

To: Boards of Management, Principals and Teaching Staff of Second-Level Schools and CEOs of ETBs

Advice on the use of assessment instruments/tests for Guidance or for additional and special educational needs (SEN) in post-primary schools

Circular Letter 0058/2019 (Revising Circular 0035/2017)

1. Introduction - Purpose of this Circular

This Circular provides advice to post-primary schools on the appropriate use of assessment instruments/tests for Guidance and for additional and special educational needs (SEN). The Circular applies to all instances when a standardised test, either ability or achievement, is used. It provides clarification on the selection and administration of assessment instruments, the interpretation and provision of feedback on test scores and the retention of assessment information

When considering this advice, schools should be mindful of their responsibilities under General Data Protection Regulation (GDPR). Assessment tests and instruments provide online and paper-and-pen based tests. Where there is online completion of tests and data stored from the assessments, it is important that this data storage is in line with EU GDPR regulations. While some test publishers are based in the UK, in most cases their online data storage remains within the EU. Where test publishers process and store data outside the EU, however, school authorities should ensure that the companies concerned apply GDPR data protection principles to all EU personal data.

A list of assessment instruments, including ability and achievement tests and web-based resources that are approved for use in Guidance and/or SEN contexts in post-primary schools, will be published separately to this Circular Letter. The list is designed to serve as a guide for schools. While it is based on the most up-to-date information available at the time of publication, it is not intended to be prescriptive or exhaustive. Other assessment instruments which are not listed may also be deemed appropriate, once they are developed in line with best practice guidelines.

Results of an individual standardised test should not be interpreted in isolation. Information from ability tests, attainment tests, teacher observations, the Education Passport and parental reports are also very important aspects of a thorough assessment. This evidence-based approach facilitates the identification of individual students' strengths and learning needs, and helps to inform the actions and interventions that best address those needs.

An updated list will be published annually on the Department's website at www.education.ie. Please bring this circular to the attention of all teachers in the school and members of the board of management.

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23rd September 2019.

2. Purpose of Assessment Instruments/Tests

This Circular Letter and accompanying list of tests refer to standardised ability and attainment/achievement tests. Confusion can arise on when to employ an ability or an achievement test.

Ability tests are designed to establish what a student is capable of knowing (predict potential) while achievement tests measure what is known and has been learned or achieved to date. More detailed definitions are provided below under 'Types of Assessment Instruments'.

Schools should only use assessment instruments which are appropriate and have a clear and defined purpose. In particular, care should be taken in relation to the suitability of the assessment instruments that are used with students with SEN, or with students who are studying English as an Additional Language (EAL). In the case of EAL students their test scores may be adversely affected by their proficiency in the English language rather than reflect their actual ability.

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

3. Types of Assessment Instruments

Standardised ability tests are designed to be curriculum-independent and measure more enduring and long-term traits than the attainment of learning. They measure potential and what a student is capable of knowing rather than what is known.

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

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

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

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

4. Selection of Assessment Instruments/Tests

It should be noted that not all instruments available for schools have Irish norms, and some have not been revised for a number of years. For this reason some of the older, outdated tests have been removed from the current list. Other reasons for their removal may include GDPR requirements, the use of American spelling and the availability of more suitable UK or Irish-normed tests.

Care should be taken by users to research accurately the suitability, reliability and validity of all assessment instruments selected for use, and to ensure that the versions in use are the most up-to-date and appropriate for administering to the specific student cohort.

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

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

The National Educational Psychological Service (NEPS) and the National Centre for Guidance in Education (NCGE) provide information and advice on the use and appropriateness of certain assessment instruments/tests. See the list of useful references below.

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

5. Administration of Assessment Instruments

Information should be provided to parents and students regarding the purpose of the assessment and with whom the assessment results may be shared and why. The **consent** of parents and students should be obtained in advance of the assessment instrument being administered, in line with the school's assessment and data protection policy. The National Centre for Guidance in Education (NCGE) has published a guide for schools on developing an assessment instrument policy as part of the school's overall assessment policy. It is available from:

<https://www.ncge.ie/school-guidance-handbook/guide-post-primary-schools-developing-policy-use-assessment-instruments>

Some assessments, such as standardised group achievement tests, can be administered by subject teachers, under the supervision of a suitably qualified person. Other tests should only be administered and interpreted **by appropriately qualified personnel** depending on the nature of the instrument used. Schools should check in advance with the test publisher on the specific qualifications required for each instrument used.

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

The *Register of Psychometric Test Use: guidance counsellors*, which is maintained by the Psychological Society of Ireland (PSI) www.psychologicalsociety.ie endorses the professional competence of guidance counsellors in the administration of psychometric tests and supports the implementation of good practice in psychometric testing in schools. Guidance counsellors are encouraged to join this Register to keep up to date with developments and with Continuing Professional Development in this area.

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

and

<https://www.ncge.ie/school-guidance-handbook/best-practice-ethical-and-legal-considerations-psychometric-testing>

6. Reasonable Accommodations at the Certificate Examinations (RACE)

There is no longer any need to undertake tests of general cognitive ability for the purposes of the RACE scheme as there is no requirement to distinguish between specific and general learning difficulties.

The tests that are accepted by the SEC for the purpose of RACE are taken from the list of assessment instruments, including ability and achievement tests and web-based resources that are approved for use in Guidance and/or SEN contexts in post primary schools and is updated annually by the Department of Education and Skills and is governed by this Circular Letter.

Details of the tests acceptable for RACE will be set out in the Reasonable Accommodations at the Certificate Examinations – Instructions for Schools which issues annually. The selection of these particular tests has been determined in conjunction with NEPS.

This information can be accessed at [www.examinations.ie/Schools/Reasonable Accommodations](http://www.examinations.ie/Schools/Reasonable%20Accommodations) or at <https://www.examinations.ie/?l=en&mc=ca&sc=ra>

7. General Data Protection Regulation (GDPR)

In using assessment instruments, school management and the appropriately qualified teachers should pay due attention to the requirements of current legislation, particularly in relation to GDPR. For additional information, see:

<https://www.ncge.ie/school-guidance-handbook/data-protection-guidance-counsellor-gdpr>

When administering online/electronic assessment instruments, schools need to be cognisant of GDPR requirements, for example, ensuring compliance in relation to who controls and has access to the data, the purposes for which this data will be used, the retention of the data and where the data is stored i.e. within or outside the EU.

8. Interpretation of assessment instruments

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

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

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

Decisions regarding the use of assessment instruments and the sharing and interpretation of assessment data should always be made in accordance with the individual schools' policies on assessment, SEN and data protection, and in accordance with best practice on test administration and usage.

9. Constructive feedback on standardised test results

Schools should ensure that appropriate, accurate and constructive feedback is provided in a timely fashion to students and parents by appropriately qualified personnel, for example, guidance counsellors or other suitably qualified teachers.

Students should be provided with the opportunity to explore their assessment results in the context of the educational options available to them in the school and to inform their future educational and vocational development, career choices and decision making. Students and parents should be made aware of the limitations of the results of standardised tests during this discussion and the importance of other factors including the students' interests, talents and experiences, and information available from other sources.

10. Sharing standardised test results with members of school staff and with external parties

The results of standardised tests should be shared with other relevant members of school staff in order to plan effectively to meet the educational, emotional, and behavioural and wellbeing needs of the students. It may also be necessary at times to share relevant information with external parties, such as NEPS, CAMHS and the Inspectorate for example, in accordance with the school's policies on standardised testing and data protection.

Schools should be mindful of the limitations of standardised tests when sharing results and the potential for students to acquire a label based on these results. It is important when sharing these results that they are presented in a way that is clearly understood by the receiving party i.e. the use of percentiles may be avoided if they are going to be confused with percentages; that the difference between standardised ability and achievement tests is understood and the limitations of such tests has been explained.

11. Storing assessment data

Schools should be aware of obligations relating to access to stored data under the Freedom of Information Act 1997, the Freedom of Information (Amendment) Act 2013, associated regulations, and the Data Protection Acts 1988 and 2003, and GDPR (2018).

12. List of useful references

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

- National Centre for Guidance in Education (NCGE) *School Guidance Handbook*:
<https://www.ncge.ie/school-guidance-handbook/best-practice-ethical-and-legal-considerations-psychometric-testing>
- National Centre for Guidance in Education (NCGE) *School Guidance Handbook*:
<https://www.ncge.ie/school-guidance-handbook/guide-post-primary-schools-developing-policy-use-assessment-instruments>
- National Centre for Guidance in Education (NCGE) *School Guidance Handbook*:
<https://www.ncge.ie/school-guidance-handbook/data-protection-guidance-counsellor-gdpr>
- National Educational Psychological Service (NEPS) *A Continuum of Support for Post-Primary Schools: Resource Pack for Teachers*:
https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_post_primary_continuum_resource_pack.pdf
- Link to the State Examinations Commission's Guide on Reasonable Accommodation at Certificate Examinations (RACE) at:
<https://www.examinations.ie/?l=en&mc=ca&sc=ra>

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

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

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

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

Group Reading Scales 2, 2009	Group; Digital version available (Adaptive Reading Scales)	Objective standardised measures of reading ability featuring multiple-choice sentence-completion questions using grammatical and semantic cues. Parallel forms and Scorer/Profiler CD-ROM available.	9 to 16+	UK norms	www.hoddereducation.co.uk/
Hodder Group Reading Test 3, 2007	Group; Digital version available	Assesses reading comprehension at word, sentence and text levels. Scorer/profile CD-ROM available.	9:05 to 16+	UK norms	www.hoddereducation.co.uk/
New Group Reading Test, 3 rd edition, 2010	Group; Digital version available	A screening / monitoring reading test which includes sentence completion and passage comprehension at each level.	Form 3: 10 to 13; Form 4: 14 to 16	UK norms	www.gl-assessment.ie
Vernon Graded Word Spelling Test 3 rd edition, 2006	Group or individual	Designed to assess spelling attainment and progress using 80 graded words placed in context.	5 to 18+	UK norms	www.hoddereducation.co.uk/

**ACHIEVEMENT TESTS: GROUP ADMINISTERED TESTS
MATHEMATICS**

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

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

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

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

<i>Name and date of publication</i>	<i>Type</i>	<i>Description</i>	<i>Age range</i>	<i>Norms</i>	<i>Publisher/distributor website</i>
Adult Reading Test, Second Edition (ART-2)	Individual	Adult reading test	16 years +	UK norms	www.pearsonclinical.co.uk
Comprehensive Test of Phonological Reasoning (CTOPP-2), 2nd Edition 2013	Individual	Used to assess phonological awareness, phonological memory and rapid naming.	4 to 24+	UK norms	www.pearsonclinical.co.uk
Diagnostic Reading Analysis, 2008, 2 nd edition	Individual; Diagnostic Profiler CD Rom Available	Oral reading test, including initial listening passage plus reading accuracy, comprehension and speed, designed for less able readers.	7 to 16+	UK norms	www.hoddereducation.co.uk/

Hodder Oral Reading Tests, 2006	Individual	Provides separate measures of single word reading, sentence reading and reading speed.	5 to 16	UK norms	www.hoddereducation.co.uk/
Lucid Exact, 2009	Individual; digital only	Time efficient assessment of speeded word recognition, reading comprehension, reading speed, spelling, handwriting speed and typing speed.	11 to 24	UK norms	www.lucid-research.com
Non-word Reading Test, 2004	Individual	Test of phonological decoding to assess word reading skills and functional literacy.	6 to 16	UK norms	www.hoddereducation.co.uk/
<i>PhAB2 Primary</i>	Individual	A battery of six standardised tests measuring phonological awareness skills. Assessment for pupils with low scores in any phonics screening or literacy test. Suitable for EAL students.	6 to 14	UK norms	www.gl-assessment.ie
<i>PhAB Phonological Assessment Battery</i>	Individual	Identifies significant phonological difficulties and where special help is needed in processing sounds in spoken language. Battery of tests appropriate for use with bilingual children or children with EAL, includes data on special studies completed for children with specific learning difficulties (dyslexia).	6-14, recommended for 11 to 14	UK norms	www.gl-assessment.ie
Single Word Reading Test 6- 16, 2007	Individual	Six graded sets of ten words of increasing difficulty provide a measure of word reading skills with error analysis for diagnostic use.	6 to 16	UK norms	www.gl-assessment.ie

SPaRCS Test	Individual or group	A group of tests that are designed to assess spelling, processing speed and reading comprehension speed	13 -18	Irish and UK norms	https://educationelephant.ie
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Wechsler Individual Achievement Test WIAT-III 3 rd UK edition for teachers, 2018.	Individual (Group – spelling only)	Provides normed assessment in untimed single word accuracy, reading comprehension, reading speed and single word spelling. Battery of five subtests to test key aspects of literacy.	4 to 16 (UK) -	UK norms	www.pearsonclinical.co.uk
Woodcock Reading Mastery Test 3 rd edition, 2011	Individual	Identifies specific strengths and weaknesses to plan targeted remediation; nine subtests: phonological awareness, letter and word identification, rapid naming, oral fluency, word attack, and listening, word and passage comprehension. Uses American spellings.	4:06 to 79:11	US norms	www.pearsonclinical.co.uk
York Assessment of Reading Comprehension, Passage Reading, Secondary, 2010 [Data Stored in EU]	Individual	Uses fiction and non-fiction passages to measure developing reading comprehension skills (Support website available - www.yarcsupport.co.uk)	11 to 16	UK norms	www.gl-assessment.ie

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

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

<i>Name and date of publication</i>	<i>Type</i>	<i>Description</i>	<i>Age range</i>	<i>Norms</i>	<i>Publisher/distributor website</i>
Expressive Vocabulary Test, 3rd edition, 2018	Individual	A test of expressive vocabulary and word retrieval for Standard English with 190 items and 2 forms.	2:6 to 90+	UK norms	www.pearsonclinical.co.uk
Wide Range Achievement Test – 4 th edition, 2006	Individual or Group	WRAT-4 measures the basic academic skills of reading (words and sentences), spelling and maths computations; co-normed with WRIT. Uses American spellings.	5 to 94	US norms	www4.parinc.com www.annarbor.uk
Wide Range Achievement Test – 5 th edition, 2018	Individual or Group	WRAT-5 measures and monitors fundamental word reading, spelling and math skills and sentence comprehension. It includes updated norms and revised subtests. Uses American spellings.	5 to 94	US norms	www4.parinc.com www.annarbor.uk
OWLS II: LC/OE and RC/WE Oral and Written Language Scales, 2 nd edition, 2012	Individual	Provides assessment of receptive and expressive language with no reading or written responses required.	LC/OE- 3 to 21:11; RC/WE- 5 to 21:11	UK norms	www.pearsonclinical.co.uk

Woodcock-Johnson III Tests of Achievement Form C / Brief Battery, 2015	Individual	Battery of nine subtests of letter-word identification, reading fluency, passage comprehension, spelling, writing fluency, writing samples, calculation, applied problems and maths fluency. Uses American spellings.	2 to 90+	US norms	www.riverpub.com
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SPECIFIC LEARNING DIFFICULTIES

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

<i>Name and date of publication</i>	<i>Type</i>	<i>Description</i>	<i>Age range</i>	<i>Norms</i>	<i>Publisher/distributor website</i>
Dyslexia Portfolio, 2008 [Data Stored in EU]	Individual	Battery of 9 tests of literacy attainment, phonological processing, speed of processing, working memory and short term verbal memory (Support website available - www.dyslexiaportfolio.co.uk)	6 to 16	UK norms	www.gl-assessment.ie
Lucid Adult Dyslexia Screener Plus 2nd edition, 2010	Individual; Digital only	Screening test of word recognition, word construction, working memory, and verbal and non-verbal reasoning to identify dyslexia.	15+	UK norms	www.lucid-research.com
Lucid Assessment System for Schools- Secondary 4 th edition, 2010	Individual; Digital only	Assessment of visual memory, auditory-verbal memory, phonic reading skills, phonological processing, single word and sentence reading, spelling and reasoning.	11 to 15	UK norms	www.lucid-research.com

Special Needs Assessment Profile - SpLD, Version 3, 2006 [Data Stored in UK]	Individual; Profiler; Digital only	Profile instrument identifies eighteen specific learning difficulties and provides practical strategies.	5 to 14	Norms not required.	www.hoddereducation.co.uk/
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ABILITY AND APTITUDE TESTS

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

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

Drumcondra Reasoning Test, 2016	Group: Digital and paper versions available	Assesses the two key areas of verbal reasoning and numeric ability.	Grade-based norms for Sixth class (Spring) and First Year (Autumn)	Irish norms (2016)	www.erc.ie/tests (paper version) trythetests.erc.ie (digital version)
Lucid Ability 3 rd edition, 2012	Individual	Time-efficient assessment of verbal and non-verbal reasoning and general conceptual ability for non-readers and readers.	4 to 16	UK norms	www.lucid-research.com
Raven's Standard Progressive Matrices and Vocabulary Scales, 2008	Group and individual	The RPM is a language-free and culture-fair non-verbal assessment using sixty visual- spatial reasoning items. Useful with students with hearing impairment and EAL students. The Mill Hill Vocabulary Scales measures verbal ability and can be administered orally and answered verbally.	7 to 18	UK norms	www.pearsonclinical.co.uk

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

EirQuest, 2013	Group; Digital	Designed for students taking the Irish Leaving Certificate. Profile based on forty broad career areas. Can be used in conjunction with Cambridge Profile Aptitude Tests.	14 to 17	Irish	www.coa.co.uk/programmes-and-aptitude-tests/non-uk-tests/eirquest
Career Interest Inventory, 2013	Group; Individual; Digital version available	Results of the inventory provide insight into the relationship between interests, competencies and work styles.	13+	UK	https://teamfocus.co.uk
Self-Directed Search (Form R), 5 th edition	Group Individual	A self-administered, career interest inventory that assists the making of informed career decisions based on John Holland's theory. Uses American spellings.	11 to 70	US	www4.parinc.com
Self-Directed Search (Form E), 4 th Edition	Group, Individual	A self-administered, self-scored and self-interpreted vocational counselling tool and interest inventory that assists the making of informed career decisions based on Holland's theory. Form E features large print, simplified directions and a simplified scoring system. Only requires low reading competence. (RA 9 -10). Uses American spellings.	15 to 72	US	www4.parinc.com
Strong Interest Inventory. Occupational scales updated 2012.	Group	Computer-scored, multi-choice questionnaire on 6 general occupational themes, interests and occupational scales, based on Holland's theory.	Post-primary	UK	www.cpp.com/products

GUIDANCE - RESOURCES

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

OTHER ASSESSMENT INSTRUMENTS

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