**Assessments**

Cognition and Learning (includes assessments for reading, spelling, reasoning etc)

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| Name | Ages | What do I need to do before using this? | Which need does it assess? | What does it measure/assess? | Does the assessment result in a standardized score? | Is formal training or a qualification needed? | Where is it available from? | Can a childminder/carer use it at home? |
| Accelerated Reader | From year 2 onwards | N/A | Cognition and Learning | Reading programme with assessments build in for children once reading simple sentences | Yes: gives reading age and standardised score | No | Renaissance | Yes |
| British Picture Vocabulary Scale (BPVS) | Primary and Secondary | N/A | Verbal Reasoning | Understanding of vocabulary- each wor has four pictures to select from to show if they understand word meaning. Gives idea of general understanding of the word. Verbal reasoning general ability measure. Used alongside non verbal reasoning to compare.  | Yes and age equivalent | No | GL Assessments | Yes |
| Cognitive Abilities Test (CAT4) | Primary and Secondary | N/A | Cognitive abilities test | Reasoning with words, numbers, shapes and designs. | Yes | Yes | GL Assessment | Yes |
| Comprehensive test of Phonological processing – Second Edition (CTOPP-2) | 4 years to 24 years and 11 months | N/A | Phonological processing | Phonological awareness, phonological memory and rapid naming.  | Yes | Yes | Pearson Clinical by R Wagner et al. | No |
| Dyslexia Screener | 5 years – 16+ | N/A | First stage screening assessment for dyslexic tendencies | Identifies dyslexic tendencies in pupils and recommends intervetion strategies. Digital or paper format. | Yes | Yes | GL Assessment | Yes |
| Dyslexia Portfolio | Primary and Secondary | N/A | Individual follow-up assessment to the dyslexia screener for those pupils who may have been screened as having dyslexic tendencies, or whose performance in literacy is causing concern. Assesses individual signs of dyslexia | Assesses the following:Naming, Speed Reading, Speed Phoneme Deletion, Non-word Reading, Single Word Spelling, Recall of Digits forwards, Recall of Digits backwards, Single Word Reading, Writing – copying/free writing speed | Yes for each area | No | GL Assessment | Yes |
| Lucid - Ability | Primary and Secondary | N/A | Computerised assessment of verbal and non-verbal skills | Verbal consists of questions to test vocabulary, verbal analogies, logical reasoning, symbol manipulation etc. Nonverbal consists of visualisation of sequences, patterns etc. Paper or digital formats are available for different age groups. | Standardised scores, age equivalents and percentiles. Results are independent of reading attainment. Lucid Ability also gives an estimate of general intelligence. | No | GL Assessment | Yes |
| Lucid – Rapid (part of the Lucid suite of assessments for specific learning difficulties) | Age 4-15 | N/A | Provides an indication of dyslexia | Quick group/class screening for dyslexia in pupils. Consists of 4 sub-tests according to age – Phonological processing, working memory, visual-verbal integrations memory, phonic decoding skills | Standardised scores, age equivalents and centiles | The administrator’s manual explains how to interpret results and their implications for learning | GL Assessment | Yes |
| Lucid – LASS (art of the Lucid suite of assessments for specific learning difficulties) | 8-11 years and 11-15 years | N/A | Cognition and Learning | Designed to highlight differences between actual and expected literacy levels, with two versions: 8-11 and 11-15 years. Assesses areas such as: visual memory, auditory-verbal memory, spelling, reasoning and reading for meaning, reasing single words and phonological processing. | Yes in each area. | No, but preferrable to read the resulting charts.  | GL Assessment | Yes |
| Neale Reading Analysis of Reading Ability – Second Revised British Edition – Nara II | Primary and Secondary | N/A | Reading – accuracy, comprehension and rate | Consists of 2 parallel sets of graded passages, plus extension passages for use with more able or older pupils and diagnostic tests | Yes – standardised scores, age equivalents and percentiles | No, the administrator’s manual explains how to interpret results, gives case studies and advice on next steps | Neale Reading Analysis of Reading Ability – Second Revised British Edition – Nara II by MD Neale | No |
| Nessy – Dyslexia Quest Screening | Primary | N/A | Cognition and learning. Provides a report of learning abilities associated with dyslexia. | Assesses 6 cognitive ability areas, including: processing speed, phonological awareness, auditory sequential memory, visual word memory, visual sequential memory and working memory. | Yes in each area. | No, it generates a report. | [Nessy – Dyslexia Quest](https://www.nessy.com/en-gb/product/dyslexia-quest-home) | Yes |
| New Salford Sentence Reading Test | Primary – age 6 upwards | N/A | Reading – accuracy and optional measure for checking comprehension | Gives a reading age and comprehension age. Consists of 3 equivalent sets of graded sentences. Suitable for less able readers from the age of 6 upwards. | Yes – standardised scores, age equivalents and percentiles | No, the manual is clear and easy to follow. Would advise reading the manual carefully and carrying out some practice tests on children you are not concerned about | Colin McCarty and Marie Lallaway | Yes |
| Phonological Assessment Battery (PHAB) | 6-14 years | N/A | Phonological awareness and processing | Designed to assess phonological processing in individual children. It is a practical measure that identifies children who have significant phonological difficulties and need special help in processing sounds in spoken language. | Yes, standardised scores, age equivalents and percentiles | No, however would recommend reading the manual carefully and perhaps watching someone experienced in using it before doing on your own. It’s quite involved.  | GL Assessments | No |
| PM Benchmark Reading Assessment | Primary | N/A | Reading – assesses instructional and independent reading levels and understanding of the texts | Consists of 46 levelled fiction and non-fiction texts ranging from emergent levels to reading age 12. | No | No | Available at Scholastic Shop | Yes |
| Precision teaching | Primary and secondary | N/A | Reading – measures word recall | Consists of reading target words automatically, on a daily basis. | No – proficiency level is 95% accuracy | No | [Kent Educational Psychology Service](https://www.bing.com/ck/a?!&&p=72c155fadee397e1ec280497ea7ad36f9b2fb2f97360676ec6136a67041e436cJmltdHM9MTczMDI0NjQwMA&ptn=3&ver=2&hsh=4&fclid=0f6e9ee9-afff-6ee6-23d8-8a80ae3c6fcc&psq=precision+teaching+kent+educational+psychology+service&u=a1aHR0cHM6Ly93d3cua2Vsc2kub3JnLnVrL19fZGF0YS9hc3NldHMvcGRmX2ZpbGUvMDAxMC8yNzQ3OC9QVEwtaGFuZGJvb2stMS5wZGY&ntb=1)  | Yes |
| Raven Coloured Progressive Matrices | Primary and secondary | N/A | Nonverbal reasoning | Puzzles/patterns of increasing complexity – children have to identify the missing piece from 4 choices. Gives non-verbal reasoning general ability measure | Yes and age equivalent | No | Pearson Assessments by John C Raven et al  | Yes |
| Sandwell Early Numeracy Test (SENT) | Primary | N/A | Cognition and Learning - numeracy | Assesses a pupil’s ability with numbers, through exploring five strands of basic numeracy skills: identification, oral counting, value, object counting and language | Yes – number age and standardised score | Some skills required: would need a demonstration  | GL Assessment | Yes |
| Single Word Spelling Test (SWST) | Primary to year 8 – age 6-14 years | N/A | Cognition and Learning - spelling | A group test designed to assess spelling attainment. Digital or paper format. Consists of graded spelling lists. | Yes – standardised scores, age equivalents and percentiles | No. The administrator’s manual explains how to interpret results, gives case studies and advice on next steps. | GL Assessment | Yes |
| Verbal Reasoning and Non-Verbal Reasoning | Primary | N/A | Cognition and Learning | Verbal Reasoning reveals how a pupil takes on board new information by measuring their ability to engage with language. Non-Verbal reasoning involves no reading and so provides insight into the abilities of pupils who think more easily in images than words. It also measured the potential of pupils with limited reading skills including those with dyslexia, poorly motivated pupils, and EAL pupils | Yes | No | GL Assessment | Yes |
| Wide Range Achievement Test 4(WRAT-4) | 5-94 years of age | N/A | Measures basic academic skills | Word reading, sentence comprehension, spelling and math computation. | Yes | Yes | Pearson Clinical by GJ Roberston and GS Wilkinson | No |
| York Assessment of Reading for Comprehension (YARC) | Primary and Secondary | N/A | Cognition and Learning - reading | Rigorous reading assessment used to identify difficulties with word recognition, reading fluency or reading comprehension. | Yes – standardised scores, age equivalents and percentiles | No. The administrator’s manual explains how to interpret results, gives case studies and advice on next steps. | GL Assessment | No |