Dyslexia Friendly Schools

Guidelines
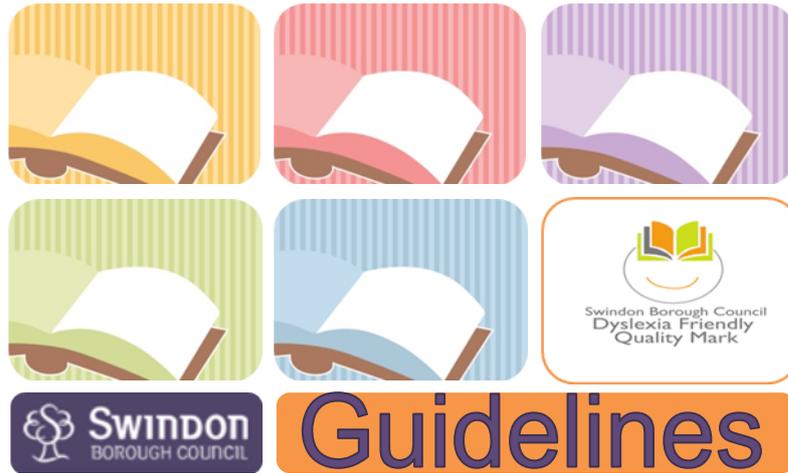
Section 2

Identifying Children:

E) Using Assessment Resources

Using Assessments Conscientiously.

When choosing and performing an assessment, particularly standardised ones, it is important to consider the reliability and validity of the test results.

Consideration of reliability and validity should *temper* the conclusions drawn, rather than blindly accepting a test result. The golden rule is:

"Tests do not identify dyslexia, people do."

Reliability.

A reliable test will yield replicable results for similar children in similar circumstances. However, factors of environment or motivation etc. can produce questionable results. Ask the following questions:

- How reliable are the results obtained?
- Did the child perform to the best of his/her ability?
- Were there distractions such as high levels of background noise?
- Were conditions comfortable?
- Was there any factor that might have allowed the pupil to perform better or worse on this particular occasion?

Validity.

Validity addresses the simple question, "Does the test measure what it is believed to measure?" It has been argued that intelligence tests, for example have doubtful validity; they merely measure an individual's ability to perform narrow linguistic or mathematical-logical tasks, not true intelligence per se.

Therefore, even expensive test materials will contain issues of validity. They are rarely eliminated but can be minimised. Consider the following:

Temperature
Too hot, too cold?

Lighting
Well lit?

Space
Crowded?

Noise
Interruptions?

Have I
- explained the purpose of the test
- given clear instructions
- Encouraged the test taker?

Have I
- Established rapport
- Relaxed the test taker if possible?

Test User

Test
You have how

Am I...
- Unbiased
- Fair
- Culture-free?

Does the test Lack bias towards different cultures, genders, classes or demographic groups?

Am I:
- Practised
- Prepared
- Sure of what I'm doing?

Reduced uncertainty = Reduced anxiety= Increased confidence!

Motivation

Tiredness

Fear

Panic

Test Taker

Factors affecting testing

Validity:

What was the Sample Like?

Tests are constructed using large samples of people chosen to represent the population at large. The sample is assessed, and the data collected is 'standardised' such that results typical of low, average and high attaining individuals from the population can be *estimated*.

If a test is very old, the sample of people against which the results were standardised may be unrepresentative of people today. Some tests are constructed using large American school samples, which might not reflect the children in UK schools.

Although the scores obtained from such tests are rarely useless, it is important to consider these issues when drawing conclusions.

Validity:

What is the Assessment Actually Testing?

A three-item rhyme test delivered verbally, for example, may not be testing rhyme at all but the child's ability to remember the 3 items. Likewise, pupils may use unexpected strategies to obtain answers, contrary to the true intentions of the test.

Validity:

Is there appropriate Challenge?

If an assessment is insufficiently challenging, the pupil will score highly at the 'ceiling' level of the test. This will say little about the pupil's ability.

On the other hand, questions that are too challenging will demotivate the pupil, encouraging them to switch off and under-perform. Again, the results will be meaningless.

Validity:

Are Equivalent or Alternate Forms available?

Often, a skill is assessed at the beginning and end of an intervention to measure the progress made. If the same test materials are used the pupil may simply *remember* the questions, even after a term, rather than applying their learning.

Alternatively, doing the same thing over and over allows the pupil to practise and introduces practice effects. Both will bring results into doubt.

Using an equivalent or alternate form gets over these problems. It is a second version of the test that contains novel questions of a similar nature and difficulty.

The WRAT 4 assessment materials, for example, exist in 'Blue' and 'Green' forms. Typically, Blue materials are used at the beginning; green at the end.

Reading

Salford Sentence Reading Test Two equivalent forms containing 26 sentences of graded difficulty.

Age Range: Up to 10; 6
Time: Approx. 5 minutes
Supplier: Hodder and Stoughton
Website: www.hoddertests.co.uk

Diagnostic Reading Analysis Oral reading test that is fully standardised. Parallel forms are available. Assesses reading accuracy, rate and comprehension.

Age Range: 7 to 16
Time: 15 minutes
Supplier: Hodder and Stoughton
Website: www.hoddertests.co.uk

Individual Reading Analysis Oral reading test of up to 5 graded passages (on 3 parallel forms) with comprehension questions on each. Provides an oral reading accuracy and comprehension score, diagnostic information on reading strategies and allows miscue analysis.

Age Range: 5; 6 to 11; 2
Time: 5 to 15 minutes
Supplier: GL Assessment
Website: www.gl-assessment.co.uk

New Reading Analysis

A version of the Individual Reading Analysis for older or more able pupils.

Age Range: 7; 5 to 13
Time: Approx. 10 to 15 minutes
Supplier: GL Assessment
Website: www.gl-assessment.co.uk

Neale Analysis of Reading Ability 2nd Revised British Edition

Includes 2 forms, 6 passages each, plus a diagnostic tutor form of 10 graded passages and supplementary passages of higher and lower levels for diagnosing special needs. Measures accuracy and rate of reading as well as comprehension. Diagnostic tutor form can be used as a basis for miscue analysis.

Age Range: 6 to 12; 11
Time: 20 minutes
Supplier: GL Assessment
Website: www.gl-assessment.co.uk

Wide Range Achievement Test 4 (WRAT 4)

Single word reading is one of the sub-tests (the others being spelling, math computation and sentence completion). It involves letter naming and the reading of single words (out of context) with 2 alternate forms. Approximate age equivalents for reading and spelling are also available from Dyslexia Action.

Age Range: 5 to 94; 11
Time: Approx. 10 minutes for reading subtest (45 minutes for all subtests)
Supplier: Pearson
Psychological Assessment Resources Inc.
Website: www.Psychcorp.co.uk

Edinburgh Reading Test

Can be carried out with a group or individually.

Age Range: 11; 7 to 14; 6
Time: Approx. 45 minutes
Supplier: Hodder and Stoughton
Website: www.hoddertests.co.uk

Wide Range Achievement Test Expanded (WRAT-Expanded)

Allows for group (form G) and individual (form I) use on different forms.

Age Range: Group   4 to 24
                Individual   7 to 18
Time: 30 to 40 minutes
Supplier: Pearson
                Psychological Assessment Resources Inc.
Website: www.Psychcorp.co.uk

Wechsler Individual Achievement Test Second UK Edition for Teachers (WIAT-II-UK-T)

The single word reading subtest is the same as the psychologist's version. Allows for assessment of reading, comprehension, reading speed and spelling in one assessment package.

Age Range: 4 to 85; 11
Time: 30 to 40 minutes
Supplier: Pearson
                Psychological Assessment Resources Inc.
Website: www.Psychcorp.co.uk

Spelling

**Parallel Spelling Tests
(New Edition)**

Can be carried out with a group or individually. Parallel tests allow the user to chart spelling progress over 6 years.

Age Range: 6 to 15 (given as spelling ages)
6; 5 to 12; 11 (given as spelling quotients)
Time: 20 to 30 minutes
Supplier: Hodder and Stoughton
Website: www.hoddertests.co.uk

**Wide Range Achievement Test 4
(WRAT 4)**

Single word spelling is one of the sub-tests. Alternate forms are available. Approximate age equivalents for reading and spelling are also available from Dyslexia Action.

Age Range: 5 to 94; 11
Time: Approx. 15 minutes for spelling subtest (45 minutes for all subtests)
Supplier: Pearson
Psychological Assessment Resources Inc.
Website: www.Psychcorp.co.uk

**Wechsler Individual Achievement
Test Second UK Edition for
Teachers
(WIAT-II-UK-T)**

The single word reading subtest is the same as the psychologist's version. Allows for assessment of reading, comprehension, reading speed and spelling in one assessment package. The spelling assessment takes 10 minutes and can be performed as a group.

Age Range: 4 to 85; 11
Time: 30 to 40 minutes
10 minutes for spelling subtest
Supplier: Pearson
Psychological Assessment Resources Inc.
Website: www.Psychcorp.co.uk

Phonological Awareness

Phonological Awareness Test 2

Tests rhyme, segmentation, deletion and blending of words, syllables and phonemes. Phoneme tests include initial, final and medial phoneme identification, phoneme manipulation, grapheme to phoneme correspondence and decoding. Software is also available to score and profile pupils.

Age Range: 5 to 9; 11
Time: 40 minutes
Supplier: Linguisystems
Website: www.linguisystems.com

Phonological Assessment Battery (PhAB)

Six game-like subtests cover alliteration, naming speed, rhyme spoonerisms, fluency and non-word reading. Provides a profile of phonological ability and gives suggestions for next steps in IEP planning.

Age Range: 6 to 14; 11
Time: 30 to 40 minutes
Supplier: GL Assessment
Website: www.gl-assessment.co.uk

Phonological Abilities Test detection,
(PAT)

Six subtests cover rhyme

rhyme production, word completion, word sounds, speech rate and letter knowledge.

Age Range: 5 to 7
Time: 30 minutes
Supplier: Pearson
Website: www.Psychcorp.co.uk

Comprehensive Test of Phonological Processing (CTOPP)

Seven subtests (5 to 6 years) or six subtests (7 to 24) assess phonological awareness, phonological memory and rapid naming.

Age Range:	5 to 24; 11
Time:	30 minutes
Supplier:	Pearson
Website:	www.Psychcorp.co.uk

Screening Tools for Dyslexia and Literacy Difficulties

Dyslexia Early Screening Test
2nd edition
(DEST - 2)

Assesses attainment and ability in areas typically associated with dyslexia. These include rapid naming, bead threading, postural stability, phonological discrimination, digit span, rhyme detection, sound order and shape copying. Provides an 'at risk' index to inform possible further testing.

Age Range: 4; 6 to 6; 5
Time: 30 minutes
Supplier: Pearson
Website: www.Psychcorp.co.uk

Dyslexia Screening Test
(DST)

Similar to the above. Subtests include: rapid naming, bead threading, postural stability, phoneme segmentation, backward digit span, nonsense reading passage and verbal fluency. Quick tests of attainment provide a comparison of semantic fluency with verbal fluency. Again, gives an 'at risk' score.

Age Range: 6; 6 to 16; 5
Time: 30 to 40 minutes
Supplier: Pearson
Website: www.Psychcorp.co.uk

Listening and Literacy Index

Tests listening, reading for understanding and spelling (visual and phonological). Provides standardised scores and parallel forms are available.

Age Range: 6 to 9
Time: 50 to 55 minutes
Supplier: Hodder and Stoughton

Website: www.hoddertests.co.uk

Assessment of Handwriting Speed

A free download to assess handwriting speed, particularly useful for access arrangements. Instructions and scoring information are included on the website.

Age Range: Year 7 to Year 11
Time: 20 minutes
Supplier: PATOSS
Website: www.patoss-dyslexia.org

Approved Tests for KS2 and KS3 Access Arrangements

The Qualifications and Curriculum Development Agency publish a list to help schools source tests for KS2 and KS3 access arrangements.

Guidance is contained within the KS2 Assessment and Reporting Arrangements, section 12 or via the link below:

Age Range: KS2 to KS3
Supplier: QCDA
Website:

http://testsandexams.qcda.gov.uk/libraryAssets/media/Assessing_pupils_FINAL_2008_to_2009.pdf