

**Millennium Third Survey Follow-up**  
**A Guide to the School Assessment  
Datasets**

First Edition

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## Acknowledgements

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Also we would like to thank John Buckman of the DFES Data Services Group for his assistance in co-ordinating the collection of data from the Local Authorities and the teachers who took the time to complete the questionnaire in Wales, Scotland and Northern Ireland,

## Preface

This document has been prepared to accompany the deposit of data from the school assessments of the Millennium Cohort Study at age 5

Title	Format
Millennium Cohort Study Foundation Stage Profile Dataset	SPSS
Millennium Cohort Study Foundation Stage Profile Dataset	STATA
Celtic Countries Teacher Survey	SPSS
Celtic Countries Teacher Survey	STATA
Foundation Stage Profile Handbook	PDF
Teacher questionnaire Wales	PDF
Teacher questionnaire Wales translation	PDF
Teacher questionnaire Scotland	PDF
Teacher questionnaire Northern Ireland	PDF

## **Background**

A child's academic achievement, even when young, has been found to be a good predictor of future academic and employment outcomes.

Literature on early test scores suggest that these FSP and CCTS data will be important in predicting outcomes for the cohort members as they continue schooling and move into higher education and employment.

In England achievement at age 5 is measured by the teacher in the Foundation Stage Profile (FSP). There is no equivalent measure in Wales, Scotland and Northern Ireland, so a questionnaire was developed that was sent to teachers of the cohort children attending schools in Wales, Scotland and Northern Ireland, (the Celtic Country Teacher Survey (CCTS)) to replicate the information collected by the FSP.

We received FSP data for 8,671 cohort members and CCTS data for 3,332 cohort members. Of the cohort members who were in families that took part in MCS 3, no FSP or CCTS data were received for 3,466. Only one cohort member per household was included; in families where there were twins or triplets, the data for the second and third cohort members were excluded. This excluded 147 cohort members, leaving 11,856.

## Consent

During the MCS 3 Survey, interviewers asked the following to respondent for their consent to obtain information from the school records (in England) or teacher (in Celtic countries).

### CSCO

We have asked about [^Cohort child's name]'s experiences at school. To make this information complete we would like to find out more about [^Cohort child's name]'s development from their school [^records / teacher].

#### INTERVIEWER:

- Hand the respondent a copy of the consent form and ask them to read it carefully
- If necessary read the form to them
- Ask the respondent if they are willing to sign
- Code whether signed consent given
  - 1 Signed consent given
  - 2 Consent not given

At MCS3 15426 families responded, which consisted of 15458 cohort children. Of these 95.4% consented, 5% refused, did not know and 0.6% were not at school.

**Table 1 – Consent to link to school records / contact teacher**

<b>Response</b>	<b>No.</b>
Signed consent given	14754
Consent not given	480
<b>Total Response</b>	<b>15234</b>
Refusal	46
Don't Know	90
Not applicable / not at school	88
<b>Total Missing</b>	<b>224</b>
<b>Total</b>	<b>15458</b>

## The Foundation Stage Profile

The FSP recorded the child's achievement as reported by their teacher at the end of the first year of school for children in state schools in England. These data were collected for MCS children by the Department for Children, Schools and Families (then known as the Department for Education and Skills) and matched to our survey records. Of 9,084 children, 8,671 were matched. This represents a success rate of around 95 per cent. Table 2: gives a breakdown of the way in which these records were matched by the Local Authorities.

**Table 2 – Matching Criteria**

<b>Response</b>	<b>No.</b>
Name, postcode and Estab. No.	6887
Name and postcode	1040
Name and Estab. No	446
Matched by hand	318
Cases matched	8671

The Foundation Stage Profile captures the six areas of learning, as a set of 13 assessment scales, each of which has nine points.

<b>Area of Learning</b>	<b>Assessment Scale</b>
Personal, social and emotional development (PSE)	Disposition and attitudes (DA)
	Social development (SD)
	Emotional development (ED)
Communication, language and literacy (CLC)	Language for communicating and thinking (LCL)
	Linking sounds and letters (LSL)
	Reading (R)
	Writing (W)
Mathematical development (MD)	Numbers as labels and for counting (NLC)
	Calculating (C)
	Shape, space and measures (SSM)
Knowledge and understanding of the world (KUW)	Knowledge and understanding of the world (KUW)
Creative development (CD)	Creative development (CD)
Physical development (PD)	Physical development (PD)

Within each assessment scale;

- The first three points describe a child who is still progressing towards the achievements described in the early learning goals, and are based mainly on the stepping stones in the curriculum guidance. Most children will achieve all of these three points before they achieve any of the early learning goals, but there may be some exceptions to this pattern.
- The next five points are drawn from the early learning goals themselves. These are presented in approximate order of difficulty, according to evidence from trials. However, the points are not necessarily hierarchical and a child may achieve a later point without having achieved some or all of the earlier points.
- The final point in each scale describes a child who has achieved all the points from 1–8 on that scale, has developed further both in breadth and depth, and is working consistently beyond the level of the early learning goals. If a child gets 9 this means their achievement is significantly beyond what is expected at this stage. It has the level of challenge found in aspects of level 1 of the national curriculum and sometimes aspects of level 2b.

## Celtic Country Teacher Survey (CCTS)

In the Celtic countries, which do not have the FSP, teachers were sent a postal questionnaire aimed at replicating the FSP information. They were asked to measure a child's achievement in the same six areas using the same items. The response rate for this teacher survey was 54 per cent in Wales, 59 per cent in Scotland and 68 per cent in Northern Ireland. Further information on the data collection can be found in the Technical Report.

Table 3 shows the derived variables for the 13 assessment areas and the 6 learning areas that are available on the Foundation Stage Profile dataset for England. They have been calculated by summing those items on the assessment scale where the child has attained the level described. Where no assessment has been completed on an item, these have treated as being not attained.

**Table 3: CCTS Derived scores**

<b>variable</b>	<b>Description</b>
rawda	CCTS: DA - Disposition and Attitudes raw score
rawsd	CCTS: SD - Social Development raw score
rawed	CCTS: ED - Emotional Development raw score
rawpse	CCTS: PSE - Personal, Social, Emotional Development raw score
rawlct	CCTS: LCT - Language for Communication and Thinking raw score
rawlsl	CCTS: LSL - Linking Sounds and Letters raw score
rawread	CCTS: R - Reading raw score
rawwrite	CCTS: W - Writing raw score
rawlit	CCTS: CLL - Communication, Language, Literacy raw score
rawnlc	CCTS: NLC - Numbers as Labels and for Counting raw score
rawcalc	CCTS: C - Calculating raw score
rawssm	CCTS: SSM - Shapes, Space and Measures raw score
rawmath	CCTS: MD - Mathematical Development raw score
rawkuw	CCTS: KUW - Knowledge and Understanding of the World raw score
rawpd	CCTS: PD - Physical Development raw score
rawcd	CCTS: CD - Creative Development raw score
rawtot	CCTS: Total Raw Score

In addition to the FSP and CCTS, the MCS 3 data also include a cognitive assessment of the cohort members on the British Ability Scales II.



## **Comparison between CCTS and FPS**

From a purely descriptive point of view there appear to be some differences between countries. England cannot be compared to the Celtic countries due to the different instruments used. Comparisons can be made among Wales, Scotland, and Northern Ireland.

Teachers filling out the FSP have to undertake training, and the returns go through a process of moderation at local authority and national level, see *Agreeing Assessment Judgements* and *Annex 1* of the Foundation Stage Profile Handbook.