

Personalised assessments

Guidance for practitioners on learner feedback and sharing with parents and carers

2019/20



Llywodraeth Cymru
Welsh Government

Understanding learner feedback and learner progress reports from the Numeracy (Procedural) and Reading Personalised Assessments.

This guidance highlights some key points that may be helpful to practitioners when considering learner feedback and reports and discussing them with parents/carers. It is structured around questions that parents/carers may have.

What is the purpose of the personalised assessments?

The purpose of the personalised assessments is to help learners progress, through understanding what they can do, the things they need to work on and their next steps. Personalised assessments provide detailed information on the skills of individual learners and whole classes, which teachers can use to plan next steps in learning and teaching.

What are personalised assessments?

In personalised or 'adaptive' assessments, the questions and/or texts (for the Reading assessment) are generated based on the learner's response to the previous question. A learner who answers questions correctly will receive questions or texts that are slightly more challenging; a learner who answers questions incorrectly will receive slightly easier questions or texts. This process continues until the assessment has covered the relevant aspects of the curriculum and gathered sufficient information on the learner's responses. This provides an individual assessment experience and tailors the level of challenge for every learner.

The questions for Numeracy (Procedural) assessment are chosen from a large 'bank' (over 1,600 Numeracy (Procedural) questions) designed for Years 2 to 9. Numeracy (Procedural) focuses on numerical facts and procedures – the numerical 'tools' that are needed to apply numeracy within a range of contexts.

The texts and questions for the Reading assessment are chosen from a large 'bank' of texts and questions. The Reading assessments provide information on how well a child understands a text and whether they are able to make judgements about what they are reading.

The assessments are based on the skills set out in the [National Literacy and Numeracy Framework](#) (LNF).

For a short introduction on the personalised assessments, watch this [animation](#).

[An animation for parents and carers is also available](#). Schools may wish to share this via their school web pages and communication channels.

What reports should be shared with parents/carers?

There are two types of reports on individual learners that should be shared with parents and carers: **learner feedback** and **learner progress**.

Learner feedback

Sample learner feedback is available in Annex 1. Some parents/carers may be unfamiliar with interpreting this type of feedback but it is important that they are able to understand the information given to them about their child and what it means for their child's learning.

When given a copy of their child's feedback, parents/carers can also be given a copy of or to help them interpret that feedback.

Schools are encouraged to share the feedback while it is current. Schools may choose to do this at parents' evenings in the context of other feedback on learners' progress. If the assessments are taken twice during the academic year, parents/carers should receive both sets of feedback.

If schools wish to print copies of individual learners' feedback, select 'Print' from within the browser and print it directly. A function for printing reports for multiple learners is also available on the assessment website.

Learner progress

In addition to the feedback on skills, individual learner reports on progress, showing the age-standardised score for the most recent assessment, are available the day after each Numeracy (Procedural) assessment. These must be shared with parents and carers also. An example learner progress report is available in Annex 2.

When given a copy of their child's progress, parents/carers can also be given a copy of [*Understanding the learner progress report following a Numeracy \(Procedural\) Personalised Assessment*](#).

Schools can consider when to share learner progress reports with parents, for example they may choose to do this at parents' evenings at the same time as sharing the feedback on a learner's skills.

If schools wish to print copies of individual learner progress, select 'Print' from within the browser and print it directly. A function for printing reports for multiple learners is also available on the assessment website.

For Reading assessments undertaken during the 2019/20 academic year, individual learner reports on progress, including age-standardised scores, will be available towards the end of the school year. This is because whole cohort data is used to calculate the age-standardised score.

What does the learner feedback report tell me?

The learner feedback report highlights the learner's strengths as demonstrated in a particular assessment (the hardest questions they got right), and some of the questions that they got wrong which could indicate possible areas for development. The statements are based on the skills in the LNF, as measured in the assessment. Statements are presented in the report along with a sample question and/or text for each statement (not exactly the same question that 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, e.g. if a 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 at the learner's current attainment level.

What happens if a learner is performing at the top of the question bank?

Learners performing right at the top of the bank will receive a statement that they have answered questions correctly at the top of the bank and may need to move on to more challenging content. It is important to note that this statement applies to the skills assessed in that particular personalised assessment and it does not necessarily mean the learner is functioning at the top of their curriculum year in all aspects of Numeracy (Procedural) or Reading. The assessment outcomes form part of a suite of formative information that a teacher will have and should therefore not be viewed or used in isolation.

What happens if a learner is performing at the bottom of the question bank?

Learners performing right at the bottom of the bank will receive the easiest questions available in the bank. There are a number of questions and texts in the bank set below the Year 2 LNF content. However, if a learner is unable to access the assessment, the teacher should consider alternative ways of assessing the learner's skills and areas for improvement.

What does the learner progress report tell me?

The learner progress report uses the data from the assessments taken to date to build up a picture of the learner's progress over time.

In the 2019/20 academic year, progress reports for the Numeracy (Procedural) assessment are available the day after each assessment has been taken.

However, during the first year of the Reading assessments progress reports will not be available until the majority of learners have taken an assessment and the standardisation analysis can be conducted. Progress reports for Reading will therefore be supplied to schools towards the end of the school year.

Learner progress report, section 1:

The chart includes all online assessments the learner has taken to date. The progress score – the value behind the symbol for each assessment marked on the chart – is a standardised score. It is calculated by comparing an individual learner's outcome with the outcomes for all other learners in their year group in Wales across a full academic year of personalised assessments. The score range is 950–1050 and the average is 1000 (shown by the broken line on the chart). This score is available to schools and is listed in group reports.

The dotted lines show the learner's typical range, based on the assessments taken to date. The range may go up and down over time as data becomes available on more assessments taken by each learner. Learners' performance on the chart may vary from one assessment to another for a variety of reasons – for example if they take two assessments, one early and one late in the school year, they may be seen to be making more progress upwards, relative to other learners.

Learner progress report, section 2:

The score given here is the age-standardised score recorded for the learner's most recent assessment. The age-standardised score is worked out by comparing learners' assessment scores with the scores of other pupils in their year group in Wales who were born **in the same year and month**. The score range is 70–130 and the average is 100.

Why are assessments available to take at any point during the academic year?

The purpose of the personalised assessments is to provide teachers and learners with formative information on skills so that they can understand areas to work on and

plan next steps. It is up to individual schools to decide when to use them to best support learning and teaching. Schools may also choose to use them a second time during the school year to assess progress.

The assessments are formative and therefore their value lies in how the information on learners' skills is used to plan their learning and support them to progress.

What is the difference between pupil reports for the national tests (paper-based tests) and the learner feedback and learner progress reports for the personalised assessments? How can I compare the two?

The pupil results sheets for the national tests show an age-standardised score for the test taken. The age-standardised score from each test shows how a child has done compared to other children of the same age, in years and months, taking the test that year. The results also include progress measure charts showing a child's performance in the tests over time, compared to all pupils in their year group across Wales. The charts show if a child's position in the year group is broadly consistent with, higher than, or lower than last year.

One of the benefits of the personalised assessments is that they are able to give more detailed information on skills. They are able to show the most challenging questions that a child is able to answer, some of the questions that they were unable to answer in the assessment, and possible next steps. They also show the type of skills common among learners with similar performance in the assessment, and what those learners are working towards. This will provide a better understanding of what each child can do and, most importantly, helps the child and teacher understand what areas to work on and prepare for next steps.

Learner progress reports will show progress from one year to the next in the online personalised assessments.

The learner progress report also includes an age-standardised score for the most recent assessment (see example in annex 2).

It is important to note that because of the differences between the national tests (paper-based tests) and online assessments, the scores for the online personalised assessments and the paper-based tests are not directly comparable.

How will I see progress?

Learner progress reports for Numeracy (Procedural) are available the day after the assessments are taken. Progress reports for Reading will be available towards the

end of the 2019/20 academic year. These reports plot a point for each time an assessment was taken, based on standardised scores. If more than one assessment was taken during the year, then both assessment points are plotted. Over time these reports will build up a picture of the learner's progress based on their standardised score.

Can I see some of the questions a learner was given?

Sample questions relevant to each skills statement listed in a learner's feedback can be viewed by clicking the 'sample question PDF' button when they are logged into their Hwb account. These sample questions, which are similar to but not the same as the questions the learners' receive in the assessments, are also available on [Hwb](#).

Can the sample questions be used for practice?

The sample questions are to aid learners', teachers' and parents'/carers' understanding of the areas of the LNF in which a learner has strengths, and areas where they could improve. The purpose of the assessments is to provide information on learners' skills in order to support progress. 'Practising' for the assessments is therefore unnecessary, and the sample questions should **not** be used for this purpose.

What is the difference between a teacher assessment judgement and learner feedback from an assessment?

Teacher assessment judgements are built up from a large evidence base over time. They can take account of skills demonstrated during observation, oral work, class discussion, extended tasks and projects, and group work, for example. Learner feedback from an assessment reflects a snapshot of the learner's skills at the time the assessment was taken. Teachers will consider this feedback alongside other information they have on learners' skills in the classroom, in order to plan their learning. Both types of assessment provide useful, but different, information.

A learner's assessment feedback seems to contradict the teacher assessment judgement – what does this mean?

Different kinds of assessments used in different ways can give contradictory feedback. This can be for several reasons and so the feedback needs to be interpreted carefully. Using outcomes from different assessments can prompt important questions and help to get a clearer picture of strengths and areas for improvement.

If learner feedback suggests that a learner is demonstrating skills that they do not show during classroom work, then it may be that they need more encouragement to contribute with confidence to oral work and class discussion. If assessment feedback suggests that a learner has not demonstrated all the skills they show in the classroom context, then this might be because they do not always show their best work in an assessment context. All forms of assessment have limitations and that is why best assessment practice draws on a range of different assessment opportunities.

Support for practitioners

[A suite of support material is available via Hwb](#) and the 'user guide', along with recorded webinars can be found on the assessment website.

If you have any questions about the personalised assessments, please contact the assessment helpdesk on:

Tel: 029 2026 5099

e-mail: help@personalisedassessments.wales

Annex 1: Sample learner feedback - Numeracy (Procedural)

Cymraeg English

Last assessment taken at: Sample School

Personalised assessment – Numeracy (Procedural)
Feedback for **Sample Learner, Year 6**
LearnerS1



This feedback is based on the assessment taken on 06/06/2019.

The hardest questions I got right were on these skills:

- using mental strategies to solve numerical problems [Sample question \(PDF\)](#)
- understanding how simple fractions and decimals are connected [Sample question \(PDF\)](#)
- reading and interpreting scales on measuring instruments [Sample question \(PDF\)](#)
- comparing prices and working out best value for money [Sample question \(PDF\)](#)

Some of the questions I got wrong were on:

- interpreting information presented in pictograms (1 symbol represents more than 1 unit) [Sample question \(PDF\)](#)
- understanding that addition can be done in any order [Sample question \(PDF\)](#)
- using the correct order when working with inverse operations [Sample question \(PDF\)](#)
- finding the mean of a set of numbers [Sample question \(PDF\)](#)

Your teacher can help you understand the feedback and your next steps.

Most pupils with similar skills are able to:

- use the correct order of operations and understand how fractions, decimals and percentages are connected
- solve problems using proportion and can increase or decrease a number by a given percentage
- use the relationships between speed, distance and time and find the area of a composite shape, e.g. an L-shape
- use timetables and time zones to calculate travel time and interpret information presented in pie charts

And are likely to move on to:

- understand and use powers and work out by what percentage a number is increased or decreased
- write one number as a percentage of another, and can interpret fractions of seconds, minutes or hours
- use the formula to find the circumference of a circle and can read and interpret a range of statistical graphs, e.g. a scatter diagram

About feedback:
hwb.gov.wales/personalised-assessments-for-parents-and-carers



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Annex 1: Sample learner feedback – Reading

Cymraeg English

Sample School

Personalised assessment – Welsh reading
Feedback for **Sample Learner, Year 6**
LearnerS1



This feedback is based on the assessment taken on 26/06/2019.
In the assessment I saw the following text types: Poem, Information, Narrative.

■ The hardest questions I got right were on these skills:

- using a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context [Sample question \(PDF\)](#)
- using visual clues to enhance understanding [Sample question \(PDF\)](#)
- looking for specific information in texts using contents, indexes, glossaries, dictionaries [Sample question \(PDF\)](#)
- recalling and retelling narratives and information from texts with some detail [Sample question \(PDF\)](#)

■ Some of the questions I got wrong were on:

- using a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context [Sample question \(PDF\)](#)
- using text features [Sample question \(PDF\)](#)
- deducing ideas and information by linking explicit statements [Sample question \(PDF\)](#)

Your teacher can help you understand the feedback and your next steps.

■ Most pupils with similar skills are able to:

- read independently
- look for key words to establish meaning
- make meaning from words and sentences
- identify key features of a text

■ And are likely to move on to:

- use visual clues such as diagrams and charts to enhance understanding
- use key features to make meaning
- identify and sort information accurately according to the question

About feedback:
hwb.gov.wales/personalised-assessments-for-parents-and-carers



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Annex 2: Sample learner progress report

Cymraeg
English

Last assessment taken at: Sample School



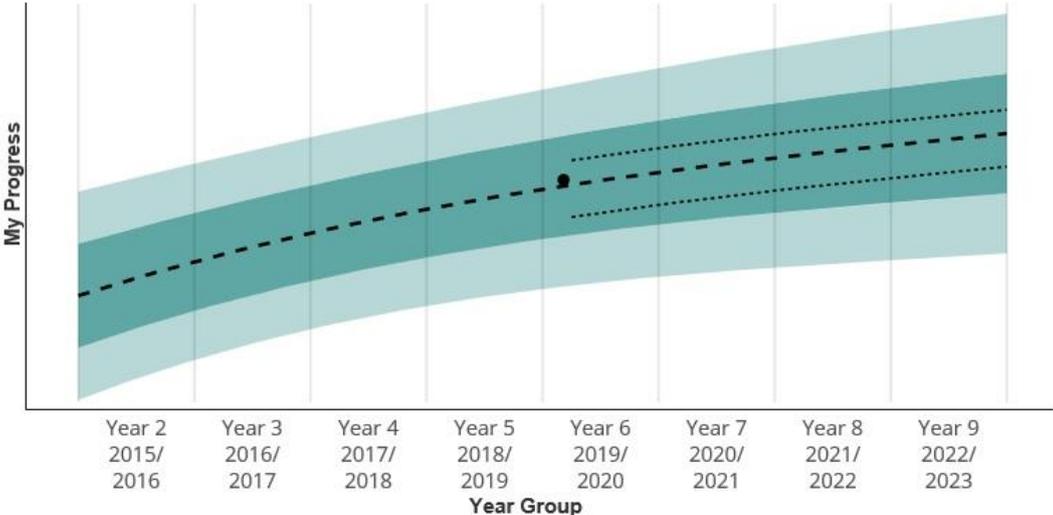
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Learner progress report – Numeracy (Procedural)
 Progress report for **Sample Learner, Year 6**
 LearnerS1

This report is based on the assessment taken on 05/11/2019.

1. Progress

This uses the information from my assessments to show where I am compared with all pupils in my year group in Wales.



Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023
Year Group							

- The black dot shows my most recent assessment.
- The three bands show the range of all pupils in my year group across Wales as they progress through school. Around two-thirds of all pupils in my year group are working in the range shown by the large centre band.
- The dotted lines show my likely range, based on my assessments so far.
- - - The broken line shows the average for my year group in Wales.

Information on the hardest questions I got right and some questions I got wrong in my most recent assessment, as well as my next steps, is included in my feedback when I log into Hwb.

The feedback gives a snapshot of my skills at the time the assessment was taken. It provides just one source of information on my overall knowledge and understanding in Numeracy (Procedural).

2. Age-standardised score

This is worked out by comparing my assessment score with the scores of other pupils in my year group who were born in the same year and month as me. The score range is 70–130 and the average is 100. If I have a very high age-standardised score it may be shown as 'more than 130' (130+). If my skills are developing more slowly I may have a score of 'less than 70' (<70). A score from a personalised assessment is just one piece of information about how my skills are developing.

In my most recent assessment my age-standardised score was: 101

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