

# Assessment book (Updated March 2015)

[www.snip-newsletter.co.uk](http://www.snip-newsletter.co.uk)

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## Introduction

This booklet has the aim of providing schools with an overview of the issues related to testing and to support them in locating tools that may be of value to them in identifying need and monitoring progress. Whilst it is certain that testing can contribute to pupil anxiety, particularly in the case of those with special educational needs, it is also acknowledged that some level of testing is required in order to ensure the identification of pupil need and to identify the success of school based interventions. Therefore the need to understand and administer a range of tests is likely to remain an important part of the SENCo's role.

This publication therefore aims to provide an overview of testing, with a particular focus on **norm referenced standardised** tests. These are tests that are intended to provide results that support diagnostic and monitoring functions, that are based on national samples of pupils, in some cases many thousands, in order to identify an accurate picture of the performance of pupils of a determined age. This type of assessment is different to the information provided by **summative tests** such as the end of key stage tests, which identify how successful pupils have been in gaining knowledge taught to them through the National Curriculum.

## Why test?

Before selecting a test from the wide range available, it is vital to ensure that it is suitable for the purpose that it is intended for. Most tests measure ability in specific areas identified in the manual. Reading tests can, for instance, identify a range of diverse reading skills e.g. word recognition, phonological ability, comprehension, reading rate etc. It is important to select a test that measures the aspects of the learning being targeted. A whole word reading test for instance, might not be a valid tool to measure progress that has been obtained as a result of delivery of a structured phonic programme, as the skills being measured are not the same as the ones being taught. Conversely a reading test that measures comprehension may not be suitable to assess progress made by a pupil who has received a precision teaching programme that targets sight vocabulary.

Attention also needs to be given to identifying how the test was developed and the population the data was matched against. A number of tests offered for sale have been norm-referenced on non-UK populations, such as the USA (WRAT4/WRIT) and Australia (Neale). Purchasers need to reflect upon the impact this might have on the test's ability to assess for instance, a pupil cohort in an inner-city school in the UK, who are predominately English as an additional language speakers.

Thought also needs to be given to the practicalities involved with the **administration** of the test. Is it intended to assess a whole group or class, or one pupil at a time? A group test would be

more expensive in terms of the purchase of individual test papers but less expensive in terms of the time taken to administer. It is essential that the test is administered how it describes in the manual otherwise the results will be invalid.

What about **scoring**? Some tests offer electronic marking which can ensure consistency and reduce the work load on staff but this needs to be balanced with the additional cost. Remember that almost all tests are designed to be utilised at no more than six monthly intervals (otherwise results will be impacted upon by familiarisation) so consider if parallel tests are required if retesting is required at shorter intervals e.g. termly.

What is the **age range** the test was intended for? Remember that at either extreme of the age range, accuracy in results is likely to be affected and that it is essential tests selected are suitable for pupils of the correct chronological age rather than the ability age. If the latter is undertaken, then results will be invalid as the test was not referenced against that population. This means that when purchasing tests, consider their accessibility.

Is the testing being undertaken for a specific purpose such as **Access Arrangements**? This can often require the administration of tests that meet specific criteria determined by the exam boards.

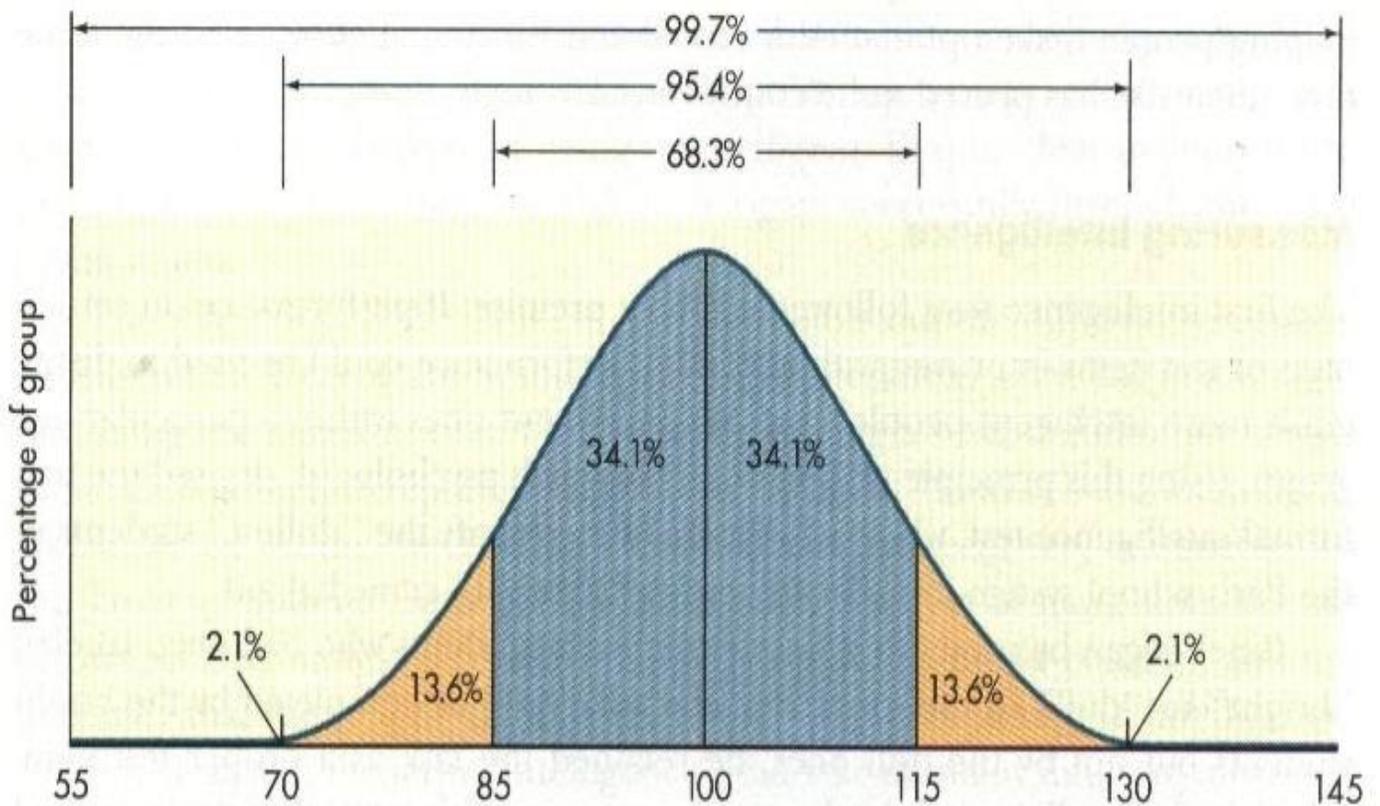
Validity and reliability: **Validity** ensures that the test measures what it claims to and that the results have a high correlation with other tests that measure the same aspect of learning. **Reliability** is the ability of the instrument to produce the same results consistently over time when there is no evidence of change. As with all one-off testing, there will be a **stated confidence band**. It is not accurate to say, for instance, that a pupil has a definite score but that there is a 90% chance that a child has achieved within a stated range either side of the achieved score. (*Typically 6 points above/below of a score of 100 but refer to the manual.*) It should also be remembered that statistically, 10% will have a “true” score that falls outside of this range. The confidence band will be identified in the manual. A useful article on the NFER website that explains confidence bands can be found at <http://preview.tinyurl.com/mb33yp5>

**Performance ages:** Often there is a lack of understanding of performance ages e.g. reading and spelling ages with an assumption being made that a 12 year old is required to have, for instance, a reading or spelling age of 12 to be performing at an average level. **This is inaccurate.** A comparison could be drawn with heights. The mean height of a boy of 12 may be 1.57 metres but the average range will be a figure in a stated range around this. A boy who is 5cm shorter or taller than this would still be within the average range. The same applies when measuring other attributes. Trying to attain a position where all pupils achieve their chronological age or above in standardised norm referenced tests would require a shift away from the collated data that all standardised tests are based upon and **would not be possible to achieve** in an average cohort.

**Administration:** When testing it is important that the administration is carried out exactly as described in the manual. Many discrepancies in test results arise from incorrect application of testing procedures relating to, for example, the point at which test should be stopped. This should not be associated with pupil fatigue or the avoidance of pupil failure. All tests have determined criteria regarding cut-off points, that if not rigorously applied will cause the results to be invalid—these will be identified in the manual.

**Scoring:** Although many schools prefer to use Performance Ages (Reading and Spelling Ages) as they appear to be easily understood and support the matching of readability levels of materials to pupils' ability, **this is not good practice** for purposes associated with sharing data and is inadequate for effectively measuring assessing pupil progress. The use of standard scores (S.S.) is the preferred option. S.S. have a mean of 100 with a standard deviation of 15. The intervals are **evenly spaced**, making comparison between pupils both valid and reliable and also allowing judgements to be made on rates of progress. Percentile rankings (P.R.) are also norm referenced and can be helpful in identifying individual position compared to other pupils of the same age e.g. a performance that equates to the 18th percentile suggests attainment better than 17 out of 100 pupils of the same age. However, **intervals between rankings are not even**, meaning they can not be used to compare rates of progress.

### Normal distribution graph



**Percentiles**                      **1-2<sup>nd</sup>**                      **16<sup>th</sup>**                      **50<sup>th</sup>**                      **84<sup>th</sup>**                      **98-99<sup>th</sup>**

**NB**

- The “average range” is taken to be SS 85-115 and around two thirds of the population will perform within this range.
- In a cohort that exactly reflect the normal distribution ability of the population, half the group would be attaining a SS of 100 or above and half would be attaining a SS of 100 and below.
- In reality what this means is that pupils who have a chronological age of ten years and have a reading age of 7.5 or 12.5 represent approximately the lower and higher ranges of the “average range” for this age.

## Assessing reading

The assessment of reading can be initially undertaken by summative assessment i.e. the monitoring of success in completion of classroom tasks associated with decoding and comprehension. This process will include observation and work scrutiny i.e. listening to a pupil read aloud. This may be supported through monitoring accuracy on reading a piece of text that is at a known readability level or by using a process such as Miscue Analysis (Goodman). <http://preview.tinyurl.com/8xpd3ej> which although dated, still can provide useful clues to support skill development. Teachers may also assess sight vocabulary by monitoring pupils' ability to recognise words on the High Frequency checklists.

The Assessing Pupil Progress (APP) grids are a popular tool for evidencing progress. Resources that may be of value to support this includes:

### 1) Assessing Pupil Progress (APP) Gathering evidence in reading (Leics)

<http://preview.tinyurl.com/prchmuh>

This publication identifies the Assessment Foci 1-5 and the evidence that may suggest its attainment for different year groups in KS1-3

### TES Resources:

### 2) APP Reading Assessment Grids (tafcam) <http://preview.tinyurl.com/lq8xbvlv>

Copies of the APP assessment grids for reading in Microsoft Word format, allowing teachers to highlight electronically rather than printing out

### 3) APP Pupil self-assessment grids for reading (Millicent\_bystander)

<http://preview.tinyurl.com/mnycvef>

These grids simplify the bullet points on the Reading and Writing APP grids and allow students to have an overview of the skills they are being assessed on. They can be used for self/peer assessment and for teacher feedback.

### Samples of norm referenced standardised tests of reading include those from:

**GL Assessment:** <http://www.gl-education.com>

#### 1) New Group Reading test (4 diff levels)

- Age group 6-16 with standardised scores
- Assesses reading accuracy, comprehension and can assess phonemic awareness
- Available in paper and online versions
- Has parallel tests
- Delivered individually or to a group
- Takes 45 mins
- Online version costs £5.30 (min 10)
- Paper teacher's guide £40 and pupil books £14.30 for 10

#### 2) York Assessment of Reading (Primary)

- Age group 4-11 with standardised scores
- Assesses accuracy, rate and comprehension
- Available in paper version
- Has parallel tests
- Delivered individually
- Takes 20 mins
- Complete set £230

### **3) York Assessment of Reading (Secondary)**

- Age group 11-16 with standardised scores
- Assesses accuracy and comprehension
- Available in paper version
- Delivered individually
- Takes 20-30 mins
- Complete set £210

### **4) Neale Analysis of Reading Ability**

- Age group 6-12 with standardised scores
- Assesses reading accuracy, rate and comprehension
- Available in paper version
- Has parallel tests
- Delivered individually
- Takes 20 mins
- Complete set £165

### **5) Wordchains (Ed: The most accessible of tests for pupils with SEN in my view)**

- Age group 7-18 with standardised scores
- Assesses reading accuracy
- Available in paper version
- Delivered individually or to a group
- Takes 6 mins
- Teacher's guide £40
- Pupil books £26 for 10

### **6) Diagnostic test of word reading processes**

- Age group 6-12 with standardised scores
- Assesses regular words, exception words and non-words
- Available in paper version
- Delivered individually
- Takes 30 mins
- Complete set £110

### **7) Suffolk Reading Scale (SRS)**

- Age group 6-14.11 with standardised scores
- Delivered individually or to a group
- Takes 30 mins
- 3 Levels: Teacher's guide £45
- Pupil books £13:50 for 10

#### **SRS digital**

- Age group 6-17.4 with standardised scores
- Assesses reading accuracy
- Available in paper and online version
- Delivered individually
- Online £4:40 or £5 for Level 4
- Highlights pupils below SS 85 who improve by 9mths when given 25% extra time

**Hodder tests:** <http://www.hoddertests.co.uk>

**1) Access Reading Test and Access Reading Test Interactive** (Often recommended by SENCo forum contributors)

- Age group 7-20 with standardised scores and provides NC levels for KS3
- Assesses reading comprehension
- Available in paper and online version
- Parallel forms
- Delivered individually or to a group
- Takes 30 mins
- Manual £31.50, Pupils booklets £16 for 10: Specimen set £37
- Online £550 for 2yr licence (while stocks last) or £2.50 per credit

**2) Phonics and Early Reading Assessment (PERA)**

- Age group YR –Y2 standardised scores and matched to Letter and Sounds + Phonic Screening Check
- Use words and non-words to assess phonic knowledge, accuracy and comprehension
- 2 tests (YR-Y1 and Y1-Y2) in paper version
- Parallel forms
- Delivered individually
- Takes 10-15 mins
- Specimen set £53

**3) New Salford Sentence Reading Test**

- Age group 6-10 and 5-12 for comprehension subtest, with standardised scores
- Assesses reading accuracy and comprehension
- Available in paper version
- Parallel forms (3)
- Delivered individually
- Takes 5 mins
- Specimen set £47:50

**4) Hodder Group Reading tests 1-3 and HGRT Interactive**

- Age group 5-16 with standardised scores
- Assesses comprehension
- Available in paper and online versions
- Delivered individually and to groups
- Takes 30-35 mins
- Specimen set £42
- Online version £550 for 2yr licence (while stocks last) or £2.50 per credit

**5) Hodder Oral Reading test**

- Age group 5-16 with standardised scores
- 3 tests assessing word reading, sentence reading and reading speed
- Available in paper version
- Has parallel forms
- Delivered individually
- Takes 4 mins per test
- Specimen set £42

## 6) WRaPS3

- Age group 6-9 with standardised scores
- Assesses phonic skills and word recognition
- Available in paper version
- Has parallel forms
- Delivered individually and to groups
- Takes 30 mins
- Specimen set £63

## 7) Reading Progress Tests 1 & 2

- 1: Age group 5-8 with standardised scores
- 2: Age group 7:16 with standardised scores
- Assesses vocabulary and comprehension
- Available in paper version
- Delivered individually and to groups
- Takes 45 mins
- Specimen set 1: £29; Specimen set 2: £31:50

## 8) Progress in Reading Assessment (PIRA) and PIRA Digital

- Age group 5-12 with standardised scores and matched to new NC
- 20 tests (YR2 + 3 for each of Y1,2,3,4,5,6)
- Paper and inline versions
- Takes 30-40 mins for whole class
- Specimen paper set Stage 1 Manual and 8 tests £40; Stage 2 Manual and 12 test £50
- Online £2.50 per credit

**Dyslexia Action:** <http://preview.tinyurl.com/pdepqr4>

### 1) Test of Word Reading 2<sup>nd</sup> Edition

- Age range 6 -24 years with standardised scores
- Delivered to individual
- Takes 10 mins
- Assesses sight words and phonic knowledge
- USA standardisation
- Set £230

### 2) Edinburgh Reading Tests 1-4

- Ages ranges 1: 7-9; 2: 8.6-10.6; 3: 10:00-12.6 and 4: 11:7 – 16 with standardised scores
- Available in paper version (online version ERT4)
- Delivered individually or in groups
- Assess different literacy skills
- Takes 45 mins
- Sample set £27.90 each level
- Online ERT 4 (Hodder £550 for 2 year licence)

## References

A short guide to standardised test GL Assessment <http://preview.tinyurl.com/pgkka47>

## **Assessing writing (spelling, handwriting speed and grammar)**

This section looks at the assessing of writing (spelling, handwriting speed and grammar) and identifies both summative processes that are used within the classroom to assess the learning that has taken place after instruction as well as norm referenced standardised tests.

### **Summative testing**

Summative testing of spelling, grammar and punctuation may include:

**1) Weekly spelling tests:** <http://preview.tinyurl.com/n34r5ty>

Weekly spelling tests need to be based on identifying learning of the words the pupil needs to use that have been taught to them. Many schools base their teaching of spelling on the statutory spelling lists from the new English curriculum and therefore the assessment of spelling on these. They can be found in the English Appendix (DfE) that contains guidance on what pupils should be taught in respect to spelling in Y1, Y2, Y3-4 and Y5-6. It also includes the word lists for Y3-4 and Y5-6.

### **TES Resources**

**2) New National Curriculum 2014 spelling lists Y3-6** (Ellieteacher)

<http://preview.tinyurl.com/kttvksv>

The words above have been made into lists.

**3) Babcock spelling resources:** <http://preview.tinyurl.com/q7weryh>

Babcock has many useful resources on its website that includes diagnostic spelling record sheets, that teachers may find of value in recording individual pupils spelling confidence and competence.

**4) Work scrutiny** (Michael Tidd) <http://preview.tinyurl.com/nqeevoz>

Analysing written work pupils have completed against the key objectives for writing from the new English NC. Michael is also the webmaster of the website

<http://www.primarycurriculum.me.uk/>

### **From TES Resources:**

**1) Pupil self-assessment** (uptonkf): <http://preview.tinyurl.com/laxzbag>

Pupil self-assessment of writing using the Assessing Pupil Progress (APP) statements can also add to the information collated on pupils' confidence in writing. This resource provides access to sub-levelled APP writing target sheets written in child speak that can promote this process.

**2) Grammar and Punctuation Termly Test Y3, 4, 5 and 6** (jenbo21)

<http://preview.tinyurl.com/kdr5tny> This resource includes termly grammar assessment tracker along with Y3, Y4, Y5, Y6 grammar assessments and answers. They may be of value in identifying pupils' level of progress in this area and prompt targeted teaching of problem areas.

**3) 2014 curriculum punctuation progression record** (JM Powell)

<http://preview.tinyurl.com/pywkfq9> JMP has taken the punctuation progression from the new 2014 English for KS1 and KS2 and put it into one page document for easy viewing. He has also listed progression of punctuation skills and knowledge into a spread sheet, along with the year it should be taught, so that pupils' progress can be more easily recorded.

#### **4) Writing Progression - Primary Curriculum 2014** (Stuart Jones)

<http://preview.tinyurl.com/kha3kxg> Stuart Jones has produced this spreadsheet collating all of the statutory requirements for teaching and assessing writing in the Primary Curriculum 2014. Rules and guidance on the spelling rules can be obtained by hovering over the cells.

#### **Others**

**Rising Stars:** <http://preview.tinyurl.com/mwhlb87>

The Rising Stars Assessment identifies pupils' progress in relation to the programme of study for their year group. For **Reading** and **Grammar, Punctuation and Spelling**, there are six sets of tests for each year group, with the aim for them to be used each half term. The Key Stage 2 Pack includes the Y3, Y4, Y5, Y6 photocopiable books and CD-ROM packs and costs, with the whole-school licence, £400.

#### **PATOSS**

**Handwriting speed assessment** (P Allcock) <http://preview.tinyurl.com/pzbn6u5>

#### **Samples of norm referenced standardised tests**

**GL Assessment** <http://www.gl-education.com>

##### **1) Single Word Spelling Test**

Consists of 9 standardised tests

Age range 6-14

Individual and group test

Takes 30 mins to administer

Paper and digital formats

Price: Digital Primary £325 for annual licence; Secondary £435 for annual licence

##### **2) British Spelling Test series: 2<sup>nd</sup> Education (2008)**

Age range 6-13 with standardised scores

Paper version

Individual delivery

Takes 30 min

Evaluation pack £30

Pupils' booklets £17:50 x 10

##### **3) Progress in English**

Short and long form comprehension, spelling and grammar

Provides NC levels for reading and writing with standardised scores

Age range 5-14

Paper version

Group delivery

Takes 60 mins

Teacher's guide £30

Pupils' booklets £15:50 x 10

##### **Progress in English digital**

Short form only

Age range 7-11 years

Takes 60 mins

£5:50 per pupil

**Hodder tests** <http://www.hoddertests.co.uk>

**1) Spelling**

Primary spelling assessment with standardised scores

Online testing

Age range 7-12

Includes worksheets to support learning and 37 onscreen check tests

Takes 30 mins

£550 for 2 year licence

**2) Diagnostic Spelling Tests**

Age range 5-7, 7-9, 9-12 with standardised scores

Parallel forms

Optional diagnostic follow up

Takes 20 mins

Primary specimen set £58

**3) Graded Word Spelling test 3<sup>rd</sup> Ed**

Age range 5-18+ with standardised scores

Individual or groups delivery

Paper version

Takes 20 mins

£28

**4) Grammar**

**Primary GaPS challenge tests**

Age range Test 1 Y5, Test 2 Y6, standardised and age levelled data

Covers four areas

Takes 1 hour

Specimen set £29

**NFER** <http://www.nfer.ac.uk/schools/nfer-tests/>

**1) Spelling tests for Year 5**

Three spelling tests aligned to the new NC with standardised scores

Age range Y5

Teacher's guide £20

Pupils' booklets £10 for 10

**Pearson Clinical** <http://www.pearsonclinical.co.uk>

**1) Detailed Assessment of Speed of Handwriting (DASH)**

Age range 9-16.11 with standardised scores

5 subtests

Individual or group

Takes 30 mins £112-50

Also

**DASH 17+**

17-25

£112.50

## Assessing maths

### Summative tests

#### Build-a-Mathematician

This resource package has been developed by the Kangeroo team from a number of sources that include the Gloucestershire Maths Advisory Team. It is based on the assessment criteria from Levels 3 to 8 and includes:

- Single Level Tests that aim to provide assessments based on 2014 National Curriculum levels to help produce a mathematical profile for students.
- Level Ladders
- Levelopaedia that provides exemplifications and probing questions for each of the 'assessment criteria' for every National Curriculum level and there is also an e-profile to help in the process of building a picture of what pupils can do in mathematics.

<http://preview.tinyurl.com/pbpze4l>

### TES Resources

#### 1) SEN Maths self-assessment (seebee) <http://preview.tinyurl.com/l9hhjx3>

Motivating charts for pupils to complete by colouring a football/ dinosaur as they achieve objectives at level P7 - 1b. Gives an at-a-glance assessment of maths.

#### 2) New Curriculum Maths Assessments (kerriwalton) <http://preview.tinyurl.com/kdda9qr>

These assessments in number, measurement and statistics have been devised to identify pupils knowledge in regards to the new curriculum. <http://preview.tinyurl.com/kdda9qr>

#### 3) Year 3 New Curriculum Maths Assessment Bookmarks (Primary Class)

<http://preview.tinyurl.com/lb3jfvz>

#### 4) New Maths Curriculum APP (Ellis Holt) <http://preview.tinyurl.com/mlep5t2>

EH has transcribed the new curriculum into a format similar to the old style APP. Each sheet has 2 year groups to allow for progression through the curriculum. One contains the Number assessment, the other the Shape and Measure and Handling Data assessment. Available in Word document format.

#### 5) Single sheet overview of performance indicators <http://preview.tinyurl.com/p6scvwg>

### Other tools:

#### 1) Performance descriptors DfE <http://preview.tinyurl.com/oop2rrp>

Performance descriptors for use in KS1 and 2 statutory teacher assessment for 2015/2016

### Samples of norm referenced standardised tests

#### GL Assessments <http://www.gl-education.com/>

##### 1) Mental Maths

Age range 6-11 with standardised scores

Group or individual

Time 20 mins

Paper copy

Guides £30 for each level (6)

Pupil booklets £15 for 10

## **2) Measuring success in maths**

Age range 5-11 with standardised scores  
Group or individual  
Time 5-10 mins oral and 20 mins written  
Photocopiable  
Provides NC levels  
£70 for Y1/2, £60 for each of Y3 to Y6

## **3) Sandwell Early Numeracy Test revised (SENT-R)**

Age range 4-8 provides standardised scores and NC levels P6-2a  
Individual  
Assesses identification of number, oral counting, value/computation, object counting, language.  
Time 10-30 mins  
Paper version only  
£175 online marking tool and complete set  
Pupils' booklets £21 for 10

## **4) Dyscalculia Screener: <http://preview.tinyurl.com/msg95wa>**

Digital online test with standardised scores  
30 mins  
£5:50 per pupil (minimum 10)

## **Hodder tests: <http://www.hoddertests.co.uk>**

### **1) Access Maths Test** standardised scores and NC equivalents

Age range: Test 1 7-12 years; Test 2 11-16+  
Parallel forms  
Paper and interactive formats  
Manuals £29  
Pupils' booklets £17 for 10  
Specimen set (Manual + Test 1 +2) £33  
Interactive format £2:50 per pupils (free access to one test for trialling purposes)

### **2) Mathematics Assessment for Learning and Teaching (MaLT)**

Age range 5-14 standardised scores  
Each year group has separate tests  
Paper and interactive formats  
Oral presentation  
Time 45 mins  
Manual £37  
Pupils' test booklets £14:50  
Specimen set £37:50

### **3) Progress in Understanding Maths Assessment (PUMA)**

3 tests for each year from YR-Y6 standardised scores and NC equivalents  
Time for whole class 1 hr  
Manual Stage 1 (Yr, 1 and 2) £30  
Specimen set for class £40  
Stage 2 (Y3,4 and 5) £40  
Specimen set for class £50

#### **4) Maths Competency Test**

Age range 11- adult

Time 30 mins

Provides skills profile

Manual £26:50

Pupil booklets £14:50

#### **Dyslexia Action:**

##### **1) Dyscalculia Assessment:** <http://preview.tinyurl.com/pchasm4>

This book has been written for those wanting to investigate a child's numeracy levels in order to plan an intervention programme for individuals or small groups. It aims to identify dyscalculic learners and at the same time provide them with the tools to help achieve proficiency in basic arithmetic. <http://preview.tinyurl.com/n6mxq45>

##### **2) WRAT 4 (Wide Range Achievement Test ):** <http://preview.tinyurl.com/nlpujxx>

Includes assessments on word reading, sentence comprehension, spelling and maths computation

Age range 5-94

2 parallel forms

USA based assessment

Time 30-45 mins

Individual £215

##### **3) More Trouble with Maths:** <http://preview.tinyurl.com/lpxgdzp>

A complete guide to identifying and diagnosing mathematical difficulties. This book by Steve Chinn includes photocopiable norm-referenced tests for achievement (standardised for ages 7-59 years old), basic facts (standardised for ages 7-15 years old), maths anxiety (standardised for 11-15 years old), cognitive style and a dyscalculia checklist. £43:99

#### **Other tools:**

**Hodder** Maths curriculum content for YR-Y6 from <http://preview.tinyurl.com/lq2gc8y>

##### **Mathematics for children with SEN:** <http://preview.tinyurl.com/lzh9ggl>

This downloadable booklet from DENI, includes a great deal of information on the specific challenges that can impact on the performance of children with SEN in maths and provides information on strategies to promote success

##### **Maths Anxiety Quiz:** <http://www.stevechinn.co.uk/maths-quiz.html>

This online quiz could be useful in identifying emotional barriers to the learning of maths that can reduce performance.

## Assessing Social, Emotional and Mental Health

All assessments aimed at the identification of any competency, contain levels of error. Results achieved provide a guide rather than an absolute ability. This is particularly so in the case of the assessment of social, emotional, behavioural needs (SEBN), which relies often on the observation and recording of externally exhibited behaviours or the results of structured interviews, intended to identify underlying emotions that may be contributing to the behaviours.

None of the tools included here are able to provide a diagnosis but are only useful to highlight the level of pupil difficulties and in measuring the impact of school based interventions on the acquisition of SEMH competencies.

### Assessment tools.

All of the tools identified below are based upon adult observation of pupil responses to the environment through their behaviour. This results in an inbuilt bias that relates to the perceptions of the tester and their personal reaction to the behaviour. The screening tools mentioned below are all photocopyable and in the main, paper based.

1. **The Boxall Profile: Handbook for teachers (£40)** This screening device consists of two sections each including 34 statements that support the identification of underpinning characteristics and targeting of support activities. The profile is photocopyable and although often used as a diagnostic tool with pupil of all ages has been standardised on Early Years and KS1 pupils. The Boxall takes approximately 15 mins to administer per pupil.  
[www.nurturegroups.org](http://www.nurturegroups.org)
2. **The Boxall Profile for Young People (£40)** This is a re-standardised version of the original Boxall Profile, and has been especially developed to work with older children, particularly those of secondary school age. It provides a framework for the systematic assessment of young people who may be struggling with a range of social, emotional and/or behavioural issues in a school, alternative provision or community context. It provides a range of workers with invaluable insights into what lies behind such difficulties as well as a guide to effective intervention, a structure for intervention programmes and the means to monitor and measure these outcomes. [www.nurturegroups.org](http://www.nurturegroups.org)
3. **Goodman's Strengths and Difficulties Questionnaires (SDQ)** No cost. The SDQs are different versions of a range of behavioural screening questionnaires that are aimed at 3-16 year olds. In each, 25 items are divided between five scales: emotional, conduct, attention, relationship and pro-social behaviour. The most useful of may be the self-administered tool, which provides evidence of pupils' own perceptions of difficulties. [www.sdqinfo.org](http://www.sdqinfo.org)
4. **QCA Audit** No-cost. This was developed from the QCA document; *Supporting School Improvement Emotional and Behavioural Development*. It has three sections; Learning behaviour; Conduct behaviour; and Emotional behaviour. Used in both primary and secondary settings to inform action. Downloadable from [www.snip-newsletter.co.uk](http://www.snip-newsletter.co.uk)
5. **The Emotional Competence Framework** No cost. This closely matches the SEAL programme and provides a checklist of pupils' emotional skills in order to monitor the impact of interventions. Used in KS2 and KS3. Downloadable from [www.snip-newsletter.co.uk](http://www.snip-newsletter.co.uk)
6. **A Reintegration Programme for Pupils with Emotional and Behavioural Difficulties.** £5 Jane McSherry's publication, is based on research carried out with teachers in EBD and mainstream schools. It offers an agreed set of criteria for readiness to reintegrate and a set of evaluative tools for assessment/reintegration etc <http://preview.tinyurl.com/3vbwrkz>