

Personalised assessments – school user guide 2021 to 2022

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Personalised assessments – school user guide 2021 to 2022

Audience

Headteachers, teachers, practitioners, governing bodies of mainstream and special schools; local authorities; church diocesan authorities; regional education consortia, 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](https://twitter.com/WG_Education)



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Related documents

[National Reading and Numeracy Personalised Assessments: administration handbook 2021 to 2022](#)

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



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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 data agreement and assign functions and access to other staff members – see [section 3.8](#), page [14](#).

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

The screenshot shows the 'Help' section of the Personalised Assessments website. The top navigation bar includes links for Home, Assessments, Reports, User management, Run query, News, and a highlighted Help button. The 'Hwb' logo is in the top right corner. The main content area is titled 'Help' and contains a list of links on the left and contact information on the right. The left sidebar lists various guides and FAQs, including 'School user guide', 'Understanding feedback following a Personalised Assessment', 'Personalised Assessments – staff checklist', 'System Support FAQ', and 'Logging into the Personalised Assessments website'. The right sidebar provides contact details for the Assessment Helpdesk, including a phone number (029 2026 5099) and an email address (help@personalisedassessments.wales). It also lists 'Familiarisation assessments' with buttons for 'Numeracy (Procedural)', 'Numeracy (Procedural) braille user', 'English Reading', 'English Reading braille user', 'Welsh Reading', 'Welsh Reading braille user', 'Numeracy reasoning', and 'Numeracy reasoning MLP user'. A button for 'Where to find a learners familiarisation assessment' is also present. At the bottom right, there is a 'Website accessibility statement' button and a 'DAC Digital Accessibility Centre' logo.

Home Assessments Reports User management Run query News Help Hwb

Help

- School user guide
- Understanding feedback following a Personalised Assessment – guidance for parents and carers
- Personalised Assessments – staff checklist
- System Support FAQ
- Logging into the Personalised Assessments website
- Personalised Assessments - user management
- Scheduling assessments and amending accessibility options
- Releasing assessments and learner access
- Accessing reports and run query
- English training webinar
- Personalised Assessments: Understanding and making effective use of learner feedback and group reports
- Understanding and using the Learner Progress Report
- Personalised Assessments - Webinar / Professional Learning resources feedback

For support please contact the Assessment Helpdesk.

029 2026 5099

help@personalisedassessments.wales

Familiarisation assessments

- Numeracy (Procedural)
- Numeracy (Procedural) braille user
- English Reading
- English Reading braille user
- Welsh Reading
- Welsh Reading braille user
- Numeracy reasoning
- Numeracy reasoning MLP user
- Where to find a learners familiarisation assessment

Website accessibility statement

DAC Digital Accessibility Centre

2. How the assessments work

- The personalised assessments are constructed from a large bank of questions that assess the skills in the National Literacy and Numeracy Framework (LNF) for Years 2 to 9.
- 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 right, 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 right and some questions wrong.
- This also means that some learners might be presented with some questions covering content they have not been formally taught and at a level above that of their curriculum year.
- Personalised assessments are formative (not summative like GCSEs or A levels, for instance). This means that they provide feedback on the areas in which learners are doing well or could improve.
- In addition, they provide teachers with information on the areas where their learners are stronger or weaker, 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 right. 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 right.
- Before starting an assessment, learners must be briefed on key features of the assessments detailed in the learner checklist – on page [30](#). 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.
- 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 take, on average, about 30 minutes and generally vary between 20 and 40 minutes.
- The Reading Personalised Assessments take, on average, about 40 minutes and generally vary between 35 and 45 minutes.
- The Numeracy (Reasoning) Personalised Assessments take, on average, about 35 minutes and generally vary between 20 and 45 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.

- The minimum and maximum number of questions are:

Minimum and maximum number of questions for Numeracy (Procedural)

Year	Min	Max
Y2	21	35
Y3	23	38
Y4	26	44
Y5	26	44
Y6	26	44
Y7	26	44
Y8	27	45
Y9	27	45

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	24	33
Y3	24	33
Y4	27	36
Y5	27	36
Y6	29	40
Y7	29	40
Y8	31	43
Y9	31	43

- 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. An 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 a teacher 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](#) on page [48](#).

The processes related to learner PRU dual-registration assessment scheduling are defined in the [Annexe](#) to this user guide, on page [69](#).

2.4 Live trialling of questions

From time to time, an assessment may include a trial question at the end of the assessment. 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 matched 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 out 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 These include operating system, security software and other application updates, which can impact on your school's internet speed.	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. Some devices allow automatic updates to be disabled or allow specific times to be set when these updates can run.	If necessary, contact your local authority for advice on how to manage software and application updates successfully.
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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.

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 will be ceasing 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 connection¹.

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

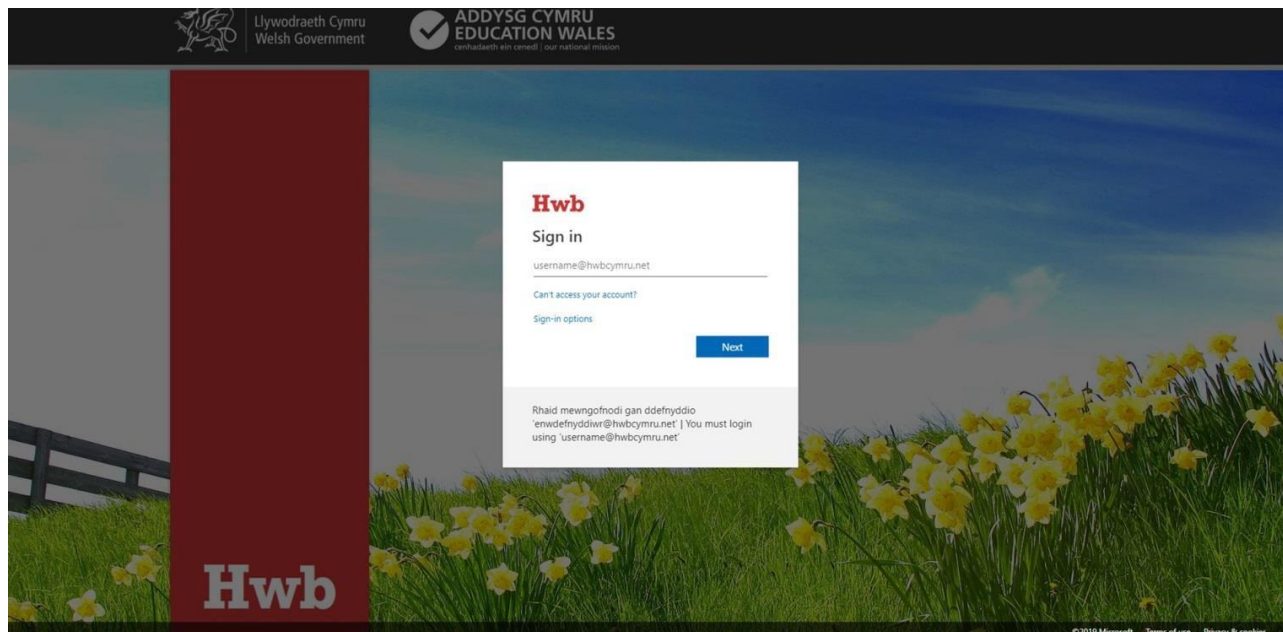
Before an assessment takes place, please ensure that all of the following is completed.

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.	

⁻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.

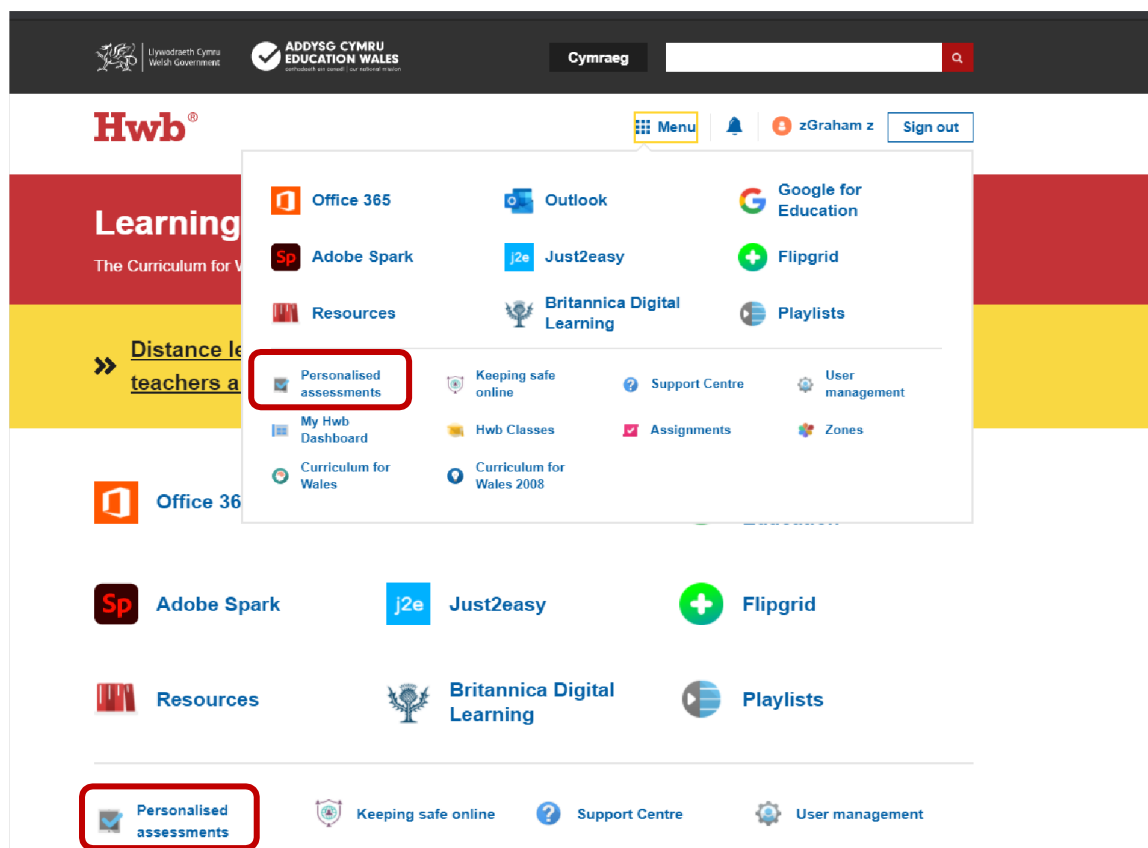
3.7 Hwb log-in

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 must agree to the data 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 data 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'.

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.

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.

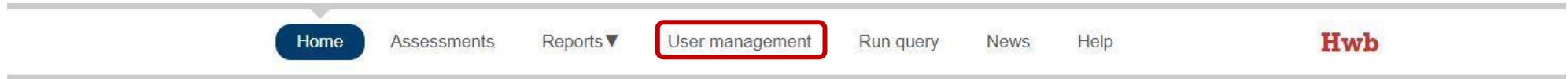
You are agreeing that you will make appropriate arrangements to assign functions to the relevant staff to schedule and facilitate the online personalised assessments and to access learner reports on this website.

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.

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.



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					
<div><div><div>All functions</div><div>▼</div></div><div><div>Year group</div><div>○ Class</div></div><div><div>All</div><div>▼</div></div><div><div>All</div><div>▼</div></div><div><div>Search</div></div></div>					
<input type="checkbox"/>	Name ↑	Hwb ID	Function	Access	
<input type="checkbox"/>	Jemma Avery	AveryJ91975@hwbcmru.net	Facilitate and analyse		<div>Edit</div>
<input type="checkbox"/>	James Black	BlackJ11980@hwbcmru.net	Facilitate		<div>Edit</div>
<input type="checkbox"/>	Abby Clark	ClarkA91978@hwbcmru.net	Facilitate	Whole school	<div>Edit</div>
<input type="checkbox"/>	Abbie Clarkson	ClarksonA11977@hwbcmru.net	No access		<div>Edit</div>
<input type="checkbox"/>	Joseph Davidson	DavidsonJ61976@hwbcmru.net	Facilitate and analyse		<div>Edit</div>

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

Edit - Abbie Clarkson

Facilitate and analyse

▼

Year group

▼


☒ Year 2


☐ Year 3

☐ Year 4

☐ Year 5

☐ Year 6

 Save

 Cancel

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

Manage users


● Year group


○ Class







All functions

All

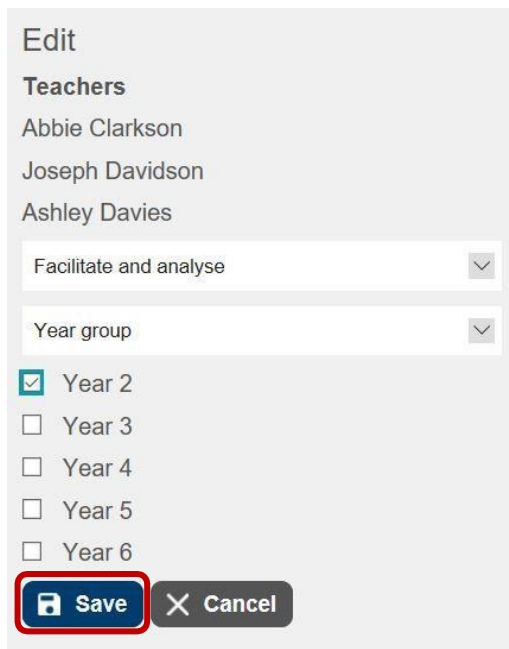
All

 Search

 Edit selected

<input type="checkbox"/>	Name ↑	Hwb ID	Function	Access	
<input type="checkbox"/>	Jemma Avery	AveryJ91975@hwbcymru.net	Facilitate and analyse		 Edit
<input type="checkbox"/>	James Black	BlackJ11980@hwbcymru.net	Facilitate		 Edit
<input type="checkbox"/>	Abby Clark	ClarkA91978@hwbcymru.net	Facilitate	Whole school	 Edit
<input checked="" type="checkbox"/>	Abbie Clarkson	ClarksonA11977@hwbcymru.net	No access		 Edit
<input checked="" type="checkbox"/>	Joseph Davidson	DavidsonJ61976@hwbcymru.net	No access		 Edit
<input checked="" type="checkbox"/>	Ashley Davies	DaviesA41974@hwbcymru.net	No access		 Edit

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

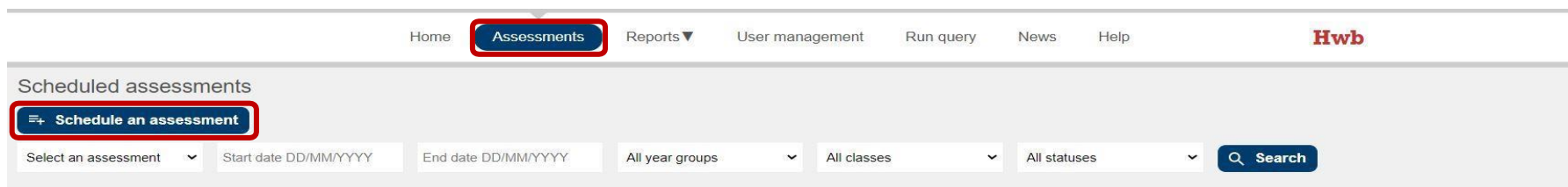


3.9 Scheduling and editing assessments

Assessments 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.**

It is recommended that you do not refresh the webpage when scheduling an assessment.

To schedule an assessment, select 'Assessments' then 'Schedule an assessment'.



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'.

Create assessment schedule

Numeracy (Procedural) ▾

English ▾

Date DD/MM/YYYY

+ Add learners

✕ Cancel

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 3.10](#) 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.

Add learners

All year groups ▾

All classes ▾

🔍 Search

✕ Cancel

Add learners

7 ▾

7E-Fd ▾

🔍 Search

✕ Cancel

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.

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

Add learners

7

7E-Fd

Search

+ Add learners

Cancel

<input checked="" type="checkbox"/>	Name ↑		Year group	Last assessment	Next scheduled assessment	Accessibility options
<input checked="" type="checkbox"/>	Grenetta Abbey		7			Default colour scheme 100% contrast
<input checked="" type="checkbox"/>	Ackmar Ahmed		7			Default colour scheme 100% contrast
<input checked="" type="checkbox"/>	Chloe Boman		7			Default colour scheme 100% contrast
<input checked="" type="checkbox"/>	Mandy Candy		7			Default colour scheme 100% contrast

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'.

The screenshot shows the 'Create assessment schedule' page. At the top, there are navigation links: Home, Assessments, Reports, User management, Run query, News, and Help. The page title is 'Create assessment schedule'. Below this, there are fields for 'Numeracy (Procedural)', 'English', and a date '13/08/2020'. A red box labeled '2' highlights the '+ Add learners' button. Another red box labeled '1' highlights the 'Schedule this assessment' button. A third red box labeled '6' highlights the 'Cancel' button. Below these buttons, there is a section for 'Learners: 25' with a red box labeled '5' highlighting the 'Remove selected learners' button. The main table lists learners with columns for Name, Year group, First question difficulty, Last assessment, Next scheduled assessment, and Accessibility options. A red box labeled '3*' highlights the 'First question difficulty' dropdown for Edward Bernard. A red box labeled '3**' highlights the 'Accessibility options' gear icon for Edward Bernard. A red box labeled '4' highlights the 'Remove learner' button for Edward Bernard. A red box labeled '2' also highlights the 'Are you scheduling a class?' checkbox and the '9A2-Td' dropdown.

Name	Year group	First question difficulty	Last assessment	Next scheduled assessment	Accessibility options
<input checked="" type="checkbox"/> Edward Bernard	9	Year 9			Default colour scheme 100% contrast <input checked="" type="checkbox"/> Remove learner
<input checked="" type="checkbox"/> Kirsten Brooks	9	Year 9			Default colour scheme 100% contrast <input type="checkbox"/> Remove learner
<input checked="" type="checkbox"/> Abe Danny	9	Year 9			Default colour scheme 100% contrast <input type="checkbox"/> Remove learner

When you select 'Schedule this assessment', you will see a loading icon and your assessment will be scheduled. You can check the assessment details in the next screen by selecting 'View'.

* 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 on page [59](#) – [section 6.1](#) and [section 6.2.2](#).

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

Scheduled assessments

≡+ Schedule an assessment

All assessments

Start date DD/MM/YYYY

End date DD/MM/YYYY

All year groups

All classes

All statuses

Search

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.

Scheduled assessments

≡+ Schedule an assessment

Select an assessment

13/08/2020

End date DD/MM/YYYY

All year groups

All classes

All statuses

Search

Assessment	Date ↑	Year group	Class	Status	
Numeracy (Procedural)	13/08/2020	9	9A2-Td	Scheduled	<div><div>≡ View</div></div>
Numeracy (Procedural)	13/08/2020	9	Mixed	Scheduled	<div><div>≡ View</div></div>

View assessment schedule

Assessment

Numeracy (Procedural)

Language

English

Date

11/07/2019

Edit

← Back

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 – accessed via the 'Home' screen or the 'Assessments' screen – to allow learners to access them (see section 4.1, 'Facilitating a personalised assessment', on page [32](#)).

3.10 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:

Today's assessments

All assessments ▾ All year groups ▾ All classes ▾  Search

Assessment	Year group	Class	
Numeracy (Procedural)			 Facilitate
Numeracy (Procedural)	9	10A-Dae	 Facilitate
Numeracy (Procedural)	9	10A-ACyf	 Facilitate

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:





















Facilitate assessment


Assessment
Numeracy (Procedural)

Language
English

Date
08/05/2019

Learners
 Reschedule  Refresh

Name	Year group	Accessibility options	Status	
 Daisy Bourne	 Year 9	Default colour scheme 100% contrast	 Not started	 Release  Cancel
 Frederick Fox	 Year 9	Default colour scheme 100% contrast	 Not started	 Release  Cancel
 Mikos Panaris	 Year 8	Default colour scheme 100% contrast	 Not started	 Release  Cancel
 Julie Tee	 Year 9	Default colour scheme 100% contrast	 Not started	 Release  Cancel

 Back

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 gives the following screen:

Facilitate assessment						
Assessment						
Numeracy (Procedural)						
Language						
English						
Date						
08/05/2019						
Class						
10A-Dae						
Learners						
<input type="button" value="Reschedule"/> <input type="button" value="Refresh"/>						
<input type="checkbox"/>	Name ↑		Year group	Accessibility options	Status	
<input type="checkbox"/>	George Adams	①	Year 9	Default colour scheme 100% contrast	⚙ Not started	<input type="button" value="Release"/> <input type="button" value="Cancel"/>
<input type="checkbox"/>	Gary Barnett	①	Year 9	Default colour scheme 100% contrast	⚙ Not started	<input type="button" value="Release"/> <input type="button" value="Cancel"/>
<input type="checkbox"/>	Jackson Dickinson	①	Year 9	Default colour scheme 100% contrast	⚙ Not started	<input type="button" value="Release"/> <input type="button" value="Cancel"/>
<input type="checkbox"/>	Phoebe Edwards	①	Year 9	Default colour scheme 100% contrast	⚙ Not started	<input type="button" value="Release"/> <input type="button" value="Cancel"/>
<input type="checkbox"/>	Sara Fink	①	Year 9	Default colour scheme 100% contrast	⚙ Not started	<input type="button" value="Release"/> <input type="button" value="Cancel"/>

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.

Facilitate assessment						
Assessment						
Numeracy (Procedural)						
Language						
English						
Date						
08/05/2019						
Class						
10A-Dae						
Learners						
<input type="button" value="Reschedule"/> <input type="button" value="Refresh"/> <input type="button" value="Release selected"/> <input type="button" value="Cancel selected"/>						
<input checked="" type="checkbox"/>	Name ↑		Year group	Accessibility options	Status	
<input checked="" type="checkbox"/>	George Adams	①	Year 9	Default colour scheme 100% contrast	⚙ Not started	<input type="button" value="Release"/> <input type="button" value="Cancel"/>
<input checked="" type="checkbox"/>	Gary Barnett	①	Year 9	Default colour scheme 100% contrast	⚙ Not started	<input type="button" value="Release"/> <input type="button" value="Cancel"/>
<input checked="" type="checkbox"/>	Jackson Dickinson	①	Year 9	Default colour scheme 100% contrast	⚙ Not started	<input type="button" value="Release"/> <input type="button" value="Cancel"/>
<input checked="" type="checkbox"/>	Phoebe Edwards	①	Year 9	Default colour scheme 100% contrast	⚙ Not started	<input type="button" value="Release"/> <input type="button" value="Cancel"/>
<input checked="" type="checkbox"/>	Sara Fink	①	Year 9	Default colour scheme 100% contrast	⚙ Not started	<input type="button" value="Release"/> <input type="button" value="Cancel"/>
<input checked="" type="checkbox"/>	Tina Gerrard	①	Year 9	Default colour scheme 100% contrast	⚙ Not started	<input type="button" value="Release"/> <input type="button" value="Cancel"/>
<input checked="" type="checkbox"/>	Frank Granger	①	Year 9	Default colour scheme 100% contrast	⚙ Not started	<input type="button" value="Release"/> <input type="button" value="Cancel"/>
<input checked="" type="checkbox"/>	Thomas Harrison	①	Year 9	Black text with light green background 100% contrast	⚙ Not started	<input type="button" value="Release"/> <input type="button" value="Cancel"/>
<input checked="" type="checkbox"/>	Pearl Henderson	①	Year 9	Default colour scheme 100% contrast	⚙ Not started	<input type="button" value="Release"/> <input type="button" value="Cancel"/>

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.

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.

3.11 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 2021 to 2022](#) 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.

3.12 Familiarisation assessments

Familiarisation assessments are provided for staff members to use with learners prior to taking an assessment.

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 on page [59](#)).

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

Each familiarisation assessment contains eight or nine questions, which include examples of the question types used in the personalised assessments.

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 questions are not linked to a text and may occur at any point in the assessment.

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 includes 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** should also be made available to all learners during the

assessment. Year 2 and Year 3 learners should have access to a **calculator** if they normally use one in class. Learners in Years 4 and above should all have access to a **calculator**.

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 page 38**). 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 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 are able to change the background colour and contrast 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.

3.13 Audio content – Numeracy (Reasoning) only

For Numeracy (Reasoning) Personalised Assessments, the stimulus question sets (see page 47) 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 those learners who are hearing-impaired or who require one-to-one support, there are PDF scripts available of the contents of the audio file (see page [59](#)). 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.

3.14 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.

3.14.1 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 by at least 7 p.m. the day before the assessments are due to take place	
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).	
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. Check that learners are working honestly and independently.	
3. For the Numeracy (Procedural) Personalised Assessments, check that calculators and other tools are not being used (other than paper for working out).	
4. 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.	
5. 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.	
6. For the Numeracy (Reasoning) Personalised Assessments, check that learners have: <ul style="list-style-type: none"> 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. 	
7. If there is an interruption or learners require a break, assessments can be paused and resumed. 512BRemind 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.	
8. 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.	
9. An assessment can be cancelled if necessary, and it can be rescheduled for a different day.	

3.14.2 Learner checklist

We recommend that staff members run through the learner checklist and familiarisation assessments **before** the live assessment to ensure that learners are aware of the key features beforehand.

Advice for staff to share with learners – before an assessment	✓
1. To begin, log in to Hwb and select ‘Personalised assessments’.	
2. For Numeracy (Reasoning), check you have a set of working headphones available and know how to adjust the volume on your device.	
3. For Numeracy (Reasoning), check that you have a calculator and paper and pencil available for any working out. If in Year 2 and Year 3 you only need access to a calculator if you normally use one in class.	
4. To see the question types on your computer or device, select ‘Familiarisation assessment’ and follow the instructions. You should have completed a familiarisation assessment before starting a Numeracy (Procedural), Numeracy (Reasoning) or Reading Personalised Assessment.	
5. The assessment adapts to your answers. <ul style="list-style-type: none"> • If you get questions right, you get harder questions. • If you get questions wrong, you get easier questions. • This means that learners 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 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 will also vary. Don’t worry. The assessment will stop when the system has enough information.	
10. 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.	

<p>11. For the Numeracy (Procedural) Personalised Assessments:</p> <ul style="list-style-type: none"> • 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 20 and 40 minutes. If you finish before other learners in the classroom, please do not disturb them. 	
<p>12. For the Numerical (Reasoning) Personalised Assessment</p> <ul style="list-style-type: none"> • 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 20 and 45 minutes. If you finish before other learners in the classroom, please do not disturb them. 	
<p>13. For the Reading Personalised Assessments:</p> <ul style="list-style-type: none"> • 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 can appear at any point during an assessment and 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 35 and 45 minutes. If you finish before other learners in the classroom, please do not disturb them. 	

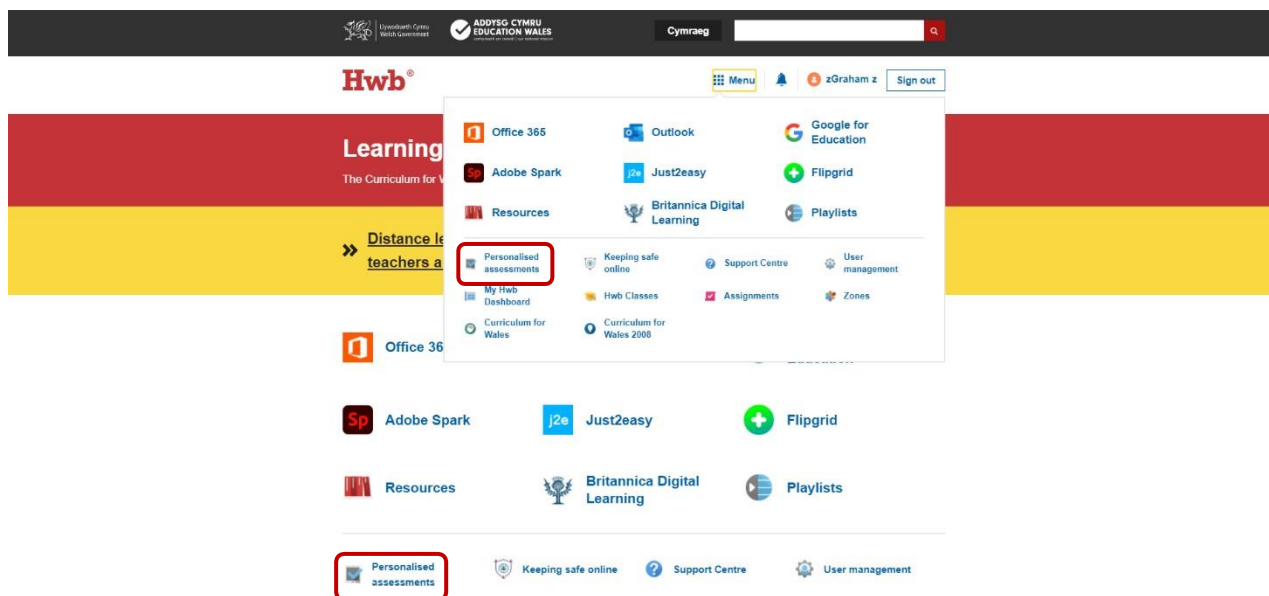
4. Running an assessment

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'.

Today's assessments			
All assessments	All year groups	All classes	<input type="button" value="Search"/>
Assessment	Year group	Class	
English Reading	7	7E-Ce	<input type="button" value="Facilitate"/>
Welsh Reading	7	7P-Ce	<input type="button" value="Facilitate"/>
Numeracy (Procedural)	7	7R-C	<input type="button" value="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'.

Scheduled assessments

[Schedule an assessment](#)

All assessments Start date DD/MM/YYYY End date DD/MM/YYYY All year groups All classes All statuses [Search](#)

Assessment	Date ↓	Year group	Class	Status	
Numeracy (Procedural)	23/11/2018	2		Scheduled	View
Numeracy (Procedural)	23/11/2018	3		Scheduled	View
Numeracy (Procedural)	22/11/2018	4		Not started	Facilitate
English Reading	21/11/2018	2	1A	Completed	Feedback
Welsh Reading	20/11/2018	3		Completed	Feedback

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.

Facilitate assessment

Assessment
Numeracy (Procedural)

Language
English

Date
21/11/2018

Class
1A

Learners

[Reschedule](#) [Refresh](#) [Release selected](#) [Cancel selected](#)

<input type="checkbox"/>	Name ↑	Year group	Accessibility options	Status	
<input checked="" type="checkbox"/>	Chelsea MacLeod	Year 2	Black text with light green background 100% contrast	Not started	Release Cancel
<input checked="" type="checkbox"/>	Jessica Oliver	Year 2	Default colour scheme 100% contrast	Not started	Release Cancel
<input checked="" type="checkbox"/>	Stuart Wilkins	Year 2	Default colour scheme 100% contrast	Not started	Release Cancel
<input checked="" type="checkbox"/>	Jordan Wright	Year 2	Default colour scheme 100% contrast	Not started	Release Cancel

Use 'Release selected' for all learners or a group of learners, or the 'Release' button for individual learners. 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.

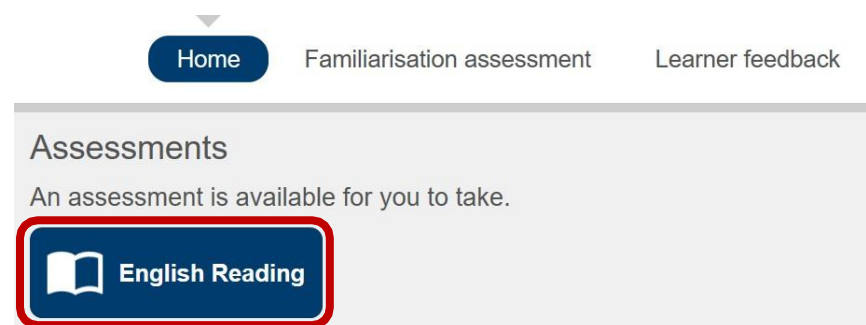
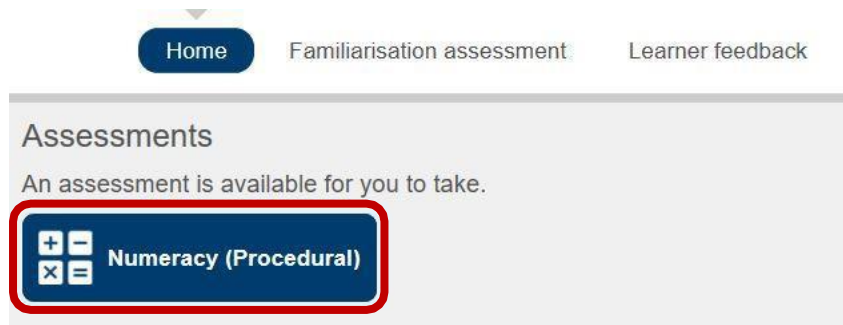
If a learner does not start an assessment on the scheduled day, it will be automatically cancelled and can be rescheduled at a later date. To reschedule assessments for another date, select 'Reschedule', or schedule a new assessment from the Assessments tab.

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

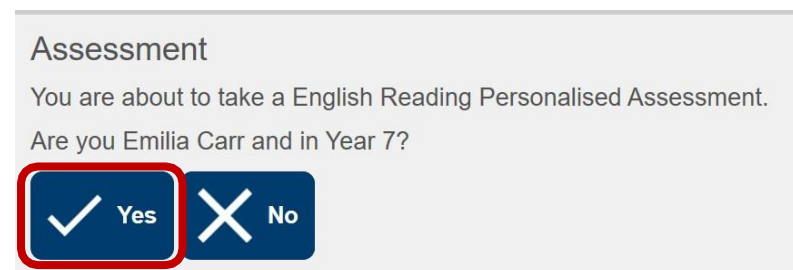
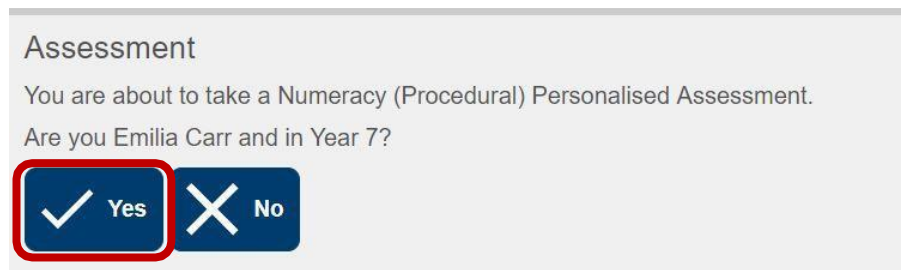
Learners should navigate to <https://hwb.gov.wales/> and enter their Hwb log-in credentials (username and password). They should be given assistance entering these where required.

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 the assessment will begin. 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

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.

The screenshot shows a question interface with a green header bar. The header contains 'Question: 6' on the left and ': 1 Additional Learner' on the right. The main content area has a light blue background and contains the question 'Which shape has exactly 4 sides?'. Below the question are four multiple-choice options, each with a checkbox and a text input field: 'Triangle', 'Rectangle', 'Hexagon', and 'Octagon'. At the bottom of the screen is a green footer bar containing a settings gear icon, a globe icon (highlighted with a red square), and a 'Next >' button.

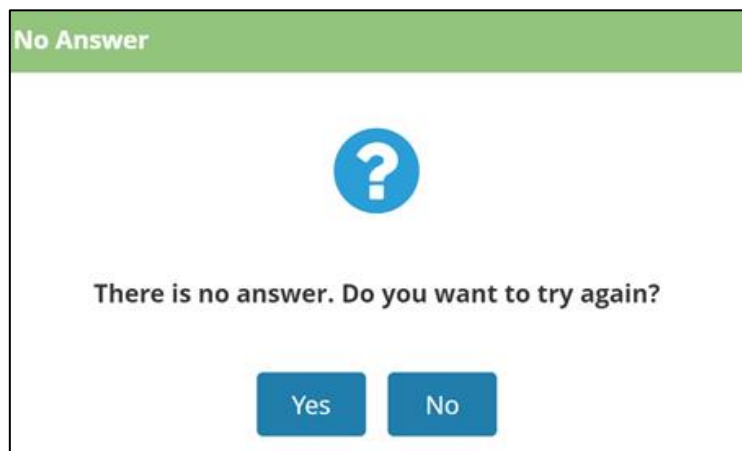
Selecting the 'globe' icon at the bottom of the screen allows learners to see the alternative language (English/Welsh).

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.

The screenshot shows a pop-up window for the same question in Welsh. The header bar is green and contains 'Question: 6' on the left and 'Cymraeg' on the right. The main content area has a light blue background and contains the question 'Pa siâp sydd â 4 ochr yn union?'. Below the question are four multiple-choice options, each with a checkbox and a text input field: 'Triongl', 'Petryal', 'Hecsgagon', and 'Octagon'. At the bottom of the screen is a green footer bar containing a settings gear icon, a globe icon (highlighted with a red square), and a 'Next >' button. A red square with a white 'X' is located in the top-right corner of the pop-up window, indicating the close button.

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:



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:

A screenshot of a question interface. At the top, a green header bar says 'Question: 1'. Below it, a blue bar shows ': 3 Laura'. The main content area is white and contains the following text: 'Aled won some money.', 'He gave **half** of his money to his sister.', 'Then he gave **half** of the money he had left to his brother.', 'Now Aled has £2.50', and 'How much money did Aled win?'. Below the question text is a text input field with a blue border and a '£' symbol on the left. At the bottom, there is a green footer bar with a gear icon, a globe icon, and a blue 'Next >' button.

Multi-mark questions (with hints)

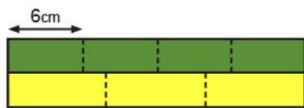
An example of the question layout is below:

Question: 2

: 3 Laura

This question has hints.

Two rectangles are both the same length.



One rectangle is divided into **four** equal pieces, each one 6cm long.

The other rectangle is divided into **three** equal pieces, each one cm long.

Next >

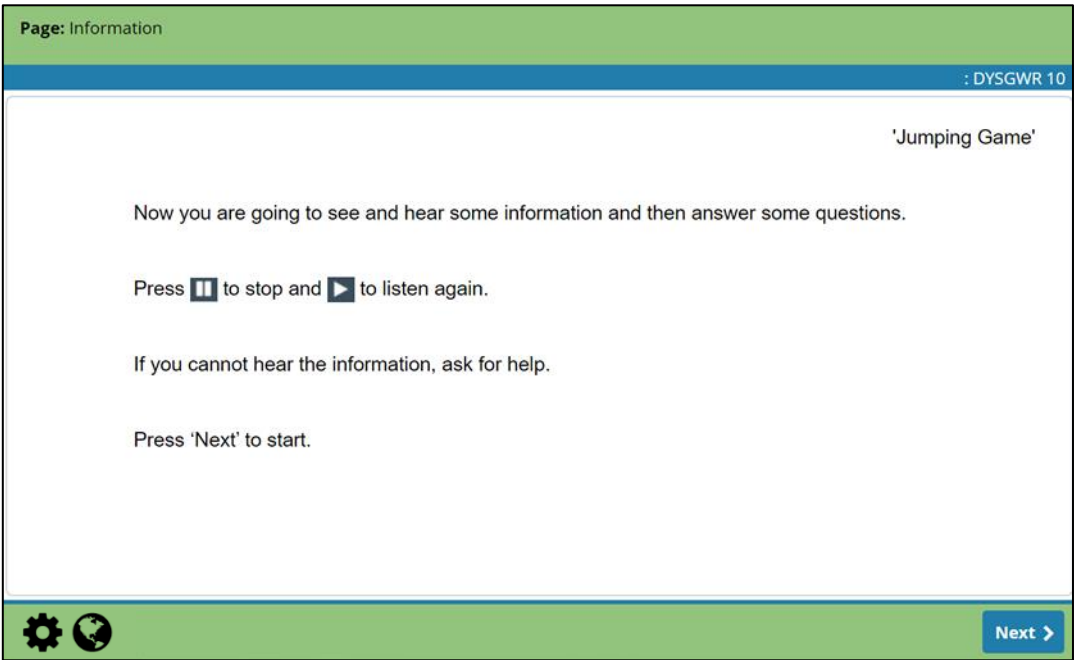
Multi-mark numerical entry questions have hints included. Notice the heading: 'This question has hints.' The hints provide a scaffold to finding the solution to a question and allow a judgement to be made of how much support a learner required to find a solution. The following hints are provided:

- 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 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.

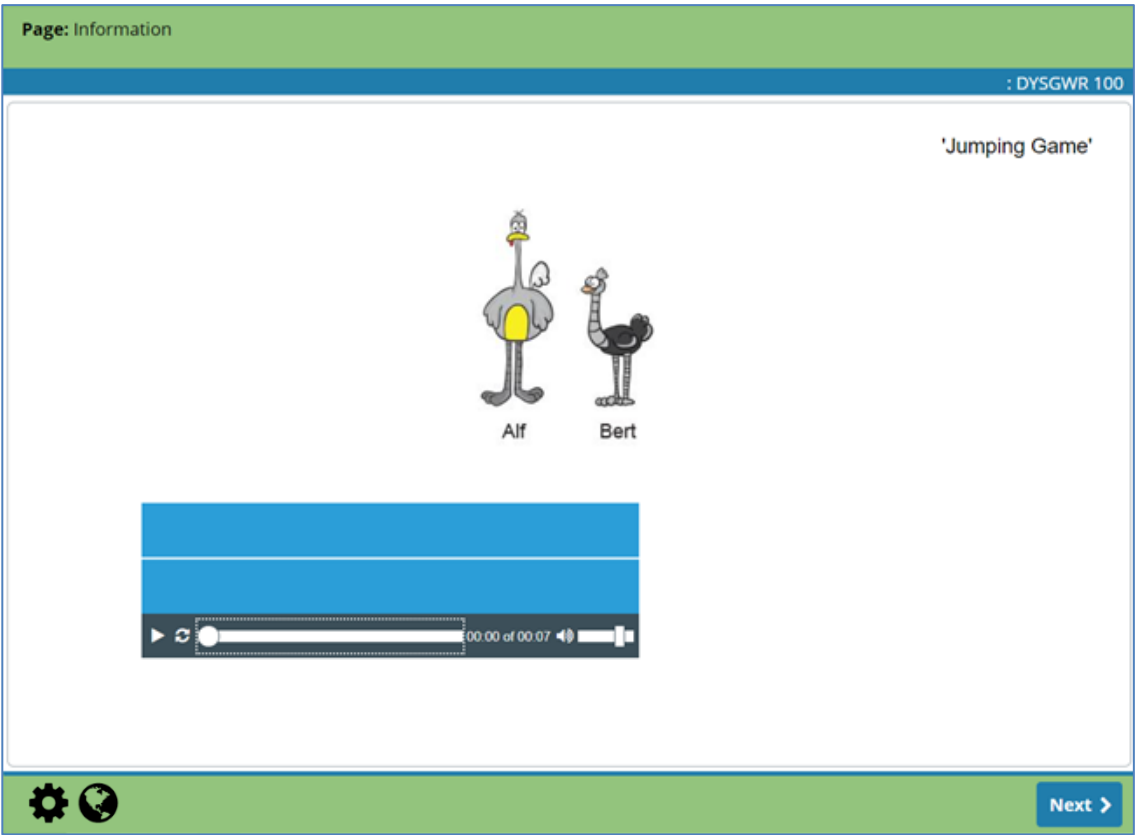
The stimulus section

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.

Question: 4

: 3 Laura

This question has hints.

Alf

Bert

1

2

3

4

5

6

7

8

9

10

11

12

13

On jump 1 Bert is 2 behind Alf.

On jump 11 Bert is behind Alf.

Next >

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.

Question: 4

: 3 Laura

This question has hints.

Alf

Bert

1

2

3

4

5

6

7

8

9

10

11

12

13

On jump 1 Bert is 2 behind Alf.

On jump 11 Bert is behind Alf.

Check your working

On jump 11 Bert is behind Alf.

Next >

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.

The screenshot shows a question interface with a green header bar labeled "Question: 4" and a blue bar on the right showing ": 3 Laura". Below the header, there is a progress bar with 11 segments, the first of which is highlighted in blue and labeled "Bert". The main content area contains the following text and input fields:

On jump 1 Bert is 2 behind Alf.

On jump 11 Bert is behind Alf.

Check your working

On jump 11 Bert is behind Alf.

Alf jumps in 5's, so on jump 11 he is on 55

On jump 11 Bert is behind Alf.

At the bottom, there is a green bar with a gear icon on the left and a "Next >" button on the right.

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

4.3.3 Reading Personalised Assessments

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

- sentence completion
- multiple choice
- multiple response
- true or false
- sequencing

An example of a sentence completion question is provided on the next page. These questions do not have a linked text and can appear at any point in the assessment.

Question: 1

: 3 Additional Learner

Individual question – no text

Look at the sentence below.
It has **one** word missing.
Choose the **best** missing word.
The teacher was _____ the class rules to the children.


☐ explain

☐ explained

☐ explanation

☐ explaining

☐ explains


 [Next >](#)


Many questions are grouped together around a text. These are presented with an information page, with a link to the text for the learner to read. After learners have read the text, they will receive three to eight questions relating to this text.

Page: Information

: 1 Additional Learner

First, click on the button below and read the text. Then press the **Next button** to answer the questions.

 [Read the text.](#)


 [Next >](#)

On each question screen there is a link to open a pop-up of the text to refer back to. Learners can open and reread the text as many times as they wish. The pop-up can be moved around the screen to allow the text and question to be viewed together. Examples are given below.

Question: 2 : 3 Additional Learner

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

Where did Bethan go?

 Read the text.

Read the text.

Shopping trip

Bethan pushed open the door of the pet shop and went inside with her mum and grandad. They saw a lovely yellow bird singing in its cage. In the middle of the shop there was a tank of spotted fish diving through long, swaying plants. Grandad watched a furry hamster running in a wheel but there was only one animal Bethan wanted to see. She went straight over to the black rabbit crunching on a carrot. She had come to take him home at last.

☐ the pet shop
☐ the farm
☐ the zoo
☐ the park

Next >

Read the text.


Shopping trip

Bethan pushed open the door of the pet shop and went inside with her mum and grandad. They saw a lovely yellow bird singing in its cage. In the middle of the shop there was a tank of spotted fish diving through long, swaying plants. Grandad watched a furry hamster running in a wheel but there was only one animal Bethan wanted to see. She went straight over to the black rabbit crunching on a carrot. She had come to take him home at last.

Question: 5 : 3 Additional Learner

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

The bird was ...

 Read the text.

Number of selected options for this question: 0

☐ singing.
☐ stuck.
☐ flying.
☐ yellow.
☐ black.

Next >

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

The Reading Personalised assessments also allow users to view the reading texts side-by-side with the questions by opening the text as shown on the screenshot above. In order to do this, the computer monitor must have a screen resolution of 1920 x 1080, and the scale of that monitor must be set to 100 per cent. To check these settings on a Windows 10 machine:

1. right-click the monitor and select 'Display settings'
2. under 'Scale and layout', check the 'Display resolution' is set to 1920 x 1080
3. under 'Scale and layout', check the 'Change the size of text, apps and other items' is set to 100 per cent

5. After the assessment

5.1 Reports

The day 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.

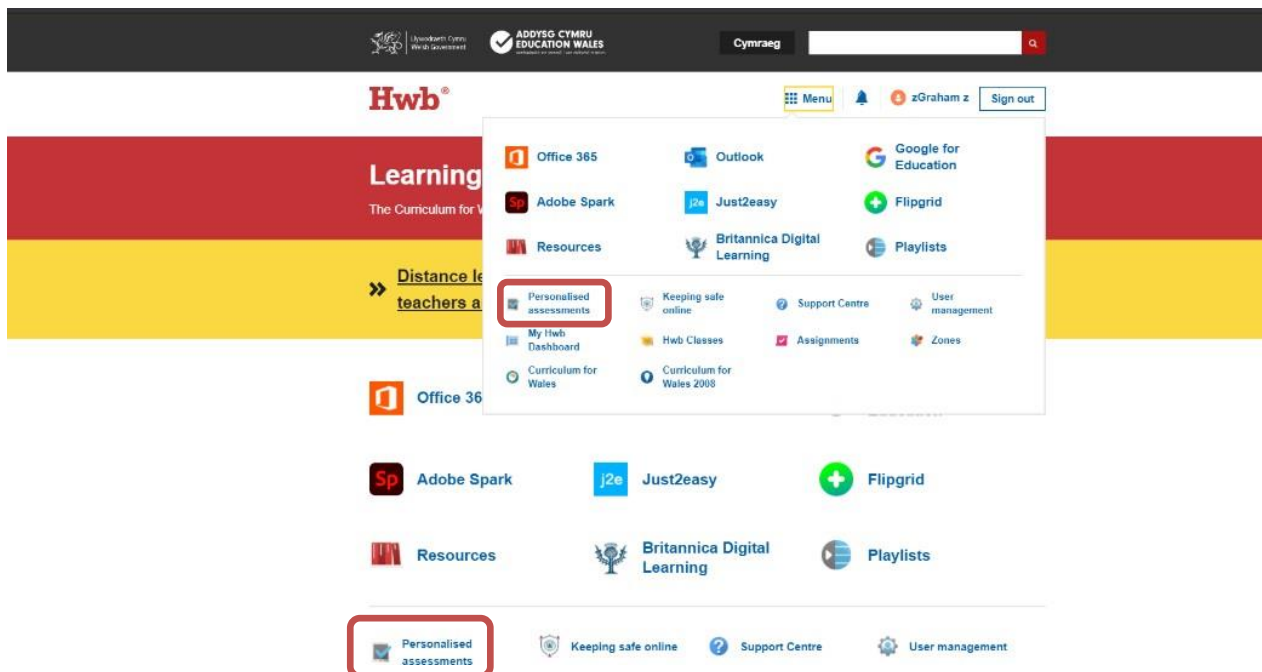
5.2 Staff access

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.

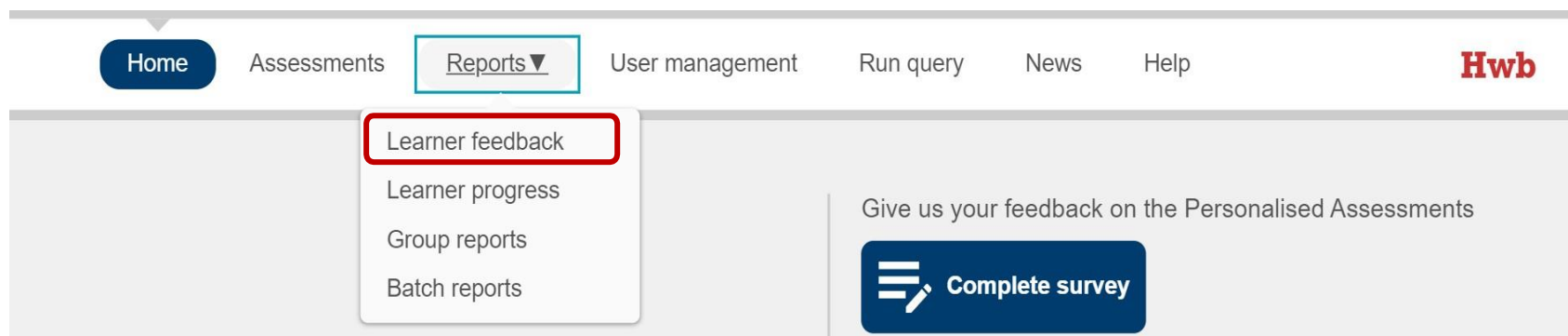
To access the feedback:

- 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.

Feedback search

All assessments	Start date DD/MM/YYYY	End date DD/MM/YYYY	All year groups	All classes	Learner	Search
-----------------	-----------------------	---------------------	-----------------	-------------	---------	---------------

- 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.
- On the day an assessment is completed, learner feedback will show as 'Pending'.
- Individual learner feedback is generated overnight following an assessment. Groups of learner feedback (e.g. a class's feedback) are produced on request using the 'Batch reports' feature (see [section 5.6](#) on page [51](#)).

- 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.

Feedback search

<input type="checkbox"/>	Name ↑		Year group	Assessment type	Last Taken		Feedback
<input type="checkbox"/>	Stephen Ackton		7	Numeracy (Procedural)	15/05/2019	<input type="button" value="View feedback"/> <input type="button" value="Show"/>	Not yet shown to learner
<input type="checkbox"/>	Jordan Acton		9	Numeracy (Procedural)	26/06/2019	<input type="button" value="View feedback"/> <input type="button" value="Hide"/>	Feedback shown date 09/08/2019

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 the day 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.

Hwb

Learner feedback
Learner progress
Group reports
Batch reports

Give us your feedback on the Personalised Assessments

- 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.

Learner progress

Numeracy (Procedural) ▾





Learner name

7 ▾

All classes ▾

 Search

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

Learner progress						
<div><div>Numeracy (Procedural) ▾</div><div>Learner name</div><div>7 ▾</div><div>All classes ▾</div><div> Search</div></div>						
<input type="checkbox"/>	≡ Name ↑	≡ Year group	≡ Class	≡ Assessment type	Progress	
<input type="checkbox"/>	Jason Aaron	7		Numeracy (Procedural)	<div><div> View progress</div><div> Show</div></div>	Not yet shown to learner
<input type="checkbox"/>	Liz Aaron	7		Numeracy (Procedural)	<div> Pending</div>	Report is not yet available

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

Learner progress

[← Back](#)

Jason Aaron Year 7

Numeracy (Procedural)

Progress

Assessment	Report Updated	
Numeracy (Procedural)	02/09/2019	View progress

Feedback

Report Name	Date	
Numeracy (Procedural)	03/07/2019	View feedback
Numeracy (Procedural)	03/07/2019	View feedback

5.5 To view the group reports

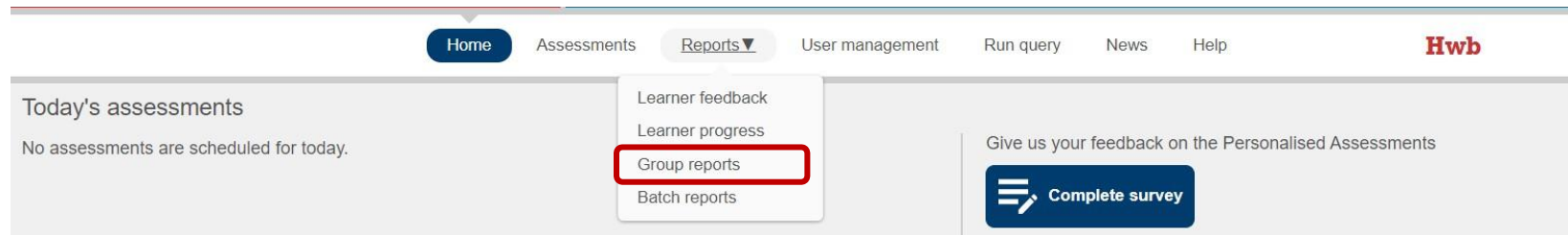
Group reports are requested via the 'Group reports' screen, accessed via the 'Reports' tab. When a report has been requested it will immediately be visible on the 'Group reports' screen with a status of pending. Please note that it is advised that requests for the reports are made by class, where possible.

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. The time taken to produce the report and make it available on the assessments website is dependent on how much information is being requested (i.e. how large the group is) and how busy the system is.

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

A screenshot of the 'Group reports' search interface. At the top, there's a 'Request group report' button (highlighted with a red box). Below it, there are four dropdown menus: 'All assessments', 'All reports', 'All year groups', and 'All classes'. To the right of these are two date input fields: 'Start date DD/MM/YYYY' and 'End date DD/MM/YYYY'. A 'Search' button (highlighted with a red box) is located at the bottom right.

the date range.

- Select 'Request group report'.

Request group report

Reports on groups, classes, years or the whole school are for schools' internal use and should not be shared with learners.

Select an assessment ▼

Select a report ▼

Which learners should be included in the report?

☒ Learners in a year group or class

Select a year group ▼ All classes ▼

☐ A custom group of learners

Select a custom group ▼ **+ New group**

Which academic year is the report for?

Select an academic year ▼

Assessments taken between Start date DD/MM/YYYY and End date DD/MM/YYYY

▶ Request group report **+ Group management** **✕ Cancel**

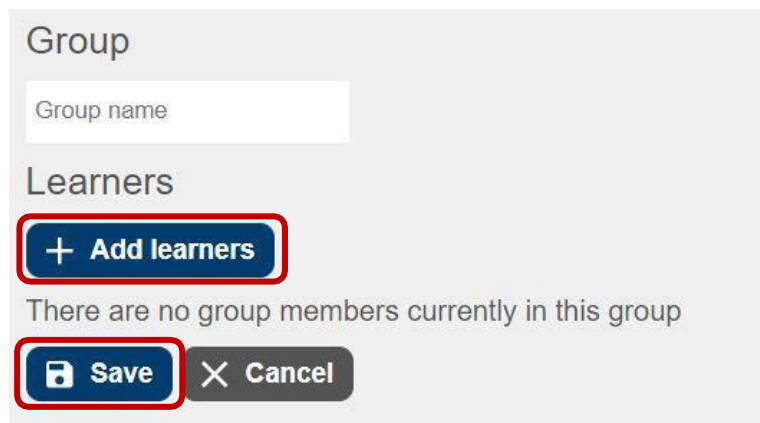
Reports for a custom group of learners can be created through the 'Group management' option.

- 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.

Group management

+ New group **← Back**

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



Group

Group name

Learners

+ Add learners

There are no group members currently in this group

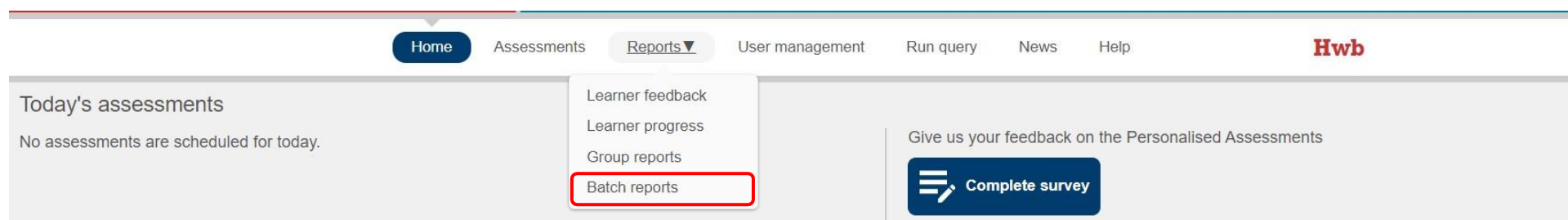
Save Cancel

- Select 'Save' to create the new group.

5.6 Batch reporting

Batch reports allow staff members to view and print feedback reports 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 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.

Batch reports

+ Request batch report

All assessments ▼ All reports ▼ All year groups ▼ All classes ▼ Start date DD/MM/YYYY End date DD/MM/YYYY **Search**

- 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'.

Batch reports

Numeracy (Procedural) ▼

Learner Feedback ▼

Download format

☒ One pdf containing all learners

☐ A zip file containing one pdf for each individual learner

Report language

☒ Welsh

☐ English

☐ Bilingual

Which learners should be included in the report?

☒ Learners in a year group or class

Select a year group ▼ All classes ▼

☐ A custom group of learners

Select a custom group ▼ **+ New group**

Which academic year is the report for?

Select an academic year ▼

Assessments taken between Start date DD/MM/YYYY and End date DD/MM/YYYY

Request report **+ Group management** **Cancel**

To view the requested report(s), enter 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.

Batch reports

Request batch report

All assessments

All reports

All year groups

All classes

Start date DD/MM/YYYY

End date DD/MM/YYYY

Search

- Once requested, a report initially shows on the list as 'Pending'. 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.

Home Assessments Reports User management Run query News Help

Hwb

Batch reports

Request batch report

Numeracy (Procedural)

All reports

All year groups

All classes

Start date DD/MM/YYYY

End date DD/MM/YYYY

Search

Refresh

Assessment type	Report	Group	Requested	Viewed	Status
Numeracy (Procedural)	Learner Progress	Year 7	01/11/2021		Requested Pending
Numeracy (Procedural)	Learner Progress	Year 8	18/03/2021	18/03/2021 16:23:45	Viewed View

When viewing the batch reports online, each language shows under its own tab. Whether a user selects a Welsh, English or bilingual report, the online version always shows both languages, starting with the requested language. If a user then goes to print the reports, the print preview will show only the language(s) the report was requested in.

Printing the batch reports is available in each of the browsers listed on page 11. However, we recommend using the Chrome browser as it requires the least amount 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:

- 'Paper size' is set to A4
- pages are set to print on both sides if printing bilingual reports
- headers and footers are switched off
- 'Print background graphics' option is switched on
- 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.
- 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.

5.7 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.

5.7.1 Learner feedback report

The learner feedback report highlights the learner's strengths and areas for further development, based on skills in the Literacy and Numeracy Framework (LNF) as measured in the assessment. 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.

For Numeracy (Reasoning), the report provides information how the learner approached different question types in the assessment, their understanding of the different content areas 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, it is recommended that teachers consider the information in the reports

and how and when to share with learners to support understanding and development of their reasoning skills. Schools are not required to issue the learner feedback report directly to parents and carers, but they may share the information where they consider it appropriate.

Teachers may review these learner reports before releasing them to the learners (by selecting ‘Show’ in the screen shown).

Feedback search

All assessments

Start date DD/MM/YYYY

End date DD/MM/YYYY

All year groups

All classes

Learner

Search

Print guidance for parents/carers

<input type="checkbox"/>	Name ↑	Year group	Assessment type	Last Taken		Feedback
<input type="checkbox"/>	Stephen Ackton	7	Numeracy (Procedural)	15/05/2019	<div><div>View feedback</div><div>Show</div></div>	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.

5.7.2 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 performance 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. 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+.

As with the learner feedback reports, these reports will not be visible to the learners in Hwb until the teacher has released them.

Reports must be shared with parents/carers as part of the normal reporting process. The reports to be shared are: feedback for Numeracy (Procedural) and Reading, and individual learner progress reports in all subjects. Feedback for Numeracy (Reasoning) will be teacher-facilitated and will not result in a report to be issued directly to parents/carers.

5.7.3 Group reports

There are 4 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.

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 4 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 schools wish to include the age standardised 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.

To import the information into another system (e.g. the school MIS) copy and paste the data into an Excel sheet. This can be done by selecting the table, pressing Ctrl+C, (or right-clicking and selecting 'Copy'), then pasting into an Excel sheet with Ctrl+V, (or right-clicking and pasting). We recommend that you validate the data within the Excel sheet and then import from Excel into the school MIS, directly where supported, or by selecting 'Save as' and choosing file type 'CSV (Comma delimited) (*.csv)'. It may be necessary to amend the table headers to the variable names expected by the MIS or to identify the mapping of column headings to the imported variable naming. Please refer to the documentation for the specific system the data is to be imported to for further instructions on data imports.

5.7.4 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.

5.7.5 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 on page [42](#).

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

5.7.6 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 and triangles 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). The dots and triangles show each question in the learner's assessment until the assessment was terminated by the system or by the 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 functionality shows the LNF area, duration and the text type the question was attached to.

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
- 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.

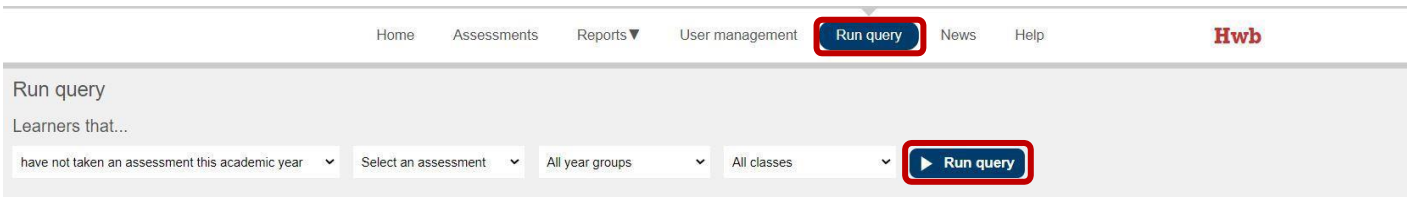
5.7.7 Running a query

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 includes 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 on page [25](#).

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, and 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 modified large print and Braille versions. Information about how to access the familiarisation assessments is included on page [25](#).

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.

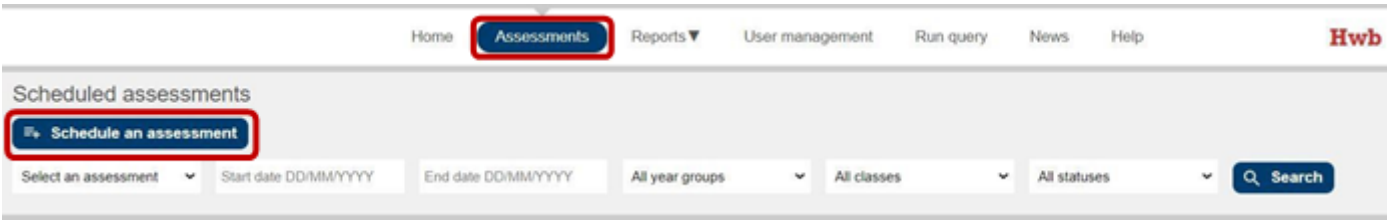
A familiarisation assessment is available for the Braille version, which uses Braille texts and questions. The learner should have the relevant booklet available when using the familiarisation assessment. (See [section 6.3](#) below for ordering the Braille booklets.) Information about how to access the familiarisation assessments is included on page [25](#).

Please follow the guidelines below when administering a Braille assessment.

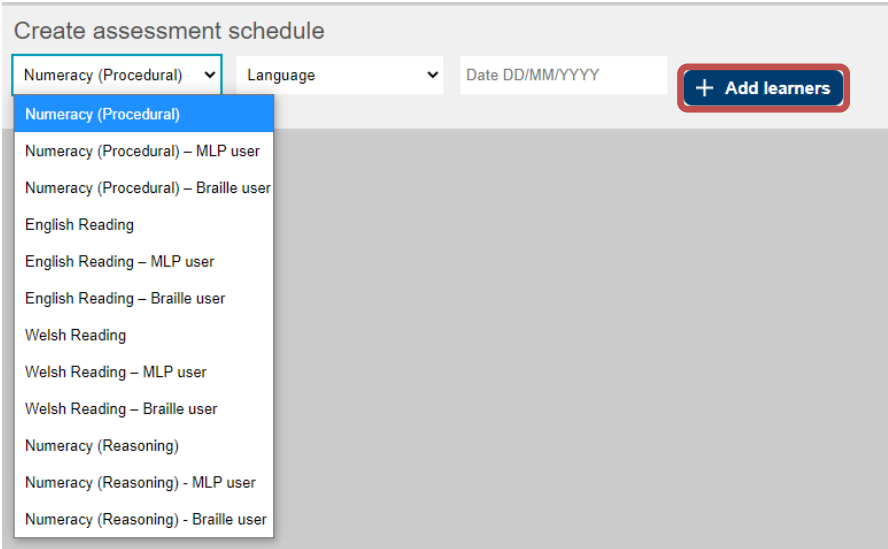
- The learner should not be helped with reading the texts or the questions.
- The learner can be helped with the Braille/reading of names of people or places.
- The learner can be helped with the Braille contractions as needed.
- The helper can read any onscreen text.
- The helper can input the answer 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.

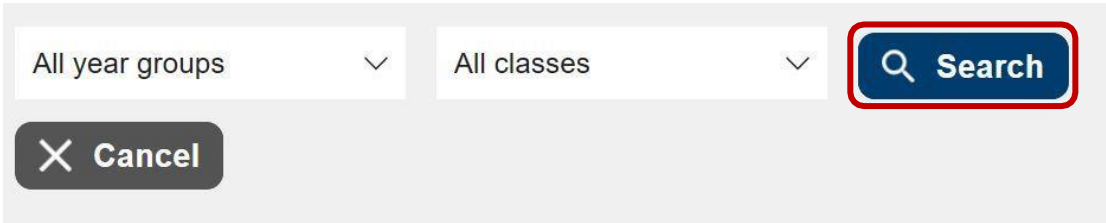
To use the modified versions of the assessments, you should access the assessments website and in the ‘Assessments’ screen, select ‘Schedule an assessment’.



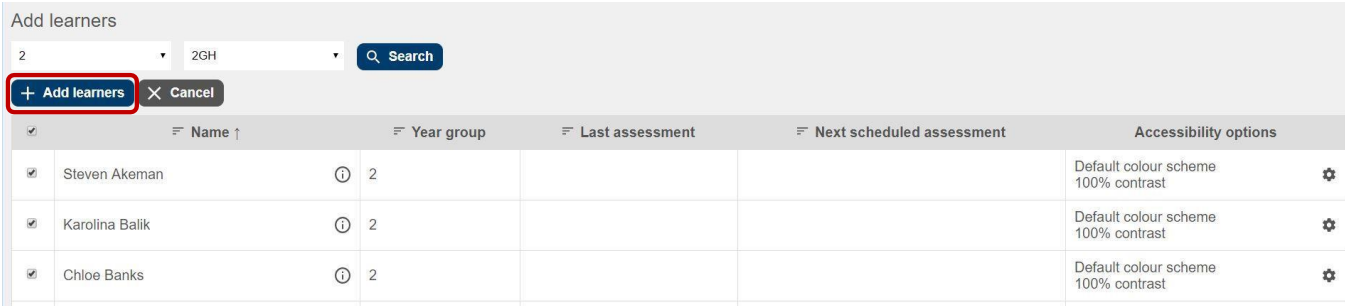
In the drop-down menus, select the appropriate modified assessment, e.g. ‘Numeracy (Procedural) – MLP user’, ‘Welsh Reading – MLP user’ or ‘English Reading – MLP user’, choose the desired language and date, then select ‘Add learners’.



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



Select the learners’ names using the tick boxes, and select ‘Add learners’.



	Name ↑	Year group	Last assessment	Next scheduled assessment	Accessibility options
<input checked="" type="checkbox"/>	Steven Akeman	2			Default colour scheme 100% contrast
<input checked="" type="checkbox"/>	Karolina Balik	2			Default colour scheme 100% contrast
<input checked="" type="checkbox"/>	Chloe Banks	2			Default colour scheme 100% contrast

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](#).

Create assessment schedule

Numeracy (Procedural) English 17/08/2020 + Add learners Are you scheduling a class? TE-Fd

Schedule this assessment X Cancel

Learners: 12

	Name	Year group	First question difficulty	Last assessment	Next scheduled assessment	Accessibility options	
<input type="checkbox"/>	Grenetta Abbey	7	Year 7			Default colour scheme 100% contrast	<input type="checkbox"/> Remove learner
<input type="checkbox"/>	Ackmar Ahmed	7	Year 7			Default colour scheme 100% contrast	<input type="checkbox"/> Remove learner
<input type="checkbox"/>	Chloe Boman	7	Year 7			Default colour scheme 100% contrast	<input type="checkbox"/> Remove learner
<input type="checkbox"/>	Mandy Candy	7	Year 7			Default colour scheme 100% contrast	<input type="checkbox"/> Remove learner
<input type="checkbox"/>	Lee Ching	7	Year 7			Default colour scheme 100% contrast	<input type="checkbox"/> Remove learner

6.2 Access arrangements

6.2.1 Rest breaks and time allowed

The personalised assessments do not have a fixed duration or a fixed number of questions (although there is a minimum and maximum number of questions – see page 8). The assessment will stop when it has made a reliable decision about the learner's ability. The Numeracy (Procedural) Personalised Assessments are generally between 20 and 40 minutes long, the Numeracy (Reasoning Personalised Assessments are generally between 20 and 45 minutes long, and the Reading Personalised Assessments are generally between 35 and 45 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, then 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.

6.2.2 Colour and contrast changes

When scheduling an assessment for a learner, it is possible to select a range of different colour and contrast 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 (temporarily unavailable)
- light blue text with black background (temporarily unavailable)
- black text with light green background

- black text with light magenta background
- contrast adjusted from 100 per cent to 20 per cent.

Options that use light text on a dark background are currently unavailable, though are due to be implemented by the end of this academic year. 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 light magenta background. The colour and contrast options can be applied by the staff member when scheduling the assessments in the assessments website, using the cog icon in the screenshot below.

Create assessment schedule

Numeracy (Procedural) English 17/08/2020 + Add learners ☒ Are you scheduling a class? 7E-Fd

Learners: 12

<input type="checkbox"/>	Name ↑	Year group	First question difficulty	Last assessment	Next scheduled assessment	Accessibility options	
<input type="checkbox"/>	Grenetta Abbey	7	Year 7			Default colour scheme 100% contrast	<input checked="" type="checkbox"/> <input type="button" value="Remove learner"/>
<input type="checkbox"/>	Ackmar Ahmed	7	Year 7			Default colour scheme 100% contrast	<input type="checkbox"/> <input type="button" value="Remove learner"/>
<input type="checkbox"/>	Chloe Boman	7	Year 7			Default colour scheme 100% contrast	<input type="checkbox"/> <input type="button" value="Remove learner"/>
<input type="checkbox"/>	Mandy Candy	7	Year 7			Default colour scheme 100% contrast	<input type="checkbox"/> <input type="button" value="Remove learner"/>
<input type="checkbox"/>	Lee Ching	7	Year 7			Default colour scheme 100% contrast	<input type="checkbox"/> <input type="button" value="Remove learner"/>

The colour and contrast 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).

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 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'.

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.

Please note: Some questions in the Numeracy (Procedural) Personalised Assessments have a white full stop at the start, which are invisible on the standard screen layout. These are required for formatting purposes. The screen reader will pick them up and will read out 'period' at the start of a question. The learner should be warned of this and instructed to ignore it.


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 × 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.

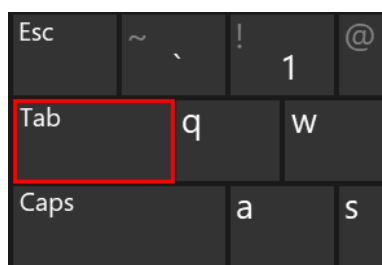
Safari provides the best experience for magnification on an iPad as learners can choose to view the reading texts in Reader View. Reader View allows a learner to change the font, font size and the colour of the font and background.

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 A's  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) 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, to navigate questions and texts using the tab function:

- 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, 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 Use of sign language

Sign language versions of the assessments are not available given the wide range of sign languages in common use in schools. The learner's usual sign language support can be used to sign any text to the learner for Numeracy (Procedural) and Numeracy (Reasoning) assessments. 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.

6.9 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.

6.10 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.

6.11 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, to make it easier than would normally be presented to learners in their current curriculum year. The override is available to the staff member in the assessments website when scheduling an assessment for a learner. This should be used only when strictly necessary.

The screenshot shows the 'Create assessment schedule' interface. At the top, there are dropdowns for 'Numeracy (Procedural)' and 'English', a date field '03/12/2018', and a '+ Add learners' button. Below these are 'Schedule this assessment' and 'Cancel' buttons. A section titled 'Learners' contains a table with columns: 'Name', 'Year group', 'First question difficulty', and 'Last assessment'. The table lists three learners: Lewis Dyer, Ellie MacLeod, and Claire Morrison, all in Year 5. A red box highlights the 'First question difficulty' dropdown for Lewis Dyer, which is open and shows options: 'Year 5', 'Year 4', 'Year 3', and 'Year 2'.

	Name ↑	Year group	First question difficulty	Last assessment
<input type="checkbox"/>	Lewis Dyer ⓘ	5	<div>Year 5 Year 4 Year 3 Year 2</div>	
<input type="checkbox"/>	Ellie MacLeod ⓘ	5		
<input type="checkbox"/>	Claire Morrison ⓘ	5	Year 5	

Note that for learners in Year 2 there is no easier entry point. The starting point for all Year 2 learners is an easy question, and if the first question is answered incorrectly the learners will be presented with the easiest questions in the bank.

7. Helpdesk 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:

<https://hwb.gov.wales/curriculum-for-wales/reading-and-numeracy-assessments/personalised-assessments>

hwb.gov.wales/support-centre/education-digital-guidance-for-schools/

Annexe: Dual-registered (pupil referral unit) learner guidance 2021 to 22

1. Introduction

In this guide, learners who are enrolled at both a primary and a subsidiary centre, 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;
- 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 centres;
- logs the learner in to the centre where assessments have been scheduled for the current day;
- provides teachers from both centres the ability to schedule and facilitate assessments for the learner;
 - only allows the teachers from the centre that scheduled the assessment to facilitate or edit the scheduled assessment;
- provides teachers from both centres 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 centre. They will need to specify which setting is the primary centre 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*', on page [18](#) above, for how to schedule an assessment.

Note:

- Both the primary and subsidiary registered centre have equal access to schedule assessments for the PRU learner. The learner will still be limited to 2 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*', on page [32](#) above, for how to facilitate an assessment.

Note:

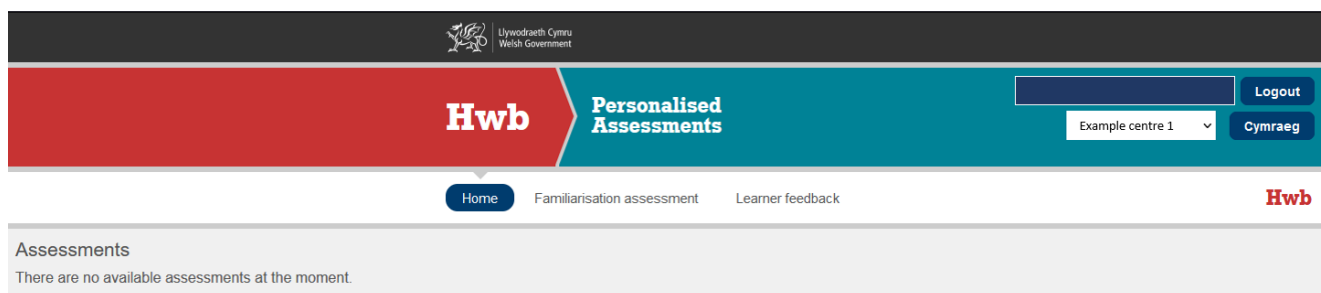
- Only the centre that schedules the assessment has the ability to facilitate the assessment. This includes editing, cancelling and releasing the assessment.

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

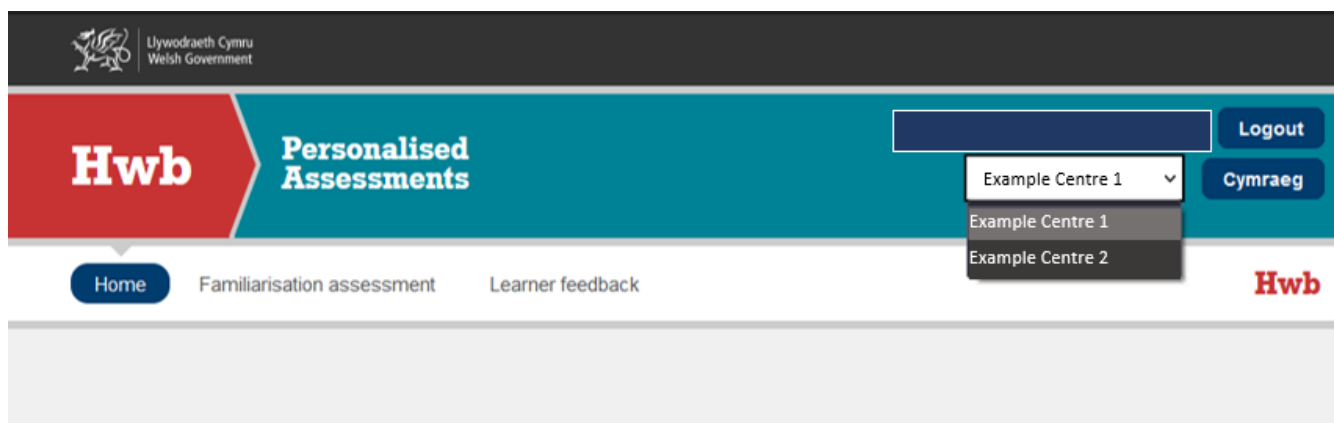
When a learner is set up on the management information system to have a primary centre and a subsidiary centre, they will see a new user interface when they log in to the personalised assessment website.

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

Learner's user interface:



Selecting the dropdown box will list both centres with which the learner is associated. Selecting the one not currently selected will align the learner to that centre's management information system.



5. After the assessment

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

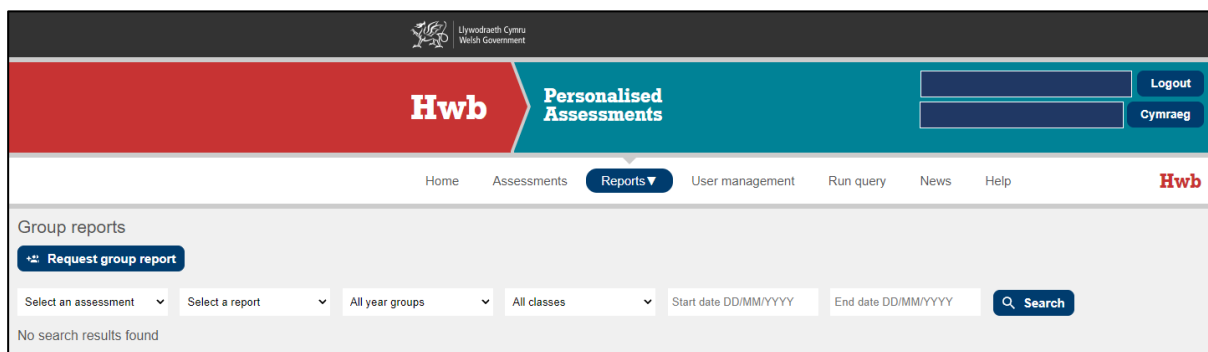
Refer to [section 5.3](#) 'To view and release the learner feedback', [section 5.4](#) 'To view learner progress reports' and [section 5.5](#) 'To view the group reports', on pages [45](#) to [51](#) above, for how to generate reports.

Note:

- Progress reports and learner feedback reports will be available to the teachers of both centres 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 centres 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.**

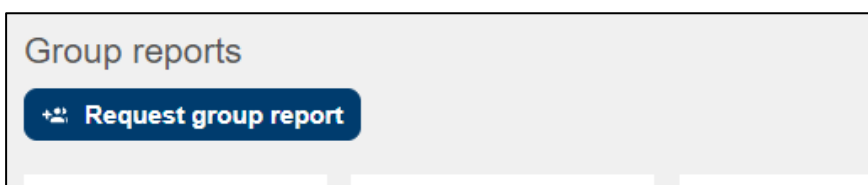
5.2 How to create custom group or batch reports

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



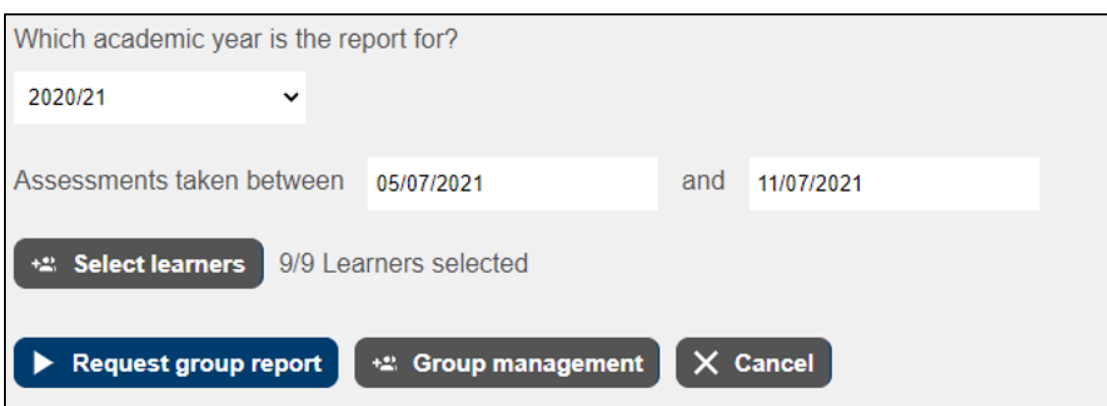
The screenshot shows the Hwb Personalised Assessments interface. The top navigation bar includes 'Home', 'Assessments', 'Reports' (selected), 'User management', 'Run query', 'News', and 'Help'. The 'Reports' dropdown menu is open, showing 'Group reports' and 'Batch reports'. The 'Group reports' section is active, displaying a 'Request group report' button and a search form with fields for 'Select an assessment', 'Select a report', 'All year groups', 'All classes', 'Start date DD/MM/YYYY', and 'End date DD/MM/YYYY'. A 'Search' button is also present. Below the search form, it states 'No search results found'.

2. Select 'Request group report'.



The screenshot shows the 'Group reports' section of the interface. A blue button labeled 'Request group report' is visible, along with a plus icon and a minus icon.

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.



The screenshot shows the 'Select learners' form. It includes a dropdown menu for 'Which academic year is the report for?' with '2020/21' selected. Below this, there are input fields for 'Assessments taken between' with dates '05/07/2021' and '11/07/2021'. A 'Select learners' button is present, followed by the text '9/9 Learners selected'. At the bottom, there are three buttons: 'Request group report', 'Group management', and 'Cancel'.

- Select the tick box next to the learners' names you would like to include in the report generation.
- Select the '+ Confirm learners' button to save the change.

Select learners

+ Confirm learners

<input type="checkbox"/>	Name ↑	
<input checked="" type="checkbox"/>	Learner 1	
<input type="checkbox"/>	Learner 2	
<input checked="" type="checkbox"/>	Learner 3	
<input checked="" type="checkbox"/>	Learner 4	
<input checked="" type="checkbox"/>	Learner 5	
<input checked="" type="checkbox"/>	Learner 6	
<input checked="" type="checkbox"/>	Learner 7	
<input checked="" type="checkbox"/>	Learner 8	
<input checked="" type="checkbox"/>	Learner 9	

- 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.

Which academic year is the report for?

2020/21

Assessments taken between 05/07/2021 and 11/07/2021

Select learners 8/9 Learners selected

Request group report
Group management
Cancel

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

6. Feedback

The dual-registered learner (PRU) process described in this annexe is new for personalised assessments in the 2021/22 academic year. Once you have used the guidance and the assessments, we would be grateful for any feedback:

- Is the guidance helpful in navigating the process?
- Does this function help you to manage the assessment process better across more than one learning setting?
- Does it help support your planning processes for reading and numeracy progression?

Please forward any feedback or comments to help@personalisedassessments.wales.