



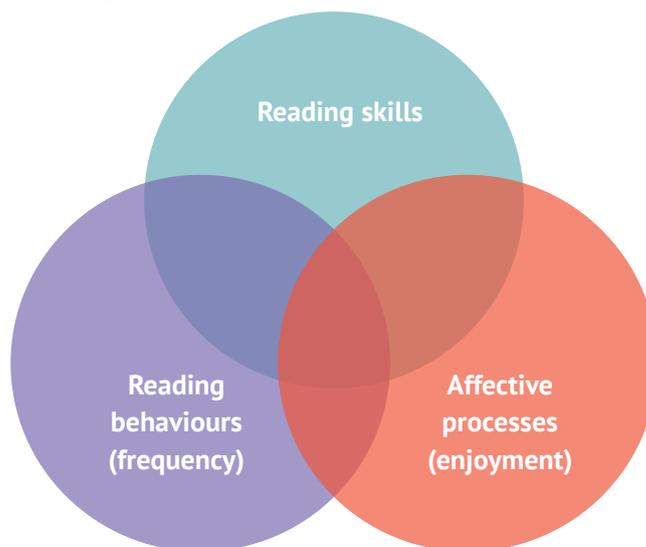
# ROGO Index

## Defining and measuring children's reading at age 11

*Read On. Get On.* was launched in 2014 by a coalition of charities and education organisations committed to improving reading levels in the UK. Our ambition is that all children will be reading well by the age of 11 with “reading well” being defined previously as achieving level 4b at the end of KS2. With the recent changes in national assessment at age 11, both in what is being assessed and how achievement is expressed, this definition is now problematic. Following an in-depth study, the coalition has been working with wider partners over the last year to develop the ROGO Index, a composite measure of how children are reading at age 11.

The ROGO Index is being published for the first time in December 2017. It is based on a new tripartite model of reading well at age 11 that has been developed by the coalition.<sup>1</sup> The model asserts that a good reader has strong cognitive skills (including phonics and decoding), affective processes (including high levels of reading enjoyment) and reading behaviours (including reading outside school on a daily basis).

### ROGO tripartite model of reading



As no single assessment currently captures all the information that corresponds to the campaign's tripartite model of reading, the ROGO campaign brought together experts from the coalition and additional representatives from NFER, GL Assessment, Renaissance Learning and the Department for Education, to create a new, robust measure of children's reading at age 11 – the ROGO Index.

<sup>1</sup>Clark, C. and Teravainen, A., *What it means to be a reader at age 11: valuing skills, affective components and behavioural processes. An outline of the evidence*, National Literacy Trust (December 2017)

The pioneering approach brings together national data on how well children are reading according to each element of the tripartite model of reading:

### Reading skills:

- Reading skills include decoding and comprehension
- The ROGO Index measures skills with data from the government's key stage 2 national curriculum assessments, GL Assessment and Renaissance Learning

### Affective processes:

- The affective process measured by the ROGO Index is reading enjoyment
- This is currently only measured through the National Literacy Trust's Annual Literacy Survey
- Children enjoying reading 'very much' or 'quite a lot' is the benchmark for reading well

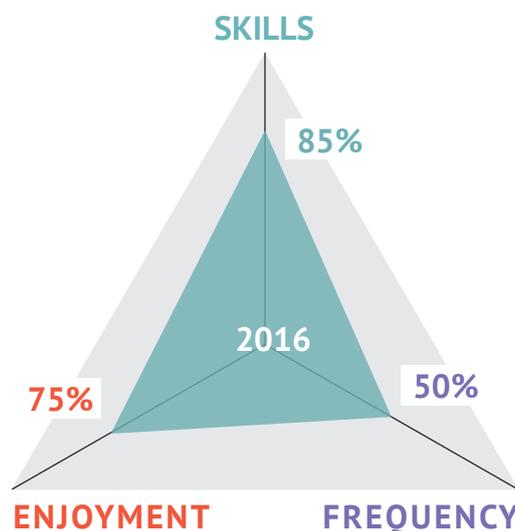
### Reading behaviours:

- The reading behaviour measured by the ROGO Index is reading frequency
- This is currently only measured through the National Literacy Trust's Annual Literacy Survey
- Children reading daily is the benchmark used for reading well

The ROGO Index will be published on an annual basis as an impartial and consistent measure, and to hold the nation to account for the reading levels of its children. It will be a litmus test for the impact of national policy and provide a benchmark against which individual organisations, as well as the wider sector, can measure the effect of their work on how well the nation's children are reading. We will be looking to draw on more data sets in future versions of the ROGO Index, particularly around reading behaviours and affective processes.

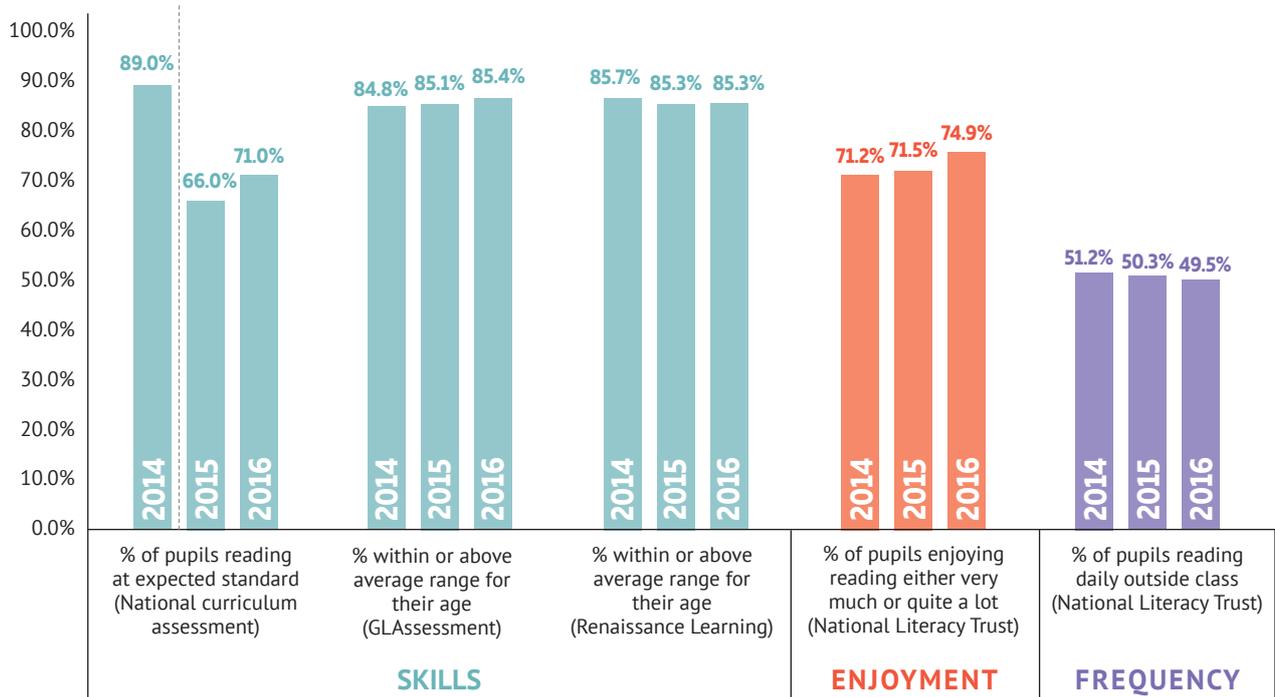
## Key findings

- Children's reading skills have remained consistent over the past three years according to reading skills data from GL Assessment and Renaissance Learning. National curriculum reading scores declined from 2015-2016 owing to the introduction of the higher standard of the new national curriculum tests.
- Children's levels of reading enjoyment and frequency both lag behind children's levels of reading skills.
- More children enjoy reading than actually engage in reading every day.
- Reading frequency is particularly low. Teachers judge that reading daily is key to children reading well, yet only about 50% of children read daily and this has declined slightly each year.
- Girls outperform boys in reading skills, reading enjoyment and reading frequency.
  - The gender gap is wider in enjoyment and frequency than in reading skill.



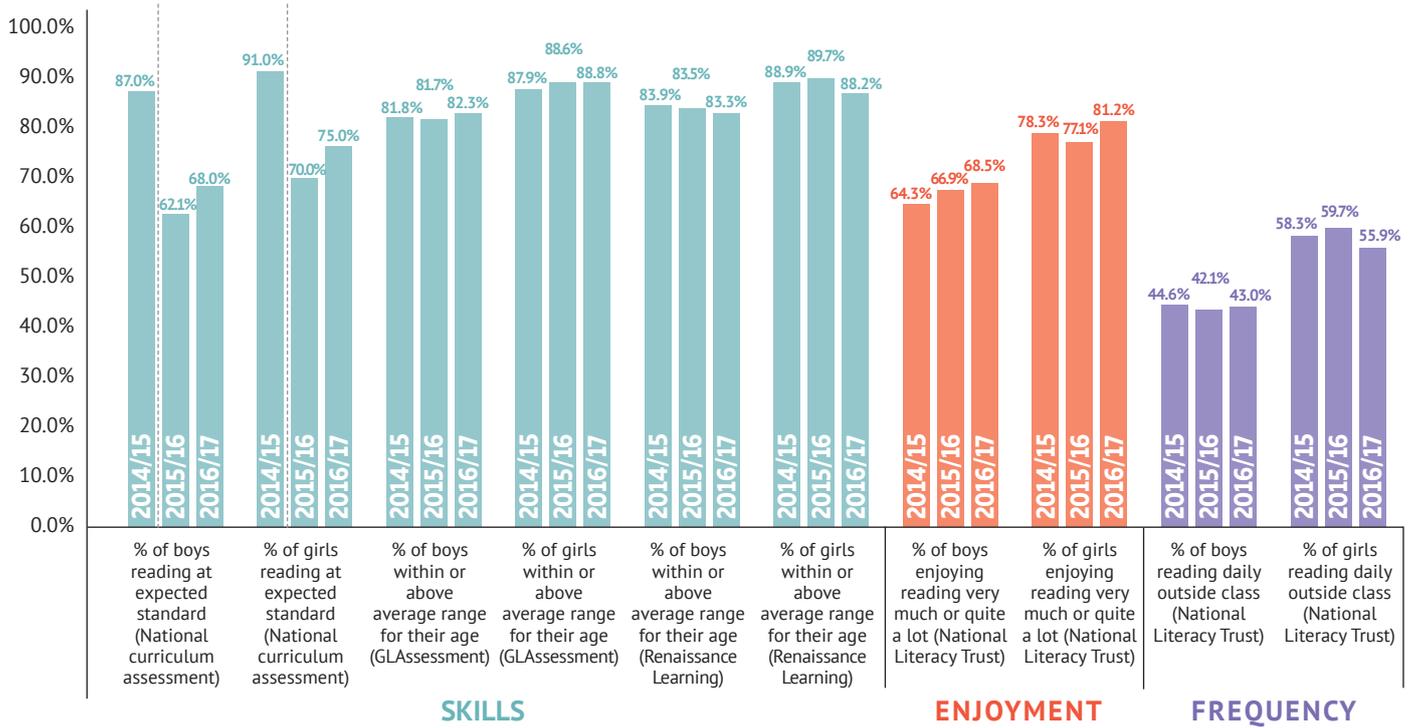
## The data in more detail

Figure 1: ROGO Index for 11-year-olds (2014–2017)



- National curriculum assessment data suggests that there has been variability in children’s reading levels over the last 3 years. However, the commercial data on children’s cognitive abilities from GLAssessment and Renaissance Learning suggests that reading levels have been static over the same period (see ‘Appendix’ for further detail on what is assessed).
- Enjoyment of reading and frequency lag behind reading skills. A teacher survey was carried out to determine the levels of reading enjoyment and the frequency associated with children reading well. Based on teachers’ professional judgement, these were set at enjoying reading very much or quite a lot and reading daily.
- Reading frequency is particularly low. Teachers judge that reading daily is key to children reading well, yet only about 50% of children read daily and this has declined slightly each year.

Figure 2: ROGO Index for 11-year-olds (2014-2017) broken down by gender



- A gender gap exists across all measures.
- The gender gap in reading skills is very similar across national curriculum assessment data and commercial data. However, the commercial data suggests that more boys and girls are reaching the expected level or above for their age over the last two years.

## Appendix: data included in ROGO Index

### Skills data

**Department for Education Key Stage 2 national curriculum assessment:** % of Year 6 pupils in England achieving level 4 in 2014/15; and % of Year 6 pupils achieving at least 100 in 2015/16 and 2016/17.

- Pupils were assessed against the new more challenging curriculum for the first time in 2015/16. Results are no longer reported as levels. The interim frameworks for teacher assessment have been used by teachers to assess if a pupil has met the new, higher expected standard. Because of these assessment changes, figures for 2015/16 and onwards are not comparable to those for earlier years.
- The KS2 reading test consists of the following areas: themes and conventions, making inferences, comprehension and language for effect.
- Each child's raw test score is converted into a scaled score based on comparisons to other children who took the test that year. The scaled scores range from 80 to 120 with a score of 100 representing the expected level. This means that pupils scoring at least 100 will have met the expected standard on the test.

**GL Assessment:** % of Year 6 pupils in England scoring 85 or above on NGRT tests in 2014/2015 (N = 27052), 2015/2016 (N = 37052), and 2016/2017 (N = 44372). More information on the test can be found at [gl-assessment.co.uk/products/new-group-reading-test-ngrt/](http://gl-assessment.co.uk/products/new-group-reading-test-ngrt/)

- The New Group Reading Test (NGRT) is a termly digital test covering Years 2 to 11, designed to drill down into pupils' reading skills (including phonics where necessary). Its sophisticated adaptivity presents children with questions of an appropriate difficulty, which shortens testing time. NGRT provides a standard age score for reading, benchmarked against a nationally representative sample. NGRT allows comparison of decoding skills against passage comprehension, allowing the identification, for instance, of competent decoders with weak comprehension skills.
- The NGRT is standardised so that the average score is 100, while the spread of the scores (the standard deviation) is set for 15. This means that children who have standardised scores of 85-115 fall within the average reading skills band, while children who score below 85 have below average reading skills and children who score above 115 have above average reading skills. Please note that the standardised score of 100 is not the same as, nor equivalent to, the scaled score of 100 defined by the Department for Education as the national expectation at the end of Key Stage 2.

**Renaissance Learning:** % of Year 6 pupils in England scoring on scaled scores in Star Reading Tests in 2014/2015 (N = 55419), 2015/2016 (N = 70239), and 2016/2017 (N = 89110). More information on the test can be found at [renlearn.co.uk/star-reading/](http://renlearn.co.uk/star-reading/)

- The current version of the Star Reading represents the third generation in the evolution in this assessment. It has been designed as a standards-based test; its items are organised into 4 content domains, 10 skill sets, 36 general skills, and over 470 discrete skills – all designed to align to the national curriculum in reading. Computer-adaptive, its length has been increased to 34 items to further improve measurement precision and reliability. As a periodic progress-monitoring assessment, Renaissance Star Reading serves three purposes for students with at least 100-word sight vocabulary. First, it provides teachers with quick and accurate calculations of reading comprehension using student's instructional reading levels. Second, it assesses reading achievement relative to national norms. Third, it provides the means for tracking progress in a consistent manner longitudinally for all students.
- The Star Reading test is standardised so that the average score is 100, while the spread of the scores (the standard deviation) is set for 15. This means that children who have standardised scores of 85-115 fall within the average reading skills band, while children who score below 85 have below average reading skills and children who score above 115 have above average reading skills. Please note that the standardised score of 100 is not the same as, nor equivalent to, the scaled score of 100 defined by the Department for Education as the national expectation at the end of Key Stage 2.

## Affective and behavioural data

**National Literacy Trust Annual Literacy Survey:** Year 6 pupils in England in 2014/2015 (N = 1,938), 2015/2016 (N = 2,312), and 2016/2017 (N = 3,155).

- **Reading enjoyment:** % of Year 6 pupils in England who enjoy reading either “very much” or “quite a lot”. This benchmark for reading well was decided based on a consultation of 82 teachers in October 2017.
- **Reading frequency:** % of Year 6 pupils in England saying that they read daily outside class. This benchmark for reading well was decided based on a consultation of 82 teachers in October 2017.
- More data is needed on the affective and behavioural components of reading. A tool that has the potential to support that is the Reading Outcomes Framework Toolkit, which is currently being developed by The Reading Agency and partners ([www.readingoutcomesframework.org.uk](http://www.readingoutcomesframework.org.uk)).

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[www.readongeton.org.uk](http://www.readongeton.org.uk)

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