



Mastering the Art of Report Writing and Assessment in State Examinations: A Practical Workshop

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Karin Muoni

Specialist (English, Year 12)

Education and Youth Board of Estonia

karin.muoni@harno.ee

Liisbet Eero

Specialist (English, e-examinations)

Education and Youth Board of Estonia

liisbet.eero@harno.ee



What is a report?

1. “Report is a spoken or written description of something containing information that somebody needs to have.” Oxford Learners’ Dictionary
2. A report is an informative piece of writing. It looks to present and analyse information uncovered via an investigation of a topic, problem, situation, experience or event. These findings are discussed and analysed, with many reports offering recommendations that come from these findings.

Why write a report?

A report informs the reader simply and objectively about all relevant issues around a topic.

The purpose of a report is to present relevant information in an ordered way and to make carefully considered suggestions based on that information.

Reports are meant to be informative: to tell the reader what was done, what was discovered as a consequence and how this relates to the reasons the report was undertaken.

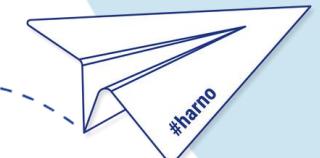


„This is what I (somebody) did and this is what it means.“



Common report formats include

- academic reports (like research papers and book reports),
- business reports (such as marketing plans and memos),
- and scientific reports (like case studies and research findings).



Essays

Argumentative and idea-based

Semi-structured

Not written with a specific reader in mind (except the marker)

Written in single narrative style throughout

Usually do not include sub-headings

Usually do not include bullet points

Usually no tables or graphs

Offer conclusions about questions

Use a clear structure

Based on evidence (books, journal articles...)

Written in appropriate academic language

Have a clear introduction and conclusion

Reports

Informative and fact-based

Formally structured

Usually written with a specific purpose and reader in mind

Written in style appropriate to each section

Always include section headings

Often use bullet points

Often include tables or graphs

Offer recommendations for action

Use a clear structure

Based on evidence (data, other reports, experiment results...)

Written in appropriate academic or professional language

Have a clear introduction and conclusion

Compulsory elements of a report



Introduction: gives the aim, scope and background.

Body: the findings and analysis. These findings justify your recommendation(s). Relevant subheadings make it easier for the reader to follow the structure.

Conclusion/Recommendations: summary of main findings and conclusions based on these findings, and/or actions that should be undertaken.

Some of the most common complaints about reports

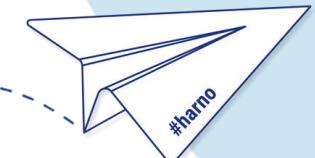
Badly structured

Inappropriate writing style

Too much/too little/irrelevant material

Expression not clear

Do not relate results to aim



Task. Minister of Education of Estonia has asked you to report on the number of students who took the state exams in 2025. Look at **#harno** the two charts below. Write a report using the information to describe the data, and comment on the number of exam takers who were absent. Make relevant conclusions. You should write 200 words.

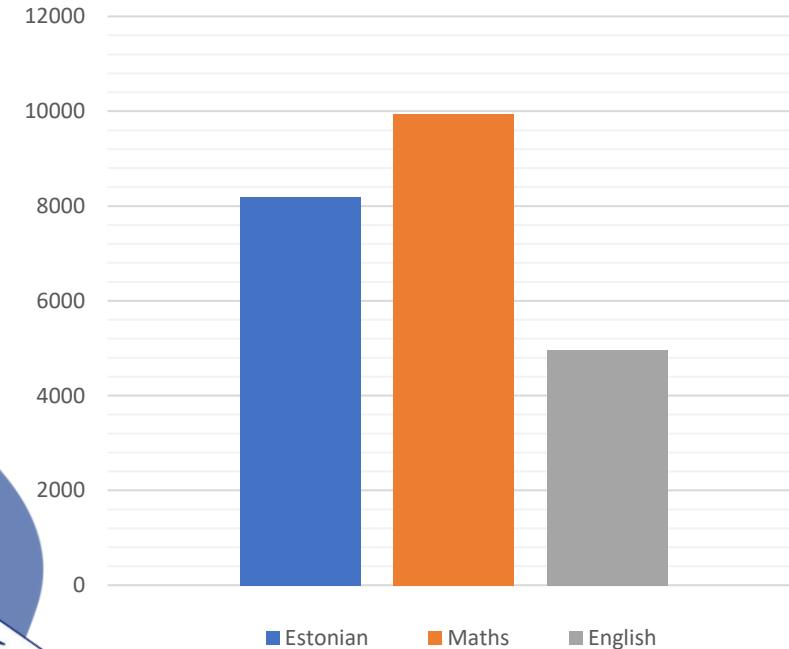


Figure 1. The number of state exam takers in Estonia in 2025

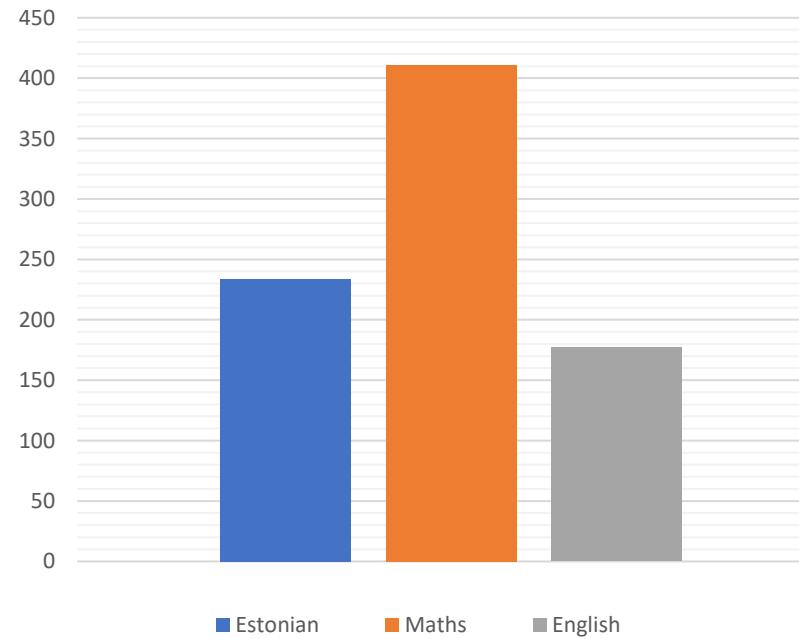
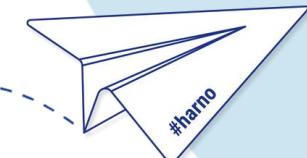


Figure 2. The number of absent students from state exams in Estonia in 2025

Source: EIS



Exam task in 2025



Task 2 (16 points)

REPORT

You are studying on an English language course in the UK. Your course teacher, Jane Smith, has asked the students to write about young people's free time activities in their countries. Look at the charts and write a report about the situation in Estonia using the information found in the charts.

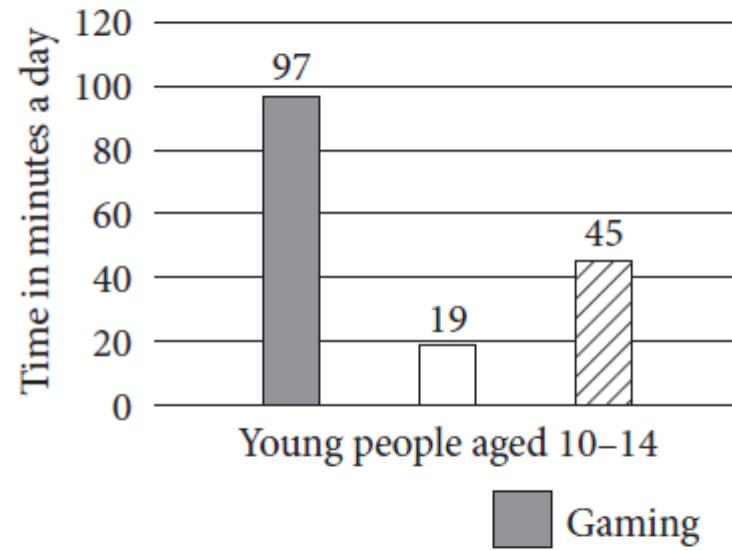


Fig 1. Free time activities of young people aged 10-14

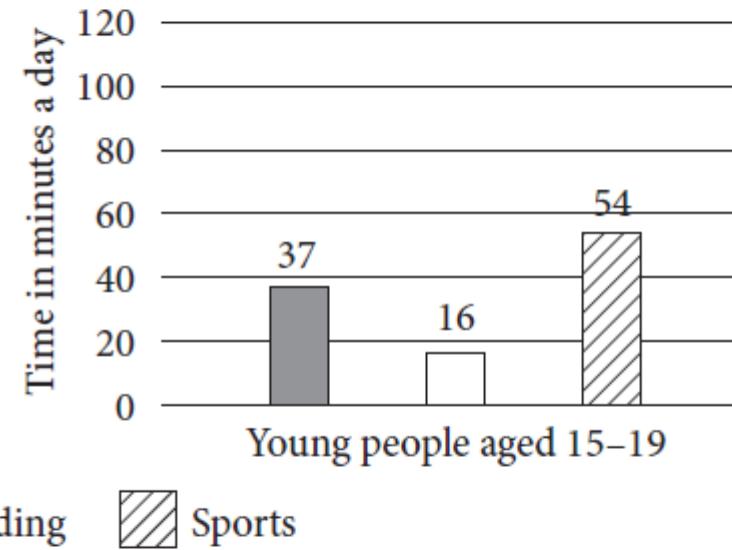


Fig 2. Free time activities of young people aged 15-19

Statistics Estonia

In your report: describe the data, speculate on the reasons for the differences in the behaviour between the age groups, and suggest at least two ideas for how to motivate young people to read more. You should write 200 words. Use the pen name Mari/Mart Mets for yourself if necessary.

MARKING SCALE: REPORT 2025

	Task completion	Organisation	Vocabulary	Grammar
4	Data fully described. Reasons for all stated differences / similarities given. Two ideas suggested.	Aim/objective of the report clearly stated. Clearly organised, systematic. Paragraphs have a clear focus. Correct format. Natural use of linking devices.	Accurate and appropriate task-specific vocabulary. Appropriate tone and register. Correct spelling.	A variety of grammatical structures correctly used. Complex sentences and structures frequently used. Tenses appropriately used. Punctuation well managed.
3	Data mostly described. One reason for a difference / similarity missing. Two ideas suggested. Some irrelevant remarks. OR Data fully described; one reason for a difference/similarity missing, two ideas suggested. OR Data fully described; reasons for all the differences/similarities given, only one idea suggested.	Aim/objective of the report clearly stated. Organisation logical but some paragraphs lack focus. Correct format. Linking devices mostly used appropriately.	Good general control of vocabulary. May be repetitive. Tone and register mostly appropriate. Some spelling mistakes.	Good general control of grammatical structures. May be repetitive. A mix of simple and complex structures. Some mistakes in complex structures. A few punctuation mistakes.
2	Data generally described but no reasons given. One idea given. OR Data discussed only partly but at least one appropriate reason and one idea given. Includes irrelevant discussion. OR Data generally described; reasons given but no ideas suggested.	Aim/objective missing or incomplete. Organisation is not evident or not logical. Paragraphs lack focus. Begins or ends like a letter. Linking devices used mechanically or overused.	Basic vocabulary well controlled but more complex vocabulary used repetitively or lifted from the task. Tone and/or register inappropriate. Frequent spelling mistakes. OR Good vocabulary and spelling but fewer than 100 words.	Basic grammar well controlled but used repetitively. Mistakes in complex sentences and structures. Several grammar and/or punctuation mistakes. OR Good grammar and punctuation but fewer than 100 words.
1	Data not used in the discussion (no numbers) or misunderstood. Task partly misunderstood. Significant amount of irrelevant information.	Aim/objective missing. No paragraphs. Formatted like a letter or an essay. Linking devices missing.	Vocabulary limited. Frequent incorrect use. Inappropriate tone and register. Vocabulary and spelling mistakes make comprehension problematic. OR Fewer than 100 words and contains vocabulary and/or spelling mistakes.	Limited range of grammar. Frequent incorrect use. Grammar and punctuation mistakes make comprehension problematic. OR Fewer than 100 words and contains grammar and/or punctuation mistakes.
0	The task has been misunderstood. Fewer than 100 words.	No apparent organisation.	Vocabulary and spelling mistakes make comprehension impossible.	Grammar and punctuation mistakes make comprehension impossible.
Ignores the task. Plagiarised work.				
Word count (Task completion): 180–... OK 140–179 deduct 1 point 100–139 deduct 2 points		Contracted forms throughout – max 3 points! (Vocabulary)		

Aspects: Task completion

1. Data fully described.

- Young people aged 10-14
- Young people aged 15-19
- Gaming
- Reading
- Sports
- Includes at least 3 figures presented on the chart.

2. Reasons for differences and similarities given.

Incl. all activities i.e., gaming, reading and sports

3. At least two ideas suggested.

Aspects: Organisation

- aim/objective stated
- paragraphs with clear focus
- correct format
- linking devices

Other things to keep in mind

Word count (Task completion):

180–∞ – OK

140–179 – deduct 1 point

100–139 – deduct 2 points

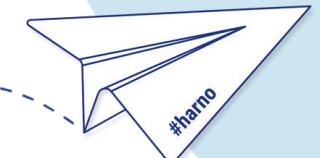
Fewer than 100 words – 0 points

Contracted forms throughout = max 3 points (Vocabulary)



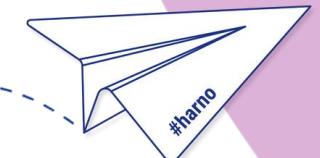
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Samples





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State exam (Y12) timetable in 2026

Inglise keel

B1/B2-tasemel
(kirjalik)

27. aprill 2026. a

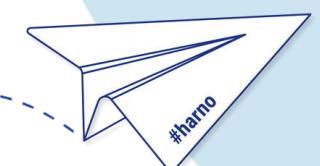
28. mai 2026. a

Inglise keel

B1/B2-tasemel
(suuline)

27.–30.
aprill 2026. a

28.–29. mai 2026. a



Further practice

References

- [**Harno testide materjalid - Dokumendid - Inglise keel - All Documents**](#)
- <https://www.grammarly.com/blog/academic-writing/how-to-write-a-report/>
- <https://www.anu.edu.au/students/academic-skills/writing-assessment/report-writing/writing-the-report>
- <https://www.bbc.co.uk/bitesize/articles/zffy92p#zpwf9ty>
- <https://www.gre.ac.uk/articles/ils/writing-a-report>
- [Features of good reports - Report writing - LibGuides at University of Reading](#)