

Example academic assessment report

This two-page demonstration shows how results can become a practical parent and school plan. Every pupil detail, score and observation below is fictional. It is not an anonymised case or evidence of a client outcome.

Pupil	Age in this example	Purpose
Sample Pupil A	10 years 0 months	Understand reading, spelling and writing priorities

Summary for parents

In this fictional profile, mathematics is a relative strength. Reading is close to the comparison-group average, while spelling and editing deserve focused practice. The first priorities are understanding what is read, checking spelling patterns and organising written work. These are educational planning suggestions, not a diagnosis.

Illustrative assessment data

Area	Standardised score	Approximate percentile	Age equivalent	Evidence type
Reading	96	40th	9 years 6 months	Illustrative norm-based result
Spelling	92	30th	9 years 2 months	Illustrative norm-based result
Mathematics	104	61st	Not reported	Illustrative norm-based result
Writing	Not standardised	Not applicable	9 years 8 months	Illustrative teacher-judgement estimate

The example score scale assumes a mean of 100 and a standard deviation of 15. Percentiles are rounded normal-distribution illustrations, not conversions from an actual test manual. No real instrument, raw score, norm sample or confidence interval is represented. Age equivalents are separate fictional examples; they are not calculated from the standardised scores.

What the scores mean

A standardised score compares performance with the relevant norm group; an age-standardised score uses pupils of the same age. The 40th percentile is a relative position, not 40% of questions correct. Small score differences alone do not establish a meaningful strength or difficulty.

A reading or spelling age describes performance on a particular assessment. It is not the child's overall developmental age, a curriculum level or proof of being a fixed number of months behind. The writing-age estimate here is a teaching judgement and has no validated norm-based precision.

Conditions and interpretation

A real report should record the assessment date, level, language, supervision, interruptions, permitted adjustments, relevant schooling history and whether the publisher's age and administration requirements were met. Results should be read alongside schoolwork, teacher observations and the parent discussion. These details are not asserted for this fictional pupil.

Learning interpretation and next steps

Sample Pupil A | Fictional age 10 years 0 months | Illustrative example

Detailed interpretation of the fictional profile

Reading: the example score of 96 lies near the scale average of 100. The fictional work sample suggests accurate reading of familiar words but less secure explanations of implied meaning. The score alone cannot separate decoding, fluency and comprehension; a real report should identify which elements were actually assessed.

Spelling: the example score of 92 is lower than the reading score, but this difference is not established as statistically meaningful. In the fictional writing sample, unfamiliar longer words and suffix changes cause errors. A short, reviewed set of spelling patterns is a sensible teaching priority.

Writing: the fictional sample communicates clear ideas but would benefit from paragraph planning, consistent sentence punctuation and independent checking. The 9 years 8 months writing-age estimate is a broad illustrative judgement. In a real report, describe the writing task, rubric and work samples; use a descriptive profile if a defensible age estimate is unavailable.

Mathematics: the example score of 104 suggests performance close to the comparison-group average. Oral explanation and worked examples can help make reasoning visible. This result does not determine school admission or replace the school's curriculum assessment.

Six month action plan

Period	Home and school actions	Review evidence
Weeks 1 to 6	Agree two priorities with the teacher. Read together for 10 minutes on four days each week, discussing evidence for answers. Practise one spelling pattern weekly. Use a simple plan and editing checklist for writing.	Keep one initial reading discussion note and one independent writing sample. Review effort, accuracy and confidence at week 6.
Weeks 7 to 12	Adapt the practice to the first review. Add a short weekly written response to reading. Revisit learned spelling patterns in sentences. Ask the pupil to use the checklist before an adult prompts them.	Compare writing samples of similar difficulty and the amount of adult help. Discuss what has improved and what remains difficult.
Weeks 13 to 24	Continue strategies that are useful. Agree with school whether further assessment or specialist advice would answer an unresolved question. Retest only at a suitable interval using the publisher's guidance.	Review schoolwork and teacher feedback. Record whether the original goals were met; do not promise a particular score or age gain.

Questions for the parent and school discussion

Do the findings match everyday schoolwork? Which support is already helping? Do language history, attendance or assessment conditions affect interpretation? Who will own each action, and when will progress be reviewed?

Use of this example

For a real report, replace all fictional material with verified results and evidence; use the actual publisher's scoring, norms and confidence intervals where available. Confirm suitability before booking. This is an educational report structure, not a clinical or diagnostic report.

General scoring guidance: NFER, Interpreting assessment outcomes (nfer.ac.uk/assessment-hub/interpreting-assessment-outcomes/); GL Assessment, A guide to standardised tests (gl-assessment.co.uk/guides/a-guide-to-standardised-tests/). These references do not identify the tests used by JLW.