



Circular: 0001/2023

To: Boards of Management, Principals and Teaching Staff of Post-Primary Schools and CEOs of ETBs

Advice on the use of assessment instruments/tests for Guidance or for additional and special educational needs (SEN) in post-primary schools

(Revising Circulars 0067/2020 and 0058/2019)

Introduction

This Circular provides advice to recognised¹ post-primary schools on the appropriate use of assessment instruments/tests for Guidance and for additional and special educational needs (SEN). The Circular applies to all instances when a standardised test, either ability or achievement, is used. It provides clarification on the selection and administration of assessment instruments, the interpretation and provision of feedback on test scores and the retention of assessment information.

When considering this advice, schools should be mindful of their responsibilities under General Data Protection Regulation (GDPR). Assessment tests and instruments provide online and paper-and-pen based tests. Where there is online completion of tests and data stored and retained from the assessments, it is important that this data is retained and processed in line with EU GDPR regulations. While some test publishers are based in the UK, in most cases their online data storage remains within the EU. Where test publishers process and store data outside the EU, however, school authorities should ensure that the companies concerned apply GDPR data protection principles to all EU personal data.

Purpose of this Circular

The purpose of this Circular is to provide post primary schools with information and a list of assessment instruments, including ability and achievement tests and web-based resources that are approved for use in Guidance and/or SEN contexts in recognised post-primary schools. The list is designed to serve as a guide for schools. While it is based on the most up-to-date information available at the time of publication, **it is not intended to be prescriptive or exhaustive**. Other assessment instruments which are not listed may also be deemed appropriate, once they are developed in line with best practice.

¹ Recognised School – means a school recognised by the Minister in accordance with section 10 of the Education Act, 1998.



Results of any one standardised test should not be used in isolation, nor used as baseline data for predicting student's future achievements, nor for solely informing decisions regarding the provision of interventions or targets within learning plans for students. Information from ability tests, attainment tests, teacher observations, the Education Passport, the Student Support File, parental reports as well as the views of the student are also very important aspects of a thorough assessment. This evidence-based approach facilitates the identification of individual students' strengths, interest, values, motivation and learning needs and helps to inform the actions and interventions that best address those needs.

Schools should develop their own assessment policy setting out in detail the school's policy on the use of tests - to include consent, administration, interpretation, retention, feedback and processing, in accordance with GDPR regulations. Schools should consider any possible impact that Covid-19 may have had on student performance, their wellbeing, and on their test scores in terms of regression and reliability. In order to support and facilitate student wellbeing, schools need to be mindful of the timing, administration and interpretation of psychometric assessments.

For the purpose of RACE applications, schools are advised to await closing dates from the SEC and adapt the timing of the assessment practice accordingly.

An updated list of tests will be published periodically on the Department's website at <https://www.gov.ie/en/circular/e86f9-advice-on-the-use-of-assessment-instrumentstests-for-guidance-or-for-additional-and-special-educational-needs-sen-in-post-primary-schools/>

Please bring this circular to the attention of all teachers in the school and members of the board of management.

Evelyn O' Connor,
Principal Officer,
Curriculum and Assessment Policy Unit

17 January 2023.



1. Purpose of Assessment Instruments/Tests

This Circular and accompanying list of tests refer to standardised ability and attainment/achievement tests. Confusion can arise on when to employ an ability or an achievement test.

Ability tests are designed to establish what a student is capable of knowing, while achievement tests measure what is known and has been learned or achieved to date. More detailed definitions are provided below under 'Types of Assessment Instruments'.

Schools should only use assessment instruments which are appropriate and have a clear and defined purpose. In particular, care should be taken in relation to the suitability of the assessment instruments that are used with students with SEN, or with students who are studying English as an Additional Language (EAL). In the case of EAL students their test scores may be adversely affected by their proficiency in the English language rather than reflect their actual ability.

Assessment results should not be regarded as definitive nor interpreted in isolation. Students' needs and other contextual information should always be taken into consideration.

2. Types of Assessment Instruments

Standardised ability tests are designed to be curriculum-independent and measure more enduring and long-term traits than the attainment of learning. They measure what a student is capable of knowing rather than what is known.

Standardised attainment tests (sometimes referred to as achievement tests) measure what a student knows and can be used to assess, for example, students' knowledge and skills in literacy and numeracy, and to determine progress in these areas.

On foot of information garnered from various assessment practices including ability and achievement tests, further information may be gathered through the administration of diagnostic tests to provide a more detailed view of a student's learning strengths and needs.

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A diagnostic test is designed to provide specific information about a student's strengths and needs in some aspect of learning, for example, word identification skills or understanding of number concepts.

In addition, guidance counsellors may use the outcomes of ability, interest, values and motivation tests to guide and to support students' decision-making regarding subject choice and senior- cycle programme options and to support their career development, including planning for further and higher education, training, apprenticeships and the world of work.

3. Selection of Assessment Instruments/Tests

It should be noted that not all instruments available for schools have Irish norms, and some have not been revised for a number of years. For this reason some of the older, outdated tests have been removed from the current list. Other reasons for their removal may include GDPR requirements, the use of American spelling and the availability of more suitable UK or Irish-normed tests.

Care should be taken by users to research accurately the suitability, reliability and validity of all assessment instruments selected for use, and to ensure that the versions in use are the most up- to date and appropriate for administering to the specific student cohort.

The use of assessment instruments in schools for the assessment of personality is **not** appropriate and therefore such instruments do not appear in the list below.

Test administrators are advised to examine closely the test manuals and any other supporting information before selecting a test. In selecting an assessment instrument schools should be aware of the qualifications required to administer, score, interpret and provide feedback on that particular test. Where necessary, the publisher of the test may be contacted for more detailed information in this regard.

The National Educational Psychological Service (NEPS) provides information and advice on the use and appropriateness of certain assessment instruments/tests. See the list of useful references below.

Engagement between primary and post-primary schools will inform decisions around the selection and timing of assessments for students new to post-primary education. Schools should make best use of the Student Support File and the *Education Passport* in supporting the sharing of relevant data, including

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assessment results, as students transfer from primary to post-primary school. Further information on the *Education Passport* can be accessed on the NCCA website at www.ncca.ie

4. Assessment considerations and Covid 19

Covid 19 has greatly disrupted the normal running of schools in recent times. The impact on students has varied greatly: while some will have coped well and progressed with their learning at a typical pace, others may have struggled or lost ground, relative to their peers. As such schools may have incomplete information on individual students. When interpreting test scores schools should carefully consider the impact of academic engagement and performance and wellbeing on the students' performance.

5. Administration of Assessment Instruments

Information should be provided to parents and students regarding the purpose of the assessment and with whom the assessment results may be shared and why. The consent of parents (for students under 18 years of age) and assent of students over 18 should be obtained in advance of the assessment instrument being administered, in line with the school's assessment and data protection policies.

In 2020 the National Centre for Guidance in Education published a guide for schools on developing an assessment instrument policy as part of the school's overall assessment policy.

Some assessments, such as standardised group achievement tests, can be administered by subject teachers, under the supervision of a suitably qualified person. Other tests should only be administered and interpreted by appropriately qualified personnel depending on the nature of the instrument used. Schools should check in advance with the test publisher on the specific qualifications required for each instrument used.

The administration of ability tests in schools should be restricted to appropriately qualified personnel who have been specifically trained in specialised psychometric testing, including the selection and administration of such assessment instruments, interpretation of assessment results, scoring and feedback. Typically in the case of psychometric instruments of general ability (and individually administered achievement tests), such personnel will be qualified guidance counsellors or teachers of special education with appropriate qualifications to administer specific tests. Such personnel should engage in on-going training and continuing professional development.

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The Department promotes professional standards in psychometric assessment. Guidance counsellors and other appropriately trained personnel are strongly encouraged to keep up to date with developments and with continuing professional learning in this area.

Resources published by NEPS provide guidance and examples of best practice in psychometric testing which are available [Here](#)

6. Exemption from the Study of Irish

All students are expected to have the opportunity to learn the Irish language to the greatest extent possible and at a level appropriate to their needs. There are certain circumstances whereby an exemption from the study of Irish may be granted to a student enrolled in a recognised English-medium primary or post-primary school. The authority to grant an exemption has been delegated to school management.

Circulars 0054/22 (primary) and 0055/22 post primary together with application forms, guidelines, checklists and frequently asked questions are available on the website: <https://www.gov.ie/en/service/irish-exemption/>

Guidance on test selection in relation to exemptions from the study of Irish is also available on the website at the link above.

Note: A literacy attainment score at/below the 10th percentile in either Word Reading or Reading Comprehension or Spelling is only one aspect of the criteria to be taken into consideration when processing applications for exemption from the study of Irish in line with sub-paragraph 2.2.2 of the Circulars (FAQ 12 on the website at the link above provides further details)

For pupils/ students with significant literacy needs, such as those where there are concerns that literacy attainments remain, despite intervention, at/below the 10th percentile, the school will most likely be providing support through the SET Teacher. These teachers undertake assessment and identification of need as part of their problem solving approach and development of Student Support Plans as set out in the NEPS Model of Service and in the document: Special Educational Needs - a continuum of support.

The granting of an Irish exemption emerges from this process. Therefore the school will already have evidence on an individual's Student Support file to support the application. The granting of an exemption from the study of Irish should not be a key factor in planning for the provision of special education teaching or testing for a pupil/ student.



7. Reasonable Accommodations at the Certificate Examinations (RACE)

The underlying principles of the examination accommodations scheme put in place by the Department of Education and operated by the SEC are similar to those that underpin arrangements in other jurisdictions with broadly similar disability rights legislation to that of Ireland. All such schemes focus on the need to remove barriers to accessing the examinations, while retaining the need to assess the same underlying skills and competencies as are assessed for all other candidates, and to apply the same standards of achievement as apply to all other candidates.

The scheme provides accommodations for candidates with a variety of complex special educational needs including learning difficulties as well as permanent or temporary physical, visual, hearing, medical, sensory, emotional, behavioural or other needs.

Details of tests that are acceptable for RACE will be set out in the *Reasonable Accommodations at the Certificate Examinations - Instructions for Schools*, which is published annually by the SEC. These tests are taken from the list of assessment instruments and web-resources approved for the use in Guidance and/or SET contexts. It is published by the Department of Education and is governed by this circular letter. Schools should ensure that the versions of tests in use are the most up-to-date and appropriate for administering to the specific student cohort. For the purpose of RACE applications schools are advised to await updates and closing dates from the SEC and where necessary adapt the timing of testing, if required.

RACE information can be accessed at [Reasonable Accommodations at the Certificate Examinations \(RACE\)](#)

8. General Data Protection Regulation (GDPR)

In using assessment instruments, school management and the appropriately qualified teachers should pay due attention to the requirements of current legislation, particularly in relation to GDPR.

When administering online/electronic assessment instruments, schools need to be cognisant of GDPR **data processing and retention** requirements, for example, ensuring compliance in relation to who controls and has access to the data, the purposes for which this data will be used, the retention of the data and where the data is stored i.e. within or outside the EU.



9. Interpretation of assessment instruments

In planning interventions to meet a student's needs, the results of any one standardised test should not be used in isolation, but rather in conjunction with other information available on the student. Neither should the results of any one test be used as baseline data for predicting a student's future achievements, or for solely informing decisions regarding the provision of interventions or targets within learning plans for students.

As highlighted in the National Educational Psychological Service (NEPS) publication *A Continuum of Support for Post-Primary Schools: Resource Pack for Teachers*, 'results of any one test should not be considered in isolation and tests results should always be considered alongside other information: parental information, information from the primary school, information from teachers etc.

...Additionally, schools need to be aware of the risks associated with early labelling, which may place a ceiling on expectations or consign students to particular groups' (p.40).

In addition, as highlighted in the NEPS publication, schools and teachers should be aware of the particular difficulties associated with the assessment of children whose home culture is markedly different from the group on whom the test is standardised. This may be a factor and should be considered when considering results for Traveller children or children who are newly arrived from cultures outside of the western world' (p.39).

Decisions regarding the use of assessment instruments and the sharing and interpretation of assessment data should always be made in accordance with the individual schools' policies on assessment, SEN and data protection, and in accordance with best practice on test administration and usage.

10. Constructive feedback on standardised test results

In line with the school's assessment policy, schools should ensure that appropriate, accurate and constructive feedback is provided in a timely fashion to students and parents by appropriately qualified personnel, for example, guidance counsellors or other suitably qualified teachers.

Students should be provided with the opportunity to explore their assessment results in the context of the educational options available to them in the school and to inform their future educational and vocational development, career choices and decision making. Students and parents should be made aware of the limitations of the results of standardised tests during this discussion and the

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importance of other factors including the students' interests, motivation, talents and experiences, and information available from other sources.

11. Sharing standardised test results with members of school staff and with external parties

In line with a whole-school approach and as part of the school's assessment policy regarding standardised testing and data protection, the results of standardised tests, in conjunction with other related information, should be shared with relevant members of school staff. This is in order to plan effectively to meet the educational, social, emotional, behavioural and wellbeing needs of the students. It may also be necessary at times to share relevant information with external parties, such as NEPS and CAMHS. Schools need to be mindful of their Data Protection / Data Sharing responsibilities when sharing data with external bodies.

Schools should be mindful of the limitations of standardised tests when sharing results and the potential for students to acquire a label based on these results. It is important when sharing these results that they are presented accurately and sensitively and in a way that is clearly understood by the receiving party. For example, the use of percentiles may be avoided if they are going to be confused with percentages; care should be taken to ensure that the difference between standardised ability and achievement tests is understood and the limitations of such tests have been explained.

12. Retention and processing of assessment data

Schools should be aware of obligations relating to access , retention and processing data under the Freedom of Information Act 1997, the Freedom of Information (Amendment) Act 2013, associated regulations, and the Data Protection Acts 1988 and 2003, and GDPR (2018).

13. List of useful references

The following may also be consulted in conjunction with this Circular:

National Educational Psychological Service (NEPS) [NEPS](#)

State Examinations Commission Guide Reasonable Accommodation at Certificate Examinations [RACE](#)

How to apply for an Irish exemption and Frequently Asked Questions [Irish Exemption](#)

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14. List of Assessment Instruments

- A. Achievement Tests Literacy - Group Administered
- B. Achievement Tests Mathematics – Group Administered
- C. Achievement Tests – Individually Administered
- D. Ability and Aptitude Tests
- E. Guidance Interest
- F. Guidance Digital Resources and Apps
- G. Other Assessment Instruments



A. ACHIEVEMENT TESTS: GROUP ADMINISTERED TESTS

Literacy (reading, spelling and handwriting)

The items in the list below assess a range of literacy skills including phonology, oral word reading, silent passage reading, reading fluency, reading comprehension, reading rate or speed, listening comprehension, spelling and handwriting. Decide the purpose of administration,

i.e. what you want to find out, before you decide to purchase and use a test. Be aware that the majority of these instruments are developed and standardised in either the UK or the US and some may feature non-Irish cultural references or spellings. When possible, obtain a sample of the test and use the school's collective professional judgements to decide if the test will provide the information needed.

Name and date of publication	Type	Description	Age range	Norms	Publisher/distributor website
Access Reading Test, 3ED, 2018	Group; Digital version available	Wide-range assessment in four aspects of reading comprehension.	7 to 20+	UK norms	http://www.hoddereducation.co.uk/
British Spelling Test Series G/H, 2nd. Edition, 2009	Group	Assesses spelling at word, sentence and continuous writing level, and in different contexts.	6 to 13	UK norms	www.gl-assessment.ie
Detailed Assessment of Speed of Handwriting, 2007	Group or individual	Battery of 5 subtests including fine motor and precision skills, speed of reproducing symbols, speed alteration and free-writing competency.	9 to 16:11	UK norms	www.pearsonclinical.co.uk
Detailed Assessment of Speed of Handwriting, 2011	Group or Individual	Battery of 5 subtests including fine motor and precision skills, speed of reproducing symbols, speed alteration and free-writing competency.	17 to 25	UK norms	www.pearsonclinical.co.uk



Name and date of publication	Type	Description	Age range	Norms	Publisher/distributor website
Diagnostic Spelling Tests 3-5 Secondary - Adult, 2006	Group	Series of three overlapping spelling tests: Test 3: 9 to 12 years; Test 4: 11 to 14 years; Test 5: 14 to 25+ years	9 to 25+	UK norms	www.hoddereducation.co.uk/
Drumcondra Post-primary Test – English Reading Literacy, 2013, 2016	Group: Digital and paper versions available, with minimal content overlap	Assesses reading vocabulary and reading comprehension. Additional scales cover overall reading, text types and reading processes.	Grade-based norms for last term in Second Year.	Irish Norms for paper-based version (2013), and computer-based version (2016).	www.tests.erc.ie (paper version) www.tests.erc.ie (digital version)
Droim Conrach: Triail Dhroim Conrach don Léitheoireacht Ghaeilge (Scoileanna Lán- Ghaeilge)	Grúpa: Foirm pháipéir amháin	Triail ar fhoclóir agus ar thuiscint na léitheoireachta atá i gceist. Tá focálaí don bhunsmainteoireacht agus don ardsmaointeoireacht ann chomh maith.	Noirm do scoláirí in iarbhunscoileanna lánGhaeilge ag deireadh na Dara Bliana.	Bunaíodh na noirm in Éirinn i 2015	www.tests.erc.ie
<i>ERC - NEW</i> PPAD - E Post Primary Assessment and Diagnosis-English, Q4 2020 individually administered. There is an online scoring and reporting tool available.	This is a paper based test which is largely group administered, except for the word reading test, which needs to be	The PPAD-E is a diagnostic and screening assessment tool for English literacy. It has been developed by NEPS in collaboration with the ERC for use across the post-primary age range. The test takes approximately 60-70 minutes to administer and consists of five subtests: <input type="checkbox"/> Word reading • Spelling • Reading comprehension • Reading speed	To date, the PPAD-E has been standardised among the population of First Year students in Ireland	Irish norms In the future, norms will be developed for older year groups of post-primary students.	www.tests.erc.ie https://www.tests.erc.ie/ppad-e

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		<ul style="list-style-type: none"> • Writing samples <p>The tests have been developed in parallel (yellow and blue) versions, to allow for test/retest data. The results of the tests provide both normative and diagnostic information which can be used for a range of purposes..</p>			
Name and date of publication	Type	Description	Age range	Norms	Publisher/distributor website
Graded Word Spelling Test, 3 rd edition, 2006	Group or individual	Assesses spelling attainment and progress.	5 to 18+	UK norms	www.hoddereducation.co.uk/
Group Reading Scales 2, 2009	Group; Digital version available (Adaptive Reading Scales)	Objective standardised measures of reading ability featuring multiple-choice sentence-completion questions using grammatical and semantic cues. Parallel forms and Scorer/Profiler CD- ROM available.	9 to 16+	UK norms	www.hoddereducation.co.uk/
Hodder Group Reading Test 3, test 3, 2007	Group; Digital version available	Assesses reading comprehension at word, sentence and text levels. Scorer/profile CD-ROM available.	9:05 to 16+	UK norms	www.hoddereducation.co.uk/
New Group Reading Test, 3 rd edition, 2010	Group; Digital version available	A screening / monitoring reading test which includes sentence completion and passage comprehension at each level.	Form 3: 10 to 13; Form 4: 14 to 17.05	UK norms	www.gi-assessment.ie



B. ACHIEVEMENT TESTS: GROUP ADMINISTERED TESTS MATHEMATICS

Please note that UK published Maths assessment instruments may feature the imperial system of measurement and use sterling and not the euro and test participants should be advised of this. Practitioners should also note that these instruments relate to the UK curriculum and may have limited diagnostic value.

Name and date of publication	Type	Description	Age range	Norms	Publisher/distributor website
Access Mathematics Tests 1 and 2, 2018	Group or Individual; print and interactive formats available	Updated, standardised maths assessment across a wide ability range. Minimal reading demands. Parallel forms and Scorer/Profiles CD-ROM	Test 1 – 7 to 12; Test 2 – 11 to 16+	UK norms	www.hoddereducation.co.uk/
Drumcondra Post-primary Tests – Mathematics, 2013, 2016	Group: Digital and paper versions available; with minimal content overlap	Assesses mathematics based on Project Maths syllabus. Additional scales for mathematical content areas and processes.	Grade-based norms for last term in Second Year.	Irish norms paper-based version (2013) and computer-based version (2016)	www.tests.erc.ie
Mathematics Assessment for Learning and Teaching: Key Stage 3 (MaLT 12, 13 and 14), 2009	Group; Digital version available	Provides dual formative-summative assessment of mathematical attainment.	Junior Cycle	MaLT 12 - UK norms 11 to 13:05 MaLT 13 - UK norms 12 to 14:05 MaLT 14 -	www.hoddereducation.co.uk/



				UK norms 13 to 15.05	
Progress Test in Maths Series 2004	Group; Paper and Digital versions available	Standardised, diagnostic tests to identify specific strengths and needs in maths.	Test 12 – 12 to 12:11; Test 13 – 13 to 13:11;	UK norms	www.gi-assessment.ie

C. ACHIEVEMENT TESTS: INDIVIDUALLY ADMINISTERED TESTS

LITERACY (READING, SPELLING, LANGUAGE AWARENESS/PROCESSING AND READING COMPREHENSION)

The items in the list below assess a range of literacy skills including phonology, reading accuracy, oral word reading, silent passage reading, reading fluency, reading comprehension, reading rate or speed, listening comprehension, spelling and handwriting. Decide the purpose of administration, i.e. what you want to find out, before you decide to purchase and use a test. Be aware that the majority of these instruments are developed and standardised in either the UK or the US and some may feature non-Irish cultural references or spellings. When possible, obtain a sample of the test and use the school's collective professional judgements to decide if the test will provide the information needed

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Name and date of publication	Type	Description	Age range	Norms	Publisher/distributor website
Adult Reading Test, Second Edition (ART- 2), 2016	Individual	Adult reading test	16 years +	UK norms	www.pearsonclinical.co.uk
Comprehensive Test of Phonological Reasoning (CTOPP-2), 2 Edition, 2013	Individual	Used to assess phonological awareness, phonological memory and rapid naming.	4 to 24+	UK norms	www.pearsonclinical.co.uk
Diagnostic Reading Analysis (DRA 3) 3 rd Edition, 2019	Individual; Diagnostic Profiler CD Rom Available	Oral reading test, including initial listening passage plus reading accuracy, comprehension and speed, designed for less able readers	6.09 to 16.08	UK norms	www.hoddereducation.co.uk/
Expressive Vocabulary Test, 3rd edition, 2018	Individual	A test of expressive vocabulary and word retrieval for Standard English with 190 items and 2 forms.	2:6 to 90+	UK norms	www.pearsonclinical.co.uk
Hodder Oral Reading Tests,	Individual	Provides separate measures of	5 to 16	UK norms	www.hoddereducation.co.uk/

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2006		single word reading, sentence reading and reading speed.			
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Name and date of publication	Type	Description	Age range	Norms	Publisher/distributor website
Lucid Exact, 2009	Individual; digital only	Time efficient assessment of speeded word recognition, reading comprehension, reading speed, spelling, handwriting speed and typing speed.	11 to 24	UK norms	www.gl-assessment.ie
Non-word Reading Test, 2004	Individual	Test of phonological decoding to assess word reading skills and functional literacy.	6 to 16	UK norms	www.hoddereducation.co.uk /
OWLS II: LC/OE and RC/WE Oral and Written Language Scales, 2 nd edition, 2012	Individual	Provides assessment of receptive and expressive language with no reading or written responses required.	LC/OE-3 to 21:11; RC/WE -5 to 21:11	UK norms	www.wpspublish.com

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Phonological Assessment Battery: Second Edition Primary (PhAB2 Primary) 2014	Individual	A battery of six standardised tests measuring phonological awareness skills. Assessment for pupils with low scores in any phonics screening or literacy test. Suitable for EAL students.	5 - 11	UK norms	www.gi-assessment.ie
SPaRCS Test	Individual or group	A group of tests that are designed to assess spelling, processing speed and reading comprehension speed	13 -18	Irish and UK norms	https://educationelephant.ie
Name and date of publication	Type	Description	Age range	Norms	Publisher/distributor website
Wechsler Individual Achievement Test WIAT-III 3 rd UK Edition for teachers, 2018.	Individual (Group – spelling only)	Provides normed assessment in untimed single word accuracy, reading comprehension, reading speed and single word spelling. Battery of five subtests to test key aspects of literacy.	4 to 25.11	UK norms	www.pearsonclinical.co.uk



<p>Wide Range Achievement Test – 5th edition, (WRAT-5) 2018</p>	<p>Individual or Group</p>	<p>WRAT-5 measures and monitors fundamental word reading, spelling and math skills and sentence comprehension. It includes updated norms and revised subtests. Uses American spellings</p>	<p>5 to 94</p>	<p>US norms</p>	<p>ht. www.pearsonclinical.co.uk</p>
<p>Woodcock Reading Mastery Test 3rd Edition, 2011</p>	<p>Individual</p>	<p>Identifies specific strengths and weaknesses to plan targeted remediation; nine subtests: phonological awareness, letter and word identification, rapid naming, oral fluency, word attack, and listening, word and passage comprehension. Uses American spellings.</p>	<p>4:06 to 79:11</p>	<p>US norms</p>	<p>www.pearsonclinical.co.uk</p>
<p>Woodcock Johnson – IV Tests of Achievement Form C / Brief Battery, 2014</p>	<p>Individual</p>	<p>Battery of eleven subtests: letter-word identification, sentence reading fluency, passage comprehension, word attack, oral reading spelling, sentence</p>	<p>4 - 90+</p>	<p>US Norms</p>	<p>www.riverpub.com https://educationelephant.ie/product/woodcock-johnsoniv-tests-of-achievement-ukire/</p>

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		writing fluency, writing samples, calculation, applied problems and maths facts fluency. There is a UK/Ireland Adaptation of this test available.			
York Assessment of Reading Comprehension, Passage Reading, Secondary, 2010	Individual	Uses fiction and non-fiction passages to measure developing reading comprehension skills (Support website available - www.yarcsupport.co.uk)	11 to 16	UK norms	www.gi-assessment.ie

D. ABILITY AND APTITUDE TESTS

The purchase and administration of many of these assessment instruments require specific qualifications.

Name and date of publication	Type	Description	Age range	Norms	Publisher/distributor website
My Aptitude (formerly Cambridge Profile Aptitude Tests, 2012)	Group	Eight subtests: Verbal Reasoning, Numerical Reasoning, Abstract	Post-primary	Irish norms	www.myfuturechoice.com/

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		Reasoning , 2D Spatial Reasoning, 3D Spatial Reasoning, Arithmetic Calculation, Working Quickly and Accurately and Spelling. Can be used in conjunction with Eirquest.			
Career Fit Series (CFS), 2012	Group, online	Combined Occupational Interest and Aptitude Instrument that generates 16 optimal careers for the more practical student and adult.	16 to 60+	Criterion-referenced	www.etconsult.com
Cognitive Abilities Test – 4th ed., 2012 (CAT4)	Group; Digital version available	Measures four principal areas of reasoning – verbal, non-verbal, quantitative, and spatial – to provide a comprehensive profile of the core abilities relating to learning.	7 to 17+	Irish and UK norms	www.gi-assessment.ie Irish norms available from www.edev.ie



Differential Aptitude Tests, DAT for Guidance.	Group	<p>Eight subtests: verbal reasoning, numerical reasoning, abstract reasoning, perceptual speed + accuracy, mechanical reasoning, space relations, spelling + language usage (supporting software is available).</p> <p>Can be used in association with the Careers Interest Inventory (CII).</p>	16+	Irish norms	www.eticonsult.com
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Drumcondra Reasoning Test, 2016	Group: Digital and paper versions available	Assesses the two key areas of verbal reasoning and numeric ability.	Grade-based norms for Sixth class (Spring) and First Year (Autumn)	Irish norms (2016)	www.tests.erc.ie
Lucid Ability 3 rd . Edition, 2012	Individual	Time-efficient assessment of verbal and non-verbal reasoning and	4 to 16	UK norms	www.gl-assessment.ie

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		general conceptual ability for non-readers and readers.			
Raven's Standard Progressive Matrices and Vocabulary Scales, 2008	Group and individual	The RPM is a language-free and culture-fair non-verbal assessment using sixty visual- spatial reasoning items. Useful with students with hearing impairment and EAL students. The Mill Hill Vocabulary Scales measures verbal ability and can be administered orally and answered verbally.	7 to 18	UK norms	www.pearsonclinical.co.uk
Raven's 2 Standard Progressive Matrices, 2019	Individual and Group	Conveniently assesses observational skills and ability in a variety of settings. Suitable for non-verbal children and adults.	4 - 69 years	UK norms	www.pearsonclinical.co.uk



E. GUIDANCE – INTEREST

Name and date of publication	Type	Description	Age range	Source	Publisher/distributor website
Kudos AD	Individual; Digital only	Generates job suggestions for adults based on personal choice. Supplies information for adults on issues re education and training.	Adult	UK	www.cascaid.co.uk
MyUniChoices	Group; Digital	Combined Occupational Interest and Aptitude Instrument that generates 16 optimal careers for the more practical student and adult.	16 to 60+	Criterion-reference	https://www.myunichoice.com/
MyFuture Choices Ltd	Group; Digital	Indicates personal interests, qualities and broad abilities. Can be used in conjunction with Centigrade Articles database.	TY / Senior Cycle / Adult	UK	https://www.myfuturechoice.com/



Careers Interest Inventory (CII)	Group	Provides information on students' educational goals, interest in school subjects and school-related activities, and in fields of work. Can be used with the DAT for guidance.	7 to adult	UK	www.etconsult.com/catalogue/career-interest-inventory-cii-manual/
EirQuest, 2013	Group; Digital	Designed for students taking the Irish Leaving Certificate. Profile based on forty broad career areas. Can be used in conjunction with MyAptitude which is norm-referenced for Ireland	14 to 17	Irish	https://www.myfuturechoice.com/
Career Interest Inventory, 2013	Group; Individual; Digital version available	Results of the inventory provide insight into the relationship between interests, competencies and work styles.	13+	UK	https://teamfocus.co.uk
Standard SDS (Self-Directed Search)	Group Individual	A self-administered, career interest inventory that assists the making of informed career	11 to 70	US	https://www.parinc.com/



		<p>decisions based on John Holland's theory to classify individuals according to six basic types.</p> <p>Uses American spellings.</p>			
<p>Self-Directed Search (Form E), 4th Edition</p>	<p>Group, Individual</p>	<p>A self-administered, self-scored and self-interpreted vocational counselling tool and interest inventory that assists the making of informed career decisions based on Holland's theory. Form E features large print, simplified directions and a simplified scoring system. Only requires low reading competence. (RA 9 -10).</p> <p>Uses American spellings.</p>	<p>15 to 72</p>	<p>US</p>	<p>https://www.parinc.com/</p>
<p>Strong Interest Inventory. Occupational scales updated 2012.</p>	<p>Group</p>	<p>Computer-scored, multi-choice questionnaire on 6 general occupational themes, interests and</p>	<p>Postprimary</p>	<p>UK</p>	<p>www.themyersbriggs.com/products</p>



		occupational scales, based on Holland's theory.			
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F. GUIDANCE DIGITAL RESOURCES AND APPS

Name of Publication	Type	Description	Age range	Source of data	Publisher/distributor or website
Careers Portal	Individual; website	This website provides a free Career Exploration Toolbox including an Interest Profiler.	Adolescent Adult	Irish data	www.careersportal.ie
PASS – Pupil Attitude to Self and School	Digital	This is a short self-evaluation survey that you can use to gain insight into attitudes that could be hindering achievement. It helps to detect possible barriers to learning, including issues around confidence, resilience, motivation, concentration, disaffection	4 – 18+ years	UK	www.gl-education.com



		and alienation.			
Qualifax Interest Assessment	Individual; website	Interest assessment on Qualifax, the national courses database of post-secondary education.	Adolescent / Adult	Irish data	www.qualifax.ie
EXIT Entry	Individual/digital app	The Exit Entry Short Form Assessment tool looks at two aspects of human behaviour, namely, Skills and Interests.	Students	Irish	https://www.exitentry.com/
Pathway	Individual/digital	Pathway is an online career planning tool that assists students at second-level education in the decision-making process when looking at third-level education and potential future careers.	Students	Irish Based on Irish research in schools between 2017-2021	https://mypathwayjourney.com/



G. OTHER ASSESSMENT INSTRUMENTS

Name of Publication	Type	Description	Age range	Source of data	Publisher/distributor or website
Profiling for Success: Learning Styles Indicator,	Individual, Digital	Results can be used by students to understand their own learning style and by teachers to use targeted strategies	14 to adult	UK	www.profilingforsuccess.com www.profilingforsuccess.com/pfs-assessments.php
Special Needs Assessment Profile SNAP –B (Behaviour) 2018	Individual; Digital only	Profiling instrument identifies social, emotional and behavioural difficulties and provides practical strategies. Norms are not required.	5 to 16	Norms not required	www.hoddereducation.co.uk