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SCHOOL NAME:	ERC UAT school	DATE TESTED:	09/11/22

## What is the New DPMT?

The New Drumcondra Primary Mathematics Test (DPMT) is a curriculum-based test of mathematics achievement. There are different tests for pupils in First to Sixth classes in primary school.

## What does it measure?

The test is divided into two parts, A and B, each with 25 questions. Children in 3rd class take the test without using a calculator. Children in 4th to 6th class are allowed to use a calculator for the second half of the test. Each question on the test is linked to one of the five “Strands” in the Primary School Mathematics Curriculum\*:

- In the **Number** strand, children learn to understand numbers, how they are structured and how they are related to each other. As they move through school they cover adding, subtracting, multiplying and dividing. **Number** includes understanding and working with fractions, decimals and percentages.
- In **Algebra**, children learn to understand and complete patterns, and to use maths to represent, and to generalise about, situations or problems. Later they work with equations to find unknown numbers.
- In **Shape & Space**, children cover 2-D and 3-D shapes and the relationships between them. This Strand also involves understanding directions, developing 'spatial awareness' and learning about lines and angles.
- In the **Measures** Strand children develop their understanding of length, area, weight, capacity, time and money, and the units that are used to measure them.
- In **Data & Chance**, children work with different data displays such as tables and charts, and learn how to understand and link these displays. They also learn about the language and meaning of probability (e.g. ‘likely’, ‘unlikely’) and later, how to calculate probabilities numerically.

For reporting the results of the test, we have combined some of these Strands to make three Content Areas:

- **Number/Algebra**
- **Measures**
- **Shape & Space/Data & Chance**

\*The information on Strands here is a very short summary across all class levels. For more information on what is covered at each class level, the curriculum is available here:

[https://www.curriculumonline.ie/getmedia/9df5f3c5-257b-471e-8d0f-f2cf059af941/PSEC02\\_Mathematics\\_Curriculum.pdf](https://www.curriculumonline.ie/getmedia/9df5f3c5-257b-471e-8d0f-f2cf059af941/PSEC02_Mathematics_Curriculum.pdf)

## What do the scores mean?

The DPMT is a *standardised* test. This means that it has previously been taken by a large number of pupils in Ireland, so we know, on average, how easy or difficult the questions are. We use this information to create standard scores to describe how your child did on the test, relative to pupils in Ireland at the same class level. These scores range from 60 to 140. The average score is 100, and the majority of pupils score between 85 and 115. Using the table below, you can see roughly where your child's scores fit in, relative to other pupils in Ireland at the same class level.

Standard score	STen score	What does it mean?	Proportion of pupils in this category
115 or higher	8-10	Above average	1/6
108-114	7	High average	1/6
93-107	5-6	Average	1/3
85-92	4	Low average	1/6
84 or lower	1-3	Below average	1/6

As with any test, each pupil's result is an estimate of their “true” score. Your child might have done slightly better or worse if they had taken the test on a different day, so you should allow some leeway when looking at the results.

Standard scores can also be converted to STen scores, which are broad categories that go from 1 up to 10. The average STen score is 5.5, and most pupils have a STen score in the range of 4 to 7. You should be extra careful when interpreting STen scores. For example, a child who receives a standard score of 93 one year and a standard score of 92 the next (a difference of only one point) will have different STen scores for the two years, although the standard scores have not changed significantly.

## Your child's scores

Your child's **Overall Mathematics** score is 111, which is in the **High average** range for overall mathematics achievement. This converts to a **STen score of 7**

	No. of questions attempted	Standard score	STen score	Range
Overall Mathematics	48/50	111	7	High average

The table below shows your child's score on each of the three Content Areas in mathematics, and how many questions your child answered (whether right or wrong). If your child didn't answer many questions, their score will be low, as marks can only be awarded for questions that have been attempted.

Aspect of mathematics	No. of questions attempted	Standard score	STen score
Measures	11/12	108	7
Number/Algebra	22/22	113	7
Shape & Space/Data	15/16	114	7

## Scores on the Content Areas

You might find that your child gets a higher or lower score on one or more of the Content Areas in mathematics, compared with the others. Most children will have gaps of a few points between their scores in the different areas. It is worth looking at the number of questions they tried out of the total in that area, as a gap may occur if a child runs out of time before seeing certain questions. However, a large gap (at least 16 points) may also suggest that your child has a genuine strength or weakness on one aspect of mathematics compared with another. For example, a child might respond very well to questions that rely on understanding pictures, and so do very well on Shape & Space/Data & Chance. At the same time, they might not be comfortable yet with calculations with lots of steps, so they might do less well on Number/Algebra. If you see a large difference between Content Areas, it might help to discuss it with your child's teacher. Pupils with very low scores in a particular area might benefit from extra support, while those with very high scores might benefit from extra learning opportunities.

## What next?

The New DPMT provides useful information on mathematics achievement, but it is only one piece in the jigsaw of information about your child. As with any test, these results are just a snapshot of your child's achievement on one day, on one test. When considering your child's progress, it is important to think about other sources of evidence as well, including performance on classroom-based tests and reports from teachers. If your child's test scores are not what you expected, please talk to your child's class teacher, who will be able to put the test results in context.

Also, the National Council for Curriculum and Assessment (NCCA) has developed online resources for parents about standardised testing ([www.ncca.ie/parents](http://www.ncca.ie/parents)), which you might find helpful.