

Alignment to CfE – extent to which assessment tasks reflect CfE Experiences, Outcomes and the four capacities, as appropriate to each age and stage.

ABERDEEN

The Literacy was ludicrous. I have been teaching for 15 years and never seen such cruel nonsense in all of my life! The amount of text to read and size of print was far too demanding, end of Primary 2/start of Primary 3 - NOT P1! Absolutely way beyond benchmarks. So, demoralising for teachers and pupils. My struggling learners with EAL performed much better than my able readers by guessing and so the actual results ended up being a shambles and not a true reflection.

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Didn't match early benchmarks particularly the literacy one but also in maths. Graph questions in particular were end of first level and pictures / text too small to be child friendly/appealing for P1's.

I felt it did mostly align with curriculum for excellence but some aspects of maths were reliant on a good understanding of English and very word problem based which is a hard concept for p1 children.

Far too much expectation of reading ability in p1. They should not have to read all the tests and questions.

ABERDEENSHIRE

Not reflective of the outcomes for P1, some of the passages e.g. Hummingbird were very difficult and of little interest to children of this age. Not enough of basic numbers and number processes.

Various questions pitched FAR higher than government benchmarks state children should be achieving at the END of Early Level. Lowest pathway was more like an appropriate reading/listening/spelling level for an average P1 pupil

The literacy assessment for primary 1 was far too hard, especially where the children were required to read passages of text before answering comprehension questions. This was demoralising for the children. PIPS were a truer reflection of what you would be expecting from a child working within early level.

The assessments started challenging and are meant to get progressively easier for those who were not answering correctly (however this was not always the case), because of this the children were immediately put off by the questions as they were too difficult, and this encouraged them to begin guessing answers. It

instantly reduced their confidence doing the assessment. It would be far better if the assessment started with a couple easier questions and increase in difficulty.

No evidence of links to four capacities.

Not at all - since when has hummingbird been a P1 word? And the names- no Tom or Ben or easily sounded out names. This assessment has been lifted from somewhere else and dumped on our P1s without a consideration for what they are actually learning.

Many of the children found the SNSA difficult. They only focus on Reading, Writing and Maths so do not acknowledge the wider curriculum.

Being an experienced infant teacher, I thought my pupils were prepared for the first half of each assessment, but the literacy assessment was way beyond the expectations of the pupils. Were the literacy assessments assessing knowledge and understanding or being able to read? A big difference between Biff and Chip and a piece about humming birds! At one meeting an inspector explained we should be providing experiences within the pupils' environment. Not many hummingbirds in Scotland!

The questions were clearly transported straight from the curriculum by someone who has only ever read the curriculum and not taught it. It did not always take into consideration the wide range of ability in P1 and the significant need for concrete practical materials and visuals. The reading especially was far too much for a 5/6-year-old to decode, blend, read, remember, find meaning and then answer questions.

I particularly noticed that the grammar questions were not linked to the benchmarks, a lot seemed very geared to KS2 curriculum with more to do with knowing what the terms meant rather than being able to identify what is grammatically correct.

The literacy assessment was ranked too high for a primary one class, reading a whole book of 5 pages with 5 lines each and using non-phonetically decodable words e.g. Sally, Amran, slide etc. we're too ambitious for children of this age. The maths was much more achievable, although some concepts again were ranked quite high, e.g. the calendar activities, working out the more than, etc. would have been more suitable to an older year group.

Seemed appropriate although I didn't have much time to see a full assessment. P1 - not supportive of play-based learning P1 Literacy - Hummingbird passage was not useful. Most children felt overwhelmed by the quantity of text and simply guessed the answers. P1 Maths - Too many questions relating to calendars and data handling. Too many children given same questions although they had significantly different abilities. The assessment seemed to put a ceiling on children's progress. Some children got all the questions correct but were not given any additional questions to analyse their ability.

Little extent. Assessments were told they had to be set in January so not all learning had taken place.

Literacy - not much. Standard too high.

Totally inappropriate and not in line with what is expected.

There was a lot of reading in all assessments and we were not allowed to give any assistance at all. Children who were just beginning First Level struggled with this and just clicked buttons randomly. This increased as more children completed.

I was not fully convinced that all questions aligned with the CFE benchmarks.

Writing assessment only assessed tools for writing so not very holistic. Interesting to see the range of questions at each level of SNSA and compare with benchmarks and our interpretation of levels in school. Not sure how it reflects the 4 capacities at all.

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P1 SNSA in Literacy had far too much text on some pages. It asked them to read far too much by themselves. (Most couldn't). It didn't adapt to their ability fast enough. Some picked the correct answers through sheer luck. P1s in our area of Scotland have little experience of hummingbirds - yet there is a lengthy text that some were asked to read and answer questions on. These tests took around 40 min to complete - far too long for a P1 pupil. Some of it was just boring for them (when it was being read aloud by the assessment). Numeracy at P1 used a calendar page which was very tricky. There seemed to be an over-emphasis on data handling.

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Some of the questions were not related to p1 outcomes e.g. there were questions about tally marks. The reading was beyond p1 ability with sounds not covered in p1. By the time children had attempted to sound out and read the lengthy passages they were unable to recall the content to answer the questions.

I can't see how it related to the four capacities.

Considering children should sit SNSA at the end of a level was not possible due to assessment windows being narrow. The P1 texts for literacy were not appropriate due to size of font, vocabulary used, length of text and subject matter.

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Some of it was far too hard, particularly P1 tests. Seems that there were skills in there that are not even taught at Early level.

Difficult to identify clear links.

Writing tests concerned the secretarial skills only- spelling, punctuation and grammar. At no point was the child asked to create texts of their own. General opinion amongst colleagues that questions focus was weighted too much in non-creative areas. Didn't inspire or motivate the children. Some admitted they just wanted to get them over with - they were boring. Standard, dull tests!

I felt the maths tasks were extremely difficult wordy problems. The reading had concepts they probably had never come across and expected prior knowledge that might not have been there.

The p1 numeracy: heavily weighted towards graphs and number patterns. In p1 most learning focuses on the 4 operations - where there were operation questions, these were hidden as word problems which is a difficult skill for p1 which they have little or no practice in. In one case the children had to read 'twenty pence/ fifty pence' etc. This was a very unfair maths question as it is in fact a reading question. P1 literacy: comprehension far too difficult (hummingbird words redacted - out of scope) for many children. P1s have only just converted phonics and words they can sound out so to use names such as Sally is in itself an inappropriate ask because they cannot sound that out.

The literacy assessment went well beyond the early level benchmarks and didn't assess as much of the simple phonological awareness that you would expect from a P1 assessment. The maths assessment is more at the correct level, but some children seemed to get more questions on some areas of maths, such as measurement, than others. There was a big focus on graphs and reading a calendar and little on basic number processes. It seemed to get beyond early level very quickly.

Didn't seem to correspond to benchmarks. I felt the level was too high and it was awful having to force certain children through the whole 35 questions when they were unable. Unlike INCAS which at least stopped once they couldn't answer.

Literacy assessment was awful. Comprehension in particular as this is no way to assess a P1's comprehension skill. My able readers struggled.

The Primary One literacy version was too difficult in relation to expectations of Primary 1 pupil.

ANGUS

For primary 1 assessments, questions are wordy and tricky. Children were finding it hard to process the entire question. The questions do reflect the E's and O's but go beyond the necessary learning and teaching involved in early level. For example, the benchmarks indicate that children need to have a knowledge of number to 30 and count in 10's. One of the questions asked the children to one sentence redacted - out of scope. To me, this is not ideal, the children in my class can count in 10's and can identify these on a number square but found it tricky to complete this number line-I'm sure this is what is expected in first level perhaps?

Not an accurate reflection of our focus this year. Particularly detracts from focus on active learning/play based learning.

I felt a lot of the rest was not at an appropriate level. Did not sit with active learning in BTC 2 for early level the tests demoralised the children not promoting confident individuals.

Little reflection of outcomes etc

P1 assessment is very difficult and does not align to benchmarks.

The assessments in numeracy are well varied however we felt the literacy P1 assessment had more of a reading focus than phonics, spelling or writing. There was considerable text to read on the screen for a p1 child and could have perhaps been presented differently and more in line with many of the reading schemes that are used. Our children did tend to fade as the test went on due to the amount of reading they were expected to complete.

Did not appear to be reflective of benchmarks or our already high expectations.

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Some of the questions were relevant, however not all of them. I do not feel like the questions represented the stage of which a good portion of the children were working at. Children were asked to complete tasks which they were not capable of.

Early level is way beyond the few experiences and outcomes relevant for this level.

Limited.

I wouldn't say it reflects CfE at all. In primary 1 we are encouraged to do a play model. Some of the questions, especially reading, were very challenging and the children have up!

It does not reflect. Children were being asked to read words/sounds which they hadn't covered as not in the benchmarks. i.e. 'meat'. The questions did not match the text. Kenisha did not like television for example. The Hummingbird questions

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ARGYLL & BUTE

Writing was not appropriate and did not match expectations.

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However, P1 tests were terrible & did not assess what we are teaching our children & was in no way aligned to the Early level benchmarks! The P1 assessments have to change! They are not fit for purpose & do not help teachers make judgements about achieving a level!

I felt the reading questions needed a lot of reading and the writing test was a little alien to them.

The literacy assessment was pitched much too high, particularly the reading passages.

I really did not think it fitted the appropriate age at all.

Not appropriate at all for P1 does not reflect true outcome what so ever.

Extremely narrow technical skills based assessments - does not compare to the richness of the curriculum on offer and very hit and miss for different groups of children - e.g. either you have covered speech marks in that very particular context or you haven't so the answers are sometimes dependent on whether at that point you have been taught certain key things - think teachers will try to teach more to the test now that we know what assessments are like - just because they want to give children a fair shot.

DUMFRIES & GALLOWAY

Only word problems for maths was a little unfair for some pupils. A combination of straight sums and word problems would have been better. Pupils who have an issue with literacy found this element of maths challenging.

A lot of the P1 questions aren't relevant to the CfE Experiences.

I felt the reading test was too difficult and was overwhelming for the children. The PIP tests were far easier to begin with then got harder if the children did well. The SNSA questions seemed to start off too difficult. The Maths assessment was better. One of my more able children was in a bit of distress completing the questions as they were difficult, and she is used to coping well with tasks in class.

Some of the questions were in line with CfE and appropriate for the level. However, some of the questions required a lot from the children in terms of concentration and effort alongside their knowledge and understanding of the subject. P1 children were required to read large passages of text without any help and had to remember what they had read even if they had not decoded the sentence correctly. Due to this, children became frustrated and upset.

The P1 Literacy SNSA does not support the Es and Os as the complexity of the texts they are being asked to read stops them from being able to show the literacy skills they have gained over the year - they could not show they have been Successful Learners I do not feel the P1 Literacy SNSA was appropriate at all - I had children feeling completely demoralised by the level of what they were being asked to do - not exactly supporting them becoming Confident Individuals.

Doesn't stop once a child is struggling so really demoralising someone just starting out a level but having to sit that test!

I did not get to see the questions beforehand. Understandable. However, I don't appear to be getting to see them afterwards either. All I could see was some screens over the shoulders of pupils sitting the assessments - not that clearly though, as I didn't want to put the pupils off. I was not allowed to discuss a

question with pupils if they were unsure what was being asked. Not impressed that multi-choice was the option chosen to assess. 1 in four chance - definitely some guessing was going on rather than leaving blanks where the question(s) were on concepts not yet taught! I understand that multi-choice means quick, easy and cheap results.

I do not feel that the reading in particular was well matched.

I thought they aligned well to CfE although I still have reservations about computerised tests as it does not allow children the opportunity to miss something out, think about it and go back or, indeed, to check their answers when they have finished.

The early level test is far too difficult and not in line with the benchmarks at all. I actually wondered if I had been teaching the wrong curriculum all year because so many of the questions were way above the standard expected for primary one. I thought we had selected the first level tests by mistake.

Reading far too difficult. Maths not quite as bad but some tricky areas.
P1 Reading was appalling.

Rely very heavily on children's reading ability, especially in Maths. Many word problems.

Primary 1 assessment does not reflect the experiences and outcomes or the benchmarks at Early level. The ideology of learning through play is completely at odds with this assessment. The questions are pitched at the wrong level. Example, in the literacy paper there are a lot of words that are far too tricky for Primary one pupils to decode and many that do not appear in the Fry's first 100 high frequency words, so the children were completely unfamiliar with them. Pupils had to identify 'people' as a correct answer.

I have very little knowledge. As class teacher I was unable to carry out these assessments with my class. I do know that the P1 SNSA did not support or compliment any of our curriculum for Early Level.

Primary one assessment was far above expectations for benchmarks and experiences and outcomes. Where is the importance of play!

They do not reflect the outcomes at all or the benchmarks. Children asked to read massive texts, navigate and control a mouse, drop and drag answers. Primary one children asked to read a paragraph then answer a question where the answer is not found in the text. No addition or subtraction, counting in 2s but odd numbers and backwards. What is another name for a beak? Answer is bill, although not in the text they had to read? So isn't this just general knowledge. Money ... What coin is worth more, but the answers are in words so twenty pence, fifty pence?? Seriously where does it say we have to teach money this way?

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P1 literacy is far too hard -hummingbirds!!!

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P1 assessments are for more able pupils - high expectations that are not reflective of early level - more of start of first level.

In the Primary 1 assessments, I thought there was a lot of questions too advanced for the children for the work of which the average child would have covered. This was very demoralising for some children. I understand there has to be challenge, but there was too much challenge too quickly, and the system kept producing challenging questions even when children did not get answers correct.

P1 Literacy assessment reading tasks ridiculously long. Some pupils had one 4-page reading task followed by a second very long passage as well as a few shorter stories. Some stories were about birds children hadn't heard of. Totally different expectations to Early Level benchmarks. Not suitable for P1 to complete at one sitting but teachers under time constraint to complete!

The literacy was difficult for some pupils to navigate and heavy weighting towards inferential questions does not reflect the same weighting that we use in school which is more geared to Bloom's Taxonomy. Some pupils found the number of passages taxing and gave up half way through. one sentence redacted - out of scope
Some of our primary 1s... definitely less able managed to achieve high by guessing.

They don't! I could list many examples from the P1 assessment in both literacy and numeracy that do not reflect the E's and O's. As for Confident Individuals-how can we create confident individuals when we ask 5-year olds to complete things that they are not able to do! They all want to try and do their best for their teacher. I have had a child read the text fluently then get all the questions wrong. I have then had a child struggle to read any of the text from "Looking from Sally" and guess all the correct answers!

Reading passages very dry and so many of them!

Fairly clear links to skills development in the different subject-specific assessment areas. The assessments themselves were not as adaptive as suggested. Many of our learners struggled to cope with the content of the assessments, even with support.

DUNDEE

I feel the level was too high and needed to start lower and get more difficult as time went on. The starting point was too advanced for pupils and they lost confidence from the start.

I have not taught P1, but I did not feel that the assessments were fair or considerate to children's individual level of ability. I also feel that the skills assessed during these tests (especially inference skills in literacy) were stage appropriate.

Early Level hardly matched- asking children to read ridiculous passages independently. Testing more their ICT ability than their understanding of benchmarks. Play based approach does not link at all to these assessments. No great alignment that I could see

There is no way these assessments have been matched up to the early level benchmarks! It's as if the person who devised these has not even read the early level benchmarks!! These assessments are awful, in my opinion, they are verging on being cruel and harmful to our young learners. With such long passages to read it was dreadful hearing my children saying, "I can't read that". At such a young age they were experiencing failure when in fact they should be feeling "successful & confident" in their learning & skills!

EAST AYRSHIRE

Some questions appeared to be beyond the benchmarks for early level. Children in P1 have been experiencing a play-based learning approach as recommended by SAC..... the test did not marry with this.

Noticeably in the numeracy p1 assessment it did not line up with the benchmarks. Early level states pupils should be able to understand numbers to 30 but this has numbers to 100 in it. For literacy, the reading passages were immensely difficult, only a handful of pupils in my class could read it. It demoralised those that couldn't read or understand it - particularly the Hummingbird section. In the end, the pupil who could not read moved on to the questions which they guessed.

I thought most of the content was age appropriate except the passages in the literacy. The content was completely above some of the children's heads and not engaging at all.

All reading assessment passages were very long, and pupils lost their train of thought so had to re-read several times. P1 assessment were NOT suitable, pupils did not have the ICT skills required and had to be withdrawn individually to allow 1:1 support with this.

Questions did not seem to get easier for poorer children and were overly confusing i.e. 4 missing words in a passage and child was asked to find only missing word 3.

No articulation at all.

The literacy task however was near impossible for two thirds of the class as it asked for them to read passages independently. Pupils are only just learning how to read which put them off greatly, impacting their confidence.

Absolutely none. The questions were far too difficult. They did not in any way match the benchmarks. The questions were not age appropriate. Children who have been taught to play and explore all year then put in front of a computer to do something alien to them. It was stressful for some children. Took away their right to be a confident individual.

Some relevance, some tasks too difficult for younger children.

Seemed to match for the level of my class but not so much for the younger stages

Hummingbirds for P1 with words like hover is nowhere near what P1 can read. Far too much to read for 1 answer. Bore no alignment to E's and O's

Everything taught in infant classes is delivered in an active manner as much as possible. It is also delivered in short bursts to help pupils to remain on task. To expect young children to sit at a computer for almost an hour is simply ridiculous and doesn't align at all with CfE.

The assessments were far too hard for the children. Many words they were expected to read definitely didn't match to the current phonics programmes and teaching input. The maths questions moved to concepts that were beyond the early level expectations.

I did not feel the assessments matched the curriculum in Scotland. The questions were out of context and required a huge amount of reading. Lots of children became bored and clicked any answer just to get through it.

EAST DUNBARTONSHIRE

Primary 1 is does not match what the benchmarks state as having to be achieved to achieve Early level. It is far too difficult.

Writing assessment was a poor reflection of Es and Os and benchmarks. Only technical aspects of writing were assessed - spelling, punctuation etc. As far as I could see, writing for different purposes and effects was not assessed. Neither was reading, writing for enjoyment. Speaking and listening also not assessed.

The P1 tests were not reflective of CfE at all. Pupils were sat reading texts that were far too hard for them; this was far too hard for ALL pupils. Asking a new P1 to read a lengthy text about a hummingbird and answer questions on it seems ludicrous! Completely off-putting and demoralising.

There was a lot more on writing skills than I had been focusing on - inevitably teaching will change to suit future tests, although I don't think that this is how it should work. Children who are working below the expected level found it quite demoralising, even with the supposed 'adaptive' assessments, as all questions were still at Second Level.

EAST LOTHIAN

Not appropriate at early level.

It is okay, but numeracy seemed heavily focussed on measure, data handling and time - calendar focus.

Anomalies as some children who were assessed as low have come out in moderated holistic assessments as high achieving.

Totally inappropriate for P1 particularly reading. Did not appear to match benchmarks.

Numeracy- does not reflect the SEAL pedagogy.

The literacy test is far too difficult for p1. The comprehension tasks are very difficult and beyond early level.

Felt that writing tasks were actually reading tasks in places. Questions in maths posed not as they would have been experiencing Es in our daily work as we use number counts approaches. Some were very different e.g. first level measurement questions involving using ruler (not from zero) this was more of a problem-solving number task than measurement and showed bad practice of measuring length.

The literacy assessments for p1 all start at a varying degree of difficulty so for some of the lower ability question when they start with a medium question it is far too difficult for them. I feel everyone should start with a low question and build up from there! It is torturous for a child starting with a question which is far too difficult for them! In numeracy there are questions based on number patterns and recognising patterns of counting. Some of these are not expected of p1 in our benchmarks therefore don't match up!

The tests cover experiences and outcomes beyond early level so many pupils are meeting tasks beyond their capabilities. This can be demoralising for them and even upsetting, even with teacher reassurance that they're doing fine.

P1 children were expected to read a passage about humming birds! not a common sight in Scotland! Children who are getting to grips with phonics and simple blends were expected to read names such as Aysha, Zoe, Mia and Noah. By the time they had worked their way through trying to sound out the names, the meaning of the sentence was lost to them. In the maths questions, several questions required the child to use a calendar page which is not a benchmark for P1.

I think the tasks were linked to experiences and outcomes but not so much four capacities.

EAST RENFREWSHIRE

9 words redacted - out of scope for P1 it didn't reflect the playful approach to learning which we have been developing over the past few years.

I feel like it totally goes against all the CfE stands for. Some children were very stressed. The tests in no way seemed to get easier as we were told. The questions were very difficult I think for the age group, even my top groups, and I work in a very high achieving school.

Many of the Primary 1 assessment tasks bore no relation to children's classroom experiences. Those that might have drawn on the children's experiences were presented in such an unfamiliar format that even children who might have been expected to perform well, were uncertain how to answer. Many of the tasks were beyond most children even in a high performing school like mine.

In relation to the new benchmarks the questions were not presented in a way the children would be used to or confident in negotiating. For example: a map to navigate position and movement in a 2d format requires a level of abstract thinking beyond the capabilities of most 5-year olds. And a passage on hummingbirds? I'm confident not one of my children has any prior knowledge or personal experience around this subject. You must involve p1 teachers and consider in what way the children are learning in schools around Scotland. These tests do not reflect the ethos of playful pedagogy or indeed the content of the benchmarks.

Assessments seemed varied and some questions were not in line with CfE outcomes and experiences. Pupils were asked some very specific questions about areas and techniques not covered in their courses.

The tests, literacy in particular, had many questions and lots of vocabulary which were not appropriate to the level of Primary one learners (far too challenging). The volume of independent reading in the literacy assessment was much higher than expected and many pupils were simply guessing from the multiple-choice answers as they were intimidated and put off by the amount of reading they had to do in order to find the answers. The subject of the reading passage was also very challenging and had a lot of topic specific vocabulary which was not easy for pupils to decode and sound out. I also did not find that the questions became easier as children got answers wrong. Many children just seemed to get the same questions in a different order and they were still at a level which was too high for their ability.

Many questions were not appropriate for the age and stage and were phrased in a misleading way. The children were working at Early Level but many, many questions were aimed at First Level and were based on next year's learning. A child said to me, 'What do I do?' I listened to the instruction and repeated 'Read the question and choose an answer below.' Child then said, 'I can't read that (pointing at the question) and I can't read that (pointing at the huge amount of text) so, what do I do?'

EDINBURGH

Tasks do not really reflect CFE E's and O's especially in relation to Literacy and there were quite a few children in P1 who were scoring medium or high but are not achieving early level when assessed against the new benchmarks. Children who guessed coming out medium/high, children who cannot read coming out medium/high.

I am not sure how well this linked as there were questions in the P1 test that were way above their level and appear at 1st level, for example the questions about the calendar. It's hard to say whether or not it links because spelling and grammar is not specific in the experiences and outcomes. The writing test was rather weighted towards spelling.

Not at all.

Headings don't match to organisers in E's and O's. Certain amount of guessing could get results. Some reliant on children's ability to scroll etc on screen. Information handling questions in numeracy had an awful lot of reading and text to navigate. Preferred PiPs standardised assessment approach which although adult intensive gave accurate results.

The hummingbird question in the p1 literacy was far too difficult. Also, the length of the literacy

P1 assessment does not match E's and O's at early level. More appropriate to first level. Don't really think that they bear any relationship to the four capacities. Certainly, many of the scenarios are not relevant to the children in my school-Hummingbird passage.

Many areas of the reading and writing tests did not seem to align at all with the benchmarks.

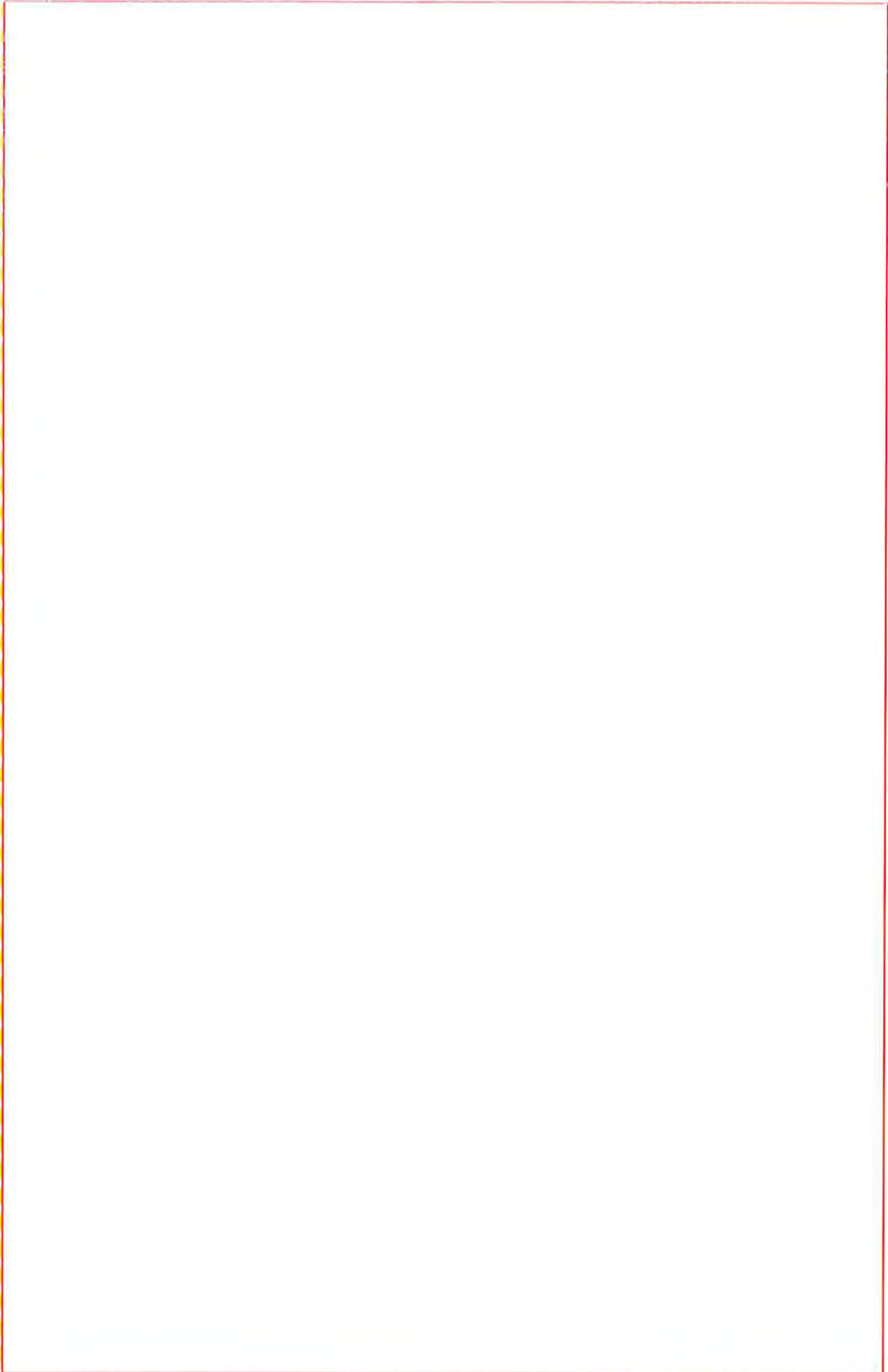
At P1 the assessments have absolutely NO relevance to the curriculum. [redacted]

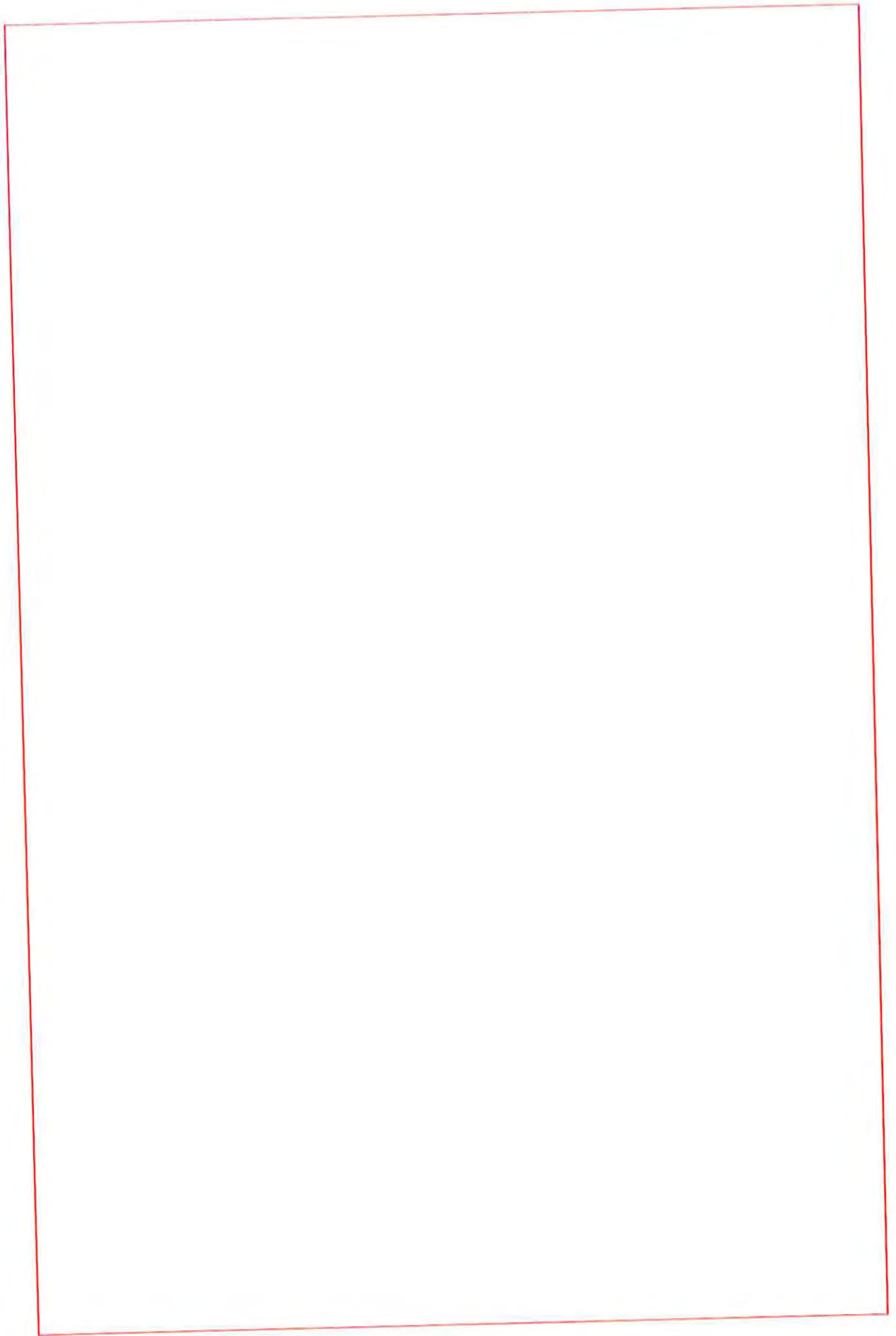
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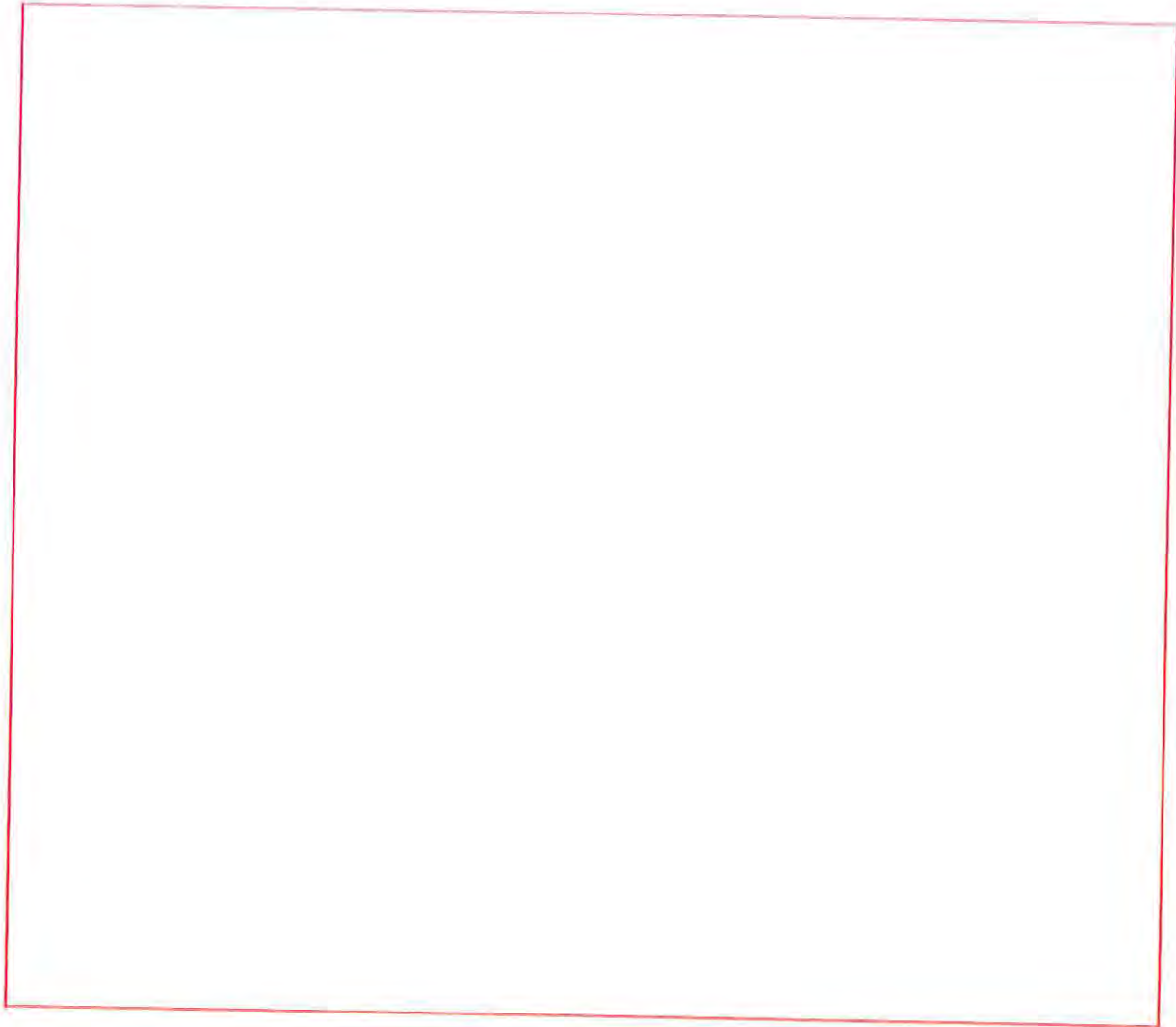
[redacted] In P1, children are learning phonics and CVC words. They were asked to read several long passages independently. The worst was on hummingbirds, an animal none of them are familiar with, using very complex language. Not at all suitable. There were only 3-4 phonics/CVC questions.

Many of the questions in the tests are very poorly phrased – often at best they are ambiguous and at worst they are so badly written that they are actually misleading. On many occasions they fall into the classic trap (which any good teacher labours to avoid) of asking a question in such a way that it does not assess the target information, but the ancillary skills required for the child to access the question. The questions detailed below are a selection of examples that I could recall rather than an exhaustive list – although having watched 54 children complete the numeracy test and approximately 20 complete the literacy test I have the dubious pleasure of knowing these tests pretty well. [redacted]

one paragraph redacted - exemption 33(1)(b)







The numeracy assessment was very closely matched to the benchmarks however having multiple choice answers and the questions being very wordy meant that children were bored and guessed many of the answers. The reading assessment had texts that children had not been exposed to in the teaching environment which confused them and again led them to be bored and select random answers. The writing assessment did not assess writing. More tools for writing. Teachers were assuming that the assessment would assess writing skills. It also looked like a reading paper with some of the questions.

P1 assessment does not match their curriculum. The language used was unfamiliar to P1 and they were being asked to complete reading and numeracy tasks that were not appropriate. The test even spelled out Tuesday in letter names instead of sounds, this made me very unhappy. one sentence redacted - out of scope

[Redacted]

Writing was too grammar based.

The P1 tests were far too tricky for our P1 pupils who start school with a vocabulary deficit. Their experiences in school are much more based on development of oral language and communication skills as well as self-regulation, social interaction and imaginative play. These tests in no way reflect the important learning taking place in our school.

Try defo don't reflect what the children have learned! Primary 1 do not learn the 5 times tables! Also, they have just learned CVC words and expected to read passages and interpret questions! Hummingbirds spring to mind! Utterly ridiculous.

I think there should be guidelines about not allowing the children to guess answers as this can lead them on the wrong path of questions. There should be an unable to answer option.

P1 Literacy test was not pitched at right level. The hummingbird passage was ridiculous. It took the children a very long time to decode this before even beginning to answer the questions. They could click on the questions to have it read to them but not able to listen to the text itself. P1 Numeracy tests contained first level questions which were too challenging, e.g. how many Tuesdays were in a month by looking at a calendar. Conducting tests in P1 conflict with the current best practice of children learning through play. This seriously needs to be looked at by the Scottish Government. one paragraph redacted - out of scope

[redacted] Some tasks looked the same to learners which led to them thinking that they had already answered the question previously e.g. P1 numeracy featured some tables which were the same but have different questions asked of them.

Not at all. No link to E's and O's or benchmarks. No indication of what level young people were working within in the feedback. Assessment tasks needed to be linked in a way to the skills we are teaching.

The children felt the assessments were unfamiliar and did not match the work we had done previously. The outcomes were not designed for summative assessment.

When I assisted with p1, I thought that some of the paragraphs were very long for them to read without someone reading to them. Especially as the questions were on the next few slides.

At early level I don't believe either test reflected what the pupils should know. I already believe that the early level benchmarks for numeracy and maths are far too high and was not expecting my class to do well. However, they all came out medium and high. The highest they were asked to count in the assessment was 15 but according to the benchmarks they have to at least be able to count to 30! I found the literacy assessment to be very challenging and the pupils were asked to read a huge amount, much more than I felt was necessary for gauging their reading level/ability. Almost to the point where some children seemed stressed by the amount they had to read before they could click next.

There weren't very many phonetic alphabet questions/phoneme questions which we have been dedicating our literacy time slots to teaching. There was a heavy emphasis on reading and in particular reading for information which isn't a massive part of the early years curriculum. The children who are able to read, were ok but the poor children who couldn't read had to guess answers!

I think the Literacy test focused too much on reading and some of the text (hummingbird!) was completely irrelevant to the age and stage.

A lot of the assessment questions in both literacy and numeracy were not in line with early level E's and O's. Many questions, particularly in the numeracy assessment were beyond early level and some concepts would not have been taught as it's not in early level CfE. Some of the pronunciation in the literacy questions were unclear or not audible enough. Some of the numeracy assessment questions were very lengthy and very language based so any children with processing or literacy difficulties were unable to answer correctly.

Some questions were not within the correct level for the stage being tested. Particularly primary 1 literacy where pupils were asked to read long passages and primary 1 numeracy where pupils were being asked to count in 5s and 10s beyond 30 which is not covered in the early level.

If your understanding of Early Level CfE benchmarks is in line with children reading words such as hummingbird, I question the credibility of the creators behind this demoralising and poorly pitched assessment. Utterly deplorable. After each assessment, the mood in the department dipped as learners who have shone throughout the year struggled through a depreciating task way beyond their capabilities. On the other hand, the maths assessment was more in line with Early Level experiences.

Some of the topics assessed were not in line with early level E&Os and benchmarks. Primary 1 pupils were expected to be able to use and interpret calendars. Reading comprehension skills were far too complicated for 5/6-year olds - expected to know how to search for specific information on digital pages.

FALKIRK

I feel the P1 test was a little on the hard side with some of the contexts. Also, there is no grammar aspect in the North Lanarkshire Active Literacy pack which most schools use.

The numeracy assessment was very heavy on data analysis. There were many questions that were similar (e.g. 3 questions about reading a calendar) and even when children got 2 of these questions wrong they would get the third. A lot of the time it was difficult for children to demonstrate the skill they were being assessed on as they had to get the information from a graph or table first. The literacy assessment was far too difficult. Children were being asked to read about hummingbirds redacted - exception 33(1) there were many sounds that P1 children are not familiar with and words that were just really difficult (e.g. laugh, Britain, eyes). The reading passages were far too long and by the time they got through it even the better readers were struggling to remember what they had read. One child was given a sentence he could not read so we skipped it. He was then given 3 sentences he could not read which we also skipped, and he was then given a book to read! This child became upset and looked defeated as he kept being presented with reading he could not do. This child has been building confidence in his reading and I saw his confidence destroyed during that test. The book he then got was read to him, but it was far too long, and he was nearly sleeping by the end. It