| | |
|---|---|
|  | **BPVS3** is a one-to-one test that assesses a child's receptive vocabulary. As no reading is required, BPVS3 can be used to assess language development in non-readers and especially pupils with expressive language impairments. Because no spoken response is required, the assessment may be administered to pupils with autism and other related communication difficulties or those with English as an Additional Language (EAL). |
|  | The **Speech, Language and Communication Progression Tools** aim to support teaching staff to identify children who may be struggling to develop their speech, language and communication skills. They can also be used to track progression of these skills over time or following interventions. Tools for ages 4, 5-6, 7-8 & 9-10 are available. |
| | |

To view or borrow any assessment resources, contact our admin team using the details below:

Admin Team – Rachel Robin and Sophie Heselton

www.dspl7.org.uk      Facebook - @dsplseven

admin@dspl7.org.uk    01727 519229

## DSPL 7



ASSESSMENT TOOLS for SENCos

DSPL7 has developed an Assessment tools library in order to help busy SENCos to identify and support pupils with barriers to learning.

SENCos should first attend a training session on using the tools correctly before they are able to borrow them.
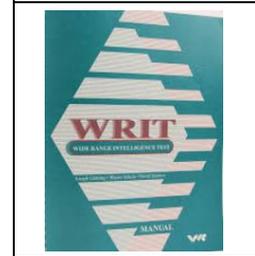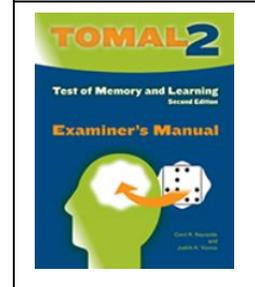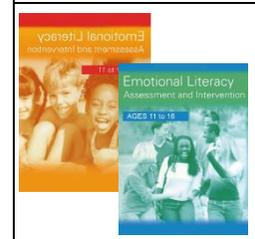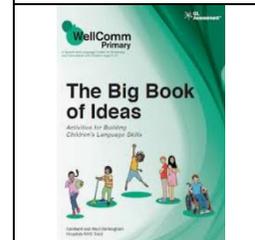
# Assessment Tools
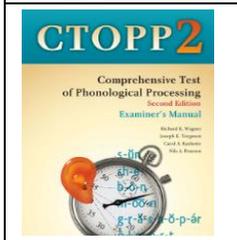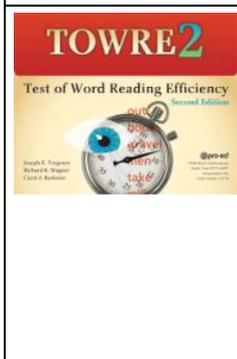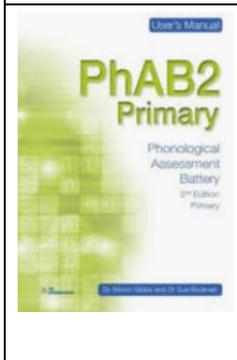
| | |
|---|---|
| | The **York Assessment of Reading for Comprehension** (YARC) is a one-to-one, diagnostic reading assessment that enables you to assess your pupils' reading and comprehension skills from an early age through to the end of secondary school. The diagnostic test is split into primary and secondary editions. |
| | Use **CTOPP-2** to assess phonological awareness, phonological memory and rapid naming in order to identify individuals who need help in developing phonological skills. |
| | The **Test of Word Reading Efficiency–Second Edition** (TOWRE–2) is a measure of an individual's ability to pronounce printed words (Sight Word Efficiency) and phonemically regular nonwords (Phonemic Decoding Efficiency) accurately and fluently. Because it can be administered very quickly, the test provides an efficient means of monitoring the growth of two kinds of word reading skill that are critical in the development of overall reading ability. |
| | *PhAB2 Primary* offers a comprehensive battery of tests that help assess phonological awareness in children aged 5 -11 years. An essential toolkit for SENCOs, specialist teachers and educational psychologists, it 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. |

| | |
|---|---|
| | 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 **WRIT** is a highly reliable assessment of cognitive abilities that can be used with individuals aged 4-85 years. Taking less than 30 mins to administer, the WRIT assesses both verbal and nonverbal abilities, yielding a Verbal IQ and a Visual IQ, which generates a combined General IQ |
| | **TOMAL-2** provides the most comprehensive coverage of memory assessment currently available in a standardised battery. This assessment permits a direct comparison across a variety of aspects of memory in a single battery. This allows the assessment of strengths and weaknesses, as well as potentially pathologic indicators of memory disturbances. |
| | **Emotional Literacy: Assessment and Intervention** is designed to discover where pupils' strengths and weaknesses are in the area of emotional literacy, in order to provide a better understanding of these competences and, where necessary, to highlight areas for intervention. |
| | **WellComm Early Years** and the new **WellComm Primary toolkits** enable you to quickly and easily identify children needing speech and language support, which can make a crucial difference to their confidence and attainment |