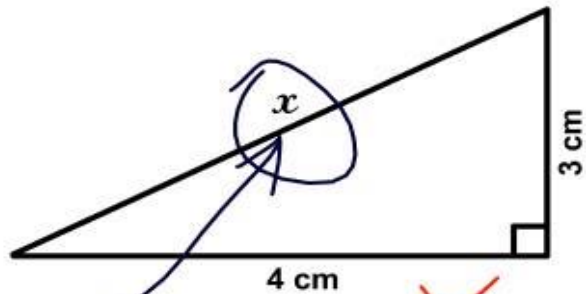


# Assessment book (Updated June 2011)

## Contents

- An overview of issues associated with testing
- Reading tests
- Spelling tests
- Maths tests
- Social, emotional and behavioural tests and checklists
- Cognitive ability tests
- 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 proportion 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 even 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.

**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 end of key stage tests were introduced in 1990, these too were made to fit into the average range of distribution. At that time there was an expectation that most pupils would reach the “average” level with others above and below. It is only as time has passed that the average level became the required level.....and those who instruct us what to teach and inspect us to ensure we are teaching it the way they have decided, remain shocked that only 80% reach the “required level... reminiscence of the Emperor’s New Clothes...*

### **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** and is inadequate for effectively measuring assessing pupil progress. The use of standard scores (S.S.) is the preferred option. S.S. 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 and also allowing judgements to be made on rates of progress.

Percentile rankings (P.R.) are also norm referenced and can be helpful in identifying individual position compared to other pupils of the same age e.g. a performance that equates to the 18th percentile suggests ability better than 17 out of 100 pupils of the same age. However, **intervals between rankings are not even**, meaning they can not be used to compare rates of progress.

### **Further information**

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

### **Assessing pupil need**

The reasons that pupils fail to make adequate progress are diverse and are not necessarily related to the provided teaching. Assessment of pupils in order to support identification of underlying barriers to progress needs to be holistic. This list of potential within child barriers to learning (I know...wicked!) is offered as a starting place for schools to use to consider difficulties that may be contributing to the difficulties experienced.

#### **Educational background**

- Attendance?
- Number 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?

#### **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?

### **Emotional and behavioural skills**

- Delayed age appropriate emotional responses?
- Emotional well being/safety compromised?
- Delayed age appropriate behavioural responses?
- Diagnosed or undiagnosed medical problem e.g. autism?
- Parent/family problems that impact on learning?

### **Reading ability**

- Pupil and parent anxiety?
- Lack of fluency and tone?
- Lack of motivation and reading stamina?
- Lack of reading comprehension level?
- Lack of phonic decoding ability?
- Lack of auditory blending ability?
- Poor sight vocabulary judged against recognition of high frequency word list etc?

### **Spelling**

- Letter formation not fluent?

- Lacks ability to transcribe single sounds? CVC words? Consonant blends etc?
- Spelling ability is 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)

### **Writing**

- Gross/fine motor difficulties?
- Cross lateral - Right handed/left eye dominant?
- Legibility of handwriting poor?
- Speed of production poor?
- Pen/pencil grip inadequate?
- Spatial problems—where is text placed on the paper?
- Proportioning of letters incorrect ?
- Spacing of letters/words incorrect?
- Content accuracy limited?
- Competency in use of word processor poor?
- Sequencing/organisation of ideas inadequate?
- Use/accuracy of subject or academic vocabulary depleted?
- Ability to express ideas with clarity lacking?
- Mismatch between verbal ability and written work?

### **Emotional intelligences**

- Lacks motivation?
- Is highly distractible?
- Is impulsive?
- Lacks task maintenance when work is 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 end of Key Stage test. These are not so much a test of reading but a test of written comprehension, but don't get me started on that one...and now we have the reading at Six test...testing phonic recognition and blending perhaps but reading – no...*

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.

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 May 2011)

### **Further information**

[www.g1-assessment.co.uk](http://www.g1-assessment.co.uk)

[www.psychcorp.co.uk](http://www.psychcorp.co.uk) (Pearson reading tests)

[www.hoddertests.co.uk](http://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 Comp	4-11	sight reading & comprehension	both		indiv	5-15	£195	Complete set
Single Word Reading Test	6-16	single word	both	yes	indiv	untimed	£82.50	Suitable for access arrangements
Reading Now	5-7.3	sentence reading	both		either	20-30	£18.50 £11.00	Teachers guide (each) Pupils booklets x 10
Neale Analysis of Reading Ability	6-13	Accuracy, rate & comprehension	both	yes	indiv	20 approx	£99	Complete set
Primary Reading Test	5.9-12.2	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 – 3 different levels	6-14.11	sentence completion + comprehension	both		group	30	£21.50 £11.50	Teachers guides (each) Forms
Suffolk	6-14.11	sentence completion	both	yes	either	30	£35 guide	Scoring & analysis service for level 3
Wordchains	7+	word recognition	both		group	6	£27.50 £22	Teachers guide Pupils packs x 10

## 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	£243	Complete kit
Gray Silent Reading GSRT	7-25	comprehension	RA	yes	either	untimed	£172.50	Complete kit
Test of Word Read Efficiency TOWRE	6.0-24.11	accuracy & reading rate	both	yes	indiv	5-10	£172	For teachers with SEN qualifications
Phonological Abilities Test PAT	5-7	phonological skills	%iles		indiv	30	£109	Identifies early reading difficulties
WIAT II UK	4-16.11	word reading, comp & pseudo word decoding	UK norms		indiv	45	£437	For access arrangements & statutory assessment

### **Also note**

Macmillan group reading test ( a sentence completion test) can be bought from Waterstones or WH Smiths online for a little more than a fiver and is suitable for screening 9-14 years.

Also the very dated, but still often used for screening tests; Schonell reading and spelling and Burt Reading can be downloaded from the THRASS website at <http://www.thrass.co.uk/tests.htm>

## Hodder reading tests

\*Specimen set

Group Reading Scales (2 levels)	5.6-13.2, 9.0-16+	sentence completion	both	yes	group	30	£22.50 sp* set	CD-Rom scorer/profiler £125
Functional Reading Test	11-16	reading & comprehension	both	yes	group	45	£30.00 sp* set	
Oral Reading Test	5-16+	single word, sentence reading and speed	both	yes	indiv	2-3/test	£35.00 sp* set	Useful for deciding extra time in exams
Access Reading Test	7-20	comprehension and vocab	both	yes	either	30	£25.00 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 2 <sup>nd</sup> Ed.	5-9	word+ sentence reading	both	yes	indiv	3	£25.00 sp* set	
Diagnostic Reading Analysis	7-16	Comprehension/ processing speed	both	yes	indiv	15	£65 sp* set	Suitable for access arrangements
Salford Sentence Reading 3 <sup>rd</sup> Ed	5-12	sentence reading	RA	yes	indiv	2-3	£27.50 sp* set	
Word Recognition and Phonic Skills	5-9	word recognition & phonic skill	RA	yes	group	20-30	£50.00 sp* set	Linked to Primary Framework
Edinburgh Reading 1-4	7-9, 8.6-10.6, 10-12.6, 11.7-16+	vocabulary & comprehension	both	yes	group	2 x 25 mins	£22.50 sp* set	Useful for access. New CD-ROM scorer £125
SPAR	5-12.11	word identify & sent completion + spelling	both		group	20-25	£22.50 sp* set	
Hodder Group Reading Tests 1-3	5-9, 7-12, 9.5-16+	Sent reading & comprehension	both	yes	either	40-45	£22.50 sp* set	Linked to NC levels
Cloze Reading Tests 1-3	7.6-12.7	Sentence completion	SS		either	35-40	£22.50	

## **Spelling tests**

Spelling is an area which is often accused of being neglected by schools. 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:

- Phonic knowledge e.g. 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.

### **Contact details**

[www.gj-assessment.co.uk](http://www.gj-assessment.co.uk) 0845 602 1937

[www.psychcorp.co.uk](http://www.psychcorp.co.uk) 0845 630 8888 (Pearson)

[www.hoddertests.co.uk](http://www.hoddertests.co.uk) 01235 827 720

<b>GL-assessment Spelling tests</b>								
<b>Test</b>	<b>Ages</b>	<b>Indiv/ group</b>	<b>Time (mins)</b>	<b>Para- forms</b>	<b>Scores</b>	<b>Levels</b>	<b>Cost (vat excl)</b>	<b>Further information</b>
British Spelling Test Series 2 <sup>nd</sup> edition	6-13	either	30	yes	SA + PR	5-9 yrs 7-12 yr 9-16 yr	Evaluation packs £22.50 each	
Single Word Spelling Test	6-14	either	30		SA, SS +PR	9 levels	£82.50 complete	Contains literacy strategy & high freq words

<b>Hodder Spelling tests</b>								
<b>Test</b>	<b>Ages</b>	<b>Indiv/ group</b>	<b>Time (mins)</b>	<b>Para- forms</b>	<b>Scores</b>	<b>Levels</b>	<b>Cost (vat excl)</b>	<b>Further information</b>
Graded Word Spelling Test 3 <sup>rd</sup> Ed	5-18+	both	20-30		SA/SS/PR		Test booklet £22.50	Supports KS2/3/4 access arrangements, includes new analysis
Parallel Spelling Tests	6-13	both	20-30	yes	SA (6-15) SS (6.5-12.11)		Test booklet £25.00	Sentence banks give 12 matched tests
Diagnostic Spelling Tests	5-16	both	20-30	yes	SA/SS	1-3 Prim. 3-5 Sec.	£45 (sp set for primary ) £37.50 (secondary set )	Matched to National Literacy Strategy

## **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.

<b>GL-assessment</b>					<b>www.gl-assessment.co.uk</b>		
<b>Test</b>	<b>Age range</b>	<b>Admin</b>	<b>Time (mins)</b>	<b>Standardised?</b>	<b>Scores</b>	<b>Levels</b>	<b>Cost</b>
Progress in Maths 4-14	4-14	group part oral	untimed	& analysis service available	SS	one for each age group	guides £22 for each level Pupils booklets £13.50 for 10
Mental Maths	6-11	gp/individ & 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/ individ	5-10 oral 20 written		NC levels		complete set £185 Yrs 1-6

<b>Hodder Tests</b>						<b>www.hoddertests.co.uk</b>	
<b>Test</b>	<b>Age range</b>	<b>Admin</b>	<b>Time (mins)</b>	<b>Standardised</b>	<b>Scores</b>	<b>Levels</b>	<b>Cost</b>
Access Maths	5-14	group	45	standardised	SS/MA/ NC levels	1- 7-12 yrs 2- 11-16+	£30 spec set CD scorer £125
<b>Maths assess for Learning &amp; Teaching</b>	5-14	group	45	& diagnostic	SS/MA/ NC levels	Stage1 – YR-Y2 Stage2 – Y3-Y6 Stage3 – Y7-Y9	Manuals £35 for each stage CD scorer £125
MaLT mental maths	8-14	group	5	& diagnostic		6 tests For KS2/3	Book/CD pack £55
Numeracy Progress Tests	5-11	group	40-45	standardised	SS/MA/ NC levels	1– 5-8 yrs 2– 7-11 yrs	£19.00 sp. set £20.00 sp.set
Graded Arithmetic	5-12	group	30	standardised	MA/SS		£18 sp.set
Maths Competency	12-16	group	30-40	norms & diagnostic	%iles		£22.50 sp.set
Basic Number	5-9	indiv	15-20	diagnostic		for sp needs	£22.50 sp.set
Basic Number Screening	7-12	group (oral)	30		MA/SS/%ile	parallel tests	£20 sp.set
Group Maths Test	6.4-8.3 and to 11 for SEN	group	25		norms	parallel tests	Manual £16.50 Pupils booklet £12.50 x 10

**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 available online 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. The Boxall takes approximately 15 mins to administer per pupil. [www.nurturegroups.org](http://www.nurturegroups.org)
2. **The Boxall Profile for Young People** (£50 at present) This is a restandardised version of the original Boxall Profile, and has been especially developed to work with older children, particularly those of secondary school age. It provides a framework for the systematic assessment of young people who may be struggling with a range of social, emotional and/or behavioural issues in a school, alternative provision or community context. It provides a range of workers with invaluable insights into what lies behind such difficulties as well as a guide to effective intervention, a structure for intervention programmes and the means to monitor and measure these outcomes. [www.nurturegroups.org](http://www.nurturegroups.org)
3. **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.org](http://www.sdqinfo.org)
4. **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](http://www.snip-newsletter.co.uk)
5. **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](http://www.snip-newsletter.co.uk)
6. **A Reintegration Programme for Pupils with Emotional and Behavioural Difficulties.** £5 Jane McSherry's publication, is based on research carried out with teachers in EBD and mainstream schools. It offers an agreed set of criteria for readiness to reintegrate and a set of evaluative tools for assessment/reintegration etc <http://preview.tinyurl.com/3vbwrkz>
7. **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](http://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 remember:

- Educational achievement is not only linked to intelligence, but also to motivation, family support and background.
- The assumption that IQ measures inborn cognitive ability is not accepted by all.
- 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.

<b>GL Assessment</b>						<b><a href="http://www.gl-assessment.co.uk">www.gl-assessment.co.uk</a></b>	
<b>Test name</b>	<b>Age</b>	<b>Admin</b>	<b>Time</b>	<b>Parallels/Levels</b>	<b>Type of test</b>	<b>Comments</b>	<b>Price</b>
Cognitive Abilities Test 3	8 levels from 7.6 - 17+	Group	45 min per section	Levels A to H for different ages	Verbal, non-verbal & numerical	May support prediction of future attainment at KS2/3/4 Computer version available	Teacher guides £47 each
Brit. Picture Vocab Scale 3 <sup>rd</sup> edition	3-16	Indiv	10 min		Receptive vocabulary	Identifies difficulty in accessing vocabulary. No reading or writing	Complete kit £157.50
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		Teacher guides £20 each level

Non Verbal Reasoning Test	8-14	Group or indiv	40-45 min	Levels 8-9,10-11 and 12-14		Involves no reading. End of KS2 indicators also available.	Teacher guides £19.50
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. Claims to indentify aptitude in maths, physics, art, DT	Teacher guides £19
<b>Pearson</b>						<b>www.psychcorp.co.uk</b>	
Automated working memory assess.	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	£191.56
Working Memory Rating Scale	5-11	Indiv	untimed	22 test items	Checks poor work memory	Co-normed with AWMA, a PC based tool	Complete kit £44
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 kit £305.50
Naglieri Non-Verbal Ability Test -Indiv	5-17	Indiv	20-25 min		Non-verbal and problem solving	Ideal for EAL pupils. No reading, writing or speaking required.	Complete kits from £284
<b>Hodder</b>						<b>www.hoddertests.co.uk</b>	
Non-Verbal Abilities Tests	6-13	Group	50 mins	2 non-verbal	Non-verbal	Ideal as a guide when grouping for teaching. Can support access arrangements KS2/3	Specimen sets £22.50
Verbal Abilities Tests	6-13	Group		2 verbal tests	Verbal		Specimen set £25
Reasoning Progress Stage 2	7-12	Group	40-45 min	Stage 1: KS1 Stage 2: KS2	Picture, verbal and non-verbal	Can be used with Reading and Numeracy Progress tests	Specimen set £30

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 or 13.11 yrs (SEN)	4 verbal sub-tests	Tests are presented orally to avoid reading difficulties	£22.50 specimen set
Secondary Screening Profiles	10-13	Group	35 min	Has parallel forms	Reading, maths & reasoning	Useful for assessment entering secondary school	£27.50 specimen set

### **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](http://www.thrass.co.uk)

**Dyslexia Action** website 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
- Digit Memory Test
- Perin's Spoonerism Task
- Writing Speed Norms
- Scaled Scores and their Equivalents
- Peabody Picture Vocabulary Scale-III: Suggested Anglicisations
- Non-word Decoding Test

<http://preview.tinyurl.com/3qxy8ua>

### **PATOSS**

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

[http://www.patoss-dyslexia.org/Handwriting\\_speedtest.html](http://www.patoss-dyslexia.org/Handwriting_speedtest.html) or through the link at <http://preview.tinyurl.com/ynwrvf>