Create a Progress Report

Cross Assessment reports allow you to view data from two or more related assessments in a single report. One example of this is to view progress between two or three test points of *NGRT* or *NGST*.

NGRT and *NGST* are time-efficient and accurate tests of a student's reading and spelling attainment that can be administered at key points - for instance, on transfer from primary to secondary school - and used year-to-year or term-to-term to track progress.

- If students have been given a targeted intervention, the cross assessment or progress reports can be used to measure progress over a short time, for example, over three or six months
- Forms A, B and C can be used so that students are tested with different but equivalent material at the second and third point of testing
- Patterns of scores that represent significant progress or a significant lack of progress are presented clearly

See Create a Cross Assessment Report for the steps you should take to create a Progress Report for *NGRT* or *NGST*. The following information provides further detail to support the report creation process:

- It is recommended that the students selected for inclusion in a report were all tested within a 6-week window of one another, for each test point. This will ensure that any comparisons being made within a group are fair, with start and finish points being at similar times within the academic year.

- It also recommended that for any individual student, there is a minimum of 8 weeks between tests to allow enough time for progress to be demonstrated.

- By default, the three points of progress report is selected, with options available for you to select the academic years for your start, mid and finish points. You can choose to change this to a two points of progress report. If you have made any academic year selections these will be reset.

- The three test forms (A, B and C) of *NGRT* and *NGST* are equivalent, that is they are intended to allow you to test your students at different points in time at the same level of difficulty, but with different test content.

- If you plan to measure progress within a single academic year, the forms of the test that the student takes must be different. A student tested for example in September with Form A, could have their performance compared to Form B taken in April and Form C taken in June. If duplicate forms had been taken within one academic year such as Form A twice or more, these cannot be compared in a report.

- If students have been tested more than once within a single academic year, regardless of the form of the test taken (A, B or C) it is the most recent test(s) taken that is automatically selected for inclusion in the report.

- If students have been tested more than once within a single academic year with the same form of the test, only one tick will be shown in the form column on the student selection screen.