



Formal assessment instruments (including tests) approved for use in 2011/2012 for guidance and/or learning support in post-primary schools

This list is designed to serve as a guide for schools. While it is based on the most up-to-date information available in May 2011, it is not intended to be exhaustive. Neither is it a list of formal assessment instruments recommended for use in schools.

Schools should only use assessment instruments which they consider are suitable to meet the needs of their students. Practitioners are advised to contact the publisher for more detailed descriptive information of the instruments before making decisions regarding selection. The National Educational Psychological Service and the Institute of Guidance Counsellors may be in a position to provide advice about the appropriateness of certain assessment instruments.

Assessment should be used to gain a greater knowledge of student abilities and attributes in order to support learning and/or decision-making. It should be carried out in a planned way in accordance with the school's assessment policy, guidance plan, curriculum plans and student support measures.

The list is not prescriptive. Other assessment instruments which are not listed may also be selected if deemed suitable to meet students' needs. However, it should be noted that not all instruments available for schools include 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 instruments selected and to ensure that the versions chosen are up-to-date.

The following important points should be noted:

1. The use of assessment instruments in schools should be restricted to qualified guidance counsellors and to learning support and resource teachers with post-graduate qualifications in learning support /special educational needs or equivalent qualifications, i.e. to staff that are specifically trained in the selection, administration and interpretation of formal assessment instruments.
2. Decisions to use formal assessment instruments should always be made in accordance with the school's agreed approach to assessment and its assessment policy and they should be in line with subject and programme planning.
3. Care should be taken by schools to ensure that assessment is only undertaken for appropriate purposes. Test results are not definitive and the student's context should always be taken into consideration. The results of formal assessment should be used in conjunction with the outcomes of other assessment modes in planning interventions to meet students' individual needs.
4. Cognisance should be taken of the requirement on primary schools to implement standardised testing in English reading and Mathematics on an annual basis for all pupils at the end of first class OR beginning of second class AND the end of fourth class OR beginning of fifth class (Circular Letter 0138/2006). This first came into effect in 2007. Post-primary schools should make appropriate use of the results of these tests.
5. Qualified practitioners should take all reasonable precautions with formal assessment materials and records of assessment results. In this regard, the use of locked desks or files should be considered a minimum requirement in maintaining security.
6. School authorities must provide information concerning assessment practice in their schools to the Department when requested. For example, inspectors conducting whole school evaluations, subject inspections or programme evaluations may request information about assessment and the instruments used.
7. In using formal assessment instruments, schools and, in particular, qualified practitioners should pay due attention to the requirements of the current legislation particularly the Data Protection Acts 1998 and 2003 and the Department's Circular (Ref: Circular DPAdEd 3/89: Data Protection Act 1998).

<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>
<i>LITERACY</i>					
Access Reading Tests, 2006	Group; Digital version available	Wide-range assessment in four aspects of reading comprehension.	7 to 20+	British norms	www.hoddertests.co.uk
Adult Reading Test, 2004	Individual	Oral prose reading test (five passages) measuring reading accuracy, reading comprehension, reading speed and writing.	16 to 55	British norms	www.psychcorp.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.	11 - 13	British norms	www.gl-assessment.co.uk
Comprehensive Test of Phonological Processing, 2 nd edition, 1999	Individual	Uses thirteen orally delivered subtests to provide assessment of phonological skills	5 to 24	US norms	www.psychcorp.co.uk
Detailed Assessment of Speed of Handwriting, 2007	Group	Battery of 5 subtests including fine motor and precision skills, speed of reproducing symbols, speed alteration and free-writing competency .	9 - 16.11	British norms	www.psychcorp.co.uk
Detailed Assessment of Speed of Handwriting 17+, 2011	Group	Battery of 5 subtests including fine motor and precision skills, speed of reproducing symbols, speed alteration and free-writing competency .	17-25	British norms	www.psychcorp.co.uk
Diagnostic Reading Analysis, 2008, 2 nd edition	Individual	Oral reading test, including initial listening passage plus reading accuracy, comprehension and speed, designed for less able readers	7 to 16+	British norms	www.hoddertests.co.uk
Diagnostic Spelling Tests 3-5 Secondary - Adult, 2004	Group	Series of three overlapping spelling tests: Test 3 - 9 to 12; Test 4 - 11 to 14; Test 5 - 14 to 25+	9 to 25+	British norms	www.hoddertests.co.uk

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.	11.7 to 16+	British norms	www.hoddertests.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+	British norms	www.hoddertests.co.uk
Graded Word Spelling Test, 3 rd edition, 2006	Group	Assesses spelling attainment and progress.	5 to 18+	British norms	www.hoddertests.co.uk
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.academictherapy.com
Gray Oral Reading Tests - 4th edition, 2001	Individual	Provides scores in accuracy, rate, fluency and comprehension as well as an Oral Reading Quotient to diagnose oral reading difficulties. Uses American spellings.	7 to 18	US norms	www.psychcorp.co.uk ; www.academictherapy.com
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.academictherapy.com www.psychcorp.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	9.0 to 16+	British norms	www.hoddertests.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.	9.5 TO 16+	British norms	www.hoddertests.co.uk
Hodder Oral Reading Tests, 2006	Individual	Provides separate measures of single word reading, sentence reading and	5 to 15+	British norms	www.hoddertests.co.uk

		reading speed.			
Neale Analysis of Reading Ability - 2 nd revised edition, 2000	Individual	Based on a series of short narratives, provides summative measures of reading accuracy, comprehension and rate, as well as diagnostic profile.	5 to 13	British norms	www.gl-assessment.co.uk
New Group Reading Test 3 rd edition, 2010	Group	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	British norms	www.gl-assessment.co.uk
Non-word Reading Test, 2004	Individual	Test of phonological decoding to assess word reading skills and functional literacy.	6 to 16	British norms	www.hoddertests.co.uk
Parallel Spelling Tests, 2 nd edition, 1998	Group	Designed to chart children's progress in spelling.	6 to 13	British norms	www.hoddertests.co.uk
Phonological Assessment Battery, 1997	Individual	A battery of ten sub-tests measuring phonological processing skills.	6 to 15	British norms	www.gl-assessment.co.uk
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	British norms	www.gl-assessment.co.uk
Single Word Spelling Test, 2001	Group; Digital version available	Covers everyday vocabulary including high-frequency words presented in a sentence context	6 to 14	British norms	www.gl-assessment.co.uk
Test of Handwriting Skills – Revised, 2007	Group	Untimed, clinical, standardised assessment of handwriting ability for both manuscript and cursive styles.	6 to 18-11	US norms	www.academictherapy.com
Test of Reading Comprehension -4	Group	Silent reading comprehension test with 5 subtests – relational vocabulary, sentence completion, paragraph construction, text comprehension and contextual fluency – used to form a composite reading comprehension index. Uses American spellings.	7 to 17-11	US norms	www.academictherapy.com
Test of Silent Contextual Reading Fluency, 2006	Group	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.psychcorp.co.uk www.proedinc.com

Test of Silent Word Reading Fluency, 2004	Group	Measures timed recognition of printed words by presenting rows of words without spacing. Uses American spellings.	6 to 18	US norms	www.psychcorp.co.uk www.proedinc.com
Test of Word Reading Efficiency, 1999	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.psychcorp.co.uk www.proedinc.com
Wechsler Individual Achievement Test - UK for Teachers, 2006	Individual (Group – spelling only)	Provides normed assessment in untimed single word accuracy, reading comprehension, reading speed and single word spelling.	6 to 16-11	British norms	www.psychcorp.co.uk
Wordchains, 1999	Group	Timed test of word-level reading using the 'splitting up' of invented compound words; includes 'Letterchains' to measure visual search and character recognition.	7 to adult	British norms	www.gl-assessment.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.yarc.co.uk)	12-16	British norms	www.gl-assessment.co.uk
<i>SPECIFIC LEARNING DIFFICULTIES</i>					
Dyscalculia Screener, 2003	Individual; Diagnostic; Digital only	Screening instrument to identify dyscalculia and maths difficulties.	6 to 14	British norms	www.gl-assessment.co.uk
Dyslexia Adult Screening Test, 1998	Individual; Diagnostic	Screening instrument with eleven sub-tests to identify dyslexia and other learning difficulties.	16 to adult	British norms	www.psychcorp.co.uk
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)	6-16	British norms	www.gl-assessment.co.uk
Dyslexia Screener, 2003	Individual; Diagnostic; Digital only	Six subtests (ability, attainment and diagnostic) designed to help identify students with dyslexic tendencies.	4 to 16+	British norms	www.gl-assessment.co.uk

Dyslexia Screening Test - Secondary, 2004	Individual; Diagnostic	Battery of thirteen subtests to identify students at risk of dyslexia.	11 to 16	British norms	www.psychcorp.co.uk
Lucid Adult Dyslexia Screener, 2002	Individual; Digital only	Screening test of phonological processing, working memory and lexical access to identify dyslexia.	16 to adult	British norms	www.lucid-research.com
Lucid Assessment System for Schools-Secondary, 1999	Individual; Digital only	Assessment of visual memory, auditory-verbal memory, phonic skills, phonological skills, single word and sentence reading, spelling and reasoning.	11 to 15	British 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.hoddertests.co.uk ; www.snapassessment.com
<p>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.)</p>					
Access Mathematics Test – 2, 2008	Group; Digital version available	Standardised maths assessment across a wide ability range. Minimal reading demands. Parallel forms and Scorer/Profiles CD-ROM available.	11 to 16+	British norms	www.hoddertests.co.uk
Mathematics Assessment for Learning and Teaching: Stage 3, 2009	Group; Digital version available	Provides dual formative-summative assessment of mathematical attainment.	11 to 15.5	British norms	www.hoddertests.co.uk
Mathematics Competency Test, 1995	Group	Measures and profiles mathematics skills including using and applying maths, number and algebra, space and shape, and handling data.	12 to 16	British norms	www.hoddertests.co.uk
Progress in Maths Series (12, 13 and 14), 2004	Group; Digital version available	Standardised, diagnostic tests to specific strengths and needs in maths.	12, 13 or 14	British norms	www.gl-assessment.co.uk

GENERAL ABILITY (The purchase and administration of many of these assessment instruments require specific qualifications.)

British Picture Vocabulary Scale – 3 rd edition, 2009	Individual; Verbal	Picture-based test of receptive (aural) vocabulary to measure the extent of the acquisition of English vocabulary.	3 to 16	British norms	www.gl-assessment.co.uk
Cognitive Abilities Test - 3rd ed., 2003 (CAT3)	Group; Digital version available	Measures three principal areas of reasoning – verbal, non-verbal and numerical – as well as an element of spatial ability.	7 to 17+	Irish norms downloadable from: www.edev.ie	www.gl-assessment.co.uk
Drumcondra Reasoning Test, 1998	Group	Provides assessment of verbal reasoning and numerical ability for students in transition between primary and post-primary schooling, or in the early years of post-primary (parallel forms available).	1st and 2nd year students	Irish norms by year	www.erc.ie
Naglieri Non-Verbal Ability Test, 1997	Group	Language-free and culture-fair test of non-verbal reasoning and general problem-solving ability.	5 to 17	British norms	www.psychcorp.co.uk
Non-Reading Intelligence Tests, Level 3, 1989	Group	Comprises four verbal reasoning subtests, all of which are presented orally but does not include any evaluation of non-verbal or processing speed skills. N. B. The NRIT is not a suitable general screening instrument on entry to second level.	up to 13-11	British norms	www.hoddertests.co.uk
Non-Verbal Reasoning Tests, 1993	Group; Digital version available	Tests ability to recognise similarities, analogies and patterns in unfamiliar designs independent of language skills	5 to 14	British norms	www.gl-assessment.co.uk
Raven's 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. The Mill Hill Vocabulary Scales measures verbal ability and can be administered orally and answered verbally.	7 to 18	British norms	www.psychcorp.co.uk
Spatial Reasoning Test, 2002	Group	Designed to identify visual-spatial abilities; word-free and non-culturally specific.	6 to 14	British norms	www.gl-assessment.co.uk

Verbal Reasoning	Group; Digital version available	Uses tests of vocabulary, verbal analogies, logical reasoning and symbol manipulation to assess ability to acquire new concepts.	5 to 13	British norms	www.gl-assessment.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.psychcorp.co.uk ; www.annarbour.co.uk www4.parinc.com
OTHER ASSESSMENTS					
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 to 90+	British norms	www.pearsonassessment.com
Lindamood Auditory Conceptualization Test — 3 rd edition, 2004	Individual	Measures ability to perceive and conceptualize 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: Listening Comprehension and Oral Expression Scales, 1999	Individual	Provides assessment of receptive and expressive language with no reading or written responses required.	3 to 21	British norms	www.pearsonassessment.com
Special Needs Assessment Profile-Behaviour, Version 2, 2008	Individual; Digital only	Profiling instrument identifies social, emotional and behavioural difficulties and provides practical strategies.	5 to 16	n/a	www.hoddertests.co.uk ; www.snapassessment.com
COMPILATION (Please note that the instruments listed here consist of literacy <u>and</u> maths assessments and sometimes other areas.)					
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	www.psychcorp.co.uk ; www.annarbour.co.uk
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	5 to 35	US norms	www.psychcorp.co.uk ; www.annarbour.co.uk

		WRIT. Uses American spellings.			
Woodcock-Johnson III Tests of Achievement Form C / Brief Battery, 2007	Individual	Battery of 9 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.riversidepublishing.com
GUIDANCE - APTITUDE					
Cambridge Profile Aptitude Tests (no publication date available)	Group	8 subtests: Verbal Reasoning, Numerical Reasoning, Abstract Reasoning , 2D Spatial Reasoning, 3D Spatial Reasoning, Arithmetic Calculation, Working Quickly and Accurately and Spelling.	Post-primary	Irish norms	www.coa.co.uk
Differential Aptitude Test for Schools (DATS) – Guidance, Form T, 1997	Group	8 subtests: verbal reasoning, abstract reasoning, perceptual speed + accuracy, mechanical reasoning, space relations, spelling + language usage.	Pre-Junior Certificate to Leaving Certificate	Irish norms	www.erc.ie
GUIDANCE – INTEREST					
Adult Directions, 2007	Individual; Digital only	Generates job suggestions for adults based on personal choice. Also supplies information for adults on issues relating to 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)	14-19	Irish and British data	www.babcock-lifeskills.com
Career Interest Inventory, 2003 (CII)	Group; Digital version available	Identifies areas for possible consideration – further training and careers. Can be used in conjunction with DATS.	Post-primary / Adult	UK	www.psychcorp.co.uk

Centigrade for Ireland, 2008	Group; Digital	Indicates personal interests, qualities and broad abilities. Can be used in conjunction with Centigrade Articles data base."	TY / Sr Cycle / Adult	UK	www.coa.org.uk
EirQuest, 2008	Group; Digital	This programme, adapted for Ireland, is based on 200 questions and is suitable for assessing career interest areas. Can be used in conjunction with Cambridge Profile Aptitude Tests."	14 - 17	Irish version available	www.coa.org.uk
MIDAS (for Teens), 2003	Group; Digital	Multiple Intelligences Developmental Assessment Scales: 30 minute questionnaire from which a profile of individual's intellectual development, activities, and propensities can be created. Uses American spellings.	15 to 19	US	www.miresearch.org
Prevue Assessment, 2000	Individual; Digital version available	Measures abilities, interests and personality in one test. Available in hardcopy, CD or web-based.	Sr Cycle / Adult	UK	www.aqr.co.uk
Profiling for Success Career Interest Inventory (no publication date available)	Group; Digital version available	Results of the inventory provide insight into the relationship between interests, competencies and work values.	Adolescent / Adult	UK	www.profilingforsuccess.com
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
Self-Directed Search (Form R), 4 th edition, 1994	Group	A self-administered, self-scored and self interpreted vocational counselling tool and interest inventory that assists the making of informed career decisions. Uses American spellings.	Post-Junior Certificate/ Adult	US	www4.parinc.com www.chroniceguidance.com
Self-Directed Search (Form E),	Group	A self-administered, self-scored and self-interpreted vocational counselling tool and interest inventory that assists the making of informed career decisions. Form E features large print, simplified directions and a simplified scoring system. Only requiring low reading	Post-Junior Certificate/ Adult	US	www4.parinc.com www.chroniceguidance.com

		competence (RA 9-10). Uses American spellings.			
Strong Interest Inventory, 2007	Group	Computer-scored, multi-choice questionnaire on 6 general occupational themes, interests and occupational scales.	Post-primary	UK	www.opp.eu.com
Vocational Interest Exploration System (VIE), 2004	Individual; Digital	Questionnaire allows individuals to explore and state job interests and preferences which can then be matched to specific occupations. Uses American spellings.	Adolescent / Adult	US	www.mccarrondial.com
<i>Resources below are free to access</i>					
Career Directions, 2000	Individual; website	FAS-created website to view all careers and to indicate possible career options based on interests and qualifications.”	Adolescent / Adult	Irish data	www.careerdirections.ie
Careers Portal	Individual; website	This website, developed by Durrow Communications, provides a free Career Exploration Toolbox including an Interest Profiler.	Adolescent / Adult	Irish data	www.careerportal.ie
Qualifax Interest Assessment, 2008	Individual; website	Interest assessment on Qualifax, the national database of third level / FE courses, with links to education / training	Adolescent / Adult	Irish data	www.qualifax.ie