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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. UK bank holidays) and from 7.30am–4pm on international enquiries
• Assessment Consultants who can discuss your needs with you
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Your local Assessment Consultant will be happy to answer your questions.

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07787 280 784
janice.forbes@gl-assessment.co.uk

Scotland
Scott Campbell
07551 171 329
scott.campbell@gl-assessment.co.uk

Orders and Customer Services
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Assessment Consultants
gl-assessment.co.uk/consultants

Fax
0330 123 5471

Post
GL Assessment
FREEPOST LON16517
Swindon, SN2 8BR
(Freepost not available if posting from Republic of Ireland or internationally)

AWARDS AND PARTNERS
One goal we 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. At GL Assessment, our aim is to help you meet that challenge.

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 in the UK. This data can help measure progress towards Literacy and Numeracy targets set out in the “Count, Read: Succeed” strategy from the Department of Education in Northern Ireland, or with the Attainment Challenge in Scotland.

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. Our combination reports bring together data across multiple assessments, including CAT4, New Group Reading Test, and the Progress Test Series, helping flag any discrepancies and target intervention on specific pupils. 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 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 the opposite page.

Greg Watson
Chief Executive, GL Assessment

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The challenges facing schools often revolve around increasing attainment for all, regardless of 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 Northern Ireland

In Northern Ireland, though there is now greater power to choose how to assess, schools still need to provide some national benchmarking. The need to demonstrate that schools are ‘closing the attainment gap’ within a school is also present, so identifying issues and providing interventions is a must.

Solution

We provide easy-to-use, reliable assessments that, with clear reporting, can help you identify pupils who may not be fulfilling their potential, uncover any barriers to learning, inform and measure early interventions and give a benchmark of attainment in core subjects. This will enable you to provide additional support to those who may need it.
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.

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.

The Curriculum for Excellence asks schools to demonstrate pupil attainment, progress and whether they are on track to meet expectations based on ability. There is also a focus on raising attainment in children from all backgrounds, regardless of background and potential.

Our assessments can be a starting point for any strategy to drive up attainment for all. It provides a baseline measure of potential, and knowledge in the core subjects, highlighting any gaps. Our attitudinal survey and SEN range can also help identify any potential barriers to learning and allow you to put interventions in place sooner rather than later. You can then retest later in the year to measure the impact of any interventions as well as progress.
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 underachievement
- 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)
- Baseline and Baseline Progress
- 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

“...We have found the assessments to be invaluable in adding to the range of evidence which informs professional dialogue in our monitoring and tracking meetings and helps identify next steps for our pupils. The large amount of detailed data relating to each child helps us to pinpoint specific areas of development for the individual, and informs our areas for improvement as a whole school, helping us to constantly achieve academic excellence.

Heather Fuller,
Headteacher, The High School of Glasgow Junior School

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

Visit gl-assessment.co.uk/cds

You can spot our CDS products on the pages with the icon

SUPPORTING SCHOOLS

GL ASSESSMENT NORTHERN IRELAND & SCOTLAND

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

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 on entry to secondary school.

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: Fourth Edition (p.8–9)
- Progress Test Series (p.14–19)
- New Group Reading Test (p.20–21)
- Pupil Attitudes to Self and School (p.30–31)

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

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

Lorraine Petersen, OBE"
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.

EXAMPLE TIMELINE FOR SCHOOLS IN NORTHERN IRELAND

- **Cognitive Abilities Test: Fourth Edition (CAT4)**
  - Page 8–9
- **New Group Reading Test (NGRT) — Form A**
  - Page 20–21
- **New Group Spelling Test (NGST) — Form A**
  - Page 22
- **Dyslexia and Dyscalculia Screeners Digital**
  - Page 32
- **Pupil Attitudes to Self and School (PASS) — 1st Survey**
  - Page 30–31
- **Kirkland Rowell Surveys (KRS)**
  - Page 29
- **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
- **New Group Spelling Test (NGST) — Form B**
  - Page 22

EXAMPLE TIMELINE FOR SCHOOLS IN SCOTLAND

- **Cognitive Abilities Test: Fourth Edition (CAT4)**
  - Page 8–9
- **New Group Reading Test (NGRT) — Form A**
  - Page 20–21
  - **New Group Spelling Test (NGST) — Form A**
  - Page 22
- **Dyslexia and Dyscalculia Screeners Digital**
  - Can be used at any time of year - Page 32
- **Progress Test Series (PT Series)**
  - Page 14–19
- **Baseline**
  - Page 13
- **Kirkland Rowell Surveys (KRS)**
  - Page 29
- **Pupil Attitudes to Self and School (PASS) — 1st Survey**
  - Page 30–31
- **New Group Reading Test (NGRT) — Form C**
  - Page 20–21
  - **New Group Spelling Test (NGST) — Form C**
  - Page 22
- **Baseline Progress**
  - Page 13
- **Pupil Attitudes to Self and School (PASS) — 2nd Survey**
  - Page 30–31
- **Progress Test Series (PT Series)**
  - Page 14–19
- **New Group Reading Test (NGRT) — Form C**
  - Page 20–21
  - **New Group Spelling Test (NGST) — Form C**
  - Page 22
EVENTS AND TRAINING
To help you make the most of your assessment data, we offer a wide range of training and support services. For no extra charge you will receive:

- Phone and email support from your Assessment Consultant
- Access to our online training platform, where you can receive support in short modules - gl-assessment.co.uk/supportvideos

WORKSHOPS IN NORTHERN IRELAND
A one-day comprehensive analysis of your school data where participants will become competent in developing a complete profile of students as learners, encompassing developed ability (CAT4), current achievement in English and Maths (PTE & PTM) and attitudinal barriers to learning (PASS).

Participants will use their own school data to:

- Understand the CAT4 assessment, statistical terms and role of batteries to identify students ability in English and Maths, individual learning bias and implications for teaching and learning
- Combine various data sets to identify group and individual student’s strengths and underachievement within the school
- Identify individual students’ PTE & PTM curriculum and process category scores and put early intervention strategies in place to raise achievement
- Understand the nine PASS factors and their impact on learning
- Identify individual students’ barriers to learning using PASS data
- Build a complete profile of students as learners identifying ability, attainment and attitudinal barriers to learning

For more information on the workshops, including pricing, please email glrtraining@gl-assessment.co.uk

BESPOKE TRAINING IN SCOTLAND
We offer bespoke training to Local Authorities in Scotland to help them understand the data that the assessments will provide to their schools.

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

Of delegates surveyed, 93% said they would recommend attending a GL Assessment event to a colleague

Get in touch
To find out more about training opportunities please contact glrtraining@gl-assessment.co.uk
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 from P3 through to Y13/S6 e.g. on 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

CAT4 gives us a robust and reliable measure of ability. There’s a tangible difference between low-attaining children and those not fulfilling their potential, and we want to start by addressing the latter.

Garry Matthewson, Principal, Holy Family Nursery and Primary School
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.

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
- Cluster report
- Excel® Cluster 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.

Scores

<table>
<thead>
<tr>
<th>Category</th>
<th>No. of students</th>
<th>KS2</th>
<th>KS3</th>
<th>KS4</th>
<th>KS5</th>
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</thead>
<tbody>
<tr>
<td>Verbal</td>
<td>120</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Quantitative</td>
<td>120</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>240</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>120</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Profile summary

The analysis of CAT4 scores allows all students to be assigned a profile that is in line with seven broad descriptions of four preferences for learning. The Visual Reasoning and Spatial Ability Batteries form the basis of this analysis and the profiles are assigned as a result, a decade of previous free for verbal or spatial learning or, where to look in another (that is, which scores on both batteries are similar), as an even profile.

The chart shows where a student’s profile lies in the six broad bands.

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

The Group report for teachers is available in a PDF and Excel® version so that further analysis can be carried out.
The 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)
- New Group Reading Test (NGRT)
- Progress Test in Maths (PTM) primary levels
- Progress Test in Maths (PTM) secondary levels (from September 2017)
- Progress Test in Science (PTS) (from September 2017)

**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>CAT4 Overall</th>
<th>English discrepancy category</th>
<th>PTE Verbal</th>
<th>PTE Overall</th>
<th>Maths discrepancy category</th>
<th>CAT4 Nonverbal</th>
<th>CAT4 Overall</th>
<th>CAT4 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom Smith</td>
<td>90</td>
<td>134</td>
<td>Much higher than expected</td>
<td>90</td>
<td>112</td>
<td>Much higher than expected</td>
<td>90</td>
<td>130</td>
<td>91</td>
</tr>
<tr>
<td>Sarah Brown</td>
<td>112</td>
<td>112</td>
<td>Higher than expected</td>
<td>105</td>
<td>116</td>
<td>Higher than expected</td>
<td>105</td>
<td>117</td>
<td>116</td>
</tr>
<tr>
<td>Lucinda Davis</td>
<td>106</td>
<td>116</td>
<td>Much lower than expected</td>
<td>96</td>
<td>108</td>
<td>Much lower than expected</td>
<td>96</td>
<td>116</td>
<td>116</td>
</tr>
<tr>
<td>John Rodriguez</td>
<td>108</td>
<td>116</td>
<td>Higher than expected</td>
<td>112</td>
<td>116</td>
<td>Higher than expected</td>
<td>112</td>
<td>116</td>
<td>116</td>
</tr>
<tr>
<td>Sarah Clark</td>
<td>100</td>
<td>100</td>
<td>Expected</td>
<td>100</td>
<td>100</td>
<td>Expected</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Emily Johnson</td>
<td>102</td>
<td>112</td>
<td>Much higher than expected</td>
<td>105</td>
<td>116</td>
<td>Higher than expected</td>
<td>105</td>
<td>117</td>
<td>116</td>
</tr>
<tr>
<td>Olivia Green</td>
<td>98</td>
<td>116</td>
<td>Much lower than expected</td>
<td>98</td>
<td>108</td>
<td>Much lower than expected</td>
<td>98</td>
<td>116</td>
<td>116</td>
</tr>
<tr>
<td>Benjamin Taylor</td>
<td>112</td>
<td>112</td>
<td>Higher than expected</td>
<td>105</td>
<td>116</td>
<td>Higher than expected</td>
<td>105</td>
<td>117</td>
<td>116</td>
</tr>
<tr>
<td>Emily Jones</td>
<td>100</td>
<td>112</td>
<td>Much lower than expected</td>
<td>102</td>
<td>116</td>
<td>Much lower than expected</td>
<td>102</td>
<td>116</td>
<td>116</td>
</tr>
<tr>
<td>Alex Smith</td>
<td>106</td>
<td>116</td>
<td>Higher than expected</td>
<td>105</td>
<td>116</td>
<td>Higher than expected</td>
<td>105</td>
<td>117</td>
<td>116</td>
</tr>
<tr>
<td>Thea Lee</td>
<td>100</td>
<td>112</td>
<td>Much higher than expected</td>
<td>105</td>
<td>116</td>
<td>Higher than expected</td>
<td>105</td>
<td>117</td>
<td>116</td>
</tr>
<tr>
<td>Isabella Lee</td>
<td>108</td>
<td>112</td>
<td>Higher than expected</td>
<td>105</td>
<td>116</td>
<td>Higher than expected</td>
<td>105</td>
<td>117</td>
<td>116</td>
</tr>
<tr>
<td>Alexia Hopkins</td>
<td>100</td>
<td>112</td>
<td>Much lower than expected</td>
<td>105</td>
<td>116</td>
<td>Higher than expected</td>
<td>105</td>
<td>117</td>
<td>116</td>
</tr>
</tbody>
</table>

The Standard Age Score (SAS) is based on the student’s raw score which has been adjusted for age and allows for a level that relates in 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.

Students:
Tom Albright Nick Duffy Billy Freeman
Martin Gibson Nathan Gill Sophie Jobson
Natasha Jones Elise Kelly Sarah Ling
Charlie Masters Tom Murdie Florence Nash

This report of CAT4 and PTE helps to identify those students whose English attainment differs markedly from what might be expected from their CAT4 score

This shows those students in the ‘much higher or higher than expected reading attainment’ category from the combination report from CAT4 and NGRT

English profiles

In several studies, CAT4 has been found to be a good indicator of English attainment and, in particular, reading. However, there will be other factors outside the scope of this report, that must be considered when forming a comprehensive profile of that attainment. The purpose of this report is to identify students whose English attainment differs markedly from what might be expected from their CAT4 score.

The CAT4 Verbal Reasoning score and the Progress Test in English (PTE) score form the basis of this analysis and profiles are indicated by the coloured bands.

- Much higher than expected English attainment
- Higher than expected English attainment
- Expected English attainment
- Lower than expected English attainment
- Much lower than expected English attainment
- Males
- Females

For full information on what you need to purchase to receive the CAT4 Combination Report visit gl-assessment.co.uk/cat4buying
**VERBAL REASONING & NON-VERBAL REASONING**

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

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
- Benchmark pupils against others in the UK

**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

**QUICK GUIDE**

**AGE RANGE:** 8–14 years

**SUITABLE FOR:** Teachers, Support for Learning and SENCOs

**TEST DURATION:** 40–50 minutes

**TEST FORMAT:** Digital and Paper

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

---

**Verbal Reasoning**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage of students in each Sibline</th>
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<tr>
<td>Male</td>
<td>0% 1% 2% 3% 4% 5% 6% 7% 8% 9% 10% 11%</td>
</tr>
<tr>
<td>Female</td>
<td>0% 1% 2% 3% 4% 5% 6% 7% 8% 9% 10% 11%</td>
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</tbody>
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**Mental Age:**

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**National:**

<table>
<thead>
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<td>28</td>
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<td>25</td>
<td>18</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>11</td>
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<tr>
<td>Females</td>
<td>81.7</td>
<td>17.1</td>
<td>12</td>
<td>8</td>
<td>25</td>
<td>25</td>
<td>5</td>
<td>9</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>87.1</td>
<td>18.3</td>
<td>16</td>
<td>0</td>
<td>95</td>
<td>19</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>89.6</td>
<td>12.3</td>
<td>11</td>
<td>0</td>
<td>95</td>
<td>19</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>104.6</td>
<td>30.0</td>
<td>9</td>
<td>0</td>
<td>91</td>
<td>20</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Black British</td>
<td>93.5</td>
<td>18.8</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td>23</td>
<td>12</td>
<td>0</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

**RANGE:**

0% - 45%

**Standard Age Score:**

- Low: 13-15
- Average: 16-18
- High: 19-24

**Gender:**

- Male
- Female

**Ethnic Group:**

- White
- Asian
- Black British

**Correlation with National:**

- Low: 13-15
- Average: 16-18
- High: 19-24

**Age Range:**

- 8-14 years

**Suitable for:**

- Teachers
- Support for Learning
- SENCOs

**Test Duration:**

- 40-50 minutes

**Test Format:**

- Digital and Paper

**Scoring and Reporting Service:**

- Digital access
- Paper-based reports

**Reports:**

- Communicate results by criteria including gender and ethnicity

**Quick Guide:**

- Age Range: 8-14 years
- Suitable for: Teachers, Support for Learning, SENCOs
- Test Duration: 40-50 minutes
- Test Format: Digital and Paper

**Reports also communicate results by criteria including gender and ethnicity. Schools can also add two criteria of their own choice, such as EAL or postcode.**
BASELINE® AND BASELINE PROGRESS
Establish a baseline for a child’s literacy and mathematics

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

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

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.

Please note: Baseline Progress is not applicable to schools in Northern Ireland.

Baseline has been linked to PTM5 and PTE5 enabling schools to track progress from ages three to 14.

I was really impressed. Children will love the pictures and the tablet format. I really like that the teacher controls what the child sees on their tablet and you can adjust the pace of the assessment to the child’s needs.

Grace Shaw, Datchet St. Mary’s Primary Academy
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

**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.

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

**THE PROGRESS TEST SERIES®**
A series to support schools in meeting assessment standards.

The Progress Test Series includes assessments of English, maths and science that provide a reliable way to benchmark attainment nationally and track progress year-on-year. It is standardised against data from over 85,000 children across the UK.

**THE PROGRESS TEST SERIES®**
A series to support schools in meeting assessment standards.

The Progress Test Series includes assessments of English, maths and science that provide a reliable way to benchmark attainment nationally and track progress year-on-year. It is standardised against data from over 85,000 children across the UK.

**QUICK GUIDE**

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

**SUITEABLE FOR:**
Teachers, Support for Learning, Literacy Co-ordinators, SENCos and Assessment Co-ordinators

**TEST DURATION:**
60–75 minutes depending on test level

**TEST FORMAT:**
Digital and Paper (Levels 5 and 6 are paper only)
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

<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 (present)</td>
<td>1 / 1</td>
<td>30</td>
<td>71</td>
</tr>
<tr>
<td>ES21</td>
<td>English Skills: Grammar and Punctuation</td>
<td>Choose the correct word to complete the sentence (has, sweater, somebody, up, Whose)</td>
<td>0 / 1</td>
<td>20</td>
<td>65</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! (planted a yellow flower.))</td>
<td>0 / 1</td>
<td>30</td>
<td>46</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>46</td>
</tr>
<tr>
<td>RC1</td>
<td>Reading Comprehension: Narrative</td>
<td>What else did Christopher like doing?</td>
<td>1 / 1</td>
<td>76</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 this description tell you about the dandelions?</td>
<td>0 / 1</td>
<td>52</td>
<td>75</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>60</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>87</td>
</tr>
<tr>
<td>RC7</td>
<td>Reading Comprehension: Narrative</td>
<td>He washed, and sealed, and sealed. Why does the writer repeat the word ‘sealed’?</td>
<td>0 / 1</td>
<td>60</td>
<td>65</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 fell on the air and landed gently over Dandeville. At first nobody noticed. Why did nobody notice at first?</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>51</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>60</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>70</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>50</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>Where might the name ‘Dandeville’ 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 ‘towards’?</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>72</td>
<td>38</td>
</tr>
</tbody>
</table>

This scattergraph gives a snapshot of how many students are making below, average, and above average progress.

Read more about the reports on page 19.
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

QUICK GUIDE

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

SUITABLE FOR:
Teachers, Maths Co-ordinators, SENCo, Assessment Co-ordinators and Support for Learning

TEST DURATION:
45–75 minutes depending on test level

TEST FORMAT:
Digital and Paper (Levels 5 and 6 are paper only)

NEW FOR 2017!
PTM Levels 12-14 have been newly standardised for Northern Ireland

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 P4 upwards
Test Level 8, for use from P4 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>

Percentage of questions answered correctly by all students compared with the national average

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 PTM 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>Euan Smith</td>
<td>151</td>
<td>151</td>
<td>0%</td>
<td>Expected</td>
</tr>
<tr>
<td>Aisling Call</td>
<td>88</td>
<td>118</td>
<td>30%</td>
<td>Much higher than expected</td>
</tr>
<tr>
<td>Aran Fraser</td>
<td>89</td>
<td>117</td>
<td>28%</td>
<td>Much higher than expected</td>
</tr>
<tr>
<td>Conal Scanlon</td>
<td>82</td>
<td>114</td>
<td>22%</td>
<td>Higher than expected</td>
</tr>
<tr>
<td>Alba Jovanka May</td>
<td>111</td>
<td>148</td>
<td>5%</td>
<td>Expected</td>
</tr>
<tr>
<td>Marie Gibson</td>
<td>88</td>
<td>113</td>
<td>25%</td>
<td>Much higher than expected</td>
</tr>
<tr>
<td>Anthony Jamieson</td>
<td>95</td>
<td>106</td>
<td>12%</td>
<td>Much higher than expected</td>
</tr>
<tr>
<td>Rosalee Rea</td>
<td>106</td>
<td>106</td>
<td>0%</td>
<td>Expected</td>
</tr>
<tr>
<td>Tenandle Dvries</td>
<td>110</td>
<td>115</td>
<td>5%</td>
<td>Expected</td>
</tr>
<tr>
<td>Richard Robins</td>
<td>110</td>
<td>104</td>
<td>6%</td>
<td>Expected</td>
</tr>
<tr>
<td>Peter Armstrong</td>
<td>81</td>
<td>102</td>
<td>21%</td>
<td>Much higher than expected</td>
</tr>
<tr>
<td>Kelly Reagent</td>
<td>103</td>
<td>111</td>
<td>8%</td>
<td>Expected</td>
</tr>
<tr>
<td>Ruth Gablee</td>
<td>89</td>
<td>99</td>
<td>10%</td>
<td>Much higher than expected</td>
</tr>
<tr>
<td>Niall Turner</td>
<td>109</td>
<td>108</td>
<td>1%</td>
<td>Expected</td>
</tr>
<tr>
<td>Nia Macs</td>
<td>105</td>
<td>98</td>
<td>7%</td>
<td>Expected</td>
</tr>
<tr>
<td>Tom Keight</td>
<td>79</td>
<td>95</td>
<td>17%</td>
<td>Much higher than expected</td>
</tr>
<tr>
<td>Ronny Roberts</td>
<td>89</td>
<td>95</td>
<td>6%</td>
<td>Expected</td>
</tr>
<tr>
<td>Declan Blair</td>
<td>51</td>
<td>64</td>
<td>3%</td>
<td>Expected</td>
</tr>
<tr>
<td>Declan Kaveney</td>
<td>77</td>
<td>93</td>
<td>16%</td>
<td>Higher than expected</td>
</tr>
<tr>
<td>Donal O’Brien</td>
<td>79</td>
<td>99</td>
<td>2%</td>
<td>Expected</td>
</tr>
<tr>
<td>Natasha Frielikes</td>
<td>109</td>
<td>107</td>
<td>2%</td>
<td>Much lower than expected</td>
</tr>
<tr>
<td>Peter Mulhall</td>
<td>107</td>
<td>95</td>
<td>12%</td>
<td>Lower than expected</td>
</tr>
<tr>
<td>Rebecca McElrory</td>
<td>89</td>
<td>82</td>
<td>-7%</td>
<td>Expected</td>
</tr>
<tr>
<td>Tom Vincent</td>
<td>111</td>
<td>99</td>
<td>-8%</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.

Reports for PTM have been mapped to Curriculum for Excellence curriculum content categories.

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 uses multiple choice questions to measure two dimensions of science learning:

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

NEW FOR 2017!

From September PTS will be included in the CAT4 Combination Report.
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
- Cluster report
- For CAT4 users – CAT4 Combination report

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)

![Analysis of group scores (by Reporting area)](image)

This analysis shows you the percentage of questions answered correctly by your group compared to the national average, this is split into reporting area.

Scores

<table>
<thead>
<tr>
<th>No. attempted (N)</th>
<th>SAS</th>
<th>SAS (with 90% confidence bands)</th>
<th>Overall ST</th>
<th>NPR</th>
<th>Science standard</th>
<th>Progress Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>105</td>
<td></td>
<td>6 63</td>
<td>2 7</td>
<td>4 6</td>
<td></td>
</tr>
</tbody>
</table>

Analysis of Subject

<table>
<thead>
<tr>
<th>Subject category</th>
<th>Number of questions</th>
<th>Student % correct</th>
<th>National % correct</th>
<th>Student / national difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>17</td>
<td>71%</td>
<td>63%</td>
<td>8%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>12</td>
<td>33%</td>
<td>50%</td>
<td>-17%</td>
</tr>
<tr>
<td>Physics</td>
<td>11</td>
<td>64%</td>
<td>60%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Analysis of Reporting area

<table>
<thead>
<tr>
<th>Reporting area category</th>
<th>Number of questions</th>
<th>Student % correct</th>
<th>National % correct</th>
<th>Student / national difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working scientifically</td>
<td>15</td>
<td>47%</td>
<td>64%</td>
<td>-19%</td>
</tr>
<tr>
<td>Knowledge and Understanding</td>
<td>20</td>
<td>50%</td>
<td>61%</td>
<td>-6%</td>
</tr>
<tr>
<td>Application of Knowledge and Understanding</td>
<td>20</td>
<td>60%</td>
<td>56%</td>
<td>4%</td>
</tr>
</tbody>
</table>

See more at gl-assessment.co.uk/PTSreports
NEW GROUP READING TEST (NGRT)®
Standardised assessment of reading ability and progress for ages 5–16 years.

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?
- Provide evidence of progress to Education Scotland/Education Training Inspectorate
- 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

As a school we are delighted that we chose to invest in NGRT. The excellent breakdown of data in the report section gave our teachers a clear indication of areas that needed reinforcing. If we are to start closing the attainment gap this type of detailed tracking is a crucial tool in a teacher’s box.

Brian Tracey, DHT, St Vincent’s Primary School, Glasgow

Quick Guide

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

SUITABLE FOR:
- Teachers, Literacy Co-ordinators and SENCo’s, Assessment Co-ordinator and Support for Learning

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

TEST FORMAT:
- Digital and Paper

NGRT is widely used across LAs and schools in Scotland to measure literacy within the Attainment Challenge.

NGRT also supports teachers in raising overall levels of attainment in literacy, a key aspect of the Count Read Succeed strategy in Northern Ireland, helping you narrow the gap in educational outcomes.
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

- **Cluster report**
  This allows comparisons between schools, year groups and nationally

Digital reports are available immediately. Paper reports require sign-up to our Scoring and Reporting Service.

NEW
in autumn 2017!

- Termly digital testing
- Customised implications for teaching and learning on each individual report

When used with New Group Spelling Test (page 22), you can assess reading and spelling in under an hour. Discounts are available when purchased together.

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

---

**Group Scores (by Surname)**

<table>
<thead>
<tr>
<th>Student name</th>
<th>Age at test (years months)</th>
<th>SAS</th>
<th>SAS (N% confidence bands)</th>
<th>SAS difference</th>
<th>Progress category</th>
<th>Overall</th>
<th>mERT</th>
<th>Reading Age</th>
<th>Reading age expectation bands</th>
<th>Reading age level</th>
<th>Termly report</th>
<th>Score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ben Amasco</td>
<td>11/06 116</td>
<td></td>
<td></td>
<td>+2</td>
<td>Average</td>
<td>7</td>
<td>79</td>
<td>350</td>
<td>14.03</td>
<td>14.00 - 14.10</td>
<td>A</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Charlotte Amos</td>
<td>12/06 114</td>
<td></td>
<td></td>
<td></td>
<td>Above average</td>
<td>7</td>
<td>87</td>
<td>424</td>
<td>17.05</td>
<td>17.00 - 17.06</td>
<td>SC</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Kate Secret</td>
<td>12/06 116</td>
<td></td>
<td></td>
<td>+10</td>
<td>Above average</td>
<td>9</td>
<td>99</td>
<td>470</td>
<td>17.01</td>
<td>17.00 - 17.02</td>
<td>PC</td>
<td>9</td>
<td>9</td>
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<tr>
<td>Connor Callaghan</td>
<td>12/06 128</td>
<td></td>
<td></td>
<td>2</td>
<td>Average</td>
<td>9</td>
<td>95</td>
<td>424</td>
<td>17.05</td>
<td>17.00 - 17.06</td>
<td>SC</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Richard Castle</td>
<td>12/06 116</td>
<td></td>
<td></td>
<td>+4</td>
<td>Average</td>
<td>6</td>
<td>95</td>
<td>410</td>
<td>17.11</td>
<td>17.06 - 17.12</td>
<td>SC</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Elizabeth Child</td>
<td>12/06 116</td>
<td></td>
<td></td>
<td>+11</td>
<td>Average</td>
<td>5</td>
<td>93</td>
<td>390</td>
<td>17.01</td>
<td>17.00 - 17.02</td>
<td>SC</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>James Curry</td>
<td>11/06 113</td>
<td></td>
<td></td>
<td>+6</td>
<td>Average</td>
<td>3</td>
<td>12</td>
<td>286</td>
<td>9.0</td>
<td>8.4 - 9.4</td>
<td>SC</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Joanne De Belder</td>
<td>11/06 117</td>
<td></td>
<td></td>
<td></td>
<td>Above average</td>
<td>4</td>
<td>26</td>
<td>208</td>
<td>9.0</td>
<td>8.4 - 9.4</td>
<td>SC</td>
<td>1</td>
<td>1</td>
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<tr>
<td>James Eade</td>
<td>12/06 116</td>
<td></td>
<td></td>
<td>+5</td>
<td>Average</td>
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<td>32</td>
<td>310</td>
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<td>9.11 - 11.0</td>
<td>SC</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Jane Evans</td>
<td>12/06 118</td>
<td></td>
<td></td>
<td>-7</td>
<td>Average</td>
<td>2</td>
<td>5</td>
<td>224</td>
<td>9.10</td>
<td>9.2 - 9.4</td>
<td>SC</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Joanna Fortes</td>
<td>12/06 117</td>
<td></td>
<td></td>
<td></td>
<td>Above average</td>
<td>5</td>
<td>27</td>
<td>235</td>
<td>7.8</td>
<td>7.6 - 8.1</td>
<td>2A</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Ruth Galley</td>
<td>12/06 118</td>
<td></td>
<td></td>
<td>+1</td>
<td>Average</td>
<td>7</td>
<td>82</td>
<td>370</td>
<td>14.07</td>
<td>13.9 - 15.5</td>
<td>SC</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td>83</td>
<td>390</td>
<td>16.11</td>
<td>16.0 - 17.0</td>
<td>NB</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>
NEW GROUP SPELLING TEST (NGST)®
New for Autumn 2017, digital adaptive spelling tests for students aged 6–14+.

All questions from the 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 scores, across a group, 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.
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:
  Support for Learning, 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**
- 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
- For pupils from Reception to P7

**Passage Reading Secondary**
- Measuring rate and accuracy of reading and reading comprehension
- Includes summarisation and separate, optional fluency measure
- For pupils from age 11–16 with lower level passages for struggling readers

**HOW CAN I USE THE DATA?**
- Identify specific problems and inform appropriate interventions
- Assess EAL pupils
- Benchmark 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 group and individual reports for YARC Early Reading (add-on at extra cost).

---

**I can’t stress strongly enough how valuable the YARC data is, particularly in relation to the reading fluency rate, which his usually difficult to evidence. The YARC data has also indicated a few students with literacy support needs that hadn’t been picked up before.**

PT Support for Learning, Castlebrae Community High School, Edinburgh

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**Example passage**

**Missing Handbag**

It was the first day of Ryan’s family holiday. They were staying in a cottage which overlooked the harbor at Pake 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.
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, Support for Learning, SENCos and Speech and Language Therapists
- TEST DURATION: Approx. 10 minutes
- TEST FORMAT: Paper
PHONOLOGICAL ASSESSMENT BATTERY: SECOND EDITION PRIMARY (PHAB2: PRIMARY)
Simon Gibbs and Sue Bodman

A comprehensive battery of tests to assess phonological awareness in pupils ages 5–11 years.

**PhAB2: Primary** is a battery of tests with targeted testing ranges for two age ranges, standardised and developed to reflect the most recent research in phonology and phonics.

**HOW CAN I USE THE DATA?**
- Identify areas of difficulty with phonological awareness
- Assess and plan appropriate interventions to improve literacy
- Use as a follow-up assessment for pupils with low scores in any phonics screening/literacy test
- Get a complete picture of pupils’ phonological strengths and weaknesses

---

SINGLE WORD SPELLING TEST (SWST)
Lesley Sacre and Jackie Masterson

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

**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**

<table>
<thead>
<tr>
<th>AGE RANGE:</th>
<th>5–11 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUITABLE FOR:</td>
<td>SENCos, Support for Learning, Specialist Literacy Teachers and Educational Psychologists</td>
</tr>
<tr>
<td>TEST DURATION:</td>
<td>20 minutes</td>
</tr>
<tr>
<td>TEST FORMAT:</td>
<td>Paper</td>
</tr>
</tbody>
</table>

**SWST** will be replaced in the **CDS** by **NGST** (page 22) in Autumn 2017

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

**British Spelling Test Series: Second Edition (BSTS2):**
Assesses a student’s spelling, 6–13 years

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

---

info@gl-assessment.co.uk
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

QUICK GUIDE

<table>
<thead>
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<th>AGE RANGE:</th>
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</thead>
<tbody>
<tr>
<td>Revised: 4–8 years</td>
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<td>KS2-KS3: 8–14 years</td>
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<table>
<thead>
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<th>SUITABLE FOR:</th>
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</thead>
<tbody>
<tr>
<td>Teachers, Support for Learning and SENCo’s</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEST DURATION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approx. 10–30 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEST FORMAT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
</tr>
</tbody>
</table>

SCHEDULE OF GROWING SKILLS: II (SGS II)

Martin Bellman, Sundra Lingam and Anne Aukett

A reliable snapshot of a child’s strengths and any potential developmental delays, for 0–5 years.
A play-based assessment with toys, and a simple scoring system indicating where referrals may be necessary.

HOW CAN I USE THE DATA?

- Obtain a clear graphical representation of child’s developmental level
- Track progress over time
- Use to communicate with parents and colleagues

QUICK GUIDE

<table>
<thead>
<tr>
<th>AGE RANGE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–5 years</td>
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</table>

<table>
<thead>
<tr>
<th>SUITABLE FOR:</th>
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</thead>
<tbody>
<tr>
<td>Early Years Professionals, Nursery Workers, Health Visitors and Educational Psychologists</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEST DURATION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>20–30 minutes</td>
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<table>
<thead>
<tr>
<th>TEST FORMAT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play-based toys</td>
</tr>
</tbody>
</table>

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

Middle Infant Screening Test (MIST) and Forward Together:

A comprehensive screening, diagnosis and recovery package
WELLCOMM: A SPEECH AND LANGUAGE TOOLKIT FOR SCREENING AND INTERVENTION IN THE EARLY YEARS: REVISED EDITION

Identify potential language difficulties in children aged 6 months–6 years.

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 USE 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

Attention and Listening

Why is this important?
Children need to develop concentration in order to be able to learn. Sustained attention leads to being able to focus on a task for longer and builds up to being able to cope when there are more distractions around.

What to do
• This game is also known as ‘Follow-my-Leader’!
• Carry out different actions (e.g. jumping, standing on one leg, touching your nose) and encourage the child to copy what you do.
  - Include a time delay so that the adult carries out an action and the child has to copy when the adult says ‘go’.
  - Change the environment (e.g. try the activity in the playground, park, classroom, kitchen/hall).
  - Try making the child copy your facial expressions instead of your actions.
  - Alter the child’s task in some way (e.g. try copying what the adult does to the toy/marble run). Can the child do this?
  - Ask the child to copy a sequence (e.g. a picture or game). Can the child follow the sequence?

WellComm is fantastic in making sure no child’s needs are missed. The activities are so directed to their age group that we often find children completely engaged, even those who have been a little reticent in class.

Beccie Hawes, Head of Service, Rushall’s Inclusion Advisory support team

QUICK GUIDE

AGE RANGE: 6 months–6 years
SUITABLE FOR: Early Years Practitioners, SENCos, Teaching Assistants, Support for Learning, Nursery Workers and Speech and Language Therapists
TEST DURATION: 10–15 minutes
TEST FORMAT: Paper

Attention and Listening 3b
Watching, remembering and copying what someone else is doing!

Why is this important?
Children need to develop concentration in order to be able to learn. Sustained attention leads to being able to focus on a task for longer and builds up to being able to cope when there are more distractions around.

What to do
• This game is also known as ‘Follow-my-Leader’!
• Carry out different actions (e.g. jumping, standing on one leg, touching your nose) and encourage the child to copy what you do.
  - Include a time delay so that the adult carries out an action and the child has to copy when the adult says ‘go’.
  - Change the environment (e.g. try the activity in the playground, park, classroom, kitchen/hall).
  - Try making the child copy your facial expressions instead of your actions.
  - Alter the child’s task in some way (e.g. try copying what the adult does to the toy/marble run). Can the child do this?
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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 improvements are on the right track in a cost-effective manner
- Channel parental involvement

REPORTS

- Full evidence summary for every school’s self-evaluation
- Reports reflect the local inspection frameworks

QUICK GUIDE

**AGE RANGE:**
5–18 years

**SUITEABLE FOR:**
Teachers, Support for Learning, Senior Leadership Teams, Governors, Parents and Students

**TEST DURATION:**
Untimed

**TEST FORMAT:**
Digital and Paper

KRS reports are linked to the ‘Every School a Good School’ policy in Northern Ireland.

We at SLS believe that Kirkland Rowell Surveys offer by far the most cost-effective method of generating meaningful, independent data on all your school’s activities as well as pre-empting the findings of inspection and satisfying the demands of self-evaluation. These surveys place the minimum of demands on a school’s time and resources and, in these difficult financial times, represent good value for money.

Ken Cunningham CBE,
General Secretary, SLS
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

The attitudinal factors measured in PASS link to both the CfE and SHANARRI, you can see a few examples below:

<table>
<thead>
<tr>
<th>Attitudinal factor</th>
<th>CfE links</th>
<th>SHANARRI links</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Feelings about school</td>
<td>Confident individuals</td>
<td>Included</td>
</tr>
<tr>
<td></td>
<td>Effective contributors</td>
<td>Safe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Respected</td>
</tr>
<tr>
<td>2. Perceived learning capability</td>
<td>Successful learners</td>
<td>Achieving</td>
</tr>
<tr>
<td></td>
<td>Responsible citizens</td>
<td>Nurturing</td>
</tr>
<tr>
<td>3. Self-regard (as a learner)</td>
<td>Confident individuals</td>
<td>Achieving</td>
</tr>
<tr>
<td></td>
<td>Effective contributors</td>
<td>Responsible</td>
</tr>
</tbody>
</table>

AGE RANGE: 4-18+ years

SUITABLE FOR: Teachers, Support for Learning, Senior Leaders, SENCOs, Educational Psychologists and Health Professionals

TEST DURATIONS: Approx. 20 minutes

TEST FORMAT: Digital
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.

I very quickly grasped the value of PASS as an excellent, whole-school, health and wellbeing screener. It also has the advantages of adding to the Pupil Voice and informing SLT and Pupil Support departments in their Self-Evaluation and Improvement planning.

Scott Campbell, GL Assessment Consultant, Former PT Guidance/Pastoral Care, Scotland

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

![PASS factor analysis](image)

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

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

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.
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.
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

Visit gl-assessment.co.uk/rapid

QUICK GUIDE

AGE RANGE: 4–15 years

SUITABLE FOR: Teachers, Support for Learning, SENCos and Specialist Teachers/Assessors

TEST DURATION: 15–20 minutes

TEST FORMAT: Digital (CD)
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:
- Support for Learning, 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:
- Support for Learning, 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.

Exact is a quick, easy-to-use screening assessment for exam access arrangements. It assesses:

- Word recognition
- Reading comprehension
- Reading speed
- Reading accuracy
- Spelling
- Writing
- Keyboarding to dictation.

Exact requires minimal supervision, and involves no marking or scoring. It provides clear reports and data which can be used by the SENCo in Section A of JCQ Form 8, to demonstrate a normal way of working (applicable to Northern Ireland). Using Exact means you can be confident that you’re not missing any pupils with underlying issues. It helps save time by only taking the pupils who may be eligible through the time-consuming process of applying for additional access arrangements.

HOW CAN I USE THE DATA?

- Identify students who may be entitled to exam access arrangements
- Gather standardised information on new students, with the option to repeat the assessment as needed
- For Northern Ireland – you can use Exact to provide evidence for JCQ Form 8

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.

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

Helen St. Clair-Thompson

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

QUICK GUIDE
AGE RANGE: 7-16 years
SUITEABLE FOR: Teachers, SENCos, Specialist Teachers, Maths Teachers/Assessors
TEST DURATION: 20-30 minutes
TEST FORMAT: Digital

COGNITIVE PROFILING SYSTEM (CoPS)
Identify early indicators for dyslexia alongside many other cognitive difficulties that can interfere with learning, for ages 4-8 years.

CoPS has proven scientific validity for the early identification of dyslexia and can help identify many other cognitive difficulties that can interfere with children’s learning. It comprises of nine tests of fundamental cognitive skills including phonological awareness, phoneme discrimination, auditory and visual short-term memory, and visual and verbal sequencing.

HOW CAN I USE THE DATA?
• Identify dyslexia at an early stage
• Understand the cognitive limitations that lie behind dyslexia and tackle these directly
• Put in place appropriate learning and teaching strategies to overcome difficulties and prevent failure
• Understand childrens’ learning styles and optimise educational experience

REPORTS
The individual report and batch report include a detailed analysis which enables you to easily identify pupils’ strengths and weaknesses. The teaching guide provides clear advice on interpreting results recommendations to optimise learning.
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.

We offer:

- 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

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/admissionstesting 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

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

020 8996 3396
admissions@gl-assessment.co.uk
For enquiries please contact us on

0330 123 5375
info@gl-assessment.co.uk
gl-assessment.co.uk

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.co.uk/pricelist2017