Educational Assessments
for secondary schools
2017/18

gl-assessment.co.uk
OUR SERVICE TO CUSTOMERS

We are committed to giving you the best possible service. To help make ordering straightforward and hassle-free, we offer:

• Expert advice and a friendly telephone ordering service: Monday-Friday 8.30am–5pm (excl. bank holidays) and from 7.30am–4pm on international enquiries
• Assessment Consultants who can discuss your needs with you (see p.35)
• To invoice your school directly - no credit card required
• Fast, reliable delivery
• A comprehensive online shop where you can browse and buy resources

GETTING IN TOUCH:

Orders and Customer Services
0330 123 5375 (option 1)
Technical enquiries (option 2)

Online and email
gl-assessment.co.uk
info@gl-assessment.co.uk
Assessment Consultants
gl-assessment.co.uk/consultants

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international@gl-education.com

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AWARDS AND PARTNERS
WELCOME TO OUR
2017 ASSESSMENT CATALOGUE

The measure of what makes a good school is changing. It’s no longer about getting more pupils over a fixed threshold. Instead, it’s about schools adding value for every pupil, regardless of their starting point and their potential. That’s a real challenge for assessment in the classroom. At GL Assessment, our aim is to help you meet that challenge.

The answer comes in three parts. We start by focusing on effective baselining, helping set appropriate expectations right at the outset based on pupils’ strengths and weaknesses. Our subject assessments provide a set of national benchmarks against which schools can measure their own progress relative to others. Finally, we have a range of assessments to uncover barriers to learning: whether that means engagement and confidence 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. Our combination reports bring together data across multiple assessments such as CAT4 and the New Group Reading Test, helping to flag any discrepancies and target intervention on specific pupils. We do the marking and the number-crunching so teachers 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 half the schools in the UK. 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 your Assessment Consultant on page 35.

Greg Watson
Chief Executive, GL Assessment

CONTENTS

Challenges to Secondary Schools 2–3
Whole Student View 4
SEN Assessment Toolkit® 5
Transition Assessment Package 5
Suggested Timeline 6
Events and training 7
Cognitive Abilities Test: Fourth Edition® 8–9
Cognitive Abilities Test Combination Report 10–11
Verbal & Non-Verbal Reasoning 12
New Group Spelling Test® NEW! 13
Progress Test in English® 14–15
Progress Test in Maths® 16–17
Progress Test in Science® 18–19
New Group Reading Test® 20–21
Suffolk Reading Scale 22

York Assessment of Reading for Comprehension 23
British Picture Vocabulary Scale 24
Single Word Spelling Test 25
Pupil Attitudes to Self and School® 26–27
Sandwell Early Numeracy Test / Recall 28
Dyslexia and Dyscalculia Screeners / Dyslexia Portfolio 29
Rapid 30
Lucid Assessment System for Schools 31
Exact 32
Kirkland Rowell Surveys® 33
Admissions Testing 34
Assessment Consultants 35
Index 36

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The challenges facing secondary schools revolve around propelling progress - from the very start of secondary school and beyond.

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 England

More is being asked of schools. Getting good results is no longer enough, schools need to show they are adding value to all pupils. This is reflected in the Progress 8 and Attainment 8 school performance measures.

Solution

Establishing a baseline measure as children transition to secondary school, alongside regularly monitoring progress, is essential. Our CDS assessments - including CAT4 (p.8) - are the most effective on the market when it comes to producing a clear picture of students’ strengths, weaknesses and level of progress. They highlight where support is needed most, so that teaching strategy can be tailored to students’ needs for the best possible results at KS3, GCSE and beyond.
Nothing is more valuable than the insights of teachers, but teachers can’t be everywhere at once. For assessments to add value, the data needs to be robust, and easy to interpret.

Supporting students with Special Educational Needs is a lynchpin of secondary school success. Screening, and knowing when intervention is required, is a must.

The Donaldson Report addressed the challenge of choosing the right assessment framework to track students’ progress. It replaces existing key stages with ‘progression steps’ relating to expectations at ages 5, 8, 11, 14 and 16. These provide reference points for teachers and parents and a ‘road map’ for pupils according to their individual needs.

GL Assessment can help to enhance brilliant teaching by providing clear reporting, and strong data. Teachers can combine what they know about students’ abilities and attitudes with our incisive reports to stay abreast of individual as well as group needs, communicating between departments and tracking progress throughout the school year.

We at GL Assessment are proud to bring you our award-winning SEN Assessment Toolkit. We offer more support for schools and SENCos than ever before, to make sure you’ve got the tools you need to help identify and support students with barriers to learning as early as you can.

Our Complete Digital Solution (CDS) supports effective, personalised learning. It combines a range of assessments which together provide critical insight across ability, attainment and attitude. This supports the new curriculum by maintaining the impact of assessment on teaching and learning without overloading pupils and staff.
COMPLETE DIGITAL SOLUTION (CDS)®

We believe in an holistic, student-focused approach to assessment whereby ability, attainment and attitude can be assessed to support you to better understand each child. The CDS gives you an unlimited* use of our most invaluable standardised assessments.

WITH THE CDS YOU CAN:

- Measure students’ ability versus their attainment
- Track progress for individuals and groups
- Identify under-achievement
- Identify barriers to learning and inform intervention strategies
- Deliver a benchmark through Standard Age Scores

ASSESSMENTS INCLUDED IN THE CDS:

- Cognitive Abilities Test: Fourth Edition (CAT4)
- New Group Reading Test (NGRT)
- New Group Spelling Test (NGST)/Single Word Spelling Test (SWST)
- Progress Test in English (PTE)
- Progress Test in Maths (PTM)
- Progress Test in Science (PTS)
- Pupil Attitudes to Self and School (PASS) survey
- Kirkland Rowell Surveys (KRS)
- Dyslexia Screener
- Dyscalculia Screener
- Baseline® and Baseline Progress

Curriculum-based tests didn’t tell us where we were nationally, but with these assessments we can compare our children and therefore our school.

Sharon Baker,
Deputy Headteacher,
Westfield Community School

* Fixed price based on school size/students being tested per year. Subject to a fair use policy.

Visit gl-assessment.co.uk/cds

info@gl-assessment.co.uk
SEN ASSESSMENT TOOLKIT®

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 SEN Assessment Toolkit is designed to do just that.

AREAS THE TOOLKIT COVERS

- Dyslexia
- Literacy
- Numeracy
- Mental health and wellbeing

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

Lorraine Petersen, OBE

AREAS THE TOOLKIT COVERS

Some of the components of the Toolkit are featured throughout the catalogue; you can spot them by the SEN Assessment Toolkit icon on the product pages.

For full details of the SEN Assessment Toolkit please visit gl-assessment.co.uk/SENToolkit

TRANSITION ASSESSMENT PACKAGE (TAP)

Vital benchmarking and progress tracking for the start of secondary school.

The transition from primary to secondary leaves some pupils vulnerable to slowed progress, lost learning and trouble adjusting. Schools need to focus on pupils’ individual strengths and weaknesses to maximise progress at Key Stage 3.

Our TAP package helps you to:
- Identify abilities from the very start of secondary school
- Identify underachievers quickly and easily
- Find the pupils who need extra support quickly
- Ensure the most able don’t slip backwards either

TAP includes:
- Cognitive Abilities Test (p.8)
- New Group Reading Test (p.20)
- Progress Test Series (p.14–19)
- Pupil Attitudes to Self and School (p.26)

For full details please visit our website gl-assessment.co.uk/TAP

0330 123 5375
THE YEAR IN ASSESSMENTS...

It's important to tailor assessments to fit a school's needs, but if you're wondering what the year in assessments could look like, here's an example of a typical assessment cycle.

Our tests are designed to be time-efficient. In many cases reports are instant, so you'll be able to adapt teaching strategies and put appropriate support in place right away to boost attainment throughout the academic year.

See page 35 for contact details of your Assessment Consultant, who will be happy to answer your questions.

SUPPORTING SECONDARIES

Cognitive Abilities Test: Fourth Edition (CAT4) page 8–9
New Group Reading Test (NGRT) — Form A page 20–21
From Autumn 2017… New Group Spelling Test (NGST) — Form A page 13
Dyslexia and Dyscalculia Screeners Digital page 29
Pupil Attitudes to Self and School (PASS) — 1st Survey page 26–27
Pupil Attitudes to Self and School (PASS) — 2nd Survey page 26–27
Kirkland Rowell Surveys (KRS) page 33
Progress Test Series (PT Series) — When used at the start of the year please use the level below, or Level 11T (only for Secondary) for Y7 page 14–19
New Group Reading Test (NGRT) — Form B page 20–21
From Autumn 2017… New Group Spelling Test (NGST) — Form B page 13

info@gl-assessment.co.uk
EVENTS AND TRAINING
Our Regional Assessment Workshops are led by an educational assessment expert and work through report analysis and data interpretation. All of the workshops cover the following:
- Whole Student View model
- Working with standardised data
- Combination Reports to illustrate data usage
- Interactive discussion around implications from data and opportunity to share best practice

HELPING YOU GET THE MOST FROM YOUR ASSESSMENTS
We can offer face-to-face training, or remote support, tailored to secondary schools’ needs via:
- Online Webinars
- Workshops
- Consultancy Service
Contact your Assessment Consultant (p.35) to talk through the options available to you.

CONFERENCES, EXHIBITIONS AND EVENTS
We also run a series of conferences, exhibitions and events throughout the year. See our full programme of events by:
- Visiting our events page of the website – gl-assessment.co.uk/events
- Keeping an eye on our Twitter and LinkedIn
93% of delegates surveyed said they would recommend attending a GL Assessment event to a colleague

OURS EVENTS HIGHLIGHTS
One of the major highlights of the year is our National Assessment Conference, based in Manchester. Our aim is to cover policy updates plus practical hands-on assessment advice with dedicated Multi-Academy Trust advice.
Thus far, speakers have included Sir David Carter (National Schools Commissioner) and the Rt. Hon David Laws (Executive Chairman of the Education Policy Institute), plus a host of practitioner experts from our Centres of Assessment Excellence.

Save the date
Our next National Assessment Conference takes place on 2 March in Manchester. Please register an interest on the events page of our website!
gl-assessment.co.uk/events

Thank you for organising such a great event. I have lots to discuss with the Trust and I do believe it was one of the best events I have been to in years.

Michelle Petersen,
Vice President, Nene Park Academy

Where are the workshops held?
Book online at gl-assessment.co.uk/workshops or contact our training team

For more information on how to get the best from your assessments please visit gl-assessment.co.uk/supportvideos

@GLAssessment
GL Assessment
COGNITIVE ABILITIES TEST: FOURTH EDITION (CAT4)®

The UK’s most widely-used test of reasoning abilities.

David F Lohman and Pauline Smith

Our best-selling test provides the perfect tool for identifying students’ developed ability and likely academic potential. It identifies strengths and weaknesses across four areas:

- **VERBAL** reasoning
- **QUANTITATIVE** reasoning
- **NON-VERBAL** reasoning
- **SPATIAL** reasoning

**HOW CAN I USE THE DATA?**

- Understand each student’s potential and learning preferences
- Establish a baseline e.g. at the start of a key stage, or entry into secondary school
- Identify the most able students and their specific needs as well as those students who may need additional learning support
- Establish challenging yet achievable targets for every student
- Use the data to provide context for attainment

**QUICK GUIDE**

- **AGE RANGE:** 6–17+ years
- **SUITE FOR:** Teachers, Assessment Co-ordinators and Exams Officers
- **TEST DURATION:** 135 minutes
- **TEST FORMAT:** CAT4 Digital and Paper

We uncovered students who were masking poor numeracy skills by being linguistically very able. It’s so important we ascertain this in the early stages.

Martyn Silezin, Schools Data Officer, Rhondda CynonTaf CBC (RCT)
REPORTS

The reports allow you to communicate CAT4 test outcomes clearly with students, 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. Ideal for planning and target setting.

FOR STUDENTS

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

Reports include scaled score indicators for GCSE (England only), A level and SATs.

TYPES OF REPORT INCLUDE:

- Group report for teachers
- Individual student report for teachers, students and parents
- Summary report for senior leaders
- PowerPoint® report for senior leaders
- Cross Trust report
- Excel® Cross Trust report
- Strategic report

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.

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

To see sample reports, case studies, digital demo and more visit gl-assessment.co.uk/cat4
CAT4 COMBINATION REPORT

The only report of its kind in the UK, comparing students’ potential with their actual achievement.

The CAT4 Combination Report takes data on student ability from CAT4, and tracks it against attainment from Progress Test in English (PTE) and the New Group Reading Test (NGRT).

HOW CAN I USE THE DATA?

- To track achievement versus ability
- Highlight when achievement is falling behind students’ potential
- Communicate areas in which students are achieving at or above their expected potential
- Identify areas for improvement
- Acts as a guide for tailored teaching and learning

Scores for the group (by surname)

<table>
<thead>
<tr>
<th>Student name</th>
<th>CAT4 Verbal</th>
<th>PTE Overall</th>
<th>English discrepancy category</th>
<th>CAT4 Verbal</th>
<th>PTE Overall</th>
<th>Maths discrepancy category</th>
<th>CAT4 Nonverbal</th>
<th>CAT4 Spatial</th>
<th>CAT4 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Smith</td>
<td>85</td>
<td>110</td>
<td>Much higher than expected</td>
<td>85</td>
<td>110</td>
<td>Much higher than expected</td>
<td>85</td>
<td>110</td>
<td>90</td>
</tr>
<tr>
<td>Jane Doe</td>
<td>75</td>
<td>90</td>
<td>Lower than expected</td>
<td>75</td>
<td>90</td>
<td>Lower than expected</td>
<td>75</td>
<td>90</td>
<td>85</td>
</tr>
</tbody>
</table>

Use the CAT4 Combination Report alongside our Pupil Attitudes to Self and School (p.26) for a comprehensive view of students’ ability, attainment and potential barriers to learning.

CAT4 Verbal and Non-Verbal scores are compared to scores from PTE, as well as the students’ mean CAT4 score.

1 The Standard Age Score (SAS) is based on the student’s own score which has been adjusted for age and allows for a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. The average score is 100.
**Higher than expected reading attainment**

| Students: | Sue Moore | Pauline Nurse | Nancy Roberts |

**Expected reading attainment**

- The level of attainment shown in this group matches the indications of ability provided by CAT4; so they can be said to be performing at an average level for their ability.
- It may be beneficial to set expectations for school work at a slightly higher level than is currently being achieved in order to stretch students but without making targets unrealistic or de-motivating.
- There may be a statistical link between attainment and ability scores but is this an accurate reflection of the students’ achievement?
  - The external factors mentioned above may have had a negative effect on performance in both CAT4 and the attainment test(s).
  - The teacher’s assessment of each individual student, particularly where some external difficulty may have had an impact, will be very important when interpreting the data in this report.

<table>
<thead>
<tr>
<th>Students:</th>
<th>Tom Albright</th>
<th>Nick Duffy</th>
<th>Billy Freeman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Gibson</td>
<td>Nathan Gill</td>
<td>Sophie Jodson</td>
<td></td>
</tr>
<tr>
<td>Natasha Jones</td>
<td>Elise Kelly</td>
<td>Sarah Jing</td>
<td></td>
</tr>
<tr>
<td>Charlie Masters</td>
<td>Tom Mundle</td>
<td>Florence Nash</td>
<td></td>
</tr>
<tr>
<td>Dora Olkai</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This shows those students whose English attainment differs markedly from what might be expected from their CAT4 score.

**We use CAT4 in co-operation with our feeders in Year 6 to help us get that accuracy in our understanding of the ability and needs of each child as early as possible. This means we have the best chance of deploying the right strategies at the earliest opportunity and these strategies have the longest time to have impact.**

**Richard Jenkins,**

**Deputy Headteacher,**

**Porth County Community School**
**VERBAL REASONING & NON-VERBAL REASONING**

Assess verbal and non-verbal reasoning abilities in students age 8–14 years.

GL Assessment and National Foundation for Educational Research

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*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
- Use as evidence to report on Pupil Premium/Pupil Deprivation Grant spend

**THE 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

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**QUICK GUIDE**

- **AGE RANGE:** 8–14 years
- **SUITABLE FOR:** Teachers and SENCos
- **TEST DURATION:** 40–50 minutes
- **TEST FORMAT:** Digital and Paper

Reports also compare student results by criteria including gender, ethnicity and, to aid Pupil Premium reporting, free school meals. Schools can also add two criteria of their own choice, such as EAL or postcode.
NEW GROUP SPELLING TEST (NGST)®

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

The New Group Spelling Test is aligned to the new curriculum in England and all questions 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 in line with the new curricula.

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®)
- Cross Trust 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 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 20), you can assess reading and spelling in under an hour. Discounts are available when purchased together.
THE PROGRESS TEST SERIES®
A series to support schools in meeting new assessment standards.

With the recent changes to the national curriculum and progress measures, schools need an expert-led assessment framework that fully supports students and their advancement. The Progress Test Series is an ideal assessment system for this purpose. Standardised against data from 85,000 students, the PT Series provides a reliable way to track progress, benchmark attainment nationally, and assess effectively alongside the new curriculum.

PROGRESS TEST IN ENGLISH (PTE)®
A multifaceted tool for assessing, tracking and improving students’ progress in English, from ages 5–14.

National Foundation for Educational Research

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

Quick Guide

Age Range:
- Paper 5–14 years
- Digital 7–14 years

Suitable for:
- Teachers, Literacy Co-ordinators and SENCos

Test Duration:
- 60–75 minutes depending on test level

Test Format:
- Digital and Paper

The Group report for teachers shows reliable standardised data on group and individual performance

The Transition Test
We have designed a specific test for use on entry into secondary school that provides an accurate baseline from which to measure progress, a key requirement for inspections.

info@gl-assessment.co.uk
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 and compare to students nationally
- Monitor progress in English year-on-year
- Evaluate teaching and learning strategies
- Communicate with parents, students and teaching colleagues

PTE reports include indicators showing potential attainment at the end of KS2 and GCSE.

### PTE Individual student report for teachers

<table>
<thead>
<tr>
<th>Question number</th>
<th>Question category</th>
<th>Question content</th>
<th>Score (%)</th>
<th>Group % correct</th>
<th>National % correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES20</td>
<td>English Skills: Grammar and Punctuation</td>
<td>Underline one word which tells you what the girl is doing (asleep)</td>
<td>1 / 1</td>
<td>52</td>
<td>74</td>
</tr>
<tr>
<td>ES21</td>
<td>English Skills: Grammar and Punctuation</td>
<td>Choose the correct word to complete the sentence (has, owner; somewhere; up; Whose)</td>
<td>0 / 1</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>ES22</td>
<td>English Skills: Grammar and Punctuation</td>
<td>Choose the sentences which are punctuated correctly (What a pretty, tower! I planted a yellow flower.)</td>
<td>0 / 1</td>
<td>30</td>
<td>48</td>
</tr>
<tr>
<td>ES23</td>
<td>English Skills: Grammar and Punctuation</td>
<td>Choose the sentences which are punctuated correctly (She was good at netball, football, rounders and running. In the garden there were trees, towers and a pond.)</td>
<td>0 / 1</td>
<td>16</td>
<td>48</td>
</tr>
<tr>
<td>RC1</td>
<td>Reading Comprehension: Narrative</td>
<td>What else did Christopher do doing?</td>
<td>1 / 1</td>
<td>70</td>
<td>93</td>
</tr>
<tr>
<td>RC2</td>
<td>Reading Comprehension: Narrative</td>
<td>First two words in the box which describe how the guinea pigs ate the leaves.</td>
<td>1 / 1</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>RC3</td>
<td>Reading Comprehension: Narrative</td>
<td>What did the guinea pigs have to eat instead of dandelions?</td>
<td>1 / 1</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>RC4</td>
<td>Reading Comprehension: Narrative</td>
<td>Christopher's mouth watered at the sight of it. What does the description tell you about the dandelions?</td>
<td>0 / 1</td>
<td>52</td>
<td>70</td>
</tr>
<tr>
<td>RC5</td>
<td>Reading Comprehension: Narrative</td>
<td>What does the word 'might' tell us about the dandelion?</td>
<td>1 / 1</td>
<td>84</td>
<td>69</td>
</tr>
<tr>
<td>RC6</td>
<td>Reading Comprehension: Narrative</td>
<td>Why did Christopher borrow a book from the library?</td>
<td>1 / 1</td>
<td>60</td>
<td>67</td>
</tr>
<tr>
<td>RC7</td>
<td>Reading Comprehension: Narrative</td>
<td>He walked, and walked, and walked. Why does the writer repeat the word 'walked'?</td>
<td>0 / 1</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>RC8</td>
<td>Reading Comprehension: Narrative</td>
<td>Why did Christopher carry the dandelion 'very gently'?</td>
<td>1 / 1</td>
<td>84</td>
<td>70</td>
</tr>
<tr>
<td>RC9</td>
<td>Reading Comprehension: Narrative</td>
<td>The seeds filled the air and landed gently over Dandeville. Why didn't nobody notice? Why did nobody notice at all?</td>
<td>1 / 1</td>
<td>52</td>
<td>70</td>
</tr>
<tr>
<td>RC10</td>
<td>Reading Comprehension: Narrative</td>
<td>Underline one word in the box that shows that the dandelions were growing.</td>
<td>1 / 1</td>
<td>70</td>
<td>58</td>
</tr>
<tr>
<td>RC11</td>
<td>Reading Comprehension: Narrative</td>
<td>Why is Christopher a hero?</td>
<td>1 / 1</td>
<td>70</td>
<td>81</td>
</tr>
<tr>
<td>RC12</td>
<td>Reading Comprehension: Narrative</td>
<td>Where might you also and characters like Christopher?</td>
<td>1 / 1</td>
<td>60</td>
<td>71</td>
</tr>
<tr>
<td>RC13</td>
<td>Reading Comprehension: Narrative</td>
<td>Which of the following would also be a good title for this story?</td>
<td>1 / 1</td>
<td>60</td>
<td>62</td>
</tr>
<tr>
<td>RC14</td>
<td>Reading Comprehension: Non-Narrative</td>
<td>Where does the writer say that you would most often see dandelions growing?</td>
<td>0 / 1</td>
<td>12</td>
<td>61</td>
</tr>
<tr>
<td>RC15</td>
<td>Reading Comprehension: Non-Narrative</td>
<td>Why is it so hard to get rid of dandelions?</td>
<td>1 / 1</td>
<td>64</td>
<td>72</td>
</tr>
<tr>
<td>RC16</td>
<td>Reading Comprehension: Non-Narrative</td>
<td>Why does the writer put these two sentences next to each other?</td>
<td>1 / 1</td>
<td>56</td>
<td>48</td>
</tr>
<tr>
<td>RC17</td>
<td>Reading Comprehension: Non-Narrative</td>
<td>Match the part of the dandelion to what it is used for.</td>
<td>1 / 1</td>
<td>68</td>
<td>64</td>
</tr>
<tr>
<td>RC18</td>
<td>Reading Comprehension: Non-Narrative</td>
<td>Why might the name 'dandelion' come from?</td>
<td>1 / 1</td>
<td>52</td>
<td>70</td>
</tr>
<tr>
<td>RC19</td>
<td>Reading Comprehension: Non-Narrative</td>
<td>Why has the writer chosen to use the word 'tasteful'?</td>
<td>1 / 1</td>
<td>72</td>
<td>75</td>
</tr>
<tr>
<td>RC20</td>
<td>Reading Comprehension: Non-Narrative</td>
<td>Tick to show if each statement is true or false.</td>
<td>1 / 1</td>
<td>70</td>
<td>38</td>
</tr>
</tbody>
</table>

This scattergraph gives a snapshot of how many students are making below, average, and above average progress.
PROGRESS TEST IN MATHS (PTM)®

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 (testing on curriculum content)
- Understanding and applying mathematical processes (including reasoning and problem solving)

THE TRANSITION TEST
We have designed a specific test for use on entry into secondary school that provides an accurate baseline from which to measure progress, a key requirement for inspections.

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 and compare to students nationally
- Monitor progress in maths year-on-year
- Evaluate teaching and learning strategies
- Communicate with parents, students and teaching colleagues

PTM reports include scaled score indicators showing potential attainment at the end of KS2 and GCSE.

QUICK GUIDE

AGE RANGE:
- Paper 5–14 years
- Digital 7–14 years

SUITABLE FOR:
- Teachers, Maths Co-ordinators and SENCo's

TEST DURATION:
- 45–75 minutes depending on test level

TEST FORMAT:
- Digital and Paper (Year 1 & 2 tests are paper only)

We’ve been so impressed. It’s easy to administer, doesn’t take up too much teacher time, yet we’re able to get in-depth information and age-related scores. No other assessment we looked at was suitable for use throughout the school or was as accurate.

Mark Dakin, Headteacher, St Giles Primary

Includes an additional ‘Mental Maths’ test from Year 3 upwards
Test Level 8, for use from Year 3 Spring/Summer term onwards, adds a mental arithmetic dimension to the test.
Analysis of group scores (by Process category)

The table and chart below show the percentage of questions answered correctly by all students compared with those for the national average.

<table>
<thead>
<tr>
<th>Curriculum content category</th>
<th>Number of questions</th>
<th>Group % correct</th>
<th>National % correct</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency in facts and procedures</td>
<td>9</td>
<td>82%</td>
<td>80%</td>
<td>2%</td>
</tr>
<tr>
<td>Fluency in conceptual understanding</td>
<td>19</td>
<td>68%</td>
<td>62%</td>
<td>6%</td>
</tr>
<tr>
<td>Problem solving</td>
<td>7</td>
<td>55%</td>
<td>55%</td>
<td>0%</td>
</tr>
<tr>
<td>Mathematical reasoning</td>
<td>26</td>
<td>62%</td>
<td>56%</td>
<td>6%</td>
</tr>
</tbody>
</table>

The table and chart below show the percentage of questions answered correctly by all students compared with those for the national average.

These data tell you how well the group understands and applies mathematical processes.

This gives you an analysis of group scores by Process category. The ‘difference’ column can help you understand gaps in learning and the group’s strengths.

Progress scores for the group (by standard age score)

The table below shows the SAS for the first and second administrations of the test and the resulting SAS difference and progress category. Note that only those students who have completed two valid administrations of FBIW are able to have performance compared and therefore progress reported in this section.

<table>
<thead>
<tr>
<th>Student name</th>
<th>First administration SAS</th>
<th>Second administration SAS</th>
<th>SAS difference</th>
<th>Progress category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First administration SAS</td>
<td>Second administration SAS</td>
<td>SAS difference</td>
<td>Progress category</td>
</tr>
<tr>
<td>David Smith</td>
<td>101</td>
<td>103</td>
<td>2</td>
<td>Much higher than expected</td>
</tr>
<tr>
<td>Nathan Gill</td>
<td>88</td>
<td>91</td>
<td>3</td>
<td>Much higher than expected</td>
</tr>
<tr>
<td>Aaron Cowan</td>
<td>99</td>
<td>117</td>
<td>18</td>
<td>Much higher than expected</td>
</tr>
<tr>
<td>Connor Green</td>
<td>82</td>
<td>104</td>
<td>22</td>
<td>Much higher than expected</td>
</tr>
<tr>
<td>Jacob Jones</td>
<td>111</td>
<td>114</td>
<td>3</td>
<td>Higher than expected</td>
</tr>
<tr>
<td>Martin Gibson</td>
<td>68</td>
<td>113</td>
<td>45</td>
<td>Much higher than expected</td>
</tr>
<tr>
<td>Anthony Johnson</td>
<td>96</td>
<td>108</td>
<td>12</td>
<td>Much higher than expected</td>
</tr>
<tr>
<td>Rosalee Smith</td>
<td>100</td>
<td>100</td>
<td>0</td>
<td>Expected</td>
</tr>
<tr>
<td>Stephanie Turner</td>
<td>110</td>
<td>105</td>
<td>5</td>
<td>Expected</td>
</tr>
<tr>
<td>Robert Robinson</td>
<td>100</td>
<td>104</td>
<td>4</td>
<td>Expected</td>
</tr>
<tr>
<td>Peter Alexander</td>
<td>91</td>
<td>102</td>
<td>21</td>
<td>Much higher than expected</td>
</tr>
<tr>
<td>Rob Reegan</td>
<td>109</td>
<td>114</td>
<td>5</td>
<td>Expected</td>
</tr>
<tr>
<td>Ryan Graham</td>
<td>95</td>
<td>98</td>
<td>3</td>
<td>Expected</td>
</tr>
<tr>
<td>Rita Tucker</td>
<td>103</td>
<td>98</td>
<td>5</td>
<td>Expected</td>
</tr>
<tr>
<td>Nina Jones</td>
<td>106</td>
<td>98</td>
<td>7</td>
<td>Expected</td>
</tr>
<tr>
<td>Tom Albright</td>
<td>70</td>
<td>69</td>
<td>1</td>
<td>Much higher than expected</td>
</tr>
<tr>
<td>Benny Stover</td>
<td>85</td>
<td>95</td>
<td>10</td>
<td>Higher than expected</td>
</tr>
<tr>
<td>Jessica Rose</td>
<td>81</td>
<td>84</td>
<td>3</td>
<td>Expected</td>
</tr>
<tr>
<td>Emily Kowalczy</td>
<td>77</td>
<td>92</td>
<td>15</td>
<td>Higher than expected</td>
</tr>
<tr>
<td>Tim Vincenz</td>
<td>70</td>
<td>88</td>
<td>9</td>
<td>Expected</td>
</tr>
<tr>
<td>Natasha Arricka</td>
<td>109</td>
<td>87</td>
<td>-22</td>
<td>Much lower than expected</td>
</tr>
<tr>
<td>Peter West</td>
<td>90</td>
<td>83</td>
<td>-7</td>
<td>Lower than expected</td>
</tr>
<tr>
<td>Rollover Mountain</td>
<td>95</td>
<td>83</td>
<td>-12</td>
<td>Much lower than expected</td>
</tr>
<tr>
<td>Tim Vincenz</td>
<td>111</td>
<td>79</td>
<td>-32</td>
<td>Much lower than expected</td>
</tr>
</tbody>
</table>

This table shows the SAS for the first and second administration of the test, and broad categories of how they have progressed.

Read more about the reports on page 19
PROGRESS TEST IN SCIENCE (PTS)®
The ideal tool for schools in assessing and improving progress in science for ages 8–14 years.

PTS assesses the key national curriculum requirement of working scientifically, with multiple choice questions. Measuring two dimensions of science learning:
- Science content knowledge
- Applying science skills

THE TRANSITION TEST
We have designed a specific test for use on entry into secondary school that provides an accurate baseline from which to measure progress, a key requirement for inspections.

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 and compare to students nationally
- Monitor progress in science year-on-year
- Evaluate teaching and learning strategies
- Communicate with parents, students and teaching colleagues

QUICK GUIDE

AGE RANGE:
Paper 8–14 years
Digital 8–14 years

SUITABLE FOR:
Teachers, Science Co-ordinators and SENCos

TEST DURATION:
60 minutes

TEST FORMAT:
Digital and Paper

Read about the reports on page 19

info@gl-assessment.co.uk
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
- Cross Trust report
- For CAT4 users – CAT4 Combination report (when used with PTE and PTM primary levels)

The Progress Test Series collects, organises, summarises, analyses and synthesises data into information that can be used and shared across a range of stakeholders. And whilst the analysis may reveal gaps, it will also show your strengths, enabling you to identify and share best practice, inform departmental planning and feed into your school improvement plan... For parents, the reports are especially helpful, clearly identifying strengths and areas for development in a succinct way without the use of complicated assessment terminology, so for home-school communication they really do add value.

Independent review, Teach Secondary magazine (April 2016)
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 in the absence of levels. 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
- Set targets to support learning and monitor progress
- Identify students who may need additional testing or diagnosis for specific literacy difficulties
- Analyse reading attainment against verbal reasoning ability using the CAT4 Combination Report

We have used NGRT to help focus on and clarify the expected reading standard in each year group. We expect children’s reading attainment to be in line with their chronological age in order to meet their year group standard... It’s another way to up our educational goals for our students.

Sharon Baker,
Deputy Headteacher,
Westfield Community School

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

SUITABLE FOR:
- Teachers, Literacy Co-ordinators and SENCo's

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

TEST FORMAT:
- Digital and Paper

info@gl-assessment.co.uk
THE 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

- **Cross Trust report**
  This allows MATs to compare individual schools at-a-glance

Digital reports are available immediately.

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

NEW

in autumn 2017!

- Termly digital testing
- Indicators for KS2 SAT reading scaled scores and GCSE English Language
- Customised implications for teaching and learning on each individual report

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.

***NEW***

0330 123 5375
0330 123 5375

21

GL ASSESSMENT SECONDARY

LITERACY

**Group Scores (by Surname)**

<table>
<thead>
<tr>
<th>Student name</th>
<th>Age at test (years/months)</th>
<th>SAS</th>
<th>SAS (95% confidence bands)</th>
<th>SAS difference</th>
<th>Progress category</th>
<th>Overall</th>
<th>NPR</th>
<th>Reading Age bands</th>
<th>Reading age</th>
<th>Reading age confidence bands</th>
<th>NPR confidence level</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ben Arneson</td>
<td>11/0/19</td>
<td>118</td>
<td>90 – 110</td>
<td>+2</td>
<td>Average</td>
<td>7</td>
<td>79</td>
<td>330</td>
<td>14/3</td>
<td>14/1 – 14/10</td>
<td>A4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>12/0/19</td>
<td>114</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>82</td>
<td>335</td>
<td>15/5</td>
<td>14/1 – 15/10</td>
<td>B4</td>
<td>6</td>
</tr>
<tr>
<td>Charlotte Bhopal</td>
<td>11/07/19</td>
<td>138</td>
<td>90 – 110</td>
<td>–12</td>
<td>Above average</td>
<td>9</td>
<td>97</td>
<td>428</td>
<td>17/6</td>
<td>17/5 – 17/0</td>
<td>B9</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>12/0/19</td>
<td>146</td>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td>99</td>
<td>476</td>
<td>17/6</td>
<td>17/5 – 17/0</td>
<td>B9</td>
<td>9</td>
</tr>
<tr>
<td>Kai Secreti</td>
<td>11/0/19</td>
<td>118</td>
<td>90 – 110</td>
<td>+10</td>
<td>Above average</td>
<td>7</td>
<td>84</td>
<td>390</td>
<td>14/10</td>
<td>13/11 – 13/6</td>
<td>C4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>12/0/19</td>
<td>126</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td>93</td>
<td>420</td>
<td>17/4</td>
<td>17/3 – 17/0</td>
<td>B9</td>
<td>9</td>
</tr>
<tr>
<td>Connor Callaghan</td>
<td>11/01/19</td>
<td>138</td>
<td>90 – 110</td>
<td>–2</td>
<td>Average</td>
<td>9</td>
<td>92</td>
<td>424</td>
<td>17/6</td>
<td>17/5 – 17/0</td>
<td>B9</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>12/0/19</td>
<td>127</td>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td>95</td>
<td>435</td>
<td>17/6</td>
<td>17/5 – 17/0</td>
<td>B9</td>
<td>9</td>
</tr>
<tr>
<td>Richard Dials</td>
<td>11/06/19</td>
<td>106</td>
<td>90 – 110</td>
<td>–4</td>
<td>Average</td>
<td>6</td>
<td>95</td>
<td>340</td>
<td>12/1</td>
<td>12/0 – 12/1</td>
<td>B5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>12/0/19</td>
<td>104</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>93</td>
<td>340</td>
<td>12/1</td>
<td>12/0 – 12/1</td>
<td>B5</td>
<td>5</td>
</tr>
<tr>
<td>Elizabeth Child</td>
<td>11/08/19</td>
<td>91</td>
<td></td>
<td>+11</td>
<td>Above average</td>
<td>2</td>
<td>11</td>
<td>284</td>
<td>9/4</td>
<td>9/3 – 9/2</td>
<td>A3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>12/0/19</td>
<td>87</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>20</td>
<td>281</td>
<td>9/0</td>
<td>8/4 – 9/3</td>
<td>C5</td>
<td>5</td>
</tr>
<tr>
<td>James Curry</td>
<td>11/0/19</td>
<td>90</td>
<td></td>
<td>–8</td>
<td>Below average</td>
<td>4</td>
<td>25</td>
<td>295</td>
<td>9/7</td>
<td>9/1 – 9/3</td>
<td>B3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>12/0/19</td>
<td>83</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>12</td>
<td>281</td>
<td>9/0</td>
<td>8/4 – 9/3</td>
<td>C5</td>
<td>5</td>
</tr>
<tr>
<td>Trinca De Souther</td>
<td>12/01/19</td>
<td>87</td>
<td></td>
<td>+6</td>
<td>Average</td>
<td>4</td>
<td>32</td>
<td>316</td>
<td>10/9</td>
<td>10/8 – 10/6</td>
<td>A3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>12/0/19</td>
<td>83</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>25</td>
<td>284</td>
<td>9/10</td>
<td>9/0 – 9/3</td>
<td>C5</td>
<td>5</td>
</tr>
<tr>
<td>Janet Espenol</td>
<td>12/0/19</td>
<td>75</td>
<td></td>
<td>+5</td>
<td>Average</td>
<td>2</td>
<td>2</td>
<td>224</td>
<td>8/10</td>
<td>8/0 – 8/2</td>
<td>A2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>12/0/19</td>
<td>76</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>224</td>
<td>8/10</td>
<td>8/0 – 8/2</td>
<td>A2</td>
<td>2</td>
</tr>
<tr>
<td>Andrea Carson</td>
<td>11/0/19</td>
<td>82</td>
<td></td>
<td>–7</td>
<td>Average</td>
<td>8</td>
<td>95</td>
<td>435</td>
<td>17/3</td>
<td>16/2 – 17/0</td>
<td>MA</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>12/0/19</td>
<td>118</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>98</td>
<td>392</td>
<td>15/10</td>
<td>14/11 – 14/0</td>
<td>BB</td>
<td>8</td>
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<tr>
<td>Joshua Furtado</td>
<td>11/0/19</td>
<td>95</td>
<td></td>
<td>+24</td>
<td>Above average</td>
<td>6</td>
<td>26</td>
<td>300</td>
<td>9/10</td>
<td>9/0 – 9/2</td>
<td>B3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>12/0/19</td>
<td>113</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>83</td>
<td>385</td>
<td>14/8</td>
<td>13/4 – 13/2</td>
<td>BC</td>
<td>4</td>
</tr>
<tr>
<td>Ruth Calley</td>
<td>12/0/19</td>
<td>118</td>
<td></td>
<td>+1</td>
<td>Average</td>
<td>7</td>
<td>87</td>
<td>370</td>
<td>14/7</td>
<td>13/9 – 15/5</td>
<td>SC</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>12/0/19</td>
<td>118</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>83</td>
<td>390</td>
<td>16/1</td>
<td>15/2 – 17/0</td>
<td>NB</td>
<td>5</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.co.uk/ngrt
SUFFOLK READING SCALE
Monitoring students’ reading development and progress for ages 6–16 years.

Fred Hagley

HOW CAN I USE THE DATA?
- Set targets based on group reading ability
- Measure reading progress over time
- Identify students with potential reading difficulties who may require further in-depth assessment

REPORTS:
- Instant scoring and reporting for digital users
- Paper users can take advantage of our Scoring and Reporting Service

QUICK GUIDE

AGE RANGE:
- Paper 6–14 years
- Digital 6–16 years

SUITABLE FOR:
- Teachers and SENCos

TEST DURATION:
- 30 minutes

TEST FORMAT:
- Digital and Paper

Example screenshots
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 and Passage Reading Primary are suitable for pupils aged 4–11. Passage Reading Secondary is suitable for secondary pupils and assesses:
• Fiction and non-fiction passages for silent reading
• Rate of reading, comprehension, fluency and summarisation

**Example passage**

**Missing Handbag**
It was the first day of Ryan’s family holiday. They were staying in a cottage which overlooked the harbour in Pyle 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 as red as a tomato. 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 to the police. 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.

**HOW CAN I USE THE DATA?**
• Identify specific problems and inform appropriate interventions
• Assess EAL students
• Benchmarking against the national average
• 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 individual reports for **YARC Early Reading** (add-on at extra cost)

**QUICK GUIDE**

**AGE RANGE:**
4–16 years

**SUITABLE FOR:**
Teachers, SENCos, Literacy Coordinators, Assessment Coordinators, Educational Psychologists

**TEST DURATION:**
20–30 minutes

It gives a practical slant by identifying which skills are missing, and helps a school translate what it needs to do to ensure good reading skills are instilled.

**Beccie Hawes, Head of Service, Rushall’s Inclusion Advisory support team**
BRITISH PICTURE VOCABULARY SCALE: THIRD EDITION (BPVS3)

The perfect solution to establishing and developing a wide vocabulary in non-readers, and students with specific learning difficulties.

Lloyd M Dunn, Douglas M Dunn with Julie Sewell and Ben Styles, National Foundation for Educational Research

There is no reading required in this accessible and appealing test.

HOW CAN I USE THE DATA?

- Track progress from pre-school through to secondary school
- Assess language development in non-readers and EAL students

For each question, the teacher says a word and the student responds by selecting a picture from the four options that best illustrate the words and meanings.

QUICK GUIDE

AGE RANGE: 3–16 years

SUITABLE FOR: Teachers, SENCos and Speech and Language Therapists

TEST DURATION: Approx. 10 minutes

TEST FORMAT: Paper
SINGLE WORD SPELLING TEST (SWST)
A series of nine standardised tests designed to assess spelling attainment for ages 6-14 years.
Lesley Sacre and Jackie Masterson

HOW CAN I USE THE DATA?
• Evaluate spelling ability for individual students
• Inform teaching strategies
Digital users will benefit from instant scoring and reporting, with simple group and individual reports.
Paper users can use our Online Marking Tool:
Available for schools who prefer to mark their own papers, the tool reduces marking time and provides instant scores and reports online as soon as marking is complete. Note: this service is exclusively available with certain products including SWST.

QUICK GUIDE
AGE RANGE: 6-14 years
SUITEABLE FOR: Teachers and SENCos
TEST DURATION: Untimed
TEST FORMAT: Digital and Paper

Other assessments you might like.
Full details can be found on our website.

Assesses a student’s spelling, 6-13 years

Single Word Reading Test 6-16 (SWRT):
A screening test checking progress at regular intervals

Neale Analysis of Reading Ability:
Accuracy, comprehension and rate of reading with extension passages, 6-12 years

Comprehension Booster:
Improving students’ concentration and attention, 7-14+ years

Lesley Sacre and Jackie Masterson
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. 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
- Identify strengths and areas for development

THE 9 AREAS PASS MEASURES:

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

PASS is all about feelings and I’ve got a good feeling about this resource; my gut instinct tells me it’s a perfect match for schools. As Winston Churchill said, ‘Attitude is a little thing that makes a big difference’ and this resource is full of attitude.

Teach Secondary Magazine
THE 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.

To see sample report, case studies, digital demos and more visit gl-assessment.co.uk/pass

Using a colour-coded system you can see immediately where support is most needed

Analysis can be carried out at both a cohort and individual level. Re-assessing will show how well intervention strategies have worked

Individual profiles

<table>
<thead>
<tr>
<th>Student name</th>
<th>Tutor group</th>
<th>Year</th>
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<th>2-E</th>
<th>3-P</th>
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Other assessments you might like.

Full details can be found on our website.

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.
SANDWELL EARLY NUMERACY TEST REVISED, & KS2-KS3

Chris Arnold, Phil Bowen, Moira Tallents and Bob Walden, Sandwell Inclusion Support Service

A quick and simple assessment of numeracy for ages 4–12 years.

Explores five strands of basic numeracy skills to provide individual diagnostic profiles.

HOW CAN I USE THE DATA?

- Identify specific areas of difficulty with numeracy
- Monitor the impact of interventions
- Set targets for SEN students

RECALL

Helen St. Clair-Thompson

Assessing fundamental working memory functions identified in leading research, for ages 7–16 years.

Working memory is important, particularly for mathematical fluency. Recall assesses the fundamental working memory functions: phonological loop (via a word recall test), visuospatial sketchpad (via a pattern recall test), and central executive function (via a counting recall test).

HOW CAN I USE THE DATA?

- Identify children at risk of slow academic progress due to working memory issues
- Inform appropriate interventions
- Use as a measure of cognitive processing in JCQ Form 8 Section C, when applying for exam access arrangements
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

This report shows a summary of the results split into subtests, against the national average.

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0330 123 5375

GL ASSESSMENT SECONDARY

29

BARRIERS TO LEARNING
RAPID
Whole class screening for dyslexia, for ages 4–15 years.

Accurate, sensitive screening tests to detect dyslexic tendencies and ensure support is provided for dyslexic children at the first signs of difficulty. Easy-to-read reports provide a clear indication of each child’s probability of dyslexia.

HOW CAN I USE THE DATA?
- Identify children with dyslexic tendencies
- Automatically integrate results into established dyslexia diagnostic programmes CoPS, LASS 8–11 and LASS 11–15
- Identify difficulties with any of the following: phonological processing, auditory memory, phonic decoding

Quick Guide
AGE RANGE: 4–15 years
SUITABLE FOR: Teachers, SENCos and Specialist Teachers/Assessors
TEST DURATION: 15–20 minutes
TEST FORMAT: Digital (CD)

Visit gl-assessment.co.uk/rapid
info@gl-assessment.co.uk
LUCID ASSESSMENT SYSTEM FOR SCHOOLS (LASS)

An in-depth reading and spelling test to identify strengths and weaknesses in students with dyslexic tendencies, for ages 8–15 years.

Joanna Horne, Anita Keates and Judith Stansfield

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

QUICK GUIDE

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

SUITABLE FOR:
- Teachers, SENCos and Specialist Teachers/Assessors

TEST DURATION:
- 45 minutes

TEST FORMAT:
- Digital (CD)

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

QUICK GUIDE

AGE RANGE:
- 15+ years

SUITABLE FOR:
- SENCos and Specialist teachers/assessors

TEST DURATION:
- 25–30 minutes

TEST FORMAT:
- Digital (CD)
EXACT
A quick test that identifies students entitled to exam access arrangements, age 11–24 years.

Jonathan Ferrier and Joanna Horne

An efficient test allowing you to quickly and easily screen all of your students to find out who may be entitled to exam access arrangements.

HOW CAN I USE THE DATA?
- Identify students who may be entitled to exam access arrangements
- Provide evidence for JCQ Form 8
- Gather standardised information on new students, with the option to repeat the assessment as needed

REPORTS
Any pink bar on an Exact report indicates a standard age score of 84 or less, and therefore a possible entitlement to exam access arrangements.

QUICK GUIDE
AGE RANGE: 11–24 years
SUITABLE FOR: SENCOs and Specialist Teachers/Assessors
TEST DURATION: 30–40 minutes
TEST FORMAT: Digital (CD)

Without Exact we wouldn’t be able to offer such a high level of screening - full stop - let alone so quickly.

Jacqui Clarke, Head of the Learning Support Centre and Special Educational Needs Coordinator, Millfield Senior School

Also available

Visual Stress Screener (ViSS)
A scientific breakthrough in objective identification of students suffering from visual stress leading to reading difficulties, for ages 7–18+ years.
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 improvements are on the right track in a cost-effective manner
- Channel parental involvement

THE REPORTS
- Full evidence summary for every school's self-evaluation
- Reports reflect the local inspection frameworks.

QUICK GUIDE
AGE RANGE: 5-18 years
SUITABLE FOR: Teachers, Senior Leadership Teams, Governers, Parents and Students
TEST DURATION: Untimed
TEST FORMAT: Digital and Paper

Kirkland Rowell Surveys gave us a very good baseline towards not only the teaching that they received but also their feelings around safety and attitudes to the school itself and how it improved.

Ian Hickman, Senior Education Advisor, Northern Education Trust

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.

0330 123 5375
ADMISSIONS TESTING

GL Assessment can help you to create a fair and effective admissions process.

FOR 35 YEARS WE HAVE BUILT A REPUTATION FOR HIGH-QUALITY, ROBUST ADMISSIONS TESTS.

Our tests are used by most grammar schools and many independents, as well as academies and schools with fair-banding systems.

- Highly-personalised service
- Expert consultants advising the process
- Tests that fully satisfy their admissions criteria
- Supportive of social mobility – trialled and validated to protect against bias

We recognise the issue of private tutoring and do everything we can to level the playing field including continually researching and developing new question types.

TESTS COVER THE FOLLOWING AREAS:

- Verbal reasoning
- Non-verbal reasoning
- Spatial reasoning
- English
- Mathematics

To ensure all children have the chance to acquaint themselves with the test content, we offer every child free access to 10 hours of familiarisation materials. See our website gl-assessment.co.uk/11plus for more details.

WE ARE FLEXIBLE AND EFFICIENT

- Overprinting service pre-prints candidate names on to answer sheets
- Scoring service for a quick and highly accurate turnaround
- The Statistical Services team will provide bespoke national or local standardisation of test data
- Able to analyse and band-test results against school-specific criteria

GET STARTED

To discuss your school’s requirements please call or email:

📞 020 8996 3396
✉️ admissions@gl-assessment.co.uk
✉️ info@gl-assessment.co.uk
YOUR ASSESSMENT CONSULTANT

Your assessment consultant can give you expert advice and demonstrate resources to you and your colleagues.

Please see our website for the most up to date details of your Assessment Consultant – gl-assessment.co.uk/consultants.

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<td>Andrew Gill</td>
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INDEX

Admissions Testing 34
Assessment Consultants 35
British Picture Vocabulary Scale 24
British Spelling Test Series: Second Edition 25
Challenges to secondary schools 2–3
Cognitive Abilities Test Combination Report 10–11
Cognitive Abilities Test: Fourth Edition 8–9
Comprehension Booster 25
Dyslexia and Dyscalculia Screeners 29
Dyslexia Portfolio 29
Emotional Literacy: Assessment and Intervention 27
Events and training 7
Exact 32
Index 36
Kirkland Rowell Surveys 33
Lucid Assessment System for Schools 31
Lucid Adult Dyslexia Screener Plus 31
Measures of Children’s Mental Health and Psychological Wellbeing 27
Neale Analysis of Reading Ability 25
New Group Reading Test 20–21
New Group Spelling Test 13
Progress Test in English 14–15
Progress Test in Maths 16–17
Progress Test in Science 18–19
Pupil Attitudes to Self and School 26–27
Rapid 30
Recall 28
Sandwell Early Numeracy Test 28
SEN Assessment Toolkit 5
Single Word Reading Test 6–16 25
Single Word Spelling Test 25
Suggested Timeline 6
Suffolk Reading Scale 22
The Black Box Series 33
Transition Assessment Package 5
Verbal and Non-Verbal Reasoning 12
Visual Stress Screener 32
Whole Student View 4
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