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KEY STAGE
1

YEARS
1-2

National curriculum assessments

Key stage 1 English reading test framework (draft)

National curriculum tests from 2016

2016

For test developers



Standards
& Testing
Agency

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2016 Key stage 1 English reading test framework:
national curriculum tests from 2016

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1. Overview

This test framework is based on the national curriculum programme of study (2014) for English, introduced for teaching in schools from September 2014 and first assessed in the summer term 2016. The framework specifies the purpose, format, content and cognitive demand of the key stage 1 English reading tests; it is not designed to be used to guide teaching and learning or to inform statutory teacher assessment.

This document has been produced to aid the test development process and is therefore draft at this stage. Although any changes are expected to be minor, the document will be updated as required following evidence from trialling the tests. The document will be finalised and published on the Department for Education's (DfE's) website in advance of full sample test materials being released for schools in summer 2015.

1.1 Purposes of statutory assessment

The main purpose of statutory assessment is to:

- ascertain what children have achieved in relation to the attainment targets outlined in the national curriculum (2014) in English reading.

The main intended uses of the outcomes as set out in the Bew Report¹ and the Government's consultation document on primary assessment and accountability are to:

- hold schools accountable for the attainment and progress made by their children
- inform parents and secondary schools about the performance of individual children
- enable benchmarking between schools, as well as monitor performance locally and nationally.

1 Independent review of key stage 2 testing, assessment and accountability (2011), Lord Bew. <https://media.education.gov.uk/MediaFiles/C/C/0/%7BCC021195-3870-40B7-AC0B-66004C329F1F%7DIndependent%20review%20of%20KS2%20testing,%20final%20report.pdf>

2. What is a test framework?

The purpose of the test framework is to provide the documentation to guide the development of the tests. The framework is written primarily for those who write test materials and to guide subsequent development and test construction. It is being made available to a wider audience for reasons of openness and transparency; it is not designed to be used to guide teaching and learning or to inform statutory teacher assessment.

Some elements of the statutory national curriculum are not possible to assess using the current form of testing; they will need to be assessed by teachers as part of their statutory assessment of the complete national curriculum.

The framework includes those parts of the programme of study as outlined in the national curriculum (2014) that will be covered in the test (the 'content domain'). The cognitive processes considered central to the English reading tests are also detailed in the cognitive domain.

Also included in the test framework is a test specification from which valid, reliable and comparable tests can be constructed each year. This includes specifics about test format, question types, response types and marking as well as a clear test-level reporting strategy.

By providing all of this information in a single document, the test framework answers questions about what the test will cover, and how, in a clear and concise manner. The framework does not provide information on how teachers should teach the national curriculum.

The test development process used by the Standards and Testing Agency (STA) embeds within it the generation of validity and reliability evidence through expert review and trialling. Given that the tests will be internally marked by teachers, an additional study to consider the reliability of marking will be undertaken as part of the 'technical pre-test' trial. The test framework does not provide detail of the validity and reliability of individual tests; this will be provided in the test handbook which will be published on the DfE's website following the administration of the test.

The test framework should be used in conjunction with the national curriculum (2014) and the annual 'Assessment and reporting arrangements' (ARA) document.

3. Nature of the test

The key stage 1 English reading test forms part of the statutory assessment arrangements for children at the end of key stage 1.

The test is based on the relevant sections of the national curriculum (2014) statutory programme of study for English reading at key stage 1.

The reading test will cover the aspects of comprehension that lend themselves to testing.

The key stage 1 English reading test will be internally marked by teachers.

3.1 Population to be assessed

All eligible children who are registered at maintained schools, special schools or academies (including free schools) in England and are at the end of key stage 1 will be required to take the key stage 1 English reading test, unless they have taken it in the past. Independent schools may choose to participate in the statutory assessment arrangements on a year by year basis.

Some children are exempt from the tests. Further details are in the ARA which can be downloaded from the Department's website at www.education.gov.uk/ks1.

3.2 Test format

The key stage 1 English reading test is comprised of two components; one integrated reading and answer booklet and one separate reading booklet with an associated reading answer booklet.

Children will have access to all components but teachers can stop the child at any stage of the test that they feel is appropriate for that particular child.

The test is administered on paper. The tests are designed to enable children to demonstrate their attainment and as a result are not strictly timed since the ability to work at pace is not part of the assessment. Guidance will be provided to schools to ensure that children are given sufficient time to demonstrate what they understand, know and can do without prolonging the test inappropriately. The table below provides an indication of suggested timings for each component. The total testing time is approximately 60 minutes.

One reading booklet comprises a selection of text(s) with questions interspersed. The word count will be approximately 400 – 700 words. This component contains 20 marks.

The second reading booklet comprises a selection of texts, totalling approximately 800 - 1100 words. The associated reading answer booklet contains 20 marks.

Table 1: Format of the test

Component	Description	Number of papers	Number of marks	Approximate timing of paper
English reading test: paper 1	Reading booklet with reading questions and answer space combined (a selection of texts, 400 – 700 words)	1	20	Recommended 30 minutes
English reading test: paper 2	Reading booklet with associated answer booklet (a selection of texts, 800 – 1100 words)	1	20	Recommended 30 minutes
	Total	2	40	Recommended 60 minutes

4. Content domain

The content domain draws out the relevant elements from the national curriculum (2014) programme of study for English at key stage 1 that are assessed in the English reading test. The tests will, over time, sample from each area of the content domain.

The content domain also identifies elements of the programme of study that cannot be assessed in the key stage tests (see Table 4). Attainment in these elements will be monitored through teacher assessment.

The following tables detail content from the national curriculum (2014). Elements from the curriculum are ordered to show progression across the years. The curriculum has been grouped into subdomains and these are detailed in the strand column. A referencing system is used in the content domain to enable classification of questions during test development.

Table 2 shows the content domain for texts and table 3 shows the content domain for questions.

Elements of the curriculum that can only be teacher-assessed are shown in square brackets.

4.1 Content domain relating to texts

Table 2: Content domain relating to texts

Strand	National curriculum reference Year 1	National curriculum reference Year 2	Assessable elements
Range of texts	1a [listening to and] discussing a wide range of poems, stories and non-fiction [at a level beyond that at which they can read independently]	1a [listening to,] discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction [at a level beyond that at which they can read independently]	1RT1 Tests to include age-appropriate fiction and non-fiction, from a variety of origins and traditions, covering over-time, a wide range of text types, forms and purposes.
	1c becoming very familiar with key stories, fairy stories and traditional tales, [retelling them and] considering their particular characteristics	1c becoming increasingly familiar with [and retelling] a wider range of stories, fairy stories and traditional tales	
		1d being introduced to non-fiction books that are structured in different ways	

4.2 Content domain relating to questions

Table 3: Content domain relating to questions

Strand	National curriculum reference Year 1	National curriculum reference Year 2	Assessable elements
Making inferences	2d making inferences on the basis of what is being said and done	2c making inferences on the basis of what is being said and done	1MI1 Make inferences from the text
	2e predicting what might happen on the basis of what has been read so far	2e predicting what might happen on the basis of what has been read so far	1MI2 Predict what might happen on the basis of what has been read so far
	2a drawing on what they already know or on background information and vocabulary [provided by the teacher]	2a drawing on what they already know or on background information and vocabulary [provided by the teacher]	1CI Draw on knowledge of vocabulary to understand texts
Comprehension		1b discussing the sequence of events in books and how items of information are related	1C2 Identify and explain the sequence of events in texts
	4 explain clearly their understanding of what is read [to them]		1C3 Identify how items of information are related and organised in texts
	2c discussing the significance of the title and events	4 explain and discuss their understanding of books, poems and other material, [both those that they listen to and] those they read for themselves	1C4 Identify key aspects of fiction and non-fiction texts, such as characters, events and information
			1C5 Explain key aspects of fiction and non-fiction texts, such as titles, characters, events and information
		1e recognising simple [recurring] literary language in stories and poetry	1LFE1 Identify simple literary language in stories and poetry
Language for effect			

4.3 Elements of the curriculum that cannot be assessed in this format

The table below identifies areas that are difficult to fully assess in a paper-based format. Some of the points below may be partially assessed.

Table 4: Elements of the curriculum that cannot be assessed in this format

National curriculum reference Year 1	National curriculum reference Year 2	Explanation
1b being encouraged to link what they read or hear read to their own experiences	1f discussing their favourite words and phrases	Own experiences and preferences are too unknown and too broad to be practically assessable.
1d recognising and joining in with predictable phrases		Aspects of the curriculum requiring oral skills are not possible to include in a paper assessment.
1e learning to appreciate rhymes and poems, and to recite some by heart	1g continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	It is not possible to include aspects of the curriculum requiring oral skills in a paper-based assessment.
2b checking that the text makes sense to them as they read and correcting inaccurate reading	2b discussing the sequence of events in books and how items of information are related	This is an interactive process not assessable in a written assessment.
3 participate in discussion about what is read to them, taking turns and listening to what others say	3 participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	It is not possible to include aspects of the curriculum requiring oral skills in a paper-based assessment.
	2d answering and asking questions	This is a teacher-led oral task that takes place in the context of classroom discussion of texts and is not assessable in a paper-based assessment.

5. Cognitive domain

The cognitive domain seeks to make the thinking skills and intellectual processes required for the key stage 1 English reading test explicit. Each question will be rated against the five strands of the cognitive domain listed in the tables below. Information on how the questions are rated is shown in section 5.1.

The cognitive domain will be used during test development to ensure comparability of demand as well as difficulty for tests of successive years.

The cognitive domain for the English reading test was based on 'The Revised PISA reading item difficulty scheme'², as the research we undertook indicated that the range of question types used in the PISA assessments are similar to the requirements of the national curriculum tests. The PISA model also considers the text and the added dimension this brings to a cognitive scale, which STA felt was an essential feature of measuring test and question demand.

5.1 Descriptions of each strand of the cognitive domain

In the following tables, descriptors are provided for the top and bottom of the rating scale. Judgement is then used to categorise questions appropriately on the rest of the scale. The cognitive scale presented in this framework assumes age-appropriate texts and is a stand-alone scale for national curriculum assessments at the end of key stage 1.

5.1.1 Accessibility of the target information

This strand relates to the accessibility of the target information that is needed to answer the question. This means the:

- number and proximity of features that need to be located in the text
- extent to which the location of the information within the text is identified in the question
- extent to which competing information in the text and/or distractors may mistakenly be selected.

It can be thought of as 'Where can the information be found?'

² Lumley, Tom; Routitsky, Alla; Mendelovits, Juliette; and Ramalingam, Dara, 'The Revised PISA reading item difficulty scheme' (2012). <http://research.acer.edu.au/pisa/5>

Table 5: Strand A - Accessibility of the target information

A1 (Low)	A2	A3	A4 (High)
The information that needs to be located is basic, is highly prominent and limited to one or two pieces. It is clearly located by question wording and limited to a short section of the text. Competing information is limited.			The target information is not strongly located by the question. It is not prominent within the text, and not limited to one or two pieces. There is significant competing information, either within the text or in the form of functional distractors.

5.1.2 Complexity of the target information

This strand relates to the complexity of the target information that is needed to answer the question. This means the:

- lexico-grammatical density of the stimulus
- level of concreteness / abstractness of the target information
- level of familiarity of the information needed to answer the question.

It can be thought of as 'What is the language of the text like?'

Table 6: Stand B - Complexity of the target information

B1 (Low)	B2	B3	B4 (High)
Target information has a low level of abstractness and lexico-grammatical density, is largely familiar to pupils and is easily cued by the wording of the task.			Target information has a high level of abstractness and lexico-grammatical density and a low level of familiarity. There is a low level of semantic match between task wording and relevant information in the text.

5.1.3 Task-specific complexity

This strand relates to task-specific complexity. This means the:

- degree of cognitive complexity involved in answering the question, from retrieval through to inference and higher level skills.

It can be thought of as 'How much work is needed to answer the question?'

Table 7: Stand C - Task specific complexity

C1 (Low)	C2	C3	C4 (High)
Requires only simple retrieval, with little/no inference and has concrete task requirements.			There are complex inference and abstract task requirements.

5.1.4 Response strategy

This strand relates to response strategy. This means the:

- the complexity of the written response required
- the extent to which children need to organise / structure their response.

It can be thought of as 'How easy is it to organise and present the answer?'

Table 8: Stand D - Response strategy

D1 (Low)	D2	D3	D4 (High)
Answers will be limited to multiple choice or a few words and will require little organisation; the structure of response required will be clearly indicated in the question or answer booklet.			Answers are extended, and require children to fully structure and organise their own responses.

5.1.5 Technical knowledge required

This strand relates to the technical knowledge required. This means the:

- extent of knowledge of vocabulary required by the question
- subject-specific technical language and knowledge required that is not given in text.

It can be thought of as 'How complex is the language of the question and / or the knowledge needed to answer it?'

Table 9: Strand E - Technical knowledge required

E1 (Low)	E2	E3	E4 (High)
No complex word meanings or subject specific technical language is required.			Knowledge of complex word meanings and subject specific technical language required.

6. Test specification

This section provides details of the test.

6.1 Summary of test

There are two components: one integrated reading and answer booklet and one separate reading booklet with associated reading answer booklet.

- 1. Combined reading and answer booklet:** Lower demand - integrated reading and answer booklet
- 2. Reading booklet and reading answer booklet:** Higher demand - separate reading booklet with associated reading answer booklet.

All children will have access to all test components, with teachers using their judgement as to when to withdraw the child from the test.

Table 10: Format of the test

Component	Description	Number of papers	Number of marks	Approximate timing of paper
Paper 1: Combined reading and answer booklet	A selection of texts with a total word count of 400 – 700 words Teachers will read the beginning of the text(s) aloud to the children and also read aloud any supporting words that are provided.	1	20	(Recommended) 30 minutes including reading and answer time
Reading booklet for paper 2	A selection of texts with a total word count of 800 – 1100			(Recommended) 30 minutes including reading and answer time
Paper 2: reading answer booklet	No more than 3 questions will be worth 2 marks. This paper will be read completely independently by the children.	1	20	
	Total	2	40	(Recommended) 60 minutes

6.2 Breadth and emphasis

The content and cognitive domains for the English reading tests are specified in sections 4 and 5. The test will sample from the content domain in any given year. Although each element may not be included within each test, the full range of content detailed in this document will be assessed over time. The questions in each test are placed in order of difficulty, where possible, whilst maintaining chronology with the text.

The following sections show the proportion of marks attributed to each of the areas of the content and cognitive domains in a test.

6.2.1 Range of texts

A range of texts will be included in the tests – with a balance of text type including fiction, non-fiction and poetry.

Texts will be appropriate in terms of content and difficulty for children aged 7. This will include texts that are age-appropriate (themes in narratives will be familiar and non-fiction texts will be suitable for 6–7 year olds) and that require inference and comprehension skills. The demand of the text will increase throughout the reading booklet.

6.2.2 Profile of content domain

The national curriculum coverage within the test is specified in the content domain in section 4. Content is broken down into three areas – which will be present in the tests in the following proportions:

Table 11: Profile of marks by content area

Content domain reference	Number of marks	Percentage of total mark
Making inferences	4 - 12	10 - 30%
Comprehension	24 - 36	60 - 90%
Language for effect	0 - 4	0 - 10%

The content domain references are further broken down into assessable elements within the content domain given in section 4.

6.2.3 Profile of cognitive domain

The cognitive domain is specified in section 5. Taking into account the target information and the task itself, each question will be rated in terms of demand against each of the five strands of the cognitive domain.

For cognitive strands A, B and C, there will be questions across the range of demand 1–4, predominantly at 2 to 4.

For strand D, the range of questions across the cognitive domain will be in the following approximate proportions.

Table 12: Profile of ratios for strand D

Strand	Percentage of total marks
D1	35 – 55%
D2 and D3	35 – 55%
D4	5 – 15%

For strand E, the majority of questions will be at E1 and E2.

6.3 Format of questions and responses

The table below shows how marks will be distributed across different mark tariffs.

Table 13: Profile of mark tariffs

Mark tariffs	Range of marks at mark tariff
1 mark questions	34 – 36 marks
2 mark questions	4 – 6 marks (2-3 questions)

The question types in the test will be distributed across the selected and constructed response questions in the proportions shown in the table. The range of question types are exemplified by, but not limited to, those listed in the table below.

Table 14: Profile of marks by question type

Selected or constructed response	Question types	Example questions
Selected response 35 – 55%	Multiple choice	What is Lucy looking for in the story? Tick one of the boxes below.
	Ranking / ordering	Number the events below to show the order in which they happen in the story.
	Matching	Match the character to what they do in the story.
	Labelling	Label the text to show the title...
Short response 30 – 40%	Find and copy	Find and copy one word that shows...
	Short response	What does the bear eat?

Selected or constructed response	Question types	Example questions
Extended response 10 – 20%	Open ended response	Why did Lucy write the letter to her grandmother? Give two reasons.

6.4 Marking and mark schemes

The key stage 1 tests will be internally marked by teachers.

The mark scheme will give the general principles for marking the test to ensure consistency of marking, together with specific guidance for the marking of each question.

The mark scheme will provide the total number of marks available for each question and the criteria by which markers should award the marks to children's responses. Where multiple correct answers are possible, examples of different types of correct answer will be given in the mark schemes. Additional guidance will indicate minimally acceptable responses and unacceptable responses, where applicable.

For all questions, the mark schemes will be developed during the test development process and will combine the expectations of experts with examples of children's responses that have been obtained during trialling.

For multi-mark questions, if the correct answer is not reached and, therefore, full marks cannot be awarded, the mark scheme will provide details of how partial credit can be awarded.

The mark schemes will contain the following information:

- the question
- a content domain reference
- the mark allocation
- square bullets indicating the required responses / acceptable points
- round bullets exemplifying children's responses from the trials
- on 2 mark questions, the examples awarded higher marks should be placed before the examples awarded lower marks
- open 2 mark questions should also consider the child's ability to express their reasoning through developed answers.

There will be a system of sampling and moderation of marking organised by the STA to ensure consistency between schools. Full details will be available in the ARA.

6.5 Reporting

The raw score on the test (the total achieved marks out of the total 40 marks) will be converted into a scaled score using a conversion table. The purpose of translating raw scores onto scaled scores is that performance can be reported on a consistent scale for all children, which retains the same meaning from one year to the next so a particular scaled score reflects the same level of attainment in one year as in the previous year, having adjusted for any differences in difficulty of the test.

Additionally, each child will receive an overall result indicating whether or not he or she has achieved the required standard on the test. A standard setting exercise will be conducted on the first live test in 2016 in order to determine the scaled score needed for a child to be considered to have met the standard. This process will be facilitated by the performance descriptor in section 6.7 which defines the performance level required to meet the standard. In subsequent years the standard will be maintained using appropriate statistical methods to translate raw scores on a new test into scaled scores with an additional judgemental exercise at the expected standard. The scaled score required to achieve the expected level on the test will always remain the same.

The exact scale for the scaled scores will be determined following further analysis of trialling data. This will include a full review of the reporting of confidence intervals for scaled scores.

6.6 Desired psychometric properties

While the focus of the outcome of the test will be whether a child has achieved the expected standard, the test must measure children's ability across the spectrum of attainment. As a result, the test must aim to minimise the standard error of measurement at every point on the reporting scale, particularly around the expected standard threshold.

The provision of a scaled score will aid in the interpretation of children's performance over time as the scaled score which represents the expected standard will be the same year on year. However, at the extremes of the scaled score distribution, as is standard practice, the scores will be truncated such that above or below a certain point all children will be awarded the same scaled score in order to minimise the effect for children at the ends of the distribution where the test is not measuring optimally.

6.7 Performance descriptor

This performance descriptor describes the typical characteristics of children whose performance in the key stage 1 tests is at the threshold of the expected standard. Children who achieve the expected standard in the tests have demonstrated sufficient knowledge to be well placed to succeed in the next phase of their education having studied the full key stage 1 programme of study in English. This performance descriptor will be used by panels of teachers to set the standards on the new tests following their first administration in summer 2016. It is not intended to be used to support teacher assessment since it only reflects the elements of the programme of study that can be assessed in a written test (see content domain in section 4).

6.7.1 Overview

Children working at the expected standard will be able to engage with all questions within the test. However, they will not always achieve full marks on each question, particularly if working at the threshold of the expected standard.

Questions will range from those requiring only simple retrieval in concrete tasks with little or no inference to those requiring some inference in more abstract tasks. There will be a variety of question formats including selected response, short answer and extended answer, which require fully structured, organised and accurately communicated responses.

Question difficulty will be affected by the strands of the cognitive domain such as the accessibility and complexity of the target information within the reading text and the complexity of the technical language or other vocabulary in the question. This should be borne in mind when considering the remainder of this performance descriptor, since children working at the threshold of the expected standard may not give correct responses to questions where target information is not strongly located in the question or has a high level of abstractness and lexico-grammatical density, or where there is significant competing information in the text that functions as a distractor. This will be true even when the performance descriptor determines that a skill should be within the child's capacity if working at the expected standard.

The following sections describe the typical characteristics of children in Year 2 working at the threshold of the expected standard. It is recognised that different children will exhibit different strengths, so this is intended as a general guide rather than a prescriptive list.

6.7.2 Range of texts

Children working at the threshold of the expected standard will be able to read the full range of text types and forms specified in the key stage 1 programme of study. This will include texts that are age-appropriate and that require inferential and comprehension skills as well as an emerging understanding of how language is used for effect.

6.7.3 Making inferences

Children working at the expected standard are able to:

- make simple and general inferences based on the text [1MI1]
- make simple and general predictions based on the text [1MI2].

6.7.4 Comprehension

Children working at the expected standard are able to:

- identify the meaning of vocabulary in context [1C1]
- identify sequences of events in a range of straightforward texts [1C2]
- identify how information is related and/or organised within texts [1C3].

provide simple explanations for:

- the significance of titles in fiction and non-fiction texts [1C5]
- events and characters' actions [1C5]
- key information [1C5]
- retrieve relevant details from fiction and non-fiction to demonstrate understanding of character, events and information [1C4].

6.7.5 Language for effect

Children working at the expected standard are able to:

- identify simple and recurring literary language [1LFE1].

7. Diversity and inclusion

The Equality Act 2010 sets out the principles by which the national curriculum assessment and associated development activities are conducted. During the development of the tests, the test development division will make provision to overcome barriers to fair assessment for individuals and groups wherever possible.

National curriculum assessments will also meet Ofqual's core regulatory criteria. One of the criteria refers to the need for assessment procedures to minimise bias: "The assessment should minimise bias, differentiating only on the basis of each learner's ability to meet national curriculum requirements" (Ofqual, www.ofqual.gov.uk/files/2011-regulatory-framework-for-national-assessments.pdf).

The end of key stage 1 English reading assessment should:

- use appropriate means to allow all children to demonstrate their reading ability
- provide a suitable challenge for all children and give every child the opportunity to achieve as high a standard as possible
- provide opportunities for all children to achieve, irrespective of gender, including children with special educational needs, children with disabilities, children from all social and cultural backgrounds
- use materials that are familiar to children and for which they are adequately prepared
- not be detrimental to children's self-esteem or confidence
- be free from stereotyping and discrimination in any form.

The test development process uses the principles of universal design, as described in the Guidance on the Principles of Language Accessibility in National Curriculum Assessments (Ofqual, 2012; www.ofqual.gov.uk/news/new-language-accessibility-guidance-published/).

In order to improve general accessibility for all children, where possible, questions will be placed in order of difficulty. Accordingly, to be consistent with all national curriculum tests, attempts have been made to make the question rubric as accessible as possible for all children, including those who experience reading and processing difficulties, and those for whom English is an additional language, whilst maintaining an appropriate level of demand to adequately assess the content. This includes applying the principles of plain English and universal design wherever possible, conducting interviews with children, and taking into account feedback from expert reviewers.

For each test in development, expert opinions on specific questions are gathered, for example, at inclusion panel meetings, which are attended by experts and practitioners from across the fields of disabilities and special educational needs. This provides an opportunity for some questions to be amended or removed in response to concerns raised.

Issues likely to be encountered by children with specific learning difficulties have been considered in detail. Where possible, features of questions that lead to construct irrelevant variance (for example, question formats and presentational features) have been considered and questions have been presented in line with best practice for dyslexia and other specific learning difficulties.

7.1 Access arrangements

The full range of access arrangements applicable to key stage 1 assessments as set out in the relevant ARA will be available to eligible children as required.

7.2 Children with English as an additional language (EAL)

Children with English as an additional language should be registered for the national curriculum tests. If a child's limited ability to communicate in English means that he or she is unable to access the test, then they will be working below the standard of the English tests and should not take them, as set out in the relevant ARA.

Appendix: Glossary of terminology used in the test framework

cognitive domain	<p>Cognitive processes refer to the thinking skills and intellectual processes that occur in response to a stimulus. The cognitive domain makes explicit the thinking skills associated with an assessment.</p> <p>The cognitive domain, as shown in this framework, also identifies other factors that may influence the difficulty of the questions.</p>
component	<p>A section of a test, presented to children as a test paper or test booklet. Some tests may have two or more components which each child needs to sit in order to complete the test. The key stage 1 English reading test has two test components.</p>
content domain	<p>The body of subject knowledge to be assessed by the test.</p>
construct irrelevant variance	<p>Construct irrelevant variance is the variation in children's test scores that does not come from their knowledge of the ideas being tested. It can result in children gaining fewer marks than their knowledge would suggest or lead to the award of more marks than their knowledge alone would deserve.</p> <p>The former can occur, for example, when questions in a mathematics test also unintentionally measure reading ability. The latter often occurs when unintended clues within questions allow children to answer correctly without having the required subject knowledge.</p>
distribution	<p>The range of possible scaled scores.</p>
domain	<p>The codified definition of a body of skills and knowledge.</p>
mark scheme	<p>The document explaining the creditworthy responses or the criteria that must be applied to award the mark for a question in the test.</p>
national curriculum	<p>For each subject and key stage, the national curriculum outlines the content and skills that should be taught in schools.</p>
performance descriptor	<p>Description of the typical characteristics of children working at a particular standard. For these tests, the performance descriptor will characterise the minimum performance required to be working at the appropriate standard for the end of the key stage.</p>
programme of study	<p>The statutory curriculum of subject knowledge, skills and understanding for a key stage. The key stage 1 and 2 programmes of study are published online at at: www.education.gov.uk/schools/teachingandlearning/curriculum.</p>

raw score	<p>The unmodified score achieved on a test, following marking. In the case of these tests it is the total marks achieved.</p> <p>For example, if a child scores 27 out of 60 possible marks, the raw score is 27. Raw scores are often then converted to other measures such as percentile ranks, standardised scores or grades.</p>
scaled score	<p>A score which has been translated from a raw score onto a score on a fixed, defined scale. This allows performance to be reported on a consistent scale for all children, which retains the same meaning from one year to the next. Therefore, a particular scaled score reflects the same level of attainment in one year as in the previous year, having adjusted for any differences in difficulty of the specific tests.</p>
standard	<p>The required level of attainment in order to be classified into a particular performance category.</p>
standard error of measurement	<p>A reliability estimate that allows the user to determine a confidence interval around a test score. It is a measure of the distribution of scores that would be attained by a child had that child taken the test repeatedly under the same conditions.</p>
standard setting	<p>The process of applying the standard onto a particular test in order to determine the score required for a child to be classified within a particular performance category.</p>
test framework	<p>A document to set out the principles, rationale and key information about the test, and containing a test specification.</p>
test specification	<p>A detailed specification of what is to be included in a test in any single cycle of development.</p>
truncate	<p>To shorten by removing ends.</p>



About this publication

Who is it for?

This document is primarily aimed at those responsible for developing the key stage 1 national curriculum test in English reading. It may also be of interest to schools with children in key stage 1 and other education professionals.

What does it cover?

Detailed information to ensure an appropriate test is developed, including the:

- content domain
- cognitive domain
- test specification.

Related information

Visit the Department for Education's website at www.education.gov.uk/ks1 and www.gov.uk/government/collections/national-curriculum for all related information.

For more copies

Printed copies of this document are not available. It can be downloaded from the Department for Education's website at www.education.gov.uk/ks1.