

Report Guide

Transforming assessments.
Transforming teaching.



Learner Progress Report

Viewed: Main

New PUMA

Last taken 07 January 2023

Report generated 02nd September 2023

Learner Name

Class: Name of Class
Member of: Name of Group, Name of Group
Name of Group

Overall Performance

Standardised Score

100
75
50
25
0
-25
-50

100%
75%
50%
25%
0%
-25%
-50%

Raw PUMA Y1 Autumn
Raw PUMA Y2 Autumn
Raw PUMA Y2 Summer

National Average 56 of 76

	Date of Test	Age at Time of Test	Raw Score	National Average Score	SS	Age-SS	Hodder Scale Score	Maths Age
New PUMA Y1 Autumn	16/11/2022	5.5	9	100	49	76	0.5	+0.1
New PUMA Y2 Autumn	07/01/2023	6.4	17	100	103	95	1.8	+0.3
New PUMA Y2 Summer	19/07/2023	7.1	24	100	112	103	3.1	+0.7

SS: Standardised Score | Age-SS: Age Standardised Score

Strand Performance

Contents



What is Boost Insights?	3
Instant Reports in Boost Insights	4
Decoding Assessment Data	5
Annotated Reports:	
> MAT-Level Insights	6
> School Overview	7
> Question-level Analysis	9
> Individual Learner Report	11
> Learner Progress Report	13
> Group Report	14
> Age Performance Comparison	15
> Test Performance Comparison	16
> Group Average Review	17
> Shine Intervention Reports	19
Exporting Test Data	20
Assessment Resources.....	20
Interactive Assessments	21
User Support	23





Boost Insights is Hachette Learning's assessment data analysis platform, built to provide schools and MATs with valuable insights into their learners' progress and attainment data.

With a clear understanding of your learners' strengths and weaknesses, reports in Boost Insights empower schools to put assessment at their heart of their teaching, making data-driven decisions for their learners, targeting teaching and allocating resources where they're needed the most.

Cut the admin time associated with recording, inputting, monitoring and analysing assessment data and spend it on what matters most: **teaching.**

The essential data companion to Hachette Learning assessments:



Most assessments are compatible with all reports. Further details on exempt test suites can be found on individual report pages.

Instant Reports in Boost Insights



Load your assessment scores into Boost Insights (or take one of our online tests) to instantly generate dashboards and reports.

With a range of individual, group, year group or school-wide reports at your fingertips, choose the insights you need:



School Overview Dashboard
Compare attainment across year groups throughout your school.



MAT/School Group Comparison Report
Compare the performance of multiple schools on a specific test suite.



Question-level Analysis
Analyse gaps in learning to inform targeted teaching at a question or strand level



Individual Learner Report
Analyse the performance of a single learner on a specific test.



Learner Progress Report
Compare the performance of one learner across multiple tests.



Group Report
View the overall, average and strand performance of a group on a specific test.



Age Performance Review
Compare the age performance of a group on a specific test.



Test Performance Comparison
Compare the performance of a group on two tests with side-by-side results..



Group Average Review
Compare the average of a group across multiple test suites for an academic year.



Individual Intervention Report
Identify knowledge gaps for a single learner and access Learning Sequences.



Grouped Intervention Report
Identify learners with key knowledge gaps and access Learning Sequences.

Intervention Reports are only available with an active subscription to Shine Interventions



The following data outcomes are calculated and presented within reports and dashboards on Boost Insights:

- **Raw Score** is the total number of marks that a learner receives in a test. This is used to calculate other metrics in reports.
- **Standardised Score** is calculated based on a learner's raw score and is placed on a scale that compares against standardisation averages from a nationally representative sample of UK school children. Standardised scores are useful for comparing the performance of one cohort with another based on the same test.
- **Age-standardised Score** is calculated based on a learner's raw score, adjusted for their age in years and months, and placed on a scale that compares the performance of a learner against others of the same age. This ensures that younger learners are not at a disadvantage to older classmates.
- **Performance Indicators** help you to identify whether learners are meeting performance expectations for their year. These are calculated using percentiles, the percentage of learners obtaining any standardised score or lower in the standardisation trials.
- **Attainment Age (Maths, Reading, and GPV/Spelling Age)** match the average chronological age of children who achieved a particular raw score in the standardisation trial. These can provide a quick indication a learner's ability and are useful to monitor progress.
- The **Hodder Scale Score** is a decimal scale designed to monitor and predict progress on a term-by-term and year-by-year basis. Hodder Scale Scores are available for New PiRA, New PUMA, PiRA for Scotland, PUMA for Scotland, New GaPS, ART and AMT.
 - For NTS Assessments: Mathematics and Reading, this is called the **NTS Score** and works in the same way as the Hodder Scale Score.
- **Facility Values** indicate the proportion of learners who answered a question correctly in our standardisation trial. This is used to calculate the **difference** between your cohort's average and that of the trial.

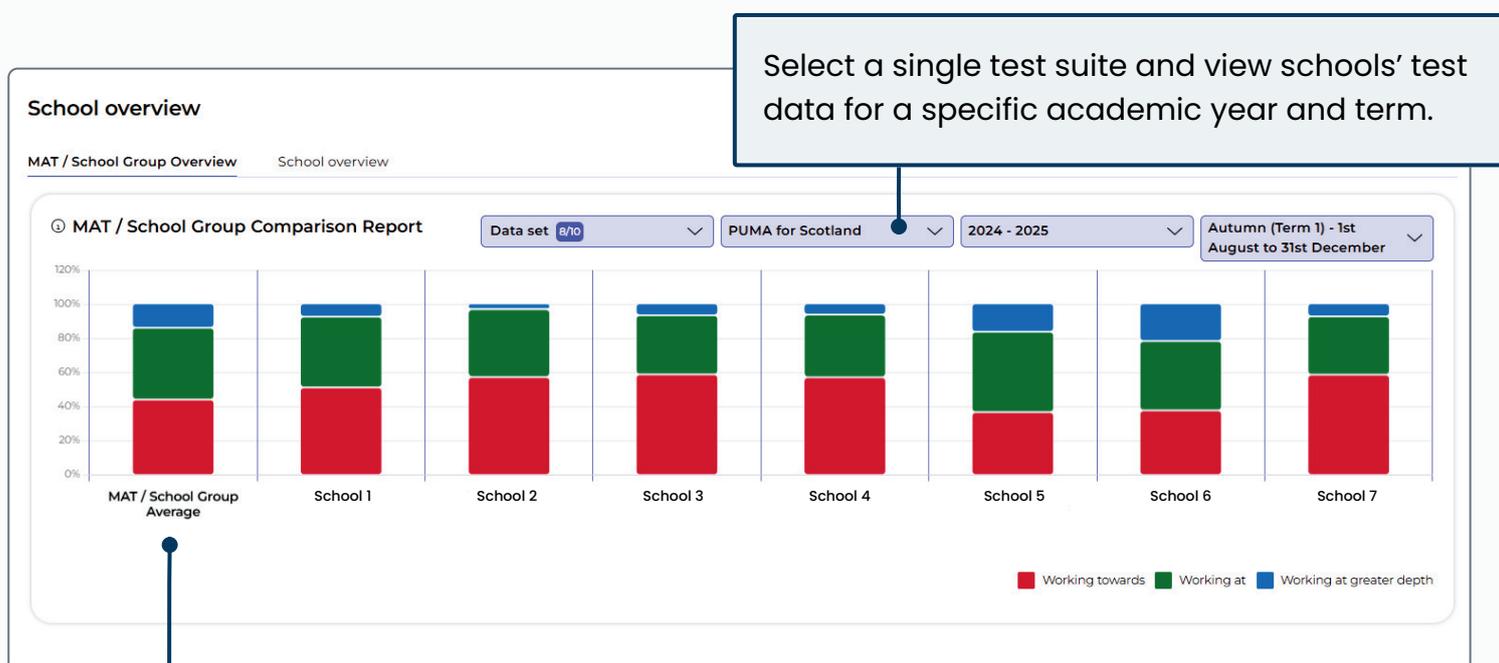
MAT / School Group Comparison



School Group leaders are able to set up a MAT Admin account for Boost Insights, granting them the ability to view detailed test data for all of their schools (centres).

MATs can export all school data, downloading a spreadsheet detailing all performance data for their centres in a specific assessment and term.

The MAT / School Group Overview dashboard offers a clear visual comparison of the performance of up to 10 schools at a time.



The **MAT/School Group Average** bar compiles the test data for all the centres to compare against.

Each school is represented by a colour-coded bar, highlighting the spread of learners working towards the expected standard, at the expected standard or at greater depth.

Contact your local Assessment Consultant to set up a MAT/School Group Admin account. Find your local consultant at hachettelearning.com/consultants.

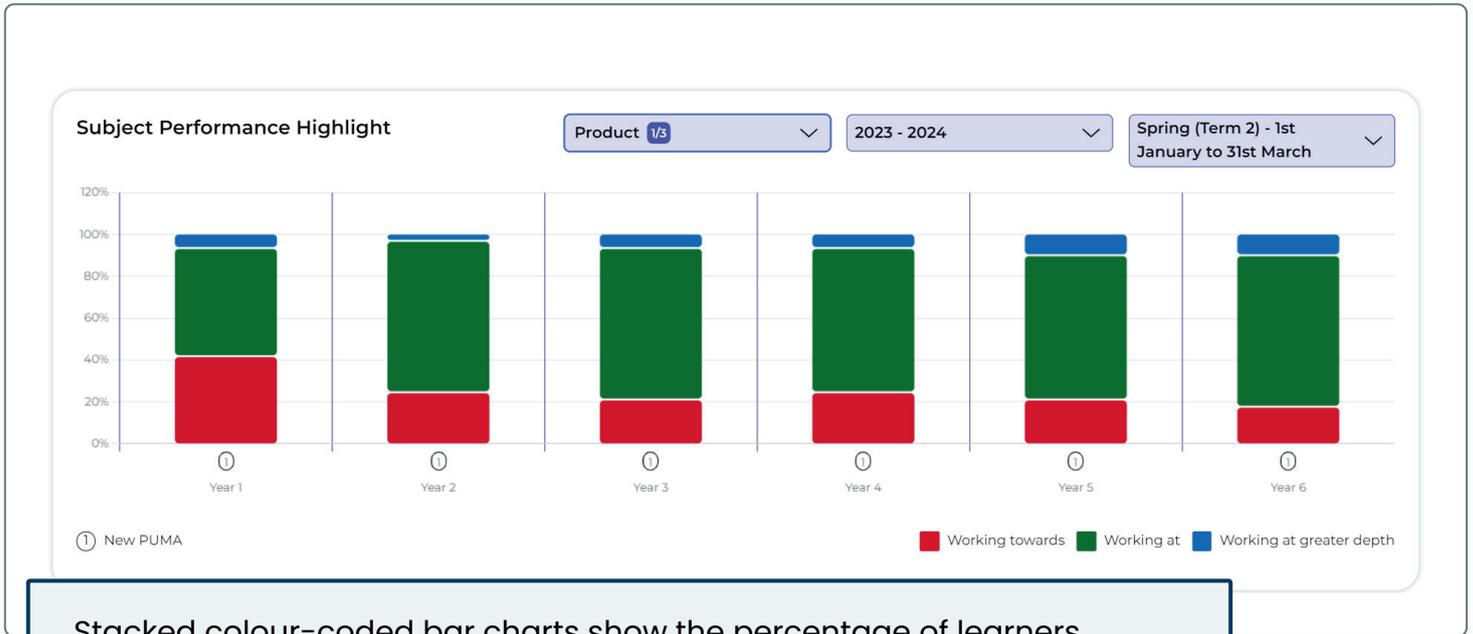
“ I think that the MAT dashboard will be very helpful. ”

Sam Eden, Education Development Advisor, Lincoln Anglican Academy Trust.
Boost Insights Triallist, Summer Term 2024

School Overview Dashboard



Quickly analyse performance throughout your school and compare attainment across year groups.



Stacked colour-coded bar charts show the percentage of learners working towards the expected standard (red), at the expected standard (green) or at greater depth (blue).

Select up to 3 test suites and filter by academic year and term.



Hover over any bar to see a breakdown of performance by learners who took the specified test. Click on the bar to load the relevant Question-level Analysis Report.

Question-level Analysis

Analyse results at a question and strand level to identify gaps and inform targeted teaching. This report can be run for a specific class, group or year group to analyse results in a single test.

Hover over the information button to view the colour-code key for Differences and Scores in the report.

Question-level Analysis [Select report](#)

New PiRA [Change product](#)

New PiRA 6 Summer

BI Class Year 6
[Change class, group or year](#)

[Export test data](#)

Overall Scores Strand Scores

[Highlights](#) [Go to marksheet](#)

Differences

- Above average >+5%
- Average -5% to +5%
- Below average <-5%

Scores

- Full marks
- Some marks
- No marks
- Not attempted

Facility values indicate the proportion of learners who answered that question correctly in our standardisation trial.

The **difference** between your learners' average and the standardisation average is calculated for each question and colour-coded to indicate whether their performance is above, below or average.

Name	Total	Test date	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
Facility			97%	93%	38%	85%	71%	87%						
Your learners' average score			93%	93%	93%	93%	78%	55%						
Difference			-4%	+0%	+55%	+8%	+7%	-32%						
Question strand:			2b	2b	2a	2a	2b	2a						
26/04/2024			1	1	1	1	1	0	0	0	0	0	0	0
26/04/2024			1	1	1	1	1	1	1	1	1	1	1	1
26/04/2024			1	1	1	1	1	1	1	1	1	1	1	1
26/04/2024			1	1	1	1	1	1	1	1	1	1	1	1
Catherin Tonya	27/45	26/04/2024	1	1	1	1	1	1	1	1	1	1	1	1
Carol Nixon	27/45	26/04/2024	1	1	1	1	2	2	2	1	1	1	1	1
Cathy Lark	28/45	26/04/2024	1	1	1	1	3	2	2	1	1	1	1	0
Kaila Gaye	28/45	26/04/2024	1	1	1	1	3	0	2	1	1	1	1	1
Jared Doyle	28/45	26/04/2024	1	1	1	1	3	N	2	1	1	1	1	1

[Add learner\(s\) working below range](#) - 0 +

If you have any learners who are working below and have taken a termly standardised test that is outside of their age range, add them to the report to ensure that the averages reflect the number of learners in the group and are not inflated.

Question-level Analysis [Select report](#)

New PiRA [Change product](#)

New PiRA 6 Summer ▼

BI Class Year 6

[Change class, group or year](#)

[Export test data](#)

Select Strand scores to view the performance of each learner by strand.

Overall scores

Strand scores

[Highlights](#)

[Go to marksheet](#)

Name	Test date	2a	2b	2c	2d	2e	2f	2g	2h
Facility		57%	65%	60%	58%	60%	50%	87%	30%
Your learners' average score		53%	70%	21%	60%	53%	61%	55%	66%
Difference		-4%	+5%	-39%	+2%	-7%	+11%	-32%	+36%
Norah Callie	26/04/2024	0/9	0/11	0/11	0/11	0/4	0/7	0/7	0/7
Kaila Gaye	26/04/2024	4/9	9/11	0/11	0/11	0/4	0/7	0/7	0/7
Phelim Frank	26/04/2024	5/9	7/11	0/11	0/11	0/4	0/7	0/7	0/7
Eugenia Marianna	26/04/2024	5/9	9/11	0/11	8/11	2/4	2/3	0/3	2/3
Nannie Leith	26/04/2024	5/9	9/11	0/11	8/11	2/4	2/3	0/3	2/3
Ade Harland	26/04/2024	5/9	8/11	0/11	7/11	2/4	2/3	2/3	2/3
Zariah Meredith	26/04/2024	5/9	10/11	0/11	8/11	2/4	2/3	0/3	2/3
Calleigh Shanna	26/04/2024	7/9	10/11	0/11	11/11	4/4	3/3	3/3	3/3
Alanna Steph	26/04/2024	5/9	9/11	0/11	11/11	4/4	3/3	3/3	3/3
Catherin Tonya	26/04/2024	5/9	9/11	0/11	11/11	4/4	3/3	3/3	3/3
Bessie Tibby	26/04/2024	9/9	11/11	1/11	11/11	4/4	3/3	3/3	3/3

The difference between your learners' strand average and the standardisation strand average is calculated and colour-coded for each content domain in this assessment.

Icons indicate whether a learner has taken the test online or on paper. Paper marks will have been input or uploaded to a marksheet in the system, while online marks will have fed directly from the test.

[Add learner\(s\) working below range](#)

− 0 +

Showing 16 - 30 of 30 results

Individual Learner Report



View the performance of an individual learner on a specific test, including their raw scores, standardised scores, attainment age, strand performance and progress predictions.

Individual Learner Report

Koby Bevis

New PiRA 3 Autumn
Last taken 20 November 2023



Koby Bevis
Class Year 3
Member of EAL learners

Choose your assessment and select individual learners to generate their report.

Class and Group details are shown for each learner.

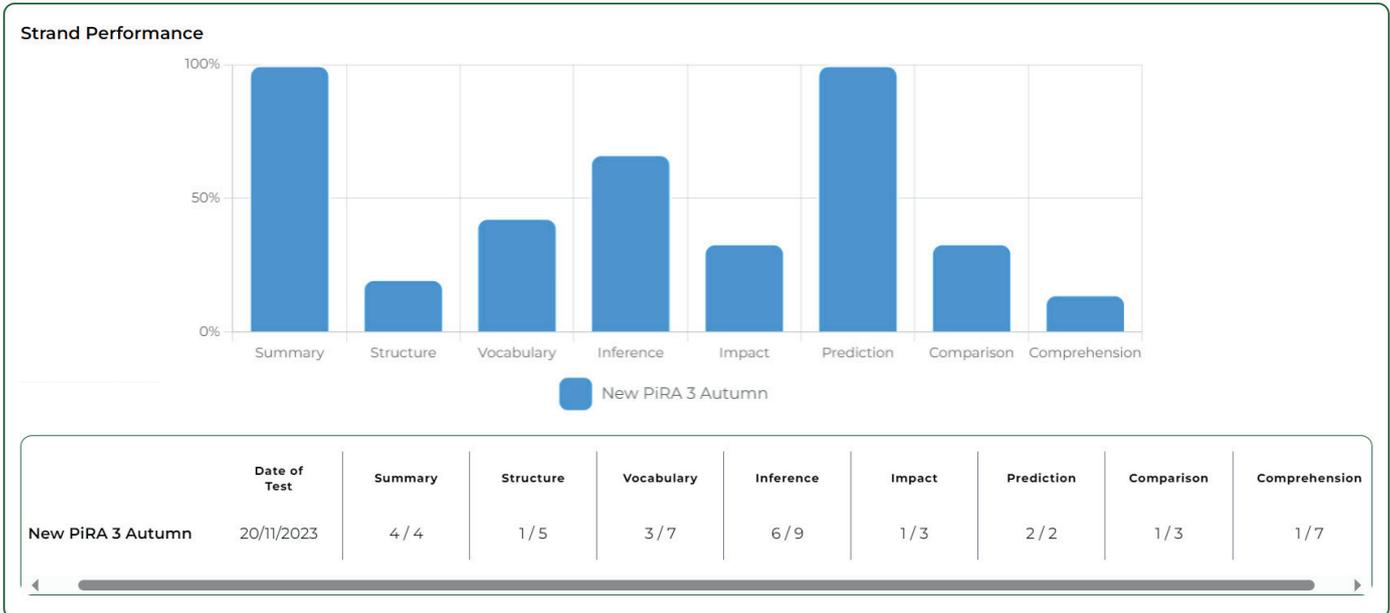
The normal distribution graph shows the learner's overall performance in this test (the red line) against standardisation averages. In this test the learner performed below the average Standardised Score of 100:



Compare raw scores with the average score of learners in the standardisation trial on this test.

The learner's Attainment Age is calculated based on their raw score. In this case, the learner's actual age at time of test is 7 years and 11 months, while their Reading Age is 7 years and 1 month.

A **Strand Performance** section helps you to identify the learner's areas of strength and potential areas of improvement. Results are presented as the number scored out of total number of marks available in that strand.



Predicted Hodder Scale Score

This Test	New PiRA 3 Spring	New PiRA 3 Summer	New PiRA 4 Autumn
2.6	2.6	3.1	3.2

On each Individual Learner Report, the **Predicted Hodder Scale Scores** are reported for the next three tests if average progress is made by this learner.

The Hodder Scale Score is a decimal scale designed to monitor and predict progress on a term-by-term and year-by-year basis. On Individual Learner Reports for NTS Assessments, this shows as **NTS Scales**.

“ (w)e need to communicate with parents and they understand ages more so than standardised scores. It's powerful to talk to a parent about supporting their 11yr old child with reading at home if we can say they have a reading age that doesn't align. ”

Deputy Head & Assessment Lead Riverside, Primary School.

Learner Progress Report



Compare the performance of one learner across multiple (up to six) tests over time, including a break down by strand.

Learner Progress Report

Reannon Cherry

New PiRA

Last taken 29 April 2024



Reannon Cherry

Class Year 4

Member of

Report generated on 30 August 2024

The **blue area** shows the national average Standardised Score of 100 and 15% either side, denoting a range of average performance which the learner's own standardised score is mapped against:

Overall Performance

Assessments are presented in reverse chronological order, with the most recently taken test shown first.

	Date of Test	Age at time of test	Raw Score	National Average Score	SS	Age-SS	Hodder Scale Score	Reading Age
New PiRA 4 Summer	19/06/2024	9:4	28	100	111	109	4.5	10:6
New PiRA 4 Spring	10/03/2024	9:3	28	100	106	101	4.1	9:3
New PiRA 4 Autumn	20/11/2023	8:11	21	100	103	100	3.4	8:11

SS: Standardised Score Age-SS: Age-Standardised Score

A range of outcomes are shown for each assessment to support various measurements of progress.

In this example, the learner has improved on a termly basis, as shown in their rising standardised and age-standardised scores.

Their Reading Age has risen from matching their actual age in Autumn and Spring to exceeding their actual age in Summer.

A **Strand Performance** section helps to isolate areas of improvement and identify learning gaps.

Overall strand performance is shown as percentages in a bar chart format, **colour-coded** to distinguish between termly assessments.

Strand Performance



	Date of Test	Comprehension	Inference	Vocabulary	Impact	Summary	Comparison	Prediction	Structure
New PIRA 4 Summer	19/06/2024	6 / 7	9 / 13	4 / 4	3 / 6	3 / 4	2 / 2	0 / 2	1 / 2
New PIRA 4 Spring	10/03/2024	9 / 9	7 / 10	4 / 6	1 / 2	2 / 5	2 / 2	1 / 2	2 / 4
New PIRA 4 Autumn	20/11/2023	6 / 11	4 / 8	3 / 4	2 / 4	2 / 3	2 / 2	1 / 2	1 / 6

A raw score break down allows you to analyse the progress chart, with the marks received out of total marks available in each strand.



“ This is a big improvement on a very useful product. ”

Discovery Schools Trust.
Boost Insights Triallist,
Summer Term 2024.
In comparison to MARK

Please note, assessment data is required from at least two terms in order to calculate progress.

Group Report

View the performance summary of a group or class on a specific test, including raw scores, standardised scores and strand results.

Group report
BI Class Year 6
New PiRA 6 Autumn
Last taken 20 November 2023

The raw score, standardised scores and the number of marks awarded in each strand is shown for every learner.

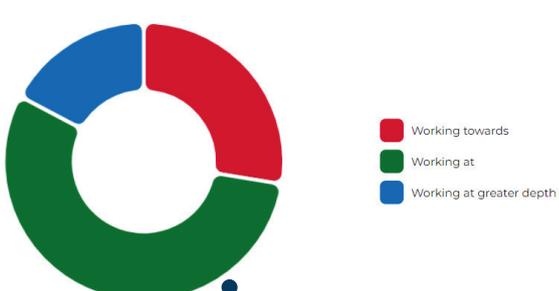


Name	Date of Test	Age at Test	Raw Score	Reading Age	SS	Age-SS	HSS	2a (6)	2b (9)	2c (3)	2d (16)	2e (2)	2f (2)	2g (4)	2h (3)	
Phelim Frank	M	20/11/2023	11:2	27	10:1	99	92	4.3	5	4	3	9	1	1	3	1
Tyrone Fay	M	20/11/2023	10:3	21	<9:11	88	86	3.8	3	3	2	8	1	1	2	1
Bessie Tibby	F	20/11/2023	10:11	44	>12:0	127	>131									
Zariah Meredith	F	20/11/2023	10:7	29	10:7	102	101									
Calleigh Shanna	F	20/11/2023	10:3	42	>12:0	125	>131									
Annis Eireen	F	20/11/2023	11:1	17	<9:11	81	76	3.6	3	2	3	4	1	1	2	1
Dee Ferdy	M	20/11/2023	10:4	22	<9:11	90	88	3.88	3	3	2	9	1	1	2	1
Ade Harland	M	20/11/2023	10:6	30	10:10	104	104									
Nannie Leith	F	20/11/2023	10:5	30	10:10	104	106									
Alanna Steph	F	20/11/2023	10:8	44	>12:0	127	>131									
Tory Marvel	F	20/11/2023	10:6	31	11:1	106	108									
			27	99												

SS: Standardised Score Age-SS: Age-Standardised Score HSS: Hodder Scale Score

Numbers in brackets indicate maximum marks available

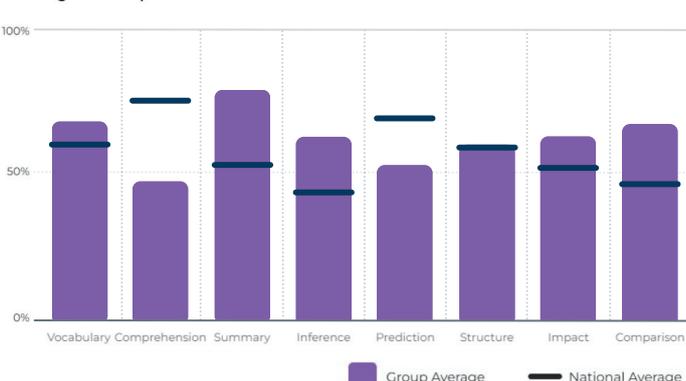
Proportion Matching Expectations



- Working towards
- Working at
- Working at greater depth

The percentage of learners in each threshold is summarised.

Average strand performance



Compare the average performance by strand against the national average to identify areas of excellence and help target teaching.

Please note, colour-coded SS circles, Proportion Matching Expectation chart and National Average strand comparison line do not show in reports for assessments without performance indicators: ART, AMT, BNST and SSRCT.

Age Performance Comparison



Compare the age performance of a class, group or year group on one test. Review each learner's age-standardised score, actual age at the time of the test and the attainment age achieved on the test.

Age Performance Review [Select report](#)

New PUMA [Change Product](#)

New PUMA 5 Autumn ▼

BI Class Year 5 [Change Class, group or year](#)

[Highlights](#)

Name	Age-Standardised Score	Actual age at time of test	Attainment age on test	Difference between Actual Age and Attainment Age
Katie Alvina	96	9:4	<9:1	<-0.3
Lisha Blake	110	9:2	10:2	1.0
Braidy Charly	97	10:2	9:11	-0.3
Colby Cleveland	100	10:1	10:1	0.0
Ade Colt	<69	9:9	<9:1	<-0.8
Faron Cuthbert	96	10:6	10:1	-0.5
Cathair Desi	100	10:0	10:0	0.0
Tempest Donna	101	9:3	9:4	0.1
Lolicia Flor			10:2	0.8
Daxton Fla			10:3	1.0
Peta Gabri			9:5	-0.5
Eula Gifty			10:6	2.2
Laura Isla			9:9	-0.3
Melicent J			9:8	-0.5
Lorri Journi	102	9:5	9:8	0.3

Showing 1 - 15 of 29 results

← 1 2 →

The **difference** between a learner's actual age and attainment age is calculated for you and colour-coded to highlight if a learner is performing above, at or below their actual age.

“ The detailed reports feature was exceptionally clear, providing a concise overview of the assessment. The grading system, with its at-a-glance visibility, made it easy to discern the various levels within a class. ”

Primary Maths Co-ordinator, St. George School, Madrid.
Boost Insights Triallist, Summer Term 2024

Test Performance Comparison



Compare the performance of a class, group or year group across two test papers from the same test suite, viewing the results side-by-side.

Test Performance Comparison [Select report](#)

New PIRA [Change product](#)

Paper **2/2**

Overall Scores [Strand Scores](#)

Individual learner and group average results in the selected papers are displayed side-by-side.

Name	Raw Score		Standardised Score			Age-Standardised Score		
	Paper 1	Paper 2	Paper 1	Paper 2	Difference	Paper 1	Paper 2	Difference
Average	19/40	21/40	97	97	0	91	77	-14
Eleanore Ally	N	22/40	N	101	N	N	Age out of range	N
Emmanuel Arthur	20/40	17/40	101	93	-8	102	95	-7
Starla Babette	29/40	31/40	117	116	-1	117	117	0
Lou Camden	22/40	20/40	105	98	-7	107	Age out of range	N
Clarissa Caprice	18/40	17/40	97	93	-4	101	96	-5
Jeffrey Cavan					+7	99	104	+5
Reannon Cherry					+8	100	109	+9
Lauryn Elliff					+11	94	103	+9
Brant Godwin					-7	71	<69	<-2
Kaiden Gorden					+2	101	Age out of range	N
Bryce Harding					0	69	71	+2

Showing 1 - 15 of 30 results

The **difference** in scores between the first and second test paper selected is calculated and colour-coded, indicating whether the change is below, at or above average.

Overall Scores [Strand Scores](#)

[Highlights](#)

Name	Total		2a		2b		2c	
	Paper 1	Paper 2						
Average	48%	52%	45%	69%	53%	64%	48%	40%
Eleanore Ally	0%	55%	N	50%	N	71%	N	25%
Emmanuel Arthur	50%	43%	25%	50%	45%	86%	67%	25%
Starla Babette			75%	100%	73%	86%	100%	50%
Lou Camden			75%	100%	82%	29%	33%	50%
Clarissa Caprice			25%	100%	55%	71%	33%	0%
Jeffrey Cavan	43%	57%	50%	75%	73%	86%	0%	50%
Reannon Cherry	53%	70%	75%	100%	55%	86%	67%	75%
Kaiden Gorden	43%	50%	50%	100%	55%	43%	67%	25%
Bryce Harding	10%	10%	0%	0%	9%	29%	0%	0%
Mary Jane	55%	57%	50%	75%	64%	71%	67%	75%
Thea Jessa	75%	80%	75%	100%	73%	100%	100%	50%

Showing 1 - 15 of 30 results

Select **Strand Scores** to compare results at a strand level.

Group Average Review

Compare the group average of a class, group or year group across all the assessments used in an academic year. Review the average standardised score, age-standardised scores and attainment age of all learners who took the tests that year.

Group Average Review [Change Report](#)

2023 - 2024

Compare averages between test suites, with the change between termly tests highlighted.

Year 1

[Change Class, group or year](#)

ⓘ Highlights

	New PiRA				New PUMA			
	New PiRA 1 Autumn	New PiRA 1 Spring	New PiRA 1 Summer	Change Between	New PUMA 1 Autumn	New PUMA 1 Spring	New PUMA 1 Summer	Change Between
Standardised Score	99	101	91	-8	86	93	92	+6
Age-Standardised Score	94	93	76	-18	81	89	83	+2
Attainment Age	5:11	6:3	6:2	0:3	5:3	5:9	6:0	0:9

Group Average Review [Change Report](#)

2023 - 2024

All tests taken by the selected group that academic year will show.

Year 6

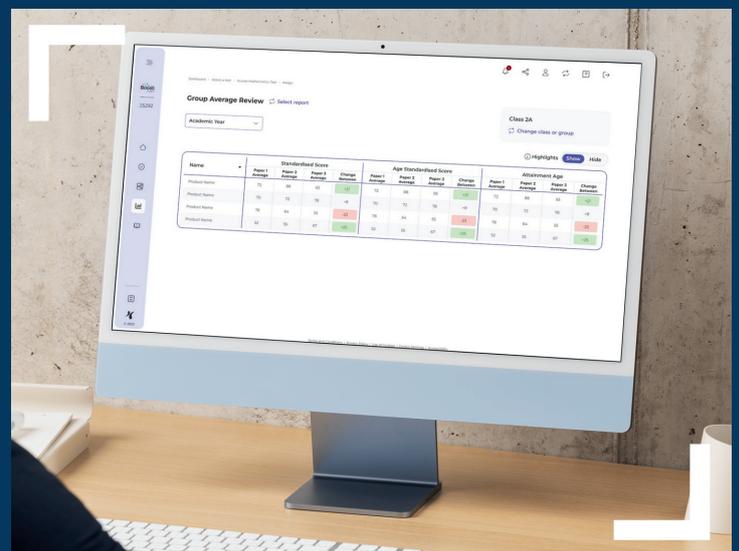
[Change Class, group or year](#)

ⓘ Highlights

	NTS Assessments: Reading				NTS Assessments: Mathematics				New GaPS			
	NTS Reading 6 Autumn	NTS Reading 6 Spring	NTS Reading 6 Summer	Change Between	NTS Maths 6 Autumn	NTS Maths 6 Spring	NTS Maths 6 Summer	Change Between	New GaPS 6 Autumn	New GaPS 6 Spring	New GaPS 6 Summer	Change Between
Standardised Score	115	99	106	-9	88	96	98	+10	101	102	104	+3
Age-Standardised Score	93	89	90	-3	80	84	85	+5	92	96	98	+6
Attainment Age	11:6	11:0	11:3	0:3	10:3	11:0	11:2	0:9	11:0	11:2	11:6	0:6

“ [Teachers] appreciate deeply how responses to each question can be considered against a national picture through the process of the tests being standardised. ”

Director of Education,
Lincolnshire Anglican Academy Trust



Individual Intervention Report

Only available with an active subscription to **Shine Interventions**.

View the performance of a learner on their most recent assessment and identify if a Shine intervention is recommended. Suggested Learning Sequences link to targeted intervention resources.

Individual intervention report

Curt Adewale

New PUMA 2 Autumn
Last marked: 6 September 2024

Learner details are shown alongside a summary of their latest assessment scores.

Report generated on 6 February 2025

Learner details

Age at test: 6:2
Class: BI Class Year 2

Recent scores

Date taken	6/9/2024
Paper taken	New PUMA 2 Autumn
	109
	105

* Age outside of range

Scores are grouped according to **Areas of Learning** within specific **Strands**.

Area of Learning	Score	Strand	Questions	Score	Suggested learning sequences
Number	9/11	Number	Q1, Q4, Q5, Q7, Q10, Q12, Q13, Q15, Q16	9/11	Score is above Shine threshold for this strand
Mental addition and subtraction	2/3	Operations: addition, subtraction	Q2, Q3	2/3	Score is above Shine threshold for this strand
Fractions	1/2	Fractions	Q6, Q8	1/2	Year 2, Fractions 1
Mental multiplication and division	2/2	Operations: multiplication, division, algebra	Q9, Q11	2/2	Score is above Shine threshold for this strand
Written addition and subtraction	2/4	Operations: addition, subtraction	Q14, Q17, Q18, Q19	2/4	Year 2, Written addition and subtraction 1
Properties of shape	2/2	Geometry	Q20, Q21	2/2	Score is above Shine threshold for this strand
	2/2			2/2	Score is above Shine threshold for this strand
	2/4			2/4	Year 2, Statistics 1

If the learner's score falls below the Shine Intervention threshold (indicating there is a knowledge gap in this area), a **Learning Sequence** is suggested and **direct link** provided to the resource.

Click through to targeted Shine Interventions resources...

Detailed Guidance

Activities & Worksheets

Teaching Notes

Shine Maths Year 2 Properties of shape 1

Timetable

Day 1: Activities 1 and 2
Day 2: Activities 3 and 4
Day 3: Activities 5 and 6
Day 4: Activity 7
Day 5: Quiz

Teacher guidance

The activity pages provide teacher guidance notes and they can be used as a lesson plan for the session. The activities include sequential questions, advice about potential responses from the children and tips for consolidating or furthering their understanding. Children are encouraged to explain their thinking and how they arrived at answers and to share their strategies.

Written to provide you with maximum support, mathematical language has been incorporated into the activity questions so that children hear and learn the vocabulary modelled in context. Key words are highlighted in bold to help you identify and model the correct language.

Subject knowledge is reinforced in the activity pages through the **Tip** and **Watch out** features, which provide guidance on teaching strategies and how to address any misconceptions that may arise.

A quiz has been included to check what children can do independently and to show their progress within the learning sequence.

Refer to the [Shine Maths Guidance for Year 2](#) for more support and useful information.

Worksheets

The activity worksheets are embedded within the activity teaching sessions. The worksheets provide an opportunity for children to practice and consolidate the skills and knowledge they learn in the session. Each activity worksheet has been developed specifically to support children's learning as part of the lesson. The teacher guidance notes indicate when to distribute the worksheets and how to use them.

These sheets could be kept in a digital folder or exercise book to substantiate teacher assessment.

Shine Reading Skills Year 2, Unit 1

Text A - "New Bike"
By Kate Ruttle

"You are growing up, Meera," Dad sighed. "You're too big for this bike."

1. Look at paragraph 1. Find and copy one word which means the same as 'growing'.

Meera looked at her blue bike. She had learned to ride on this bike. She loved it. She even loved the dents and scratches on it from when she tried to make new tricks. "It's okay, Dad," she said. "I like this bike."

2. The words *dents* and *scratches* tell you that the blue bike:

was brand new.
 had bumped into things.
 was blue and shiny.
 was Meera's favourite toy.

Shine Maths Year 2 Properties of shape 2

Worksheet 1

Name: _____ Date: _____

Carroll diagram

	Has square faces
Has circular faces	Does not have square faces
Does not have circular faces	Does not have square faces

1. Choose one word to respond to the **same phrase** in the sentence below. Write the sentence.

The teacher is **happy** as the boys could run.

bored brightly bright honest

2. Underline the word in the **opposed same phrase** in the sentence below. Use the word and write a sentence.

The road was **rough** as it was a construction site.

Shine Reading Skills Year 2, Unit 1, Lesson 1

Answer the questions

Read the text and answer the questions independently as possible. Answer questions together and discuss the strategies used.

1. Read the text and answer the questions. Check each one. Answer and mark.

Q1. How many words are there in the sentence 'You are growing up, Meera'?

Q2. How many words are there in the sentence 'You're too big for this bike'?

Q3. How many words are there in the sentence 'Meera looked at her blue bike'?

Q4. How many words are there in the sentence 'She even loved the dents and scratches on it from when she tried to make new tricks'?

Q5. How many words are there in the sentence 'It's okay, Dad, she said, "I like this bike"'?

Q6. How many words are there in the sentence 'The teacher is happy as the boys could run'?

Q7. How many words are there in the sentence 'The road was rough as it was a construction site'?

Grouped Intervention Report



Only available with an active subscription to [Shine Interventions](#).

Instantly identify intervention candidates based on their assessment results and access tailored interventions to target the specific knowledge gap found.

Grouped Intervention Report

👤 BI Class Year 1

New PiRA 1 Autumn

Last taken 6 September 2024



Report generated on 17 September 2024

If learners score below the intervention threshold in a key **Area of Learning** within a Strand they are identified and grouped together.

This report shows learners grouped according to their scores. Please see the individual intervention report for details specific to each learner.

Area of learning	Strand	Suggested Learning Sequence	Learner(s)	Score
Inference	Inference	Year 1, Inference, Non-Fiction 1	Athena Arienne	3 / 8
		Year 1, Inference, Fiction 1	Azura Berniece	3 / 8
		(NEW) Year 1, Inference, Fiction 1	Audrey Camellia	3 / 8
			Colter Clint	5 / 8
			Carey Cynthia	4 / 8
			Abner Davy	0 / 8
			Breda Giana	4 / 8
Inference	Prediction	Year 1, Inference, Non-Fiction 1	Athena Arienne	0 / 2
		Year 1, Inference, Fiction 1	Azura Berniece	0 / 2
		(NEW) Year 1, Inference, Fiction 1	Audrey Camellia	0 / 2
			Colter Clint	0 / 2
			Carey Cynthia	0 / 2
Retrieval	Comprehension	Year 1, Retrieval, Non-Fiction 1	Athena Arienne	3 / 10
		Year 1, Retrieval, Fiction 1	Emelia Athaliah	6 / 10
		(NEW) Year 1, Retrieval, Fiction 1	Derryl Bentley	5 / 10
			Azura Berniece	3 / 10
			Audrey Camellia	3 / 10
				7 / 10
				4 / 10
		0 / 10		

Raw scores are shown to support teacher judgement. Learners who scored zero in a strand are highlighted.

Direct links to targeted interventions (**Learning Sequences**) are provided within the report, addressing the specific knowledge gap found.

In this Reading Skills report example, multiple Learning Sequences offer a range of text types and topics to vary interventions and engage with your learners' interests.

Assessment Resources

Boost Insights also houses the free assessment resources for each test suite.

These provide clear and thorough support to ensure optimal use of our assessments in your school, including Test Guidance, Mark Schemes, Curriculum and Assessment Maps, Performance Indicators, Correlation Studies and more.

Dashboard > Select a product > New GaPS > Find resources

Shine

New GaPS
Standardised termly progress tests to measure and predict progress in grammar, punctuation and spelling against the national curriculum. For use with learners aged 5-11.

Enter or review test scores Assign Analyse data **Find resources**

- New GaPS Guidance for Tests.pdf**
Teacher notes
- New GaPS Mark Schemes.pdf**
Mark Scheme
- New GaPS SATs Correlation and Validation Study.pdf**
Teacher notes
- New GaPS SATs Regression Analysis.xlsx**
Teacher notes
- New GaPS spelling audio - Autumn questions.zip**
Audio for spelling questions
- New GaPS spelling audio - Spring questions.zip**
Audio for spelling questions

Export Whole-School Test Data

Export your data into an Excel spreadsheet including test dates, raw and total marks, standardised scores, age-standardised scores, attainment ages, Hodder Scale Score/NTS Score, strand scores, and the group averages.

Export School Test Data

Whole-School Data Export

Batch export whole-school test data. Each year group's data will be on a separate tab.

Please note it might take some time to generate.

Select academic year

Select term

If your school follows a two-term year, or pupils have taken a test outside of the expected term dates tick the box to disable the default term dates.

Cancel

Generate

Interactive Assessments

Boost Insights is the home of our interactive, auto-marked, **online assessments** for New PiRA, New PUMA, PUMA for Scotland, New GaPS, Access Reading Tests and Access Mathematics Tests.

Interactive test assignments are created and managed by teachers in the Assignment Calendar. Set the test date and specific test paper and assign to groups, classes or individual learners. Unique URLs are created to share each test with its learners.

Dashboard > Select a product > New PiRA > Assign

Shine

New PiRA
Standardised termly progress tests to measure and predict progress in reading against the national curriculum. For use with learners aged 4-11.

Credits
200 available [Purchase more credits](#)
50 assigned

Enter or review test scores **Assign** Analyse data Find resources

Assignments Completed Not completed January 2025 [+ Assign](#)

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
						11
12	13	14 New PiRA 4 Spring 46 learner(s)	15	16	17	18
19	20	21 New PiRA 6 Autumn 2 learner(s)	22 New PiRA 3 Spring 31 learner(s)	23 New PiRA 1 Autumn 2 learner(s) + View 1 more	24	25
26	27	28 New PiRA 1 Spring 5 learner(s)	29	30 New PiRA 1 Autumn 2 learner(s)	31	

Assignment available from: 01/01/2025

Assignment
New PiRA 5 Summer
[Change assignment](#)

Learners assigned (0) [+ Add learner\(s\)](#)

Click the settings icon to grant extra time and/or hide the timer (if applicable). Click the remove icon to remove learners from the assignment. Use the checkboxes to edit/remove learners in bulk.

Completed Test started
 Not completed

- Eleanore Ally
- Emmanuel Arthur
- Starla Babette
- Lou Camden

Top up test credits in your account as and when needed.

Assignments appear in the calendar and are colour-coded to indicate whether or not they have been completed.



Learners can be easily added or removed to each assignment. Edit their **settings** to determine extra time allocation, show or hide their on-screen test timer and enable their pause button.

Grant Extra Time: Yes **No** Amount of extra time: +11mins

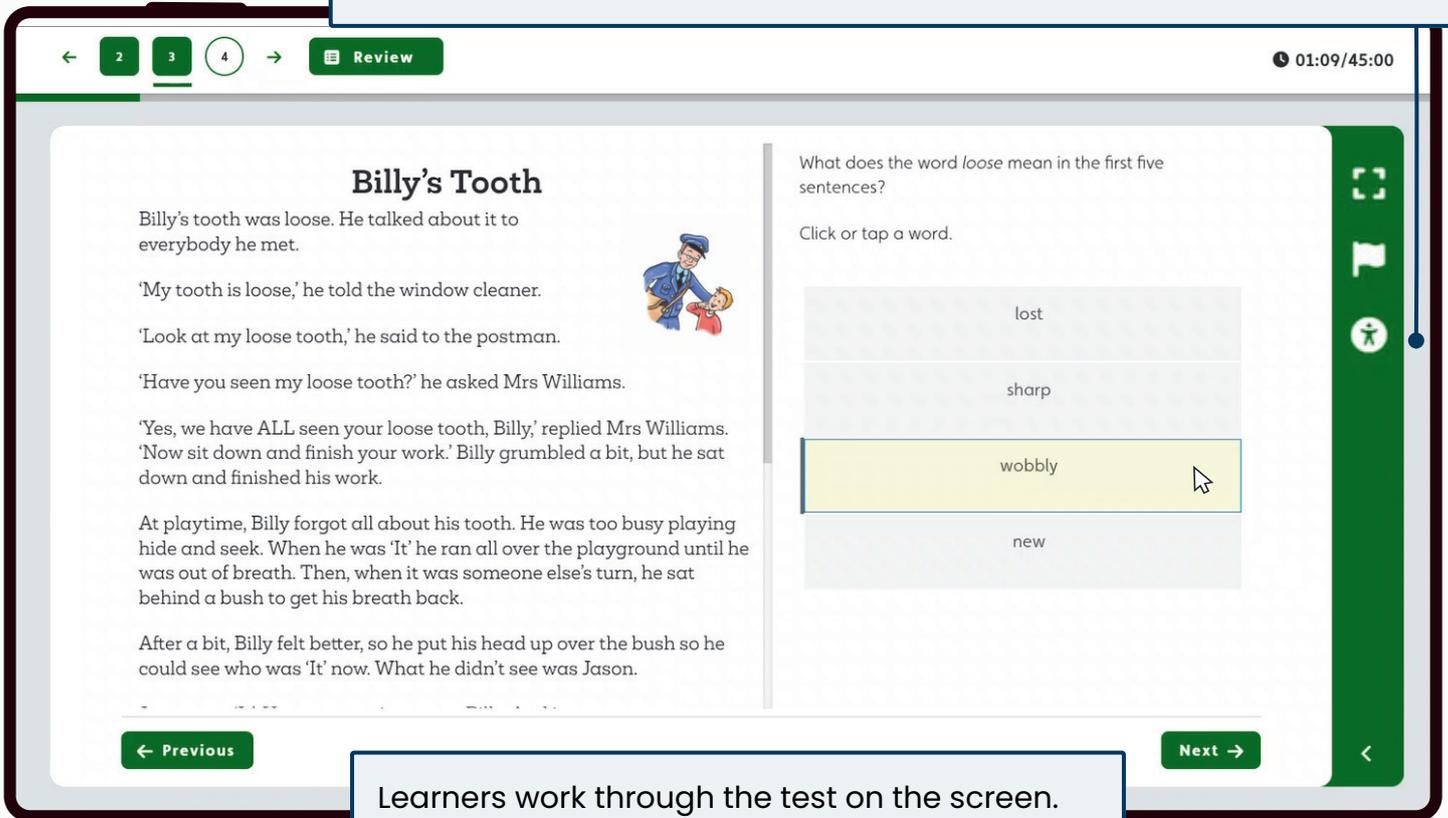
Display Test Timer: **Show** Hide

Enable Pause Button: Yes **No**

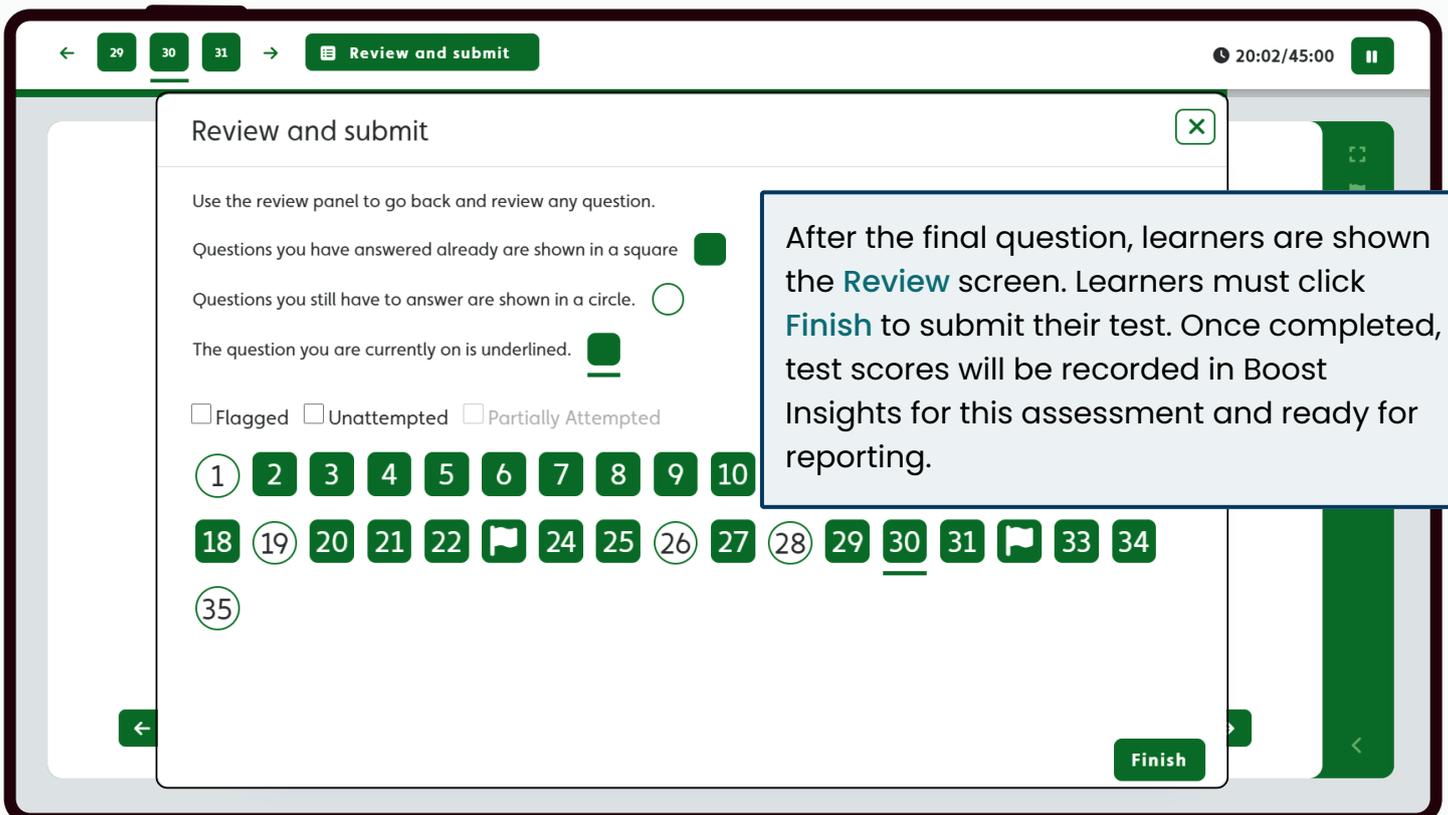
[Cancel](#) [Save changes](#)

Preview the assessment from your calendar before the test to familiarise yourself with the format and check the questions.

Use the **Accessibility** settings to edit the colour scheme and font size.



Learners work through the test on the screen. They can **Flag** questions to come back to later.



After the final question, learners are shown the **Review** screen. Learners must click **Finish** to submit their test. Once completed, test scores will be recorded in Boost Insights for this assessment and ready for reporting.

Visit our designated online Help Centre for step-by-step instructions to populating marksheets, generating reports, sharing data and more or contact our Digital Support Team for technical support.

help.hachettelearning.com 



Contact Digital Support

Hachette Learning Help Centre > Boost Insights > Marksheetworks and Reports > Reports

Search the Help Centre

Reports Overview

Ethan
2 months ago · Updated

Articles in this section

- Reports Overview
- Report Descriptions
- Exporting spreadsheet reports
- Generating specific product reports
- Generating group average review reports
- Generating subject performance comparison reports

Once your learners have completed their **interactive tests** or you've **entered their paper marks**, you can start generating and downloading reports.

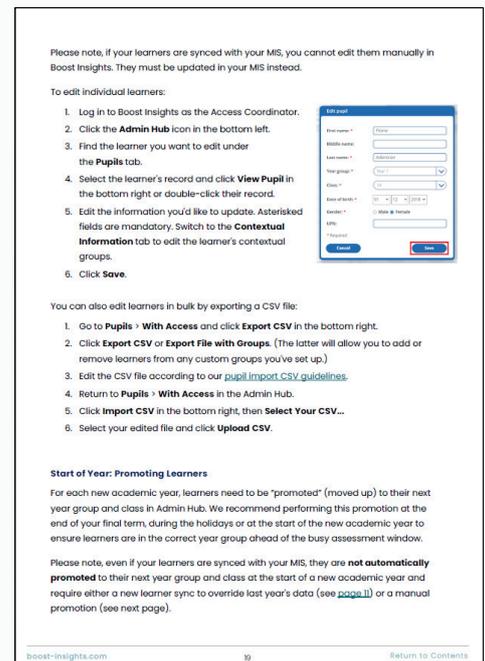
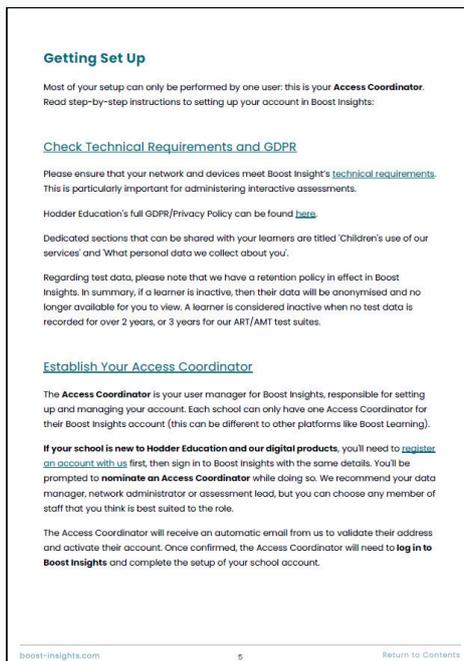
This section covers the free reports included with Boost Insights. If you're looking for help with Shine Interventions reports, click [here](#).

Boost Insights reports fall under four categories:

Specific product reports: individual and group reports that can be generated for a specific test suite. They can all be viewed online, and most can be downloaded. They include the following:

- Question-level analysis report (spreadsheet download)
- Group report (PDF download)
- Individual learner report (PDF download)
- Learner progress report (PDF download)

Boost Insights **Set Up Guides** are available to download from the Help Centre or our website, written to walk your Access Coordinator through starting your account:



Book a demo

Scan the QR code to book your free Boost Insights demonstration and see the reports in action.



Together, we help every learner achieve their unique potential.

