Educational Assessments
for schools in Ireland
2017/18
THE LEADING PROVIDER OF
FORMATIVE ASSESSMENTS TO
UK AND IRISH SCHOOLS FOR
OVER 35 YEARS

Supporting you in achieving
collective outcomes for every student

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AWARDS AND PARTNERS

[Logos of various award-winning organizations]
One goal we at GL Assessment share with the schools we work with is our aim to ensure every child is given the opportunity to succeed in learning, regardless of their starting point and their potential.

That’s a real challenge for assessment in the classroom, particularly to ensure any assessment programme contributes to the National Strategy to improve Literacy and Numeracy. At GL Assessment, our aim is to help you meet that challenge.

At GL Assessment we focus on effective baselining, helping you set appropriate targets based on pupils’ strengths and weaknesses. Our subject assessments provide detailed data to help you benchmark pupils against different classes and schools.

Importantly, we also have a range of assessments to help uncover barriers to learning: whether that means engagement and confidence in learning or learning difficulties like dyslexia or working memory.

Each of our assessments generates dependable, easy-to-use reports for teachers, senior leaders, pupils and parents. We do the marking and the number-crunching so you can concentrate on putting the results to use in the classroom.

We would love to tell you more about our assessments and share what we have learnt from working with schools for over 35 years. Whether you have questions to ask us, or just want to learn more about what we provide, do get in touch, you’ll find contact details for Rebecca Garven, your Assessment Consultant, on the previous page.

Greg Watson
Chief Executive, GL Assessment

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Full terms and conditions can be found on our website gl-assessment.ie.
The challenges facing schools revolve around giving every child the opportunity to succeed in learning, regardless of their background.

With the kind of knowledge you would expect from 35 years’ educational experience we believe our assessments can provide the solutions.

Challenge for schools in Ireland

The role of standardised assessment and the use of high quality data and progress tracking are important to schools in Ireland. It is therefore vital to adopt an assessment plan that enables you to measure progress, track the value of interventions and communicate findings to stakeholders.

Solution

Our standardised assessments can help you meet these challenges in primary and post-primary. They satisfy the requirements of the National Strategy to improve Literacy and Numeracy and the majority are included on the Department of Education and Skills most recent list of ‘Formal assessment instruments’.
Supporting students with Special Educational Needs is vital to the performance of schools and pupils. Screening and knowing when intervention is required is a must.

We at GL Assessment are proud to bring you our award-winning SEN Assessment Toolkit, which includes a range of assessments and diagnostic tests. We offer more support for schools and SENCos than ever before to ensure you’ve got the tools you need to help identify and support pupils with barriers to learning.

With social, mental, physical and emotional wellbeing having such a big focus in the new Framework for Junior Cycle, it is important for schools to ensure they are offering learning opportunities to enhance the wellbeing of their students and supporting them in developing their life skills.

To ensure you’re offering a broad approach to assessment – and one which is focused on mental health and wellbeing – GL Assessment provides schools with a Pupil Attitudes to Self and School survey. This can quickly offer an insight into your pupils’ mindset, which can otherwise be difficult to gain.

In recent years, research, theory and practice in teaching and learning have highlighted more specifically how the teacher can use assessment to make learning more enjoyable, more motivating, and more successful for each child.

National Council for Curriculum and Assessment (NCCA)
POST-PRIMARY ASSESSMENT PACKAGE

Supporting you in monitoring and assessing your 1st year pupils.

This package combines the Cognitive Abilities Test 4: Irish Edition (CAT4)® Level E, Progress Test in Maths (PTM)® Level 11T, Pupil Attitudes to Self and School (PASS)® survey and the New Group Reading Test (NGRT)® Form A, B and C. This means schools can use a range of assessments in both paper or digital format.

WITH THIS PACKAGE, SCHOOLS CAN:

- Receive data on a pupil’s verbal, non-verbal, spatial and quantitative abilities with CAT4
- Identify barriers to learning early during a pupil’s first year in post-primary with PASS
- Assess and monitor a pupil’s reading attainment and progress with NGRT and their attainment in maths with PTM

HOW DOES IT WORK?

Below is an example of a typical assessment cycle:

CAT4 can be used before or on entry to post-primary to understand each pupil’s potential and learning preferences, followed by NGRT/PTM on entry to post-primary - up until the end of 1st term. Once the pupils have been in post-primary for around 6-8 weeks PASS can then be administered to identify any potential barriers to learning, possibly highlighted from mismatched CAT and attainment test results.

NGRT and PASS can be re-administered later in the year to measure progress in reading, and the effect of any interventions respectively.
AVAILABLE PACKAGES

There is a choice of three packages:

PRODUCTS INCLUDED

DIGITAL PACKAGE

<table>
<thead>
<tr>
<th>Ire Digital 1</th>
<th>CAT4 Level E, NGRT A, B &amp; C, PTM 11T and PASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ire Digital 2</td>
<td>CAT4 Level E, NGRT A, B &amp; C, PTM 11T</td>
</tr>
<tr>
<td>Ire Digital 3</td>
<td>CAT4 Level E, NGRT A, B &amp; C</td>
</tr>
</tbody>
</table>

CAT4 PAPER & DIGITAL PACKAGE

<table>
<thead>
<tr>
<th>Ire CAT Paper 1</th>
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<td>Ire CAT Paper 2</td>
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</tr>
<tr>
<td>Ire CAT Paper 3</td>
<td>CAT4 Level E, NGRT A, B &amp; C</td>
</tr>
</tbody>
</table>

VAT, where applicable, is not included. CAT4 books not included.

PACKAGE 1

Includes CAT4 Group report for teachers, Individual student report for teachers and Parent reports;
NGRT: three applications for use termly, a Group report, an Individual Student report for teacher and a Group Progress report; PTM: a Group report for teachers and an Individual Student report for teachers; PASS Group and Individual reports.

PACKAGE 2

Includes CAT4 Group report for teachers, Individual student report for teachers and Parent reports;
NGRT: three applications for use termly, a Group report, an Individual Student report for teacher and a Group Progress report; PTM: a Group report for teachers and an Individual Student report for teachers.

PACKAGE 3

Includes CAT4 Group report for teachers, Individual student report for teachers and Parent reports;
NGRT: three applications for use termly, a Group report, an Individual Student report for teacher and a Group Progress report.

✓ NGRT is fully adaptive, user friendly and links with the National Literacy Strategy
✓ PTM helps schools satisfy the aims of the National Numeracy Strategy
✓ Evidence from PASS will prove invaluable in SSE.

We immediately got a snapshot of how our incoming 1st years are performing in both reading and maths. Combining this information with information from the Primary feeder schools has been invaluable in helping us develop Learning Support English and maths classes for September.

Roger Elvin, Special Education Needs Co-Ordinator, Royal and Prior school, Raphoe, Co. Donegal
COGNITIVE ABILITIES TEST 4: IRISH EDITION AND CAT4 YOUNG LEARNERS (CAT4 YL)

Our best-selling test provides the perfect tool for identifying pupils’ developed ability and likely academic potential.

David F Lohman & Pauline Smith

CAT4 identifies strengths and weaknesses across four areas:

- VERBAL REASONING
- NON-VERBAL REASONING
- QUANTITATIVE REASONING
- SPATIAL REASONING

HOW CAN I USE THE DATA?

- Understand each pupil’s potential and learning preferences
- Establish a baseline for ability at key points in both primary and post-primary
- Identify the most able pupils and their specific needs as well as those pupils who may need additional learning support
- Establish challenging yet achievable targets for every pupil
- Use the data to provide context for attainment
- To help when making subject choices

QUICK GUIDE

AGE RANGE:
6-17+ years

SUITABLE FOR:
Teachers, Guidance Counsellors, Learning Support Teachers and SENCos

TEST DURATION:
CAT4 YL 60 minutes
CAT4 135 minutes

TEST FORMAT:
CAT4 YL Paper
CAT4 Digital and Paper

We have found CAT4 to be fantastic. It gives us a comprehensive overview of each student’s areas of strengths and weaknesses, as well as individual scores for different areas of intellectual potential. We can immediately identify students who are having difficulties and where those difficulties lie, and this, in turn, informs our IEPS.

Mary Everard, Assistant Principal, Dunshaughlin Community College, Co. Meath

<table>
<thead>
<tr>
<th>CAT4 Level</th>
<th>Standardised Age Group</th>
<th>Target Year Group</th>
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</thead>
<tbody>
<tr>
<td>X – Young Learners</td>
<td>6:00–7:11</td>
<td>1st Class</td>
</tr>
<tr>
<td>Y – Young Learners</td>
<td>7:00–8:11</td>
<td>2nd Class</td>
</tr>
<tr>
<td>A</td>
<td>7:06–9:11</td>
<td>2nd or 3rd Class</td>
</tr>
<tr>
<td>B</td>
<td>8:06–10:11</td>
<td>3rd or 4th Class</td>
</tr>
<tr>
<td>C</td>
<td>9:06–11:11</td>
<td>4th or 5th Class</td>
</tr>
<tr>
<td>D</td>
<td>10:06–12:11</td>
<td>5th or 6th Class</td>
</tr>
<tr>
<td>E*</td>
<td>11:06–13:11</td>
<td>End of 6th Class and Early 1st Year</td>
</tr>
<tr>
<td>F*</td>
<td>12:06–15:11</td>
<td>2nd or 3rd Year</td>
</tr>
<tr>
<td>G*</td>
<td>14:06–17:00+</td>
<td>4th or 5th Year</td>
</tr>
</tbody>
</table>

*with Irish norms. Levels E, F and G are only sold to post-primary schools
REPORTS

The reports allow you to communicate CAT4 test outcomes clearly with pupils, parents and teaching colleagues.

Digital customers’ reports are available immediately, and paper customers can receive their reports by signing up to our Scoring and Reporting Service.

FOR SENIOR MANAGEMENT

Reports provide detailed analysis, e.g. by SEND, EAL and other customisable categories. This makes them ideal for planning and target setting.

FOR PUPILS

Pupils can make use of individual reports, understanding how they learn; where their strengths lie; and areas they can work on.

TYPES OF REPORT INCLUDE:

- Group report for teachers
- Individual pupil report for teachers, pupils and parents

The scattergraph from the Individual report for teachers allows a visual representation of where each child sits in the seven broad categories of preferences for learning.

> To see sample reports, case studies, digital demo and more visit gl-assessment.ie/cat4

**CAT4 is used with 3rd Classes every year in Scoil Ide as a screening test. We then compare individual ability and attainment scores to ensure each child is working to their potential. CAT4 helps us plan for individualised learning. The individual report provides a valuable insight for parents also. Children enjoy the online aspect of the test.**

Peter Long, Principal, Scoil Ide Primary School, Limerick

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### Scores

<table>
<thead>
<tr>
<th></th>
<th>No. of questions attempted</th>
<th>SAR</th>
<th>GR (95%)</th>
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<tbody>
<tr>
<td>Overall</td>
<td>4548</td>
<td>127</td>
<td>92</td>
</tr>
<tr>
<td>Quantitative</td>
<td>3918</td>
<td>127</td>
<td>92</td>
</tr>
<tr>
<td>Individual</td>
<td>4548</td>
<td>127</td>
<td>92</td>
</tr>
<tr>
<td>Total</td>
<td>3918</td>
<td>127</td>
<td>92</td>
</tr>
</tbody>
</table>

**Profile summary**

The analysis of CAT4 scores allows all students to be assigned a profile, that is they are assigned a combination of seven broad descriptors of their preferences for learning. The individual profile and Total profile take into account the CAT4 results and the profile is expressed as a list, ordered from strongest to weakest.

The scatter diagram shows Lauren’s profile, which is indicated by the coloured band.

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The Group report for teachers is available in a PDF and Excel® version so that further analysis can be carried out.
VERBAL REASONING & NON-VERBAL REASONING

Assess verbal and non-verbal reasoning abilities in students age 8–14 years, or from as young as 5 with our Reasoning 5–7 Test Series.

GL Assessment and National Foundation for Educational Research

Verbal Reasoning measures a student’s ability to engage with language, while Non-Verbal Reasoning involves no reading, and assesses thinking in terms of images.

HOW CAN I USE THE DATA?

• Help identify the potential for students with limited reading skills and EAL
• Gain an insight into students’ ability to help inform teaching strategies

REPORTS

• Reports represent each student’s verbal and non-verbal ability, supporting communication with teaching colleagues, parents, and inspectors
• Digital users gain instant access to reports
• Paper users can use our Scoring and Reporting Service

Reports also compare student results by criteria including gender and ethnicity. Schools can also add two criteria of their own choice, such as EAL.

QUICK GUIDE

AGE RANGE:
8–14 years
(Reasoning 5–7 is for 5–7 years)

SUITABLE FOR:
Teachers, Learning Support Teachers and SENCos

TEST DURATION:
40–50 minutes

TEST FORMAT:
Digital and Paper

Better understand a pupil’s abilities and learning profile from an early age with Reasoning 5–7

Non-Verbal Reasoning used with Assessment of Comprehension and Expression 6–11, helps us to paint a clear picture of the barriers that may be preventing pupils from achieving their potential.

Eiven Shanahan, Scoil Bhride BNS, Blanchardstown
BASELINE® AND BASELINE PROGRESS

Fully-standardised baseline assessments to measure pupil progress in the first year of primary school.

GL Assessment

Child-friendly, reliable assessment of three key areas:
• Literacy
• Language and communication
• Mathematics

The assessments are on tablets, in three, picture-based sections, with no reading required.

HOW CAN I USE THE DATA?
• To benchmark as children enter school (Baseline)
• To measure progress at the end of their first year in school (Baseline Progress)
• Combine with teachers’ judgements to create a picture of a pupil’s progress
• Inform teaching and learning with reports
• Communicate with teaching staff and parents

THE REPORTS

Group report for teachers:
• Showing the full range of standard scores (Baseline and Baseline Progress)
• Individual report for teachers and parents (Baseline only)
• Including assessment outcomes and interpretation of results

Already we have identified 3–4 children in each class who are starting early intervention on language related work. It’s great to have actual figures rather than just assumptions.

Peter Long, Principal, Scoil Ide Primary School, Limerick

There is a group report available giving you a broad overview, as well as an individual report for both teachers and parents. The information shown in each is tailored to the audience.

QUICK GUIDE

AGE RANGE: 4–5 years
SUITE FOR: Teachers and Teaching Assistants
TEST DURATION: 25 minutes
TEST FORMAT: Digital (on a tablet)
THE PROGRESS TEST SERIES®

A series to support schools in meeting new assessment standards.
The Progress Test Series is standardised against data from 85,000 students in the UK, and provides a reliable way to benchmark attainment and track progress in English and maths.

PROGRESS TEST IN ENGLISH (PTE)®

National Foundation for Educational Research

A multifaceted tool for assessing, tracking and improving students’ progress in English, from ages 5–14.

PTE tests core English skills year-on-year:
- Phonics (if required)
- Spelling
- Grammar
- Punctuation
- Comprehension

HOW CAN I USE THE DATA?
- Identify strengths and weaknesses for individuals and groups of students
- Highlight students who need additional support, or extension work
- Benchmark attainment
- Monitor progress in English year-on-year
- Evaluate teaching and learning strategies
- Communicate with parents, students and teaching colleagues

<table>
<thead>
<tr>
<th>PTE/PTM Level</th>
<th>Age of year group</th>
<th>Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5</td>
<td>5–6</td>
<td>Senior Infants</td>
</tr>
<tr>
<td>Level 6</td>
<td>6–7</td>
<td>1st Class</td>
</tr>
<tr>
<td>Level 7</td>
<td>7–8</td>
<td>2nd Class</td>
</tr>
<tr>
<td>Level 8</td>
<td>8–9</td>
<td>3rd Class</td>
</tr>
<tr>
<td>Level 9</td>
<td>9–10</td>
<td>4th Class</td>
</tr>
<tr>
<td>Level 10</td>
<td>10–11</td>
<td>5th Class</td>
</tr>
<tr>
<td>Level 11</td>
<td>11–12</td>
<td>6th Class</td>
</tr>
<tr>
<td>Level 12</td>
<td>12–13</td>
<td>1st Year</td>
</tr>
<tr>
<td>Level 13</td>
<td>13–14</td>
<td>2nd Year</td>
</tr>
<tr>
<td>Level 14</td>
<td>14–15</td>
<td>3rd Year</td>
</tr>
</tbody>
</table>

Scores for the group (by standard age score)

The Group report for teachers shows reliable standardised data on group and individual performance.
PROGRESS TEST IN MATHS (PTM)®

Mathematics Assessment Resource Service (MARS) – Nottingham University

The perfect tool for schools to assess progress and raise standards in maths, from ages 5–14.

**PTM** assesses two dimensions of maths learning:
- Mathematical content knowledge
- Understanding and applying mathematical processes (including reasoning and problem solving)

**HOW CAN I USE THE DATA?**
- Identify strengths and weaknesses for individuals and groups of students
- Highlight students who need additional support, or extension work
- Benchmark attainment
- Monitor progress in maths year-on-year
- Evaluate teaching and learning strategies
- Communicate with parents, students and teaching colleagues

**REPORTS FOR THE PROGRESS TEST SERIES**

The **PT Series** provides comprehensive reporting tailored to parents, teachers and students.

Digital users benefit from instant reporting.

For paper users, reports are included in the price and arrive via our **Scoring and Reporting Service**.

**REPORTS IN THE PT SERIES INCLUDE:**
- Group report for teachers
- Excel® report
- Individual report for teachers
- Individual report for parents

Reports available for the PT Series:
- Group report for teachers (PDF & Excel)
- Individual report for teachers
- Individual report for parents

This gives excellent information regarding areas of strength and also areas of improvement required not only for a specific class group, but also for an individual. This information can provide invaluable to staff in the maths department.

Michelle Carr, Maths Teacher, Royal and Prior School, Raphoe, Co. Donegal
NEW GROUP READING TEST (NGRT)®

Standardised assessment of reading ability and progress for ages 5–16 years.

National Foundation for Educational Research

A clearly structured termly test that assesses reading, comprehension, and, if needed, phonic awareness, the New Group Reading Test is an invaluable tool for assessing literacy. New Group Reading Test Digital is adaptive, allowing the difficulty to adjust based on students’ answers.

Testing is in two parts:
- Sentence completion (measuring decoding and some comprehension)
- Passage comprehension (measuring a range of comprehension skills)

HOW CAN I USE THE DATA?
- Benchmark reading ability for individual students, year groups and classes
- Provide evidence of progress to help achieve the targets laid down in the National Literacy Strategy
- Identify students who may need additional testing or diagnosis for specific literacy difficulties
- Evaluate pre- and post-intervention to measure impact

Using CAT4 and NGRT enables us to identify students who may not be reaching their potential in reading and allows us to carry out further diagnostic testing to see if there is a specific learning difficulty. The NGRT also informs our literacy for learning and life strategy.

Mary Everad, Assistant Principal, Dunshaughlin Community, Co. Meath

QUICK GUIDE

AGE RANGE:
- Paper 5–16 years
- Digital 7–16 years

SUITABLE FOR:
- Teachers, Learning Support Teachers, Guidance Counsellors, Literacy Co-ordinators and SENCo's

TEST DURATION:
- Digital: 30 minutes
- Paper: 45–50 minutes

TEST FORMAT:
- Digital and Paper
REPORTS

A range of instant reports with graphs to clearly show progress allowing you to build a full picture of students’ reading and comprehension skills. These include:

- **Group report for teachers:**
  Includes Standard Age Scores and highlights wide discrepancies that may need special attention

- **Progress report**
  This shows the level of progress made between two tests (coming in 2018 – a Progress report between three points of progress)

- **Individual report for teachers (digital):**
  Offers a detailed analysis for individual students across the skills tested

Digital reports are available immediately.

Paper reports require sign-up to our Scoring and Reporting Service.

### When used with New Group Spelling Test (page 13), you can assess reading and spelling in under an hour. Discounts are available when purchased together.

### Attainment and Progress

<table>
<thead>
<tr>
<th>NGRT Level</th>
<th>Standardised Age Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1A/1B</td>
<td>5:00–7:09</td>
</tr>
<tr>
<td>Test 2A/2B</td>
<td>6:00–10:05</td>
</tr>
<tr>
<td>Test 3A/3B</td>
<td>9:00–14:05</td>
</tr>
<tr>
<td>Test 4A/4B</td>
<td>13:00–17:05</td>
</tr>
</tbody>
</table>

In the Group report for teachers, scores for sentence completion (SC) and passage comprehension (PC) are shown.

See sample reports, case studies, a digital demo and more at gl-assessment.ie/ngrt

NGRT Group Data

<table>
<thead>
<tr>
<th>Student name</th>
<th>Age at test (months)</th>
<th>SAS</th>
<th>SAS (95% confidence limits)</th>
<th>SAS difference</th>
<th>Progress category</th>
<th>Overall Scores</th>
<th>NPI</th>
<th>Reading Ability Scale</th>
<th>Reading age</th>
<th>Reading age confidence band</th>
<th>NC reading level</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ben Amosco</td>
<td>11.06</td>
<td>112</td>
<td></td>
<td></td>
<td>Above average</td>
<td>7</td>
<td>79</td>
<td>309</td>
<td>174</td>
<td>13.3</td>
<td>13.0</td>
<td>AA</td>
</tr>
<tr>
<td></td>
<td>12.06</td>
<td>114</td>
<td></td>
<td></td>
<td>Above average</td>
<td>7</td>
<td>82</td>
<td>380</td>
<td>175</td>
<td>13.7</td>
<td>13.0</td>
<td>SC</td>
</tr>
<tr>
<td>Charlene Bell-Agins</td>
<td>11.07</td>
<td>128</td>
<td></td>
<td></td>
<td>Average</td>
<td>9</td>
<td>97</td>
<td>420</td>
<td>175</td>
<td>15.4</td>
<td>15.0</td>
<td>SC</td>
</tr>
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<td></td>
<td>12.05</td>
<td>140</td>
<td></td>
<td></td>
<td>Average</td>
<td>9</td>
<td>99</td>
<td>476</td>
<td>176</td>
<td>15.7</td>
<td>15.0</td>
<td>SC</td>
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<td>Kate Bell</td>
<td>11.06</td>
<td>115</td>
<td></td>
<td></td>
<td>Average</td>
<td>7</td>
<td>84</td>
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<td>95</td>
<td>490</td>
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<td>15.9</td>
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<tr>
<td>Daron Callaghan</td>
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<td>Average</td>
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<td>17.0</td>
<td>SC</td>
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</tbody>
</table>

See sample reports, case studies, a digital demo and more at gl-assessment.ie/ngrt

NGRT Digital Group progress report for teachers

In the Group report for teachers, scores for sentence completion (SC) and passage comprehension (PC) are shown.
NEW GROUP SPELLING TEST (NGST)

New for Autumn 2017, digital adaptive spelling tests for students age 6-14+.

All questions from the new adaptive New Group Spelling Test are delivered via audio.

HOW SHOULD I APPLY THE NEW GROUP SPELLING TEST?

- Evaluate spelling ability once per term with three forms to support termly testing
- Inform teaching strategies

The New Group Spelling Test is in two sections:
Section 1 - tests five or six spelling rules.
Section 2 - tests a variety of different spelling rules using sentence completion tasks.

REPORTS

The New Group Spelling Test will contain the following reports:

- Group report for teachers (PDF and Excel®)
- Individual student report for teachers (PDF and Excel®)
- Cluster Report (PDF and Excel®)
- Progress report (PDF and Excel®) - this will show you the level of progress made between two tests (coming in 2018 - a Progress report between three points of progress)

HOW CAN I USE THE NEW GROUP SPELLING TEST WITH THE NEW GROUP READING TEST?

- You can choose to compare spelling and reading together
- Cross report combining and comparing group scores from both tests - SAS, stanine and age equivalent scores

From 2018 there will also be a Cross Individual report for teachers available.

Available autumn 2017!

When used with New Group Reading Test (page 12), you can assess reading and spelling in under an hour. Discounts are available when purchased together.
MIDDLE INFANT SCREENING TEST (MIST) AND FORWARD TOGETHER

A comprehensive screening, diagnostic and recovery package.

Sybil Hannavy

**MIST** and **Forward Together** is a well-established and highly effective screening and intervention programme, with a focus on reading, writing and listening skills. The programme now includes a new **Forward Together** photocopiable binder, enabling even greater flexibility of interventions at home and at school, and accompanying updated commentary in the Teacher’s Guide.

**HOW CAN I USE THE DATA?**

- To support achieving targets laid down in the National Literacy Strategy
- Identify early literacy difficulties and learning strategies
- Support pupils with a recovery programme to enhance progress in reading and writing
- Help raise pupil confidence and self-esteem

**QUICK GUIDE**

<table>
<thead>
<tr>
<th>AGE RANGE</th>
<th>5–6 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUITABLE FOR</td>
<td>Class Teachers, Learning Support Teachers</td>
</tr>
<tr>
<td>TEST DURATION</td>
<td>Untimed</td>
</tr>
<tr>
<td>TEST FORMAT</td>
<td>Paper</td>
</tr>
</tbody>
</table>

We find **MIST** extremely useful to identify children who are finding the basic literacy concepts challenging at the mid-way point of the senior infants year.

Cliona Kelly, Scoil an Spioraid Naoiimh Boys Primary School, Cork

Exclusively available from GL Assessment – order online at gl-assessment.ie
YORK ASSESSMENT OF READING FOR COMPREHENSION (YARC)

One-to-one diagnostic reading and comprehension assessment for ages 4-16 years.

University of York, Centre for Reading and Language

YARC is in three parts:

**Early Reading**
- Comprising four short assessments for phonological awareness, letter-sound knowledge and early word reading
- Providing a highly sensitive assessment for very young readers
- May be used up to three times a year

**Passage Reading Primary**
- Measuring rate and accuracy of reading and reading comprehension
- Two forms to support re-assessment

**Passage Reading Secondary**
- Measuring rate and accuracy of reading and reading comprehension
- Includes summarisation and separate, optional fluency measure

**HOW CAN I USE THE DATA?**
- Identify specific problems and inform appropriate interventions
- Assess EAL pupils
- Measure effectiveness of teaching and interventions through repeat testing

**REPORTS**

- Standard Age Score and age equivalent scores for rate, accuracy and comprehension
- National percentile ranking
- Analysis of reading errors and comprehension

The Online Marking Tool instantly generates group and individual reports for YARC Early Reading (add-on at extra cost).

EXAMPLE PASSAGE

It was the first day of Ryan’s family holiday. They were staying in a cottage which overlooked the harbour in Peele Bay. It was a glorious sunny day, so the family had wandered down to the beach. Dad volunteered to look after their bags. Mum explored the beach, then joined Ryan and his sister in the foaming waves. Dad relaxed and read his magazine. When mum had had enough of the water, she returned to sit with dad. He had fallen asleep and was scarlet. She glanced around and realised her handbag was missing. It must have been stolen. Mum was furious with dad.

Everyone hurried to the police station. Much to their surprise it had already been handed in and nothing was missing. The policeman said an old lady had found it in the beach toilets. Then mum remembered; she had left it there. Mum apologised to dad and bought him a huge ice-cream.

Beccie Hawes, Head of Service, Rushall’s Inclusion Advisory support team
OTHER ASSESSMENTS IN THE LITERACY RANGE

British Picture Vocabulary Scale: Third Edition
The perfect solution to establishing and developing a wide vocabulary in non-readers, and students with specific learning difficulties.

Phonological Assessment Battery: Second Edition Primary
A comprehensive battery of tests to assess phonological awareness in pupils ages 5–11.

Single Word Spelling Test
A series of nine standardised tests designed to assess spelling attainment for ages 6–14 years.

Single Word Reading Test 6–16
A screening test checking progress at regular intervals.

Comprehension Booster
Improving pupils' concentration and attention, 7–14+ years.

For more information on our extended literacy range please visit gl-assessment.ie
The tools you need to help students with barriers to learning.

We want to ensure you’ve got the tools you need to help identify and support students with barriers to learning, and our award-winning SEN Assessment Toolkit is designed to do just that.

**AREAS THE TOOLKIT COVERS**

- Dyslexia
- Numeracy
- Literacy
- Mental health and wellbeing

The SEN Assessment Toolkit is made up of a range of assessments designed to help identify and support pupils with barriers to learning. The chart below provides a brief description of what’s included, you can find further details on all of the assessments on our website.

**SEN ASSESSMENT TOOLKIT INCLUDES**

**NUMERACY**

- Sandwell Early Numeracy Test (SENT)
  - Individual assessment for screening, monitoring and tracking progress of pupils whose performance in numeracy is well below age expectations
  - Age 8–14

**WORKING MEMORY**

- Recall
  - Assesses/identifies working memory and identify children who require additional classroom intervention strategies
  - Age 7–16

**MENTAL HEALTH AND WELLBEING**

- **Emotional Literacy**
  - A tool for assessing five key areas of emotional literacy: self-awareness, self-regulation, motivation, empathy and social skills
  - Age 7-11

- **Resilience**
  - Assesses resilience with a range of measures
  - Age 7-18

**User guide**

- Identification by class teacher followed by high-quality differentiated teaching and effective intervention within the classroom
- Share concerns with parents/carers
- Seek support and advice from SENCo
- Carry out additional assessments using the SEN Assessment Toolkit

*BPVS will screen children to indicate difficulty or exceptionality. It can also illustrate children’s current understanding and their potential by assessing receptive vocabulary because many of us understand more language than we speak.*

Dr Margaret Egan, Dept. Special Education, Mary Immaculate College, University of Limerick
The SEN Assessment Toolkit encompasses a lot of the areas that I need to refer to, and is suitable for use across our school with EAL and SEN children. I feel reassured that I have a trusted set of resources that covers me with everything I need.

Charlotte Carey, SENCo, North Walsall Primary Academy

Tried and tested... GL Assessment has developed a one-stop-shop for SEN assessments.

Lorraine Petersen, OBE

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GL ASSESSMENT IRELAND

1800 806 185

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**DYSLEXIA**

CoPS*
Individual screening tool for 4–8 year olds. Will give an early identification of dyslexia plus a deeper understanding of other cognitive difficulties
Age 4–8

Rapid
Whole Class/Group dyslexia screening to identify difficulties in phonological processing, auditory memory, visual memory and phonics decoding
Age 4–15

LASS
Individual tool for identifying dyslexia by assessing attainment in reading and spelling
Age 8–11

---

**LITERACY**

WellComm*
A speech and language toolkit for screening and intervention in the early years
6 months–6 years

British Picture Vocabulary Scale (BPVS)
Assesses a child’s receptive vocabulary. No reading required so accessible for pupils with expressive language impairments or EAL
Age 3–16

ViSS
This visual stress screener will help identify children who are susceptible to visual stress when reading
Age 7–adult

Phonological Assessment Battery (PhAB)*
For those who have not met national expected standard in phonics. Assesses phonological awareness
Age 5–11

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*Primary only

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Full details of each component assessments can be found online at gl-assessment.ie/sentoolkit
ASSESSMENT OF COMPREHENSION AND EXPRESSION 6–11 (ACE 6–11)

Identify pupils with delayed or impaired language development.

Catherine Adams, Roseanne Coke, Alison Crutchley, Anne Hesketh and David Reeves

ACE 6-11 provides extensive information on a pupil's overall language ability including items that draw on verbal comprehension, expression and grammar, plus aspects of semantic and pragmatic knowledge.

HOW CAN I USE THE DATA?

- Identify pupils with significant and unusual patterns of language development
- Use for identification or screening, diagnosis or further investigation, intervention planning and focussed assessment of specific problems
- Tailor teaching flexibly according to the needs of individual children

ACE has revolutionised our approach to addressing Receptive and Expressive Language Issues with our pupils. It assists greatly with a diagnosis and informs an onward referral to a Speech and Language Therapist, as well as highlight particular areas of concern that can be addressed immediately within the school.

Eivan Shanahan, Scoil Bhride BNS, Blanchardstown

Given that children tend to demonstrate optimal performance in their language development when speaking spontaneously, a good assessment will encourage children to demonstrate their syntactical formulation in elicited responses. ACE is very good at this.

Joyce Sewell-Rutter, Educational Consultant, Ewing Foundation, 2009

QUICK GUIDE

AGE RANGE
6–11 years

SUITABLE FOR
Learning Support Teachers, Speech and Language Therapists, SENCos and Educational Psychologists

TEST DURATION
30–45 mins

TEST FORMAT
Paper

Recommended by the Special Education Support Service (SESS)
DYSLEXIA AND DYSCALCULIA SCREENERS DIGITAL

Martin Turner, Pauline Smith and Brian Butterworth

Identify signs of dyslexia (ages 5–16+) or dyscalculia (ages 6–14+) in students struggling with numeracy and literacy.

These standardised assessments help to distinguish those having general difficulties with literacy or numeracy from those who may be dyslexic or dyscalculic and need specific support. The clear reports assist communication with students, parents and teaching colleagues.

HOW CAN I USE THE DATA?

- Identify early signs of dyslexia and dyscalculia with a time-efficient test
- Inform support programmes and intervention strategies for struggling students
- Communicate with parents

DYSLEXIA PORTFOLIO

Martin Turner

This is an in-depth one-to-one assessment for students with dyslexic tendencies.

HOW CAN I USE THE DATA?

- Identify specific areas of difficulty in literacy learning
- Create appropriate support and intervention
- Assess progress following intervention
- Communicate with parents

REPORTS

- Reports are automatic using the Report Generation Tool
- Includes a report for parents
- Includes recommendations for support and interventions

QUICK GUIDE

AGE RANGE:
Dyslexia screener 5-16+ years
Dyscalculia screener 6-14+ years

SUITABLE FOR:
SENCos, Teachers and Education Psychologists

TEST DURATION:
30-35 minutes

TEST FORMAT:
Digital

QUICK GUIDE

AGE RANGE:
6-16 years

SUITABLE FOR:
SENCos, Specialist Teachers/Assessors and Educational Psychologists

TEST DURATION:
Approx 40 minutes

TEST FORMAT:
Paper
LUCID ASSESSMENT SYSTEM FOR SCHOOLS (LASS)
Joanna Horne, Anita Keates and Judith Stansfield
An in-depth reading and spelling test to identify strengths and weaknesses in students with dyslexic tendencies, for ages 8–15 years.

HOW CAN I USE THE DATA?
Identify specific strengths and weaknesses in:
- Visual memory
- Auditory-verbal memory
- Phonic reading skills
- Phonological processing
- Single word reading
- Sentence reading
- Spelling
- Reasoning

LUCID ADULT DYSLEXIA SCREENER (LADS) PLUS
A fast, adaptive assessment for identifying dyslexic tendencies in students with poor English language skills, for age 15+.

HOW CAN I USE THE DATA?
- Assess students with non-standard educational backgrounds or low general ability
- Quickly identify dyslexic tendencies
- Tailor teaching to support literacy needs

EXACT
Jonathan Ferrier and Joanna Horne
A quick test that identifies students who may be entitled to exam access arrangements, age 11–24 years.

HOW CAN I USE THE DATA?
- Identify students who may need additional support in exams
- Gather standardised information on new students, with the option to repeat as needed

QUICK GUIDE
AGE RANGE:
- LASS 8–11 years
- LASS 11–15 years

SUITABLE FOR:
- Teachers, Guidance Counsellors, SENCoS and Specialist Teachers/Assessors

TEST DURATION:
- 45 minutes

TEST FORMAT:
- Digital (CD)

QUICK GUIDE
AGE RANGE:
- 15+ years

SUITABLE FOR:
- SENCoS, Guidance Counsellors, Professionals in Adult Settings and Specialist teachers/assessors

TEST DURATION:
- 25–30 minutes

TEST FORMAT:
- Digital (CD)

QUICK GUIDE
AGE RANGE:
- 15+ years

SUITABLE FOR:
- SENCoS and Specialist teachers/assessors and Specialist Psychologists

TEST DURATION:
- 25–30 minutes

TEST FORMAT:
- Digital (CD)
PUPIL ATTITUDES TO SELF AND SCHOOL (PASS)® SURVEY

A simple assessment that gains expert insight into students’ thoughts and feelings as potential obstacles to attainment, for ages 4–18+.

Dr Glen Williams and Bob Whittome

All schools place great importance on closing the attainment gap, addressing challenging behaviour and improving attendance. Wellbeing has also been a particular focus in the Framework for Junior Cycle, so tools that provide a whole student view, including personal attitudes and mental health, are essential. An Online Intervention System is also available which uses the results of PASS to inform tailored intervention strategies.

HOW CAN I USE THE DATA?

• Identify and understand barriers to learning that may affect a student’s attainment
• Identify emotionally vulnerable students and possible mental health issues
• Help improve behaviour, attendance and overall achievement
• Inform intervention strategies, and guide pastoral support
• Communicate clearly with parents

THE 9 AREAS PASS MEASURES:

• Feelings about school
• Self-regard
• Attitudes to teachers
• Confidence in learning
• Perceived learning capability
• Preparedness for learning
• General work ethic
• Response to curriculum demands
• Attitudes to attendance

REPORTS

Instant reports are available with both group and individual analysis. Reports can be arranged by demographic such as nationality, EAL category, ethnicity or additional educational needs.

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<td>PASS 1</td>
<td>Junior Infants to 2nd Class</td>
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<tr>
<td>PASS 2</td>
<td>3rd Class to 6th Class</td>
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<tr>
<td>PASS 3</td>
<td>1st Year to 4th Year (transition)</td>
</tr>
<tr>
<td>PASS 4</td>
<td>5th Year to 6th Year</td>
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</table>

Using a colour-coded system you can see immediately where support is most needed.
WELLCOMM: A SPEECH AND LANGUAGE TOOLKIT FOR SCREENING AND INTERVENTION IN THE EARLY YEARS: REVISED EDITION

Identify pupils with delayed or impaired language development.

Sandwell and West Birmingham Hospitals NHS Trust

WellComm uses a simple traffic-light system to report on a child’s language development. It includes over 150 easy-to-photocopy intervention activities that are all fun, friendly and engaging and can be shared with parents.

HOW CAN I APPLY THE DATA?
- Identify children in need of extra support
- Determine when to refer to a specialist
- Provide tailored intervention strategies

REPORTS
- Our Online Report Wizard (add-on at additional cost) provides flexible reporting options
- Generate targeted activities for each child based on their screening results
- Individual, group and Cluster reports to evaluate the impact of interventions & communicate with teachers and parents

QUICK GUIDE
- Age Range: 6 months–6 years
- Suitable for: Early Years Practitioners, SENCos, Teaching Assistants, Nursery Workers and Speech & Language Therapists
- Test Duration: 10–15 minutes
- Test Format: Paper

Other assessments you might like:
Full details can be found on our website – gl-assessment.ie

Emotional Literacy: Assessment and Intervention
Fully standardised individual assessment to measure emotional literacy and enhance behaviour and learning, for ages 7-16 years.

Measures of Children’s Mental Health and Psychological Wellbeing
Early identification of mental health and psychological barriers to learning, for ages 2–20 years.

Schedule of Growing Skills: II (SGS II)
A reliable snapshot of a child’s strengths and any potential developmental delays, for 0–5 years.

WellComm is fantastic in making sure no child’s needs are missed.

Beccie Hawes, Head of Service, Rushall’s Inclusion Advisory support team
Kirkland Rowell Surveys (KRS)®

Comprehensive support in understanding the perceptions of parents, students and staff.

Measuring and monitoring stakeholder attitudes and opinions is integral to the success of any good school, and the Kirkland Rowell Survey is the easiest way to execute a stakeholder survey: ready-designed questionnaires, tailored to a school’s requirements, printed, or set up online, by us. We collate the results and provide clear reporting to support ongoing improvement.

HOW CAN I USE THE DATA?

- Identify a baseline for self-evaluation, engaging the whole school community
- Measure the changing perceptions of parents, students and staff
- Identify strengths and areas for development
- Ensure school improvement is on the right track in a cost-effective manner
- Channel parental involvement

REPORTS

Full evidence summary for every school’s self-evaluation

Quick Guide

- Age range: 5–18 years
- Suitable for: Teachers, Senior Leadership Teams, Governors, Parents and Students
- Test duration: Untimed
- Test format: Digital and Paper

A very comprehensive and thorough analysis of the views of all members of our community…supported by strong, clear documentation which allowed the school to identify areas of strength and areas in need of improvement.

Carmel McCormack, Deputy Principal, Moate Community School, Co. Westmeath

This report shows where there is a strong positive or negative link between what is important to stakeholders and stakeholder satisfaction.

Also available

The Black Box Series
Practical advice for teachers on using key assessment techniques – from questioning to peer-self-assessment – and developing your own assessment framework.
For enquiries please contact us on

1800 806 185

info@gl-assessment.ie

gl-assessment.ie

For a full list of available assessments and up-to-date prices please see our Price List. You will find this on our website at

gl-assessment.ie/pricelist2017