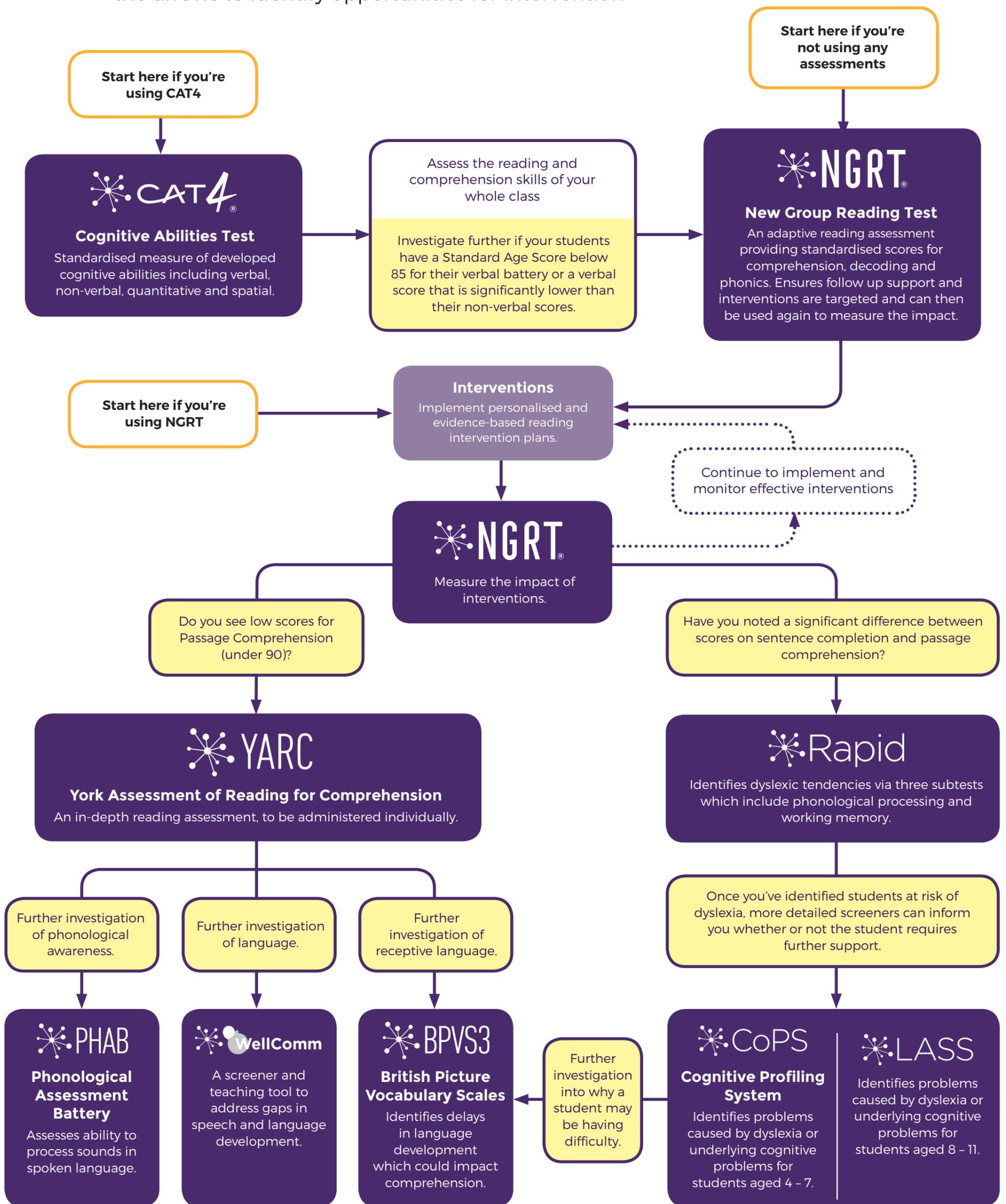# Reading Assessment Flowchart

Identify where you are in your assessment of your students and follow the arrows to identify opportunities for intervention

GL Education

Start here if you're using CAT4

Start here if you're not using any assessments

CAT4
Cognitive Abilities Test
Standardised measure of developed cognitive abilities including verbal, non-verbal, quantitative and spatial.

Assess the reading and comprehension skills of your whole class

Investigate further if your students have a Standard Age Score below 85 for their verbal battery or a verbal score that is significantly lower than their non-verbal scores.

NGRT
New Group Reading Test
An adaptive reading assessment providing standardised scores for comprehension, decoding and phonics. Ensures follow up support and interventions are targeted and can then be used again to measure the impact.

Start here if you're using NGRT

Interventions
Implement personalised and evidence-based reading intervention plans.

Continue to implement and monitor effective interventions

NGRT
Measure the impact of interventions.

Do you see low scores for Passage Comprehension (under 90)?

Have you noted a significant difference between scores on sentence completion and passage comprehension?

YARC
York Assessment of Reading for Comprehension
An in-depth reading assessment, to be administered individually.

Rapid
Identifies dyslexic tendencies via three subtests which include phonological processing and working memory.

Further investigation of phonological awareness.

Further investigation of language.

Further investigation of receptive language.

Once you've identified students at risk of dyslexia, more detailed screeners can inform you whether or not the student requires further support.

PHAB
Phonological Assessment Battery
Assesses ability to process sounds in spoken language.

WellComm
A screener and teaching tool to address gaps in speech and language development.

BPVS3
British Picture Vocabulary Scales
Identifies delays in language development which could impact comprehension.

Further investigation into why a student may be having difficulty.

CoPS
Cognitive Profiling System
Identifies problems caused by dyslexia or underlying cognitive problems for students aged 4 – 7.

LASS
Identifies problems caused by dyslexia or underlying cognitive problems for students aged 8 – 11.

Assessment	What does it measure? / Why should I use it?	How can I use the data?	Format	Age	How should I follow up with students I'm concerned about?
NGRT New Group Reading Test	· NGRT is a whole group test which assesses students' reading and comprehension skills · It produces a student's Standard Age score and reading age · The digital version is adaptive, allowing the accurate assessment of all abilities	· It identifies students who may need further support · Provides benchmarking · Helps identify EAL students with weak comprehension skills · Enables you to support personalised learning and target setting	· Digital – adaptive · Paper	· 5 - 16 digital · 7 - 16 paper	· YARC: If a student's SAS is <85, you may have concerns about their comprehension · Rapid: If there is a significant difference between the sentence completion and passage comprehension scores, students could be at risk of dyslexia
YARC York Assessment of Reading for Comprehension · British Dyslexia Association Assured	· Students' reading behaviours, strengths and areas for development · A student's Standardised Age score, percentile rank, and age equivalent scores for single word reading, reading accuracy, rate and comprehension	· The component skills of reading are broken down to allow you to find precise areas to target to bring about rapid progress · Standardisation enables you to make national comparisons · Plan interventions and assess for Access Arrangements – Results can be used when completing JCQ Form 8	· Digital · Paper	· 4 - 16	· PHAB: If you have a student who may have specific phonological difficulties · WellComm: If you have students who may have speech, language or communication difficulties · BPVS: If you have students struggling with communication or / and who may have delays in language development
Rapid	· Rapid offers a screening tool to identify dyslexic tendencies via three subtests which include phonological processing and working memory	· Enables you to identify individuals for whom a more detailed diagnostic assessment may be necessary	· Digital	· 4 - 15	· CoPS: For students aged 4-7 showing dyslexic tendencies · LASS: For students aged 8-15 showing dyslexic tendencies
PHAB Phonological Assessment Battery	· PhAB assesses phonological awareness and identifies specific difficulties · Appropriate to use with bilingual and EAL students	· Can be used to inform further teaching and intervention programmes to help with a child's specific phonological difficulties	· Paper	· 6 - 14	· In-class interventions
WellComm	· WellComm enables you to identify or further understand the profiles of pupils with speech, language and communication needs	· The screening tool will assess and report upon your students' understanding of language, grammar, vocabulary and narrative · The toolkit identifies children with potential language difficulties	· Early years: paper · Primary: ebook and paper	· 6 months – 11 years	· A Big Book of Ideas provides intervention support to meet individual needs as identified in the screening process
BPVS3 British Picture Vocabulary Scale	· A standardised tool to identify if there are any delays in language development which could be impacting upon comprehension · Designed to work with pupils with autism and related communication difficulties, as well as EAL students · Provides a standardised age score, percentile rank and age equivalent score	· Assesses a child's receptive vocabulary and language development in non-readers · BPVS acts as an indicator of future attainment · Screen EAL students to ensure they have the required level of English to access the curriculum	· Paper	· 3 - 16	· In-class interventions
CoPS · British Dyslexia Association Assured	· CoPS is a dyslexia screener which pinpoints specific areas of difficulty and gives a detailed indicator of an individual pupil's strengths and weaknesses	· CoPS identifies specific areas of need and helps you to find a more detailed indication of a pupil's particular strengths and weaknesses · The reports give you percentiles, standardised age scores and age equivalent scores · An overall Dyslexia Index letter code can be identified	· Digital	· 4 - 7	· Consult an Educational psychologist
LASS · British Dyslexia Association Assured	· LASS is a multifunctional assessment system designed to highlight differences between actual and expected literacy levels	· LASS can be used to measure ongoing progress in reading and spelling on a regular basis, or to consider a pupil's dyslexic profile in greater depth · An overall Dyslexia Index letter code can be identified	· Digital	· 8 - 15	· Consult an Educational psychologist

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