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Personalised assessments

**Guidance for practitioners on
individual learner feedback and
progress reports**

2022–2023

Understanding individual learner feedback and learner progress reports from the Numeracy (Procedural), Numeracy (Reasoning) and Reading Personalised Assessments

This guidance highlights some key points that may be helpful to practitioners when considering and using learner feedback and reports to support learning, teaching and progression planning.

It also sets out which reports should be shared with parents/carers, and addresses questions that parents/carers may have.

What is the purpose of the personalised assessments?

The personalised assessments are designed to help a practitioner and learner understand how a learner's reading and numeracy skills are developing and help to plan next steps. They are designed to support learning and teaching.

They form a tool which provides information on numeracy and reading skills and can be used as part of a range of assessment approaches to support understanding and development of these skills.

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) and Numeracy (Reasoning) assessments are chosen from large 'banks' of questions designed for learners in Years 2 to 9. Numeracy (Procedural) focuses on the recall of numerical facts and procedures. Numeracy (Reasoning) focuses on the application of these numerical 'tools' to solve problems 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 continuum of skills in the National Literacy and Numeracy Framework (LNF) (see '[Cross-curricular skills frameworks](#)') which has been refreshed to align with the ethos and principles of Curriculum for Wales.

What reports should be shared with parents/carers?

The reports on individual learners that must be shared with parents/carers are:

- feedback for Numeracy (Procedural)
- feedback for Reading (Welsh and/or English, as appropriate)
- learner progress reports for Reading, Numeracy (Procedural) and Numeracy (Reasoning).

Please note that schools are not required to share Numeracy (Reasoning) feedback with parents/carers. Individual feedback on this assessment is designed to be teacher-mediated and is linked to resources to support skills development.

Two animations for parents/carers are available (see [personalised assessment animations for parents and carers](#)), providing an introduction to the assessments and explaining feedback and reports. Schools may wish to share these via their school web pages and communication channels.

Consideration should be given to how feedback is provided to learners and parents/carers who do not have access to a computer outside of the school environment, which is more likely to be the case for those from lower income households.

Learner feedback

Feedback on skills for individual learners is available for Reading and Numeracy (Procedural) the day after an assessment has been completed. Sample learner feedback reports are 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 and progression.

Schools are encouraged to share the feedback for Reading and Numeracy (Procedural) while it is current. Teachers/headteachers will use their professional judgement on the most appropriate timing and methods for sharing feedback and reports – for example on-screen at a parents' evening in the context of other information on the learner's progress, or printed out and shared at the end of term. Normally, 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, they may 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. Further information on how to do this can be found in the user guide on the assessment website.

When given a copy of their child's feedback, to help them interpret that feedback; parents/carers can also be given a copy of the following for:

- **Reading** (see '[Personalised assessment feedback – Reading: Information for parents and carers](#)')
- **Numeracy (Procedural)** (see '[Personalised assessment feedback – Numeracy \(Procedural\): Information for parents and carers](#)').

For Numeracy (Reasoning), a feedback report is available to the teacher the day after an assessment has been completed. This report should be teacher-mediated; it provides information on how the learner did in key areas of Numeracy (Reasoning) and will link to Numeracy (Reasoning) sample materials which the teacher may use to help learners, either individually or in groups, to develop their reasoning skills. The teacher may choose to discuss the contents of this report with a learner and for this reason the language in the report is directed at the learner using 'you' statements. The Numeracy (Reasoning) report is not designed to be issued directly to parents/carers. This is because reports contain terminology that is challenging to understand and interpret without support, and also because the reports contain links to resources designed for teachers to access that they may want to select or adapt for their learners. An example report for Numeracy (Reasoning) is available in [Annex 1](#).

What do the learner feedback reports for Reading and Numeracy (Procedural) tell me?

The learner feedback reports for Reading and Numeracy (Procedural) highlight the learner's strengths as demonstrated in a particular assessment (the hardest questions they got right) and possible areas for development (some of the questions that they got wrong). The statements are based on the continuum of skills in the LNF (see '[Cross-curricular skills frameworks](#)'), 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 4 statements will be included in each section, but the number may be fewer if the learner answered very few questions, for example 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 skills covered by the questions in the bank that relate to the learner's current attainment level. The second descriptor provides examples that are a bit more difficult than those at the learner's current attainment level.

What happens if a learner is working at the top of the question bank for Reading and Numeracy (Procedural)?

Learners working right at the top of the bank will receive a statement that they have answered questions correctly at the highest level 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 working at this level 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 working at the bottom of the question bank in Reading and Numeracy (Procedural)?

Learners working right at the bottom of the bank will receive the easiest questions available in the bank. If a learner is unable to answer the easiest questions in the bank, the teacher should consider alternative ways of assessing the learner's skills and areas for improvement.

What does the individual feedback report for Numeracy (Reasoning) tell me as a teacher?

The report provides an overview of the learner's assessment, including their attainment in 4 of the 5 cross-curricular elements for Numeracy within the LNF: Fluency, Logical reasoning, Conceptual understanding and Strategic competence.

Fluency: can learners work efficiently, remembering and using facts, relationships and methods?

Logical reasoning: can learners work creatively and also think about their answers? How can they be sure they are correct?

Conceptual understanding: these questions probe a learner's understanding – how well has the learner understood what they've learned?

Strategic competence: how well a learner can decide what method to use.

Please note, it is not possible to assess the remaining element, Communicating with symbols, via the personalised assessments.

The report compares the learner's attainment across these 4 elements so teachers can see any specific strengths or areas that might need further development.

For each element, the report will link to resources that include a sample question which will be at the approximate level achieved by the learner.

The report will also include information on how the learner did with each question type, and whether or not hints were used. Hints show differentiation in terms of learner attainment: the fewer hints the learner accesses, the less support and scaffolding they have required to reach the correct answer. If relevant, the report will note if there is evidence that the learner skipped or moved on from questions very quickly.

How do I use the learner feedback report for Numeracy (Reasoning) with my learners?

This report should be teacher-mediated. Teachers will decide whether or not to share the report information with their learners, and how they wish to use the linked resources. The report does not need to be shared with parents/carers and is not available for release to the learner.

The circle (marker) for each element of numerical reasoning on the chart links to a sample question and suggested activities via a hyperlink. The question is matched to the approximate level of proficiency achieved by the learner in that element. It is important to note, however, that the sample questions and activities cover the full continuum of challenge and difficulty, so their appropriateness for individual learners or groups should be assessed by teachers prior to use in the classroom.

Sample questions are accompanied by exemplar methods, together with explanatory text, as well as information on common errors and misconceptions.

To build on the learning from the assessment and from the sample question, 2 suggested class-based activities are included. These can be used with individual learners, small groups or the whole class. The activities are supported by accompanying text for the teacher, offering suggested ways of challenging learners, as well as solutions and identification of the skills addressed within the activity.

The same resources can also be accessed via the group skills profile report.

A short guide on using the sample questions and activities to support progression is also accessed through a link on the report.

Teachers may wish to use this report to start a conversation with the learners in their class and to explore their next steps to develop their reasoning skills. The teacher can use the linked sample questions and activities to develop individual or group activities that support and extend the learning.

Learner progress reports

In addition to the feedback on skills, individual learner reports on progress are available the day after each assessment has been taken. These show the age standardised score for the most recent assessment. The age-standardised score is calculated by comparing an individual learner's assessment score with the scores of other learners in Wales who were born in the same year and month. Further information on the calculation of age-standardised scores is included below. Example learner progress reports are available in [Annex 2](#).

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

When given a copy of their child's progress report, parents/carers can also be given a copy of the following for:

- Numeracy (Procedural) (see ['Personalised assessment progress report – Numeracy \(Procedural\): Information for parents and carers'](#))
- Numeracy (Reasoning) (see ['Personalised assessment progress report – Numeracy \(Reasoning\): Information for parents and carers'](#))
- Reading (see ['Personalised assessment progress report – Reading: Information for parents and carers'](#)).

If schools wish to print copies of individual learner progress, they may 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. Further information on how to do this can be found in the user guide [on the assessment website](#).

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.

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 other learners in their year group in Wales. The score range is 950 to 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. A learner's position on the chart may vary from one assessment to another for a variety of reasons, for example if they do not do as well as expected in one assessment early in the year and their next assessment gives a considerably higher score, 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 a learner's assessment score with the scores of other pupils in Wales who were born **in the same year and month**.

The score range is 70 to 130 and the average is 100.

Group reports available to practitioners

In addition to the individual learner feedback and progress reports, and the resources and activities available for Numeracy (Reasoning) described above, practitioners are reminded that the following group reports are available for all subjects:

- group skills profile (LNF areas)
- group profile (scatter plot)
- learner paths
- group progress report.

Practitioners can customise these reports, for example by choosing a time period and either selecting the individuals they wish to view in a group report or whole classes/year groups. For example, a report can be created to reflect groups of differing ability learners within the class or teachers can select learners they know to be more able and talented (MAT) or eligible for free school meals (eFSM). Further information on how to do this can be found in the user guide on the assessment website.

All reports contain a range of information for the group, including age-standardised scores and progress scores. For Numeracy (Reasoning), the group skills profile

includes links to resources to help support the development of numerical reasoning skills; teachers can use these resources for group or individual learner activities.

When was standardisation undertaken for each assessment?

Standardisation for Numeracy (Procedural) was carried out in summer 2019 using assessment data for the 2018 to 2019 academic year, and is based on a typical year of activity.

Standardisation for English and Welsh Reading was carried out in summer 2021 using assessment data for the 2020 to 2021 academic year.

Standardisation for Numeracy (Reasoning) was carried out in summer 2021 using assessment data from the Numeracy (Reasoning) trials that ran throughout the autumn and summer terms.

Why are the standardised scores described slightly differently for different assessments on the reports?

The question banks used for personalised assessments have been calibrated against the data from all learners in Wales who took each assessment during an extended period of use, and the standardised scores produced for that cohort in a given year. This is then used as a baseline to award standardised scores in subsequent years, up to the point that it is considered beneficial for a new standardisation to be undertaken.

The benefit of using the same standardisation over time is that it makes it more straightforward to track progress for individual learners and to compare across groups of learners (for example Year 4 this year and Year 4 last year).

The Numeracy (Procedural) standardisation was completed with data generated before the COVID-19 pandemic (in a typical year), meaning the learners were unaffected by the pandemic (at the time). The Numeracy (Procedural) progress reports state that progress shown on the chart is calculated based on comparison to all other children in their year group across Wales 'in a typical school year'.

Due to the disruption caused by the pandemic, it is possible that some learners' scores for Numeracy (Procedural) assessments from 2020 to 2021 onwards will be lower than would otherwise be expected. It may be that attainment in the assessments now is different to that of the cohort we used to standardise the assessments pre-COVID, for example it is possible that the mean for the whole cohort may end up being lower/higher than when the standardisation was conducted, although it is likely that learner performance will be variable.

Due to the timing of the roll-out of the other assessments, the standardisations for Reading (Welsh and English) and Numeracy (Reasoning) have been undertaken using data from the 2020 to 2021 academic year, which followed and included COVID-19 disruption to learning. This means that a learner taking these assessments now is being compared with other learners who have had impacts on their learning experience due to COVID-19, for example a progress score of 1000 (the mean score) is showing that they are working at the average for their cohort.

At a suitable date in the future it may be beneficial to make changes to bring all subjects into line. However, up to that point, teachers should note the differences described above when considering the age-standardised scores of their learners in each assessment.

It is important to note that the assessments are for formative use, so that teachers in all maintained schools have information on the reading and numeracy skills of their learners and a common understanding of strengths and areas for improvement in these skills. When planning progression, teachers are encouraged to give full consideration to the skills identified by the assessments (not the scores alone), alongside any other relevant classroom-based information.

The assessments form a tool focused on understanding learner progress and skills, and should not be used for school performance or accountability purposes. Schools are no longer required to report the outcomes of the assessments to their relevant local authority.

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

Sample questions relevant to each skills statement listed in a learner's feedback for Reading and Numeracy (Procedural) 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. Sample questions are available for:

- Numeracy (Procedural)
(see ['Numeracy \(Procedural\) sample questions'](#)),
- Reading (English)
(see ['Reading \(English\) sample questions'](#))
- Reading (Welsh)
(see ['Reading \(Welsh\) sample questions'](#)).

Sample questions and classroom activities for Numeracy (Reasoning) are available from links in the individual learner feedback and also in the group skills profile. These resources are designed for teachers to use after an assessment to support progression in reasoning skills.

Can the sample questions be used for practice?

The sample questions for Reading and Numeracy (Procedural) 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. Following a Numeracy (Reasoning) assessment, teachers have access to resources including sample questions and activities that they can use to support skills development. The purpose of the assessments is to provide information on learners' skills in order to support progress, therefore 'practising' before taking the assessments is unnecessary, and the sample questions are not intended 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 can give different 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 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.

Why does a learner not have assessment feedback or progress for 2019 to 2020 and/or 2020 to 2021?

During the 2019 to 2020 school year, some schools had not used the personalised assessments before schools were closed as a result of the pandemic in spring 2020.

During the 2020 to 2021 school year, the personalised assessments were on a 'reasonable endeavours' basis. This means that schools were required to make their best efforts to use the assessments where possible to support learners to make progress in their reading and numeracy skills. However, the Welsh Government allowed flexibility for schools to make professional judgements on the well-being of individual learners following their return to the classroom, recognising also that schools faced practical and logistical challenges in scheduling assessments at this time.

Therefore, some learners will not have taken assessments during 2019 to 2020 and/or 2020 to 2021 and will not have feedback or progress shown for these periods.

Support for practitioners

The assessment administration handbook and other guidance is available on Hwb (see [Guidance for schools](#)).

A user guide to scheduling and facilitating the assessments, training videos and pre-recorded training webinars on using feedback and progress reports can be found on the assessment website when logged into Hwb.

If you have any questions about the personalised assessments, please contact the assessment helpdesk (tel: 029 2026 5099, email: 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**

LearnerS1



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This feedback is based on the assessment taken on 21/01/2020.

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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Sample learner feedback – Reading

Cymraeg English

Sample School

Personalised assessment – English reading
Feedback for **Sample Learner**
Learner S1



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This feedback is based on the assessment taken on 21/01/2020
In the assessment I saw the following text types: Narrative, Information, Poem.

The hardest questions I got right were on these skills:

- using text features [Sample question \(PDF\)](#)
- applying reading strategies with increasing independence to a range of familiar and unfamiliar texts [Sample question \(PDF\)](#)
- using the different features of texts to make meaning [Sample question \(PDF\)](#)
- deducing connections between information [Sample question \(PDF\)](#)

Some of the questions I got wrong were on:

- explaining relevant details from texts [Sample question \(PDF\)](#)
- skimming to gain an overview of a text [Sample question \(PDF\)](#)
- identifying how texts differ in purpose, structure and layout [Sample question \(PDF\)](#)

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


Most pupils with similar skills are able to:

- skim texts for gist, key ideas and themes, and scan for detailed information
- show an understanding of main ideas and significant details in various sources
- identify ideas to show deep understanding
- use inference and deduction to read between the lines

And are likely to move on to:

- understand how punctuation can vary to affect meaning
- understand the main ideas and significant details in different texts on the same topic
- identify how a text is organised to make the content clear
- compare and contrast themes and issues across a range of texts
- identify different views of a topic and any areas of agreement and contradiction

About feedback:
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Sample learner feedback – Numeracy (Reasoning)

Note: As explained in the narrative above, the Numeracy (Reasoning) feedback report is not designed to be issued directly to parents/carers.

Cymraeg English

Last assessment sat at: Sample School

Personalised assessment — Numeracy (Reasoning)
Feedback for teachers on Sample Learner, Year 4
Sample Learner







This feedback provides teachers with information to support the development of the learner's numerical reasoning skills. You may choose to show some or all of the report to the learner, and so key statements are worded to address the learner directly.

This feedback is based on the assessment taken on 01/12/2021.

Reasoning content:

There are four reasoning skills covered in the assessment. Your answers from the assessment show that:

- you are more advanced in logical reasoning.
- you are less advanced in strategic competence. Your teacher may decide to work on this with you.

	Conceptual understanding	Logical reasoning	Fluency	Strategic competence
More advanced skills				
Your average				
Less advanced skills				

Click on the circles to see a sample question for that skill.

Conceptual understanding:
These questions probe your understanding: how well do you understand what you have learnt?

Logical reasoning:
You need to work creatively and also think about your answers: how can you be sure they are correct?

Fluency:
Can you work efficiently, remembering and using facts, relationships and methods?

Strategic competence:
The method is not given – can you decide for yourself what to do and how to do it?

Question types:

The assessment has two types of questions: 1 mark questions and hint questions.


- Your attainment on both types of question was similar.

Use of hints:

There were 5 hint questions.

- You answered 3 questions correctly:
 - You answered 2 questions without needing any hints.
 - You answered 1 question after getting 1 hint.
- You did not answer 2 questions correctly:
 - You answered 2 questions incorrectly after getting the hints.

[Further guidance](#) for teachers on using this report and the sample questions is available.



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Annex 2: Sample learner progress report – Numeracy (Procedural)

Cymraeg
English

Last assessment taken at: Sample School

Learner progress report — Numeracy (Procedural)
 Progress report for **Sample Learner, Year 4**

Sample Learner

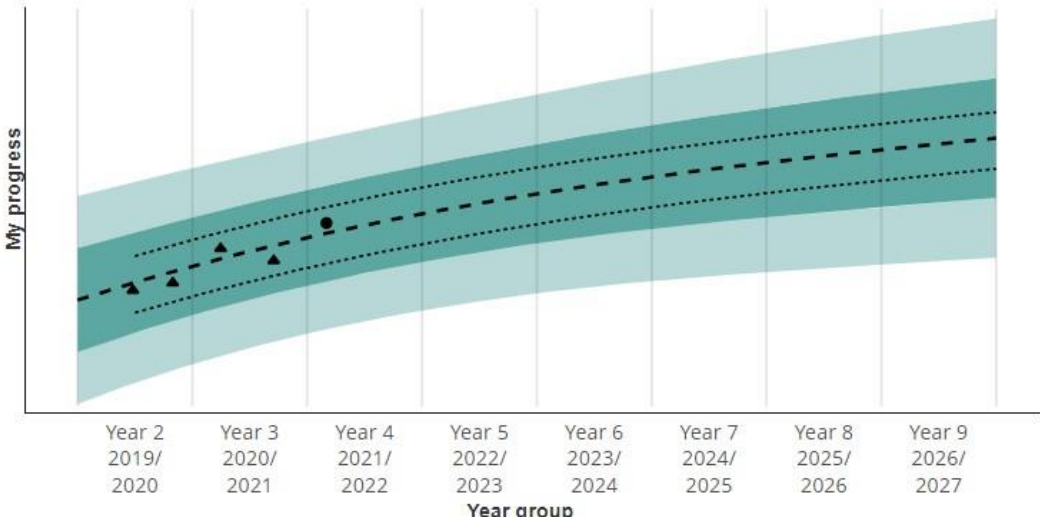


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This report is based on the assessments taken between 24/04/2020 and 31/12/2021.

1. Progress

This uses information from my assessments to show where I am compared with all other learners in my year group in Wales, in a typical year.



Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027

- The black dot shows my most recent assessment.
- The three bands show the range of all learners in my year group across Wales as they progress through school. Around two-thirds of all learners 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, from a typical school year, of other learners 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: 113

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Sample learner progress report – English Reading

Cymraeg
English

Last assessment taken at: Sample School

Learner progress report — English Reading
Progress report for **Sample Learner, Year 4**

Sample Learner

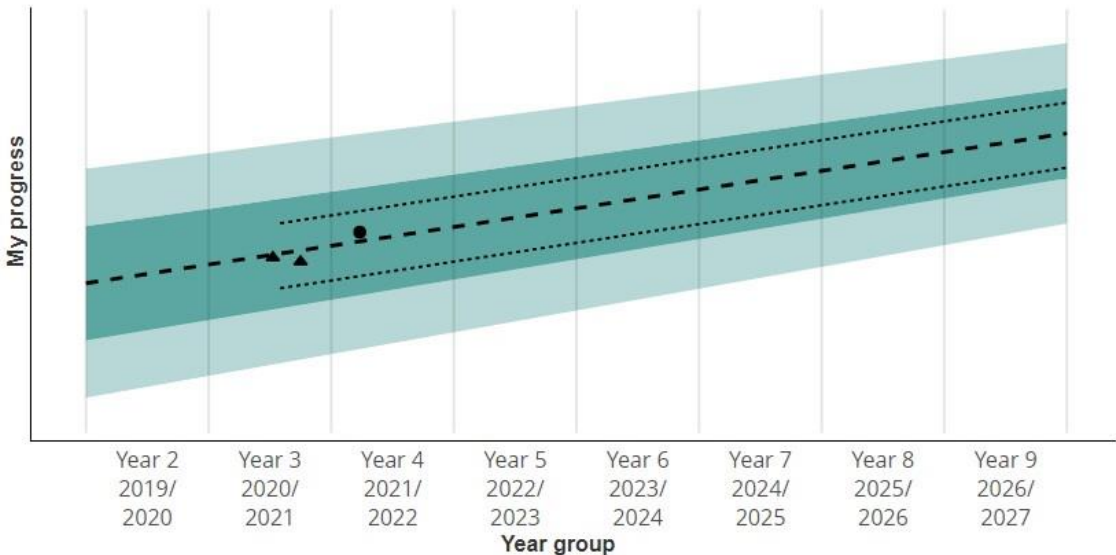


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This report is based on the assessments taken between 10/05/2021 and 24/01/2022.

1. Progress

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



Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027

Year group

- The black dot shows my most recent assessment.
- The three bands show the range of scores of all learners in Wales. Around two-thirds of all learners in this 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 of all learners 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 English Reading.

2. Age-standardised score

This is worked out by comparing my assessment score with the scores of all other learners 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: 100

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Sample learner progress report – Numeracy (Reasoning)

Cymraeg

English

Last assessment taken at: Sample School

Learner progress report — Numeracy (Reasoning)

Progress report for **Sample Learner, Year 4**

Sample Learner

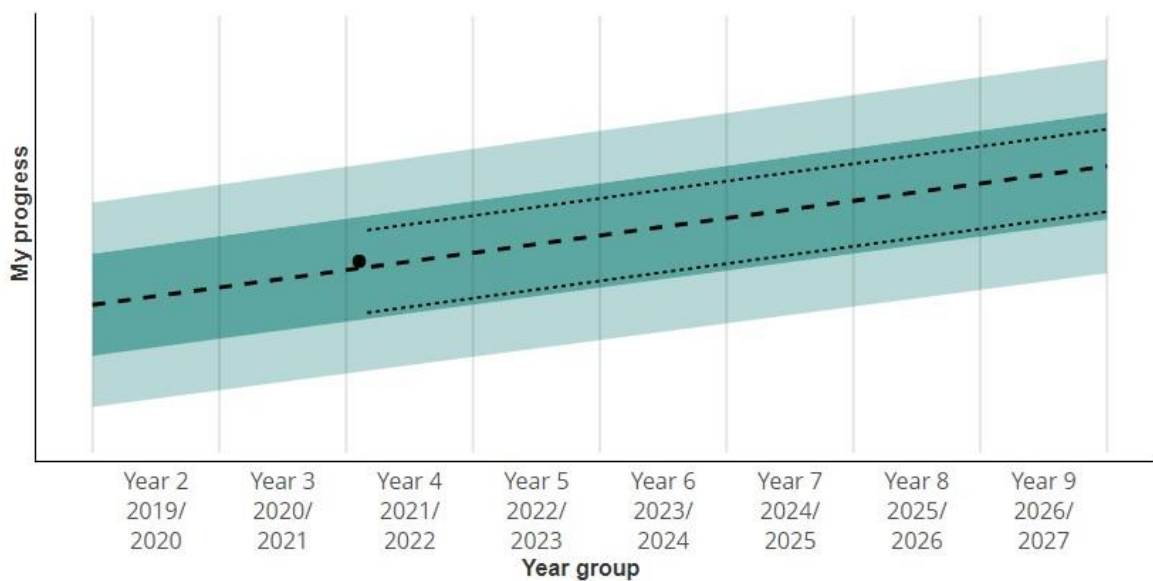



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This report is based on the assessments taken on 07/12/2021.

1. Progress

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



- The black dot shows my most recent assessment.
-  The three bands show the range of scores of all learners in Wales. Around two-thirds of all learners in this 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 of all learners in Wales.

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 (Reasoning).

2. Age-standardised score

This is worked out by comparing my assessment score with the scores of all other learners 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: 113

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



