Guidance and information for teachers

6th Edition

NGST ®

Digital

NGST

All students require headphones to access this test.
If you are using *NGST* on a tablet device, you must ensure that the spellchecker has been turned off before testing begins.

Introduction

The *New Group Spelling Test* (*NGST*) is a fully adaptive, digital test for students aged 6 to 14+. The test will comprise 3 forms of equivalent difficulty (A, B and C) to support termly testing and all questions will be delivered via audio.

NGST Digital Form	Year Group		
	England and Wales	Scotland	Northern Ireland
A	Years 2–9+	P3–S2+	P3–Year 10
B	Years 2–9+	P3–S2+	P3–Year 10
C	Years 2–9+	P3–S2+	P3–Year 10

When to test

We recommend administering *NGST* three times a year: once in each term. This will allow the most effective monitoring of spelling progress.

Another possible way of using *NGST* would be to screen all students in the first term of the year. This screening can identify weaker readers for whom an intervention can be put in place. The intervention group can be screened again in the second term and all students again in the third term.

Adaptive testing with NGST

NGST is fully adaptive, which allows students to be tested according to their performance as they are taking the test rather than by age or year group. Each student's performance is assessed as they complete the test and the questions are adapted to be in line with the ability they demonstrate. This is a benefit, particularly to students with a low spelling attainment as they can be tested with words at a lower level than that determined by age, and for students with high spelling attainment as they can be tested with words that better reflect their skills.

NGST comprises two sections: Single Word and Spelling in Context, which is made up of sentence completion items. All students will start with the Single Word section. If a student achieves a very low score in the Single Word section then they will not be taken to the Spelling in Context section and the test will finish early.

Testing time will be approximately 20–25 minutes. **However, please note that as *NGST* is adaptive the time taken to test each student will vary, so some will finish before others.**

So:

- All students will start the test with the Single Word section
- The programme will determine the first question based on date of birth and each student will progress through the test according to performance
- Students with very low scores will only see the Single Word section

Administering the test

Note: The test administrator will need to read through the following instructions well in advance of the test session.

Prior to testing

It is strongly advised that you go to:

https://support.gl-assessment.co.uk/testwise/gettingstarted

Important note: If you are using *NGST* on a tablet make sure that the following keyboard settings are turned off before testing begins.

This example shows how to turn off specific keyboard settings on an iPad. If you are using *NGST* on another tablet device, please consult the user manual for your specific tablet.

Go to the Settings icon and under General all of these options should be visible. Please make sure that they are all turned off.

- Auto Capitalisation
- Auto-Correction
- Check Spelling
- Predictive
- Enable Dictation

This *must* be done on each student's tablet before testing begins.
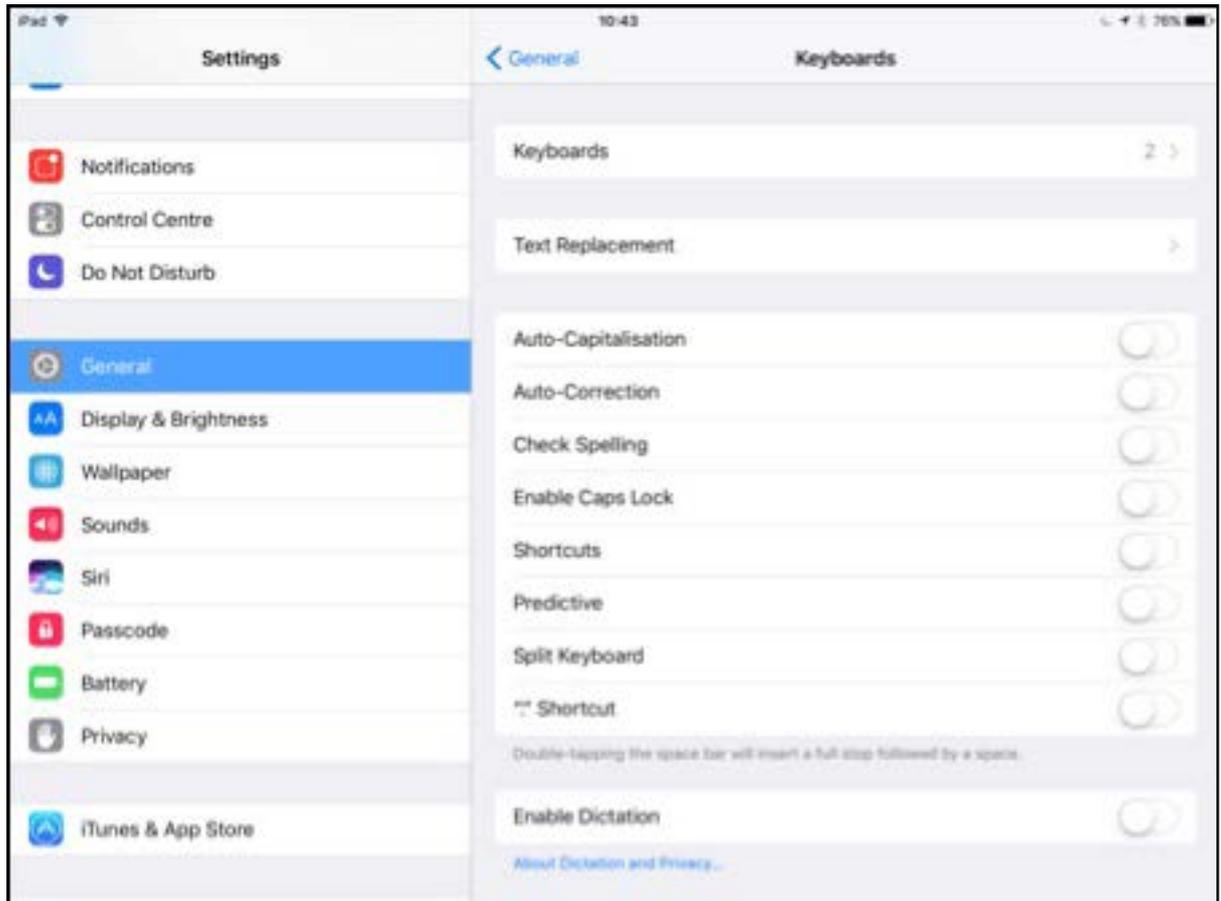
If, on the day of testing, you experience any technical difficulties please contact the Technical Support team on 0330 123 5375 or email *support@gl-assessment.co.uk*

Administration

The test must be administered in a formal test environment with students made aware that they are taking a test and that the usual expectations of behaviour and constraints of a test session will be in place.

Each student will need either their own personal computer with a mouse, or a tablet, along with a high quality set of headphones. You are advised to check that headphones are working and that sound levels are appropriate before logging on to Testwise.

All administration instructions are incorporated into the test programme but please introduce the test session and check that students understand the instructions and the method of answering by walking around the room as they work through these parts of the test.

When students are settled, explain that they are going to take a test that will show how well they can spell a variety of different words. Students must work in silence but if they have a query they should raise their hand and wait for the teacher to approach them. Answer any questions at this stage and explain that you cannot help with any of the test questions.

Reassurance

Further explain that the test starts with some practice questions to get them used to the real questions, that all instructions are on the screen and that they should work through each section at their own pace.

Single Word example question

All students will start the test with the Single Word section and will see the following practice question followed by another similar one.

The voice over will ask the students if they can spell the example word.
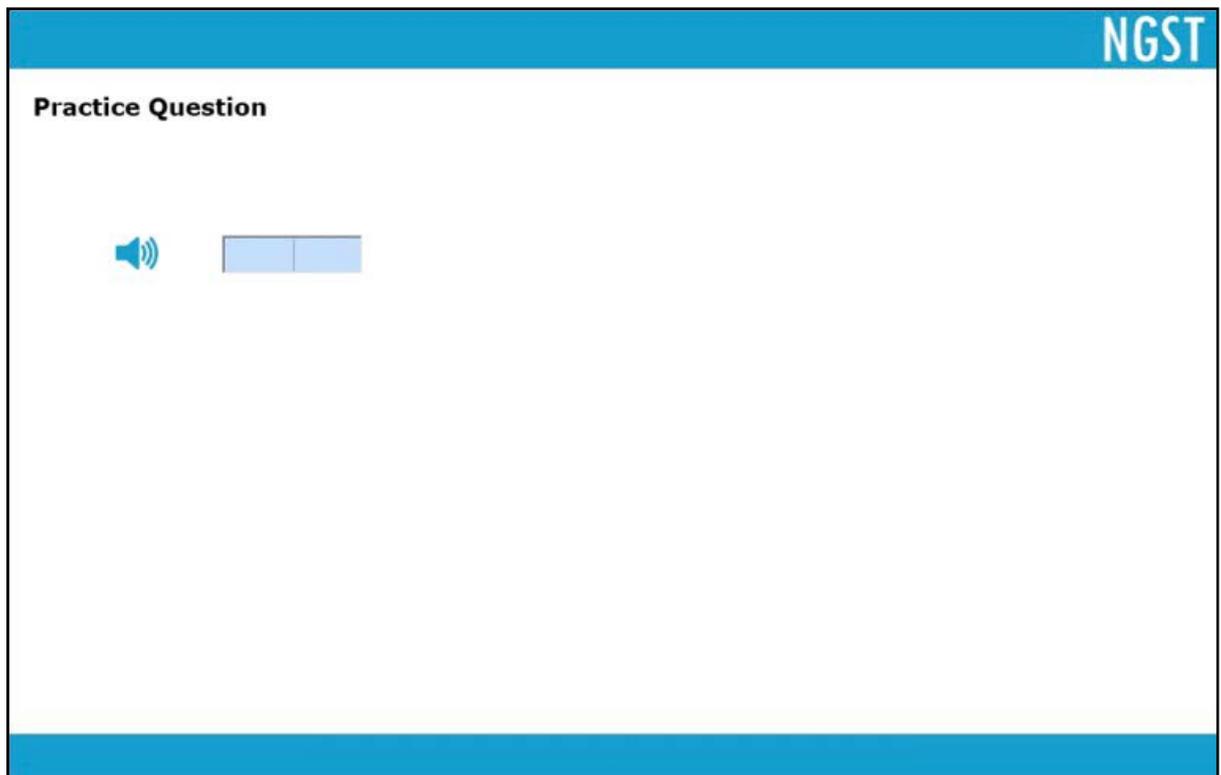
Once the students have clicked on 'Next' they cannot return to the previous question.

In the practice section students will receive feedback telling them whether they have answered correctly or incorrectly. However, this will not be a feature of the test.

Because *NGST* is adaptive, each student will see a different set of test questions. Performance in the Single Word section will determine whether a student is then taken on to the Spelling in Context section.

Spelling in Context

This section is made up of sentence completion items and has two example questions, starting with this one, with feedback.

You should have typed arm in the box like this.

Lucy broke her ___arm___ .

Choose **'Next'** to try one more practice question.

During the test

During the test session, you should periodically walk around to prevent copying and to ensure that students understand how to answer the test on-screen. Any students showing signs of difficulties should be given assistance. However, you should give no help at all in the choosing of answers or explaining text.

Testing time will be approximately 20–25 minutes. Some students may finish in a shorter time and should have work to hand so that they remain occupied until the whole group has completed the test.

At the end of the test all responses will be stored on the Testwise server. Please do not turn off any computer until the students have clicked on the **End of Test** button and have been taken back to the page showing that the test has been taken:
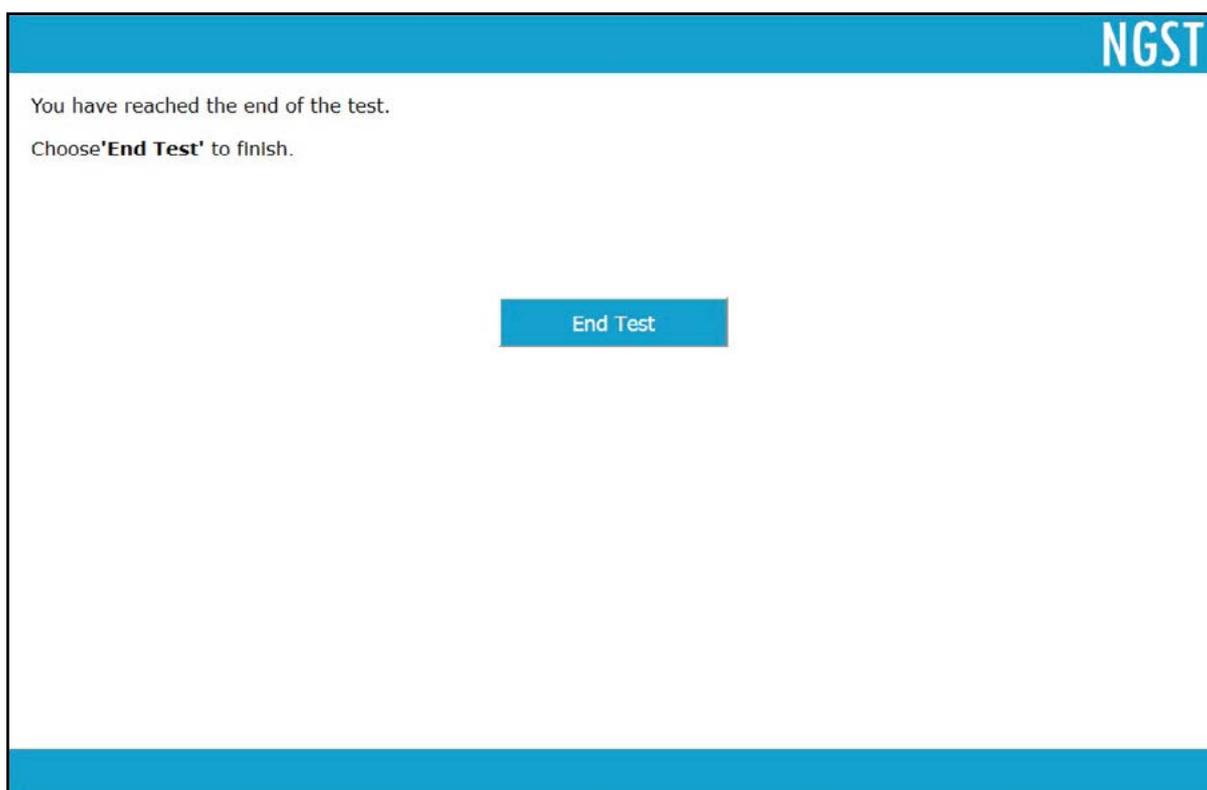
The test environment

As mentioned above students completing *NGST* need to be in a quiet room without interruptions. Enough time should be allocated to allow students to settle, be given the introduction to the test and complete it. A total of 40 minutes should be sufficient to introduce and administer the test.

Students should be told they they must work in silence but that if they have a query they should raise their hand and wait for the teacher to approach them.

While students are completing the test, the teacher should walk round the computer suite to check that they are progressing appropriately and that they are not having difficulty with the methods of answering questions.

Unexpected incidents

Make a note of any unexpected incidents or interruptions.

If there is a failure in your computer system while students are completing the test, it will not be possible to re-enter the test at the point at which the failure occurred. In this instance, students will need to start again. If students complete the test and responses are stored (that is, they have clicked the End Test button) and then the system fails, it will be possible to retrieve responses and reports from the *GL Assessment* back-up server.

The NGST Group Report

A group report will be available after testing and is made up of the following sections:

- **Overview**
  This is a short introduction which describes the test content and how the test works. This will be useful when sharing reports with colleagues who may not be familiar with *NGST*.

- **Why use *NGST*?**
  Again, this is a short section setting out the main uses of *NGST*.

- **Relationship between *NGST* scores**
  This comprises a simple diagram showing how standard age scores (SAS), stanine score and national percentile ranks relate to each other.

- **Example results**
  This page shows an annotated version of the group report table with a glossary of terms used.
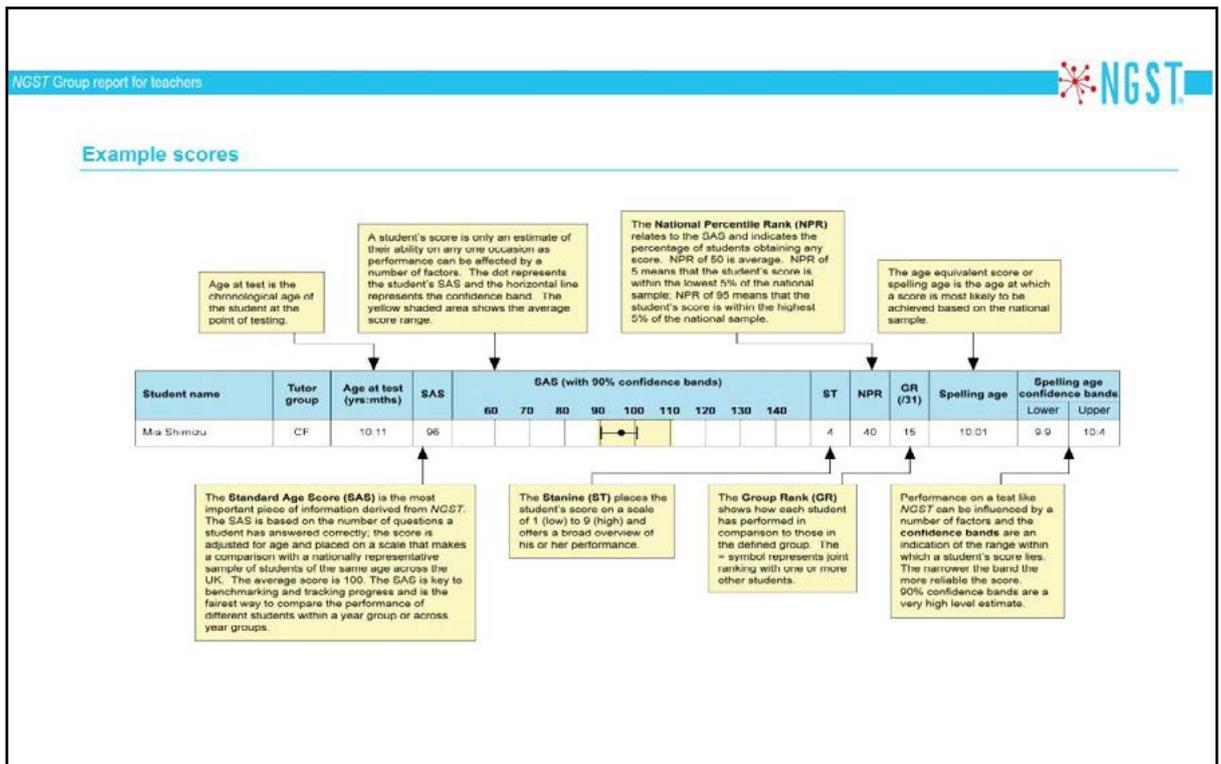
- **Group scores**
  Scores for the pre-determined group include SAS, stanines, group rank and national percentile rank.

NGST Group report for teachers

School: Beachwood Academy	
Group: Year 8 sample	No. of students: 15
Date(s) of test: 08/12/2017 - 13/12/2017	NGST Form: A

Group scores (by Surname)

Student name	Tutor group	Age at test (yrs:mths)	SAS	SAS (with 90% confidence bands) 60 70 80 90 100 110 120 130 140	ST	NPR	GR (/15)	Spelling age	Spelling age confidence bands Lower	Spelling age confidence bands Upper
Matthew Bateman	Class 8A	12:11	99	⊢●⊣	5	48	8	12:10	12:04	13:04
Christopher Bennett	Class 8B	13:02	126	⊢●⊣	8	96	2	17:00+	17:00+	17:00+
Marcus Cage	Class 8A	13:03	74	⊢●⊣	2	4	14	8:05	8:03	8:06
Christopher Edwards	Class 8C	12:10	133	⊢●⊣	9	99	1	17:00+	17:00+	17:00+
Marc Harrison	Class 8C	12:04	60	⊢●⊣	1	2	15	7:07	7:06	7:08
Lorainne Jones	Class 8C	13:00	103	⊢●⊣	5	58	4	13:10	13:03	14:06
Jean Kim	Class 8C	13:01	98	⊢●⊣	5	45	=9	12:09	12:03	13:03

- **Analysis of group scores (all students)**

NGST Group report for teachers

School: Beachwood Academy	
Group: Year 8 sample	No. of students: 15
Date(s) of test: 08/12/2017 - 13/12/2017	NGST Form: A

Analysis of group scores (all students)

The table and bar chart below show the distribution of scores for the group against the national average.

Description	Very low	Below average		Average			Above average		Very high
SAS bands	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National average	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	7%	13%	13%	0%	47%	0%	7%	7%	7%

Distribution of scores (all students) compared with the national average

The table below shows the mean scores with confidence bands for the group against the national average.

	No. of students	Mean SAS	SAS (with 90% confidence bands) 60 70 80 90 100 110 120 130 140
National average	-	100.0	●
All students	15	97.9	⊢●⊣

- **Group demographic comparison with gender as the baseline**
  Up to two additional categories may be specified by the school. For example, these could be for students with English as an additional language or those with special or additional learning needs.

NGST Group report for teachers

School: Beachwood Academy	
Group: Year 8 sample	No. of students: 15
Date(s) of test: 08/12/2017 - 13/12/2017	NGST Form: A

Analysis of group scores (by gender)

The table and bar chart below show the distribution of scores for the group, males and females, against the national average.

Description	Very low	Below average		Average			Above average		Very high
SAS bands	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National average	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	7%	13%	13%	0%	47%	0%	7%	7%	7%
Males	11%	22%	11%	0%	33%	0%	0%	11%	11%
Females	0%	0%	17%	0%	67%	0%	17%	0%	0%

Distribution of scores (by gender) compared with the national average

The table below shows the mean scores with confidence bands for the group, males and females, against the national average.

|	No. of students	Mean SAS	SAS (with 90% confidence bands) 60 70 80 90 100 110 120 130 140
National average	-	100.0	
All students	15	97.9	
Males	9	96.6	
Females	6	100.0	

The NGST Individual Report for Teachers

This report focuses on results for an individual student. It opens with the sections:

- **Overview**
  This is a short introduction which describes the test content and how the test works. This will be useful when sharing reports with colleagues who may not be familiar with *NGST*.

- **Why use *NGST*?**
  Again, this is a short section setting out the main uses of *NGST*.

- **Relationship between *NGST* scores**
  This comprises a simple diagram showing how standard age scores (SAS), stanine score and national percentile ranks relate to each other.

The NGST Individual report for teachers offers an analysis of responses to both the single word and spelling in context sections.

Example results are annotated.
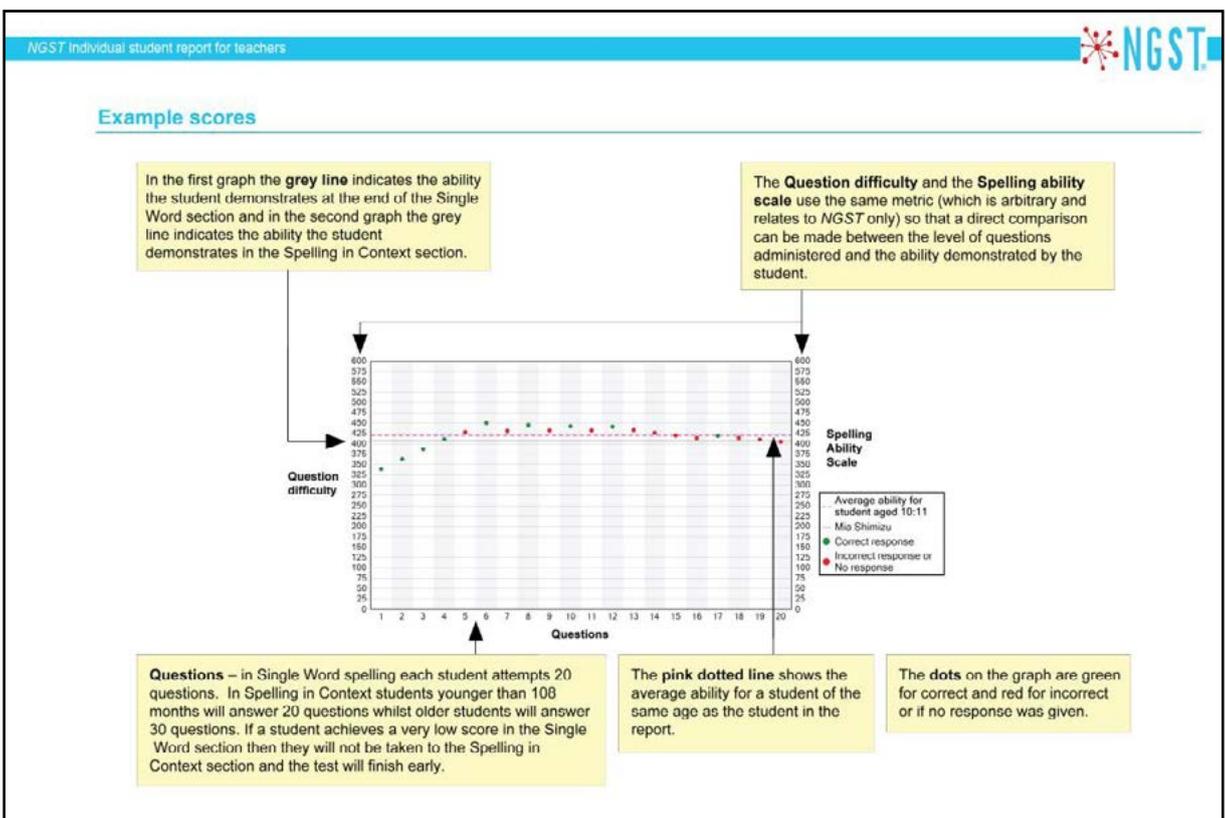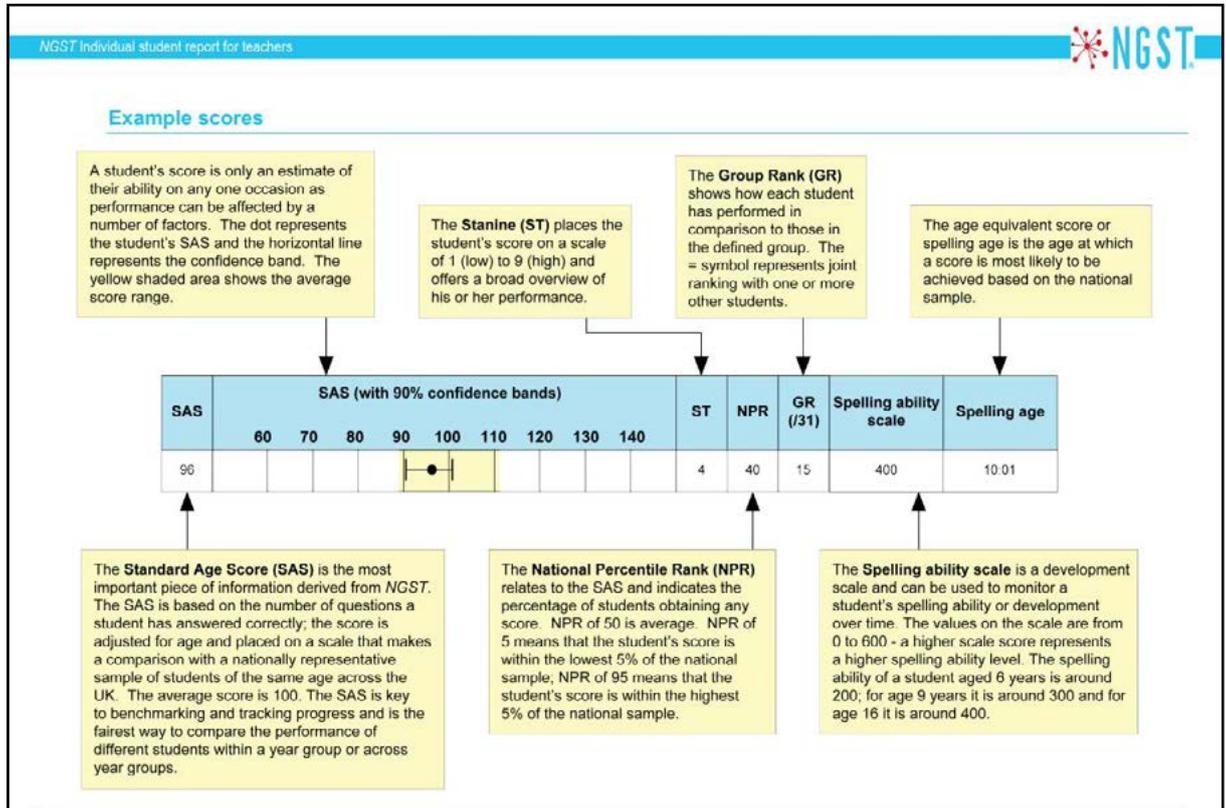
This page shows the full set of scores and a graphical representation of the results from the single word part of the test.

All questions have been put onto a scale representing the difficulty of each question and the same scale has been used to establish the spelling ability level of an average student at any given age. The test adjusts quickly to present questions of either increasing or decreasing difficulty depending on whether the student answers correctly or incorrectly.
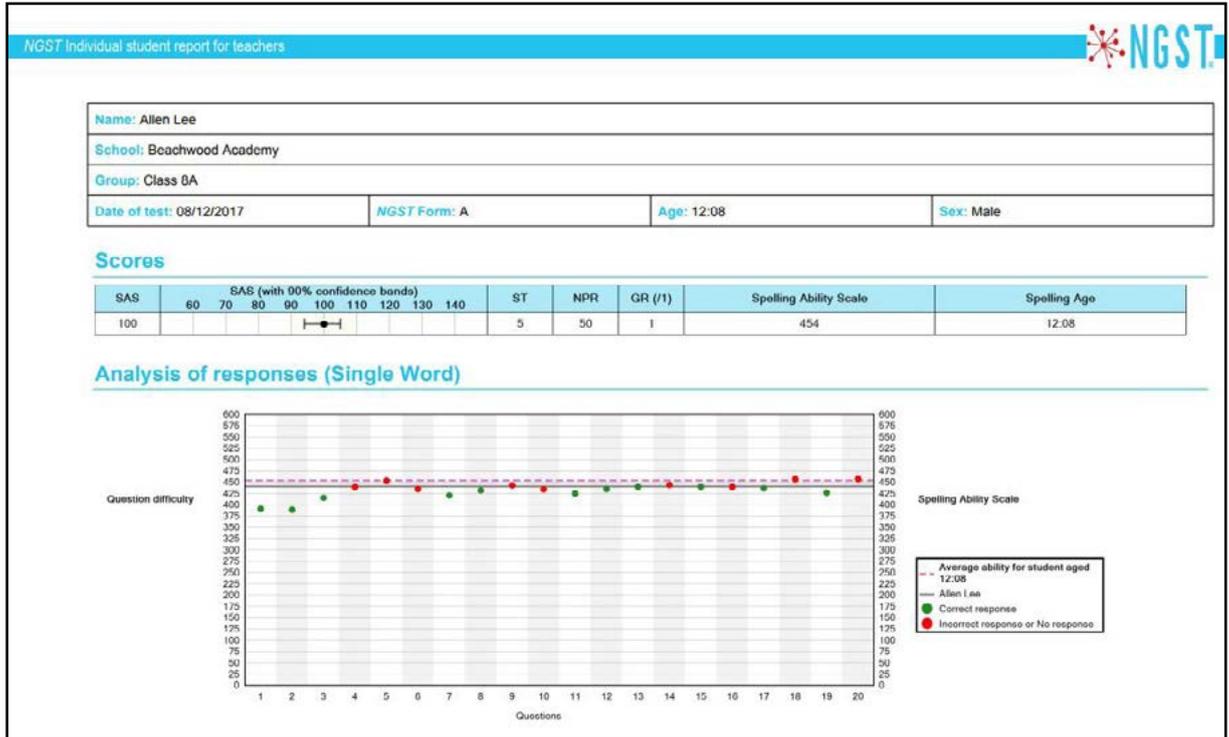
This page shows the graphical representation of responses to the spelling in context part of the test. The same 'Question difficulty' and 'Spelling Ability scale' have been used.

The following two pages show an analysis of both the single word and spelling in context sections. Each target word is listed alongside its spelling rule and the actual response of the student.

NGST Individual student report for teachers

Name: Allen Lee			
School: Beachwood Academy			
Group: Class 8A			
Date of test: 08/12/2017	NGST Form: A	Age: 12:08	Sex: Male

Analysis of responses (by question)

NGST is made up of curriculum linked words for each year group. We have identified a range of spelling rules, including common exception words. Most of the words in *NGST* have been tagged with a spelling rule. A key of all the spelling rules is available on our website. The words medieval and encyclopedia have alternative spellings which are mediaeval and encyclopaedia. Either one of these spellings will be accepted as correct but only the most common spelling will be listed in the target word column.

Single word responses

Question number	Target word	Rule	Score	Actual response
1	harmony	words ending -y	(1/1)	harmony
2	attached	Common exception words	(1/1)	attached
3	bicycle	Common exception words	(1/1)	bicycle
4	composition	Endings which sound like /ʃən/ spelt -tion, -sion, -ssion, -cian	(0/1)	
5	impatient	Prefixes	(0/1)	impatiant
6	devotion	Endings which sound like /ʃən/ spelt -tion, -sion, -ssion, -cian	(0/1)	divotion
7	component	Common exception words	(1/1)	component
8	generous	The suffix -ous	(1/1)	generous
9	proportion	Endings which sound like /ʃən/ spelt -tion, -sion, -ssion, -cian	(0/1)	preportion
10	nutrition	Endings which sound like /ʃən/ spelt -tion, -sion, -ssion, -cian	(0/1)	nutriton
11	carbohydrate	The /ɪ/ sound spelt y elsewhere than at the end of words	(1/1)	carbohydrate
12	tolerance	Words ending in -ant, -ance/ -ancy, -ent, -ence/ -ency	(1/1)	tolerance
13	citizen	Common exception words	(1/1)	citizen
14	consequence	The /s/ sound spelt c before e, i and y	(0/1)	consiquence
15	scenery	Words with the /s/ sound spelt sc	(1/1)	scenery
16	perpendicular	er	(0/1)	

NGST Individual student report for teachers

Name: Allen Lee			
School: Beachwood Academy			
Group: Class 8A			
Date of test: 08/12/2017	NGST Form: A	Age: 12:08	Sex: Male

Spelling in Context responses

Question number	Target word	Sentence	Rule	Score	Actual response
1	comparison	In the comparison she noted the differences.	Common exception words	(1/1)	comparison
2	survey	We conducted a traffic survey in the morning.	ur	(1/1)	survey
3	temperature	My temperature was rapidly rising.	Common exception words	(1/1)	temperature
4	interrupt	Jim didn't want to interrupt the conversation.	Common exception words	(0/1)	interrupt
5	disastrous	The school trip was disastrous.	Common exception words	(0/1)	
6	chronological	The information was organised into chronological order.	The /dʒ/ sound spelt as ge and dge and g	(1/1)	chronological
7	malicious	The computer virus was malicious.	Endings which sound like /shus/ spelt –cious or –tious	(0/1)	malicous
8	recommend	I recommend those study guides.	Common exception words	(1/1)	recommend
9	continuous	There was a continuous flow of people at the hotdog stand.	The suffix -ous	(0/1)	continous
10	disappointed	Ted was disappointed when he lost the race.	Prefixes	(0/1)	disapointed
11	surprise	It was no surprise when I lost my trainers.	ur	(1/1)	surprise
12	parallel	I used a ruler to draw parallel lines in maths.	Common exception words	(1/1)	parallel

The final page of the ISRT shows a profile summary of the student and implications for teaching and learning which offer tailored, practical suggestions for the classroom.

NGST Individual student report for teachers

NGST

Name:	Allen Lee		
School:	Beachwood Academy		
Group:	Class 8A		
Date of test: 08/12/2017	*NGST* Form: A	Age: 12:08	Sex: Male

Profile Summary

Allen's score is in the average range.

An average spelling score suggests that Allen uses age appropriate spelling rules, understands how to add common suffixes and prefixes to root words and writes from memory common exception words, homophones and some commonly misspelt words.

Implications for teaching and learning

Allen's ability to spell words accurately may be improved by using some of the following strategies:

- Teach words for spelling grouped into those with the same patterns/rules.
- Introduce/revise a set amount (e.g. three) of common exception word spellings each day/week.
- Support Allen to practise applying spellings in context e.g. put the words into sentences or write a short story using the list of words.
- Investigate the meaning and origins of word parts – root words, prefixes and suffixes.
- When looking at spellings point out specifically which part of the word is difficult to spell.
- Teach strategies for words that do not follow a rule; for example, using mnemonics, syllables, and exploring prefixes and suffixes. Ask Allen to create his own mnemonics, which could be recorded in Allen's planner or notebook for reference during lessons.
- Ask subject teachers to display topic vocabulary on classroom walls for access by students during lessons.
- Ask subject teachers to spend lesson time at the beginning of each topic introducing and teaching the spellings of new vocabulary.
- Ask Allen to find, investigate and write down other words spelled using the same pattern or rule.
- Encourage Allen to use a dictionary to reference new or unknown spellings.