Personalised assessments

Guidance for practitioners on feedback and progress reports for individual learners

2025 to 2026

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

This guidance highlights some key points that may be helpful to practitioners when considering and using feedback and progress reports for individual learners to support:

- learning
- teaching
- progression planning

It also:

- sets out which reports should be shared with parents and carers
- addresses questions that parents and carers may have

The purpose of the personalised assessments

The personalised assessments are designed to help a practitioner and learner:

- understand how a learner's reading and numeracy skills are developing
- plan next steps

The personalised assessments:

- provide information on numeracy and reading skills
- can be used within a range of assessment approaches to support understanding and development of numeracy and reading skills

They form part of schools' assessment toolbox for the Curriculum for Wales.

What the personalised assessments involve

In personalised or 'adaptive' assessments, the questions and texts (for the Reading assessment) are generated based on the learner's response to the previous question. A learner who answers questions correctly will receive questions and texts that are slightly more challenging. A learner who answers questions incorrectly will receive slightly easier questions and texts. This process:

- continues until the assessment system has gathered sufficient information on the learner's responses
- provides an individual assessment experience
- tailors the level of challenge for every learner

The questions for Numeracy (Procedural) and Numeracy (Reasoning) assessments are chosen from large 'banks' of questions designed for learners in Years 2 to 9. Numeracy (Procedural) focuses on the recall of numerical facts and procedures. Numeracy (Reasoning) focuses on the application of these numerical 'tools' to solve problems within a range of contexts.

The texts and questions for the Reading assessment are chosen from a large 'bank' of texts and questions. The Reading assessments provide information on:

- how well a learner understands a text
- whether a learner is able to make judgements about what they are reading

The assessments are based on the continuum of skills in the National Literacy and Numeracy Framework (LNF), which is part of the 'Cross-curricular skills frameworks' in the Curriculum for Wales.

Post-assessment, practitioners will have access to the following:

- the individual learner feedback report in all subjects
- the individual learner progress report in all subjects

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

The learner feedback reports for Reading and Numeracy (Procedural) highlight:

- the learner's strengths as demonstrated in a particular assessment (the hardest questions they got right)
- possible areas for development (some of the questions that they got wrong)

The statements are based on the continuum of skills in the LNF (see 'Cross-curricular skills frameworks' in the Curriculum for Wales), as measured in the assessment. Statements are presented in the report along with a sample question and text for each statement (not exactly the same question that the learner received). Up to 4 statements will be included in each section. The number may be fewer if the learner answered very few questions, for example if a learner skips nearly all of the questions.

The descriptors at the bottom of the report take the learner's final result from the assessment and map this against the complete bank of questions. The first descriptor summarises skills covered by the questions in the bank that relate to the learner's current attainment level. The second descriptor provides examples that are a bit more difficult than those at the learner's current attainment level.

Feedback on skills for individual learners is available for Reading and Numeracy (Procedural) after an assessment has been completed. Sample learner feedback reports are available in Annex 1.

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

Learners working right at the top of the bank will receive a statement that they have answered questions correctly at the highest level and may need to move on to more challenging content. This statement:

- applies to the skills assessed in that particular personalised assessment
- does not necessarily mean the learner is working at this level in all aspects of Numeracy (Procedural) or Reading

The assessment outcomes form part of a suite of formative information that a teacher will have and should therefore not be viewed or used in isolation.

What happens when a learner is working at the bottom of the question bank in Reading and Numeracy (Procedural)

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

What the teacher feedback report for Numeracy (Reasoning) tells me

The report provides an overview of the learner's assessment. This includes their attainment in the following 4 of the 5 cross-curricular elements for Numeracy within the LNF.

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

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

- Conceptual understanding: these questions probe a learner's understanding. How well has the learner understood what they've learned?

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

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

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

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

The report will also include information on how the learner did with each question type, and whether or not hints were used. Hints show differentiation in terms of learner attainment. The fewer hints the learner accesses, the less support and scaffolding they have required to reach the correct answer. If relevant, the report will note if there is evidence that the learner skipped or moved on from questions very quickly. An example report for Numeracy (Reasoning) is available in Annex 1.

How to use the teacher feedback report for Numeracy (Reasoning) with learners

The Numeracy (Reasoning) teacher feedback report should be teacher-mediated. The report:

- provides information on how the learner did in key areas of Numeracy (Reasoning)
- will link to Numeracy (Reasoning) sample materials which the teacher may use to help learners, either individually or in groups, to develop their reasoning skills

The teacher may choose to discuss the contents of this report with a learner. For this reason the language in the report is directed at the learner using 'you' statements.

The teacher feedback report for Numeracy (Reasoning):

- will not result in a report intended for issue direct to parents and carers
- is not available for release to the learner.

The Numeracy (Reasoning) teacher feedback report therefore does not need to be shared with parents and carers.

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

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

To build on the learning from the assessment and from the sample question, 2 suggested class-based activities are included. These can be used with individual learners, small groups or the whole class. The activities are supported by accompanying text for the teacher, offering:

- suggested ways of challenging learners
- solutions and identification of the skills addressed within the activity

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

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

Teachers may wish to use this report to:

- start a conversation with learners
- explore with learners their next steps in developing their reasoning skills

The teacher can use the linked sample questions and activities to develop individual or group activities that support and extend the learning.

What the learner progress report tells me

In addition to the feedback on skills, individual learner reports on progress are available. These have 2 sections. Example learner progress reports are available in Annex 2.

Learner progress report, section 1

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

The dotted lines show the learner's typical range, based on the assessments taken to date. The range may go up and down over time as data becomes available on more assessments taken by each learner. A learner's position on the chart may vary from one assessment to another for a variety of reasons. For example, if they do not do as well as expected in one assessment early in the year and their next assessment gives a considerably higher score, they may be seen to be making more progress upwards relative to other learners.

Learner progress report, section 2

The score given here is the age-standardised score recorded for the learner's most recent assessment. The age-standardised score is worked out by comparing a learner's assessment score with the scores of other pupils in Wales who were born in

the same year and month as them and who took an assessment at the same time of year as they did.

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

Standardisation and 'Learning time'

Re-standardisations for all assessments were carried out in summer 2023 using assessment data for the 2022 to 2023 academic year.

For assessments taken from September 2023, progress and age-standardised scores take account of 'learning time' by comparing learners' assessment scores with those of other learners in their year group who took the assessment at the same point in the academic year. This helps support a better understanding of progression under Curriculum for Wales.

It is important to note that the assessments are for formative use. This is so that teachers in all maintained schools have a common understanding of learners' strengths and areas for further development in reading and numeracy skills to support progression.

When planning progression, teachers are encouraged to give full consideration to the skills identified by the assessments (not the scores alone), alongside any other relevant classroom-based information.

The assessments:

- form a tool focused on understanding learner progress and skills
- should not be used for school performance or accountability purposes

Schools are no longer required to report the outcomes of the assessments to their relevant local authority. Local authorities are encouraged to work with schools from time to time to:

- support the formative purpose of personalised assessments
- share good practice

Group reports available to practitioners

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

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

- group skills profile (analysis of strengths and future development areas – Reading and Numeracy Procedural only)

Practitioners can customise these reports. For example, they can choose a time period and select the individuals they wish to view either in a:

- group report
- whole class report
- year group report

For example, a report can be created to reflect groups of differing ability learners within the class or teachers can select learners:

- they know to be more able and talented (MAT)
- eligible for free school meals (eFSM)

Further information on how to do this can be found in the user guide on the assessment website.

All reports contain a range of information for the group, including:

- age-standardised scores
- progress scores

For Numeracy (Reasoning), the group skills profile includes links to resources to help support the development of numerical reasoning skills. Teachers can use these resources for group or individual learner activities.

Sample questions

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

- Numeracy (Procedural)
  (see 'Numeracy (Procedural) sample questions')

- Reading (English)
  (see 'Reading (English) sample questions')

- Reading (Welsh)
  (see 'Reading (Welsh) sample questions')

Sample questions and classroom activities for Numeracy (Reasoning) are available from links in the:

- teacher feedback for individual learners
- group skills profile (LNF areas)

These resources are designed for teachers to use after an assessment to support progression in reasoning skills.

Sample questions should not be used for practice

The sample questions for Reading and Numeracy (Procedural) are to aid learners', teachers', parents' and carers' understanding of the areas of the LNF in which a learner has:

- strengths
- areas where they could improve

Following a Numeracy (Reasoning) assessment, teachers have access to resources including:

- sample questions
- activities that they can use to support skills development

The purpose of the assessments is to provide information on learners' skills in order to support progress. Therefore 'practising' before taking the assessments is unnecessary. The sample questions are not intended for this purpose.

Sharing reports with learners

The following reports should be shared with learners:

- the individual learner progress report in all subjects
- the feedback reports for Numeracy (Procedural) and Reading

Feedback for learners about Numeracy (Reasoning) is teacher-facilitated and will not result in a report intended for issue direct to learners.

Following an assessment, the reports can be:

- viewed by teachers
- released to the learner's Hwb account via the personalised assessments system

For details on how to do this please see 'To view and release the learner feedback' and 'To view learner progress reports' in the user guide. Schools are encouraged to share these while they are still current.

Sharing reports with parents and carers

The Provision of Information by Head Teachers to Parents and Adult Pupils (Wales) Regulations 2022 ("end of year reports") require that a brief commentary on the results of the assessments be included in the end of year report to parents and carers.

We strongly advise that the commentary in the end of year report includes the following 'personalised assessment reports':

- the individual learner progress report in all subjects
- the feedback reports for Numeracy (Procedural) and Reading

Feedback for Numeracy (Reasoning) is teacher-facilitated and will not result in a report intended for issue direct to parents and carers.

The requirement to provide the end of year report in writing to parents and carers is mandatory. In addition to that, schools are encouraged to share the personalised assessment reports with parents and carers while the information is current. Teachers and head teachers will use their professional judgement on the most appropriate timing and methods for sharing feedback and reports, for example:

- on-screen at a parents' evening in the context of other information on the learner's progress
- printed out and shared at the end of term

Normally, if the assessments are taken twice during the academic year, parents and carers should receive both sets of feedback.

Two animations for parents and carers are available (see personalised assessment animations for parents and carers). These provide an introduction to the assessments and explaining feedback and reports. Schools are encouraged to share the animations via their school web pages and communication channels.

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

If schools wish to print copies of individual learners' feedback or progress reports, they may select 'Print' from within the browser and print it directly. A function for printing reports for multiple learners is also available on the assessment website. Further information on how to do this can be found in the user guide on the assessment website.

Supporting parents and carers with interpreting the reports

Some parents and carers may be unfamiliar with interpreting the reports. It is important that they are able to understand:

- the information given to them about their child

- what the information means for their child's learning and progression

When given a copy of their child's progress report, parents and carers can be directed to or given a copy of the following for:

- Numeracy (Procedural) (see 'Personalised assessment progress report – Numeracy (Procedural): Information for parents and carers')

- Numeracy (Reasoning) (see 'Personalised assessment progress report – Numeracy (Reasoning): Information for parents and carers')

- Reading (see 'Personalised assessment progress report – Reading: Information for parents and carers')

To help parents and carers interpret their child's feedback report, parents and carers can also be given a copy of the following for:

- Reading (see 'Personalised assessment feedback – Reading: Information for parents and carers')

- Numeracy (Procedural) (see 'Personalised assessment feedback – Numeracy (Procedural): Information for parents and carers').

The Numeracy (Reasoning) teacher feedback report is not designed to be issued directly to parents and carers. This is because reports:

- contain terminology that is challenging to understand and interpret without support
- contain links to resources designed for teachers to access that they may want to select or adapt for their learners

It may also be helpful to signpost parents and carers to tailored guidance on Personalised assessments in reading and numeracy – Information for parents and carers of children in Years 2 to 9 in maintained schools, produced to aid interpretation and provide information on the reports.

All of the above can be found on Personalised assessments: information for parents and carers.

The difference between a teacher assessment judgement and learner feedback from an assessment

Teacher assessment judgements are built up from a large evidence base over time. For example, they can take account of skills demonstrated during:

- observation
- oral work
- class discussion
- extended tasks and projects

- group work

Learner feedback from an assessment reflects a snapshot of the learner's skills at the time the assessment was taken. Teachers will consider this feedback alongside other information they have on learners' skills in the classroom when planning learning. Both types of assessment provide useful, but different, information.

When a learner's assessment feedback seems to contradict the teacher assessment judgement

Different kinds of assessments can give different feedback. This can be for several reasons and so the feedback needs to be interpreted carefully. Using outcomes from different assessments can:

- prompt important questions
- help to get a clearer picture of strengths and areas for improvement

If assessment feedback suggests that a learner has not demonstrated all the skills they show in the classroom context, then this might be because they do not always show their best work in an assessment context. All forms of assessment have limitations. That is why best assessment practice draws on a range of different assessment approaches.

Personalised assessment information missing for 2019 to 2020 and 2020 to 2021

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

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

Some learners will not have taken assessments during 2019 to 2020 and 2020 to 2021. Therefore, they will not have information shown for these periods.

Support for practitioners

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

A user guide to scheduling and facilitating the assessments, training videos and prerecorded training webinars on using feedback and progress reports can be found on the assessment website when logged in via Hwb.

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

- tel: 029 2026 5099
- email: help@personalisedassessments.wales

Annex 1: Sample learner feedback – Numeracy (Procedural)

Cymraeg | **English**

Sample School

Personalised assessment — Numeracy (Procedural)
Feedback for **Sample Learner 1, Year 5**

Sample Learner 1

Llywodraeth Cymru
Welsh Government

This feedback is based on the assessment taken on 10/08/2022.

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

multiplying and dividing numbers by 10
(whole number answers)

Sample question (PDF)

adding or subtracting single-digit numbers
to/from larger numbers

Sample question (PDF)

finding a length, weight/mass or capacity by
reading simple scales

Sample question (PDF)

adding or subtracting 2-digit numbers (simple
calculations)

Sample question (PDF)

■ **Some of the questions I got wrong were on:**

interpreting information presented in simple
diagrams (e.g. block
charts) with 1 symbol representing 1 unit

Sample question (PDF)

interpreting simple information presented in
lists, tables or tally

Sample question (PDF)

interpreting information presented in
pictograms (1 symbol represents
more than 1 unit)

Sample question (PDF)

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

■ **Most learners with similar skills are able to:**

- understand place value for whole numbers up to 1000 and can add or subtract 2-digit numbers
- knowledge of tables extends to the 3- and 4-times tables, and they solve simple problems involving money (up to £1)
- use a calendar and find perimeters of shapes with all side lengths shown/areas of shapes with internal squares shown
- interpret information presented in pictograms (1 symbol representing more than 1 unit)

■ **And are likely to move on to:**

- add or subtract 2- and 3-digit numbers, multiply and divide numbers by 10 (whole number answers) and find unit fractions such as 1/3 of a number
- understand how to 'undo' addition, subtraction, multiplication or division and can find a simple time interval
- find perimeters of simple shapes (not all side lengths shown) and interpret simple information presented in tables or Venn diagrams

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Sample learner feedback – Reading

Personalised assessment — English Reading
Feedback for **Learner 2/Dysgwr 2, Year 9**
2

This feedback is based on the assessment taken on 01/09/2023.

In the assessment I saw the following text types: Narrative, Information, Sentence completion, Information and Narrative, Instruction.

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

reading with concentration texts that are new to them and understand the information in them — Sample question (PDF)

gathering and organising information and ideas from different sources — Sample question (PDF)

recalling and retelling narratives and information from texts with some detail — Sample question (PDF)

showing an understanding of main ideas and significant details in texts — Sample question (PDF)

■ Some of the questions I got wrong were on:

skimming to gain an overview of a text — Sample question (PDF)

looking for key words to find out what the text is about — Sample question (PDF)

using a range of strategies to make meaning from words and sentences — Sample question (PDF)

identifying how texts differ in purpose, structure and layout — Sample question (PDF)

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

■ Most learners with similar skills are able to:

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

■ And are likely to move on to:

- skim to gain an overview
- draw upon knowledge of context to support understanding
- deduce ideas to make connections within a text

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Sample teacher feedback – Numeracy (Reasoning)

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

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

This feedback is based on the assessment taken on 26/06/2024.

■ Reasoning content:

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

- you are less advanced in logical reasoning. Your teacher may decide to work on this with you.
- your attainment in all other skills was similar.

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

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

Conceptual understanding:

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

Logical reasoning:

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

Fluency:

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

Strategic competence:

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

■ Question types:

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

- Your attainment on both types of question was similar.

■ Use of hints:

There were 3 hint questions.

- You answered 2 questions correctly:
    - You answered 1 question without needing any hints.
    - You answered 1 question after getting 1 hint.
- You did not answer 1 question correctly:
    - You did not answer 1 question and chose to move on without using the hints.
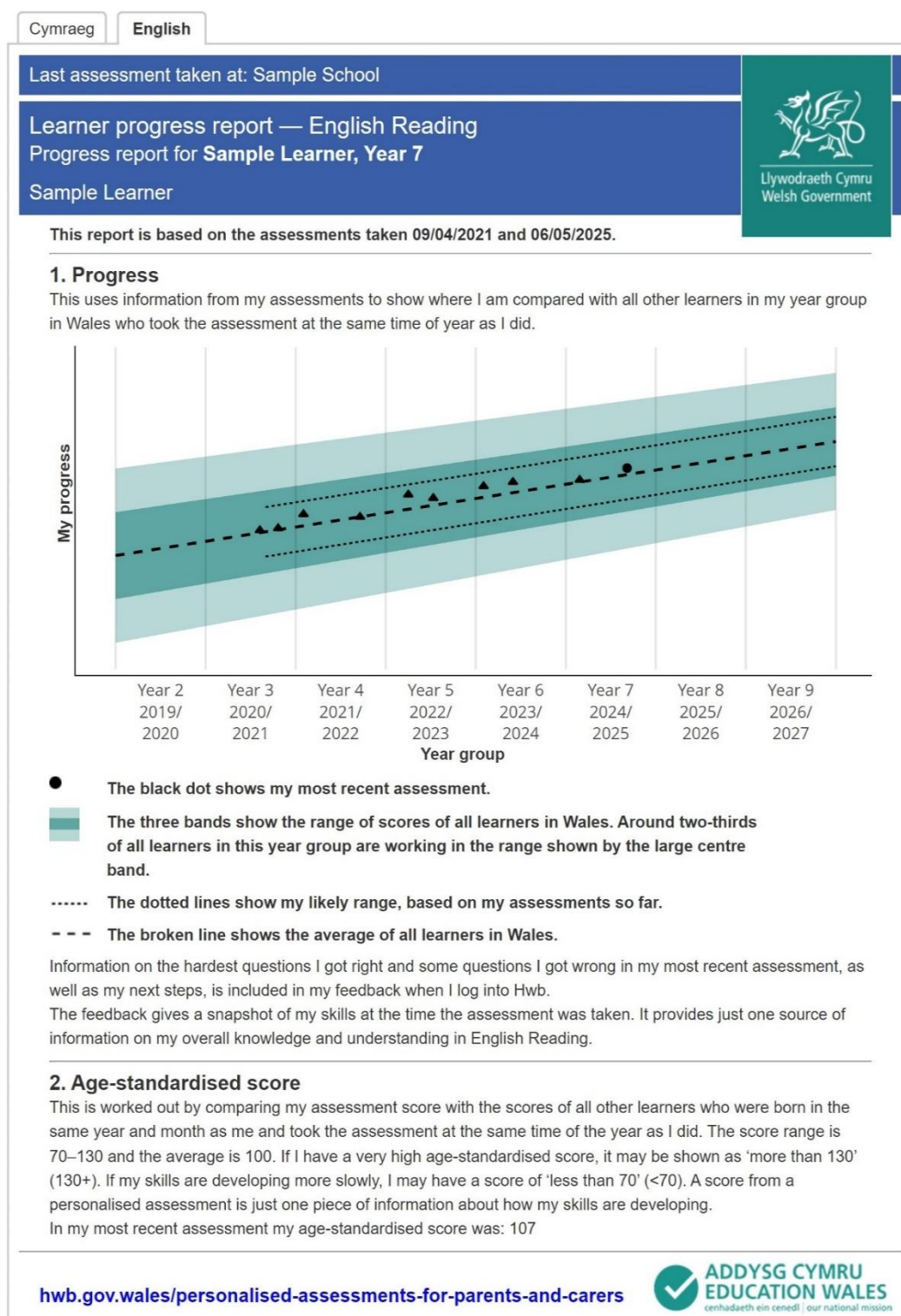
Further guidance for teachers on using this report and the sample questions is available.

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Annex 2: Sample learner progress report – Numeracy (Procedural)
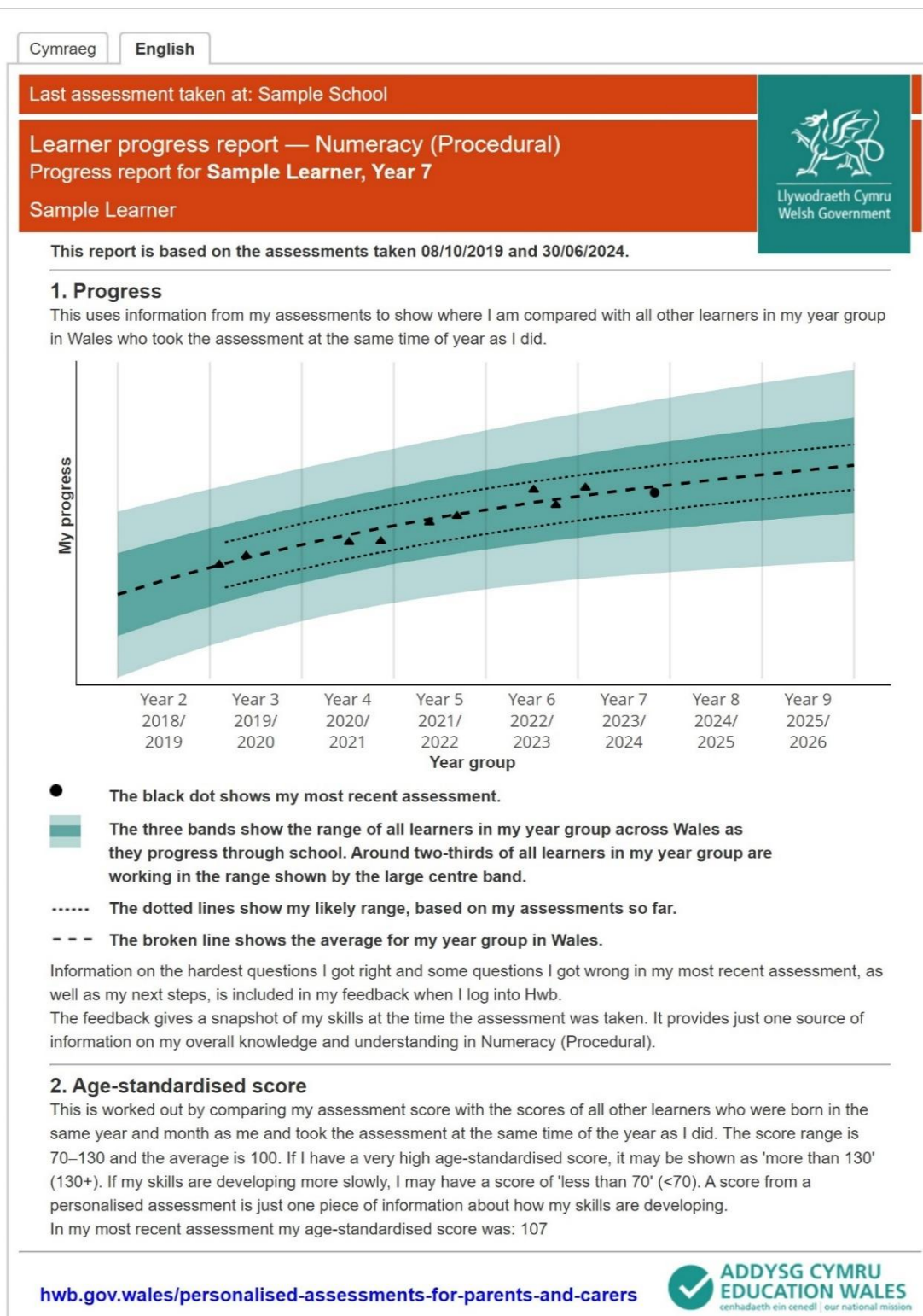
Sample learner progress report – English Reading
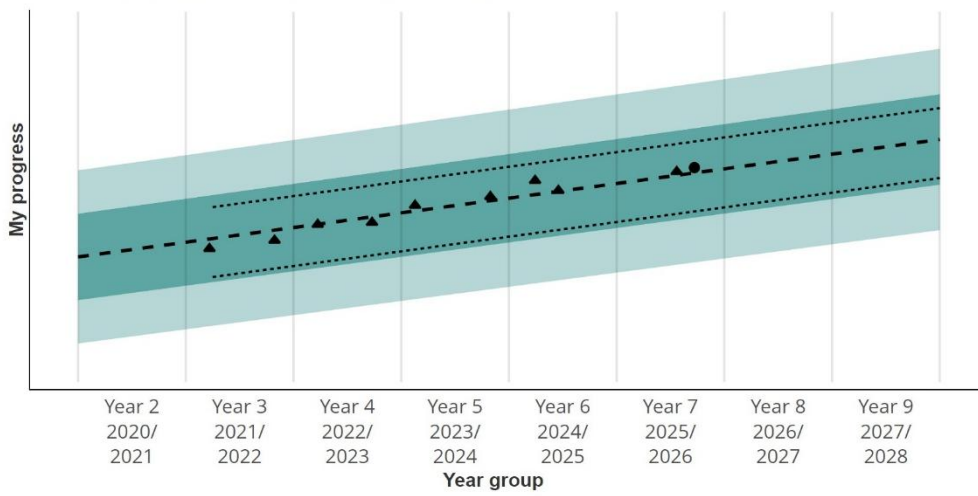
Last assessment taken at: Sample School

Learner progress report — English Reading
Progress report for **Sample Learner, Year 7**

Sample Learner

Llywodraeth Cymru
Welsh Government

This report is based on the assessments taken 09/04/2021 and 06/05/2025.

1. Progress

This uses information from my assessments to show where I am compared with all other learners in my year group in Wales who took the assessment at the same time of year as I did.

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

Year group

● The black dot shows my most recent assessment.

The three bands show the range of scores of all learners in Wales. Around two-thirds of all learners in this year group are working in the range shown by the large centre band.

•••••• The dotted lines show my likely range, based on my assessments so far.

– – – The broken line shows the average of all learners in Wales.

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

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

2. Age-standardised score

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

In my most recent assessment my age-standardised score was: 107

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Sample learner progress report – Numeracy (Reasoning)

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