ReadingScreen

Demo school (with example pupils, assessments and reports) assessment report

Year groups: Year 1
Classes: 1A
Date range: assessments from 03/11/2022 to 03/11/2023
Report generated: 03/11/2023

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 UK 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	15/07/2018	1A	02/10/2023	5yr 2mo	71	3	clear concerns	🛑
Franklin	Bentley	22/06/2018	1A	02/10/2023	5yr 3mo	76	6	clear concerns	🛑
Jordan	Douglas	22/03/2018	1A	02/10/2023	5yr 6mo	79	9	clear concerns	🛑
Bruce	Bowers	22/02/2018	1A	02/10/2023	5yr 7mo	79	9	clear concerns	🛑
Eddy	Fowler	15/10/2017	1A	02/10/2023	5yr 11mo	80	10	clear concerns	🛑
Abraham	Farrell	15/03/2018	1A	02/10/2023	5yr 6mo	80	10	clear concerns	🛑
Carla	Clark	15/01/2018	1A	02/10/2023	5yr 8mo	80	10	clear concerns	🛑
Arron	Nelson	08/02/2018	1A	02/10/2023	5yr 7mo	82	12	slight concerns	⚠️
Kayla	Mullins	22/01/2018	1A	02/10/2023	5yr 8mo	82	12	slight concerns	⚠️
Deanna	Johnson	15/11/2017	1A	02/10/2023	5yr 10mo	82	12	slight concerns	⚠️
Nieve	Brennan	08/12/2017	1A	02/10/2023	5yr 9mo	82	12	slight concerns	⚠️
Shane	O'Malley	08/10/2017	1A	02/10/2023	5yr 11mo	86	18	slight concerns	⚠️
Saif	Morris	22/10/2017	1A	02/10/2023	5yr 11mo	86	18	slight concerns	⚠️
Sharise	Ballard	08/04/2018	1A	02/10/2023	5yr 5mo	87	20	slight concerns	⚠️
Jacques	Ochoa	22/09/2018	1A	02/10/2023	5yr 0mo	88	23	slight concerns	⚠️
Kelsey	Elliott	15/04/2018	1A	02/10/2023	5yr 5mo	89	25	slight concerns	⚠️
Husna	Blackwell	22/08/2018	1A	02/10/2023	5yr 1mo	89	25	slight concerns	⚠️
Cadie	Mitchell	15/08/2018	1A	02/10/2023	5yr 1mo	91	28	no concerns	✅
Albert	Harris	15/09/2018	1A	02/10/2023	5yr 0mo	91	28	no concerns	✅
Livia	Cameron	22/04/2018	1A	02/10/2023	5yr 5mo	91	28	no concerns	✅
Guy	Knight	08/06/2018	1A	02/10/2023	5yr 3mo	91	29	no concerns	✅
Hazel	Duffy	22/07/2018	1A	02/10/2023	5yr 2mo	91	29	no concerns	✅
Pearl	Alexander	08/08/2018	1A	02/10/2023	5yr 1mo	91	29	no concerns	✅
Tessa	Vega	22/12/2017	1A	02/10/2023	5yr 9mo	113	81	no concerns	✅
Walter	Phillips	15/02/2018	1A	02/10/2023	5yr 7mo	114	83	no concerns	✅
Lucia	Perry	15/12/2017	1A	02/10/2023	5yr 9mo	115	85	no concerns	✅
Eddy	Riley	15/06/2018	1A	02/10/2023	5yr 3mo	116	87	no concerns	✅
Ayla	Ortega	08/01/2018	1A	02/10/2023	5yr 8mo	117	88	no concerns	✅
Richard	Whitaker	08/09/2018	1A	02/10/2023	5yr 0mo	134	99	no concerns	✅
Jennifer	Owen	08/07/2018	1A	02/10/2023	5yr 2mo	134	99	no concerns	✅

ReadingScreen assessment results for Pearl Alexander
1A, Year 1, 5yr 2mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 1mo	English (UK)	95 (RS: 6/60)	87 (RS: 5/34)	91 (RS: 11/94)	29

ReadingScreen Profile for Pearl Alexander
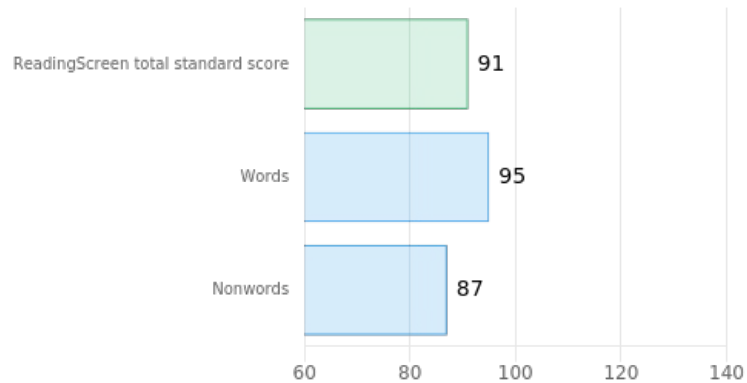
Pearl's ReadingScreen Total standard score is 91. This equates to a percentile rank of 29, a score that places Pearl within the bottom 29% of children in their age group.

Pearl'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 Pearl. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Pearl's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Pearl's lowest scores 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.
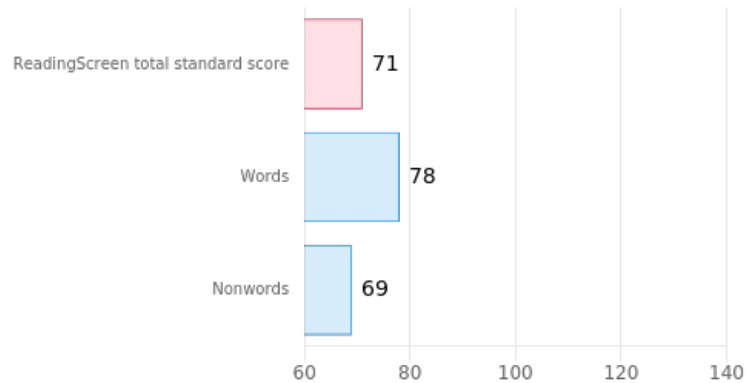
ReadingScreen assessment results for Rubie Anderson
1A, Year 1, 5yr 3mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 2mo	English (UK)	78 (RS: 1/60)	69 (RS: 2/34)	71 (RS: 3/94)	3

ReadingScreen Profile for Rubie Anderson

Rubie's ReadingScreen Total standard score is 71. This equates to a percentile rank of 3, a score that places Rubie within the bottom 3% 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 scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Rubie's lowest scores 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.
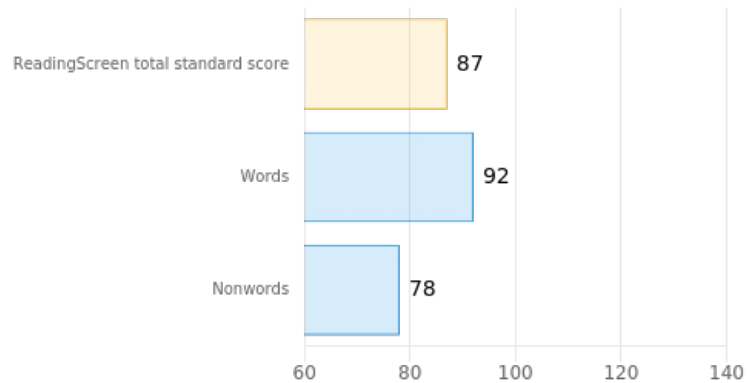
ReadingScreen assessment results for Sharise Ballard
1A, Year 1, 5yr 6mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 5mo	English (UK)	92 (RS: 4/60)	78 (RS: 3/34)	87 (RS: 7/94)	20

ReadingScreen Profile for Sharise Ballard

Sharise's ReadingScreen Total standard score is 87. This equates to a percentile rank of 20, a score that places Sharise within the bottom 20% of children in their age group.

Sharise's reading skills are a slight cause for concern; Sharise 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 Sharise. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Sharise's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Sharise's lowest scores 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.
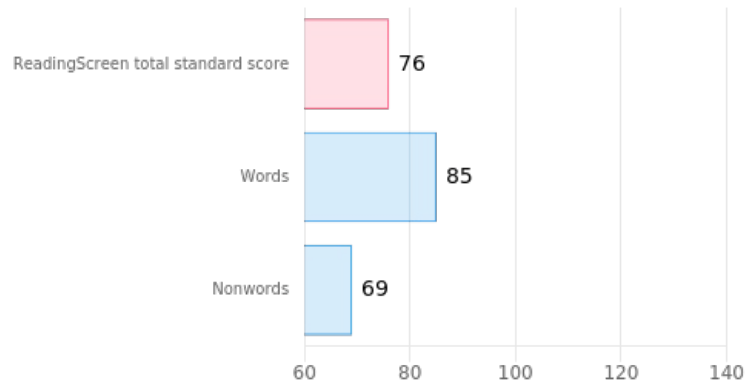
ReadingScreen assessment results for Franklin Bentley
1A, Year 1, 5yr 4mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 3mo	English (UK)	85 (RS: 2/60)	69 (RS: 2/34)	76 (RS: 4/94)	6

ReadingScreen Profile for Franklin Bentley

Franklin's ReadingScreen Total standard score is 76. This equates to a percentile rank of 6, a score that places Franklin within the bottom 6% of children in their age group.

Franklin's reading skills are a clear cause for concern; Franklin 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 Franklin. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Franklin's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Franklin's lowest scores 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.
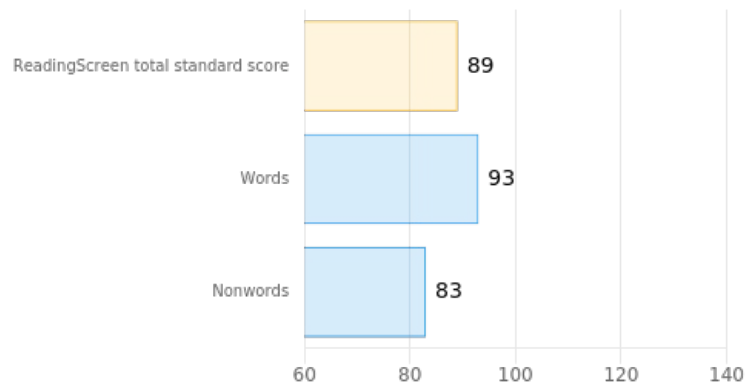
ReadingScreen assessment results for Husna Blackwell
1A, Year 1, 5yr 2mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 1mo	English (UK)	93 (RS: 5/60)	83 (RS: 4/34)	89 (RS: 9/94)	25

ReadingScreen Profile for Husna Blackwell

Husna's ReadingScreen Total standard score is 89. This equates to a percentile rank of 25, a score that places Husna within the bottom 25% of children in their age group.

Husna's reading skills are a slight cause for concern; Husna 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 Husna. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Husna's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Husna's lowest scores 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.
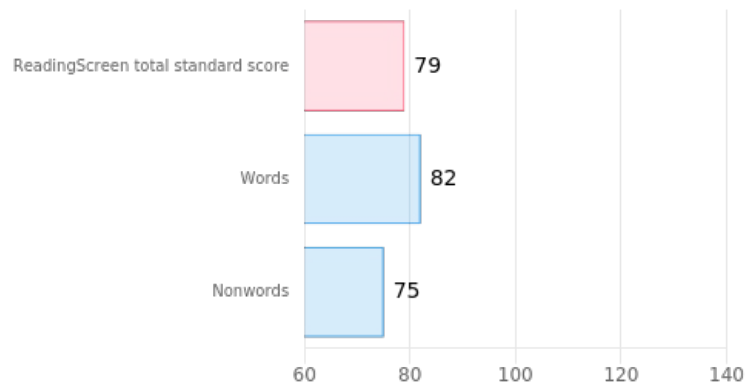
ReadingScreen assessment results for Bruce Bowers
1A, Year 1, 5yr 8mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 7mo	English (UK)	82 (RS: 4/60)	75 (RS: 4/34)	79 (RS: 8/94)	9

ReadingScreen Profile for Bruce Bowers

Bruce's ReadingScreen Total standard score is 79. This equates to a percentile rank of 9, a score that places Bruce within the bottom 9% of children in their age group.

Bruce's reading skills are a clear cause for concern; Bruce 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 Bruce. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Bruce's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Bruce's lowest scores 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.
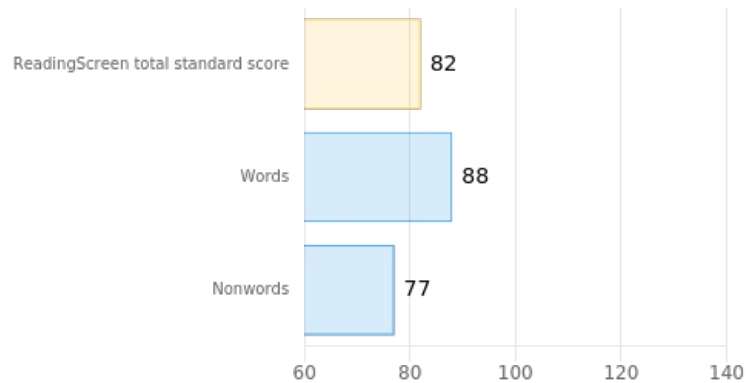
ReadingScreen assessment results for Nieve Brennan
1A, Year 1, 5yr 10mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 9mo	English (UK)	88 (RS: 6/60)	77 (RS: 5/34)	82 (RS: 11/94)	12

ReadingScreen Profile for Nieve Brennan

Nieve's ReadingScreen Total standard score is 82. This equates to a percentile rank of 12, a score that places Nieve within the bottom 12% of children in their age group.

Nieve's reading skills are a slight cause for concern; Nieve 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 Nieve. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Nieve's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Nieve's lowest scores 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.
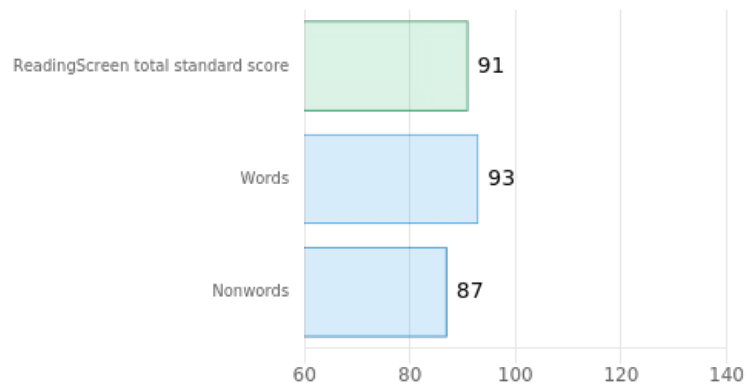
ReadingScreen assessment results for Livia Cameron
1A, Year 1, 5yr 6mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 5mo	English (UK)	93 (RS: 5/60)	87 (RS: 5/34)	91 (RS: 10/94)	28

ReadingScreen Profile for Livia Cameron

Livia's ReadingScreen Total standard score is 91. This equates to a percentile rank of 28, a score that places Livia within the bottom 28% of children in their age group.

Livia'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 Livia. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Livia's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Livia's lowest scores 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.
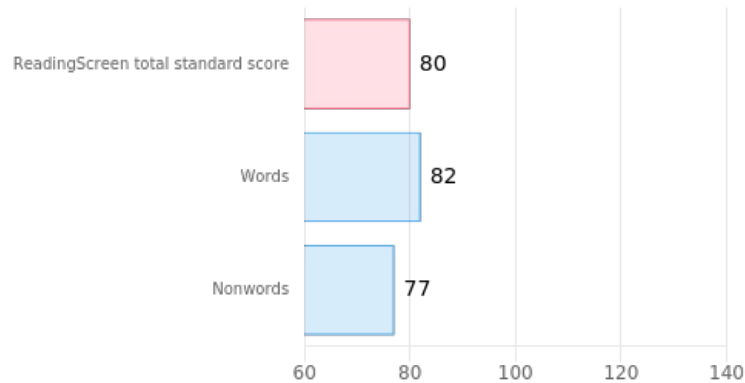
ReadingScreen assessment results for Carla Clark
1A, Year 1, 5yr 9mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 8mo	English (UK)	82 (RS: 4/60)	77 (RS: 5/34)	80 (RS: 9/94)	10

ReadingScreen Profile for Carla Clark

Carla's ReadingScreen Total standard score is 80. This equates to a percentile rank of 10, a score that places Carla within the bottom 10% of children in their age group.

Carla's reading skills are a clear cause for concern; Carla 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 Carla. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Carla's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Carla's lowest scores 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.

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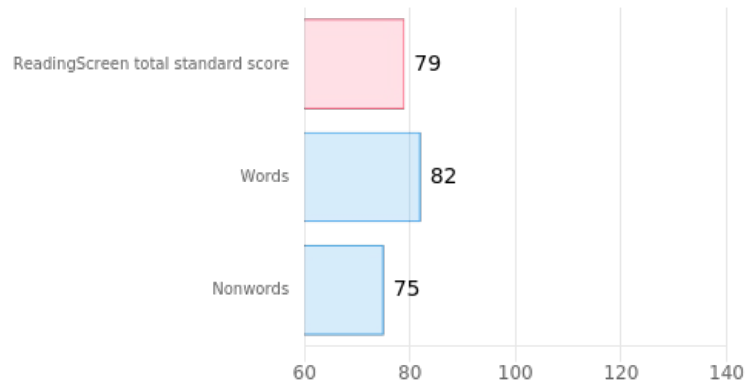
ReadingScreen assessment results for Jordan Douglas
1A, Year 1, 5yr 7mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 6mo	English (UK)	82 (RS: 4/60)	75 (RS: 4/34)	79 (RS: 8/94)	9

ReadingScreen Profile for Jordan Douglas

Jordan's ReadingScreen Total standard score is 79. This equates to a percentile rank of 9, a score that places Jordan within the bottom 9% of children in their age group.

Jordan's reading skills are a clear cause for concern; Jordan 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 Jordan. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Jordan's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Jordan's lowest scores 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.
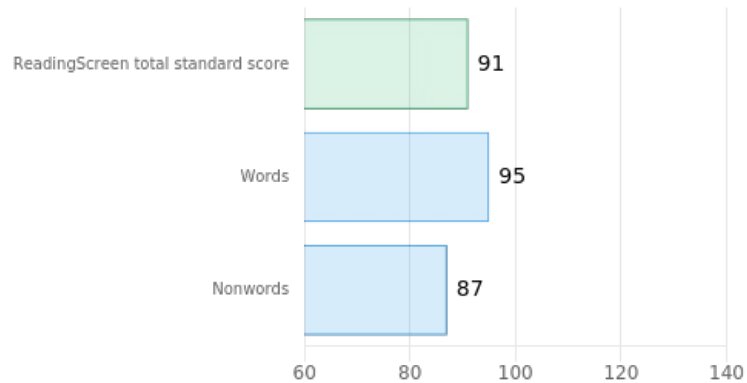
Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 2mo	English (UK)	95 (RS: 6/60)	87 (RS: 5/34)	91 (RS: 11/94)	29

ReadingScreen Profile for Hazel Duffy

ReadingScreen total standard score 91
Words 95
Nonwords 87

Hazel's ReadingScreen Total standard score is 91. This equates to a percentile rank of 29, a score that places Hazel within the bottom 29% of children in their age group.

Hazel'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 Hazel. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Hazel's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Hazel's lowest scores 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.
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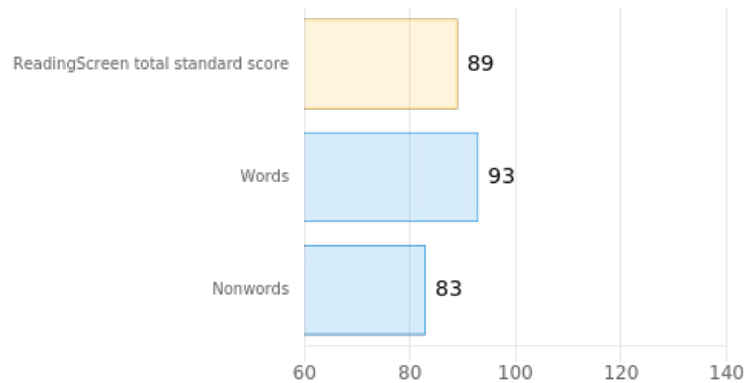
ReadingScreen assessment results for Kelsey Elliott
1A, Year 1, 5yr 6mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 5mo	English (UK)	93 (RS: 5/60)	83 (RS: 4/34)	89 (RS: 9/94)	25

ReadingScreen Profile for Kelsey Elliott

Kelsey's ReadingScreen Total standard score is 89. This equates to a percentile rank of 25, a score that places Kelsey within the bottom 25% of children in their age group.

Kelsey's reading skills are a slight cause for concern; Kelsey 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 Kelsey. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Kelsey's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Kelsey's lowest scores 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.
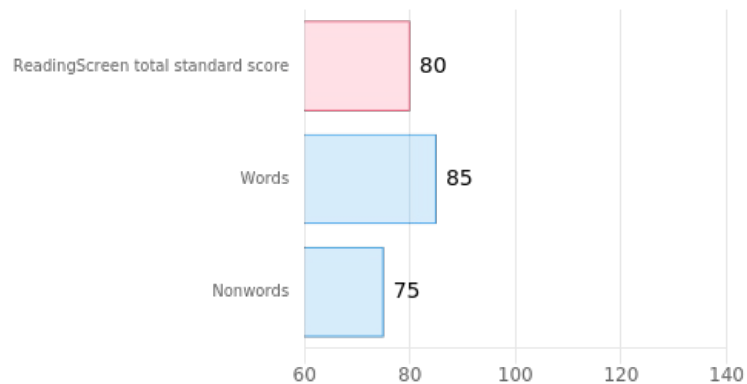
ReadingScreen assessment results for Abraham Farrell
1A, Year 1, 5yr 7mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 6mo	English (UK)	85 (RS: 5/60)	75 (RS: 4/34)	80 (RS: 9/94)	10

ReadingScreen Profile for Abraham Farrell

Abraham's ReadingScreen Total standard score is 80. This equates to a percentile rank of 10, a score that places Abraham within the bottom 10% of children in their age group.

Abraham's reading skills are a clear cause for concern; Abraham 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 Abraham. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Abraham's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Abraham's lowest scores 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.
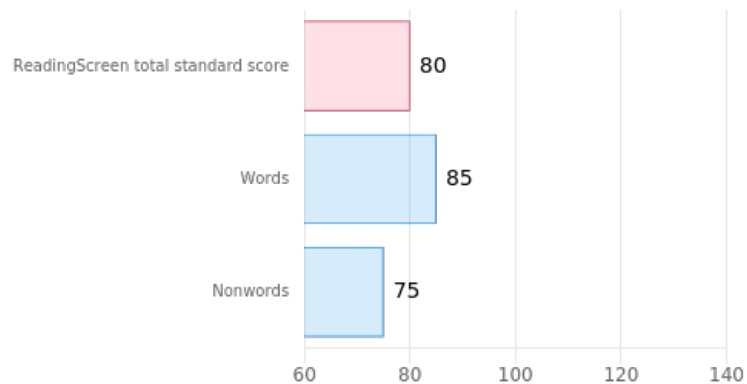
ReadingScreen assessment results for Eddy Fowler
1A, Year 1, 6yr 0mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 11mo	English (UK)	85 (RS: 5/60)	75 (RS: 4/34)	80 (RS: 9/94)	10

ReadingScreen Profile for Eddy Fowler

Eddy's ReadingScreen Total standard score is 80. This equates to a percentile rank of 10, a score that places Eddy within the bottom 10% of children in their age group.

Eddy's reading skills are a clear cause for concern; Eddy 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 Eddy. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Eddy's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Eddy's lowest scores 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.
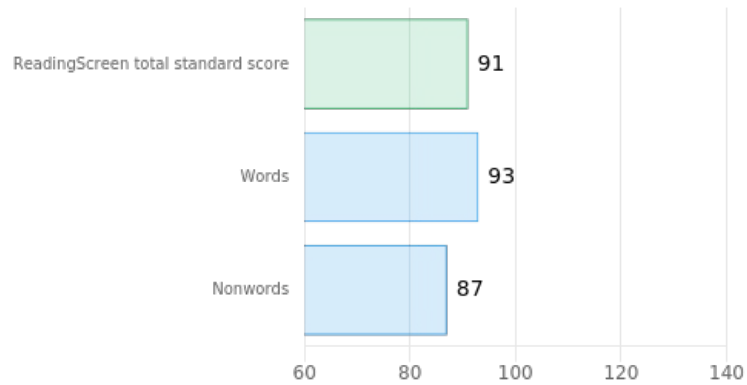
ReadingScreen assessment results for Albert Harris
1A, Year 1, 5yr 1mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 0mo	English (UK)	93 (RS: 5/60)	87 (RS: 5/34)	91 (RS: 10/94)	28

ReadingScreen Profile for Albert Harris

Albert's ReadingScreen Total standard score is 91. This equates to a percentile rank of 28, a score that places Albert within the bottom 28% of children in their age group.

Albert'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 Albert. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Albert's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Albert's lowest scores 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.
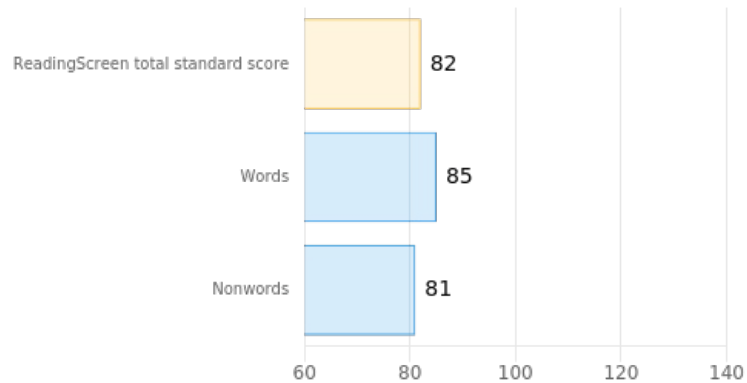
ReadingScreen assessment results for Deanna Johnson
1A, Year 1, 5yr 11mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 10mo	English (UK)	85 (RS: 5/60)	81 (RS: 6/34)	82 (RS: 11/94)	12

ReadingScreen Profile for Deanna Johnson

Deanna's ReadingScreen Total standard score is 82. This equates to a percentile rank of 12, a score that places Deanna within the bottom 12% of children in their age group.

Deanna's reading skills are a slight cause for concern; Deanna 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 Deanna. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Deanna's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Deanna's lowest scores 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.
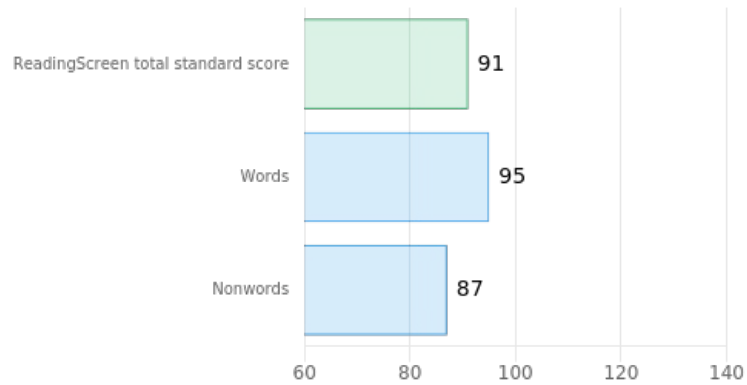
ReadingScreen assessment results for Guy Knight
1A, Year 1, 5yr 4mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 3mo	English (UK)	95 (RS: 6/60)	87 (RS: 5/34)	91 (RS: 11/94)	29

ReadingScreen Profile for Guy Knight

Guy's ReadingScreen Total standard score is 91. This equates to a percentile rank of 29, a score that places Guy within the bottom 29% of children in their age group.

Guy'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 Guy. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Guy's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Guy's lowest scores 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.
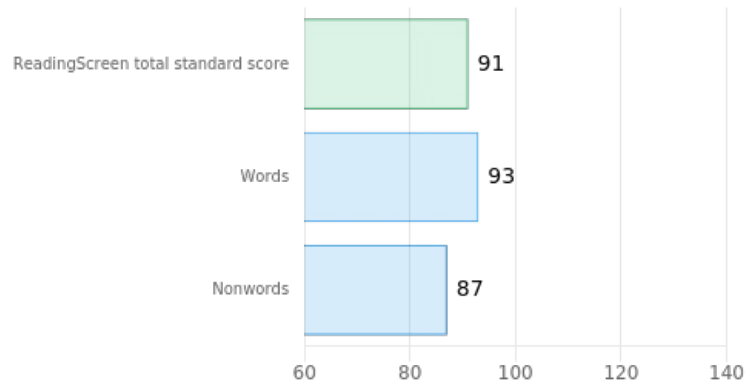
ReadingScreen assessment results for Cadie Mitchell

1A, Year 1, 5yr 2mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 1mo	English (UK)	93 (RS: 5/60)	87 (RS: 5/34)	91 (RS: 10/94)	28

ReadingScreen Profile for Cadie Mitchell

Cadie's ReadingScreen Total standard score is 91. This equates to a percentile rank of 28, a score that places Cadie within the bottom 28% of children in their age group.

Cadie'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 Cadie. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Cadie's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Cadie's lowest scores 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.
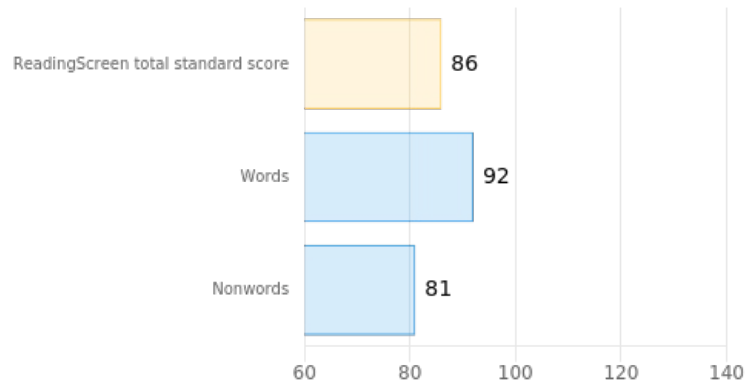
ReadingScreen assessment results for Saif Morris
1A, Year 1, 6yr 0mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 11mo	English (UK)	92 (RS: 7/60)	81 (RS: 6/34)	86 (RS: 13/94)	18

ReadingScreen Profile for Saif Morris

ReadingScreen total standard score	86
Words	92
Nonwords	81

Saif's ReadingScreen Total standard score is 86. This equates to a percentile rank of 18, a score that places Saif within the bottom 18% of children in their age group.

Saif's reading skills are a slight cause for concern; Saif 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 Saif. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Saif's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Saif's lowest scores 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.
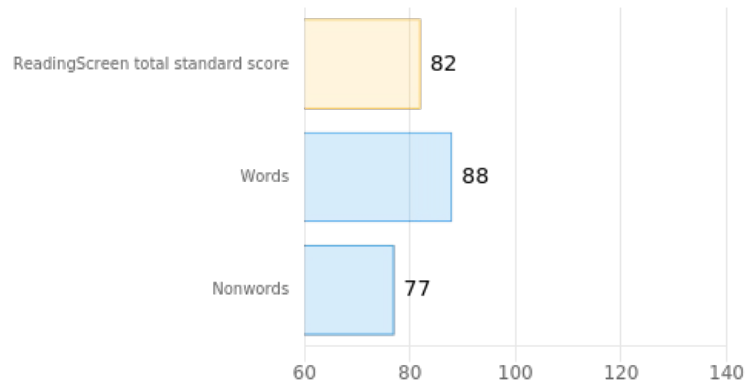
ReadingScreen assessment results for Kayla Mullins
1A, Year 1, 5yr 9mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 8mo	English (UK)	88 (RS: 6/60)	77 (RS: 5/34)	82 (RS: 11/94)	12

ReadingScreen Profile for Kayla Mullins

Kayla's ReadingScreen Total standard score is 82. This equates to a percentile rank of 12, a score that places Kayla within the bottom 12% of children in their age group.

Kayla's reading skills are a slight cause for concern; Kayla 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 Kayla. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Kayla's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Kayla's lowest scores 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.
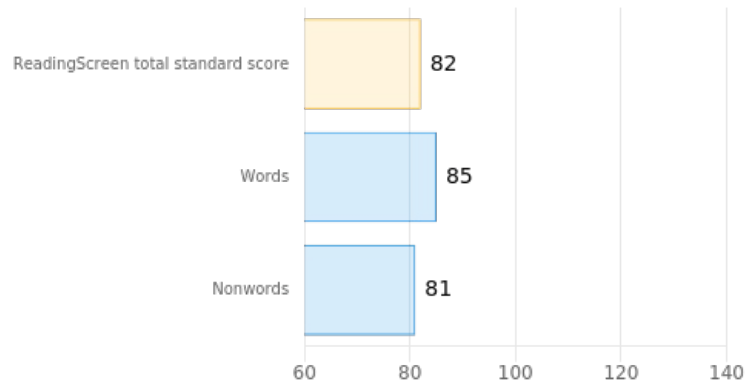
ReadingScreen assessment results for Arron Nelson
1A, Year 1, 5yr 8mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 7mo	English (UK)	85 (RS: 5/60)	81 (RS: 6/34)	82 (RS: 11/94)	12

ReadingScreen Profile for Arron Nelson

Arron's ReadingScreen Total standard score is 82. This equates to a percentile rank of 12, a score that places Arron within the bottom 12% of children in their age group.

Arron's reading skills are a slight cause for concern; Arron 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 Arron. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Arron's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Arron's lowest scores 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.
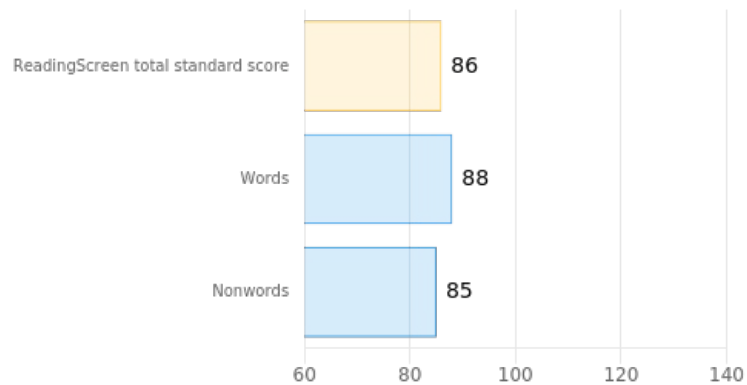
ReadingScreen assessment results for Shane O'Malley
1A, Year 1, 6yr 0mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 11mo	English (UK)	88 (RS: 6/60)	85 (RS: 7/34)	86 (RS: 13/94)	18

ReadingScreen Profile for Shane O'Malley

Shane's ReadingScreen Total standard score is 86. This equates to a percentile rank of 18, a score that places Shane within the bottom 18% of children in their age group.

Shane's reading skills are a slight cause for concern; Shane 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 Shane. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Shane's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Shane's lowest scores 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.
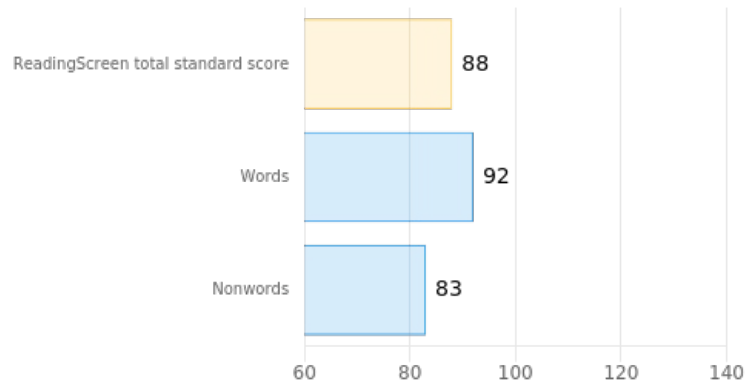
ReadingScreen assessment results for Jacques Ochoa
1A, Year 1, 5yr 1mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 0mo	English (UK)	92 (RS: 4/60)	83 (RS: 4/34)	88 (RS: 8/94)	23

ReadingScreen Profile for Jacques Ochoa

Jacques's ReadingScreen Total standard score is 88. This equates to a percentile rank of 23, a score that places Jacques within the bottom 23% of children in their age group.

Jacques's reading skills are a slight cause for concern; Jacques 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 Jacques. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Jacques's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Jacques's lowest scores 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.
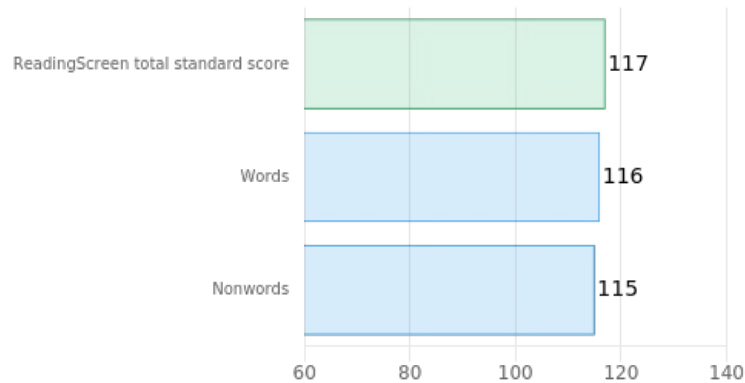
ReadingScreen assessment results for Ayla Ortega
1A, Year 1, 5yr 9mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 8mo	English (UK)	116 (RS: 28/60)	115 (RS: 24/34)	117 (RS: 52/94)	88

ReadingScreen Profile for Ayla Ortega

Ayla's ReadingScreen Total standard score is 117. This equates to a percentile rank of 88, a score that places Ayla within the top 12% of children in their age group.

Ayla'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 Ayla. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Ayla's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Ayla's lowest scores 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.
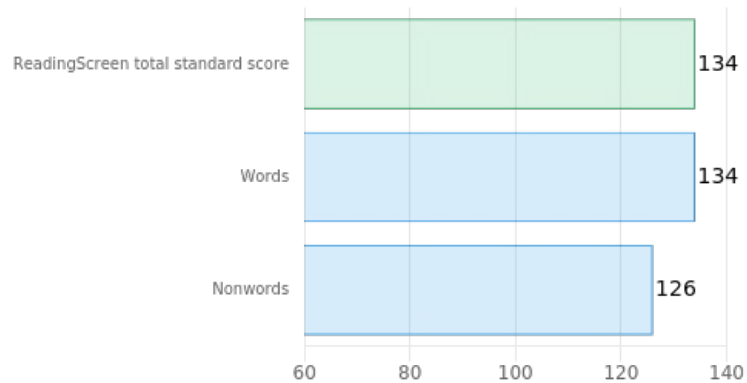
ReadingScreen assessment results for Jennifer Owen
1A, Year 1, 5yr 3mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 2mo	English (UK)	134 (RS: 47/60)	126 (RS: 24/34)	134 (RS: 71/94)	99

ReadingScreen Profile for Jennifer Owen

Jennifer's ReadingScreen Total standard score is 134. This equates to a percentile rank of 99, a score that places Jennifer within the top 1% of children in their age group.

Jennifer'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 Jennifer. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Jennifer's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Jennifer's lowest scores 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.
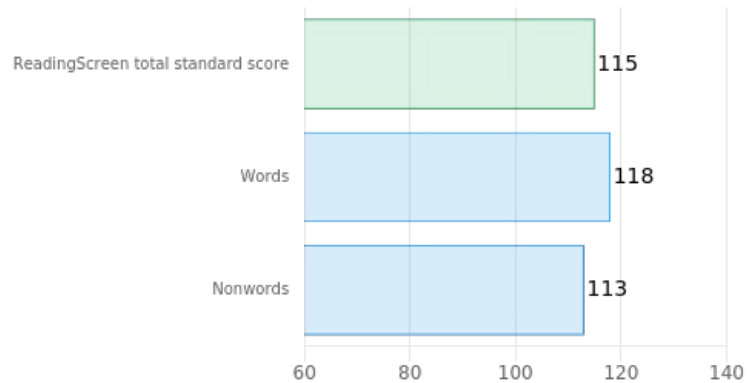
ReadingScreen assessment results for Lucia Perry
1A, Year 1, 5yr 10mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 9mo	English (UK)	118 (RS: 30/60)	113 (RS: 20/34)	115 (RS: 50/94)	85

ReadingScreen Profile for Lucia Perry

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

Lucia'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 Lucia. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Lucia's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Lucia's lowest scores 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.
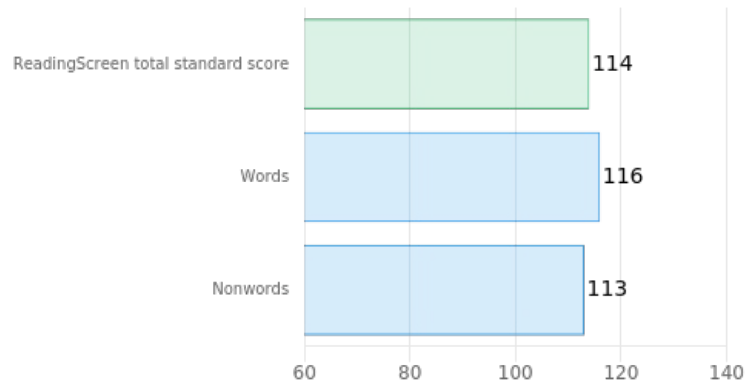
ReadingScreen assessment results for Walter Phillips
1A, Year 1, 5yr 8mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 7mo	English (UK)	116 (RS: 28/60)	113 (RS: 20/34)	114 (RS: 48/94)	83

ReadingScreen Profile for Walter Phillips

Walter's ReadingScreen Total standard score is 114. This equates to a percentile rank of 83, a score that places Walter within the top 17% of children in their age group.

Walter'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 Walter. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Walter's highest scores is for Words, a test that assesses the ability to recognise words of increasing difficulty. Walter's lowest scores 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.
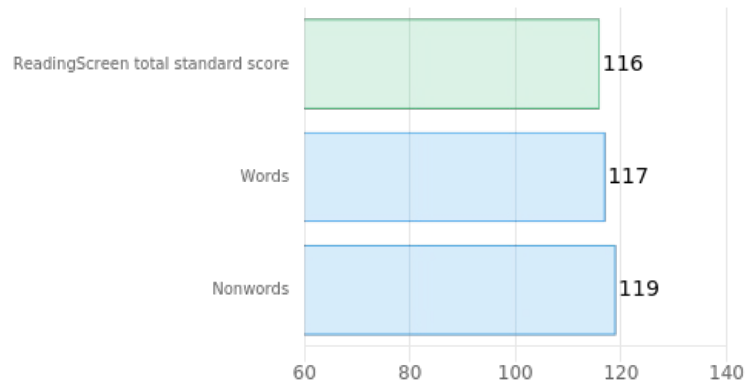
ReadingScreen assessment results for Eddy Riley
1A, Year 1, 5yr 4mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 3mo	English (UK)	117 (RS: 24/60)	119 (RS: 19/34)	116 (RS: 43/94)	87

ReadingScreen Profile for Eddy Riley

Eddy's ReadingScreen Total standard score is 116. This equates to a percentile rank of 87, a score that places Eddy within the top 13% of children in their age group.

Eddy'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 Eddy. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

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

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.
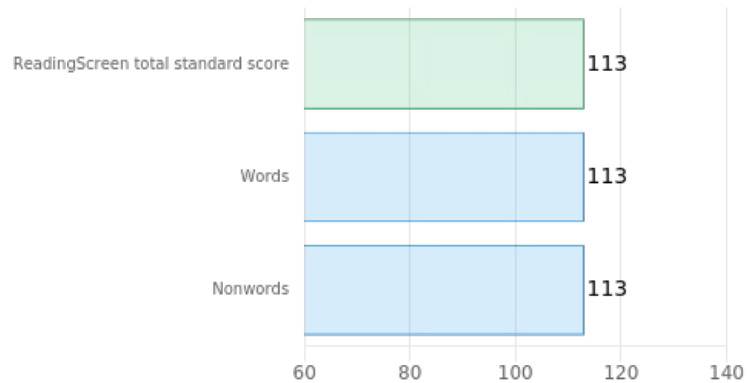
ReadingScreen assessment results for Tessa Vega
1A, Year 1, 5yr 10mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 9mo	English (UK)	113 (RS: 24/60)	113 (RS: 20/34)	113 (RS: 44/94)	81

ReadingScreen Profile for Tessa Vega

Tessa's ReadingScreen Total standard score is 113. This equates to a percentile rank of 81, a score that places Tessa within the top 19% of children in their age group.

Tessa'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 Tessa. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Tessa scored equally on all tests.

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.
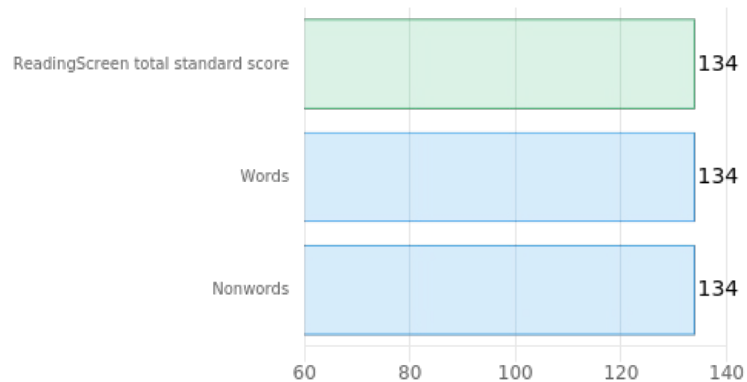
ReadingScreen assessment results for Richard Whitaker
1A, Year 1, 5yr 1mo

Assessment date	Age at assessment	Assessment language	Words	Nonwords	Total standard score	Percentile Rank
02/10/2023	5yr 0mo	English (UK)	134 (RS: 56/60)	134 (RS: 27/34)	134 (RS: 83/94)	99

ReadingScreen Profile for Richard Whitaker

Richard's ReadingScreen Total standard score is 134. This equates to a percentile rank of 99, a score that places Richard within the top 1% of children in their age group.

Richard'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 Richard. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Richard scored equally on all tests.

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.