ReadingScreen

Goldfinch Juniors assessment report

Year groups: All year groups
Classes: 1A
Date range: assessments from 02/11/2022 to 31/01/2023
Report generated: 31/01/2023

This report provides the scores for each child assessed in your school:

Results Summary Table - this shows the overall Standard Score and Percentile Rank for each assessment. Standard Scores express a child's performance relative to their age. Results are ranked by overall Standard Score to enable you to see at a glance which pupils need support. If more than one assessment has been completed for a pupil, the Results Summary Table shows the Standard Score of the most recent assessment first.

Individual Results Pages - these give more detail about the pupil's results. These are suitable for sharing with parents and guardians, if requested. As well as the Standard Scores, we also provide the Raw Scores for each of the individual tests.

Which scores in the report are most important? Always use Standard Scores when making judgements about the level of a child's skills, or when monitoring their progress. Pay particular attention to the Total Standard Score since it gives the most accurate measure of a child's ability level.

From time-to-time we recalculate Standard Scores based on our growing database of assessments. This will make the scores increasingly accurate, but should not alter a pupil's ranking within a year group.

Identifying children whose reading skills are a cause for concern and may benefit from an intervention. Reading skills vary in small gradations (just like weight). This means there is no absolute definition of who has a reading difficulty (just as there is no absolute definition of who is seriously overweight or underweight). ReadingScreen was developed to help education professionals to identify children who may benefit from support in developing their reading skills.

For this purpose, we use a Traffic Lights system:

- **Green** (Total Standard Score of 90 or above) indicates that a child's reading skills are not a cause for concern.
- **Amber** (Total Standard Score between 82 and 89) suggests a child may benefit from support in developing their reading skills.
- **Red** (Total Standard Score 81 or below) suggests a child definitely needs support in developing their reading skills.

ReadingScreen is a quick screening test and will give an accurate assessment of a child's word and nonword (decoding) skills. If a child gets a very poor score on ReadingScreen it may be appropriate to conduct further assessments to gauge the level of a child's reading and related skills, particularly to assess a child's phonological (speech sound) and letter-knowledge skills.

Monitoring the development of children's reading skills. You may wish to re-assess children's reading skills using ReadingScreen, especially if a child gets a Red or Amber traffic light. This should not be done more often than roughly every six months because reading skills are quite stable and unlikely to change quickly.

An increase in a child's Total Standard Score shows that their reading skills have improved relative to other children of the same age. A decrease in a child's Total Standard Score shows that their language skills are failing to develop at the rate expected; such children may require help to improve their language skills. ReadingScreen, like any test, has a margin of error and changes should be interpreted with care. As a rough guide, a change in a child's Total Standard Score of 5 points or more indicates that there has probably been a meaningful change in their reading skills.

Results Summary Tables

These show the overall Standard Score and Percentile Rank:

Standard Scores express a child's performance relative to their age and are independent of the number of questions in a subtest. The maximum possible score is 135. Standard Scores are similar to IQ scores. The average Standard Score for any age group, on any subtest, is 100. Half of children of any age are expected to get a score at or above 100, and half a score at or below 100. Most Standard Scores fall between 70 and 130. A standard score of 70 indicates that a child has extremely poor language skills for their age. A standard score of 130 indicates that a child has extremely good language skills for their age.

Percentile Ranks give the percentage of children of a given age in the Australia population with a lower score on a test. For example, a score at the 10th percentile places a child in the bottom ten percent of children of their age. The average percentile rank is 50.

Pupils are ranked by Standard Score to enable you to see at a glance which pupils need support. If more than one assessment has been completed for a pupil, the Results Summary Table is re-ordered to show the Standard Score of the most recent assessment.

The table includes all the results for all the pupils assessed within the date range of the report. The scores are organized by year group.

Key

|		
W	Words	
NW	Nonwords	

Current Year 1 summary

First names	Surname	DoB	Current class	Assessment date	Age at assessment	Standard score (average 100)	Percentile	Description	Alert
Rubie	Anderson	15/07/2016	1A	31/01/2023	6yr 6mo	78	8	clear concerns	🔴
Alina	Clark	15/01/2017	1A	31/01/2023	6yr 0mo	89	24	slight concerns	⚠️
Kelsey	Elliott	15/04/2017	1A	31/01/2023	5yr 9mo	115	85	above average	✅

ReadingScreen assessment results for Rubie Anderson (1A, Year 1, 6yr 6mo)

Assessment date	Age at assessment	Words	Nonwords	Total standard score	Percentile Rank
31/01/2023	6yr 6mo	82 (RS: 6/60)	78 (RS: 5/34)	78 (RS: 11/94)	8

ReadingScreen Profile for Rubie Anderson
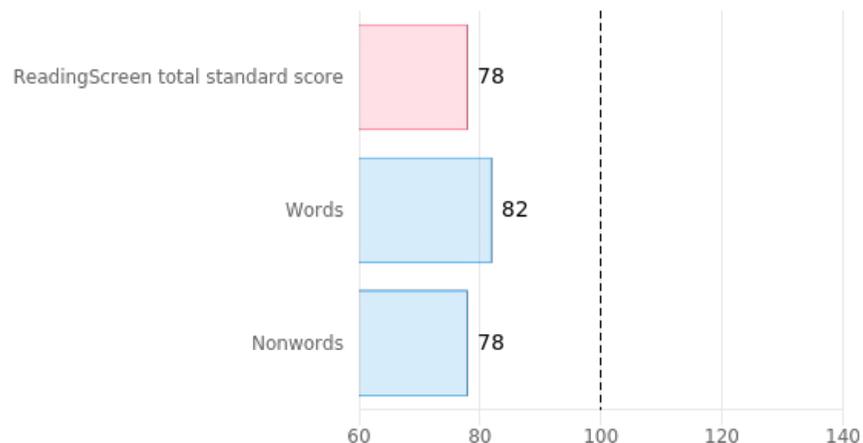
Rubie's ReadingScreen Total standard score is 78. This equates to a percentile rank of 8, a score that places Rubie within the bottom 8% of children in their age group.

Rubie's reading skills are a clear cause for concern; Rubie should be given reading intervention if possible.

The graph shows the ReadingScreen Total standard score as well as the differences between standard scores on the individual tests obtained by Rubie. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Rubie's highest score is for Words, a test that assesses the ability to recognise words of increasing difficulty. Rubie's lowest score is for Nonwords, a test that assesses phonic decoding ability.

Words (W) assesses the ability to recognise words of increasing difficulty; a measure of single word reading ability.
Nonwords (NW) assesses the ability to decode unfamiliar nonwords; a measure of phonic decoding ability.
Raw Scores (RS) are simply the number of correct answers on each test. Raw scores are hard to interpret because different tests have different number of questions, and the expected score on each test will increase as a child gets older.

The pattern of standard scores for each child across the different ReadingScreen tests shows their profile (which test they found easier and which test they found harder). However, differences between tests may reflect many factors, including lapses of attention, and should not be overinterpreted.

[1] This child is too young for an accurate estimate of their language ability to be made; their true standard scores may be higher than those given.
[2] This child is too old for an accurate estimate of their language ability to be made; their true standard scores may be lower than those given.

Assessment date	Age at assessment	Words	Nonwords	Total standard score	Percentile Rank
31/01/2023	6yr 0mo	106 (RS: 14/60)	65 (RS: 2/34)	89 (RS: 16/94)	24

ReadingScreen Profile for Alina Clark
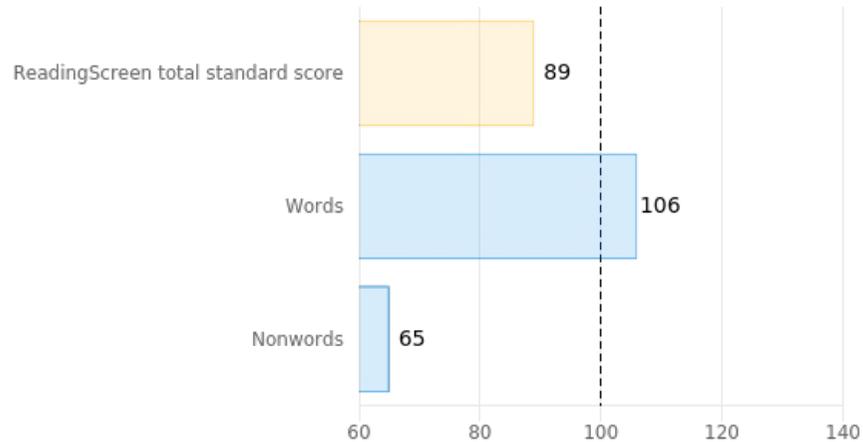
Alina's ReadingScreen Total standard score is 89. This equates to a percentile rank of 24, a score that places Alina within the bottom 24% of children in their age group.

Alina's reading skills are a slight cause for concern; Alina may benefit from reading support.

The graph shows the ReadingScreen Total standard score as well as the differences between standard scores on the individual tests obtained by Alina. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Alina's highest score is for Words, a test that assesses the ability to recognise words of increasing difficulty. Alina's lowest score is for Nonwords, a test that assesses phonic decoding ability.

Words (W) assesses the ability to recognise words of increasing difficulty; a measure of single word reading ability.
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ReadingScreen assessment results for Kelsey Elliott (1A, Year 1, 5yr 9mo)

Assessment date	Age at assessment	Words	Nonwords	Total standard score	Percentile Rank
31/01/2023	5yr 9mo	117 (RS: 23/60)	113 (RS: 17/34)	115 (RS: 40/94)	85

ReadingScreen Profile for Kelsey Elliott
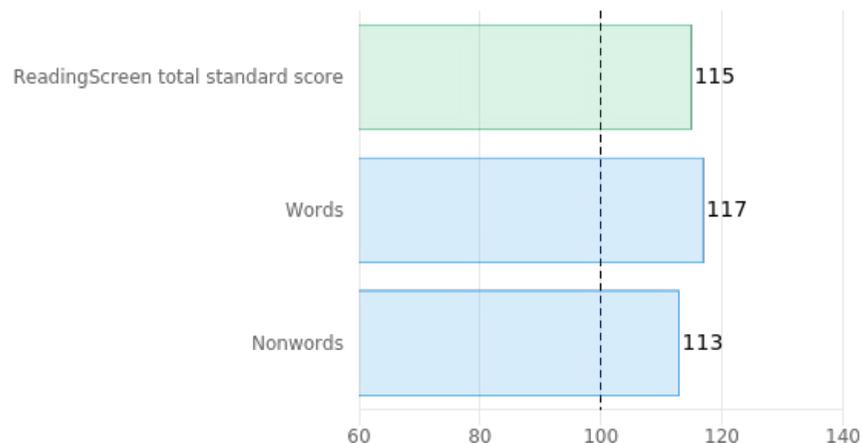
Kelsey's ReadingScreen Total standard score is 115. This equates to a percentile rank of 85, a score that places Kelsey within the top 15% of children in their age group.

Kelsey's reading skills are not a cause for concern.

The graph shows the ReadingScreen Total standard score as well as the differences between standard scores on the individual tests obtained by Kelsey. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Kelsey's highest score is for Words, a test that assesses the ability to recognise words of increasing difficulty. Kelsey's lowest score is for Nonwords, a test that assesses phonic decoding ability.

Words (W) assesses the ability to recognise words of increasing difficulty; a measure of single word reading ability.
Nonwords (NW) assesses the ability to decode unfamiliar nonwords; a measure of phonic decoding ability.
Raw Scores (RS) are simply the number of correct answers on each test. Raw scores are hard to interpret because different tests have different number of questions, and the expected score on each test will increase as a child gets older.

The pattern of standard scores for each child across the different ReadingScreen tests shows their profile (which test they found easier and which test they found harder). However, differences between tests may reflect many factors, including lapses of attention, and should not be overinterpreted.

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