

From September 2019 we have a new assessment structure for all Primary pupils. Pupils will have their early literacy skills assessed termly via an online programme called STAR; this includes Phonics, vocabulary, sentence and paragraphing structure, and Numeracy. Their results will be presented using a scaled score which ranges from 0 to 900. If a primary pupil reaches a scaled score of 800 or higher then they will move across to the STAR Reading and Math Assessments which are used by our secondary pupils. The table below breaks down the scaled scores.

English writing will also be assessed termly, however this will be an in class piece of writing selected by the teacher. There are also new Writing Assessment Bands which range from Primary 1Emerging (P1E) to 11Secure (11S). Expected year group progress is explained in the table below.

We also assess pupil progress with their Emotional Behavioural Development (EBD) and their Social Skills. We do this via a scoring system in 3 areas; Learning Behaviour, Conduct Behaviour and Emotional Behaviour. Each area is broken down in to subcategories and a score out of 25 per section is then accredited. 25 is the top score for each section demonstrating excellence in that EBD and social skills area.

PRIMARY ASSESSMENT AGE RELATED EXPECTATIONS

ENGLISH WRITING TEACHER ASSESSMENT	
YEAR GROUP	AGE RELATED EXPECTATIONS
	P = Primary Scale
	E = EMERGING, D = DEVELOPING, S = SECURE
R	P1E
1	P1D – P1S
2	P2E – P2S
3	P3E – P3S
4	P4E – P4S
5	P5E – P5S
6	P6E – P6S
7	7E – 7S
8	8E – 8S
9	9E – 9S
10	10E – 10S
11	11E – 11S

EARLY LITERACY ASSESSMENT	
AGE RELATED EXPECTATIONS	
BELOW BASELINE	0-299
EARLY EMERGENT READER	300-487
LATE EMERGENT READER	488-674
TRANSITIONAL READER	675-774
PROBABLE READER	775-900

EARLY EMERGENT READER

Children at the early Emergent Reader stage are beginning to understand that printed text has meaning. They are learning that reading involves printed words and sentences, and that print flows from left to right and from the top to the bottom of the page. They are also beginning to identify colours, shapes, numbers, and letters.

LATE EMERGENT READER

At the late Emergent Reader stage, children can rapidly identify the letters of the alphabet and can match most of the letters to their sounds. They are beginning to “read” picture books and familiar words around their home. Through repeated reading of favourite books with an adult, children at this stage are building their vocabularies, listening skills, and understandings of print.

TRANSITIONAL READER

Children at the Transitional Reader stage have mastered their alphabet skills and letter-sound relationships. They can identify beginning and ending consonant sounds and long and short vowel sounds.

PROBABLE READER

Children at the Probable Reader stage are becoming proficient at recognising many words, both in and out of context. They spend less time identifying and sounding out words and more time understanding what they have read. They can blend sounds and word parts to read words and sentences more quickly, smoothly, and independently.