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| Rannóg Pholasáí, Curaclaim agus Measúnachta An Roinn Oideachais agus Scileanna Sráid Mhaoilbhríde Baile Átha Cliath 1 D01 RC96 |  | Curriculum and Assessment Policy Unit Department of Education and Skills Marlborough Street Dublin 1 D01 RC96 |
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To: Boards of Management, Principal Teachers and Teaching Staff of Second Level Schools and CEOs of ETBs

Assessment Instruments (including tests and web-based resources) approved for use for guidance and/or learning support in post-primary schools from May 2017 until further notice

Circular Letter 0035/2017

1. Introduction- Purpose of this circular

This circular provides a list of assessment instruments, including ability and achievement tests and web-based resources that are approved for use in guidance and/or learning-support contexts in post-primary schools.

The list of assessment instruments is designed to serve as a guide for schools. While the list is based on the most up-to-date information available, it is not intended to be prescriptive or exhaustive. Other assessment instruments which are not listed may also be used if deemed appropriate.

The list is reviewed annually and an updated list will be published on the Department's website at www.education.ie in May of each year.

The tests listed below should be used along with other forms of assessment, for the purpose of informing actions that best address students' learning needs. The circular also provides clarification in relation to the selection and administration of the assessment instruments, the interpretation and retention of assessment information, and the provision of feedback.

Please bring this circular to the attention of all teachers in the school and also provide a copy to members of the school board of management.

This circular may also be accessed at www.education.ie.

Eamonn Moran
Principal Officer
Curriculum & Assessment Policy Unit

2. Types of assessment instruments

Standardised ability tests (sometimes referred to as psychometric tests) are designed to be curriculum-independent and measure more enduring and long term traits than the attainment of learning, that is, they measure what a student is capable of knowing rather than what is known.

Standardised achievement tests (sometimes referred to as attainment tests) measure what a student knows and can be used to assess, for example, students' knowledge and skills in literacy and numeracy, and to determine progress in these areas.

On foot of information garnered from various assessment practices including ability and achievement tests, further information may be gathered through the administration of diagnostic tests to provide a more detailed view of a student's learning strengths and needs.

A **diagnostic test** is designed to provide specific information about a student's strengths and needs in some aspect of learning, for example, word identification skills or understanding of number concepts.

In addition, guidance counsellors may use the outcomes of ability and interest tests to guide and to support students' decision-making regarding subject choice and senior cycle programme options and to support their career development, including planning for higher education and/or further education and training.

3. Selection of assessment instruments

Schools should only use assessment instruments which are appropriate and have a clear and defined purpose. In particular, care should be taken in relation to the suitability of the assessment instruments that are used with students with special educational needs (SEN) or with students who are studying English as an Additional Language (EAL).

Assessment results should not be regarded as definitive. Students' needs and other contextual information should always be taken into consideration.

It should be noted that not all instruments available for schools have Irish norms, and some have not been revised for a number of years. Care should be taken by users to research accurately the suitability, reliability and validity of all assessment instruments selected for use, and to ensure that the versions in use are the most up-to-date and appropriate for administering to the specific student cohort.

The use of assessment instruments in schools for the assessment of personality is *not* appropriate and therefore such instruments do not appear in the list below.

Test administrators are advised to examine closely the test manuals and any other supporting information before selecting a test. In selecting an assessment instrument schools should be aware of the qualifications required to administer, score, interpret and provide feedback on that particular test. Where necessary, the publisher of the test may be contacted for more detailed information in this regard. The National Educational Psychological Service (NEPS)

and the National Centre for Guidance in Education (NCGE) also provide information and advice on the use and appropriateness of certain assessment instruments. See the list of useful references below.

Engagement between primary and post-primary schools will inform decisions around the selection and timing of assessments for students new to post-primary education. Schools should make best use of the *Education Passport* in supporting the sharing of relevant data, including assessment results, as students transfer from primary to post-primary school. Further information on the *Education Passport* can be accessed on the NCCA website at www.ncca.ie or in [Primary Circular 0027/2015 at www.education.ie](http://www.education.ie).

4. Administration of assessment instruments

Information should be provided to parents and students regarding the purpose of the assessment and the consent of parents and students should be obtained in advance of the assessment instrument being administered, in line with the school's assessment policy. The National Centre for Guidance in Education (NCGE) has published a guide for schools on developing an assessment policy and it is available at:

<http://schoolguidancehandbook.ncge.ie/document-detail/A-Guide-for-post-primary-schools-in-developing-a-policy-for-the-use-of-assessment-instruments-including-tests-and-web-based-resources/54>

Some assessments, such as standardised group achievement tests, can be administered by subject teachers, under the supervision of a suitably qualified person.

Other tests should only be administered and interpreted by appropriately qualified personnel depending on the nature of the instrument used. Schools should check in advance with the test publisher on the specific qualifications required for each instrument used.

The administration of ability tests in schools should be restricted to appropriately qualified personnel who have been specifically trained in specialised psychometric testing including the selection and administration of such assessment instruments, interpretation of assessment results, scoring and feedback. Typically in the case of psychometric instruments of general ability (and individually administered achievement tests), such personnel will be qualified guidance counsellors or teachers of special education with appropriate qualifications to administer specific tests. Such personnel should engage in on-going training and continuing professional development.

The *Register of Psychometric Test Use: guidance counsellors*, which is maintained by the Psychological Society of Ireland (PSI) www.psychologicalsociety.ie endorses the professional competence of guidance counsellors in the administration of psychometric tests and supports the implementation of good practice in psychometric testing in schools.

Both NEPS and NCGE provide guidelines on best practice in psychometric testing which are available at: http://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_post_primary_continuum_resource_pack.pdf and

<http://schoolguidancehandbook.ncge.ie/document-detail/Best-Practice-Ethical-and-Legal-Considerations-in-Psychometric-Testing-for-Guidance-Counsellors/39>

In using assessment instruments, schools and, in particular, appropriately qualified teachers should pay due attention to the requirements of the current legislation, particularly the Data Protection Acts 1988 and 2003 and the Department's Circular (Ref: Circular DPAEd 3/89: Data Protection Act 1988). For additional information, also see:

<http://schoolguidancehandbook.ncge.ie/document-detail/Data-Protection-for-the-Guidance-Counsellor-Issues-to-Plan-for/3> and www.dataprotectionschools.ie

When administering online/electronic assessment instruments, schools need to be cognisant of data protection considerations, for example, who controls and has access to outcomes data, the purposes for which these data will be used, and the retention and storage of the data.

5. Interpretation of assessment instruments

In planning interventions to meet a student's needs, the results of assessment instruments should be used in conjunction with other information available on the student.

As highlighted in the National Educational Psychological Service (NEPS) publication *A Continuum of Support for Post-Primary Schools: Resource Pack for Teachers*, 'results of any one test should not be considered in isolation and tests results should always be considered alongside other information: parental information, information from the primary school, information from teachers etc. ... Additionally, schools need to be aware of the risks associated with early labelling, which may place a ceiling on expectations or consign students to particular groups' (p.40).

In addition, as highlighted in the NEPS publication, schools and teachers should be aware of the 'very particular difficulties associated with the assessment of children whose home culture is markedly different from the group on whom the test is standardised. This may be a factor and should be considered when considering results for Traveller children or children who are newly arrived from cultures outside of the western world' (p.39). Care should also be taken when interpreting results for students who are studying English as an Additional Language (EAL).

Decisions regarding the use of assessment instruments and the sharing and interpretation of assessment data should always be made in accordance with the school's assessment policy, its policy on special educational needs (SEN), its data protection policy and in accordance with best practice on test administration and usage.

6. Constructive feedback on assessment results

Schools should ensure that appropriate, accurate and constructive feedback is provided in a timely fashion to students and parents by appropriately qualified personnel, for example, guidance counsellors or other suitably qualified teachers. Students should be provided with the opportunity to explore their assessment results in the context of the educational options available to them in the school and to inform their future educational and vocational development, career choices and decision making. Students should be made aware of the

limitations of assessment results during this discussion and the importance of other factors including the student's interests and experience, and information available from other sources.

7. Storing assessment data

Schools should be aware of obligations relating to access to stored data under the Freedom of Information Act 1997, the Freedom of Information (Amendment) Act 2013, associated regulations, and the Data Protection Acts 1988 and 2003.

8. List of useful references

The following publications may also be consulted in conjunction with this circular:

- National Centre for Guidance in Education (NCGE) *School Guidance Handbook*: <http://schoolguidancehandbook.ncge.ie/document-detail/Best-Practice-Ethical- and-Legal-Considerations-in-Psychometric-Testing-for-Guidance-Counsellors/39>
- National Centre for Guidance in Education (NCGE) *School Guidance Handbook*: <http://schoolguidancehandbook.ncge.ie/document-detail/A-Guide-for-post-primary-schools-in-developing-a-policy-for-the-use-of-assessment-instruments-including-tests-and-web-based-resources/54>
- National Educational Psychological Service (NEPS) *A Continuum of Support for Post-Primary Schools: Resource Pack for Teachers*: http://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_post_primary_continuum_resource_pack.pdf
- Department of Education and Skills *Inclusion of Students with Special Educational Needs: Post-Primary Guidelines*: http://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/insp_inclusion_students_sp_ed_needs_pp_guidelines_pdf
- Department of Education and Skills *School Self-Evaluation Guidelines for Post- Primary Schools*: http://schoolself-evaluation.ie/post-primary/wp-content/uploads/2012/11/sse_guidelines_post_primary.pdf
- Circular Letter 0025/2012: <http://www.education.ie/en/Circulars-and-Forms/Active-Circulars/Implementation-of-the-National-Literacy-and-Numeracy- Strategy.pdf>
- Link to the State Examinations Commission's Guide on Reasonable Accommodations at Certificate Examinations (RACE): https://www.examinations.ie/schools/cs_view.php?q=fd8bb6c95031c7af7bc67154c68381c5656a4829

9. List of approved assessment instruments

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**ACHIEVEMENT TESTS: GROUP ADMINISTERED TESTS
LITERACY (READING, SPELLING AND HANDWRITING)**

The items in the list below assess a range of literacy skills including phonology, oral word reading, silent passage reading, reading fluency, reading comprehension, reading rate or speed, listening comprehension, spelling and handwriting. Decide the purpose of administration, i.e. what you want to find out, before you decide to purchase and use a test. Be aware that the majority of these instruments are developed and standardised in either the UK or the US and some may feature non-Irish cultural references or spellings. When possible, obtain a sample of the test and use the school's collective professional judgements to decide if the test will provide the information needed.

| <i>Name and date of publication</i> | <i>Type</i> | <i>Description</i> | <i>Age range</i> | <i>Norms</i> | <i>Publisher/distributor website</i> |
|-----------------------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------|-----------------------------------------------------------------------------------|
| Access Reading Test, 2006 | Group; Digital version available | Wide-range assessment in four aspects of reading comprehension. | 7 to 20+ | UK norms | http://www.hoddereducation.co.uk/ |
| British Spelling Test Series G/H, 2 nd edition, 2009 | Group | Assesses spelling at word, sentence and continuous writing level, and in different contexts. | 6- 13 | UK norms | www.gl-assessment.ie |
| Detailed Assessment of Speed of Handwriting, 2007 | Group or individual | Battery of 5 subtests including fine motor and precision skills, speed of reproducing symbols, speed alteration and free-writing competency. | 9 to 16:11 | UK norms | www.pearsonclinical.co.uk |
| Detailed Assessment of Speed of Handwriting, 2011 | Group or Individual | Battery of 5 subtests including fine motor and precision skills, speed of reproducing symbols, speed alteration and free-writing competency. | 17 to 25 | UK norms | www.pearsonclinical.co.uk |
| Diagnostic Spelling Tests 3-5 | Group | Series of three overlapping spelling tests: Test 3: 9 to 12 years; Test 4: | 9 to 25+ | UK norms | www.hoddereducation.co.uk/ |
| Secondary - Adult, 2004 | | 11 to 14 years; Test 5: 14 to 25+ years | | | |

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|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Drumcondra Post-primary Test – English Reading Literacy, 2013, 2016 | Group: Digital and paper versions available, with minimal content overlap | Assesses reading vocabulary and reading comprehension. Additional scales cover overall reading, text types and reading processes. | Grade-based norms for last term in Second Year. | Irish Norms for paper-based version (2013), and computer-based version (2016). | www.erc.ie/tests (paper version) trythetests.erc.ie (digital version) |
| Droim Conrach: Triail Dhroim Conrach don Léitheoireacht Ghaeilge (Scoileanna Lán- Ghaeilge) | Grúpa: Foirm pháipéir amháin | Triail ar fhoclóir agus ar thuiscint na léitheoireachta atá i gceist. Tá fo-scálaí don bhunsmaointeoireacht agus don ardsmaointeoireacht ann chomh maith. | Noirm do dhaltáí in iarbhunscoileanna lán-Ghaeilge ag deireadh na Dara Bliana. | Bunaíodh na noirm in Éirinn i 2015 | www.erc.ie/tests |
| Edinburgh Reading Test - Stage 4 – 3 rd edition, 2002 | Group; Digital version available | Diagnostic reading test highlighting skimming, vocabulary, reading for facts, points of view and comprehension. | 11:07 to 16+ | UK norms | www.hoddereducation.co.uk/ |
| Functional Reading Test, 2009 | Group | A standardised multiple-choice test of reading comprehension which assesses understanding of a wide cross-section of texts and genres. Parallel forms available. | 11 to 16+ | UK norms | www.hoddereducation.co.uk/ |
| Graded Word Spelling Test, 3 rd edition, 2006 | Group | Assesses spelling attainment and progress. | 5 to 18+ | UK norms | www.hoddereducation.co.uk/ |

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|----------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------|
| Gray Silent Reading Tests, 2000 | Group | Measures silent reading comprehension ability with thirteen developmentally sequenced passages. Uses American spellings. | 7 to 25 | US norms | www.proedinc.com www.pearsonclinical.co.uk |
| Group Reading Scales 2, 2009 | Group; Digital version available (Adaptive Reading Scales) | Objective standardised measures of reading ability featuring multiple-choice sentence-completion questions using grammatical and semantic cues. Parallel forms and Scorer/Profiler CD-ROM available. | 9 to 16+ | UK norms | www.hoddereducation.co.uk/ |
| Hodder Group Reading Test 3, 2007 | Group; Digital version available | Assesses reading comprehension at word, sentence and text levels. Scorer/profile CD-ROM available. | 9:05 to 16+ | UK norms | www.hoddereducation.co.uk/ |
| New Group Reading Test, 3 rd edition, 2010 | Group; Digital version available | A screening / monitoring reading test which includes sentence completion and passage comprehension at each level. | Form 3: 10 to 13; Form 4: 14 to 16 | UK norms | www.gl-assessment.ie |
| Single Word Spelling Test, 2001 | Group; Digital version available | Covers everyday vocabulary including high-frequency words presented in a sentence context. | 6 to 14 | UK norms | www.gl-assessment.ie |
| Test of Reading Comprehension 4th Edition (TORC-4), 2009 | Group | Silent reading comprehension test with 5 subtests – relational vocabulary, sentence completion, paragraph construction, text comprehension and contextual fluency. Uses American spellings. | 7 to 17:11 | US norms | www.academictherapy.com www.wpspublish.com |

ACHIEVEMENT TESTS: LITERACY (READING, SPELLING AND HANDWRITING) – GROUP ADMINISTERED TESTS CONTINUED

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|----------------------------------------------------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|------------------------------------------------------------------------------------------------------------------------------------|
| Test of Silent Contextual Reading Fluency 2nd edition, 2013 | Group or Individual | Assesses contextual silent reading abilities (i.e. word identification, word meaning, word building, sentence structure, comprehension, and fluency). Uses American spellings. | 7 to 18:11 | US norms | www.pearsonclinical.co.uk www.proedinc.com |
| Test of Silent Word Reading Fluency, 2004 | Group or individual | Measures timed recognition of printed words by presenting rows of words without spacing. Uses American spellings. | 6 to 18 | US norms | www.pearsonclinical.co.uk www.proedinc.com |
| Vernon Graded Word Spelling Test 3 rd edition, 2006 | Group or individual | Designed to assess spelling attainment and progress using 80 graded words placed in context. | 5 to 18+ | UK norms | www.hoddereducation.co.uk/ |

**ACHIEVEMENT TESTS: GROUP ADMINISTERED TESTS
MATHEMATICS**

Please note that UK published Maths assessment instruments may feature the imperial system of measurement and use sterling and not the euro and test participants should be advised of this. Practitioners should also note that these instruments relate to the UK curriculum and may have limited diagnostic value.

| <i>Name and date of publication</i> | <i>Type</i> | <i>Description</i> | <i>Age range</i> | <i>Norms</i> | <i>Publisher/distributor website</i> |
|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Access Mathematics Tests 1 and 2, 2008 | Group or Individual; Digital version available | Standardised maths assessment across a wide ability range. Minimal reading demands. Parallel forms and Scorer/Profiles CD-ROM | Test 1 – 7 to 12; Test 2 – 11 to 16+ | UK norms | www.hoddereducation.co.uk/ |
| Drumcondra Post-primary Tests – Mathematics, 2013, 2016 | Group: Digital and paper versions available; with minimal content overlap | Assesses mathematics based on Project Maths syllabus. Additional scales for mathematical content areas and processes. | Grade-based norms for last term in Second Year. | Irish norms paper-based version (2013) and computer-based version (2016) | www.erc.ie/tests (paper version) trythetests.erc.ie (digital version) |
| Mathematics Assessment for Learning and Teaching: Key Stage 3 (MaLT 12, 13 and 14), 2009 | Group; Digital version available | Provides dual formative-summative assessment of mathematical attainment. | Junior Cycle | MaLT 12 - UK norms 11 to 13:05 MaLT 13 - UK norms 12 to 14.05 MaLT 14 - UK norms 13 to 15.05 | www.hoddereducation.co.uk/ |
| Progress in Maths Series (12, 13 and 14), 2004 | Group; Digital version available | Standardised, diagnostic tests to identify specific strengths and needs in maths. | Test 12 – 12 to 12:11; Test 13 – 13 to 13:11; | UK norms | www.gl-assessment.ie |

**ACHIEVEMENT TESTS: INDIVIDUALLY ADMINISTERED TESTS
LITERACY (PHONOLOGICAL AWARENESS/PROCESSING AND READING COMPREHENSION)**

The items in the list below assess a range of literacy skills including phonology, oral word reading, silent passage reading, reading fluency, reading comprehension, reading rate or speed, listening comprehension, spelling and handwriting. Decide the purpose of administration, i.e. what you want to find out, before you decide to purchase and use a test. Be aware that the majority of these instruments are developed and standardised in either the UK or the US and some may feature non-Irish cultural references or spellings. When possible, obtain a sample of the test and use the school's collective professional judgements to decide if the test will provide the information needed.

| <i>Name and date of publication</i> | <i>Type</i> | <i>Description</i> | <i>Age range</i> | <i>Norms</i> | <i>Publisher/distributor website</i> |
|-----------------------------------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------|----------------------------------------------------------------------------|
| Adult Reading Test, 2004 | Individual | Oral prose reading test (five passages) measuring reading accuracy, reading comprehension, reading speed and writing. | 16 to 55 | UK norms | www.pearsonclinical.co.uk |
| Comprehensive Test of Phonological Processing – 2, 2013 | Individual | The CTOPP-2 is used to assess phonological awareness, phonological memory and rapid naming in order to identify individuals needing help in developing phonological skills. | 4 to 24:11 | US norms | www.pearsonclinical.co.uk |
| Diagnostic Assessment of Reading, 2 nd edition, 2005 | Individual; Diagnostic; Digital version available | Assesses achievement in phonological awareness, letters and sounds, word recognition, word analysis, oral reading accuracy and fluency, silent reading comprehension, spelling and word meaning. | 5 to adult | US norms | www.riverpub.com |
| Diagnostic Reading Analysis, 2008, 2 nd edition | Individual; Diagnostic Profiler CD Rom Available | Oral reading test, including initial listening passage plus reading accuracy, comprehension and speed, designed for less able readers. | 7 to 16+ | UK norms | www.hoddereducation.co.uk/ |

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|-----------------------------------------------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|------------------------------------------------------------------------------------------------------------------------------------|
| Gray Diagnostic Reading Test – 2, 2 nd edition, 2004 | Individual | Includes four subtests - Letter/Word Identification, Phonetic Analysis, Reading Vocabulary, and Meaningful Reading plus three supplemental subtests, Listening Vocabulary, Rapid Naming, and Phonological Awareness to diagnose reading difficulties. Uses American spellings. | 6 to 13:11 | US Norms | www.proedinc.com www.pearsonclinical.co.uk |
| Gray Oral Reading Tests - 5th edition, 2012 | Individual | Provides scores in accuracy, rate, fluency and comprehension as well as an Oral Reading Quotient to diagnose oral reading difficulties. Uses American spellings. | 6 to 23:11 | US norms | www.proedinc.com www.pearsonclinical.co.uk |
| Hodder Oral Reading Tests, 2006 | Individual | Provides separate measures of single word reading, sentence reading and reading speed. | 5 to 16 | UK norms | www.hoddereducation.co.uk/ |
| Lucid Exact, 2009 | Individual; digital only | Time efficient assessment of speeded word recognition, reading comprehension, reading speed, spelling, handwriting speed and typing speed. | 11 to 24 | UK norms | www.lucid-research.com |
| Non-word Reading Test, 2004 | Individual | Test of phonological decoding to assess word reading skills and functional literacy. | 6 to 16 | UK norms | www.hoddereducation.co.uk/ |
| Phonological Assessment Battery, 1997 | Individual | A battery of six standardised tests measuring phonological processing skills. Suitable for EAL students. | 6 to 14 | UK norms | www.gl-assessment.ie |
| Single Word Reading Test 6-16, 2007 | Individual | Six graded sets of ten words of increasing difficulty provide a measure of word reading skills with error analysis for diagnostic use. | 6 to 16 | UK norms | www.gl-assessment.ie |

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|----------------------------------------------------------------------------------------------|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Test of Word Reading Efficiency 2 nd edition, 2011 | Individual | Measures word reading rate and accuracy with two speed tests of words and non-words. Uses American spellings. | 6 to 24+ | US norms | www.pearsonclinical.co.uk www.proedinc.com www.wpspublish.com |
| Wechsler Individual Achievement Test - Second UK edition for Teachers with SEN qualification | Individual (Group – spelling only) | Provides normed assessment in untimed single word accuracy, reading comprehension, reading speed and single word spelling. | 4 to 16 (UK) - 4 to 85 (US) - | UK norms US norms | www.pearsonclinical.co.uk |
| Woodcock-Johnson III Diagnostic Reading Battery, 2004 | Individual; Group | Ten subtests measure phonological awareness, phonic knowledge, oral language ability, fluency, vocabulary and reading comprehension. | 2 to 90 | US norms | www.riverpub.com |
| Woodcock Reading Mastery Test 3 rd edition, 2011 | Individual | Identifies specific strengths and weaknesses to plan targeted remediation; nine subtests: phonological awareness, letter and word identification, rapid naming, oral fluency, word attack, and listening, word and passage comprehension. Uses American spellings. | 4:06 to 79:11 | US norms | www.pearsonclinical.co.uk |
| York Assessment of Reading Comprehension, Passage Reading, Secondary, 2010 | Individual | Uses fiction and non-fiction passages to measure developing reading comprehension skills (Support website available - www.yarcsupport.co.uk) | 11 to 16 | UK norms | www.gl-assessment.ie |

**ACHIEVEMENT TESTS – INDIVIDUALLY ADMINISTERED TESTS
COMPILATION INSTRUMENTS**

Please note that the instruments listed here consist of literacy and maths assessments and sometimes other areas.

| Name and date of publication | Type | Description | Age range | Norms | Publisher/distributor website |
|------------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------|----------------------------------------------------------------------------------------------------------------------|
| Expressive Vocabulary Test, 2 nd edition, 2007 | Individual | A test of expressive vocabulary and word retrieval for Standard English with 190 items and 2 forms. | 2:6 to 90+ | UK norms | www.pearsonclinical.co.uk |
| Lindamood Auditory Conceptualization Test, 3rd edition, 2004 | Individual | Measures ability to perceive and conceptualise speech sounds using a visual medium; measures the cognitive ability to distinguish and manipulate sounds. | 5 to 18:11 | US norms | www.proedinc.com |
| OWLS II: LC/OE and RC/WE Oral and Written Language Scales, 2 nd edition, 2012 | Individual | Provides assessment of receptive and expressive language with no reading or written responses required. | LC/OE- 3 to 21:11; RC/WE- 5 to 21:11 | UK norms | www.pearsonclinical.co.uk |
| Wide Range Achievement Test - expanded edition, 2000 | Individual and group versions | Multiple-choice subtests include reading comprehension, mathematics and non-verbal reasoning; co-normed with WRIT. Uses American spellings. | 5 to 24 | US norms | www4.parinc.com www.annarbor.co.uk/ |

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|------------------------------------------------------------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|--------------------------------------------------------------------------------------------------------------------|
| Wide Range Achievement Test - 4th edition, 2006 | Individual or Group | Measures the basic academic skills of reading (words and sentences), spelling and maths computation; co- normed with WRIT. Uses American spellings. | 5 to 94 | US norms | www4.parinc.com www.annarbor.co.uk |
| Woodcock-Johnson III Tests of Achievement Form C / Brief Battery, 2007 | Individual | Battery of nine subtests of letter-word identification, reading fluency, passage comprehension, spelling, writing fluency, writing samples, calculation, applied problems and maths fluency. Uses American spellings. | 2 to 90+ | US norms | www.riverpub.com |

SPECIFIC LEARNING DIFFICULTIES

Please note that the results of the tests listed below cannot be used to diagnose dyslexia or any specific learning difficulty in Ireland. However, they may be useful, in conjunction with other data, in identifying difficulties associated with dyslexia and other specific learning difficulties and in developing a learning profile and planning intervention.

| <i>Name and date of publication</i> | <i>Type</i> | <i>Description</i> | <i>Age range</i> | <i>Norms</i> | <i>Publisher/distributor website</i> |
|-------------------------------------|-------------------------------------------|----------------------------------------------------------------------|------------------|--------------|----------------------------------------------------------------|
| Dyscalculia Screener, 2003 | Individual; Diagnostic; Digital and Paper | Screening instrument to identify dyscalculia and maths difficulties. | 6 to 14 | UK norms | www.gl-assessment.ie |

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|------------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------|----------------------------------------------------------------------------|
| Dyslexia Portfolio, 2008 | Individual | Battery of 9 tests of literacy attainment, phonological processing, speed of processing, working memory and short term verbal memory (Support website available - www.dyslexiaportfolio.co.uk) | 6 to 16 | UK norms | www.gl-assessment.ie |
| Dyslexia Screener, 2003 | Individual and group; Diagnostic; Digital and paper | Six subtests (ability, attainment and diagnostic) designed to help identify students with dyslexic tendencies. | 5 to 16+ | UK norms | www.gl-assessment.ie |
| Dyslexia Screening Test - Secondary, 2004 | Individual; Diagnostic | Battery of thirteen subtests to identify students at risk of dyslexia. | 11:06 to 16:05 | UK norms | www.pearsonclinical.co.uk |
| Lucid Adult Dyslexia Screener Plus 2nd edition, 2010 | Individual; Digital only | Screening test of word recognition, word construction, working memory, and verbal and non-verbal reasoning to identify dyslexia. | 15+ | UK norms | www.lucid-research.com |
| Lucid Assessment System for Schools- Secondary 4 th edition, 2010 | Individual; Digital only | Assessment of visual memory, auditory-verbal memory, phonic reading skills, phonological processing, single word and sentence reading, spelling and reasoning. | 11 to 15 | UK norms | www.lucid-research.com |
| Special Needs Assessment Profile - SpLD, Version 3, 2006 | Individual; Profiler; Digital only | Profile instrument identifies eighteen specific learning difficulties and provides practical strategies. | 5 to 14 | Norms not required. | www.hoddereducation.co.uk/ |

ABILITY AND APTITUDE TESTS

The purchase and administration of many of these assessment instruments require specific qualifications.

| <i>Name and date of publication</i> | <i>Type</i> | <i>Description</i> | <i>Age range</i> | <i>Norms</i> | <i>Publisher/distributor website</i> |
|------------------------------------------------------|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Cambridge Profile Aptitude Tests, 2012 | Group | Eight subtests: Verbal Reasoning, Numerical Reasoning, Abstract Reasoning, 2D Spatial Reasoning, 3D Spatial Reasoning, Arithmetic Calculation, Working Quickly and Accurately and Spelling. Can be used in conjunction with Eirquest. | Post-primary | Irish norms | www.coa.co.uk |
| Career Fit Series (CFS), 2012 | Group | Combined Occupational Interest and Aptitude Instrument that generates 16 optimal careers for the more practical student and adult. | 16 to 60+ | Criterion-referenced | www.etceconsult.com |
| Cognitive Abilities Test – 4th ed., 2012 (CAT4) | Group; Digital version available | Measures four principal areas of reasoning – verbal, non-verbal, quantitative, and spatial – to provide a comprehensive profile of the core abilities relating to learning. | 7 to 17+ | Irish and UK norms | www.gl-assessment.ie Irish norms available from www.edev.ie |
| Differential Aptitude Tests, DAT for Guidance, 1995. | Group | Eight subtests: verbal reasoning, numerical reasoning, abstract reasoning, perceptual speed + accuracy, mechanical reasoning, space relations, spelling + language usage (supporting software is available). Can be used in association with the Careers Interest Inventory (CII). | 16+ | Irish norms | www.etceconsult.com |

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| Drumcondra Reasoning Test, 2016 | Group: Digital and paper versions available | Assesses the two key areas of verbal reasoning and numeric ability. | Grade-based norms for Sixth class (Spring) and First Year (Autumn) | Irish norms (2016) | www.erc.ie/tests (paper version) trythetests.erc.ie (digital version) |
| Lucid Ability 3 rd edition, 2012 | Individual | Time-efficient assessment of verbal and non-verbal reasoning and general conceptual ability for non-readers and readers. | 4 to 16 | UK norms | www.lucid-research.com |
| Naglieri Non-Verbal Ability Test, 2003 | Individual | Language-free and culture-fair test of non-verbal reasoning and general problem-solving ability. Suitable for students with hearing impairment or EAL students. | 5 to 17 | UK norms | www.pearsonclinical.co.uk |
| Raven's Standard Progressive Matrices and Vocabulary Scales, 2008 | Group and individual | The RPM is a language-free and culture-fair non-verbal assessment using sixty visuo-spatial reasoning items. Useful with students with hearing impairment and EAL students. The Mill Hill Vocabulary Scales measures verbal ability and can be administered orally and answered verbally. | 7 to 18 | UK norms | www.pearsonclinical.co.uk |
| Wide Range Intelligence Test, 2000 | Individual | A test of general intellectual ability with four subtests (verbal and non-verbal) co-normed with WRAT and WRAT-E. Uses American spellings. | 4 to 85 | US norms | www.pearsonclinical.co.uk www.annarbor.co.uk/ www4.parinc.com |

| GUIDANCE – INTEREST | | | | | |
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| <i>Name and date of publication</i> | <i>Type</i> | <i>Description</i> | <i>Age range</i> | <i>Source</i> | <i>Publisher/distributor website</i> |
| Adult Directions, 2007 | Individual; Digital only | Generates job suggestions for adults based on personal choice. Supplies information for adults on issues re education and training. | Adult | UK | www.cascaid.co.uk |
| Adult Options Ireland, 2008/09 | Group; Digital only | CD giving access to 3 major careers programs: SkillCheck, Pathfinder+HE and Jobfile Lite (including Irish-specific information). | 14 to 19 | Irish and UK data | www.babcock-lifeskills.co.uk/ |
| Career Fit Series (CFS), 2012 | Group; Digital | Combined Occupational Interest and Aptitude Instrument that generates 16 optimal careers for the more practical student and adult. | 16 to 60+ | Criterion-referenced | www.etcconsult.com |
| Centigrade for Ireland, 2013 | Group; Digital | Indicates personal interests, qualities and broad abilities. Can be used in conjunction with Centigrade Articles database. | TY / Senior Cycle / Adult | UK | www.coa.co.uk |
| Careers Interest Inventory (CII) | Group | Provides information on students' educational goals, interest in school subjects and school-related activities, and in fields of work. Can be used with the DAT for guidance. | 7 to adult | UK | www.etcconsult.com/catalogue/career-interest-inventory-cii-manual/ |

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| EirQuest, 2013 | Group; Digital | Designed for students taking the Irish Leaving Certificate. Profile based on forty broad career areas. Can be used in conjunction with Cambridge Profile Aptitude Tests. | 14 to 17 | Irish | www.coa.co.uk/programmes-and-aptitude-tests/non-uk-tests/eirquest |
| MIDAS (for Teens), 2003 | Group; Digital | Multiple Intelligences Developmental Assessment Scales. A profile of intellectual development, activities, and propensities can be created. Uses American spellings. | 15 to 19 | US | www.miresearch.org |
| Career Interest Inventory, 2013 | Group; Individual; Digital version available | Results of the inventory provide insight into the relationship between interests, competencies and work styles. | 13+ | UK | https://teamfocus.co.uk |
| Self-Directed Search (Form R), 5 th edition | Group Individual | A self-administered, career interest inventory that assists the making of informed career decisions based on John Holland's theory. Uses American spellings. | 11 to 70 | US | www4.parinc.com |
| Self-Directed Search (Form E), 4 th Edition | Group, Individual | A self-administered, self-scored and self-interpreted vocational counselling tool and interest inventory that assists the making of informed career decisions based on Holland's theory. Form E features large print, simplified directions and a simplified scoring system. Only requires low reading competence. (RA 9 -10). Uses American spellings. | 15 to 72 | US | www4.parinc.com |

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| Strong Interest Inventory. Occupational scales updated 2012. | Group | Computer-scored, multi-choice questionnaire on 6 general occupational themes, interests and occupational scales, based on Holland's theory. | Post-primary | UK | www.cpp.com/products |
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GUIDANCE - RESOURCES

| <i>Name of Publication</i> | <i>Type</i> | <i>Description</i> | <i>Age range</i> | <i>Source of data</i> | <i>Publisher/distributor website</i> |
|------------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------|----------------------------------------------------------------|
| Careers Portal | Individual; website | This website provides a free Career Exploration Toolbox including an Interest Profiler. | Adolescent Adult | Irish data | www.careersportal.ie |
| PASS – Pupil Attitude to School and Self | Digital | This is a short self-evaluation survey that you can use to gain insight into attitudes that could be hindering achievement. It helps to detect possible barriers to learning, including issues around confidence, resilience, motivation, concentration, disaffection and alienation. | 4 – 18+ years | UK | www.gl-education.com |
| Qualifax Interest Assessment | Individual; website | Interest assessment on Qualifax, the national courses database of post-secondary education. | Adolescent / Adult | Irish data | www.qualifax.ie |

| OTHER ASSESSMENT INSTRUMENTS | | | | | |
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| <i>Name of Publication</i> | <i>Type</i> | <i>Description</i> | <i>Age range</i> | <i>Source of data</i> | <i>Publisher/distributor or website</i> |
| Profiling for Success: Learning Styles Indicator, 2003 | Individual, Digital | Results can be used by students to understand their own learning style and by teachers to use targeted strategies | 14 to adult | UK | www.profilingforsuccess.com |
| Special Needs Assessment Profile - Behaviour, Version 2, 2008 | Individual; Digital only | Profiling instrument identifies social, emotional and behavioural difficulties and provides practical strategies. Norms are not required. | 5 to 16 | Norms not required | www.hoddereducation.co.uk |