomes in each band. There were, proportionally, more male than female learners who achieved outcomes in Bands 11 and 12 but there were similar proportions of male and female learners who achieved outcomes in Bands 7 and below.

For the organisers 'Fractions, decimal fractions and percentages' and 'Money, time and measurement', there were differences between the proportion of females and males achieving outcomes in band 12. There was no notable difference for all other bands.

For the organisers 'Information handling' and 'Number', there were no notable differences between the proportion of females and males achieving outcomes in each band.

### 2.3.3 Scottish Index of Multiple Deprivation

This section reviews the distribution of learners for all stages across categories that reflect the Scottish Index of Multiple Deprivation (SIMD). To simplify the display of outcomes and aid their interpretation, we have divided the original 20 categories (vigintiles) into three combined categories of socio-economic background. These combined categories are: SIMD 1–4, indicating the lowest socio-economic quintile (that is, the most deprived children and young people, those in vigintiles 1 to 4); SIMD 5–16, indicating the three middle quintiles (vigintiles 5 to 16); and SIMD 17–20, indicating the highest socio-economic quintile (that is the least deprived children and young people, those in vigintiles 17 to 20).

Charts 3a to 3d show the proportions of numeracy outcomes by capacity band for learners within these SIMD categories for all stages. Outcomes are presented for numeracy overall and grouped by organiser.

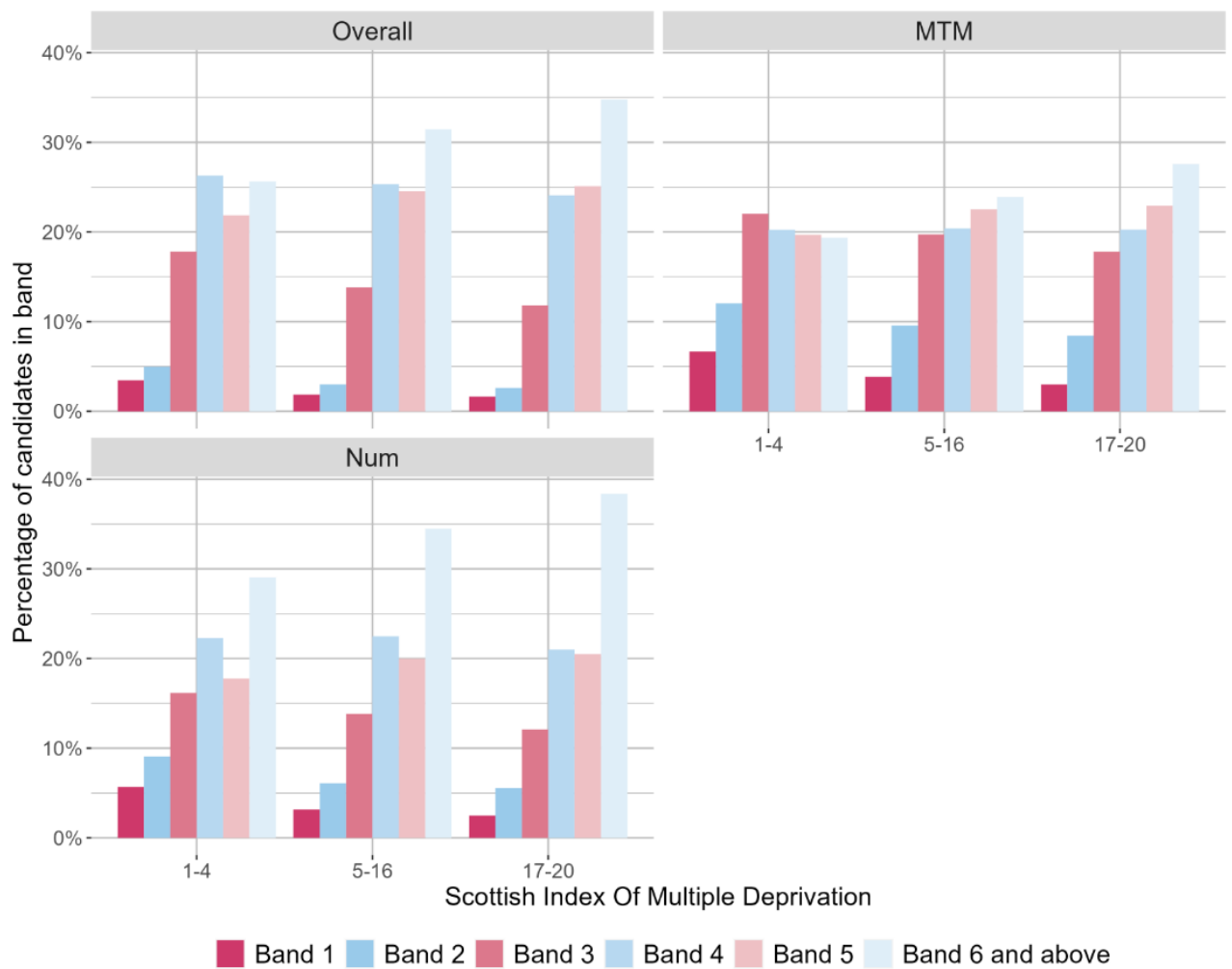
At each stage, the proportion of learners with outcomes in the upper capacity band was noticeably larger among learners in the least deprived group (SIMD 17–20). The same was true, though to a lesser extent, in the next highest capacity band. There were relatively larger proportions of learners with outcomes in the two lowest capacity bands among learners in the most deprived group (SIMD 1–4). This pattern was present across all stages, both for numeracy overall and for outcomes grouped by organiser.

The charts illustrate that the difference in numeracy outcomes between learners from the most deprived and least deprived groups (lowest quintile and the highest quintile) was relatively smaller among children in P1, while it was more pronounced among learners at P4 and P7, and largest among those enrolled in S3.

At P1, across all SIMD groupings, the majority of children achieved outcomes in the top two capacity bands. Across other stages, there were higher proportions of learners with outcomes in the two upper capacity bands among learners in the least deprived group (SIMD 17–20). Similarly, for P4, P7 and S3, there were noticeably lower proportions of learners from the least deprived group (SIMD 17–20) in the lowest two bands, compared to other learners.

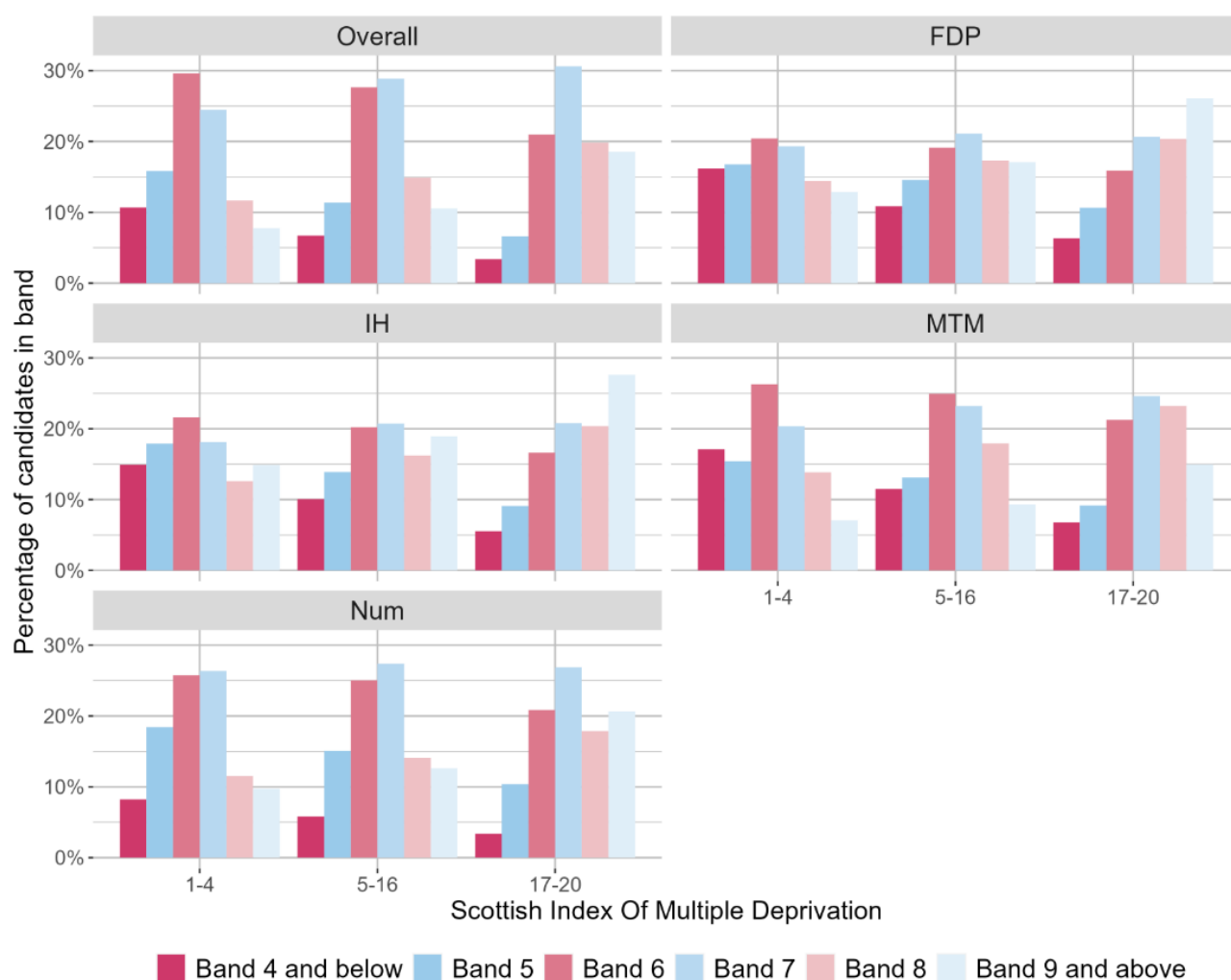


Chart 3a. Numeracy outcomes distributed by SIMD for P1



Whilst there were no notable differences between the proportion of 1-4 and 17-20 achieving outcomes in each band overall and for each organiser, a greater proportion of SIMD 17-20 learners achieved outcomes in the top two bands.

Chart 3b. Numeracy outcomes distributed by SIMD for P4

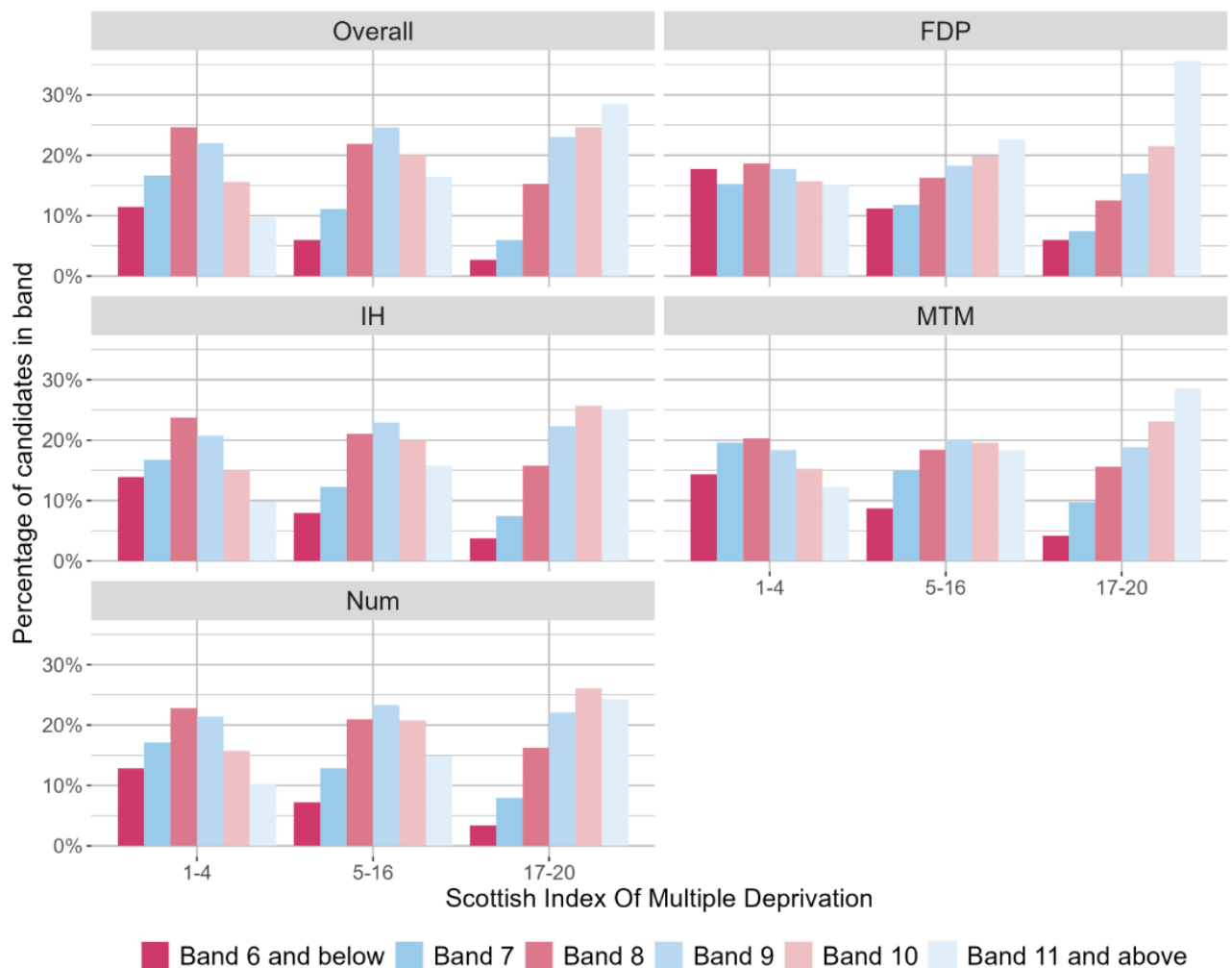


Overall, there was a notable difference in the proportions of learners in SIMD quintile 1-4 and quintile 17-20 achieving outcomes in the upper two bands with, proportionally, more learners from SIMD 17-20 achieving outcomes in the upper two bands than those from SIMD 1-4.

There is also a notable difference in the proportions of learners in SIMD quintile 1-4 and quintile 17-20 achieving outcomes in the lower two bands, with, proportionally, more learners from quintile 1-4 achieving outcomes in the lower two bands.

This pattern was replicated in all of the organisers.

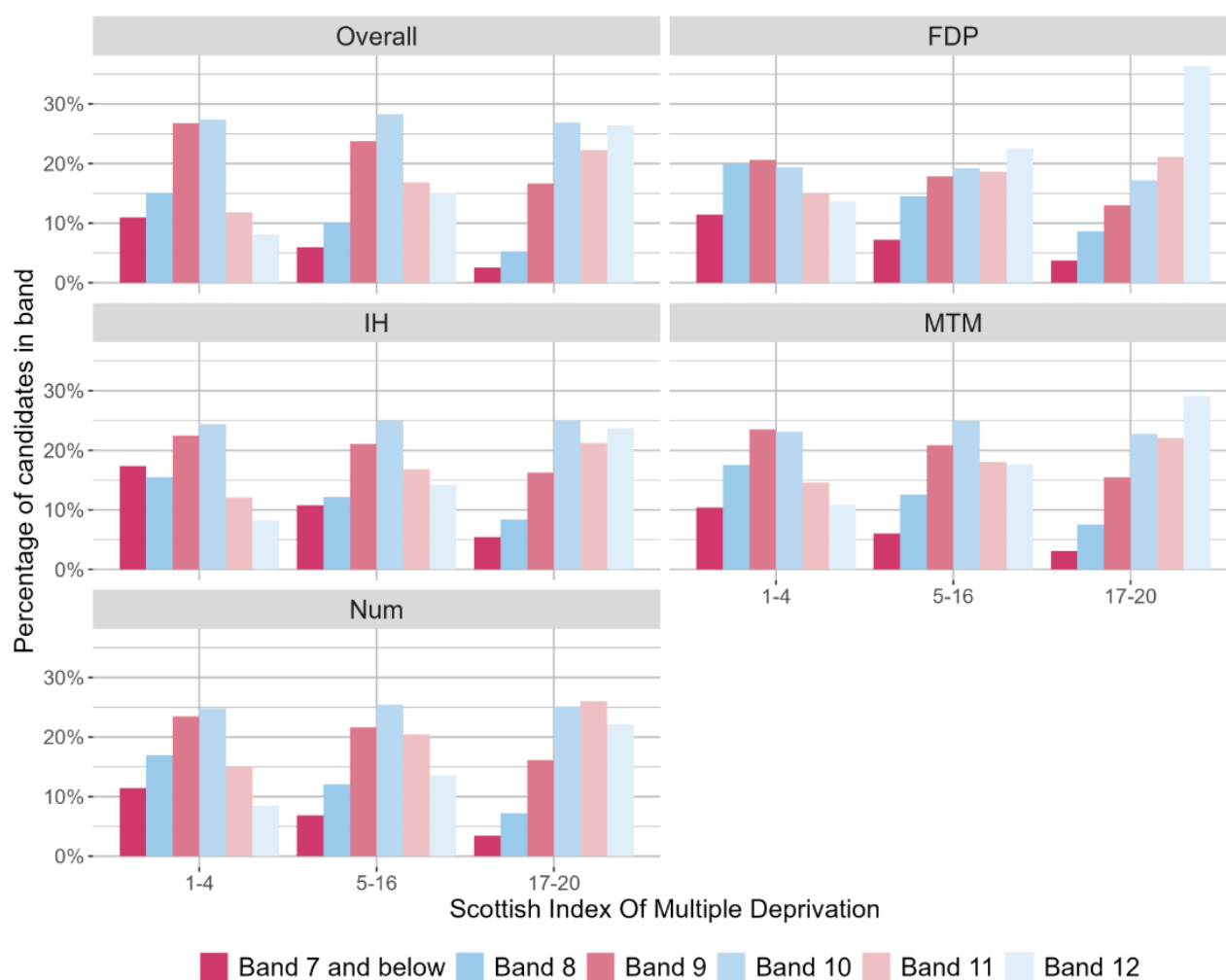
Chart 3c. Numeracy outcomes distributed by SIMD for P7



Overall, there was a notable difference between the proportions of learners in SIMD quintile 1-4 and 17-20 in bands 7 and 11.

There was also a notable difference between the proportions of learners in SIMD quintile 1-4 and quintiles 5-16 in bands 7 and 11 and between the proportions of learners in SIMD quintiles 5-16 and quintile 17-20 in bands 7 and 11.

Chart 3d. Numeracy outcomes distributed by SIMD for S3



Overall, there was a notable difference between the proportions of learners in SIMD quintile 1-4 and 17-20 in bands 9, 11 and 12

There was also a difference between the proportions of learners in SIMD quintile 1-4 and quintiles 5-16 in bands 9, 11 and 12 and between the proportions of learners in SIMD quintiles 5-16 and quintile 17-20 in bands 9, 11 and 12.

### 2.3.4 Ethnic background

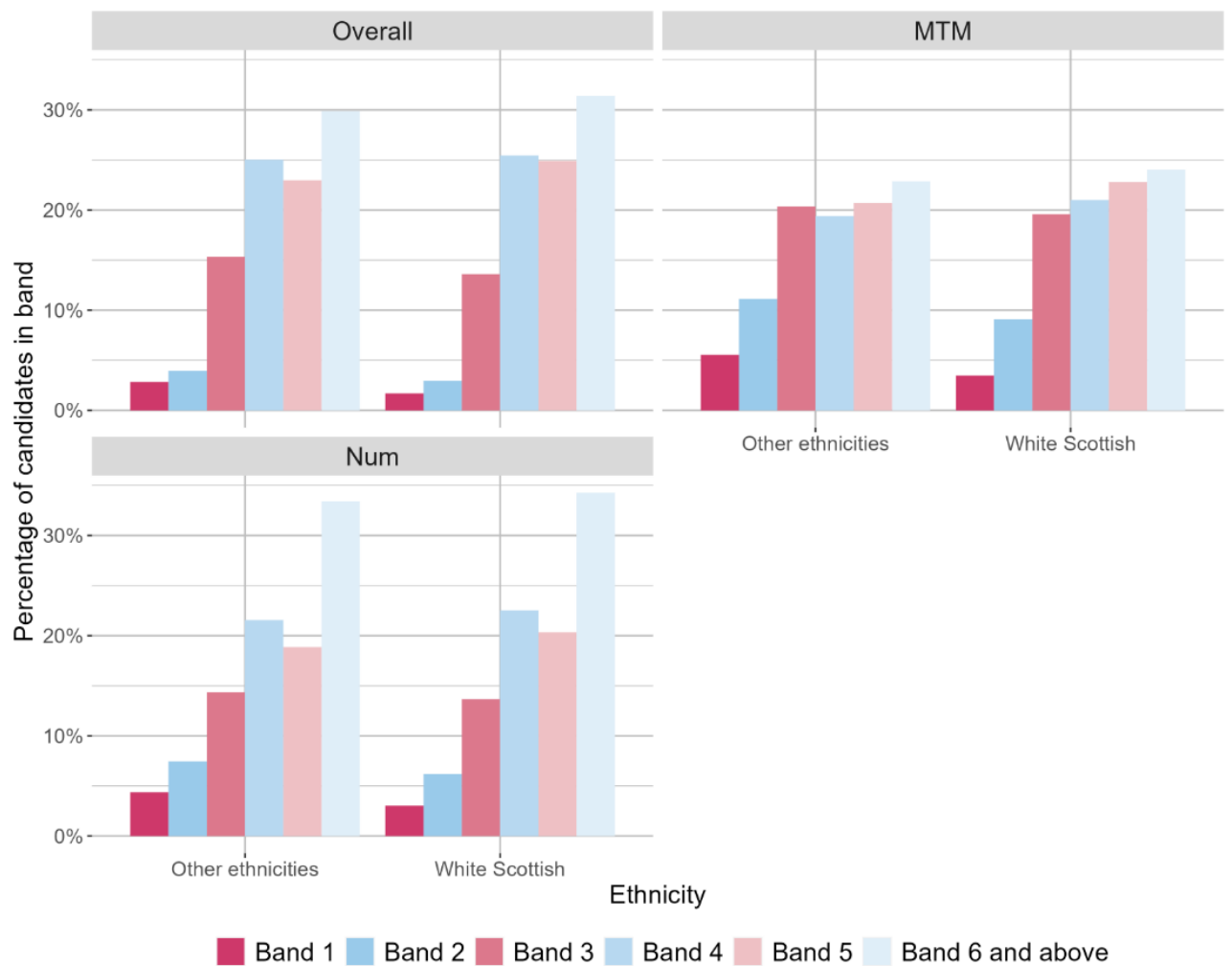
This section looks at differences in outcomes between learners from 'White Scottish' and other ethnic backgrounds. Charts 4a to 4d show the percentages of learners in these two groups.

The outcomes show that, generally, there were only relatively small differences across the two comparison groups, both in terms of overall numeracy outcomes and when considering assessment outcomes regarding each of the organisers.

At P1, among children from a 'White Scottish' background, there were slightly higher proportions of children with outcomes in the top two bands than for children from other backgrounds. For learners in P4, outcomes for those with a 'White Scottish' background

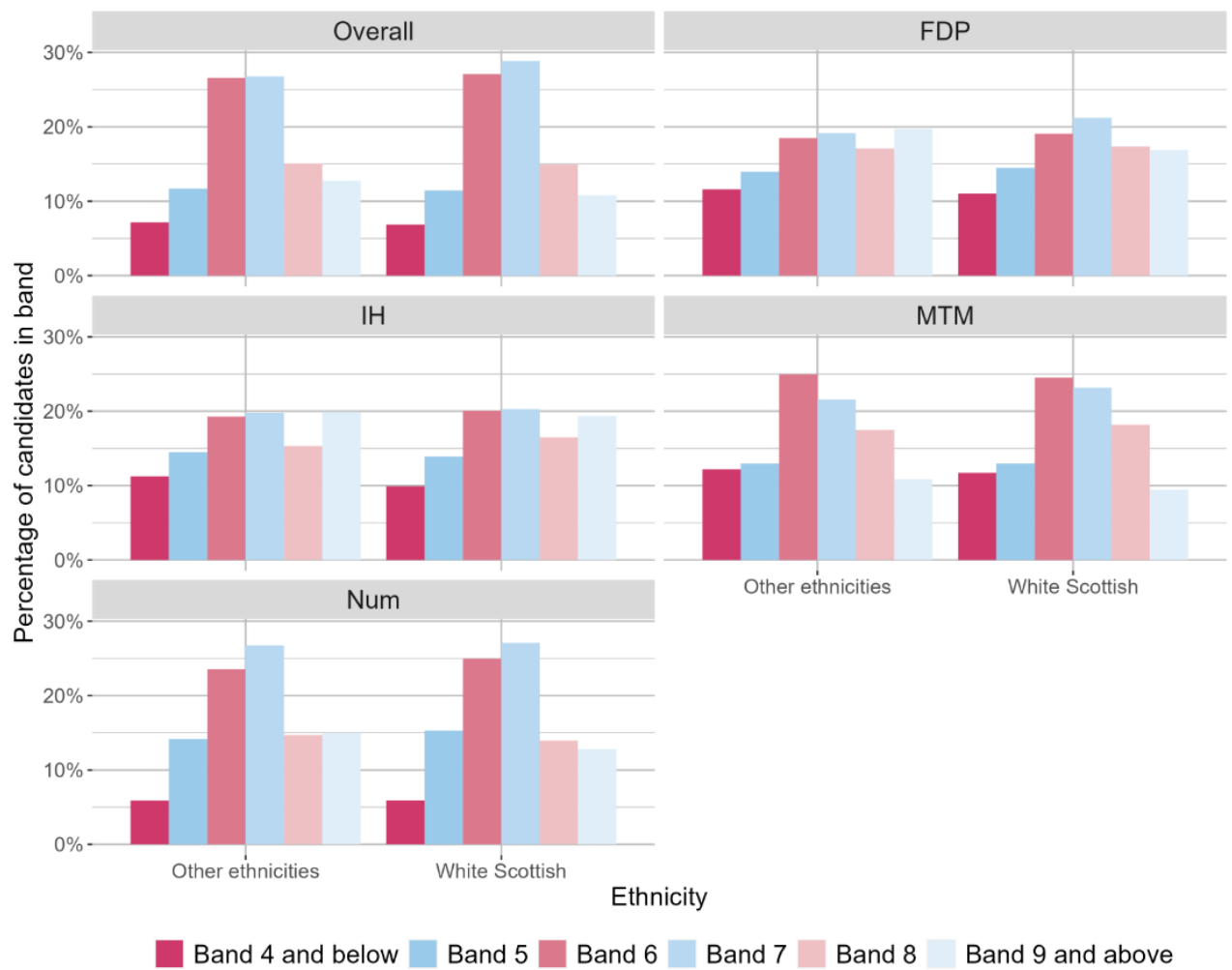
and those from other ethnic backgrounds were comparable. However, among learners enrolled in the upper stages (P7 and S3), both for numeracy overall and by organiser, there were slightly larger proportions with outcomes in the two upper capacity bands among learners from other ethnic backgrounds than among those from a 'White Scottish' background.

Chart 4a. Numeracy outcomes distributed by ethnic background for P1



A slightly higher, though not notable, proportion of learners with a 'White Scottish' background achieved outcomes in the top two bands.

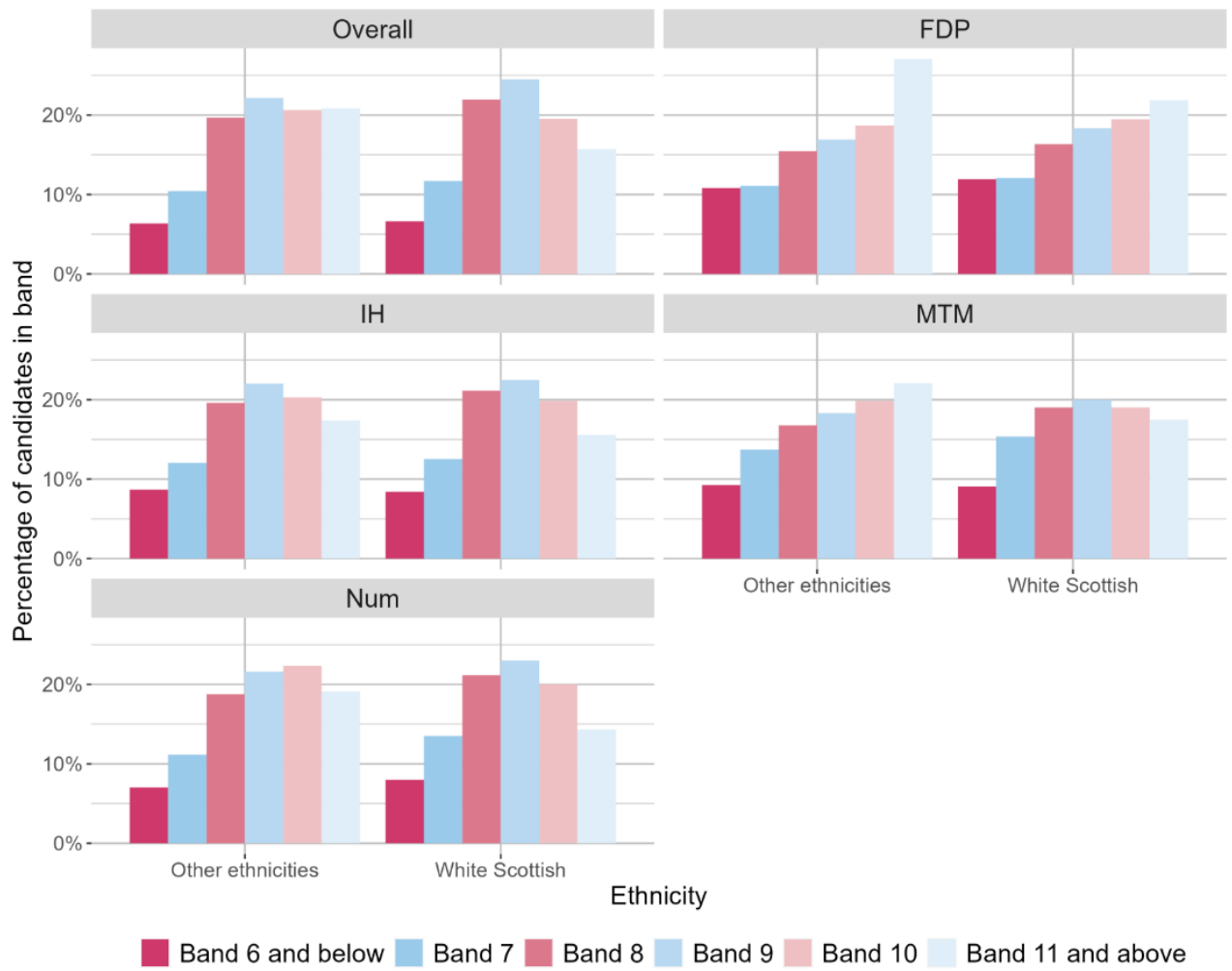
Chart 4b. Numeracy outcomes distributed by ethnic background for P4



There were no notable differences between the proportion of learners of other ethnicities and 'White Scottish' background achieving outcomes in each band overall and for each organiser.

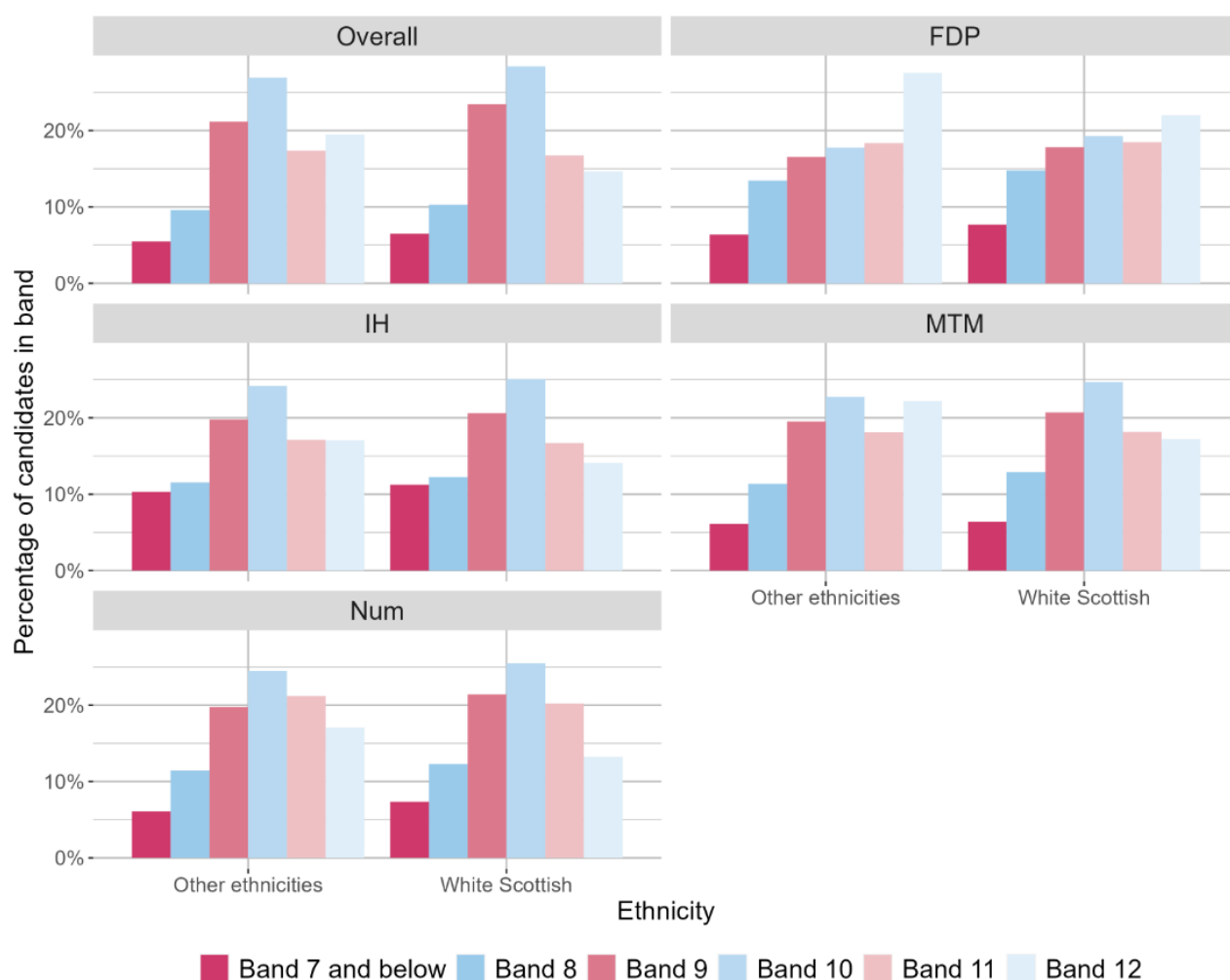


Chart 4c. Numeracy outcomes distributed by ethnic background for P7



There were some slight differences in outcomes for learners from a ‘White Scottish’ background and those from other ethnic backgrounds with, proportionally, more learners from other ethnic backgrounds achieving outcomes in the upper band.

Chart 4d. Numeracy outcomes distributed by ethnic background for S3



There were some slight differences in outcomes for learners from a ‘White Scottish’ background and those from other ethnic backgrounds with, proportionally, more learners from other ethnic backgrounds achieving outcomes in the upper band.

### 2.3.5 Free School Meal Entitlement

Charts 5a to 5d show the numeracy outcomes of learners according to entitlement to free school meals (FME). These charts distinguish those with entitlement from all other learners.

At each stage, there were notably larger proportions with outcomes in the upper two capacity bands among learners not entitled to free school meals than among those with FME. There were correspondingly higher proportions of outcomes in the lower two capacity bands among learners with FME. This pattern was similar across all stages, both for numeracy overall and by organiser.

At P1, about 60% of learners without FME had outcomes corresponding to the two upper bands compared with just over 40% of learners with FME. For the other stages, fewer

learners without FME had outcomes in the two upper bands, while about half of the learners achieved outcomes corresponding to the two middle bands in both groups. Differences between the FME / not FME groups were roughly similar for each organiser at each stage.

Chart 5a. Numeracy outcomes distributed by FME for P1

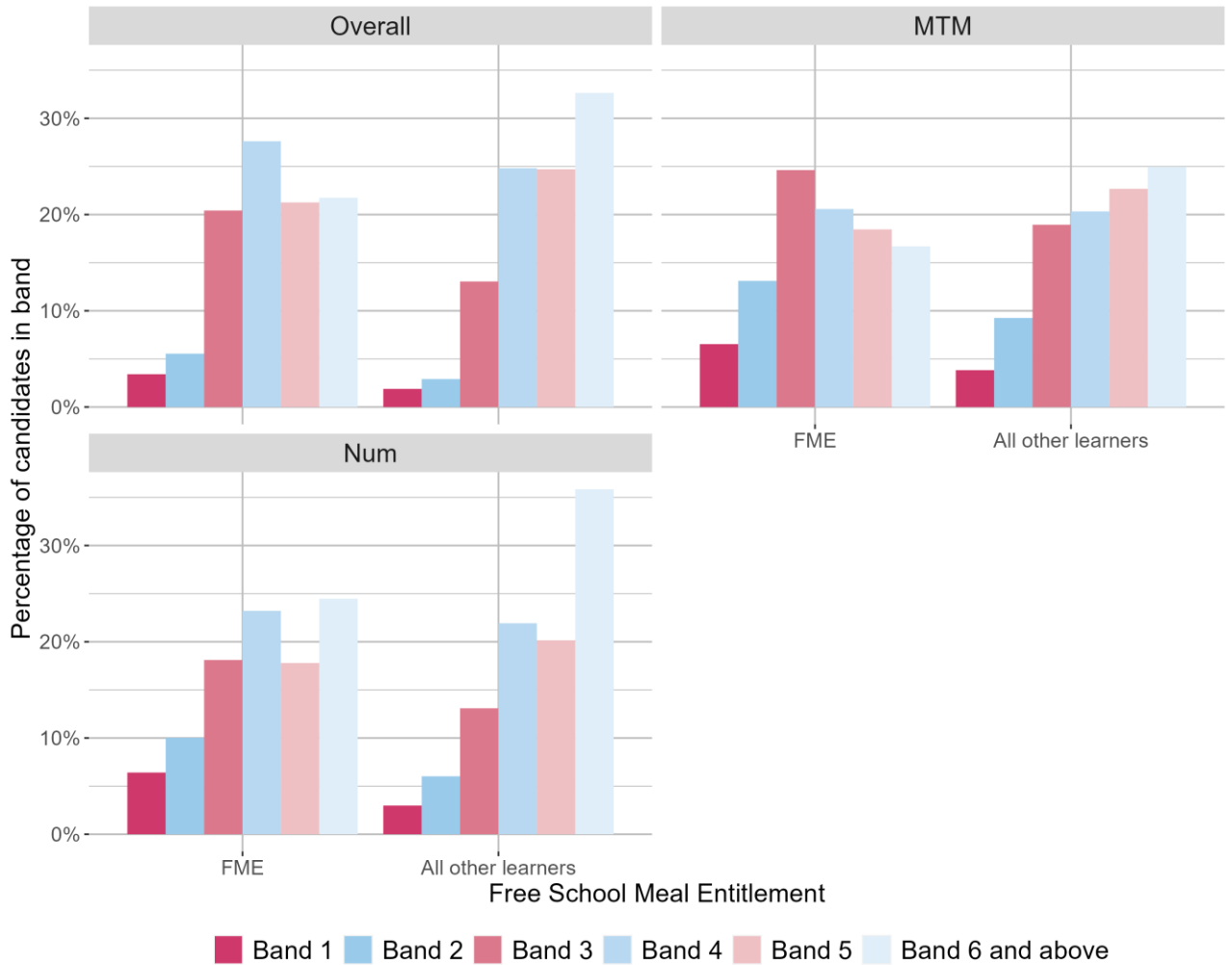


Chart 5b. Numeracy outcomes distributed by FME for P4



Chart 5c. Numeracy outcomes distributed by FME for P7

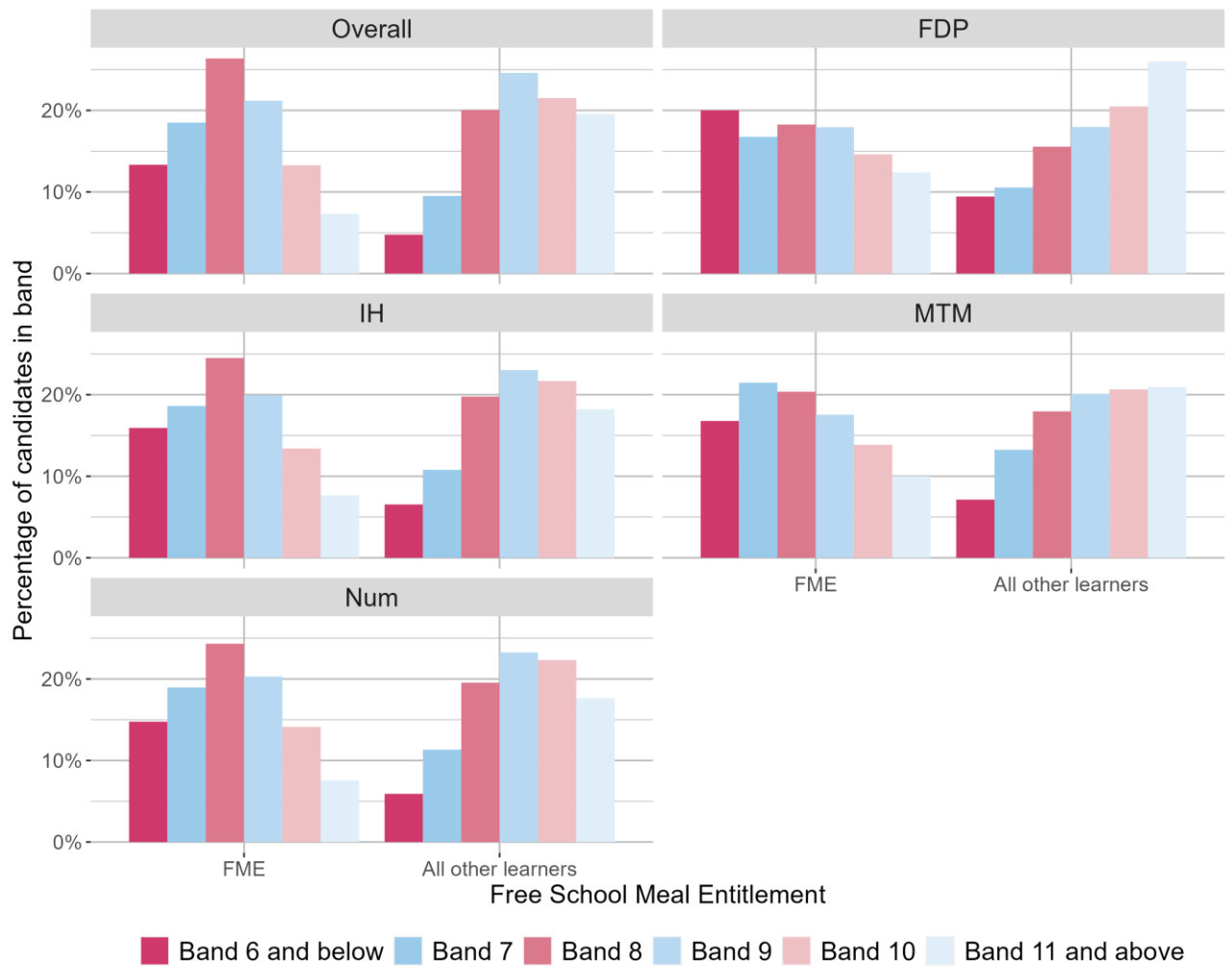
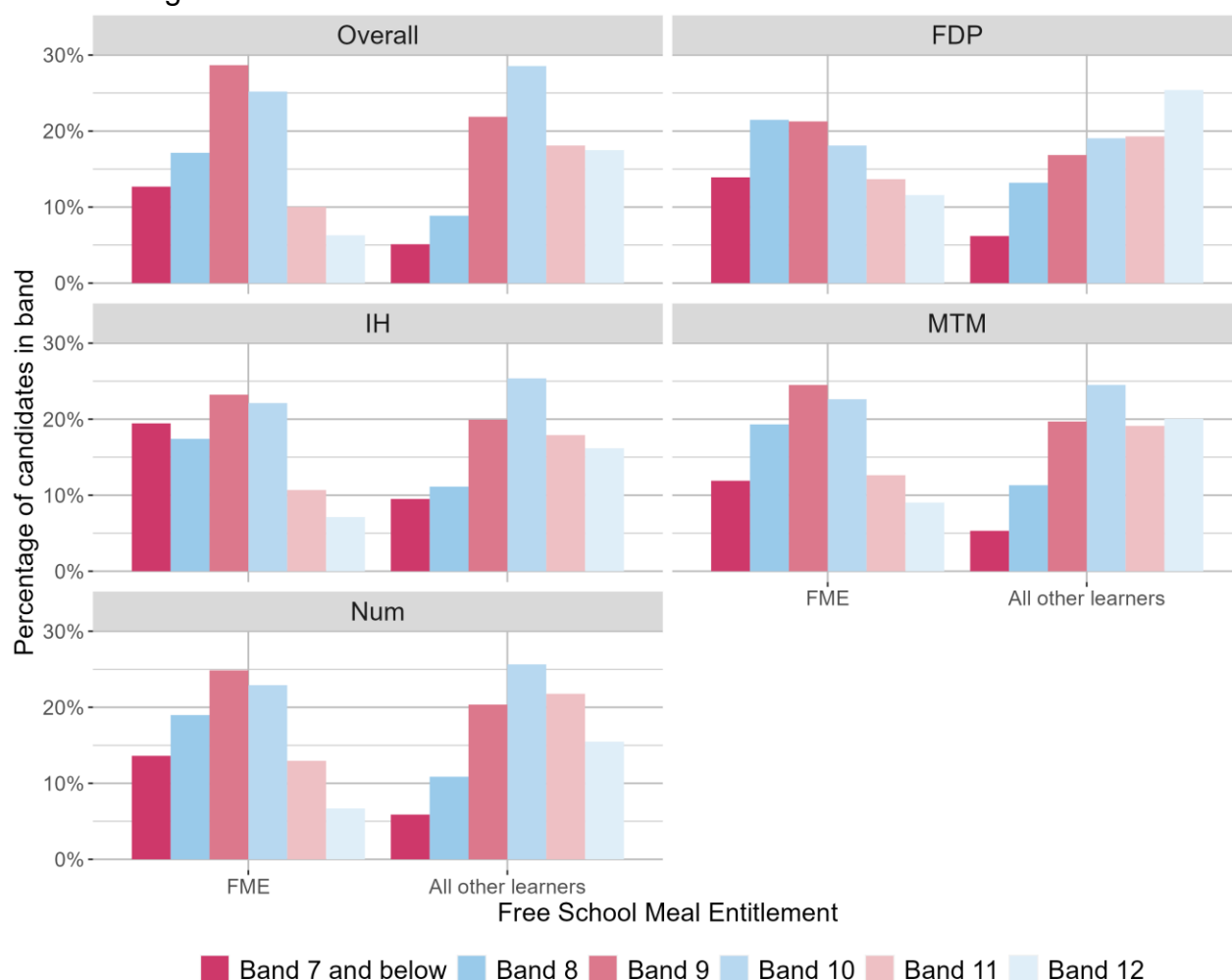


Chart 5d. Numeracy outcomes distributed by FME for S3

A bar chart showing the overall outcomes for SNSA P1 Numeracy and the organisers where learners were presented with more than 5 items from that organiser distributed by ethnic background.



### 2.3.6 Additional Support Needs

Charts 6a to 6d show the distributions of learners according to whether or not learners were registered as learners with Additional Support Needs (ASN).

For all stages, the proportions of learners in the two upper bands were notably larger among learners without ASN. Similarly, there were relatively larger proportions of learners with ASN in the two lower bands.

While in P1, differences between the proportions of learners with and without ASN in the two lower bands were somewhat less pronounced, at P4, P7 and S3, there tended to be just under a third of learners with ASN in the two lower bands, compared to less than a fifth of learners without ASN. These differences were similar for numeracy overall as well as when considering each organiser separately.

Chart 6a. Numeracy outcomes distributed by ASN for P1

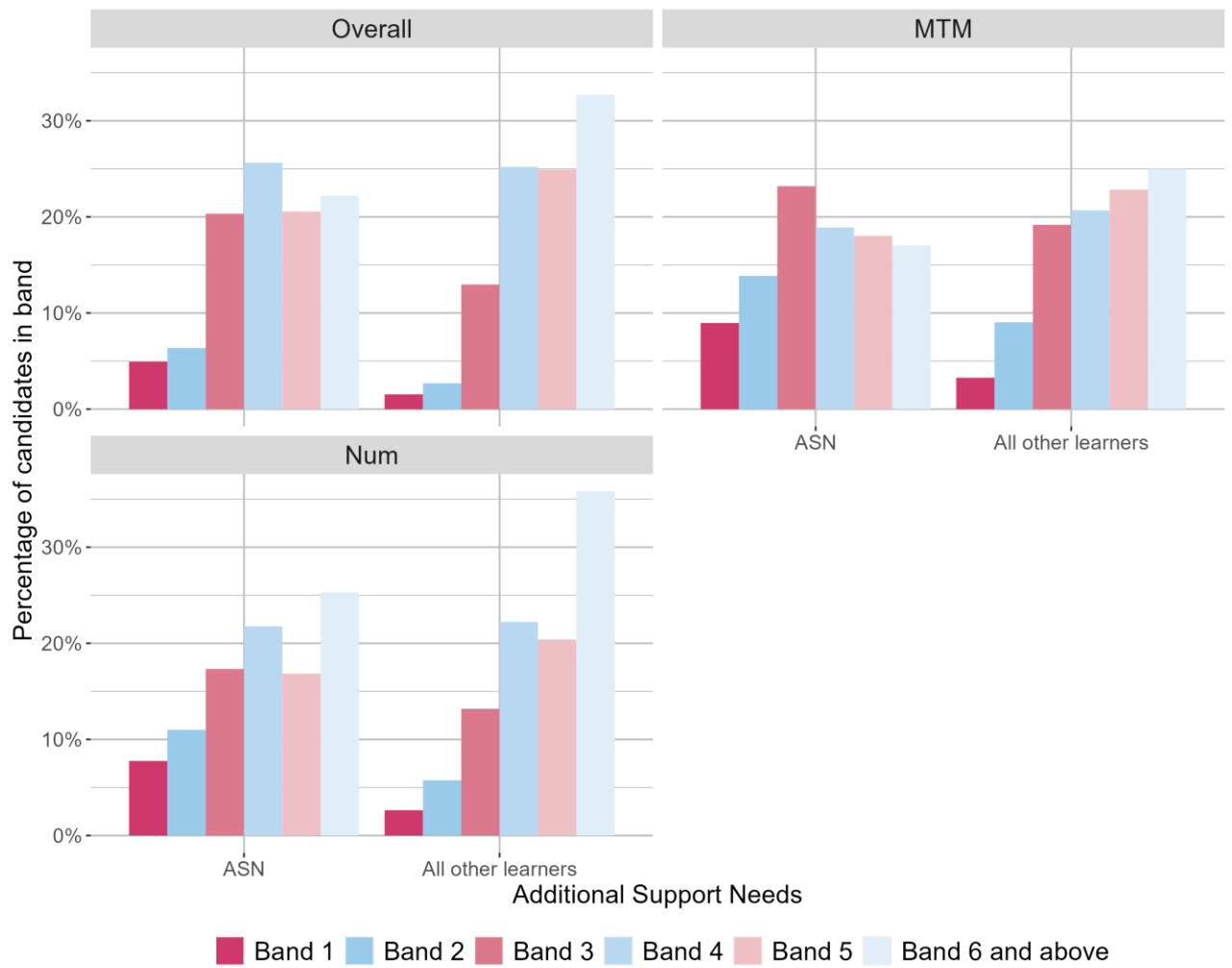




Chart 6b. Numeracy outcomes distributed by ASN for P4

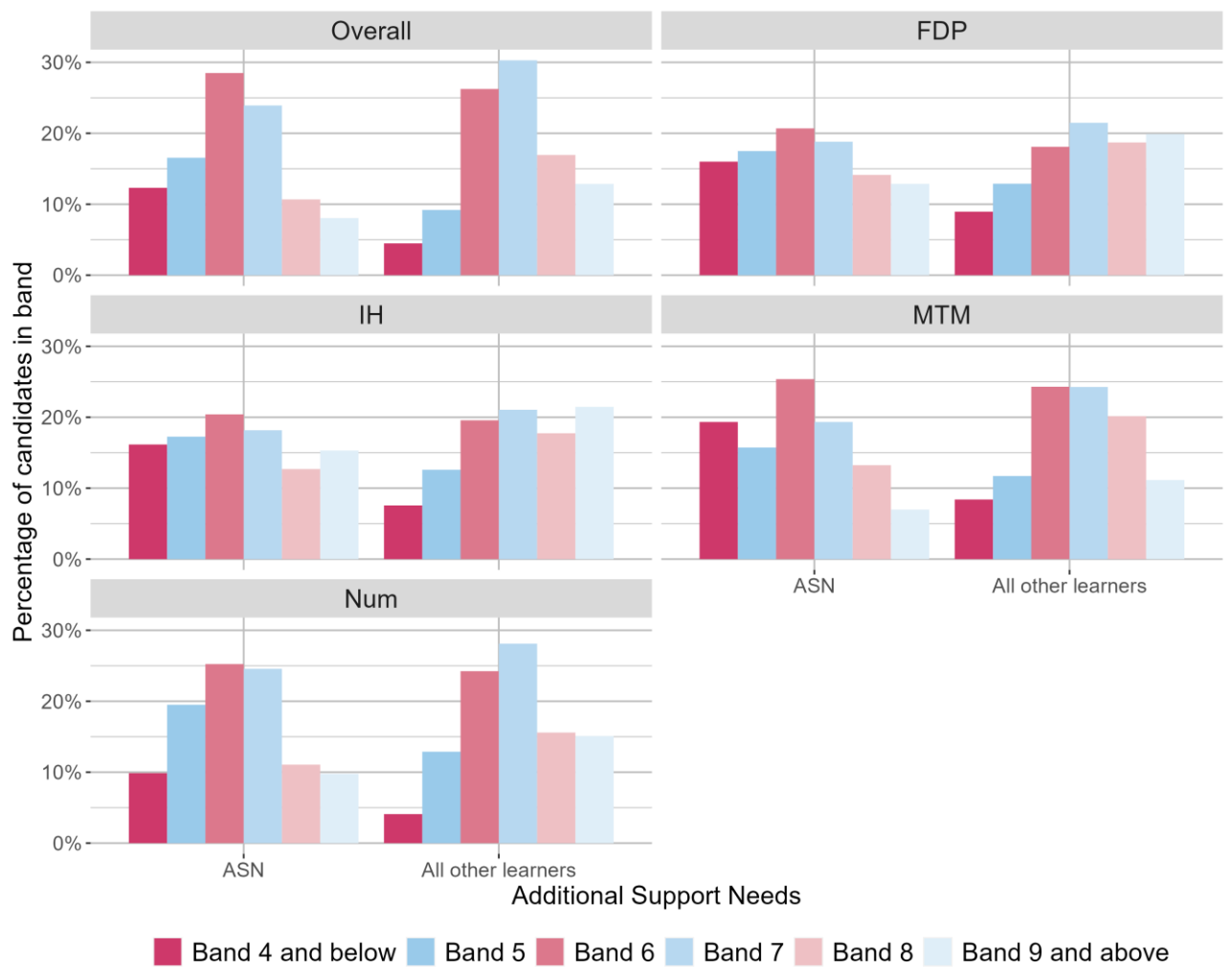


Chart 6c. Numeracy outcomes distributed by ASN for P7

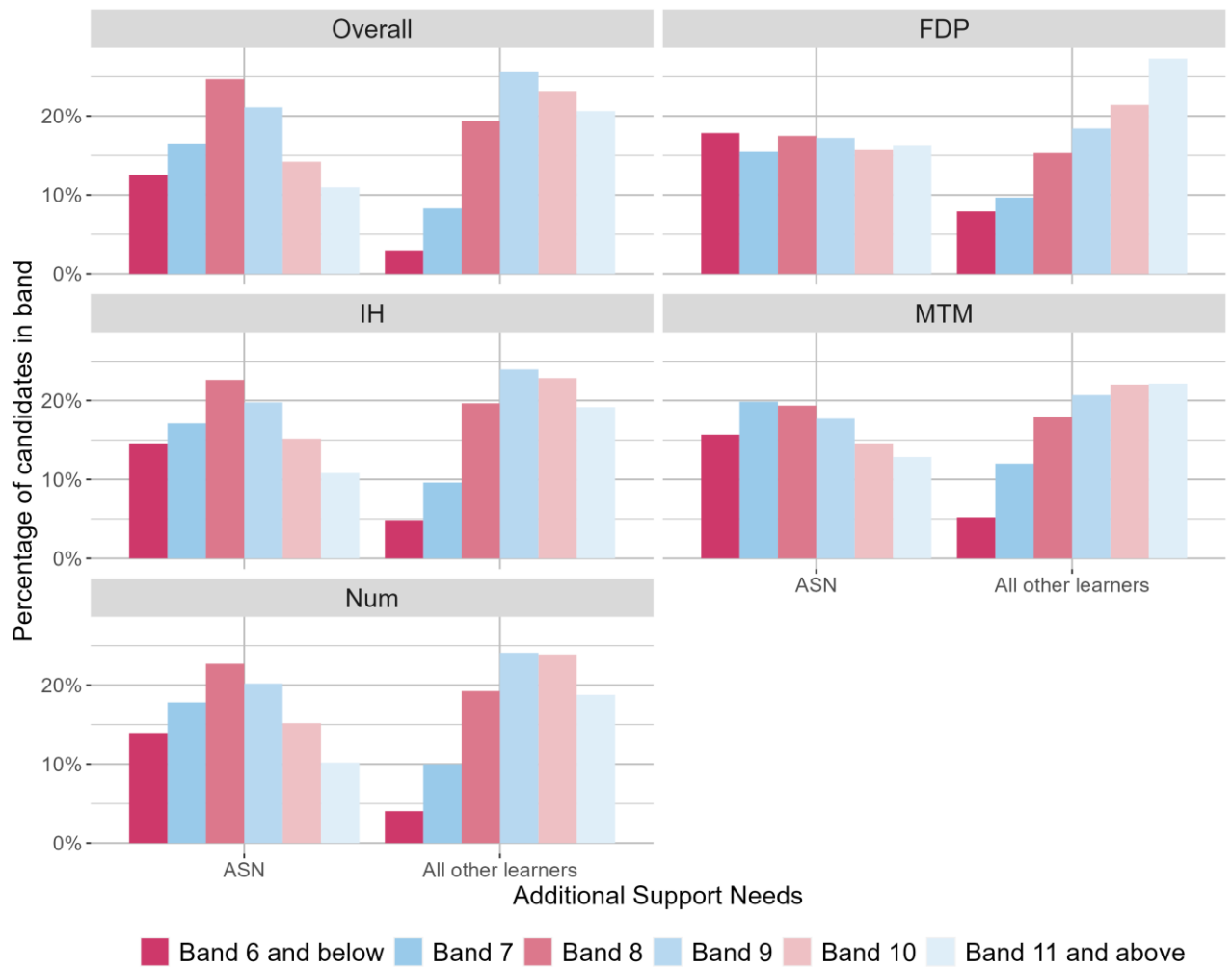
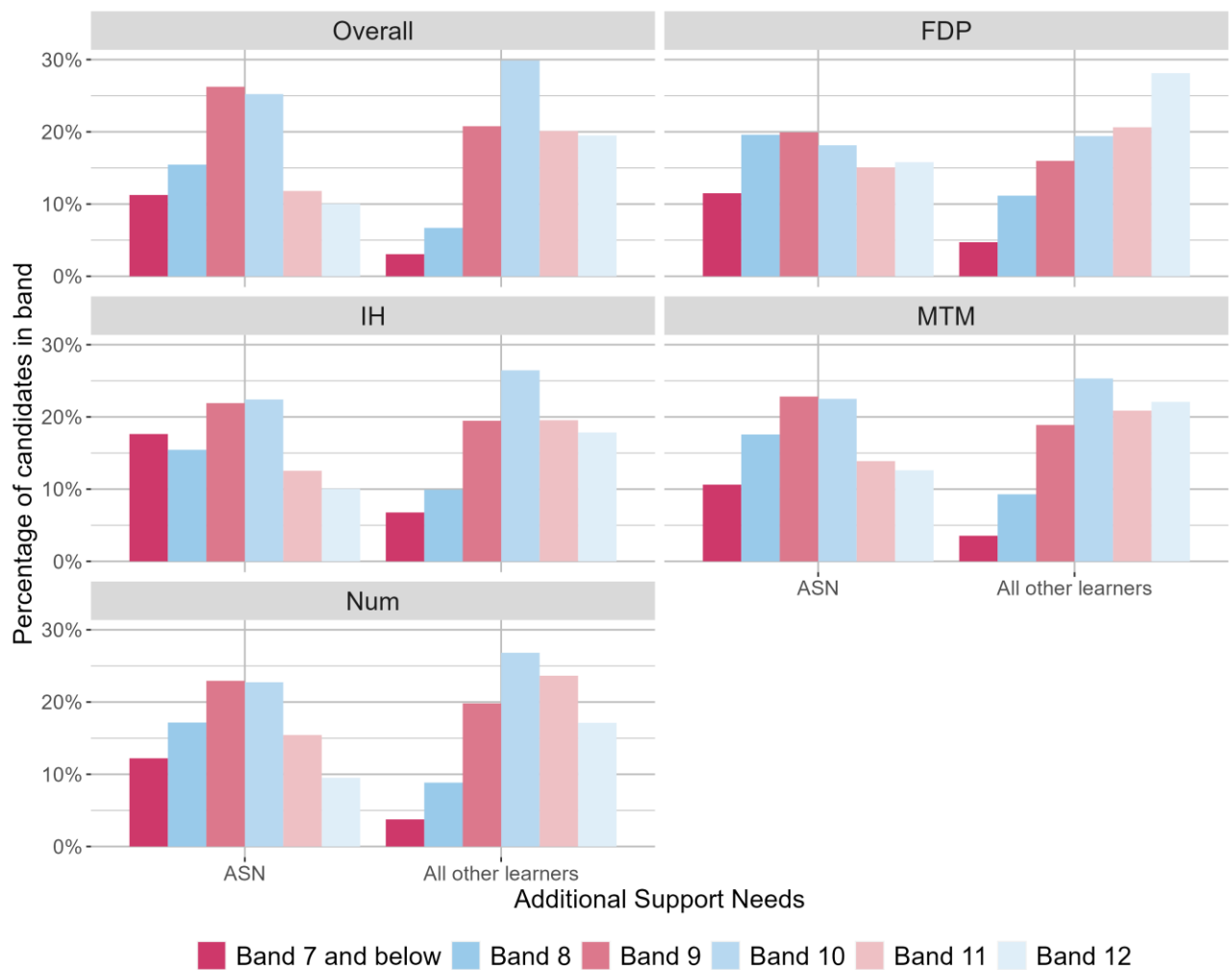


Chart 6d. Numeracy outcomes distributed by ASN for S3



### 2.3.7 Looked After Children

Charts 7a to 7c compare learners who were classified as Looked After Children (LAC) either at Home or Away from Home, with all other learners. The information was taken from the national database, SEEMiS. In line with ONS guidelines the data for P1 is not reported in order to avoid identifying individual learners.

Across all stages, among learners classified as Looked After Children, notably smaller proportions achieved outcomes in the two upper capacity bands, compared to other learners without these classifications. This was most pronounced at Stage S3. Similarly, among learners classified as Looked After Children, there were higher proportions with outcomes in the two lower bands than among other learners. This pattern was similar across all stages.

Chart 7a. Numeracy outcomes distributed by LAC for P4

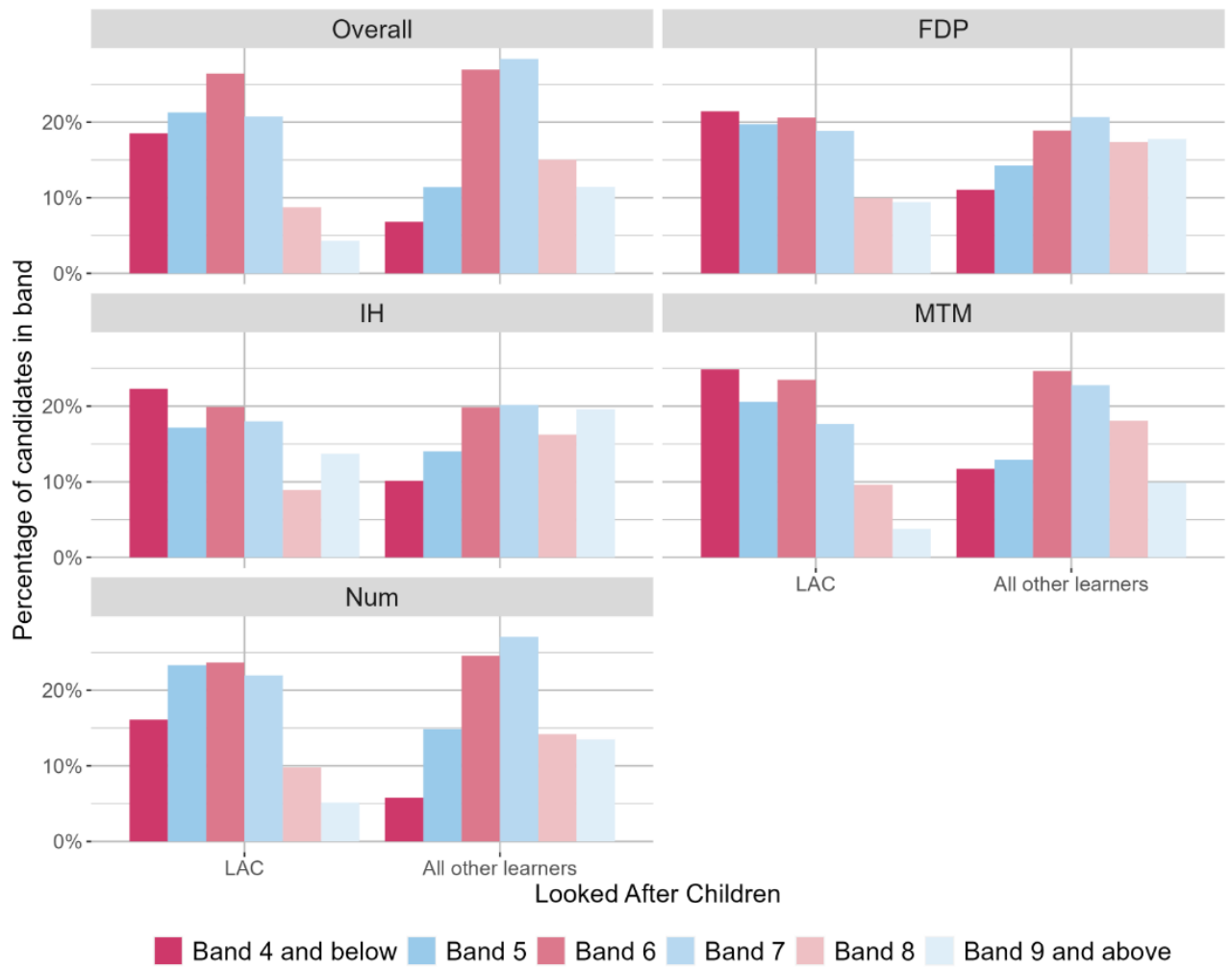


Chart 7b. Numeracy outcomes distributed by LAC for P7

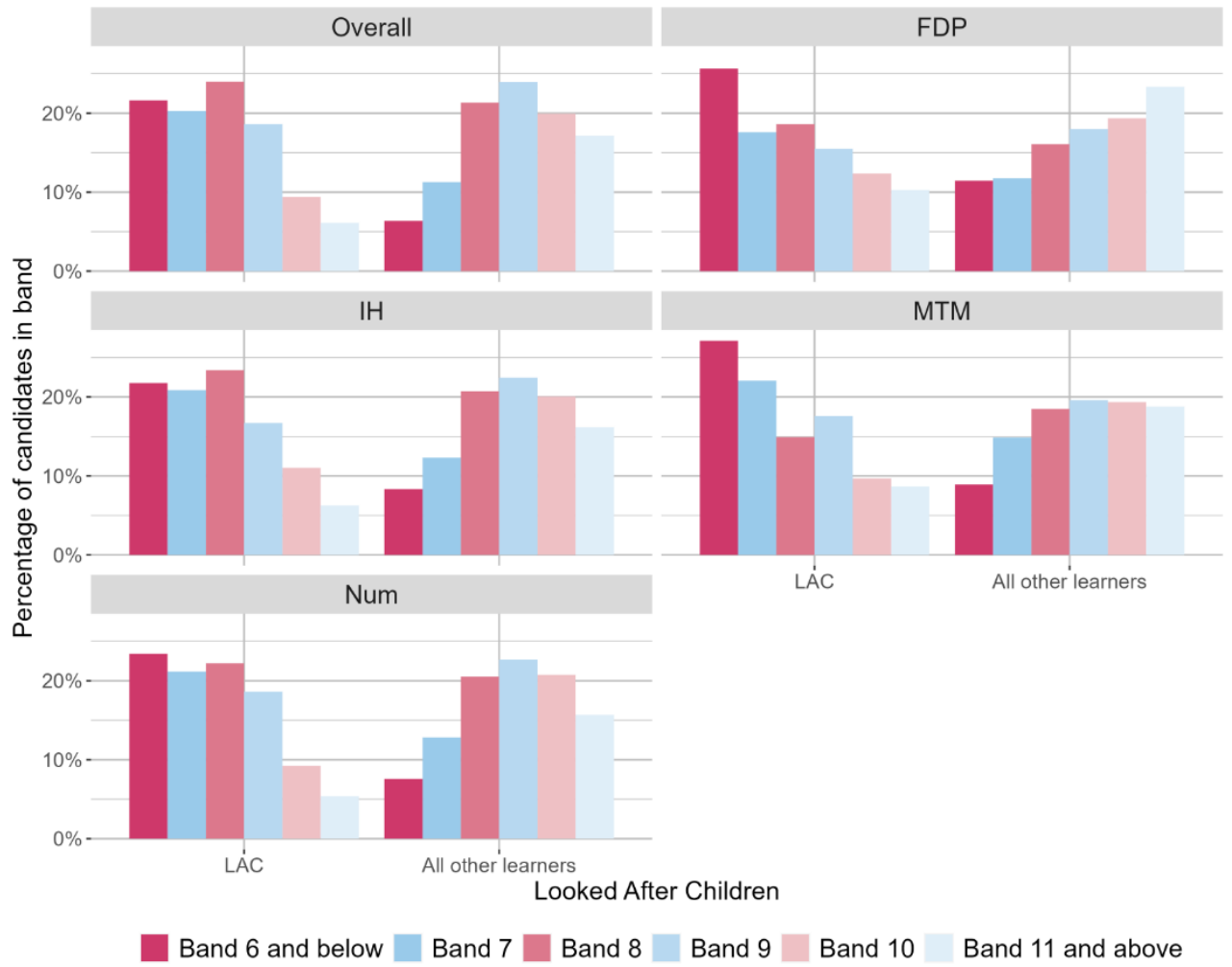
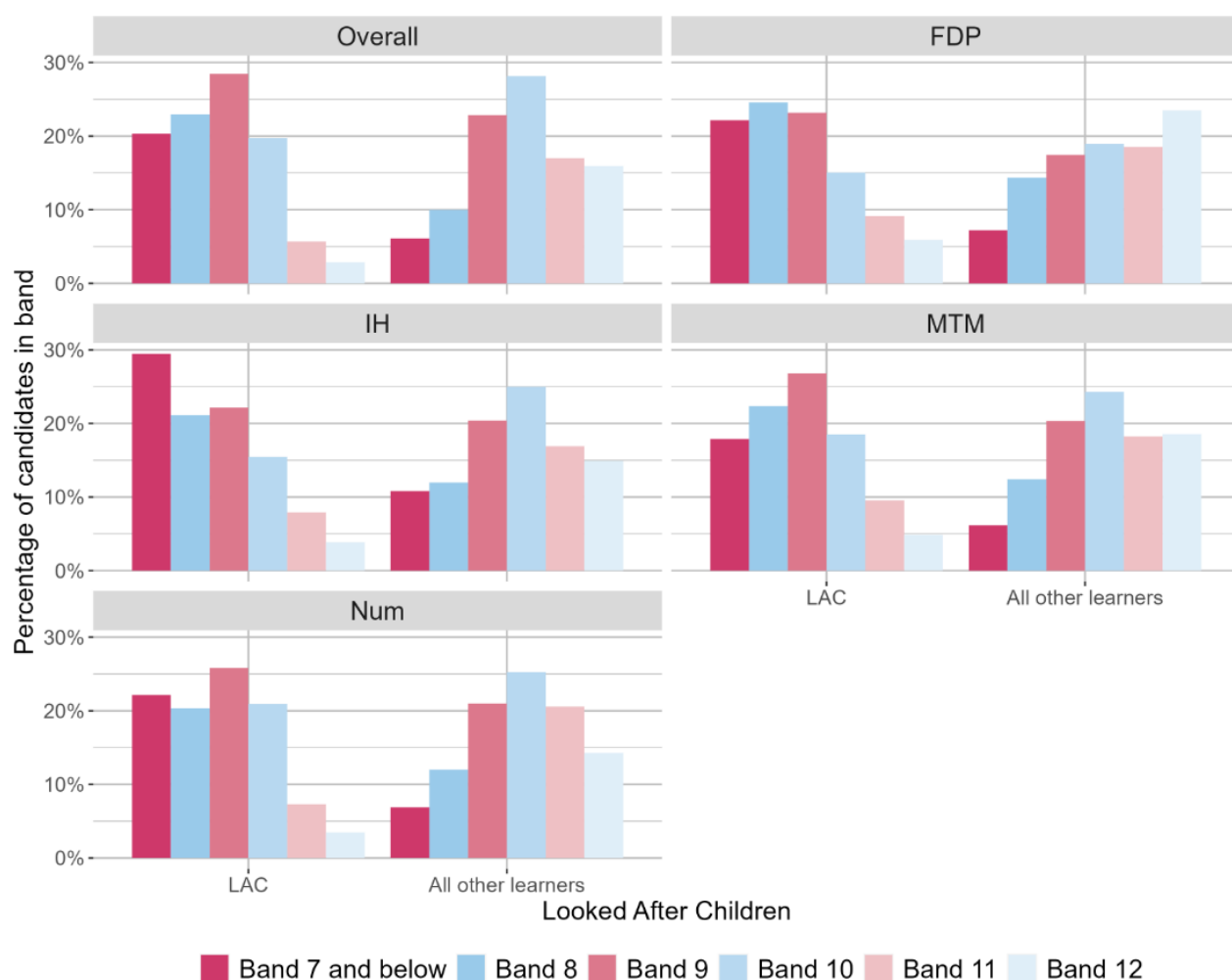


Chart 7c. Numeracy outcomes distributed by LAC for S3



### 2.3.8 English as an Additional Language

Charts 8a to 8d compare learners by language background: English as an Additional Language (EAL) compared with all other learners. The category 'EAL' refers to those learners who are recorded in SEEMiS as having English as an additional language. The 'Not EAL' category comprises both learners who were recorded as not having EAL and those for whom there was no entry in this field.

When comparing learners for whom English is an Additional Language (EAL) and those for whom English is their first language at P4, P7 and S3, we observed only relatively small differences in the proportion of learners achieving outcomes in the highest two capacity bands.

At P1, differences between the two groups were larger than for the other stages. When comparing proportions in bands for each organiser, we observed very similar outcomes between the two groups, with only slightly larger proportions of learners who do not have English as their first language having outcomes in the highest two bands at P4, P7 and S3.

Chart 8a. Numeracy outcomes distributed by EAL for P1

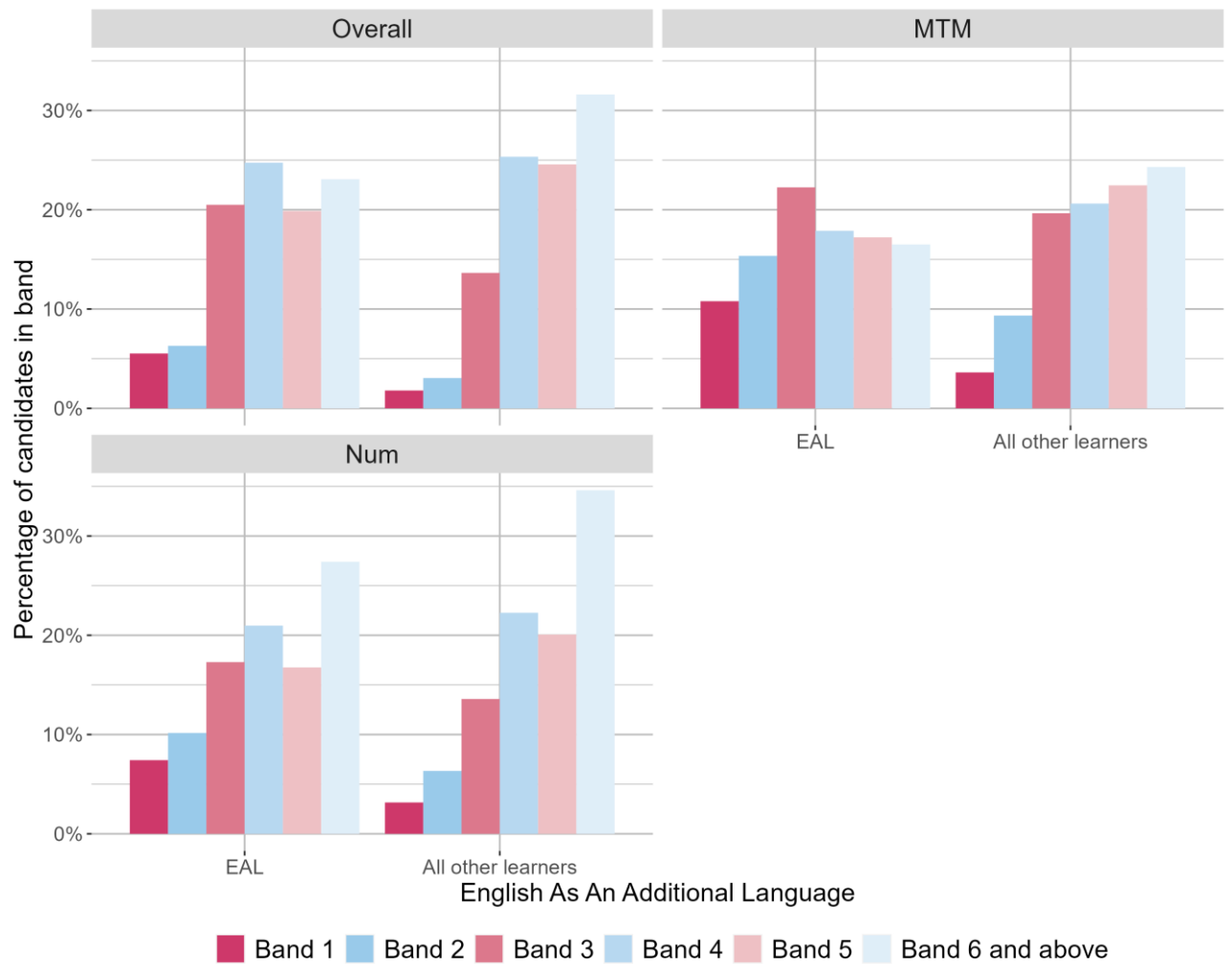


Chart 8b. Numeracy outcomes distributed by EAL for P4

A bar chart showing the overall outcomes for SNSA P1 Numeracy and the organisers where learners were presented with more than 5 items from that organiser distributed by EAL.

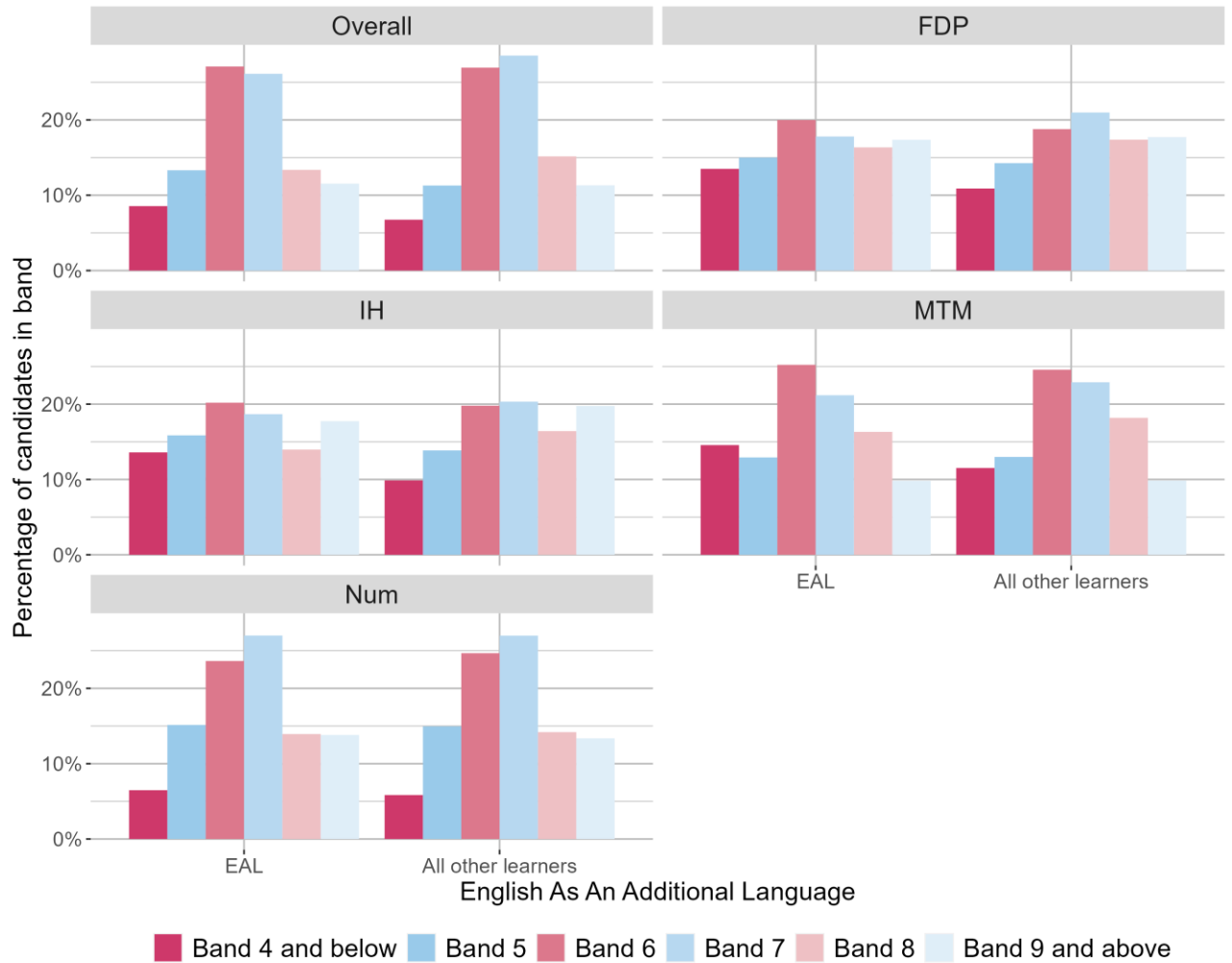
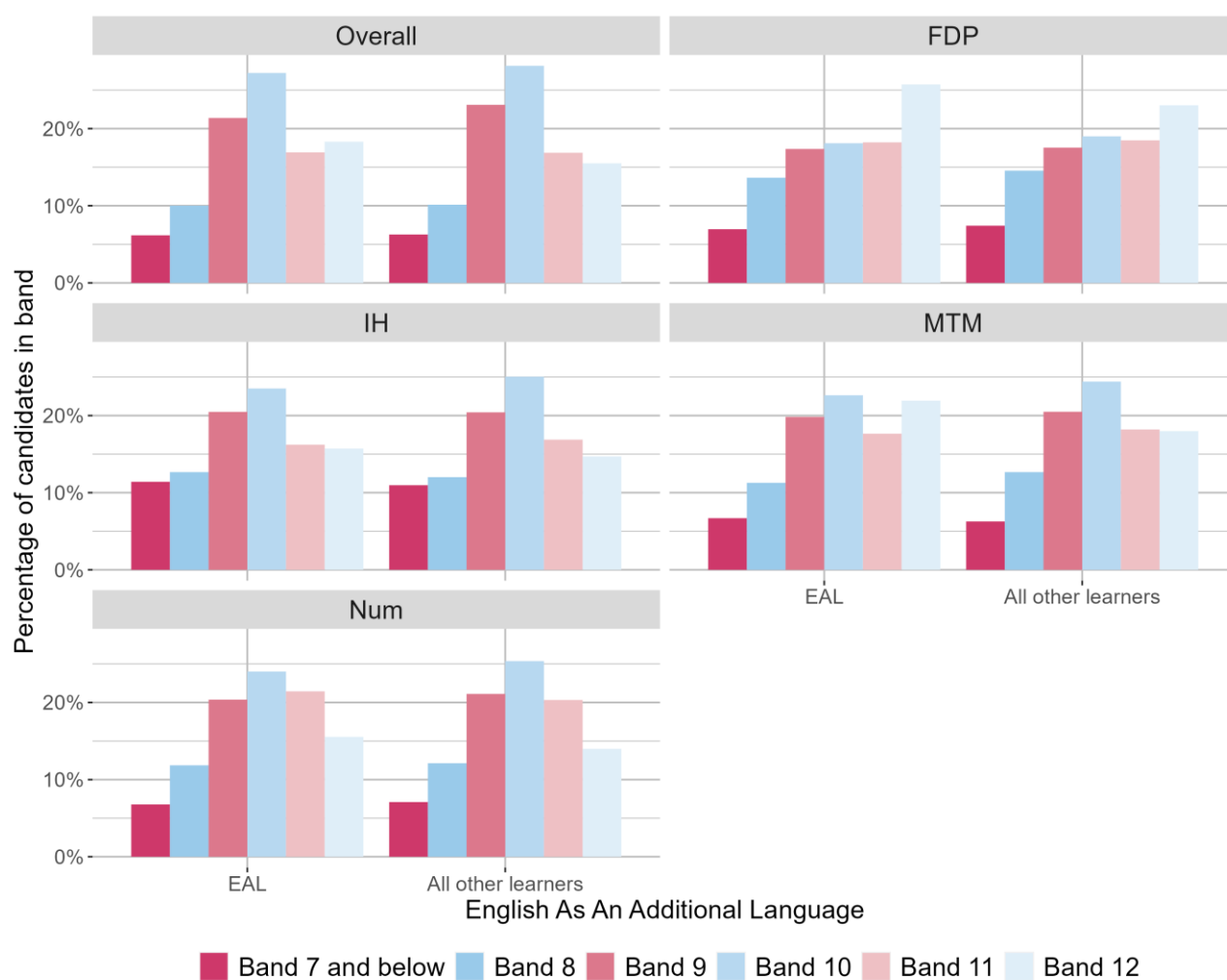




Chart 8c. Numeracy outcomes distributed by EAL for P7



Chart 8d. Numeracy outcomes distributed by EAL for S3



## 2.4 MCNG National outcomes for numeracy

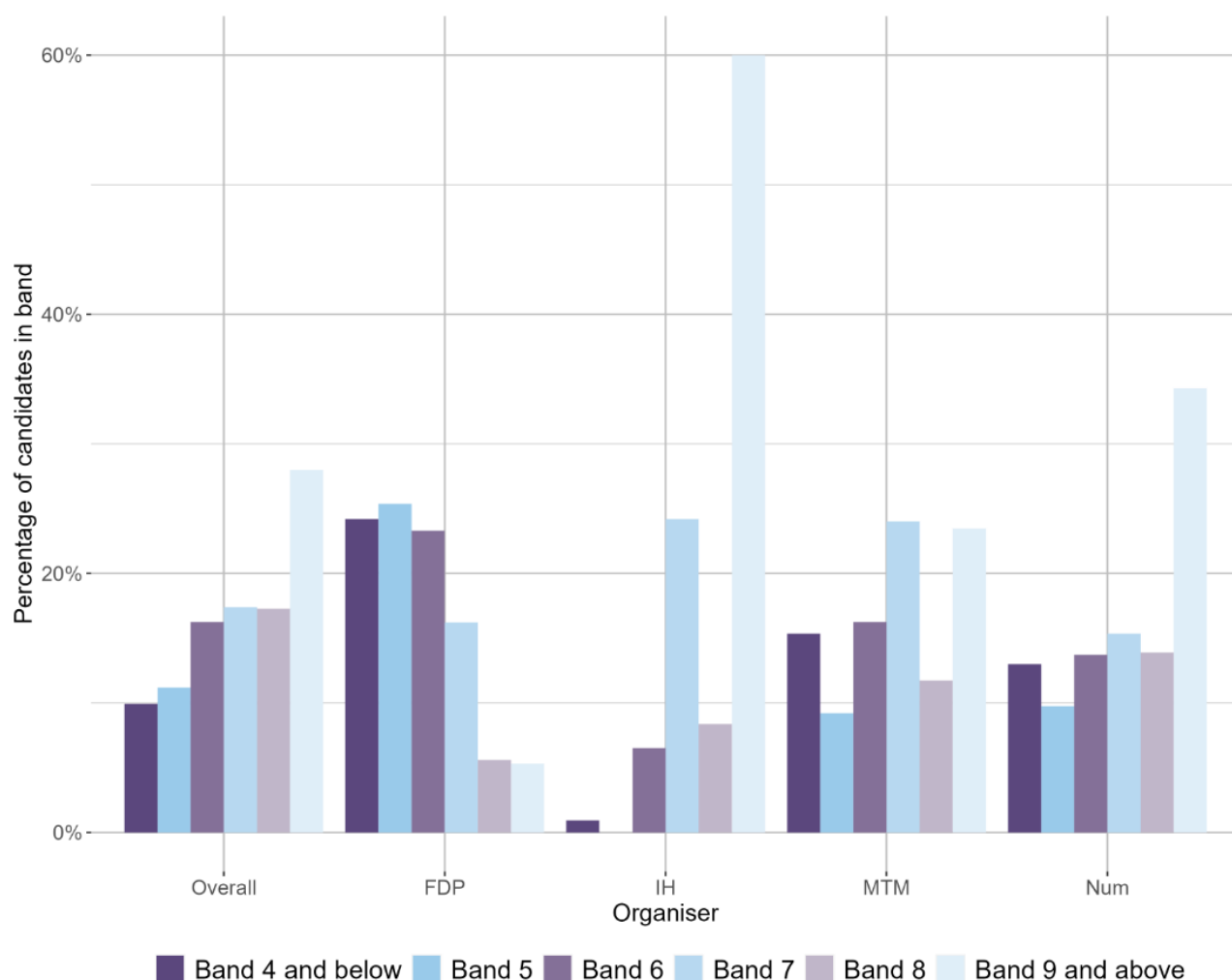
### 2.4.1 Overall outcomes

Charts 9a and 9b show the overall outcomes of all learners for numeracy at P4 and P7. There were no learners who undertook S3 numeracy assessments and in line with ONS guidelines the data for P1 is not reported in order to avoid identifying individual learners. These charts also show the outcomes of all learners categorised by each of the four organisers: Number (NUM); Fractions, decimal fractions and percentages (FDP); Measurement, time and money (MTM); and Information handling (IH) where learners were presented with more than 5 items from that organiser. The bars show outcomes across the six capacity bands that are specific to each stage, in line with MCNG reports for the academic year 2022 to 2023.

At P4, the majority of the learners achieved outcomes in the upper two capacity bands and at P7 the majority of learners achieved outcomes in the middle two capacity bands.

Please note that a 'notable difference' refers to a difference of 10% or more.

Chart 9a. Numeracy outcomes for P4



Overall, for P4, the band achieved by the largest proportion of learners was 9, and the band achieved by the second largest proportion was 7. Overall, 63% of learners achieved bands 7, 8 or 9 and 79% of learners achieved bands 6, 7, 8 or 9.

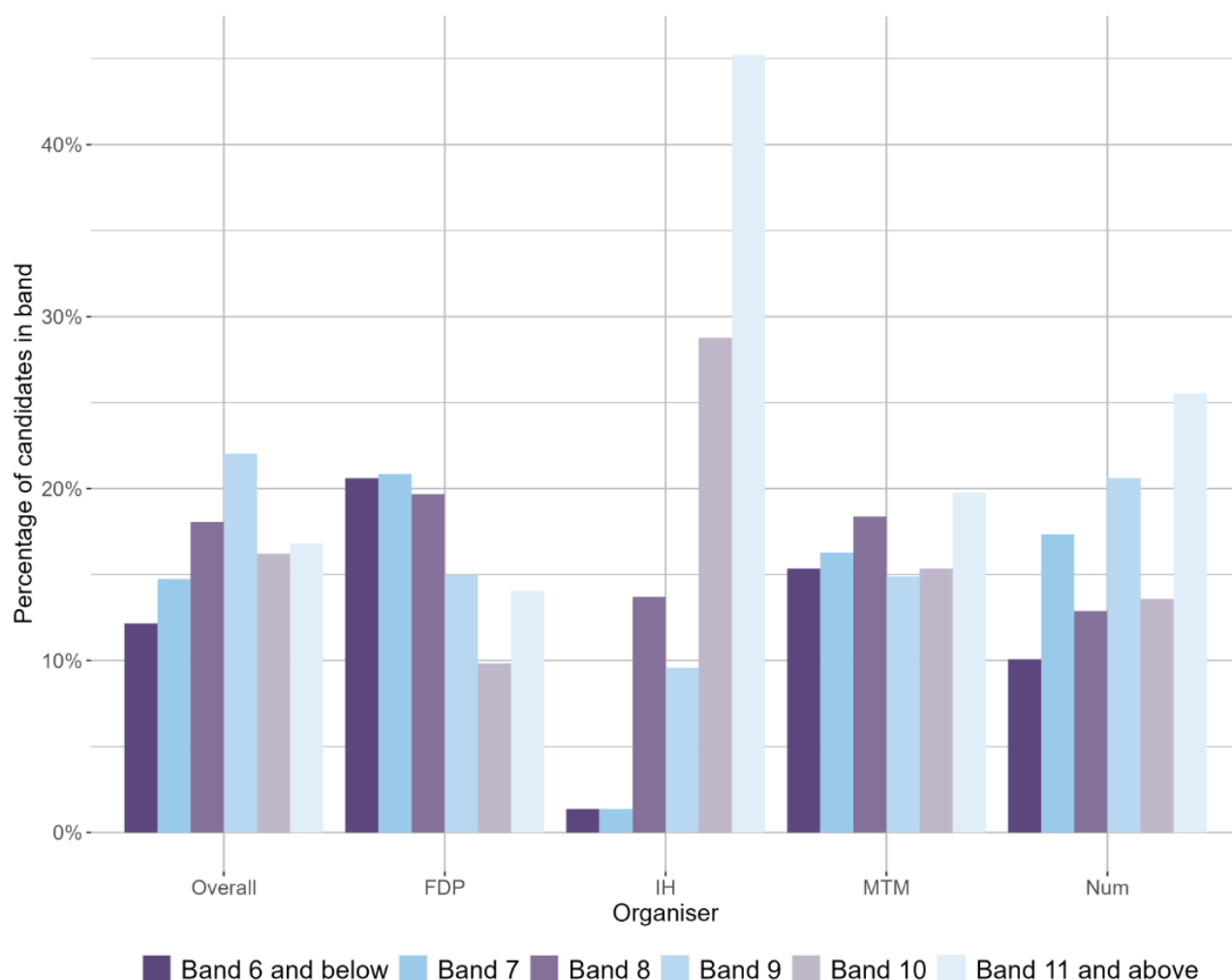
For the organiser 'Fractions, decimal fractions and percentages', 51% of learners achieved bands 6, 7, 8 or 9 and 76% of learners achieved bands 5, 6, 7, 8 or 9. This organiser did not have the largest proportion of learners achieving outcomes in band 9, instead the largest proportion of learners are in band 5.

For the organiser 'Information handling', 60% of learners achieved bands 6 and 93% of learners achieved bands 7, 8 or 9.

For the organiser 'Money, time and measurement', 59% of learners achieved bands 7, 8 or 9 and 76% of learners achieved bands 6, 7, 8 or 9. This organiser did not have the largest proportion of learners achieving outcomes in band 9, instead the largest proportion of learners are in band 7.

For the organiser 'Number', 64% of learners achieved bands 7, 8 or 9 and 78% of learners achieved bands 6, 7, 8 or 9.

Chart 9b. Numeracy outcomes for P7



Overall, for P7, the band achieved by the largest proportion of learners was 9, and the band achieved by the second largest proportion was 8. Overall, 53% of learners achieved bands 9, 10 or 11 and 87% of learners achieved bands 7, 8, 9, 10 or 11.

For the organiser 'Fractions, decimal fractions and percentages', 59% of learners achieved bands 8, 9, 10 or 11 and 79% of learners achieved bands 7, 8, 9, 10 or 11. This organiser did not have the largest proportion of learners achieving outcomes in band 9, instead the largest proportion of learners are in band 7.

For the organiser 'Information handling', 74% of learners achieved bands 1 or 2 and 84% of learners achieved bands 9, 10 or 11.

For the organiser 'Money, time and measurement', 50% of learners achieved bands 9, 10 or 11 and 85% of learners achieved bands 7, 8, 9, 10 or 11.

For the organiser 'Number', 60% of learners achieved bands 9, 10 or 11 and 90% of learners achieved bands 7, 8, 9, 10 or 11.

### 2.4.2 Sex

Charts 10a and 10b show numeracy outcomes for boys and girls for each stage. Outcomes are given for numeracy overall and also by organiser. There were no learners who undertook S3 numeracy assessments and in line with ONS guidelines the data for P1 is not reported in order to avoid identifying individual learners. At P4, most male and female learners had assessment outcomes corresponding to the two top capacity bands. At P7, most male and female learners achieved outcomes in the two middle capacity bands.

Chart 10a. Numeracy outcomes distributed by sex for P4

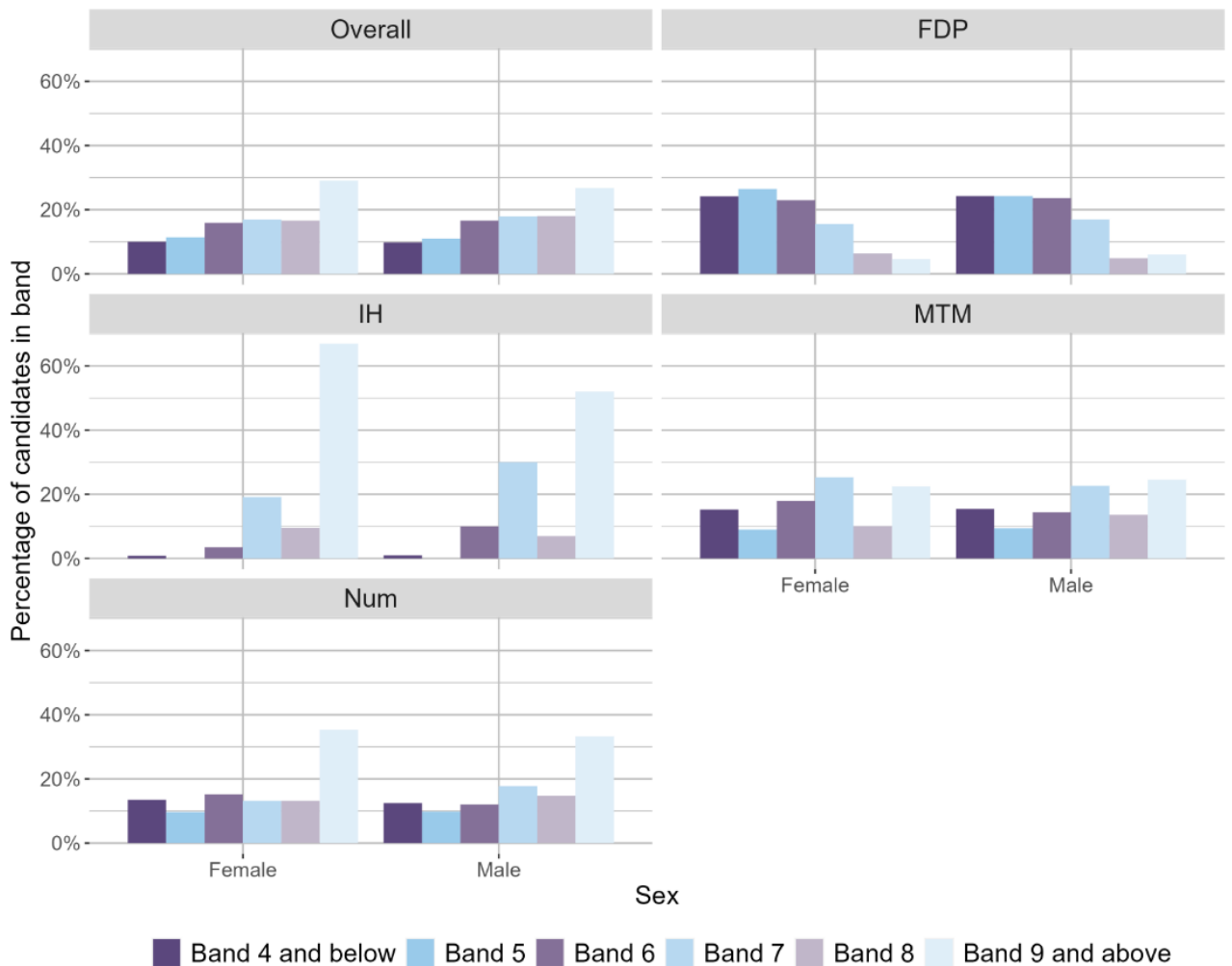
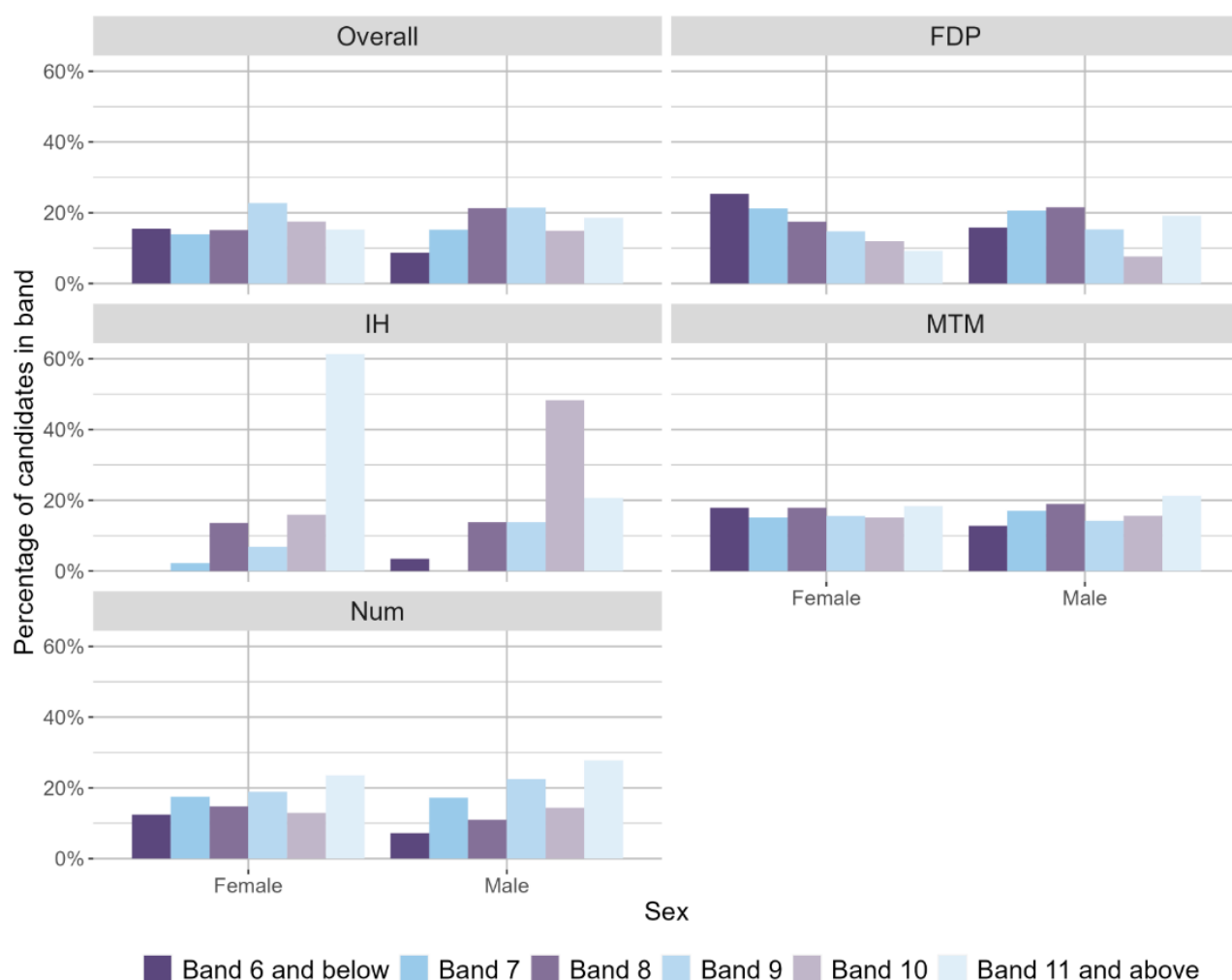


Chart 10b. Numeracy outcomes distributed by sex for P7



### 2.4.3 Scottish Index of Multiple Deprivation

There were no learners who undertook S3 numeracy assessments and in line with ONS guidelines the data for P1, P4 and P7 is not reported in order to avoid identifying individual learners.

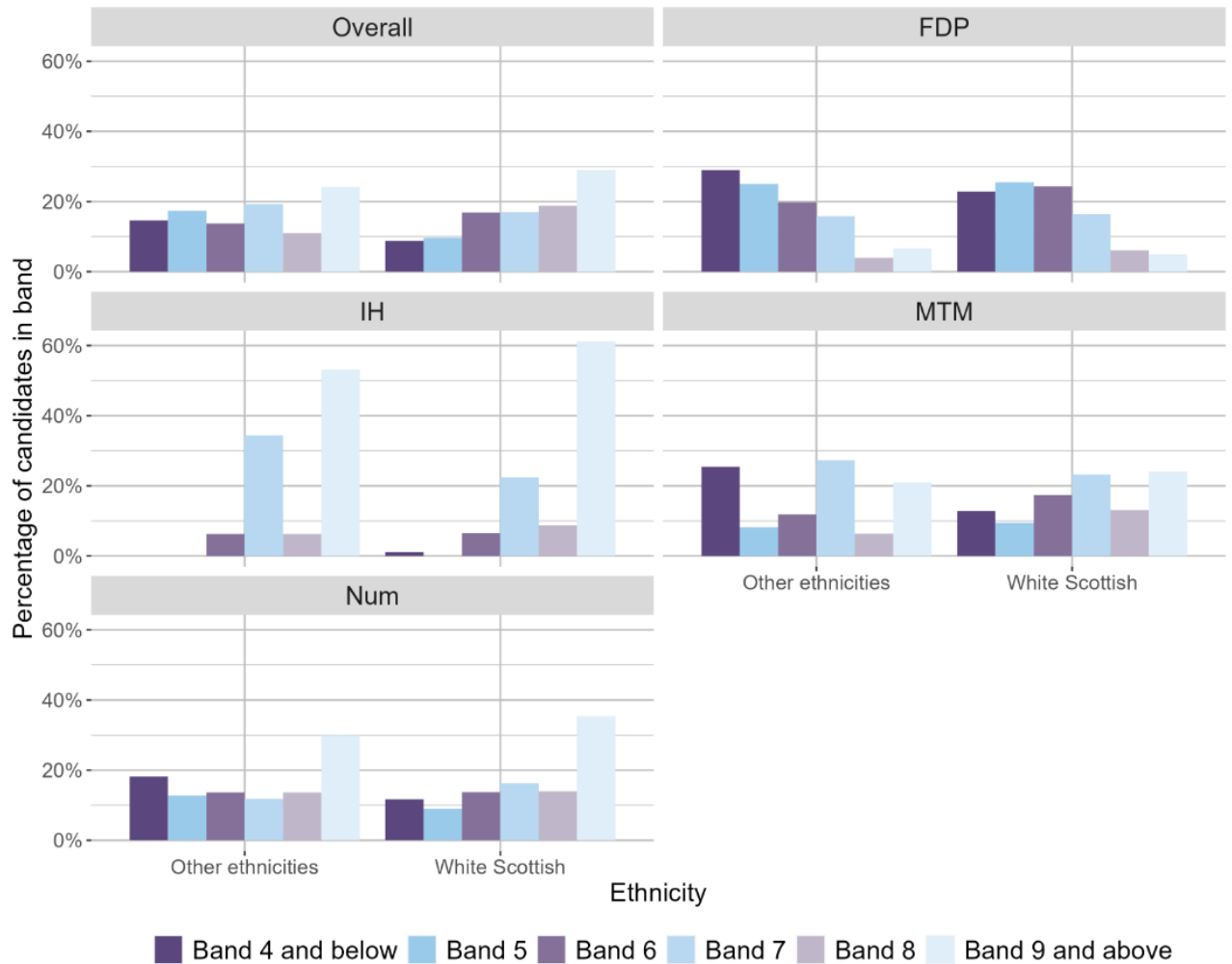
### 2.4.4 Ethnic background

This section looks at differences in outcomes between learners from 'White Scottish' and other ethnic backgrounds. Chart 11 shows the percentages of learners in these two groups for P4. There were no learners who undertook S3 numeracy assessments and in line with ONS guidelines the data for P1 and P7 is not reported in order to avoid identifying individual learners.

The outcomes show that, generally, there were some differences across the two comparison groups, both in terms of overall numeracy outcomes and when considering assessment outcomes regarding each of the organisers.

At P4, among children from a 'White Scottish' background, there were slightly higher proportions of children with outcomes in the top two bands than for children from other backgrounds.

Chart 11. Numeracy outcomes distributed by ethnic background for P4

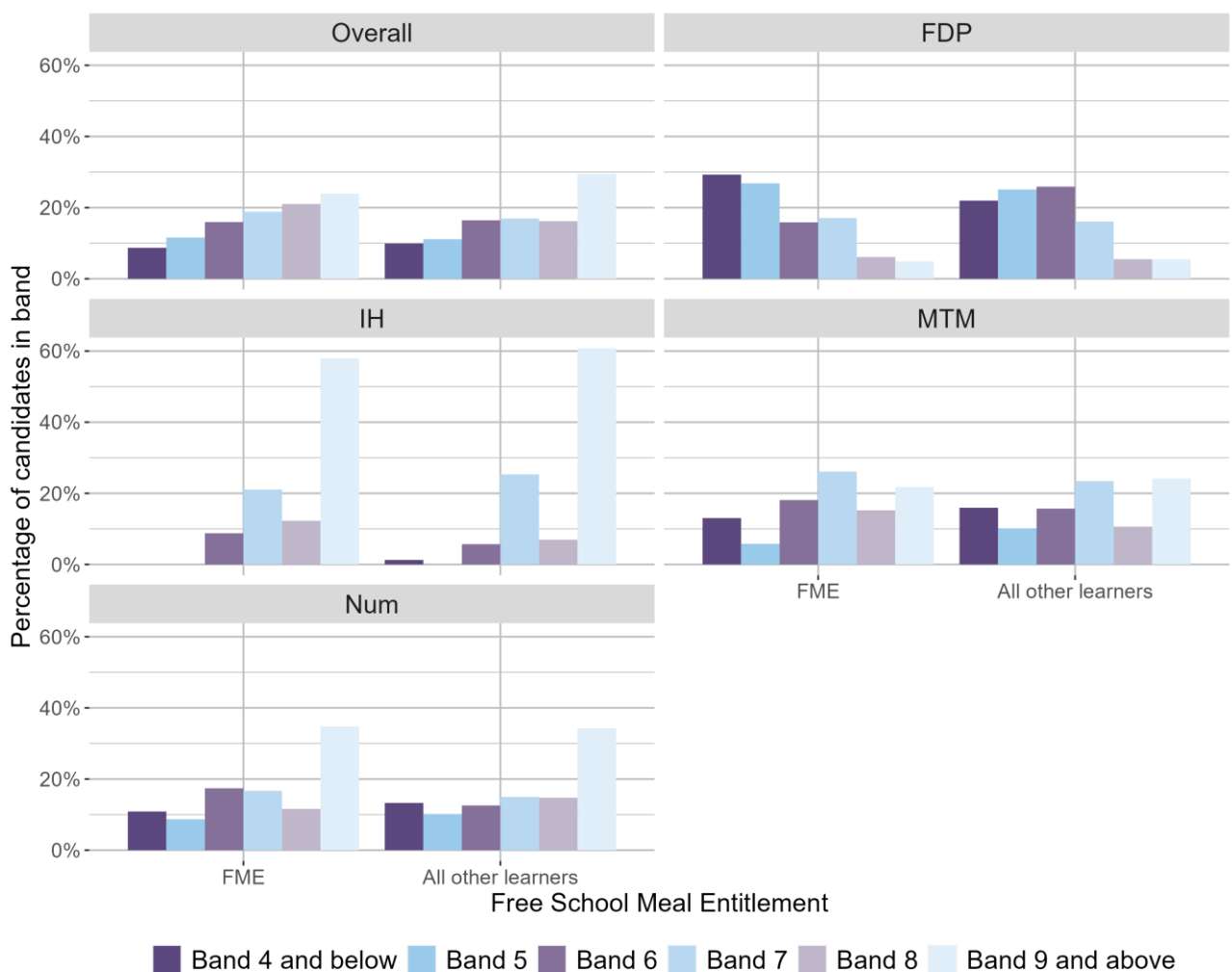


### 2.4.5 Free School Meal Entitlement

Chart 12 shows the numeracy outcomes of learners according to entitlement to free school meals (FME) for P4. This chart distinguishes those with entitlement from all other learners. There were no learners who undertook S3 numeracy assessments and in line with ONS guidelines the data for P1 and P7 is not reported in order to avoid identifying individual learners.

At P4 there were almost identical outcomes for learners entitled to FME and those who were not across all bands.

Chart 12. Numeracy outcomes distributed by FME for P4



### 2.4.6 Additional Support Needs

Charts 13a and 13b show the distributions of learners according to whether or not learners were registered as learners with Additional Support Needs (ASN). There were no learners who undertook S3 numeracy assessments and in line with ONS guidelines the data for P1 is not reported in order to avoid identifying individual learners.



At P4 and P7, the proportions of learners in the two upper bands were larger among learners with no ASN though this was more pronounced at P4 and minimal at P7.

Chart 13a. Numeracy outcomes distributed by ASN for P4

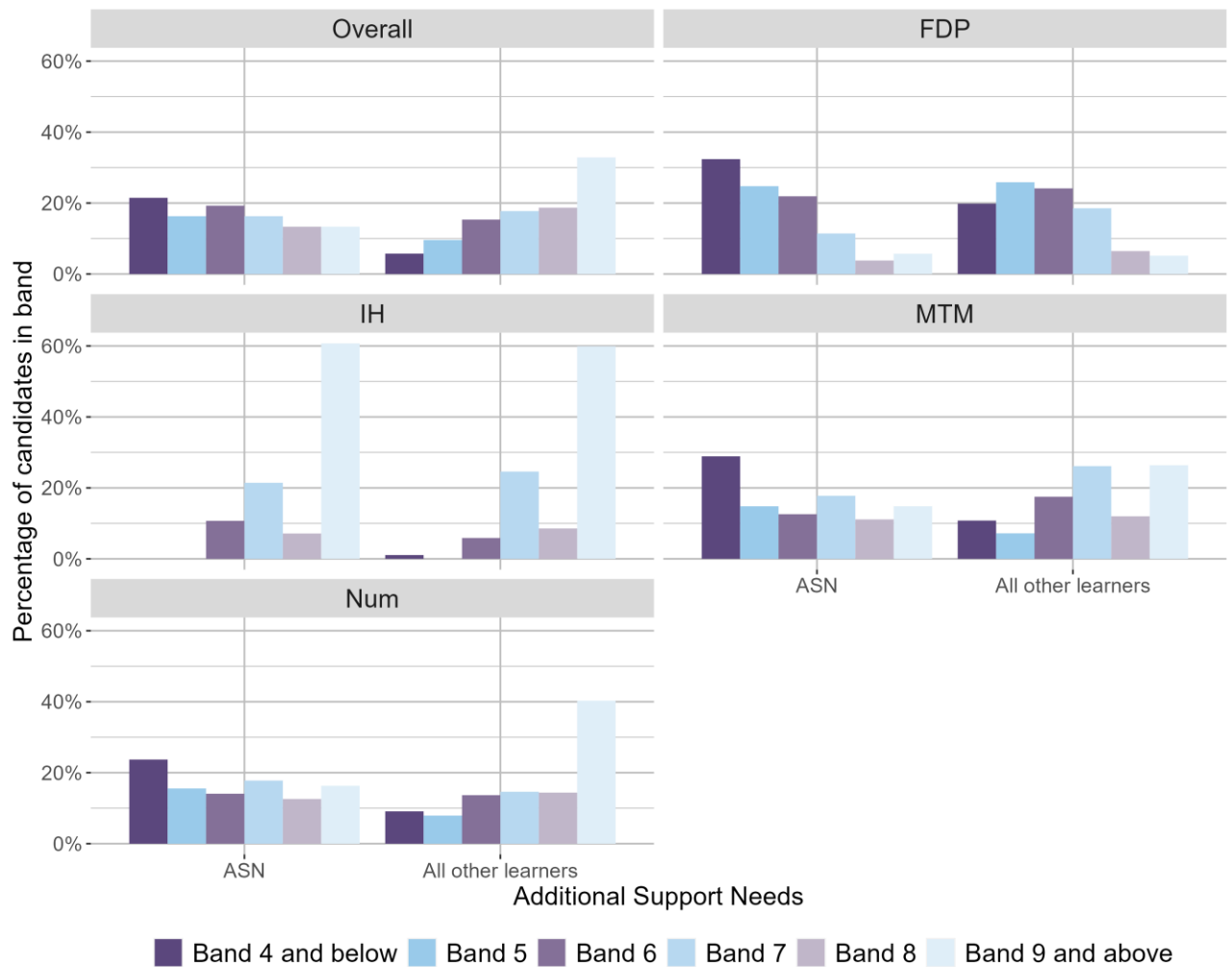
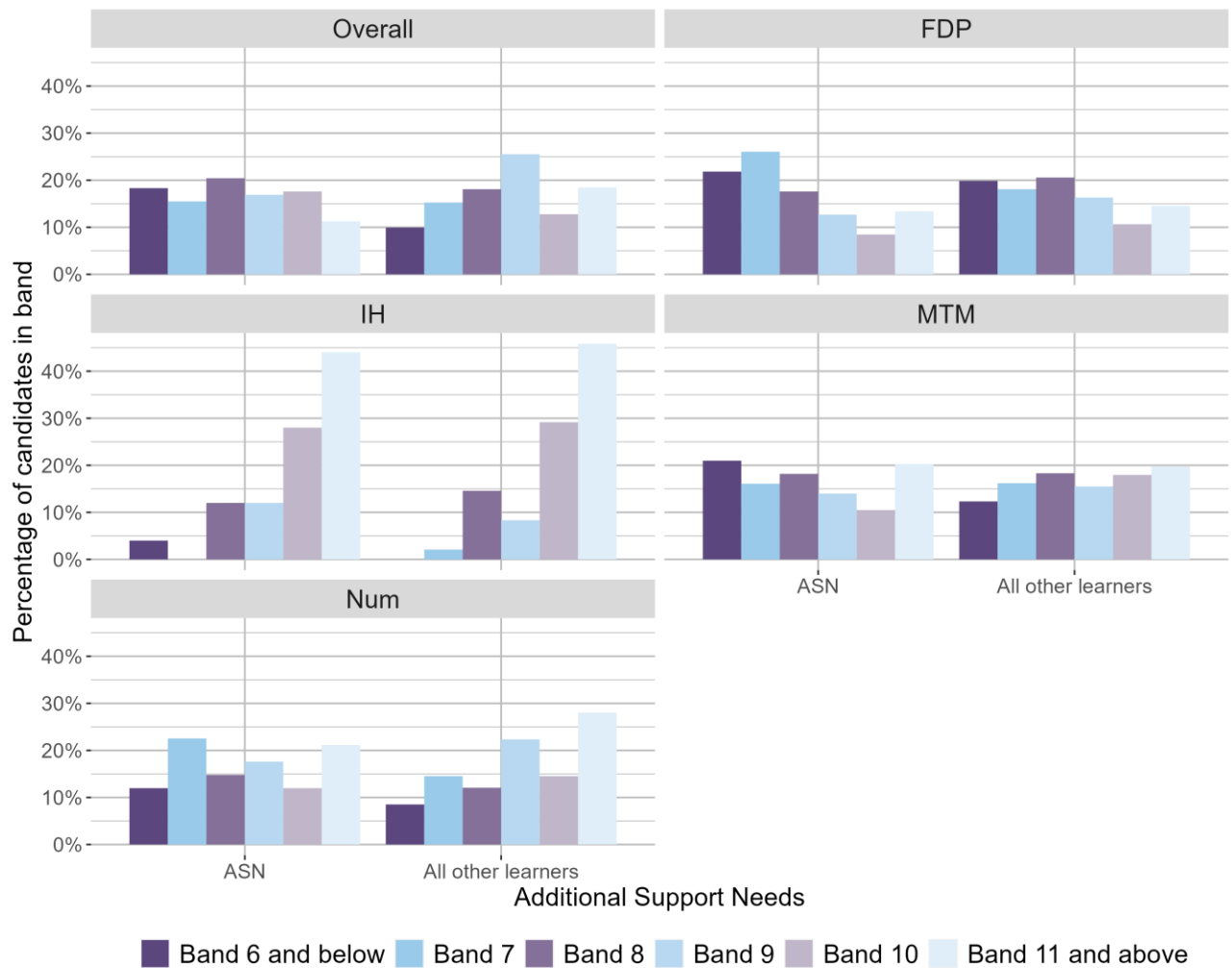


Chart 13b. Numeracy outcomes distributed by ASN for P7



### 2.4.7 Looked After Children

There were no learners who undertook S3 numeracy assessments and in line with ONS guidelines the data for P1, P4 and P7 is not reported in order to avoid identifying individual learners.

### 2.4.8 English as an Additional Language

There were no learners who undertook S3 numeracy assessments and in line with ONS guidelines the data for P1, P4 and P7 is not reported in order to avoid identifying individual learners.

## 3 Reading/Literacy

### 3.1 The scope of the reading/literacy assessment

#### 3.1.1 Reading and literacy for P1, P4, P7 and S3

For P4, P7 and S3, the assessments of reading and writing are delivered separately. For P1, children are presented with a single assessment combining elements of reading and writing – this is referred to as the P1 literacy assessment. There are two reasons for combining reading and writing at P1. First, literacy skills tend to be quite integrated at this early stage of development (and may be referred to as 'precursor' or 'component' literacy skills). Secondly, a combined literacy assessment reduces the burden of the assessment, which is an important consideration for the very young children in this stage. The P1 literacy assessment is scaled with the reading assessments for higher stages, using the same set of curriculum organisers, and is therefore discussed in this section in conjunction with the outcomes of the P4, P7 and S3 reading assessments.

The P1 literacy assessment comprised both stand-alone items and 'units', which are groups of questions focusing on a single stimulus text. At P4, P7 and S3, all the reading items were grouped into units of four or five items, to economise on the reading load. Using this unit structure, items of differing difficulty and covering different organisers could be asked with reference to the same text.

#### 3.1.2 Alignment with Curriculum for Excellence

In the NSA academic year 2022 to 2023, the assessments of reading and P1 literacy were based on elements of Curriculum for Excellence (CfE), as articulated in the Benchmarks: Literacy and Gàidhlig, published in March 2017 and the Benchmarks: Literacy and English, published in June 2017.

#### 3.1.3 A note on texts used in NSA reading assessments

For NSA reading in English and Gaelic, a broad definition of texts was used, in line with the statements in Benchmarks: Literacy and English (June 2017): 'Challenge in literacy ... involves engaging with a wide range of increasingly complex texts which are suitable to the reading age of each learner.' In NSA, this range includes narrative fiction and non-fiction, description, explanation, argument and instructions. A further dimension to the definition of texts in NSA reading relates to format, as described in Curriculum for Excellence: Literacy and English, Principles and Practice: 'Texts can be in continuous form, including traditional formal prose, or non-continuous, for example charts and graphs.'

### 3.2 Coverage of the Curriculum for Excellence

NSA are just one part of the range of assessments that teachers use in making their evaluations of children's and young people's learning. As a standardised assessment with a defined number of items and using items capable of being scored automatically, only some parts of the specified reading Benchmarks could be addressed. In consultation with Scottish literacy experts, it was agreed that the reading and P1 literacy assessments

should be based on the organisers Tools for reading (TFR), Finding and using information (FUI), and Understanding, analysing and evaluating (UAE). The assessment questions for the NSA reflect the knowledge, skills understanding, and standards embedded within the Curriculum for Excellence Experiences and Outcomes for reading, writing and numeracy across the CfE Levels, in accordance with the most up to date Education Scotland advice and curricular guidance on experiences and outcomes and Benchmarks.

Although all three organisers are represented in the P1, P4, P7 and S3 reading assessments, there were different proportions across the stages. In the reports provided to schools, teachers received information about organiser-level outcomes if the learner was presented with at least five items from the organiser. Similarly, in this report, outcomes for organisers that were addressed by at least five items in each learner's assessment are analysed. The organisers included in the reports are shown by stage, in Table 1.

Table 1: Reporting organisers for reading by stage, academic year 2022 to 2023

Stage	Organisers
Primary 1	Tools for reading; Finding and using information; Understanding, analysing and evaluating.
Primary 4	Tools for reading; Finding and using information; Understanding, analysing and evaluating.
Primary 7	Tools for reading; Finding and using information; Understanding, analysing and evaluating.
Secondary 3	Tools for reading; Finding and using information; Understanding, analysing and evaluating.

The following sections provide more information on each of the reading organisers in NSA 2022 to 2023, along with some example items. These items are not used in NSA 2023 to 2024, and they will not be used in future Scottish National Standardised Assessments.

The information in sections 3.2.1 - 3.2.3 apply to SNSA. MCNG examples and descriptions can be found in sections 3.2.4 - 3.2.6 of this report.


### 3.2.1 SNSA Tools for reading

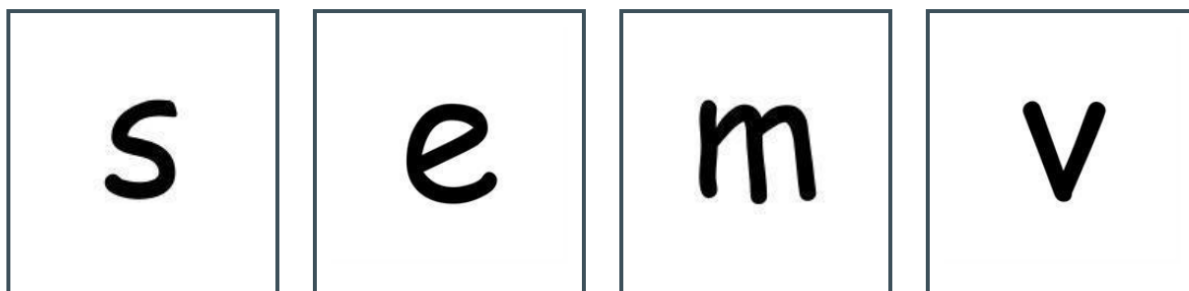
In the P1 assessment, this organiser comprised items related to phonological awareness, word decoding and word recognition; in the assessments for the upper stages, assessment content mainly referred to learners' use of strategies to work out the meaning of words. The P4, P7 and S3 assessments contained relatively small numbers of items from this organiser in the academic year 2022 to 2023.

Figure 16 shows a typical item from the P1 literacy assessment, which reflects the organiser Tools for reading. It is designed to assess children's knowledge of sounds (phonological awareness). Note that the 'audio' icon indicates to the learner that there is a

voiced component to the item, enabling the child to listen to the instruction. In this case, clicking on the icon prompts a reading of the item text to the child.

Figure 16. Example of a P1 Tools for reading item, 'Match a letter to its sound'

 Choose the letter that makes the sound...

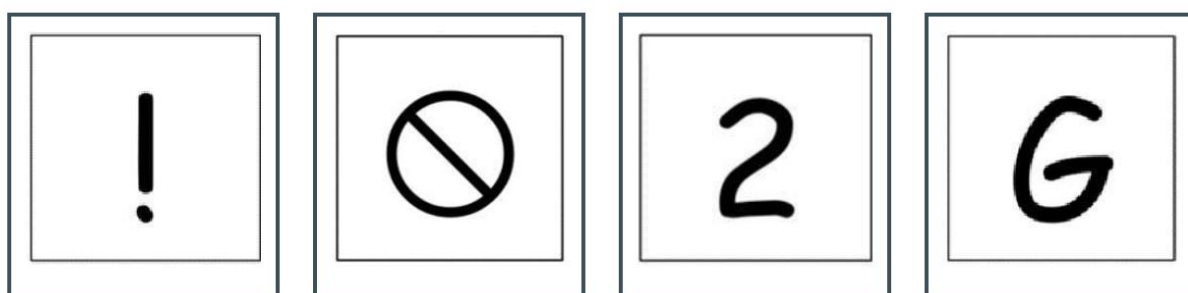


This item asks the child to match the grapheme to the aurally presented phoneme, a skill which, in English, is a key precursor to mastery of reading. The focus of the item is unambiguously on phonological awareness (the sounds (phonemes) and corresponding letter/s (graphemes) which represent them) rather than decoding. This item was classified as being at the bottom of the P1 literacy item difficulty range. It was presented to children near the beginning of the assessment, with almost all children were able to answer it correctly.

Figure 17 shows another example of a P1 Tools for reading item.

Figure 17. Example of a P1 Tools for reading item, 'Select the letter'

 Choose the box that has a letter in it.



This item draws on a child's letter recognition skills, which is part of very early literacy development. It required learners to identify a letter from a set of options including numbers and symbols. An audio prompt provided support to the onscreen instruction. In this case, learners were not required to decode the letter, or demonstrate understanding of its sound.

Figure 18. Example of a P7 Tools for reading item, 'Identify the meaning of a word in context', 'Megaships'

**Megaships**

Boats and ships have been used to move people and goods for many thousands of years. The first boat was most likely a simple canoe made from a hollowed-out tree trunk. Indeed, wood was the main material used for boats and ships until about 150 years ago. This is when iron began being used and, as a result, ships started to become much, much bigger. This has led to the super-sized ships we have today.

A megaship is on a huge scale. It can be a passenger-carrying cruise ship or a cargo-carrying vessel, such as a container ship, loaded with materials and goods.

In the case of cruise ships, one threshold for being considered a megaship is the capacity to carry 2200 passengers. A container megaship can be defined as a vessel which can carry more than 10 000 standard metal containers. A standard container can hold a car and the contents of a small house. Another way of thinking about its capacity is that 100 washing machines can fit inside!

While both kinds of vessel have been growing in size over time, *container ships tend to outstrip cruise ships* – they can have more than 20 storeys and match the combined length of 40 buses! And what do these container megaships carry? The answer is practically anything from toys, shoes and toothbrushes, to vegetables and television sets. Some containers are refrigerated, which makes the transport of food possible.

Huge cranes and other complex lifting equipment are needed to load and unload goods from these super-vessels. Highly specialised software supports these processes, helping to ensure that, for example, a ship stays balanced as loads are added and taken away.

*...container ships tend to outstrip cruise ships...*

What does *outstrip* mean in the text?

go beyond

fall behind

contrast with

build on

This is an information text. This item asks a learner to identify the meaning of a word in context in an information text. It required learners to identify the meaning of a word from a set of options. To help the learner locate the word in the text, the sentence where the word appears is highlighted in italic blue in both the question and the source text. This link allows the learner to understand the context of the item in order to identify the meaning of the word.

### 3.2.2 SNSA Finding and using information

This organiser focuses on the critical literacy skills of locating information in a text and employing the information to meet a purpose. These skills are often applied in the context of non-fiction texts but can also be applied to fiction. In the SNSA, items for P1 and P4 learners that corresponded to this organiser generally focused on finding information that was literally stated or required a low level of inference (for example, recognising synonyms linking the question with the text). More advanced items addressing similar skills – for P7 and S3 – were likely to be applied to longer and more complex texts. At P7, the organiser Finding and using information also included items requiring learners to sort information in a text into relevant categories. The S3 reading assessment presented Finding and using information items that asked learners to find key information in one or more texts, or to make connections between the information they located, sometimes across more than one source of information.

Figure 19 provides a good example of a P4 item where typically a learner is asked to find information that is literally stated in text.

Figure 19. Example of a P4 Finding and using information item, 'Feed the Birds'

**Feed the Birds**

Watching birds in a garden is relaxing. Why not make a bird feeder to encourage more birds to visit?

What you need:

- a clear plastic bottle with a lid
- small scissors
- two sticks, about 25 centimetres long (similar to pencils)
- about 50 centimetres of strong string
- some birdseed

**Step 1** Clean the bottle and remove the label. When it is dry, carefully cut two small holes on opposite sides of the bottle. Push a stick through the holes.

**Step 2** Add two more holes on the other sides of the bottle and push the other stick through these, as shown.


**Step 3** Make several tiny holes about 4 or 5 centimetres above each stick. Start small; you can always make the holes bigger.

**Step 4** Fill the bottle about three-quarters full with the seeds. Check to see if the seed holes are the right size and adjust if necessary.

**Step 5** Make a small hole on each side of the bottle's neck. Thread the string through the holes and tie the ends together to make a loop.

**Step 6** Screw on the lid, then hang your bird feeder outside!

You might get other visitors to the garden too. Squirrels love birdseed!



In which step do you use the string?

Step 2

Step 3

Step 4

Step 5

This item asks the learner to identify a step in a process in an instructional text. The learner can locate the step by linking the word string in the item to the step where the word string appears. This item is very much about the learner finding the correct bit of information.

This item was classified as being at the bottom of the P4 reading item difficulty range. It was presented to children near the beginning of the assessment, with almost all children able to answer it correctly.



Figure 20 shows a typical item from the P7 reading assessment, from the organiser Finding and using information. The stimulus for this item is a non-fiction information text of typical length within the context of the P7 reading assessment, and mainly uses relatively simple vocabulary and language structures. The item presented here required learners to find information in the non-fiction text.

Figure 20. Example of a P7 Finding and using information item, 'Megaships'

**Megaships**

Boats and ships have been used to move people and goods for many thousands of years. The first boat was most likely a simple canoe made from a hollowed-out tree trunk. Indeed, wood was the main material used for boats and ships until about 150 years ago. This is when iron began being used and, as a result, ships started to become much, much bigger. This has led to the super-sized ships we have today.

A megaship is on a huge scale. It can be a passenger-carrying cruise ship or a cargo-carrying vessel, such as a container ship, loaded with materials and goods.

In the case of cruise ships, one threshold for being considered a megaship is the capacity to carry 2200 passengers. A container megaship can be defined as a vessel which can carry more than 10 000 standard metal containers. A standard container can hold a car and the contents of a small house. Another way of thinking about its capacity is that 100 washing machines can fit inside!

While both kinds of vessel have been growing in size over time, container ships tend to outstrip cruise ships – they can have more than 20 storeys and match the combined length of 40 buses! And what do these container megaships carry? The answer is practically anything from toys, shoes and toothbrushes, to vegetables and television sets. Some containers are refrigerated, which makes the transport of food possible.

Huge cranes and other complex lifting equipment are needed to load and unload goods from these super-vessels. Highly specialised software supports these processes, helping to ensure that, for example, a ship stays balanced as loads are added and taken away.

▲ According to the example given in the text, how does computer technology support megaships?

- It makes the ships easier to build and repair.
- It helps to safely steer the ships in difficult conditions.
- It counts the goods or people that are boarding.
- It keeps the ships steady as weight is added or removed.

This item asks the learner to locate a paraphrased detail in the text. The information uses familiar synonymous language to help the child link the information in the text to the correct answer. The phrase “specialised software supports the processes.” in the text is the information that needs to be located by the learner.



Figure 21 shows a Finding and using information item from a S3 reading assessment. The stimulus for this item is a descriptive, non-fiction text. The text uses more complex vocabulary, including some technical terminology, and the sentences are longer and use more complex structures, providing learners in S3 with greater challenge.

Figure 21. Example of an S3 Finding and using information item, 'Notable Women in Astronomy'

**Notable Women in Astronomy**

**Williamina Fleming**

Born in Dundee in 1857, Williamina Fleming had an unusual start to her career in astronomy. A single mother, she worked as a maid to support herself and her child. Her employer, Edward C. Pickering, the director of the Harvard College Observatory, employed a number of men to observe and analyse stars. He was known to complain about their work and would sometimes announce that his maid could do better. In 1881, he hired Fleming and trained her to carry out the work.

In the following nine years, Williamina Fleming catalogued 10,000 stars and made various discoveries, the most famous of which is the Horsehead Nebula. A nebula is a cloud of gas and dust that can be observed from Earth, either as a fuzzy bright patch or a dark shape that stands out against other bright matter. The Horsehead Nebula is one of the most notable because, when viewed from Earth, it resembles the shape of a horse's head.

In 1910, Fleming was also acknowledged as discovering "white dwarves" – small stars that have exhausted their nuclear fuel and lost their outer layers, leaving only a very dense hot core. A white dwarf is one of the densest forms of matter, and the average white dwarf is larger than Earth.

Fleming published many articles about her work and was awarded a medal for her discovery of new stars. There is a commemorative plaque bearing her name near the University of Dundee, and a lunar crater is named in her honour.

**Vera Rubin**

In the 1970s, when Vera Rubin started the astronomy research for which she is best known, everyone knew that planets like Neptune on the edges of the solar system moved more slowly in their orbits than planets near the Sun. It was generally assumed then, that the enormous spiral galaxies far out in space would also follow the laws described by Newton; the stars near the edge would be moving more slowly than the stars near the centre. It just made sense, and the maths said it would be so, so no one actually checked.

That's what Dr Rubin did: she checked. And then she checked again. And then other astronomers had to check as well. Because, you see, her observations didn't match the theory. What Dr Rubin


What is named after Williamina Fleming?

a planet

a nebula

a white dwarf

a part of a moon



The item presented here required learners to select relevant information and identify a paraphrase of a detail given in a complex information text. Learners can relate the wording in the question directly to the identical expression in the text. However, in other ways this item is considerably more difficult than the P7 example provided in Figure 14, as the text is more complex and sophisticated and the learner has to understand that a lunar crater is a part of a moon.

This unit was only seen by learners if they did relatively well in the initial items within the assessment and the item was classified as being at the high end of the S3 item difficulty range.


### 3.2.3 SNSA Understanding, analysing and evaluating

The essence of this organiser is comprehension, beginning with word and sentence level texts (for learners at P1) and with progressively longer and more complex passages of text providing greater challenge across all the reading assessments. While items for the P4 assessment tended to focus on main or prominent ideas, learners at P7 and S3 were asked to answer a range of literal, inferential and evaluative questions that, for example,

might require learners to distinguish between fact and opinion, recognise persuasive language, use evidence from a text to support answers, or evaluate the reliability and credibility of texts.

Figure 22 is an example of a P1 item from the organiser Understanding, analysing and evaluating. It assesses reading comprehension at sentence level. In this kind of item, the child chooses an answer from a selection (multiple choice item). This skill was modelled in the practice assessment.


Figure 22. Example of a P1 Understanding, analysing and evaluating item, 'Washing the car'


 Read the story by yourself and answer the question.


**Washing the car**


Archie uses a sponge to clean off the dirt and a bucket of water to rinse off the bubbles.


After that, he loves jumping in the puddles he has made!



 What does Archie enjoy most about washing the car?

 washing off the dirt

 splashing in the puddles

 rinsing off the soap

This item was rated as being at the high end of the P1 item difficulty range. The text instruction can be read to the learner using the audio button. The question and answer options also have audio support. In contrast to the Tools for reading items presented in Figures 16 and 17, the child is required to read the actual text independently. As well as being able to decode the words, the child needs to infer which part of the activity Archie enjoys the most from the sentence 'After that, he **loves** jumping in the puddles he has made!' This item therefore relies on understanding information, rather than just finding and using it. Only a minority of P1 learners presented with this item were expected to complete it successfully.

It can be seen that the example item shown in Figure 22 requires the child both to decode the words by themselves (that is, to read independently) and to understand the meaning of the sentence. Another approach to assessing the development of reading comprehension at the earliest stages is to present written texts orally. This is because young learners may have higher skills in comprehension than their decoding skills allow them to demonstrate. Accordingly, at P1, a combination of written texts with audio support and without audio support was used to assess the skills, knowledge and understanding associated with the organiser Understanding, analysing and evaluating.

Figure 23 is an example of a P4 item from the organiser Understanding, analysing and evaluating.

Figure 23. Example of a P4 Understanding, analysing and evaluating item, 'Feed the Birds'

**Feed the Birds**

Watching birds in a garden is relaxing. Why not make a bird feeder to encourage more birds to visit?

What you need:

- a clear plastic bottle with a lid
- small scissors
- two sticks, about 25 centimetres long (similar to pencils)
- about 50 centimetres of strong string
- some birdseed

**Step 1** Clean the bottle and remove the label. When it is dry, carefully cut two small holes on opposite sides of the bottle. Push a stick through the holes.

**Step 2** Add two more holes on the other sides of the bottle and push the other stick through these, as shown.


**Step 3** Make several tiny holes about 4 or 5 centimetres above each stick. Start small; you can always make the holes bigger.

**Step 4** Fill the bottle about three-quarters full with the seeds. Check to see if the seed holes are the right size and adjust if necessary.

**Step 5** Make a small hole on each side of the bottle's neck. Thread the string through the holes and tie the ends together to make a loop.

**Step 6** Screw on the lid, then hang your bird feeder outside!

You might get other visitors to the garden too. Squirrels love birdseed!



What is this text about?

the type of food different birds like

how to make something for birds

where different types of birds live

how to keep a bird as a pet

This item asks learners to identify the purpose of an instructional text. To answer this item successfully, learners must understand and synthesise information contained within the 6 steps before concluding and summarising what the text is about. This item was in the middle of the item difficulty range for P4. It was presented to learners who had done relatively well in the initial items within the assessment.

Reflecting the importance of the skills in this organiser within CfE, the larger amount of items in the S3 reading assessment for 2022 to 2023 focused on Understanding, analysing and evaluating. Like the reading assessments for P4 and P7, the texts used for the S3 assessment covered a range of text types, contexts and topics, from narrative through to information or persuasive texts, and fiction through to scientific texts or blogs. As would be expected, the texts for S3 were generally longer and more complex than for the lower stages.

The text in Figure 24 is an example of a typical text for S3.

Figure 24. Example of an S3 Understanding, analysing and evaluating text, ‘Notable Women in Astronomy’

**Notable Women in Astronomy**

**Williamina Fleming**

Born in Dundee in 1857, Williamina Fleming had an unusual start to her career in astronomy. A single mother, she worked as a maid to support herself and her child. Her employer, Edward C. Pickering, the director of the Harvard College Observatory, employed a number of men to observe and analyse stars. He was known to complain about their work and would sometimes announce that his maid could do better. In 1881, he hired Fleming and trained her to carry out the work.

In the following nine years, Williamina Fleming catalogued 10,000 stars and made various discoveries, the most famous of which is the Horsehead Nebula. A nebula is a cloud of gas and dust that can be observed from Earth, either as a fuzzy bright patch or a dark shape that stands out against other bright matter. The Horsehead Nebula is one of the most notable because, when viewed from Earth, it resembles the shape of a horse's head.

In 1910, Fleming was also acknowledged as discovering “white dwarves” – small stars that have exhausted their nuclear fuel and lost their outer layers, leaving only a very dense hot core. A white dwarf is one of the densest forms of matter, and the average white dwarf is larger than Earth.

Fleming published many articles about her work and was awarded a medal for her discovery of new stars. There is a commemorative plaque bearing her name near the University of Dundee, and a lunar crater is named in her honour.

**Vera Rubin**

In the 1970s, when Vera Rubin started the astronomy research for which she is best known, everyone knew that planets like Neptune on the edges of the solar system moved more slowly in their orbits than planets near the Sun. It was generally assumed then, that the enormous spiral galaxies far out in space would also follow the laws described by Newton; the stars near the edge would be moving more slowly than the stars near the centre. It just made sense, and the maths said it would be so, so no one actually checked.

That's what Dr Rubin did: she checked. And then she checked again. And then other astronomers had to check as well. Because, you see, her observations didn't match the theory. What Dr Rubin found in her careful measurements was that the stars towards the edges of galaxies move only slightly slower than the ones near the middle, despite what Newton's formulae for mass and velocity predicted.

This led Dr Rubin to reconsider a theory that had been proposed in the 1930s nineteen thirties – that there is a lot of matter in the universe that we can't see. Dr Rubin's data was the first evidence that supported the theory, and so began a new field of research into so-called “dark matter” which has become a lynchpin of modern astrophysics.

Dr Rubin won many awards before her death in 2016 and, as a lasting reminder of her career, there is an asteroid and an area of Mars named after her. Despite such accolades, Dr Rubin remained keenly aware of how much more there is to learn about the universe, saying in 2009, “I'm sorry I know so little. I'm sorry we all know so little. But that's kind of the fun, isn't it?”

Which word best describes Rubin's attitude towards the end of her career?

proud

flippant

determined

humble

Items in this organiser at S3 asked learners to demonstrate skills such as infer from a direct quotation a viewpoint held by a person described in a complex information text. The question requires the learner to interpret the final paragraph “Despite such accolades, Dr Rubin remained keenly aware of how much more there is to learn about the universe, saying in 2009, “I'm sorry I know so little. I'm sorry we all know so little. But that's kind of the fun, isn't it?” The learner is required to draw a conclusion based on the information provided in the text.

### 3.2.4 – MCNG Tools for Reading

In the P1 assessment, this organiser comprised items related to phonological awareness, word decoding and word recognition; in the assessments for the higher stages, assessment content mainly referred to learners' use of strategies to work out the meaning of words. The P4, P7 and S3 assessments contained relatively small numbers of items from this organiser in the academic year 2022 to 2023.

Figure 25 shows a typical item from the P4 reading assessment, which reflects the organiser Tools for reading.

Figure 25. Example of a P4 Tools for reading item

#### Na flùraichean agam.

Tha flùraichean a' fàs ann am poit anns an t-seòmar-cadail agam. Chuir mi siol ann am poit anns an sgoil agus thug mi dhachaigh e. Tha a' phoit a' suidhe san uinneig far a bheil e soilleir. Às dèidh na sgoile a h-uile latha, bidh mi a' faighinn uisge bhon chidsin agus ga chur sa phoit. Bidh mo phiuthar a' cuideachadh le seo. Tha mi an dòchas gum fàs flùraichean brèagha.



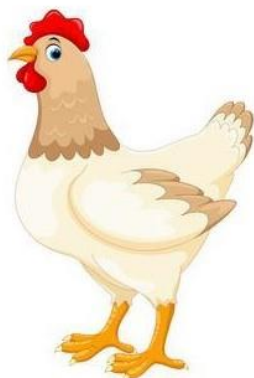
 "Tha mi an dòchas gum fàs flùraichean brèagha."  
Tagh facal eile a dh'fhaodadh an sgrìobhadair cleachdadh an àite 'brèagha'

- bòidheach
- boiteag
- beag
- buidhe

This item is designed to assess children's ability to recognise common words and suggest an appropriate synonym. Note that the 'speaker' icon indicates to the learner that there is audio support available, enabling the child to listen to the item text.




Figure 26 shows a typical P1 Tools for reading item.

Figure 26. Example of a P1 Tools for reading item



 Èist. Tagh am freagairt ceart.

Dè am fuaim a tha aig toiseach an fhacail earc?

-   g
-   c
-   s

This item assesses learners' ability to identify what the sound is at the start of a word. This item had audio support for the answer options as well as the question stem, which makes



this item easier for learners. Similar items without audio supported answer options would be more difficult for learners.

### 3.2.5 – MCNG Finding and using information

This organiser focuses on the critical literacy skills of locating information in a text and employing the information to meet a purpose. These skills are often applied in the context of non-fiction texts but can also be applied to fiction. In MCNG, items for P1 and P4 learners that correspond to this organiser generally focus on finding information that is literally stated or requires a low level of inference (for example, recognising synonyms linking the question with the text). More advanced items addressing similar skills – for P7 and S3 – are likely to be applied to longer and more complex texts. At P7, the organiser Finding and using information also includes items requiring learners to sort information in a text into relevant categories. The S3 reading assessment presents Finding and using information items that ask young people to find key information in one or more texts, or to make connections between the information they locate, sometimes across more than one text.

Figure 27. Example of a P4 Finding and using information item

#### Na flùraichean agam.

Tha flùraichean a' fàs ann am poit anns an t-seòmar-cadail agam. Chur mi siol anns an sgoil, agus thug mi am poit dhachaigh. Tha e a' suidhe anns an uinneag, far a bheil tòrr grian. Às dèidh na sgoile a h-uile latha, bidh mi a' faighinn uisge bhon chidsin agus ga chur sa phoit. Bidh mo phiuthar a' cuideachadh le seo. Tha mi an dòchas gum fàs flùraichean brèagha.



🔊 Càit' a bheil an sgrìobhadair a' cumail na flùraichean?


- anns a' ghàrradh aca
- anns a' chidsin
- anns an sgoil
- anns an t-seòmar-cadail aca

This multiple choice item assesses learners' ability to identify information which is directly stated in the text; as such it would be an easier item for P4.

### 3.2.6 – MCNG Understanding, analysing and evaluating

The essence of this organiser is comprehension, beginning with word and sentence level texts (for learners at P1) and with progressively longer and more complex passages of text providing greater challenge across all the reading assessments. While items for the P4 assessment tended to focus on main or prominent ideas, learners at P7 and S3 were asked to answer a range of literal, inferential and evaluative items that, for example, might require learners to distinguish between fact and opinion, recognise persuasive language, use evidence from a text to support answers, or evaluate the reliability and credibility of texts.

Figure 28. Example of a P1 Understanding, analysing and evaluating item

 Èist. Tagh an dealbh ceart.  
Tha Beth a' coiseachd leis an cù aice.



This item assesses learners' ability to understand a simple sentence in Gaelic and match it to an image. This item has audio support for the question stem, but the answer options do not. The learner must understand what they read/hear and correctly identify the image that matches the sentence. In this instance, the simple sentence states 'Beth is walking with her dog'.

Figure 29. Example of a P4 Understanding, analysing and evaluating item

**Na flùraichean agam.**

Tha flùraichean a' fàs ann am poit anns an t-seòmar-cadail agam. Chur mi siol anns an sgoil, agus thug mi am poit dhachaigh. Tha e a' suidhe anns an uinneag, far a bheil tòrr grian. Às dèidh na sgoile a h-uile latha, bidh mi a' faighinn uisge bhon chidsin agus ga chur sa phoit. Bidh mo phiuthar a' cuideachadh le seo. Tha mi an dòchas gum fàs flùraichean brèagha.



 Tha \_\_\_\_\_ an sgrìobhadair a' cuideachadh a' toirt uisge do na flùraichean.

piuthar

athair

caraid

tidsear

This item is an example of a sentence completion item and asks learners to identify one key word that is contained within the text. This item would be easy to mid difficulty for P4 learners as the answer is not a direct lift from the text, and it requires learners to closely read more than one sentence in order to answer it correctly.

Figure 30. Example of a P4 Understanding, analysing and evaluating item

**Na flùraichean agam.**

Tha flùraichean a' fàs ann am poit anns an t-seòmar-cadail agam. Chur mi sìol anns an sgoil, agus thug mi am poit dhachaigh. Tha e a' suidhe anns an uinneag, far a bheil tòrr grian. Às dèidh na sgoile a h-uile latha, bidh mi a' faighinn uisge bhon chidsin agus ga chur sa phoit. Bidh mo phiuthar a' cuideachadh le seo. Tha mi an dòchas gum fàs flùraichean brèagha.



Tha am poit a' suidhe anns an uinneag, \_\_\_\_\_

- far nach eil tòrr grian.
- far a bheil tòrr grian.
- far nach eil tòrr biadh.
- far a bheil tòrr uisge.

This cloze response item asks learners to identify a phrase within the text to complete the end of the given sentence. This would be an easier item for P4 as the answer is directly stated in the text. The difficulty of this item would increase should the answer not be a direct lift from the text, or if some degree of inference was required.

### 3.3 SNSA National outcomes for reading/literacy<sup>8</sup>

#### 3.3.1 Overall outcome

Charts 14a to 14d show the overall outcomes for reading across all stages (P1, P4, P7 and S3) and outcomes in relation to the three reading/literacy organisers: Tools for reading (TFR), Understanding, analysing and evaluating (UAE) and Finding and using information (FUI). The bars indicate the proportions of learners achieving outcomes corresponding to each of the six bands reported at each stage, in line with SNSA reports for the academic year 2022 to 2023.

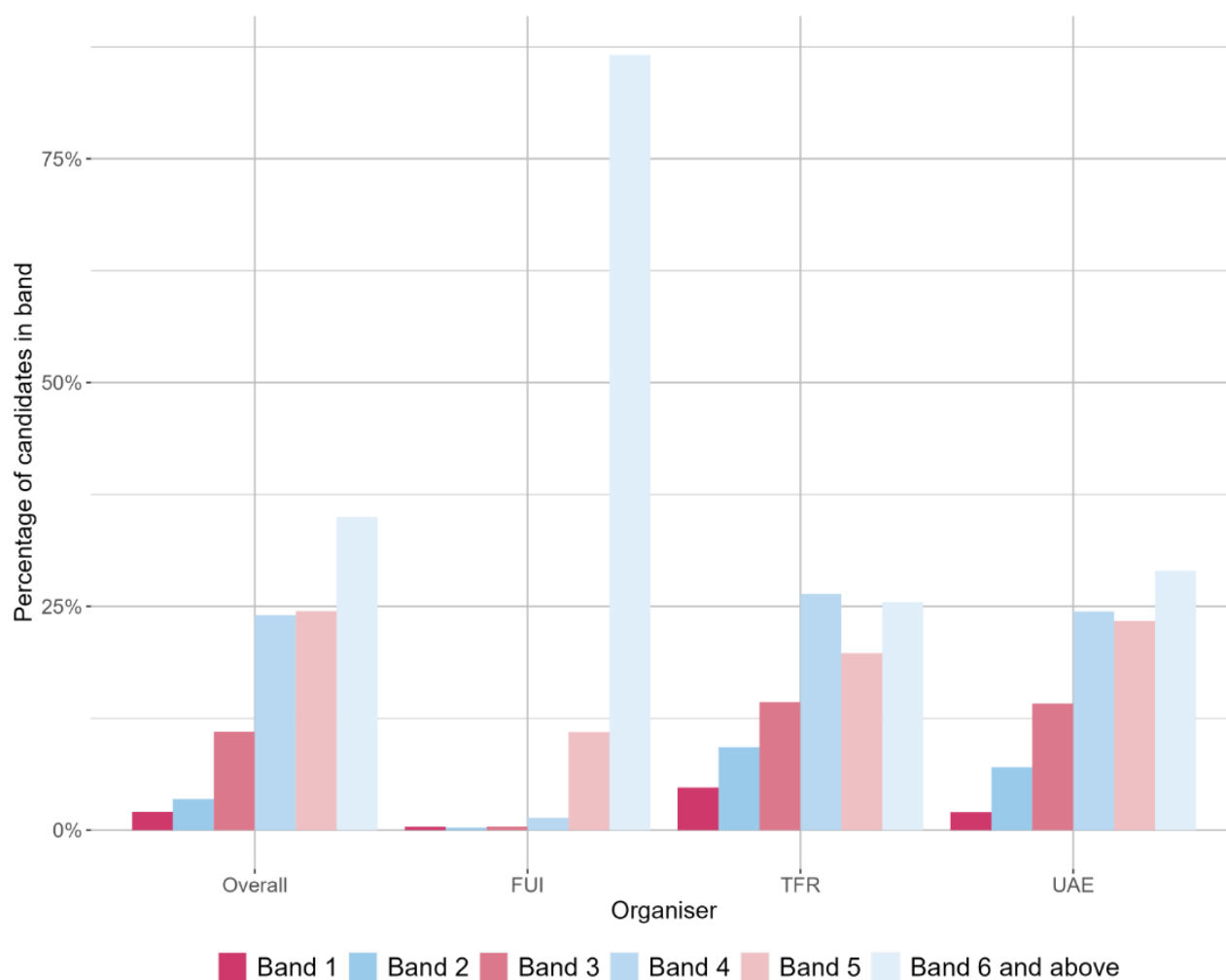
Please note that a 'notable difference' refers to a difference of 10% or more.

In line with the Office for National Statistics (ONS guidelines) data is not available for any assessments where there are fewer than 10 learners in any category or band. These cases are indicated where appropriate in this section of the report.

<sup>8</sup> NB: Please see Section 3.4 for MCNG National outcomes for reading/literacy.



Chart 14a. Literacy outcomes for P1



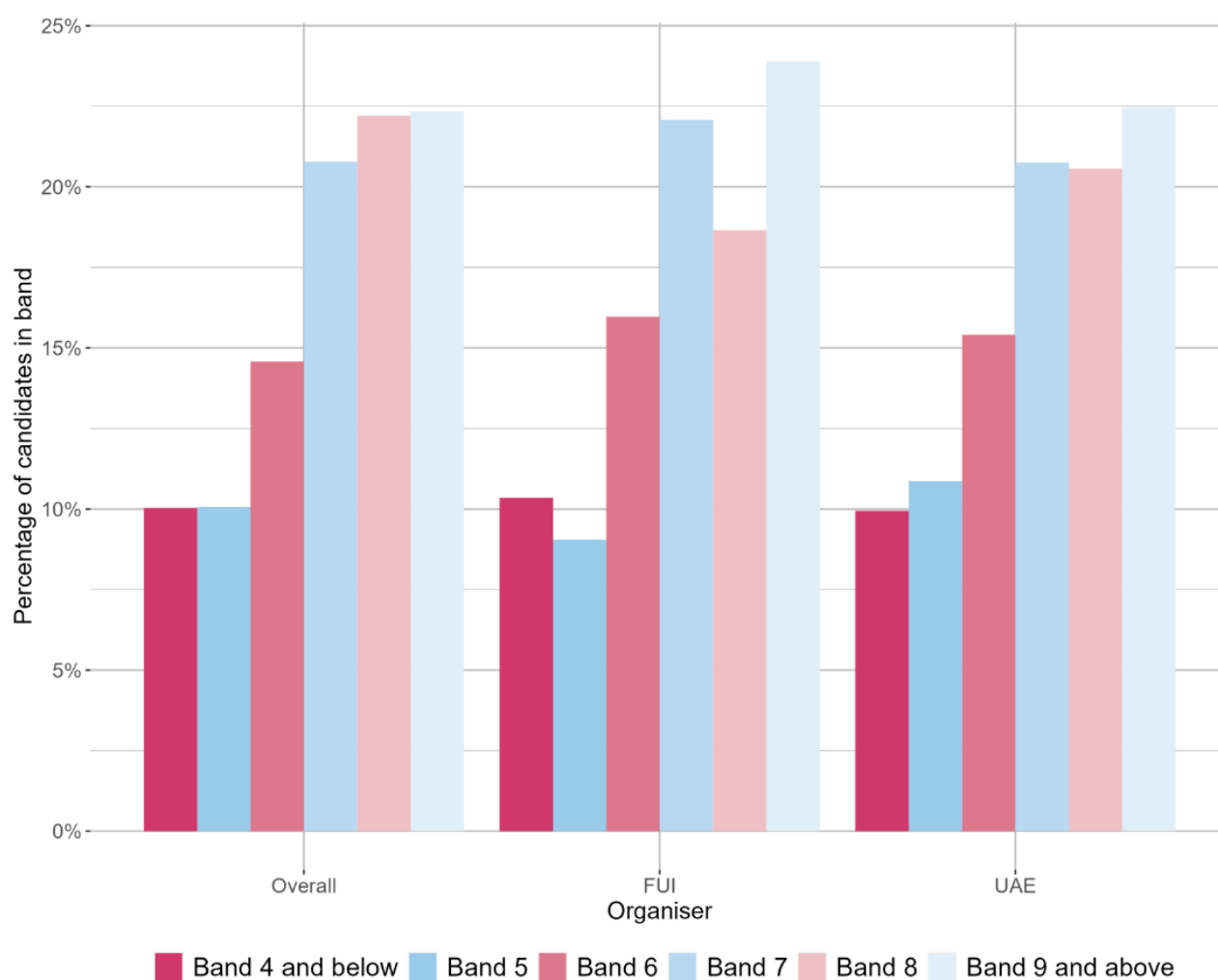
Overall, for P1, the band achieved by the largest proportion of learners was 6, and the band achieved by the second largest proportion was 5. Overall, 57% of learners achieved bands 5 or 6 and 82% of learners achieved bands 4, 5 or 6.

For the organiser 'Finding and using information', 87% of learners achieved bands 6.

For the organiser 'Tools for reading', 72% of learners achieved bands 4, 5 or 6 and 86% of learners achieved bands 3, 4, 5 or 6. This organiser did not have the largest proportion of learners achieving outcomes in band 6, instead the largest proportion of learners are in band 4.

For the organiser 'Understanding, analysing and evaluating', 52% of learners achieved bands 5 or 6 and 77% of learners achieved bands 4, 5 or 6.

Chart 14b. Reading outcomes for P4

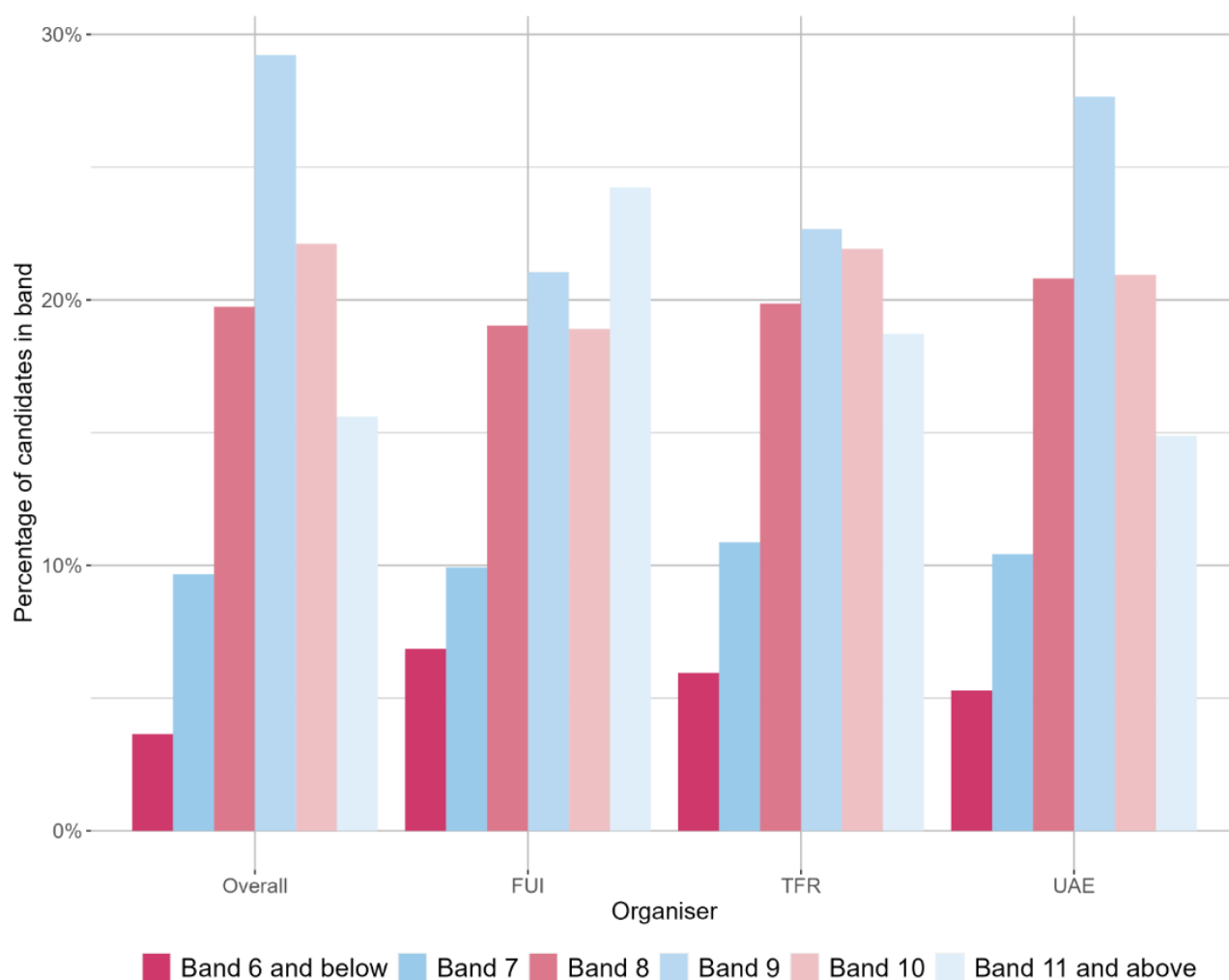


Overall, for P4, the band achieved by the largest proportion of learners was 9, and the band achieved by the second largest proportion was 8. Overall, 65% of learners achieved bands 7, 8 or 9 and 80% of learners achieved bands 6, 7, 8 or 9.

For the organiser 'Finding and using information', 65% of learners achieved bands 7, 8 or 9 and 81% of learners achieved bands 6, 7, 8 or 9.

For the organiser 'Understanding, analysing and evaluating', 64% of learners achieved bands 7, 8 or 9 and 79% of learners achieved bands 6, 7, 8 or 9.

Chart 14c. Reading outcomes for P7



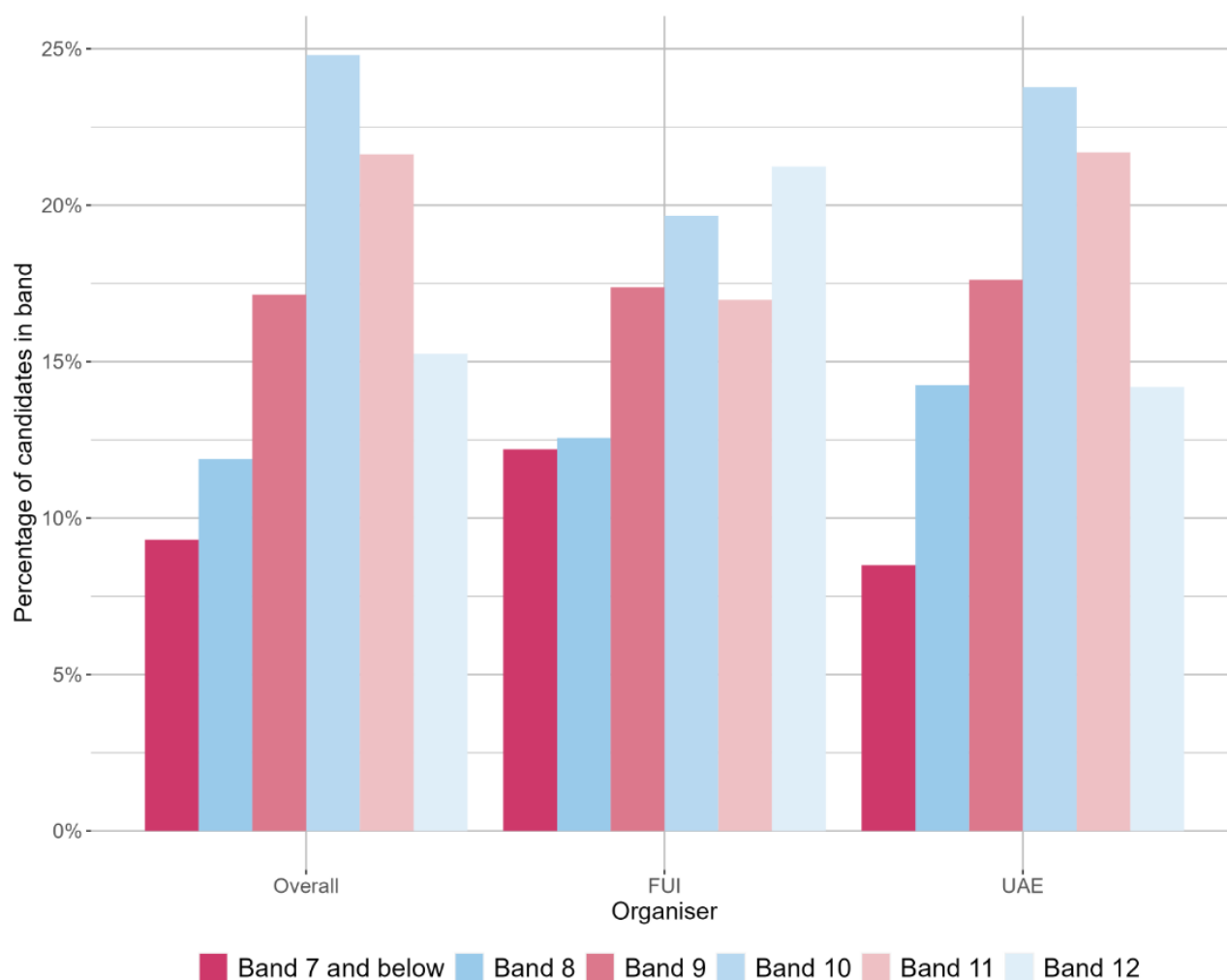
Overall, for P7, the band achieved by the largest proportion of learners was 9, and the band achieved by the second largest proportion was 10. Overall, 71% of learners achieved bands 8, 9 or 10 and 96% of learners achieved bands 7, 8, 9, 10 or 11.

For the organiser 'Finding and using information', 59% of learners achieved bands 8, 9 or 10 and 93% of learners achieved bands 7, 8, 9, 10 or 11. This organiser did not have the largest proportion of learners achieving outcomes in band 9, instead the largest proportion of learners are in band 11.

For the organiser 'Tools for reading', 64% of learners achieved bands 8, 9 or 10 and 94% of learners achieved bands 7, 8, 9, 10 or 11.

For the organiser 'Understanding, analysing and evaluating', 69% of learners achieved bands 8, 9 or 10 and 95% of learners achieved bands 7, 8, 9, 10 or 11.

Chart 14d. Reading outcomes for S3



Overall, for S3, the band achieved by the largest proportion of learners was 10, and the band achieved by the second largest proportion was 11. Overall, 64% of learners achieved bands 9, 10 or 11 and 91% of learners achieved bands 8, 9, 10, 11 or 12.

For the organiser 'Finding and using information', 54% of learners achieved bands 9, 10 or 11 and 88% of learners achieved bands 8, 9, 10, 11 or 12. This organiser did not have the largest proportion of learners achieving outcomes in band 10, instead the largest proportion of learners are in band 12.

For the organiser 'Understanding, analysing and evaluating', 63% of learners achieved bands 9, 10 or 11 and 92% of learners achieved bands 8, 9, 10, 11 or 12.

### 3.3.2 Sex

Charts 15a to 15d show the proportions of boys and girls in each of the literacy and reading bands for all stages, both overall for reading and by organiser.

For P1 and P4, the majority of both male and female learners achieved outcomes in the upper two bands. At P1 there was a small difference between the outcomes for males and females but at P4 this was more pronounced with a greater proportion of female than male learners achieving outcomes in those bands. At P7 and S3 the largest proportions of male and female learners achieved outcomes in the middle two bands. This was the case for the overall outcomes, and generally was also the case when considering only assessment material related to each of the organisers.

Chart 15a. Literacy outcomes distributed by sex for P1

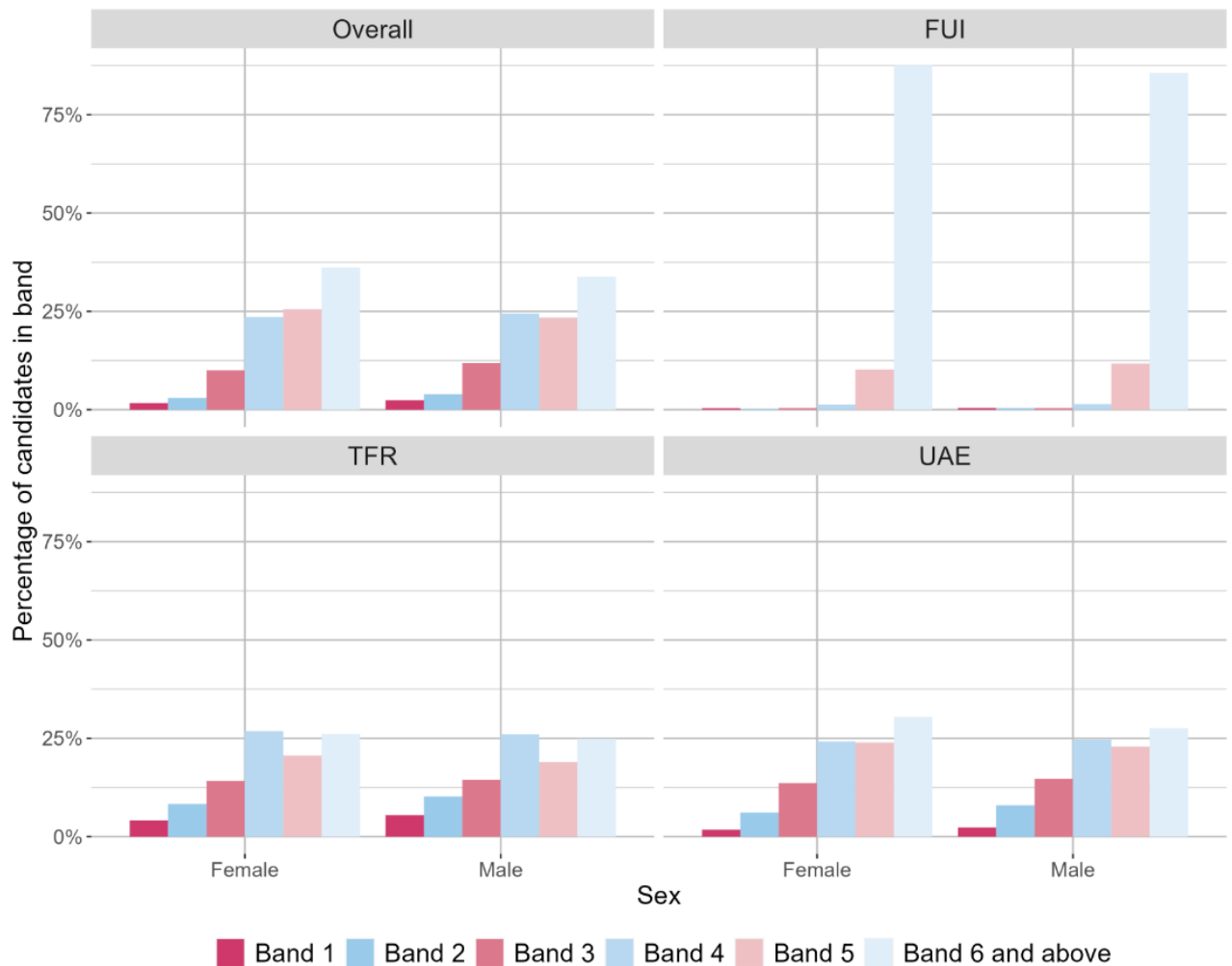


Chart 15b. Reading outcomes distributed by sex for P4

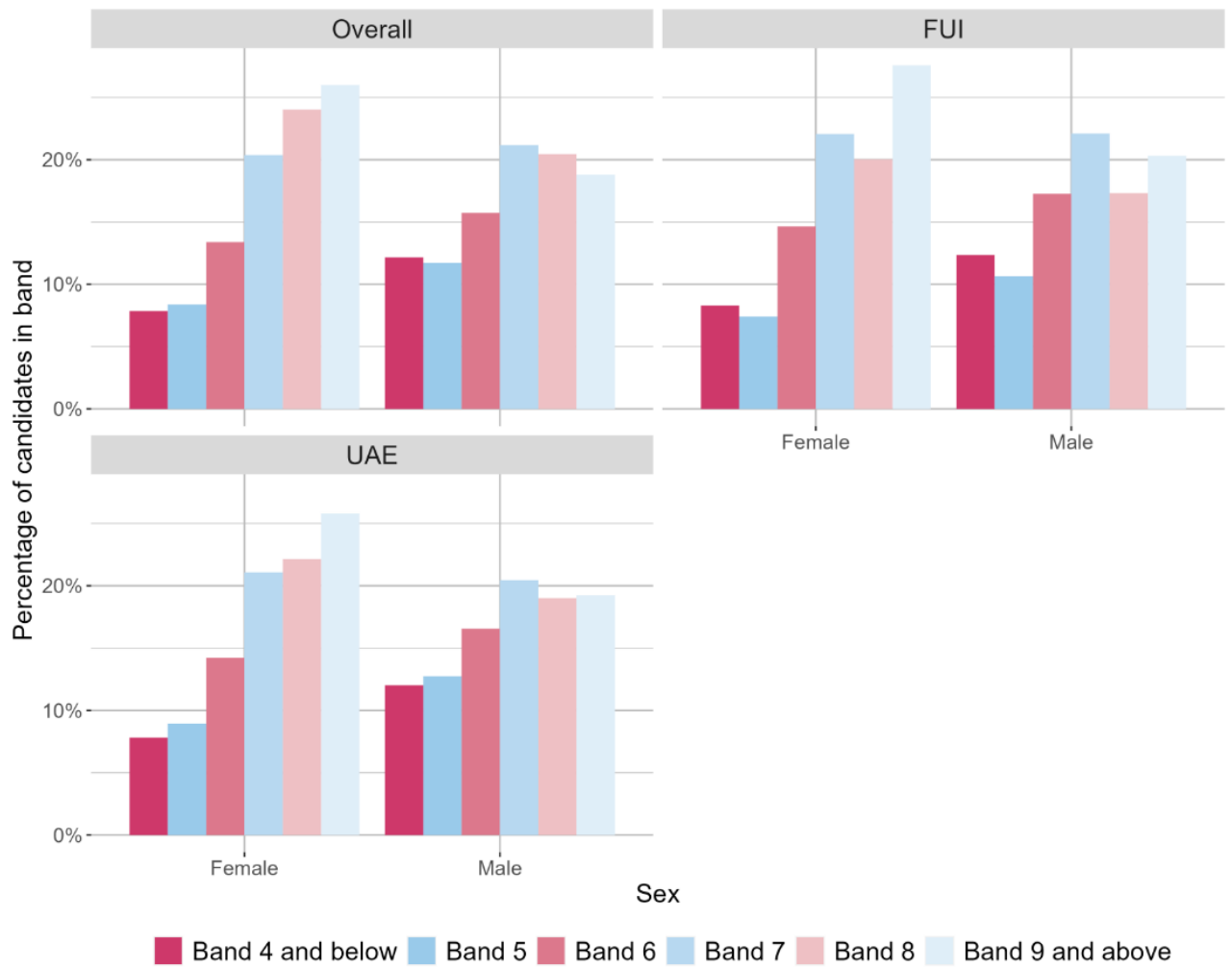


Chart 15c. Reading outcomes distributed by sex for P7

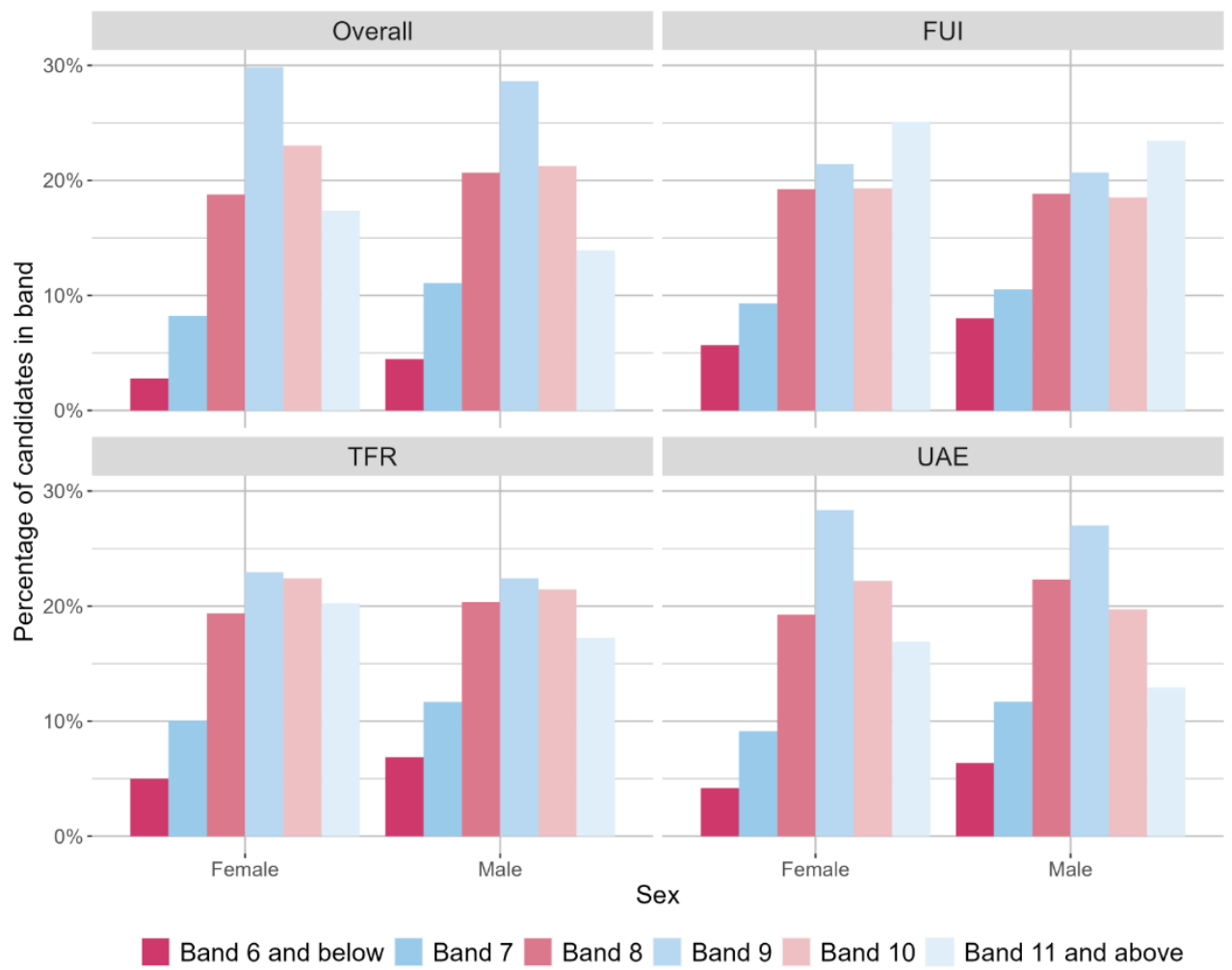
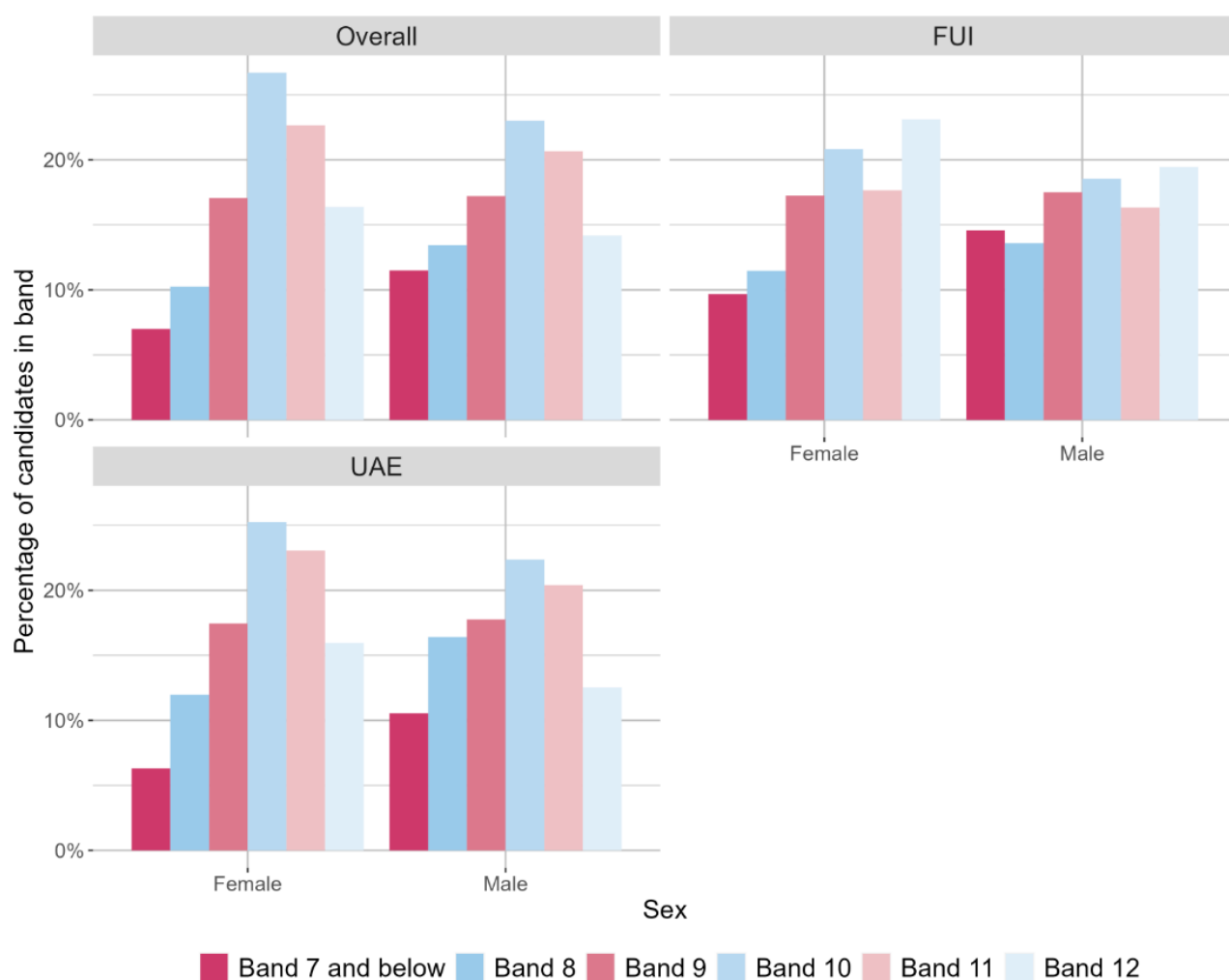


Chart 15d. Reading outcomes distributed by sex for S3



### 3.3.3 Scottish Index of Multiple Deprivation

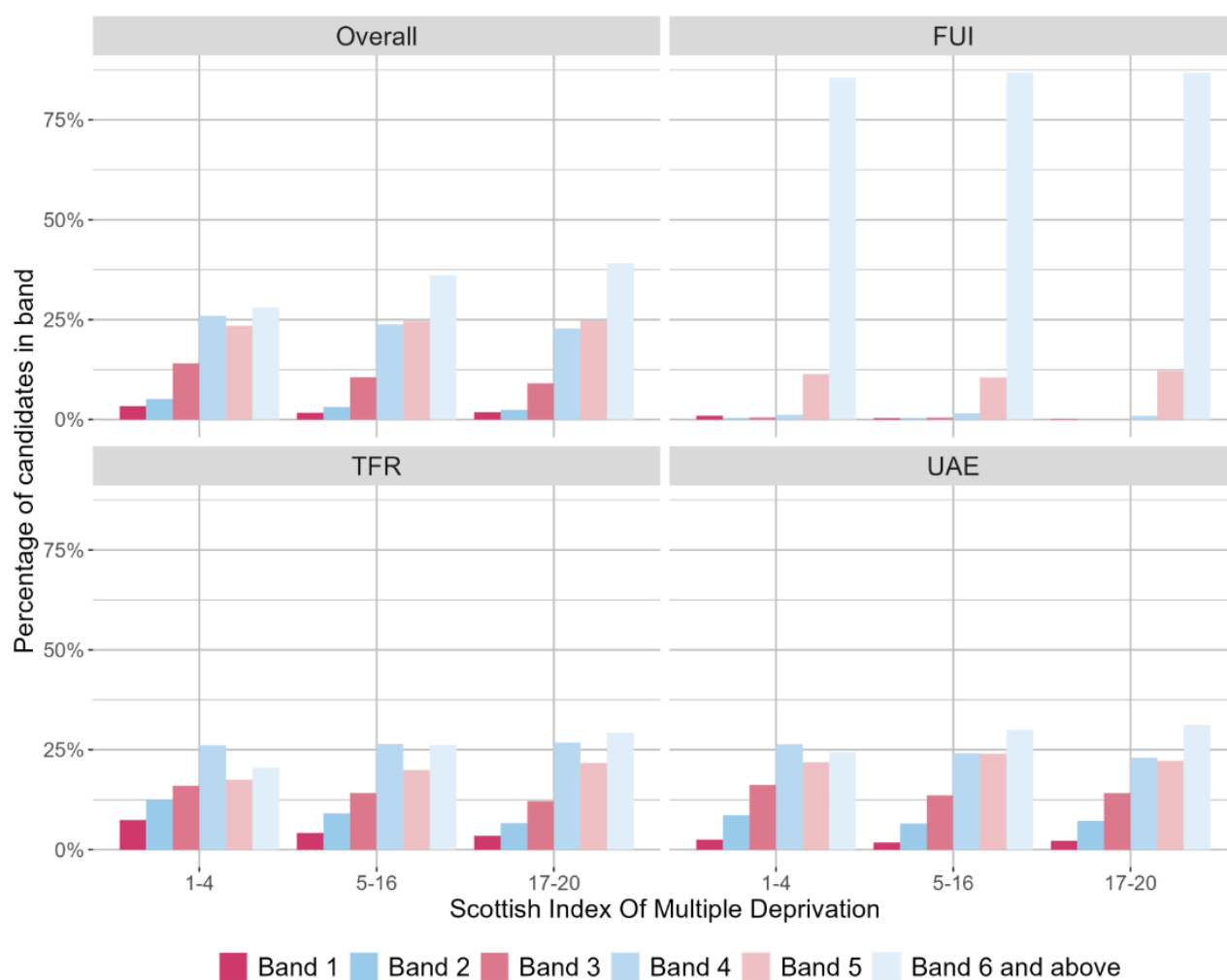
This section reviews the distribution of learners for all stages across categories that reflect the Scottish Index of Multiple Deprivation (SIMD). To simplify the display of outcomes and aid their interpretation, we have divided the original 20 categories (vigintiles) into three combined categories of socio-economic background. These combined categories are: SIMD 1–4, indicating the lowest socio-economic quintile (that is, the most deprived children and young people, those in vigintiles 1 to 4); SIMD 5–16, indicating the three middle quintiles (vigintiles 5 to 16); and SIMD 17–20, indicating the highest socio-economic quintile (that is, the least deprived children and young people, those in vigintiles 17 to 20).

At each stage, the proportions of learners with outcomes corresponding to the two upper capacity bands was much larger in the least deprived group (SIMD 17–20). Likewise, there were also relatively higher proportions of learners who achieved outcomes in the two lower bands among learners classified in the most deprived group (SIMD 1–4). This pattern was present across all stages, both for reading/literacy overall and by organiser.



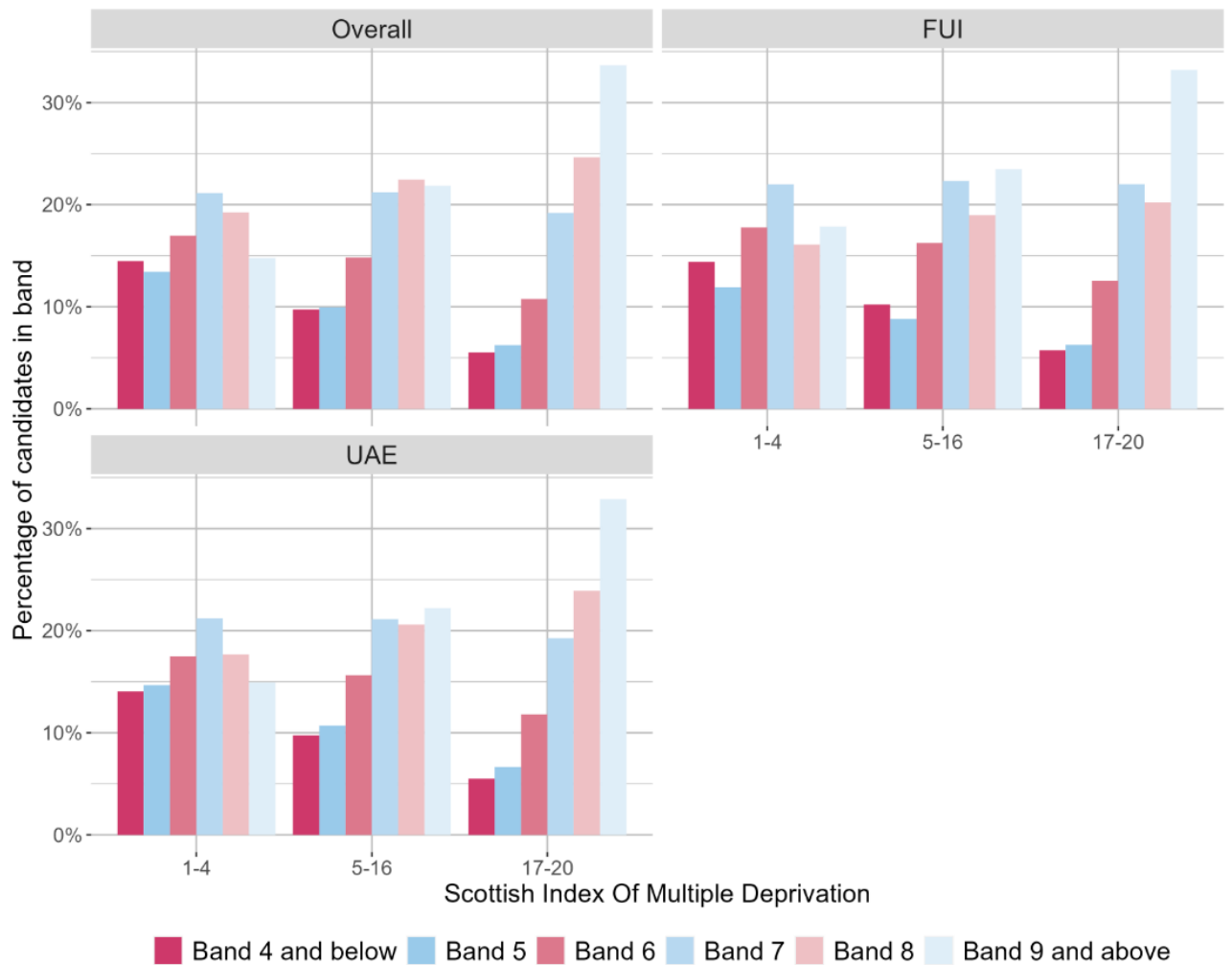
Charts 16a to 16d illustrate that the difference in reading/literacy outcomes between children from the most and least deprived groups (SIMD 1–4 and SIMD 17–20) was relatively small at P1, while it was more substantial at other stages. These observations apply both to overall outcome and when considering only assessment content related to each of the reading organisers.

Chart 16a. Literacy outcomes distributed by SIMD for P1



At P1, a greater proportion of children in the most deprived group (SIMD 1–4) compared to the least deprived group (SIMD 17–20) achieved outcomes in the two lower bands, while a larger proportion of children in the least deprived group (SIMD 17–20) achieved outcomes in the two upper bands. These differences were somewhat larger when considering only assessment items pertaining to the organiser ‘Tools for reading’.

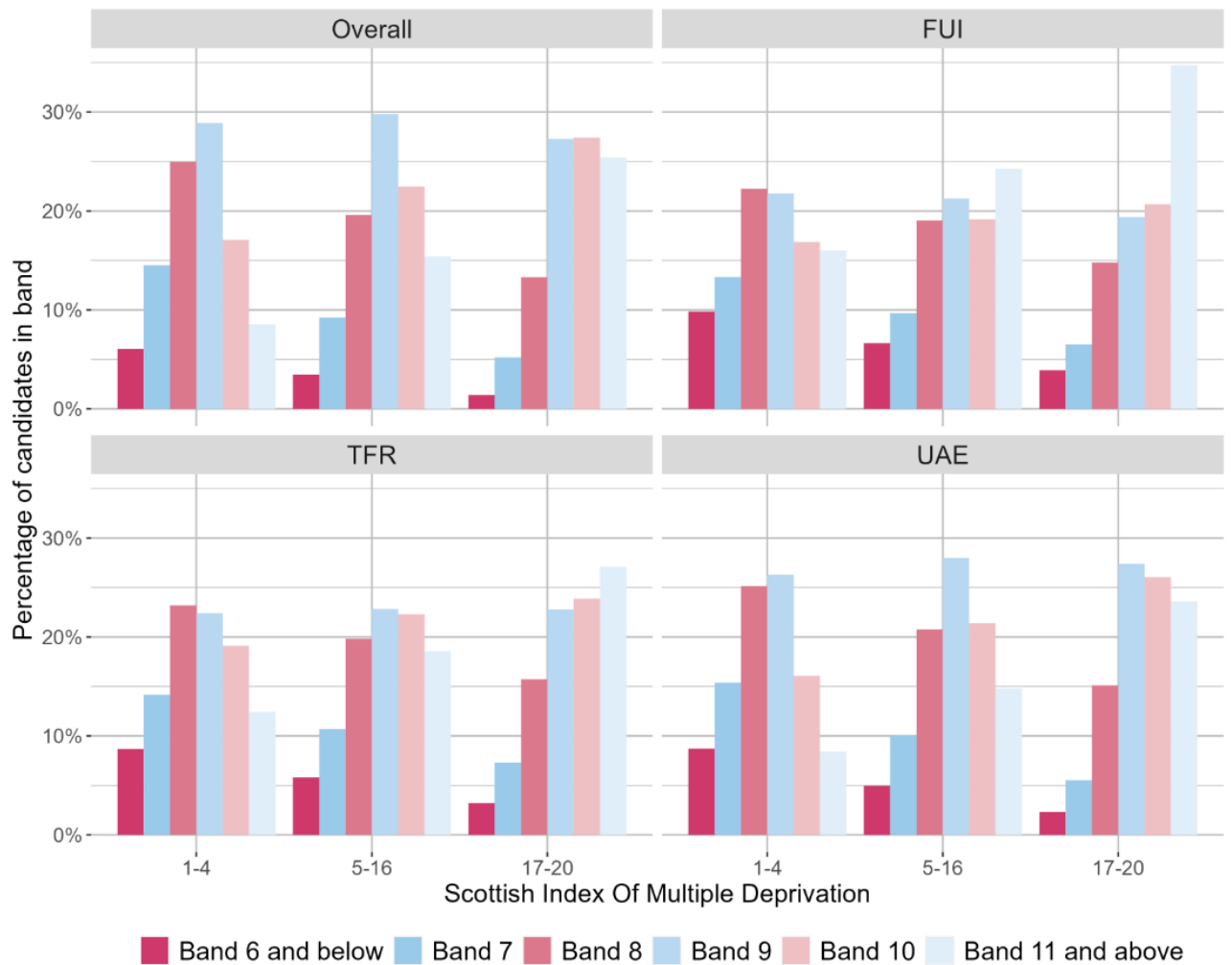
Chart 16b. Reading outcomes distributed by SIMD for P4



Overall, there was a notable difference between the proportions of learners in SIMD quintile 1-4 and 17-20 in band 9.

There was also a notable difference between the proportions of learners in SIMD quintile 1-4 and quintiles 5-16 in band 9 and between the proportions of learners in SIMD quintiles 5-16 and quintile 17-20 in band 9.

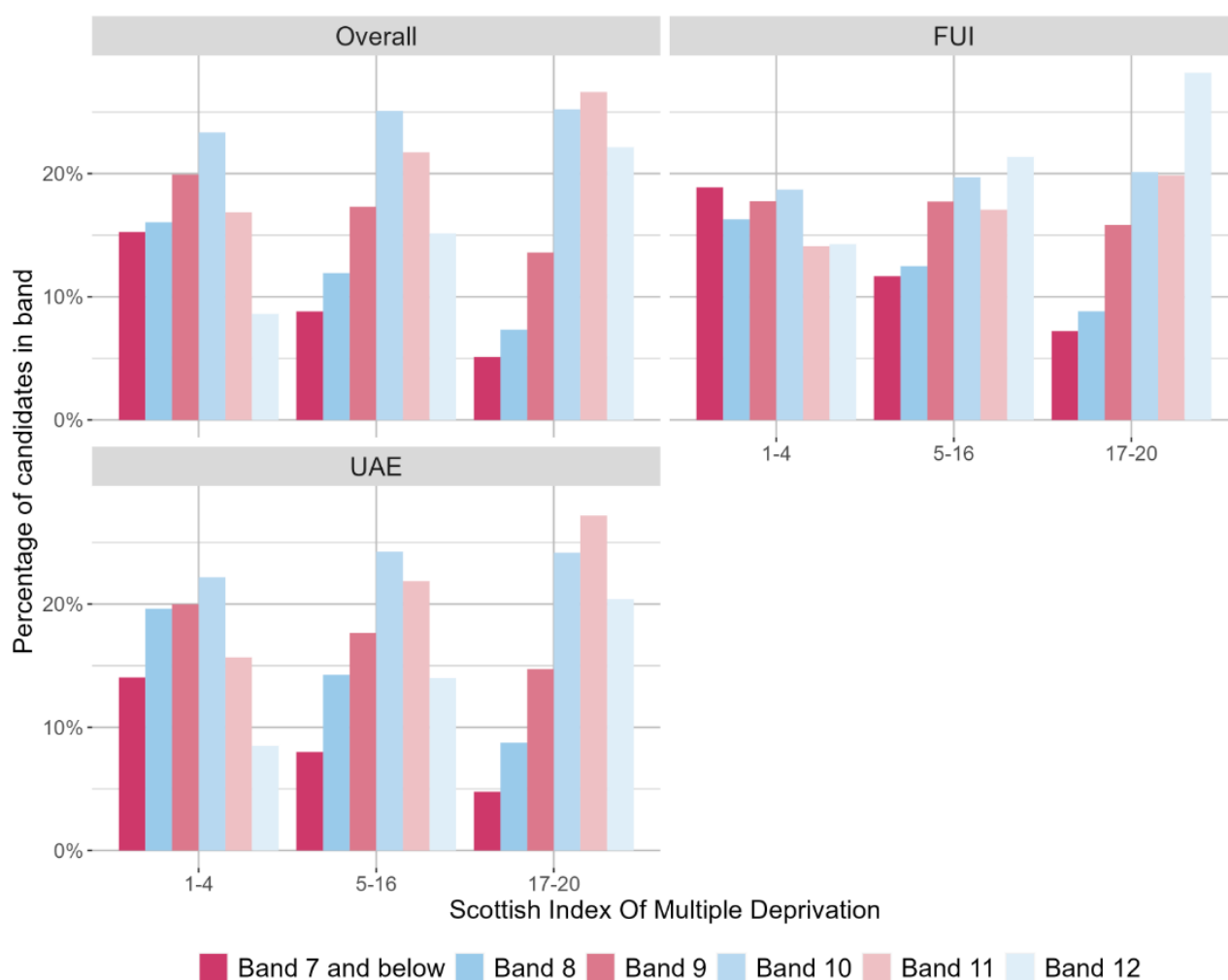
Chart 16c. Reading outcomes distributed by SIMD for P7



Overall, there was a notable difference between the proportions of learners in SIMD quintile 1-4 and 17-20 in bands 8, 10 and 11.

There was a difference between the proportions of learners in SIMD quintile 1-4 and quintiles 5-16 in bands 8, 10 and 11, and between the proportions of learners in SIMD quintiles 5-16 and quintile 17-20 in bands 8, 10 and 11.

Chart 16d. Reading outcomes distributed by SIMD for S3



Overall, there was a notable difference between the proportions of learners in SIMD quintile 1-4 and 17-20 in bands 7 and 12.

There was a difference between the proportions of learners in SIMD quintile 1-4 and quintiles 5-16 in bands 7 and 12, and between the proportions of learners in SIMD quintiles 5-16 and quintile 17-20 in bands 7 and 12.

### 3.3.4 Ethnic background

This section looks at differences in reading/literacy outcomes between learners classified as having 'White Scottish' and other ethnic backgrounds. Charts 17a to 17d show the proportions of learners with outcomes in each of the reading bands within each of these two groups.

The outcomes show that generally there were only minor differences in percentages for bands across the two comparison groups. This was true when reviewing the overall reading outcomes and when considering the organisers separately. At P1, the proportions of children with outcomes in the top two bands were very slightly larger for children from

'White Scottish' backgrounds. In P4, P7 and S3, there were slightly higher proportions of learners with other ethnic backgrounds in the top two bands, as compared with learners with a 'White Scottish' background.

Chart 17a. Literacy outcomes distributed by ethnic background for P1

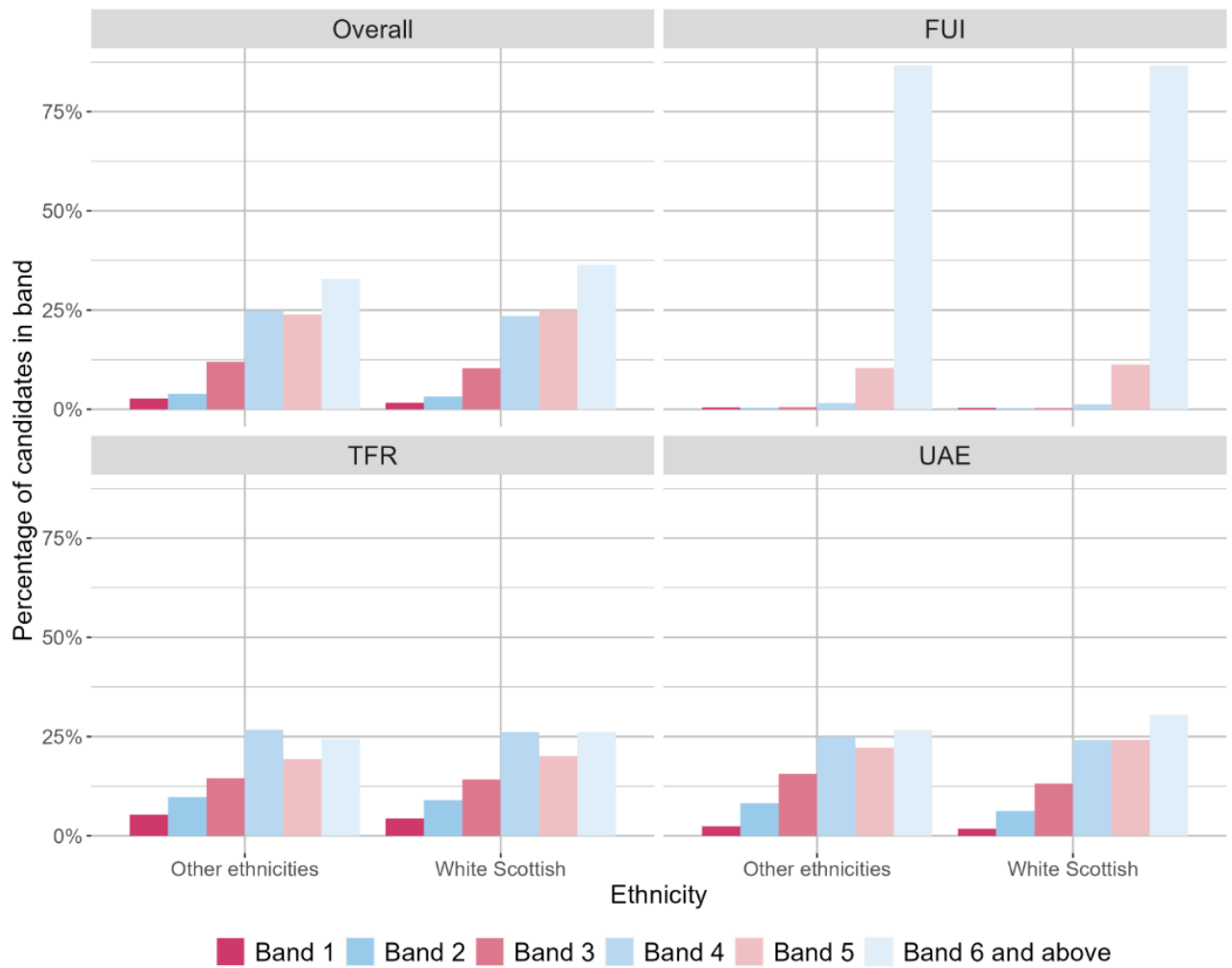


Chart 17b. Reading outcomes distributed by ethnic background for P4

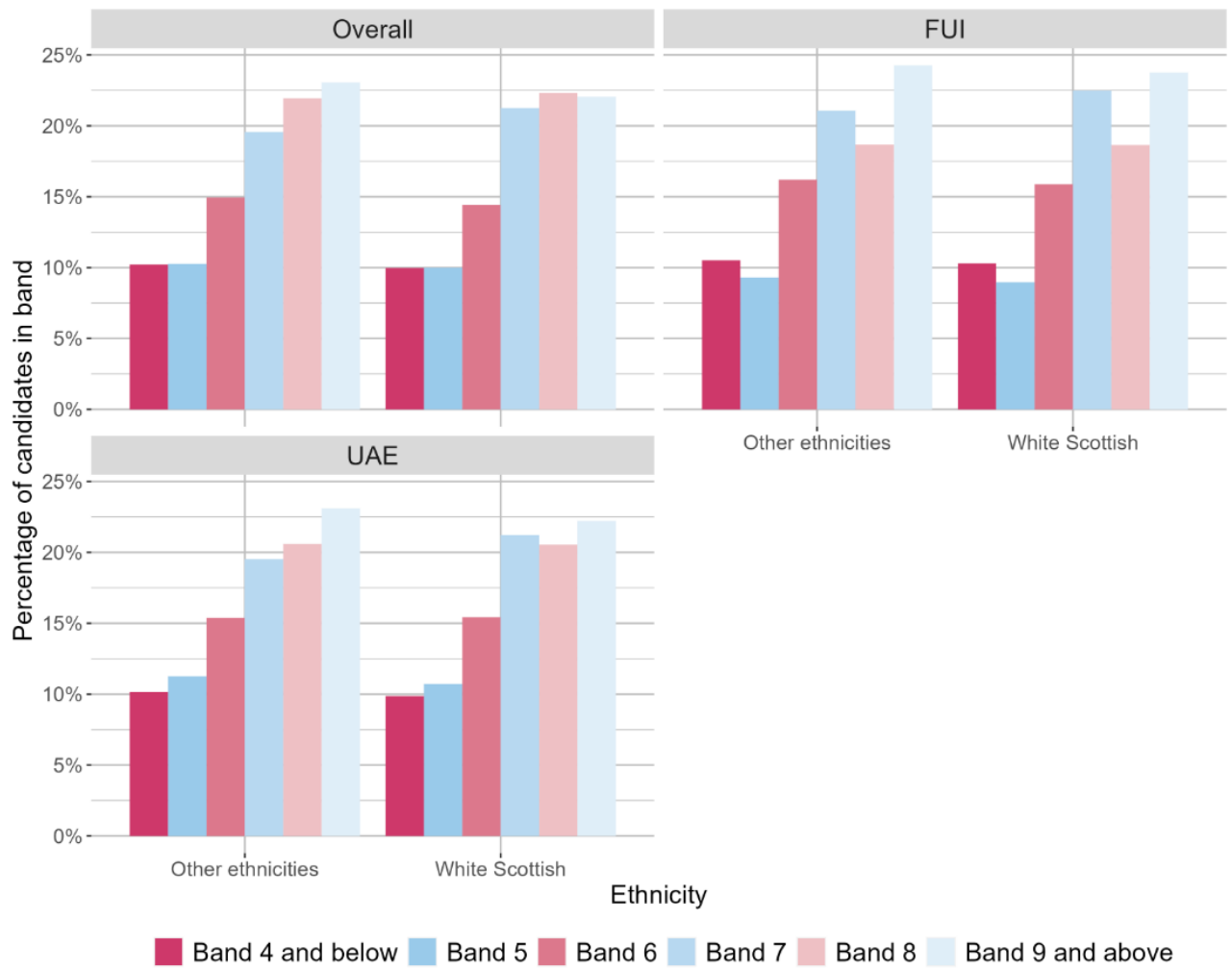




Chart 17c. Reading outcomes distributed by ethnic background for P7

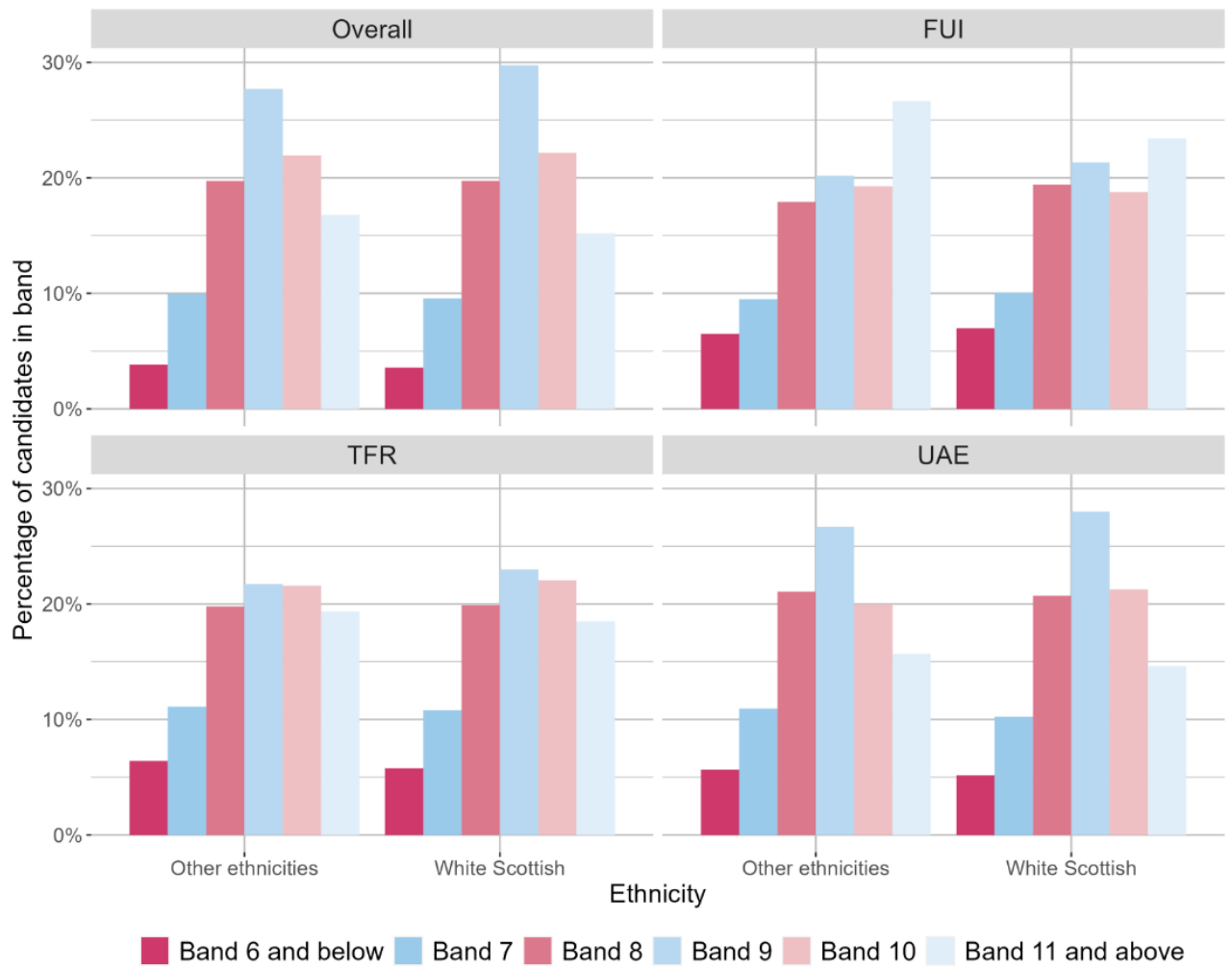
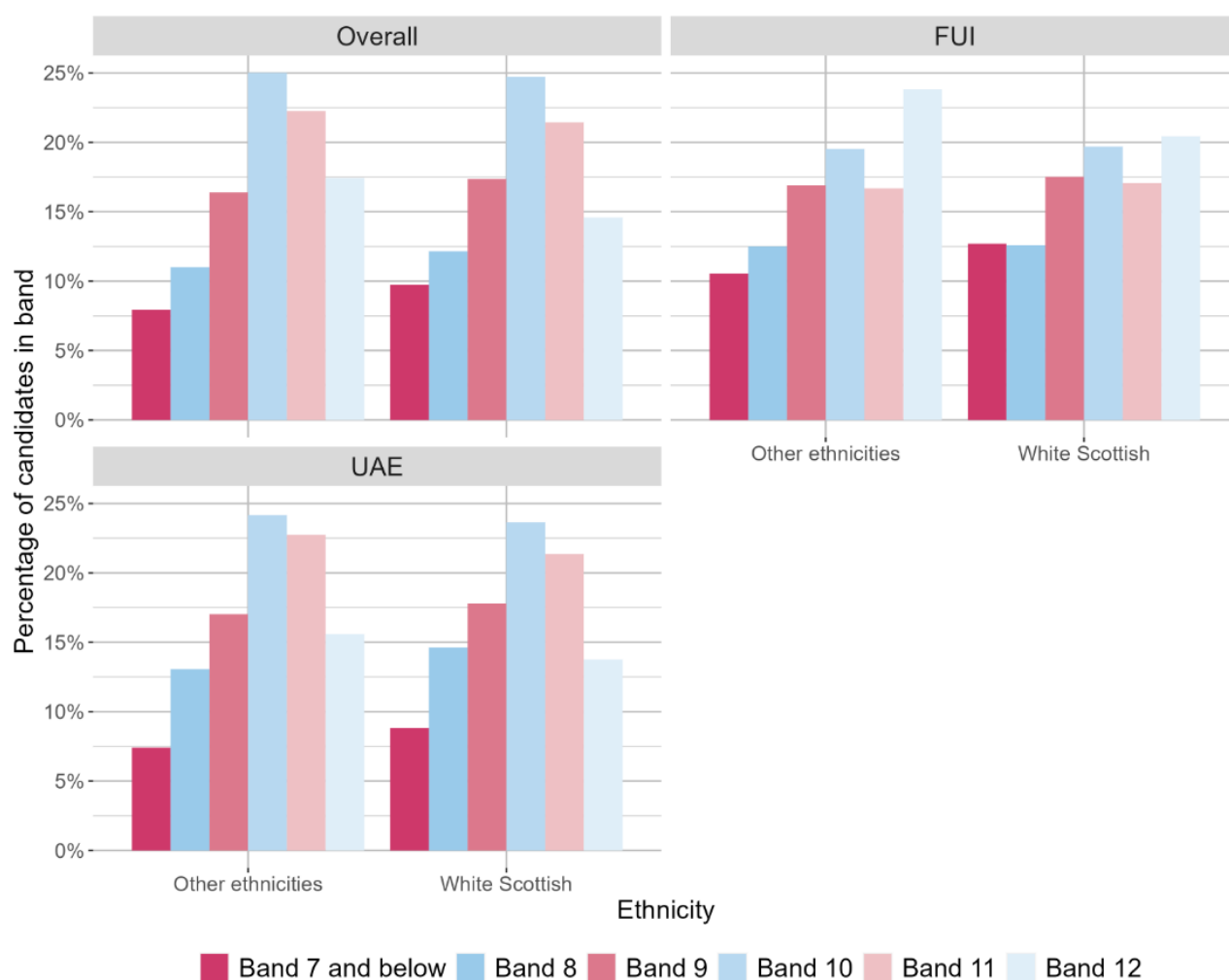


Chart 17d. Reading outcomes distributed by ethnic background for S3



### 3.3.5 Free School Meal Entitlement

Charts 18a to 18d show the proportions of learners achieving outcomes across reading/literacy capacity bands, when comparing two groups defined by entitlement to free school meals. For these analyses, we distinguished those with registered entitlement from all other learners.

Across all stages, there were noticeably larger proportions reflecting outcomes in the two upper bands among learners without FME than among those with FME. There were also correspondingly higher proportions of learners with FME achieving outcomes in the two lower bands. This pattern was similar across all stages and was present for reading/literacy overall and by organiser.

Chart 18a. Literacy outcomes distributed by FME for P1

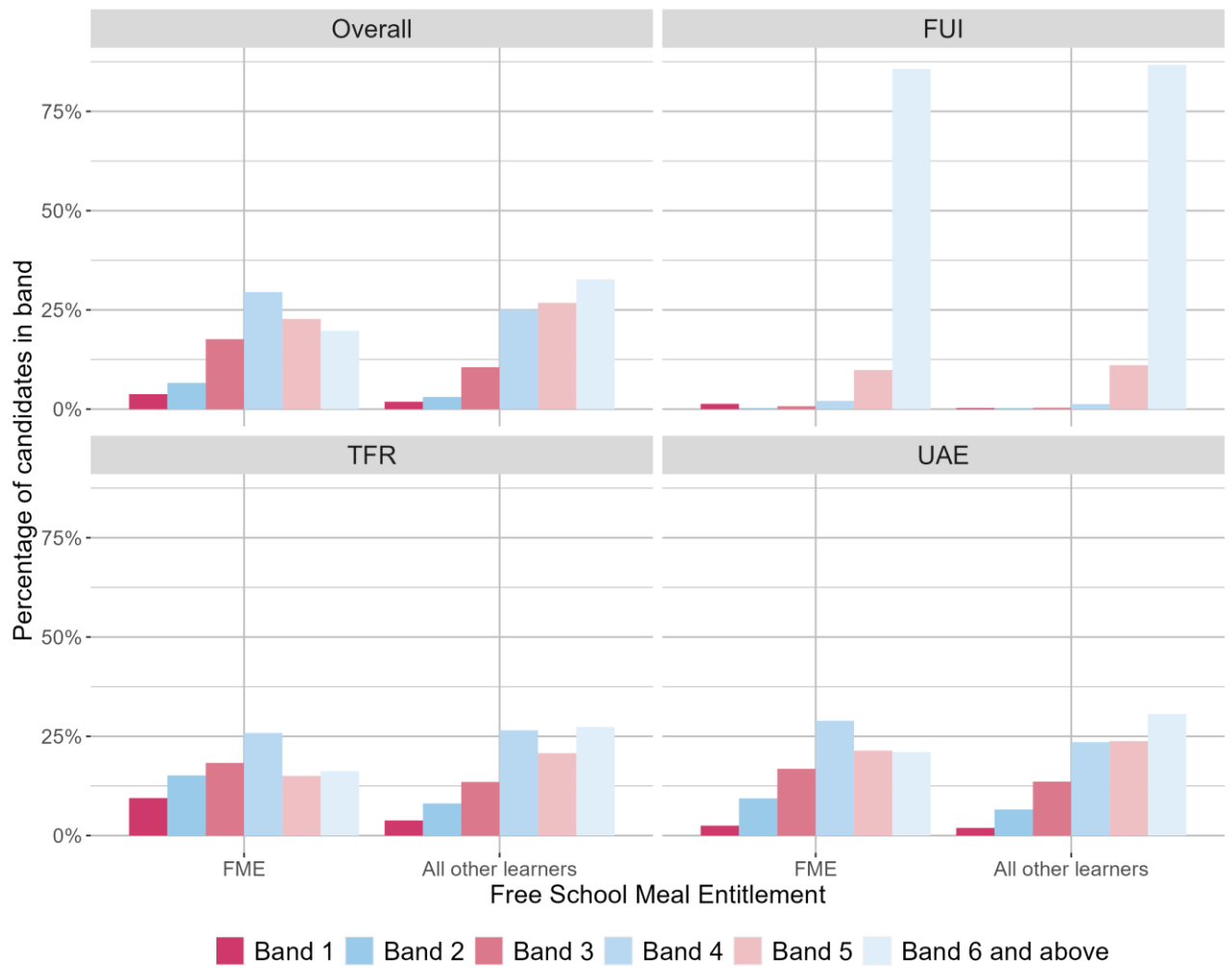


Chart 18b. Reading outcomes distributed by FME for P4

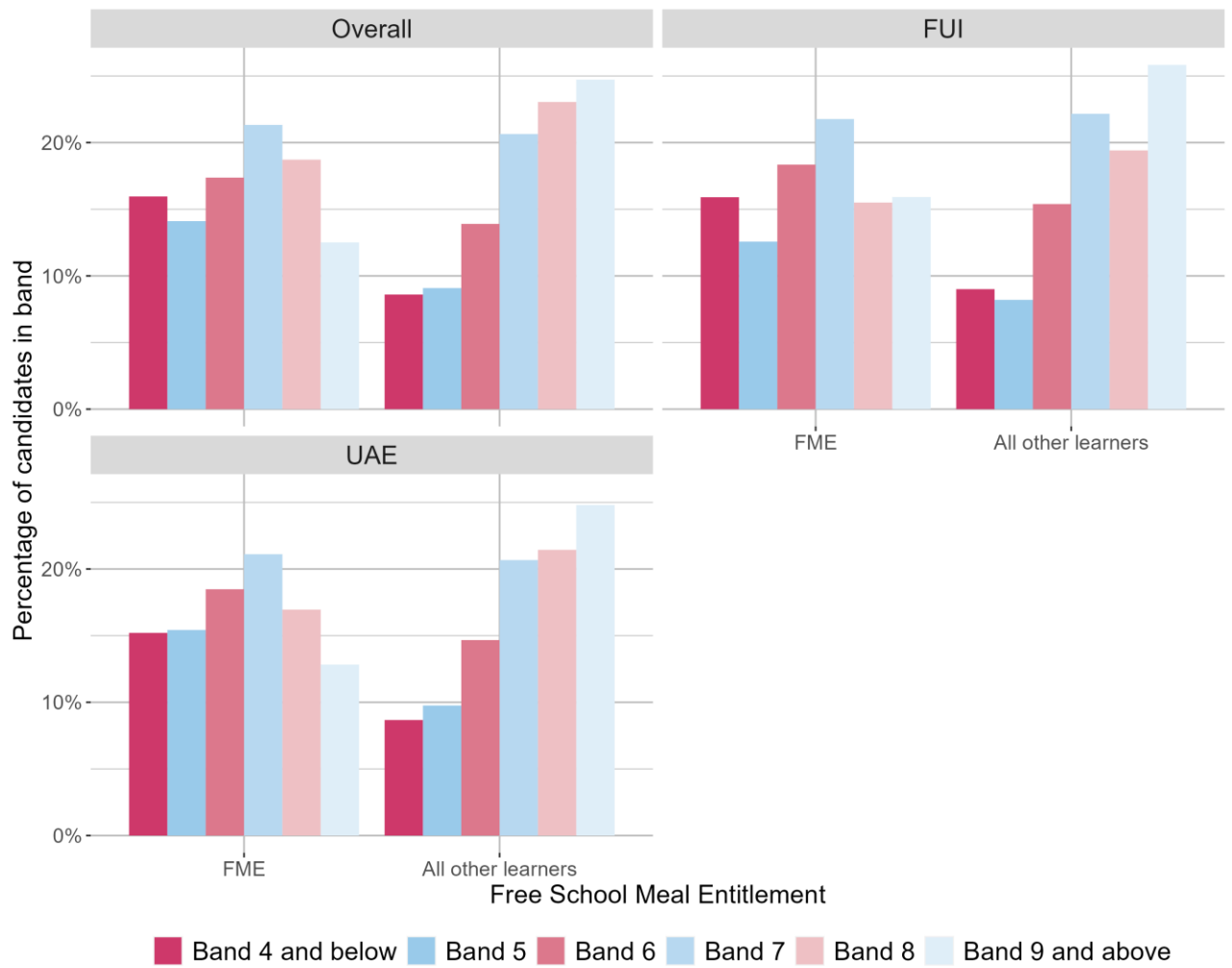


Chart 18c. Reading outcomes distributed by FME for P7

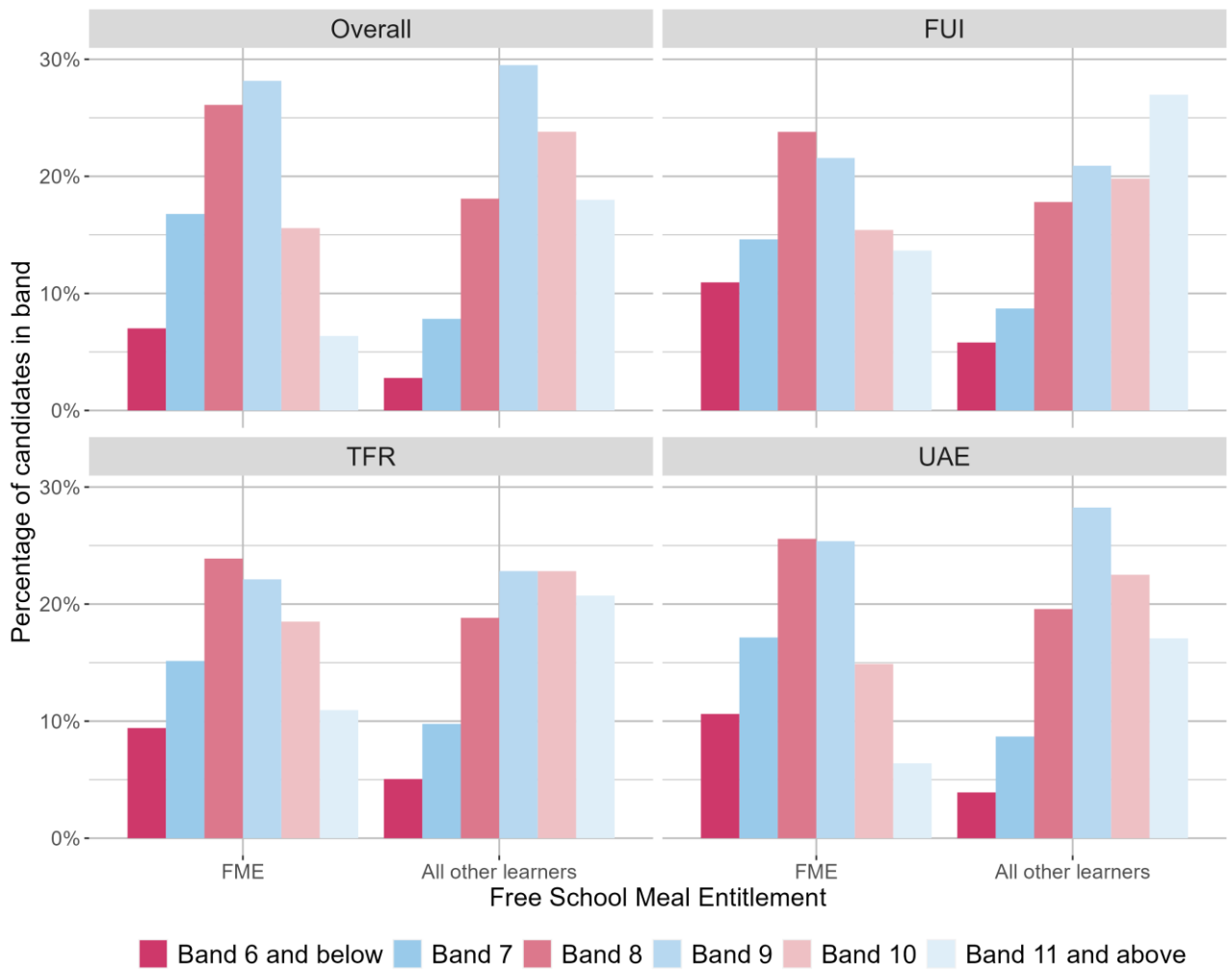
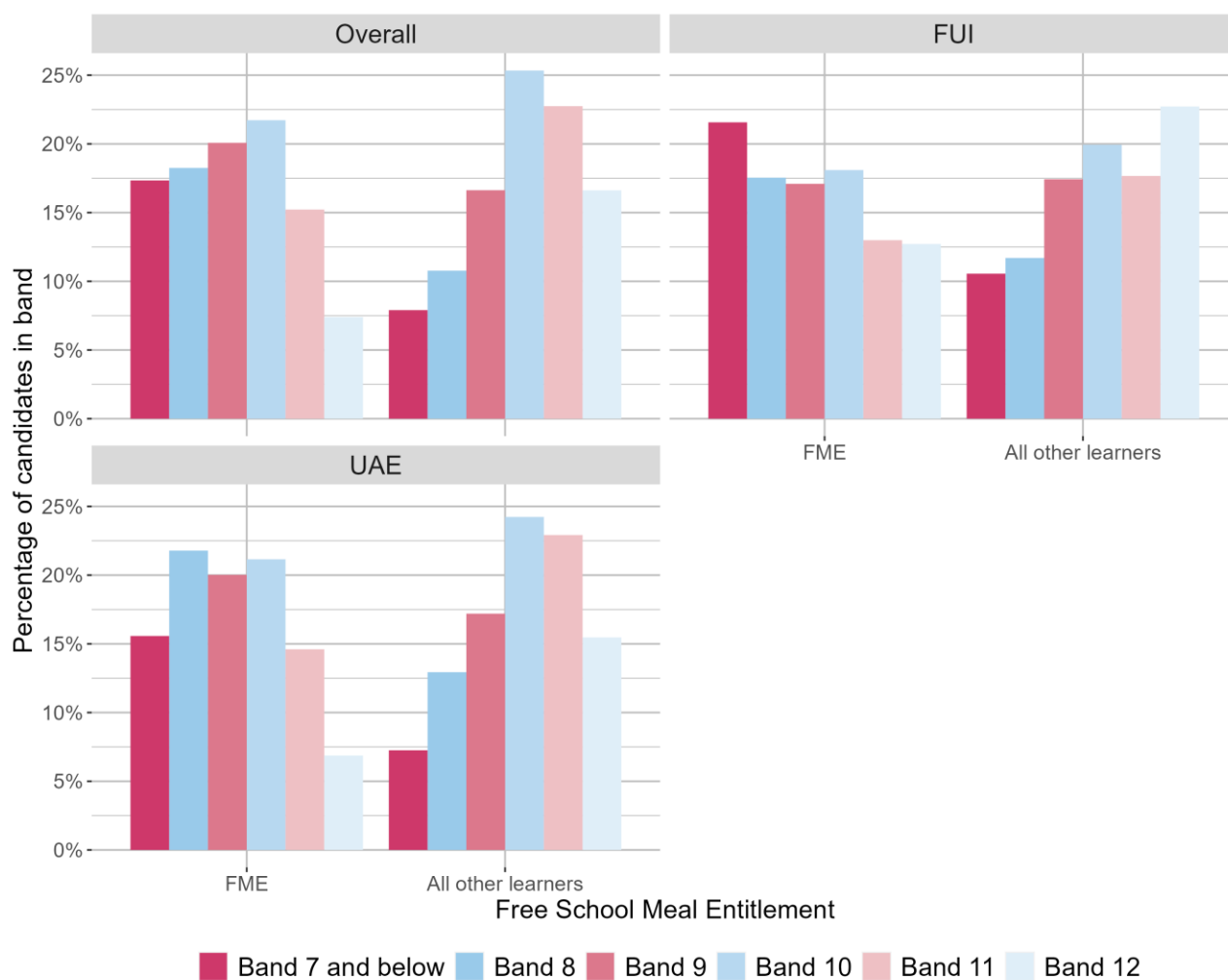


Chart 18d. Reading outcomes distributed by FME for S3



### 3.3.6 Additional Support Needs

Charts 19a to 19d show the proportions of learners achieving outcomes across six reading/literacy capacity bands in each of the stages, comparing the outcomes between those who were identified as having Additional Support Needs (ASN) and all others.

Across all stages, there were notably higher proportions of learners with no ASN classification who achieved outcomes in the two upper bands. There were also notably larger proportions of learners classified with ASN who obtained outcomes in the lower two bands. This pattern was seen across all stages.

Chart 19a. Literacy outcomes distributed by ASN for P1

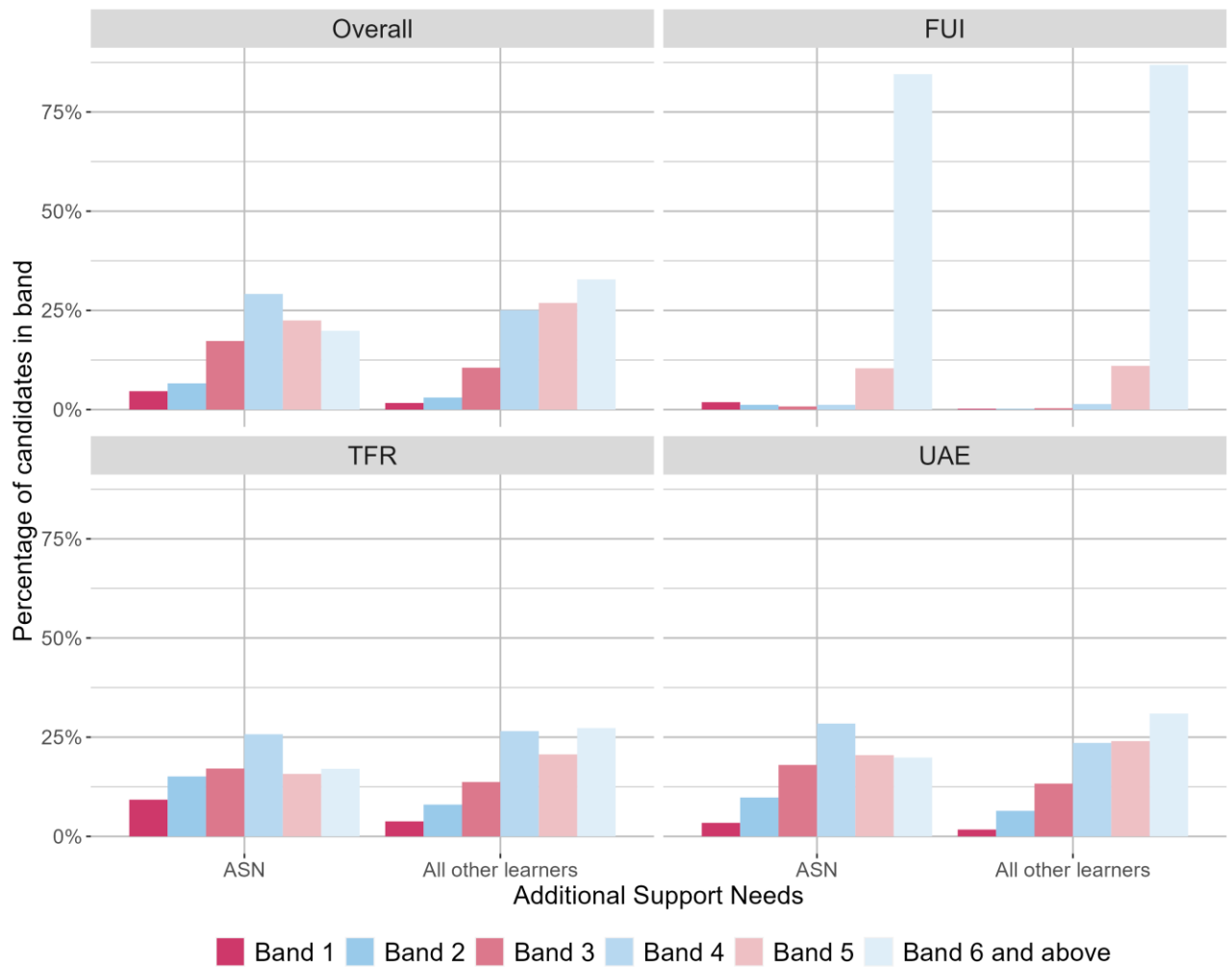


Chart 19b. Reading outcomes distributed by ASN for P4

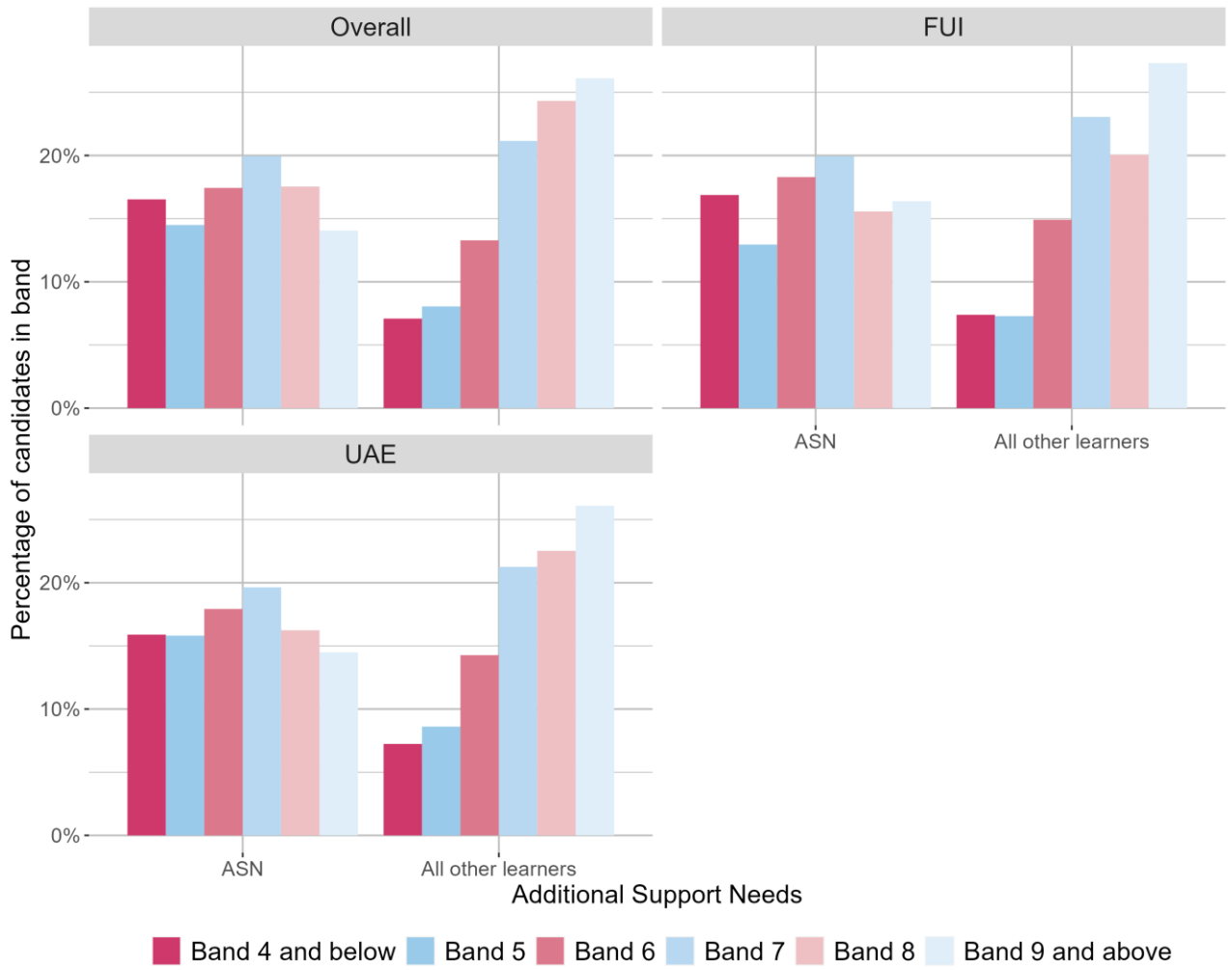




Chart 19c. Reading outcomes distributed by ASN for P7

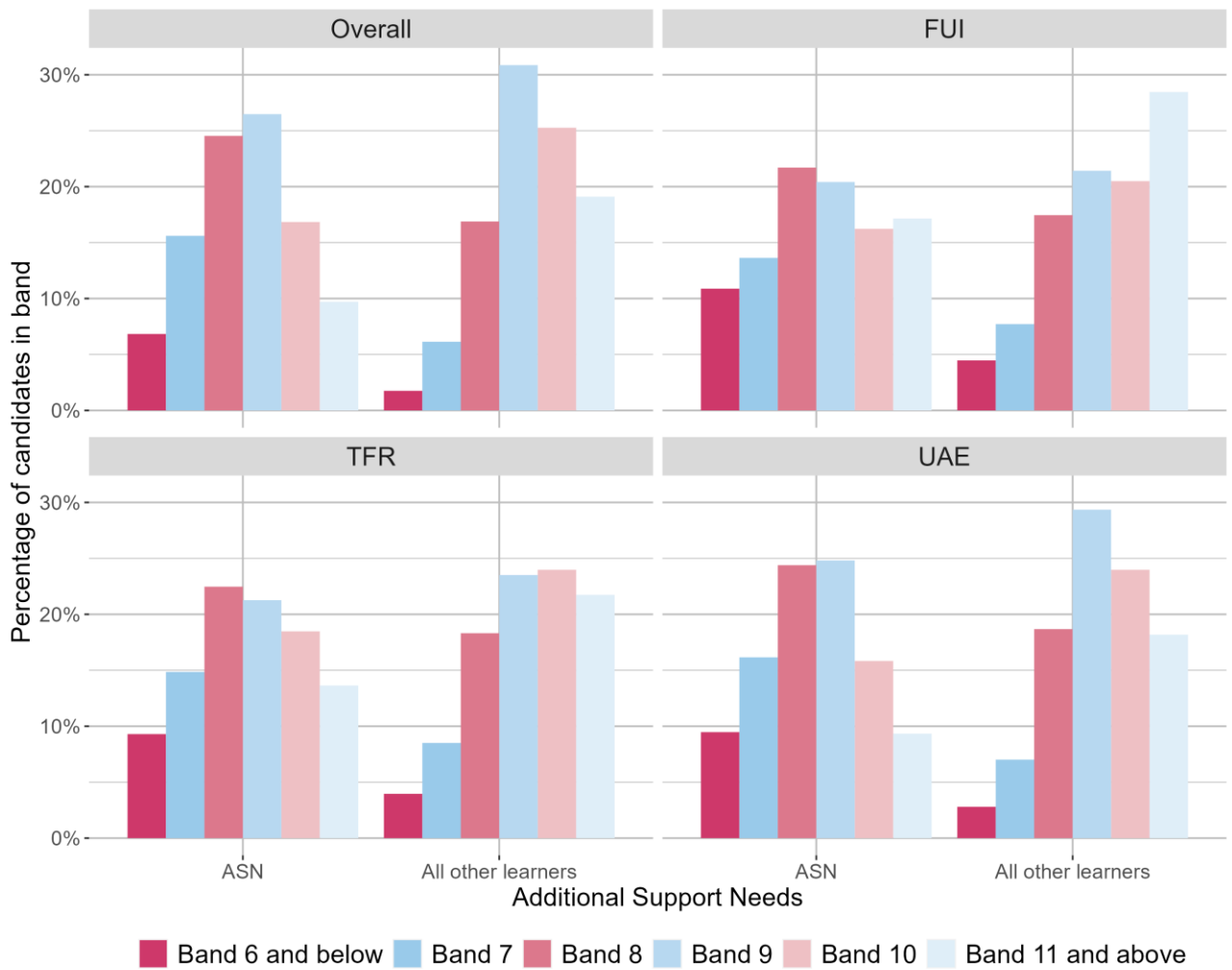
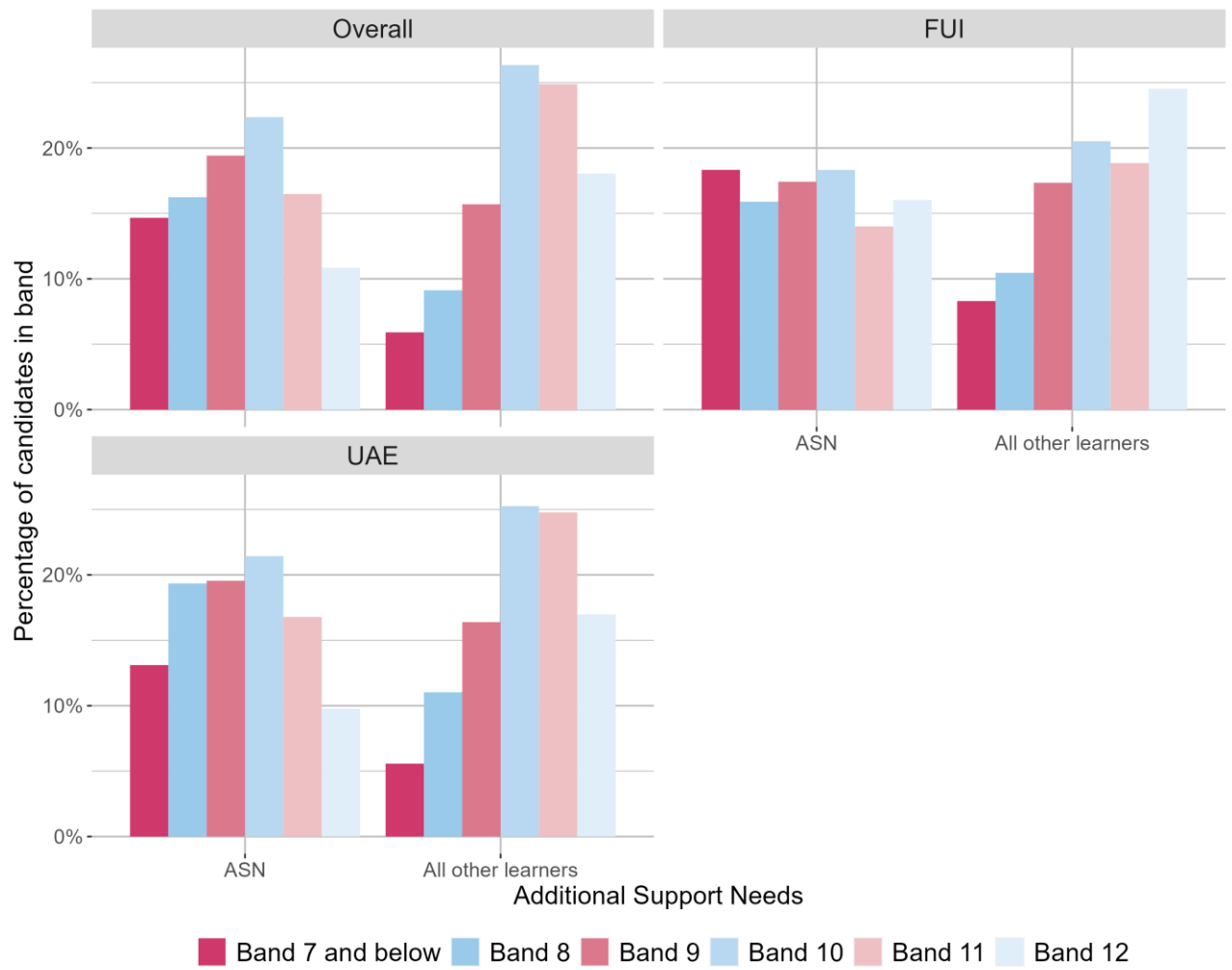


Chart 19d. Reading outcomes distributed by ASN for S3



### 3.3.7 Looked After Children

Charts 20a to 20d show the proportions of learners achieving outcomes across the corresponding six capacity bands in reading/literacy by categories comparing learners classified as Looked After Children (LAC) with all other learners.

There were notably lower proportions achieving outcomes in the top two bands among learners who are registered as LAC than among other learners. Similarly, among LAC learners, there were also much larger proportions with outcomes in the lower two bands than among other learners. This pattern was very similar across all stages, when considering outcomes by organiser.

Though there were only minor increases in these differences between stages they did become more pronounced at each consecutive stage.

Chart 20a. Literacy outcomes distributed by LAC for P1

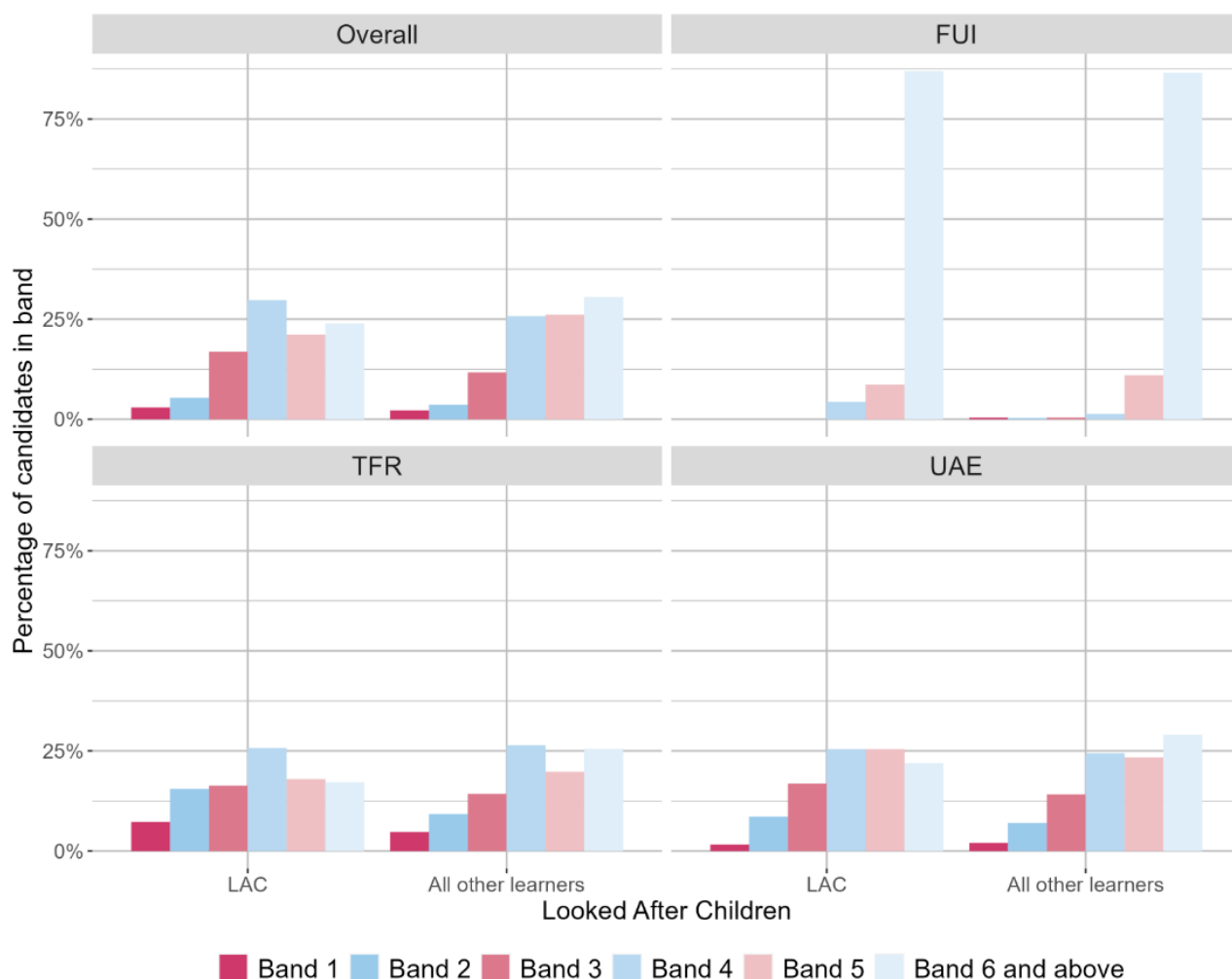


Chart 20b. Reading outcomes distributed by LAC for P4

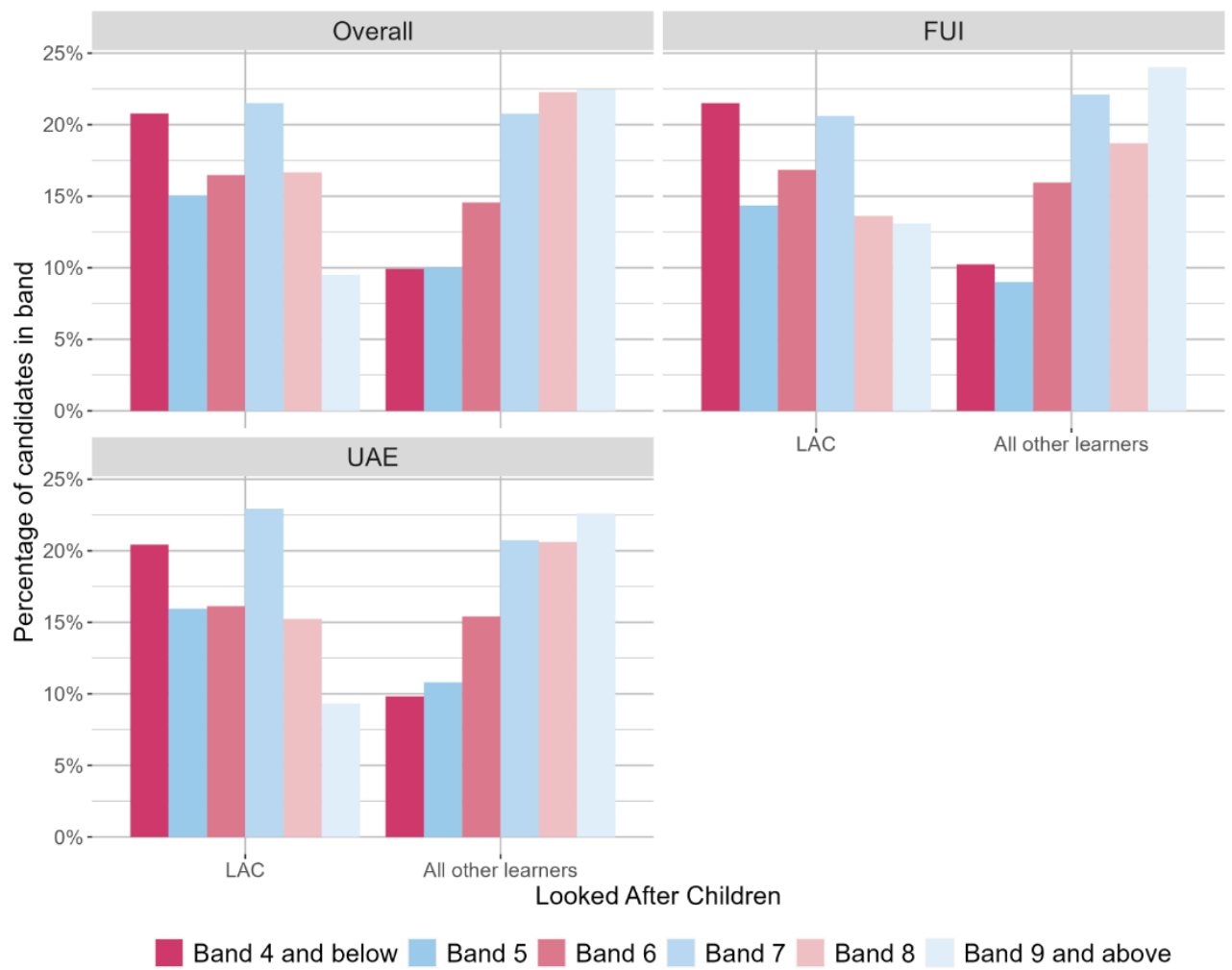


Chart 20c. Reading outcomes distributed by LAC for P7

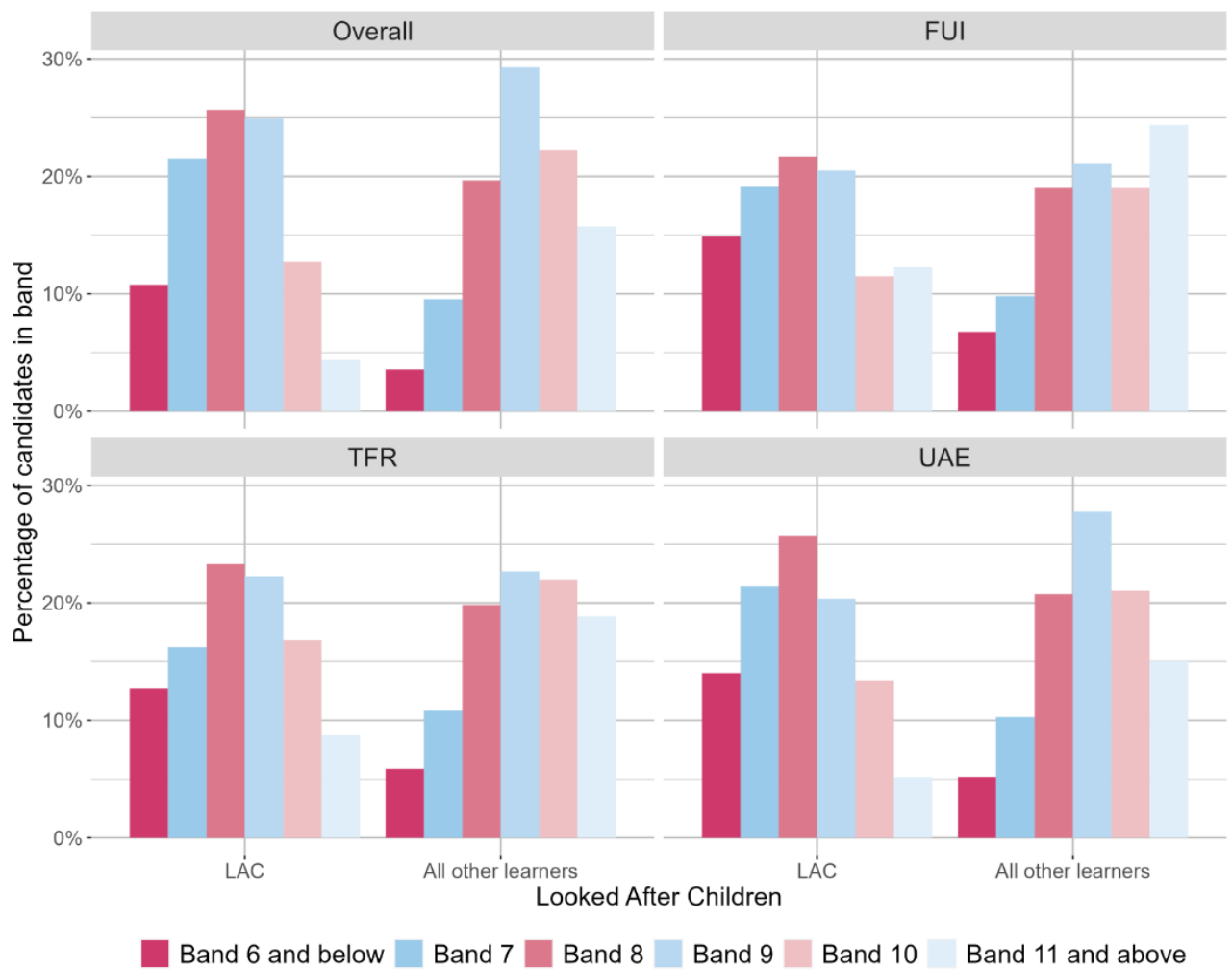
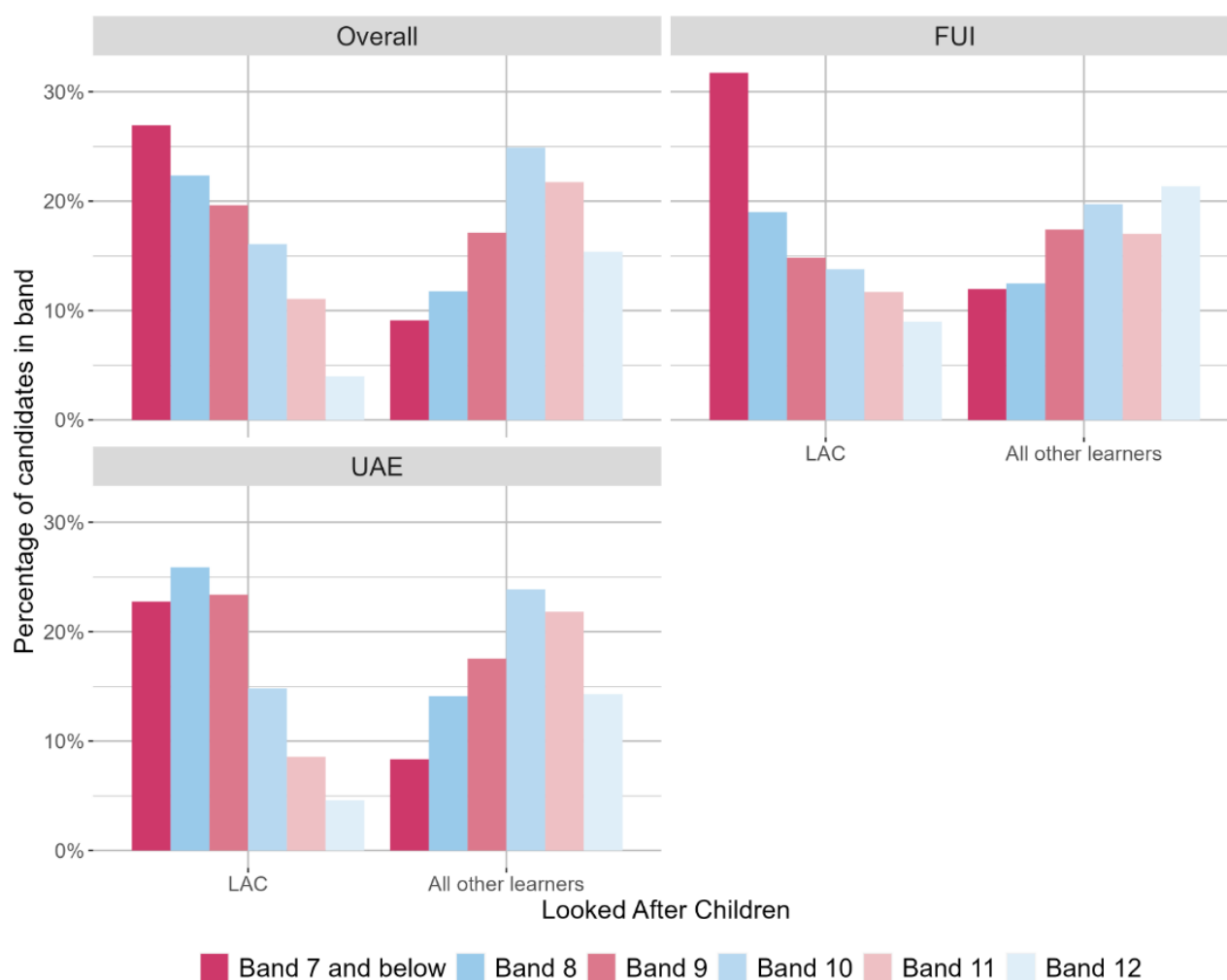


Chart 20d. Reading outcomes distributed by LAC for S3



### 3.3.8 English as an Additional Language

Charts 21a to 21d compare learners by language background: English as an Additional Language (EAL) compared with all other learners. The category 'EAL' refers to those learners whose record in SEEMiS showed that they had English as an additional language.

The 'Not EAL' category comprises both learners who were recorded as not having EAL and those for whom there was no entry in this field.

There were notably higher proportions of learners without EAL in the top two bands at P1. At all other stages, the differences in outcomes were much smaller between learners without EAL than others both in terms of overall outcome, and when considering separately assessment content related to each individual organiser.

Chart 21a. Literacy outcomes distributed by EAL for P1

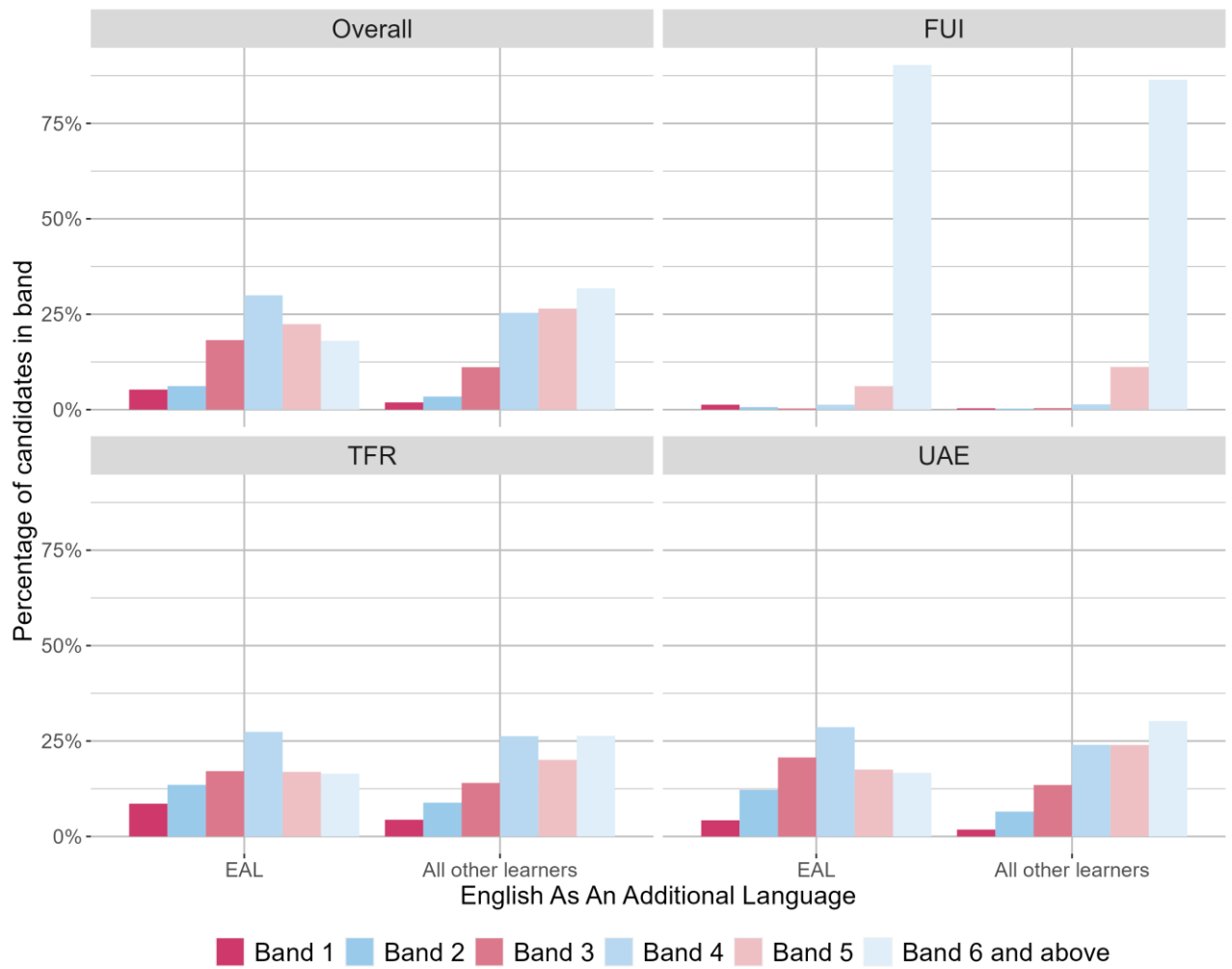


Chart 21b. Reading outcomes distributed by EAL for P4

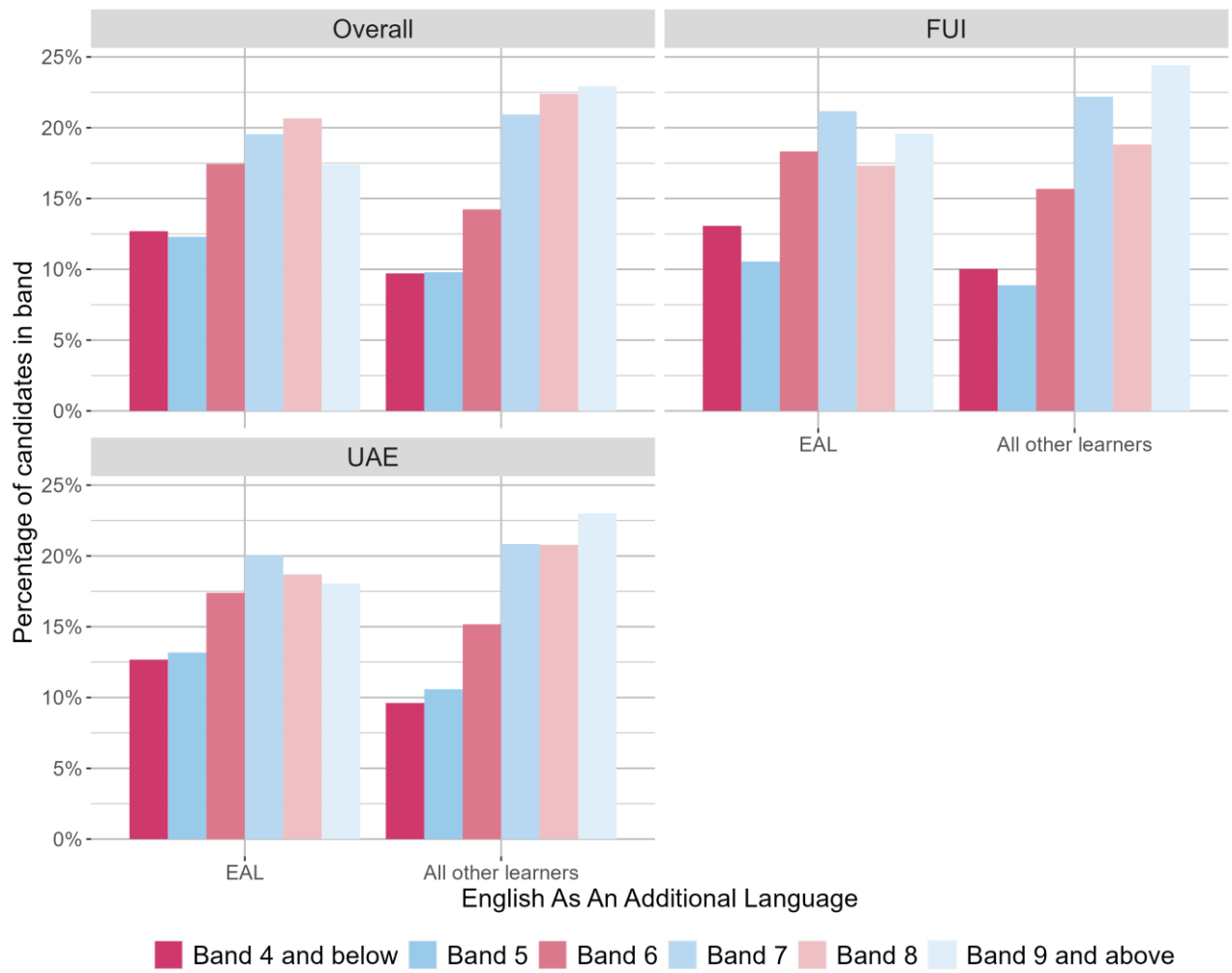




Chart 21c. Reading outcomes distributed by EAL for P7

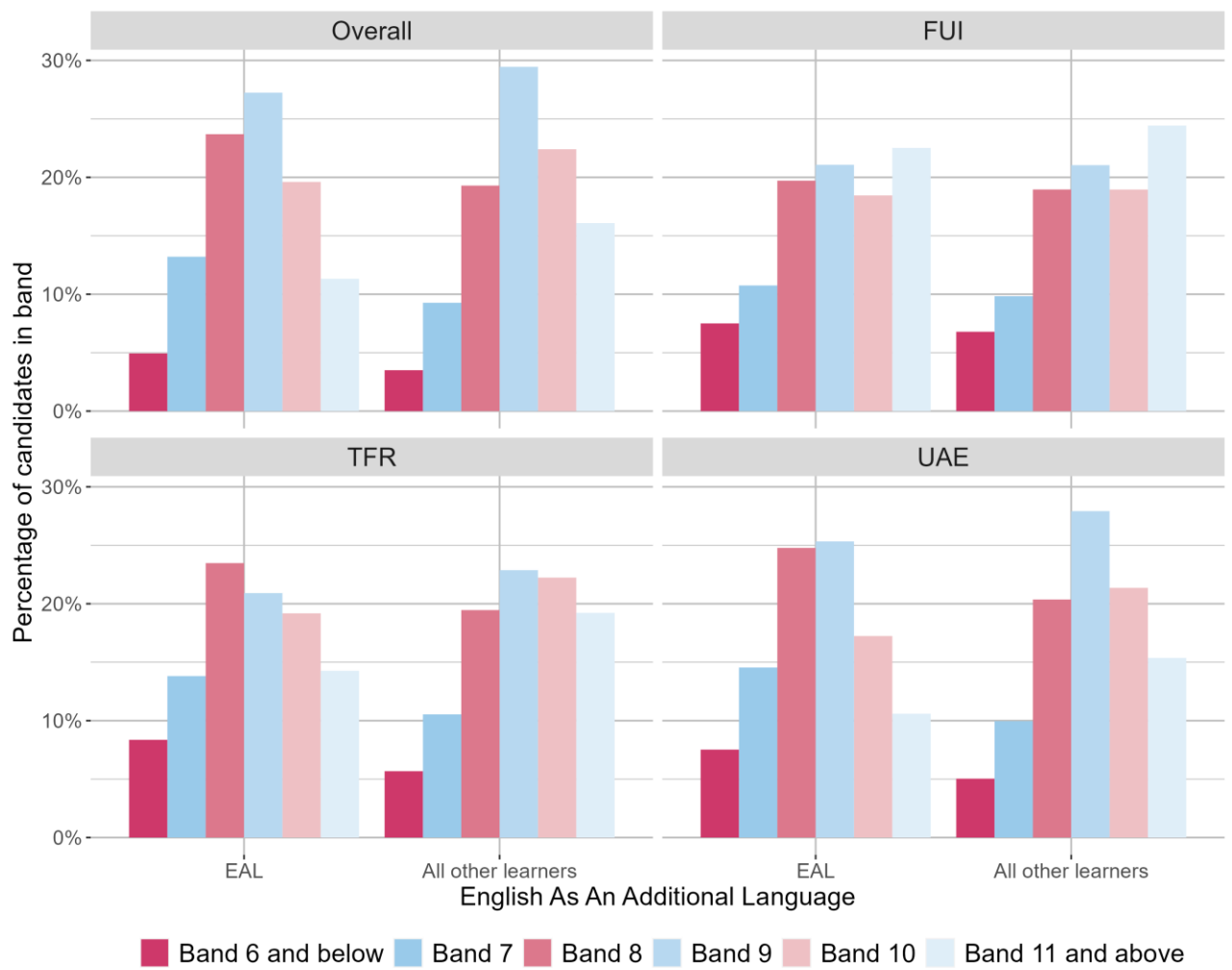
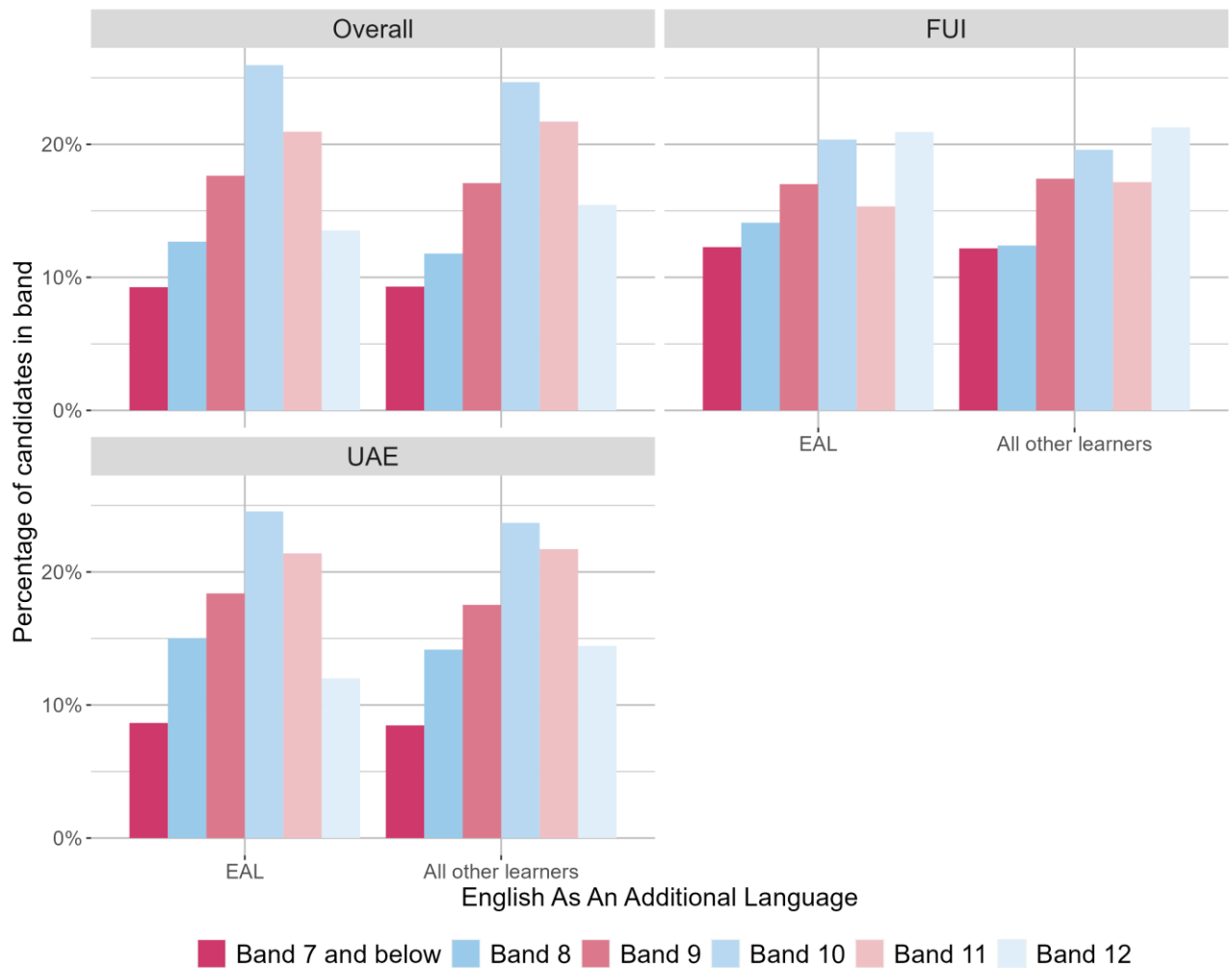


Chart 21d. Reading outcomes distributed by EAL for S3



### 3.4 MCNG National outcomes for reading/literacy

#### 3.4.1 Overall outcome

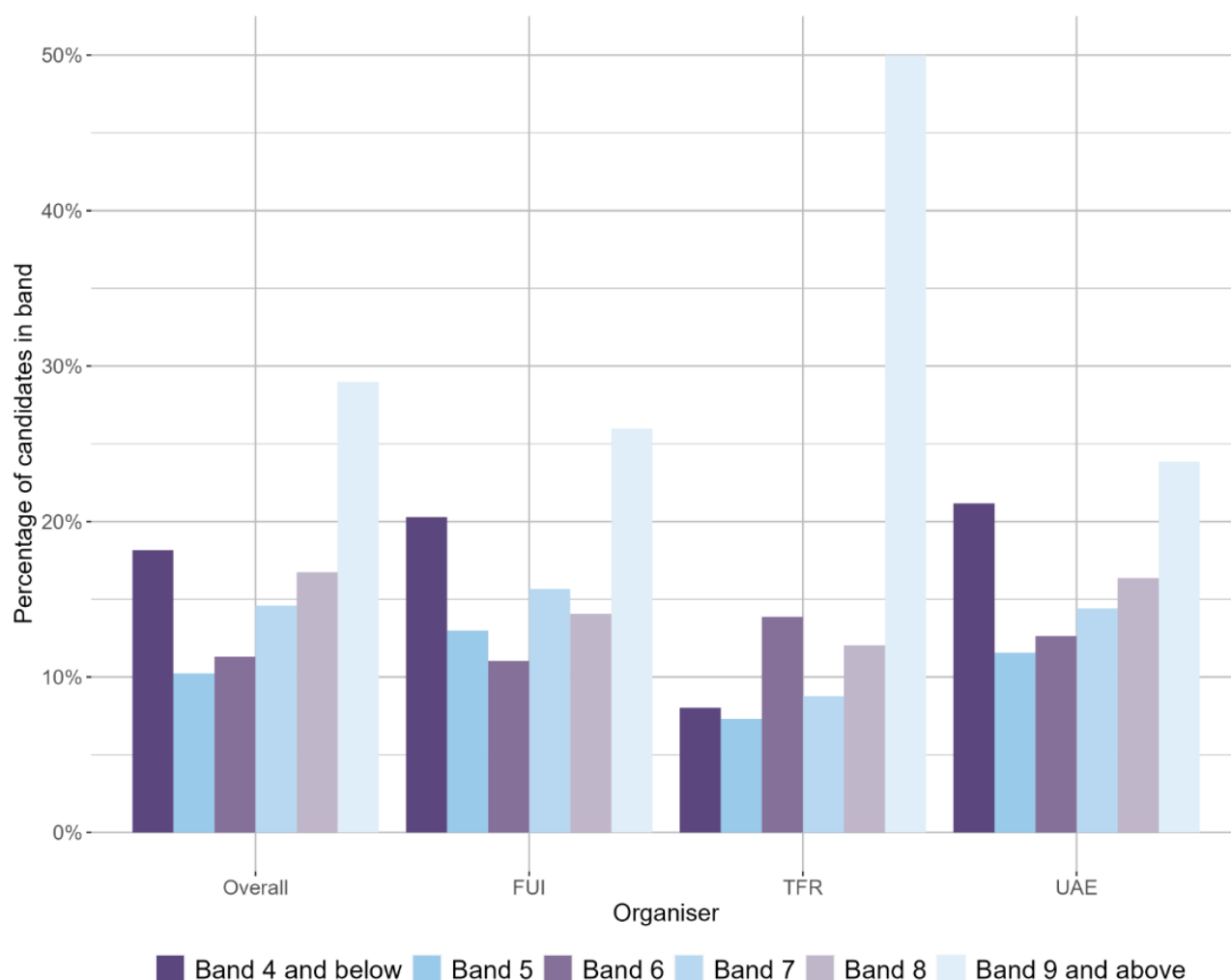
Charts 22a to 22c show the overall outcomes for reading and literacy across P4, P7 and S3 and outcomes in relation to the three reading/literacy organisers: Tools for reading (TFR), Understanding, analysing and evaluating (UAE) and Finding and using information (FUI). The bars indicate the proportions of learners achieving outcomes corresponding to each of the six bands reported at each stage, in line with MCNG reports for the academic year 2022 to 2023.

Please note that a ‘notable difference’ refers to a difference of 10% or more.

In line with the Office for National Statistics (ONS guidelines) data is not available for any assessments where there are fewer than 10 learners in any category or band. These cases are indicated where appropriate in this section of the report.

In line with ONS guidelines the data for P1 is not reported in order to avoid identifying individual learners.

Chart 22a. Reading outcomes for P4



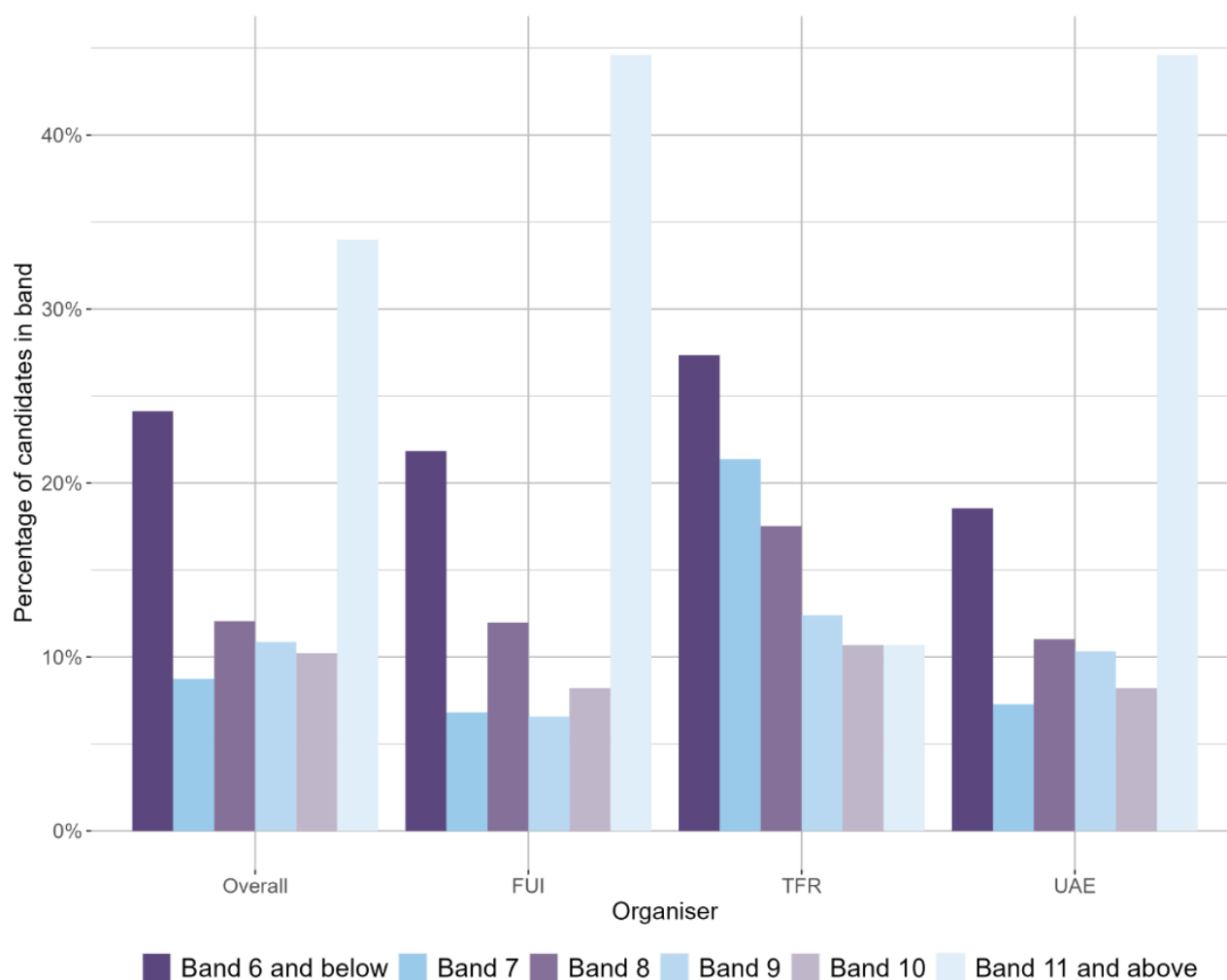
Overall, for P4, the band achieved by the largest proportion of learners was 9, and the band achieved by the second largest proportion was 4. Overall, 57% of learners achieved bands 7, 8 or 9 and 80% of learners achieved bands 5, 6, 7, 8 or 9.

For the organiser 'Finding and using information', 56% of learners achieved bands 7, 8 or 9 and 80% of learners achieved bands 5, 6, 7, 8 or 9.

For the organiser 'Tools for reading', 50% of learners achieved bands 6 and 85% of learners achieved bands 6, 7, 8 or 9.

For the organiser 'Understanding, analysing and evaluating', 55% of learners achieved bands 7, 8 or 9 and 79% of learners achieved bands 5, 6, 7, 8 or 9.

Chart 22b. Reading outcomes for P7



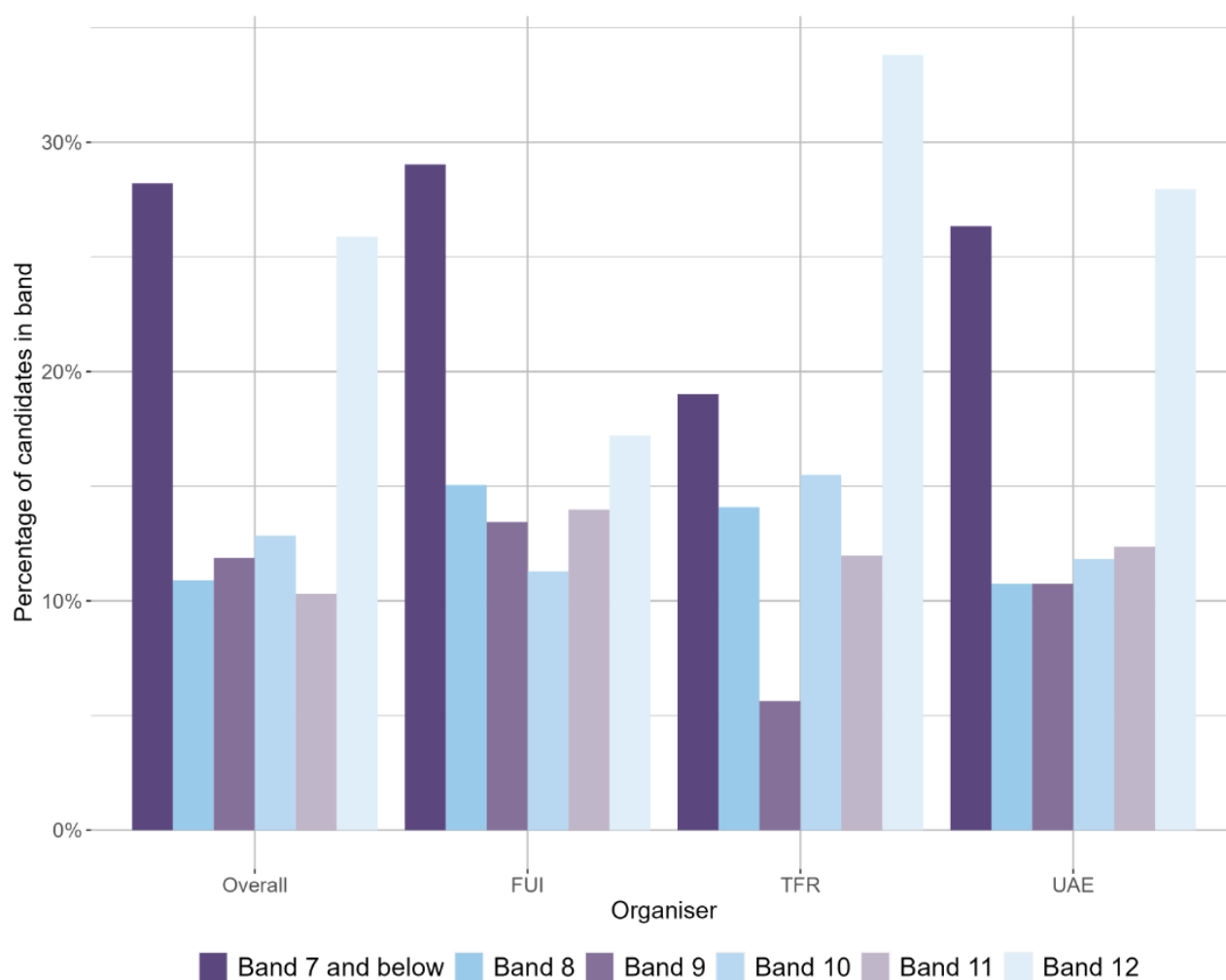
Overall, for P7, the band achieved by the largest proportion of learners was 11, and the band achieved by the second largest proportion was 6. Overall, 51% of learners achieved bands 10 or 11 and 79% of learners achieved bands 7, 8, 9, 10 or 11.

For the organiser 'Finding and using information', 53% of learners achieved bands 10 or 11 and 78% of learners achieved bands 7, 8, 9, 10 or 11.

For the organiser 'Tools for reading', 52% of learners achieved bands 8, 9, 10 or 11. This organiser did not have the largest proportion of learners achieving outcomes in band 11, instead the largest proportion of learners are in band 6.

For the organiser 'Understanding, analysing and evaluating', 53% of learners achieved bands 10 or 11 and 81% of learners achieved bands 7, 8, 9, 10 or 11.

Chart 22c. Reading outcomes for S3



Overall, for S3, the band achieved by the largest proportion of learners was 7 (and below), and the band achieved by the second largest proportion was 12. Overall, 52% of learners achieved bands 10, 11 or 12.

For the organiser 'Finding and using information', 56% of learners achieved bands 9, 10, 11 or 12.

For the organiser 'Tools for reading', 62% of learners achieved bands 10, 11 or 12 and 82% of learners achieved bands 8, 9, 10, 11 or 12.

For the organiser 'Understanding, analysing and evaluating', 52% of learners achieved bands 10, 11 or 12.

### 3.4.2 Sex

Charts 23a and 23b show the proportions of boys and girls in each of the literacy and reading bands for all P4 and P7, both overall for reading and by organiser. In line with ONS guidelines the data for P1 and S3 is not reported in order to avoid identifying individual learners.

For P4 the majority of male and female learners achieved outcomes in the upper two capacity bands. At P7, the majority of female learners achieved outcomes in the upper two bands but the majority of male learners achieved outcomes in the lower two bands. There were similar differences between the two groups when reviewing outcomes separately by organiser content.

Chart 23a. Reading outcomes distributed by sex for P4

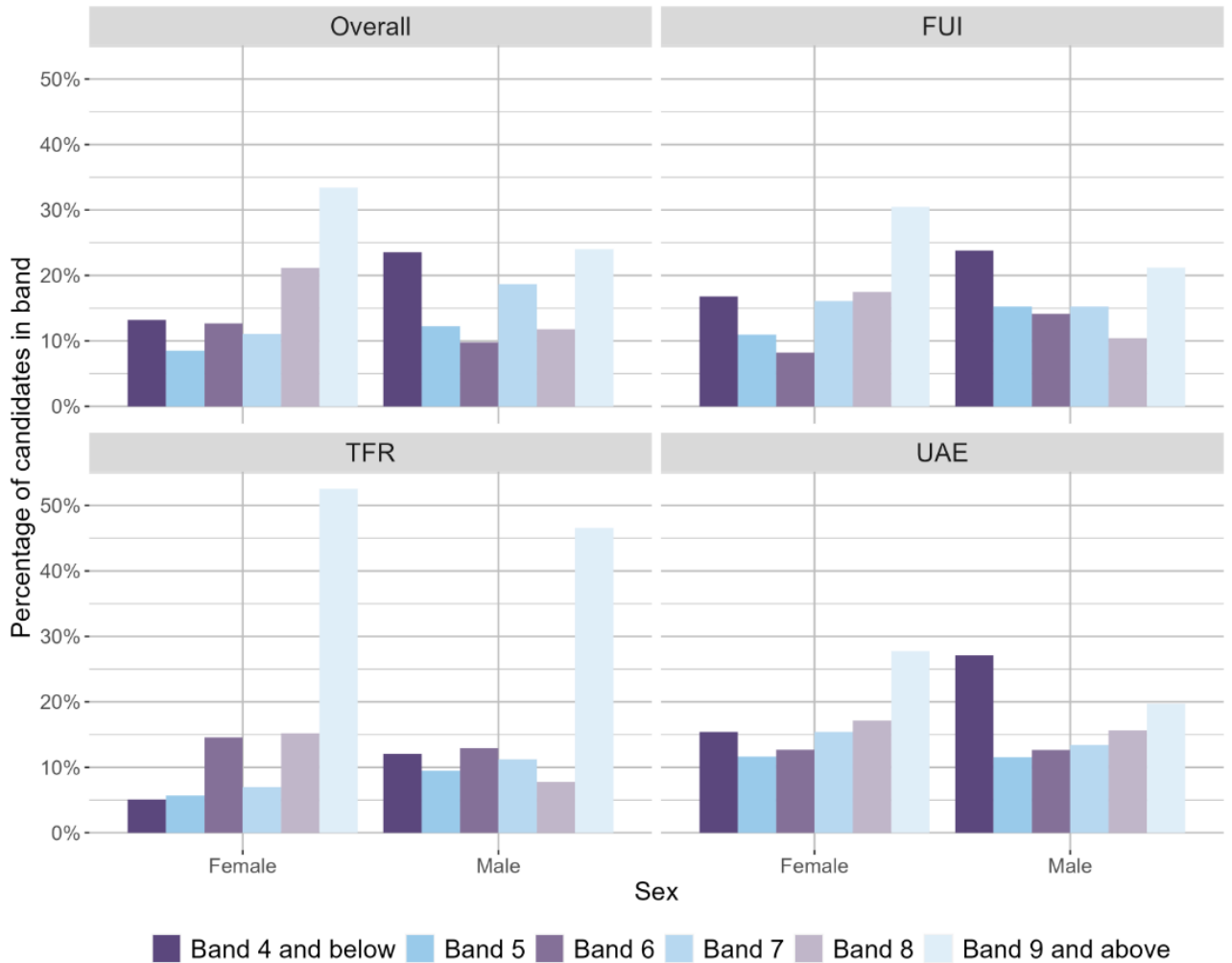
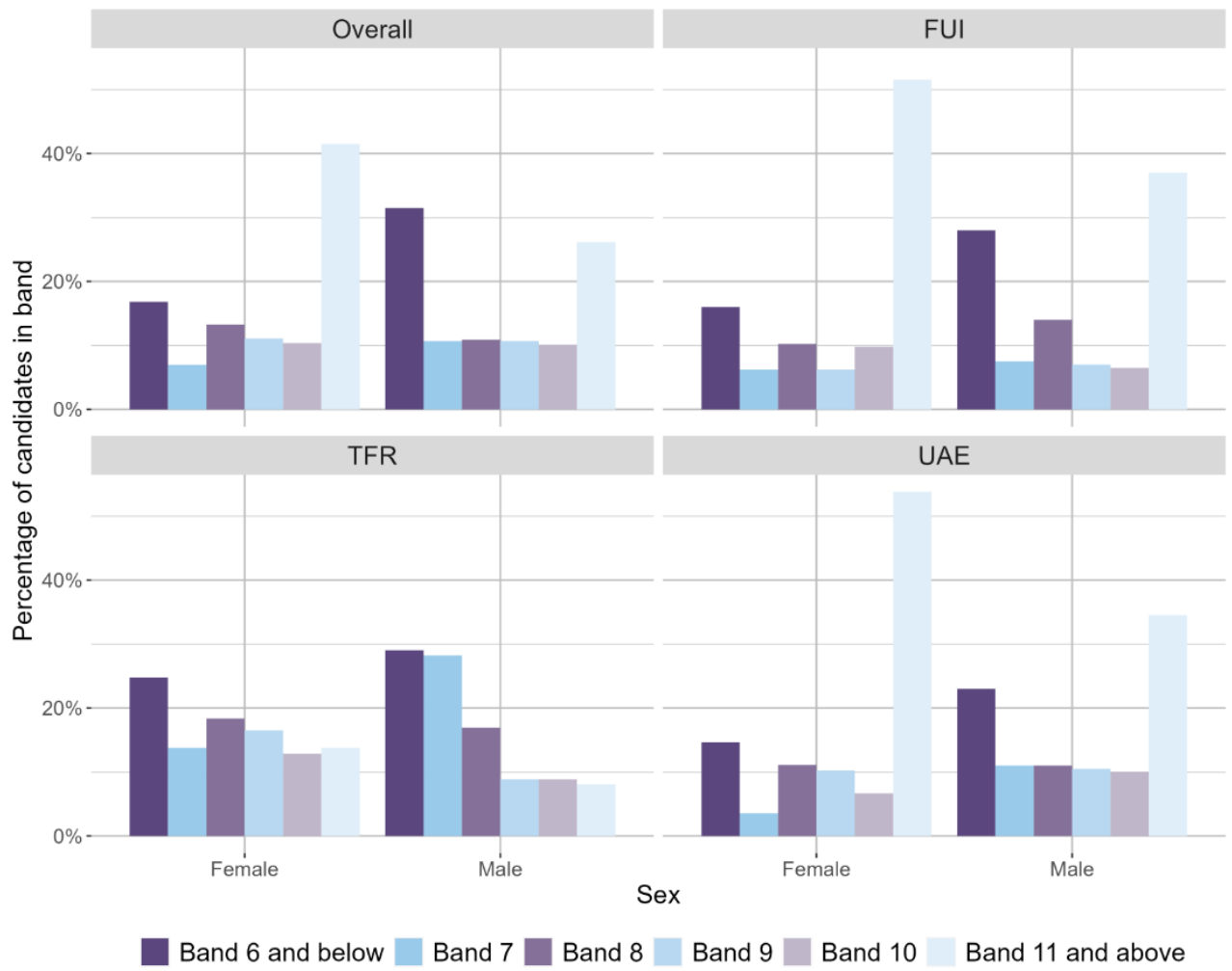


Chart 23b. Reading outcomes distributed by sex for P7



### 3.4.3 Scottish Index of Multiple Deprivation

In line with ONS guidelines the data for all stages is not reported in order to avoid identifying individual learners.

### 3.4.4 Ethnic background

In line with ONS guidelines the data for all stages is not reported in order to avoid identifying individual learners.

### 3.3.5 Free School Meal Entitlement

In line with ONS guidelines the data for all stages is not reported in order to avoid identifying individual learners.

### 3.4.6 Additional Support Needs

Charts 24a and 24b show the proportions of learners achieving outcomes across six reading/literacy capacity bands in P4 and P7, comparing the outcomes between those who were identified as having Additional Support Needs (ASN) and all others. In line with ONS guidelines the data for P1 and S3 is not reported in order to avoid identifying individual learners.

At P4 and P7 there were notably higher proportions of learners with no ASN classification who achieved outcomes in the two upper bands. There were also notably larger proportions of learners classified with ASN who obtained outcomes in the lower two bands.



Chart 24a. Reading outcomes distributed by ASN for P4

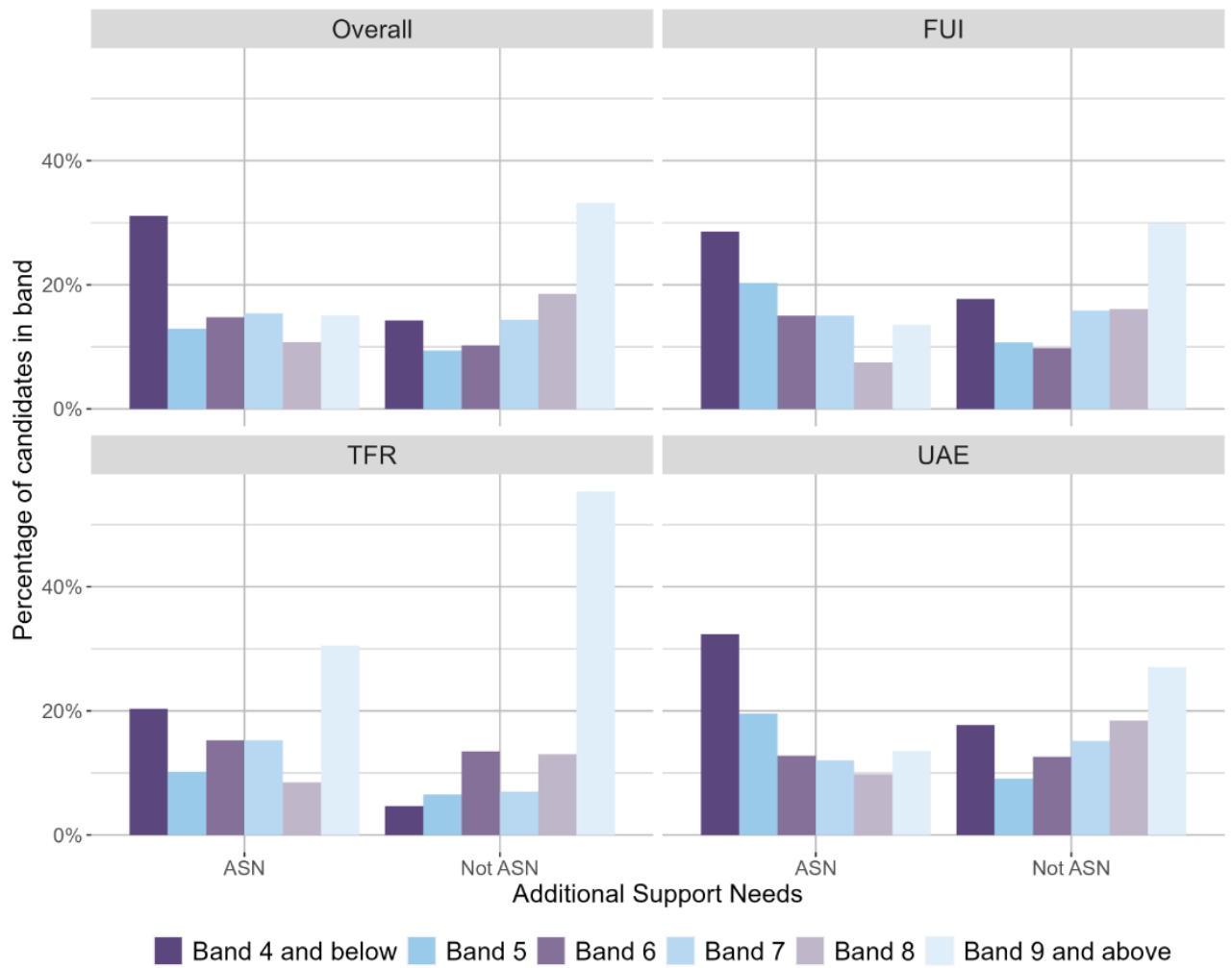
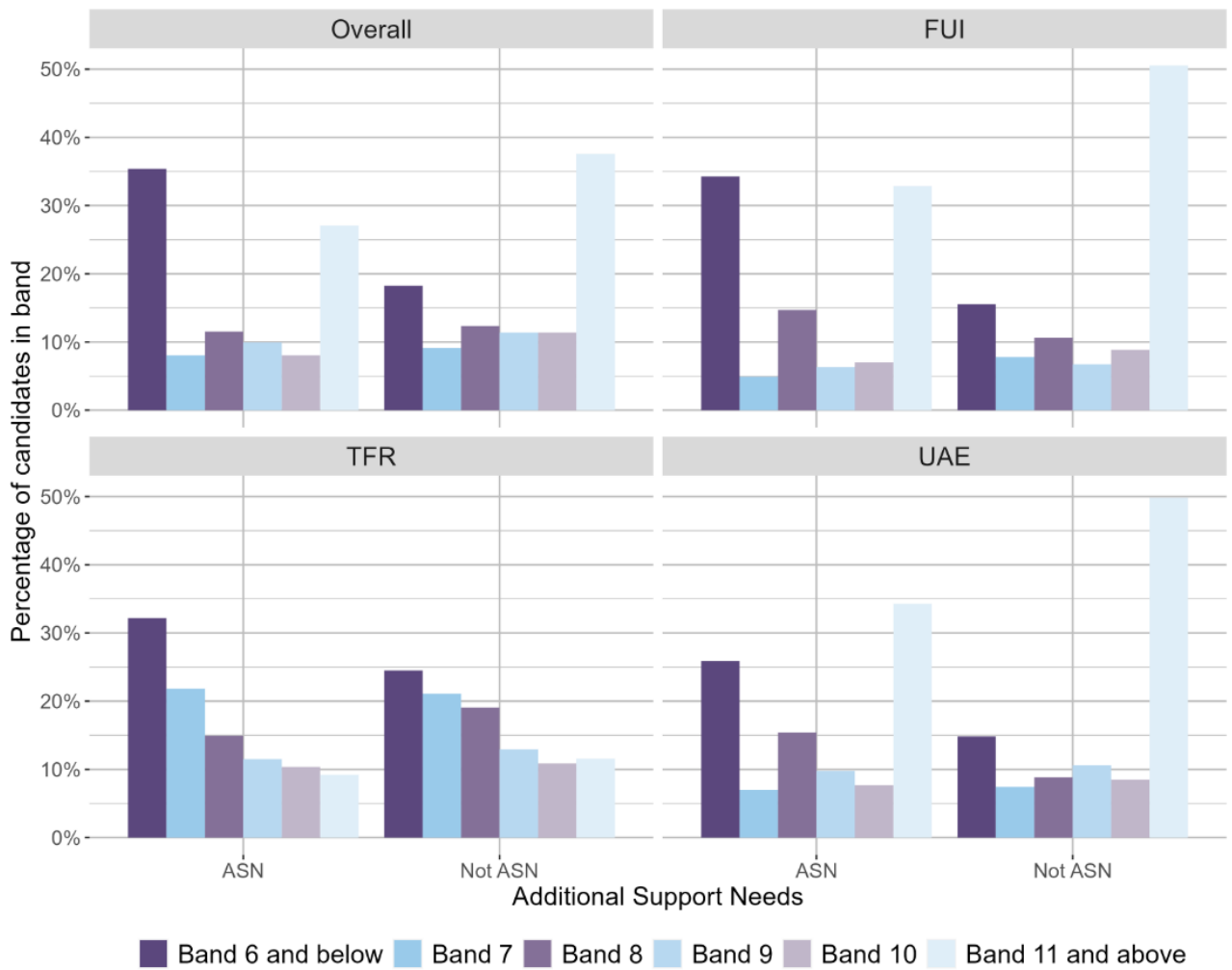


Chart 24b: Reading outcomes distributed by ASN for P7



### 3.4.7 Looked After Children

In line with ONS guidelines the data for all stages is not reported in order to avoid identifying individual learners.

### 3.4.8 English as an Additional Language

In line with ONS guidelines the data for all stages is not reported in order to avoid identifying individual learners.

## 4 Writing

### 4.1 The scope of the writing assessment

In the 2022 to 2023 academic year, National Standardised Assessments in writing were available for P4, P7 and S3. At P1, learners were presented with a single assessment combining elements of reading and writing. This is referred to as the P1 literacy assessment. For more information on the P1 literacy assessment, please see Section 3: Reading/Literacy.

The assessments of writing were based on elements of Curriculum for Excellence (CfE), as articulated in the Benchmarks: Literacy and Gàidhlig, published in March 2017 and the Benchmarks: Literacy and English, published in June 2017.

### 4.2 Coverage of the Curriculum for Excellence

NSA is just one part of the range of assessments that teachers use in making their evaluations of children's and young people's learning. As a standardised assessment to be completed within a limited time, using items capable of being scored automatically, only some parts of the writing Benchmarks could be addressed. It was agreed that the writing assessments should be based on the assessment organisers Spelling, Grammar and Punctuation, which all fall under the curriculum organiser Tools for writing. Each of the items selected for inclusion in NSA writing assessments for the 2022 to 2023 academic year reflect the knowledge, skills understanding, and standards embedded within the Curriculum for Excellence Experiences and Outcomes for writing across the CfE Levels.

Spelling, Grammar and Punctuation were all substantially represented in the writing assessments for P4, P7 and S3, with Spelling having a slightly higher weighting in comparison with Grammar and Punctuation. This reflected the importance placed on this area of Tools for writing by the Scottish education experts involved in defining the basis of the assessment. The weighting across the three organisers for each stage in the NSA was roughly the same, and all three assessment organisers were addressed by at least five items in the stage's full set, and in each learner's assessment, regardless of which path they took through the adaptive system. As such, in the school-level reports, teachers received information about the relationship between the learner's overall outcome and organiser level outcome for each of these areas at an individual learner level. In the rest of this section, features of the assessments of Spelling, Grammar and Punctuation for the three stages are described, with examples of items for illustration.

The information in sections 4.2.1 - 4.2.3 apply to the SNSA. MCNG examples and descriptions can be found in sections 4.2.4 - 4.2.6 of this report.

### 4.2.1 SNSA Spelling

The writing assessment in the 2022 to 2023 academic year was designed to assess spelling words and strategies, covering the range of skills and the progression articulated in the Experiences and Outcomes – 'I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate. LIT 3-21a'; 'I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. LIT 1-21a.'. At the lower levels, learners were assessed on their ability to spell relatively simple and commonly used vocabulary. As the difficulty of the spelling items increased, and in the upper stage assessments, children and young people were also asked questions to assess their knowledge of less familiar words. To answer the questions correctly, learners may have needed to rely on strategies, such as their knowledge of phonics, spelling patterns and rules, and at the highest level may have been asked to spell specialised vocabulary.

Throughout, spelling was assessed in context, using a range of formats. One format was the cloze style, in which learners had to select the correct spelling from a range of options, either in a single sentence or in a short passage. In another, learners had to identify the incorrectly spelt word in a sentence.

Figure 31 shows an exemplar Spelling item which could be used in the P4 writing assessment.

Figure 31. Example of a P4 Spelling item, 'Choose the correct spelling of a word'

Choose the correct spelling for the blank space.

There are hundreds of \_\_\_\_\_ books in the library.

- intiresting
- intaresting
- intresting
- interesting

The item presented here requires learners to identify the correctly spelt word in a sentence, from a range of options. This item draws on the writing strategy of proofing and editing, which models for learners the importance of checking their writing to identify errors.

As can be seen in this P4 item, the context provided is a familiar activity and all the words in the stem are grammatically simple, common and relatively short. To answer this item correctly, the learner must know the correct spelling of the common word or know that the other options given are all spelt incorrectly. This item is in the middle (band 7) of the item difficulty range for P4.

#### 4.2.2 SNSA Grammar

This organiser focuses on general grammar points, addressing the skills, knowledge and understanding articulated in the Experiences and Outcomes. At P4, for example, it assessed children's ability to link sentences using common conjunctions, such as 'and', 'because' or 'but', while at the higher stages, a fuller and more complex range of conjunctions was assessed. Items addressing the Grammar organiser also assessed usage of prepositions, verb forms, adjectives and pronouns. At P4, the items tended to relate to simple sentences.

At P7 and S3, the challenge was increased by introducing longer, more complex language structures, such as compound sentences, conditionals and negative clauses; or by asking questions for which the child or young person needed to identify the relationship between two pronouns, where there was some ambiguity. In summary, as well as the grammar itself becoming more challenging, the contexts in which learners were asked to demonstrate their skills became more complex in the higher stage assessments.

Figure 32 presents an example of an S3 Grammar item, a typical example of the cloze (or gap fill) writing items. As in the reading assessments, SNSA writing items were often presented as 'units' – a group of items based on a single piece of stimulus. These units enabled more sustained context to be provided, and were used to assess all three writing assessment organisers. This stimulus text uses quite commonplace, simple vocabulary, but the sentence structures are relatively complex, allowing for a range of grammatical forms to be addressed.

Figure 32. Example of a potential S3 writing unit with a Grammar item, 'Snow, item 1'

Choose the best option for each blank space.

**Snow**

Heavy snow has blocked the roads, so it is wiser to stay at home than to travel. I contacted the council and got 1 advice about what to do. In our village, 2 is supporting those stranded in their homes.



Choose the best option for space 1.

- some
- many
- an
- those

In this item, learners would be asked to identify the correct word to introduce the noun in a sentence, from a given range of options. This item would be rated as coming from the low end of the item difficulty range.

The item in Figure 33 is based on the same text as that in Figure 31 and asks about the second space in the given paragraph. This second item would ask the learner to identify the correct collective noun to complete a sentence.

Figure 33. Example of a potential S3 writing unit with a Grammar item, 'Snow item 2'

Choose the best option for each blank space.

**Snow**

Heavy snow has blocked the roads, so it is wiser to stay at home than to travel. I contacted the council and got 1 advice about what to do. In our village, 2 is supporting those stranded in their homes.



Choose the best option for space 2.

- concerned residents
- the Scout group
- teams of volunteers
- local people

This item comes from the top of the item difficulty range for the S3 writing assessment.

#### 4.2.3 SNSA Punctuation

The 2022 to 2023 SNSA assessed the skill Punctuation in a variety of ways. These included asking learners to identify the location of a given punctuation mark, to choose between sentences to identify the correctly punctuated example, and to choose the missing punctuation in a sentence from a range of options.

In the P4 assessment, items from this organiser focused on the full stop, question mark and exclamation mark, and the correct use of capital letters. This punctuation was assessed in relatively simple sentences. At P7, the range of punctuation was extended to include commas, parentheses and the uses of inverted commas and punctuation within speech, in more complex sentences. At S3, colons and semi-colons were added to the range of punctuation marks addressed, and learners were asked to identify correct usage of punctuation marks in increasingly complex sentences. There was some variation across stages, with more demanding items at each stage drawing on some content from the stage above.

As for the other writing organisers, items targeting the Punctuation organiser were presented either using stand-alone sentences or in items that used a passage of text with several items attached to it.

Figure 34 presents an example of a P7 writing item from the Punctuation organiser. It is a typical example of an item in which children were asked to choose the sentence with the correct punctuation from a range of options.

Figure 34. Example of a potential P7 Punctuation item, 'Choose the sentence with the correct use of commas'

Which sentence has the correct punctuation?

- My favourite shirt, which I got for my birthday is the blue one.
- My favourite shirt which I got for my birthday is the blue one.
- My favourite shirt, which I got for my birthday, is the blue one.
- My favourite shirt which I got for my birthday, is the blue one.

This item comes from the top of the item difficulty range for the P7 writing assessment. In this item, learners would be asked to identify the correct punctuation, where a single sentence is broken up by commas. To answer this item correctly, learners would have to work through each version of the sentence and choose the one with the correct punctuation structure.

Figure 35 shows another example of an item from the Punctuation organiser. In this item type, learners were presented with a sentence and asked to identify the correct location of the missing punctuation: in this case, parentheses. The item is an example which could be included in the S3 writing assessment.

Figure 35. Example of an S3 Punctuation item, 'Identify a sentence that correctly uses commas to indicate additional non-essential information (parentheses)'

Which sentence has the correct punctuation?

- Major events in the history of modern Scotland, including the establishment of a Scottish parliament, are to be the subject of a new exhibition.
- Major events, in the history of modern Scotland, including the establishment of a Scottish parliament are to be the subject of a new exhibition.
- Major events in the history of modern Scotland including the establishment of a Scottish parliament, are to be the subject, of a new exhibition.
- Major events in the history of modern Scotland, including the establishment, of a Scottish parliament are to be the subject of a new exhibition.

This item would be above average difficulty for the S3 writing assessment. In the item, a complex sentence uses the context of a major event in Scottish history. To answer this item correctly, learners would have to identify that they can use commas to offset a parenthesis (non-essential information).

### 3.2.4 – MCNG Spelling


The writing assessment in the 2022 to 2023 academic year was designed to assess spelling words and strategies, covering the range of skills and the progression articulated in the Experiences and Outcomes. At the lower levels, learners were assessed on their ability to spell relatively simple and commonly used vocabulary. As the difficulty of the spelling items increased, and in the upper stage assessments, children and young people were also asked questions to assess their knowledge of less familiar words. To answer the questions correctly, learners may have needed to rely on strategies, such as their knowledge of phonics, spelling patterns and rules, and at the highest level may have been asked to spell specialised vocabulary.

Throughout, spelling was assessed in context, using a range of formats. One format was the cloze style, in which learners had to select the correct spelling from a range of options, either in a single sentence or in a short passage. Another type of item required learners to select the incorrectly spelled word in a sentence.



Figure 36 is an example of a P4 spelling item.

Figure 36. Example of a P4 Spelling item: Knowledge of vowel blends

 Leugh an seantans. Tha fuaim a dhìth bho aon fhacal. Tagh am freagairt ceart.  
Tha tòrr cr\_\_bhan anns a' phàirc.



- ea
- ai
- ao
- oi

This item assesses learners' knowledge of vowel blends to complete a common word and would be an easier item for P4. This item has audio support for the question stem, but no audio support for the answer options.

Figure 37 is an example of a P7 spelling item that assesses the learner's knowledge of the plural spelling of a common word.

Figure 37. Example of a P7 Spelling item: Pluralisation

Leugh an seantans. Tha aon fhacal a dhìth. Tagh am facal ceart a tha a dhìth.

"Cleachd na \_\_\_\_\_ airson dath a chur air na dealbhan agaibh." thuir an tidsear rinn.

- peansalan
- peansailean
- peansalan
- peannsailean

This item would be an easy to mid difficulty item for P7 learners which assesses their knowledge of the plural version of the word 'peansail' ('pencil'). This requires the learner to know the correct spelling of the root word, and pair it with the correct word ending in order to make it plural.

### 3.2.5 – MCNG Grammar

This organiser focuses on general grammar points, addressing the skills, knowledge and understanding articulated in the Benchmarks. At P4, for example, it assessed children's ability to link sentences using common conjunctions, such as 'and', 'because' or 'but', while at the higher stages, a fuller and more complex range of conjunctions was assessed. Items addressing the Grammar organiser also assessed usage of prepositions, verb forms, adjectives and pronouns. At P4, the items tended to relate to simple sentences.

At P7 and S3, the challenge was increased by introducing longer, more complex language structures, such as compound sentences, conditionals and negative clauses; or by asking questions for which the child or young person needed to identify the relationship between two pronouns, where there was some ambiguity. In summary, as well as the grammar itself becoming more challenging, the contexts in which learners were asked to demonstrate their skills became more complex in the higher stage assessments.

Figure 38 show an example of an S3 Grammar item.

Figure 38. Example of an S3 Grammar item: Prepositional pronouns

Leugh an teacsa. Tha aon fhacal a dhìth. Tagh am facal ceart a tha a dhìth.

"Bheir \_\_\_\_\_ do bhrògan mus tig thu a-steach, tha iad salach!" thuir mo sheanair rium.

- dhìot
- dhìth
- dhìom
- dhiubh

This item assesses learners' knowledge of singular prepositional pronouns. This would be an easier item for S3; some common plural prepositional pronouns would also be classed towards the easier end of S3, however some less common plural prepositional pronouns are deemed to be harder for S3 learners.

### 3.2.6 – MCNG Punctuation


The 2022 to 2023 MCNG assessed the organiser Punctuation in a variety of ways. These included asking learners to identify the location of a given punctuation mark, to choose between sentences to identify the correctly punctuated example, and to choose the missing punctuation in a sentence from a range of options.

In the P4 assessment, items from this organiser focused mainly on the full stop, question mark and exclamation mark, and the correct use of capital letters. This punctuation was assessed in relatively simple sentences. At P7, the range of punctuation was extended to include commas, parentheses and the uses of inverted commas and punctuation within speech, in more complex sentences. At S3, colons and semi-colons were added to the range of punctuation marks addressed, and learners were asked to identify correct usage of punctuation marks in increasingly complex sentences. There was some variation across stages, with more demanding items at each stage drawing on some content from the stage above.

As for the other writing organisers, items targeting the Punctuation organiser were presented either using stand-alone sentences or in units that used a passage of text with several items attached to it.

Figure 39 show an example of a P4 Punctuation item.

Figure 39. Example of a P4 Punctuation item: Question marks

 Leugh a' cheist. Tagh am freagairt ceart.

Dè an seantans a dh'fheumas comharra-ceist?



A bheil thu ag iarraidh glainne uisge\_



Tha mi a' faireachdainn toilichte an-diugh\_



'S e dearg an dath as fheàrr leam\_



Chaidh sinn dhan sgoil air a bhus\_

This item asks learners to identify the sentence that requires a question mark. This item requires the learners to read (or listen to) each answer option and through their knowledge of common Gaelic phrases, identify the sentence which requires a question mark.

## 4.3 SNSA National outcomes for writing<sup>9</sup>

### 4.3.1 Overall outcome

Charts 25a to 25c show the percentages of learners with outcomes in each band for writing across all three stages (P4, P7, and S3), both overall and when considering each of the three organisers Spelling (S), Grammar (G) and Punctuation (P) separately. The bar charts indicate the proportions of learners with outcomes in each of the six bands, in line with SNSA reports for the 2022 to 2023 academic year, which are specific to each stage.

Please note that a 'notable difference' refers to a difference of 10% or more.

In line with the Office for National Statistics (ONS) guidelines data is not available for any assessments where there are fewer than 10 learners in any category or band. These cases are indicated where appropriate in this section of the report.

The charts show that across all stages the highest proportions of learners had outcomes corresponding to the two middle bands. The second largest proportion of learners had outcomes corresponding to the two upper bands. There were relatively smaller proportions of learners with outcomes in the two lowest bands; however, among P4 learners, the proportions in these bands were somewhat larger.

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<sup>9</sup> NB: Please see Section 4.4 for MCNG National outcomes for writing.

Chart 25a. Writing outcomes for P4



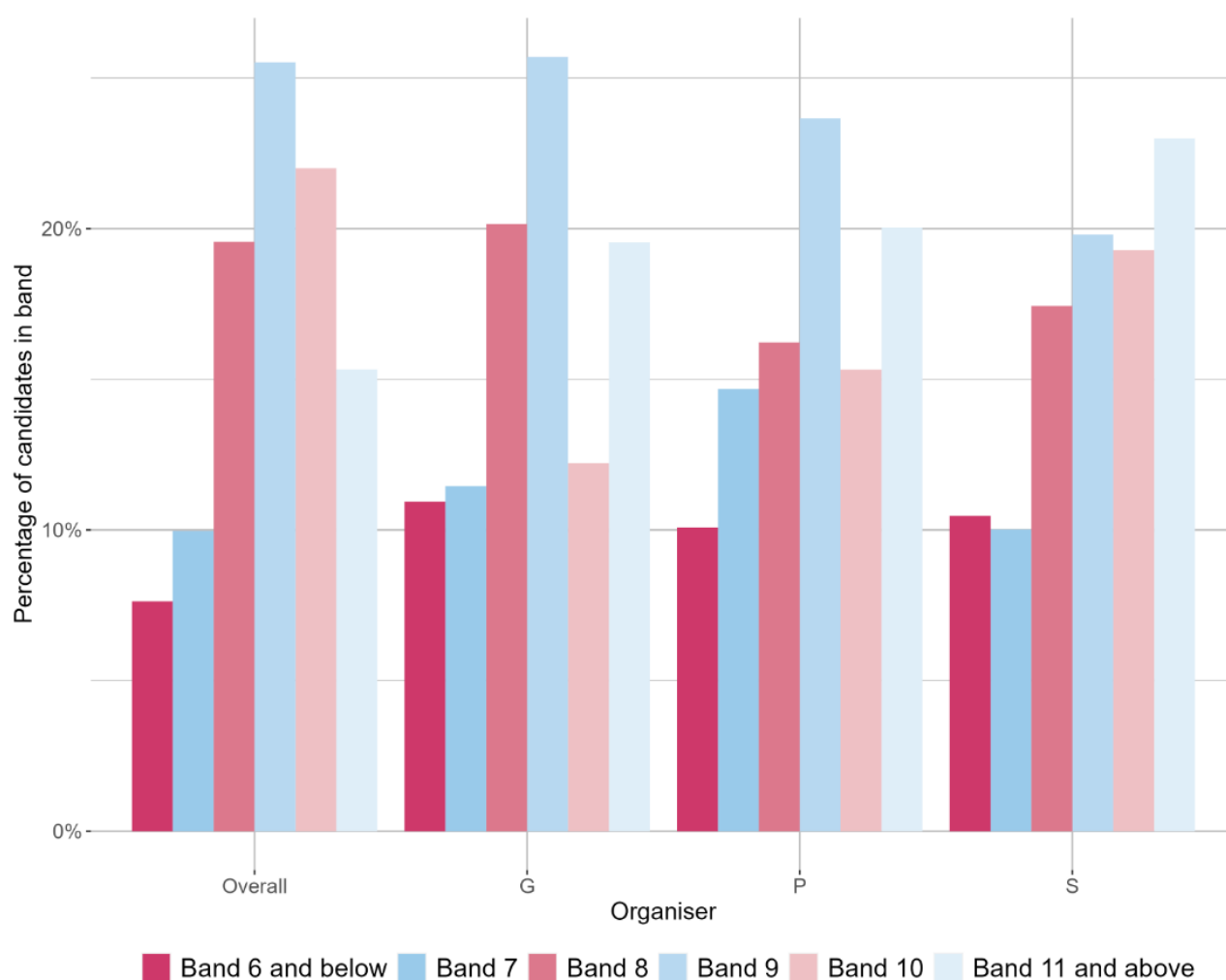
Overall, for P4, the band achieved by the largest proportion of learners was 7, and the band achieved by the second largest proportion was 9. Overall, 59% of learners achieved bands 6, 7 or 8 and 85% of learners achieved bands 5, 6, 7, 8 or 9.

For the organiser 'Grammar', 81% of learners achieved bands 5, 6, 7, 8 or 9. This organiser did not have the largest proportion of learners achieving outcomes in band 7, instead the largest proportion of learners are in band 9.

For the organiser 'Punctuation', 58% of learners achieved bands 6, 7 or 8 and 87% of learners achieved bands 5, 6, 7, 8 or 9.

For the organiser 'Spelling', 81% of learners achieved bands 5, 6, 7, 8 or 9. This organiser did not have the largest proportion of learners achieving outcomes in band 7, instead the largest proportion of learners are in band 9.

Chart 25b. Writing outcomes for P7



Overall, for P7, the band achieved by the largest proportion of learners was 9, and the band achieved by the second largest proportion was 10. Overall, 67% of learners achieved bands 8, 9 or 10 and 92% of learners achieved bands 7, 8, 9, 10 or 11.

For the organiser 'Grammar', 58% of learners achieved bands 8, 9 or 10 and 89% of learners achieved bands 7, 8, 9, 10 or 11.

For the organiser 'Punctuation', 55% of learners achieved bands 8, 9 or 10 and 90% of learners achieved bands 7, 8, 9, 10 or 11.

For the organiser 'Spelling', 57% of learners achieved bands 8, 9 or 10 and 90% of learners achieved bands 7, 8, 9, 10 or 11. This organiser did not have the largest proportion of learners achieving outcomes in band 9, instead the largest proportion of learners are in band 11.

Chart 25c. Writing outcomes for S3



Overall, for S3, the band achieved by the largest proportion of learners was 10, and the band achieved by the second largest proportion was 9. Overall, 70% of learners achieved bands 9, 10 or 11 and 92% of learners achieved bands 8, 9, 10, 11 or 12.

For the organiser 'Grammar', 59% of learners achieved bands 9, 10 or 11 and 87% of learners achieved bands 8, 9, 10, 11 or 12. This organiser did not have the largest proportion of learners achieving outcomes in band 10, instead the largest proportion of learners are in band 9.

For the organiser 'Punctuation', 61% of learners achieved bands 9, 10 or 11 and 89% of learners achieved bands 8, 9, 10, 11 or 12.

For the organiser 'Spelling', 56% of learners achieved bands 9, 10 or 11 and 89% of learners achieved bands 8, 9, 10, 11 or 12. This organiser did not have the largest proportion of learners achieving outcomes in band 10, instead the largest proportion of learners are in band 12.

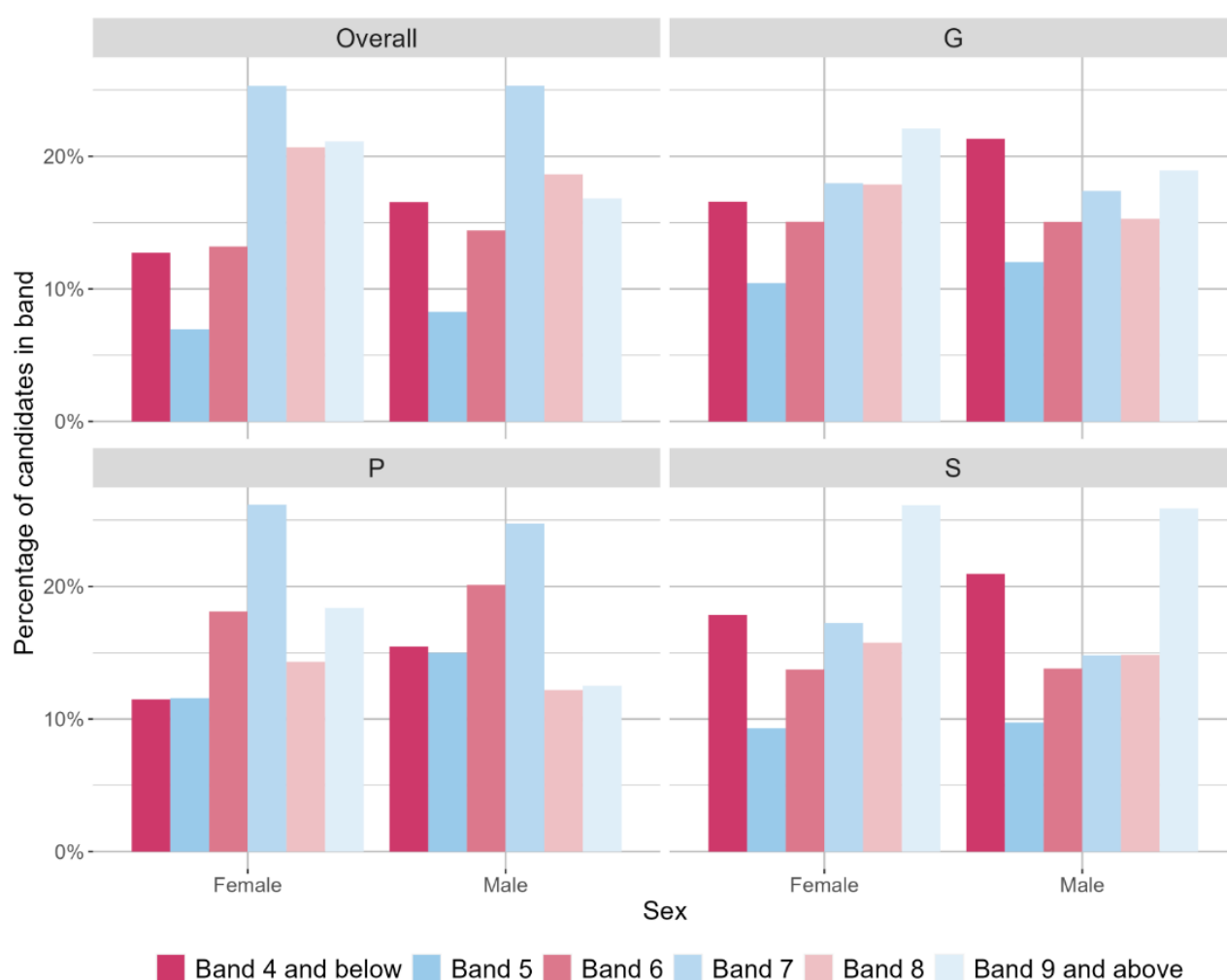


### 4.3.2 Sex

Charts 26a to 26c show writing outcomes for boys and girls for each stage. Outcomes are given for writing overall and also by organiser.

Across all stages, there were differences between male and female learners. There were consistently larger proportions of female learners with outcomes in the two upper bands than was the case for male learners though this was less pronounced at S3. The percentages of learners with outcomes corresponding to the two lower bands were also smaller among female learners than among male learners.

Chart 26a. Writing outcomes distributed by sex for P4

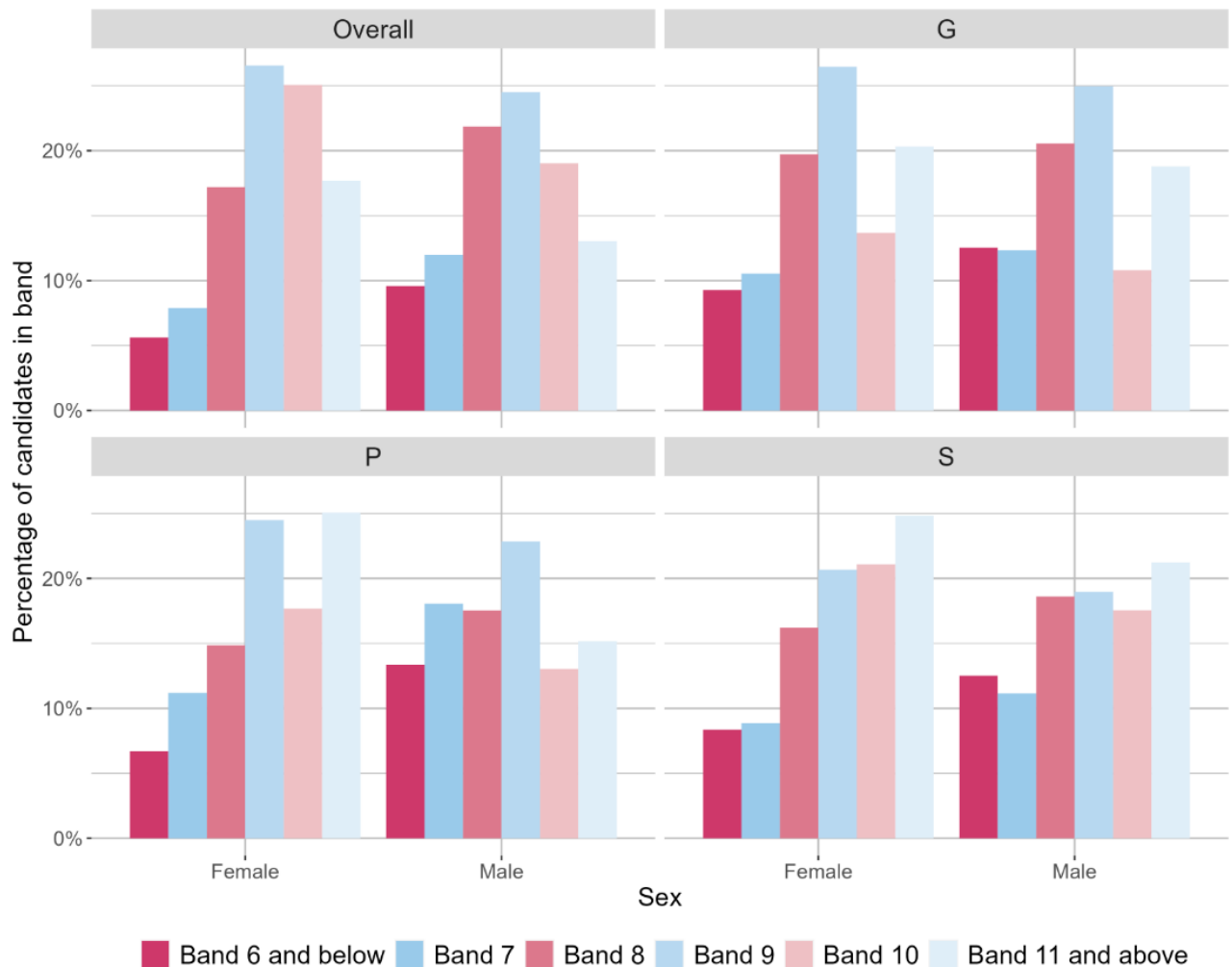


There were no notable differences between the proportion of females and males achieving outcomes in each band overall and for each organiser.

At P4, the largest proportions of male learners achieved outcomes in the middle two bands whilst the largest proportions of female learners achieved outcomes in the top two bands. There were proportionally more girls than boys with outcomes in the two upper bands, and fewer girls than boys with outcomes in the lower two bands. There was a similar pattern for each organiser. There were somewhat greater differences in the

proportions of girls compared to boys achieving outcomes in the two upper bands when considering outcomes for ‘Grammar’ and ‘Punctuation’.

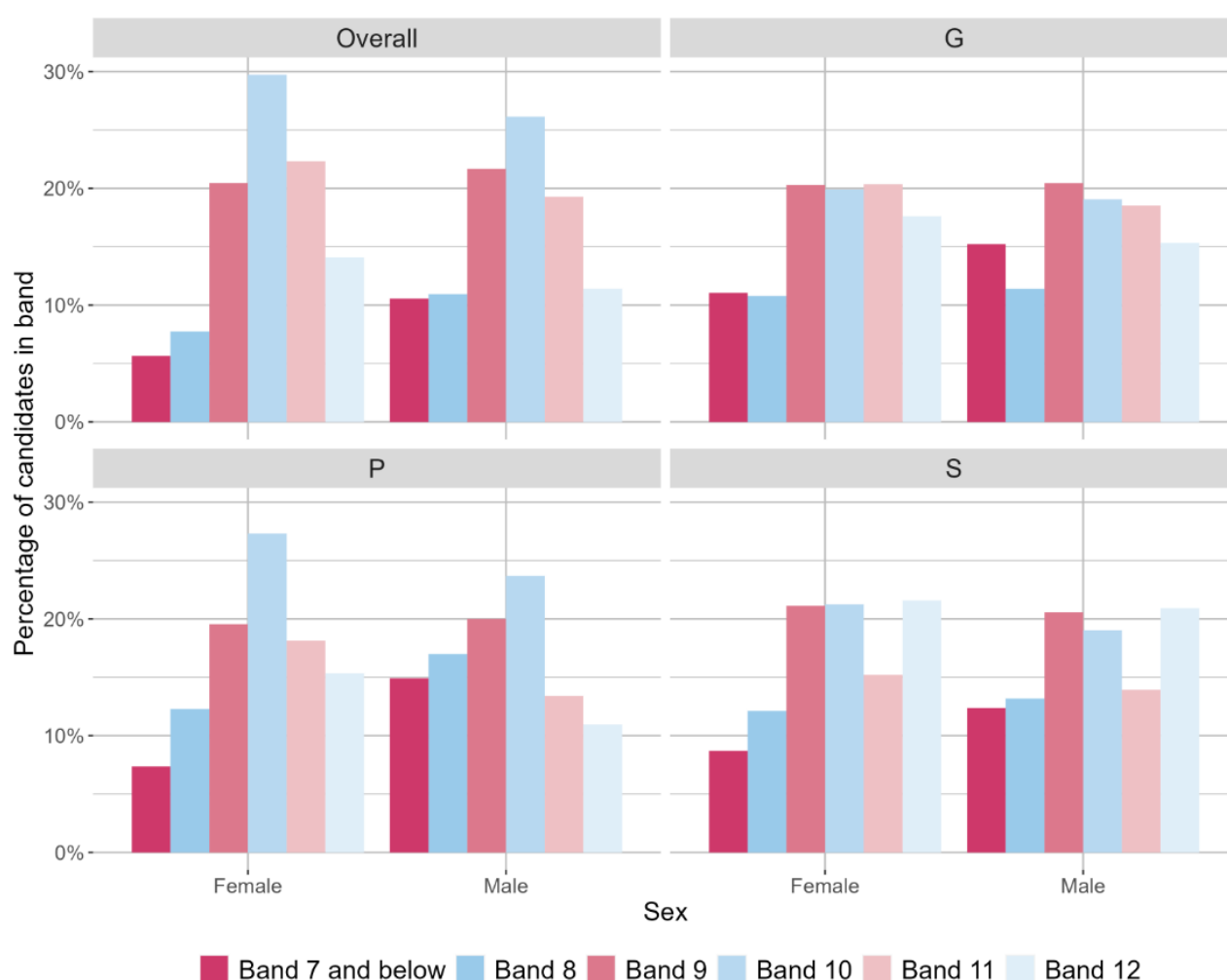
Chart 26b. Writing outcomes distributed by sex for P7



There were no notable differences between the proportion of females and males achieving outcomes in each band overall and for each organiser.

At P7, a higher proportion of female learners than male learners achieved outcomes in the upper two bands and there was a higher proportion of male learners than female learners with outcomes in the lower two bands. This finding holds for writing overall and by organiser. There was a higher proportion of girls than boys achieving outcomes in the upper two capacity bands for ‘Punctuation’.

Chart 26c. Writing outcomes distributed by sex for S3



There were no notable differences between the proportion of females and males achieving outcomes in each band overall and for each organiser.

At S3, the outcomes were quite similar to those at other stages. The differences between the proportions of male learners and female learners with outcomes in the two highest bands were somewhat smaller than in P7; however, when considering 'Punctuation', it was again the case that higher proportions of girls achieved outcomes in the upper two capacity bands.

#### 4.3.3 Scottish Index of Multiple Deprivation

This section reviews the distribution of learners for all stages across categories that reflect the Scottish Index of Multiple Deprivation (SIMD). To simplify the display of outcomes and aid their interpretation, we have divided the original 20 categories (vigintiles) into three combined categories of socio-economic background. These combined categories are: SIMD 1-4, indicating the lowest socio-economic quintile (that is, the most deprived children and young people, those in vigintiles 1 to 4); SIMD 5-16, indicating the three

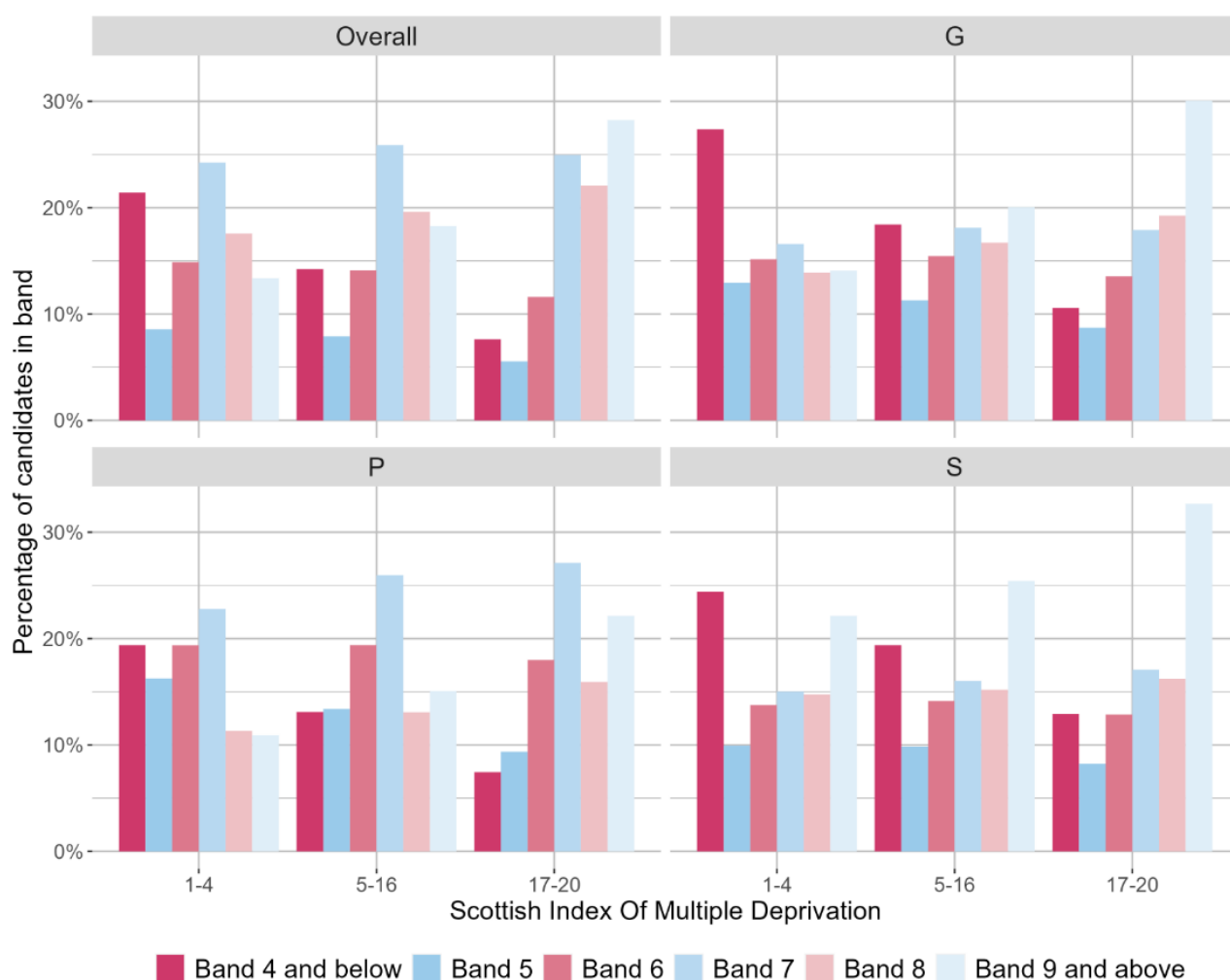
middle quintiles (vigintiles 5 to 16); and SIMD 17-20, indicating the highest socio-economic quintile (that is the least deprived children and young people, those in vigintiles 17 to 20).

Charts 27a to 27c illustrate that, at each stage, the proportions of learners in the two upper bands were noticeably larger in the least deprived group, as compared with the most deprived group.

There were also relatively larger proportions of learners with outcomes in the two lower bands in the most deprived group. This pattern was present in all stages, overall, and by each of the three writing organisers: Spelling, Grammar and Punctuation.

The differences in writing outcomes between children from the most and least deprived groups (SIMD 1–4 and SIMD 17–20) were similar across all stages (P4, P7 and S3). More children from the most deprived group (SIMD 1–4) had outcomes in the lower two bands, whereas a larger proportion of children in the least deprived group (SIMD 17–20) achieved outcomes in the two upper bands.

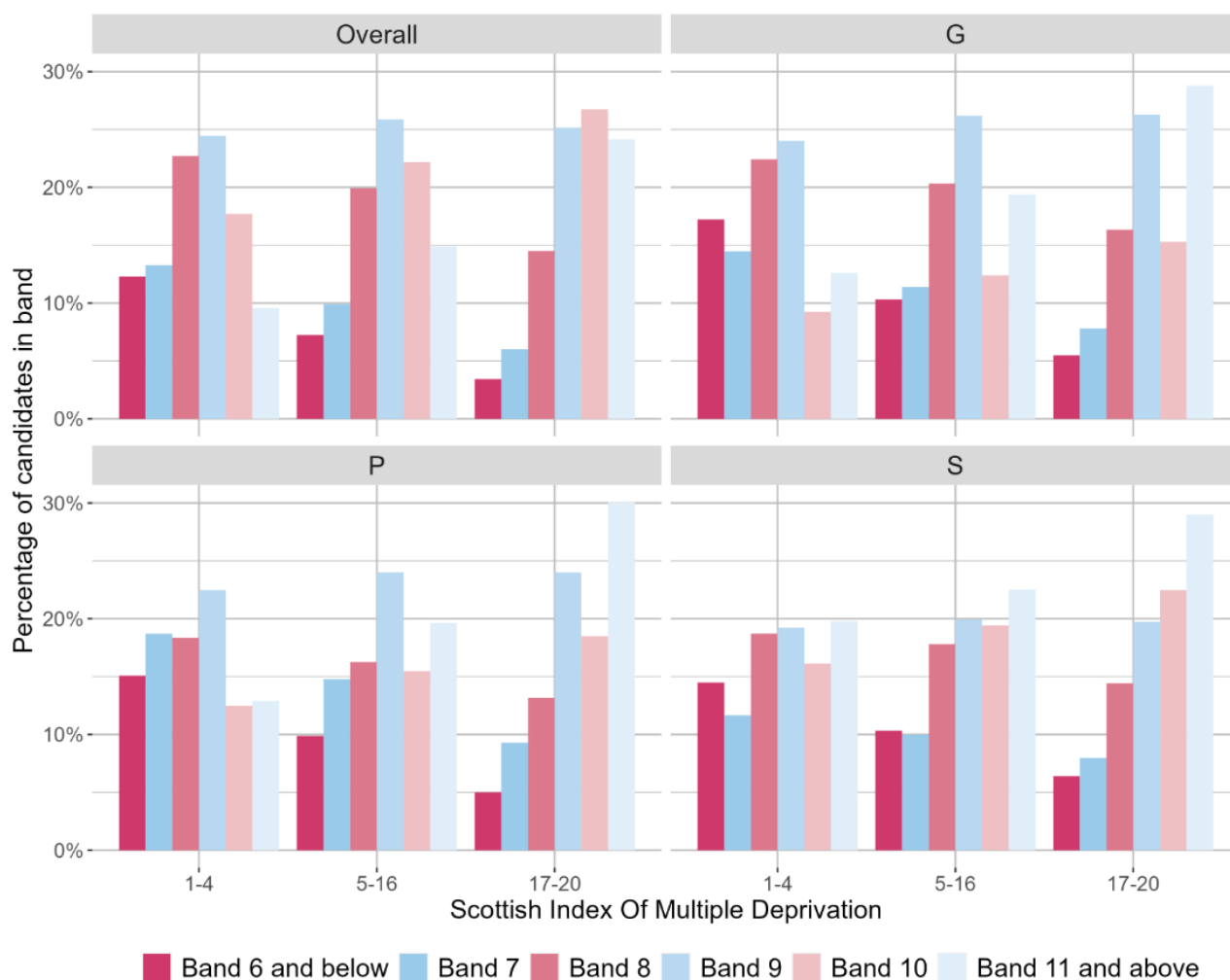
Chart 27a. Writing outcomes distributed by SIMD for P4



Overall, there was a notable difference between the proportions of learners in SIMD quintile 1-4 and 17-20 in bands 4 and 9.

There was also a difference between the proportions of learners in SIMD quintile 1-4 and quintiles 5-16 in bands 4 and 9 and between the proportions of learners in SIMD quintiles 5-16 and quintile 17-20 in bands 4 and 9.

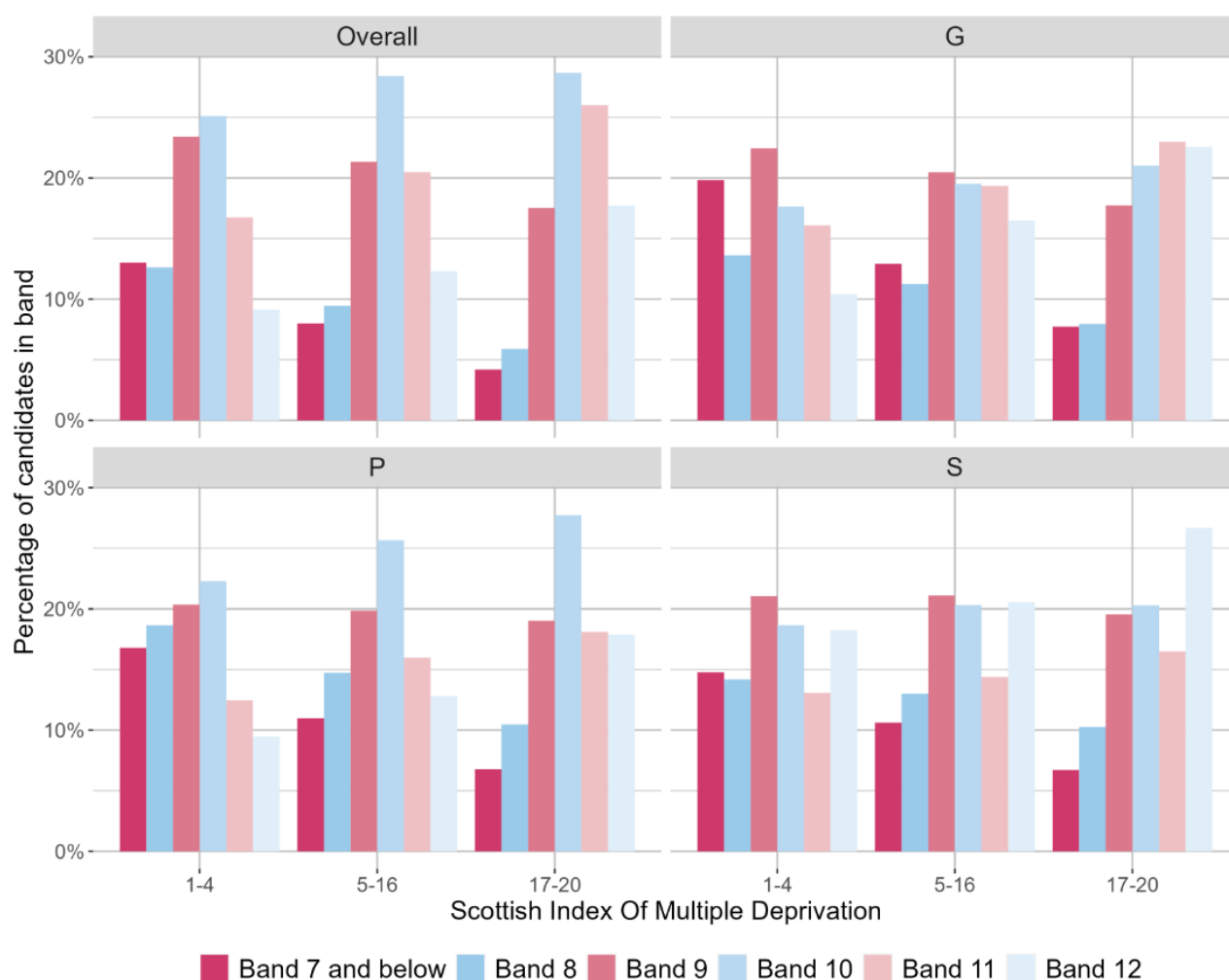
Chart 27b. Writing outcomes distributed by SIMD for P7



Overall, there was a notable difference between the proportions of learners in SIMD quintile 1-4 and 17-20 in band 11

There was also a notable difference between the proportions of learners in SIMD quintile 1-4 and quintiles 5-16 in band 11 and between the proportions of learners in SIMD quintiles 5-16 and quintile 17-20 in band 11.

Chart 27c. Writing outcomes distributed by SIMD for S3



Whilst there were no notable differences in overall outcomes across all SIMD groups in each band, there were higher proportions of learners from SIMD 17-20 in the two upper capacity bands than learners from other SIMD groups and, correspondingly there were higher proportions of learners from SIMD 1-4 in the two lower capacity bands.

#### 4.3.4 Ethnic background

This section looks at differences in writing outcomes between learners with 'White Scottish' and other ethnic backgrounds. Charts 28a to 28c show the percentages of learners with outcomes in the bands of reading/literacy for these two groups.

When comparing writing outcomes across the two comparison groups, there were relatively small differences, both in terms of overall outcome and when considering outcomes for each of the three organisers. There were lower proportions with outcomes in the two upper bands among learners from a 'White Scottish' background than among other learners. These differences were most notable at S3.

Chart 28a. Writing outcomes distributed by ethnic background for P4

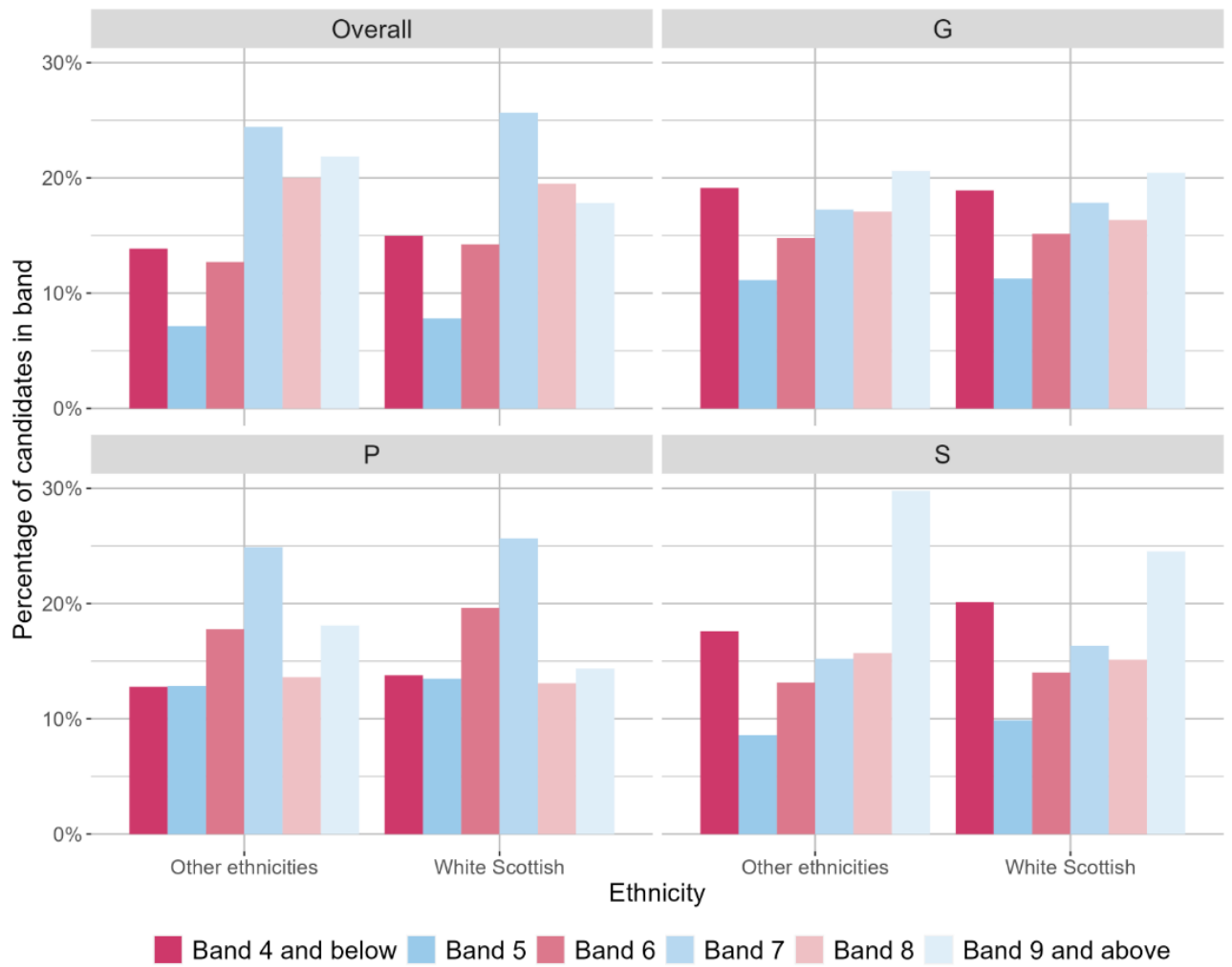


Chart 28b. Writing outcomes distributed by ethnic background for P7

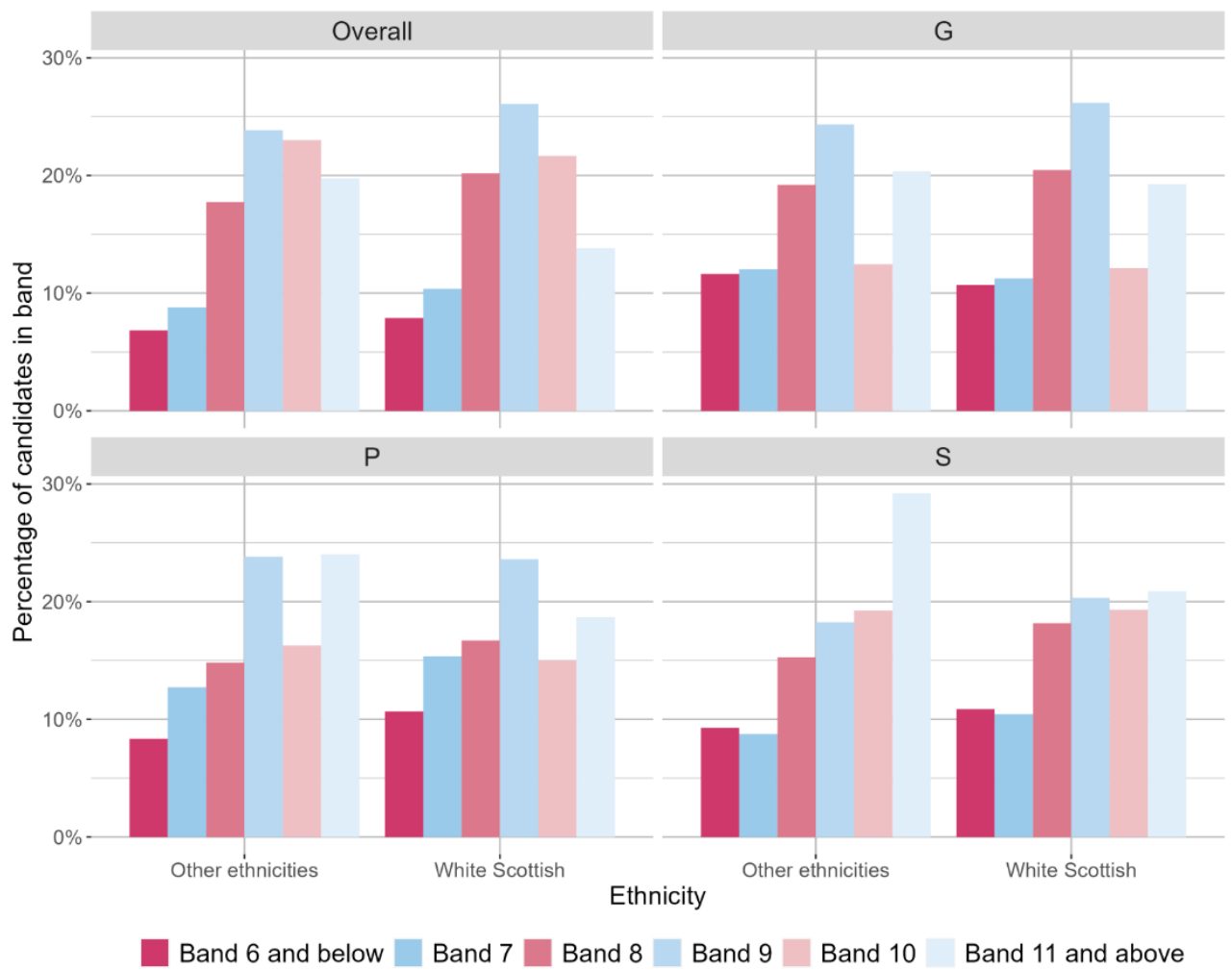
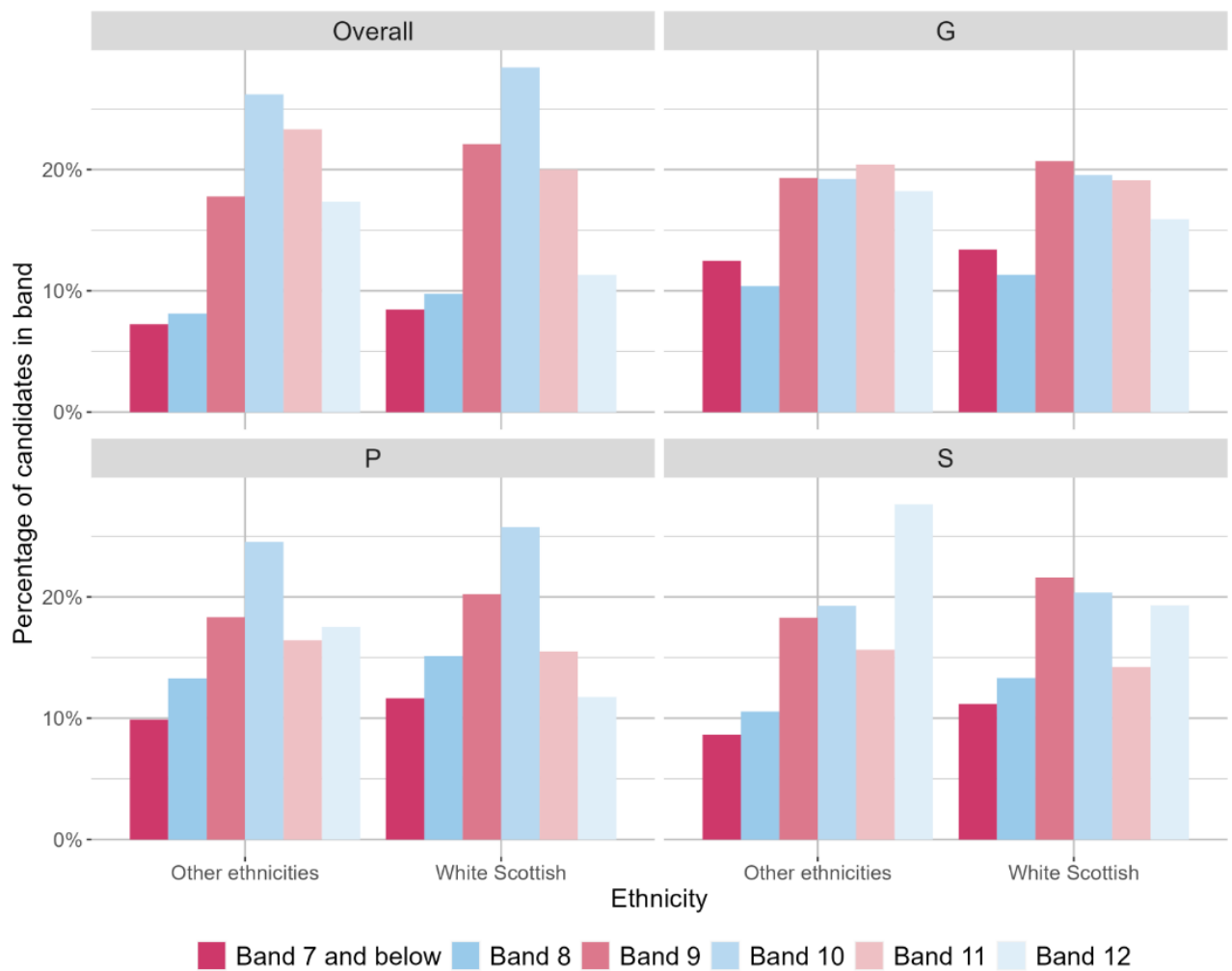




Chart 28c. Writing outcomes distributed by ethnic background for S3



#### 4.3.5 Free School Meal Entitlement

This section reviews differences in writing outcomes between learners with an entitlement to free school meals and other learners. Charts 29a to 29c show the percentages of learners who achieved outcomes in each band within each of the two groups.

There were notably lower proportions of learners with outcomes in the two upper bands among learners registered for FME in comparison to others. There were also relatively higher proportions of learners with outcomes in the two lower bands among learners with FME. This pattern was similar across all stages for each of the three organisers. Outcomes were very similar for both groups in the middle two bands.

Chart 29a. Writing outcomes distributed by FME for P4

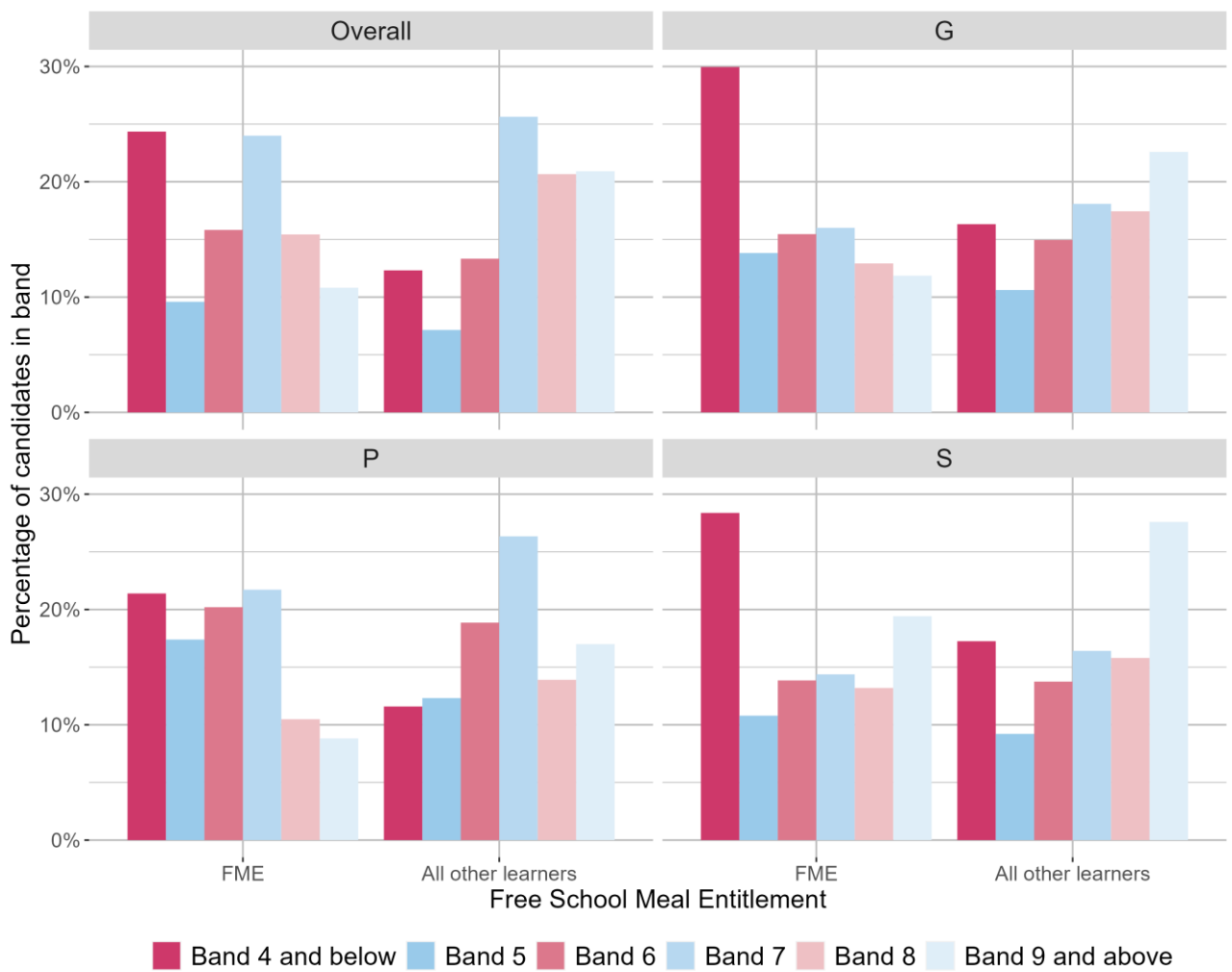


Chart 29b. Writing outcomes distributed by FME for P7

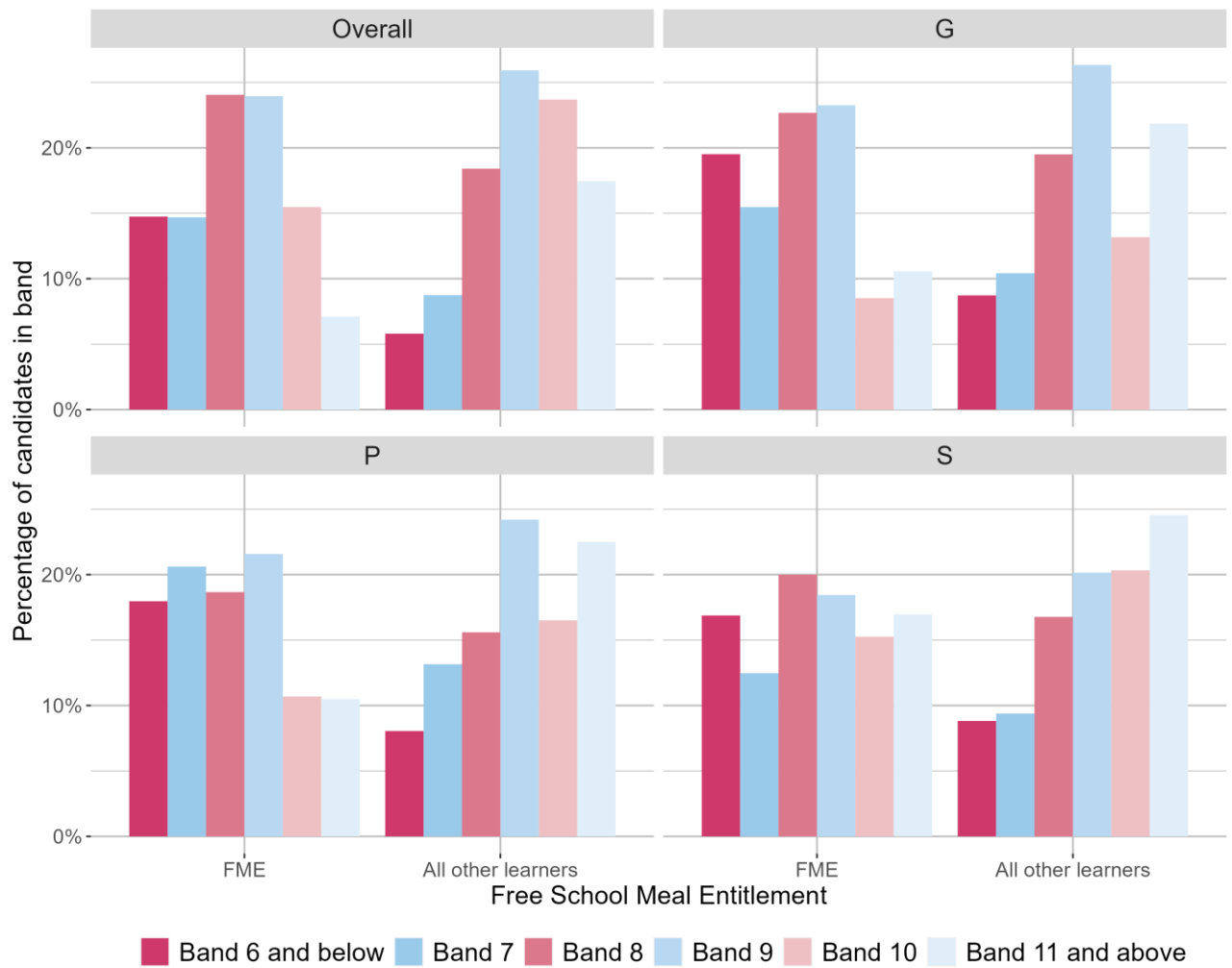
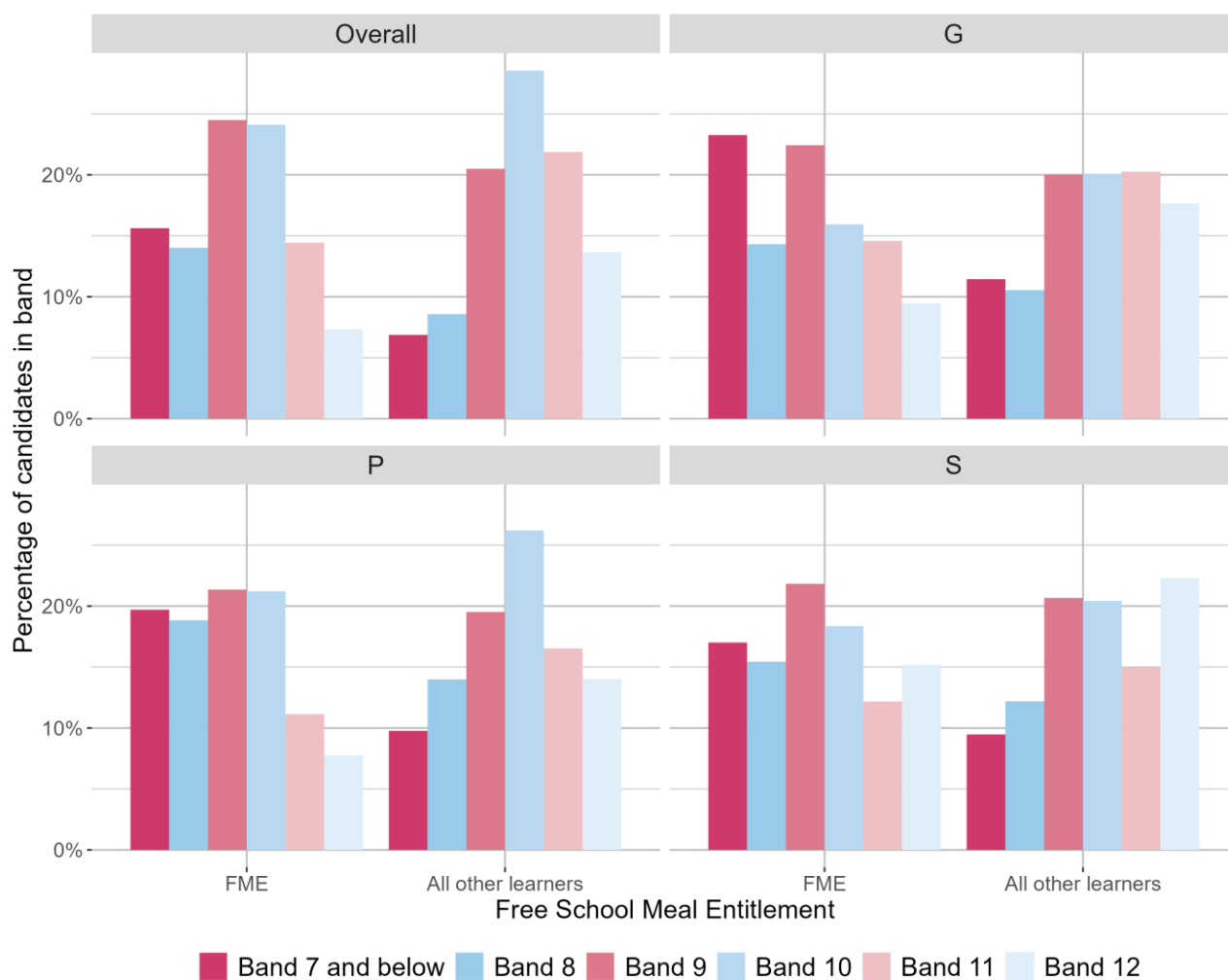


Chart 29c. Writing outcomes distributed by FME for S3



#### 4.3.6 Additional Support Needs

This section reviews differences in outcomes between learners who were identified as having Additional Support Needs (ASN) and others. Charts 30a to 30c show the proportions of learners in the six bands within these two groups across stages.

Across all stages, the proportions of learners with outcomes in the two upper bands were notably higher among learners not identified as having ASN. There were also relatively larger proportions with outcomes in the lower two bands among learners with ASN. Outcomes were very similar for both groups in the middle two bands. Typically, between twice and three times as many learners with ASN had outcomes in the lower two bands compared to other learners. This pattern was present across all stages and for each of the three writing organisers.

Chart 30a. Writing outcomes distributed by ASN for P4

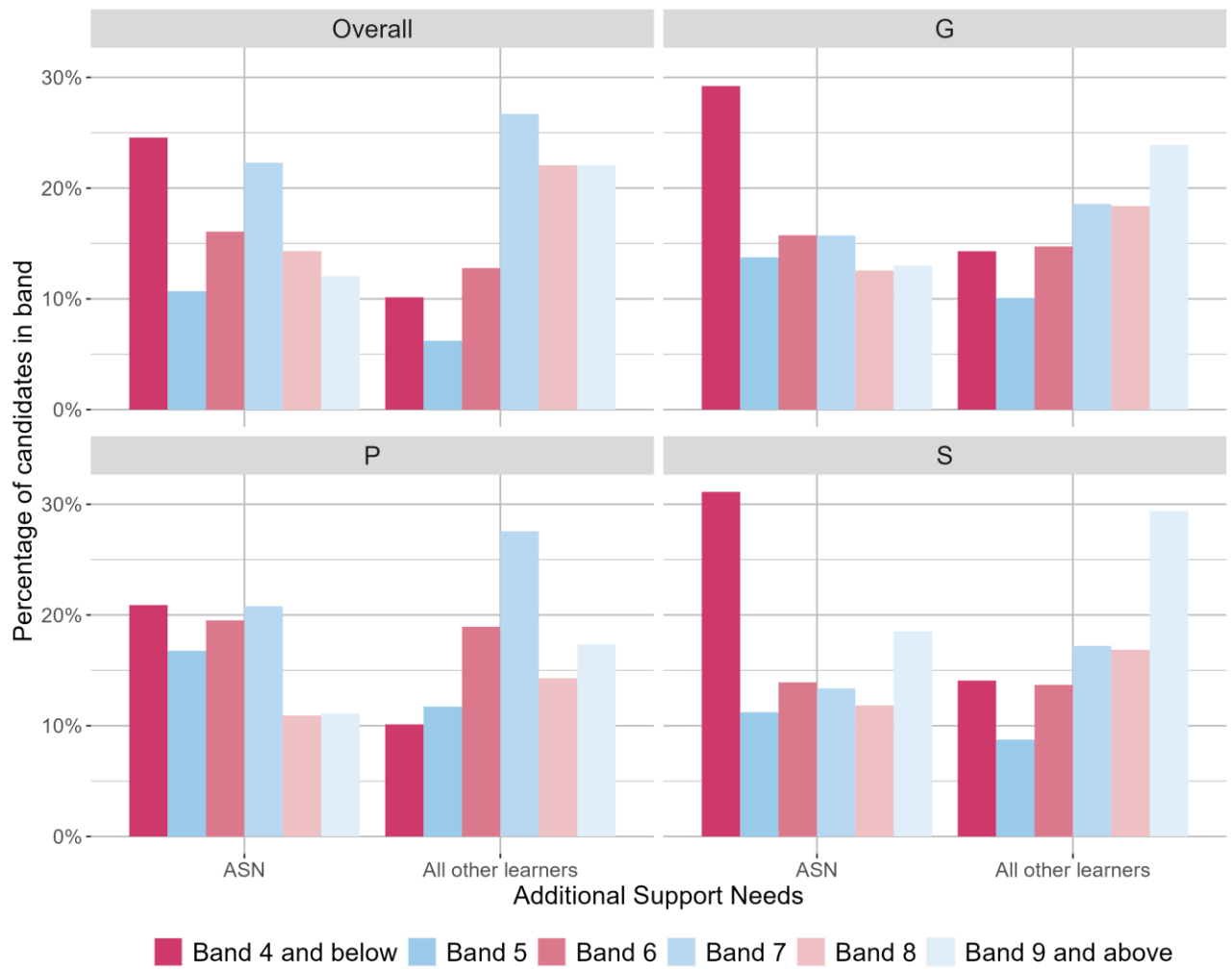


Chart 30b. Writing outcomes distributed by ASN for P7

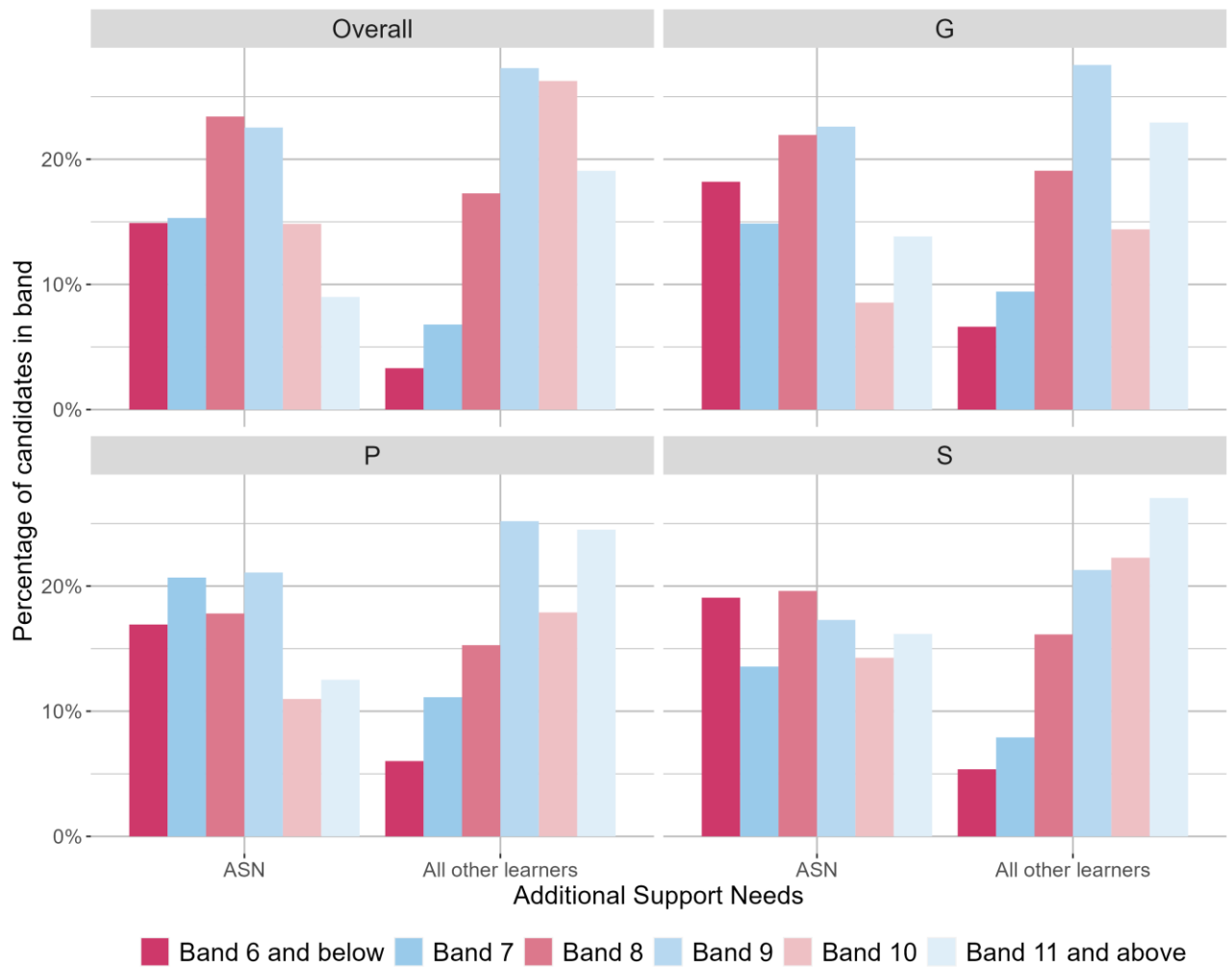
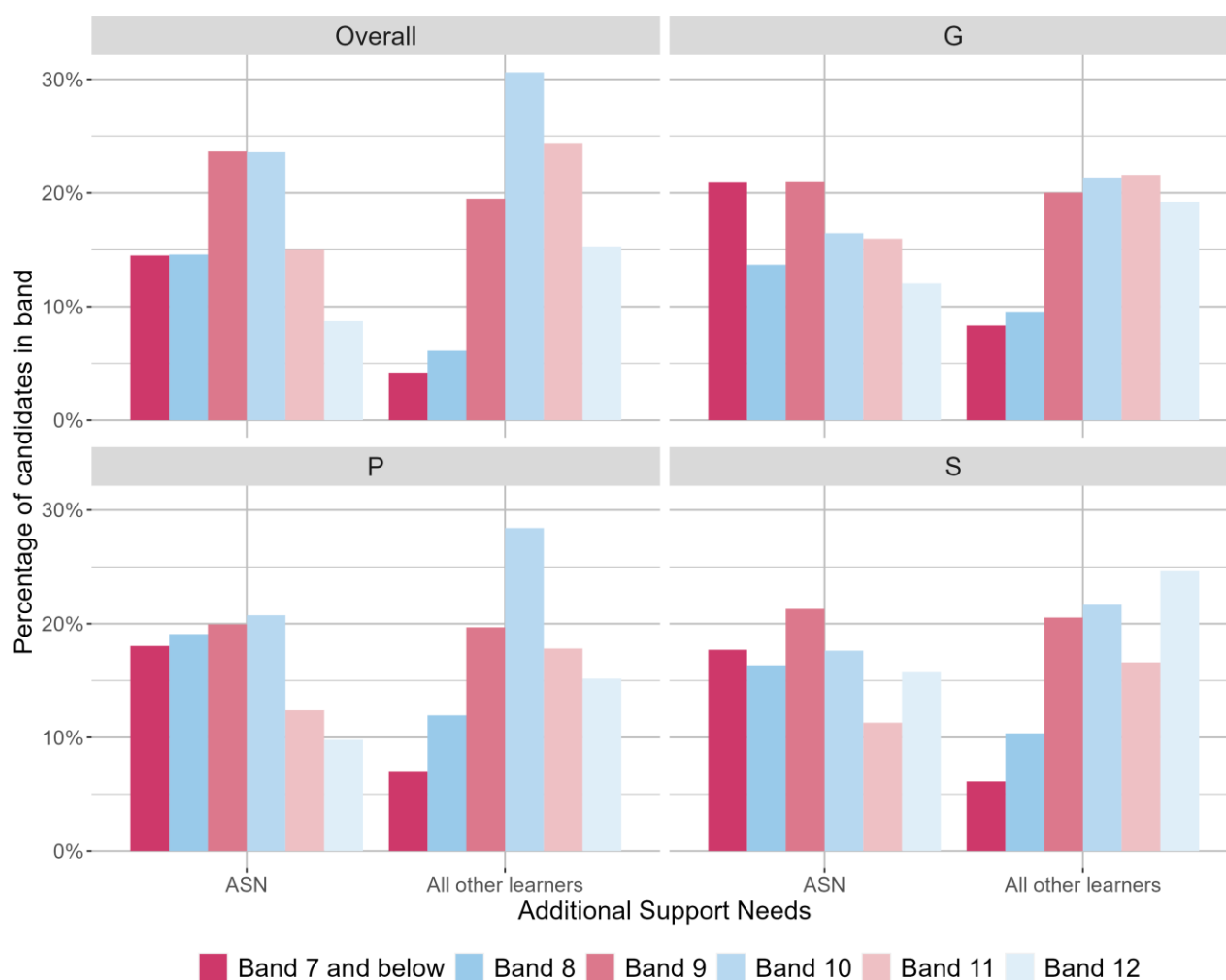


Chart 30c. Writing outcomes distributed by ASN for S3

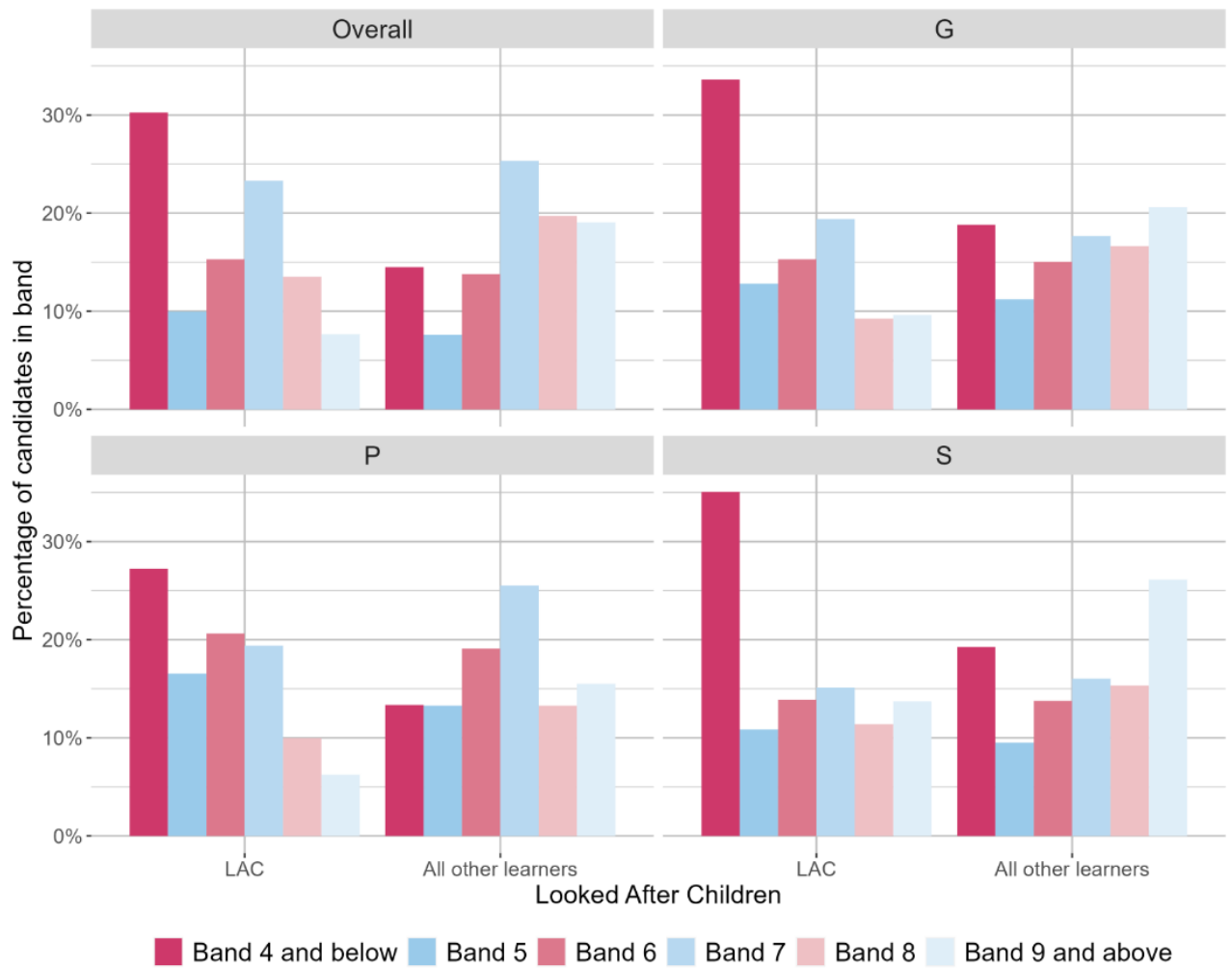


#### 4.3.7 Looked After Children

This section reviews differences between learners classified (within SEEMiS) as Looked After Children (LAC), and other learners without such a classification. Charts 31a to 31c illustrate the proportions of learners with outcomes at each band for learners in these two categories.

Across all three stages, there were notable differences in writing outcomes between the two comparison groups. Among learners classified as LAC, there were considerably lower proportions achieving outcomes in the two upper bands than among other learners; typically, there were two to three times as many non-LAC learners achieving outcomes in this region. Likewise, there were much larger proportions of learners with outcomes in the two lower bands for LAC than among other learners. This pattern was similar across all stages, both for writing overall and for each of the three organisers.

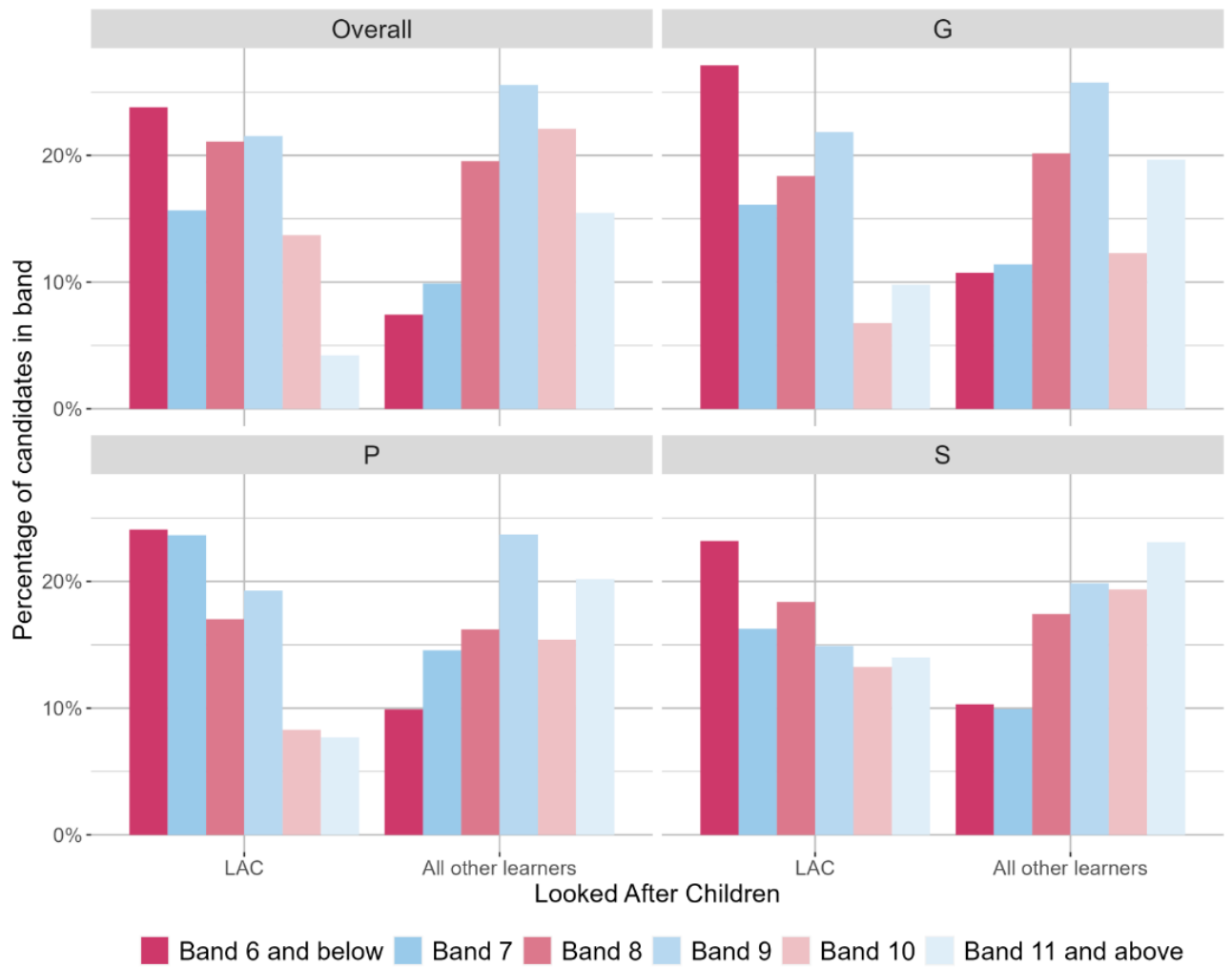
Chart 31a. Writing outcomes distributed by LAC for P4



At P4, about 40% of Looked After Children achieved outcomes in the lower two bands, while less than a quarter of other learners had outcomes in this region.

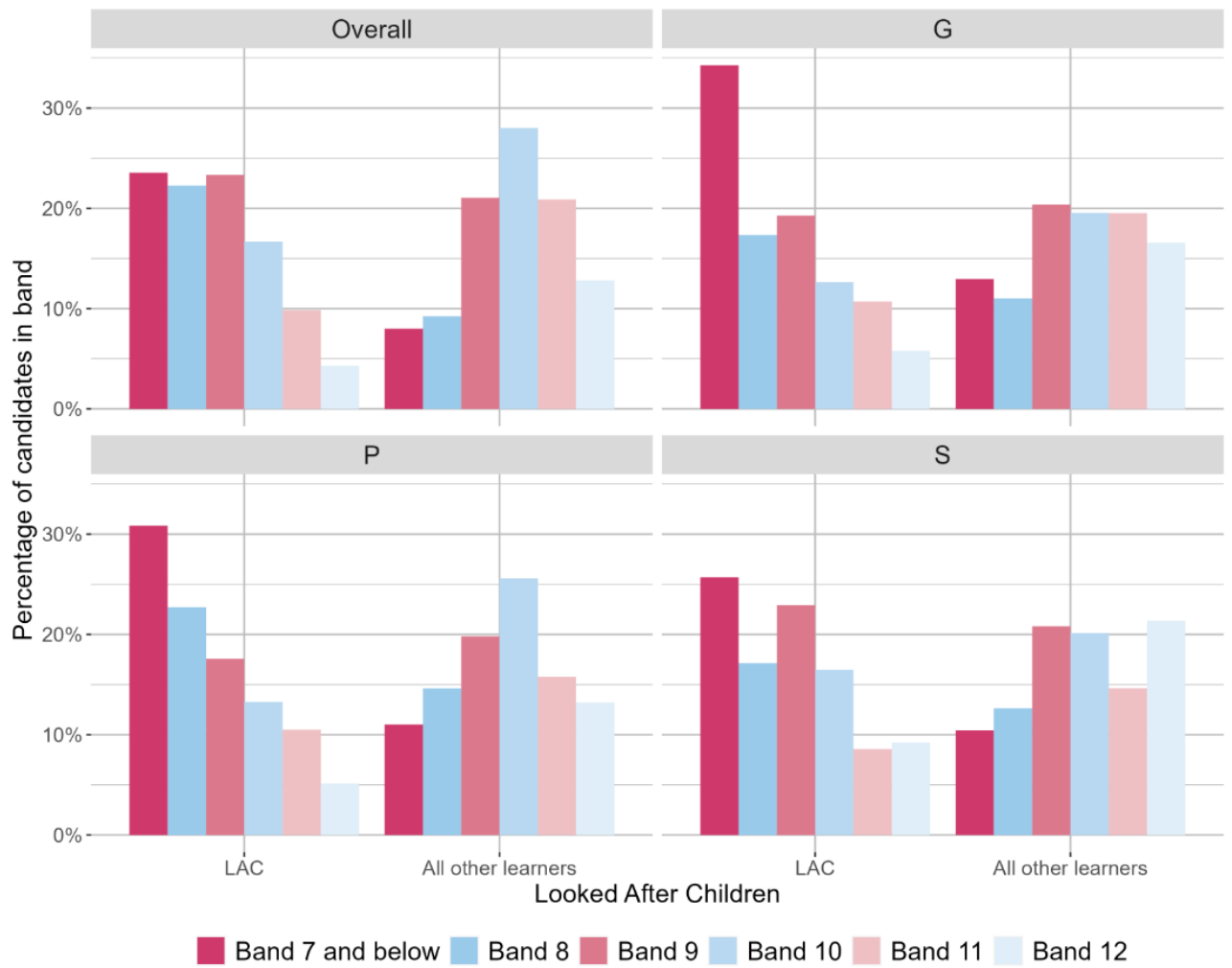


Chart 31b. Writing outcomes distributed by LAC for P7



At P7, about 40% of Looked After Children achieved outcomes in the lower two bands, while less than a fifth of other learners had outcomes in this region.

Chart 31c. Writing outcomes distributed by LAC for S3



At S3, over 40% of Looked After Children achieved outcomes in the lower two bands, while less than a fifth of other learners had outcomes in this region.

#### 4.3.8 English as an Additional Language

Charts 32a to 32c compare learners by language background: English as an Additional Language (EAL) compared with all other learners. The category 'EAL' refers to those learners whose record in SEEMiS showed that they had English as an additional language. The 'Not EAL' category comprises both learners who were recorded as not having EAL and those for whom there was no entry in this field.

When comparing proportions in bands between groups of learners for whom English is an additional language (EAL) and those with English as their first language, there were minimal differences though these were more pronounced at S3.

When considering only assessment material related to the organiser 'Grammar', there were small differences between the two groups with a greater proportion of learners with English as their first language achieving outcomes in the upper capacity band. There were similar differences across all stages. When considering only assessment content related to 'Spelling', there were very small differences between the two groups with a greater proportion of learners with English as an Additional Language achieving outcomes in the upper capacity band.

Chart 32a. Writing outcomes distributed by EAL for P4

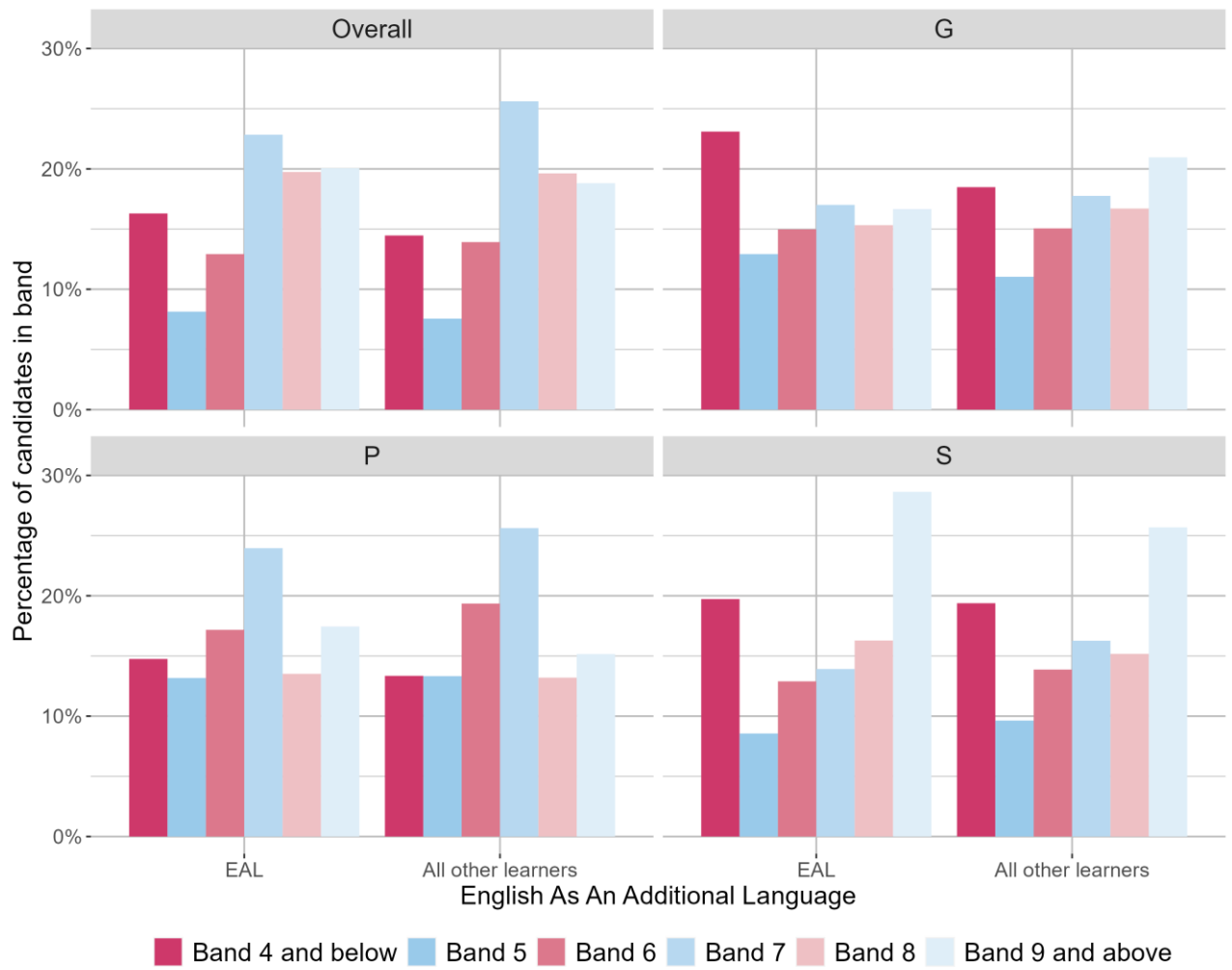


Chart 32b. Writing outcomes distributed by EAL for P7

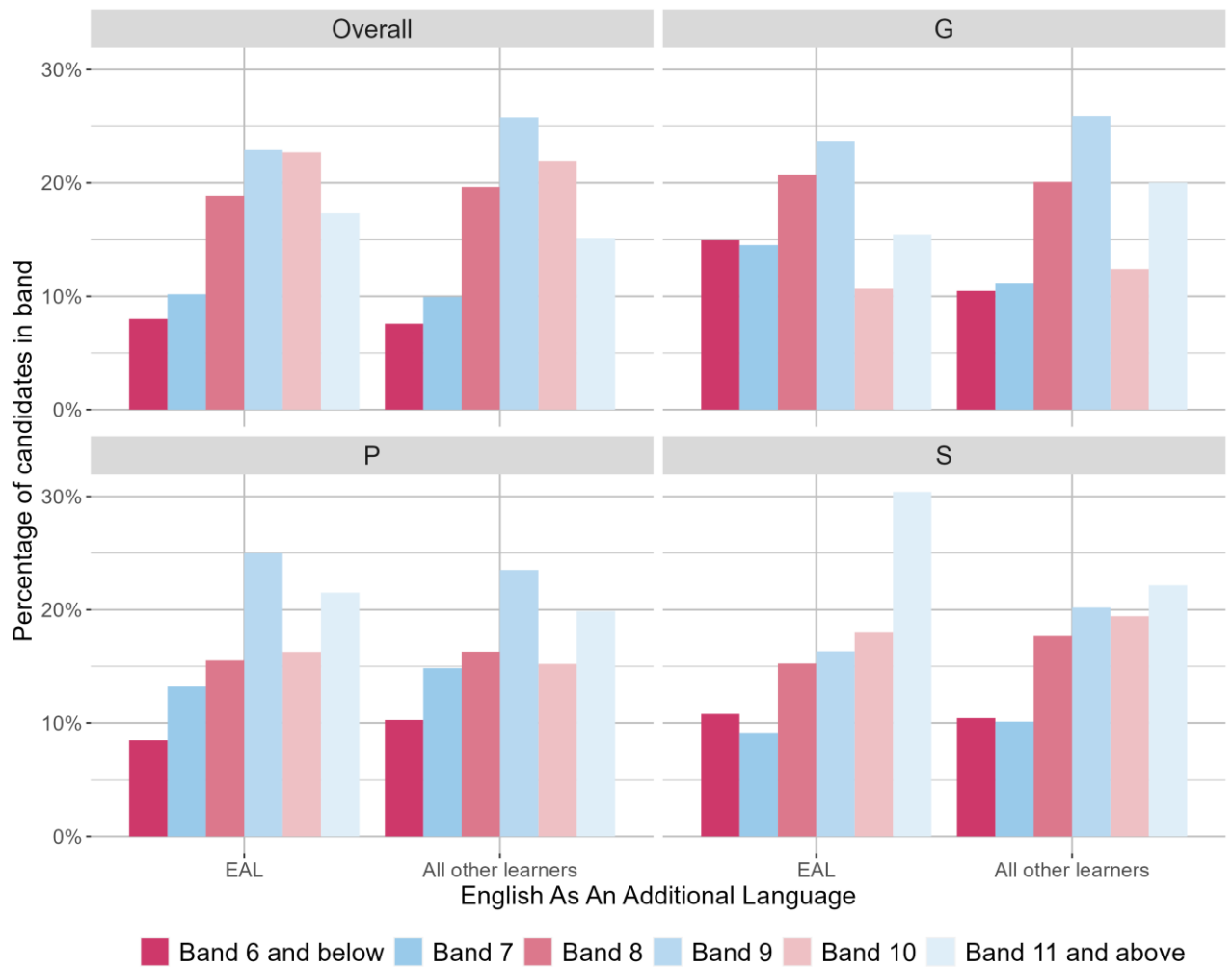
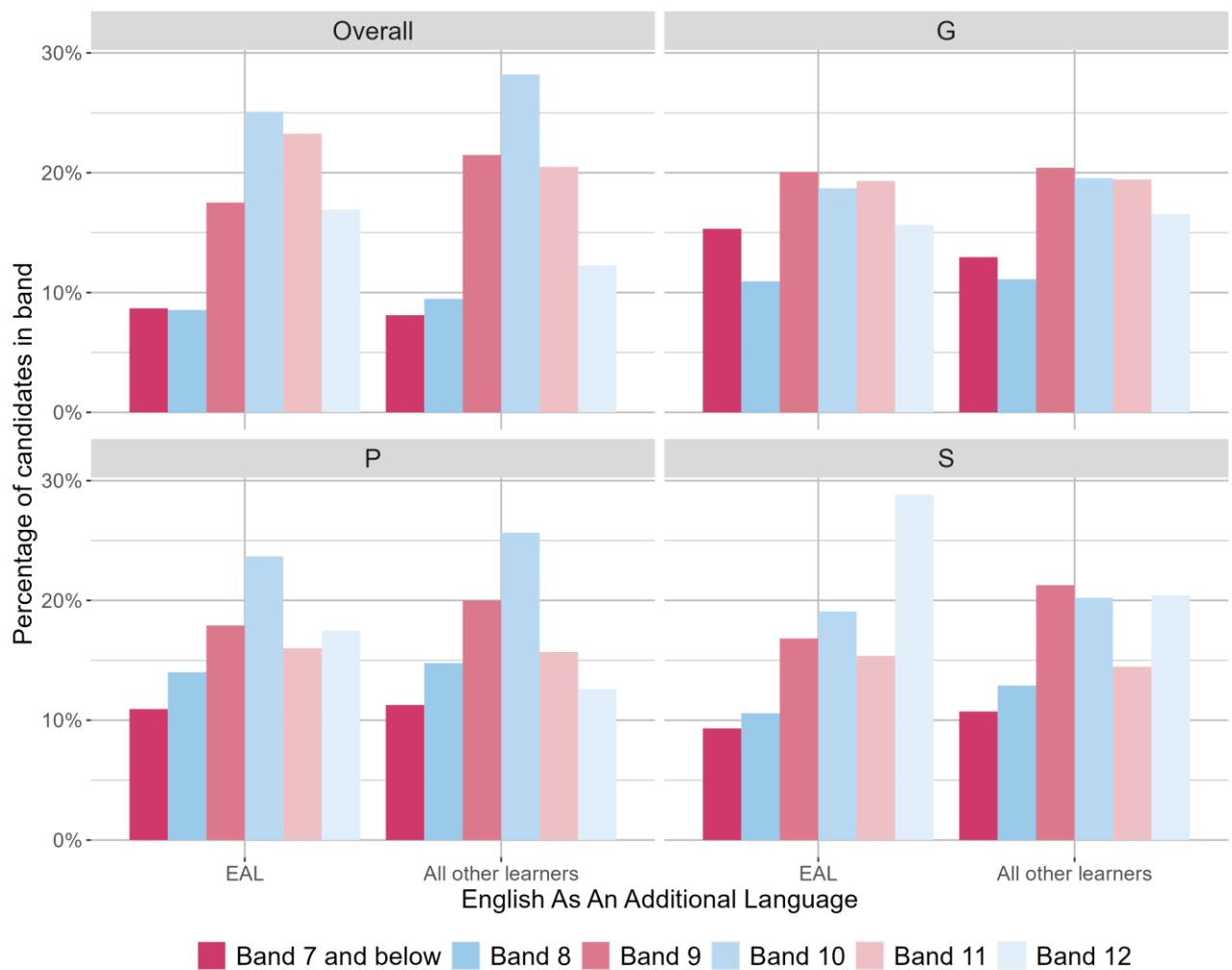


Chart 32c. Writing outcomes distributed by EAL for S3



#### 4.4 MCNG National outcomes for writing

##### 4.4.1 Overall outcome

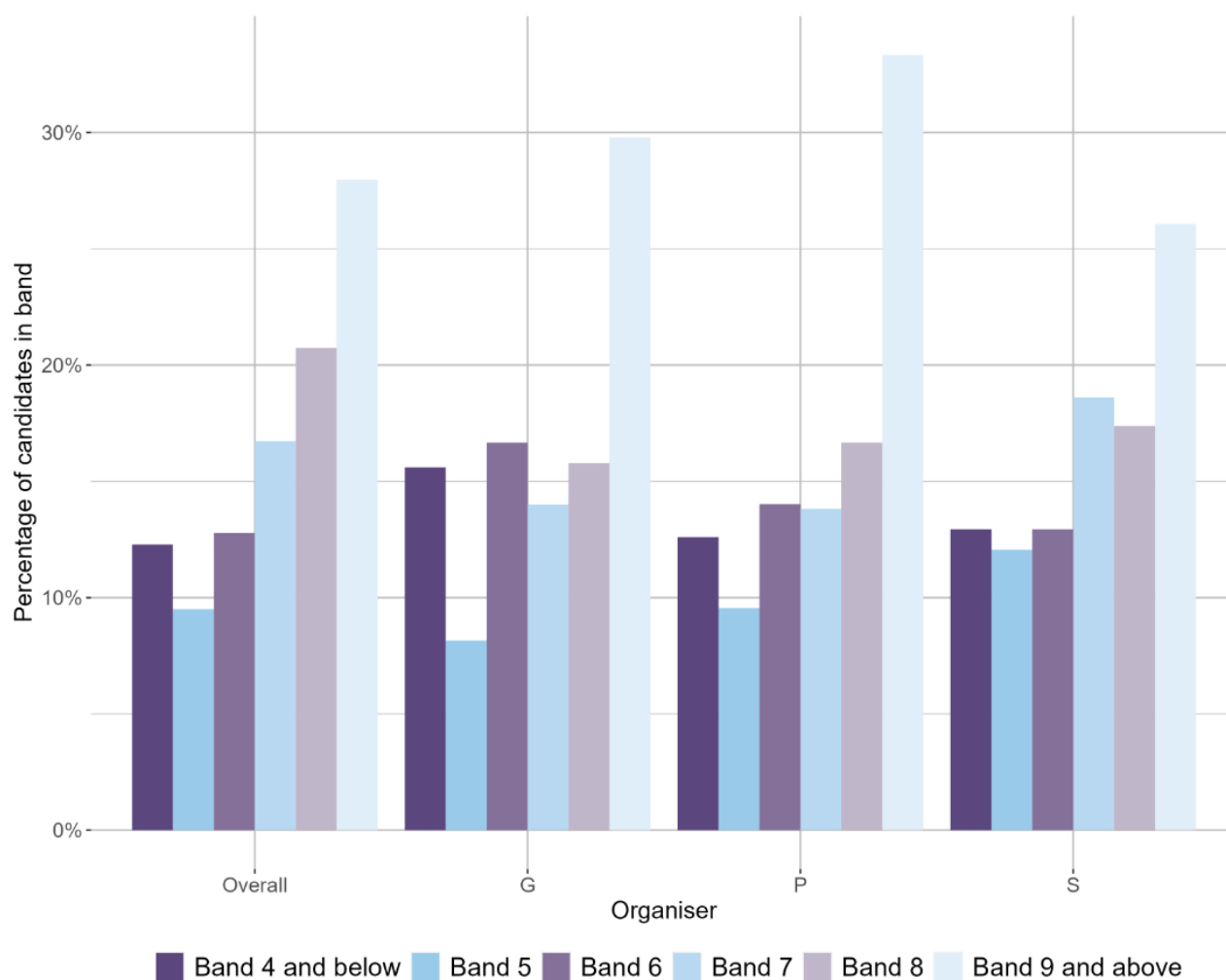
Charts 33a to 33c show the percentages of learners with outcomes in each band for writing across all three stages (P4, P7, and S3), both overall and when considering each of the three organisers Spelling (S), Grammar (G) and Punctuation (P) separately. The bar charts indicate the proportions of learners with outcomes in each of the six bands, in line with MCNG reports for the 2022 to 2023 academic year, which are specific to each stage.

Please note that a 'notable difference' refers to a difference of 10% or more.

The charts show that at P4 and P7, the highest proportions of learners had outcomes corresponding to the two upper bands. At S3, the highest proportions of learners had outcomes in the middle two bands.

In line with the Office for National Statistics (ONS guidelines) data is not available for any assessments where there are fewer than 10 learners in any category or band. These cases are indicated where appropriate in this section of the report.

Chart 33a. Writing outcomes for P4



Overall, for P4, the band achieved by the largest proportion of learners was 9, and the band achieved by the second largest proportion was 8. Overall, 65% of learners achieved bands 7, 8 or 9 and 78% of learners achieved bands 6, 7, 8 or 9.

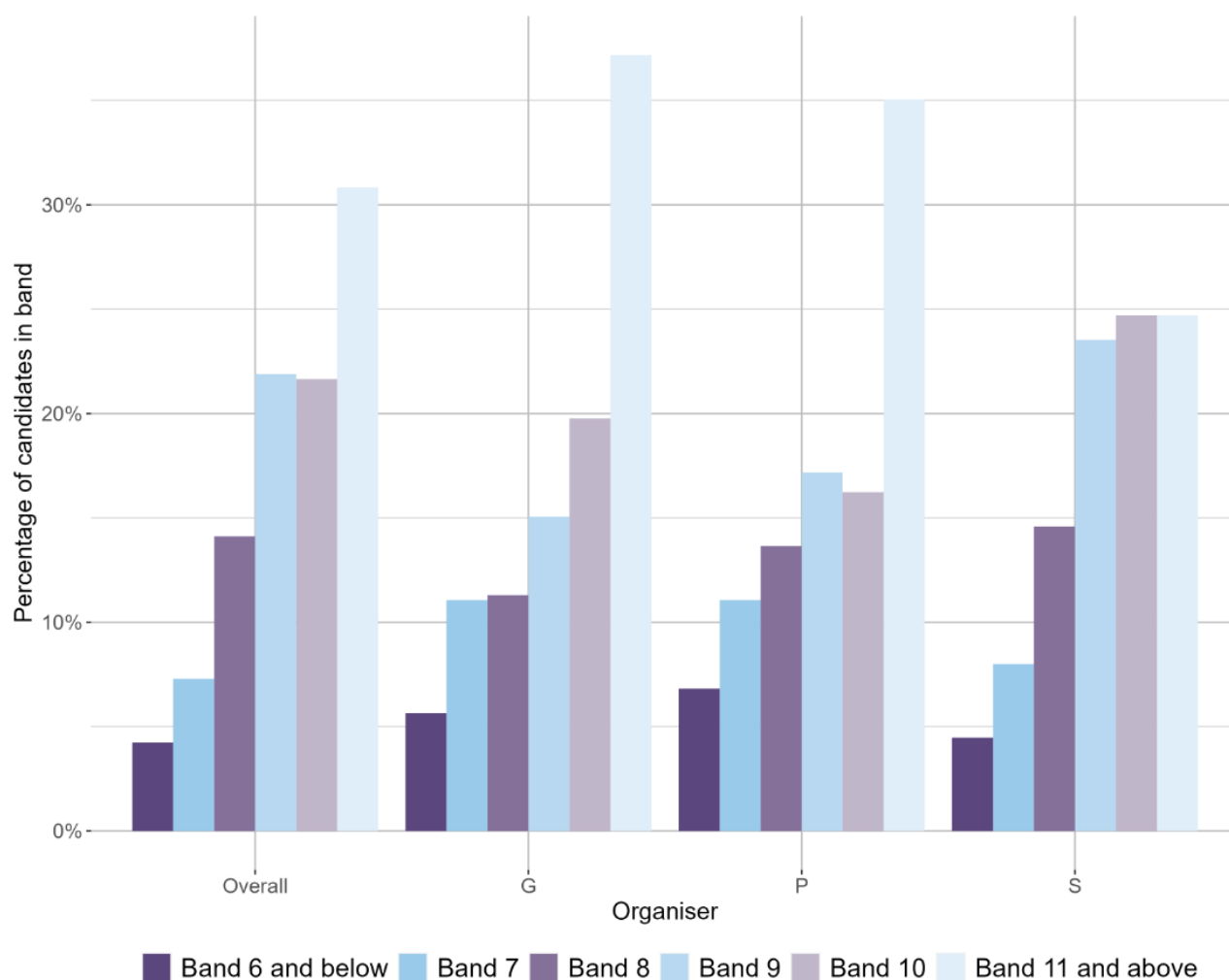
For the organiser 'Grammar', 60% of learners achieved bands 7, 8 or 9 and 77% of learners achieved bands 6, 7, 8 or 9.

For the organiser 'Punctuation', 50% of learners achieved bands 5 or 6 and 78% of learners achieved bands 6, 7, 8 or 9.

For the organiser 'Spelling', 62% of learners achieved bands 7, 8 or 9 and 75% of learners achieved bands 6, 7, 8 or 9.



Chart 33b. Writing outcomes for P7



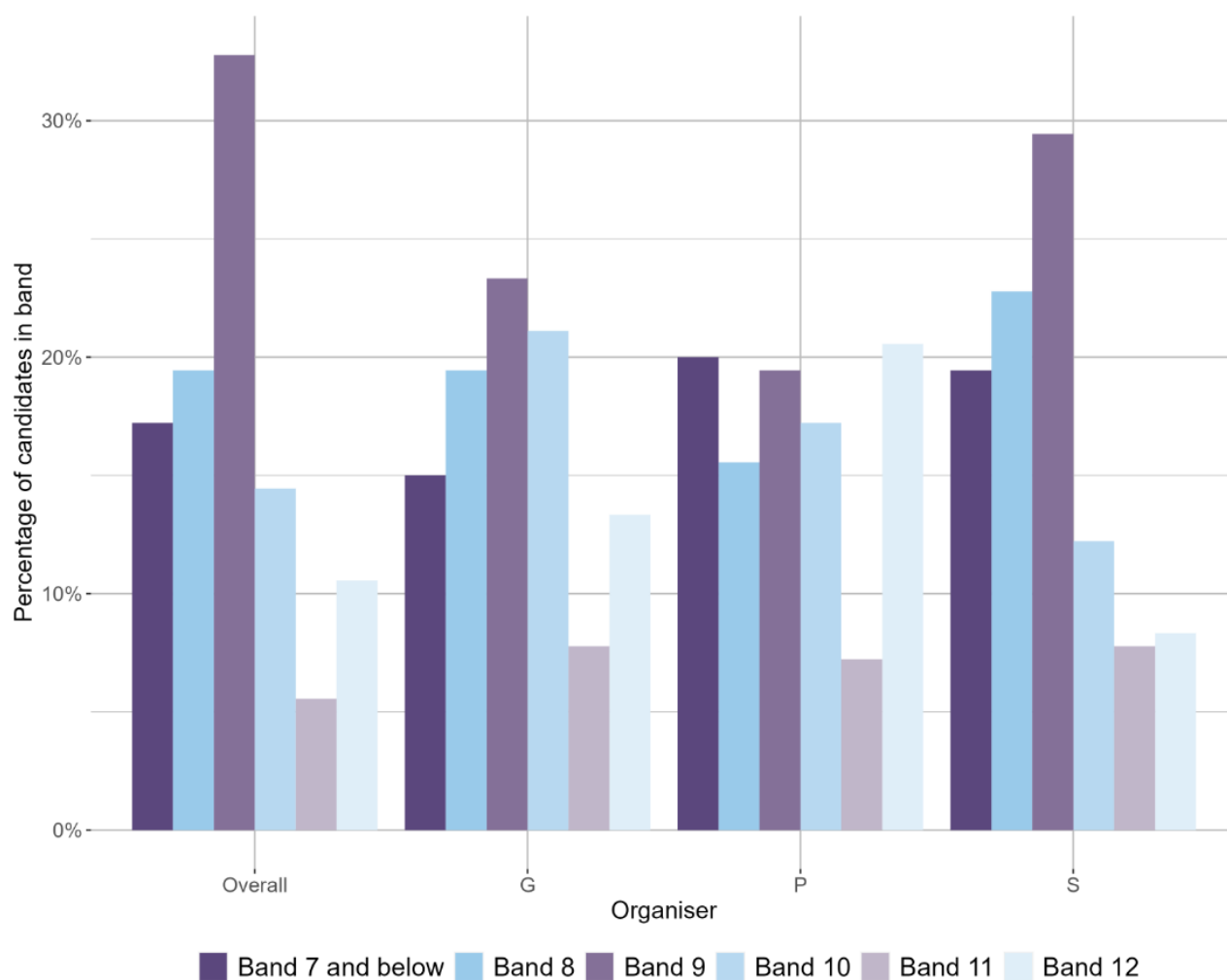
Overall, for P7, the band achieved by the largest proportion of learners was 11, and the band achieved by the second largest proportion was 9. Overall, 53% of learners achieved bands 10 or 11 and 75% of learners achieved bands 9, 10 or 11.

For the organiser 'Grammar', 58% of learners achieved bands 10 or 11 and 84% of learners achieved bands 8, 9, 10 or 11.

For the organiser 'Punctuation', 52% of learners achieved bands 10 or 11 and 83% of learners achieved bands 8, 9, 10 or 11.

For the organiser 'Spelling', 50% of learners achieved bands 10 or 11 and 89% of learners achieved bands 8, 9, 10 or 11.

Chart 33c. Writing outcomes for S3



Overall, for S3, the band achieved by the largest proportion of learners was 9, and the band achieved by the second largest proportion was 8. Overall, 67% of learners achieved bands 8, 9 or 10 and 89% of learners achieved bands 7, 8, 9, 10 or 11.

For the organiser 'Grammar', 65% of learners achieved bands 8, 9 or 10 and 87% of learners achieved bands 7, 8, 9, 10 or 11.

For the organiser 'Punctuation', 52% of learners achieved bands 8, 9 or 10 and 79% of learners achieved bands 7, 8, 9, 10 or 11. This organiser did not have the largest proportion of learners achieving outcomes in band 9, instead the largest proportion of learners are in band 12.

For the organiser 'Spelling', 65% of learners achieved bands 8, 9 or 10 and 92% of learners achieved bands 7, 8, 9, 10 or 11.

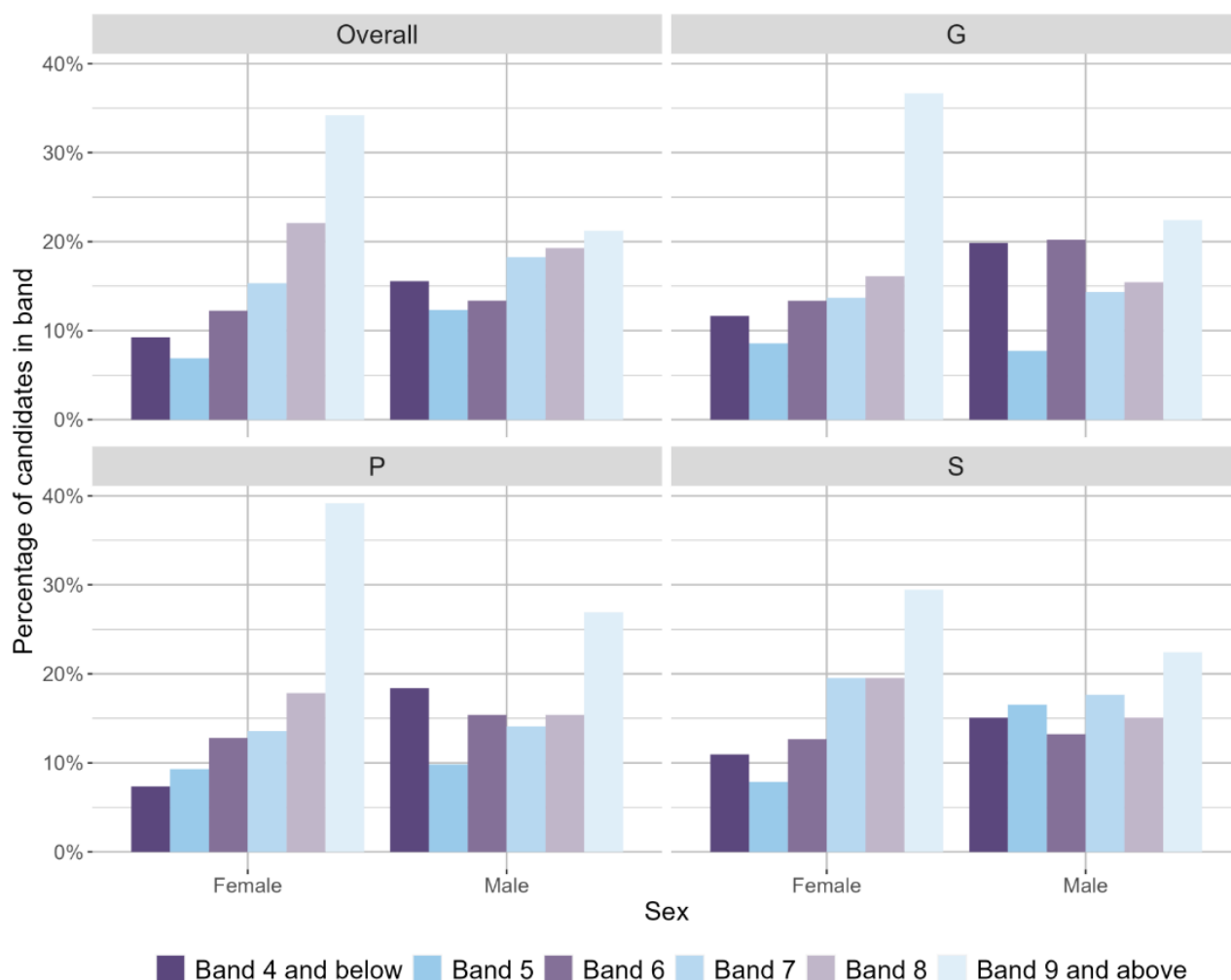
#### 4.4.2 Sex

Chart 34 shows writing outcomes for boys and girls at P4. Outcomes are given for writing overall and also by organiser.

In line with ONS guidelines the data for P7 and S3 is not reported in order to avoid identifying individual learners.

At P4, there were notable differences between male and female learners. There were consistently larger proportions of female learners with outcomes in the two upper bands than was the case for male learners. The percentages of learners with outcomes corresponding to the two lower bands were also smaller among girls than among boys.

Chart 34. Writing outcomes distributed by sex for P4



At P4, the largest proportions of male and female learners achieved outcomes in the upper two bands. There was a greater proportion of females than males with outcomes in the two upper bands, and a lower proportion of females than males with outcomes in the lower two bands. There was a similar pattern for each organiser. There were somewhat greater differences in the proportions of female learners compared to male learners when considering outcomes for Grammar and Punctuation.

#### 4.4.3 Scottish Index of Multiple Deprivation

In line with ONS guidelines the data for all stages is not reported in order to avoid identifying individual learners.

#### 4.4.4 Ethnic background

In line with ONS guidelines the data for all stages is not reported in order to avoid identifying individual learners.

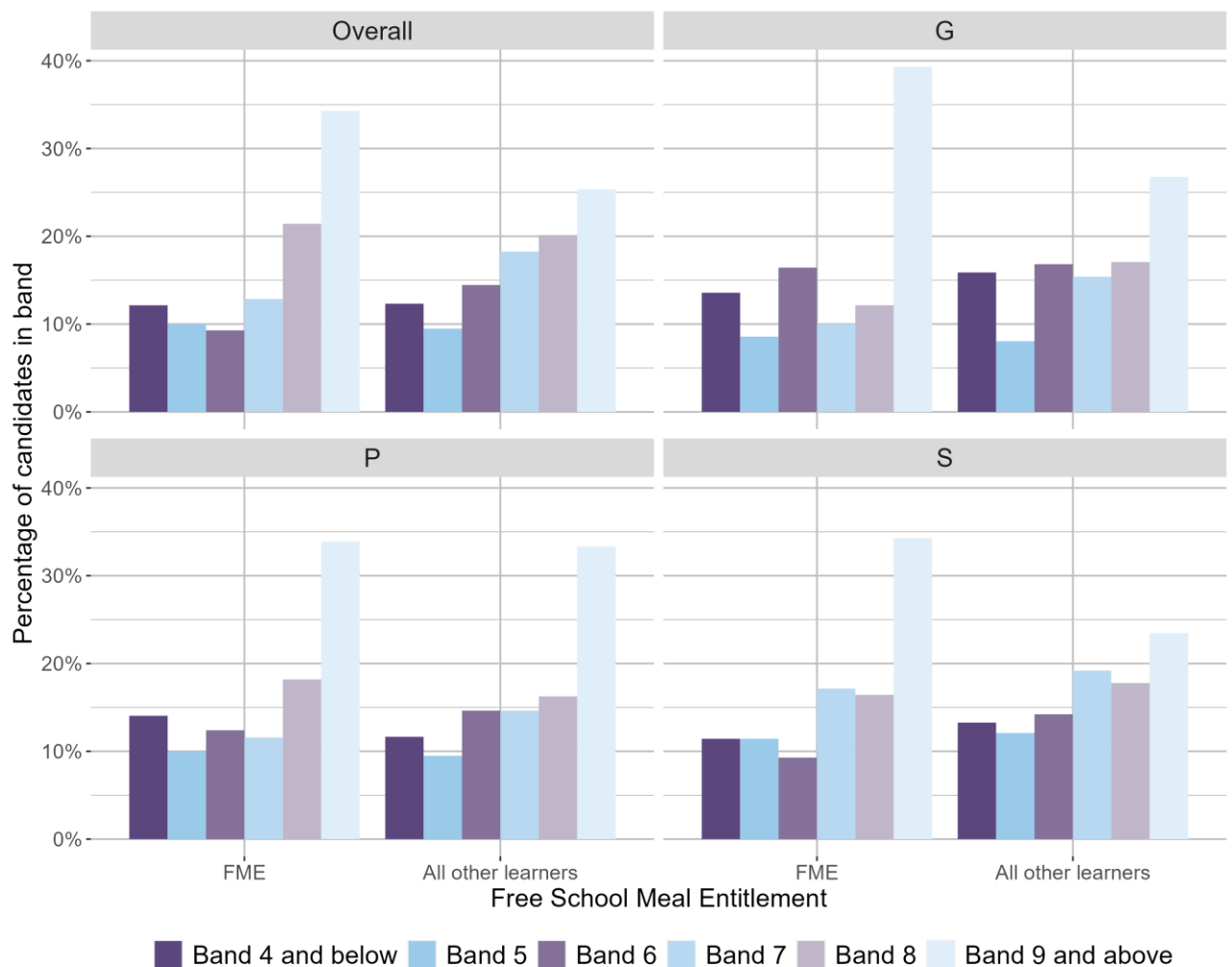
#### 4.4.5 Free School Meal Entitlement

This section reviews differences in writing outcomes between learners with an entitlement to free school meals and other learners. Chart 35 shows the percentages of learners who achieved outcomes in each band within each of the two groups at P4.

In line with ONS guidelines the data for P7 and S3 is not reported in order to avoid identifying individual learners.

At P4 there were notable higher proportions of learners with outcomes in the upper two bands among learners registered for FME in comparison to others

Chart 35. Writing outcomes distributed by FME for P4



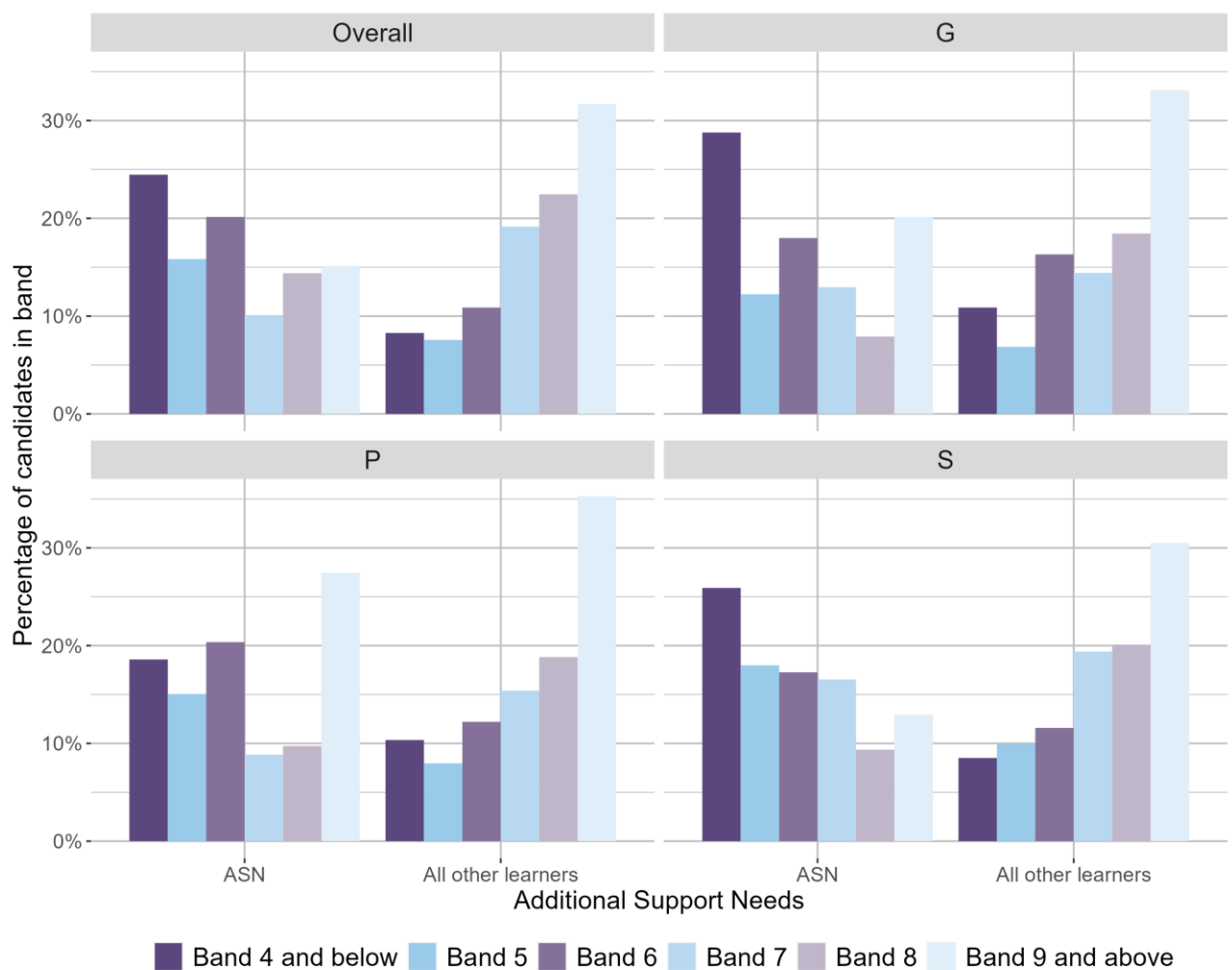
### 4.4.6 Additional Support Needs

This section reviews differences in outcomes between learners who were identified as having Additional Support Needs (ASN) and others. Chart 36 shows the proportions of learners in the six bands within these two groups at P4.

In line with ONS guidelines the data for P7 and S3 is not reported in order to avoid identifying individual learners.

At P4, the percentages of learners with outcomes in the two upper bands were notably higher among learners not identified as having ASN. There were also relatively larger proportions with outcomes in the lower two bands among learners with ASN.

Chart 36. Writing outcomes distributed by ASN for P4



### 4.4.7 Looked After Children

In line with ONS guidelines the data for all stages is not reported in order to avoid identifying individual learners.

#### 4.4.8 English as an Additional Language

In line with ONS guidelines the data for all stages is not reported in order to avoid identifying individual learners.

## Appendix 1: Assessments completed during the 2022 to 2023 academic year - SNSA

The 2022 to 2023 academic year was the sixth year of implementation for SNSA. In total, 544,688 assessments were completed across Scotland over the course of the year – about 89.3% of the possible maximum total assessments available for children and young people in P1, P4, P7 and S3. Table 2 shows this total, split by assessment.

Please note that these figures do not include any started but not completed assessments that were closed after the end of term.

Table 2: SNSA 2022 to 2023 completion rates by assessment

Assessment	Assessments completed	Number of learners enrolled	Percentage completed
Primary 1 Numeracy 2022–23	45,286	51,982	87.1%
Primary 1 Literacy 2022–23	45,075	51,982	86.7%
Primary 4 Numeracy 2022–23	53,663	55,871	96.0%
Primary 4 Reading 2022–23	53,236	55,871	95.3%
Primary 4 Writing 2022–23	53,049	55,871	94.9%
Primary 7 Numeracy 2022–23	54,222	58,022	93.4%
Primary 7 Reading 2022–23	54,421	58,022	93.8%
Primary 7 Writing 2022–23	54,183	58,022	93.4%
Secondary 3 Numeracy 2022–23	44,540	54,719	81.4%
Secondary 3 Reading 2022–23	44,055	54,719	80.5%
Secondary 3 Writing 2022–23	42,958	54,719	78.5%
<b>Total</b>	<b>544,688</b>	<b>609,800</b>	<b>90.1%</b>

## Appendix 2: Composition of SNSA assessment instruments

The tables in this appendix provide details of the allocation of items to each organiser within the assessments for the 2022 to 2023 academic year. Additionally, Table 3 shows the number of items presented to each learner, in relation to the total number of items available within the adaptive model for the assessment.

In each assessment, in each stage, all of the available organisers were represented. However, there were different proportions across the stages. In the school-level reports, teachers received information about the relationship between the learner's overall outcome and their outcome at organiser level. This was provided at the individual learner

level for each organiser that was addressed by at least five items in the learner's adaptive assessment. Where there were fewer than five items allocated to an organiser within a learner's assessment, outcomes are not reported in this national report, since outcomes are not considered sufficiently reliable to be used in reporting overall national performance on the organiser.

Table 3. SNSA 2022 to 2023 number of items per learner and assessment<sup>10</sup>

Stage	Learning Area	Total scored items per learner assessment	Total number of scored items in assessment
P1	Numeracy	27	81
P1	Literacy	27	78
P4	Numeracy	30	80
P4	Reading	29	86
P4	Writing	30	84
P7	Numeracy	30	80
P7	Reading	30	70
P7	Writing	30	92
S3	Numeracy	30	90
S3	Reading	29	73
S3	Writing	30	100

Table 4. SNSA 2022 to 2023 number of numeracy items by organiser

Organiser	P1	P4	P7	S3
Number	33	24	27	27
Fractions, decimal fractions and percentages	10	16	16	18
Measurement, time and money	27	24	21	27
Information handling	11	16	16	18
<b>Total</b>	<b>81</b>	<b>80</b>	<b>80</b>	<b>90</b>

Table 5. SNSA 2022 to 2023 number of reading items by organiser (including P1 literacy)

Organiser	P1	P4	P7	S3
Tools for reading	41	8	14	9
Finding and using information	12	33	21	25
Understanding, analysing and evaluating	25	35	35	31
<b>Total</b>	<b>78</b>	<b>86</b>	<b>70</b>	<b>73</b>

<sup>10</sup> NB: This does not include trial items required for calibration purposes for use in future assessments.



Table 6. SNSA 2022 to 2023 number of writing items by organiser

<b>Organiser</b>	<b>P4</b>	<b>P7</b>	<b>S3</b>
<b>Spelling</b>	32	36	36
<b>Grammar</b>	28	28	32
<b>Punctuation</b>	24	28	32
<b>Total</b>	<b>84</b>	<b>92</b>	<b>100</b>

### Appendix 3: Assessments completed during the 2022 to 2023 academic year – MCNG

The 2022 to 2023 academic year was the fifth year of implementation for MCNG. In total, 4284 assessments were completed across Scotland over the course of the year – about 66.9% of the possible maximum total assessments available for children and young people in P1, P4, P7 and S3. 7 shows this total, split by assessment.

Please note that these figures were accurate as of 7 July 2023 and do not include any started but not completed assessments that we closed after this date.

Table 7. MCNG 2022 to 2023 completion rates by assessment

Assessment	Assessments completed	Number of learners enrolled	Percentage completed
Primary 1 Numeracy 2022–23	478	612	78.1%
Primary 1 Literacy 2022–23	490	612	80.1%
Primary 4 Numeracy 2022–23	551	717	76.8%
Primary 4 Reading 2022–23	560	717	78.1%
Primary 4 Writing 2022–23	560	717	78.1%
Primary 7 Numeracy 2022–23	424	596	71.1%
Primary 7 Reading 2022–23	422	596	70.1%
Primary 7 Writing 2022–23	417	596	69.9%
Secondary 3 Numeracy 2022–23	0	413 <sup>11</sup>	0.0%
Secondary 3 Reading 2022–23	190	413	46.0%
Secondary 3 Writing 2022–23	180	413	43.6%
<b>Total</b>	<b>4282</b>	<b>2338</b>	<b>66.9%</b>

#### Appendix 4: Composition of MCNG assessment instruments

The tables in this appendix provide details of the allocation of items to each organiser within the assessments for the 2022 to 2023 academic year. Additionally, Table 8 shows the number of items presented to each learner, in relation to the total number of items available within the adaptive model for the assessment.

In each assessment, in each stage, all of the available organisers were represented. However, there were different proportions across the stages. In the school-level reports, teachers received information about the relationship between the learner's overall outcome and their outcome at organiser level. This was provided at the individual learner level for each organiser that was addressed by at least five items in the learner's adaptive assessment. Where there were fewer than five items allocated to an organiser within a learner's assessment, outcomes are not reported in this national report, since outcomes are not considered sufficiently reliable to be used in reporting overall national performance on the organiser.

<sup>11</sup> Please note that whilst there were 413 eligible Gaelic learners for S3 Numeracy, not all learners receive Numeracy in the medium of Gaelic."

Table 8. MCNG 2022 to 2023 number of items per learner and assessment

Stage	Learning Area	Total scored items per learner assessment	Total number of scored items in assessment
P1	Numeracy	30	85
P1	Literacy	30	96
P4	Numeracy	30	75
P4	Reading	30	68
P4	Writing	30	80
P7	Numeracy	30	90
P7	Reading	30	72
P7	Writing	30	80
S3	Numeracy	30	80
S3	Reading	30	72
S3	Writing	30	85

Table 9. MCNG 2022 to 2023 number of numeracy items by organiser

Organiser	P1	P4	P7	S3
Number	40	30	30	25
Fractions, decimal fractions and percentages	7	13	18	16
Measurement, time and money	24	23	30	23
Information handling	14	9	12	16
<b>Total</b>	<b>85</b>	<b>75</b>	<b>90</b>	<b>80</b>

Table 10. MCNG 2022 to 2023 number of reading items by organiser (including P1 literacy)

<b>Organiser</b>	<b>P1</b>	<b>P4</b>	<b>P7</b>	<b>S3</b>
<b>Tools for reading</b>	74	12	12	12
<b>Finding and using information</b>	0	27	18	19
<b>Understanding, analysing and evaluating</b>	22	39	42	41
<b>Total</b>	<b>96</b>	<b>68</b>	<b>72</b>	<b>72</b>

Table 11. MCNG 2022 to 2023 number of writing items by organiser

<b>Organiser</b>	<b>P4</b>	<b>P7</b>	<b>S3</b>
<b>Spelling</b>	40	45	45
<b>Grammar</b>	27	16	17
<b>Punctuation</b>	13	23	23
<b>Total</b>	<b>80</b>	<b>80</b>	<b>85</b>

## Appendix 5: Quality assurance

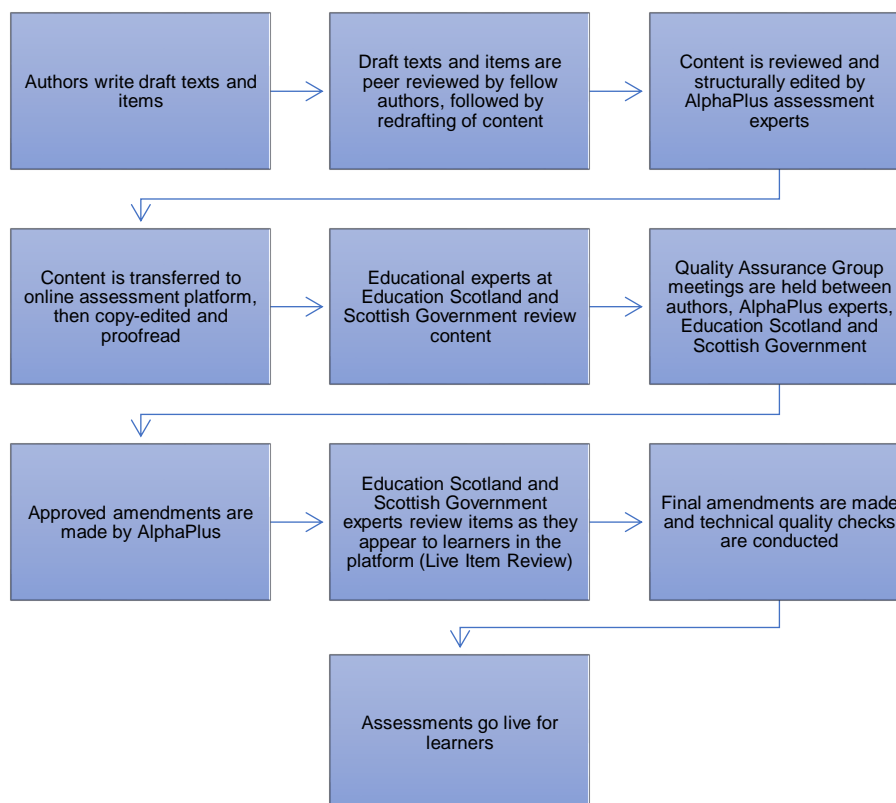
In preparation for the presentation of the assessments in the 2022 to 2023 academic year, a number of quality assurance activities took place in relation to the replenishment items developed for inclusion within the assessments. The assessments and resulting data on learner outcomes, which is summarised within this report, are underpinned by thorough quality assurance processes that were completed prior to the 2022 to 2023 academic year. These processes are summarised below.

### Scottish Government reviews

AlphaPlus used the outcomes of discussions that took place with Scottish Government and Education Scotland, at the start of the NSA project, to inform the number and nature of the replenishment items to be developed for potential inclusion in the 2022 to 2023 assessments.

Figure 40 shows the main activities undertaken in the development, review and customisation of items for the live assessments, and development and review of replenishment items for trialling in the 2022 to 2023 academic year.

Figure 40. Development and review of SNSA/MCNG item pools



Authors for SNSA items are qualified teachers and educational experts, either currently working in the Scottish context, or subject matter experts who have experience developing Scottish pedagogical and assessment materials.

MCNG items are written by GME practitioners and quality assured by a panel, chaired by Education Scotland. MCNG items now follow the same trialling process as SNSA items.

#### [Appendix 6: Band descriptions from the 2022 to 2023 Individual reports](#)

In the 2022-23 academic year, performance in each curricular area was reported on a single long scale, which is split into 12 capacity bands. The exception to this is writing for which there are only nine bands, since P1 literacy is included on the reading scale. Six of the capacity bands are included in the reports for each stage, with the reported bands being chosen to best reflect the capacity range demonstrated by each stage. P1 covers bands 1 to 6; P4 covers bands 4 to 9, P7 covers bands 6 to 11 and S3 covers bands 7 to 12.

Each capacity band for the National Standardised Assessments for the 2022 to 2023 academic year had an accompanying 'region description'. These descriptions were based on a summary of the skills, knowledge and understanding assessed in the items included in the 2021 to 2022 assessments or trialled in the 2021 to 2022 academic year, which, in turn, were aligned with CfE Benchmarks. The region descriptions for each stage are shown in the band descriptors below.

## SNSA Numeracy band descriptions

### Band descriptions for P1 Numeracy

#### Band 6 and above

Solve missing number problems where the total is less than 20 and identify missing numbers when counting in 2s or 5s.

They can use place value to order 2-digit numbers and match times on digital and analogue clocks (o'clock and half past).

They can interpret bar graphs to find the total of all categories.

#### Band 5

Order groups of different numbers of objects and recognise doubles facts to a total of 20.

They can identify a missing number in a backwards counting sequence and identify half of a group of objects in an array or a random arrangement.

They can apply number skills to calculate an exact amount of money.

#### Band 4

Solve word problems involving addition of two single digit numbers, and identify a number sentence which represents a picture.

They can find half of a group of objects when sharing.

They can interpret everyday positional language and visually compare lengths and capacities.

They can interpret column graphs to find the value for a given category.

#### Band 3

Connect a numeral to a quantity below 20 and use ordinal numbers in real life contexts.

They can share a group of items equally into smaller groups, sort objects by length and identify a triangle or rectangle from a set of shapes. Learners can read values from simple pictographs.

#### Band 2

Connect number names, their quantities and the numerals up to 10.

They can understand 'zero' means none of something and identify which group contains most objects.

Learners are typically able compare lengths to identify shortest and interpret a simple map to identify the longest distance travelled on a curved path.

#### Band 1 and under

Use one to one correspondence to count up to 10.

Learners can compare heights or lengths of objects to identify the tallest or longest of a given group and can identify an empty container.

They can sort objects using a given criterion.

## **Band descriptions for P4 Numeracy**

### **Band 9 and above**

Identify the correct operation to solve a simple scenario and solve simple word problems to find a fraction of a single digit number.

They can identify the area of a shaded shape on a grid and read a volume from a scale.

They can interpret pictographs where symbols represent more than one.

### **Band 8**

Solve problems that involve linking repeated addition with multiplication and partitioning and identify a number of items as a fraction of a group of items.

They can read times to the minute using an analogue clock and compare the areas of rectangles on a grid.

They can calculate missing entries in tables and bar graphs.

### **Band 7**

Choose the correct operations to solve a simple problem, including multiplication or division with simple numbers.

They can identify one item as a fraction of a group of items.

They can work out the difference (in hours) between two analogue clock times and interpret a column graph to identify and compare frequencies of given categories.

### **Band 6**

Solve simple multi-step word problems requiring addition or subtraction of 2-digit numbers, and apply understanding of place value to partition numbers.

They can tell time to the quarter hour using analogue clocks and identify the most appropriate unit of measurement for a familiar context.

Learners can compare sizes of segments in a pie chart.

### **Band 5**

Understand place value in 3-digit numbers, e.g. they can express a 3-digit number in expanded form, and can solve multi-step word problems involving single-digit numbers.

They can read the time to the half hour on analogue and digital clocks and are able to read information from tables.

### **Band 4 and under**

Continue number sequences, e.g. counting 5s, and add numbers to reach a single digit total.

They can identify half of a group or object.

They are able to read information from charts and graphs, such as identifying the most popular category from a column graph.



## **Band descriptions for P7 Numeracy**

### **Band 11 and above**

Interpret problems and apply the correct operations to complete calculations involving estimation, the multiplication of 2-digit numbers.

They can solve problems involving a fraction of a fraction and can calculate a percentage of a given value.

They can solve problems involving the areas of rectangles and convert units of mass.

### **Band 10**

Solve word problems involving proportional reasoning to find fractions of a group and can also add fractions and decimal fractions.

They can calculate durations and convert between units, e.g. for length or volume, and read scales for values between labelled marks.

They can interpret pie charts and determine the probability of outcomes on a simple spinner.

### **Band 9**

Apply all four operations to solve problems involving whole numbers up to 1,000,000 and with money.

They can order fractions and decimal fractions.

They can convert time in fractions of an hour to minutes, use coins to show change from £20 or £30.

They can interpret Venn diagrams with three overlapping sets of data

### **Band 8**

Solve a multi-step word problem, use place value in numbers with up to 6 digits and identify and order 3-digit numbers represented in words.

They can calculate durations across hours, minutes and seconds within a day and identify the group that makes up a population for a particular kind of survey.

### **Band 7**

Solve single-step word problems involving any of the four operations and understand that negative integers are less than zero.

They can convert between 24- and 12- hour time and interpret a timetable. Learners can typically read a simple line graph and choose the tally chart that matches a given column graph.

### **Band 6 and under**

Solve simple multi-step word problems requiring addition or subtraction of 2-digit numbers, and can recognise the hundreds digit in a 3-digit number.

They can tell time to the quarter hour using analogue clocks.

Learners can compare sizes of segments in a pie chart and interpret tally charts.

## **Band descriptions for S3 Numeracy**

### **Band 12 and above**

Apply the correct operations to complete calculations involving 3-digit numbers, fractions and ratios.

They are typically able to solve speed distance time problems involving conversion of units of time and length.

Learners can also interpret two-way tables and Venn diagrams to find the probabilities of events and complementary events.

### **Band 11**

Interpret problems and apply the correct operations to complete calculations.

They can interpret rates and proportions to solve problems and can find areas and perimeters of shapes using limited given information.

Learners can interpret two way tables, segmented column graphs and line graphs and calculate probabilities of complementary events and express these as decimal fractions.

### **Band 10**

Perform calculations involving negative numbers and the subtraction and multiplication of decimal fractions.

They can solve word problems involving proportion. Learners are able to solve problems involving duration, conversion of units of time and the unitary method.

They can interpret pie charts and two-column graphs to find unknown values.

### **Band 9**

Round whole numbers and decimal fractions to given accuracy levels and compare and order fractions with different denominators.

They can calculate volumes of cuboids and compare masses to 3-decimal places.

They can typically match pie charts and tables showing the same information, and can calculate the expected value given the percentage probability of an event.

### **Band 8**

Identify an appropriate number sentence to represent a problem.

They can calculate durations across hours, minutes and seconds, and calculate the probability of an event, expressing it as a decimal fraction.

They can also identify the most appropriate sample selection for a given survey question.

### **Band 7 and under**

Solve single-step word problems involving any of the four operations.

They can convert between 24- and 12- hour time.

They can also use interpret a pictograph that uses symbols and part symbols to represent multiple units.

They can interpret statements describing probabilities and match these to probabilities expressed as percentages.

## SNSA Reading band descriptions (including P1 Literacy)

### Band descriptions for P1 Literacy

#### Band 6 and above

Read independently to link simple details within a short information text.

They can make straightforward inferences and interpret directly stated information.

These learners can keep track of characters and the sequencing of actions in short narrative texts, and can track pronoun references across sentences without audio support.

#### Band 5

Retrieve directly stated prominent information in short narrative texts.

They can link across these texts to identify the reason for a character's actions when there are several explicit clues.

They can match a word to a picture without audio support when the images have similar sounds. These learners can track simple pronoun references in short sentences.

#### Band 4

Identify common synonyms for high frequency words with audio support.

They can identify common digraphs at the start or end of a word, and can identify rhyming words in an audio-based short poem.

They can also retrieve prominent information from audio-based texts.

#### Band 3

Understand that a word is made up of letters with different sounds.

They can replace a letter in a 3-letter, phonetically regular word to create a new word.

These learners can match a lower case letter to its upper case form, and are beginning to match simple, familiar words to pictures.

#### Band 2

Distinguish letters from numbers and symbols.

They are able to match up a range of letters with their sounds and identify the first or last sounds in words.

#### Band 1 and under

Match a highly familiar letter (such as the letter 's') to its sound.

They are also able to distinguish a word from a picture.

## **Band descriptions for P4 Reading**

### **Band 9 and above**

Read a wide range of straightforward texts with a comprehensive understanding.

They can link unfamiliar ideas and can locate embedded details when there is competing information.

When reading narrative texts, they can interpret clues dotted across the text to make inferences about characters' feelings, attitudes and motivations.

### **Band 8**

Locate key pieces of information, and link ideas within and across sentences and paragraphs.

They can identify the main idea and purpose of different types of text.

These learners are able to understand instructions in instructional texts, and can locate and interpret information presented in tabular form.

### **Band 7**

Read a range of short familiar texts, understanding the main ideas.

They can interpret the meaning of unfamiliar words, and can recognise paraphrases and synonyms to support their understanding.

These learners can locate directly stated information across a range of genres where the text is simple.

### **Band 6**

Locate details that are explicitly stated in a range of straightforward texts, and infer key ideas that are prominent.

They can use obvious contextual support to interpret the meaning of less familiar words and phrases.

These learners can link pictures to information in simple texts, and identify the purpose of an instructional text.

### **Band 5**

Read a range of short, familiar texts with limited, mainly literal understanding.

They can locate prominent, directly stated information in simple texts when there is little competing information.

They make straightforward generalisations about characters in narrative texts when there are several explicit clues.

### **Band 4 and under**

Locate directly stated information in very short, simple texts where the information is explicit and presented in a very clear way.

These texts will often be separated into sections with prominent headings and supported with pictures.

## **Band descriptions for P7 Reading**

### **Band 11 and above**

Read closely to interpret unfamiliar content and metaphors in nuanced narrative texts.

They are able to link complex ideas across paragraphs to form understandings and interpret conclusions.

They can locate multiple pieces of information in dense descriptions and complex sentences when there is strongly competing information.

### **Band 10**

Make inferences about the narrator's viewpoint and a character's changeable or complex feelings in a narrative text.

They can locate details embedded in complex sentences when there is competing information.

They can interpret arguments of some complexity, and recognise the main points and justifications for ideas in persuasive texts.

### **Band 9**

Read a wide range of texts with a good understanding where the meaning is relatively straightforward.

When reading narrative texts, they can interpret clues to make inferences about characters' feelings, attitudes and motivations.

These learners are able to identify the implied opinion of a writer of a persuasive text.

### **Band 8**

Locate key pieces of information, and link ideas within and across paragraphs of text.

They can summarise the writer's view in persuasive texts and can interpret the main ideas from and the purposes of instructional and persuasive texts.

These learners can interpret a diagram to locate directly stated details.

### **Band 7**

Read a range of familiar texts, understanding the main ideas.

They can locate directly stated information in narrative, information, persuasive and instructional texts.

When reading narrative texts they can make straightforward inferences about characters' motivations.

They are able to track pronoun references and make links across texts when the connections are clear.

### **Band 6 and under**

Locate directly stated details in a range of straightforward texts.

They can use obvious contextual clues to interpret the meaning of less familiar words and phrases.

They are able to interpret simple information that is in a prominent position within the text.

## **Band descriptions for S3 Reading**

### **Band 12 and above**

Read a wide range of texts with a high level of understanding of several, substantial complexities.

They can analyse tone, style and writer's purpose in complex persuasive texts.

These learners can identify the main idea of a complex argument, interpret opposing points of view, and make justifiable deductions, while navigating complex vocabulary.

### **Band 11**

Read closely to locate and interpret details about unfamiliar content when there is highly plausible competing information.

From narrative texts they make inferences about a character's behaviour and attitude when there are challenging elements such as contradictory emotions.

They are able to link complex ideas across many paragraphs of a text.

### **Band 10**

Combine evidence from different parts of a text to identify main ideas, understand counter-intuitive information and interpret complex language.

They can locate details embedded in complex sentences when there is much competing information.

These learners can evaluate the credibility of statements in texts, and interpret persuasive techniques and the writer's point of view.

### **Band 9**

Read a wide range of texts with reasonable understanding of a complex element.

They are able to interpret tone, mood, and authorial intent of narratives, making inferences about a character's emotions.

They are able to read closely to identify key ideas in texts and can locate and interpret detailed information presented in a table.

### **Band 8**

Read a wide range of straightforward texts with comprehensive understanding.

From narrative texts they can make fine inferences about a main character's emotions.

They can locate and sort key ideas and details across information tables to make connections.

They are able to interpret language, e.g. idioms, and can recognise paraphrased details in information texts.

### **Band 7 and under**

Recognise a character's motivation in a nuanced narrative text.

They can locate and combine multiple pieces of information in simple tables in an information text.

They can use context to identify the meaning of unfamiliar words. They are also able to identify the likely audience for a text.



## SNSA Writing band descriptions

### Band descriptions for P4 Writing

#### Band 9 and above

Spell common words where there is a medial silent letter or a letter sound that is pronounced differently to the spelling.

They can use the correct verb forms, and can appropriately select articles for common nouns in sentences with simple structures.

They can identify a missing possessive apostrophe in a complex sentence.

#### Band 8

Spell common words where letters can be confused, and can spell simple words with common digraphs (ch, ck, gh, th).

They can select the appropriate preposition to complete a complex phrase, and can identify a common conjunction to link simple clauses.

They identify the need for capital letters for proper nouns but not common nouns.

#### Band 7

Spell common words of up to three syllables with a range of consonant blends, and some words with phonemically irregular endings.

They recognise the correct verb forms to use in simple sentences, and can use determiners and adverbs in short, simple sentences.

They identify the need for apostrophes in contractions.

#### Band 6

Spell common words of one or two syllables beginning and ending in two-consonant blends (ch, nk), and simple words with phonemically regular endings.

They can identify the correct verb form to use in present simple, present continuous and past tense sentences.

They can correctly use question marks and exclamation marks in simple sentences.

#### Band 5

Spell short, familiar words with a few common digraphs (th, wh, gh).

They can identify the correct prepositions and pronouns to use in simple sentences, and can recognise where an adjective is needed in a short sentence.

They can identify that a simple sentence requires a full stop.

#### Band 4 and under

Spell simple, familiar words of up to four letters with regular phonetic patterns.

They can identify the correct pronoun to use in simple sentences.

They are beginning to understand that words group together to form a sentence.

## **Band descriptions for P7 Writing**

### **Band 11 and above**

Spell less common words with up to two challenging features, such as middle consonants that could be double or single, middle letters of sc, or words ending in se.

They demonstrate technical accuracy in their use of indefinite pronouns and conjunctions in sentences.

They can identify the correct punctuation for possessive pronouns.

### **Band 10**

Spell common words with a challenging spelling feature, such as tricky vowel combinations or a silent letter.

They can use a range of prepositions and verb forms in complex sentences and can apply a range of prefixes appropriately.

They can recognise where parentheses or commas should be used to separate short clauses or phrases.

### **Band 9**

Spell common words where a middle consonant could be double or single, or words with less familiar middle digraphs (sh, mb).

They can use a range of appropriate verb forms, including the correct use of conditional forms in sentences with some structural complexity.

They can identify a missing possessive apostrophe in a complex sentence.

### **Band 8**

Spell common words of up to four syllables, and some less common, short words where j and g can be confused.

They can identify the correct conjunction to use to link clauses in complex sentences, and identify a redundant word in a simple sentence.

They identify the appropriate placement of commas in complex sentences.

### **Band 7**

Spell common words of up to three syllables with a range of consonant blends, or with potentially ambiguous endings (c not ck).

They recognise the correct articles and verb forms to use in simple sentences, and can link sentences using simple conjunctions.

They can identify when a possessive apostrophe is needed after a name.

### **Band 6 and under**

Spell words where the o sounds like a u, and familiar words with one pair of common combined vowels (ui, ie).

They can identify the correct preposition to use, and can select the basic verb form to correctly complete a sentence.

They identify that a question mark is needed after a question.

## **Band descriptions for S3 Writing**

### **Band 12 and above**

Spell relatively unfamiliar words of up to six syllables with multiple combined vowels (iai, au, ou, oi, ea, io, ua) and/or silent letters.

They correctly apply a wide range of grammatical conventions, and can select the appropriate punctuation, including colons and semi-colons, for a range of complex sentences.

### **Band 11**

Spell less common words with several challenging features, such as middle consonants (c, l) that could be double or single.

They demonstrate accuracy in their usage of clauses and conjunctions.

They can correctly use singular and plural possessive apostrophes and can select the correct punctuation to break up a sentence.

### **Band 10**

Spell common words with a challenging spelling feature, such as several combined vowels or less familiar endings (ce, sque).

They can identify the correct conjunction to use in complex sentences and can identify redundant words in simple sentences.

They are able to identify the appropriate placement of commas to separate short clauses.

### **Band 9**

Spell common words where a letter sound is pronounced differently to the spelling, and commonly spoken words where one syllable has a homonym.

They use a range of verb forms, including the correct use of conditional forms in complex sentences.

They can punctuate direct speech in a simple sentence and can correctly use parentheses.

### **Band 8**

Spell common words of up to four syllables, and some less common, short words where there is a single middle consonant that could be double (r, l).

They use a range of verb forms and correctly use prefixes and suffixes to form words.

They identify the appropriate placement of commas in complex sentences.

### **Band 7 and under**

Spell words with a range of consonant blends and digraphs (ie, gh) and common endings (ate, tion).

They recognise the correct adverbs, pronouns and verb forms to use in simple sentences.

They understand the purpose of a comma and can identify the correct use of an apostrophe in a contraction.

## MCNG Numeracy band descriptions

### Band descriptions for P1 Numeracy

#### Band 6 and above

Solve missing number problems where the total is less than 20 and identify missing numbers when counting in 2s or 5s. Use place value to order 2-digit numbers. Match times on digital and analogue clocks (o'clock) and use appropriate language relating to time. Interpret straightforward bar graphs and charts to find the total of all given categories. Use a combination of coins to £2 and calculate change to 10p and beyond. Identify half of a group of objects in a random arrangement and use ordinal numbers appropriately.

#### Band 5

Identify a missing number in a backwards counting sequence to 20 and complete subtraction problems involving two single digit numbers to 10. Understand the language of before, after and between to identify numbers to 20 without a number line. Order groups of different numbers of objects and recognise doubles facts to a total of 20. Identify half of a group of objects in an array. Read the time on an analogue clock (o'clock). Demonstrate an understanding of language used to compare weights and capacities.

#### Band 4

Identify the missing number in forwards counting sequence to 20. Complete addition problems involving two single digit numbers to 10 and simple subtraction problems with supporting images. Demonstrate an understanding of simple positional language. Sort objects by length and demonstrate an understanding of language used to compare lengths and capacities. Interpret a bar graph to find the value of a given category and identify coins to £2.

#### Band 3

Use one to one correspondence to count to 10 and beyond. Identify the missing number in a backwards counting sequence from 10 and beyond. Understand the language of after to identify a number. Understand language used to identify an empty or full container, and identify which group contains the most objects. Identify half of something and recognise common shapes such as a triangle or rectangle. Identify the missing day of the week within a sequence.

#### Band 2

Connect number names, their quantities and the numerals up to 10. Complete simple addition problems up to 10 using images for support and understand that 'zero' means none of something. Interpret information displayed in a simple pictograph. Identify half of a simple shape and coins to £1. Understand familiar vocabulary used to identify heights or lengths of objects e.g. tall, short, long etc.

#### Band 1 and under

Use one to one correspondence to count up to 5. Identify the missing number in a forwards counting sequence to 10 and beyond. Understand simple vocabulary used to identify a big or small group. Sort objects using a given criterion.

## **Band descriptions for P4 Numeracy**

### **Band 9 and above**

Identify the correct operation to solve a simple word problem. Solve simple word problems to find a unit fraction of a whole number. Round to the nearest 10 and 100 in 3-digit numbers and beyond. Identify the area of a shaded shape on a grid and read a volume from a scale. Interpret pictographs where symbols represent more than one. Identify appropriate measurement units and convert between units. Calculate total spend and change to £10 and beyond. Solve multi-step problems with three digit whole numbers and beyond. Use appropriate vocabulary to describe probability and interpret key information from various sets of data. Use estimation and rounding appropriately to solve number problems.

### **Band 8**

Identify and order whole numbers to 1 000 and beyond. Solve problems that involve linking repeated addition with multiplication and partitioning, and demonstrate basic understanding of the commutative law and inverse operations. Apply understanding of place value of 3-digit numbers and beyond. Multiply and divide whole numbers by 10 and 100. Identify number of items as a fraction of a group and/or number. Identify times accurately to the quarter hour using an analogue clock and digital 12 hour clocks. Compare the areas of shapes on a grid and convert between different units. Interpret and extract more complex information from data sets. Solve problems involving 2 and 3-digit numbers including two-step calculations.

### **Band 7**

Choose the correct operations to solve a simple problem, including multiplication or division with simple numbers. Identify one item as a simple fraction of a group of items and work out the difference (in hours) between two analogue clock times. Interpret a column graph to identify and compare frequencies of given categories. Round to the nearest 10 and 100 in 3-digit numbers. Calculate accurately money addition and subtraction to £10 and beyond. Make simple conversions between units of measure such as meters and centimetres. Accurately interpret a calendar.

### **Band 6**

Solve simple word problems requiring addition and/or subtraction and use repeated addition for some multiplication problems. Multiply and divide straightforward whole numbers by 10 and some by 100. Demonstrate an understanding of 'zero' as a place-holder. Tell time to the quarter hour using analogue clocks and identify the most appropriate unit of measurement for a familiar context. Interpret information in a pie chart and order common fractions in sequence. Solve simple word problems using fractions. Round most 3-digit whole numbers to the nearest 10 and some to 100.

### **Band 5**

Understand place value up to 3-digit numbers and solve simple word problems up to three digit whole numbers. Read the time to the hour and half hour on analogue and digital clocks and extract and interpret information from tables and other simple data sets. Identify and use coins to £20 and calculate change within £10. Compare simple fractions

to identify the biggest or smallest in a group. Demonstrate an understanding of straightforward repeated addition.

**Band 4 and under**

Continue to read and order whole numbers in sequences, for example counting in 2s, 5s, and 10s. Solve simple three digit addition problems involving 100s. Identify simple common fractions with a supporting image. Interpret simple information from charts and graphs, such as identifying the most popular category from a column graph or straightforward table. Demonstrate some understanding of place value and work out simple time durations in hours. Identify common units of measurement and carry out straightforward measurements using standard units.

## **Band descriptions for P7 Numeracy**

### **Band 11 and above**

Interpret problems and apply the correct operations to complete calculations involving estimation and the multiplication and division by 2-digit numbers and beyond. Solve problems involving common fractions, decimal fractions and calculate a percentage of a given value. Solve problems involving the measurement of the area of squares, rectangles and right-angle triangles and convert between a range of units. Demonstrate an understanding of the relationship between common units of time and solve calculations using hours and minutes

### **Band 10**

Order numbers to 1 000 000 and decimal fractions up to three decimal places, and carry out calculations including rounding, involving whole numbers and decimal fractions to two decimal places. Solve word problems involving proportional reasoning to find fractions of a group and add fractions and decimal fractions. Calculate durations of time and convert between units of measure e.g. for length or volume. Solve straightforward problems involving volume. Interpret information from a variety of data sets. Use the language of probability when determining an outcome.

### **Band 9**

Apply all four operations to solve problems involving whole numbers up to 1 000 000 and with money. Order fractions and decimal fractions and convert time in fractions of an hour to minutes. Solve straightforward problems involving measure including some related to perimeter, area and volume. Carry out money calculations involving the four operations. Solve calculations involving whole numbers and decimal fractions to two decimal places. Read scales for values between labelled marks.

### **Band 8**

Order and identify numbers to 1 000 000 and most decimal fractions up to two decimal places. Solve a multi-step word problem, use place value in numbers with up to 6 digits and identify and order 3-digit numbers represented in words. Round whole numbers to the nearest 1 000 and beyond. Solve straightforward problems involving measure including some related to perimeter. Calculate durations which bridge across hours and parts of hours, minutes and seconds within a day and interpret and draw conclusions from a variety of data.

### **Band 7**

Solve straightforward word problems involving any of the four operations. Convert between 24 and 12 hour time and convert between some equivalent fractions, decimal fractions and percentages. Use and interpret information from a variety of straightforward data sets. Interpret statements describing probabilities and match these to some probabilities expressed as percentages. Apply strategies to consider best value and complete simple conversions between different currencies.

### **Band 6 and under**

Recognise the hundreds digit in a 3-digit number. Add and subtract whole numbers and some decimal fractions to two decimal places. Order most numbers to 1 000 and beyond,

and round decimal fractions to the nearest whole number. Tell time to the quarter hour using analogue clocks and calculate simple time durations. Compare sizes of segments in a pie chart and interpret a variety of straightforward charts and graphs.



## **Band descriptions for S3 Numeracy**

### **Band 12 and above**

Apply the correct operations to complete calculations involving 3-digit numbers, fractions and ratios. Solve speed distance time problems involving conversion of units of time and length. Interpret accurately more complex information from a range of data, describing trends using appropriate language. Calculate the probability of simple event happening and can express this as a fraction, decimal fraction or percentage.

### **Band 11**

Interpret problems and apply the correct operations to complete calculations. Convert accurately between almost all given equivalent fractions, decimal fractions and percentages to solve complex problems. Interpret rates and proportions to solve problems and solve problems by finding areas and perimeters of a range shapes. Demonstrate understanding of best value and convert between currencies. Interpret more complex information from a range of data and calculate probabilities of complementary events and express these as decimal fractions.

### **Band 10**

Solve calculations involving negative numbers in context and the subtraction and multiplication of decimal fractions. Use strategies to determine best value in calculations in the context of money and complete simple conversions between a range of currencies. Demonstrate understanding of proportion through solving word problems. Solve problems involving time duration and conversion of units of time. Interpret a range of data sets to find unknown values and describe straightforward trends.

### **Band 9**

Round whole numbers and decimal fractions to given accuracy levels and carry out calculations involving fractions, decimal fractions and percentages. Solve most problems using the four operations. Solve problems relating to volume. Apply knowledge of the relationship between distance, speed and time to solve straightforward calculations. Solve some calculations relating to ratio and calculate the expected value given the percentage probability of an event.

### **Band 8**

Solve some problems involving the four operations with whole numbers and decimal fractions to one decimal place and beyond. Identify an appropriate number sentence to represent a problem. Calculate durations across days, hours, minutes and seconds, and calculate the probability of an event, expressing it as a decimal fraction. Demonstrate some understanding of best value from straightforward information in the context of money. Respond accurately to problems relating to extracting and interpreting information from a variety of straightforward data sets.

### **Band 7 and under**

Solve straightforward word problems involving any of the four operations. Convert between 24 and 12 hour time and convert between some equivalent fractions, decimal fractions and percentages. Use and interpret information from a variety of straightforward data sets. Interpret statements describing probabilities and match these to some

probabilities expressed as percentages. Apply strategies to consider best value and complete simple conversions between different currencies.

## MCNG Reading band descriptions (including P1 Literacy)

### Band descriptions for P1 Literacy

#### Band 6 and above

Identify less familiar vowel blends and use knowledge of phonics to begin to sound out and read more challenging and unfamiliar words. Read with understanding some common high frequency words. Respond to literal questions and find simple information in an image. Recognise simple punctuation within a sentence such as a full stop, capital letter and question mark.

#### Band 5

Identify a digraph within a word, with audio support. Use knowledge of phonics to read and understand familiar CVC and other three letter words. Identify the missing letter in words containing an increasing number of letters. Demonstrate an understanding of less familiar nouns, verbs and adjectives within longer sentences.

#### Band 4

Identify a common digraph. Read a familiar two letter word, matching it to its corresponding image and, some simple common words. Interpret an image and identify the missing letter in a CVC word. Demonstrate an increased understanding of nouns, verbs and adjectives within longer sentences. Identify basic punctuation within a short sentence such as a full stop and capital letter.

#### Band 3

Identify the middle and final sound in a word with audio support. Demonstrate an understanding of more complex nouns, verbs and adjectives within short sentences, using context clues, images and audio to support understanding. Recognise a full stop at the end of a sentence.

#### Band 2

Identify the initial sound in a word and match a lower case letter to the corresponding uppercase letter.

Sequence a simple event using images. Match short sentences containing common nouns, simple verbs and adjectives to a corresponding image, with audio support.

#### Band 1 and below

Identify most individual sounds and their letter formations. Demonstrate an understanding of common nouns and some adjectives by matching them to a corresponding image, with audio support.

## **Band descriptions for P4 Reading**

### **Band 9 and above**

Read with understanding a broad range of unfamiliar texts. Identify the main ideas and purpose of different types of text. Locate and link unfamiliar ideas and comment appropriately on embedded details. Respond appropriately to literal, inferential and evaluative questions about characters and settings. Recognise the difference between fact and opinion and the genre of a text.

### **Band 8**

Understand a range of unfamiliar texts, identifying the main ideas and purpose of different types of text. Recognise key features of fiction and non-fiction texts. Locate key pieces of information and paraphrased detail. Link ideas within and across sentences and paragraphs. Respond appropriately to literal, inferential and evaluative questions. Recognise the difference between fact and opinion.

### **Band 7**

Understand a range of unfamiliar texts of increasing length using some context clues. Locate paraphrased detail within sentences and identify features of fiction and non-fiction texts. Make appropriate suggestions about the main ideas and purpose of a text. Use some reading strategies to work out the meaning of less familiar words and phrases. Recognise the writer's opinion. Respond appropriately to literal and some inferential and evaluative questions.

### **Band 6**

Understand unfamiliar texts of increasing length using some context clues. Locate information and identify features of fiction and non-fiction texts. Interpret the purpose and main ideas of a text. Use some reading strategies to work out the meaning of unfamiliar words and phrases. Respond appropriately to literal and some inferential questions.

### **Band 5**

Understand short straightforward unfamiliar texts. Locate directly stated information using context clues and some images to support understanding. Interpret the purpose and main ideas within a text. Use some reading strategies to work out the meaning of unfamiliar words. Respond appropriately to literal and some inferential questions.

### **Band 4 and under**

Understand short straightforward unfamiliar texts. Locate directly stated information using context clues and images to support understanding. Interpret the purpose and main ideas within a text. Use reading strategies to understand the meaning of common words and less familiar phrases. Respond to literal questions.

## **Band descriptions for P7 Reading**

### **Band 11 and above**

Understand a wide range of unfamiliar texts with clear understanding. Identify and interpret varied content and link complex ideas across paragraphs. Use knowledge of language to respond to a range of literal, influential and evaluative questions, making appropriate comment on information in more complex sentences. Link information across paragraphs and identify the implied opinion of a writer of a complex persuasive text. Begin to recognise and demonstrate an understanding of some writing styles and techniques.

### **Band 10**

Use a range of strategies to read a wide range of unfamiliar texts with understanding. Identify and interpret purpose and key information embedded in more complex sentences within the text. Use knowledge of language to respond to a range of literal, influential and evaluative questions, demonstrating a clear understanding of the text. Link information across paragraphs and identify the implied opinion of a writer of a more complex persuasive text.

### **Band 9**

Understand a range of unfamiliar texts, using knowledge of contextual clues and reading strategies. Respond to a range of literal, inferential and evaluative questions about characters' feelings and motivations, setting and plot. Interpret meaning of some features of language such as word choice and sentence structure. Link information within and across paragraphs and identify the implied opinion of a writer of a straightforward persuasive text.

### **Band 8**

Use knowledge of contextual clues and reading strategies to locate and understand a range of information within unfamiliar texts. Identify and sort relevant information and link ideas within and across paragraphs. Summarise the writer's view and respond with increasing accuracy to a range of literal, inferential and some evaluative questions about characters, setting and plot.

### **Band 7**

Understand a range of straightforward unfamiliar texts, using some contextual clues to identify the main ideas and purpose. Interpret the meaning of less familiar words and phrases. Locate directly stated information and detail in narrative, informative, persuasive and instructional texts. Respond to literal and straightforward inferential questions about characters and settings.

### **Band 6 and under**

Understand straightforward unfamiliar texts, using contextual clues and layout. Locate and sort directly stated details and respond to literal and some inferential questions. Interpret the meaning of less familiar words and phrases and simple information that is in a prominent position within a text.

## **Band descriptions for S3 Reading**

### **Band 12 and above**

Read a wide range of complex unfamiliar texts with a high level of understanding. Navigate a broad range of complex and specialist vocabulary. Identify in detail, the purpose, main concerns and concepts of texts. Respond accurately to a broad range of questions types. Recognise and demonstrate a detailed understating of a wide range of writing styles and techniques, analysing features which enhance texts. Make accurate deductions with appropriate justification and link complex ideas across many paragraphs of a text. Comment on language choice.

### **Band 11**

Read a range of complex unfamiliar texts with a high level of understanding. Navigate a wider range of complex vocabulary. Securely identify purpose, main concerns and concepts of texts. Respond accurately to a wide range of questions and make inferences from key statements. Recognise and demonstrate a detailed understating of a range of writing styles and techniques. Demonstrate a detailed understanding of persuasive and emotive language. Make deductions and link complex ideas across many paragraphs of a text.

### **Band 10**

Read a range of complex unfamiliar texts with a good level of understanding. Navigate a range of complex vocabulary. Locate details embedded in fairly complex sentences when there is much competing information from a range of sources. Identify the purpose, main concerns and concepts of texts. Respond accurately to a range of literal and evaluative questions and make inferences from key statements. Increasingly recognise and demonstrate a detailed understating of a wide range of writing styles including persuasive techniques and the writer's point of view. Interpret language including idioms and paraphrasing and the intended audience for a text.

### **Band 9**

Read a range of complex unfamiliar texts with reasonable understanding. Navigate a range of complex vocabulary with less reliance on context clues. Locate information and interpret the mood, tone and authorial intent of the narratives. Respond accurately to a range of literal, inferential and some evaluative questions relating to texts. Recognise the main purpose of texts and identify key ideas. Demonstrate an understating of an increased range of writing styles and techniques, interpreting language including straightforward idioms and paraphrasing. Identify the audience for a text.

### **Band 8**

Understand a range of straightforward unfamiliar texts with a good level of understanding. Navigate specialist vocabulary using context clues. Locate multiple pieces of information and interpret meaning from a variety of genres. Suggest the purpose and main concerns of texts. Respond accurately to a range of literal questions and make inferences from key statements. Demonstrate an understating of an increased range of writing styles and techniques. Demonstrate an understanding of obvious persuasive and emotive language. Interpret language including idioms and paraphrasing.

**Band 7 and under**

Read straightforward unfamiliar texts with a fairly good level of understanding. Navigate specialist vocabulary using context clues. Locate information and interpret meaning from a variety of genres. Suggest the purpose and main concerns of texts. Respond accurately to a range of literal questions and begin to make inferences from key statements.

Recognise and demonstrate an understanding of a narrow range of writing styles and techniques. Demonstrate an understanding of obvious persuasive and emotive language. Identify the likely audience for a text.

## MCNG Writing band descriptions

### Band descriptions for P4 writing

#### Band 9 and above

Demonstrate an understanding of the use of tenses to convey meaning. Recognise an increasing range of verb forms to use in sentences and use adjectives appropriately. Use a range of punctuation accurately including question marks, exclamation marks and commas. Use a broader range of common conjunctions to link longer sentences, ensuring meaning is clear. Spell a broader range of commonly used words with accuracy and use spelling strategies and rules to spell an increased range of less familiar and specialist vocabulary correctly.

#### Band 8

Demonstrate an understanding of the simple use of tenses. Recognise correct verb forms to use in sentences and use a range of adjectives appropriately. Use a wider range of punctuation accurately including question marks, exclamation marks and simple use of commas. Recognise the need for capital letters for proper nouns. Use a range of common conjunctions to link sentences ensuring meaning is clear. Spell a range of commonly used words with accuracy and use strategies and rules to spell a variety of less familiar and specialist vocabulary correctly.

#### Band 7

Demonstrate an understanding of past tense sentences. Recognise correct verb forms to use in simple sentences and use adjectives appropriately. Use an increasing range of punctuation including question marks and simple use of commas. Link sentences using an increasing range of common conjunctions. Spell commonly used words with accuracy and use spelling strategies and rules to spell less familiar and some specialist vocabulary correctly.

#### Band 6

Identify the correct verb form to use in the present simple, present continuous and some past tenses. Correctly use question marks and exclamation marks in simple sentences. Link sentences using common conjunctions ensuring they make sense. Spell common words with increasing accuracy and use some spelling strategies and rules to spell some less familiar and some specialist vocabulary correctly.

#### Band 5

Identify the correct prepositions and pronouns to use in simple sentences, and recognise adjectives. Demonstrate understanding of the correct use of capital letters, full stops and the purpose of a question mark. Recognise synonyms for simple phrases. Use knowledge of phonics to spell short, familiar and less familiar words with increasing accuracy.

#### Band 4 and under

Understand words grouped together to form a sentence. Identify the correct simple pronouns to use in sentences. Demonstrate understanding of the correct use of capital letters and the need for full stops. Use a simple conjunction to link two short sentences. Spell familiar words using knowledge of phonics.



## **Band descriptions for P7 Writing**

### **Band 11 and above**

Demonstrate a clear understanding of the correct use of a range of punctuation including capital letters, full stops, question marks, exclamation marks, commas, inverted commas and apostrophes. Use a range of verb forms accurately and recognise grammatical accuracy in more complex sentences. Demonstrate understanding of specialist vocabulary and use a range of strategies to spell less common words and words containing lenition correctly.

### **Band 10**

Demonstrate an understanding of the correct use of a range of punctuation including capital letters, full stops, question marks, exclamation marks, commas and inverted commas. Use a range of simple verb forms accurately and recognise grammatical accuracy in more complex sentences. Demonstrate an understanding of specialist vocabulary. Apply knowledge of a range of strategies to spell most words correctly.

### **Band 9**

Use appropriate verb forms in sentences with some structural complexity. Identify appropriate conjunctions to use to link more complex sentences together. Demonstrate an understanding of the use of punctuation points including capital letters, full stops, commas, question marks and exclamation marks, identifying grammatically accurate sentences. Spell an increasing number of common words and some words containing lenition correctly.

### **Band 8**

Identify the correct conjunction to use to link sentences together. Demonstrate an understanding of the use of a few punctuation points including capital letters, full stops, commas, question marks and exclamation marks, identifying some grammatically accurate sentences. Spell common words and some familiar words that do not follow a particular rule correctly. Demonstrate the correct use of tenses to convey meaning.

### **Band 7**

Identify simple conjunctions to link sentences together. Demonstrate an understanding of the use of a few punctuation points such as capital letters, full stops, question marks, commas and exclamation marks. Use strategies, knowledge of spelling patterns and rules such as consonant and vowel blends, impact of silent letters to spell more complex common words correctly including words of up to three syllables. Use simple pronouns in sentences with accuracy.

### **Band 6 and under**

Identify simple conjunctions to link two sentences together. Demonstrate an understanding of the use of a few punctuation points such as capital letters, full stops and question marks. Identify the correct preposition to use and select the basic verb form correctly to complete a sentence. Use strategies, knowledge of spelling patterns and some rules such as consonant and vowel blends to spell some more complex common words correctly.

## **Band descriptions for S3 Writing**

### **Band 12 and above**

Spell relatively unfamiliar words and specialist vocabulary with accuracy. Correctly apply a wide range of grammatical conventions, and select the appropriate punctuation, including colons and semi-colons, for a range of complex sentences. Correctly use singular and plural forms and identify idiomatic language.

### **Band 11**

Spell less common words and an increasing range of specialist vocabulary with several challenging features. Demonstrate accuracy in their usage of clauses and conjunctions. Correctly use singular and many plural forms and select the correct punctuation to break up a sentence. Demonstrate understanding of some other language features such as direct speech, parentheses, ellipsis and the use of apostrophes.

### **Band 10**

Spell common words and unfamiliar vocabulary, including some specialist, with a challenging spelling feature. Identify the correct conjunction to use in complex sentences and recognise a range of sentences written in a grammatically correct way. Identify the appropriate placement of commas to separate short clauses. Demonstrate understanding of some other language features such as direct speech, parentheses and ellipsis.

### **Band 9**

Spell common words where a letter sound is pronounced differently to the spelling. Demonstrate an understanding of some homonyms and use a grave accent accurately. Use a range of verb forms, including the correct use of conditional forms in increasingly complex sentences. Punctuate direct speech in a simple sentence and correctly use parentheses.

### **Band 8**

Spell common words, including unfamiliar vocabulary, with a range of consonant blends and digraphs, and common endings correctly. Recognise the correct adverbs, pronouns and verb forms to use in longer sentences. Identify the appropriate placement of commas in complex sentences and identify the correct use of some apostrophes. Identify some sentences written in a grammatically accurate way and recognise the use of some punctuation features.

### **Band 7 and under**

Spell some common words, including some unfamiliar vocabulary, with a range of consonant blends and digraphs, and common endings correctly. Recognise the correct adverbs, pronouns and verb forms to use in simple sentences. Understand the purpose of a comma and identify the correct use of some apostrophes.

## Tuairisgeulan Cuanalan Àireamhachd MCNG (Gàidhlig)

### Tuairisgeulan Cuanalan C1 Àireamhachd

#### Cuanal 6 agus nas àirde

A' fuasgladh cheistean le àireamh a dhìth far a bheil an t-iomlan nas lugha na 20 agus ag aithneachadh àireamhan a dhìth a' cunntadh ann an 2an no 5an. A' cleachdadh luach àite gus àireamhan le 2 fhigear òrdachadh. A' maidseadh uair air cloc didseatach agus analog, agus a' cleachdadh cànan iomchaidh a thaobh uair. A' mìneachadh ghrahan-cholbhan agus clàran sìmplidh gus an t-iomlan de na roinnean-seòrsa gu lèir a lorg. A' cleachdadh co-mheasgachadh de bhuinn gu £2 agus ag obrachadh a-mach iomlaid gu 10sg agus barrachd. Ag aithneachadh leth buidheann de nithean ann an òrdugh tuairiamach agus a' cleachdadh àireamhan òrdail ann an dòigh iomchaidh.

#### Cuanal 5

Ag aithneachadh na h-àireimh a tha a dhìth ann an òrdugh cunntaidh air ais suas gu 20 agus a' cur crìoch air ceistean toirt-air-falbh anns a bheil dà àireamh le figear singilte gu 10. A' tuigsinn cànan ro, às dèidh agus eadar gus àireamhan gu 20 aithneachadh gun loidhne-àireamhan. A' cur bhuidhnean le diofar àireamh nithean ann an òrdugh agus ag aithneachadh fìrinn dùblachaidh gu iomlan de 20. Ag aithneachadh leth de bhuidheann nithean ann an clàr. A' leughadh na h-uair (air an uair) air cloc analog. A' sealltainn tuigse air a' chànan a thathar a' cleachdadh airson cuideaman agus tomhasan a choimeas.

#### Cuanal 4

Ag aithneachadh àireamh a dhìth ann an òrdugh cunntaidh air adhart suas gu 20. A' freagairt cheistean cuir-ris anns a bheil dà àireamh le figear singilte gu 10 agus ceistean sìmplidh toirt-air-falbh le dealbhan mar thaic. A' dearbhadh tuigse air cànan sìmplidh suidheachail. A' seòrsachadh nithean a thaobh faid agus a' dearbhadh tuigse air cànan air a chleachdadh gus faid agus tomhas-lìonaidh a choimeas. A' mìneachadh graf-cholbhan gus luach roinn-seòrsa ainmichte a lorg agus ag aithneachadh bhuinn suas gu £2.

#### Cuanal 3

A' cleachdadh co-fhreagairt aon ri aon gus cunntadh gu 10 agus os a chionn. Ag aithneachadh àireamh a tha a dhìth a' cunntadh air ais bho 10 agus os a chionn. A' tuigsinn a' chànan aig às dèidh airson àireamh aithneachadh. A' tuigsinn cànan air a chleachdadh gus soitheach falamh no làn aithneachadh, agus ag aithneachadh de am buidheann anns a bheil barrachd nithean. Ag aithneachadh leth de rudeigin agus ag aithneachadh chumaidhean cumanta leithid triantan no ceart-cheàrnach. Ag aithneachadh an latha den t-seachdain a tha a dhìth ann an òrdugh.

#### Cuanal 2

A' ceangal ainmean àireamhan, na h-uireadan aca agus na figearan suas gu 10. A' dèanamh cheistean sìmplidh cuir-ris suas gu 10 le dealbhan mar thaic agus a' tuigsinn gu bheil 'neoni' a' ciallachadh nach eil gin ann de rud. A' mìneachadh fiosrachadh ann an clàr-dhealbhan sìmplidh. Ag aithneachadh leth de chumadh sìmplidh agus ag aithneachadh bhuinn suas gu £1. A' tuigsinn briathrachas eòlach air a chleachdadh gus àirde no faid nithean aithneachadh, me àrd, goirid, fada msaa.

**Cuanal 1 agus nas ìsle**

A' cleachdadh co-fhreagairt aon ri aon gus cunntadh suas gu 5. Ag aithneachadh àireamh a dhìth ann an òrdugh cunntaidh air adhart suas gu 10 agus os a chionn. A' tuigsinn briathrachas sìmplidh gus buidheann mòr no beag aithneachadh. A' seòrsachadh nithean a' cleachdadh slat-thomhais ainmichte.

## Tuairisgeulan Cuanalan C4 Àireamhachd

### Cuanal 9 agus nas àirde

Ag aithneachadh obrachadh ceart gus ceist-fhaclan simplidh fhuasgladh. A' fuasgladh ceist-fhaclan simplidh gus bloigh aonaid de àireamh le figear singilte a lorg. A' cruinneachadh chun an 10 agus a' 100 as fhaisge ann an àireamhan 3 figearan agus barrachd. Ag aithneachadh farsaingeachd cumadh duibhrichte air cliath agus a' leughadh tomhas-lionaidh bho sgèile. A' mìneachadh graf-dhealbhan far a bheil na samhlan a' riochdachadh barrachd air aon. Ag aithneachadh aonadan tomhais iomchaidh, agus ag atharrachadh eadar aonadan. Ag obrachadh a-mach cosgais iomlan agus iomlaid gu £10 agus barrachd. A' fuasgladh cheistean ioma-cheum le àireamhan slàna le trì figearan agus barrachd. A' cleachdadh briathrachas gu mionaideach gus cunntas a thoirt air coltachd agus a' mìneachadh prìomh fhiosrachadh à diofar sheataichean dàta. Cleachd tuairmse agus cruinneachadh ann an dòigh iomchaidh gus ceistean àireamhan fhuasgladh.

### Cuanal 8

Ag aithneachadh agus a' cur àireamhan slàna ann an òrdugh gu 1,000. A' fuasgladh cheistean a tha a' dèanamh ceangal eadar cur-ris a-rithist agus a-rithist agus iomadachadh agus roinneadh agus a' dearbhadh tuigse bhunaiteach air an lagh cho-iomlaideach agus obrachadh inbhearsach. A' cleachdadh tuigse air luach-àite àireamhan 3 figearan agus barrachd. Ag iomadachadh agus a' roinn àireamhan slàna le 10 agus 100. Ag aithneachadh àireamh nithean mar bhloigh de bhuidheann agus/no àireamh nithean. Ag aithneachadh uair gu mionaideach gu cairteal na h-uarach a' cleachdadh cloc analog agus cloc didseatach 12-uarach. A' dèanamh coimeas eadar farsaingeachd chumaidhean air cliath agus ag atharrachadh eadar diofar aonadan. A' mìneachadh agus a' tarraing fiosrachadh nas fillte à seataichean dàta. A' fuasgladh cheistean anns a bheil àireamhan le 2 fhigear agus 3 figearan a' gabhail a-steach obrachadh a-mach dà-cheum.

### Cuanal 7

A' taghadh obrachadh ceart gus ceist sìmplidh fhuasgladh, a' gabhail a-steach iomadachadh agus roinneadh le àireamhan sìmplidh. Ag aithneachadh aon nì mar bhloigh sìmplidh de buidheann nithean agus ag obrachadh a-mach an diofair (ann an uairean) eadar dà uair air cloc analog. A' mìneachadh graf-cholbhan gus aithneachadh agus coimeas a dhèanamh eadar triceadan ann an roinnean-seòrsa. A' cruinneachadh chun an 10 agus a' 100 as fhaisge ann an àireamhan 3 figearan. Ag obrachadh a-mach gu mionaideach cur-ris agus toirt-air-falbh le airgead gu £10. A' dèanamh atharrachaidhean sìmplidh eadar aonadan tomhais, mar eisimpleir meatairean agus ceudameatairean. A' mìneachadh mìosachan gu mionaideach.

### Cuanal 6

A' fuasgladh ceistean fhaclan sìmplidh a dh'fheumas cur-ris agus/no toirt-air-falbh agus a' cleachdadh cur-ris a-rithist agus a-rithist airson cuid de cheistean iomadachaidh. Ag iomadachadh agus a' roinn àireamhan slàna sìmplidh le 10 agus na h-uiread le 100. A' dearbhadh tuigse air 'neoni' mar ghleidheadair-àite. Ag innse na h-uair gu cairteal na h-uarach a' cleachdadh chlocaichean analog agus ag aithneachadh an aonad tomhais as iomchaidhe airson co-theacsa eòlach. A' mìneachadh fiosrachadh ann an clàr-cearcaill agus a' cur bhloighean cumanta ann an òrdugh. A' fuasgladh cheistean-fhacail sìmplidh a'

cleachdadh bhloighean. A' cruinneachadh na mòr-chuid de àireamhan slàna suas gu 3 figearan chun an 10 as fhaisge agus cuid chun a' 100 as fhaisge.

### **Cuanal 5**

A' tuigsinn luach àite suas gu àireamhan le 3 figearan agus a' fuasgladh cheistean le faclan sìmplidh mu àireamhan slàna suas gu trì figearan. A' leughadh na h-uair air an uair agus air an leth-uair air clocaichean analog agus didseatach agus a' tarraing agus a' mineachadh fiosrachadh bho chlàran agus seataichean dàta sìmplidh eile. Ag aithneachadh agus a' cleachdadh bhuinn suas gu £20 agus ag obrachadh a-mach iomlaid suas gu £10. A' coimeas bhloighean sìmplidh gus an nì as motha agus as lugha ann am buidheann aithneachadh. A' dearbhadh tuigse air cur-ris sìmplidh a-rithist agus a-rithist.

### **Cuanal 4 agus nas ìsle**

A' leantainn le leughadh agus òrdachadh àireamhan slàna ann an òrdugh, a' cunntadh ann an 2an, 5an agus 10an, mar eisimpleir. A' fuasgladh cheistean cuir-ris sìmplidh le trì figearan le 100an nan lùib. Ag aithneachadh bhloighean sìmplidh cumanta, le dealbh mar thaic. Air chomas fiosrachadh sìmplidh bho chlàran agus grafan a mhìneachadh, mar ag aithneachadh na roinn-seòrsa as còrdte bho ghraf-cholbhan no clàr sìmplidh. A' dearbhadh beagan tuigse air luach àite agus ag obrachadh a-mach ùine shìmplidh ann an uairean. Ag aithneachadh aonadan tomhais cumanta agus a' dèanamh thomhasan sìmplidh a' cleachdadh aonadan cumanta.

## Tuairisgeulan Cuanalan C7 Àireamhachd

### Cuanal 11 agus nas àirde

A' mìneachadh cheistean agus a' cleachdadh nan obrachaidhean ceart gus obrachadh a-mach a dhèanamh anns a bheil tuairmse agus iomadachadh agus roinneadh àireamhan le 2 fhigear agus barrachd. A' fuasgladh cheistean anns a bheil bloighean cumanta, bloighean deiceach agus ag obrachadh a-mach ceudad de luach ainmichte. A' fuasgladh cheistean anns a bheil tomhas farsaingeachd cheàrnagan, ceart-cheàrnachan agus triantain cheart-cheàrnachail agus ag atharrachadh eadar diofar aonadan. A' dearbhadh tuigse air an dàimh eadar aonadan ùine cumanta agus ag obrachadh a-mach le uairean a thìde agus mionaidean.

### Cuanal 10

A' cur àireamhan ann an òrdugh gu 1,000,000 agus bloighean deiceach suas gu trì ionadan deiceach, agus a' dèanamh obrachadh a-mach, agus cruinneachadh, a thaobh àireamhan slàna agus bloighean deiceach gu dà ionad deiceach. A' fuasgladh ceist-fhaclan anns a bheil reusanachadh co-chuideil gus bloighean de bhuidheann a lorg agus cur-ris bloighean agus bloighean deiceach. Ag obrachadh a-mach ùine agus ag atharrachadh eadar aonadan tomhais, me airson faid no tomhas-lìonaidh. A' fuasgladh cheistean sìmplidh mu thomhas-lìonaidh. A' mìneachadh fiosrachadh à diofar seataichean dàta. A' cleachdadh cànan coltachd ann a bhith a' comharrachadh toradh.

### Cuanal 9

A' cur an gnìomh nan ceithir obraichean gu lèir gus ceistean fhuasgladh a thaobh àireamhan slàna suas gu 1,000,000 agus le airgead. A' cleachdadh bhloighean agus bloighean deiceach agus ag atharrachadh ùine ann am bloighean de uair gu mionaidean. A' fuasgladh cheistean sìmplidh anns a bheil tomhas a' gabhail a-steach na h-uiread mu chuairt-thomhas, farsaingeachd agus tomhas-lìonaidh. A' dèanamh obrachadh a-mach air airgead a' gabhail a-steach nan ceithir obraichean. A' fuasgladh obrachaidhean a-mach le àireamhan slàna agus bloighean deiceach gu dà ionad deiceach. A' leughadh sgèilean airson luachan eadar comharran leubailte.

### Cuanal 8

A' cur ann an òrdugh agus ag aithneachadh àireamhan gu 1,000,000 agus a' mhòr-chuid de bhloighean deiceach suas gu dà ionad deiceach. A' fuasgladh ceist-fhaclan iomacheum, a' cleachdadh luach àite ann an àireamhan suas gu 6 figearan agus ag aithneachadh agus a' cur àireamhan 3 figearan ann an òrdugh air an riochdachadh le faclan. A' cruinneachadh àireamhan slàn chun a' 1,000 as fhaisge agus os a chionn. A' fuasgladh cheistean sìmplidh a thaobh tomhas a' gabhail a-steach cuid air cuairt-thomhas. Ag obrachadh a-mach ùine a' dol thairis air uairean agus pàirt de uairean, mionaidean agus diogan ann an latha agus a' mìneachadh agus a' tighinn gu co-dhùnadh bho mheasgachadh dàta.

### Cuanal 7

A' fuasgladh cheistean-fhaclan aon-cheum a' gabhail a-steach fear sam bith de na ceithir obrachaidhean agus a' tuigsinn gu bheil iontaidsear àicheil nas lugha na neoni. Ag atharrachadh eadar uair 24 uairean agus 12 uair agus a' mìneachadh fiosrachadh ann an clàr-ama. A' mìneachadh graf-loidhne sìmplidh agus a' taghadh a' chlàir-shràcan a tha a'

maidseadh graf-cholbhan ainmichte. Ag aithneachadh luach àite fhigearan ann an àireamhan slàna gu 1,000,000. A' fuasgladh na h-uiread de cheistean anns a bheil tomhas agus ag atharrachadh eadar aonadan cumanta. Ag aithneachadh an toraidh cheart a' cleachdadh dàta sìmplidh.

### **Cuanal 6 agus nas ìsle**

Ag aithneachadh figear nan ceudan ann an àireamh 3 figearan. A' cur-ris agus a' toirt-air-falbh àireamhan slàn agus cuid de bhloighean deiceach gu dà ionad deiceach. A' cur mòr-chuid de àireamhan gu 1,000 ann an òrdugh, agus a' cruinneachadh bhloighean deiceach chun na h-àireimh shlàin as fhaisge. Ag innse na h-uair gu cairteal na h-uarach a' cleachdadh chlocaichean analog agus ag obrachadh a-mach ùineachan sìmplidh. A' dèanamh coimeas eadar meudan sheigmeantan ann an graf-cearcaill agus a' mìneachadh clàran-shràcan agus grafaichean.



## Tuairisgeulan Cuanalan ÀS3 Àireamhachd

### Cuanal 12 agus nas àirde

A' cleachdadh obrachadh ceart gus ceist obrachadh a-mach anns a bheil àireamhan le 3 figearan, bloighean agus co-mheasan. A' fuasgladh cheistean air luaths astar ùine a' gabhail a-steach atharrachadh aonadan ùine agus faid. A' mìneachadh fiosrachadh nas fillte bho raon dàta, a' toirt cunntas air gluasadan a' cleachdadh cànan iomchaidh. Ag obrachadh a-mach coltachd gun tachair tachartas sìmplidh agus a' cur seo an cèill mar bhloigh, bloigh deiceach no ceudad.

### Cuanal 11

A' mìneachadh cheistean agus a' cleachdadh nan obrachaidhean ceart gus an t-obrachadh a-mach a dhèanamh. Ag atharrachadh eadar cha mhòr a h-uile bloigh co-ionann, bloighean deiceach agus ceudadan gus ceistean fillte fhuasgladh. A' mìneachadh ìre agus co-chuid gus ceistean fhuasgladh agus a' fuasgladh cheistean le bhith a' lorg farsaingeachd agus cuairt-thomhas diofar chumaidhean. A' dearbhadh tuigse eadar luach as fheàrr agus ag atharrachadh eadar airgeadan. A' mìneachadh fiosrachadh nas fillte bho raon dàta agus ag obrachadh a-mach coltachd thachartasan co-phàirteach agus gan cur seo an cèill iad mar bhloighean deiceach.

### Cuanal 10

A' fuasgladh cheistean anns a bheil àireamhan àicheil ann an co-theacsa agus a' toirt-air-falbh agus ag iomadachadh bhloighean deiceach. A' cleachdadh ro-innleachdan gus an luach as fheàrr ann an co-theacsa airgid a dhearbhadh agus a' dèanamh atharrachaidhean sìmplidh eadar diofar airgeadan. A' dearbhadh tuigse air co-chuid tro bhith a' fuasgladh cheistean-fhaclan. A' fuasgladh cheistean anns a bheil ùine agus ag atharrachadh aonadan ùine. A' mìneachadh raon de sheataichean dàta gus luachan a lorg air nach fios agus a' mìneachadh ghluasadan sìmplidh.

### Cuanal 9

A' cruinneachadh àireamhan slàna agus bloighean deiceach gu ìre mhionaideach ainmichte agus a' dèanamh obrachadh a-mach anns a bheil bloighean, bloighean deiceach agus ceudadan. A' fuasgladh mòr-chuid de cheistean anns a bheil na ceithir obrachaidhean. A' fuasgladh cheistean a thaobh tomhas-lionaidh. A' cleachdadh eòlas air an dàimh eadar astar, luaths agus ùine gus ceistean sìmplidh fhuasgladh. A' fuasgladh cheistean a thaobh co-mheas agus ag obrachadh a-mach an luach ris an robh dùil a' cleachdadh coltachd ceudad de thachartas.

### Cuanal 8

A' fuasgladh cheistean anns a bheil na ceithir obrachaidhean le àireamhan slàna agus bloighean deiceach gu aon ionad deiceach agus barrachd. Ag aithneachadh seantans àireamhan iomchaidh gus ceist a riochdachadh. Ag obrachadh a-mach ùine thairis air làithean, uairean, mionaidean agus diogan, agus ag obrachadh a-mach coltachd tachartais, ga sgrìobhadh mar bhloigh dheiceach. A' dearbhadh beagan tuigse air an luach as fheàrr bho fhiosrachadh sìmplidh ann an co-theacsa airgid. A' freagairt cheistean gu mionaideach a thaobh a bhith a' tarraing fiosrachadh à diofar sheataichean dàta sìmplidh agus ga mhìneachadh.

**Cuanal 7 agus nas ìsle**

A' fuasgladh cheistean-fhaclan sìmplidh anns a bheil gin de sam bith de na ceithir obrachaidhean. Ag atharrachadh eadar uair 24 uairean agus 12 uair agus ag atharrachadh eadar cuid de na bloighean co-ionann, bloighean deicheach agus ceudadan. A' cleachdadh agus a' mìneachadh fiosrachadh à diofar seataichean sìmplidh dàta. A' mìneachadh aithisg a tha a' toirt cunntas air coltachd agus gam maidseadh seo gu cuid de na coltachdan air an cur an cèill mar cheudadan. A' cleachdadh ro-innleachdan gus breithneachadh air an luach as fheàrr agus a' dèanamh atharrachaidhean sìmplidh eadar diofar airgeadan.

## Tuairisgeulan Cuanalan Leughadh MCNG (a' gabhail a-steach C1 Litearrachd) (Gàidhlig)

### Tuairisgeulan Cuanalan C1 Litearrachd

#### Cuanal 6 agus nas àirde

Ag aithneachadh coimeasgadh fhuaimreagan nach eil cho eòlach agus a' cleachdadh eòlas fonaigs gus tòiseachadh a' fuaimeachadh agus a' leughadh fhaclan a tha nas fillte agus nach eil cho eòlach. A' leughadh fhaclan cumanta, a bhios a' nochdadh tric, le tuigse. A' freagairt cheistean litireil agus a' lorg fiosrachadh sìmplidh ann an dealbh. A' dearbhadh puingeachadh sìmplidh ann an seantans, mar phuing-stad, litir mhòr agus comharra-ceiste.

#### Cuanal 5

Ag aithneachadh dà-ghraf ann am facal, le taic fuaime. A' cleachdadh eòlas fonaigs gus faclan eòlach CFC agus faclan eile le trì litrichean a leughadh agus a thuigsinn. Ag aithneachadh na litir a tha a dhìth ann am faclan le barrachd litrichean. A' dearbhadh tuigse air ainmearan, gnìomhairean agus buadhairean nach eil cho eòlach ann an seantansan nas fhaide.

#### Cuanal 4

Ag aithneachadh dà-ghraf cumanta. A' leughadh facal eòlach le dà litir, ga mhaidseadh ri dealbh co-fhreagrach agus, beagan fhaclan sìmplidh. A' mìneachadh ìomhaigh agus ag aithneachadh na litir a tha a dhìth ann am facal CFC. A' dearbhadh barrachd tuigse air ainmearan, gnìomhairean agus buadhairean ann an seantansan nas fhaide. Ag aithneachadh puingeachadh bunaiteach ann an seantans goirid, leithid puing-stad agus litir mhòr.

#### Cuanal 3

Ag aithneachadh an fhuaim sa mheadhan agus aig deireadh facail, le taic fuaime. A' dearbhadh tuigse air ainmearan, gnìomhairean agus buadhairean nas fhille ann an seantansan goirid, a' cleachdadh co-theacsa, dealbhan agus fuaim mar thaic do thuigse. Ag aithneachadh puing-stad aig deireadh seantans.

#### Cuanal 2

Ag aithneachadh an fhuaim thùsail ann am facal agus a' maidseadh litir bheag ri litir mhòr cho-fhreagrach. A' cur tachartas sìmplidh ann an òrdugh le dealbhan. A' maidseadh sheantansan goirid, anns a bheil ainmearan cumanta, gnìomhairean sìmplidh agus buadhairean, ri dealbh co-fhreagrach, le taic fuaime.

#### Cuanal 1 agus nas ìsle

Ag aithneachadh a' mhòr-chuid de fhuaimnean air leth agus cruth nan litrichean aca. A' dearbhadh tuigse air ainmearan cumanta agus cuid de bhuadairean le bhith gam maidseadh ri dealbh co-fhreagrach, le taic fuaime.

## Tuairisgeulan Cuanalan C4 Leughadh

### Cuanal 9 agus nas àirde

A' leughadh le tuigse farsaingeachd theacsaichean air nach eil iad eòlach. Ag aithneachadh nam prìomh bheachdan agus adhbhar diofar sheòrsaichean theacsaichean. A' lorg agus a' ceangal bheachdan air nach eil iad eòlach agus a' toirt luaidh air mion-fhiosrachadh, a tha fighte a-steach gu freagarrach. A' toirt freagairt iomchaidh do cheistean litireil, co-dhùnaidheil agus measaidh mu charactaran agus suidheachaidhean. Ag aithneachadh an eadar-dhealachaidh eadar fiosrachadh fìor agus beachd agus gnè an teacsa.

### Cuanal 8

A' tuigsinn farsaingeachd theacsaichean air nach eil iad eòlach, ag aithneachadh nam prìomh bheachdan agus adhbhar diofar sheòrsaichean theacsaichean. Ag aithneachadh feartan bunaiteach theacsaichean ficsein agus neo-fhicsean. A' lorg prìomh phìosan fiosrachaidh agus mion-fhiosrachadh ann am faclan eile. A' ceangal bheachdan ann an seantansan agus thar sheantansan agus tro pharagrafan. A' toirt freagairt iomchaidh do cheistean litireil, co-dhùnaidheil agus measaidh. Ag aithneachadh an eadar-dhealachaidh eadar fiosrachadh fìor agus beachd.

### Cuanal 7

A' tuigsinn farsaingeachd de theacsaichean nas fhaide air nach eil iad eòlach a' cleachdadh co-theacsa. A' lorg fiosrachadh ann am faclan eile ann an seantansan agus a' dearbh-aithneachadh feartan theacsaichean ficsein agus neo-fhicsean. A' dèanamh mholaidhean freagarrach mu na prìomh bheachdan agus adhbhar teacsa. A' cleachdadh ro-innleachdan leughaidh gus obrachadh a-mach ciall fhaclan agus abairtean air nach eil iad eòlach. Ag aithneachadh beachd an sgrìobhadair. A' toirt freagairt iomchaidh do cheistean litireil agus do cheistean co-dhùnaidheil agus measaidh.

### Cuanal 6

A' tuigsinn theacsaichean nas fhaide air nach eil iad eòlach a' cleachdadh co-theacsa. A' lorg fiosrachadh agus ag aithneachadh feartan theacsaichean ficsein agus neo-fhicsean. A' mìneachadh adhbhar agus prìomh bheachdan an teacsa. A' cleachdadh ro-innleachdan leughaidh gus obrachadh a-mach ciall fhaclan agus abairtean air nach eil iad eòlach. A' toirt freagairt iomchaidh do cheistean litireil agus do cheistean co-dhùnaidheil.

### Cuanal 5

A' tuigsinn theacsaichean goirid air nach eil iad eòlach. A' lorg fiosrachadh dìreach a' cleachdadh co-theacsa agus dealbhan airson taic le tuigse. A' mìneachadh adhbhar agus prìomh bheachdan an teacsa. A' cleachdadh ro-innleachdan leughaidh gus tuigsinn ciall fhaclan air nach eil iad cho eòlach. A' toirt freagairt iomchaidh do cheistean litireil agus do cheistean co-dhùnaidheil.

### Cuanal 4 agus nas ìsle

A' tuigsinn theacsaichean goirid air nach eil iad eòlach. A' lorg fiosrachadh dìreach a' cleachdadh co-theacsa agus dealbhan airson taic le tuigse. A' mìneachadh adhbhar agus prìomh bheachdan ann an teacsa. A' cleachdadh ro-innleachdan leughaidh gus tuigsinn

ciall fhaclan cumanta agus abairtean air nach eil iad cho eòlach. A' freagairt cheistean litireil.

## Tuairisgeulan Cuanalan C7 Leughadh

### Cuanal 11 agus nas àirde

A' tuigsinn raon farsaing de theacsaichean air nach eil iad eòlach le tuigse fhollaiseach. Ag aithneachadh agus a' mìneachadh nithean eadar-dhealaichte agus a' ceangal bheachdan nas fillte thairis air paragrafan. A' cleachdadh fiosrachadh mu chànan gus ceistean litireil, buadhach agus luachaidh a fhreagairt, a' toirt beachd iomchaidh air fiosrachadh ann an seantansan nas fillte. A' ceangal fiosrachadh thairis air paragrafan agus ag aithneachadh beachd sgrìobhadair teacsa ìmpidheil, fhillte. A' tòiseachadh air cuid de stoidhlean agus modhan sgrìobhaidh aithneachadh agus a thuigsinn.

### Cuanal 10

A' cleachdadh farsaingeachd ro-innleachdan gus raon farsaing de theacsaichean, air nach eil iad eòlach, a leughadh le tuigse. Ag aithneachadh agus a' mìneachadh adhbhar agus prìomh fhiosrachadh ann an seantansan nas fillte ann an teacsa. A' cleachdadh fiosrachadh cànan gus raon cheistean litireil, buadhach agus measaidh a fhreagairt, a' dearbhadh tuigse fhollaiseach air teacsa. A' ceangal fiosrachadh thar paragrafan agus ag aithneachadh beachd sgrìobhadair teacsa ìmpidheach nas fillte.

### Cuanal 9

A' tuigsinn farsaingeachd theacsaichean air nach eil iad eòlach, a' cleachdadh fiosrachadh co-theacsa agus ro-innleachd leughaidh. A' freagairt farsaingeachd de cheistean litireil, co-dhùnaidheil agus measaidh mu fhaireachdainn agus brosnachadh characteran, suidheachadh agus plota. A' mìneachadh ciall cuid de na feartan cànan, mar taghadh-fhaclan agus structar seantans. A' ceangal fiosrachadh ann am paragrafan agus thairis orra agus ag aithneachadh a' bheachd a bha fainear do sgrìobhadair teacsa sìmplidh ìmpidheach.

### Cuanal 8

A' cleachdadh eòlas mu cho-theacsa agus ro-innleachd leughaidh agus a' lorg agus a' tuigsinn farsaingeachd fiosrachaidh ann an teacsaichean air nach eil iad eòlach. A' lorg agus a' seòrsachadh fiosrachadh buntainneach agus a' ceangal bheachdan ann am paragrafan agus thairis orra. A' toirt gearr-chunntas air beachd an sgrìobhadair agus a' freagairt le barrachd mionaideachd do raon cheistean litireil, co-dhùnaidheil agus ceistean measaidh mu characteran, suidheachadh agus plota.

### Cuanal 7

A' tuigsinn theacsaichean sìmplidh air nach eil iad eòlach, a' cleachdadh co-theacsa gus na prìomh bheachdan agus adhbharan a lorg. A' mìneachadh ciall fhaclan agus abairtean nach eil cho cumanta. A' lorg fiosrachadh dìreach agus mion-fhiosrachadh ann an teacsaichean aithriseil, fiosrachail, ìmpidheach agus ionnsachail. A' freagairt cheistean litireil, sìmplidh agus feadhainn a tha co-dhùnaidheil mu characteran agus suidheachaidhean.

### Cuanal 6 agus nas ìsle

A' tuigsinn theacsaichean sìmplidh air nach eil iad eòlach, a' cleachdadh co-theacsa agus co-dhealbhadh. A' lorg agus a' seòrsachadh mion-fhiosrachadh dìreach agus a' freagairt cheistean litireil agus feadhainn a tha co-dhùnaidheil. A' mìneachadh ciall fhaclan agus

abairtean nach eil cho cumanta, agus fiosrachadh sìmplidh a tha ann an àite follaiseach ann an teacsa.

## Tuairisgeulan Cuanalan ÀS3 Leughadh

### Cuanal 12 agus nas àirde

A' leughadh raon farsaing de theacsaichean fillte air nach eil iad eòlach le ìre mhath de thuigse. A' leughadh raon farsaing de bhriathrachas fillte agus speisealta. Ag aithneachadh gu mionaideach, adhbhar, prìomh chuspairean agus bun-bheachdan teacsa. A' freagairt le cinnt raon farsaing de cheistean. Ag aithneachadh agus a' dearbhadh tuigse mhionaideach air raon farsaing de stoidhlichean agus dòighean sgrìobhaidh, a' dèanamh mion-sgrùdadh air feartan a bheir piseach air teacsa. A' toirt ciall chinnteach, le dearbhadh iomchaidh, à teacsa agus a' ceangal bheachdan fillte thairis air iomadach paragraf ann an teacsa. A' bruidhinn air taghadh cànan.

### Cuanal 11

A' leughadh raon theacsaichean fillte air nach eil iad eòlach le ìre mhath de thuigse. A' leughadh barrachd briathrachas fillte. Ag aithneachadh le cinnt prìomh bheachd, prìomh chuspairean agus bun-bheachdan teacsa. A' freagairt le cinnt farsaingeachd de cheistean agus a' dèanamh oidheam bho phrìomh abairtean. A' dearbhadh tuigse mhionaideach air farsaingeachd de stoidhlichean agus dòighean sgrìobhaidh. A' dearbhadh tuigse mhionaideach air cànan ìmpidheach agus buaireasach. A' tuigsinn agus a' ceangal bheachdan fillte thairis air iomadach paragraf ann an teacsa.

### Cuanal 10

A' leughadh raon theacsaichean iom-fhillte air nach eil iad eòlach le ìre mhath de thuigse. A' leughadh raon de bhriathrachas iom-fhillte. A' lorg phuingean ann an seantansan an ìre mhath iom-fhillte, far a bheil tòrr fiosrachaidh eile bho iomadh stòr. Ag aithneachadh adhbhar, prìomh chuspairean agus bun-bheachdan teacsa. A' freagairt le cinnt farsaingeachd de cheistean litireil agus measaidh, agus a' dèanamh oidheam bho phrìomh abairtean. A' togail air aithneachadh agus a' dearbhadh tuigse mhionaideach air raon farsaing de stoidhlichean sgrìobhaidh, a' gabhail a-steach dòighean-obrach ìmpidheach agus beachd an sgrìobhadair. A' mìneachadh cànan a' gabhail a-steach ghnàthasan-cainnte, ga chur ann an dòigh eile, agus an luchd-leughaidh san amharc airson teacsa.

### Cuanal 9

A' leughadh raon theacsaichean air nach eil iad eòlach a tha nas iom-fhillte, le tuigse reusanta. A' leughadh farsaingeachd de bhriathrachas nas iom-fhillte, gun a bhith cho mòr an eisimeil co-theacsa. A' lorg fiosrachadh agus a' mìneachadh sunnd, tònna agus rùn sgrìobhadair nan dòighean-aithris. A' freagairt cheistean litireil, co-dhùnaidheil agus measaidh gu mionaideach a thaobh theacsaichean. Ag aithneachadh prìomh adhbhar theacsaichean agus ag aithneachadh nam prìomh bheachdan. A' dearbhadh tuigse air barrachd stoidhlichean agus dòighean sgrìobhaidh, a' mìneachadh cànan a' gabhail a-steach ghnàthasan-cainnte sìmplidh agus doighean eile air an cur an cèill. Ag aithneachadh an luchd-leughaidh a bhiodh coltach airson teacsa.

### Cuanal 8

A' tuigsinn an ìre mhath raon de theacsaichean sìmplidh air nach eil iad eòlach. A' leughadh briathrachas speisealta a' cleachdadh co-theacsa. A' lorg iomadh pìos



fiosrachaidh agus a' mìneachadh ciall bho iomadh gnè sgrìobhaidh. A' moladh adhbhar agus prìomh amasan teacs. A' freagairt gu cinnteach raon cheistean litireil a' dèanamh oidheam bho phrìomh abairtean. A' dearbhadh tuigse air barrachd stoidhlichean agus dòighean sgrìobhaidh. A' dearbhadh tuigse air cànan a tha gu follaiseach ìmpidheach agus buaireasach. A' mìneachadh cànan, a' gabhail a-steach ghnàthasan-cainnte agus dòighean eile air a ràdh.

### **Cuanal 7 agus nas ìsle**

A' leughadh theacsaichean sìmplidh air nach eil iad eòlach le ìre mhath de thuigse. A' leughadh briathrachas speisealta a' cleachdadh co-theacs. A' lorg fiosrachadh agus a' mìneachadh ciall bho iomadh seòrsa gnè sgrìobhaidh. A' moladh adhbhar agus prìomh amasan teacs. A' freagairt gu cinnteach raon cheistean litireil agus a' tòiseachadh air oidheam a thogail bho phrìomh abairtean. Ag aithneachadh agus a' dearbhadh tuigse air raon cumhang de stoidhlichean agus dòighean sgrìobhaidh. A' dearbhadh tuigse air cànan a tha gu follaiseach ìmpidheach agus buaireasach. Ag aithneachadh an luchd-leughaidh a bhiodh coltach airson teacs.

## Tuairisgeulan Cuanalan Sgrìobhadh MCNG (Gàidhlig)

### Tuairisgeulan Cuanalan C4 Sgrìobhadh

#### Cuanal 9 agus nas àirde

A' dearbhadh tuigse air cleachdadh thràthan gus ciall a chur an cèill. Ag aithneachadh barrachd chruthan ghnìomhairean gus an cleachdadh ann an seantansan agus a' cleachdadh bhuaidhairean gu h-ìomchaidh. A' cleachdadh farsaingeachd de phuingeachadh gu pongail a' gabhail a-steach chomharran-ceiste, clisg-puingean agus cromagan. A' cleachdadh raon farsaing de naisgearan cumanta gus seantansan nas fhaide a cheangal, a' dèanamh cinnteach gu bheil a' chiall aca soilleir. A' litreachadh raon nas motha de dh'fhaclan cumanta le cinnt agus a' cleachdadh ro-innleachdan agus riaghailtean gus barrachd fhaclan nach eil cho cumanta agus briathrachas sònraichte a litreachadh gu ceart.

#### Cuanal 8

A' dearbhadh tuigse air cleachdadh thràthan sìmplidh. Ag aithneachadh cruth ceart gnìomhair gus a chleachdadh ann an seantansan agus a' cleachdadh bhuaidhairean gu h-ìomchaidh. A' cleachdadh barrachd farsaingeachd sa phuingeachadh a' gabhail a-steach comharran-ceiste, clisg-puingean agus cromagan sìmplidh. Ag aithneachadh gum feum ainmear sònrachaidh litir mhòr. A' cleachdadh farsaingeachd de naisgearan cumanta gus seantansan a cheangal a' dèanamh cinnteach gu bheil a' chiall aca soilleir. A' litreachadh farsaingeachd de dh'fhaclan cumanta gu mionaideach agus a' cleachdadh ro-innleachdan agus riaghailtean gus faclan nach eil cho cumanta agus briathrachas sònraichte a litreachadh gu ceart.

#### Cuanal 7

A' dearbhadh tuigse air seantansan san tràth chaithte. Ag aithneachadh cruth ceart gnìomhair gus a chleachdadh ann an seantansan sìmplidh agus a' cleachdadh bhuaidhairean gu h-ìomchaidh. A' cleachdadh barrachd farsaingeachd sa phuingeachadh a' gabhail a-steach chomharran-ceiste agus cromagan sìmplidh. A' ceangal sheantansan a' cleachdadh farsaingeachd naisgearan cumanta. A' litreachadh fhaclan cumanta gu mionaideach, agus a' cleachdadh ro-innleachdan agus riaghailtean litreachaidh gus faclan nach eil cho cumanta agus briathrachas sònraichte a litreachadh gu ceart.

#### Cuanal 6

Ag aithneachadh a' chruth cheart aig gnìomhair gus a chleachdadh anns an tràth làthaireach sìmplidh agus leantalach agus cuid de thràthan caithte. A' cleachdadh chomharran-ceiste agus clisg-puingean gu ceart ann an seantansan sìmplidh. A' ceangal sheantansan le naisgearan cumanta a' dèanamh cinnteach gu bheil iad a' dèanamh ciall. A' litreachadh fhaclan cumanta le mionaideachd a' fàs agus a' cleachdadh ro-innleachdan litreachaidh agus riaghailtean gus faclan nach eil cho cumanta agus briathrachas sònraichte a litreachadh gu ceart.

#### Cuanal 5

Ag aithneachadh nan roimhearan agus riochdairean ceart gus an cleachdadh ann an seantansan sìmplidh, agus ag aithneachadh bhuaidhairean. A' dearbhadh tuigse air cleachdadh ceart nan litrichean mòra, puingeagan-stad, agus adhbhar airson comharra-

ceiste. Ag aithneachadh cho-fhaclan airson abairtean sìmplidh. A' cleachdadh tuigse air fonaigs gus faclan goirid air a bheil iad eòlach, agus air nach eil iad eòlach a litreachadh, le mionaideachd a' fàs.

#### **Cuanal 4 agus nas ìsle**

A' tuigsinn fhaclan air an cruinneachadh còmhla gus seantans a chruthachadh. Ag aithneachadh nan riochdairean sìmplidh ceart gus an cleachdadh ann an seantansan. A' dearbhadh tuigse air a' chleachdadh cheart aig litrichean mòra agus am feum air puingean-stad. A' cleachdadh naisgear sìmplidh agus a' ceangal dà sheantans ghoirid. A' litreachadh fhaclan air a bheil iad eòlach a' cleachdadh tuigse air fonaigs.

## Tuairisgeulan Cuanalan C7 Sgrìobhadh

### Cuanal 11 agus nas àirde

A' dearbhadh tuigse fhollaiseach air cleachdadh ceart de raon farsaing puingeachaidh a' gabhail a-steach litrichean mòra, puingeagan-stad, comharran-ceiste, clisg-phuingean, cromagan, cromagan turrach agus asgairan. A' cleachdadh farsaingeachd de chruthan ghnìomhairean gu ceart agus ag aithneachadh mionaideachd ghramataigeach ann an seantansan a tha nas iom-fhillte. A' dearbhadh tuigse air briathrachas speisealta agus a' cleachdadh raon ro-innleachdan gus faclan nach eil cho cumanta agus faclan anns a bheil sèimheachadh a litreachadh gu ceart.

### Cuanal 10

A' dearbhadh tuigse air cleachdadh ceart raon de phuingeachadh a' gabhail a-steach litrichean mòra, puingeagan-stad, comharran-ceiste, clisg-phuingean, cromagan agus cromagan turrach. A' cleachdadh grunn de chruthan gnìomhair sìmplidh gu ceart agus ag aithneachadh mionaideachd ghramataigeach ann am barrachd sheantansan iom-fhillte. A' dearbhadh tuigse air briathrachas speisealta. A' cur an gnìomh raon farsaing de ro-innleachdan gus a' mhòr-chuid de dh'fhaclan a litreachadh gu ceart.

### Cuanal 9

A' cleachdadh chruthan iomchaidh ghnìomhairean ann an seantansan le beagan iom-fhillteachd structarail. Ag aithneachadh naisgearan iomchaidh gus seantansan nas fillte a cheangal ri chèile. A' dearbhadh tuigse air cleachdadh puingeagan puingeachaidh a' gabhail a-steach litrichean mòra, puingeagan-stad, cromagan, comharran-ceiste agus clisg-phuingean, ag aithneachadh sheantansan a tha ceart gu gramataigeach. A' litreachadh barrachd fhaclan cumanta agus cuid a dh'fhaclan le sèimheachadh gu ceart.

### Cuanal 8

Ag aithneachadh an naisgeir cheirt airson a chleachdadh gus seantansan a cheangal còmhla. A' dearbhadh tuigse air cleachdadh corra phuing puingeachaidh a' gabhail a-steach litrichean mòra, puingeagan-stad, cromagan, comharran-ceiste agus clisg-phuingean, ag aithneachadh sheantansan a tha ceart gu gramataigeach. A' litreachadh fhaclan cumanta gu ceart agus feadhainn air a bheil iad eòlach nach eil a' leantainn riaghailt shònraichte. A' dearbhadh cleachdadh ceart thràthan gus brìgh a chur an cèill.

### Cuanal 7

Ag aithneachadh naisgearan sìmplidh gus seantansan a cheangal ri chèile. A' dearbhadh tuigse air cleachdadh corra phuing puingeachaidh mar litrichean mòra, puingeagan-stad, comharran-ceiste cromagan agus clisg-phuingean. A' cleachdadh ro-innleachdan, tuigse air pàtrain litreachaidh agus riaghailtean, mar coimeasgadh de chonrag agus fuaimreag, buaidh litrichean sàmhach gus faclan cumanta a tha nas fillte a litreachadh gu ceart, a' gabhail a-steach fhaclan suas gu trì lidean. A' cleachdadh le mionaideachd riochdairean sìmplidh ann an seantansan.

### Cuanal 6 agus nas ìsle

Ag aithneachadh naisgearan sìmplidh gus dà sheantans a cheangal ri chèile. A' dearbhadh tuigse air cleachdadh corra phuing puingeachaidh mar litrichean mòra,

puingean-stad agus comharran-ceiste. Ag aithneachadh an roimheir cheirt ri chleachdadh agus a' taghadh cruth gnìomhair sìmplidh gus seantans a chrìochnachadh. A' cleachdadh ro-innleachdan, tuigse pàtran litreachaidh agus cuid de riaghailtean, mar coimeasgadh de chonrag agus fuaimreag gus faclan cumanta nas fillte a litreachadh gu ceart.

## Tuairisgeulan Cuanalan ÀS3 Sgrìobhadh

### Cuanal 12 agus nas àirde

A' litreachadh fhaclan air nach eil iad buileach eòlach agus briathrachas speisealta le mionaideachd. A' cur an gnìomh gu ceart raon farsaing de chleachdaidhean gramataigeach, agus a' taghadh puingeachadh iomchaidh, a' gabhail a-steach còilean agus leth-chòilean, airson raon de sheantansan iom-fhillte. A' cleachdadh chruthan singilte agus iolra gu ceart, agus ag aithneachadh cànan gnàthasach.

### Cuanal 11

A' litreachadh fhaclan nach eil cho cumanta agus barrachd de bhriathrachas speisealta le grunn fheartan dùbhlach. A' dearbhadh mionaideachd ann an cleachdadh chlàsan agus naisgearan. A' cleachdadh, gu ceart, cruthan singilte agus iomadh cruth iolra, agus a' taghadh puingeachadh ceart gus seantans a bhriseadh. A' dearbhadh tuigse air cuid a dh'fheartan cànan mar labhairt dhìreach, eadar-ràdh, trì-phuingean agus mar a chleachdas tu asgairean.

### Cuanal 10

A' litreachadh fhaclan cumanta agus briathrachas air nach eil iad eòlach a' gabhail a-steach cuid a tha speisealta, le feart litreachaidh dùbhlach. Ag aithneachadh naisgear ceart airson a chleachdadh ann an seantansan iom-fhillte agus ag aithneachadh farsaingeachd sheantansan air an sgrìobhadh gu ceart a thaobh gràmair. Ag aithneachadh an àite iomchaidh aig cromagan gus clàsan goirid a sgaradh. A' dearbhadh tuigse air cuid a dh'fheartan cànan eile mar labhairt dhìreach, eadar-ràdh agus trì-phuingean.

### Cuanal 9

A' litreachadh fhaclan cumanta far a bheil fuaim litir air fhuaim eachadh ann an dòigh eadar-dhealaichte bhon litreachadh. A' dearbhadh tuigse air cuid de cho-ainmearan agus a' cleachdadh na stràc throm gu ceart. A' cleachdadh farsaingeachd de chruthan gnìomhair, a' gabhail a-steach cleachdadh ceart nan cruthan cumhach ann an seantansan a tha a' fàs nas iom-fhillte. A' puingeachadh labhairt dhìreach ann an seantans shìmplidh agus a' cleachdadh eadar-ràdh gu ceart.

### Cuanal 8

A' litreachadh fhaclan cumanta gu ceart, a' gabhail a-steach briathrachas air nach eil iad eòlach, le farsaingeachd de choimeasgadh chonnragan agus dà-ghrafan, agus deiridhean cumanta. Ag aithneachadh nan co-ghnìomhairean, riochdairean agus cruthan gnìomhairean gus an cleachdadh ann an seantansan nas fhaide. Ag aithneachadh an àite cheirt aig cromagan ann an seantansan iom-fhillte agus ag aithneachadh cleachdadh ceart cuid a dh'asgairean. Ag aithneachadh cuid a sheantansan a tha air an sgrìobhadh ann an dòigh a tha ceart gu gramataigeach agus ag aithneachadh beagan fheartan pungachaidh.

### Cuanal 7 agus nas ìsle

A' litreachadh cuid de na faclan cumanta gu ceart, a' gabhail a-steach briathrachas air nach eil iad eòlach, le raon de choimeasgadh chonnragan agus dà-ghrafan, agus deiridhean cumanta. Ag aithneachadh nan co-ghnìomhairean, riochdairean agus cruthan

ghnìomhairean gus an cleachdadh ann an seantansan sìmplidh. A' tuigsinn adhbhar chromagan agus ag aithneachadh cleachdadh ceart cuid de dh'asgairean.

#### Interpretation of band descriptions

For each assessment, the band descriptions above were provided in the first section of each learner's individual report. In the other two school-level reports – the Group Diagnostic Report and the Group Aggregate Report – the band number was included.



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