

Screening and Testing

In the Inclusion Faculty, we carry out a range of tests to assess students for access arrangements and to explore possible learning difficulties. Access arrangements are changes made to the conditions under which candidates sit exams if there is evidence that they have specific challenges.

Lucid LASS

LASS is a multifunctional assessment system designed to highlight differences between actual and expected literacy levels. LASS is adaptive, so assessments are as brief as practicable without losing their accuracy. It is available in two versions: for ages 8-11 and for 11-15.

LASS assesses: visual memory, auditory-verbal memory, phonic reading skills, phonological processing ability, single word reading, sentence reading, and spelling and reasoning. Further information can be found on the link below:

<https://www.gl-assessment.co.uk/products/lucid-lass/>

DASH *Detailed Assessment of Speed of Handwriting*

The Detailed Assessment of Speed of Handwriting is ideal for providing evidence for access arrangements for Key Stage 2 National Curriculum Tests and for General Qualifications. It can also play a role in identifying children with handwriting difficulties and provides relevant information for planning intervention.

The assessment includes five subtests, each testing a different aspect of handwriting speed. The subtests examine fine motor and precision skills, the speed of producing well known symbolic material, the ability to alter speed of performance on two tasks with identical content and free writing competency.

Further information can be found on the link below:

[https://www.pearsonclinical.co.uk/AlliedHealth/PaediatricAssessments/PerceptualFineMotorDevelopment/DetailedAssessmentofSpeedofHandwriting\(DASH\)/DetailedAssessmentofSpeedofHandwriting\(DASH\).aspx](https://www.pearsonclinical.co.uk/AlliedHealth/PaediatricAssessments/PerceptualFineMotorDevelopment/DetailedAssessmentofSpeedofHandwriting(DASH)/DetailedAssessmentofSpeedofHandwriting(DASH).aspx)

Edinburgh Reading Test 4 (ERT4)

Edinburgh Reading Tests assess a range of different literacy skills and provide diagnostic profiles that highlight each pupil's own strengths and weaknesses such as skimming, vocabulary, reading for facts, points of view and inferential comprehension. It is ideal as a baseline measure for value added analysis and target setting in secondary schools. ERT4 provides norms which allow effective monitoring from age 11 years 7 months to 16+ years.

Further information can be found on the link below:

<https://www.hoddereducation.co.uk/EdinburghReadingTests>

CTOPP-2 *Comprehensive Test of Phonological Processing - second edition*

CTOPP-2 is used to assess phonological awareness, phonological memory and rapid naming in order to identify individuals who need help in developing phonological skills.

Further information can be found on the link below:

<https://www.pearsonclinical.co.uk/AlliedHealth/PaediatricAssessments/PhonologicalAwareness/ctopp-2/comprehensive-test-of-phonological-processing-second-edition.aspx>

CELF-4 UK *Clinical Evaluation of Language Fundamentals*

The CELF-4 (UK) is an individually administered test for determining if a child (ages 5 to 16 years) has a language disorder or delay by assessing four aspects of language (morphology and syntax, semantics, pragmatics, and phonological awareness). It is used to determine the child's strengths and weaknesses, and it offers a practical connection to school curriculum and every day classroom language behaviour.

Further information can be found on the link below:

[https://www.pearsonclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildLanguage/ClinicalEvaluationofLanguageFundamentals-FourthEditionUK\(CELF-4UK\)/PDFReports/Technical.pdf](https://www.pearsonclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildLanguage/ClinicalEvaluationofLanguageFundamentals-FourthEditionUK(CELF-4UK)/PDFReports/Technical.pdf)

New Group Reading Test (NGRT)

NGRT is a termly test designed to drill down into pupils reading and comprehension skills (including phonics where necessary): The New Group Reading Test (NGRT) reveals exactly where support is required.

With NGRT you can compare decoding skills and sentence completion against passage comprehension allowing you to identify, for instance, competent decoders with weak comprehension skills.

We know that poor literacy skills can severely limit a child's horizons. The New Group Reading Test (NGRT) allows teachers to assess reading and comprehension skills benchmarked against the national average, and monitor progress.

The ability to compare sentence completion scores alongside passage comprehension scores allows teachers to identify differences between a pupils decoding and comprehension skills - vital insight for helping to get literacy levels up.

Further information can be found on the link below:

<https://www.gl-assessment.co.uk/products/new-group-reading-test-ngrt/>

WRAT5 *Wide Range Achievement Test Fifth Edition*

The WRAT5 provides an accurate and easy to administer way to assess and monitor the reading, spelling, and maths skills in people aged 5–85+ and helps identify possible learning disabilities.

<https://www.pearsonclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildAchievementMeasures/wrat5/wide-range-achievement-test-fifth-edition-wrat5.aspx>