



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 0067/2020 (Revising Circular 0058/2019)

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 and retained from the assessments, it is important that this data is retained and processed 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.

Results of any one standardised test should not be used in isolation, nor used as baseline data for predicting student's future achievements, nor for solely informing decisions regarding the provision of interventions or targets within learning plans for students. Information from ability tests, attainment tests, teacher observations, the Education Passport, the Student Support File, parental reports as well as the views of the student are also very important aspects of a thorough assessment. This evidence-based approach facilitates the identification of individual students' strengths, interest, values, motivation and learning needs and helps to inform the actions and interventions that best address those needs.

Schools should develop their own assessment policy setting out in detail the school's policy on the use of tests - to include consent, administration, interpretation, retention, feedback and processing, in accordance with GDPR regulations. Schools should also consider any possible impact that Covid-19 related school closures may have on student performance and their wellbeing, and on their test scores in terms of regression and reliability. **For this reason it is recommended that schools allow students to settle back into school and not to administer psychometric assessments until after the October mid-term break in 2020/21. For the purpose of RACE applications only, schools are advised to await closing dates from the SEC and adapt the timing of the assessment practice accordingly.**

An updated list of tests 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.

Evelyn O' Connor,
Principal Officer,

Curriculum and Assessment Policy Unit . **22nd September 2020.**

1. 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, 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 nor interpreted in isolation. Students' needs and other contextual information should always be taken into consideration.

2. 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 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, interest, values and motivation 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.

3. 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 Student Support File and 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

4. Disruption caused by Covid-19

Covid-19 has greatly disrupted the normal running of schools in the months from March to June 2020, with ongoing challenges to be expected. It is likely that post-primary schools will have incomplete information on individual students this year.

Many of the activities that typically contribute to the smooth transition of students from primary to post-primary may not have happened this year:

- The customary standardised tests for sixth class primary students have not taken place, and this information is not available to post-primary schools on transfer.
- Liaison between ‘feeder’ primary schools and their partner post-primary schools may have been disrupted by school closures.
- It is likely that school closures will have impacted on students differently: some will have coped well and progressed with their learning at a typical pace. Other students may have struggled and may have lost ground academically, relative to their peers. Varied impacts on children’s home and economic environments, and stress and wellbeing levels, are also important to note here.

For all these reasons, schools should carefully consider the impact that school closures may have on student academic engagement and performance and wellbeing, and on their test scores in terms of regression and reliability. It is therefore recommended that students be given time to settle back into school before taking any school-administered psychometric tests, at least until the October mid-term break in 2020/21. For the purpose of RACE applications only, schools are advised to await closing dates from the SEC and adapt the timing of the assessment practice accordingly.

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 (for students under 18 years of age) and students should be obtained in advance of the assessment instrument being administered, in line with the school’s assessment and data protection policies. 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/resource/developing-policy-assessment-post-primary-schools>

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 strongly 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 [Here](#) and

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>

6. Irish Exemption

All students are expected to have the opportunity to learn the Irish language to the greatest extent possible and at a level appropriate to their needs. There are certain exceptional circumstances whereby an exemption from the study of Irish may be granted to a student enrolled in a recognised English-medium post-primary school. The authority to grant an exemption has been delegated to school management. A written application for an exemption is made by the parent or guardian or student if aged 18+ to the school principal. To support inclusive practices, the student should be included in a meaningful way in aspects of Irish language and cultural activities in line with his/her ability and interests. Consideration may be given to granting an exemption from the study of Irish only where the student meets the provisions of Post-Primary Circular [0053/2019](#)

Frequently asked questions in relation to exemptions from the study of Irish are available at: <https://www.education.ie/en/Parents/Information/Irish-Exemption/FAQs.html>

Guidance on the selection of tests in relation to an Irish exemption is available on the Department's website: <https://www.education.ie/en/Parents/Information/Irish-Exemption/guidance-on-test-selection.pdf>

Note: A literacy attainment score at/below the 10th percentile in either Word Reading or Reading Comprehension or Spelling is only one aspect of the criteria to be taken into consideration when processing applications for exemption from the study of Irish in line with sub-paragraph 2.2c of the Circulars.

7. 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. For the purpose of RACE applications 2020/21 schools are advised to await closing dates from the SEC and adapt the timing of testing, if required.

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>

8. 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:

National Centre for Guidance in Education (NCGE) School Guidance Handbook:
<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 **data processing and retention** 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.

9. Interpretation of assessment instruments

In planning interventions to meet a student's needs, the results of any one standardised test should not be used in isolation, but rather in conjunction with other information available on the student. Neither should the results of any one test be used as baseline data for predicting student's future achievements, or for solely informing decisions regarding the provision of interventions or targets within learning plans for students.

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.

10. Constructive feedback on standardised test results

In line with the school's assessment policy, 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, motivation, talents and experiences, and information available from other sources.

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

In line with a whole-school approach and as part of the school's assessment policy regarding standardised testing and data protection, the results of standardised tests, in conjunction with other related information, should be shared with relevant members of school staff. This is in order to plan effectively to meet the educational, social, emotional, 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.

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 accurately and sensitively and in a way that is clearly understood by the receiving party. For example, the use of percentiles may be avoided if they are going to be confused with percentages; care should be taken to ensure that the difference between standardised ability and achievement tests is understood and the limitations of such tests have been explained.

12. Retention and processing of assessment data

Schools should be aware of obligations relating to access, retention and processing 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).

13. 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/resource/developing-policy-assessment-post-primary-schools>
- 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>
- Link to Frequently Asked Questions in relation to an exemption from the study of Irish:
<https://www.education.ie/en/Parents/Information/Irish-Exemption/FAQs.html>

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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, 3ED, 2018	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, 2nd. 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

<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>
Diagnostic Spelling Tests 3-5 Secondary - Adult, 2006	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 scoláirí in iarbhunscoil-eanna lán-Ghaeilge ag deireadh na Dara Bliana.	Bunaíodh na noirm in Éirinn i 2015	www.erc.ie/tests
ERC - NEW PPAD - E Post Primary Assessment and Diagnosis-English, Q4 2020	This is a paper-based test which is largely group administered, except for the word reading test, which needs to be	The PPAD-E is a diagnostic and screening assessment tool for English literacy. It has been developed by NEPS in collaboration with the ERC for use across the post-primary age range. The test takes approximately 60-70 minutes to administer and consists of five subtests: <ul style="list-style-type: none"> • Word reading 	To date, the PPAD-E has been standardised among the population of First Year students in Ireland	Irish norms	www.erc.ie contact 2020: ppade@erc.ie contact 2021: tests@erc.ie

<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>
	individually administered.	<ul style="list-style-type: none"> • Spelling • Reading comprehension • Reading speed • Writing samples <p>The tests have been developed in parallel (yellow and blue) versions, to allow for test/retest data.</p> <p>The results of the tests provide both normative and diagnostic information which can be used for a range of purposes. The tests are accompanied by an administration manual, training videos and a scoring and reporting tool which provides both school-level and student-level reports of results.</p> <p>The tests are available for use with first-year students in Autumn 2020 at no cost, and from Autumn 2021 onwards they may be purchased from the ERC.</p>	(Autumn norms). In the future, NEPS and the ERC will develop norms for older year groups of post-primary students.		
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/

<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>
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, 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 17.05	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, 2018	Group or Individual; print and interactive formats available	Updated, 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; Paper and Digital versions 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 (READING, SPELLING, LANGUAGE AWARENESS/PROCESSING AND READING COMPREHENSION)**

The items in the list below assess a range of literacy skills including phonology, reading accuracy, 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), 2016	Individual	Adult reading test	16 years +	UK norms	www.pearsonclinical.co.uk
Comprehensive Test of Phonological Reasoning (CTOPP-2), 2 nd 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 (DRA 3) 3 rd Edition, 2019	Individual; Diagnostic Profiler CD Rom Available	Oral reading test, including initial listening passage plus reading accuracy, comprehension and speed, designed for less able readers	6.09 to 16.08	UK norms	www.hoddereducation.co.uk/
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
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/

<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>
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.gl-assessment.ie
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/
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
Phonological Assessment Battery: Second Edition Primary (PhAB2 Primary) 2014	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.	5 - 11	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

<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>
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 25.11	UK norms	www.pearsonclinical.co.uk
Wide Range Achievement Test – 5 th edition, (WRAT-5) 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	ht. 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
Woodcock Johnson – IV Tests of Achievement Form C / Brief Battery, 2014	Individual	Battery of eleven subtests: letter-word identification, sentence reading fluency, passage comprehension, word attack, oral reading spelling, sentence writing fluency, writing samples, calculation, applied problems and maths facts fluency. There is a UK/ Ireland Adaptation of this test available.	4 - 90+	US Norms	www.riverpub.com https://educationelephant.ie/product/woodcock-johnson-iv-tests-of-achievement-uk-ire/

<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>
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

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/myaptitude/
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.gl-assessment.ie
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
Raven's 2 Standard Progressive Matrices, 2019	Individual and Group	Conveniently assesses observational skills and ability in a variety of settings. Suitable for non-verbal children and adults.	4 - 69 years	UK norms	www.pearsonclinical.co.uk

GUIDANCE – INTEREST					
<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>
Kudos AD	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
MyUniChoices	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	https://www.myunichoice.com/
My Future Choices Ltd	Group; Digital	Indicates personal interests, qualities and broad abilities. Can be used in conjunction with Centigrade Articles database.	TY / Senior Cycle / Adult	UK	https://www.myfuturechoice.com/
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.etconsult.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 MyAptitude which is norm-referenced for Ireland	14 to 17	Irish	https://www.myfuturechoice.com/
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

<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>
Standard SDS (Self-Directed Search)	Group Individual	A self-administered, career interest inventory that assists the making of informed career decisions based on John Holland's theory to classify individuals according to six basic types. Uses American spellings.	11 to 70	US	https://www.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	https://www.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.themyersbriggs.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 Self and School	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 SNAP –B (Behaviour) 2018	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