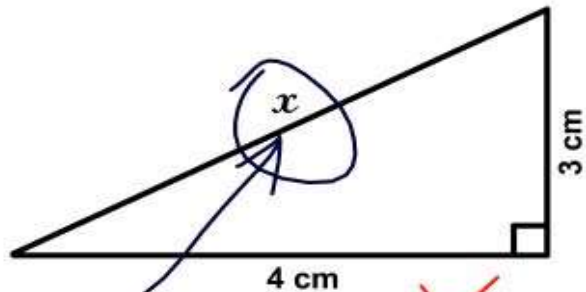


Assessment book (Updated Jan 2010)

Contents

- An overview of issues associated with testing
- Reading tests
- Spelling tests
- Maths tests
- Social, emotional and behavioural tests and checklists
- Cognitive ability tests
- Software for testing
- No cost assessment and tests available from the internet.

3. Find x .



Here it is ~~X~~ O

Ocular Trauma - by Wade Clarke ©2005

Introduction

This booklet has the aim of providing schools with an overview of the issues related to testing and to support them in locating tools that may be of value to them in identifying need and monitoring progress.

Whilst it is certain that testing can contribute to pupil anxiety, particularly in the case of those with learning difficulties and disabilities and/or special educational needs, it is also acknowledged that some level of testing is required in order to ensure the identification of pupil need and to identify the success of school based interventions. Therefore the need to understand and administer a range of tests is likely to remain an important part of the SENCo's role.

This publication provides an overview of testing, with a particular focus on **norm referenced standardised** tests. These are tests that are intended to provide results that support diagnostic and monitoring functions, that are based on national samples of pupils, in some cases many thousands, in order to identify an accurate picture of the performance of pupils of a determined age. This type of assessment is different to the information provided by **criterion referenced tests** such as the end of key stage tests, which identify how successful pupils have been in gaining knowledge taught to them through the National Curriculum in English, maths and science and are based on "expected" levels of knowledge.

Standardised tests assist schools in:

- Identifying individual levels of attainment in specific areas.
- Supporting the identification of action to meet individual support.
- Identifying unmet need.
- Measuring the outcomes of action taken to increase competency.
- Assessing pupil performance against national norms.

Standardised tests are:

- Objective and narrow.
- Piloted, refined and updated.
- Norm referenced across an identified population.
- Reliable and valid. (If correctly administered and scored)
- Able to support statistical analysis to identify value added attainment.
- Usually straightforward to administer and score.

Why are you testing?

Before selecting a test from the wide range available, it is vital to ensure that it is suitable for the purpose that it is intended for. Most tests measure ability in specific areas identified in the catalogues and the manual. Reading tests can, for instance, identify a range of diverse reading skills e.g. word recognition, phonological ability, comprehension, reading rate etc. It is important to select a test that measures the aspects of the learning being targeted. A whole word reading test for instance, might not be a valid tool to measure progress that has been obtained as a result of delivery of a structured phonic programme, as the skills being measured are not the same as the ones being taught. Conversely a reading test that measures comprehension may not be suitable to assess value added progress made by a pupil who has received a precision teaching programme.

Attention also needs to be given to identifying how the test was developed and the population the data was matched against. A number of tests offered for sale have been norm-referenced on non-UK populations, such as the USA (WRAT) and Australia (Neale). Purchasers need to reflect upon the impact this might have on the test's ability to assess for instance, a pupil cohort in an inner-city school in the UK, who are predominately English as an additional language speakers.

Thought also needs to be given to the practicalities involved with the **administration** of the test. Is it intended to assess a whole group or class, or one pupil at a time? A group test would be more expensive in terms of the purchase of individual test papers but less expensive in terms of the time taken to administer. Always administer the test exactly how it says in the manual otherwise the results will be invalid.

What about **scoring**? Some tests offer computer marking which can increase accuracy through ensuring consistency and reduce the work load on staff but at an additional cost. Are parallel tests required to allow retesting at closer intervals without compromising the integrity of the tests through pupil familiarisation?

What is the **age range** the test was intended for? Remember that at either extreme of the age range, accuracy in results is likely to be affected and that tests should be used for the correct chronological age rather than the ability age. If the latter is undertaken, then caution should be taken regarding the interpretation of the results, due to the test not being norm referenced against that population.

Is the testing being undertaken for a specific purpose such as **Access Arrangements**? This can often require the administration of identified tests specified by the exam boards.

Tests just provide a snap shot of a pupil's performance on that specific day completing that particular test. A part of the mark will be based on the guessing ability of the pupil, how it feels that day, if it likes you, if its hamster has died, if it has been up all night playing on the latest games console etc. Giving the same test to the same child on the same day, is unlikely to achieve the same result – it is a trend you are looking to identify and that is all.

An important issue with tests is their reliability and validity.

Validity ensures that the test measures what it claims to and that the results have a high correlation with other tests that measure the same aspect of learning. Whilst **reliability** is the ability of the instrument to produce the same results consistently over time when there is no evidence of change. As with all one-off testing, there will be a stated confidence band. It is not accurate to say, for instance, that a pupil has a definite score but that there is a 90% chance that a child has achieved within a stated range either side of the achieved score. (*Typically 6 points above/below of a score of 100 but refer to the manual*) It should also be remembered that statistically, 10% will have a “true” score that falls outside of this range. The confidence band will be identified in the manual. **Confidence bands (NFER)** at <http://preview.tinyurl.com/vzma3>

Performance ages. Often teachers, parents, governments and inspectors, fail to understand the significance of scores such as Reading or Spelling Ages and assume that a 12 year old is required to have a Spelling Age of 12 to be performing at an average level. **This is inaccurate.** A comparison could be drawn with heights. The mean height of a boy of 12 may be 1.57 metres but the average will be a figure in a stated range around this. A boy who is 5cm shorter or taller than this would still be within the average range. The same applies when measuring other attributes. Trying to attain a position where all pupils achieve their chronological age or above in standardised norm referenced tests would require a shift away from the collated data that all standardised tests are based upon and **would not be possible to achieve** in an average cohort.

When SATS were introduced, they too were made to fit into the average range of distribution. At that time there was an expectation that most (68%) would reach the average level with some above and some below. It is only as time has passed that the average level has become the expected and now the required level.....only time will tell if it becomes the minimum level. (Oh help, spoke too soon!)

Administration

When testing it is important that the administration is carried out exactly as described in the manual. Many discrepancies in test results arise from incorrect application of testing procedures relating to, for example, application of the point at which test should be stopped. This is not a point associated with pupil fatigue or the avoidance of pupil failure. All tests have determined criteria regarding cut-off points, that if not rigorously applied will cause the results to be invalid—these will be identified in the manual.

Scoring.

Although many schools prefer to use Performance ages (Reading and Spelling Ages) as they appear to be easily understood and support the matching of readability levels of materials to pupils’ ability, **this is not good practice.** The use of standard scores (SS) is the preferred option. SS have a mean of 100 with a standard deviation of 15 which identifies performance within the average range. The intervals are **evenly spaced**, making comparison between pupils both valid and reliable.

Percentile rankings (PR) are also norm referenced and can be helpful in identifying individual progress e.g. a performance that equates to the 18th percentile suggests ability as good as or better than 18% of pupils of the same age. However, **intervals between rankings are not even**, meaning they should not be used to compare rates of progress.

Further information

Making sense of reading ages on the GL-assessment website <http://preview.tinyurl.com/l2nhob> Well worth reading.

Assessing pupil need

The reasons that pupils fail to make adequate progress are diverse and complex. Assessment of pupils in order to support identification of underlying barriers to progress needs to be holistic. This list of potential barriers is offered as a starting place for schools to use to consider in-child difficulties that may be contributing to the difficulties experienced.

Educational background

- Attendance?
- No of schools attended?
- Educational history/reports?
- Medical history from parent completed information of diagnosis and/or treatment of any medical condition, hospital attendance?
- Family history e.g. social disruption, bereavement, physical or mental illness of parents, substance abuse, CAF implementation, agency involvement?
- Parental views/concern?
- Sensory impairment?
- Physical impairment?
- Developmental difficulties?
- Perceived potential -this may include reports from specialists?

Visual ability

- Eye sight checked regularly for acuity including aspects such as accommodation (focusing) and vision convergence?
- If eyesight problems have been identified, are glasses worn when they should be?
- Visual memory ability?
- Visual perception and/or discrimination ability?
- Mearles Irlen Syndrome/ Scotopic Sensitivity Syndrome. Do coloured lenses or sheets help?
- Laterality/directionality problems?
- Spatial-motor ability?

Auditory ability

- Hearing ability or history of hearing problems?
- If hearing difficulties, are there prescribed aids?
- Auditory memory skills—can they retain what they hear and manipulate it?
- Auditory sequencing—can they put things in order? Days of the week? Months of the year/Alphabet?
- Auditory perception and/or discrimination difficulties?
- Listening skills—could this be lack of attention?
- Speech and/or language problems as a result of hearing difficulties?
- If Speech and language problems—was the support offered by Health services taken up?

Speech, language and communication ability.

- Receptive language problems?
- Expressive language problems?
- Communication problems?
- Articulation problems?
- Emotional problems inhibiting effective communication?
- Support for SLCN from Health agencies?

Emotional and behavioural skills

- Age appropriate emotional responses?
- Age appropriate behavioural responses?
- Additional support provided by school e.g. mentors?
- Additional support provided by external agencies?
- Parent involvement?

Reading ability

- Pupil and parent anxiety?
- Reading accuracy scores using standardised tests?
- National Curriculum or P levels and rate of progress?
- Fluency and tone?
- Motivation and reading stamina?
- Reading comprehension level?
- Phonic decoding ability?
- Auditory blending ability?
- Sight vocabulary judged against recognition of high frequency word list etc?

Spelling

- Letter formation?
- Ability to transcribe single sounds? CVC words? Consonant blends etc?
- Spelling ability better in spelling tests than in free writing ?(multi-tasking difficulty)
- Spelling of high frequency words better than phonic words? (visual learner)
- Spelling of words that are phonically regular better than high frequency words ?(auditory learner)
- Standardised spelling test result?

Writing

- Gross/fine motor difficulties?
- Receiving input from Health agencies?
- Right or left handed?
- Legibility of handwriting?
- Speed of production?
- Pen/pencil grip?
- Spatial problems—where is text placed on the paper?
- Proportioning of letters?
- Spacing of letters/words?
- Content accuracy?
- Competency in use of word processor?
- Sequencing/organisation of ideas?
- Use/accuracy of subject or academic vocabulary?
- Ability to express ideas with clarity?
- Mismatch between verbal ability and written work?

Emotional intelligences

- Motivation?
- Distractibility?
- Impulsivity?
- Task completion when task becomes difficult?
- Anxiety or other negative emotional responses such as avoidance behaviours?
- Reluctance to work without adult supervision?
- Behavioural difficulties that impact on progress?
- Organisational problems?
- Social/ group interaction problems?

Reading tests

Researchers such as Strucker (1995) highlighted that reading assessments that were composed of a number of components, provided more diagnostic and teaching information than the often silent comprehension reading tests that were being used in the 1980s.

These are still being used in the present – for SATs. This is not so much a test of reading but a test of written comprehension, but don't get me started on that one...

Strucker and his colleagues began undertaking screening that examined skills in word analysis (phonics), recognition, oral reading and vocabulary assessments. They noticed that readers presented very mixed profiles of strengths and weaknesses across the various components of reading. Second language speakers had, for instance, acceptable decoding skills, but had not developed commensurate vocabulary levels. Although word recognition, comprehension and vocabulary are thought to support each other, the converse is also true; that when word recognition is slow, the process of text enabling comprehension to take place, becomes impaired. As a result of his research, Strucker concluded multi-component testing should be carried out on all learners. A simple word recognition or comprehension test on is insufficient. Using a single screening tool may for instance result in lack of progress for the pupil as the results may lead to Wave 3 teaching of decoding skills being delivered, when what is needed is teaching of comprehension or word prediction skills.

The tables that follow provide information on tests available from three suppliers of assessment material on:

- age range suitability,
- type of test,
- reading ages or standardised scores,
- availability of parallel tests,
- for individual or groups,
- time to administer,
- costs (as June 2009)

Further information

www.gi-assessment.co.uk

www.psychcorp.co.uk (Pearson reading tests)

www.hoddertests.co.uk

GL assessment reading tests

Test	Age range	Type of test	RA/SS	Para-forms	Indiv/group	Time (mins)	Cost	Further information
York Assess. of Reading	4-11	sight reading & comprehension	both		indiv	5-15	£190	Complete set
York Assess. Of Reading	12-16	comprehension	both		indiv	20 approx	£150	Complete set
Single Word Reading Test	6-16	single word	both	yes	indiv	untimed	£80	Suitable for access arrangements
Reading Now	5-7.3	sentence reading	both		either	20-30	£18	Scoring & analysis service available
Neale Reading Analysis	6-13	Accuracy, rate & comprehension	both	yes	indiv	20 approx	£99	Complete set
Primary Reading Test	5.9-12	word+sentence reading & comp	group	yes	group	20-30	£21 /pack	Level 1/1A 6-10 yrs Level 2/2A 7-12 yrs
Group Reading Test II	6-15.3	sent. completion +comprehension	both		group	30	£21.50	Raw scores match KS1,2 & 3 levels
Suffolk	6-14.11	sentence completion	both	yes	either	30	£33.50 guide	Scoring & analysis service for level 3
Wordchains	7+	word recognition	both		group	6	£25	Teachers guide

Pearson reading tests

Test	Age range	Type of test	RA/SS	Para-forms	Indiv/group	Time (mins)	Cost	Further information
Gray Oral Reading GORT 4	6.0-18.11	accuracy, rate & comprehension	both	yes	indiv	untimed	£237.59	Complete kit
Gray Silent Reading GSRT	7-25	comprehension	RA	yes	either	untimed	£168.91	Complete kit
Test of Word Read Efficiency	6.0-24.11	accuracy & reading rate	both	yes	indiv	5-10	£167.89	For teachers with SEN qualifications
Phonological Abilities Test	5-7	phonological skills	%iles		indiv	30	£113.94	Identifies early reading difficulties
WIAT II UK	4-85	word reading, comp & rate	UK norms		indiv	30	£271.79	For access arrangements & statutory assessment

Also note

MacMillan Single Word Reading test which has parallel forms (age range 6:00-14:00) and is quick (5-10 mins) and easy to administer, is available to buy from WH Smiths for £19:99

Hodder reading tests

Group Reading Scales (new)	6-16	sentence completion	both	yes	group	30	£25.00 sp set	CD-Rom scorer/profiler £99
Functional Reading Test	11-16	reading & comprehension	both	yes	group	45	£29.99 sp set	
Oral Reading Test	5-16+	word+sentence reading	both	yes	indiv	2-3/test	£29.99 sp set	Useful for deciding extra time in exams
Access Reading Test	7-20	comprehension	both	yes	either	30	£22.50 sp set	Can support access arrangements
Early Literacy Test	4.6-7.5		both		indiv	15	£22.50 sp set	Ideal for intake screening
Vincent Individual Reading	5-9	word+sentence reading	both	yes		2-3/test	£19.99 sp set	
Diagnostic Reading Analysis	7-16	Comprehension/ processing speed	both	yes	indiv	15	£60 sp set	Suitable for access arrangements
Reading Progress Tests	4-8 & 7-16	comprehension	both		group	45-50	£19.99 £25.00	Stage 1 CD-Rom Stage 2 scorer £99
Salford Sentence Reading (revised)	5-12	sentence reading	RA	yes	indiv	2-3	£27.50 sp set	
WRaPS	5-9	word recognition & phonic skill	RA	yes	group	20-30	£45.00 sp set	Linked to Primary Framework
Edinburgh Reading 1-4	7-16	vocabulary & comprehension	both	yes	group	45 max	£21.00 sp set	Useful for access. New CD-ROM scorer £99
SPAR	5-12.11	word identify & sent completion	both		group	20-25	£18.99 sp set	
Hodder Group Reading Tests 1-3	5-16	Sent reading & comprehension	both	yes	either	40-45	£25.00 sp set	Linked to NC levels
Cloze Reading Tests 1-3	7.6-12.7	Sentence completion	SS		either	35-40	£19.99	

Spelling tests

Spelling is an area which is often accused of being neglected by schools. Methods to teach spelling are disputed, with some pupils struggling to attain levels of competency. Government and employers have high regard for the ability to spell and it often remains incorrectly correlated with intelligence. Despite this being the case, there are significantly less resources available to teachers to promote the teaching of spelling compared to those that are available to teach reading.

Is it a spelling problem?

When considering the spelling ability of pupils, it needs to be remembered that those whose spelling is poor in curriculum based work, may be able to spell more accurately when asked to write the same words in isolation, as in a spelling test. This may indicate that other factors, such as overload or inability to multi-task may be responsible for the errors. A pupil who is writing has to think about: content, punctuation, order and handwriting. Unless they have reached a stage of automatic response to at least some of these areas, spelling will suffer as a result. It is unlikely that additional support in spelling will address this issue. For this reason only using a pupil's class writing to identify spelling competence can be unreliable. It is better to try and gain information from a range of sources to indicate the level of difficulties being experienced in different areas.

Assessment of spelling can take two main forms:

1) Informal assessment can include checking samples of free writing for evidence of pupil knowledge regarding:

- Initial single sounds.
- Consonant blends and phonemes.
- Initial, medial and final sounds (cvc).
- High frequency words.
- Curriculum based words.
- Words taken from an age-appropriate dictation.

2) Norm referenced tests include those where lists of words are read out for pupils to write down. They can also be cloze tests where pupils write the missing word or multiple choice where the correct response is circled.

The results are then scored and then compared to scores obtained from samples of peers in order to establish rankings of competency. When using norm referenced tests, it is important to match the purpose of the test to the needs of the tester. Is it, for instance to:

- Identify areas of weakness?
- Develop a programme of work?
- Provide age or percentile ranking?
- To identify progress over time?

GL-assessment Spelling tests								
Test	Ages	Indiv/ group	Time (mins)	Para- forms	Scores	Levels	Cost (vat excl)	Further information
British Spelling Test Series 2 nd edition	6-13	either	30-40	yes	SA %ile	5-9 yrs 7-12 yr 9-16 yr	Guide £20 booklets 10 for £15	
Single Word Spelling Test	6-14	either	30		SA/SS %ile	9 levels	£80 complete	Contains Literacy Strategy & high freq words

Hodder Spelling tests								
Test	Ages	Indiv/ group	Time (mins)	Para- forms	Scores	Levels	Cost (vat excl)	Further information
Graded Word Spelling Test	5-18+	both	20-30		SA/SS %ile		Test booklet £19.99	Supports KS2/3/4 access arrangements, includes new analysis
Parallel Spelling Tests	7-12	both	20-30	yes	SA (6-15) SS (6.5-12.11)		Test booklet £19.99	Sentence banks give 12 matched tests
Diagnostic Spelling Tests	5-16	both	20-30	yes	SA/SS	1-3 Prim. 3-5 Sec.	£40 (sp set) £35 (sp set)	Matched to National Literacy Strategy

Ann Arbor Spelling tests								
Test	Ages	Indiv/ group	Time (mins)	Para- forms	Score	Levels	Cost	Further information
Quick Spelling Inventory	7-13	group	8		SA/SS		£22.00	45 word list + 50 spelling sheets
WRAT-4	5-94	both		yes	SS/SA %ile		£190.00	Includes spelling, maths reading & comp tests

Pearson Spelling tests							
Test	Ages	Indiv/group	Time (mins)	Para- forms	Scores	Cost	Further information
WIAT-II ^{uk} -T	4-85	indiv	30		SS	£247.50 complete	Single word reading, reading speed, comprehension, spelling

Contact details

www.gi-assessment.co.uk 0845 602 1937
www.psychcorp.co.uk 0845 630 8888 (Pearson)
www.hoddertests.co.uk 01235 827 720
www.annarbor.co.uk 01668 214 460
www.testbase.co.uk 0845 14501500

Dyslexia tests

Staffordshire viewpoint: To resolve the problem relating to defining dyslexia, the British Psychological Society (BPS 1999) proposed a 'working definition of dyslexia' with a view to providing a practical approach to identifying dyslexic difficulties:

Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching.

This report changes the way that psychologists and teachers should view dyslexia, and the new definition alters the way that dyslexia should be assessed and suggests that in fact it could be identified by use of a standardised reading and spelling test. You could also undertake testing of phonological skills/auditory and visual working memory. However you might also like to consider:

Tests

Computerised testing - Lucid Rapid - Dyslexia Screening ages 4 – 15 £80.00 one year single user licence:

The tests in Lucid Rapid; phonological processing (4-15 yrs); working memory (4-15 yrs); phonic decoding skills (8-15 yrs) and visual-verbal integration memory (4-7 yrs) <http://www.lucid-research.com>

GL's Dyslexia Portfolio (age range 6-16) £150 <http://shop.gl-assessment.co.uk/home.php?cat=386>

Recommendation from the SENCo forum. "Highly recommend it for a busy SEN dept. It easily fits into an hour lesson. The sub-test scores are used to produce an individual colour 3-page report, with a helpful visual summary profile. This enables me to quickly identify those who may be struggling due to word-level dyslexia, but also those who have a processing speed or working memory weakness. The test includes: Single Word Reading: Single Word Spelling: Reading Fluency: Phoneme Deletion: Non-word Reading: Rapid Picture Naming: Rate of Writing: Digit Span:

Maths tests

The assessment of pupils' reading and spelling competence is common practice in schools for a variety of reasons. The testing of maths ability is undertaken less frequently and this may be that perhaps there is less of an academic and social stigma attached to experiencing problems in this area. Before deciding which test to use, thought needs to be given as to why there is a need to assess in the first place. It may be to:

- Identify areas of weakness.
- Develop programmes of work.
- Provide age/percentile ranking.
- Identify progress over time.
- Allay school/parental concerns.
- Evaluate a programme of work.
- Provide information for statements or reviews.

Testing may also be important to identify what knowledge the pupil brings to the assessment session. For instance:

- Is the pupil being tested confident in using different procedures, using the necessary maths language and syntax, recalling basic facts?
- Does the pupil understand maths concepts, use any compensatory strategies or work at a slower than expected?
- Do they use concrete materials to help them achieve answers and what does this tell us about their learning style and the way in which they will need to be taught?
- What does the pupil think about their own maths abilities and does this cause them to become anxious or upset by the assessment process?
- Do any members of the family have problems that are similar?

With this in mind, it can be seen that a single 30 minute maths test giving a maths age as an end product, may well provide only a part of the answer. A full mathematics screening may take several sessions and consist of a variety of different tests which aim to ascertain:

- Learning style.
- Cognitive ability.
- Maths vocabulary.
- Knowledge of number facts.
- Ability to estimate and visualise.
- Visual and auditory memory.

Another issue to consider when selecting a maths test is the way in which the questions are presented. At the end of the day, it is a maths test, not a test of reading, so to provide an accurate picture of maths ability, questions need to be short, explicit, be within the pupils reading level or the manual must allow the questions to be read aloud to them. Also consider test layout - some maths tests have very busy pages with many questions to complete on each side of the paper. This can have a demoralising effect on candidates who feels they are not getting on well enough. This type of layout can also reduce the space for working out answers.

Examining the way pupils have arrived at answers is of great benefit to those looking to identify reasons for difficulties being experienced. When testing, it is vital that both procedures used and errors made by the candidate are investigated. Often examining the mistakes can reveal more about the candidate than counting the correct answers obtained. Testers should also enquire about those questions not attempted and the reasons for this.

There is no reason why non-standardised tests should not be carried out in order to find out what a pupil is capable of achieving, particularly if a mathematical age or percentile ranking is not required. Steve Chinn, in his book *The Trouble with Maths*, outlines questions which could be used to assess the fundamental skills required to start arithmetic and then moves onto maths.

N.B Both WRAT-E and WRAT 4 contain maths tests.

GL-assessment					www.gl-assessment.co.uk		
Test	Age range	Admin	Time (mins)	Standardised?	Scores	Levels	Cost
Progress in Maths 4-14	4-14	group part oral	untimed	& analysis service available	SS	one for each age group	guides £21.50 10 booklets for £13
Mental Maths	6-11	gp/indiv & via CD-ROM	20	yes	standard age	one for each age group	guides £21 10 booklets for £12.50
Measuring Success in Maths	5-11	group/ indiv	5-10 oral 20 written		NC levels		complete set £180 Yrs 1-6

Hodder Tests						www.hoddertests.co.uk	
Test	Age range	Admin	Time (mins)	Standardised	Scores	Levels	Cost
Access Maths	5-14	group	45	standardised	SS/MA/ NC levels	1- 7-12 yrs 2- 11-16+	£29 spec set CD-ROM scorer £99
Maths assess for Learning & Teaching	5-14	group	45	& diagnostic	SS/MA/ NC levels	Stage1 – YR-Y2 Stage2 – Y3-Y6 Stage3 – Y7-Y9	Manuals £29.99
MaLT mental maths	8-14	group	5	& diagnostic		6 tests For KS2/3	Book/CD pack £49.99
Numeracy Progress Tests	5-11	group	40-45	standardised	SS/MA/ NC levels	1– 5-8 yrs 2– 7-11 yrs	£17.99 /sp. set £18.99/sp.set
Graded Arithmetic	5-12	group	30	standardised	MA/SS		£16.99/sp.set
Maths Competency	12-16	group	30-40	norms & diagnostic	%iles		£19.99/sp.set
Basic Number	5-9	indiv	15-20	diagnostic		for sp needs	£18.99/sp.set
Basic Number Screening	7-12	group (oral)	30		MA/SS/%ile	parallel tests	£17.99/sp.set
Group Maths Test	6-11	group	25		norms	parallel tests	£16.99/sp.set

Also note Staffordshire Mathematics test (age range 7:00-8.7) for groups and individuals – a diagnostic test that takes 30 mins to administer is now available from WH Smiths for £15:50

Assessing Social, Emotional and Behavioural skills.

All assessments aimed at the identification of any competency, contain levels of error. Results achieved provide a guide rather than an absolute ability. This is particularly so in the case of the assessment of social, emotional, behavioural needs (SEBN), which relies often on the observation and recording of externally exhibited behaviours or the results of structured interviews, intended to identify underlying emotions that may be contributing to the behaviours.

SEBD does not constitute a formal condition as such, but instead represents a category that may convey a variety of meanings to different agencies. It is, put simply, a judgement that results from how exhibited behaviour is perceived and the impact of the context that it is displayed in. In school, SEBN in a child or young person (CYP) may be evidenced from:

- Emotional impairment.
- Social withdrawal.
- Lack of self confidence or low self-esteem.
- Hyperactivity, poor task maintenance and reduced concentration.
- Disruptive and uncooperative behaviour.
- Anti-social and/or aggressive behaviour.
- School phobia and/or lack of engagement.

All of these aspects can disrupt success and require early action to reduce their impact on lifelong success.

None of the tools included here are able to provide a diagnosis, and indeed labelling of a CYPs behaviour as being of a result of a specific condition is not always helpful. It may for instance, change the expectations placed upon the pupil, resulting in low aspirations and so trigger a self-fulfilling prophesy. A label may also increase the acceptance of the barriers to learning as being intrinsic to the child. This may support the rejection of ownership of action needed to address difficulties being experienced and lead to increased reliance upon “experts” to bring about changes.

SEBN labelling may contribute to perverse incentives to see the negative behaviours in greater focus, which can perpetuate and increase problems. Parent/carers may take this view to access benefits or specialist but limited provision. Schools may do so to place pressure on external agencies such as health, social services or local authorities, to provide additional support or funding. In addition, the CYP themselves may select to accept a SEBN label as it may provide self-justification for their reactions and reduce the need for them to make changes. They may also benefit from the increased rights that may be afforded to them under Disability Discrimination legislation, for instance additional protection in relation to school exclusion.

These tools therefore are in the main only useful to highlight the level of pupil difficulties and in measuring the impact of school based interventions on the acquisition of SEBN competencies.

Assessment tools.

All of the tools identified below for assessment of CYP's social emotional and behavioural needs are based upon adult observation of pupil responses to the environment through their behaviour. This results in an inbuilt bias that relates to the perceptions of the tester and their personal reaction to the behaviour. The screening tools mentioned below are all photocopyable and in the main, paper based.

1. **The Boxall Profile: Handbook for teachers** £20.00 This screening device consists of two sections each including 34 statements that support the identification of underpinning characteristics and targeting of support activities. The profile is photocopyable and although often used as a diagnostic tool with pupil of all ages has been standardised on Early years and KS1 pupils. However a new Boxall standardised against secondary aged pupils is due out Autumn 09. The Boxall takes approximately 15 mins to administer per pupil. www.nurturegroups.org. There is an electronic version of this assessment that is available to those who have completed the Nurture Group training.
2. **Goodman's Strengths and Difficulties Questionnaires (SDQ)** No cost The SDQ are different versions of a range of behavioural screening questionnaires that are aimed at 3-16 year olds. In each 25 items are divided between five scales: emotional, conduct, attention, relationship and pro-social behaviour. The most useful of may be the self-administered tool, which provides evidence of pupils' own perceptions of difficulties. www.sdqinfo.com
3. **QCA Audit** No-cost This was developed from the QCA document; *Supporting School Improvement Emotional and Behavioural Development*. It has three sections; Learning behaviour; Conduct behaviour; and Emotional behaviour. Used in both primary and secondary settings to inform action. Downloadable from www.snip-newsletter.co.uk
4. **The Emotional Competence Framework** No cost This closely matches the SEAL programme and provides a checklist of pupils' emotional skills in order to monitor the impact of interventions. Used in KS2 and KS3. Downloadable from www.snip-newsletter.co.uk
5. **A Reintegration Programme for Pupils with Emotional and Behavioural Difficulties.** £5 This consists of a set of criteria aimed at evaluating a pupil's ability to cope with mainstream school. It provides information on areas that include; self and others, self-awareness, self-confidence, attitude, self-organisation, learning skills and literacy skills. Sometimes known by its previous title of Coping in Schools Scale, it is used for all ages but is particularly relevant for pupils of 9+ http://www.ioe.ac.uk/Study_Departments/SENJIT_Publications_Leaflet_Spring_2010.pdf
6. **ADHD/Autism/dyslexia/observation checklists** No cost. These can be downloaded from the Educational Psychologist website and are intended to provide not a diagnosis, as ADHD and ASD are medical conditions, but pointers to help identify specific behaviours to support the provision of support that is better matched to need. Useful for pinpointing initial concerns. www.educational-psychologist.co.uk

Cognitive testing

The term cognitive testing is used to describe the process of measuring an individual's ability to solve problems, concentrate, think, remember and respond. Cognitive tests are most frequently administered by psychologists with the most popular, Intelligence Quotient (IQ) tests include the Wechsler Intelligence Scales for Children (WISC) and the British Ability Scales (BAS). These are both "closed" tests, that is only available to be administered by psychologists. Schools may come across them in reports from independent Educational Psychologists for example, those working on behalf of dyslexia organisations, or a selection of the subtests that make up the WISC or BAS may be used in reports from the County Psychological Service during statutory assessment.

However, after many years of being avoided, tests that claim to measure cognitive ability are being increasingly sought by schools to predict attainment, inform target setting and identify evidence for value added scores. However:

- Educational achievement is not only linked to intelligence, but also to motivation, family support and background.
- The assumption that IQ measures inborn ability has been challenged.
- Doubts have been expressed as to whether IQ tests do in fact predict future achievements.

Many cognitive tests measure verbal and performance skills. The verbal section assesses speech and language based skills. The performance section assesses practical abilities. Standardised scores between 85 and 115 are taken as identifying the average range, with a score of 100 being the mean.

GL Assessment						www.gl-assessment.co.uk	
Test name	Age	Admin	Time	Parallels/Levels	Type of test	Comments	Price
Cognitive Abilities Test 3	7½-17+	Group	45 min per section	Levels A to H for different ages	Verbal, non-verbal & numerical	Used to predict future attainment at KS2/3/4 Computer version available	Teacher guide £45.00
Brit. Picture Vocab Scale 3 rd edition	3-15.8	Indiv	5-8 min		Receptive vocabulary	Identifies difficulty in accessing vocabulary. No reading or writing	Complete kit £155
Verbal Reasoning Test	7.3-14.3	Group or indiv	35-45 min	Levels, 8&9, 10&11 and 12&13	Word/symbol, logic, vocab	Indicates assimilate of new information and useful for target setting	Teacher guides £19

Non Verbal Reasoning Test	8-14	Group or indiv	35-45 min	Levels 8-9,10-11 and 12-14		Involves no reading. End of KS2 indicators also available.	Teacher guides £19
Spatial Reasoning Test 6-14	6-14	Group or indiv	30-45 min	4 series 6-7,8-9,10-11, 12-14	Visualisation	Word free. Identifies aptitude in maths, physics, art, DT	Teacher guides £19
Pearson						www.psychcorp.co.uk	
AWMA	4-22	Indiv	from 5 to 45 min	Screeners, short form & long form tests	Working memory skills	Includes manual, scorebook, CD software with 1 yr licence & classroom guide	£177 renewal £104
WMRS	5-11	Indiv	untimed	22 test items	Checks poor work memory	Co-normed with AWMA, a PC based tool	Complete kit £38
WRIT	4-85	Indiv	20-30 min	4 sub-tests	Verbal & non-verbal	All verbal items. Require no reading or writing. Assess all age groups	Complete kit £200
Raven's Prog. Matrices	4-11 & 7-18	Group or indiv	untimed	3 levels for matrices/vocab	Most widely used verbal & non-verbal	Assesses general cognitive ability. Now re-standardised	Complete kits £243.50
Naglieri Non-Verbal Ability Test	5-17	Indiv	20-25 min		Non-verbal and problem solving	Ideal for EAL pupils. No reading, writing or speaking required.	Complete kits from £207.50
Working Memory Test Battery	5-15	Indiv	60 min		Assesses working memory	Can predict attainment levels at Key Stages. Is sensitive to SpLD	Complete kit £300
Hodder						www.hoddertests.co.uk	
Verbal/non-verbal Abilities Tests	6-13	Group	50 mins	2 verbal tests 2 non-verbal	Verbal & non-verbal	Ideal as a guide when grouping for teaching. Can support access arrangements KS2/3	Specimen sets £19.99

Reasoning Progress Tests	5-12	Group	40-45 min	Stage 1: 5-8 yrs Stage 2: 7-12 yrs	Picture, verbal and non-verbal	Can be used with Reading and Numeracy Progress Tests to highlight discrepancies	Specimen sets £19.99 & £27.50
Moray House Test	9-16	Group	45 min	5 levels from 8.6 to 17.10 yrs	Verbal reasoning	Ideal for comparing pupils on intake & value added. CD-Rom scorer/profiler available	Eval. pack £35
Non-Reading Intelligence Test 1-3	7-13	Group	45 min	Test 1- 6.4 to 8.3 Test 2- 7.4 to 9.3 Test 3- 8.4 to 10.11/13.11 yrs	4 verbal sub-tests	Tests are presented orally to avoid reading difficulties	£19.99/ specimen set
Secondary Screening Profiles	10-13	Group	35 min	Has parallel forms	Reading, maths & reasoning	Useful for assessment entering secondary school	£25/ specimen set

Computerised testing

Advantages associated with computerised testing include;

- Elimination of differences in scores as a result of different administrators administering tests.
- No answer sheets required, reducing the element of human error on marking.
- Tests can be individually paced so that quicker pupils don't have to wait for slower ones before moving on and also the slower pupils have the extra time they need which can reduce test anxiety.
- Offers a number of formats, such as touch screen, text to speech, multi-media etc, thus making them easier to provide access arrangements and avoid disability discrimination.

What are the limitations?

- Candidates are usually not allowed to go back and change an answer.
- They cannot underline any relevant text, delete eliminated choices and calculate maths problems without paper and pencil.
- Studies suggest that it takes longer to read text on a computer screen compared to paper and that it is difficult to proof read.
- Hardware limitations may restrict the type of test.
- Some institutions may have insufficient computers.
- Research (Urban 1986) has indicated that minority or low income populations are unlikely to have computer access at home and so this may place them at a disadvantage.
- Cost.

Test name	Age	Admin	Time	Parallels/ levels	Scores given	Comments	Costs
GL-assessment						www.gl-assessment.co.uk	
CAT 3 Digital (reasoning)	7.6– 17	Group or indiv	50 mins /section	8 levels A-E prim/C-H sec	Standard scores	Profile of strengths and weaknesses	Consult GL
Suffolk Reading Scale	6– 17.4	Group or indiv	30 mins	4 levels with 2 parallel forms	Standard scores + NC levels	Level 4 highlights pupils who may qualify for extra time in exams	Consult GL

Group Reading Test	6-15.3	Group or indiv	30 mins	4 levels	SS/RA/NC levels/%ile	Sentence completion	Consult GL
Single Word Spelling Test	6-14	Group	30 mins	9 levels for each age group	SS/SA and %iles	All instructions are given orally. No reading required.	Consult GL
Progress in English	5-14	Group	untimed	Levels for each age group	Standard age & NC levels	Tests comprehension, composition, spelling, reading & grammar.	Consult GL
Progress in Maths 6-14	4-14	Group	30-50 mins	9 levels	Standard scores	Audio support available for levels 6 to 8.	Consult GL
Dyslexia Screener	5-16+	Indiv	untimed	6 tests of ability, attainment & diagnostic		Tests reasoning/comp, reading/spelling, phonology and speed	Licence £195 Renewal £70
Dyscalculia Screener	6-14	Indiv	30- 35 mins	Measures accuracy and time taken	Standard scores	Measures pupil response time as well as accuracy	Licence £195 Renewal £70
Hodder						www.hoddertests.co.uk	
MaLT	8-15	Group or indiv	variable	Has parallel diagnostic forms	Standard scores + NC levels	Group administered if networked	Single use £99 Prim £350 Sec £500
Access Maths Test	7-16	Group or indiv	45 mins	Parallel forms	Standard scores	Group administered if networked	Single use £99 network £400
Edinburgh Reading Test 4	11.7 to adult	Indiv or group	45 mins + 25% extra	Use for access arrangement	SS/RA and %iles	Profile skimming, vocab, reading for facts, points of view & comprehension	Single use £99 Networked £400
Access Reading Test	7-adult	Group & indiv	30 mins	Parallel forms	SS/RA & %iles	Optional extra time facility	Single use £99 Networked £400

Lucid						www.lucid-research.com	1 year licences
CoPS	4–8.11	Indiv	45 mins	9 subtests	Standard scores	Predicts literacy & maths development/dyslexia	£110 single user £165 networked
LASS 11-15	11-15	Indiv	45 mins	8 subtests	SS & %iles	Assess reading/ spelling and discrepancies	£130 single user £195 networked
LASS 8-11	8–11	Indiv		8 modules	SS & %iles	Assesses whole ability range.	£100 single user £150 networked
Lucid Baseline	4–5.6	Indiv	20 mins	4 tests	Standard scores	Evaluates abilities and levels of development	£50 single user
Lucid Ability	4-16	Indiv	20 mins	3 age groups	SS/%iles	Verbal & non/verbal reasoning	£60 single user

Free assessments

THRASS provide access to freely downloadable reading and spelling tests. Both one-off and weekly tests include proformas. Details are on their website at www.thrass.co.uk

Dyslexia Action provide access to a number of copyright free tests and assessment procedures. These should be used with caution as in many cases standardisation is inadequate or out of date, however, they can provide a starting place and support other findings. The tests/information includes:

- Sentence Completion Test
- One Minute Reading Test
- Digit Memory Test
- Perin's Spoonerism Task
- Writing Speed Norms
- Scaled Scores and their Equivalents
- Peabody Picture Vocabulary Scale-III: Suggested Anglisations
- WRAT-3 Supplementary Information
- Approximate Age Equivalent for WRAT Reading & Spelling Raw Scores - Blue Form
- Approximate Age Equivalent for WRAT Reading & Spelling Raw Scores - Tan Form
- Revised Adult Dyslexia Checklist
- Non-word Decoding Test
- Approximate Age Equivalents for WRAT4 Reading and Spelling Raw Scores (Blue Form)
- Approximate Age Equivalents for WRAT4 Reading and Spelling Raw Scores (Green Form)

<http://www.dyslexiaaction.org.uk/Page.aspx?PageId=177> or through the link at <http://preview.tinyurl.com/2blt8q>

PATOSS

Handwriting speed assessment (P Allcock) useful for exam access arrangements

http://www.patoss-dyslexia.org/Handwriting_speedtest.html or through the link at <http://preview.tinyurl.com/ynwrvf>