

Keyboard Crazy Norfolk Evaluation  
Study  
(May – December, 2005)

A Report on the Outcomes  
By  
Judith Beardsworth  
Primary Strategy Literacy Advisor  
February, 2006

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### Introduction: What is Keyboard Crazy?

Keyboard Crazy is a commercially produced game that aims to help children develop letter recognition and keyboard skills. It takes the form of a large, plastic mock keyboard that reproduces the keypad found on most computers, but with removable tiles for the letter keys. Children are encouraged to play a variety of games that require them, either individually or in competitive teams, to place the removable keys on the board, thus learning the position of the keys on a 'live' computer. A selection of background inlays can be placed beneath the letter slots to support children in developing their letter recognition skills, learning the difference between upper and lower case and in remembering the position of letters on the keyboard.

### The Background: Why run a project?

From its inception, Keyboard Crazy has caught the imagination of teachers and educationalists, who quickly began to see the game's potential within a school setting. Where the supply of functioning computers was limited, individual schools and teachers began to use the game within class to teach keyboard skills, but it soon became clear that it could also be helpful in the teaching of spelling – and possibly other areas of literacy such as grammar and speaking and listening.

The company manufacturing Keyboard Crazy set up a website, and here schools and teachers left information about the way they were incorporating the game into mainstream schooling. In particular, John Bell, a Norfolk teacher whose brother's company developed Keyboard Crazy, realised that the game could be used to promote a 'mental literacy' approach to teaching similar to the 'mental numeracy' that is now embedded in the practice of primary mathematics teaching throughout the United Kingdom. John devised a series of games played in four rounds by competing

teams: the games were interactive and fast paced; incorporated visual, kinaesthetic and auditory styles of learning (VAK friendly); encouraged cooperative learning and could be planned to reinforce specific aspects of grammar and spelling.

John and his Year 4 class from Norwich School in Thetford subsequently 'showcased' the use of Keyboard Crazy – and mental literacy – at the Basic Skills Conference in December 2004. Here the session was seen by Chris Snudden, the Primary National Strategy Manager in Norfolk. She was keen to set up a project to investigate the potential of Keyboard Crazy to raise standards in literacy: it was clear that John Bell's expertise and enthusiasm could motivate children and secure learning gains, but could this be replicated in other schools and by other teachers who did not have John's background in entertainment (he is a former Butlins 'redcoat' and children's entertainer for Yugotours)? It was agreed to fund a short term but tightly structured project with seven schools in Norfolk to investigate the potential of the game.

#### *Project Outline: What did schools agree to do?*

The project was designed to allow participating schools the freedom to decide which classes and teachers would be involved, but to be rigorous enough for the results to be meaningful.

Initially, head teachers were invited to listen to a presentation outlining the proposed project. Once their school was recruited and the participating classes selected, they agreed to abide by the project design and undertake the requisite training, testing and marking regime. All schools were supplied with the necessary games and computer software, and were funded for attendance at training and to mark tests.

Initial training for teachers in the use of Keyboard Crazy and the four round interactive game was undertaken in the summer term, 2005. John Bell and Penny Ricketts, deputy head and KS1 specialist at John's school, were invited to explain and demonstrate the game, introduce further game ideas and answer questions. The testing regime was also introduced. The project was planned to run for twelve weeks in the subsequent autumn term, and thus teachers were able to run 'practise' sessions with children who would not be involved in the real trial before schools broke up for the summer holiday. Two twilight support sessions

were also offered during the project, followed by a half day evaluation in January 2006.

In Autumn Term, participating classes agreed to run two Keyboard Crazy sessions per week for a twelve week period, starting on September 12<sup>th</sup>. In the week before the project began, children would be tested using an age-related spelling test, would write a story marked in accordance with the stranded marking method adopted by the SATs and optional SATs and do a questionnaire to estimate writing motivation. They would also do a speed test for keyboard familiarity. All tests would be repeated at the end of the project, but with a different story title and a modified motivation questionnaire to allow for information about the game to be collected. Teachers also agreed to undertake a writing perceptions survey both before and after the project.

## The Results: What have we found?

### Summary

It is clear that, in institutions as complex and diverse as schools – with their constant focus on raising standards and the implementation of effective strategies to enhance learning and teaching – any learning gains highlighted by this project cannot be solely attributed to the use of Keyboard Crazy. However, because of the way the project was devised and implemented, it is hoped that some of the inferences drawn may be considered reliable.

With this in mind, progress in writing exceeded expected levels, and there was widely reported increased motivation for both children and teachers: nearly all those involved in the project thoroughly enjoyed the sessions and felt they had benefited from them. Spelling also showed marked gains and many any teachers felt using the game had enhanced children's collaborative skills, with discussion and group work being much improved. Using Keyboard Crazy also had implications for enhancing inclusion in some classrooms, with teachers reporting that working in mixed ability groups had led to many of the least able being better integrated in the class. All of these findings mirror the results reported by similar studies (for example, the Warrington LEA project, which reported in September 2004).

What follows provides a more detailed analysis of both the results and the individual schools that participated.

#### •1 Implementation

Nearly all the schools involved had some concern about the time implications for using Keyboard Crazy. Each session was expected to last approximately fifteen to twenty minutes, but only one school consistently managed to adhere to this timing. Many felt that actually setting up the boards and then clearing away accounted for most of the excess, although one school had initially moved furniture to prepare for the game sessions as well. The Year 3 class in which time was not problematical had adopted a system of giving each team responsibility for its game box, which included licence to

decorate it and team points for ensuring all components were properly replaced. Several teachers commented that the box design hampered children's efforts to clear away and felt that a traditional game box, with a fully removable lid, would be preferable. In discussion, the use of alternative storage boxes was suggested. Overall, the average time taken for a session was twenty five to thirty minutes, but in most classes this did shorten as procedures became more familiar. The teacher from Chapel Road Special School, where children played on individual boards rather than in groups of four or five, felt that the routine involved in laying out the board and tiles to prepare for play and then clearing away was beneficial. All children enjoyed participating in the routine, particularly those with an autistic spectrum disorder.

Several teachers noted that this game could be played in a smaller group as an extension or reinforcement activity during the independent part of literacy hour. Teaching support assistants could run the sessions, with objectives specific to the children involved.

•2 Spelling

Anecdotal agreement amongst teachers in their replies to the writing perceptions survey that spelling had benefited by using Keyboard Crazy were confirmed by the test scores. In all schools, a majority of children improved their test score between the beginning and end of the project, some by a very large margin. There were 355 sets of matched test data from the schools taking part in the project, 180 sets from boys and 175 sets from girls (see below).

Spelling Results				
	boys	girls		
	number	%	number	%
Improved score	146	81%	145	83%
Same score	29	16%	20	11%

Decreased score	5	3%	10	8%
TOTALS	180		175	

•3

Clearly, with the combined boy-girl increase being 82%, a significant improvement has taken place. Because the test had a ceiling of twenty, those towards the top of the range on the initial test could be generally expected to make a less dramatic improvement (for example, one child who recorded no gain at Rocklands Primary scored full marks on both occasions), whilst those with lower starting scores had a greater possibility to improve (at Hingham, one Y2 child improved their score by 19 and one by 10). The data from Attleborough Junior School showed an average improvement score of 3.1 for boys and 3.2 for girls (3.2 overall); this represented 138 children, which is 39% of the total.

The real issue for the project is, how far this can be attributed to using Keyboard Crazy?

Clearly, if taught spelling regularly (which is a requirement of the national curriculum), it would be expected that children would improve their ability to spell over the course of a full term. Despite this, teachers' comments on the writing perceptions survey indicate that they, as a group, do attribute some of this improvement specifically to the project. Several spoke of Keyboard Crazy encouraging spelling and of feeling that children "want to spell more"; others recorded that children had "more focus on patterns and strategies rather than spelling individual words" and that they were "more willing to sound out words". One teacher at Attleborough Junior School wrote that children in her class had "started to use spelling patterns to aid them without thinking about it" and someone else commented that those who were not keen on spelling worked "better with the support of the group" and now had a better attitude towards it. Overall, it is not possible to know how well children would have progressed using the methods of teaching usually employed by the teachers in the project, but the fact that all these professionals spoke highly of the game strongly suggests that some credit may be laid at its door.

A further benefit was vocabulary extension. In the initial writing perceptions survey, nearly all teachers felt many children had a limited vocabulary and were inclined to use familiar words rather than extend their range. After the project, one teacher commented that children were “more confident in using different words”, another said the children had enjoyed the “challenge of thinking of new and longer words” and third that Keyboard Crazy “had provided opportunities for vocabulary enrichment”. These opinions suggest that the judicious use of games such as Keyboard Crazy have a telling part to play in helping children acquire a richer and wider vocabulary.

#### •4 Writing

From the Teachers’ Writing Perceptions Survey, it is clear that teachers did not feel that improvements in writing – and a majority of children did record an improvement between the first test and the second – were particularly attributable to using Keyboard Crazy, other than an acknowledgement that better spelling probably was a result and increased vocabulary might be related. Most attributed improvement to ‘normal progress’ based on their experience of teaching, but the tone of the comments when asked about an increase in standards of written work during the project is well exemplified by two teachers at Great Ellingham Primary: ‘mainly due to normal progress, although Keyboard Crazy cannot be totally discounted’; ‘I think it has added to an improvement along with other activities and reasons’.

The tone and content of these comments is not surprising, given how complex the activity of writing is and the number of variables that contribute to securing progress for any particular child. The writing tests given were both stories, as it was felt that it would not be possible to make a fair comparison between writing ability at the beginning and end of the project if different genres were tested each time; also, narrative writing occurs in the Literacy Strategy objectives for all year groups who were involved in the project, whereas to include a different genre may have caused planning difficulties in some year groups.

However, in a study such as this, we need to define more

closely what 'normal' progress for writing is before simply accepting that the children for whom we have matched data achieved it. In calculations for 'value added' used by the government (Pupil Achievement Tracker, PANDA results, OFSTED calculations), children are expected to reach level 2B by the end of Y2 and level 4B by the end of Y6. This suggests normal progress is one level a year in KS1 and one level every two years in KS2. Using this as the expected base-line, we can say that, in KS1, children should make one level progress per year (or, one third-part level per term) and at KS2, one level progress every two years (or, half a part level each term). Therefore, if the children in the study exceeded this 'normal' rate of progress, then something – perhaps the use of Keyboard Crazy – has made a difference.

Analysis of results for all schools revealed that the majority of children (62%) made one or more sub-levels gain in writing over the one term trial, using a mark scheme closely based on the three stranded scheme from SATs and optional SATs (Fig1).

Figure 1

The difference in overall improvement between boys and girls is minimal although there is some variation in how much improvement was made by the different sexes. Clearly, a number of children made more than one sub-level improvement, which for either key stage, translates to above average progress.

The matched data that was collected (see appendix) was then further analysed to look at the progress made by children according to their start point in terms of levels. This comprised a set of 365 pairs of writing marks, 185 from boys and 180 from girls, collected from schools where some children are taught in mixed key-stage classes. So as to maximise the overall sample size, and thereby ensure that any results were as meaningful as possible, it was decided at this stage to treat the results as a body and make allowance for the fact that they covered two key stages during the analysis. The headlines are recorded in figure 2.

Figure 2

•6

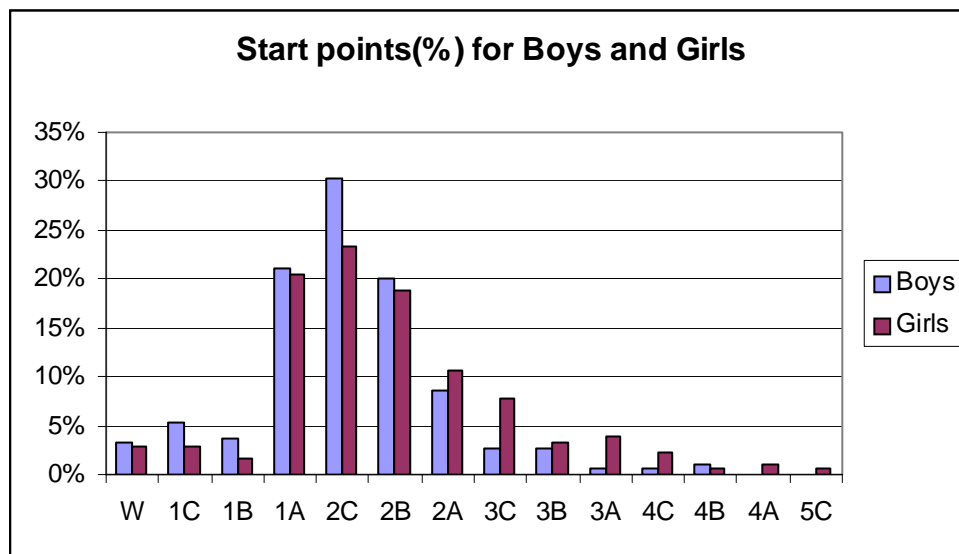
The columns on this graph indicate the number of children who started at each level; superimposed is the line graph of the progress made from each start point.

Several areas of interest emerge. First, it is clear that children who started below 2B made good progress (over one sub level, with those starting at 1C making almost two sub-levels). In our data, most of these children are from key stage one, so we would expect faster progress; even so, progress is above what is expected (ie one sub-level per term). Secondly, those children who started on 2A made the least progress (less than 0.4 of a sub level). This would appear to be somewhat surprising, but it does tally well with what teachers 'feel' to be the case: that it is a big jump from level 2 to level 3, as the coordination of skills required in level 3 is substantially more than that in level 2. Thirdly, children starting on level 3c and above again made substantial progress. These are generally key stage two children, normally expected to make half a sub level per

term, but here making about one sub level on average, with those on 3A making particularly good progress.

With this in mind, the data was then interrogated to see if there were any differences in the progress between boys and girls, and if the start point had any impact on progress. The graph below shows the relative start points of each sex (fig 3).

Figure 3



Here we see that there are more boys than girls with low start points (2B and below) whereas at all start points of 2A+ there are more girls than boys. For example, 19% of girls started on 3C+ as compared to 8% of boys. As children starting on 3C+ were generally in KS2 (where each sub-level is expected to take longer) this means that if girls made a similar overall rate of progress to boys – which they did (see fig 4 below) – this actually represents better progress than boys because of their higher start points. Figure 4 includes targets for improvement, based on start points and gender.

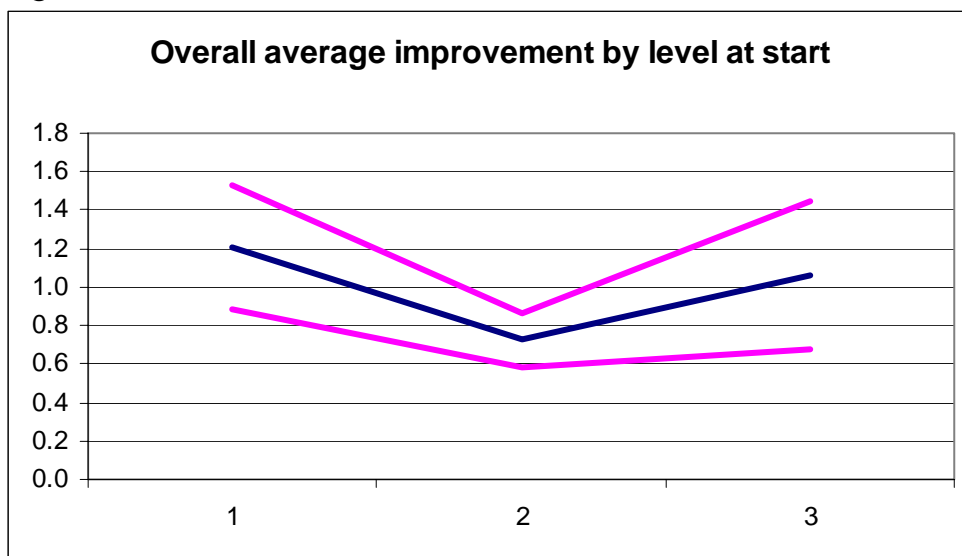
Figure 4

	Boys	Girls	Both
"Target" improvement	0.82	0.76	0.79
Observed improvement	0.91	0.93	0.92
Lower tail 5% significance	0.73	0.75	0.79
Probability of no additional improvement	21%	6%	5%

In calculating the target improvement identified in this table, children starting on 2C and below were expected to make a gain of one sub-level, while those on 2B and above were expected to make a gain of half a sub-level; this equates roughly to children in KS1 and children in KS2 achieving their expected levels of improvement. From the data it can be seen that both boys and girls outperformed against these targets, but boys by 0.09 and girls by 0.17, meaning that girls registered a better rate of gain. This translates to an overall over-performance against target of 0.13 sub-levels, which is a 16% improvement on the expected gain.

Exploring further, the data was then used to look at trends for children whose start points were either level 1 or below, level 2, or level 3+ in order to get a broad idea of which start points gave the best progress (fig 5).

Figure 5



Here, the pink lines represent the standard deviation around the results, to give an indication of confidence. The picture presented suggests that children starting on level 1 or below

have the best rate of improvement (1.2 sub-levels), but only marginally better than those starting at level 3+ (1.0 sub-levels). This is interesting, because the rate of progress should be faster from the lower start point, given that most of the children in this group will be in KS1, so it would appear to be the case that children starting on level 3+ actually reaped the best benefit.

So, what can be concluded about the progress made by children in the project in writing, and how does it relate to the use of Keyboard Crazy? The 16% observed increase in progress above the expected norm is statistically significant, so clearly something has made a difference for these children. A deeper, multivariate analysis of the data – to ‘smooth out’ some of the generalisations made by this analysis – might be useful, but even then we must accept that there is no control group in this project, partly because the schools that took part wanted all children to benefit – if there was a benefit to be gained. Also, this analysis relies on ‘average’ progress over a year, and consequently has had to deal in ‘part-levels’ of progress (and even parts of part-levels), whereas in reality, children make uneven progress over a year and any two writing samples are simply ‘snap-shots’. Other variables, including standardisation of marking, variability of expertise in the teachers, progress made by the children in the previous year, number of children in the class etc can all have an impact but should not bias the overall findings.

With all these factors in mind, it still seems possible to draw some conclusions. First, if we turn to comments made by children about using Keyboard Crazy, it is clear that a large majority felt that playing the game had improved their spelling. A minority felt that it had had no impact on their writing, but there were many comments which also suggested an increased confidence with words in the wider sense: it has helped me ‘in spelling verbs and adjectives’; it ‘helps you remember words’; I ‘spell and use better words’; it helps ‘with hard words’; I can choose ‘more exciting sentences and phrases’ and now I am ‘more confident with my spelling’. We know that children are frequently inhibited about using words they cannot spell and so tend to make conservative choices when writing; anything that helps them feel more confident with spelling, and more likely to be adventurous with word choice, should add to writing fluency

because it will decrease the amount of 'thinking time' needed for these aspects and allow more thinking time to be spent on compositional skills. When asked if Keyboard Crazy had helped them become a better writer, one child wrote, 'Yes, because I get stuck on words' and this seems to sum up the impact for some children: their writing improves because they do not get so 'stuck on words'. The impact on writing levels in that has been demonstrated by this study is the equivalent of 3 children in a class of 24 achieving an additional sub-level above the expected rate of progress: this is significant. From this study, using Keyboard Crazy for 'mental literacy' has been shown to have had an impact.

Many researchers have observed that, if teachers use any methodology with enthusiasm and commitment, it will improve outcomes for children. One could argue that using Keyboard Crazy has done this: it has provided a focus and generated excitement, and it is this that has led to improvement. However, this is by no means to minimise the impact of the game and nor does it prove that using a different game or method of teaching would have been equally effective. The absence of a control group has clearly clouded the findings in this respect.

#### •7 Speaking and Listening

Many teachers felt that playing Keyboard Crazy had had a noticeable effect on children's speaking and listening skills, particularly within the strand of group discussion and interaction. One teacher from Attleborough Junior School wrote, 'The discussion that takes place is invaluable', and this was echoed by other teachers who took part. Children's social skills were seen to develop – teachers said the game was 'a good chance to practise team work skills', 'children began to listen to each other more', they learned 'how to encourage one another' and began to show a 'greater understanding of others' ability'. All these aspects were seen as very favourable, with a teacher from Rocklands Community Primary School feeling that the opportunity for children to work in mixed ability groups more frequently was particularly useful in developing a feeling of community in the class. Whilst such benefits can clearly be gained from other activities and experiences, the regular use of Keyboard Crazy can certainly be advocated for developing speaking and listening in a curriculum based context.

- 8 Keyboard Skills

Unfortunately, several schools had difficulty using the software that was provided for testing keyboard skills, and one school lost the data they had collected when their system malfunctioned. Anecdotally, many children mentioned they had an increased knowledge of the keyboard after playing the game for a term, and at the two schools that managed to collect a full set of data, improvements were evident. It must be acknowledged that, in an environment where computer use in schools is continually increasing, all improvements cannot be attributed to any single factor. However, at Chapel Road Special School, four children who took the test twice improved significantly, as did two others who were tested for finding the letters only. At this school, the teacher felt that the game had made a large contribution to these results. Other studies on Keyboard Crazy have previously recorded a beneficial impact in this area.

- 9 Special Schools

Feedback from Chapel Road Special School, where children from between years 5 and 9 took part in the project, was positive. The children in the Y5-6 class at this school took part in a thirty-minute session once a week and the Y7-9 class had two sessions of twenty minutes; all children worked on individual keyboards. Activities were tailored to the specific learning needs of the children rather than being those demonstrated at the initial training and were mainly concerned with letter recognition, keyboard and phonic skills.

It was noted that many children, particularly those with autistic spectrum disorders, enjoyed the routines involved in using the game. Progress was identified in letter recognition, phonic skills and familiarity with the keyboard, but also in general confidence levels. The testing regime for the project was modified to suit the abilities of the children, but within the context of the very gradual progress that is achieved by children at the school, the teachers felt that Keyboard Crazy had made a useful contribution.

- 10 Gender Issues

All schools involved in the project were mixed sex and in no class did one gender group significantly dominate. In their verbal feedback and in the writing perceptions survey, gender issues were not mentioned by the participating teachers. With the exception of a few individuals, all children were thought to have enjoyed playing Keyboard Crazy.

The conclusions from the data analysis undertaken in the study show no differences in progress made in spelling between boys and girls, but a slightly greater improvement made in writing by girls. Given the active nature of the game, these results might be considered surprising, as boys are thought to be motivated by a 'hands on' kinaesthetic approach, but it would be unwise to forget the impact that the initial starting point on progress may have had. In the study, Keyboard Crazy was also played cooperatively in groups, and this may favour girls.

### Conclusions

All teachers involved in the project felt it had been a valuable experience and that they would continue to use Keyboard Crazy as part of their teaching regime – a recommendation in itself! Most felt that using it once a week would be adequate, but that it was definitely a motivational way of teaching spelling, which is an area many teachers find somewhat dry.

Several of the teachers commented that other members of staff from their schools had shown an interest in the game and were keen to trial it in their classrooms. It was also felt that it could be utilised for smaller group work and could be used by teaching assistants with either groups or individual children on specific objectives.

One of the objectives of the project was to collect information on how confident and effective teachers without an 'entertainment' background would be in using Keyboard Crazy. From this standpoint, it is clear that there is no necessity for teachers to have special training in order to use the game effectively: from the early stages teachers were customising the suggested games to fit their own classes, devising routines for the efficient use of the time available to play, and inventing their own games.

One issue that has been identified – that Keyboard Crazy is clearly

effective for teaching spelling – may be related to the fact that it is perhaps easier to devise grammar and spelling games to play with the board rather than sentence level activities. If this was the case, is likely that, with increasing familiarity with the game, teachers would extend the repertoire of games to cover a wider range of objectives, but this can only be speculation. In any case, regardless of the particular games played, writing levels were shown to have increased by 16% more than would have been expected over the period of the project.

At the final evaluation, the issue of the transition of skills from practise to use in independent writing was discussed. This is a perennial problem for teachers; the consensus was that children transferred skills learnt with keyboard Crazy as easily as skills learnt through other activities.

For a school to invest in the purchase of sufficient games to make the use of Keyboard Crazy a viable possibility represents a significant financial commitment. This study on the effect of using Keyboard Crazy on standards in writing is not – nor could it be – definitive. Teaching is not a science, and every class is different. However, the introduction of the Literacy Hour has shown that adopting particular approaches to teaching can have a real effect on overall standards. It is here that the game may have a role to play. Used with enthusiasm, and within the context of a structured and developmental approach to the teaching of writing, the study would certainly endorse the use of Keyboard Crazy. It is for schools to decide if the financial outlay is justified.

## Appendices:

### Details of the manufacturing company

Keyboardcrazy Limited  
124 Imperial Court  
Exchange Street East  
Liverpool  
L2 3AB  
Tel: 0151 482 5546 Fax: 0151 482 5501  
www.keyboardcrazy.co.uk

### Examples of games played

#### Capital letters

Use lower case overlay board

Use for KS1

*Objectives: Improve keyboard recognition skills; recognise words that need capital letters; speaking and listening skills*

1. Children need sets of upper and lower case letters  
Examples of sentences:  
On Friday I am going to Leeds.  
Today we saw David go to London.  
I like to play with Anna and Ian.
2. Tell children the game is called '1 in 3 capital letter game'  
Explain that each sentence the children hear will have 3 words that need a capital letter.  
For each sentence, they must key in one word that needs a capital, even if they know all three.
3. Teacher reads out the first sentence twice.  
Children discuss which words need a capital and key them in (laying the whole word out on the desk first, to ensure correct spelling).  
For each correct word, receive one point (or other agreed incentive).  
After each sentence, ask for explanations as to why these words need capitals
4. Extension: difficulty of sentences; find two words in

sentence.

### Opposite Meanings

Use upper or lower case overlay board

Use for KS2

*Objectives: Improve keyboard recognition skills; improve speaking and listening skills; investigate opposites; develop vocabulary*

1. Give out two sets of upper or lower case letters to each group.  
Teacher writes up several words that have an opposite on board.
2. Discuss the meaning of opposite, giving examples. Include opportunity for children to suggest sentences to illustrate the words discussed.
3. Children find opposite for first word in their group. Lay it out on the table before keying it in to ensure correct spelling.  
Award 10 points for each opposite correctly identified, and a bonus 2 for putting it into a sentence.  
Discuss different ideas for the opposite of the same word.
4. Extension: Difficulty of words; keying in two possible opposites.

### Individual school details

All schools have agreed to be contacted by those interested in the project.

Great Ellingham Primary School

Four participating classes: Y1/2 (26), Y2/3 (26), Y3/4 (29), Y4/5 (28)

Hingham Primary School

Three participating classes: Y2 (26), Y3 (29), Y4 (30)

Rockland Primary School

One participating class: Y5/6 (17)

Attleborough Junior School

Eight participating classes, four from Y3 and four from Y4, all with approximately 30 children

Attleborough Infant School

One participating class: Y2 (28)

Norwich Road Primary School  
Two participating classes: Y2 (31), Y6 (29)

Chapel Road Special School  
Two participating classes: Y7-9 (7), Y5-6 (5) Twelve children in total, each with an individual board

### The Tests

Teachers' Writing Perceptions Survey – Initial and Final  
Children's Writing Perceptions Survey – Initial and Final  
Spelling Tests – for Y2, 3, 4, 5

Writing Test Example (from before project):

Winnie the Witch Goes to.... (KS1)

The Hidden Door (KS2)

For copies of the test papers, please contact Judith Beardsworth at: [judith.beardsworth@norfolk.gov.uk](mailto:judith.beardsworth@norfolk.gov.uk)

## Keyboard familiarity Test – from Keywise Software

### The Data

Sum of Count		Finish															Grand Total
Sex	Start	W	1C	1B	1A	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5B	
Boys	W	1	1	1	2	1											6
	1C	3	1		2	2	1		1								10
	1B	1	1		1	1	3										7
	1A			1	20	14	2	1	1								39
	2C					18	28	9	1								56
	2B					2	10	17	6			2					37
	2A					2	2	4	5	2		1					16
	3C								1	3		1					5
	3B									2	3						5
	3A													1			1
	4C											1					1
4B													1	1		2	
Boys Total		5	3	2	25	40	46	31	15	7	3	5	2	1			185
Girls	W	3	1			1											5
	1C		2		1	1	1										5
	1B				1	1	1										3
	1A				5	19	8	3	2								37
	2C				3	16	15	6	1	1							42
	2B					4	14	12	1	3							34
	2A					2	3	6	5	2	1						19
	3C						1	1	4	4	1	3					14
	3B									2	1	2	1				6
	3A										1	4		1	1		7
	4C											1	2		1		4
4B													1			1	
4A															2	2	
5C																1	
Girls Total		3	3		10	44	43	28	13	12	4	10	3	2	4	1	180
Both	W	4	2	1	2	2											11
	1C	3	3		3	3	2		1								15
	1B	1	1		2	2	4										10
	1A			1	25	33	10	4	3								76
	2C				3	34	43	15	2	1							98
	2B					6	24	29	7	3		2					71
	2A					4	5	10	10	4	1	1					35
	3C						1	1	5	7	1	4					19
	3B									4	4	2	1				11
	3A										1	4	1	1	1		8
	4C											2	2		1		5
4B												1	2			3	
4A															2	2	
5C																1	
Grand Total		8	6	2	35	84	89	59	28	19	7	15	5	3	4	1	365

