

**Content validation study:
2016 key stage 2 reading and
mathematics tests**

Appendices C, D and E



October 2017

Ofqual/17/6282/2

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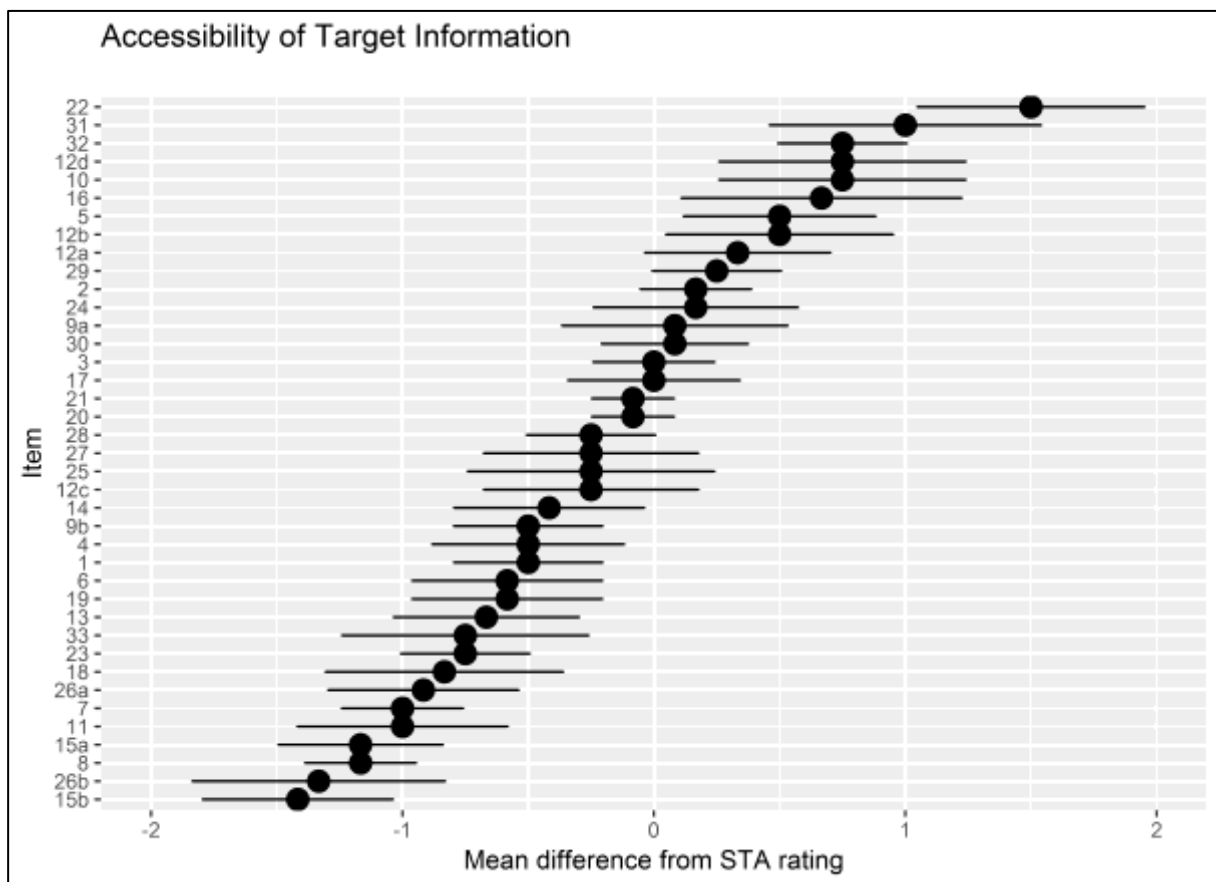
Appendix C – List of SMEs and their job roles

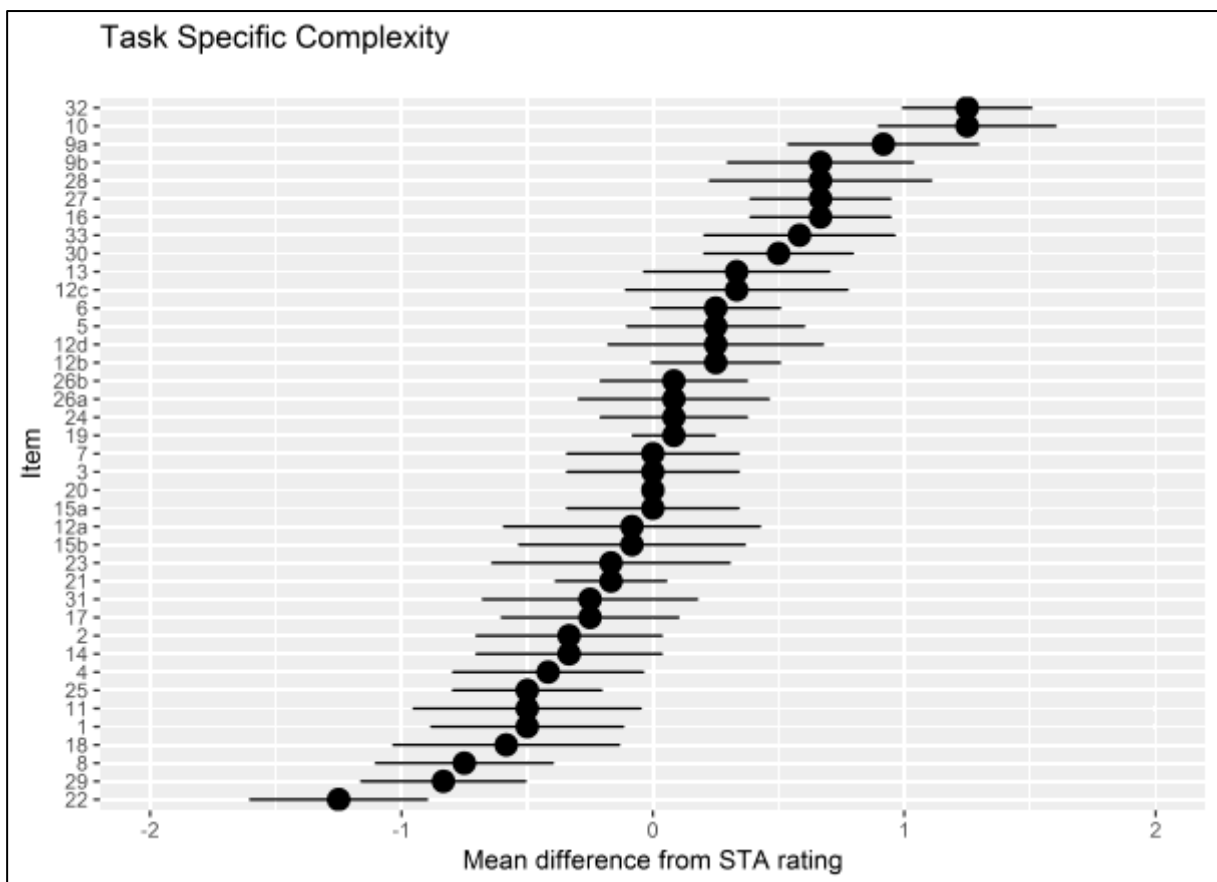
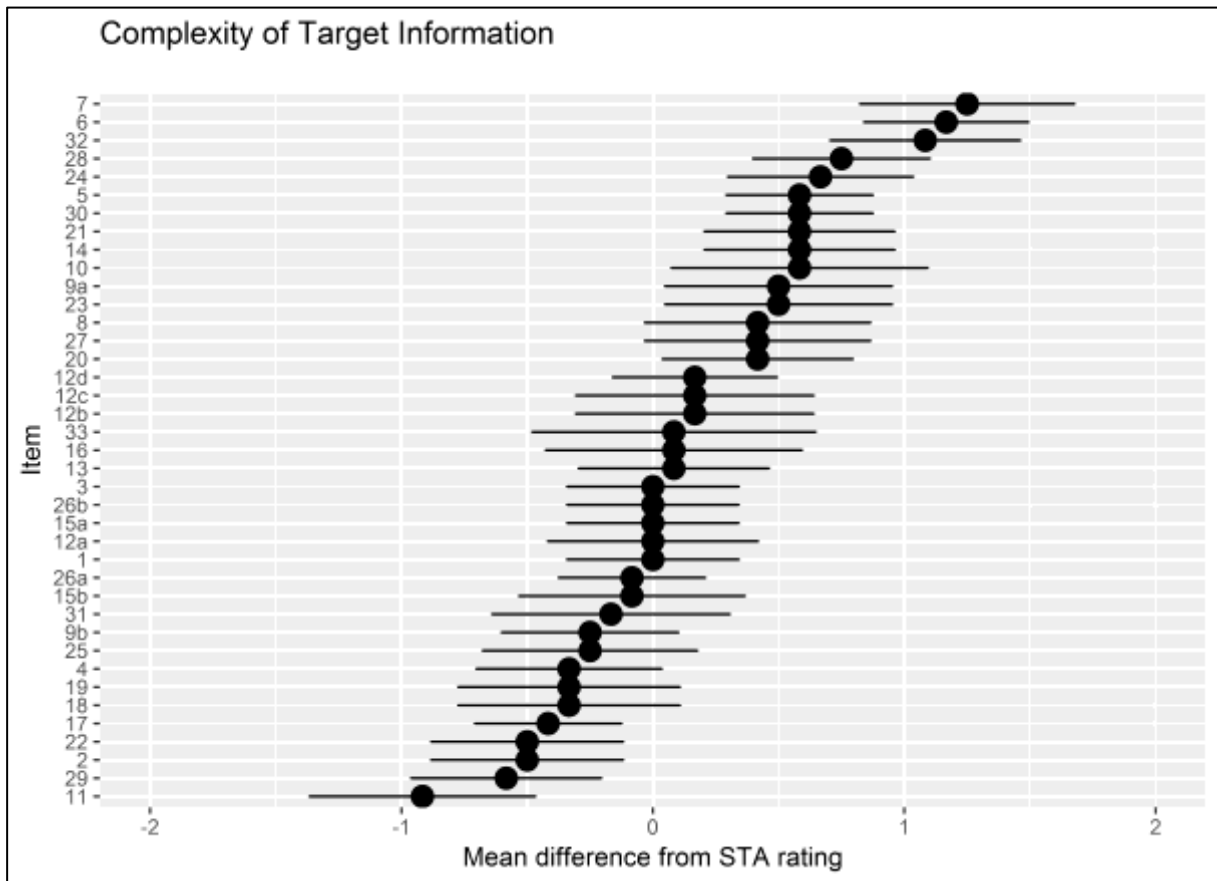
Reading	
Markers	Non-markers
	Dudley Newell (pilot) (independent school adviser)
	Ruth Leask (pilot) (primary education consultant)
Emma Auckland (year 6 reading intervention teacher and senior marker)	Barbara Conridge (Independent consultant and former LA assessment advisor)
Kate Wigley (English specialist / primary intervention and marking team leader)	Debbie Thomas (lead school improvement advisor English and assessment)
Michaela Horniman (nursery deputy manager and senior marker)	Louise Beattie (PGCSE secondary English subject leader)
Paul Cook (assistant head teacher, year 5/6 coordinator, and marking team leader)	Katie Myles (primary advisory teacher)
Stuart Perkins (head teacher and marking team leader)	John Hickman (former principal adviser for Redbridge)
Tonia Charles (teacher and senior marker)	Sarah Ratcliffe (primary English consultant)
Mathematics	
Markers	Non-markers
	Alison Borthwick (pilot) (mathematics advisor)
Alan Travis (senior marker and primary school teacher)	Belle Cottingham (textbook author)
Christine Morse (senior marker and teaching and learning specialist)	Jenny Stratton (teaching for mastery co-lead and deputy head teacher)
Hazel Borrett (senior marker)	Karen Mills (head teacher)
Kate Lockwood (senior marker and teacher)	Katy Russell (mathematics specialist)
Martin McCarthy (marking team leader and mathematics coordinator)	Lucy Browne (mathematics advisor)
Michael Davidson (marking team leader and head of mathematics)	Ruth Trundle (primary mathematics advisor team leader)

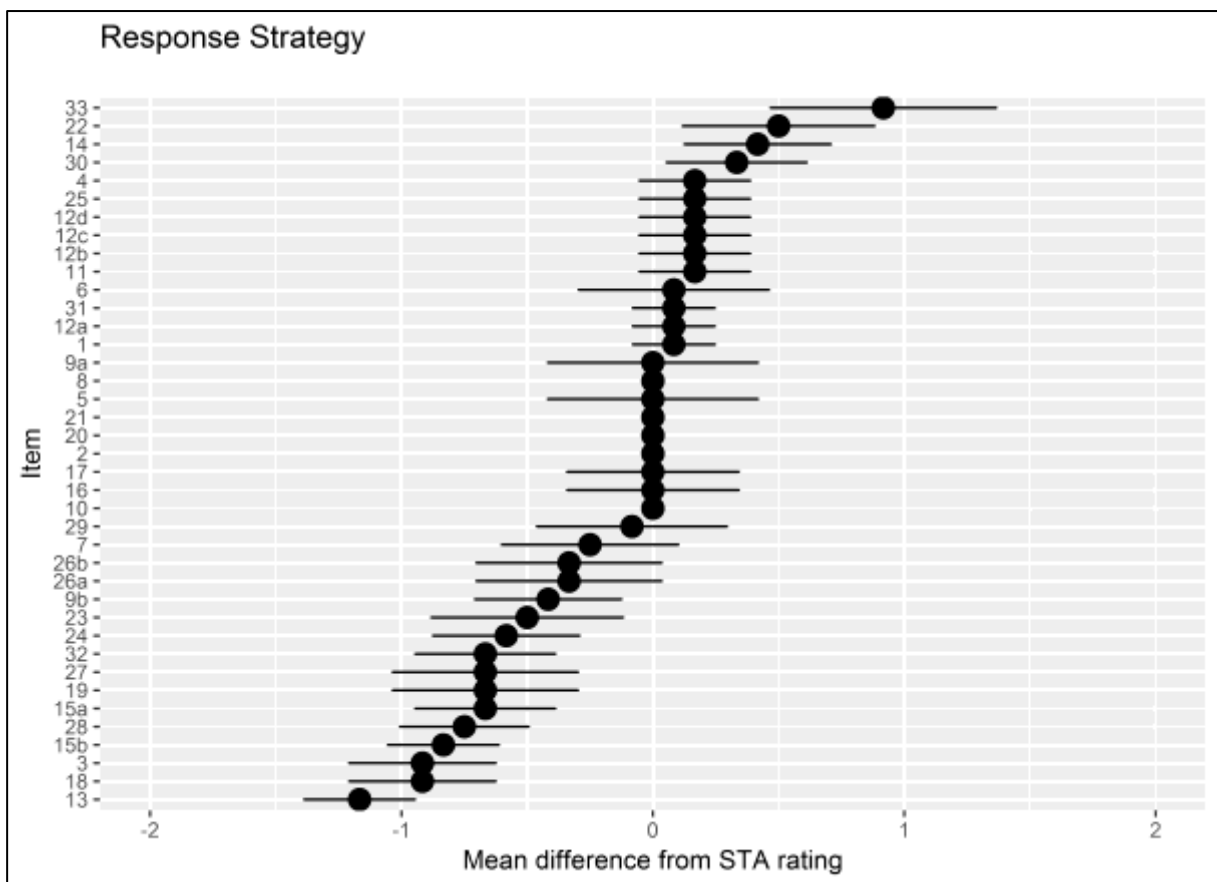
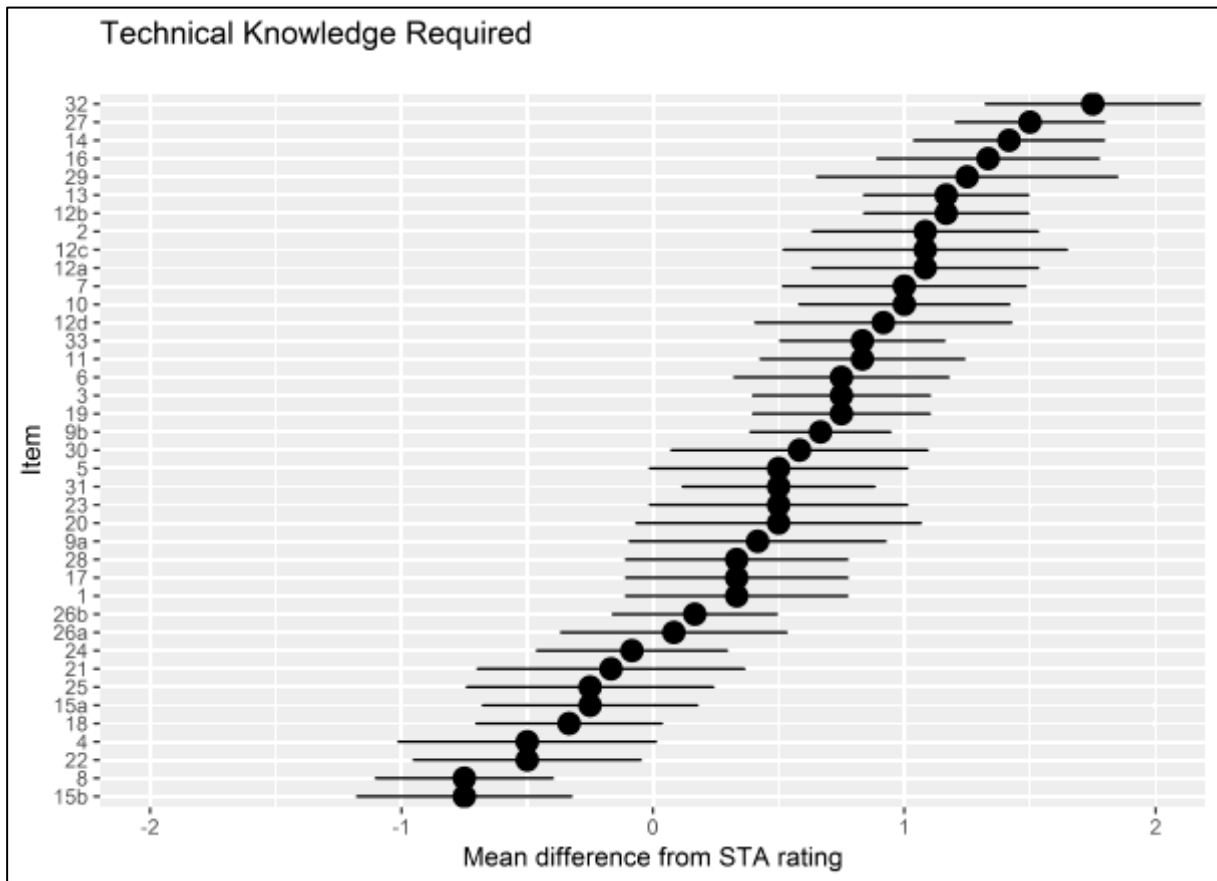
Appendix D – Item level differences between STA and mean SME ratings on each cognitive domain strand

In each of the following graphs, points indicate mean of the differences between the STA rating and each of the SME ratings for each item on each cognitive domain strand. A positive mean difference implies that the mean SME rating was higher than STA’s rating for that item. Error bars are 95% confidence intervals.

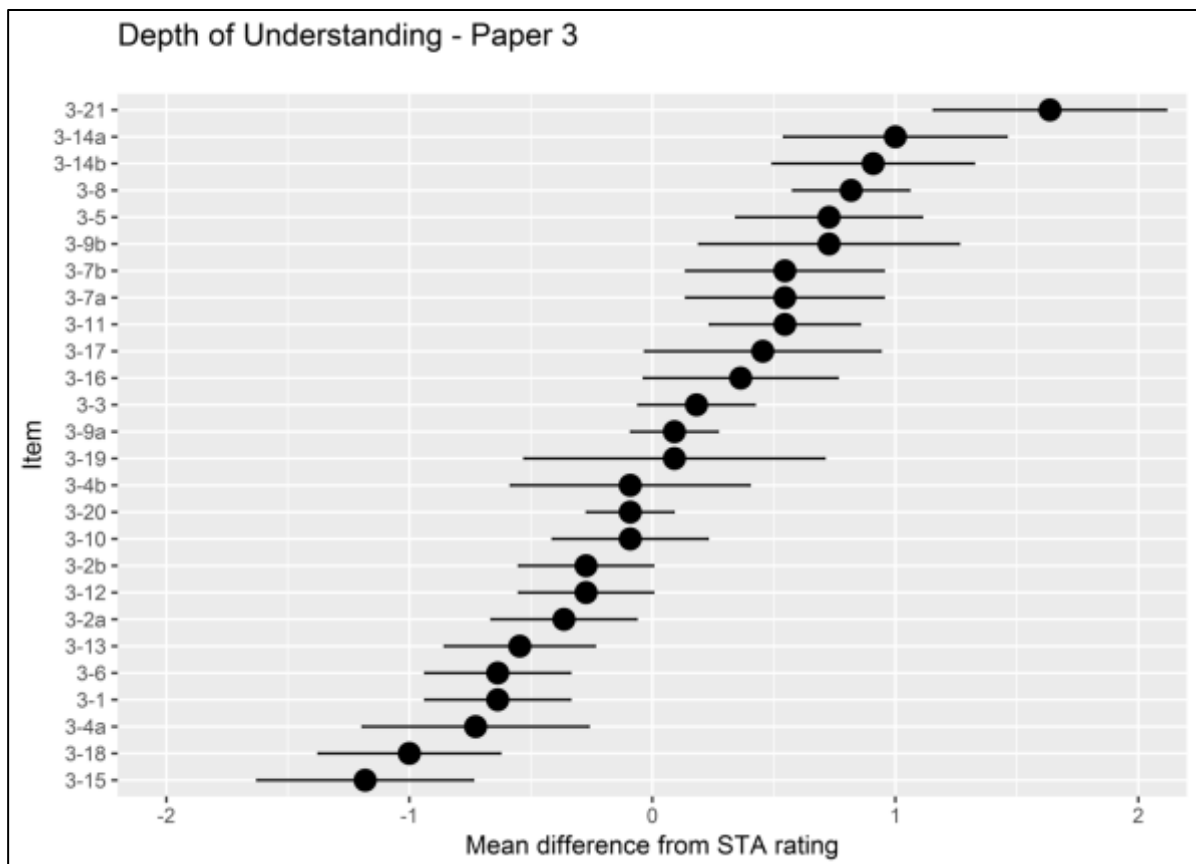
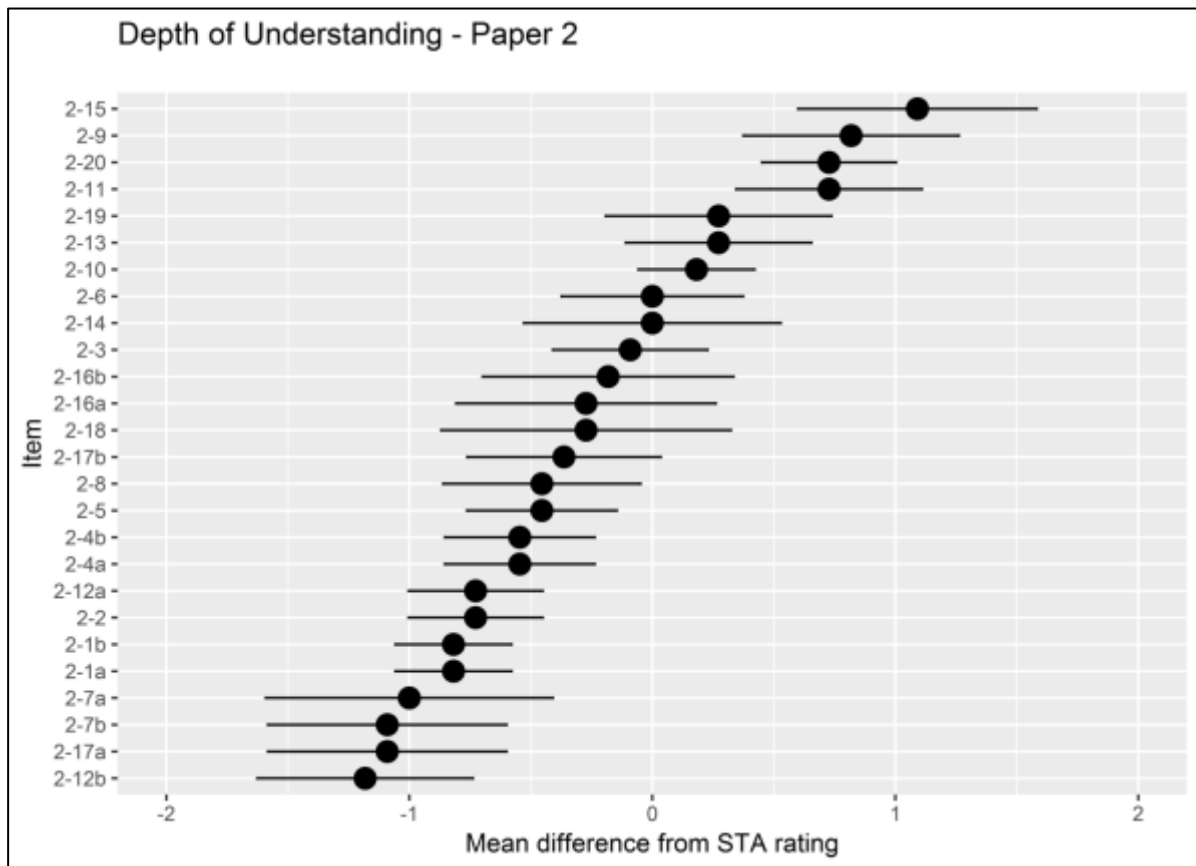
Reading

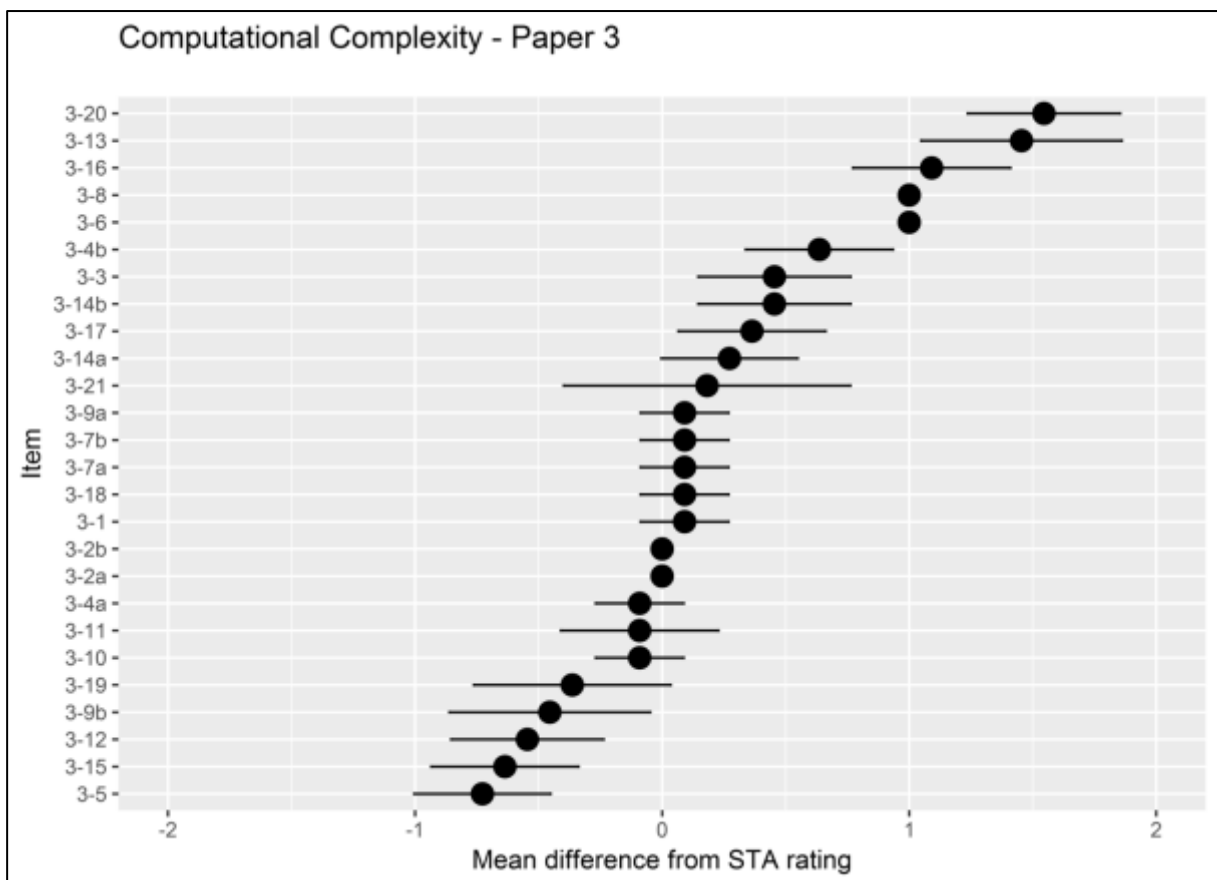
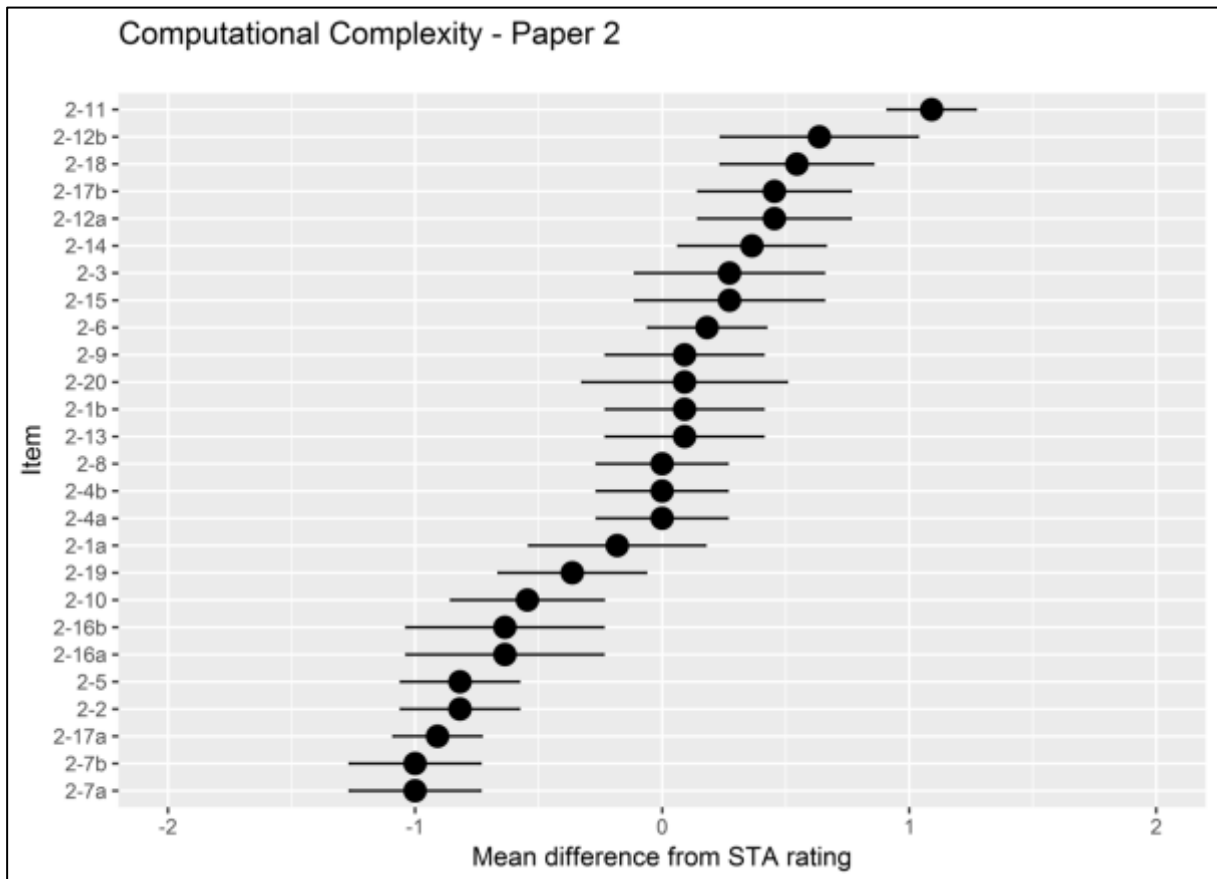


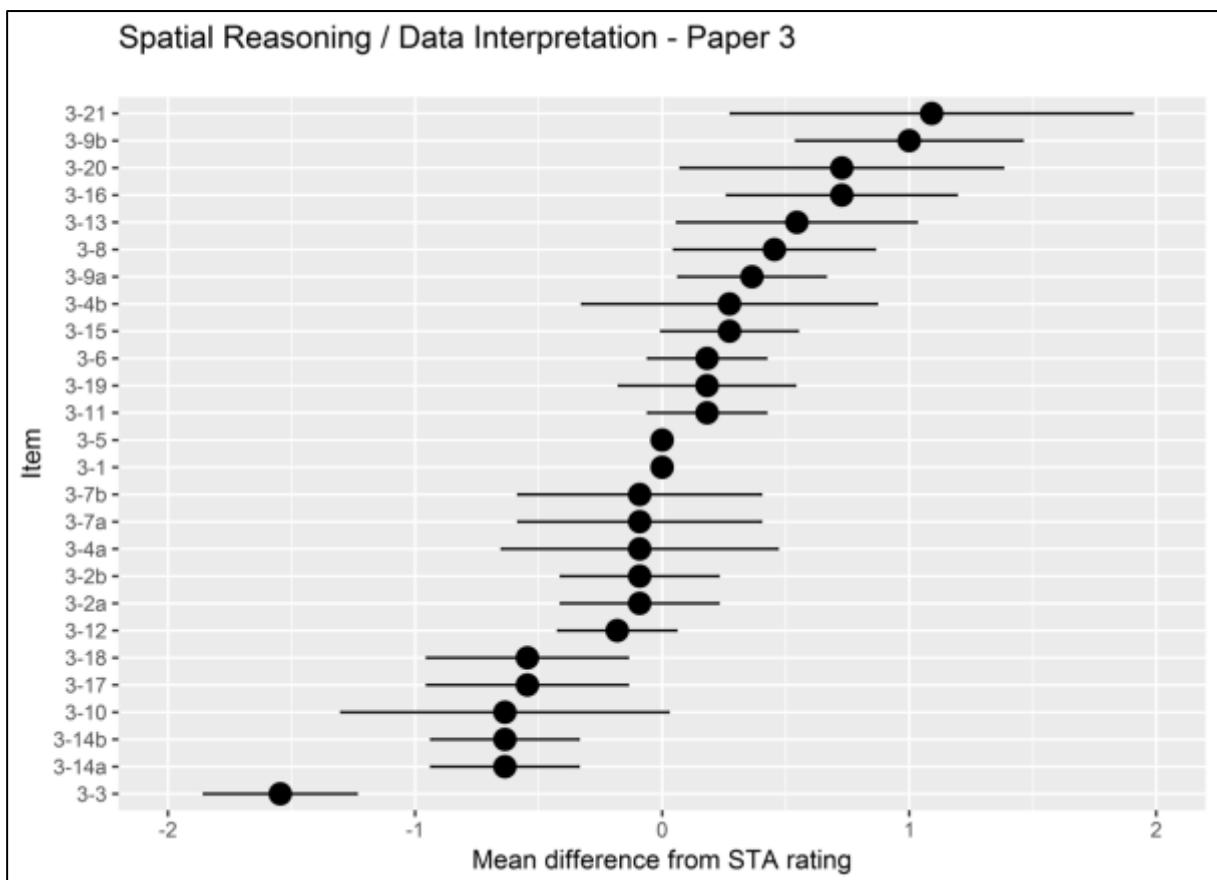
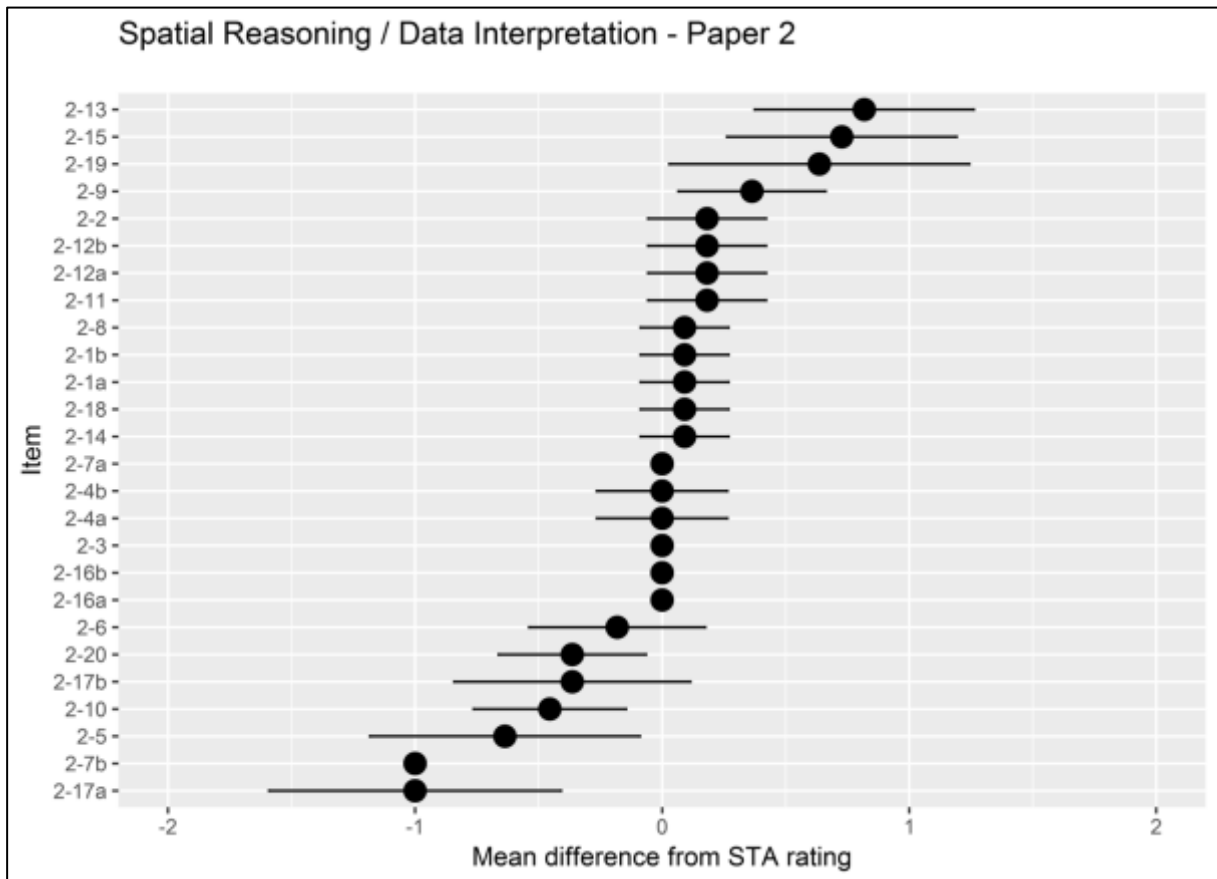


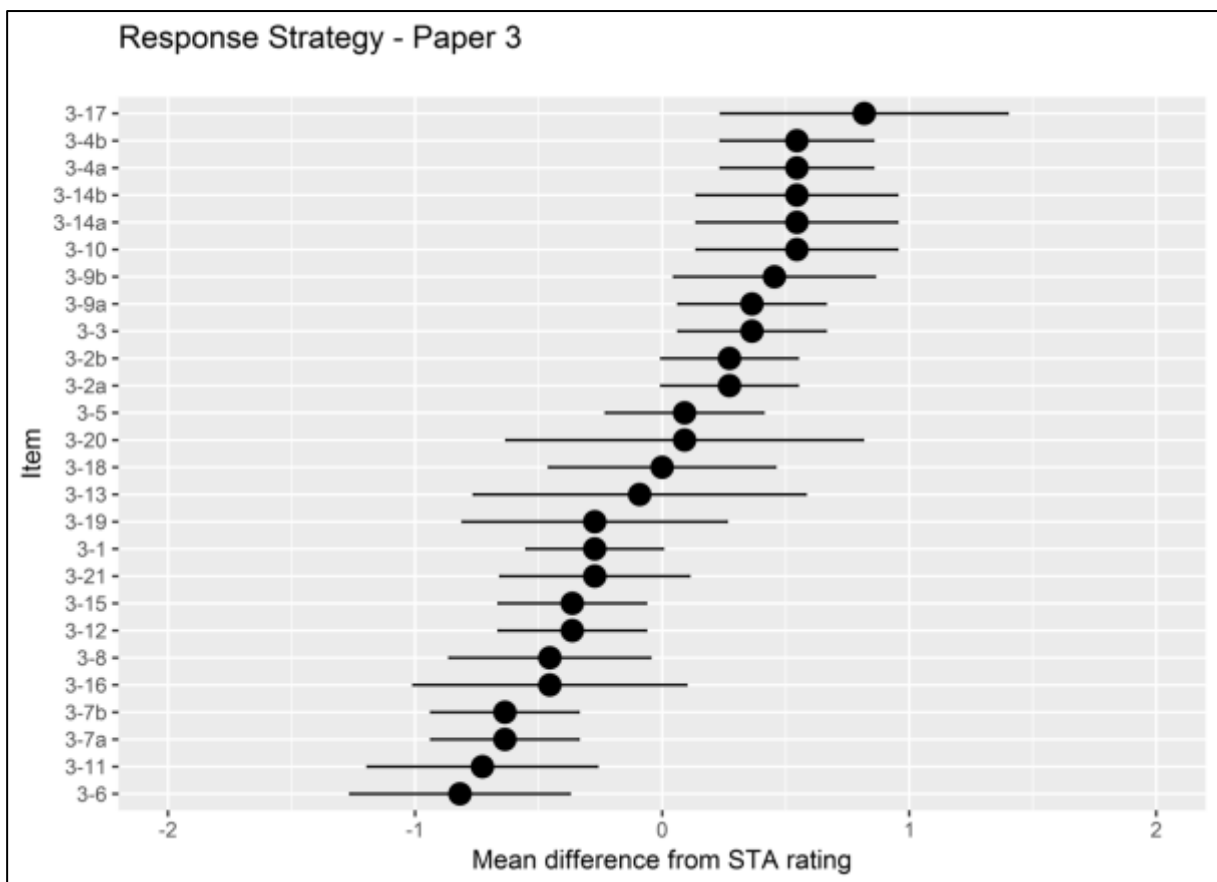
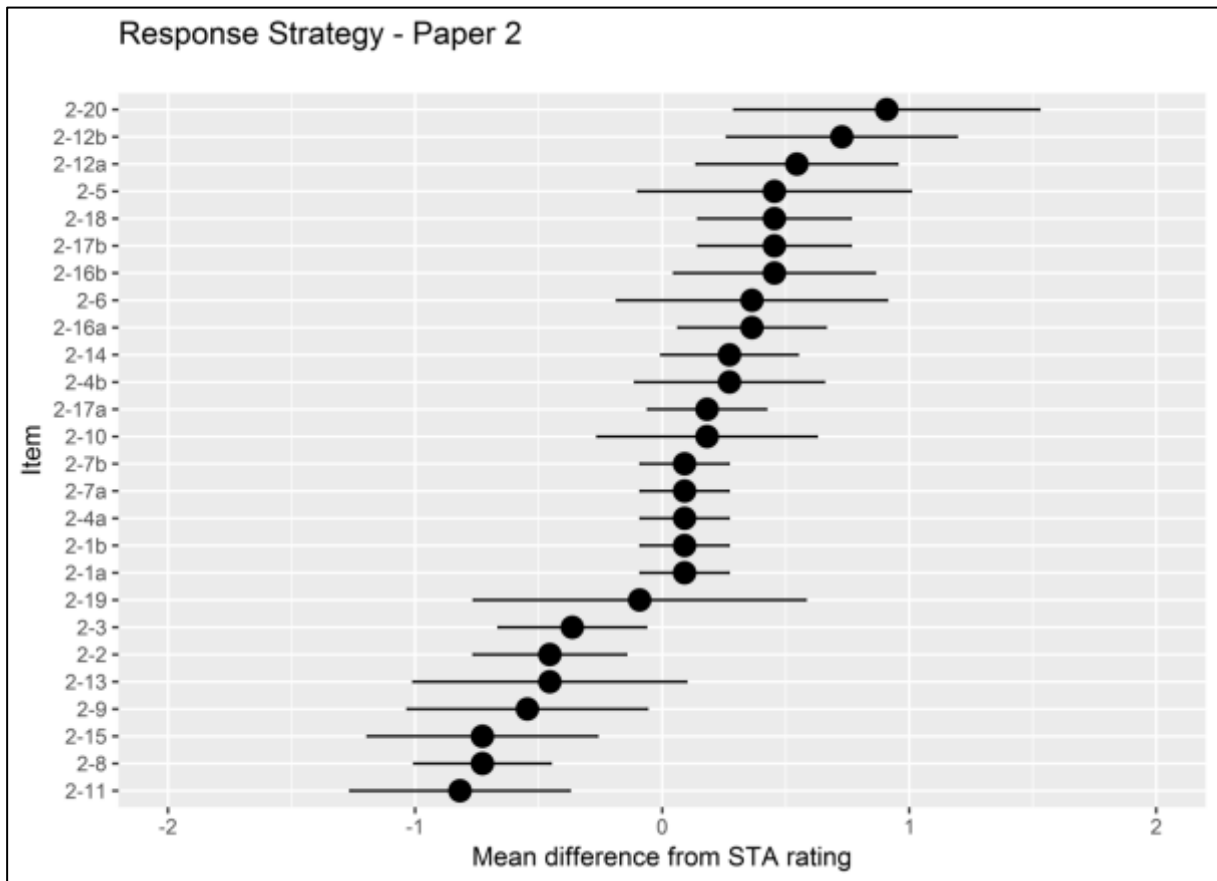


Mathematics





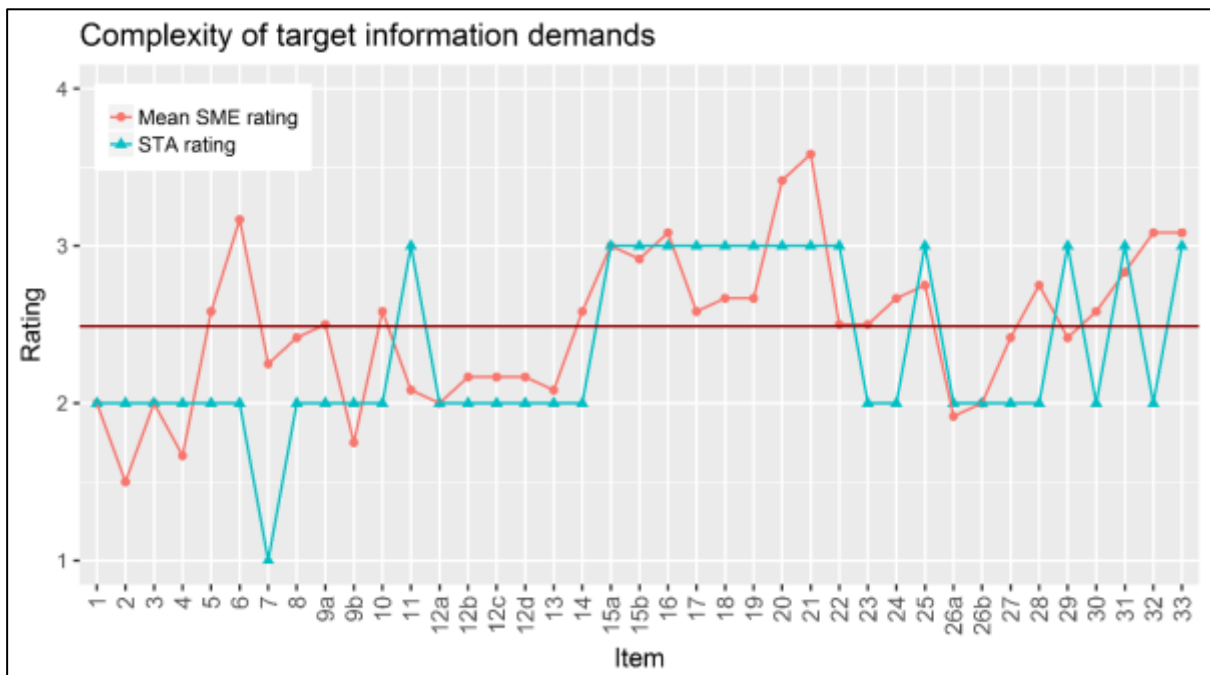
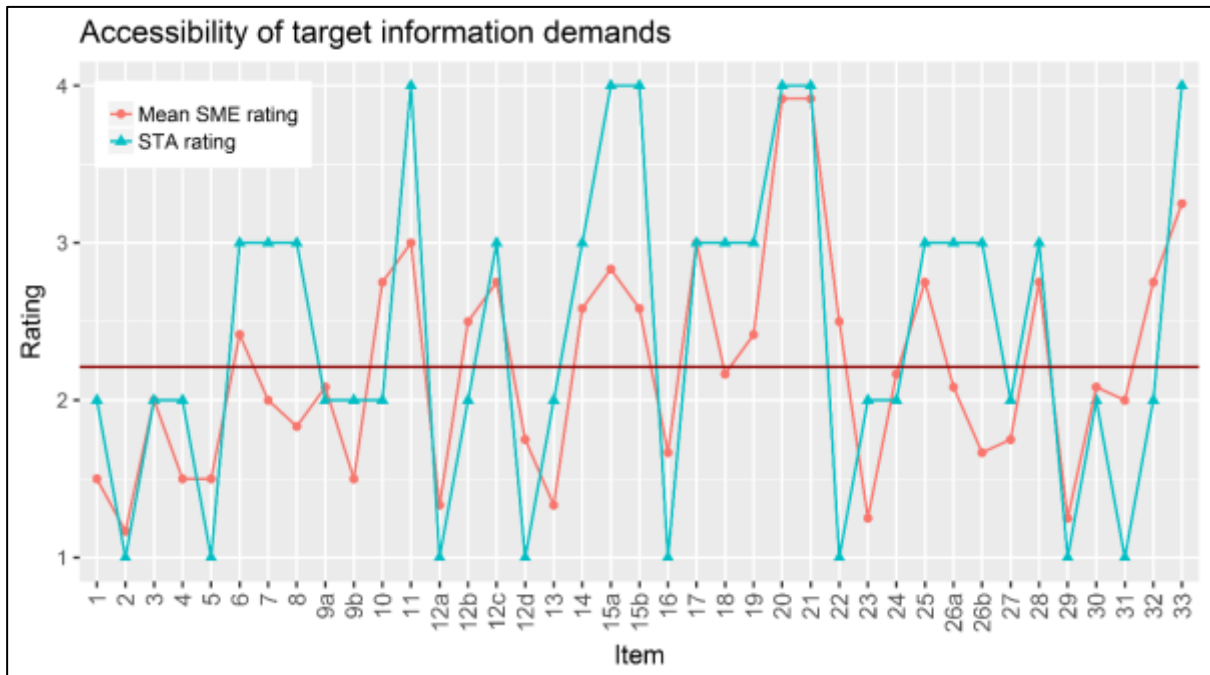


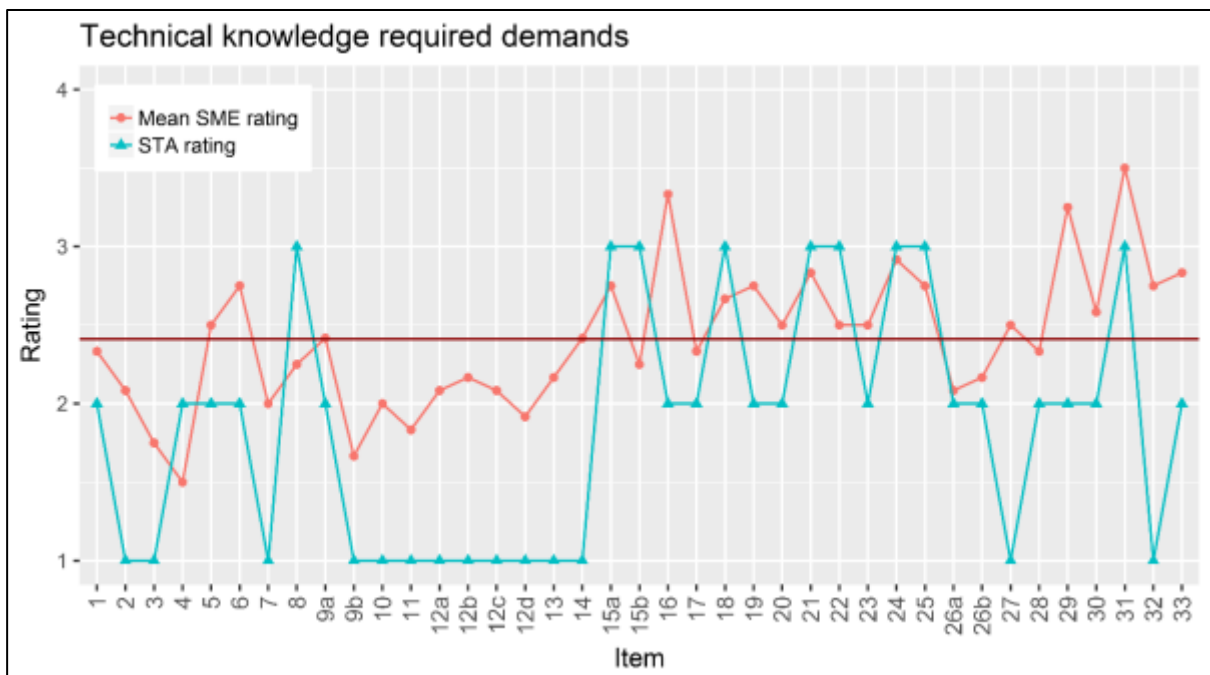
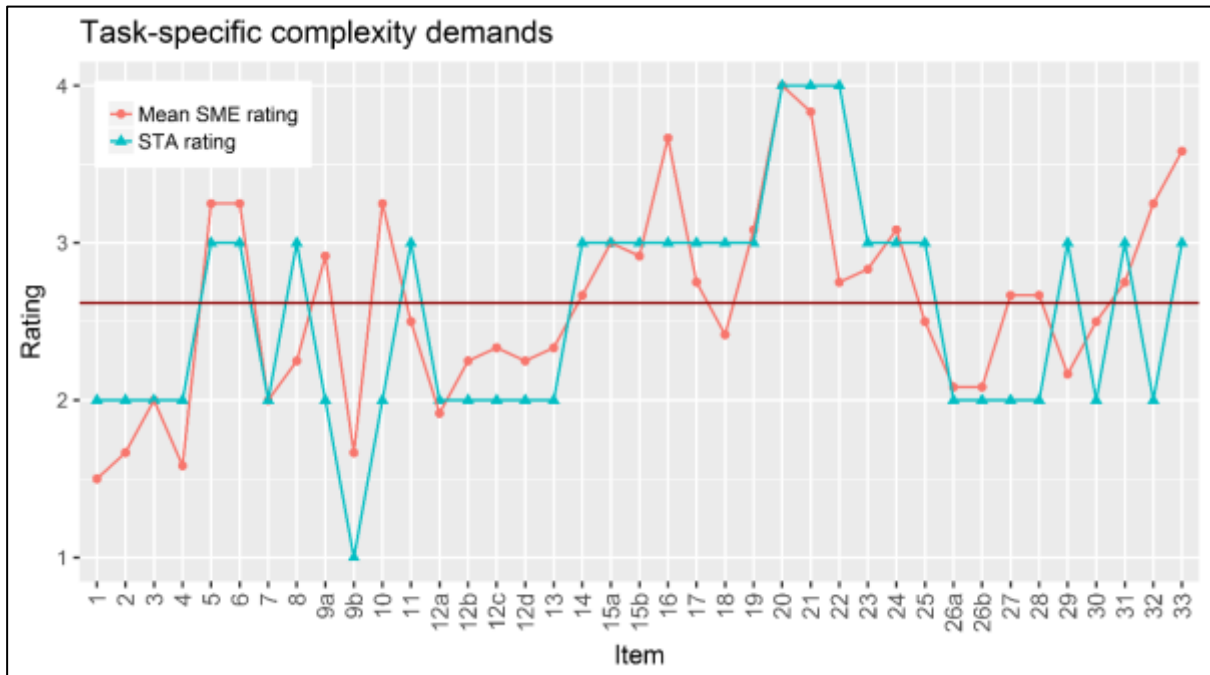


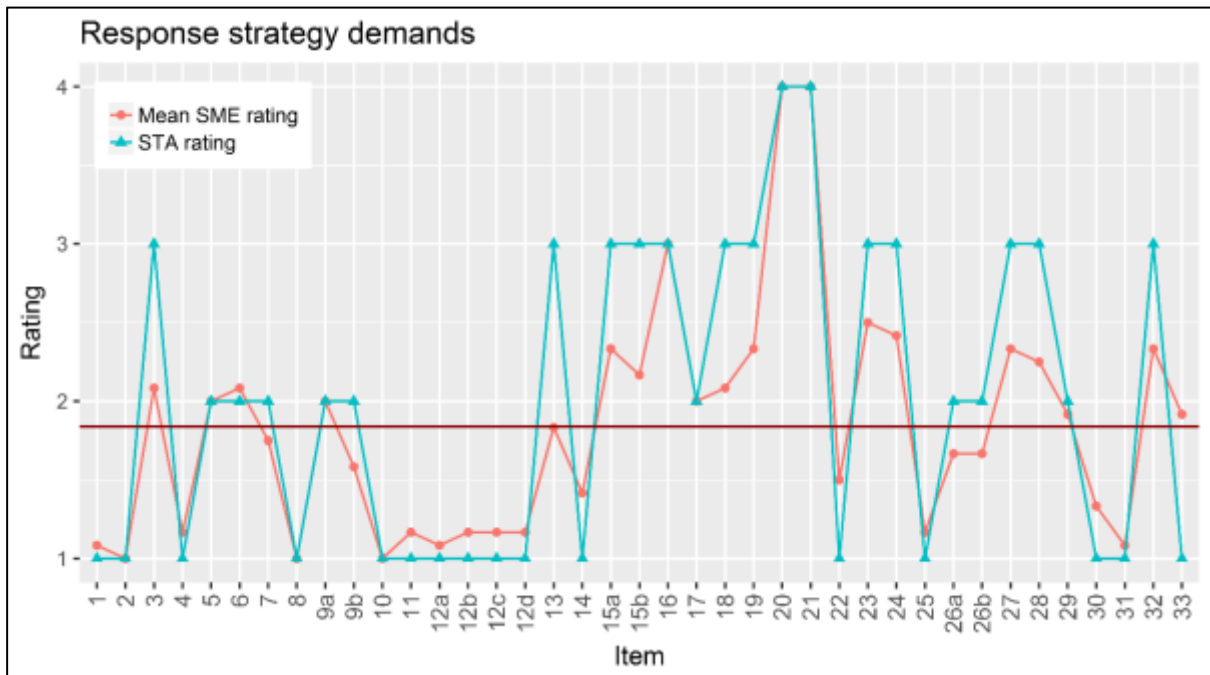
Appendix E – Item level ratings of demands for each cognitive domain strand

In each of the following graphs, the horizontal red line indicates the grand mean of SME ratings across the whole paper. The grand mean has been included to see whether items had higher or lower than average demands (as rated by SMEs).

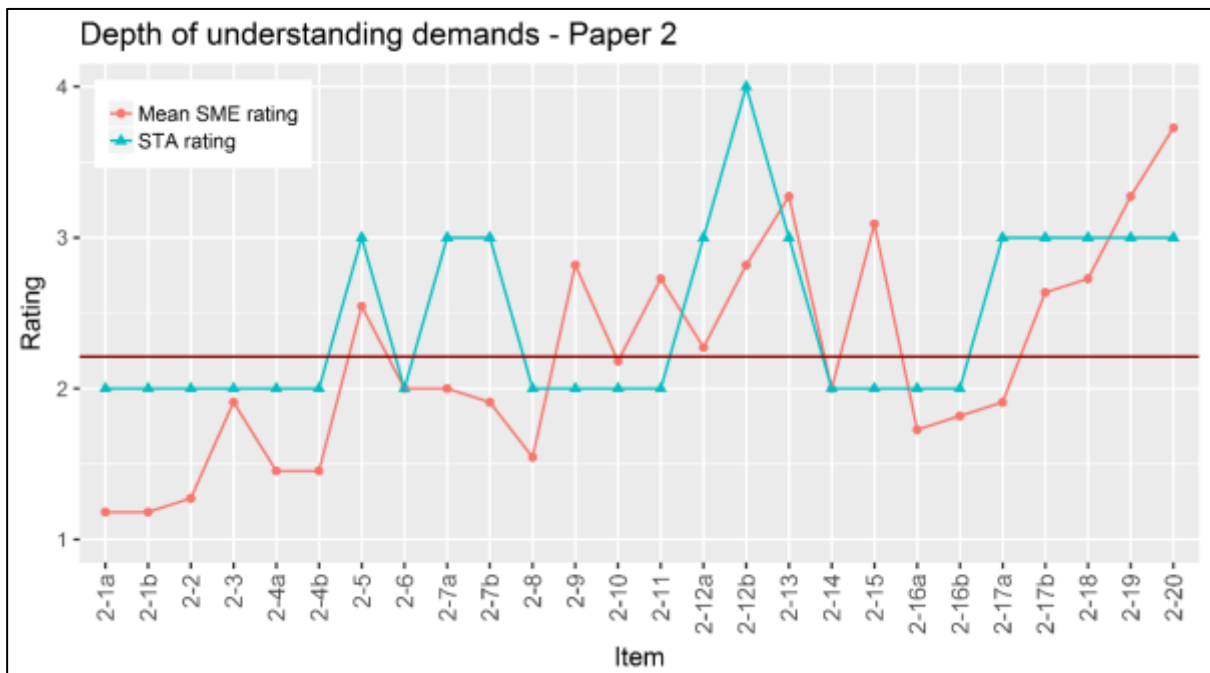
Reading

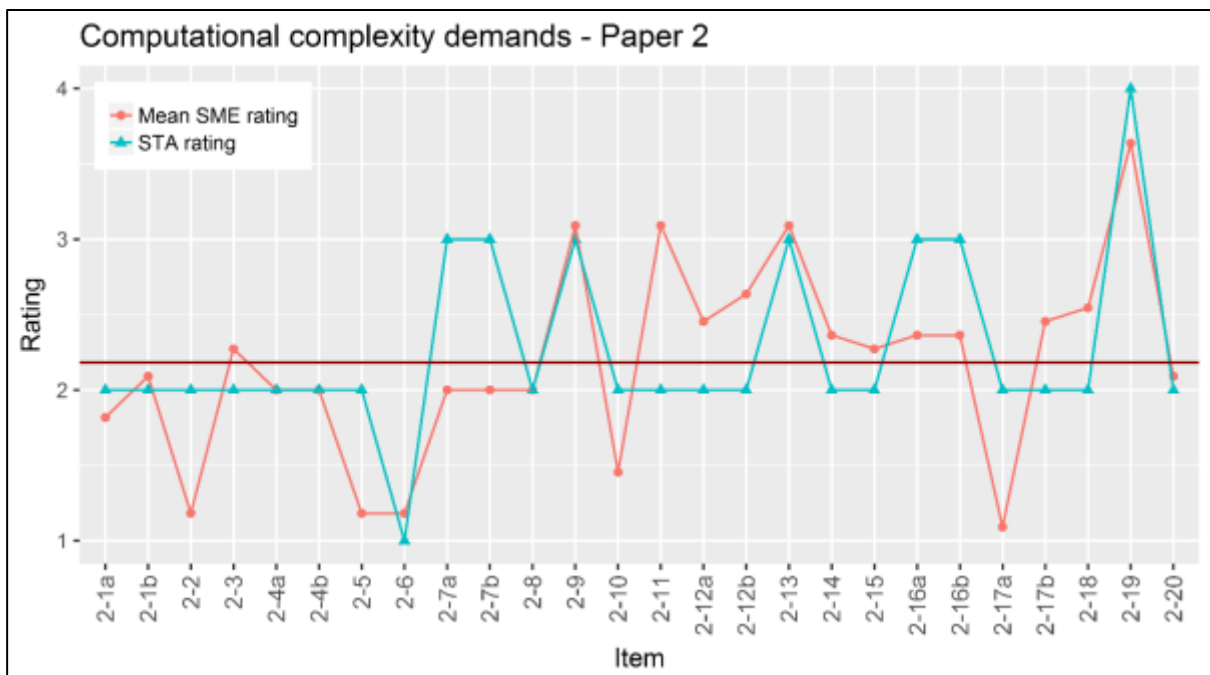
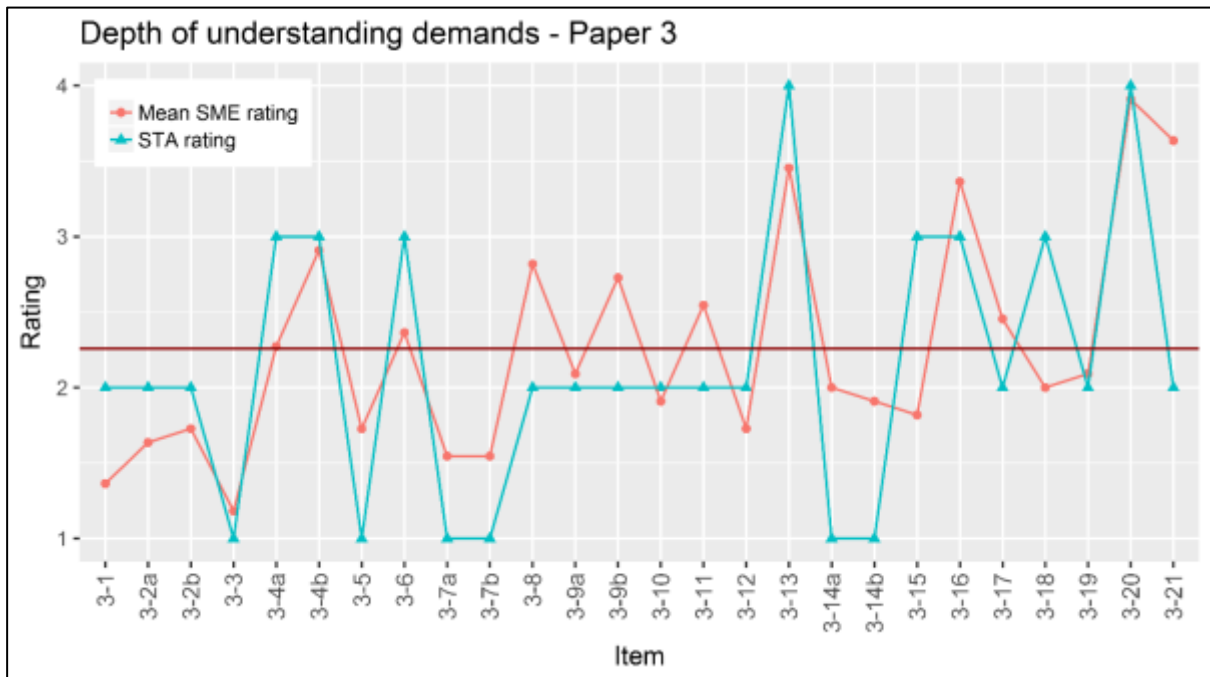


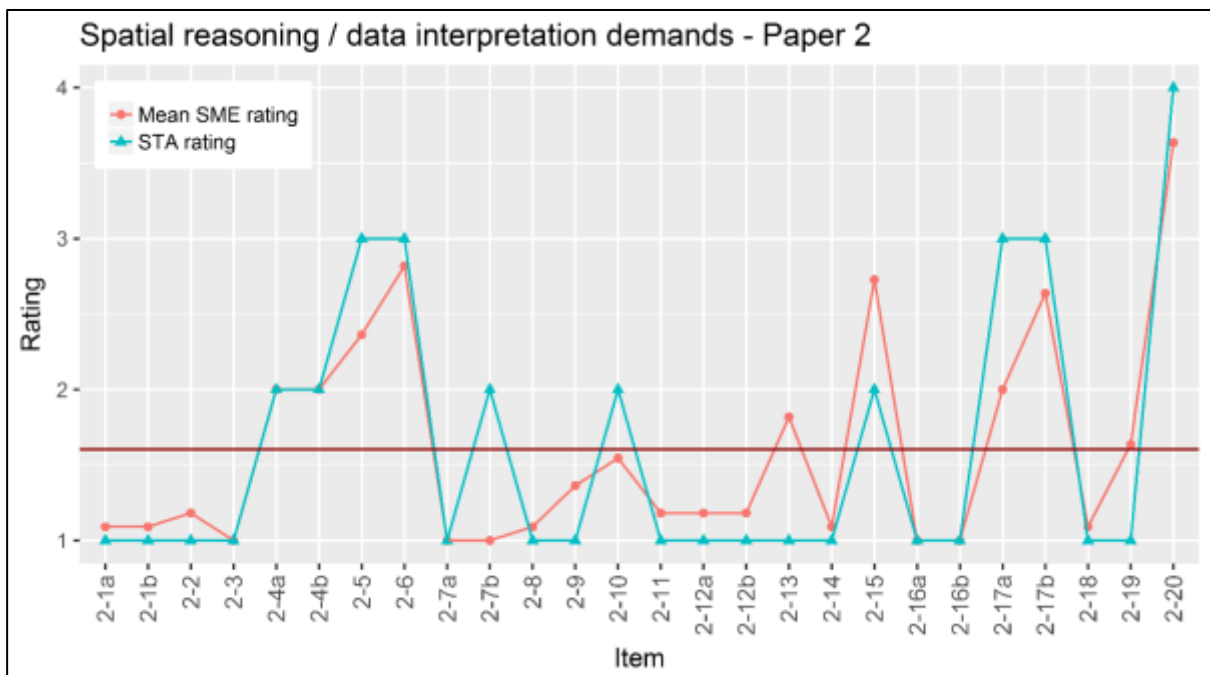
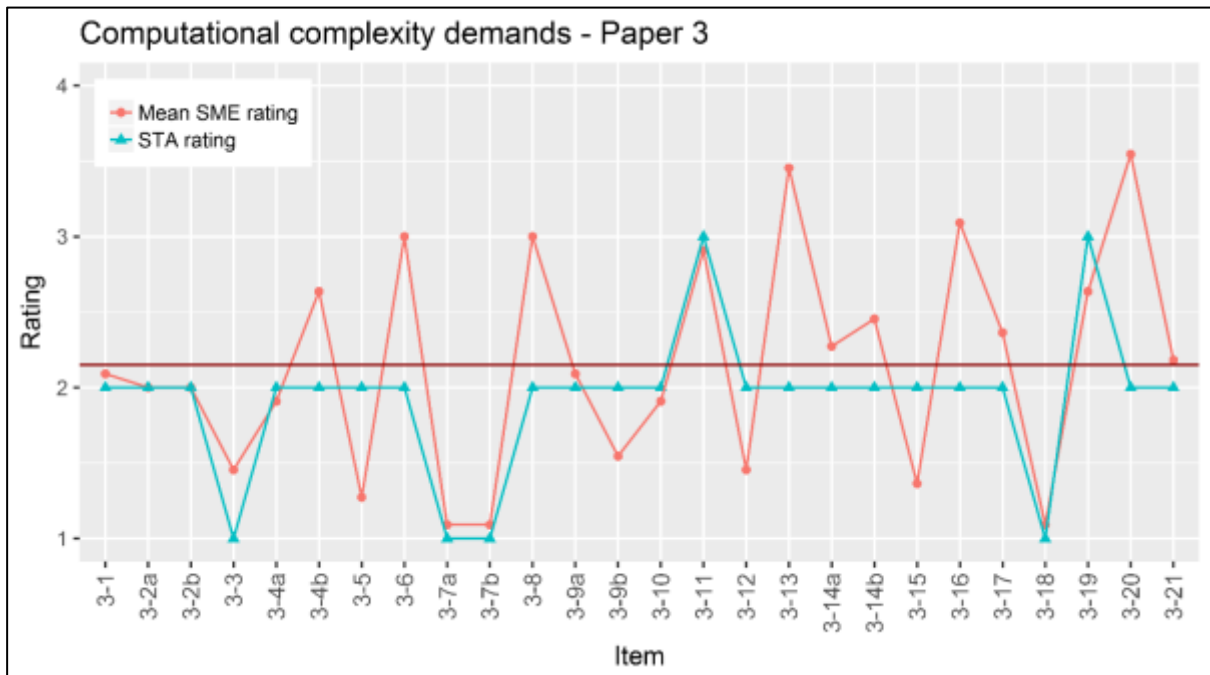


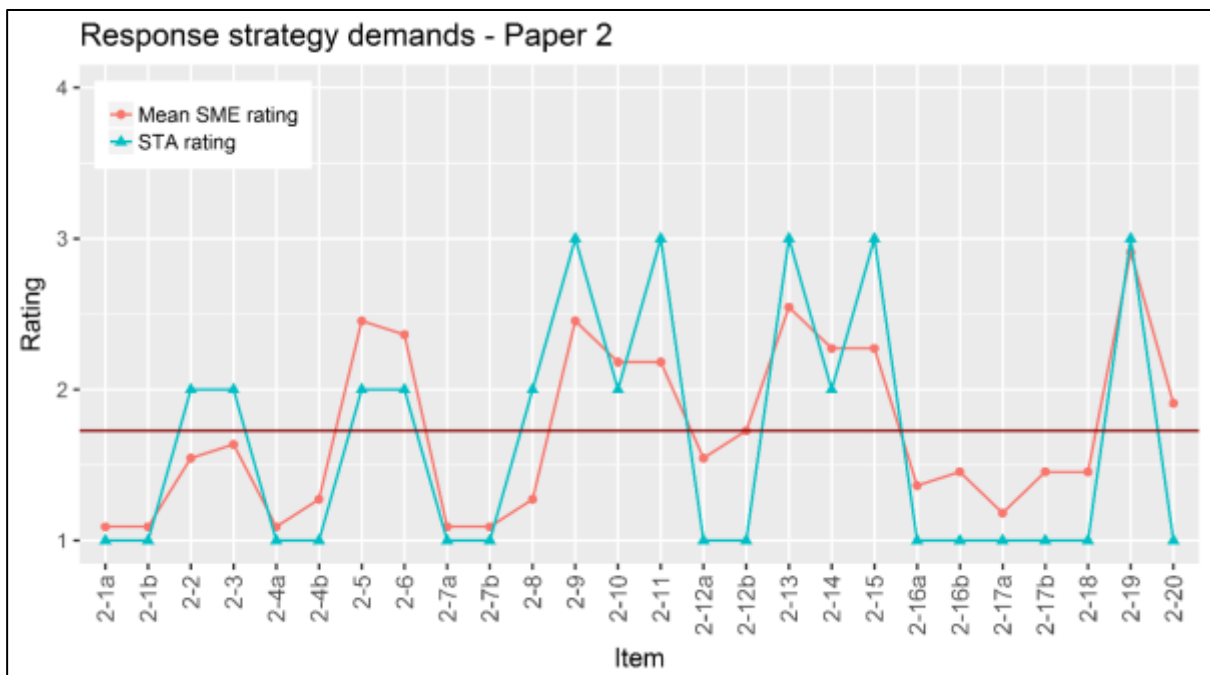
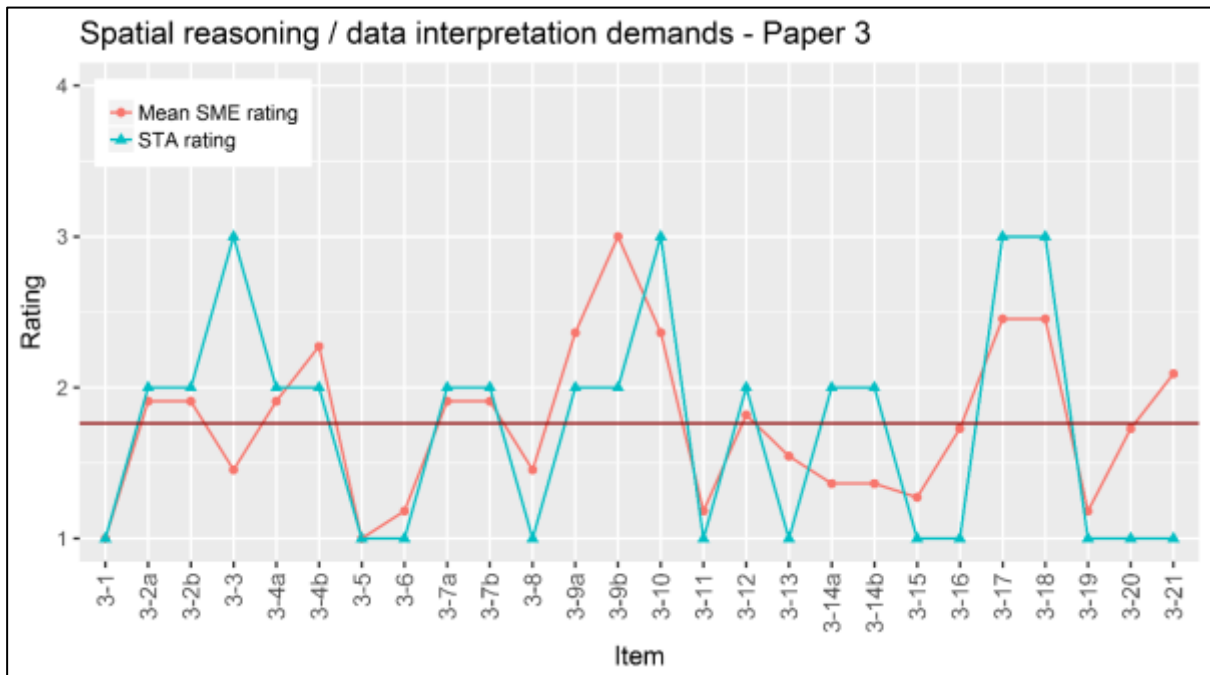


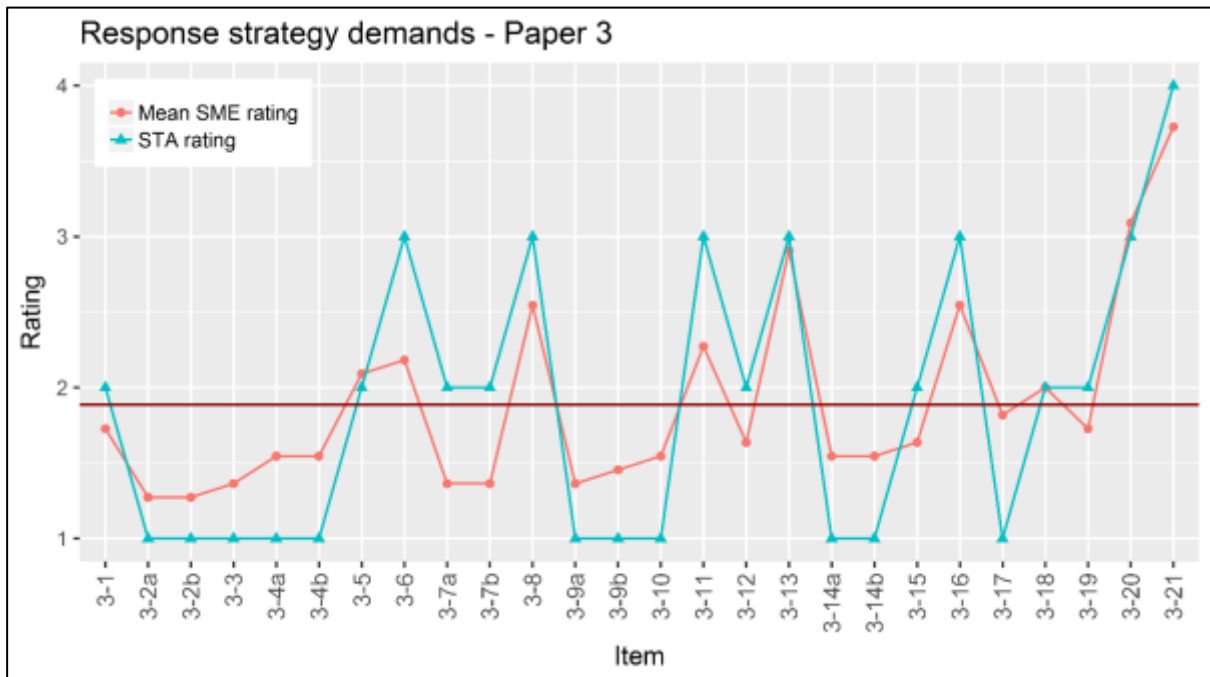
Mathematics











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