



## How to convert key stage 2 raw scores to scaled scores

The tables show each of the possible raw scores on the 2018 key stage 2 tests. To convert each pupil's raw score to a scaled score, look up the raw score and read across to the appropriate scaled score. A scaled score of 100 or more shows the pupil has met the expected standard in the test.

Pupils need to have a raw score of 3 marks to be awarded the minimum scaled score. If a pupil has a raw score of 0 to 2 marks, the scaled score field for the pupil in the 'Pupil results' section of NCA tools will be 'N'. The outcome of the test for the pupil will be 'NS', expected standard not achieved.

| English reading |                 |
|-----------------|-----------------|
| Raw score       | Scaled score    |
| 0 - 2           | No scaled score |
| 3               | 80              |
| 4               | 80              |
| 5               | 80              |
| 6               | 82              |
| 7               | 83              |
| 8               | 84              |
| 9               | 85              |
| 10              | 86              |
| 11              | 87              |
| 12              | 88              |
| 13              | 89              |
| 14              | 89              |
| 15              | 90              |
| 16              | 91              |
| 17              | 92              |

| English reading |              |
|-----------------|--------------|
| Raw score       | Scaled score |
| 18              | 92           |
| 19              | 93           |
| 20              | 94           |
| 21              | 95           |
| 22              | 95           |
| 23              | 96           |
| 24              | 97           |
| 25              | 97           |
| 26              | 98           |
| 27              | 99           |
| 28              | 100          |
| 29              | 100          |
| 30              | 101          |
| 31              | 102          |
| 32              | 102          |
| 33              | 103          |
| 34              | 104          |

| English reading |              |
|-----------------|--------------|
| Raw score       | Scaled score |
| 35              | 105          |
| 36              | 106          |
| 37              | 106          |
| 38              | 107          |
| 39              | 108          |
| 40              | 109          |
| 41              | 110          |
| 42              | 111          |
| 43              | 113          |
| 44              | 114          |
| 45              | 115          |
| 46              | 117          |
| 47              | 118          |
| 48              | 120          |
| 49              | 120          |
| 50              | 120          |

## 2013 Ks2 Threshold Levels

**Fotini Diamantidaki**

## **2013 Ks2 Threshold Levels:**

*The Trials of Evidence-based Education* Stephen Gorard,Beng Huat See,Nadia Siddiqui,2017-06-26 The Trials of Evidence based Education explores the promise limitations and opportunities of evidence based policy and practice as the attention of funders moves from a sole focus on attainment outcomes to political concern about character building and wider educational impacts The results and implications of over 20 studies conducted by the authors are combined with large number of studies from systematic reviews and their implications are spelled out for the research community policy makers schools wanting to run their own evaluations and practitioners using evidence in this well structured and thoughtful text *Assessment Policy Reform* Tina Isaacs,Iasonas Lamprianou,2020-05-21 This book highlights the impact of policy and politics on assessment across the globe With contributions from England the Irish Republic Northern Ireland Norway Sweden Switzerland and Wales it explores state led assessment policies and practices that have been the subject of much debate We are experiencing a shift from using assessments especially national tests as measurement instruments designed to produce information to a reliance on tests to influence policy and instruction Once tests become high stakes for students teachers and schools even those that might have been reasonable monitors of educational success can lose dependability and credibility However not all countries assessment policies follow the same model and the contributors explore and analyse a range of different national and supra national assessment policy approaches and perspectives The chapters identify the impetus behind changing assessment policies and practices and analyse ways forward and innovative approaches Readers can draw their own conclusions about which model s can provide the best outcomes for learners surely the most important part of the equation

This book was originally published as a special issue of *Assessment in Education Principles Policy Practice* **Key Issues in Childhood and Youth Studies** Elizabeth Taylor,Bee Hughes,2025-10-08 This fully revised and expanded second edition of Key Issues in Childhood and Youth Studies presents an informed and critical commentary on a range of key issues related to children and childhood from birth to eighteen years Challenging current orthodoxies within the adult world on the nature of childhood it is an essential text for students of childhood and youth studies as well as those studying relevant professional qualifications in social work teaching and health Exploring ideas from the historical development of childhood to the demonising of youth it is divided into five clearly defined sections each with their own editorial introduction which highlights the key themes Creating Childhood The Developing Child Children at Risk The Politics of Childhood Bordered Childhood and International Perspectives Containing 15 newly written chapters and three revised pieces this invaluable textbook provides an overview of childhood and youth studies and encourages students to think about the issues discussed and to develop their own ideas Each chapter contains student activities key concept boxes recommended further reading and a reflection exercise

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*Parliamentary Debates (Hansard)*. Great Britain. Parliament. House of Commons,2013    **Teaching Literature in Modern Foreign Languages** Fotini Diamantidaki,2019-04-04 Showcases with practical guidance how literature can be an integral part of a modern foreign language lessons promoting comprehension and cultural awareness    **2000 Key Stage 2 Tests in English, Mathematics and Science** ,2000

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