



Welsh National Tests: 29 April 2019 to 7 June 2019

The collection of Welsh National Test data for the 2018/2019 academic year

Specification for software suppliers

Date of issue: March 2019
Version: 1.1

Audience	Software suppliers of school information management systems.
Overview	This document is provided by the Welsh Government as a specification to support the above audience in developing their school information management systems to ensure that schools in Wales are able to submit data required to comply with statutory duties.
Action required	For schools in Wales to be able to comply with statutory duties in supplying the required data returns, the Welsh Government recommends that software suppliers of school information management systems that have customers in Wales take full consideration of this specification document when developing their systems.
Further information	<p>Enquiries about this document should be directed to:</p> <p>IMS School Information and Improvement Branch Education Directorate Welsh Government Cathays Park Cardiff CF10 3NQ</p> <p>Tel: 0300 062 5014 e-mail: IMS@gov.wales</p> <p> @WG_Education</p> <p> Facebook/EducationWales</p>
Additional copies	This document can be accessed from the SDF pages of DEWi .
Related documents	The Validation CBDS 1819.3.x should be used in conjunction with this specification.

Contents

1. Change log	2
Version 0.1	2
Version 0.2	2
Version 1.0	2
2. Introduction	3
2.1 Changes to reporting of teacher assessments	3
2.2 National tests	4
2.3 Transition to online personalised assessments	4
2.3 Key dates	4
2.4 Data export	5
2.5 Dual registration	5
2.6 Welsh language	5
National Reading Test (NRT)	6
Summary table (NRT)	6
2.7 Valid codes	6
2.8 Pupils who are New to and English/Welsh Based Education System (NEWBES)	7
2.9 Extension of the NEWBES status	7
2.10 Revisions	8
2.11 XSLT validation and reporting	8
3. Required functionality	9
3.1 Data Exchange Wales Initiative (DEWi)	9
4. Notes on software requirements	10
4.1 School output files	10
4.2 User requirements	11
5. Import files	13
6. File naming convention	20
6.1 XML data extraction	20
7. File components	21
8. School output example file	23
9. Reporting	27
9.1 Pupil results sheets	27
10. NAW_A_Comp 2019 v0.2 extract	28
10.1 National Reading Test (NRT)	28
10.2 National Numerical Reasoning Test (NNRT)	34

1. Change log

Version 0.1

Released 29/06/2018

Issue 1	<i>Specification for May 2019 collection</i>
	Reference dates, file naming convention and validation dates have been rolled forward.

Version 0.2

Released 18//07/2018

Issue 2	<i>Removal of the National Numeracy Procedural Test (NNPT) paper</i>
	The document has been updated throughout to reflect the removal of the National Numeracy Procedural Test (NNPT) paper. This paper test is removed in 2018/2019 as online Personalised Assessments (PA) are being introduced starting with the National Numeracy (Procedural) Personalised Assessment in autumn 2018. The other paper tests will also be phased out at a rate of one per year over the next two years. By 2021/2022 all tests will be carried out via the Personalised Assessment format.

Version 1.0

Released 01/08/2018

Issue 3	<i>Release of version 1.0</i>
	No changes from version 0.2 and formalised into a final version 1.0.

Version 1.1

Released 01/03/2019

Issue 4	<i>Update to Key Dates</i>
	The primary school dates and secondary school dates were the wrong way round and have now been updated.

2. Introduction

This specification is presented as a single document; the appropriate NAW_A_COMP extract is provided in section 11.

The NAW_A_COMP provides information on components of National Curriculum Assessments as applicable to Wales.

The 2019 assessment parameters in the NAW_A_COMP extract (see section 11) have been updated to reflect change for 2018/19 assessment and Welsh National Test processes.

The full pupil CBDS documentation for Wales is available to download from the SDF area of DEWi at <https://www.dataexchangewales.org.uk/>.

NAW Modular_CBDS_Pupil_1819.x.x.xls and NAW Modular CBDS_School_1819.x.x.xls refer.

The specification is supported by information provided in the *Welsh National Tests Collection and Reporting Arrangements* document, copies of which will be provided as soon as it is published.

2.1 Changes to reporting of teacher assessments

In May 2018, the Welsh Government published the outcome of the consultation on proposals to cease publication of teacher assessments and National Reading and Numeracy Tests data below the national level. This can be found at <https://beta.gov.wales/education-amendments-relating-teacher-assessment-information-wales-regulations-2018>. Key Stage 4 is unaffected by these proposals.

The amending regulations are due to come into force in August 2018. From this point it is intended that the Welsh Government will cease to publish or make available teacher assessment and national tests data below the national level. Wales level data will continue to be published via [StatsWales](#) and all other publications.

This means that the School Comparative Reports with Benchmarking for Foundation Phase, Key Stage 2 and Key Stage 3 will not be made available to any schools from August 2018. It is intended that the regulatory duty on schools to publish School Comparative Reports in their school prospectus, to provide it to governors for inclusion in governors' annual reports and to provide it with pupil reports to parents will be revoked. The duty on head teachers to provide a report on each pupil to parents at the end of each year, however, remains unchanged.

The reporting section of these specifications reflect this policy change.

2.2 National tests

In May 2019 all pupils in national curriculum years (NCY) 2 to 9 will sit National Reading Tests (NRT) and National Numerical Reasoning Tests (NNRT). All NRT and NNRT results will be collected in one WNT file.

The National Reading and Numeracy Tests are for **formative** use so that teachers in all maintained schools have information on the reading and numeracy skills of their learners and a common understanding of strengths and areas for improvement in these skills.

The National Tests are focused on understanding learner progress, and not on school performance or accountability.

The purpose of data collection in relation to the National Tests is to provide schools with age-standardised scores and progress measures in order to inform teaching and learning.

2.3 Transition to online personalised assessments

The requirement for data collection will be scaled down over the next three years as Welsh Government phases in online personalised assessments, starting with the Numeracy (Procedural) Personalised Assessment in the autumn term of 2018. In the 2018/19 academic year, learners in NC years 2-9 in maintained schools are required to take the **online** Numeracy (Procedural) Personalised Assessment (which can be taken at any point during the academic year that schools deem to be most beneficial in terms of gaining feedback on learners' skills). During 2018/19, the **paper-based** NRT and NNRT will be sat during a test window (see below).

Over time the personalised assessments will replace the paper-based tests, in line with this timetable:

Academic year	Numeracy Procedural	Reading (Welsh and English)	Numeracy Reasoning
2018/19	Online	Paper	Paper
2019/20	Online	Online	Paper
2020/21	Online	Online	Online

Online assessments will be accessed via an assessment zone on Hwb. They will be marked automatically and feedback and reports will be supplied direct to schools.

2.3 Key dates

The key dates for WNT in 2019 are set as:

- the specified date on roll is 14 May 2019;

- the test window for WNT is 7 May to 14 May for primary schools, and 29 April to 14 May for secondary schools; and
- the deadline for submission of WNT to WG via DEWi is 7 June 2019.

2.4 Data export

All pupils with a NCY (as taught and as reported via CBDS item reference 100068/<NCyearActual> as below) and with <EnrolStatus> (100060) equal to 'M' or 'C' will be included in the data export and must have a full and valid set of NRT and NNRT raw scores, test papers sat and dates of test:

- NRT – pupils in each NCY 2 to 9; and
- NNRT – pupils in each NCY 2 to 9.

For NRT and NNRT it is imperative that the correct date of test is entered by schools as this is needed for the calculation in DEWi that produces the progress and standardised score.

2.5 Dual registration

Where pupils are dual registered the following logic applies when agreeing which school should report data for these pupils:

- where a pupil is dual registered at a mainstream school and a Pupil Referral Unit (PRU) or a Special school it is the responsibility of the setting where the pupil is taught for the majority of time (Main Registered) to report the pupil's NRT and NNRT data;
- software should reference the enrolment status to identify if a dual registered pupil should be included in the return. Suppliers should select pupils in the relevant NCY group and where <EnrolStatus> (100060) is equal to 'M' or 'C'; and
- a Main Registered (M) PRU pupils' results may be submitted for WNT.

2.6 Welsh language

NRT: Tests are available in both English and Welsh (Cymraeg) (but not Welsh Second Language (WSL)). The requirement to provide reading test results for English or Cymraeg or both is indicated by the response to the PLASC question on pupils' study of Welsh at school (CBDS item number <StudyWelsh>/190053).

NNRT: English and Welsh versions of this test are available. The content of this test is the same and schools can select which test any individual pupil can sit irrespective of their <StudyWelsh>/190053 code. Only one test result (English or Welsh) must be returned in the WNT return. This must have been sat by a pupil during the test window.

National Reading Test (NRT)

In NCY 2 where <StudyWelsh>/190053) is equal to '1', NRT raw score to be provided for Welsh language (Cymraeg) Reading test only.

In NCY 2, where <StudyWelsh>/190053) is NOT equal to '1', NRT raw score to be provided for English language Reading test only.

In NCY 3, where <StudyWelsh>/190053) is equal to '1', NRT raw score must be provided for Welsh language (Cymraeg) and MAY also be provided for English language Reading test but is optional at the discretion of the school.

In NCY 3, where <StudyWelsh>/190053) is NOT equal to '1', NRT raw score to be provided for English language Reading test only.

In NCY 4 – 9, where <StudyWelsh>/190053) is equal to '1', NRT raw score to be provided for Welsh language (Cymraeg) **and** English Reading tests.

In NCY 4 – 9, where <StudyWelsh>/190053) is NOT equal to '1', NRT raw score to be provided for English Reading tests only.

Summary table (NRT)

NCY	Value of <StudyWelsh>(190053) *	Required to report to WG	Not required to report to WG
2	=1	CYM	
	≠1	ENG	
3	=1	CYM	ENG (optional)
	≠1	ENG	
4-9	=1	CYM+ENG	
	≠1	ENG	

*NB, valid <StudyWelsh>/190053) codes are 1, 2 and 5. Validation CBDS version 1819.x.x will include validation rules which will flag records with codes 3 or 4 as errors.

2.7 Valid codes

Valid codes are set out in the NAW_A_COMP extract at section 11.

Validation checks to be provided as xslt files.

Validation CBDS version 1819.x.x will contain all validation rules relevant to this collection, due to be released in the autumn term 2018.

2.8 Pupils who are New to and English/Welsh Based Education System (NEWBES)

NEWBES guidance applies to NRT and NNRT.

There is no separate data collection for details of pupils who are NEWBES.

Separate guidance is provided detailing the circumstances where a pupil who is NEWBES may be excluded from the calculation of aggregate school statistics.

All pupils who meet the criteria for exclusion from aggregate statistics must be flagged and a valid date of entry recorded in their pupil record. These pupils should be assessed, and their assessment outcomes reported to parents and submitted in the pupil level WNT file.

By correctly flagging the pupil record in the MIS to indicate that the pupil has NEWBES status and entering a valid date of entry (of within the previous two academic years), results for NEWBES pupils will be excluded from school aggregate reports. WG provides functionality within the xslt reporting software provided to suppliers to exclude only pupils with a NEWBES status and date of entry within the valid period for exclusion from school results i.e. the pupil arrived in the UK on or after 1 September 2016. Validation checks that report errors for pupils with NEWBES status and an invalid date of entry were removed in 2010 to allow a pupil's record to retain the NEWBES flag for historical records.

2.9 Extension of the NEWBES status

In May 2016, the WG issued further NEWBES guidance in the 'School Performance Reporting - Bulletin 1', about the discretion available to LAs to extend the NEWBES status period in certain situations where a pupil leaves the UK and subsequently returns. This bulletin can be found here:

<http://gov.wales/topics/educationandskills/schoolhome/schooldata/using-school-information-and-reporting-on-performance/?lang=en>

Where a decision has been made to extend a pupil's NEWBES status, the pupil will need to remain correctly flagged in school MIS as meeting the NEWBES criteria and their date of entry changed as appropriate. Any pupil who has a date of entry earlier than 1 September 2016 (i.e. over the two-year time period) will be included in school and LA-aggregations.

Please note, extensions to the NEWBES status will be monitored by WG and unusual patterns will be followed up with the LA.

2.10 Revisions

In the event of revisions being required, a new specification document will be provided with a new sequential version number.

A revised version of Modular_CBDS_Pupil_1819.x.x, will be released to clarify any changes made to the national curriculum orders and assessment requirements for 2019. This document will NOT be re-issued unless changes are made specifically to it.

The issues log in section 3 summarises the amendments made in each new version.

2.11 XSLT validation and reporting

WG will provide xslt validation and reporting tools for use by all suppliers of school MIS providing WNT functionality. These files will be released to suppliers in the autumn term 2018.

Suppliers may wish to provide a validation report for WNT, listing pupils with their raw scores, which will assist schools with their data entry and help eliminate keying errors.

3. Required functionality

The purpose of the software to which this specification applies is to facilitate the electronic collection of NRT and NNRT from schools at pupil level. The collection of this data is referred to as the Welsh National Tests Collection or WNT.

The software should form part of the basic or standard packages offered by suppliers to schools and should offer the functionality to:

- undertake data entry, through a simple data entry screen, of the assessment component indicated as required in the WNT components file;
- undertake optional (at user's discretion) NRT additional data entry of assessment components indicated as optional in the WNT components file (i.e. English language test data for Welsh language learners in NCY 3);
- provide a simple export routine to allow transfer of pupil NRT and NNRT data (raw scores, test papers sat and dates of tests), in xml format, for NCY 2 – 9;
- provide the facility to import, store year on year and access data converted in DEWi, i.e. standardised score, progress score, progress score difference and significance – this is not a required functionality but would be beneficial to enable schools to use data alongside other assessment data for formative purposes; and
- storing the progress score will also enable MIS to calculate the progress score difference and significance should it be recommended that suppliers do so in future years. In 2019, the progress score difference and significance is being calculated in DEWi.

3.1 Data Exchange Wales Initiative (DEWi)

Data Exchange Wales initiative (DEWi) provides online, real time validation and secure file exchange / share functionality to all schools and local authorities in Wales. All schools will be required to upload their WNT files to the DEWi system from where local authorities will carry out initial validation before authorising WG to download a copy of the validated file. Local authorities will be able to access the data for schools they maintain from the DEWi system. Schools will be able to download reports and converted scores for WNT tests from the DEWi system.

4. Notes on software requirements

Allowable data values for each data item are indicated by the NAW Modular_CBDS_Pupil_1819.x.x.xls and NAW Modular CBDS_School_1819.x.x.xls, and accompanying lookup tables.

Valid outcome codes for all national tests are indicated in the NAW_A_COMP for academic year 2018/19. A summary of the valid WNT codes is provided at section 11.

4.1 School output files

Pupils taught in the appropriate NCY and on roll as at the on roll date must be included in the export of WNT data, i.e. the school where a pupil is on roll on the on roll date must submit their results.

The only valid NCY groups to be exported are:

- NRT and NNRT - pupils in each NCY 2 to 9

All pupils, including NEWBES pupils, in NCY 2 to 9 should be exported to WNT files as appropriate.

All pupils, excluding valid NEWBES pupils, should be included in statutory aggregations for reporting at school level.

For suppliers to ensure that the correct group of pupils is presented for data collection and exported for dual registered pupils for WNT, they should select pupils where:

- NCY group is in the range 2 to 9 and <EnrolStatus> (100060) is equal to 'M' or 'C'.

The broad organisation of the required school output file is as follows:

```
<Message>
  <SoftwareCode>...</SoftwareCode>
  <DocumentName>...</DocumentName>
  <AcademicYear>...</AcademicYear>
  <Header>...(Header data)...</Header>
  <School>...(School identifiers)...</School>
  <Pupil>...(Pupil data)...</Pupil>
</Message>
```

<Pupil> should be repeated as many times as required, according to the number of pupils eligible for NRT or NNRT result. Within <Pupil> the overall pattern is: identifiers followed by assessment data within container:

```
<Pupil>
  <NAWPupillIdentifiers>. ...(Pupil Identifier data)... </NAWPupillIdentifiers>
  <Assessments>
    <NAWAssessment> ...(Assessment data)... </NAWAssessment>
```

</Assessments>
</Pupil>

Presence of items is mandatory or optional as indicated in the output example file, section 9 and in the components section 8.

<NAWAssessment> should be repeated for each of the tests taken within given parameters and a result is required for each (see WNT Components at section 9 for details of subject levels expected at each NCY).

In the header, <AcademicYear> has been included to indicate the academic year (i.e. the calendar year in which the academic year of assessment commenced).

Output formats are provided as relevant to WNT for files produced by school systems.

4.2 User requirements

Data entry facilities should exist for entry of the NRT and NNRT components included in the WNT. Every effort should be made to make data entry as simple and user friendly as possible, reducing the need for training and support on specialist modules.

Systems should limit user selection options to only those relevant to the specific pupil group.

Systems should automatically present the pupils as per the appropriate NCY group, date on roll and enrolment status (see section 5.1.1 above).

Users should not have the ability to deselect pupils outside of the specified group for export to the WNT process.

Data entry facilities should form part of suppliers' standard or basic bundles; the use of specialist or additional cost modules should be optional at school level.

The attached WNT Components file provides details of the mandatory (M) and optional (O) assessment components to be entered, exported, calculated and reported for WNT.

Additional information including sample report layouts is provided in the *Welsh National Tests Collection and Reporting Arrangements* document, which will be available on the WG website in due course.

Welsh language users of some software have identified a need to have input screens in dual language. Translations will be provided on request and suppliers are requested to consider offering Welsh language versions where possible.

Reports should use the correct number of pupils according to WNT and language as the denominator when calculating percentages for aggregate reporting.

Any requirement for aggregate reporting will be met by DEWi for NRT and NNRT in 2019. Suppliers will be kept informed and given access to any xslt files in due course.

Calculation of statutory reports should exclude data for pupils legitimately marked as NEWBES and with a valid date of entry in their pupil record. Their results should be omitted and they should not be included in the pupil denominator, except at Wales level.

Partial files: all xml files must contain valid results for all mandatory WNT components according to the appropriate year group.

5. Import files

Following **final** submission of the WNT file by schools, DEWi will calculate an age standardised score, progress score and progress score difference. All scores will be available for download via an import file by schools for import to their MIS. There will be a single file incorporating both NRT and NNRT results called WNT.

There is no requirement for re-importing the import file.

Raw scores will be included in the import file and will not be expected to overwrite the value contained in the MIS. When an imported raw score differs from what was in the MIS, an alert or warning message should be triggered to inform the school of the discrepancy. The school may then contact their LA or WG for advice on what to do.

There will be one file available for import containing NRT and NNRT Raw Scores, Standardised scores, Progress Scores and Progress Score differences.

The file naming convention for WNT xml import files will be:

<LA><Estab>_WNT_<LA><Year>_<serial number>.xml
(Eg. 6664002_WNT_66619_001.xml)

2019 scores will be available for schools to import following standardisation along with their pupil results sheets.

The following extract is from Import_File_WNT_1819.1.0.

NEW CBDS Ref	OLD CBDS Ref	
		<?xml version = '1.0' encoding = 'UTF-8'?>
		<CTfile>
		<Header>
N00600	800001	<DocumentName>Common Transfer File</DocumentName>
N00608	800009	<CTFversion>18.0</CTFversion>
N00609	800010	<DateTime>2019-07-01T00:00:00</DateTime>
N00611	800020	<DocumentQualifier>partial</DocumentQualifier>
N00619	800033	<DataQualifier>WNT</DataQualifier>
N00614	800026	<DataDescriptor>National Reading and Numeracy Tests 2019 Standardised scores and Progress Scores for pupils NC2 - NC9</DataDescriptor>
N00617	800031	<SupplierID>NAW (for example files)</SupplierID>
		<SourceSchool>
N00216	200001	<LEA>660</LEA>
N00279	200636	<Estab>4501</Estab>
N00230	200039	<SchoolName>Ysgol Uwchradd Caereinion High School</SchoolName>
N00618	800032	<AcademicYear>2018</AcademicYear>
		</SourceSchool>

		<DestSchool>
N00216	200001	<LEA>660</LEA>
N00279	200636	<Estab>4501</Estab>
		</DestSchool>
		</Header>
		<CTFpupilData>
		<Pupil>
N00001	100001	<UPN>B801200005001</UPN>
N00003	100003	<Surname>Brown</Surname>
N00004	100004	<Forename>John</Forename>
N00006	100007	<DOB>2007-08-13</DOB>
N00007	100008	<Gender>M</Gender>
		<StageAssessments>
		<KeyStage>
N00156	100516	<Stage>NT</Stage>
		<StageAssessment>
N00088	100321	<Locale>WAL</Locale>
N00602	800003	<Year>2019</Year>
N00134	100466	<Subject>ENG</Subject>
N00062	100273	<Method>TT</Method>
N00063	100274	<Component>RDG</Component>
N00061	100270	<ResultStatus>R</ResultStatus>
N00200	100605	<ResultQualifier>NR</ResultQualifier>
N00064	100276	<Result>20</Result>
N00034	100332	<ResultDate>2019-05-10</ResultDate>
	190041	<TestPaperSat>EB7</TestPaperSat>
		</StageAssessment>
		<StageAssessment>
N00088	100321	<Locale>WAL</Locale>
N00602	100266	<Year>2019</Year>
N00134	100271	<Subject>CYM</Subject>
N00062	100273	<Method>TT</Method>
N00063	100274	<Component>RDG</Component>
N00061	100270	<ResultStatus>R</ResultStatus>
N00200	100275	<ResultQualifier>NR</ResultQualifier>
N00064	100276	<Result>20</Result>
N00034	100332	<ResultDate>2019-05-09</ResultDate>
	190041	<TestPaperSat>CB7</TestPaperSat>
		</StageAssessment>
		<SupplInfo>
		<SupplID></SupplID>
		</SupplInfo>
		</KeyStage>
		<KeyStage>
	100265	<Stage>NC4</Stage>
		<StageAssessment>
N00088	100321	<Locale>WAL</Locale>
N00602	100266	<Year>2019</Year>
N00134	100271	<Subject>ENG</Subject>
N00062	100273	<Method>TT</Method>
N00063	100274	<Component>RAS</Component>
N00061	100270	<ResultStatus>R</ResultStatus>

N00200	100275	<ResultQualifier>NA</ResultQualifier>
N00064	100276	<Result>100</Result>
N00034	100332	<ResultDate>2019-05-10</ResultDate>
	190041	<TestPaperSat>EB7</TestPaperSat>
		</StageAssessment>
		<StageAssessment>
N00088	100321	<Locale>WAL</Locale>
N00602	100266	<Year>2019</Year>
N00134	100271	<Subject>ENG</Subject>
N00062	100273	<Method>TT</Method>
N00063	100274	<Component>RPS</Component>
N00061	100270	<ResultStatus>R</ResultStatus>
N00200	100275	<ResultQualifier>NG</ResultQualifier>
N00064	100276	<Result>1000</Result>
N00034	100332	<ResultDate>2019-05-10</ResultDate>
	190041	<TestPaperSat>EB7</TestPaperSat>
		</StageAssessment>
		<StageAssessment>
N00088	100321	<Locale>WAL</Locale>
N00602	100266	<Year>2019</Year>
N00134	100271	<Subject>ENG</Subject>
N00062	100273	<Method>TT</Method>
N00063	100274	<Component>RPD</Component>
N00061	100270	<ResultStatus>R</ResultStatus>
N00200	100275	<ResultQualifier>NE</ResultQualifier>
N00064	100276	<Result>1000</Result>
N00034	100332	<ResultDate>2019-05-10</ResultDate>
	190041	<TestPaperSat>EB7</TestPaperSat>
		</StageAssessment>
		<StageAssessment>
N00088	100321	<Locale>WAL</Locale>
N00602	100266	<Year>2019</Year>
N00134	100271	<Subject>ENG</Subject>
N00062	100273	<Method>TT</Method>
N00063	100274	<Component>RDS</Component>
N00061	100270	<ResultStatus>R</ResultStatus>
N00200	100275	<ResultQualifier>WS</ResultQualifier>
N00064	100276	<Result>C</Result>
N00034	100332	<ResultDate>2019-05-10</ResultDate>
	190041	<TestPaperSat>EB7</TestPaperSat>
		</StageAssessment>
		<StageAssessment>
N00088	100321	<Locale>WAL</Locale>
N00602	100266	<Year>2019</Year>
N00134	100271	<Subject>CYM</Subject>
N00062	100273	<Method>TT</Method>
N00063	100274	<Component>RAS</Component>
N00061	100270	<ResultStatus>R</ResultStatus>
N00200	100275	<ResultQualifier>NA</ResultQualifier>
N00064	100276	<Result>120</Result>
N00034	100332	<ResultDate>2019-05-09</ResultDate>
	190041	<TestPaperSat>CB7</TestPaperSat>

		</StageAssessment>
		<StageAssessment>
N00088	100321	<Locale>WAL</Locale>
N00602	100266	<Year>2019</Year>
N00134	100271	<Subject>CYM</Subject>
N00062	100273	<Method>TT</Method>
N00063	100274	<Component>RPS</Component>
N00061	100270	<ResultStatus>R</ResultStatus>
N00200	100275	<ResultQualifier>NG</ResultQualifier>
N00064	100276	<Result>1000</Result>
N00034	100332	<ResultDate>2019-05-09</ResultDate>
		<TestPaperSat>CB7</TestPaperSat>
		</StageAssessment>
		<StageAssessment>
N00088	100321	<Locale>WAL</Locale>
N00602	100266	<Year>2019</Year>
N00134	100271	<Subject>CYM</Subject>
N00062	100273	<Method>TT</Method>
N00063	100274	<Component>RPD</Component>
N00061	100270	<ResultStatus>R</ResultStatus>
N00200	100275	<ResultQualifier>NE</ResultQualifier>
N00064	100276	<Result>1000</Result>
N00034	100332	<ResultDate>2019-05-09</ResultDate>
	190041	<TestPaperSat>CB7</TestPaperSat>
		</StageAssessment>
		<StageAssessment>
N00088	100321	<Locale>WAL</Locale>
N00602	100266	<Year>2019</Year>
N00134	100271	<Subject>CYM</Subject>
N00062	100273	<Method>TT</Method>
N00063	100274	<Component>RDS</Component>
N00061	100270	<ResultStatus>R</ResultStatus>
N00200	100275	<ResultQualifier>WS</ResultQualifier>
N00064	100276	<Result>H</Result>
N00034	100332	<ResultDate>2019-05-09</ResultDate>
	190041	<TestPaperSat>CB7</TestPaperSat>
		</StageAssessment>
		<SupplInfo>
		<SupplID></SupplID>
		</SupplInfo>
		</KeyStage>
		</StageAssessments>
		</Pupil>
		<Pupil>
N00001	100001	<UPN>B801200005002</UPN>
N00003	100003	<Surname>Lark</Surname>
N00004	100004	<Forename>Sky</Forename>
N00006	100007	<DOB>2006-05-10</DOB>
N00007	100008	<Gender>F</Gender>
		<StageAssessments>
		<KeyStage>
N00156	100265	<Stage>NT</Stage>

		<StageAssessment>
N00088	100321	<Locale>WAL</Locale>
N00602	100266	<Year>2019</Year>
N00134	100271	<Subject>ENG</Subject>
N00062	100273	<Method>TT</Method>
N00063	100274	<Component>RDG</Component>
N00061	100270	<ResultStatus>R</ResultStatus>
N00200	100275	<ResultQualifier>NR</ResultQualifier>
N00064	100276	<Result>35</Result>
N00034	100332	<ResultDate>2019-05-10</ResultDate>
	190041	<TestPaperSat>EC7</TestPaperSat>
		</StageAssessment>
		<StageAssessment>
N00088	100321	<Locale>WAL</Locale>
N00602	100266	<Year>2019</Year>
N00134	100271	<Subject>CYM</Subject>
N00062	100273	<Method>TT</Method>
N00063	100274	<Component>RDG</Component>
N00061	100270	<ResultStatus>R</ResultStatus>
N00200	100275	<ResultQualifier>NR</ResultQualifier>
N00064	100276	<Result>30</Result>
N00034	100332	<ResultDate>2019-05-09</ResultDate>
	190041	<TestPaperSat>CC7</TestPaperSat>
		</StageAssessment>
		<SupplInfo>
		<SupplID></SupplID>
		</SupplInfo>
		</KeyStage>
		<KeyStage>
	100265	<Stage>NC6</Stage>
		<StageAssessment>
N00088	100321	<Locale>WAL</Locale>
N00602	100266	<Year>2017</Year>
N00134	100271	<Subject>ENG</Subject>
N00062	100273	<Method>TT</Method>
N00063	100274	<Component>RAS</Component>
N00061	100270	<ResultStatus>R</ResultStatus>
N00200	100275	<ResultQualifier>NA</ResultQualifier>
N00064	100276	<Result>120</Result>
N00034	100332	<ResultDate>2019-05-10</ResultDate>
	190041	<TestPaperSat>EC7</TestPaperSat>
		</StageAssessment>
		<StageAssessment>
N00088	100321	<Locale>WAL</Locale>
N00602	100266	<Year>2019</Year>
N00134	100271	<Subject>ENG</Subject>
N00062	100273	<Method>TT</Method>
N00063	100274	<Component>RPS</Component>
N00061	100270	<ResultStatus>R</ResultStatus>
N00200	100275	<ResultQualifier>NG</ResultQualifier>
N00064	100276	<Result>1100</Result>
N00034	100332	<ResultDate>2019-05-10</ResultDate>

	190041	<TestPaperSat>EC7</TestPaperSat>
		</StageAssessment>
		<StageAssessment>
N00088	100321	<Locale>WAL</Locale>
N00602	100266	<Year>2019</Year>
N00134	100271	<Subject>ENG</Subject>
N00062	100273	<Method>TT</Method>
N00063	100274	<Component>RPD</Component>
N00061	100270	<ResultStatus>R</ResultStatus>
N00200	100275	<ResultQualifier>NE</ResultQualifier>
N00064	100276	<Result>-1000</Result>
N00034	100332	<ResultDate>2019-05-10</ResultDate>
	190041	<TestPaperSat>EC7</TestPaperSat>
		</StageAssessment>
		<StageAssessment>
N00088	100321	<Locale>WAL</Locale>
N00602	100266	<Year>2019</Year>
N00134	100271	<Subject>ENG</Subject>
N00062	100273	<Method>TT</Method>
N00063	100274	<Component>RDS</Component>
N00061	100270	<ResultStatus>R</ResultStatus>
N00200	100275	<ResultQualifier>WS</ResultQualifier>
N00064	100276	<Result>C</Result>
N00034	100332	<ResultDate>2019-05-10</ResultDate>
	190041	<TestPaperSat>EC7</TestPaperSat>
		</StageAssessment>
		<StageAssessment>
N00088	100321	<Locale>WAL</Locale>
N00602	100266	<Year>2019</Year>
N00134	100271	<Subject>CYM</Subject>
N00062	100273	<Method>TT</Method>
N00063	100274	<Component>RAS</Component>
N00061	100270	<ResultStatus>R</ResultStatus>
N00200	100275	<ResultQualifier>NA</ResultQualifier>
N00064	100276	<Result>110</Result>
N00034	100332	<ResultDate>2019-05-09</ResultDate>
	190041	<TestPaperSat>CC7</TestPaperSat>
		</StageAssessment>
		<StageAssessment>
N00088	100321	<Locale>WAL</Locale>
N00602	100266	<Year>2019</Year>
N00134	100271	<Subject>CYM</Subject>
N00062	100273	<Method>TT</Method>
N00063	100274	<Component>RPS</Component>
N00061	100270	<ResultStatus>R</ResultStatus>
N00200	100275	<ResultQualifier>NG</ResultQualifier>
N00064	100276	<Result>100</Result>
N00034	100332	<ResultDate>2019-05-09</ResultDate>
		<TestPaperSat>CC7</TestPaperSat>
		</StageAssessment>
		<StageAssessment>
N00088	100321	<Locale>WAL</Locale>

N00602	100266	<Year>2019</Year>
N00134	100271	<Subject>CYM</Subject>
N00062	100273	<Method>TT</Method>
N00063	100274	<Component>RPD</Component>
N00061	100270	<ResultStatus>R</ResultStatus>
N00200	100275	<ResultQualifier>NE</ResultQualifier>
N00064	100276	<Result>-10</Result>
N00034	100332	<ResultDate>2019-05-09</ResultDate>
	190041	<TestPaperSat>CC7</TestPaperSat>
		</StageAssessment>
		<StageAssessment>
N00088	100321	<Locale>WAL</Locale>
N00602	100266	<Year>2019</Year>
N00134	100271	<Subject>CYM</Subject>
N00062	100273	<Method>TT</Method>
N00063	100274	<Component>RDS</Component>
N00061	100270	<ResultStatus>R</ResultStatus>
N00200	100275	<ResultQualifier>WS</ResultQualifier>
N00064	100276	<Result>H</Result>
N00034	100332	<ResultDate>2019-05-09</ResultDate>
	190041	<TestPaperSat>CC7</TestPaperSat>
		</StageAssessment>
		<SupplInfo>
		<SupplID></SupplID>
		</SupplInfo>
		</KeyStage>
		</StageAssessments>
		</Pupil>
		</CTFpupilData>
		</CTfile>

6. File naming convention

6.1 XML data extraction

Long file names will be used.

The file extension will be XML.

The file name shall be constructed from the following components:

- (a) Origin Identifier (7 digits)¹
- (b) Survey/Data Extraction Type (3 characters)²
- (c) Destination Identifier (7 characters)³
- (d) Serial Number (3 digits)⁴

The components should be separated by underscore characters (“_”).

An example of a **WNT** file from a school sent to their local authority would be:

6604026_WNT_660NT19_001.XML

where:

6604026 is the originating school, LA and establishment number

WNT stands for Welsh National Tests

660 is the destination LA

NT indicates the file - refers to **National Tests**

'19' is last two digits of the academic year; and

001 refers to the version number of the file being uploaded.

The total file name length = 27 characters.

For files not yet authorised by the school the file extension should be changed from 'XML' to 'UNA'.

¹ For WNT transfers from schools, the first 3 characters of the origin identifier will be the Local Authority (LEA) code of the sending school and the final 4 characters will be the WG school number of the sending school. For transfers from LAs, the origin identifier will be the LEA code of the sending LA and the WG school number to identify the submission.

² For WNT data the survey type will be “WNT”.

³ For WNT data submissions, the destination identifier will be the LEA code of the receiving LA for all WNT files. File names will also include a two-character year indicator (being the calendar year in which the academic year ended).

⁴ The first file in the series shall be “001”, the second “002” etc.

7. File components

O = optional (at users discretion); M = Mandatory/required (but may be calculated); N = NOT required

<ASSESSID> <Stage>	<ASSSUBJECT> <Subject>	ASSTYPE> <Method>	<ASSCOMP> <Component>	Component	Component Description	Data Entry	Test Paper Sat	Result Date (Date of Test)	Calculate if component data entered	Calculation/ weighting	Export to NDC File	Report to Parents	Notes
NT	MAT	TT	RSG	RSG	Numeracy Reasoning Raw Score	M	M	M	N/A	N/A	M	O	<p>Pupils can sit either a Welsh or English test paper, irrespective of their <StudyWelsh>/(190053) code. Only one paper must be returned per pupil</p> <p>Raw score for numeracy reasoning test.</p> <p>Valid Levels 0 – 99. Actual raw score ranges for each test paper will be provided in validation CBDS version 1819.x.x and in NAW_A_COMP in due course.</p> <p>Valid Administrative codes are D and X D = Disapplied under the Education Act 2002; sections 113-116 X = absent on scheduled test date and remainder of test window</p>
NT	ENG	TT	RDG	RDG	Reading raw score	M	M	M	N/A	N/A	M	O	<p>Raw score for reading test.</p> <p>Valid Levels 0 – 99. Actual raw score ranges for each test paper will be provided in validation CBDS version 1819.x.x and in NAW_A_COMP in due course.</p>

													Valid Administrative codes are D and X D = Disapplied under the Education Act 2002; sections 113-116 X = absent on scheduled test date and remainder of test window
NT	CYM	TT	RDG	RDG	Reading raw score	M	M	M	N/A	N/A	M	O	Raw score for reading test. Valid Levels 0 – 99. Actual raw score ranges for each test paper will be provided in validation CBDS version 1819.x.x and in NAW_A_COMP in due course. Valid Administrative codes are D and X D = Disapplied under the Education Act 2002; sections 113-116 X = absent on scheduled test date and remainder of test window

NB Export file includes Pupil CBDS items numbered 190053

8. School output example file

			Notes/Defaults
CBDS Ref.	NEW CBDS Ref.	M / O	M = Mandatory (required tag, with valid value for all pupils) O = Optional (data is options, if data is not present then tag should not be included in xml file)
			<?xml version="1.0" encoding="UTF-8"?>
			<Message>
		O	<SoftwareCode>1234</SoftwareCode>
		M	<DocumentName> Wales WNT File </DocumentName>
		M	<AcademicYear>2018</AcademicYear>
			<Header>
		M	<SerialNo>123</SerialNo>
		M	<DateTime>2019-06-01T09:01:03</DateTime>
		M	</Header>
			<School>
		M	<NAWSchoolIdentifiers>
S1		M	<LEA>660</LEA>
S2		M	<Estab>2500</Estab>
S5		M	<Name>Bishop John's Primary</Name>
S7		M	<Phase>PS</Phase>
		M	</NAWSchoolIdentifiers>
			</School>
			<Pupils>
		M	<Pupil>
		M	<NAWPupillIdentifiers>
P1	100001	M	<UPN>A123981456002</UPN>
P2	100002	O	<FormerUPN>X34487649987B</FormerUPN>
P3	100003	M	<Surname>York</Surname>
P4	100004	M	<Forename>Tiffany</Forename>
P6	100006	O	<MiddleNames>Georgia</MiddleNames>
P7	100007	M	<DOB>2008-01-01</DOB>
P8	100008	M	<Gender>F</Gender>
		M	</NAWPupillIdentifiers>

	100060	M	<NAWPupilStatus> <EnrolStatus>C</EnrolStatus>	
			<NAWPupilStatus> <NAWPupilNDC>	
P45	100068	M	<NCyearActual>6</NCyearActual>	File should only extract data for Pupils in NCY 2,3,4,5,6,7,8,9 with assessment data.
P162	190043 190053	M	<StudyWelsh>1</StudyWelsh>	Required for ALL pupils. For NRT: NCY 2 pupils valid responses 1, 2 and 5 NCY 2: if value = '1' then provision of results for CYM is Mandatory NCY 2: if value ≠ '1' then provision of results for ENG is Mandatory <u>NCY's 3-9 Valid responses – 1, 2 and 5</u> NCY 3: if value = '1' then provision of results for CYM is Mandatory and ENG is Optional NCY 3: if value ≠ '1' then provision of results for ENG is Mandatory NCY 4-9: if value = '1' then provision of results for both ENG and CYM are Mandatory NCY 4-9: if value ≠ '1' then provision of results for ENG is Mandatory For NNT: NCY 2-9 pupils valid response is 1,2 or 5
P170	190080	M	<NonEnglishWelshSystems>TRUE</NonEnglishWelshSystems>	Valid responses - true/false (1/0) Default value = FALSE/0
P171	100059	O	<DateEntry>2017-09-01</DateEntry>	Must be present and have a valid value if <NEWBES> is "True" or 1
		M	</NAWPupilNDC>	
		M	<Assessments>	
			<NAWAssessment>	
P143	100265	M	<Stage>NT</Stage>	Valid response – NT

P144	100266	M	<Year>2019</Year>	The calendar year in which reporting of assessment takes place.
P148	100271	M	<Subject>MAT</Subject>	Valid response = MAT or ENG/CYM
P149	100273	M	<Method>TT</Method>	
P150	100274	M	<Component>RSG</Component>	Valid response = PRC or RSG where <Subject> = MAT, or RDG where <Subject> = ENG or CYM
P147	100270	M	<ResultStatus>R</ResultStatus>	Should always be R
P151	100275	M	<ResultQualifier>NR</ResultQualifier>	Valid response – NR
P152	100276	M	<Result>35</Result>	Raw score in the range 0 to 99, D, X
	100332	M	<ResultDate>2019-05-10</ResultDate>	Date test taken CBDS 100332
	190041	M	<TestPaperSat>6CRh18</TestPaperSat>	Test paper sat CBDS 190041 For NNRT and NNPT: Only 1 test paper to be returned for each pupil.
P155	190040	M	<Locale>WAL</Locale>	Default to WAL if <LEA> is within range 660-681 inclusive
			</NAWAssessment>	
			<NAWAssessment>	
P143	100265	M	<Stage>NT</Stage>	Valid response – NT
P144	100266	M	<Year>2019</Year>	The calendar year in which reporting of assessment takes place.
P148	100271	M	<Subject>ENG</Subject>	Valid response = MAT or ENG/CYM
P149	100273	M	<Method>TT</Method>	
P150	100274	M	<Component>RDG</Component>	Valid response = PRC or RSG where <Subject> = MAT, or RDG where <Subject> = ENG or CYM
P147	100270	M	<ResultStatus>R</ResultStatus>	Should always be R
P151	100275	M	<ResultQualifier>NR</ResultQualifier>	Valid response – NR
P152	100276	M	<Result>11</Result>	Raw score in the range 0 to 99, D, X
	100332	M	<ResultDate>2019-05-09</ResultDate>	Date test taken CBDS 100332
	190041	M	<TestPaperSat>ED6</TestPaperSat>	Test paper sat CBDS 190041
P155	190040	M	<Locale>WAL</Locale>	Default to WAL if <LEA> is within range 660-681 inclusive
			</NAWAssessment>	
			<NAWAssessment>	
P143	100265	M	<Stage>NT</Stage>	Valid response – NT
P144	100266	M	<Year>2019</Year>	The calendar year in which reporting of assessment

P148	100271	M	<Subject>CYM</Subject>	takes place.
P149	100273	M	<Method>TT</Method>	Valid response = MAT or ENG/CYM
P150	100274	M	<Component>RDG</Component>	Valid response = PRC or RSG where <Subject> = MAT, or RDG where <Subject> = ENG or CYM
P147	100270	M	<ResultStatus>R</ResultStatus>	Should always be R
P151	100275	M	<ResultQualifier>NR</ResultQualifier>	Valid response – NR
P152	100276	M	<Result>18</Result>	Raw score in the range 0 to 99, D, X
	100332	M	<ResultDate>2019-05-05</ResultDate>	Date test taken CBDS 100332
	190041	M	<TestPaperSat>CD6</TestPaperSat>	Test paper sat CBDS 190041
P155	190040	M	<Locale>WAL</Locale>	Default to WAL if <LEA> is within range 660-681 inclusive
		M	</NAWAssessment>	
		M	</Assessments>	
		M	</Pupil>	
			</Pupils>	
			</Message>	

9. Reporting

Where suppliers opt to provide reports the following should apply.

WG will review sample reports provided and provide Welsh language translations if required for any reports produced from school MIS.

Performance statistics for Wales 2018 will be provided during autumn 2018 via StatsWales <https://statswales.wales.gov.uk/Catalogue>.

9.1 Pupil results sheets

It is the duty of the head teacher to ensure that NRT and NNRT results are reported to parents. This is covered under the Regulations 2011 No. 1943 (W.210), The Head Teacher's Report to Parents and Adult Pupils (Wales) Regulations 2011.

Reports to parents should be available within standard software in both English and Welsh. Provision of all other reports in English and Welsh is optional at the discretion of individual suppliers although we are aware that schools and local authorities would welcome this functionality. **However, pupil reports for reporting NRT and NNRT outcomes will be provided by WG via DEWi and these should be used for reporting to parents.**

10. NAW_A_Comp 2019 v0.2 extract

10.1 National Reading Test (NRT)

<Stage>	<Year>	<Subject>	<Method>	<Component>	Component Description	<ResultQualifier>	<Result> Valid Entries	Max	Derivation/Calculation
NT	2019	ENG	TT	RDG	Reading raw score	NR	For NCY2-9 = D, X, 0-99		Raw score for reading test. Valid Results vary depending on NCY as detailed in <Result> Valid Administrative Codes are D and X D = Disapplied for any of the reasons listed in the National Reading and Numeracy Tests – Test administration handbook X = absent on scheduled test date and remainder of test window
NT	2019	CYM	TT	RDG	Reading raw score	NR	For NCY2-9 = D, X, 0-99		Raw score for reading test. Valid Results vary depending on NCY as detailed in <Result> Valid Administrative Codes are D and X D = Disapplied for any of the reasons listed in the National Reading and Numeracy Tests – Test administration handbook X = absent on scheduled test date and remainder of test window
NC2	2019	ENG	TT	RAS	Reading Age Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.
NC2	2019	CYM	TT	RAS	Reading Age Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.
NC3	2019	ENG	TT	RAS	Reading Age Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.

NC3	2019	CYM	TT	RAS	Reading Age Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.
NC4	2019	ENG	TT	RAS	Reading Age Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.
NC4	2019	CYM	TT	RAS	Reading Age Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.
NC5	2019	ENG	TT	RAS	Reading Age Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.
NC5	2019	CYM	TT	RAS	Reading Age Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.
NC6	2019	ENG	TT	RAS	Reading Age Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.
NC6	2019	CYM	TT	RAS	Reading Age Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.
NC7	2019	ENG	TT	RAS	Reading Age Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.
NC7	2019	CYM	TT	RAS	Reading Age Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.
NC8	2019	ENG	TT	RAS	Reading Age Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.
NC8	2019	CYM	TT	RAS	Reading Age Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range. represents an integer
NC9	2019	ENG	TT	RAS	Reading Age Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.
NC9	2019	CYM	TT	RAS	Reading Age Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.
NC2	2019	ENG	TT	RPS	Reading Progress Score	NG	0 - 2000,		Valid Results are 0 - 2000,
NC2	2019	CYM	TT	RPS	Reading Progress Score	NG	0 - 2000,		Valid Results are 0 – 2000

NC3	2019	ENG	TT	RPS	Reading Progress Score	NG	0 - 2000,		Valid Results are 0 – 2000
NC3	2019	CYM	TT	RPS	Reading Progress Score	NG	0 - 2000,		Valid Results are 0 – 2000
NC4	2019	ENG	TT	RPS	Reading Progress Score	NG	0 - 2000,		Valid Results are 0 – 2000
NC4	2019	CYM	TT	RPS	Reading Progress Score	NG	0 - 2000,		Valid Results are 0 – 2000
NC5	2019	ENG	TT	RPS	Reading Progress Score	NG	0 - 2000,		Valid Results are 0 – 2000
NC5	2019	CYM	TT	RPS	Reading Progress Score	NG	0 - 2000,		Valid Results are 0 – 2000
NC6	2019	ENG	TT	RPS	Reading Progress Score	NG	0 - 2000,		Valid Results are 0 – 2000
NC6	2019	CYM	TT	RPS	Reading Progress Score	NG	0 - 2000,		Valid Results are 0 – 2000
NC7	2019	ENG	TT	RPS	Reading Progress Score	NG	0 - 2000,		Valid Results are 0 – 2000
NC7	2019	CYM	TT	RPS	Reading Progress Score	NG	0 - 2000,		Valid Results are 0 – 2000
NC8	2019	ENG	TT	RPS	Reading Progress Score	NG	0 - 2000,		Valid Results are 0 – 2000
NC8	2019	CYM	TT	RPS	Reading Progress Score	NG	0 - 2000,		Valid Results are 0 – 2000
NC9	2019	ENG	TT	RPS	Reading Progress Score	NG	0 - 2000,		Valid Results are 0 – 2000
NC9	2019	CYM	TT	RPS	Reading Progress Score	NG	0 - 2000,		Valid Results are 0 – 2000
NC2	2019	ENG	TT	RPD	Reading Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000
NC2	2019	CYM	TT	RPD	Reading Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000
NC3	2019	ENG	TT	RPD	Reading Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000
NC3	2019	CYM	TT	RPD	Reading Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000

NC4	2019	ENG	TT	RPD	Reading Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000
NC4	2019	CYM	TT	RPD	Reading Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000
NC5	2019	ENG	TT	RPD	Reading Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000
NC5	2019	CYM	TT	RPD	Reading Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000
NC6	2019	ENG	TT	RPD	Reading Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000
NC6	2019	CYM	TT	RPD	Reading Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000
NC7	2019	ENG	TT	RPD	Reading Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000
NC7	2019	CYM	TT	RPD	Reading Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000
NC8	2019	ENG	TT	RPD	Reading Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000
NC8	2019	CYM	TT	RPD	Reading Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000
NC9	2019	ENG	TT	RPD	Reading Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000
NC9	2019	CYM	TT	RPD	Reading Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000

NC2	2019	ENG	TT	RDS	Reading Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)
NC2	2019	CYM	TT	RDS	Reading Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)
NC3	2019	ENG	TT	RDS	Reading Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)
NC3	2019	CYM	TT	RDS	Reading Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)
NC4	2019	ENG	TT	RDS	Reading Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)
NC4	2019	CYM	TT	RDS	Reading Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)
NC5	2019	ENG	TT	RDS	Reading Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)
NC5	2019	CYM	TT	RDS	Reading Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)
NC6	2019	ENG	TT	RDS	Reading Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)
NC6	2019	CYM	TT	RDS	Reading Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)
NC7	2019	ENG	TT	RDS	Reading Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)
NC7	2019	CYM	TT	RDS	Reading Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)

NC8	2019	ENG	TT	RDS	Reading Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)
NC8	2019	CYM	TT	RDS	Reading Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)
NC9	2019	ENG	TT	RDS	Reading Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)
NC9	2019	CYM	TT	RDS	Reading Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)

10.2 National Numerical Reasoning Test (NNRT)

<Stage>	<Year>	<Subject>	<Method>	<Component>	Component Description	<ResultQualifier>	<Result> Valid Entries	Max	Derivation/Calculation
NT	2019	MAT	TT	RSG	Numeracy Reasoning Raw Score	NR	For NCY2-9 = D, X, 0-99		Raw score for Numeracy Reasoning test. Valid Results are 0 – 99 Valid Administrative Codes are D and X D = Disapplied for any of the reasons listed in the National Reading and Numeracy Tests – Test administration handbook X = Absent on scheduled test date and remainder of test window
NC2	2019	MAT	TT	NRS	Numeracy Reasoning Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.
NC3	2019	MAT	TT	NRS	Numeracy Reasoning Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.
NC4	2019	MAT	TT	NRS	Numeracy Reasoning Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.
NC5	2019	MAT	TT	NRS	Numeracy Reasoning Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.
NC6	2019	MAT	TT	NRS	Numeracy Reasoning Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.
NC7	2019	MAT	TT	NRS	Numeracy Reasoning Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.
NC8	2019	MAT	TT	NRS	Numeracy Reasoning Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.
NC9	2019	MAT	TT	NRS	Numeracy Reasoning Standardised Score	NA	70 - 140, *, **		* = Score below range. ** = Score above range.
NC2	2019	MAT	TT	NRP	Numeracy Reasoning Progress Score	NG	0 – 2000		Valid Results are 0 – 2000

NC3	2019	MAT	TT	NRP	Numeracy Reasoning Progress Score	NG	0 – 2000		Valid Results are 0 – 2000
NC4	2019	MAT	TT	NRP	Numeracy Reasoning Progress Score	NG	0 – 2000		Valid Results are 0 – 2000
NC5	2019	MAT	TT	NRP	Numeracy Reasoning Progress Score	NG	0 – 2000		Valid Results are 0 – 2000
NC6	2019	MAT	TT	NRP	Numeracy Reasoning Progress Score	NG	0 – 2000		Valid Results are 0 – 2000
NC7	2019	MAT	TT	NRP	Numeracy Reasoning Progress Score	NG	0 – 2000		Valid Results are 0 – 2000
NC8	2019	MAT	TT	NRP	Numeracy Reasoning Progress Score	NG	0 – 2000		Valid Results are 0 – 2000
NC9	2019	MAT	TT	NRP	Numeracy Reasoning Progress Score	NG	0 – 2000		Valid Results are 0 – 2000
NC2	2019	MAT	TT	NRD	Numeracy Reasoning Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000
NC3	2019	MAT	TT	NRD	Numeracy Reasoning Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000
NC4	2019	MAT	TT	NRD	Numeracy Reasoning Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000
NC5	2019	MAT	TT	NRD	Numeracy Reasoning Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000
NC6	2019	MAT	TT	NRD	Numeracy Reasoning Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000
NC7	2019	MAT	TT	NRD	Numeracy Reasoning Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000

NC8	2019	MAT	TT	NRD	Numeracy Reasoning Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000
NC9	2019	MAT	TT	NRD	Numeracy Reasoning Progress Score Difference (between current year and previous year)	NE	-2000 to 2000		Valid Results are -2000 to 2000
NC2	2019	MAT	TT	RES	Numeracy Reasoning Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)
NC3	2019	MAT	TT	RES	Numeracy Reasoning Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)
NC4	2019	MAT	TT	RES	Numeracy Reasoning Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)
NC5	2019	MAT	TT	RES	Numeracy Reasoning Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)
NC6	2019	MAT	TT	RES	Numeracy Reasoning Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)
NC7	2019	MAT	TT	RES	Numeracy Reasoning Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)
NC8	2019	MAT	TT	RES	Numeracy Reasoning Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)
NC9	2019	MAT	TT	RES	Numeracy Reasoning Progress Significance (using Progress Score Difference)	WS	H (Higher), L (Lower), C (Consistent)		Valid Results are H (Higher), L (Lower) or C (Consistent)