Personalised assessments – User guide 2025 to 2026

Helpdesk
8a.m.– 5p.m.
Tel: 029 2026 5099
e-mail: help@personalisedassessments.wales

Personalised assessments – User guide 2025 to 2026

Audience
Headteachers, teachers, practitioners, governing bodies of mainstream and special schools; local authorities; church diocesan authorities; national bodies with an interest in education.

Overview
This user guide sets out the processes for administering the personalised assessments which are taken by learners in Years 2 to 9.

Action required
Headteachers, administrators and teachers should refer to this user guide for information on how the personalised assessments work, IT requirements and set up, conditions for administering assessments, personnel administering assessments, accessing and interpreting reports, and accessing modified versions of assessments.

Further information
Enquiries on administering the personalised assessments should be addressed to the Assessment Helpdesk.

Tel: 029 2026 5099
e-mail: help@personalisedassessments.wales

@WG_Education

Facebook/EducationWales

Related documents
National Reading and Numeracy Personalised Assessments: administration handbook

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

Contents

1. Introduction

Personalised assessments are designed to be easy and flexible to use. This guide includes all the information needed for running the assessments.

The guide explains what you need to do:
- before the assessments
- on the day assessments are taking place
- after the assessments are complete.

Please note: In order for members of staff to schedule assessments or access information on learners, at the start of each school year, headteachers or members of staff with delegated responsibility will need to accept the headteacher agreement and assign functions and access to other staff members – see section 3.8.

Resources are available from the 'Help' section of the assessments website, including guidance videos and staff and learner checklists.

2. How the assessments work

- The personalised assessments are constructed from large banks of questions that assess learners' skills in reading and numeracy. The assessments are aligned with the National Literacy and Numeracy Framework (LNF) which reflects the ethos and principles of the Curriculum for Wales.
- Each assessment is tailored to the learner's responses; that is, the assessment system selects questions to present to the learner based on the learner's answers to previous questions. For example, if the learner gets a question correct, they get a more challenging question, and if they get a question wrong they get an easier question.
- The first question of an assessment is selected to be appropriate for a learner in their current curriculum year, although the staff member scheduling the assessment can override this when scheduling, where appropriate.
- The system stops the assessment once it has collected sufficient information to make a reliable decision about the learner's skills or once the learner reaches the maximum number of questions allowed.
- This personalisation means that every learner will see a different set of questions (and texts for the Reading Personalised Assessments) and the number of questions/texts will vary.
- Learners may complete a maximum of two assessments in each subject per school year.

2.1 Staff guidance

- All learners will be presented with content that stretches and challenges them. Therefore, learners, including more able learners, will get some questions correct and some questions wrong.
- This also means that learners might be presented with some questions covering content they have not been formally taught to date.
- Personalised assessments are formative (not summative like GCSEs or A levels, for instance). This means that they provide feedback on the skill areas in which learners are doing well or could improve on.
- In addition, they provide teachers with information on the skill areas where their learners are stronger or may need further development, while also indicating how the class is doing overall.
- An 'ability level' is assigned to learners based on the difficulty of the questions they got correct. Although learners are all expected to get approximately the same number of questions correct, they will achieve different 'ability levels' based on which learners got more challenging questions correct.
- Before starting an assessment, learners must be briefed on key features of the assessments detailed in the learner checklist – see section 3.15.2. This is also available from the 'Help' section of the assessments website.

2.2 Timing and rest breaks

- No time limit is set for the assessments, so learners can respond to questions at their own pace.
- Teachers are able to release assessments for learners from 8a.m., with all assessments automatically completed by the system at 5p.m. It is therefore recommended not to start any assessments later than 4p.m. to allow learners sufficient time to complete them.
- Learners should be encouraged to move on through the questions, rather than spend too long on questions they cannot answer.
  - The Numeracy (Procedural) Personalised Assessments generally last between 25 and 30 minutes.
  - The Numeracy (Reasoning) Personalised Assessments generally last between 30 and

35 minutes.
- The Reading Personalised Assessments generally last between 20 and 40 minutes.
- Staff members are advised to use their professional judgement with learners who take longer than this to complete the assessment. Staff may choose to encourage the learner to work more quickly or to stop an assessment that is taking an unreasonably long time. The staff member can pause or stop the assessment at any time, but it must be completed on the day it is started or otherwise cancelled by staff and re-scheduled for another day.
- The minimum and maximum number of questions are:

Minimum and maximum number of questions for Numeracy (Procedural)

Year	Min	Max
Y2	28	29
Y3	28	29
Y4	28	29
Y5	28	29
Y6	28	29
Y7	28	29
Y8	28	29
Y9	28	29

Minimum and maximum number of questions for Numeracy (Reasoning)

Year	Min	Max
Y2	13	18
Y3	13	18
Y4	10	20
Y5	10	20
Y6	10	20
Y7	10	20
Y8	10	20
Y9	10	20

Minimum and maximum number of questions for Reading

Year	Min	Max
Y2	31	32
Y3	31	32
Y4	31	32
Y5	32	34
Y6	31	32
Y7	31	32
Y8	31	32
Y9	31	32

- Breaks may be given to learners of any age, and an assessment may be spread throughout a school day.
- Learners in Years 2 and 3 should have rest breaks. The length of the break is at the discretion of the school. Staff should monitor to decide when or if breaks are

appropriate for other learners.

- When an assessment is paused or stopped, the results for the questions the learner has answered will be submitted at 5p.m. on the day the assessment is taken unless the assessment is cancelled. A learner feedback and progress report will be generated after the assessment is taken and on the same day. If too few questions have been answered, the reports may fail to generate and instead staff may see a warning statement.
- A completed assessment with submitted answers cannot be restarted and cannot be rescheduled.

2.3 Assessments in other settings e.g. pupil referral unit (PRUs)

Learners who have dual registration in a mainstream school and at a PRU or special school are able to sit assessments at either school. The responsibility for ensuring that the assessments are run rests with the headteacher of the mainstream school at which the learner is registered, who can arrange for the learner to take the personalised assessments in either setting.

For PRU learners who are dual-registered, personalised assessments can be scheduled by staff on either learning site. Both schools can access the learner's feedback and progress reports. Dual-registered learners' results will automatically be included in the group and batch reports of both schools regardless of the school the assessment was taken in. However, teachers can create custom groups (for example, a PRU group) for the learners they wish to appear in the group or batch report before they request it. For more information about creating custom group reports please see section 5.5.

The processes related to learner PRU dual-registration assessment scheduling are defined in the Annexe to this user guide

2.4 Live trialling of questions

From time to time, an assessment may include a trial question. This is to collect data on the difficulty and performance of questions before they are included as live (scored) items within the question bank. Where a trial question is included, it will always appear as the last question in an assessment and learners will not be made aware that it is being trialled. The result/answer to the question will not contribute to the assessment result or be included in any reporting. The item will, however, be approximately aligned to their curriculum year, or the lower level of difficulty selected by the teacher when scheduling the assessment, so the learner may perceive a change in difficulty at the end of the assessment if they have reached a lower/higher level than their starting point.

2.5 Responding to questions from learners

- The questions in the Numeracy (Procedural) and Numeracy (Reasoning) Personalised Assessments may be read aloud to learners if needed. No help should be given with any of the numerical content of the questions.
- The texts and questions in the Reading Personalised Assessments may **not** be read aloud to learners.
- You should answer questions such as 'Is this the right one?' by saying 'Choose the one you think is the correct one'.

3. Before the assessment

3.1 Checking IT set-up

To run a personalised assessment, schools need:

- a reliable internet connection — typically, you will need a minimum bandwidth of 2Mbps if you are assessing a class of 30 learners, with no other significant demands on the network at the time.
- a device and web browser — desktop computers, laptops or tablets, e.g., iPads or Chromebooks. Schools can use a combination of devices when running assessments.

Below are the answers to some commonly asked questions.

3.2 How do I make the most of my internet connection?

Once devices access your school's network, the following factors can impact on the strength and reliability of your internet connection.

Factor	Explanation	Recommendation
Network infrastructure This includes network cabling, routers, network switches and wireless access points. If these are not appropriately maintained, your school's network may experience slow speeds and be unresponsive.	It is important to check and maintain your network infrastructure with a plan to review regularly. This will provide a solid foundation for all your digital services and help you to get the most from your internet connection.	Addressing any weaknesses in your infrastructure will help to maximise the availability of your internet connection. If necessary, contact your local authority for advice on your current network infrastructure, and ask how they can support you.
Competing demands on your internet connection Having simultaneous lessons using media-rich content (such as streaming videos) can lead to a reduction in your speed and impact on the end-user experience.	Think of your school network (especially your Wi-Fi) as your home water supply — all taps in the house share the one water supply. The fewer taps running, the better the flow rate. Better management of traffic and data used across your school network will help you to make the most of your internet connection and improve your users' experience.	Check when lessons are scheduled to be using media-rich content. This will help your school to plan activities that rely on the internet connection.

Software and application updates	If software and applications are updating in the background while an assessment is being delivered, the learner's experience can be impacted by slow responses.	If necessary, contact your local authority for advice on how to manage software and application updates successfully.
These include operating system, security software and other application updates, which can impact on your school's internet speed.	Some devices allow automatic updates to be disabled or allow specific times to be set when these updates can run.	

3.3 Which devices can be used?

Staff will be able to schedule assessments in accordance with their school's preferences and facilities.

The assessments have been designed to be compatible with most devices. They can be used on the following devices with a modern browser (see next section) installed:
- desktop computers
- laptops – including Chromebooks
- tablets – including iPads.

Before an assessment is run, devices should be fully charged and checked for updates. We recommend that operating systems and apps are updated regularly. When using a Chromebook please make sure the screen is maximised by clicking on the 'maximise screen' button on the browser or on the keyboard of the Chromebook.

3.4 Which browsers can I use to run the assessments?

One of the following browsers should be used (these are the minimum browser requirements to guarantee compatibility):
- Google Chrome
- Mozilla Firefox
- Microsoft Edge (Chromium)
- Safari.

Please note: You can no longer access personalised assessments using Internet Explorer 11. This is because Microsoft ceased support for Internet Explorer 11 (IE11) in 2022 and it will no longer receive security updates from Microsoft.

3.5 Checking internet connection and bandwidth

If the internet connection is slow or intermittent, the learner experience can be impacted by:
- slow validation of learner details
- slow submission of a question response
- browser timing out
- error message: 'Error connecting to server'.

If you experience these symptoms, we recommend checking your internet connection and bandwidth by:

- contacting your internet provider **or**
- going to www.speedtest.net/, selecting Go, then noting the download and 'ping' speed. A 'ping test' measures the bandwidth or reaction time of your school's connection — how fast you get a response after you've sent out a request. A fast 'ping' means a more responsive connection[1].

When scheduling assessments, you will be able to stagger how many learners take an assessment at one time. Reducing the number of concurrent assessments can help to reduce the strain on your school's internet connection and bandwidth. For example, if you experience the symptoms above or are uncertain about your infrastructure, reduce the number of learners taking concurrent assessments.

If you continue to experience the symptoms above even after reducing the number of learners, please call the Assessment Helpdesk so that someone can discuss the problems with you and advise on the next steps.

3.6 IT checklists

Before an assessment takes place, please ensure that all the following is completed.

Activity	Completed? Yes/No
1. If you haven't done so already, please read the Welsh Government's digital guidance for schools. This site will guide your school on checking and maintaining your IT infrastructure, making the most of your internet connection and managing software/application updates.	
2. Check that devices are fully charged, have a modern browser installed and that software updates are complete before any scheduled assessments take place.	
3. Check that assessments are scheduled.	
4. Where possible, check that the assessments are scheduled to avoid clashing with other lessons that use media-rich content, such as streaming videos, which may impact on the internet connection. Remember that assessments can be scheduled at any point during the school year.	

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[1] **Please note:** The speed test is available as a free service on a site that contains advertisements. For this reason, it is sometimes blocked on a school network. If this is the case, please speak to your internet provider.

3.7   Hwb log-in

Schools will use Hwb – https://hwb.gov.wales/ – to log in and access the assessments website.
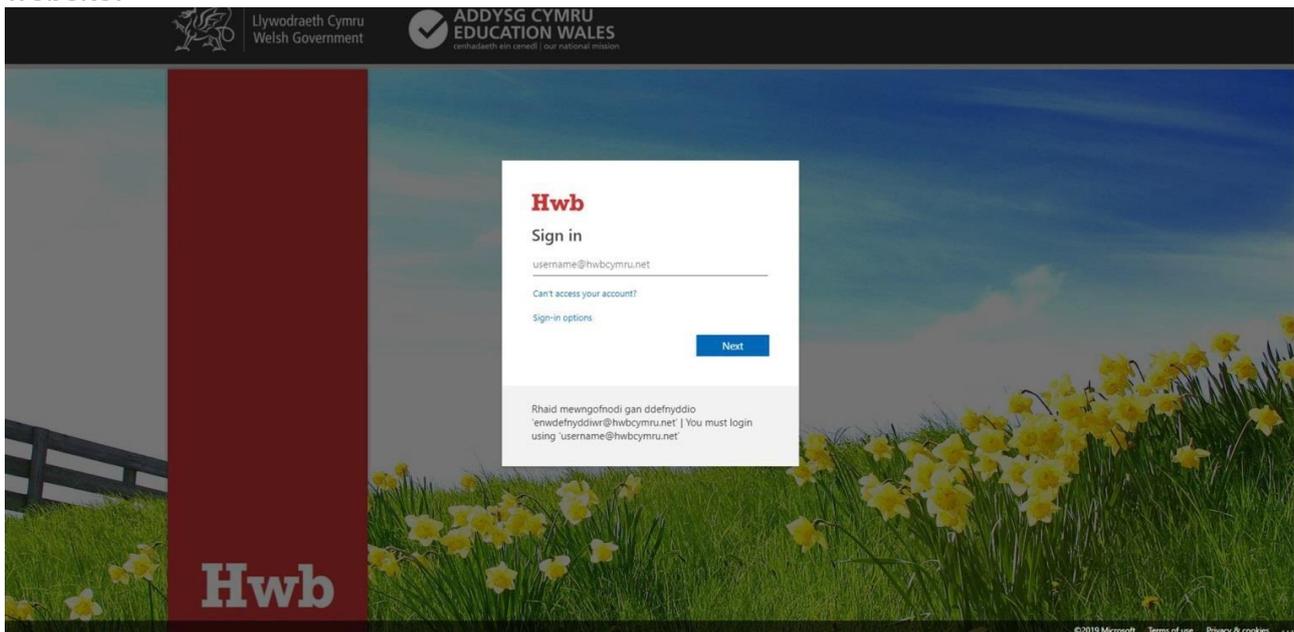
For information on how users can find their Hwb usernames and passwords, please see the following link: https://hwb.gov.wales/support-centre/hwb-services/getting-started/

After logging in, you will see the following screen. To access the assessments website, select 'Personalised assessments'. This can be found in the 'Menu' near the top right of the screen or on the Hwb homepage.
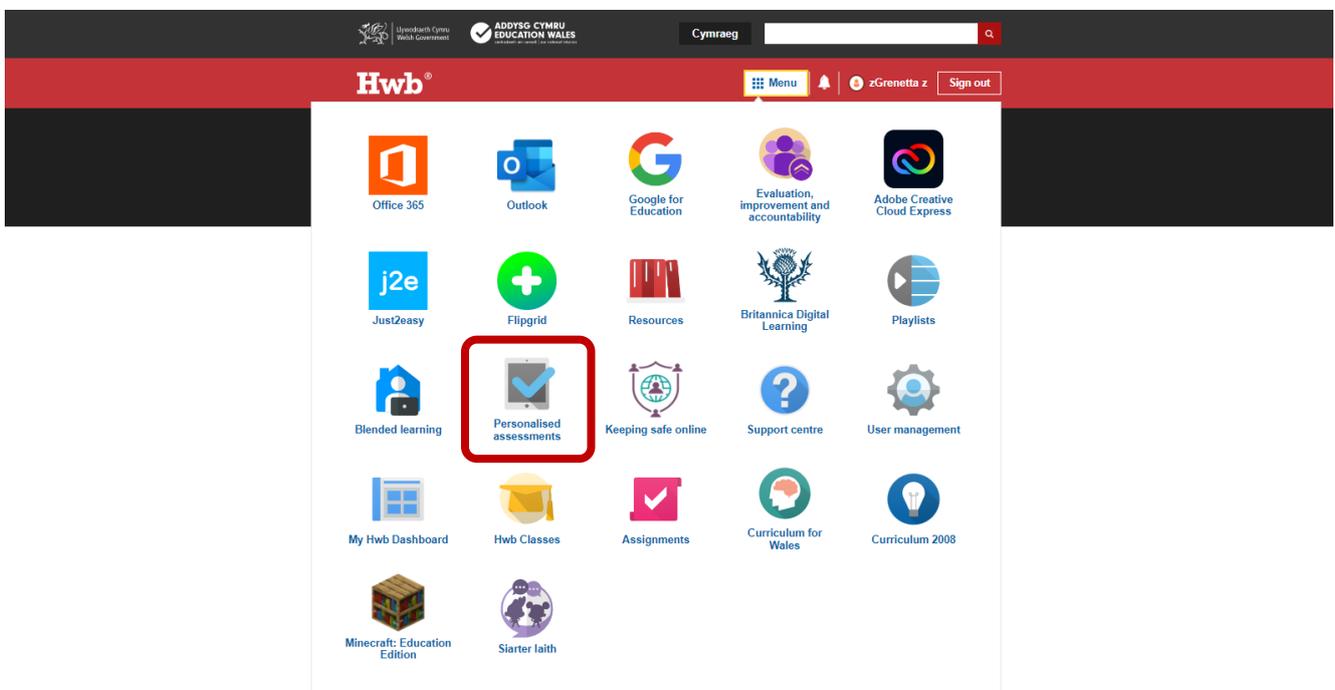
3.8 Assessments website set-up – user management

This section shows how functions and access are managed within the assessments website.

Headteachers are defined as the school's 'data owner' and are automatically given the 'Administrate' function. A headteacher can assign the 'Administrate' function to additional users. However, in instances where a school does not have a permanent headteacher in post, if there is an executive headteacher or acting headteacher identified then they will be identified as the data owner and automatically allocated the 'Administrate' function. Any member of the senior leadership team of a school who expects to have automatic access rights and is unable to access the system should contact the Helpdesk who can manually assign the 'data owner' status and associated 'Administrate' access rights. Hereafter all references to 'headteacher'' should be taken as reference to headteacher or other identified data owner.

Before they proceed any further, the headteacher (or staff with delegated authority) must accept the headteacher agreement (see next page). Once this is done, they will be able to allocate different functions within the assessments website to school staff. At the start of each academic year, the headteacher will be required to accept the head teacher agreement again and will be prompted to review functions allocated to staff.

There are four different functions within the assessments website, and these are outlined in the table below:

Function	Description
Administrate	A user that can schedule and facilitate an assessment and access feedback and reports for the whole school. In addition to this, a user that can edit the functions and access for other members of staff. (A 'user' is any member of staff with access to the assessments website.)
Facilitate and analyse	A user that can schedule and facilitate an assessment and access feedback and reports.
Facilitate	A user that can schedule and facilitate assessments but cannot access feedback.
No access	A user that cannot access assessments or feedback.

For the 'Facilitate' and 'Facilitate and analyse' functions, access may be restricted to particular year groups or classes or be applied to the whole school.

The 'Administrate' function should be restricted only to those who need access to all functions on the system. It is recommended that the 'Administrate' function be assigned sparingly and only to those members of staff for whom this level of access is essential.

When the headteacher logs in to Hwb and navigates to the assessments website at the beginning of the academic year, they will see the message in the screenshot below. Please read this message and select 'Accept'.

Notice

You are Benjamin Abraham headteacher of Ysgol Bodafon, or you are acting on behalf of the headteacher.

You have a duty to make arrangements for statutory assessments to be administered to your learners.

Please note you have access to personal data about individual learners and this requires compliance with the Data Protection Act 2018/UK General Data Protection Regulation (UK GDPR). Under UK GDPR you have responsibility to ensure that the confidentiality, accuracy and security of the personal data are maintained.

By selecting the 'accept' button below, you are confirming you will review the functions assigned to staff in the previous academic year and will update them accordingly, in line with any changes to staffing and class structures.

You are agreeing that you will make appropriate arrangements to assign functions to the relevant staff to schedule and facilitate the online personalised assessments and to access learner reports on this website.

The school will administer the personalised assessments in accordance with the administration handbook.
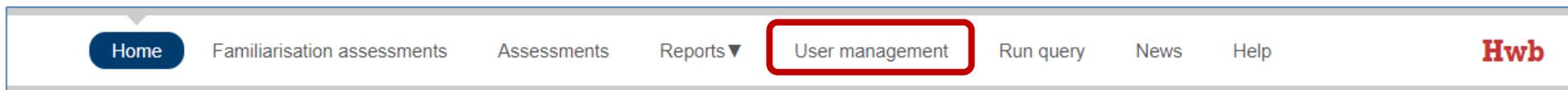
If you select 'Decline', that would mean the name of the headteacher or person acting on their behalf, or the name of the school is incorrect, in which case please contact the support desk for further assistance.

✓ Accept   ✕ Decline

Once accepted, this message will not show again until the following year. However, staff will be reminded about the confidentiality and security of data.

Staff will not be able to access the website until the headteacher accepts the agreement.

To set up or amend staff functions, select 'User management'.

Headteachers can delegate user management duties by assigning the 'Administrate' function to another member of staff.

| Home | Familiarisation assessments | Assessments | Reports▼ | User management | Run query | News | Help | Hwb |

On the following screen, you will see a list of school staff.

- You can sort columns and filter users by function, year group or class.

- To amend the functions and access for each member of staff, select 'Edit' on the right-hand side.

- All staff will initially be allocated 'No access' and will have access only to the 'Home' and 'Help' sections until allocated another function.

Manage users

◉ Year group   ○ Class

| All functions | All | All | 🔍 Search |

☐	⚏ Name ↑	⚏ Hwb ID	⚏ Function	Access	
☐	Jemma Avery	AveryJ91975@hwbcymru.net	Facilitate and analyse		✎ Edit
☐	James Black	BlackJ11980@hwbcymru.net	Facilitate		✎ Edit
☐	Abby Clark	ClarkA91978@hwbcymru.net	Facilitate	Whole school	✎ Edit
☐	Abbie Clarkson	ClarksonA11977@hwbcymru.net	No access		✎ Edit
☐	Joseph Davidson	DavidsonJ61976@hwbcymru.net	Facilitate and analyse		✎ Edit

On the following screen, select the desired function, year groups or classes from the drop-down options, then select 'Save'.

Multiple staff can be edited by selecting the tick box next to their names and selecting 'Edit selected'.

On the following screen, select the desired function, year groups or classes from the drop-down options and select 'Save'.
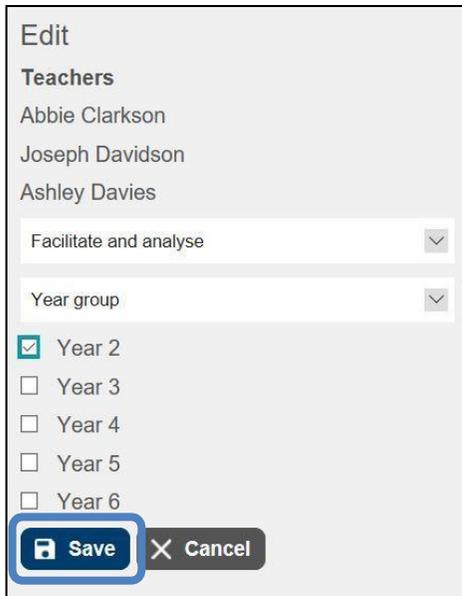
3.9 Scheduling and editing assessments

Assessments intended for a group or class must be scheduled for a particular school day and **must be scheduled at least the day before the assessment takes place**. Assessments can be scheduled in advance, up to 7p.m. on the day before the assessment. **Assessments cannot be scheduled on the day of the assessment for a group or class.**

It is important that you <u>do not leave or refresh</u> the webpage when scheduling an assessment.

To schedule an assessment, select 'Assessments' then 'Schedule an assessment in advance (group or class)'.

- The 'Assessments' screen will also allow you to view existing scheduled assessments and completed assessments by searching assessment type, date, year group, class and status. If 'Search' is selected without applying filters, the system will display all scheduled and completed assessments for the school.

- After selecting 'Schedule an assessment', on the following screen select the appropriate assessment type, the desired language and date, then select 'Add learners'.

On the following screen, select the year group(s) and class(es) you wish to schedule an assessment for and select 'Search'.

- **It is recommended that you schedule assessments for learners by class rather than whole year group. See** section 3.11 **below for further details.**
- Staff can schedule an assessment only for those year groups or classes to which the headteacher, or person with delegated responsibility, has granted them access.

- After selecting 'Search', on the following screen you can select individual learners using the tick box next to their name.

- Columns can also be sorted to make finding learners easier. You can select all learners in the list using the tick box at the top of the list. If a class contains greater than 30 learners, they may not all be loaded onto the page by default, requiring scrolling to load them in. Please scroll to the bottom of the page to ensure all learners are visible before selecting the 'Select All' tick box.

- Once learners are identified, select 'Add learners'. These learners will then be included in the scheduled assessment.

Add learners						
3 ⌄	3CB ⌄	🔍 Search				
☑	☑ Name ↑	☰ Year group	☰ Last assessment	☰ Next scheduled assessment	Accessibility options	
☑	Neel Abhra ⓘ	4			Default colour scheme	⚙
☑	Stan Ackton ⓘ	4			Default colour scheme	⚙
⚠ Assessment limit reached	Josef Andrews ⓘ	4	23/07/2025		Default colour scheme	⚙
☑	Iwa Balinski ⓘ	4			Default colour scheme	⚙

A warning triangle will show if a learner, or group of learners, in a class have already completed two assessments in a school year. This will prevent you from scheduling any further assessments for that learner or group of learners.

Once you have added the learners to the assessment, on the following screen, you can:

1. Confirm the scheduling by selecting 'Schedule this assessment'.
2. Add learners to the assessment from another year group or class, or additional learners from the same year group or class by selecting 'Add learners'. If you are scheduling by class, the class name showing on this screen will show on the scheduled assessments screen once the scheduling has been confirmed.
3. Amend 'First question difficulty'* and 'Accessibility options'** for individual learners.
4. Remove individual learners if they have been selected incorrectly using the 'Remove learner' button on the right-hand side.

5. Remove groups of learners by selecting the tick boxes next to their names and selecting 'Remove selected learners'.

6. Cancel the assessment by selecting 'Cancel'.

When you select 'Schedule this assessment', a pop-up will appear reminding you to complete the pre-assessment checklist for the subject you have selected. You will need to use the 'close' button to exit the pop-up screen.

You will then see a loading icon, which will take you to the 'View assessment schedule' screen when finished. The status is 'Processing' and it will usually take a few minutes to complete.

You can navigate to different areas of the website in the meantime, where you can schedule more groups of learners and classes, if you wish. When the processing of your first class has finished, the status will change to 'Scheduled'.

* The 'First question difficulty' box allows you to override the starting difficulty for learners who are performing significantly below the level of their curriculum year. This should be used only in exceptional circumstances.

** Advice on the accessibility options can be found in section 6.1 and section 6.2.

- To view or edit the scheduled assessment, select 'Search' under 'Scheduled assessments'.

- Select 'View', then select 'Edit' (screen below) to make changes (e.g. to add more learners or amend the date). The 'Class' column shows either the class selected on the scheduling screen or 'mixed' if no class was selected.

View assessment schedule

Assessment

Numeracy (Procedural)

Language

English

Date

26/08/2025

Class

3CB
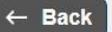
[Edit] [← Back] [C Refresh]

To confirm amendments, select 'Schedule this assessment'.
To delete the assessment, select 'Delete this assessment'.
To cancel any amendments, select 'Cancel'.

Once scheduled, assessments need to be 'Released' in the 'Facilitate' screen on the day of the assessment — accessed via the 'Home' screen or the 'Assessments' screen — to allow learners to access them (see section 4.1, 'Facilitating a personalised assessment'.

3.10 Scheduling assessments on the day

The same day scheduling feature allows assessments to be scheduled for **individual learners or a small number of individual learners only** from 00:01a.m. on the same day they are to be taken. This makes it possible for schools to respond to last-minute changes on the day for example, when a learner turns up unexpectedly or when last-minute timetabling changes occur.

Please note: You are unable to schedule a class or group of learners on the same day.

- To schedule an assessment for the same day, select 'Assessments' then 'Schedule an assessment for today (single learner)'.
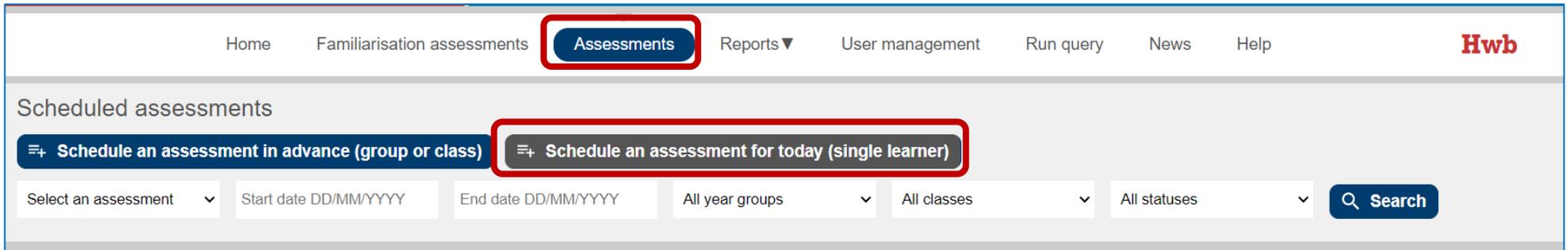
- After selecting 'Schedule an assessment for today (single learner)', on the following screen, select the appropriate assessment type and the desired language, then select 'Add a learner'.

- On the following screen, select the year group and class of the learner you wish to schedule an assessment for, and select 'Search'.

- Staff can schedule an assessment only for those learners in year groups or classes to which the headteacher, or person with delegated responsibility, has granted them access.

- After selecting 'Search', on the following screen, you can select the individual learner by clicking the 'Add learner' button next to their name. This learner will then be included in the scheduled assessment.

A warning triangle will show if a learner has an assessment already scheduled on that day or has already completed two assessments in a school year. This will prevent you from scheduling an on-the-day assessment in that subject for a learner.

⚠️ Assessment limit reached	Josef Andrews	ⓘ	4

- Once you have added the learners to the assessment, on the following screen, you can:
    - o confirm the scheduling by selecting 'Schedule this assessment'
    - o amend the 'First question difficulty' and 'Accessibility options' for individual learners
    - o remove the learner from sitting this assessment
    - o cancel the assessment by selecting 'Cancel'.

- For more information about editing assessments for learners, please section 3.9 'Scheduling and editing assessments'.

- Once 'Schedule this assessment' has been selected, the following information screen will appear, with some important reminders, including a link to the pre-assessment checklist and Help page. Read this information carefully, before clicking the 'Close' button:
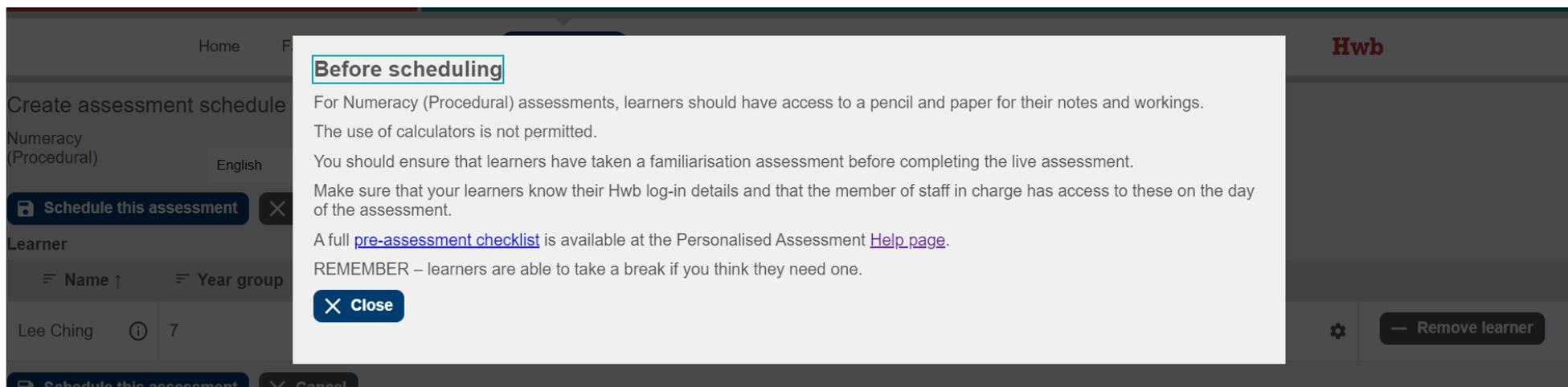
- **IMPORTANT: Once 'Close' has been clicked, <u>do not refresh the page or attempt to go back on to the last page</u>. Please wait for the next page to load automatically, while the following screen displays:**
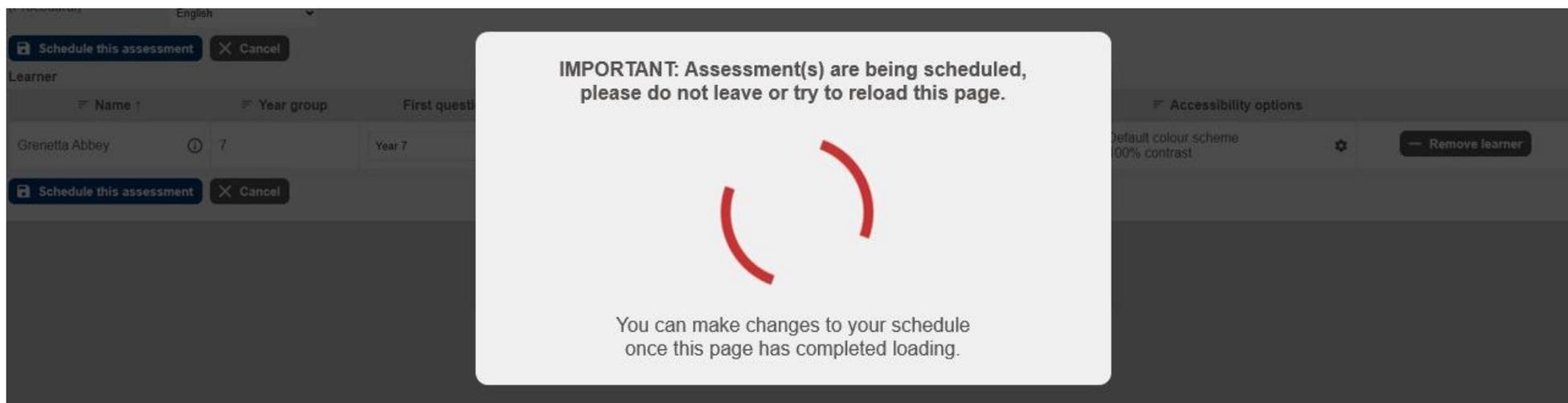
- A blue banner will then appear notifying staff members that the assessment was 'Scheduled successfully' with the status 'Processing'.
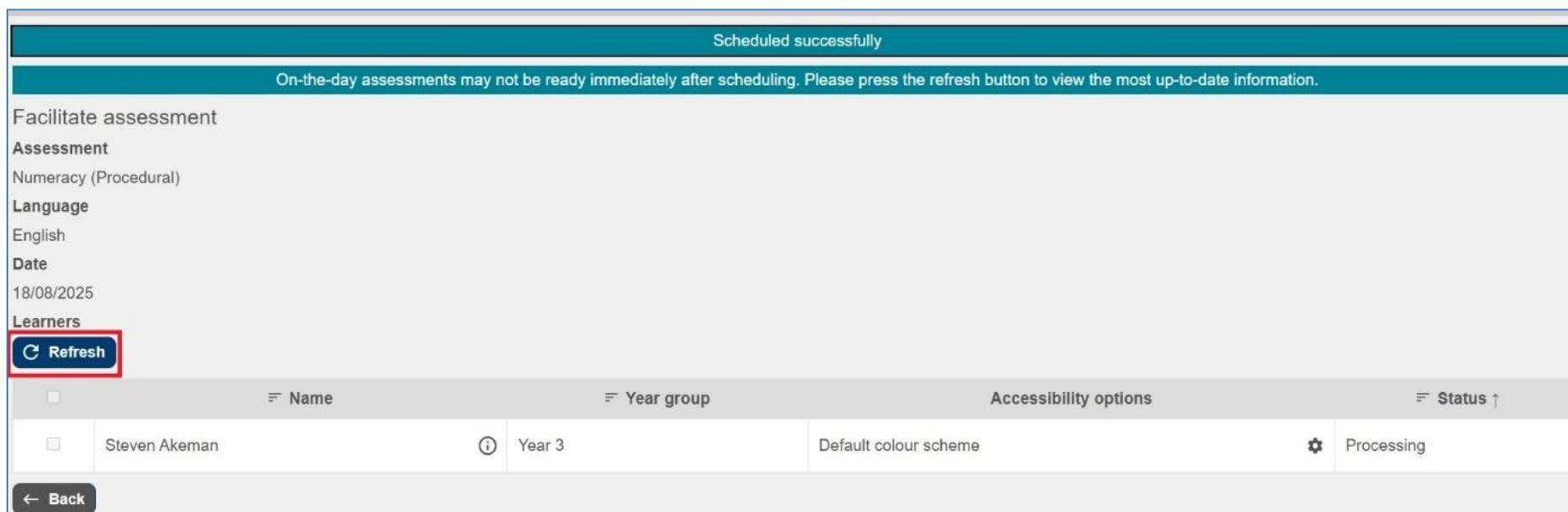
- You do not need to wait on the page, and you can navigate to different areas of the website, where you can schedule additional learners, if necessary. When the processing of your first learner has finished, the status will turn to 'Scheduled'.

- Please press the 'Refresh' button if the assessment is not yet showing as 'Scheduled'. It may take a short while for the request to process. Alternatively, the assessments will also be available to facilitate from the home screen in the same way that assessments scheduled through the standard route would be.

- Assessments should only be released to learners when they are in a supervised environment.

- If staff need to schedule more than one learner on the same day, this process can be repeated.

Staff members can now release the assessment to the learner by selecting 'Release' on the right-hand side of the screen.

3.11 Guidance on releasing assessments to learners by class

Assessments should only be released to learners when they are in a supervised environment.

If a year group includes more than one class, it is recommended that assessments be scheduled by class rather than whole year groups.

If assessments have been scheduled for a whole year group for a given day, there are no controls within the 'Facilitate' screen to enable a staff member to release assessments by class. Releasing the assessments by learner would require browsing the entire year group and selecting each present learner in turn, which is not practical.

To enable assessments for classes to be released, each class requires its own assessment schedule. **Do not** select each class in turn and add to the same scheduling group as, once all learners are added, they are subsequently treated as a single group and cannot be filtered by class (as noted above) in the 'Facilitate' screen.

Please see the example screen below:

In this example, Year 9 comprises two classes (10A-Dae and 10A-ACyf). The top row shows Year 9 scheduled as a single group by having selected classes 10A-Dae and 10A-ACyf and adding them to the same schedule. The next two rows show how these classes are displayed as separate entries when each class is scheduled as a separate group.

Selecting 'Facilitate' for the complete Year 9 group gives the screen below:

There are no controls in the 'Facilitate' screen to enable the filtering and release of assessments by class; hence, it is not recommended to schedule assessments by year group.

Selecting 'Facilitate' for the second row shows a status of 'Ready to release':

In the header information it confirms that this group of learners are class 10A-Dae. The assessments for the whole class can be released by selecting the tick box at the top of the list of learners and selecting the 'Release selected' button when it appears.

If an almost complete class is present, the simplest way to release to all but one (absent) learner is to use the tick box at the top of the list of learners to select all members of a class and then deselect one or more individual learners before using the 'Release selected' button.

If a class contains more than 30 learners, they may not all be loaded onto the page by default, requiring scrolling to load them. Please scroll to the bottom of the page to ensure that all learners are visible before using the select-all tick box.

Individual learners can be selected (using the tick boxes next to their names) to release assessments to a select group of learners, or assessments can be released to individual learners using the 'Release' buttons, but both of these options require the selection of many more buttons.

3.12 Language options

When scheduling Numeracy (Procedural) and Numeracy (Reasoning) personalised assessments for learners, staff members must set the language in which the assessments will be taken: English or Welsh. The alternative language version of the question will be available to the learner as a pop-up window at any time. Selecting the 'globe' icon at the bottom of the screen allows learners to see the question in the other language. The alternative language version is displayed as an image and the learner cannot input an answer into the pop-up window. Learners should close the pop-up window and input their answer in the original question screen.

Please note: Once a language is selected, this cannot be amended once an assessment has started; the assessment would have to be cancelled and scheduled again. The alternative language can be viewed using the 'globe' icon.

When scheduling Reading Personalised Assessments for learners, staff members must select which assessments will be taken — Welsh or English. The National Reading and Numeracy personalised assessments: administration handbook includes the statutory requirements regarding which learners should take English/Welsh/both assessments. The Reading Personalised Assessments assess reading separately in each language. Therefore, the texts and questions are different for English and Welsh, and the alternative language feature is not applicable.

For all assessments, make sure learners have the translate function on their web browser **deactivated**. Use of this feature for translation between Welsh and English can interfere with the operation of the assessments. The Numeracy assessments are already fully translated, with the alternative language accessible through the 'globe' icon. The Reading assessments are language-specific and therefore there is no language switch available during the assessment. Allowing use of a web browser translation facility can result in the web browser presenting inaccurate translations to learners.

3.13 Familiarisation assessments

Familiarisation assessments are provided for staff members to use with learners prior to taking an assessment. They can be accessed by teachers, grouped by subject, in the 'Familiarisation assessment' tab.

There are three available assessments for each subject: primary Years 2–3, primary Years 4–6 and secondary Years 7–9. Each of these assessments is also available as a Braille version for learners who will take the Braille-equivalent version of the personalised assessments (see information about the modified versions in section 6.

Learners can access the familiarisation assessments by logging into Hwb, accessing the 'Personalised assessments' link and selecting 'Familiarisation assessments'.

A familiarisation assessment will begin with this screen:
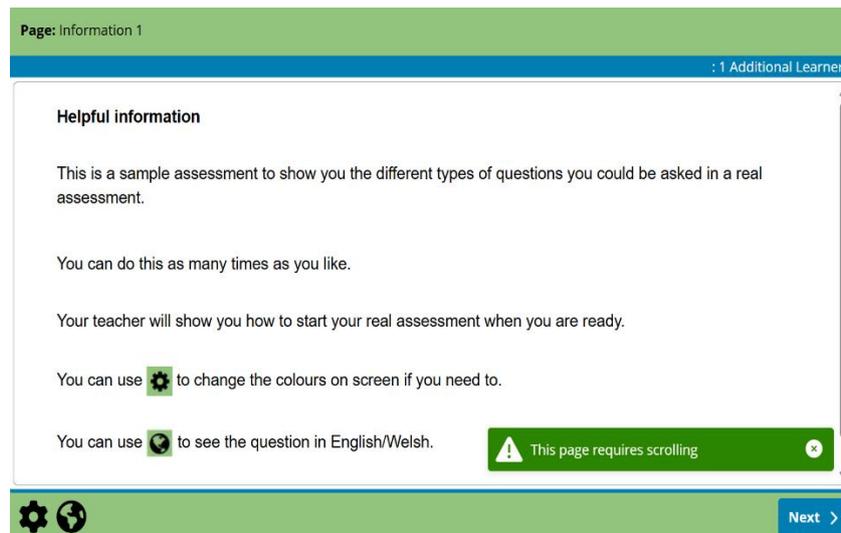
Younger learners should be made aware that they are taking a familiarisation assessment before they answer the first question, and the screen above should be read to them. Learners should also be informed that familiarisation assessment have a light green colour scheme, while questions in a 'real' personalised assessment have a blue colour scheme.

Familiarisation assessments include examples of the question types used in personalised assessments. The number of questions in a familiarisation assessment for a given subject is as follows:

Subject	No. of questions Years 2–3	No. of questions Years 4–6	No. of questions Years 7–9
English Reading	12	12	8
Welsh Reading	12	12	8
Procedural Numeracy	8	8	8
Numerical Reasoning	4	4	3

It is very important that you spend time familiarising learners with these question types so that when they take an assessment it provides the best information on their skills.

In the Reading personalised assessments, it is particularly important to emphasise to learners that sentence completion and individual questions are not linked to a text.

For the Numeracy (Reasoning) personalised assessments, it is particularly important to use the familiarisation assessments so that learners understand the use of audio and the different question types.

The Numeracy (Reasoning) personalised assessments include audio content; therefore, **learners must have headphones ready** and connected to the device to be able to access all the content. **A pencil and paper** must also be made available to all learners during the assessment. Year 2 and Year 3 learners should have access to a **calculator and/or other tools, which can include manipulatives if they normally use them in class**. Learners in Years 4 and above should all have access to a **calculator.** They may also use other tools, which can include manipulatives, if deemed appropriate by the teacher.

Please note, the use of calculators is NOT permitted in Numeracy (Procedural) assessments in any curriculum year.

Learners **must use a Numeracy (Reasoning) familiarisation assessment beforehand to experience and understand how hint questions** work — they should be encouraged to attempt all questions and use the hints to help them **(further information on the hints is included — see <u>section 4.3.2</u>).** Learners can use the familiarisation assessments more than once to experience the different journey through a 'hints question' when it is answered correctly and incorrectly at different points.

When using the Numeracy (Reasoning) familiarisation assessments for the first time with a class, teachers should lead learners through them as a class/group to ensure that learners experience how hints are presented. If learners are left to work through the familiarisation assessments individually, they may not fully understand the hints feature.

If hints are available, this will be flagged to learners via a box above the question as it is seen on-screen:

This question has hints.

For Numeracy (Reasoning) personalised assessments, familiarisation assessments will allow learners to:
*   understand question types included in the assessments, including the use of hints
*   check devices and headphones are working correctly
*   ensure they can access audio content and use volume controls.

Familiarisation assessments may be accessed at any time. They should be taken shortly before a personalised assessment (though it is advised not to use them in the same lesson due to time constraints and in case learners become tired).

The questions are presented in a fixed order to enable staff to talk a whole class through a familiarisation assessment, e.g. by reading the question together and discussing the answer and how to respond.

During the familiarisation assessments, learners can change the background colour settings to enable them to review the available options and find the most suitable settings, this also allows them to have an informed discussion with their teacher.

3.14 Audio content – Numeracy (Reasoning) only

For Numeracy (Reasoning) Personalised Assessments, the stimulus question sets (see <u>section 4.3.2</u>) will be presented towards the end of the assessment. These include a series of information pages, including an audio speech file, followed by numerical entry questions. The learners must have access to the audio files to be able to answer the questions. To access the audio file, learners must have a set of headphones attached to their device.

Note that there may be up to three independent volume controls affecting the sound a learner hears, depending on what equipment is used:

*   the volume/mute control in the media player/device software
*   a hardware volume control on the computing device
*   a hardware control on the headphones.

It is recommended that learners check headphones and volume controls via the

familiarisation assessments before starting the live assessment.

When a learner encounters a question that contains an audio file, the audio will play automatically. There will be an opportunity to play the audio file more than once on the same introductory screen if required, but once the learner has moved onto the question screen it won't be possible to play the audio file again.

For learners who are deaf or who require one-to-one support, there are PDF scripts available of the contents of the audio file, which includes the familiarisation assessments (see section 6.1.1). In order for teachers to be able to identify the correct PDF script to be used, an individual title for the stimulus material is displayed at the top right-hand side of the information page and the relevant slides.

Learners are able to access the audio content in the alternative language to which the assessment has been scheduled by clicking on the 'globe' icon at the bottom of the screen. Unlike the audio for the main assessment, the audio file for the second language does not automatically play when the separate window opens, so learners will need to press the play button ▶ in order to make the alternative language audio start.

3.15 Assessment checklists

The following checklists are designed to cover the key points to enable staff members to run a personalised assessment for learners. You can download and print these checklists from the 'Help' section of the assessments website.

3.15.1 Staff checklist
Staff must check that the following actions are completed **before** the assessment takes place:

Actions for staff members – before an assessment	✓
1. Assessments have been scheduled for groups or classes by 7 p.m. the day before the assessments are due to take place (if necessary, assessments for additional individual learners can be scheduled on the same day they are to be taken).	
2. Learners have completed a familiarisation assessment beforehand to view the question types. **Learners can access the familiarisation assessments by logging into Hwb, accessing the 'Personalised assessments' link and selecting 'Familiarisation assessments'.**	
3. It is important that learners understand the key features of personalised assessments. Learners need to understand that they can't go back once they have answered a question and that the difficulty of the questions (and texts for the Reading Personalised Assessments) will vary depending on their responses. If learners are getting 'hard' questions, it means that they are doing well (and being challenged).	
4. Computers and devices have a reliable internet connection.	
5. The classroom is set up to allow learners to work on devices independently.	
6. If laptops or tablets are being used, they are charged and ready to use for an assessment.	
7. Assessments are released via the personalised assessments website before learners log in. Assessments cannot be accessed until they are released. Learners should be in a supervised environment when the assessments are released.	
8. Learners have their Hwb log-in credentials ready and are given assistance to log in where required.	
9. Learners have paper and a pen/pencil available for any rough working out/notes.	
10. For the Numeracy (Procedural) Personalised Assessments, calculators and other tools must not be used.	
11. For Numeracy (Reasoning) Personalised Assessments, learners must have headphones and a calculator. (Years 2 and 3 only need access to a calculator if they normally use one in class.) For Numeracy (Reasoning), learners can also have access to other tools including manipulatives if they are deemed appropriate by the teacher.	
12. You have considered another activity for learners who finish ahead of others.	

Staff must check the following actions are completed during a personalised assessment.

Actions for staff members – during an assessment	✓
1. Remind learners that they can take their time to answer and to check their answers, but they cannot go back once they have moved on to the next question. Remind them that if they get 'hard' questions it means they are doing well — if they can't answer they should skip to the next question. Check that learners are progressing through questions and moving on if they don't know the answer.	
2. For all assessments, make sure that learners have the translate function on their web browser deactivated. Use of this feature for translation between Welsh and English can interfere with the operation of the assessments and result in the web browser presenting inaccurate translations to learners. For Reading assessments, learners should only view the text and questions in the language of the assessment. In Numeracy assessments, learners can use the 'globe' icon to toggle between languages, should they wish.	
3. Check that learners are working honestly and independently.	
4. For the Numeracy (Procedural) Personalised Assessments, check that calculators and other tools are not being used (other than paper for working out).	
5. During the Numeracy (Procedural) and Numeracy (Reasoning) Personalised Assessments, if necessary, learners can be assisted with reading question content but not with working out or method.	
6. For the Reading Personalised Assessments, texts and questions must not be read out to learners. Please ensure that learners do not use the 'read aloud' features on their browser during this assessment.	
7. For the Numeracy (Reasoning) Personalised Assessments, check that learners have: • **headphones connected to their devices ready for the audio content and are able to adjust the volume on their device.** • **access to calculators (Years 2 and 3 only need access to a calculator if they normally use one in class), pencils and paper. Learners can also have access to other tools including manipulatives if they are deemed appropriate by the teacher.**	
8. If there is an interruption or learners require a break, assessments can be paused and resumed. Remind learners that the system automatically saves answers once they are submitted, and they will not lose answers if there is an interruption and they have to log back in.	
9. The assessment must be completed on the same day as it started. An uncompleted assessment must be cancelled, or it will automatically be submitted at 5p.m. on the day it was scheduled.	
10. An assessment can be cancelled if necessary, and it can be rescheduled for a different day.	

3.15.2 Learner checklist

Staff members should ensure that learners take familiarisation assessments **before** the live assessment to ensure that learners are aware of the key features beforehand. It is also recommended that staff members run through the following checklist with learners:

Advice for staff to share with learners – before an assessment	✓
1. To begin, log in to Hwb and select 'Personalised assessments'.	
2. Make sure the translate function on your web browser is switched off. For Reading assessments you should only view the text and questions in the language on screen. In Numeracy assessments you can use the 'globe' at the bottom of the screen if you want to switch between languages.	
3. For all assessments, you should have a sheet of paper and a pen/pencil to do rough working out/make notes. If you don't, ask for some.	
4. For Numeracy (Reasoning), check you have a set of working headphones available and know how to adjust the volume on your device. **Also for Numeracy (Reasoning), check that you have a calculator. In Year 2 and Year 3 you only need a calculator if you normally use one in class. You can use other tools if you normally use them in class.**	
5. The assessment adapts to your answers. • **If you get questions right, you get harder questions.** • **If you get questions wrong, you get easier questions.** • **This means that you will get some questions right and some questions wrong.** • **If you see a question that you don't understand or find really hard, don't worry. This means you are pushing yourself! Give it a try but don't spend too long on it.**	
6. You can't go back and look at the questions you have already finished or have skipped, so check your answer before you move on to the next question. **There is no 'back' button in the assessment screens. Please do not select 'Back' in the browser. It does not let you look at your earlier questions, and you will have to log in to the assessment again.**	
7. If you have a problem with the computer or device, you should raise your hand to tell a member of staff.	
8. You may need to scroll down on some questions to see the full question (or text for the Reading Personalised Assessments) or to view the answer box.	
9. The length of the assessment will be different for every learner, and you should work at your own pace. **The number of questions might also vary. Don't worry. The assessment will stop when the system has enough information.**	
10. For the Numeracy (Procedural) Personalised Assessments: • **If you want to see the question in the other language (English/Welsh), you should select the 'globe' icon at the bottom of the screen. Then use the 'X' in the top-right corner of the pop-up window to close and**	

return to the question. • If you need help reading a question, raise your hand and ask a member of staff. They can read the question but can't help with the working out. • The Numeracy (Procedural) Personalised Assessments generally last between 25 and 30 minutes. If you finish before other learners in the classroom, please do not disturb them.	
11. For the Numerical (Reasoning) Personalised Assessment • If you want to see the question in the other language (English/Welsh), you should select the 'globe' icon at the bottom of the screen. Then use the 'X' in the top-right corner of the pop-up window to close and return to the question. • Some questions will say they have a hint available. If you don't know the answer, put in your best guess to see the hint, as it might help you to work the right answer out. • If you need help reading a question, raise your hand and ask a member of staff. They can read the question but can't help with the working out. • When you see a play button ▶ you will need to use your headphones to listen. You can listen as many times as you wish. • The Numeracy (Reasoning) Personalised Assessments generally last between 30 and 35 minutes. If you finish before other learners in the classroom, please do not disturb them.	
12. For the Reading Personalised Assessments: • On each question screen there is a button that can be selected to open the reading text again. You can open and read the text as many times as you wish. • The exception is sentence completion questions, which have no text associated with them. These questions may appear after questions with a reading text. • As this is an assessment of your reading skills, you cannot be given any help reading the questions. • The Reading Personalised Assessments generally last between 20 and 40 minutes. If you finish before other learners in the classroom, please do not disturb them.	

4. Running an assessment

4.1 Facilitating a personalised assessment

On the date an assessment has been scheduled, staff with 'Facilitate', 'Facilitate and analyse', or 'Administrate' functions are able to release an assessment to a learner. It is not possible to facilitate assessments outside the school day on which they are scheduled.

To facilitate an assessment:
- log in to Hwb
- select the 'Personalised assessments' link in the 'Menu' near the top right of the screen or on the Hwb homepage.
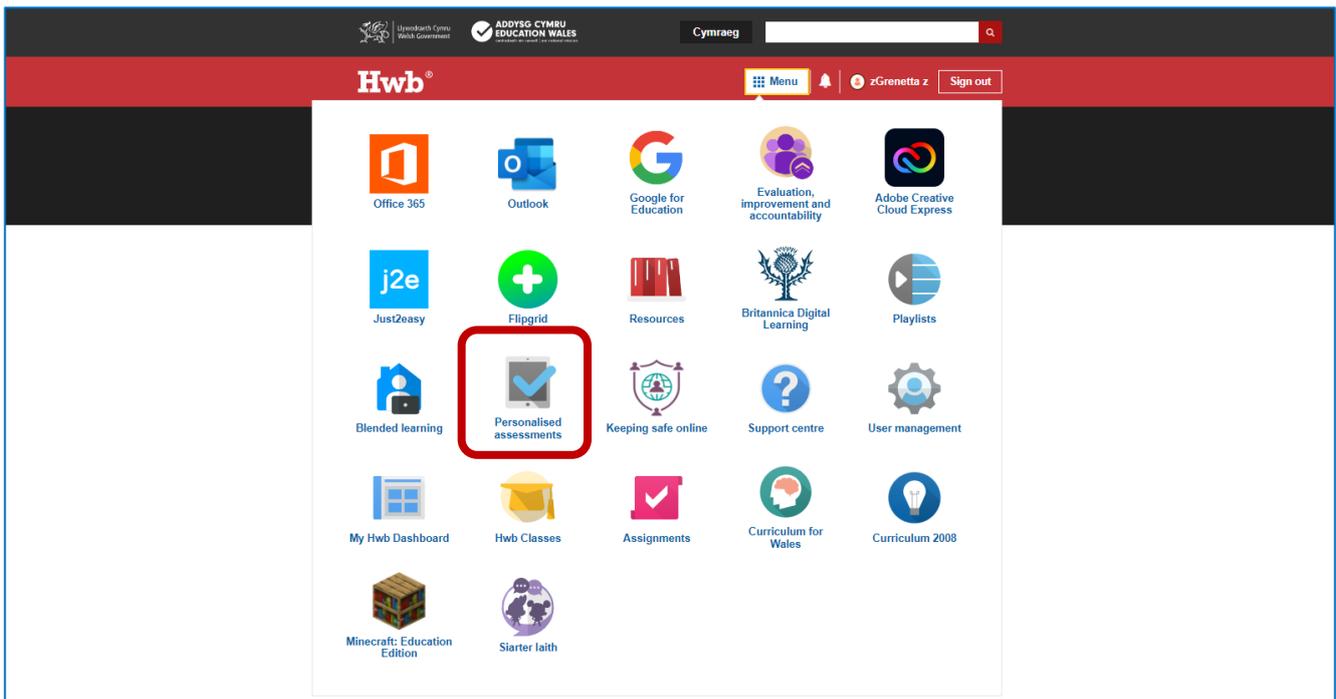
Users can facilitate from the 'Home' screen or the 'Assessments' screen.

Assessments scheduled for the current day will be shown under 'Today's assessments' on the 'Home' screen. To facilitate an assessment from this screen, select 'Facilitate'.

To facilitate assessments from the 'Assessments' screen, select 'Assessments' and enter search criteria — assessment type, date range, year group, class and status — then select 'Search'.

Staff will be able to see all assessments within the school but the 'Facilitate' button will appear only when the user has relevant access to that year group or class.

You will see a list of scheduled assessments. Select 'Facilitate'.

To allow learners to access the assessments, you need to **release the assessments** to learners. Assessments are only available to be released after 8a.m. The system will only allow you to release assessments that are scheduled for the current date via a 'Release' button that will appear next to the learners.

Use 'Release selected' for all learners or a group of learners, or the 'Release' button for individual learners. A pop-up will appear reminding you to read the pre-assessment checklist for the subject you have released. You will need to use the 'close' button to exit the pop-up screen. Please ensure that learners are in a supervised environment when assessments are released.

Once released, the status of each individual's assessment will now show as 'Ready'. Learners will now be able to log in to Hwb and access the assessments.

Once a learner has started an assessment, the facilitation screen also allows you to pause, resume and cancel live assessments.

An assessment should be paused if the learners need to leave the assessment, e.g. if there is a fire alarm or if the learners are being given a break. The assessment can then be resumed and completed on the same day. An assessment should be cancelled when a learner has

started the assessment but is unable to complete it on the scheduled day. A cancelled assessment will not be recorded and will not provide any feedback. If the learner has started an assessment but failed to complete it, and the assessment is not cancelled, the results will be uploaded at 5p.m. and the assessment treated as completed.

If a learner does not start an assessment on the scheduled day, it will be automatically cancelled and can be rescheduled at a later date. To reschedule assessments for another date, select 'Reschedule', or schedule a new assessment from the Assessments tab.

The screen can be refreshed using the 'Refresh' button in the middle of the screen to view any changes to the 'Status' column.

4.2 Learner log-in

- Learners should navigate to https://hwb.gov.wales/ and enter their Hwb log-in credentials (username and password). They should be given assistance entering these where required.

- When their assessment has been released by a member of staff using the facilitation screen, learners should navigate to the 'Home' screen on the assessments website and select the relevant subject button, e.g. 'Numeracy (Procedural)', 'Numeracy (Reasoning)', 'Welsh Reading' or 'English Reading'. The text on this button will reflect the name of the assessment scheduled.

- The learner will see a message asking them to confirm their name and year (screenshot below).

- Once they select 'Yes', they will be taken to a new screen where they will be given a reminder of the resources needed for the assessment (see section 3.15.2). The assessment will begin when the learner selects 'start assessment'. If a learner selects 'No', they will be logged out of the system and taken to the Hwb 'Home' screen.
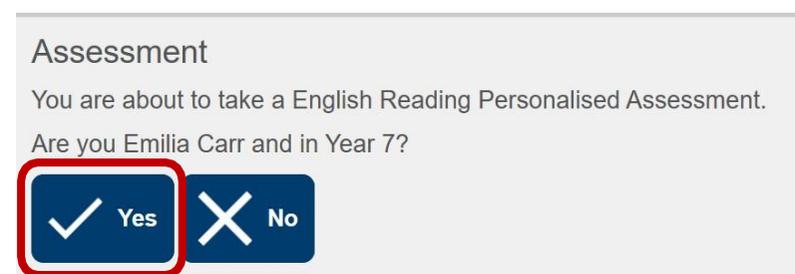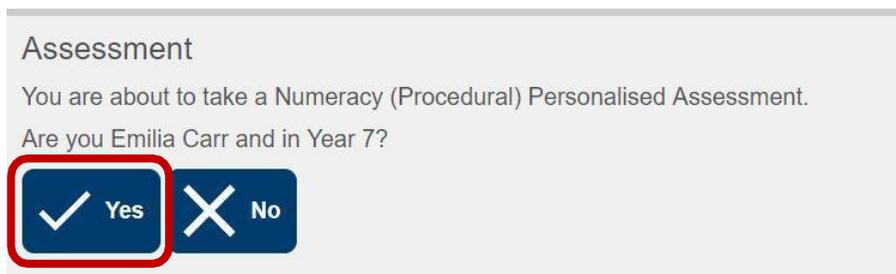
4.3 Assessment delivery

4.3.1 Numeracy (Procedural) Personalised Assessments

This assessment is divided into three sections of questions:

- Section 1: **5** questions – from the learner's current year group, or the starting year group selected for the learner at the point at which the assessment was scheduled
- Section 2: **15** questions – which can come from any year group, including up to one year above the learner's current year group (or the starting year group selected for the learner)
- Section 3: **8** questions – from any year group (learners in Years 2 and 3 can only receive questions from year groups up to year 6)
- Some learners may also receive an additional live trialling item.

There are three question types in Numeracy (Procedural) Personalised Assessments:
- numerical entry
- multiple choice
- multiple response.

An example of a multiple-choice question screen layout is shown below.
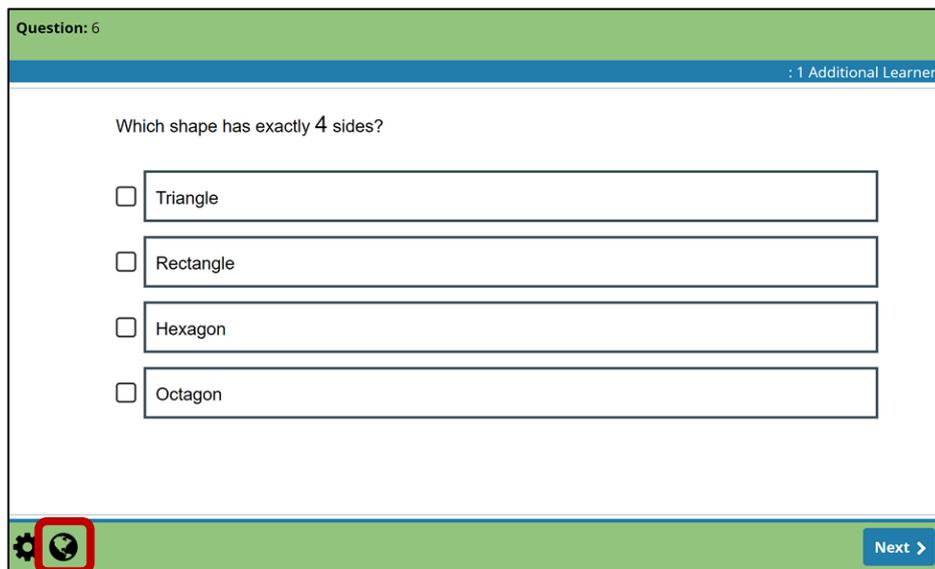
Selecting the 'globe' icon at the bottom of the screen allows learners to see the alternative language (English/Welsh).

The pop-up window shown in the screenshot below is an image of the same question in the alternative language. Learners should close the pop-up window to return to the question to provide an answer. Answers cannot be entered in the pop-up window. To close the alternative language pop-up, use the 'X' in the top-right corner of the pop-up window.
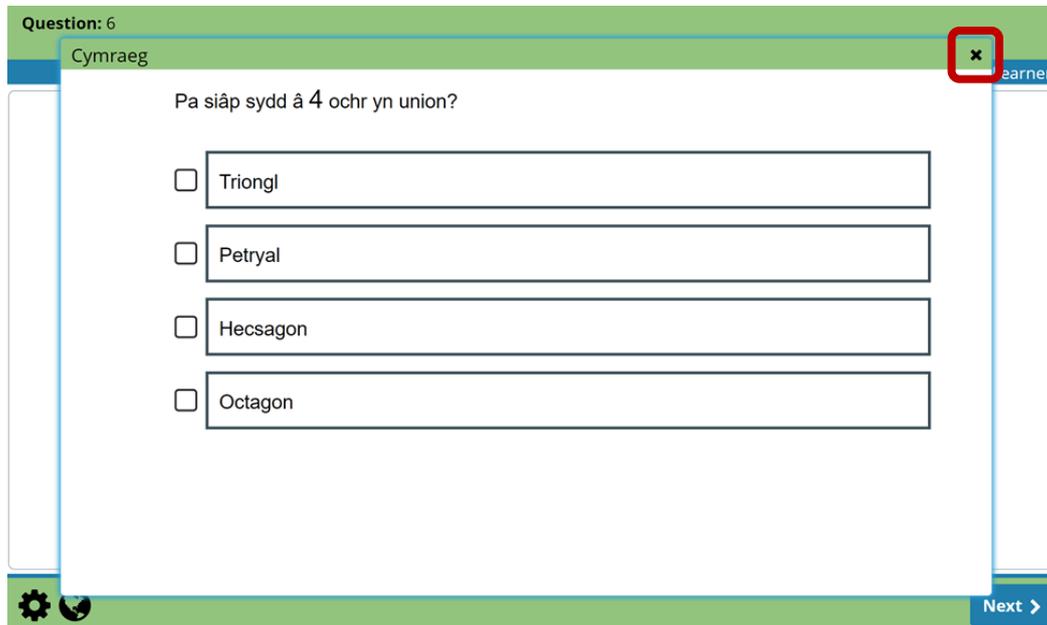
Question: 6

Cymraeg ✕

Pa siâp sydd â 4 ochr yn union?

☐ Triongl

☐ Petryal

☐ Hecsagon

☐ Octagon

Next ›

After learners have entered or selected their answer(s), they move on to the next question by selecting 'Next'.

In all assessments, if learners do not give an answer and select 'Next', they will be presented with the following message:
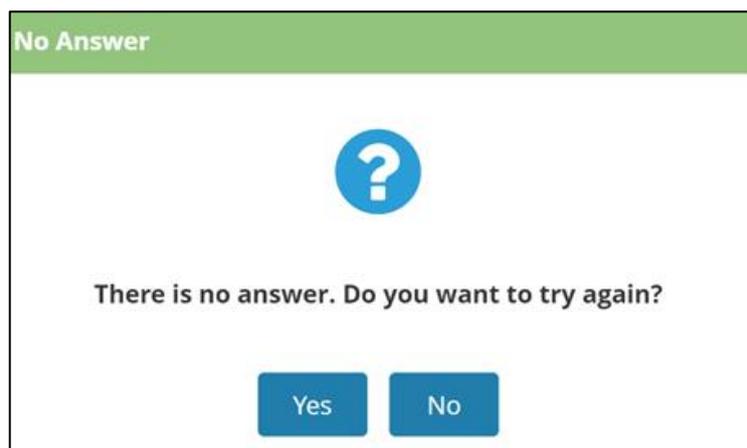
No Answer

?

There is no answer. Do you want to try again?

Yes   No

Selecting 'Yes' will return the learner to the current question. Selecting 'No' will move the learner to the next question.

4.3.2 Numeracy (Reasoning) Personalised Assessments

There are two question types in Numeracy (Reasoning) Personalised Assessments, namely:
- single mark questions
- multi-mark questions (with hints).

These questions are used to structure the assessment as follows:
- for Years 4 to 9, the assessment begins with single-mark questions before progressing to individual multi-mark questions with hints. The assessment concludes with the stimulus section, namely information pages and audio content on which a number of single- and multi-mark questions are based
- for Years 2 to 3, the assessment comprises single-mark questions followed by the stimulus section described above.

Single-mark questions

An example of the question layout is below:

Multi-mark questions (with hints)

An example of the question layout is below:
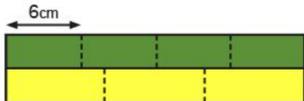
Multi-mark numerical entry questions have hints included. Notice the heading: 'This question has hints.' The hints provide a scaffold to finding the solution to a question and allow a judgement to be made of how much support a learner required to find a solution. The following hints are provided:

- If learners do not give an answer, they will be asked 'There is no answer. Do you want to try again?'. If they still cannot answer the question and choose 'No' they will be moved on to the next question.
- If they choose 'Yes' (i.e. they would like to try to answer the question again), they will then be asked if they want to see a hint. If they click 'Yes' they will be shown the first hint.
- If learners give an incorrect answer, they will first be asked to check their working.
- After the first hint is presented, if the incorrect answer or no answer is given, the learner will be asked if they want to receive another hint, if available, until the final hint is

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presented.
- If the learner accesses the final hint and then clicks 'Next' (whether they have entered an answer or not), the next question will always be presented to the learner without any pop-up message. This will be the case whether the learner gets the answer right or wrong.

The stimulus section

Stimulus questions are made of scenarios that are presented to learners via slides which have text and images and audio files. These information screens are then followed by a set of numerical entry question types (some with hints) based on the scenario presented. Examples of the different sections of the stimulus questions are below.

The screenshot below shows an information page with instructions on what to do next:
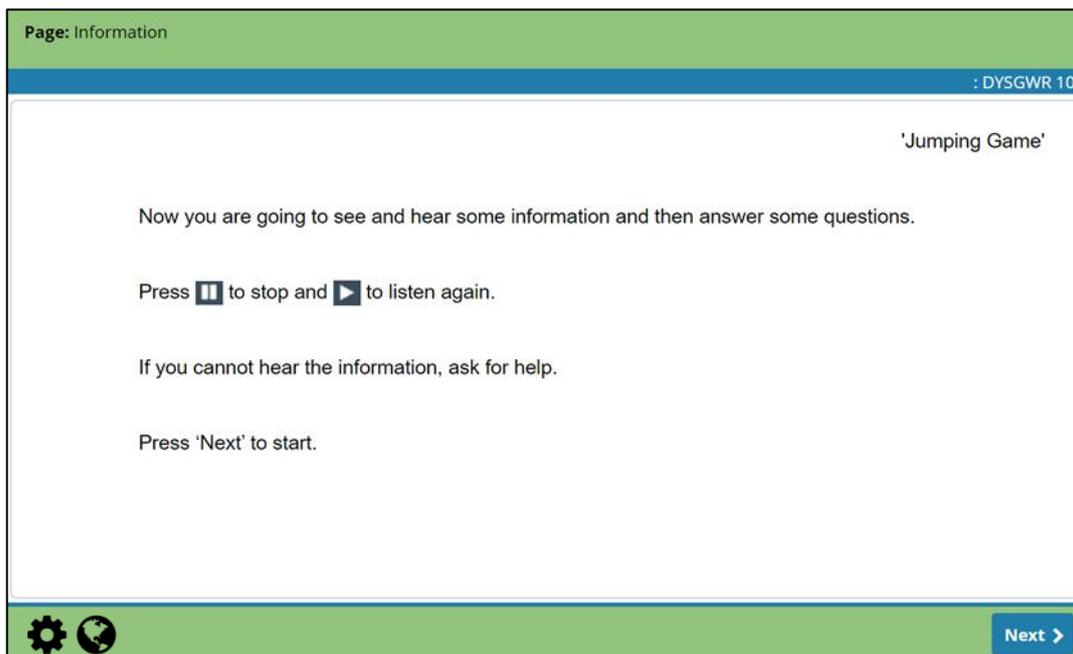
The screenshot below includes one of the audio files in this question set. The audio clip plays automatically, and learners may repeat the clip as many times as they wish. When the learner is ready to move on to the next slide, they must select 'Next'.
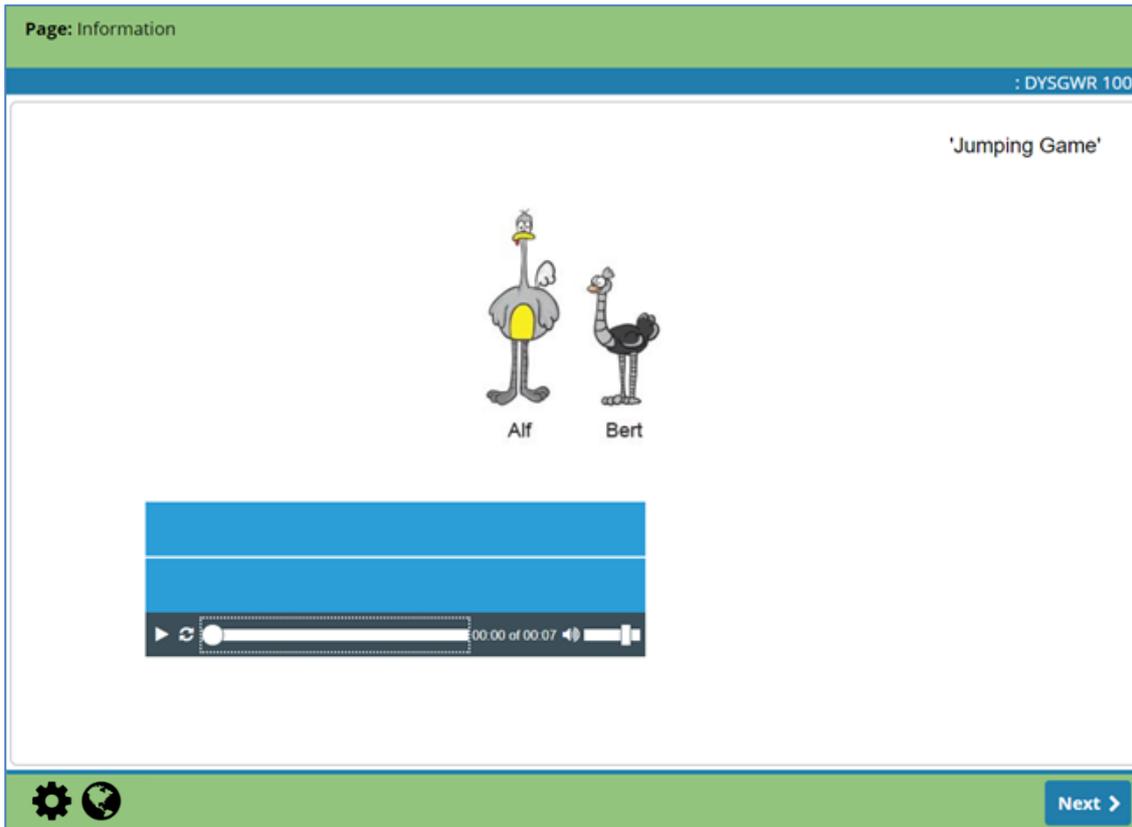
The screenshots below show a hint question following the information slides. The first screenshot shows how the question is initially presented.
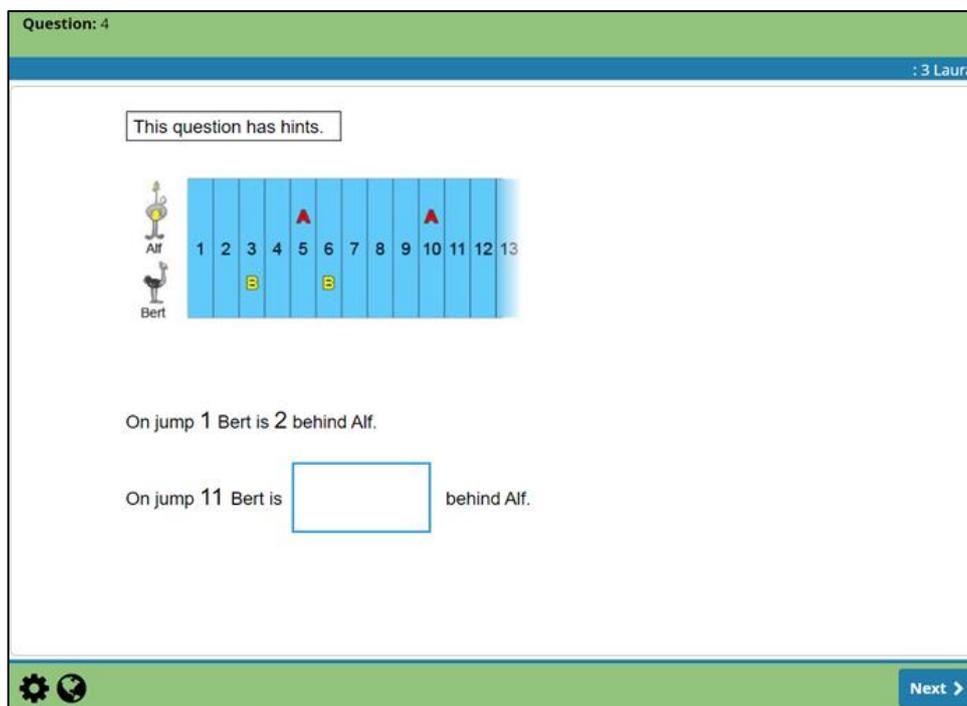
If a learner gets the answer wrong or doesn't provide an answer, they will be offered a hint. The first hint is always 'Check your working', as shown below.

The screenshot below shows the first and second hints on this question. Each hint displayed is preceded by any previous hints, the original question text and any answers the learner has already entered. The learner may need to scroll up if they wish to re-read the original question content, as shown in the image below.

Multi-mark hint questions can also appear as individual questions. These individual hint questions do not have information pages or scenario-based questions.

4.3.3 Reading Personalised Assessments

The assessment is divided into three sections of questions, with each section gradually increasing or decreasing the difficulty level based on the learner's responses.

The first section is based on questions that are approximately aligned to the learner's current year group, although staff can override it where necessary if a learner is working at a level below that. The second section and third sections are based on questions that are appropriate to a wider range of year groups.

Learners will receive a number of question types across the three sections of the assessment. Dependent on the starting year group, the question types will be presented as a combination of individual and sentence-completion questions (younger year groups) and questions based on short, medium and long texts (older year groups).

During the assessment, a learner who is answering more questions correctly will progress from reading short to long texts across the three sections. If a learner is not successfully engaging with the questions, the final section of the assessment will adapt to shorter texts suited to the level that they are working at.

The number of questions presented to learners will range from 31 to 34, as a trial question may occasionally be added. The average length of time to complete the assessment is generally between 20 and 40 minutes.

There are six question types in Reading Personalised Assessments (English and Welsh):

- sentence completion
- multiple choice (with answer options as either text or images)
- multiple response
- true or false
- sequencing
- drag and drop.

Some reading questions do not have an associated text. Below are examples of multiple choice questions that are not based on an associated text.

Multiple choice with text as answer options:

Multiple choice with images as answer options:

Drag and drop questions:

Individual question – no text

Put the picture in the correct box.

Apples and grapes	Dreams	Robin
Apples and grapes	Dreams	Robin

A book about bedtime

A book about fruit

A book about garden birds

Next >

Many questions are grouped together around a short, medium or long text. These are presented with an information page displaying the text. After learners have read the text, they will receive three to eight questions relating to that text.

An age-old game

The simple yet strategic game of **noughts and crosses**, also known as **tic-tac-toe**, has been around to fill periods of boredom for longer than you may think. It was played over 2,000 years ago in the Roman Empire where it was called **terni lapilli**. Players just had three stones which they moved around a grid. However, the game may date back even further as there is evidence that the ancient Egyptians played some form of it. Experts believe the name **ticktack** or **tic-tac-toe** came about sometime in the 1800s when the game was played by blindly throwing a pencil at a slate. Historians believe the name derived from the sound the pencil made when it hit the slate.

This classic game has survived the test of time though and in 1952 it was the first game to be played on a computer. So next time you draw yourself a grid, you can thank the ancient Egyptians for easing your boredom.

Next >

On each question screen, the text is displayed on the left-hand side of the screen and the question is displayed on the right-hand side of the screen. Examples are given below.

An age-old game

The simple yet strategic game of **noughts and crosses**, also known as **tic-tac-toe**, has been around to fill periods of boredom for longer than you may think. It was played over 2,000 years ago in the Roman Empire where it was called **terni lapilli**. Players just had three stones which they moved around a grid. However, the game may date back even further as there is evidence that the ancient Egyptians played some form of it. Experts believe the name **ticktack** or **tic-tac-toe** came about sometime in the 1800s when the game was played by blindly throwing a pencil at a slate. Historians believe the name derived from the sound the pencil made when it hit the slate.

This classic game has survived the test of time though and in 1952 it was the first game to be played on a computer. So next time you draw yourself a grid, you can thank the ancient Egyptians for easing your boredom.

Look at the text and choose **one** correct answer box.

What was **'noughts and crosses'** originally known as?

☐ tic-tac-toe

☐ three stones

☐ classic game

☐ terni lapilli

Next >

An age-old game

The simple yet strategic game of **noughts and crosses**, also known as **tic-tac-toe**, has been around to fill periods of boredom for longer than you may think. It was played over 2,000 years ago in the Roman Empire where it was called **terni lapilli**. Players just had three stones which they moved around a grid. However, the game may date back even further as there is evidence that the ancient Egyptians played some form of it. Experts believe the name **ticktack** or **tic-tac-toe** came about sometime in the 1800s when the game was played by blindly throwing a pencil at a slate. Historians believe the name derived from the sound the pencil made when it hit the slate.

This classic game has survived the test of time though and in 1952 it was the first game to be played on a computer. So next time you draw yourself a grid, you can thank the ancient Egyptians for easing your boredom.

Look at the text and choose **two** correct answer boxes.

Which **two** words are used to describe the game?

Number of selected options for this question: 0

☐ longer

☐ boredom

☐ tic-tac-toe

☐ strategic

☐ simple

Next >

In the second question above, learners are required to select more than one correct answer. If learners do not select the required number of answers and select 'Next', they will be presented with the following message:
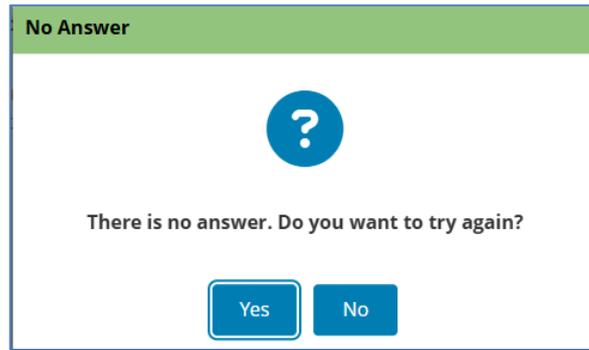
No Answer

There is no answer. Do you want to try again?

Yes   No

Selecting 'Yes' will return the learner to the current question. Selecting 'No' will move the learner to the next question.

After learners have entered or selected their answer(s), they move on to the next question by selecting 'Next'.

5. After the assessment

5.1 Reports

After the assessments have been taken, learner feedback reports are available to staff members with the 'Administrate' and 'Facilitate and analyse' functions to review and to share with learners (as appropriate). The learner feedback report for Numeracy (Reasoning) is designed to be teacher mediated and is not available for release to learners. Schools are not required to issue this report direct to parents. Reports for groups of learners will also be available upon request, summarising skills at a group level.

5.2 Staff access

The reports are available on the assessments website. Reports can be accessed only by staff with 'Administrate' and 'Facilitate and analyse' functions.

- Learner feedback can be viewed by staff members and released to learners (where appropriate) via the 'Learner feedback' area, under the 'Reports' tab.
- Individual learner feedback needs to be released by staff members before learners can access the feedback.

To access the feedback:

- log in to Hwb
- select the 'Personalised assessments' link in the 'Menu' near the top right of the screen or on the Hwb homepage.
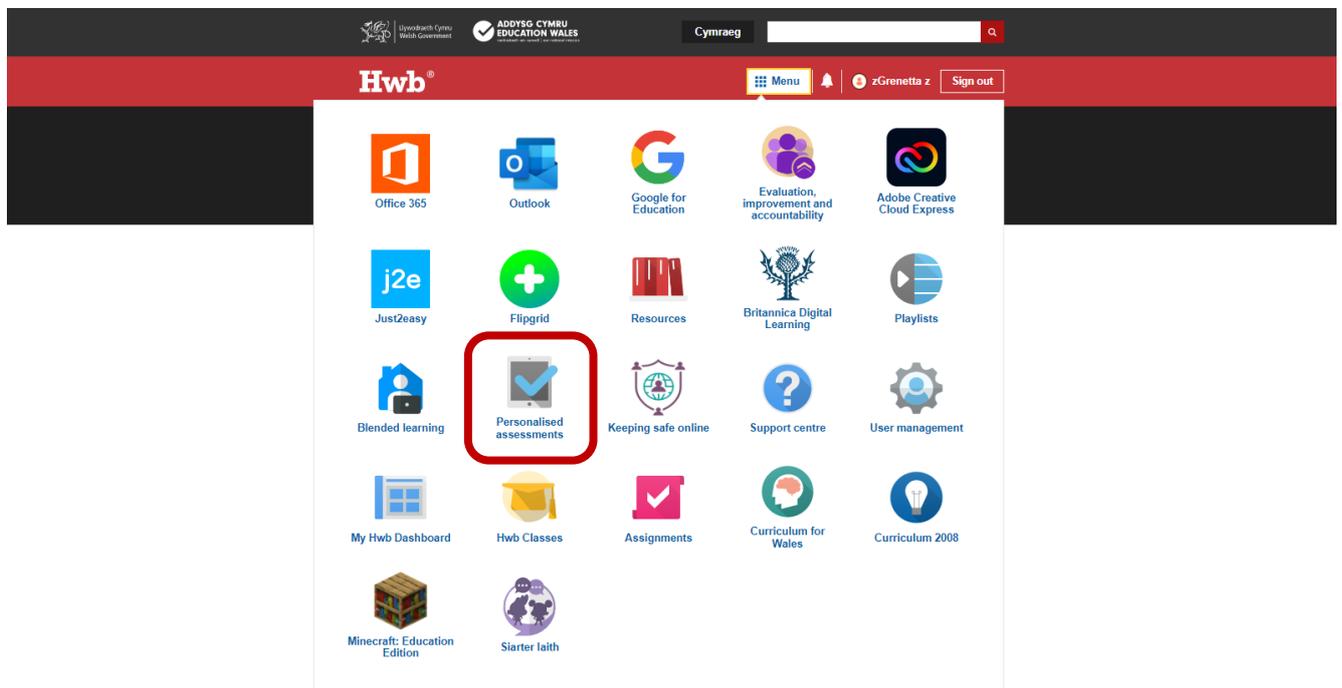
5.3 To view and release the learner feedback

- Select 'Learner feedback' under the 'Reports' tab.
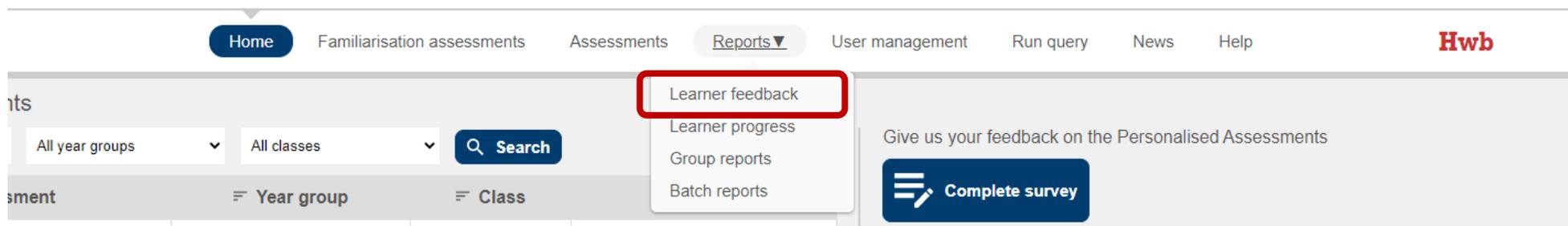
- Use the 'Feedback search' options to select the desired assessment type, date range, year group, class and/or learner.
- Select 'Search'.
- If 'Search' is selected without applying any of the filters, the system will display all of the learners in the year groups/classes the user has access to.

- To view an individual learner's feedback, select 'View feedback' shown in the screenshot below (this will open in a new browser tab).
- To release an individual learner's feedback to the learner, select 'Show' (also shown in the screenshot below). Once the 'Show' button has been selected, the 'Hide' button will be available. This will hide the feedback from the learner.
- Each time a new assessment is completed, the system produces a new feedback report. Previous reports remain shared but the new one will not be shared with the learner until it is released by the teacher.
- Individual learner feedback is generated after the assessment taken and on the same day. Groups of learner feedback (e.g. a class's feedback) are produced on request using the 'Batch reports' feature (see section 5.6).

- If you wish to print hard copies of the learner's feedback, select 'Print' from within the browser and 'Save as PDF' as the printer to use, which enables it to be saved as a PDF and then printed.

5.4 To view learner progress reports

Learner progress reports allow teachers to view learner progress across multiple assessments. Learner progress reports for personalised assessments are available after the assessment is taken. Learner progress reports are available to staff members with the 'Administrate' and 'Facilitate and analyse' functions.

- Learner progress reports are available to staff members via the 'Learner progress' section under the 'Reports' tab.

- Filter by assessment, learner name, year group and class then select 'Search'. If 'Search' is selected without applying any of the filters, the system will display all of the learners in the year groups/classes the user has access to.

- Selecting the 'Show' button makes the learner progress report available for the learner to view on their account. Staff can show and hide this report as required.

- If the progress report remains shared when the learner completes a new assessment, the report visible to the learner will automatically be updated with the most recent assessment.

- The 'View progress' button next to the desired learner takes you to that learner's progress page.

- The 'Progress' section displays the progress reports available to view. Learners will have one progress report per subject. The 'Feedback' section shows the individual learner feedback for assessments previously taken.

- The 'View progress' button opens that learner's progress report in a new browser tab.

- Selecting the 'Back' button will take you back to the learner progress search page.

5.5 To view the group reports

Group reports are requested via the 'Group reports' screen, accessed via the 'Reports' tab. When a group report has been requested, it will be immediately available. Please note that it is advised that requests for the reports are made by class, where possible.

When the report is available, a notification appears on the 'Home' screen of the assessments website to show how many new reports are available to view. Reports will then show on the 'Group reports' screen with a status of 'Available' and a 'View' button will be displayed.

When the report has been viewed, the date and time will be recorded and displayed in the 'Viewed' column. The report will also have a status of 'Viewed'.

Group reports will expire at the end of the academic year. When a report has expired it will be deleted from storage. If the report is required again, it can be re-requested provided that the school still retains data access rights for those learners.

- Select 'Group reports'.
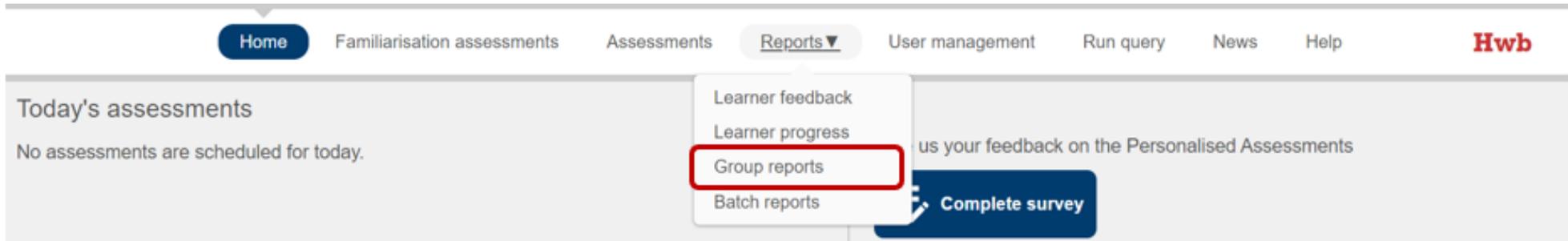
- Use the search criteria to select the desired assessment type, report type, year group, class and date range and select 'Search' to view existing reports or select 'Request group report' to request a new group report.
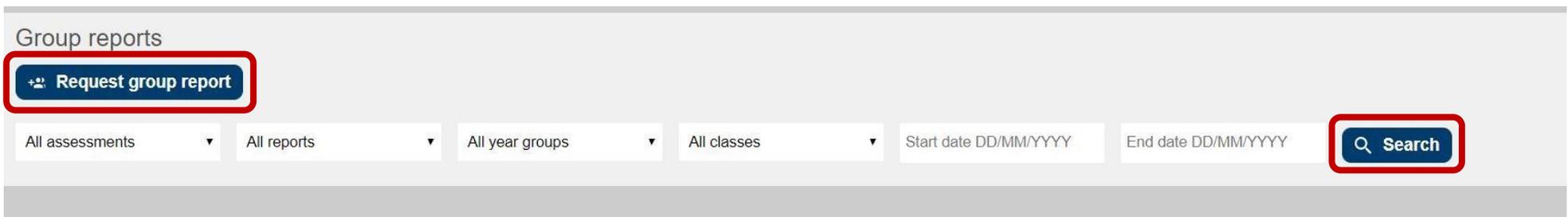
- Use the drop-down lists to select the assessment, type of report, the year group, class or custom group of learners, academic year and the date range.

- Select 'Request group report'.

Reports for a custom group of learners can be created through the 'Group management' option.

- Select 'Group management' — this screen also shows existing groups a user has created.

- Select 'New group' — this is also accessible in the 'Request group report' screen.

- Enter a group name and add learners to the group.

- Select 'Save' to create the new group.

Please note: Group reports are saved at the point that they are requested and remain current through each academic year. At the end of the academic year all saved group reports are deleted from the system for data protection.

5.6 Batch reporting

Batch reports allow staff members to view and print feedback and progress reports for multiple learners by year group or class.
- Under the 'Reports' tab, select 'Batch reports'.

- Select 'Request batch report' to request a new batch report. Alternatively, enter your search criteria (assessment type, report type, year group, class(es) and date range) and select 'Search' to view reports requested earlier within the school year.

- Selecting 'Request batch report' presents this screen where a new batch report can be requested. Select the criteria (assessment type, report type format, language, year group, class(es) or custom group) for the desired report then select 'Request report'.

To view the requested report(s), enter the search criteria and select 'Search'. Selecting **'Search'** with no search criteria will bring up a list of all the batch reports that the user has previously requested.

- Once requested, a single PDF report will be immediately generated. When the report is available a 'View' button can be selected to open the report. If you select 'View', the report opens in a new browser tab where you can view/print the report. It is advised that requests for the reports are made by class, where possible.

- A status of 'Pending' would be shown only if a zip file is requested.

When viewing reports, the user can change the language displayed in that report by toggling between the English and Welsh tabs at the top. If a user wants to print a report, it will be printed in the language selected in the tab.

Printing the batch reports is available in each of the browsers listed in section 3.4. However, we recommend using the Chrome browser as it requires the least number of changes to the settings before printing.

Once you have the reports ready to print in your browser check the print and page settings. Ensure that:

- the 'Paper size' is set to A4
- the pages are set to print on both sides if printing bilingual reports
- the headers and footers are switched off
- the 'Print background graphics' option is switched on
- the colour has been set to the desired option: greyscale or colour
- the 'scale' option has been set to what's most suitable for the set of reports — we recommend a scale of 79 per cent
- you always print a test page before printing large batch reports
- all of the above settings are found within a browser's print or page settings.

Please note: The individual feedback and progress reports are saved at the time the assessment is completed. However, if print batches of individual reports are requested, these are generated at the point at which the request is made. This means that if print batch reports are requested for learner reports for a previous academic year, then they may appear slightly different to the version saved on Hwb; though the underlying results and data remain the same. For the learner feedback reports, the skills statements may differ as in summer 2022 the reports were updated to reflect the refreshed Literacy and Numeracy Framework which was updated to align with the Curriculum for Wales. The progression curves may appear different on the learner progress reports as they were updated in summer 2023 to reflect the re-standardisation that took place at that time. The points for all previous and new assessments will be shown on each new progress chart. Following the change to the progress curve, previous assessment points may appear to have moved slightly when compared with historical reports.

5.7   To add and edit a note for a group or batch report

When requesting a group or a batch report, a note up to 1000 characters can be added that provides relevant information about the cohort of learners that has taken a personalised assessment. Under the 'Reports' tab, select 'Group reports' or 'Batch reports'. The following screenshots show the process for group reports, but the method is exactly the same for batch reports.
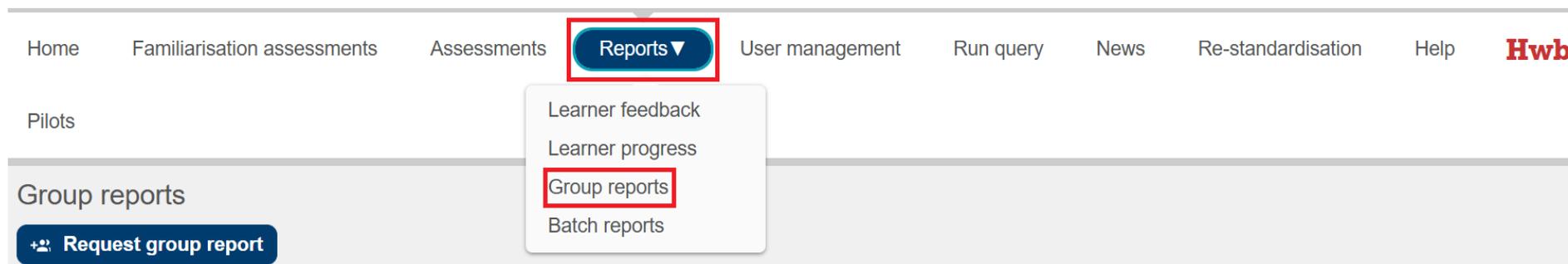
In the 'Group reports' or 'Batch reports' tabs, select 'Request group reports' or 'Request batch reports'

Group reports

+👥 Request group report
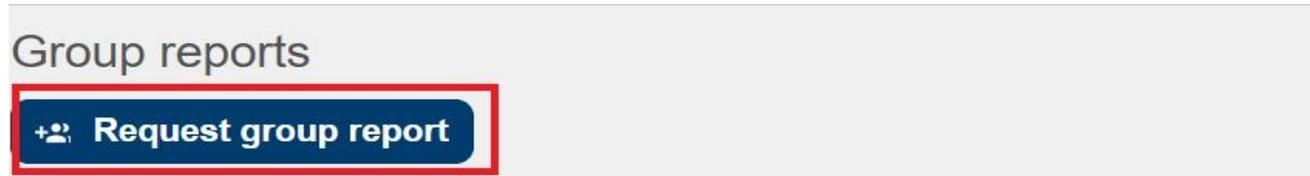
After completing the request details (e.g., the assessment, type of report, the year group, class or custom group of learners, academic year and the date range) there is a free-text 'Notes' box at the bottom of the page to add in any relevant information.
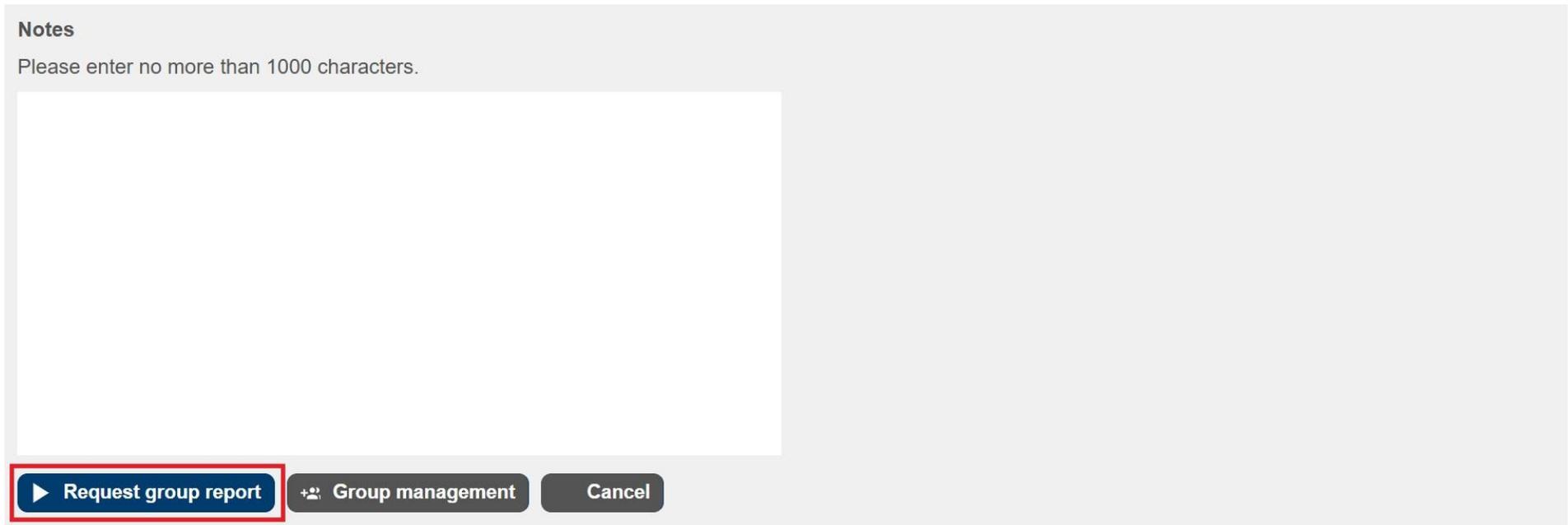
Notes

Please enter no more than 1000 characters.

▶ Request group report   +👥 Group management   Cancel

When the note has been added, select the 'Request group report' button or 'Request batch report'.

Alternatively, a note can be added to a group or a batch report that has already been generated. To add a note to a generated group or batch report, select the 'Add Note' button on the right-hand side of the row.

☐	Numeracy (Reasoning)	Group Progress Report	Year 2	02/02/2024	02/02/2024 16:43:14	Viewed

[View] [Delete] [+ Add Note]

The free-text 'notes' box will appear. Select the 'Save' button when the note has been added.

Add Note
Please enter no more than 1000 characters.

[Save] [× Cancel]

To edit a group or batch report note, select 'Edit Note', update your note and press 'Save'.

☐	Numeracy (Reasoning)	Group Progress Report	Year 2	02/02/2024	02/02/2024 16:43:14	Viewed

[View] [Delete] [Edit Note]

5.8 To delete a group or a batch report

Unwanted group reports and batch reports can be deleted. The following screenshots show the process for group reports, but the method is exactly the same for batch reports.

Under the 'Reports' tab, select 'Group reports' or 'Batch reports'. Choose the group report or batch report that needs to be deleted. In the row for that report, select the 'Delete' button on the right-hand side of the row.

☐	Numeracy (Reasoning)	Group Progress Report	Year 2	02/02/2024	02/02/2024 16:43:14	Viewed	⬇ **View** 🗑 **Delete** ✏ **Edit Note**

When selected, a pop-up message will ask a question to confirm if that group or batch report should be deleted. Select 'Yes' to confirm the deletion or 'No' to retain the group or batch report.

Delete report

Are you sure you want to delete the Numeracy (Reasoning) Group Progress Report report for Year 2, requested on 02/02/2024?

✓ Yes   ✕ No

5.9   Interpreting reports

The reports contain a range of detailed information across a number of different screens. The following sections describe the information in the reports available and how they can be interpreted.

5.9.1   Learner feedback report

The learner feedback report highlights the learner's strengths and areas for further development. For Numeracy (Procedural) and Reading, statements are presented in the report along with a sample question for each statement (not the exact same question as the learner received). Up to four statements will be included in each section, but the number may be fewer if the learner answered very few questions correctly or incorrectly, e.g. if the learner skips nearly all of the questions.

The descriptors at the bottom of the report take the learner's final result from the assessment and map this against the complete bank of questions. The first descriptor summarises the questions in the bank that relate to the learner's current attainment level. The second descriptor summarises the questions in the bank that are a bit more difficult than those of the learner's current attainment level. Learners performing right at the top of the bank will receive a statement that they are at the top of the bank and need to move on to more challenging content.

Teachers may review the learner reports for Numeracy (Procedural) and Reading before releasing them to the learners (by selecting 'Show' in the screen shown).

	≡ Name ↑		≡ Year group	≡ Assessment type	≡ Last Taken	Feedback
☐	Stephen Ackton	ⓘ	7	Numeracy (Procedural)	15/05/2019	≡✓ View feedback　⌇ Show　Not yet shown to learner

The teacher is likely to want to discuss the feedback with some or all of the learners to plan next steps.

For Numeracy (Reasoning), the report provides information on how the learner approached different question types in the assessment, their understanding of the different elements for reasoning relative to their average performance and links to sample questions relevant to the ability at which they are working. The report is designed to be teacher mediated, as the information contained in the report may be difficult for learners, parents and carers to interpret independently. Therefore, schools are not required to issue the learner feedback report directly to learners, parents and carers by releasing from the system. Instead it is recommended that teachers consider the reports and accompanying resources, and how and when to share the information and class-based activities with learners to support understanding and development of their reasoning skills.

5.9.2   Learner progress report

The first section of this report plots all learner assessment scores to date so that the teacher, the learner and their parents/carers can track their progress over time. The second section of the report provides an age-standardised score from the learner's most recent assessment. This score compares the learner's performance in their assessment with the scores of other learners in the same year group who were born in the same year and month and took the assessment at the same point in the academic year. The scores are on a scale of 70 to 130 with 100 being the mean score. Learners with very low or very high performance will have scores of <70 or 130+.

In line with international best practice, the Personalised Assessments are re-standardised approximately every 4 to 5 years. When a re-standardisation occurs, the progress curves are updated in this report to reflect the evolving spread of national attainment. The points for all previous and new assessments will be shown against the new progress curve; therefore, previous assessment points may appear to have moved slightly when compared with historical reports. We will communicate to schools each time a re-standardisation takes place.

A limited number of learners in Wales may repeat or miss years of study for locally agreed reasons. In these instances, the learner progress report will display adjusted timings along the bottom of the chart, and the progress curve within the chart will reflect the years of study and the year groups in which the learner completed personalised assessments. The following statement will appear above the chart to explain why

there are adjustments within it: *'This uses information from my assessments to show where I am compared with all other learners in my year group in Wales who took the assessment at the same time of year as I did. The dates of my assessments show that my progress through year groups does not follow the usual pattern. This means my progress might look different to that of other learners. I can ask my teacher if I have any questions.'*

As with the learner feedback reports, these reports will not be visible to the learners in Hwb until the teacher has released them. To release learner feedback, please see section 5.3.

It is strongly advised that the following reports are shared with parents and carers: individual feedback for Numeracy (Procedural) and Reading, and individual learner progress reports in all subjects. In addition to that, schools are encouraged to share these reports with parents and carers while the information is current and do not have to wait until the end of the year. Feedback for Numeracy (Reasoning) will be teacher-facilitated and will not result in a report to be issued directly to parents and carers.

5.9.3   Group reports

There are five types of group report available within the system:
1.   Group profile (scatterplot)
2.   Group skills profile (LNF areas)
3.   Learner paths
4.   Group progress report
5.   Group skills profile (analysis of strengths and future development areas).

Each of these reports is described in detail in the following sections. Each can be run on any group defined within your management information system (MIS) (e.g. year group or class) or a custom group as defined in the personalised assessment website. On each of the reports, the unique content is at the top of the report, and then the second part is common across all five types of group report. The common section is a table of results for the group that fall within the time window selected for the report query.

If there is anything unusual in relation to a learner's assessment data an exclamation symbol appears next to their name. Hover over this symbol for more information. The symbol will appear for one, or more, of the following reasons:

- This learner completed their assessment in under 10 minutes.
- This learner's assessment did not reach a natural conclusion. It is most likely to have been terminated either by the learner or a member of staff.
- This learner chose not to answer 25% or more of the questions in their assessment.

If schools wish to include the age-standardised or progress scores in their MIS, this can be done by importing the data from the table in the second section of any of the group reports. There is a button provided to download this information into a CSV spreadsheet to support its transfer into another system (e.g. school MIS).

5.9.4   Group report: Group profile (scatterplot)

The group profile report plots the relative attainment of the different learners in the group along with the group average. The names of the learners represented can be seen by hovering over the different points. Girls are represented by blue squares and boys by red triangles. Any learners for whom the gender information is not available are represented by grey circles containing a white triangle.

The table at the bottom of the report provides the names of the learners in the group, along with their Hwb IDs. Information about the time spent on the assessment, the number of questions received, and the average time spent on each question is also provided as background information for the teacher to use when considering the reports.

Standardised scores and age-standardised scores are available to view on this report.

5.9.5   Group report: Group skills profile (LNF areas)

The group skills profile report summarises the attainment of the whole group against the ten Numeracy and eight Reading areas of the LNF. The report shows the relative attainment in the different areas. To produce this graph, the questions assessing each LNF area for each learner in the group are combined and summarised.

Where there are few results for an LNF area, but sufficient for an attainment level to be calculated, the level symbol is a question mark in a circle to indicate that the attainment level

should be treated with caution. This happens with a small group of learners when each attempts a small number of questions on an LNF area, and the performance may not provide a statistically reliable picture of the group's average attainment level in that area. Where insufficient data is available to calculate an average result, the column is greyed out.

The table at the bottom of the report provides the names of the learners in the group, along with their Hwb ID. Information about the time spent on the assessment, the number of questions received and the average time spent on each question is also provided as background information for the teacher to use when considering the reports.

The reading report also includes the number of information pages seen by the learner as described in section 4.3.3.

Standardised scores and age-standardised scores are available to view on this report.

5.9.6 Group report: Learner paths

The charts on the learner paths report show the path that the learners took through the assessment, with one chart for each learner. Each learner started with an easy question for an average learner in their curriculum year (unless the teacher chose to override this). The coloured dots, triangles and crosses show whether the learner got the question right or wrong and the relative difficulty of the question they were given. For example, in Numeracy (Procedural), if the learner got the first question right, this will be shown with a blue circle and the next question will be higher on the graph, reflecting the fact that it was a more challenging question. If the learner got this second question right, it will be shown with a blue circle and the next question will have been more challenging again. If the learner got the second question wrong, then it will be shown with an orange triangle and the following question will have been easier (and will appear lower on the graph). A cross denotes a rapid incorrect response, based on data showing that learners who respond this quickly to this question are very unlikely to answer it correctly. The dots, triangles and crosses show each question in the learner's assessment until the assessment was terminated by the system or a staff member.

The reports for Reading are similar, except that questions linked to a reading text are selected in sets. The learner will be presented with all the questions in that set, possibly getting all right, all wrong or some right and some wrong. These responses will be marked with blue circles for correct and red triangles for incorrect. At the end of the question set, the assessment system will choose a new question set for the learner.

The reports for Numeracy (Reasoning) are similar to Numeracy (Procedural), except that the path is split by the sections the assessment is based off (i.e. single mark, hint items and stimulus set). For the hint items, the difficulty of each of the hints is presented on the journey and linked. These responses will be marked with blue circles for correct and red triangles for incorrect. Unused hints will be marked with grey squares.

The hover-over functionality for a Numeracy (Procedural) assessment shows which LNF area each question is targeting and the duration the learner took on the question. For a Reading assessment, the hover-over functionality shows the LNF area, duration and the text type the question was attached to.

Questions that are flagged as a rapid incorrect response are identified through looking at the response time of the learners in their year group who did get the questions right. If the learner took less time than 95% of learners in the same year group who got it right, then it is marked with a cross. This means that, given the challenge of the question, the learner

may not have spent sufficient time engaging with the content to have a reasonable chance of being able to identify the correct answer.

The purpose of this graphical representation of the learner's path through an assessment is to indicate some of the qualitative aspects of their working. Some typical learner profiles are:

- extremely consistent performance, rapidly reaching their final attainment level with little variation through the assessment
- an initial drop, possibly due to nerves or lack of concentration, followed by a steady climb in performance indicating consistent attention
- rapid incorrect responses indicating that the learner might be guessing quickly rather than engaging fully with the question content.
- an early peak in performance followed by a steady decline, possibly indicating a lack of continued concentration.

When combined with a teacher's own knowledge of a learner's working style, this may enable the teacher to provide feedback on appropriate working strategies, in addition to the curriculum-specific information in the individual learner feedback report.

The table at the bottom of the report provides the names of the learners in the group, along with their Hwb ID. Information about the time spent on the assessment, the number of questions received and the average time spent on each question is also provided as background information for the teacher to use when considering the reports.

Standardised scores and age-standardised scores are available to view on this report.

5.9.7   Group progress report

The group progress report shows how a group's attainment develops over time. It shows the mean score for the group of learners in the subject for which the assessments have been taken, and it is mapped to the range of scores of learners in their year group in Wales. In addition, it details the progress scores of all individual learners within the group and their age-standardised scores for their most recent assessment.

The first section of the report plots the average performance of all learners within the group in each term, allowing the teacher to track their progress over time. You can hover over the points in the chart to see how many learners and assessments contribute to the point. The data from the points is also summarised in the second section of the report for easier reference.

In line with international best practice, the personalised assessments are re-standardised approximately every four to five years. When a re-standardisation occurs, the progress curves are updated in this report to reflect the evolving spread of national attainment. The points for all previous and new assessments will be shown against the new progress curve; therefore, previous assessment points may appear to have moved slightly when compared with historical reports. We will communicate to schools each time a re-standardisation takes place.

The table in the third section at the bottom of the report provides the names of the learners in the group, along with their Hwb ID and details of their most recent assessment progress scores and age-standardised scores are available to view in this table.

5.9.8   Group skills profile (analysis of strengths and future development areas)
This report is available for Numeracy (Procedural) and Reading assessments only. A teacher can define the group, but it must include a minimum of 8 and a maximum of 40 learners.

This report is accessed by shortened title on the group report menu: Group skills profile (analysis).

The chart at the top of the report sets out five skills descriptors identified as areas of strength and five skills descriptors that are areas for future development. For the skills descriptor to be included in the report, it must meet the following criteria:

- a minimum of eight different learners within the group must have received questions on this topic
- a minimum of three different questions associated with the topic must have been used.

From the skills descriptors which meet these criteria, those with the most correct answers will be identified as a strength, and those with the most incorrect answers will be identified as a future development area.

The chart has the following headings:

Element: provides the high-level curriculum elements with which the skills descriptor is associated. The number of elements displayed may vary according to the skills descriptors which are identified for reporting in the chart.

Skills descriptor: the five strength areas and five future development areas skills are listed (grouped by element). The skill descriptor text is hyperlinked to an example question relating to the skills descriptor. The skills descriptor gives the most detailed information about the content covered in an assessment item (there are approximately 60 unique LNF descriptors per subject).

Progress score: this section charts the group's average performance for each of the skills descriptors listed. The report takes all the questions candidates were shown in relation to the skill descriptor and calculates an estimated ability. The circle symbols are representative of the average of the group.

Below the chart there is some text to support interpreting the information, particularly in cases where there is not a clear difference between the strengths and development areas. It lists:

- the five areas the group has demonstrated the greatest strength in
- the five areas the group might need to develop in the future.

Below this there is a downloadable spreadsheet, with the option to see further information on individual learner attainment. This contains tabs for the five strengths and future development areas seen in the assessment/s during the period selected. Within the spreadsheet there is a covering information sheet which provides an overview of the contents. The rest of the information is set out in tabs, with each tab relating to one of the 10 skills descriptors in the main report.

- The 'Strength area' tabs show data for the skill descriptors the group performed best on. The highest numbered tab is the one with the best performance overall.
- The 'Future development area' tabs show data for the skill descriptors the group performed least well on. The highest numbered tab is the one with the least strong

performance overall.
- Each assessment sat by the group members is shown in the rows. A learner may appear twice if they have completed two assessments during the period selected.
- There is a column for each question from that skill descriptor the group received.
- The numbers in the columns show whether learners answered the question correctly (1) or incorrectly (0).
  - Cells with a **1** in are shaded green if the learner, based on their ability estimate from assessment was not expected to answer the question correctly, got it right.
  - Cells with a **0** in are shaded red if the learner, based on their ability estimate from assessment was expected to answer the question correctly, got it wrong.
- Shading will not be provided in the cells for learners where there was not sufficient evidence to generate a learner feedback report.
- Questions are ordered from easiest to hardest and left to right.
- There is a column displaying the total number of questions received by each learner for the skills descriptor at the right of the table.
- The total number of questions received by learners for the skills descriptor is displayed at the bottom of the table.

The 'Group members and scores' section provides the names of the learners in the group, along with their Hwb ID. The time spent on the assessment, the number of questions received, and the average time spent on each question are also provided as background information for the teacher to use when considering the reports. This table can be downloaded as a spreadsheet.

Standardised scores and age-standardised scores are available to view on this report.

5.9.9 Running a query

This feature allows staff with the 'Administrate' function to track how many learners:
- have not taken an assessment this academic year
- have taken an assessment this academic year
- have taken an assessment this academic term
- have taken only one assessment this academic year
- have taken two assessments this academic year.

To run a query, select 'Run query' from the assessments website.

Select the desired criteria, year groups and classes from the drop-down lists, and select 'Run query:

6. Modified versions of the personalised assessments

The personalised assessments have been designed with learners' access in mind; it is expected that nearly all learners will be able to access them without special arrangements. However, where accessible versions are needed, these are available and the usual access arrangements can be made.

6.1 Available accessible versions

Where possible, learners should be provided with support to access the assessments in the same way as it is provided within their day-to-day classroom practice for computer-based working.

Two modified versions of the Numeracy (Procedural) Personalised Assessments are available:

- a modified large print (MLP) version of the onscreen assessment, which has some questions with simplified wording or layout, e.g. for those with complex diagrams. These are equivalent to the MLP versions of the former paper-based tests and should be used by learners who would generally use those versions.

- a Braille version of the onscreen assessment, which is set up to work with a screen reader (see below) and also requires the use of tactile diagrams for some questions. These are equivalent to the Braille versions of the former paper-based tests and should be used by learners who would generally use those versions. This version will require the use of a screen reader or an adult to help the learner with reading the questions.

A familiarisation assessment is available for the Braille version, which may include the use of a tactile diagram. The learner should have the relevant tactile diagram booklet available when using the familiarisation assessment. See section 6.3 below on how to order the tactile diagrams. Information about how to access the familiarisation assessments is included in section 3.13.

For learners using a screen reader or those with an adult reading the questions, props such as Braille number grids can be used to provide a record of numbers from the question. Other props can be used, such as tactile clocks or scales, where this reduces memory load for the learner and is in line with usual classroom practice. The support should not help the learner with the numeracy required by the questions.

Two modified versions of the Numeracy (Reasoning) Personalised Assessments are available:

- a modified large print (MLP) version of the onscreen assessment, which has some questions with simplified wording or layout, e.g. for those with complex diagrams. These are equivalent to the MLP versions of the former paper-based tests and should be used by learners who would generally use those versions.

- a Braille version of the onscreen assessment, which is set up to work with a screen reader (see below). These are equivalent to the Braille versions of the former paper-based tests and should be used by learners who would generally use those versions. This version will require the use of a screen reader or an adult to help the learner with reading the questions. In this modified version of the assessments, the audio files embedded within the stimulus questions are read automatically to the learner.

For learners with hearing impairment or similar accessibility requirements, the Numeracy (Procedural) assessments are suitable to be completed using the non-modified assessment

and scheduling route. For the stimulus questions within the Numeracy (Reasoning) assessments, supporting PDF transcripts of the question texts are available for an adult to help the learner. Adults may sign all or part of any question and record their sign language responses, if appropriate, if this is usual classroom practice. The PDF transcripts are available through contacting the Helpdesk and should be obtained prior to commencing the assessment.

A familiarisation assessment is available for those using the MLP and Braille versions. Information about how to access the familiarisation assessments is included in section 3.13.

Two modified versions of the Reading Personalised Assessments are available:

- a modified large print (MLP) version of the onscreen assessment, which has some texts removed which have highly visual content. These are equivalent to the MLP versions of the former paper-based tests and should be used by learners who would generally use those versions.
- a Braille version of the onscreen assessment, which uses booklets of Braille texts and questions. These are equivalent to the Braille versions of the former paper-based tests and should be used by learners who would generally use those versions. This version will require the use of a screen reader or an adult to help the learner input their answers onscreen. Braille booklets are available in both grade 1 and grade 2 Braille.

A familiarisation assessment is available for the Braille version, which uses Braille texts and questions. The learner should have the relevant booklet available when using the familiarisation assessment. (See section 6.3 for ordering the Braille booklets.) Information about how to access the familiarisation assessments is included in section 3.13.

Please follow the guidelines below when administering a Braille assessment.

- The learner should not be helped with reading the texts or the questions.
- The learner can be helped with the Braille/reading of names of people or places.
- The learner can be helped with the Braille contractions as needed.
- The helper can read any onscreen text.
- The helper can input the answer given by the learner based on any format the learner provides e.g. if they say the answer rather than give the option letter in a multiple-choice question.
- The helper can separate each text and set of questions from the main booklet to hand to the learner.

It should be noted that the order of the texts in the booklets does not reflect the difficulty of the text or the associated questions.

To use the modified versions of the assessments, you should access the assessments website and in the 'Assessments' screen, select 'Schedule an assessment':
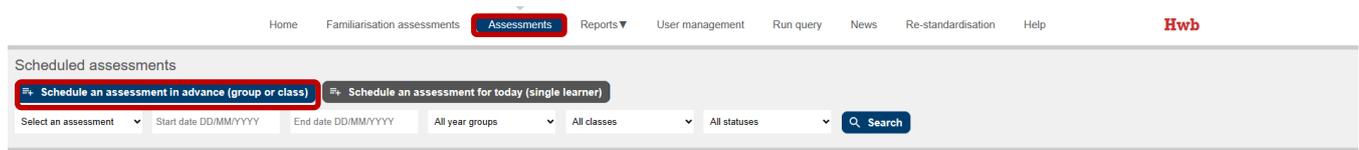
In the drop-down menus, select the appropriate modified assessment, e.g. 'Numeracy (Procedural) – MLP user', 'Welsh Reading – MLP user' or 'English Reading – MLP user', choose the desired language and date, then select 'Add learners'.

Select the appropriate year group and/or class and select 'Search'.

Select the learners' names using the tick boxes and select 'Add learners'.

Choose any amendments to 'First question difficulty'* or 'Accessibility options'** (screenshot below) if required, then select 'Schedule this assessment'.

* The 'First question difficulty' box allows you to override the starting difficulty for learners who are performing significantly below the level of their curriculum year. This should be used only in exceptional circumstances.
** Advice on the accessibility options can be found in section 6.2.2.

6.2 Access arrangements

The assessments have been designed with learners' access in mind. It is expected that nearly all learners will be able to access them without special arrangements. However, where accessible versions are needed the assessments have been devised to meet the widest possible range of access needs, and to work with a wide range of commonly used access technologies and usual access arrangements. Where possible, learners should be provided with support to access the assessments in the same way that it is provided to them in day-to-day classroom practice for computer-based working.

6.2.1 Rest breaks and time allowed

The Personalised Assessments do not have a fixed duration, although there is a minimum and maximum number of questions — see section 2.2.The assessment will stop when it has made a reliable decision about the learner's ability within the minimum and maximum number of questions. The Numeracy (Procedural) Personalised Assessments are generally between 25 and 30 minutes long, the Numeracy (Reasoning) Personalised Assessments are generally between 30 and 35 minutes long, and the Reading Personalised Assessments are generally between 20 and 40 minutes long (depending on the speed at which the learner works). This may be longer for learners using the modified versions. If you feel that the learner requires a break to allow them to perform to the best of their ability, this can be done by pausing the assessment using the facilitation screen on the website. The learner can log out and then log back in and the assessment will resume where it was left off. It is important that the assessment is paused during the break, or the learner may be able to access it from another device.

The assessment must be completed on the same day as it is started. An uncompleted assessment (i.e. an assessment started but not completed) will automatically be submitted at 5p.m. on the day it was started. As there is no fixed assessment duration, the concept of additional time does not apply, The staff member may determine how long to give the learner to complete the assessment based on classroom practice and learner wellbeing.

If the assessment cannot be completed on the same day, the staff member should cancel the assessment by 5p.m. via the 'facilitate assessment' screen (as shown in section 4.1). If the assessment is not cancelled by 5p.m., please contact the helpdesk.

6.2.2 Quiet space

Some learners may find it difficult to maintain attention in classrooms or ICT suites, for example learners who use hearing devices or assistive listening devices and will benefit from carrying out the assessment in a quiet space. This should be accommodated as far as is

possible/practical and in line with normal classroom practice for the learner.

6.2.3 Colour options

When scheduling an assessment for a learner, it is possible to select a range of different colour options. This includes:

- black text with cream background
- blue text with white background
- black text with yellow background
- black text with white background
- yellow text with black background
- light blue text with black background
- black text with light green background
- black text with light magenta background.

Options that use light text on a dark background are available. Screen filters should be used to accommodate for the needs of these learners as an interim measure. Any learners with these preferences previously set will have had their preference reverted to black text with a light magenta background. The colour options can be applied by the staff member when scheduling the assessments in the assessments website, using the cog icon in the screenshot below.

The colour selected should be in line with what the learner uses in the classroom. The teacher may wish to consult the learner prior to the assessment to select the most appropriate colour scheme for them. The learner may set their own overlay in the familiarisation assessment to enable them to review the available options and hence have an informed discussion with their teacher. Younger learners may need help with this from their teacher or another adult.

The assessment is currently set up so that the colour overlay is not applied to images. This is because the overlay may make the colour image less distinct and therefore less accessible. For example, a yellow overlay over a yellow image may mean the image becomes less clear. If this set-up is not suitable for the learner, then it is possible to use colour overlays on the computer or laptop screen (this would not work for a tablet device) or for the learner to use coloured filter lenses. Again, the approach selected should reflect the approach used for the learner in the classroom.

The colour overlay is not applied to the reading texts for the English and Welsh Reading Personalised Assessments. The background of the reading texts will inherit the colour from the selected colour scheme. Therefore, please be aware when selecting an accessibility option that uses a dark background, the text of the source material may be inaccessible due to the default black text being applied on top of the dark background.

6.3 Using screen readers

The Numeracy (Procedural) and Numeracy (Reasoning) Personalised Assessments have been designed to be compatible with dedicated screen reader software and have been tested with JAWS (Job Access With Speech) and NVDA (NonVisual Desktop Access).

NVDA use is currently recommended as a means of access for users operating via keyboard navigation only as it does not operate consistently within the assessments when using with a mouse/cursor.

For the Numeracy (Procedural) and Numeracy (Reasoning) assessments, alternative text ('alt text') has been added to the images where this is appropriate. Where mathematical notation is used, e.g. in displaying fractions, an internal structural application (MathML) has been used. MathML will be read by JAWS and NVDA if used with Microsoft Edge or Google Chrome browsers.

To access the alt text information associated with the graphics, please ensure that the personal settings in JAWS have been configured as follows:

- Graphics (All/Tagged/None) – configures which graphics should be reported by JAWS. The default (correct) setting is 'All'.
- Graphics recognise by (Title/Alt attribute/OnMouseOver/Longest/Custom search) – configures which attribute's text should be spoken by JAWS when it encounters an image. The default (correct) setting is 'Alt attribute'.

NVDA users must install and configure the freely available MathCat plug-in to enable the programme to interpret and read the MathsML content. Further information can be found through this link: https://addons.nvda-project.org/addons/MathCAT.en.html. Welsh users will also need to download a synthetic voice pack to support the reading of Welsh.

For the Reading assessment, a screen reader can be used to access the onscreen text by learners using the Braille versions. A screen reader cannot be used to access the reading texts or the questions. A screen reader should be used where it reflects the learner's classroom practice. Learners using this function will need to be entered for the Braille version of the assessment. See the instructions above on how to select this version for the learner.

Please note: Learners who are using Braille versions of the assessments will require tactile diagrams for Numeracy (Procedural) and Braille booklets for Reading in order to access the assessments. These can be ordered from the Assessment Helpdesk – tel: 029 2026 5099 or e-mail help@personalisedassessments.wales. Two weeks should be allowed for delivery of the materials.

For learners using Braille versions of the Numeracy assessments, classroom materials can be used to provide additional support where appropriate e.g. tactile diagrams and basic shapes.

Please note: Any changes and/or updates to the use of screen readers will be published on the News page of the personalised assessments website.

6.4 Magnification tools

The personalised assessments have been designed to work with the magnification tools available within learner devices (e.g. Windows Magnifier or the browser zoom function).

These should be used in the way that the learner uses them in classroom practice. An

enlarged version will probably require additional scrolling, which the learner may need support with (that is, when using browser zoom – Magnifier automatically scrolls if using mouse navigation). The assessments are designed so that a prompt is given when vertical scrolling is required. However, if a learner zooms past a certain point using the browser zoom function horizontal scrolling may also be required.

To get the best experience while zooming within the browser, learners using Windows machines should use Microsoft Edge with a screen resolution of 1920 x 1080. Using a 27-inch screen, a learner can zoom in to 240 per cent, which is equivalent to a 32-point font size, while using a 15-inch screen allows a learner to zoom in to 180 per cent, which is equivalent to a 26-point font size, without requiring horizontal scrolling. Using Chrome reduces the maximum zoom size before horizontal scrolling is required to 200 per cent, equivalent to a 28-point font size, and 175 per cent, equivalent to a 26-point font size, respectively in terms of screen size.

If using an iPad, learners can use various settings to increase the size of text:

- The Larger Text setting can be found in Settings ⚙ > Accessibility > Display & Text Size > Larger Text. Turn on Larger Accessibility Sizes and drag the slider to select the font size the learner would like.

- The Zoom setting can be found in Settings ⚙ > Accessibility > Zoom. After turning the feature on, triple-tap the screen with three fingers to show the Zoom menu. Here you can:
    - zoom in
    - switch between Window Zoom and Full Screen Zoom – tap Choose Region
    - resize the Zoom lens – (Window Zoom) tap Resize Lens, then drag any of the round handles that appear
    - apply a filter – tap Choose Filter, then choose Inverted, Grayscale, Grayscale Inverted, or Low Light
    - show the Zoom Controller – tap Show Controller.

Safari provides the best experience for magnification on an iPad as learners can choose to view the reading texts in Reader View. Reader View allows a learner to change the font, font size and the colour of the font and background.

To open the text in Reader View, open the assessment within Safari and select the 'Reader' button ☰ on the left of the address bar. This will then show two capital As AA to the right of the address bar. Tap on the As to show the font menu – here you can reduce or increase font size (by selecting the As at the top of the menu), change the background and font colour, or select a different font from the list. To exit Reader View, tap the 'Reader' Button again to return to the question.

Learners using the enlarged version may need to be entered for the MLP version of the assessment, depending on the extent of the magnification required. For example, a large amount of magnification can make it difficult to review complex tables, and so simplified versions have been developed for these learners. See the instructions in the section above on how to select this version for the learner.

6.5 Navigating using the Tab function – Numeracy (Procedural)

The 'Tab' key is a shortcut that can be used while using the personalised assessments. It is located on the keyboard and can be used to navigate through the assessments. The image below shows an example of the tab key.
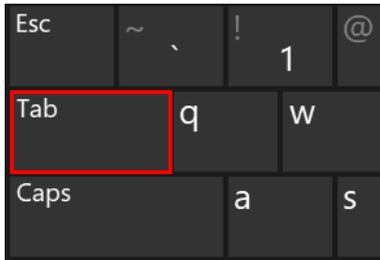
For the Numeracy (Procedural) Personalised Assessments, to navigate questions using the Tab function:
- press 'Tab' to select the answer box
- enter an answer
- press 'Tab' and select 'Enter' to open the globe icon that enables a user to view the question in the alternative language
- press 'Tab' and select 'Enter' to close the pop-up window
- press 'Tab' to select the 'Next' button
- press 'Enter' to move to the next question.

6.6 Navigating using the Tab function – Numeracy (Reasoning)

You can also use the Tab function to navigate the questions and texts in the Numeracy (Reasoning) Personalised Assessments:
- press 'Tab' to select the answer box
- enter an answer
- press 'Tab' and select 'Enter' to open the globe icon that enables a user to view the question in the alternative language
- press 'Tab' and select 'Enter' to close the pop-up window
- press 'Tab' to select the 'Next' button.

Some questions have hints.

If the answer is incorrect:
- a pop-up window appears, press 'Enter' to view a hint
- press 'Tab' to select the answer box
- enter an answer.

For hint questions with no answer entered, a pop-up window asks whether the learner wants to try again.
- Press 'Tab' to move through the choices (Yes or No)
- Press 'Enter' to select a choice
- If a learner decides to try again, another pop-up window appears asking whether the learner would like a hint
- Press 'Tab' to move through the choices (Yes or No)
- Press 'Enter' to select a choice.

For the questions that have audio, press Tab to select play/pause button:
- press 'Enter' to pause
- press 'Tab' and 'Enter' to replay the audio
- press 'Tab' to select the audio timeline
- use the up and down or left and right arrow keys to move through the audio timeline
- press 'Tab' and 'Enter' to mute
- press 'Tab' and use the up and down or left and right arrow keys to change the volume of the audio.

6.7 Navigating using the Tab function – Reading

For the Reading Personalised Assessments, you can also navigate questions and texts using the Tab function:

- press 'Tab' once to select 'Read the text'
- press the 'Enter' key
- the pop-up text window is selected on opening; to move this window up or down, use the up or down arrow keys. Similarly, the left and right arrow keys allow a learner to move the text window left and right. If the screen is big enough, the text will open side by side with the question; if a learner wishes to unpin the text from the side-by-side view, press 'Tab' once to select 'Unpin dialogue' and select 'Enter'
- press 'Tab' (twice if the pin/unpin option is available) to select 'Close window'
- press 'Enter' to close the window
- press 'Tab' to move through the answer choices and press 'Enter' to select an answer
- press 'Tab' to move through the remaining answer(s) and select the 'Next' button
- press 'Enter' to move to the next question.

6.8 British Sign Language

The learner's usual sign language support can be used to sign any text to the learner for Numeracy (Procedural) and Numeracy (Reasoning) assessments, working at the learner's own pace. You may sign all or part of any question and record their sign language responses, if appropriate, and if this is usual classroom practice. Sign language can be used for the instructions in the Reading Personalised Assessments, but not for texts and questions.

Learners who use and learn through British Sign Language will be dependent on competent interpreters of the assessment material who are able to work at a level appropriate for the assessment and are familiar with learners' use of signs for subject-specific vocabulary.

6.9 Audio content

Deaf learners who use personal hearing technology such as hearing aids or cochlear implants commonly experience difficulties with accessing audio content through headphones. These learners should therefore be offered alternative arrangements, including audio input directly into their hearing technology, and/or the ability to adjust the volume of the speaker on their device, if they are familiar with this equipment and use it in the classroom.

6.10 Scribes

Scribes may be used for learners who would normally receive this type of support in a classroom setting or who have the need for a scribe as a result of a recent impairment. A scribe should only be used to support a learner:

- who uses Braille
- who is physically unable to use a keyboard
- who has a motor impairment or experiences physical or mental discomfort when typing responses
- whose typing is extremely slow.

6.11 Readers

Any question or instruction in the National Numeracy (Procedural) and Numeracy (Reasoning) Personalised Assessments can be read to the learner by a member of staff. The instructions can be read to learners in the Reading Personalised Assessments, but the texts and questions must not be read. Please note that most browsers have a 'Read aloud' function whereby if a user right-clicks on any text onscreen and selects 'Read aloud', the browser will read that text out. This is a browser function that can only be changed locally. Schools should

ensure that learners do not use this browser feature to read the texts.

6.12 Reading aloud

Some learners may work more effectively if they can hear themselves read. Learners who may find this approach useful would need to be identified in advance of their assessment so that the assessment can be taken in a location which best suits the learner. This should be accommodated as far as is possible/practical and in line with normal classroom practice for the learner.

6.13 Overriding the learner's starting question difficulty

The assessments are personalised, which means that the assessment system will select a question or text to present to a learner based on the response given to the previous question. This means that the assessment will adapt to the learner's ability level. The first question in an assessment is determined by the learner's current national curriculum year group.

It is possible for the staff member to override the starting question difficulty by selecting a different starting year group. The override is available to the staff member in the assessments website when scheduling an assessment for a learner. This should be used only in exceptional circumstances.

Note that for learners in Year 2 there is no lower entry point. Learners who start with a Year 2 question will never receive content aimed above Year 6. For this reason, practitioners should avoid setting the starting year difficulty at Year 2 for learners in higher year groups. If learners are not presented with sufficiently difficult questions, this could affect the validity of their age-standardised and progress scores.

7. Helpdesk support

7.1 General queries and support

If you encounter any problems, the Assessment Helpdesk — tel.: **029 2026 5099** or e-mail help@personalisedassessments.wales — will be available between **8a.m. and 5p.m.**

The helpdesk team can support you through the complete process, including the following:

- Hwb log-in
- scheduling and facilitating assessments
- accessing feedback and reports
- reporting IT/internet connection issues.

When calling the Helpdesk, please have the following information ready:

- school contact details – DfES number, contact name, phone number and e-mail address
- issue category – e.g. Hwb log-in, scheduling, internet connection
- symptoms, error messages, description of issue.

The helpdesk team will diagnose your issue and advise on any actions required to resolve it.

If this isn't possible, they will log your call and refer to an appropriate team to investigate, who will be in contact with you at the earliest opportunity.

To mitigate IT issues, we strongly advise that you refer to the IT guidance for schools and Welsh Government's education digital guidance resources prior to using the assessments:

Education digital guidance for schools | GOV.WALES

7.2 System support FAQs and troubleshooting

Some common issues and questions have been documented in the System support FAQs, available through the Help page on the personalised assessments website.

Occasionally, users who have experienced technical difficulties have been able to find and fix the cause of the problem locally, without needing to contact Helpdesk for assistance. The System support FAQs contain details of some of the more common issues encountered, and possible ways to get around these issues.

Sometimes, contacting the Helpdesk is the best and most efficient route, in which case the System support FAQs contains some detailed information on when to contact the Helpdesk and what information you should try to provide to allow your situation to be resolved as quickly as possible.

Annexe: Dual-registered (pupil referral unit) learner guidance

1. Introduction

In this guide, learners who are enrolled at both a primary and a subsidiary school/unit, one of which is a pupil referral unit (PRU), are referred to as being dual-registered (PRU).

The dual-registered (PRU) functionality:
- allows learners to belong to more than one centre;
- allows learners to be included in schedules or reports generated by teachers when the class that the learner belongs to is selected;
- provides learners with the ability to switch between school/unit;
- logs the learner in to the centre where assessments have been scheduled for the current day;
- provides teachers from both the school and the unit the ability to schedule and facilitate assessments for the learner;
  - only allows the teachers from the school/unit that scheduled the assessment to facilitate or edit the scheduled assessment;
- provides teachers from the school/unit the ability to generate and access reports for the learner.

2. Prerequisites

The dual registration for a learner in a pupil referral unit can be set and amended using the unit's management information system, and this can be done by a teacher at the primary school/unit. They will need to specify which setting is the primary school/unit and which is the subsidiary.

3. Before the assessment

3.1 How to schedule an assessment for a dual-registered (PRU) learner

Refer to section 3.9 '*Scheduling and editing assessments*' above, for how to schedule an assessment.

Note:
- Both the primary and subsidiary registered school/unit have equal access to schedule assessments for the PRU learner. The learner will still be limited to two assessments per academic year per subject.

4. Running an assessment

4.1 How to facilitate an assessment for a dual-registered (PRU) learner

Refer to section 4.1 '*Facilitating a personalised assessment*' above, for how to facilitate an assessment.

Note:
- Only the school/unit that schedules the assessment has the ability to facilitate the assessment. This includes editing, cancelling and releasing the assessment.

4.2 How dual-registered (PRU) learners will be able to access assessments scheduled by the primary or subsidiary centre

When a learner is set up on the management information system to have a primary school/unit and a subsidiary school/unit, they will see a new user interface when they log in to the personalised assessment website.

A dropdown box will be displayed to dual-registered (PRU) learners to allow them to pick between school/unit, depending on the one they are currently attending. This will default, when logged in for the first time, to the school/unit where assessments have been facilitated for the current day.

Learner's user interface:
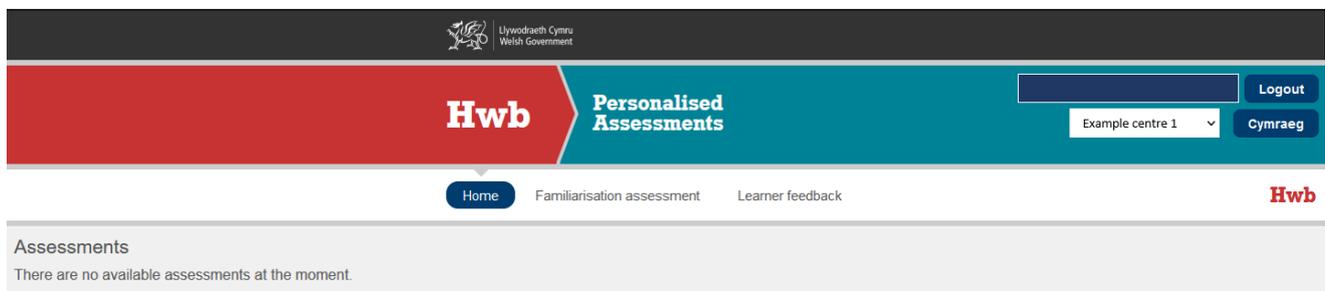
Selecting the drop-down box will list both centres with which the learner is associated. Selecting the one not currently selected will align the learner to that school/unit's management information system.
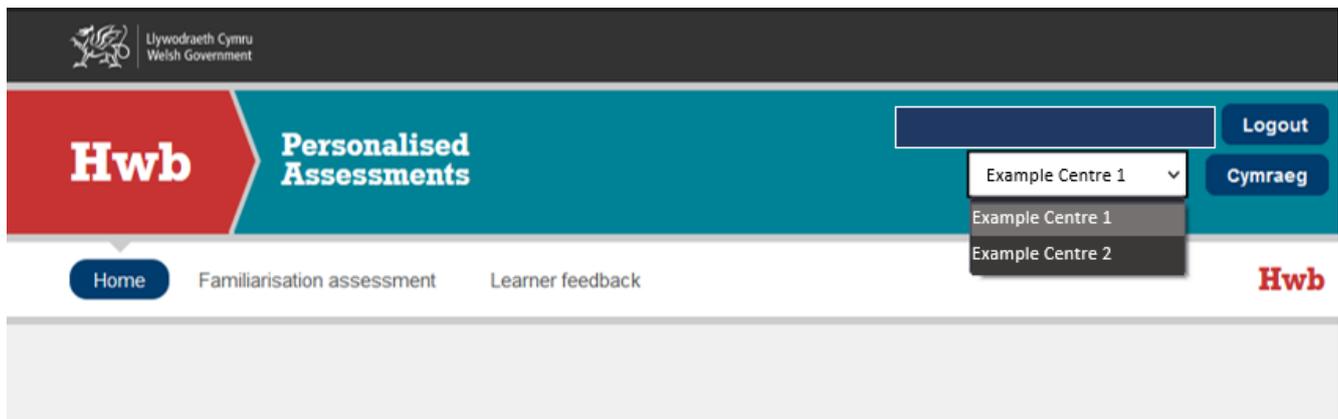
5. After the assessment

5.1 How to generate reports for dual-registered (PRU) learners

Refer to [section 5.3](#) '*To view and release the learner feedback*', [section 5.4](#) '*To view learner progress reports*' and [section 5.5](#) '*To view the group reports*'.

Note:
- Progress reports and learner feedback reports will be available to the teachers at both the school and the unit at which the pupil is registered. For group and batch reports, the learner's results will be included regardless of where the assessment was taken unless the learner is deselected when generating the report.
- Both the school and unit can create custom group and batch reports by deselecting specific learners so that they are not included when generating reports. Refer to the next section for how.

5.2 How to create custom group or batch reports

1. From the 'Home' page, select 'Reports' and then select 'Group' (or 'Batch').

2. Select 'Request group report'.

3. Populate the resulting form, ensuring that all available fields are complete. **Before selecting 'Request group report'**, select the 'Select learners' button located at the bottom of the form. This will only be possible if the fields populated can reference assessments taken.
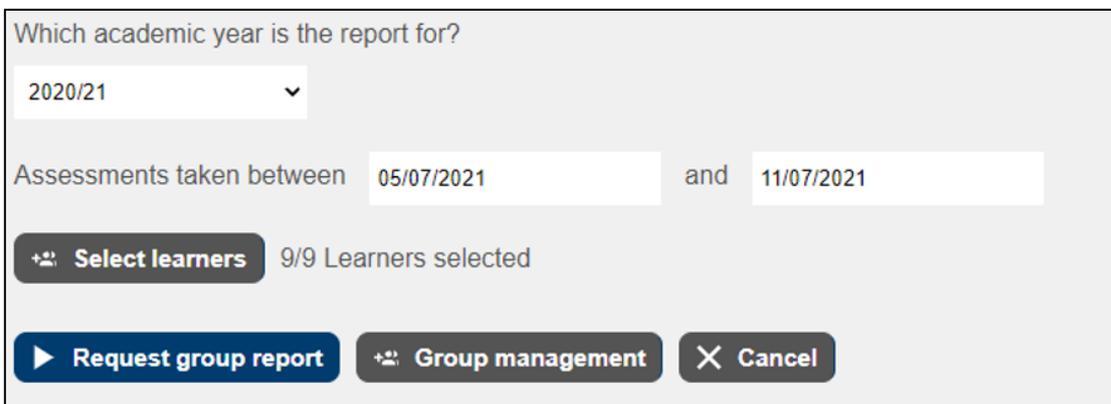
4. Select the tick box next to the names of the learners you would like to include in the report generation.

5. Select the '+ Confirm learners' button to save the change.

6. You will be taken back to the report form. Next to the 'Select learners' button, the number of learners selected should reflect the amount of tick boxes you have selected.

7. Verify that all fields in the form are correct, and when ready, select the 'Request report' button.