

## What is APP?

*Assessing Pupils' Progress* (APP) is the new national approach to assessment from QCA, which requires students' work to be assessed in a structured way so that pupils' progress throughout KS3 can be tracked, and diagnostic information gathered about their strengths and weaknesses. The overall aim is to build up individual profiles of pupils' attainment and work out personalised strategies for raising attainment from one level to the next.

**Schools will be challenged on how far they have progressed with APP**, and there is no doubt that without support APP will be difficult to deliver.

The good news is that *MathsLinks* not only incorporates all the principles of APP throughout the course, but also will help you deliver it exceptionally easily and effectively. The *MathsLinks* Teacher's Guides and Assessment OxBow CD-ROMs in particular provide a huge amount of support, both to assess pupils' progress in relation to NC levels, and to suggest ways to collect and display diagnostic information about pupils' strengths and weaknesses.

## How can *MathsLinks* help with assessing pupils' progress in relation to NC levels?

- In the **summary pages** levelled assessment criteria are identified and (levelled) SAT questions are provided that address the criteria. These are supported with clear, practical notes in the teacher book.
- **Summative assessments** are on the OxBow, and are levelled. They comprise written chapter tests and term tests, and also summative on-screen tests – along with the sub-levelling guidelines, they give evidence of students' current NC level in a particular topic so that a profile can be built up
- **Results of student performance** are clearly displayed on-screen, and summative assessments can be accessed and analysed using a variety of built-in tools. Performance can be examined by class, student, or test.
  - **Student Reports** provide information concerning all tests attempted by a given student. Teachers are provided with information—including the level reported—for all tests taken by that student. Teachers can quickly determine whether a student is struggling or improving.
  - **Student Self-Assessment Checklists** allow pupils to monitor their own progress against NC levels, and to identify their strengths and weaknesses.

Mathslinks Assessment OxBOK

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Student Report [ Darren McDonald (Darren) ] [ Display Report ]

Search Results: Student Report [ Student: Darren McDonald (Darren) ] [ Export CSV ] [ Print Report ]

Test Name	Date	Score	Percentage	Feedback
4 7A Interactive Chapter test	22/05/2008	6	75	Level 4
6 7A Interactive Chapter test	22/05/2008	4	50	Level 3

- **Test Reports** provide information similar to that given in a Student Report, but across a number of students.

Mathslinks Assessment OxBOK

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Test Report [ Class 1 ] [ 4 7A Interactive Chapter test ] [ Display Report ]

Search Results: Test Report [ Group: Class 1, Test: 4 7A Interactive Cha... ] [ Apply Selection ] [ Show All ] [ Export CSV ] [ Print Report ]

Student Name	Test Name	Date	Score	Percentage	Feedback
<input checked="" type="checkbox"/> Darren McDonald (Darren)	4 7A Interactive Chapter test	22/05/2008	6	75	Level 4
<input type="checkbox"/> Karl Warsi (Karl)	4 7A Interactive Chapter test	22/05/2008	5	62	Level 4

## How can MathsLinks help with collecting diagnostic information about pupils' strengths and weaknesses?

- **Formative assessments** – these are on the OxBOK, and provide meaningful and appropriate feedback, and are cross-referenced to the books.
- **Teacher books** – the exercise commentaries provide a focus on misconceptions by identifying weaknesses, and suggesting probing questions and other strategies to enable understanding.
- Again, results of student performance on the on-screen summative assessments can be accessed and analysed using a variety of built-in tools. Performance can be examined by class, student, or test.
  - **Diagnostic Reports** allow teachers to view class performance on a given test.

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Diagnostic Report Class 1 1 7B Interactive Chapter test [Display Report](#)

Search Results: Diagnostic Report [ Group: Class 1, Test: 1 7B Interacti... ] [Apply Selection](#) [Show All](#) [Export CSV](#) [Print Report](#)

Student Name	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Total
<input type="checkbox"/> Andrew Kent (Andrew)	✓	✗	✓	✓	✓	✗	✓	✓	6
<input type="checkbox"/> Anna Cox (Anna)	✗	✓	✓	✓	✗	✓	✓	✓	5
<input type="checkbox"/> Claire Holloway (Claire)	✗	✓	✓	✗	✗	✓	✓	✓	5
<input type="checkbox"/> Darren McDonald (Darren)	✗	✓	✓	✗	✗	✓	✓	✗	4
<input type="checkbox"/> Fern Watson (Fern)	✗	✓	✓	✓	✗	✓	✓	✓	6
<input type="checkbox"/> Ian Knowles (Ian)	✓	✗	✓	✓	✗	✗	✓	✗	4
<input type="checkbox"/> Karen Tribbe (Karen)	✓	✓	✓	✓	✗	✓	✗	✓	6
<input type="checkbox"/> Karl Warsi (Karl)	✓	✓	✓	✗	✗	✓	✗	✓	5
<input type="checkbox"/> Liz Bowler (Liz)	✓	✗	✓	✗	✗	✓	✗	✓	5
<input type="checkbox"/> Mara Singer (Mara)	✗	✓	✓	✓	✗	✓	✓	✓	6
<input type="checkbox"/> Mark Seymour (Mark)	✓	✗	✓	✗	✗	✓	✓	✗	4
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Total Correct	6	7	11	7	1	9	7	8	56
Total Incorrect	5	4	0	4	10	2	4	3	32

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- **Question Reports** shows the number of correct and incorrect answers for each question on a given test.

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Question Report All Groups 4 7A Interactive Chapter test [Display Report](#)

Search Results: Question Report [ Group: All, Test: 4 7A Interactive Chapter test ] [Export CSV](#) [Print Report](#)

Question Text	Correct	Incorrect
Match up equivalent fractions.	1	1
Match up the equivalent fractions and decimals.	2	0
Match up the equivalent improper fractions and mixed numbers.	2	0
Mathematical Formulae	1	1
Mathematical Formulae Mathematical Formulae Mathematical Formulae	2	0
What decimal part of the rectangle is shaded?	1	1
What decimal part of the square is shaded?	0	2
What is £0.53 + £0.62?	2	0