

Commercial Assessments

The identification of dyslexia should be a collaborative and child centred process which is supported by the wide range of information available through Curriculum for Excellence.

Schools and local authorities decide on how to deliver the curriculum and which assessment resources to use to support learners. Questions concerning which resources to use to support the identification of dyslexia are frequently sent to the Toolkit working group. To support staff a list below has been highlighted as resources which have been shared with the working group since 2010. However, please note that:

- Standardised assessments alone will not provide the wider profile of the learner
- The toolkit working group supports the use of collaborative assessment, not a single standardised assessment and are **not** recommending or endorsing any particular commercial resource.
- The list is not in any order of preference.

Practitioners are able evaluate these resources for themselves and establish the most appropriate materials for the individual needs of learners as there is no 'one size fits all'.

British Picture Vocabulary Scale (3rd Ed. BPVS3) 2009

Authors: Dunn, L.M., Dunn, L.M., & Styles, B.

Publisher/Supplier : GL/Assessment

Information: Individually administered. Takes around 10 minutes. The British Picture Vocabulary Scale (BPVS) can be used as an initial screener to show the extent of a child's English vocabulary acquisition and it can be used as a baseline measure for children starting nursery or school. However it is suitable for learners up to 16 years of age. The assessment does not require any reading, speaking or writing.

Further information: www.gl-assessment.co.uk

British Spelling Test Series 2 (BSTS2) 2008

Authors: Vincent, D. & de la Mare, M.

Publisher/Supplier GL Assessment

Information: For individual or group. Takes 30 to 40 minutes. The British Spelling Test Series 2 screens for spelling difficulties and allows for monitoring of progress through use of two equivalent forms. It can also be used as part of a diagnostic collection of tests, in order to assess individuals with difficulties.

Further information: www.gl-assessment.co.uk

Comprehensive Test of Phonological Processing 2 (CTOPP2) 2011

Authors: Wagner, R.K., Torgesen, J.K. & Rashotte, C.A.

Publisher/Supplier : Pearson

Information: Individually administered. Takes about 30 minutes. CToPP assesses phonological awareness, phonological memory and rapid naming. The CTOPP was developed to aid in the identification of individuals from nursery through to college who may profit from instructional activities to enhance their phonological skills.

Further information: www.psychcorp.co.uk

Detailed Assessment of Speed of Handwriting (DASH) 2007

Authors: Barnett, A., Henderson, S.E., Scheib, B. & Schulz, J.

Publisher/Supplier Pearson Assessment

Information: For individual or group. Takes 30 minutes maximum. 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. Recommended for ages 9:0 to 16:11 years.

Further information: www.psychcorp.co.uk

Diagnostic Reading Analysis 2nd Edition 2008

Authors: Crumpler, M. & McCarty, C.

Publisher/Supplier Hodder Education

Information: Individually administered. Takes around 15 minutes. An oral reading test with an initial listening comprehension passage, then three graded passages pitched at appropriate levels of difficulty.

Further information: www.hoddertests.co.uk

Digit Memory Test 2004

Authors: Ridsdale, J. & Turner, M.

Publisher/Supplier Dyslexia Institute

Information: For specialist teachers to investigate verbal memory difficulties in children's learning. Conducted individually.

Further information: www.dyslexia-inst.org.uk/pdffiles/Digit.pdf

Dyslexia Portfolio 2008

Authors: Turner, M.

Publisher/Supplier GL Assessment

Information: Individually administered. Takes around 40 minutes. The Dyslexia Portfolio consists of 8 short tests to use with children who are considered to have difficulties that may be dyslexic in nature.

Further information: www.gl-assessment.co.uk

Dyslexia Screener Digital 2004

Authors: Turner, M. & Smith, P.

Publisher/Supplier GL Assessment

Information: Individual. Untimed. A quick computer-based assessment to provide a provisional indication of those with dyslexic tendencies who would benefit from further diagnostic assessment.

Further information: www.gl-assessment.co.uk

Dyslexia Screening Test - Secondary (DST-S) 2004

Authors: Fawcett, A. & Nicolson, R.

Publisher/Supplier Pearson Assessment

Information: Individually administered. Takes around 30 minutes. The DST-S is designed to identify those children who are experiencing difficulties at secondary school and provides data which can be used in support of a request for extra time in exams.

Further information:

www.psychcorp.co.uk

Edinburgh Reading Test (3rd ed.) 2002

Authors: Educational Assessment Unit, University of Edinburgh

Publisher/Supplier Hodder Education

Information: Tests 1-3, 2 sessions of 25-35 minutes. Test 4, 45 minutes). Interactive version available for group or whole class. Parallel forms (A & B) for Test 1 allow for monitoring. The series comprises four overlapping tests (for ages 7-9, 8:6 - 10:6, 10-12:6, and 11:7 - 16+), each of which assesses a range of different literacy skills (e.g. vocabulary, sequencing, comprehension of points of view).

Further information: www.hoddertests.co.uk

Free Writing

Information: Administer individually or with group. Allow up to 15 minutes. Choice of topics according to interests of student. Observe content, attitude to task, writing speed, pencil grip, spelling, structure, punctuation, organization, legibility, vocabulary use. Compare handwritten and word-processed versions.

Further information and a speed of handwriting assessment by Penny Alcock can be found at the website below.

Further information: www.patoss-dyslexia.org/Handwriting_speedtest.html

Gaelic Phonological Screening Test 2012

Authors: Lyon, F.

Publisher/Supplier GL Assessment

Information: Individually administered. Untimed. The Gaelic Phonological Screening Test can be used as a screener at the Early and First levels to show the extent of a child's acquisition of Gaelic phonology. It provides normative data and is appropriate for learners of Gaelic and native speakers, and has eight sub-tests:

Further information: www.gl-assessment.co.uk

Graded Word Spelling Test (3rd ed.) 2006

Authors: Vernon, P.E. (revised and restandardised by McCarty, C. & Crumpler, M.)

Publisher/Supplier Hodder Education

Information: For individual or group. Takes 20 to 30 minutes. This test is used to assess spelling attainment and progress.

Further information: www.hoddereducation.co.uk

Gray Diagnostic Reading Tests (2nd ed.) (GDRT-2) 2004

Authors: Bryant, B.R., Lee Wiederholt, J. & Bryant, P.

Publisher/Supplier Pro-Ed

Information: Individually administered. Takes 45 to 60 minutes. GDRT-2 can be used to assess students who have difficulty reading continuous print or who require an evaluation of specific abilities and weaknesses. Parallel forms allow for monitoring progress over time.

Further information: www.proedinc.com

Gray Oral Reading Tests (5th ed.) (GORT-5) 2011

Authors: Lee Wiederholt, J. & Bryant, B.R.

Publisher/Supplier Pro-Ed

Information: Measures oral reading fluency and comprehension. Individually administered. Takes 20 to 30 minutes. Age range 6 to 23 years 11 months. The GORT-5 provides a measure of growth in oral reading and aids diagnosis of oral reading difficulties. Parallel forms allow for monitoring progress over time.

Further information: www.proedinc.com

Gray Silent Reading Tests (GSRT) 2000

Authors: Lee Wiederholt, J. & Blalock, G.

Publisher/Supplier Pro-Ed

Information: For individual or group. Takes 15 to 20 minutes. The GSRT provides a measure of an individual's silent reading comprehension ability. Parallel forms allow for monitoring progress over time.

Further information: www.proedinc.com

Handwriting Speed Assessment Sept 2001

Authors: Allcock, P.

Publisher/Supplier Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS)

Information: Establishes standardized scores for handwriting speeds. Suitable for group and individual assessment.

Further information: www.patoss-dyslexia.org

Helen Arkell Spelling Test (HAST)

Authors: Helen Arkell Dyslexia Centre

Publisher/Supplier Helen Arkell Dyslexia Centre

Information: For individual or group. Takes 15 to 20 minutes. A wide-ranging spelling test with recommendations for teaching. This test is currently being re-standardised.

Further information: www.arkellcentre.org.uk

Nonword Reading Test 2004

Authors: Crumpler, M. & McCarty, C.

Publisher/Supplier Hodder

Information: Individually administered. Takes 5 to 10 minutes. The test is based on nonwords that conform to regular word structures. They are equally unfamiliar and therefore make a comparable demands on all pupils. Parallel forms allow for monitoring progress over time.

Further information: www.hoddertests.co.uk

Lucid Assessment System for Schools LASS 11-15 2010

Authors: Lucid Research

Publisher/Supplier Lucid Research

Information: Individually administered. Takes about 45 minutes. LASS Secondary is a computerized multifunctional assessment system that measures visual memory, auditory-verbal memory, phonic reading skills, phonological processing, single word reading, sentence reading, spelling and reasoning ability.

Further information: www.lucid-research.com

Peabody Picture Vocabulary Test (4th ed.) 2007

Authors: Dunn, L.M. & Dunn, D.M.

Publisher/Supplier Pearson

Information: Individually administered. Takes 10 to 15 minutes. The test measures receptive vocabulary and screens verbal ability. It requires no reading or writing. Parallel forms allow for monitoring progress over time.

Further information: www.pearsonclinical.co.uk

Phonological Assessment Battery (PhAB) 1997

Authors: Frederickson, N., Frith, U. & Reason, R.

Publisher/Supplier GL Assessment

Information: Individually administered. Takes 30 to 40 minutes. PhAB assesses the child's phonological skills that are important for reading progress with six tests of phonological processing.

Further information: www.gl-assessment.co.uk

Phonological Assessment Battery (PhAB) 2 for Primary school children 2014

Authors: Gibbs,S., Bodman,S.

Publisher/Supplier GL Assessment

Information: PhAB2 Primary offers a comprehensive battery of tests that help assess phonological awareness in children aged 5 -11 years PhAB2 Primary helps identify the phonological difficulties some children encounter in learning to read. In turn, this allows appropriate intervention to be provided to help improve underlying literacy skills. It is appropriate for use with bilingual children or children with English as an Additional Language and also includes data on special studies completed for children with specific learning difficulties (dyslexia).

Further information: www.gl-assessment.co.uk

Progress in English series 2006

Authors: Kirkup, C., Triga, A., Reardon, T. & Sainsbury, M.

Publisher/Supplier GL Assessment

Information: For group administration. Takes around 60 minutes though it can be split up. Progress in English is a series of writing and reading assessments that measure the components of reading and writing. Available in digital form.

Further information: www.gl-assessment.co.uk

Raven's Progressive Matrices 2008

Authors: Raven, J.C., Court, J.H. & Raven, J.

Publisher/Supplier Pearson

Information: Standard Progressive Matrices+ Mill Hill Vocabulary Scale 7 to 18 years Untimed. Takes about 45 minutes. Raven's measures abstract reasoning ability to make sense of complex figures and is independent of language. The testee is asked to find the missing pattern in a series. Items get progressively harder, requiring greater cognitive capacity to encode and analyze. Often used with vocabulary tests (noted above) to measure verbal and non-verbal aspects of ability.

Further information: www.gl-assessment.co.uk

Special Needs Assessment Profile (SNAP)-SpLD v.3 2008

Authors: Weedon, C. & Reid, G.

Publisher/Supplier Hodder

Information: Individually administered. Administrative time varies, but approximately 10 minutes per subtest. SNAP-SpLD version 3 gives a computer-aided diagnostic profile across 24 specific learning difficulties and associated factors, including self-esteem.

Further information: www.snapassessment.com

Test of Silent Contextual Reading Fluency Second Edition (TOSCRF – 2) 2014

Authors: Hammill, D.D., Lee Weiderholt, J. & Allen, E.A.

Publisher/Supplier Pro-ed

Information: For individual or group. Takes about 10 minutes. The Test of Silent Contextual Reading Fluency (TOSCRF) is a quick and accurate method of assessing the silent general reading ability of students and is a companion to the Test of Silent Word Reading Fluency (TOSWRF)

Further information: www.proedinc.com

Test of Silent Word Reading Fluency – 2nd Edition (TOSWRF2)

Authors: Mather, N., Hammill, D.D., Allen, E.A. & Roberts, R.

Publisher/Supplier Pro-ed

Information: For individual or group. Single form takes about 3 minutes with both forms taking around 10 minutes to complete. The TOSCRF measures a student's essential contextual reading abilities (i.e., word identification, word meaning, word building, sentence structure, comprehension, and fluency). It considers a student's ability to recognize printed words accurately and efficiently.

Further information: www.proedinc.com

Test of Word Reading Efficiency (TOWRE-2) 2012

Authors: Torgesen, J.K., Wagner, R.K. & Rashotte, C.A.

Publisher/Supplier Pearson

Information: Individually administered. Takes between 5 and 10 minutes. The test is a measure of an individual's ability to decode printed words (Sight Word Efficiency - Assesses the number of real printed words that can be accurately identified within 45 seconds) and phonemically regular nonwords (Phonemic Decoding Efficiency - measures the number of pronounceable printed non-words that can be accurately decoded within 45 seconds.) accurately and fluently. The test provides a means of monitoring growth of skills. Each of the two subtests of the TOWRE-2 has four alternate forms, A to D. The four forms of each subtest are of equivalent difficulty, and any of the forms of each subtest may be given depending on the purposes of the assessment.

Further information: www.pearsonclinical.co.uk

Weschler Individual Achievement Test – 3rd Edition (WIAT- III) 2009

Authors: Wechsler, D.

Publisher/Supplier Pearson

Information: Identifies the academic strengths and weaknesses of a student and informs decisions regarding eligibility for educational services, educational placement, or identification /diagnosis of a specific learning disability. The WIAT -III supports the design of instructional objectives and plan interventions using 16 subtests, WIAT-III offers:

- Three new subtests: Oral Reading, Math Fluency and Early Reading Skills
- Enriched Listening Comprehension, Oral Expression, and Written Expression subtests
- Enhanced Reading Comprehension subtest

Further information: www.pearsonclinical.co.uk

Wide Range Achievement Test (WRAT 4) 2006

Authors: Wilkinson, G.S. & Robertson, G.J.

Publisher/Supplier Pearson

Information: Individual or group administration. Takes 15 to 35 minutes. The WRAT 4 includes tests of word reading, sentence comprehension, spelling and maths computation.

Further information: www.pearsonclinical.co.uk

Wide Range Assessment of Memory and Learning (2nd Ed.) (WRAML2) 2003

Authors: Sheslow, D. & Adams, W.

Publisher/Supplier Pearson

Information: Screening section takes around 10 to 15 minutes to administer. Individual administration takes 45 to 60 minutes. The WRAML2 evaluates both immediate and delayed memory as well as the acquisition of new learning in children and adults.

Further information: www.pearsonclinical.co.uk

Woodcock Reading Mastery Tests, Third Edition (WRMT-III) 2011

Authors: Woodcock, R.W.

Publisher/Supplier Pearson

Information: The WRMT-III can be used to screen for reading readiness, evaluate struggling readers and identify specific strengths and weaknesses in order to plan additional teaching and support. It contains assessments for phonological awareness, listening comprehension, letter and word identification, Rapid Automatic Naming, Oral Reading Fluency, Word Attack, Word and Passage comprehension.

Further information: www.pearsonclinical.co.uk

York Assessment of Reading for Comprehension: Passage Reading Secondary 2009

Authors: Centre for Reading and Language, University of York

Publisher/Supplier GL Assessment

Information: The York Assessment of Reading for Comprehension (YARC) Passage Reading Secondary comprises a series of prose passages - both fiction and non-fiction - that enables the assessment of a student's reading comprehension and fluency in a systematic way across the secondary school years. UK standardisation.

Further information: www.gl-assessment.co.uk

Preschool and Primary Inventory of Phonological Awareness (PIPA) 2000

Authors: Barbara Dodd, Sharon Crosbie, Beth McIntosh, Tania Teitzel and Anne Ozanne

Publisher/Supplier: Pearson

Information: PIPA is a phonological awareness test that has been developed in the UK with norms for both UK and Australian populations which identify difficulties in the knowledge and manipulation of sound structures in young children. Age Range: 3 years 6 years 11 months.

Administration Time: 30 minutes

Administration Type: Individual

Further Information: www.pearsonclinical.co.uk

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