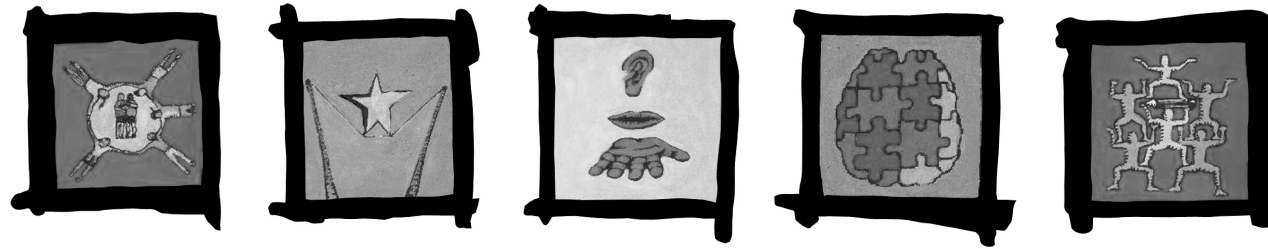


Early Intervention Learning Difficulties Support Document



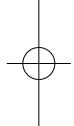
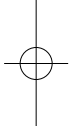
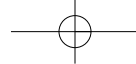
Screening and Assessment Resource Guide

Early Years to Senior Years



Government of South Australia

Department of Education and
Children's Services



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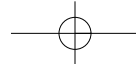


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The project was managed by Ingrid Alderton, Manager Learning Difficulties Policy and Service.

Primary developers of the material were:

Ingrid Alderton, Manager Learning Difficulties Policy and Service

Adrienne Kupsch, Project Officer, Learning Difficulties

Margaret Lynch, Manager Disability Curriculum and Research

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Dymphna James, Assistant Manager, Special Education Resource Unit

Rita Aloï-Doody, Project Officer, Special Education Resource Unit

Anne Bayetto, Project Officer, Early Years Literacy

Barbara Lyndon, Speech Pathologist, Statewide Verification and Professional Support Team

Bev Jones, Policy Program Officer, Learning Outcomes and Curriculum

Bronwyn Parkin, Project Officer, Middle Years 7-9, Aboriginal Education Unit

Craig Mattiske, Speech Pathologist, Statewide Verification and Professional Support Team

Dr. Elizabeth Horrocks, Team Leader Advisory Service Learning Connections, Uni SA

Jill Brodie-Tyrell, Guidance Officer, ESL Program

Piet Crosby, Guidance Officer, Statewide Verification and Professional Support Team

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Design, layout and artwork:

Adrienne Kupsch

Gerry Wedd

DECS Publishing

Design Train - Shane Strudwick

Contact information: Learning Difficulties Support Team
Ingrid Alderton/Adrienne Kupsch
Phone: (08) 8226 1769

Special Education Resource Unit
Website: <http://web.seru.sa.edu.au/>
Phone: (08) 8235 2871
Email: admin@seru.sa.edu.au

About This Resource

Centres and schools cater for a diverse range of learners some of whom may be experiencing learning difficulties. The purpose of this resource is to provide information about screening and assessment tools that centre and school personnel may use as a means of adding to the information that has been gathered about a learner. It includes information about a range of screening and assessment tools that have been developed as a guide for educators when considering the range of screening and assessments available, it is not to be considered definitive. It includes a brief description of each tool, an indication of whether the tool is for an individual or a group, the level of schooling, author and date of publication.

This resource was developed in response to educator's requests for:

- an overview of available screening and assessment tools
- easy access to information about the range of assessments
- screening and assessment tools that provide more in depth information about learners who are experiencing learning difficulties
- screening and assessment tools that provide evidence and data to inform planning and programming.

When constructing this resource the following was considered:

- the range of learners early years to senior years/post school
- alignment with the SACSA Framework and the *Moving Forward with SACSA Strategy*
- linking with the DECS publication *Making Changes: Stories about improving literacy and numeracy outcomes for learners*
- the provision of a succinct and easy way of identifying learning needs to inform intervention and teaching strategies of specific learners
- availability and accessibility of screening and assessment tools
- meeting the needs of educators to identify the most appropriate screening and assessment and planning resources taking into account:
 - time/personnel available
 - information to be gained
 - individual learner and/or group results
 - purpose of the screening or assessment

The screening and diagnostic assessment tools annotated in this resource are available for viewing or loan from the Special Education Resource Unit (SERU), Henley Beach (see Appendix 1: SERU Role Statement). Information about learners with disabilities and learning difficulties can be found on the SERU website (<http://web.seru.sa.edu.au>), located through the Negotiated Education Plan (NEP) link.

In the 2005 DECS publication *Making Changes: Stories about improving literacy and numeracy outcomes for learners*, vignettes from centres and schools are provided. These vignettes describe how educators have gathered and used evidence and data to identify the literacy and numeracy achievement of their learners.

Some of the options for gathering information about learners have included the following:

- records developed by centres and schools (e.g. anecdotal notes, class reports)
- oral/written assessments (published and educator developed)
- systemic assessment (e.g. School Entry Assessment and LAN tests)
- information from other professionals (e.g. guidance officers, speech pathologists, paediatricians, occupational therapists)
- learner work samples
- information from families and the learners themselves.

Personnel in centres and schools recognise that assessment and reporting are integral to the teaching and learning program and the monitoring of learner achievement. Individual centres/schools address the use of learner achievement information in different ways. The purposes of gathering evidence and data supports educators to:

- facilitate learner achievement and wellbeing
- identify strengths and learning needs
- provide information about achievement to learners, families and educators
- inform future directions of the teaching and learning program
- provide consistent, timely and accurate information about learner performance at a systemic level.

In order for educators to gain a broader view of the knowledge, skills and understanding of some learners, alternate assessment methods and/or accommodations are required.

Inclusive assessment strategies include the following:

- use of personnel (e.g. sign interpreter, school services officer [SSO])
- technology (e.g. supporting through the use of computers, software, spelling and grammar checkers, voice activated software)
- adjustment to time (e.g. additional time, breaks)
- assessment materials available in accessible formats (e.g. audio/video tape, braille, oral presentation)
- environmental adjustments (e.g. appropriate furniture-size, height/slope, physical arrangement of a room, alternate venue)
- alternate assessment strategies (e.g. role play, observation, additional assignments rather than formal assessment).

The purpose of alternate assessment strategies is to minimise the impact of the learner's disability or learning difficulty upon

assessment performance. It is recognised that effective, alternate assessment strategies provide learners with the means to demonstrate their knowledge and skills more accurately.

Alternate assessment methods generally meet the following criteria:

- documentation of individual learner progress over time
- acceptance of individual progress rather than comparison to other learners
- strengths based focus with consideration of learning styles, language proficiencies, cultural and educational backgrounds and year levels of learners.

Considerations when selecting published assessments:

- clarity about the evidence and data being sought
- establish the suitability of an assessment tool and the information it will provide (particularly in relation to norm referenced and/or standardised tests (see Appendix 2: Assessment Terminology and Issues).
- the test manual needs to be read in its entirety prior to administration to ensure organisation for assessment and accuracy of administration
- locate the norm group in the manual and check the match with the current group of learners:
 - gender group
 - geographic location
 - socio-economic status of norm group
 - ethnicity
 - nominated age range
 - recency of test norms
- validity
- reliability
- standard error of measurement (see Appendix 2-p80).

Considerations when administering assessments:

- qualifications to administer the assessment
- learner experience of a particular assessment format
- relevance of the assessment to the learner
- concentration and attention span of the learner
- readability level of the assessment
- time requirement for completion
- learner understanding purpose of assessment
- alternate methods
- environmental factors

Assessing English as a Second Language (ESL) Learners

Jill Brodie-Tyrrell (Guidance Officer, ESL Program)

Sometimes a learner from an ESL background may exhibit learning behaviours that appear to indicate a learning difficulty. However the behaviours may arise from the learner's inability to successfully use English to interact with peers, communicate with educators, and achieve curriculum outcomes across the learning areas. It is important to determine whether the behaviours are linked to the learner's ability to function socially and academically in English, in which case the learner can be supported through appropriate curriculum interventions.

As a first step, educators should assess the language level of their learners using the ESL Scope and Scales. The ESL Scales will indicate the gap between a learner's language level and the language needed for curriculum success at each year level of schooling. Using the information from the ESL Scales in conjunction with the ESL Scope, educators will be able to develop appropriate curriculum, support and intervention strategies. If progress is not made, the possibility of a learning difficulty should be investigated.

ESL learners may experience difficulties in the following areas:

- understanding how to use written or oral English for different purposes within a range of schooling contexts
- having the background cultural knowledge that is required to make meaning from texts
- understanding verbal instructions and idiomatic expressions
- asking for clarification
- understanding and using grammatical conventions such as punctuation, subject-verb agreement, plurals, and tense
- understanding and using appropriate intonation, rhythm, body language and pronunciation
- understanding and writing English language symbols, including handwritten script
- using appropriate cohesive devices to construct meaningful sentences and texts
- understanding and using appropriate vocabulary
- understanding charts and diagrams.

Behaviours that may result from difficulties with English language include:

- withdrawal from social interaction
- reluctance to share work or to speak in a group
- giving socially inappropriate responses and appearing socially clumsy because they do not know when or how to enter conversations or activities.

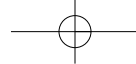
Behaviours that may result from the pressure of adjusting to a new culture or from the effects of past trauma include:

- nervousness
- irritability
- poor concentration, memory difficulties
- physical aggression or hostility
- expressions of hopelessness.

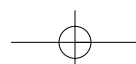
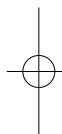
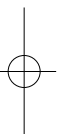
Children take about two years to learn enough English to conduct a conversation fluently, (Cummins, 1984) but it may take five to seven years to learn English to the level of proficiency required in the classroom. In fact the time this takes varies considerably from learner to learner depending on a range of factors.

It is important to find out as much as possible about the learner's educational history. For example:

- What is the length of time and quality of the learner's past schooling? Some learners may have had minimal or severely disrupted schooling prior to coming to Australia; and they may not be used to the way we teach and engage learners in learning; they may not understand classroom and schoolyard rules and expectations, their rights and responsibilities.
- Has the learner attended other schools since arriving in Australia?
- What is the learner's proficiency in their first and other languages?
- Did the learner attend a New Arrivals Program (NAP)?
- How long has the learner been learning English?
- What language is spoken at home and how much is the learner using English outside school?



In summary, any assessment of a learner's ability or disability must include a wide exploration of the possible factors that contribute to their learning. It is important to seek information from observations at centres/schools, previous reports (both overseas and Australian including New Arrival Program (NAP) exit reports), and parent interviews. It is advisable to arrange for an interpreter or Bilingual Services Support Officer (BSSO) to assist communication with the family and to help provide cultural background information. DECS also employs Community Liaison Officers for several cultural groups. They provide a link between DECS, school communities, outside agencies and their respective cultural communities. Information is available at <http://www.decs.sa.gov.au/curric/pages/ESL>.



Assessing Aboriginal Learners

Curriculum and Research Team, Aboriginal Education Unit

The issues facing many Aboriginal learners when being assessed are in many ways similar to those being faced by learners with an ESL background. Particularly in the Early Years, their difficulty in understanding 'school business' may mask student proficiency in many areas. School business includes different ways of viewing and valuing the world, different ways of talking about the world, unfamiliar content or fields.

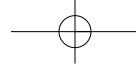
Learner proficiency may also be masked by the test format: Many Aboriginal learners speak Aboriginal English as their 'home language' and may have difficulty understanding questions when they are framed in unfamiliar ways in Standard Australian English. In addition, words and content selected for standardised reading and spelling tests may be unfamiliar to some learners. They privilege some content or field knowledge over others. For example, if the words in the sight word test are 'Mother', and 'Mr', which children are being advantaged? If the test goal is to identify familiar spelling patterns such as 'oe', who has more chance of success if the selected word is 'canoe' or 'shoe' or 'hoe' or 'roe'?

Many mathematical tests involve problems placed inside a context (often referred to as numeracy tests). Sometimes the unfamiliar nature of the context blocks learners from displaying their knowledge of mathematical concepts. In addition learner difficulty with decoding the written word may prevent them from displaying what they know, and become a reading, rather than mathematics test.

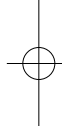
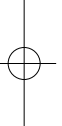
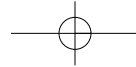
Tests are tools and need critical attention to determine whether they will fairly represent what learners know. It is important to be very clear about why we are testing. Are we testing to compare one group of learners against another cohort, e.g. norm-referenced, or is our testing intended to be diagnostic, to find out what learners know and where the gaps are? Sometimes our goal is to do both. Once we know why we are testing, we can determine whether we should consider modifying the test. Any deviation from the standard processes within a standardised test may challenge its validity, and prevent us from being able to compare Aboriginal learners with a 'norm'. If that is not the purpose, however, we can modify the test to better find out what learners do know.

As Aboriginal learners move through the Early and Primary years, they become more familiar with school business and their linguistic repertoire grows. Testing formats should also become more familiar (although their purpose and structure may need to be explicitly taught). Meanwhile, here are some suggestions, which may help non-norm-referenced tests to be fair to all learners, regardless of their cultural knowledge:

- if there is an Aboriginal Education Worker in the school, ask him/her to work with you to ask questions in more familiar ways or provide more familiar contexts
- ensure the spelling and sight words you are testing learners on are common or familiar, and not privileging particular cultural knowledge. You can test English spelling patterns within many different words
- consider rewording the testing of mathematical concepts to embed them in contexts familiar to learners
- consider providing learners with concrete materials to help them in thinking through the problem
- consider allowing learners to work in collaboration with others.



About Assessment

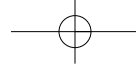


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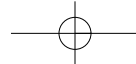
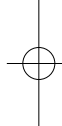
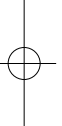
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| | Ind. | Group | | | | | |
| <p>ABOUT ASSESSMENT</p> <p><i>The following screening and assessment tools are available from SERU for borrowing and viewing.</i></p> <p>ACER Assessment Resource Kit (ARK)</p> <p>A series of three magazines (Developmental Assessment, Portfolios and Projects), which discuss and provide information about assessment issues and methods. The purpose of each assessment along with the sources of evidence, judging and recording, estimating achievement and reporting are explicitly outlined in each magazine. It provides an holistic view of assessment as it highlights the need to gather evidence and data from a range of sources.</p> <p>Masters, G. & Forster, M., 1996, ACER. 57-0012-01</p> | ● | ● | ● | ● | ● | ● | ● |
| <p>Alternative Assessment: Measuring Outcomes and Supports for Learners with Disabilities</p> <p>This reference book provides educators with ways to develop and implement alternate assessments for learners unable to participate in regular assessment - particularly learners with significant disabilities. It addresses educators' concerns, reviews the research and provides insights from educators who have successfully implemented alternate assessments. The focus on alternate assessment from a teaching perspective is emphasized throughout the text. Educators will find out how to develop learners' self-determination and social skills, implement alternate assessments such as electronic portfolios and culminating performances and demonstrate learner abilities across multiple environment. This is a resource for educators, special education professionals, administrators and policy makers working to assess learners with disabilities and to help raise standards and expectations for all learners.</p> <p>Kleinert, H. & Kearns, J., 2001, Paul Brookes Publishing Co. 59-0059-01</p> | ● | ● | ● | ● | ● | ● | |
| <p>An Assessment Recording and Reporting Resource</p> <p>This book was designed to support educators in reviewing their assessment, recording and reporting practices. This resource has 3 major sections relating to assessment, recording and reporting practices in schools and was developed concurrently with the Assessment and Reporting Policy for Schools. The book provides discussion of issues relating to assessment practices, record keeping and reporting in all areas of learner achievement across all levels of schooling. It has sample proformas, case studies and professional development materials. There are overhead transparency originals for staff in-service and ideas for further reading.</p> <p>O'Connor, F. & Jones, B., 1995, Darlington Materials Development Centre. 59-0041-01</p> | ● | ● | ● | ● | ● | ● | |
| <p>Assessing the Key Competencies R-10</p> <p>Key competencies are the skills which underpin the transition from school to work, training and life long learning. These combine with the Essential Learnings to promote a range of "key competencies" considered to be essential for future, socially active citizens. This resource focuses on performance, which incorporates the practical application of skills and knowledge.</p> <p>Curriculum Resources Australia, 1997. 73-0057-01</p> | ● | ● | ● | ● | ● | ● | |

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| <p>Curriculum Based Evaluation - Third Edition</p> <p>This book details how functional decision-making and the accompanying techniques used to carry out curriculum-based evaluation works - in both special education and mainstream classrooms. The authors begin by guiding readers through the thought processes of educators and the basic models of evaluation and teaching. They follow up with seven comprehensive chapters that apply these models across academic, social skills and task-related content - including instructional techniques and process evaluation tools for peer tutoring and cooperative learning.</p> <p>Howell, K. & Nolet, V., 2000, Wadsworth Thomson Learning. 59-0058-01</p> | ● | ● | ● | ● | ● | ● | ● |
| <p>Early Childhood Assessment</p> <p>This book focuses on assessment in three ways: assessing learners to plan the best curriculum for them to achieve their own individual potentials; assessing learners to determine if they have special needs and can benefit from early intervention; assessing programs to see how well they meet goals intended by the educator.</p> <p>It provides new and traditional ideas regarding assessment in a useable, easy-to-read and retrievable format. A simple format is provided in order for educators to look at all of the assessment options available.</p> <p>Grace, J., 1995, Teacher Created Materials. 59-0060-01</p> | ● | ● | ● | | | | |
| <p>ESL Scope and Scales</p> <p>Can be downloaded from the following DECS links: http://www.sacsa.sa.edu.au/eslevidence/ http://www.sacsa.sa.edu.au/index_fssrc.asp?t=ECCP&ID=E8A</p> | ● | ● | ● | ● | ● | ● | |
| <p>First Steps in Mathematics Overview</p> <p>First Steps in Mathematics is organised around sets of outcomes for Number, Measurement, Space, and Chance and Data. It was developed as a result of research into primary learners' learning of mathematics and aims to improve outcomes of learners and to develop educators' understanding of teaching and learning within a developmental framework. The First Steps in Mathematics Overview book is a companion to all texts within the First Steps in Mathematics series. It describes the structure of the resource and how to use it in the classroom.</p> <p>Rigby, 2004. 56-0080-01</p> | ● | ● | ● | ● | ● | | |
| <p>How To Assess Authentic Learning - The Mindful School - Third Edition</p> <p>This book presents a range of alternative forms of assessment. It assists educators to support their learners increase achievement and meet both knowledge and performance standards. Learning standards, performance tests, portfolio development, and scoring rubrics are assessment tools classroom educators can implement to measure learner learning. Further strategies included are reflective journals, learning logs, interviews and educator-made tests.</p> <p>Burke, K., 1999, Prentice Hill. 59-0057-01</p> | ● | ● | ● | ● | ● | ● | |

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| <p>Keying into Assessment - Strategies, Case Studies, Classroom Management</p> <p>This resource explores assessment, evaluation and record keeping strategies that educators can use, adapt and develop for use across the learning areas.</p> <p>Wilson, J. & Fehring, H., 1995, Oxford University Press. 59-0051-01</p> | ● | ● | ● | ● | ● | ● | |
| <p>Learning Styles</p> <p>A range of questionnaires, surveys and checklists are generally available through The Special Education Resource Unit (SERU). Additional information is provided in the DECS resource <i>Working Collaboratively: improving outcomes for learners</i> (pages 60, 107 and 108) 18-0127-01 & 18-0141-01</p> | ● | ● | ● | ● | ● | ● | ● |
| <p>Linking Assessment, Teaching and Learning - Second Edition</p> <p>This book provides core understandings and beliefs about assessment, teaching and learning common to all strands of literacy. A companion text to First Steps. It provides practical support and ideas linking assessment, teaching and learning.</p> <p>Annandale, K., et al, 2003. 59-0061-01</p> | ● | ● | ● | ● | ● | ● | |
| <p>Making The Links: Numeracy R-3 - 1996</p> <p>Supports early childhood educators in planning and programming to enhance numeracy development in all learning areas.</p> <p>DETE, 1998. 73-0056-01</p> | ● | ● | ● | | | | |



General Screening



Title, Description and Publication Details

| Title, Description and Publication Details | Suitable for: | | Early Yrs | Prim Yrs | Mid Yrs | Senior Yrs | Post School |
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| | Ind. | Group | | | | | |
| <p>GENERAL SCREENING</p> <p><i>The following screening and assessment tools are available from SERU for borrowing and viewing.</i></p> <p>ACER Tests of Basic skills - Orchid Series - Aspects of Literacy, Aspects of Numeracy</p> <p>The ACER Tests of Basic Skills offer educators a resource to assist in their assessment of the literacy and numeracy of primary learners. The tests are designed in Australia reflecting curriculum development, which have been cross-referenced with English and Mathematics Curriculum Profiles enabling educators to report learner progress in terms of the Profiles. There are three levels, A, B & C with two tests for each level. The Aspects of Literacy comprise reading, listening, proof reading & editing and writing tests. The Aspects of Numeracy includes tests of number, measurement and space.</p> <p>ACER Press, 1997. 57-0007-01/02</p> | ● | ● | | ● | ● | | |
| <p>Australian Developmental Screening Test (ADST)</p> <p><i>N.B. Relevant specialist qualifications or graduate studies, that involves studies in testing and statistics, are required for administration of this test. This may include professionals such as Physiotherapist, Occupational Therapist, Speech Pathologist and Special Educator. This test is only a guide for assessing learners. It is not the role of educators to diagnose. For further discussions and advice, please contact support service personnel in your district office.</i></p> <p>The ADST consists of 150 test items; arranged in 5 domains of development; personal-social, language, cognitive, fine motor, gross motor. The test kit consists of the Examiners Manual, set of stimulus cards, set of test materials (blocks, threading beads and cord, rattle, toy, pencil, cloth, scissors, beanbag) and record forms.</p> <p>Each item in the ADST is presented in a standardised format, that specifies the materials required for each administration, the standardised administration protocol and the scoring criteria for each item.</p> <p>Data is collected in most cases through the administration of structured test items and is supplemented in some items by observation of the child in the test situation. For some items, data is collected on the basis of parental, educator, etc. response to semi-structured interviews questions.</p> <p>Burdon, B., 1993, The Psychological Corporation. 59-0054-01</p> | ● | | ● | | | | |
| <p>Alternative Assessment For Learners With Disabilities</p> <p>This booklet is intended for educators new to the process of determining alternative assessment strategies for a learner with a disability.</p> <p>The contents include an introduction with information on alternative assessment; the purpose of alternative assessment; implications of developing alternative assessment provisions and disability discrimination legislation. Other contents include some considerations in selecting strategies for the individual learner, types of disability and related alternative assessment strategies and references.</p> <p>Jordan, M. & Rodgers, N., 1998, DETE. 59-0052-01</p> | ● | | ● | ● | ● | ● | |

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| <p>'At Risk" Preschool Checklist</p> <p>Includes objectives, examples in the areas of management (sense of self, skills with adults, knowledge of individual activity and pre-school daily routines, forming a sequence, following directions); group skills (relating to peers, cooperative play with peers, sharing, participating in a group); pre-academic skills (prerequisites for reading); language and communication; and introduction to mathematics.</p> <p>Special Education Centre, 1996, Macquarie University. 59-0045-01</p> | ● | ● | ● | | | | |
| <p>Daberon-2 Screening for School Readiness - Second Edition</p> <p>The Daberon-2 has four purposes: to identify learners who may not be ready for formal academic instruction, to identify strengths and weaknesses of individual learners, and to document learners' progress in specific areas as a consequence of intervention. The Daberon-2 provides a standardized assessment of school readiness in learners aged 4-6 years. Administration time is 20-40 minutes depending on child's age and ability.</p> <p>Danzer, V., et al., 1991, PRO-ED. 57-0020-01</p> | ● | | ● | | | | |
| <p>Dyslexia Adult Screening Test (DAST)</p> <p><i>N.B. Relevant specialist qualifications or graduate studies, that involves studies in testing and statistics, are required for administration of this test. This may include professionals such as Physiotherapist, Occupational Therapist, Speech Pathologist and Special Educator. This test is only a guide for assessing learners. It is not the role of educators to diagnose. For further discussions and advice, please contact support service personnel in your district office.</i></p> <p>The DAST is a screening test intended for adults from 16.5yrs - adult. The DAST consists of Rapid Naming, One Minute Reading, Postural Stability, Phonemic Segmentation, Two Minute Spelling, Backwards Digit Span, Nonsense Passage Reading, Nonverbal Reasoning, One Minute Writing, Verbal Fluency and Semantic Fluency. The test can indicate whether further testing for learning disability is appropriate/required, and can be used as the basis for literacy intervention/support programs. The test takes approximately 30 minutes to administer.</p> <p>This test is located with the Learning Difficulties Support Team and an arrangement can be made with SERU if you wish to borrow it.</p> <p>Fawcett, A. & Nicolson, R., 1998, The Psychological Corporation. 55-0014-01</p> | ● | | | | | ● | ● |

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| <p>Dyslexia Early Screening Test (DEST-2) - Second Edition</p> <p><i>N.B. Relevant specialist qualifications or graduate studies, that involves studies in testing and statistics, are required for administration of this test. This may include professionals such as Physiotherapist, Occupational Therapist, Speech Pathologist and Special Educator. This test is only a guide for assessing learners. It is not the role of educators to diagnose. For further discussions and advice, please contact support service personnel in your district office.</i></p> <p>The DEST-2 is an individualised screening test for children/learners from 4:6 to 6:5 years of age. It provides a profile of strengths and weaknesses to help establish early intervention programs to support effective teaching and learning strategies. The DEST-2 contains a battery of screening tests of attainment and ability. These tests determine whether the child/learner is experiencing difficulty in areas that may indicate dyslexia. An 'at risk' score for dyslexia determines whether further in-depth testing might be undertaken.</p> <p>The DEST-2 consists of 10 subtests: Rapid Naming, Bead Threading, Phonological Discrimination, Postural Stability, Rhyme Detection, Forwards Digit Span, Digit Naming, Letter Naming, Sound Order, Shape Copying,</p> <p>The normed Score Sheet allows the educator to convert each test score into an age - appropriate 'At Risk Index'. The software provided with the DEST-2 provides a means of completing the scoring and producing a printed profile report for each child/learner. The scoring can also be calculated using percentile scores. Instructions are provided with the CD Rom.</p> <p>Fawcett, A. & Nicolson, R., 2004, The Psychological Corporation. 55-0121-01</p> | ● | | ● | | | | |
| <p>Dyslexia Screening Test (DST)</p> <p><i>N.B. Relevant specialist qualifications or graduate studies, that involves studies in testing and statistics, are required for administration of this test. This may include professionals such as Physiotherapist, Occupational Therapist, Speech Pathologist and Special Educator. This test is only a guide for assessing learners. It is not the role of educators to diagnose. For further discussions and advice, please contact support service personnel in your district office.</i></p> <p>Similar to the Dyslexia Early Screening Test (DEST) the DST is an individualised screening test for learners from 6.6 - 16.5 years of age. The DST contains a battery of screening tests of attainment and ability. The attainment tests include one minute reading, two minute spelling and one minute writing. The other tests in the battery provide diagnostic information and include Rapid Naming, Bead Threading, Postural Stability, Phonemic Segmentation, Backwards Digit Span, Nonsense Passage Reading and Verbal and Semantic Fluency.</p> <p>The test can indicate whether further testing for learning disability might be appropriate/required, and can be used as the basis for literacy intervention/support programs. The test takes approximately 30mins to administer.</p> <p>Fawcett, A. & Nicolson, R., 1995, The Psychological Corporation. 55-0095-01</p> | ● | | ● | ● | ● | ● | |

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| <p>Early Years Easy Screen (EYES)</p> <p>Early Years Easy Screen (EYES) provides educators with an informal, structured means of identifying, encouraging and recording individual learner's development, during their first six months in school, in the following key areas: pencil coordination skills; oral language skills; active body skills; visual reading skills; number skills; auditory reading skills. EYES is designed to blend into classroom routines with the educator working with groups of four to six learners, using the resource materials and recording responses.</p> <p>The Educator's Guide provides a series of short activities for each of the skill areas listed above, with suggested follow-up activities for learners who may need to further develop certain skills.</p> <p>Clerehugh, J., et al., 1998, nferNelson. 57-0011-02</p> | ● | ● | ● | | | | |
| <p>Eye And Ear Testing Pack</p> <p>This pack contains one 32 page, soft cover book and four coloured overlays. The tests assist educators to detect vision and hearing problems of their learners. The parents may then be advised to pursue a more thorough diagnosis through a medical practitioner. The tests are simply presented. The first section on Eyes & Vision includes - eye tracking/peripheral vision, acuity, eye chart sampling data and test checklist, binocular fusion, sensitivity, vision assessment and processing improvement checklists.</p> <p>The second section on Hearing & Listening includes - responding to sound/glue ear, hearing test and checklist, auditory memory, phonemes of Australian speech, auditory discrimination test, auditory assessment and processing checklists. The coloured overlays are used in the vision sensitivity test.</p> <p>Waddington, N., 1992, Educational Resources. 49-0012-01</p> | ● | ● | ● | ● | ● | ● | |
| <p>From Birth to Five Years - Children's Developmental Progress</p> <p>This book consists of illustrated charts of developmental progress and is divided into four key areas - posture and large movements, vision and fine movements, hearing and speech, and social behaviour and play. Helps to identify developmental differences for early intervention.</p> <p>Sheridan, M., Revised and updated by Marion and Dr Ajay Sharma, 1995, ACER Press. 59-0053-01</p> | ● | ● | ● | | | | |
| <p>Handwriting Speed Test (HST)</p> <p>The HST provides an assessment of handwriting speed for learners in Years 3 to 12. It can be administered on an individual or group basis and takes approximately 10 minutes.</p> <p>Developed in Australia by three occupational therapists (OTs) and normed on nearly 1300 learners in Years 3-12 for use by educators, OTs, physiotherapists, psychologists and medical officers.</p> <p>Wallen, M, et al., 1996, Helios Art and Book Co. 55-0084-01</p> | ● | ● | ● | ● | ● | ● | |

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| <p>Identifying Children with Special Needs: Checklists For Professionals</p> <p>Checklists that provide indicators of learners & adolescents who may be at risk in the areas of: Giftedness, Intellectual Disability, Dyslexia, Language Disorder, Autism, Asperger Disorder, Tourette's Disorder, Attention Deficit Disorder, Oppositional Defiant Disorder, Conduct Disorder, depression, low self esteem, selective mutism & immaturity.</p> <p>Hannell, G., 2002, Palmer Educational Publications. 58-0012-01</p> | ● | | ● | ● | ● | ● | ● |
| <p>Learning Staircase Assessment Kit</p> <p>Consists of 20 curriculum modules (composed of individual task cards), an Assessment Inventory System, Parent Report Forms, a Grid Pad for recording each child's progress and a 71-page educator's guide. The curriculum modules are sequenced in developmental order ranging from approximately 2-6+years. Although each module is self-contained, (eg. auditory memory, classification, spatial relationships, etc.) there is extensive generalisation to other modules in most instances. The educator's guide gives a detailed description of the components and their purposes and also provides information for implementing, scheduling and recording each stage of the programme. A comprehensive Scope and Sequence section provides a developmental/age-references list of all objectives in every module. Includes Parental Record Forms.</p> <p><i>N.B. Educators have indicated that this resource provides information that assists programming, despite the age of the publication.</i></p> <p>Coughran, L. & Goff, M., 1976, Learning Concepts. 73-0019-01</p> | ● | | ● | | | | |
| <p>Middle Infant Screening Test (MIST) - Forward Together</p> <p>Screening, diagnostic and follow-up package in early literacy/phonemic awareness development that features parental involvement. Early reading & writing skills are examined. MIST takes approximately 60 minutes to administer and the Forward Together involves regular short contact with parents over a nine-week period.</p> <p>Hannavy, S., 1993, nferNelson. 57-0009-01 Assessment 18-1845-01 Book</p> | | ● | ● | | | | |
| <p>MULTILIT: Making up Lost Time in Literacy (Kit with Placement Tests)</p> <p>The MULTILIT reading tutor program has three key elements: MULTILIT word attack skills, MUTLILIT sight words and MUTLILIT reinforced reading. Specifically designed for teaching low-progress readers in Year 2 to 9 who are reading at a level considerably below what might be expected for their age.</p> <p>Macquarie University Special Education Centre, 1998. 63-2792-01</p> | ● | | ● | ● | ● | | |

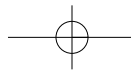
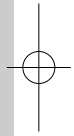
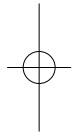
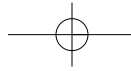
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| <p>Play in Early Childhood - From Birth to Six Years</p> <p>A companion text to 'From Birth to Five Years', this book explains the value of play to learners in terms of stimulation, physical skills, emotional satisfaction, creativity and imagination, competence, developing social skills, resolving problems, developing a sense of self, and observing and learning about the world.</p> <p>Sheridan, M., Revised and updated by Harding, J. & Meldon-Smith, L., 1999, ACER Press. 59-0053-01</p> | ● | ● | ● | | | | |
| <p>Pre-school Functional Checklist</p> <p>Checklist for pre-school learners with developmental delay &/or Down Syndrome who are in transition from early intervention programmes to preschool. Skills checklist includes painting/drawing, cutting, gross/fine motor, self-help skills, behaviour, language, reading, pre-writing, play and attending skills.</p> <p>Milsom, L., 1998, Down Syndrome Association. 59-0043-01</p> | ● | ● | ● | | | | |
| <p>Preschool Screening Test (PREST)</p> <p>Designed for learners from 3.6 to 4.5 years of age. There are twelve tests that provide attainment and diagnostic information to identify learners at risk. Tests focus on pre-reading knowledge, manual dexterity memory, phonological awareness and discrimination, gross motor and visual skills.</p> <p>Fawcett, A., 1986, Psychological Corporation. 57-0057-01</p> | ● | | ● | | | | |
| <p>Quality Assessment Task (QAT)</p> <p>Sequenced set of assessment activities embedded within a 4-6 week teaching program, its major purpose is to enhance an educator's professional judgements about learner achievement. Educators will use a QAT to gather information about a learner's achievement and then share this information with educators in their own school to moderate and develop an agreed understanding of levels of achievement on a QAT. Each QAT is deliberately structured to ensure a high degree of consistency in teaching a QAT and in the assessment of learner's work.</p> <p>Curriculum Corporation, 1998. 73-0058-01</p> | | ● | ● | ● | ● | | |

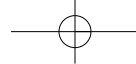
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| <p>Regency Park School: A developmental skills based curriculum for learners with physical and associated disabilities</p> <p>The staff at Regency Park School recognised the need for a structured developmental skills based curriculum to complement the South Australian Curriculum, Standards and Accountability Framework.</p> <p>The emphasis is to provide a sequential developmental model as in the SACSA by further breaking down skills into stages of acquisition to extend learners' opportunities to learn.</p> <p>This curriculum document is for learners with a diversity of learning needs and a range of intellectual abilities. The document uses the SACSA as its framework. The content relates to the Early Years Band providing learners with opportunities for success in the Learning Areas.</p> <p>As this curriculum has been written to cater for the diverse needs of the learners attending Regency Park School, using this document in other settings means educators will need to be selective about which areas meet the needs of their learners.</p> <p>Regency Park School, 2003, DECS. 58-0013-01</p> | ● | | ● | | | | |
| <p>School Entry Assessment (SEA)</p> <p>School Entry Assessment consists of three assessment tasks: Concepts about print: assessing emergent literacy; Checkout: a shopping game to assess numeracy; Tell me: a story retelling activity assessing oral use of language. Each task can be used independently and is designed to be administered on three separate occasions within the class environment and between four and eight weeks after the child starts school.</p> <p>Curriculum Corporation, 1999. 57-0017-01</p> | ● | ● | ● | | | | |

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| <p>School Entry Assessment - Planning For Learning (SEA) Two booklets - Learner Record, Information For Educators CD ROM</p> <p>School Entry Assessment is a process used by South Australian Junior Primary educators to gather information from home, community and prior-to-school settings and to record the literacy and numeracy development of young learners as they begin school (mandated). The information is gathered through educator observation of and interaction with learners engaged in everyday activities and recorded using the Literacy and Numeracy continuums found in the Learner Record. The assessment is used to inform individual, class and whole-site planning, including identifying learners who may require early intervention support. Some sites choose to use the assessment in an ongoing way to map literacy and numeracy development beyond Reception.</p> <p>The Information for Educators booklet provides information about the baseline assessment in literacy and numeracy and supports the use of the Learner Record. The accompanying CD ROM provides an additional resource for educators to consider and assess other factors which impact upon learner learning. It also facilitates the electronic entry and analysis of the collected data.</p> <p>DETE, 2002 57-0019-01</p> | ● | ● | ● | | | | |
| <p>Secondary Screening Profiles - Centre for Research on Learning and Instruction</p> <p>Supports the development of a profile in basic skills of reading, mathematics and reasoning on entry to secondary school. Multiple-choice format.</p> <p>University of Edinburgh, 1995, Hodder and Stoughton Educational. 56-0058-01</p> | | ● | | | ● | | |
| <p>Self Assessment For Learners: Proformas & Guidelines</p> <p>This book provides a wide range of self-assessment strategies, and a range of worksheets, (focusing on knowledge, skills, attitudes and values) to help learners self-assess various aspects of their own learning.</p> <p>There are four main sections: learners thinking about themselves as learners and thinkers; learners planning to improve their own learning; learners reflecting on the key learning areas; learners reporting on their work.</p> <p>The worksheets can be used to help learners reflect on how they learn and what they have learnt; identify their preferred learning styles; identify what helps and hinders their learning; document their achievement and progress; identify their strengths and needs for improvement; set achievable goals and identify progress towards them.</p> <p>While the worksheets in this book are primarily designed for Years 3-6, they can easily be adapted and extended to suit other year levels. Learner self-assessment can be used in all areas of the curriculum.</p> <p>Wilson, J. & Wing Van, L., 1998, Eleanor Curtain Publishers. 59-0056-01</p> | ● | ● | | ● | ● | | |

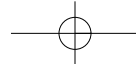
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| <p>Test of Memory and Learning (TOMAL)</p> <p>The TOMAL is a standardised instrument for evaluating memory function for ages 5-19 years. It yields 4 core Memory Indexes: Verbal, Non-Verbal, Composite, and Delayed Recall. Supplementary Indexes are available to assess Learning, Attention/Concentration, Associative Recall, Free Recall, and Sequential Memory. Administration time can be up to 75 minutes with some subtests timed and performed twice to test delayed recall.</p> <p>Reynolds, C. & Bigler, E., 1994, PRO-ED. 50-0022-01</p> | ● | | ● | ● | ● | ● | ● |
| <p>Watching Children Read & Write</p> <p>Observational records for assessing aspects of literacy. These observational records have been developed as an alternative to standardized tests. The assessment procedures have been designed to fit into a daily working or teaching routine.</p> <p>Kemp, M., 1987, Nelson. 55-0075-01</p> | ● | | ● | ● | ● | | |
| <p>Who am I? - Developmental Assessment</p> <p>Who Am I? - a developmental package for assessing the cognitive processes that underline the learning of early literacy and numeracy skills. This developmental assessment is intended for learners on entry to school and may also be used for monitoring learners' development at preschool and in the first year of schooling, and for assessing the developmental level of older learners who are experiencing difficulties in early literacy and numeracy.</p> <p>This assessment can be administered as a group or individual taking approximately 20 minutes to complete. It focuses upon 3 developmental scales - copying (of geometric figures), symbols (my name, numbers, letters) and drawing (picture of me).</p> <p>DeLemos, M. & Doig, B., 1999, ACER Press. 57-0014-01</p> | ● | ● | ● | | | | |
| <p>Work Readiness Profile (WRP) - A Criterion-referenced Tool to Assist in the Initial Assessment of Individuals with Disabilities</p> <p>A tool for the initial descriptive assessment of individuals with disabilities with the collection & management of information in areas of support needs, strengths & weaknesses for employment, occupational & vocational planning & the individual's development & training needs.</p> <p>Rowe, H., 1995, ACER. 53-0001-01</p> | ● | ● | | | | ● | ● |

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| <p>HEARING ASSESSMENTS</p> <p><i>One indicator of possible hearing difficulties may be poor listening skills. The Australian Hearing Impairment website (www.hearing.com.au), district hearing impairment coordinator and speech pathologist can provide additional information. The following assessments provide teachers with information about the learner's hearing ability and may identify the need to refer for diagnosis.</i></p> <p>Children's Auditory Performance Scale (CHAPS)</p> <p>The CHAPS is a scaled questionnaire that can be used to quantify the observed listening behaviours of learners aged 7 and older. It assists in identifying learners who are experiencing learning difficulties due to hearing loss or to identify learners who are at risk of Auditory Processing Disorder (APD). It informs individual management strategies for learners with listening difficulties caused by hearing loss or APD.</p> <p>Smoski, W., Brunt, M. & Tannahill, C., 1998, Education Audiology Association. CURRENTLY NOT AVAILABLE</p> | ● | | ● | ● | ● | | |
| <p>Kendall Toy Test</p> <p>This assessment is a "live-voice test, concrete object test" intended for use with children from 2-4 years of age. It can be used with older learners who have a limited vocabulary. The test can be used as a general indicator of a child's hearing level. The test proceeds in three stages: stage one is an introduction to the items, stage two is a pre-test and stage three is the actual test.</p> <p><i>N.B. Educators have indicated that this resource provides information that assists programming, despite the age of the publication.</i></p> <p>Kendall, D., 1953, adapted by Birtles, G. & Antognelli, T. CURRENTLY NOT AVAILABLE</p> | ● | | ● | | | | |
| <p>Screening Identification For Targeting Educational Risk (S.I.F.T.E.R.)</p> <p>The underlining purpose of the S.I.F.T.E.R. is to provide a valid method in which learners with identified hearing problems can be educationally screened. The Preschool S.I.F.T.E.R. (developed 1996) for children aged three years to kindergarten is also available.</p> <p><i>N.B. Educators have indicated that this resource provides information that assists programming, despite the age of the publication.</i></p> <p>Anderson, K., 1989, Educational Audiology Association. CURRENTLY NOT AVAILABLE</p> | ● | | ● | ● | | | |





Listening & Speaking



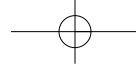
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| <p>LISTENING AND SPEAKING</p> <p><i>The following screening and assessment tools are available from SERU for borrowing and viewing.</i></p> <p>ACER Tests of Basic Skills - Orchid Series - Aspects of Literacy, Aspects of Numeracy</p> <p>Refer to annotation - General Screening, p16.</p> <p>ACER Press, 1997. 57-0013-01/02/03</p> | | | | | | | |
| <p>'At Risk' Pre-school Checklist</p> <p>Refer to annotation - General Screening, p19.</p> <p>Special Education Centre, 1996, Macquarie University. 59-0045-01</p> | ● | ● | | ● | ● | | |
| <p>Australian Developmental Screening Test (ADST)</p> <p>Refer to annotation - General Screening, p18.</p> <p>Burdon, B., 1993, The Psychological Corporation. 59-0054-01</p> | ● | | ● | | | | |
| <p>Basic Language Concepts Screening Test - Revised</p> <p>A simple picture test for assessing learners' receptive language skills in the concept areas of size, position, direction, quantity, volume, mass, temperature and sets.</p> <p>Macquarie University, 1990. 54-0017-01</p> | ● | | ● | | | | |
| <p>Boehm Test of Basic Concepts Preschool (BOEHM-3 Preschool) - Third Edition</p> <p><i>N.B. Relevant specialist qualifications or graduate studies, that involves studies in testing and statistics, are required for administration of this test. This may include professionals such as Physiotherapist, Occupational Therapist, Speech Pathologist and Special Educator. This test is only a guide for assessing learners. It is not the role of educators to diagnose. For further discussions and advice, please contact support service personnel in your district office.</i></p> <p>Measures concepts that are relevant to both preschool and early childhood curricula, allowing identification of learners experiencing difficulties in understanding basic relational concepts. Each concept is tested twice to determine the child's understanding across contexts. Test includes a curriculum-based test summary, an observation and intervention planning tool, a parent report form and suggestions for modifying and adapting administration directions to facilitate testing of learners with disabilities.</p> <p>Boehm, A., 2001, The Psychological Corporation. 57-0001-02 57-0056-01</p> | ● | | ● | | | | |

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| <p>Children Come and Talk - A Communication Assessment for Aboriginal Children and Learners</p> <p>This evaluation tool was the outcome of a DETE project to support early literacy and learning success for Aboriginal preschool through to primary age learners.</p> <p>It was based on the principle of developing a culturally appropriate communication assessment for speech pathologists and educators to use with Aboriginal learners. It has been developed and supported by Aboriginal people and educators to assist in literacy and learning success in standard Australian English. It can be used in conjunction with other assessment techniques to determine levels of learning support or to develop appropriate programs that support language and literacy learning for Aboriginal learners and learners across a range of settings.</p> <p>The manual provides information about use of the assessment materials (10 action photos, 5 sets of sequencing photos, an observation checklist, recording forms); interpretation of speech and language samples; and resource papers (including talking with Aboriginal parents, Aboriginal English, phonological differences and miscommunication).</p> <p>DETE, 2000. 54-0024-01</p> | ● | | ● | ● | ● | | |
| <p>Comprehensive Receptive & Expressive Vocabulary Test (CREVT)</p> <p>The CREVT has 4 principle uses: to identify learners who are significantly below their peers in oral vocabulary proficiency, to determine any discrepancy between receptive and expressive oral vocabulary skills, to document progress in oral vocabulary development as a consequence of special intervention programs, and to measure oral vocabulary in research studies.</p> <p>The CREVT is appropriate for use with individuals between 4 - 17 years, however it is not appropriate for use with learners with a hearing impairment or those receiving ESL support.</p> <p>Administration time is 20 - 30 minutes.</p> <p>Wallace, G. & 1994, Hammill, D., PRO-ED. 54-0025-01</p> | ● | | ● | ● | ● | ● | |
| <p>DART English - Upper Primary/Junior Secondary</p> <p>Refer to annotation - Reading and Viewing, p38.</p> <p>Forster, M., et al., 1994, ACER Press. 56-0056-01</p> | | ● | | ● | ● | | |
| <p>DART English - Middle Primary</p> <p>Refer to annotation - Reading and Viewing, p38.</p> <p>Bodey, W., et al., 1997, ACER Press. 56-0078-01</p> | | ● | | ● | | | |

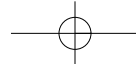
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| <p>Developing Baseline Communication Skills Refer to annotation - Personal and Social Development, p75. Delamain, C. & Spring, J., 2000, Winslow Press 61-0749-01</p> | | ● | ● | | | | |
| <p>Early Language Skills Checklist - Observation Based Assessment for the Early Years Identifying attention control and listening skills, receptive and expressive language, and the child's use of language for communication and problem solving in a social context. Follow up activities for intervention is included. The test has been based on normal language development and is not designed for the language development of learners with severe hearing loss or severe language/communication disorder or who are bilingual. The text pack includes a User's Handbook (64pp) and Profile Checklist (8pp). Boyle, J. and McLellan, E., 1997, Hodder & Stoughton. 54-0021-01</p> | ● | ● | ● | | | | |
| <p>Early Years Easy Screen (EYES) Refer to annotation - General Screening, p21. Clerehugh, J., et al., 2001, nferNelson. 57-0011-01</p> | ● | ● | ● | | | | |
| <p>First Steps: Oral Language (2 Titles) The Developmental Continuum book makes explicit some of the indicators, or descriptors of behaviour that will help educators identify how learners are constructing and communicating meaning through language. The Resource Book provides educators with ideas on how to promote oral language for various purposes. Education Department of Western Australia, 1994, Longman Australia Pty. Ltd. 54-0018-01</p> | ● | ● | ● | ● | ● | | |
| <p>From Birth to Five Years - Children's Developmental Progress Refer to annotation - General Screening, p21. Sheridan, M., Revised and updated by Marion and Dr Ajay Sharma, 1997, ACER Press. 59-0053-01</p> | ● | ● | ● | | | | |
| <p>Listening & Literacy Index - Group tests for Profiling Literacy Development and Identifying Specific Learning Difficulties Refer to annotation - Reading and Viewing, p42. Weedon, C., et al., 2000, Hodder & Stoughton. 55-0117-01</p> | | ● | ● | ● | | | |

| Title, Description and Publication Details | Suitable for: | | Early Yrs | Prim Yrs | Mid Yrs | Senior Yrs | Post School |
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| <p>Listening Test, The Assesses classroom listening behaviours, with a focus on the main idea, details, concepts, reasoning and story comprehension. Barrett, M., et al., 1992, <i>Lingui Systems</i>.</p> | ● | | ● | ● | ● | | |
| <p>Non-Verbal Reasoning Test Series Refer to annotation - Reading and Viewing, p43. Smith, P., et al., 1992, <i>NferNelson</i>. 55-0019-01</p> | | ● | | ● | ● | | |
| <p>Oral and Written Language Scales (OWLS) Refer to annotation - Reading and Viewing, p44. Carrow-Willfolk, 1995, <i>American Guidance Services</i>. 54-0016-01</p> | ● | | ● | ● | ● | ● | ● |
| <p>Peabody Picture Vocabulary Tests (PPVT-III) - Third Edition <i>N.B. Relevant specialist qualifications or graduate studies, that involves studies in testing and statistics, are required for administration of this test. This may include professionals such as Physiotherapist, Occupational Therapist, Speech Pathologist and Special Educator. This test is only a guide for assessing learners. It is not the role of educators to diagnose. For further discussions and advice, please contact support service personnel in your district office.</i> The PPVT-III is designed for persons aged 2.5 to 85+ years. Receptive vocabulary is assessed to provide an estimate of verbal ability and scholastic aptitude. There are two kits (A & B) with both containing a manual, testing easel and 25 record booklets for the relevant test level. The task is to select the picture that best represents the meaning of the word presented orally. Dunn, L., Dunn, L. & Williams, K., 1997, <i>AGS</i>. 50-0003-03</p> | ● | | ● | ● | ● | ● | ● |
| <p>Play in Early Childhood - From Birth to Six Years Refer to annotation - General Screening, p23. Sheridan, M., Revised & updated by Harding, J. & Meldon-Smith, L., 1999, <i>ACER Press</i>. 59-0053-01</p> | ● | ● | ● | | | | |
| <p>Pre Verbal Communication Schedule (PVCS) Designed for the assessment of learners and adults with severe learning disabilities who are either non-verbal or who have few words. Schedule is divided into Pre-communication behaviours and Communication through non-verbal means. Diagnostic information provided. Dunn, L., et al., 1997, <i>AGS</i>. 54-0019-01</p> | ● | | ● | ● | ● | ● | ● |

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| <p>Pre-school Functional Checklist Refer to annotation - General Screening, p23. Milsom, L., 1996, Down-Syndrome Association. 59-0043-01</p> | ● | ● | ● | | | | |
| <p>Record of Oral Language & Biks & Gutches Describes tools for observing two aspects of language: Level sentences (3 levels of difficulty) and Diagnostic sentences that focus on a child's control of language structures. Clay, M., et al., 2001, Healsville Sanctuary. 55-0106-01</p> | ● | | ● | | | | |
| <p>Targeting English Assessment: Middle Primary Refer to annotation - Reading and Viewing, p50. Sung, L., 2002, Blake Publishing. 55-0099-02</p> | ● | ● | | ● | | | |
| <p>Targeting English Assessment: Upper Primary Refer to annotation - Reading and Viewing, p50. Sung, L., 2002, Blake Publishing. 55-0099-03</p> | ● | ● | | | ● | | |
| <p>Uplat: Upper Primary Language Assessment Tool Refer to annotation - Reading and Viewing, p51. Young, D., 1999, Therapy Focus. 55-0105-01</p> | ● | ● | | ● | ● | | |
| <p>Verbal Reasoning Test Series Refer to annotation - Reading and Viewing, p52. Hagues, N., et al., 1992, nferNelson. 50-0014-01 50-0016-01 55-0018-01</p> | | ● | | ● | ● | | |



Reading & Viewing



Title, Description and Publication Details

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| <p>READING AND VIEWING</p> <p><i>The following screening and assessment tools are available from SERU for borrowing and viewing.</i></p> <p>AlphaAssess - Resources for Assessing and Developing Early Literacy</p> <p>This resource provides a collection of assessment procedures that can be used to confirm the reading level of learners and to diagnose any difficulties so that teaching can be planned according to the needs of the learners. It contains 24 benchmark books and two educator resource books - <i>The First Step: Assessing Early Literacy</i> and <i>The Next Step: Developing Early Literacy</i>. <i>The First Step</i> book contains observational reading and writing record proformas linked to the set of benchmark books and a collection of further assessment tasks based on the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension and fluency. The Next Step book provides further teaching ideas and strategies that can be used for learners who need additional practice and support in any of these five areas.</p> <p>Hill, S., 2004, Horwitz Education. CURRENTLY NOT AVAILABLE</p> | ● | | ● | ● | | | |
| <p>A Sound Way</p> <p>Screening test and book of photocopiable activities to teach phonological awareness skills. Book is divided into four sections; 1) 'What's in a Sound' - introductory information about sound production, 2) 'Sound-Letter Lind' - encourages learners to acquire concepts of sounds and letters, 3) 'Phonological Awareness Activities'- activities are prescribed in broad developmental order and 4) 'Resource List' - games, equipment and books listed for further reading.</p> <p>Love, E. & Reily, S., 1995, Longman. 63-1724-01</p> | ● | ● | ● | | | | |
| <p>ACER Tests of Basic Skills - Orchid Series - Aspects of Literacy, Aspects of Numeracy</p> <p>Refer to annotation - <i>General Screening</i>, p18. 57-0013-01 57-0013-02 57-0013-03</p> <p>Acer Press, 1997.</p> | ● | ● | | ● | ● | | |
| <p>An Observation Survey of Early Literacy Achievement</p> <p>This book provides for the systematic observation of young learners' learning to read and write in the first years of school. A range of tests that assess letter identification, concepts about print, recognition of high frequency sight words, writing vocabulary, dictation and running records. The video and guide notes give examples of recording and analysing learners' responses.</p> <p>Clay, M., 1993, Heinemann. 55-0072-01</p> | ● | | ● | | | | |

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| <p>Assessing and Teaching Phonological Knowledge</p> <p>The set of assessment procedures presented in this pack allow educators to identify where learners are in their development of phonological knowledge and whether reading and spelling difficulties may be due to delayed or immature development of phonological knowledge.</p> <p>Part 1, The manual includes a theory section that provides an introduction in which phonological knowledge is defined and a section that provides information on trends in phonological knowledge, learning to read, teaching phonemic awareness and detecting reading disabilities. The task sequence is described and suggestions as to how the test can be used as a diagnostic tool for readers with literacy difficulties.</p> <p>Part 2, Assessment provides the teaching activities and step-by-step administration details of the test. Part 3 provides varied teaching activities for each of the tasks designed to be carried out with small groups of learners or on a one-to-one basis. This is followed by three case studies. The manual addresses the need to implement systematic instruction in the area of phonological knowledge. It gives the educator a means of helping learners with reading difficulties to access the code that enables them to link spoken and written words.</p> <p>Munro, J., 1998, ACER Press. 55-0080-01</p> | ● | | ● | | | | |
| <p>BRANN Analysis Grid for Reading, The</p> <p>The Brann Analysis Grid for Reading (BAG-R) is a diagnostic instrument that examines the errors or miscues a learner makes in his/her reading. BAG-R is based on the assumption that poor readers do not effectively or successfully use the knowledge and strategies that good readers use to gain meaning from print, or they lack this information and therefore cannot apply it.</p> <p>Brown, B., 1999, BMP Educational Consultancy. 55-0109-01</p> | ● | | ● | ● | ● | ● | |
| <p>Checking Individual Progress in Phonics (ChIPPs)</p> <p>Checking Individual Progress in Phonics (ChIPPs) is a phonics test or checklist consisting of sets of words and non-words that contain phoneme/grapheme (sound/letter) correspondences of increasing difficulty. ChIPPs has two parallel versions to enable educators to undertake an initial assessment, retest following a period of teaching and plan further teaching on the basis of the results of the retesting. The manual contains instructions and banks of words for creating these tests for teaching. ChIPPs enables educators to observe learners' individual strategies in blending the phonic elements and to adjust their teaching to take account of these differences. ChIPPs contains photocopiable record sheets. It is administered individually and intended for learners aged 5-7 years and learners receiving additional assistance.</p> <p>Palmer, S. & Reason, R., 2001, nferNelson. 55-0107-01</p> | ● | | ● | | | | |

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| <p>Cloze Reading Tests 1-3</p> <p>The cloze reading tests are standardised group tests of reading. Learners read a number of sentences and short passages with words omitted and are required to 'fill in the gaps'. Cloze reading tests 1-3 are suitable for the following age ranges:</p> <p>Test 1: 7.6-10.3 years Test 2: 9.4-11.3 years Test 3: 10.4-12.7 years</p> <p>Young, D., 2000, Hodder and Stoughton. 55-0104-01</p> | | ● | ● | ● | ● | | |
| <p>DART English - Upper Primary/Junior Secondary</p> <p>Dart is a classroom resource intended for use as part of an educator's assessment of achievement in English. The package consists of a manual, answer booklets for reading, writing, viewing and listening. There is an audiocassette for listening tasks and a videocassette to support text.</p> <p>Forster, M., et al., 1994, ACER Press. 55-0062-01</p> | | ● | | ● | ● | | |
| <p>DART English - Middle Primary</p> <p>Dart English is an assessment package designed to assist educators with their assessment of learner's viewing, reading, listening, speaking and writing skills. It consists of classroom activities developed around a myths and legends theme. Central to the activities is the video film <i>Why Mosquitoes Buzz In People's Ears</i>. Assessment tasks are integrated and accompanied by guidelines for rating learner performance. It is intended for use as part of an educator's assessment of achievement in English.</p> <p>For each of the strands of the English Profile two reports are provided. The first reports a description of the performance levels in words; the second allows educators to explore a learner's performance using a chart to identify tasks that a learner has done well or poorly given their overall level of performance on the strand.</p> <p>This assessment allows educators to compare the performances of their learners with the performances of other learners of the same age and year level. It provides a form that can be used to display a learner's performance on all five strands simultaneously, but is not intended to be used as a sole source of evidence about learners' abilities. It can be used either, as one-off assessment or as the basis for a classroom language unit. Detailed administration instructions are provided for each component.</p> <p>Bodey, W., et al., 1997, ACER Press. 55-0078-01</p> | | ● | | ● | | | |

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| <p>Developing Baseline Communication Skills Refer to annotation - Personal and Social Development, p75. Delamain, C. & Spring, J., 2000, Winslow Press. 54-0023-01</p> | | ● | ● | | | | |
| <p>Diagnostic Reading Record Assesses reading development through observation and analysis of oral reading and discussion following reading. 24 graded passages with a profile sheet to analyse and record findings. Arnold, H., 1992, Hodder & Stoughton. 55-0077-01</p> | | ● | ● | ● | ● | | |
| <p>Early Literacy Test This diagnostic assessment is suitable for learners 4:5-7:5 years of age and assesses the early development of literacy skills. It assesses the skills of looking at a book, story conventions, word, letter and sound recognition. Suggestions are provided for increasing literacy skills. The assessment is administered individually and takes up to 15 minutes to complete. Pre-test preparation is required to make word cards. Graham, B., 2000, Hodder & Stoughton. 55-0085-01</p> | ● | | ● | | | | |
| <p>Early Years Easy Screen (EYES) Refer to annotation - General Screening, p21. Clerehugh, J., et al., 2001, nferNelson. 57-0011-02</p> | ● | ● | ● | | | | |
| <p>First Steps: Reading (2 Titles) First Steps provides a framework for linking assessment with teaching and learning and covers four areas of Literacy: Oral Language, Reading, Writing and Spelling. For each area a developmental continuum has been prepared to identify the phases in a learner's development from pre-literacy to independence. The First Steps Reading aims to provide educators with additional ideas for teaching learners about reading. Many of the ideas suggested can be modified for use with learners at different developmental levels. Education Department of Western Australia, 1994, Longman Australia Pty. Ltd. 55-0066-01</p> | ● | ● | ● | ● | ● | | |

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| <p>Four Fitzroy Word Tests, The</p> <p>This book contains 4 tests with explicit administration guidelines.</p> <ol style="list-style-type: none"> 1. The Year Level Tests - 3 to 9 years of age 2. The Spelling Age Test - 5 to 11 years of age 3. The Diagnostic Spelling Tests - Years 4,5 and 6 and Students With Learning Difficulties in Years 7 and 8 4. The Diagnostic Read-Aloud Test - 8 years of age to adult. <p>Nugent, C., 1999, Fitzroy Programs. 55-0110-01</p> | ● | ● | ● | ● | ● | | |
| <p>Gort 4 Gray Oral Reading Tests - Fourth Edition</p> <p>The GORT - 4 provides a measure of growth in oral reading and assists in the diagnosis of oral reading difficulties. The test consists of two parallel forms; each containing 14 developmentally sequenced reading passages with five comprehension questions and can be given to learners' aged 6 - 18 yrs. The GORT - 4 provides a fluency score that is derived by combining the reader's performance in Rate and Accuracy. The number of correct responses made to the comprehension questions provides an Oral Reading Comprehension Score. All scores are reported as standardised scores.</p> <p>The two parallel forms provide information about the learners' oral reading over time.</p> <p>Wiederholt, J & Bryant, 2001, B, Pro-ed. 55-0119-01</p> | ● | | ● | ● | ● | ● | ● |
| <p>Group Literacy Assessment - Second Edition</p> <p>This test is suitable for primary and lower secondary learners. It is suitable for screening learners on admission to secondary school and for assessing older learner with special needs. The main purpose of the assessment is to identify learner's ability to combine pictorial, contextual and grammatical cues as well as skill in noting significant details, carrying information in short -term memory and making inferential judgment.</p> <p>The assessment has two sections. In the first, the task is that of 'proof-reading', that is the learner has to identify mistakes in a simple story and correct them. In the second, the story is continued as a modified 'cloze' test, with words or parts of words being deleted, the task of the learner is to 'fill the gaps.'</p> <p>The Group Literacy Assessment provides qualitative information in the form of standard scores, percentile scores, reading age equivalents and raw scores related to the broad 'literacy categories' intended as a guide to grouping for teaching and need for special support.</p> <p>Sponcer, F., 2000, Hodder & Stoughton. 55-0116-01</p> | | ● | | ● | ● | | |

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| <p>Hodder Group Reading Test 1-3</p> <p>Reading tests 1-3 are suitable for use with the following age ranges: Test 1: 5 to 8+ years of age Test 2: 8 to 11+ years of age Test 3: 10 to 13+ years of age</p> <p>Test 1 uses a multiple-choice format to assess learners' understanding of word meanings and of sentence structure. The test is easy to administer to a group or whole class and quick to score. Test norms express performance as reading ages and standardised scores (quotients).</p> <p>Test 2 uses a multiple-choice format sentence completion and cloze procedure to assess learners' understanding of word meanings and of sentence structure. Test norms express performance as reading ages and standardised scores (quotients).</p> <p>Test 3 uses a multiple-choice format sentence completion and cloze items requiring learners to write in single missing words, to assess learners' understanding of word meanings and of sentence structure. Test norms express performance as reading ages and standardised scores (quotients).</p> <p>Each test takes 40-50 minutes to administer and have been standardised on national samples of learners in the United Kingdom.</p> <p>Vincent, D. & Crumpler, M., 2000, Hodder & Stoughton.</p> | | ● | ● | ● | ● | | |
| <p>Independence in Reading - Third Edition</p> <p>Bedrock Basic Sight Vocabulary List, consisting of 406 frequently read words, presented in isolation and in context. Informal Prose Inventory- a set of graded fiction/non-fiction reading passages that provide information about a learner's oral and silent reading skills and comprehension.</p> <p>Holdaway, D, 1990, Ashton Scholastic. 36-0108-02</p> | ● | | ● | ● | ● | | |
| <p>Key Into Inference - Copy Masters</p> <p>Organised into 3 levels. At each of the levels: 8-10 years, 10-12 years, 12-14 years inference is introduced in single sentences, followed by paragraphs and complete texts. All levels have both fiction and non-fiction sentences, organised into groups that ask the reader to infer: when, where, what, who and why by connecting the clues to see the pattern of inferred meaning. Paragraphs provide the opportunity of handling more than one inferential concept within a single piece of writing. The complete texts provide the opportunity to apply the comprehension skills to a narrative or topic.</p> <p>Parkin, C., 2000, Truine Publications. 55-0098-01</p> | ● | ● | | ● | ● | | |

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| <p>LARR Test of Emergent Literacy</p> <p>The LARR is a short paper and pencil test that provides a measure of young learner's level of literacy upon entry to school. This resource assesses various forms of reading, recognition of reading and writing behaviour and knowledge of basic literacy terms.</p> <p>Downing, J. & Schaefer, B., 1993, nferNelson. 55-0064-01</p> | ● | ● | ● | | | | |
| <p>Listening and Literacy Index - Group tests for Profiling Literacy Development and Identifying Specific Learning Difficulties</p> <p>The Listening and Literacy Index (LLI) comprises linked, standardised tests of listening, reading and spelling, yielding a coherent profile of each learners' attainments in each area, including a diagnostic analysis of how these key communicative skills are developing relative to each other. The LLI is designed for use by classroom educators to administer to groups of 5 learners, 6 - 9 year of age in approximately 60 minutes.</p> <p>The spelling assessment probes a learner's mastery of the fundamental units of literacy, both visual and phonological, while the reading comprehension test explores how quickly and effectively a learner may 'derive meaning' from a text. The performance levels indicate strengths and weaknesses in processing written language. The spelling and reading profile can then be related to the listening test and an understanding of how well a learner can process spoken language. Diagnostic comparison of listening and reading comprehension can help to identify potential specific learning difficulties, including dyslexia, dyspraxia or dysgraphia.</p> <p>Weedon, C. & Reid, 2000, G, Hodder & Stoughton. 55-0117-01</p> | | ● | ● | ● | | | |
| <p>Literacy Benchmarks For Years 3 and 5 Writing, Spelling and Reading</p> <p>Provides nationally agreed minimum standards in writing, spelling and reading at Year 3 and 5. Contains learner work samples to clarify more detailed description of learner achievement at the minimum level.</p> <p>Curriculum Corporation, 1998. 73-0063-01</p> | ● | | | ● | | | |

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| <p>Literacy Probe 7 - 9</p> <p>Literacy Probe 7-9 is a diagnostic test focusing on the basic literacy skills of readers who are under performing by two years or more. The tests are designed to give a clear profile of the literacy skills a learner has already acquired and to pinpoint those skills needing to be addressed.</p> <p>Test 1 is targeted particularly to Year 3 (ages 7-8) learners and it tests: phonological awareness - rhyme awareness, initial letter sounds, blends and digraphs, sight word recognition, spelling and comprehension. Test 2 is for Year 4 learners (ages 8-9) and it tests: literal comprehension, inferential comprehension and spelling strategies.</p> <p>The tests take approximately 30 minutes to administer and are designed for use with individuals or small groups (up to 6 learners). The educator's handbook explains how to analyse and learn from learner's errors and gives detailed guidance on interpreting the overall profile. It also offers an effective, structured remediation programme, including photocopyable resources, for use by an educator or support personnel.</p> <p>Bentley, D. & Reid, D., 2000, Hodder & Stoughton. 55-0103-01</p> | ● | ● | ● | ● | | | |
| <p>Middle Infant Screening Test (MIST) - Forward Together</p> <p>Refer to annotation - General Screening, p22.</p> <p>Hannavy, S., 1993, NferNelson. 57-0009-01</p> | | ● | ● | | | | |
| <p>Neale Analysis of Reading Ability - Third Edition</p> <p>This pack consists of a manual (130 pages), reader (84 pages), test forms 1 and 2, diagnostic tutor 1 and 2. The Neale Analysis is a standardised reading test and a diagnostic test. It can be used to assess reading progress objectively as well as to obtain structured diagnostic observations of an individual's reading behaviour. The Neale Analysis can be used with readers of all ages, including adults, especially those with a non-English language background, but the tables of norms refer to learners aged 6-12 years. Components include: Reader - contains all narratives and six supplementary diagnostic tests; Manual - contains all information concerning the development, description, administration and scoring; Individual Records - four separate individual scoring sheets used to record a running count of errors.</p> <p>Neale, M., 1999, ACER Press. 55-0008-03</p> | ● | | ● | ● | ● | | |
| <p>Non-Verbal Reasoning Test Series</p> <p>There are three non-verbal reasoning tests in this series for 8-14 year olds (8-9 Years; 10-11 Years; 12-14 Years). Timed and un-timed tests to assess the likely ease with which a learner will be able to acquire new concepts in a wide range of subjects. Useful for assessing ability of NESB learners. Assessment content consists of classification, matrices, series and analogies.</p> <p>Smith, P. & Hagues, N., 1992, nferNelson. 50-0015-01 50-0017-01 50-0019-01</p> | | ● | | ● | ● | | |

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| <p>Oral and Written Language Scales (OWLS)</p> <p><i>N.B. Relevant specialist qualifications or graduate studies, that involves studies in testing and statistics, are required for administration of this test. This may include professionals such as Physiotherapist, Occupational Therapist, Speech Pathologist and Special Educator. This test is only a guide for assessing learners. It is not the role of educators to diagnose. For further discussions and advice, please contact support service personnel in your district office.</i></p> <p>Assesses listening comprehension, oral expression and oral composition. Theoretically based individually administered assessment of receptive and expressive language.</p> <p>Carrow-Willfolk, E., 1995, American Guidance Services. 54-0016-01</p> | ● | | ● | ● | ● | ● | ● |
| <p>PM Benchmark Kit</p> <p>This kit is a comprehensive reading assessment resource and can be used to assess learners' reading abilities using unseen, meaningful texts. It includes 30 accurately leveled texts ranging progressively from emergent level to reading age 12. Guidelines on how to administer the text and interpret assessment data are included in the educators' notes. Each benchmark text has a prepared Reading Record and Assessment Record pro forma.</p> <p>The kit offers: an assessment resource; a system for accurate identification of learners' reading levels; evidence of learners' achievement and progress; and a vehicle for consistent assessment practices within and between schools.</p> <p>Information can be used for: providing learners with constructive feedback; organising learners into groups of similar learning needs; planning programs; reporting to parents/caregivers; transferring information within and between schools; developing school policies for literacy learning; presenting data for class or school accountability.</p> <p>Nelleye & Smith, 2000, nferNelson. 55-0093-01</p> | ● | | ● | ● | ● | | |
| <p>PROBE - Second Edition</p> <p>The Probe Reading Assessment is an individual test evaluating reading accuracy, reading behaviour and reading comprehension of learners from Year 3 to Year 10 (7-15 years). The Probe is useful in identifying instructional need and monitoring individual progress in any of the four options.</p> <ol style="list-style-type: none"> 1. Informal Reading Inventory - decoding ability and comprehension level. 2. Silent Reading Comprehension. 3. Listening Comprehension. 4. Written Comprehension <p>There are 20 reading levels provided from reading ages 5 to 15.5 years.</p> <p>The Probe texts in the learners' texts book have been written and organised with a high interest level and include both fiction and non-fiction at each reading age. The manual is divided into 3 parts - guide, answers, and 40 photocopiable learner assessment sheets. The information gained from Probe can assist with program planning and may be used with younger readers and adults.</p> <p>Pool, B, Parkin, C & C., 2002, Triune Initiatives. 55-0102-01</p> | ● | | | ● | ● | ● | |

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| <p>Progressive Achievement Tests in Reading: Comprehension and Vocabulary (PAT-R) - Third Edition</p> <p>The revised Progressive Achievement Tests in Reading - PAT - R Comprehension and PAT-R Vocabulary are designed to assess the reading comprehension skills and vocabulary knowledge of learners from Years 3 - 9.</p> <p>PAT-R Comprehension is a fully integrated set of four separate reading comprehension tests, calibrated onto a single scale and graded according to difficulty. PAT-R Comprehension requires up to 40 minutes of testing time plus time for administration (approximately 50 minutes in total). Similarly, PAT-R Vocabulary consists of four calibrated and graded word knowledge tests, each test require 25 minutes to complete.</p> <p>The PAT-R tests enable reporting of on learner's individual and group levels of achievement. Achievement is reported on clearly designed scales and in relation to Australian norms.</p> <p>ACER Press, 2001. 55-0100-01</p> | | ● | | ● | ● | | |
| <p>Progress in English 5-14</p> <p>Assesses two aspects - editing and reading. Editing focuses on spelling, grammatical and stylistic errors. Reading focuses on comprehension of a whole text and understanding language in context. Provides age related standardised scores.</p> <p>Howard, L., et al., 2001, nferNelson. 55-0126-01; 02; 03; 04; 06</p> | | ● | ● | ● | ● | | |
| <p>QUEST Screening Diagnostic and Support Kit</p> <p>A test from Britain, which enables educators to identify learners who have difficulties in aspects of language and mathematics through the following screening tests.</p> <p>English Language - The Reading screening test.</p> <p>Mathematics - The Number screening test.</p> <p>Robertson, A., et al., 1995, nferNelson. 57-0010-01</p> | | ● | ● | ● | | | |
| <p>Reading and Learning Difficulties: Approaches to Teaching and Assessment</p> <p>Peter Westwood provides a comprehensive guide to teaching reading to a wide range of learners to ensure literacy skill development.</p> <p>Westwood draws on current research supported approaches to teaching reading and examines how readers process text and identifies the knowledge and skills required to become a proficient reader. He explains learning difficulties that can occur and provides practical strategies to assist learners experiencing learning difficulty or delay.</p> <p>Westwood, P., 2000, ACER Press. 55-0097-01</p> | ● | ● | ● | ● | ● | ● | |

Title, Description and Publication Details

| Title, Description and Publication Details | Suitable for: | | Early Yrs | Prim Yrs | Mid Yrs | Senior Yrs | Post School |
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| <p>Reading Freedom 2000 Diagnostic Handbook</p> <p>This book contains 12 sets of tests and checklists in the area of reading ability. The tests are diagnostic in nature and designed for preschool learners through to adult learners. The tests are not standardized but are designed to complement the information gained from published standardized tests. There is a chapter which outlines and discusses standardised tests. These tests are administered individually and aim to place the learner at the appropriate point in the Reading Freedom programme. One chapter gives samples of diagnostic reports, aiming to help educators prepare reports for parents.</p> <p>Calder, H., 2000, Pascal Press. 55-0091-01</p> | ● | | ● | ● | ● | ● | ● |
| <p>Reading Progress Tests - Stage 1</p> <p>Comprehension tests for use towards the end of Year 1 and in Year 2. The Literacy Baseline test is suitable for small group or individual administration and covers important pre-reading and early reading, including phonological awareness, print concepts, letter knowledge and simple decoding. It is designed for conventional screening, to identify learners who may have difficulty with early literacy; it also allows the educator to establish, for each child, their individual 'entry-level' in learning to read. The following abilities are tested: identification of initial sounds in spoken words (phonological awareness); identification of rhymes in spoken words (phonological awareness); familiarity with literacy concepts; knowledge of letter names; knowledge of letter sounds. The test is untimed, but can normally be administered in about 20 minutes. The comprehension tests are group tests, which assess a wide range of literal and inferential skills and reading vocabulary, using test items and text passages of varying content and length. The test is made up of three types of comprehension questions: identifying the meaning of individual words; selecting the right answer from a number of choices after reading a short story, non fiction passage or poem; choosing, or supplying, missing words in a short story or non fiction passage. Except for some questions of the last type, they do not require written answers, so are useful for learners with limited writing skills. They are relatively quick to administer; objective and are quick and easy to mark. The tests are untimed, and learners work through them at their own pace. In practice, 45-50 minutes is usually sufficient. For convenience of administration, the tests are designed to be used with whole classes of learners or with large groups. Standardised scores are provided for each year group and Australian norms are presented as stanines and percentages.</p> <p>Vincnet, D., Crumpler, M. & East London Assessment Group, 1997, Hodder & Stoughton. 55-0090-01</p> | ● | ● | ● | | | | |

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| <p>Reading Progress Tests - Stage 2</p> <p>For use in Years 3 to 6. The reading passages are presented via full-colour broadsheets, which can be reused with separate classes and/ or from one year to the next.</p> <p>The comprehension tests are group tests, which assess a wide range of literal and inferential skills and reading vocabulary, using test items and text passages of varying content and length. The test is made up of three types of comprehension questions: identifying the meaning of individual words; selecting the right answer from a number of choices after reading a short story, non fiction passage or poem; choosing, or supplying, missing words in a short story or non fiction passage. Except for some questions of the last type, they do not require written answers so are useful for learners with limited writing skills. They are relatively quick to administer, objective and quick and easy to mark. The tests are untimed, and learners work through them at their own pace. In practice, 45-50 minutes is usually sufficient. For convenience of administration, the tests are designed to be used with whole classes of learners or with large groups. Standardised scores are provided for each year group and Australian norms presented as stanines and percentages.</p> <p>Vincnet, D., Crumpler, M. & East London Assessment Group, 1997, Hodder & Stoughton. 55-0090-02</p> | ● | ● | | ● | ● | | |
| <p>Reading Recovery: A Guide for Teachers in Training</p> <p>This book is a companion volume to <i>An Observation Survey</i> (Clay, 1993). The Survey introduces educators to ways of observing learner's progress in the early years of literacy learning and leads to the selection of learners for whom supplementary teaching is essential. This volume is a guidebook for the training of Reading Recovery educators in a yearlong theoretical and practical course to deliver such a supplementary programme. It addresses the scope of an early intervention programme.</p> <p>Clay, M., 1993. 55-0073-01</p> | ● | | ● | | | | |
| <p>Running Records For Classroom Teachers</p> <p>Running records were developed by Marie Clay and widely used by educators to record what progress learners are making; to compare and group learners and to check how well texts are matched to the child's need for challenge.</p> <p>This book introduces key ideas about using running records and shows how to take, score and interpret reliable records. Educators have two options for scoring the record. For quick appraisal the educator can rely on counting errors and self-corrections and recording the accuracy of the reading. A second analysis of how the reader is working on text allows educators to monitor changes in the ways learners problem-solve with text.</p> <p>Clay, M., Heinemann, 2000. 55-0101-01</p> | ● | | ● | ● | ● | | |

| Title, Description and Publication Details | Suitable for: | | Early Yrs | Prim Yrs | Mid Yrs | Senior Yrs | Post School |
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| <p>Salford Sentence Reading Test - Third Edition</p> <p>This test of oral reading requires the learner to read a series of 13 sentences of graded difficulty, suitable for learners between 5 to 10 years of age. Relevant sentence reading ages and percentile rankings are provided in the appendix. Parallel forms are available for re-testing. This assessment takes between 2-3 minutes to complete per learner.</p> <p>Bookbinder, G, Revised by Vincent, D. & rumpler, M., 2002, Hodder &Stoughton. 55-0115-01</p> | ● | | ● | ● | ● | | |
| <p>Screen of Phonological Awareness (SPA)</p> <p>The Screen of Phonological Awareness (SPA) was developed by DETE and standardised in South Australia. The SPA is designed to identify learners who may be at risk of for poor literacy attainment and to provide direction for intervention. It is designed to be administered in a one-to-one situation and takes approximately 15-20 minutes to administer. Designed to be a screening tool, which can be used by speech pathologists and educators to screen learners, aged between 4 years to 5.11 years. It covers a broad range of early metalinguistics and phonological skills covering: words awareness, rhyme awareness, syllable awareness, sound awareness, auditory memory and sequencing, sentence repair and letter recognition. There are 10 subtests and one supplementary subtest from which information gathered is useful in developing intervention goals. Normative data for each age group is provided in the appendix.</p> <p>Mallen, S., 1998, DETE. 55-0096-01</p> | ● | | ● | | | | |
| <p>Secondary Screening Profiles - Centre for Research on Learning and Instruction</p> <p>Refer to annotation - General Screening, p25.</p> <p>University of Edinburgh, 1995, Hodder and Stoughton Educational. 56-0058-01</p> | | ● | | | ● | | |

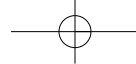
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| <p>Steps in Phonics Assessment</p> <p>Steps in Phonics Assessment are designed to assess the use of phonic skills at each of the seven teaching steps through a series of informal observational tests.</p> <p>Step 1-speech / sound discrimination, rhythm and rhyme and alliteration</p> <p>Step 2- hear initial phoneme, recognise the initial grapheme, orally continue the rhyming string</p> <p>Step 3- hear, recognise and write final phoneme and grapheme of picture words and words read by the educator</p> <p>Step 4- hear, recognise and write medial phonemes and graphemes of picture words and words read by the educator</p> <p>Step 5- hear, say, recognise and write initial/final grapheme and phoneme of picture words. Hear, say, recognise and write initial/final consonant cluster of picture words and words read by the educator</p> <p>Step 6- spell and read words with common long -vowel digraphs</p> <p>Step 7- spell and read words with more long-vowel digraphs</p> <p>An individual test taking between 10 to 30 minutes for each step.</p> <p>Educators are able to track individual learner performance and information gained can inform teaching and planning.</p> <p>Oldham, D., 2001, Hodder & Stoughton. 55-0120-01</p> | ● | | ● | | | | |
| <p>Supplementary Test of Achievement in Reading (STAR)</p> <p>The Supplementary Test of Achievement in Reading -STAR Test (4-6) is a screening tool designed for learners in Years 4 to 6. It consists of four short subtests, each of which assess a different aspect of reading; Word Recognition, Sentence Comprehension (reading for meaning), Paragraph Comprehension using cloze (using context as cues to meaning), Vocabulary (knowledge of word meaning in context).</p> <p>Tests take 20 minutes to complete, scores are provided as stanine norms and each test has a parallel form to enable pre and post testing to occur.</p> <p>Information gained will enable educators to develop new programs and add to the profile of the learner's reading development.</p> <p>Elley, W., 2000, NZCER. 55-0118-01</p> | ● | ● | | ● | ● | | |

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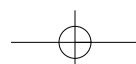
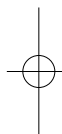
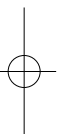
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| <p>Targeting English Assessment: Middle Primary</p> <p>This assessment consists of a book, that contains over 70 blackline masters. The book has been designed to make ongoing English assessment easy. It contains activities linked to every outcome, in addition to teaching notes, suggestions for future teaching directions (depending on whether or not a learner has achieved an outcome) and sheets that can be used to record individual and whole class progress. The book covers all areas of English - speaking and listening; reading, viewing and writing. There are four blackline masters for each outcome and on the page facing each activity blackline master there are detailed teaching notes. These notes include: the skills and experiences learners will need as a starting point; instructions for preparation and suggestions for presenting the activity; ideas for future direction of learners experiencing difficulties, and for learners who have achieved the outcomes; ideas for reporting to parents; suggestions for, and spaces to record observations.</p> <p>Sung, L., 2002, Blake Publishing. 55-0099-02</p> | ● | ● | | ● | | | |
| <p>Targeting English Assessment: Upper Primary</p> <p>This assessment consists of a book, that contains over 70 blackline masters. The book has been designed to make ongoing English assessment easy. It contains activities linked to every outcome, in addition to teaching notes, suggestions for future teaching directions (depending on whether or not a learner has achieved an outcome) and sheets that can be used to record individual and whole class progress. The book covers all areas of English - speaking and listening; reading, viewing and writing. There are four blackline masters for each outcome and on the page facing each activity blackline master there are detailed teaching notes. These notes include: the skills and experiences learners will need as a starting point; instructions for preparation and suggestions for presenting the activity; ideas for future direction of learners experiencing difficulties, and for learners who have achieved the outcomes; ideas for reporting to parents; suggestions for, and spaces to record observations.</p> <p>Sung, L., 2002, Blake Publishing. 55-0099-03</p> | ● | ● | | | ● | | |
| <p>Test of Children's Language</p> <p>Assesses aspects of spoken language, reading and writing. Standardised test of whole language development. Identifies specific strengths and weaknesses in components of language.</p> <p>Barenbaum, E. & Newcomer, P., 1996, PRO-ED. 55-0112-01</p> | ● | | ● | | | | |

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| <p>Tests of Reading Comprehension (TORC 3)</p> <p>The test comprises eight subtests grouped under the <i>General Reading Comprehension Core</i> namely: <i>General Vocabulary, Syntactic Similarities, Paragraph Reading and Sentence Sequencing</i> which yields a <i>Reading Comprehension Quotient (RCQ)</i>, and four diagnostic supplements subtests used to obtain a comprehensive evaluation of relative strengths and weaknesses. Three of the subtests are measures of content area vocabulary in maths, science and social studies. Standard scores are provided for each subtest, that may be used to identify learners who need intervention, or areas of strengths and weaknesses in reading comprehension.</p> <p>Brown, V., 1995, Pro-ed. 55-0048-02</p> | ● | ● | ● | ● | ● | ● | |
| <p>Test of Reading Comprehension (TORCH) - Second Edition</p> <p>Test of Reading Comprehension (TORCH) is revised and includes new reading passages, fiction and non-fiction, and up-to-date normative data. It can be administered to both individuals and groups.</p> <p>TORCH is a set of twelve reading passages, that are graded in order of difficulty and has been normed on over 7,000 Australian learners in Year 3 to Year 10. Using the manual, educators can select the most appropriate test for their learners, and generate both normative and descriptive reports on their relative achievement. Each test comprises a reading passage and an answer sheet, that resembles a cloze passage. Learners complete the test by reading the passage and filling in the spaces on the answer sheet.</p> <p>Mossenson, L., 2003, ACER. 55-0057-02</p> | ● | ● | | ● | ● | ● | |
| <p>Uplat: Upper Primary Language Assessment Tool</p> <p>UPLAT is an assessment kit designed to assess learners of 9 years and above (Year 4 upwards) who have a language disability. This kit consists of 5 sections that can be administered in any order by a speech pathologist or educator:</p> <ol style="list-style-type: none"> 1. A Semantic Organisation Assessment 2. Narrative Assessment 3. Comprehension Assessment 4. Metalinguistic Assessment 5. Social Skills Checklist <p>The tasks are descriptive but need to be administered in a standardised fashion. It is not norm referenced. All assessments have been trialled with Western Australian mainstream school learners in Years 4, 5, 6 and 7.</p> <p>The assessments can be administered to individuals or class groups to monitor individual progress, collect data to plan for language programs, to facilitate a collaborative approach to intervention or to monitor clinical and educational outcomes. It contains detailed instructions of how to administer the test, photocopiable test sheets and assessment data for comparisons for class results.</p> <p>Young, D., 1999, Therapy Focus. 55-0105-01</p> | ● | ● | | ● | ● | | |

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| <p>Verbal Reasoning Test Series</p> <p>There are three verbal reasoning tests in this series for 8-14 year olds (8-9 Years; 10-11 Years; 12-14 Years). Timed and un-timed tests assess the likely ease with which a learner will be able to acquire new concepts in a wide range of subjects. Assessment content comprises vocabulary, logical verbal reasoning, relationships between words, symbol manipulation and using letters and numbers.</p> <p>Hagues, N. & Courtenay, D., 1992, NferNelson. 50-0014-01 50-0016-01 50-0018-01</p> | | ● | | ● | ● | | |
| <p>Waddington Diagnostic Reading and Spelling Tests 1&2 - Third Edition</p> <p>Waddington Diagnostic Reading and Spelling Tests is presented in book format. This updated edition contains an extra reading and spelling test, constructed in parallel form to the original tests, giving educators a choice between using test 1 or 2, thereby reducing learner fatigue and/or test familiarity.</p> <p>Both tests are a screening tool for highlighting learner strengths and weaknesses by identifying the types of errors made within the subsections thus providing diagnostic information for programming/intervention purposes. Updated standardised information has been tabled for each test where scores are converted to reading and spelling ages. Suitable for learners in the 5-11 years age range.</p> <p>Waddington, N., 2000, Waddingtons. 55-0082-01</p> | ● | ● | ● | ● | ● | | |
| <p>Word Recognition and Phonic Skills Test (WRAPS) - Second Edition</p> <p>Reliable and objective profiles of learners' strengths and weaknesses in phonic skills and practical suggestions for improving word recognition. An essential tool for educators working with older learners at low reading levels.</p> <p>Carver, C. & Moseley, D., 2003, Hodder & Stoughton Educational. 55-0081-01</p> | ● | ● | ● | | | | |



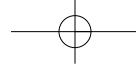
Writing



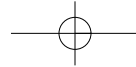
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| <p>WRITING</p> <p><i>The following screening and assessment tools are available from SERU for borrowing and viewing.</i></p> <p>ACER Tests of Basic Skills - Orchid Series - Aspects of Literacy, Aspects of Numeracy</p> <p>Refer to annotation - General Screening, p18.</p> <p>ACER Press, 1997. 57-0013-01; 02; 03</p> | ● | ● | | ● | ● | | |
| <p>An Observation Survey of Early Literacy Achievement</p> <p>Refer to annotation - Reading and Viewing, p36.</p> <p>Clay, M., 1993, Heinemann. 55-0072-01</p> | ● | ● | ● | | | | |
| <p>DART English - Upper Primary/Junior Secondary</p> <p>Refer to annotation - Reading and Viewing, p38.</p> <p>Forster, M., et al., 1994, ACER Press. 55-0062-01</p> | | ● | | ● | ● | | |
| <p>DART English - Middle Primary</p> <p>Refer to annotation - Reading and Viewing, p38.</p> <p>Bodey, W., et al., 1997, ACER Press. 55-0078-01</p> | | ● | | ● | | | |
| <p>First Steps: Writing (2 Titles)</p> <p>First Steps provides a framework for linking assessment with teaching and learning. The literacy series covers four areas: Oral Language, Reading, Writing and Spelling. For each area a developmental continuum has been prepared to identify the phases in a learner's development from pre-literacy to independence.</p> <p>The first two chapters of First Steps Writing include an overview of general approaches to teaching writing in the classroom. Each of the following six chapters deals with a different form of writing and includes a description of the form, information about its structure, suggestions for learning experiences that enable learners to explore and write the form and assessment ideas. Ideas are suggested to help learners understand the purpose of writing, the structure and language features of each form and the processes involved in writing. The final chapter deals with suggestions for helping learners who are reluctant to write or who are having difficulties with writing.</p> <p>Education Department of Western Australia, 1994, Longman Australia Pty. Ltd. 55-0067-01</p> | ● | ● | ● | ● | ● | | |

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| <p>LARR Test of Emergent Literacy Refer to annotation - Reading and Viewing, p42. Downing, J. & Schaefer, B., 1993, nferNelson. 55-0064-01</p> | ● | ● | ● | | | | |
| <p>Literacy Benchmarks For Years 3 and 5 Writing, Spelling and Reading Refer to annotation - Reading and Viewing, p42. Curriculum Corporation, 1998. 73-0063-01</p> | ● | | | ● | | | |
| <p>Middle Infant Screening Test (MIST) - Forward Together Refer to annotation - General Screening, p22. Hannavy, S., 1993, nferNelson. 57-0009-01</p> | | ● | ● | | | | |
| <p>Oral and Written Language Scales (OWLS) Refer to annotation - Reading and Viewing, p44. Carrow-Willfolk, E., 1995, American Guidance Services. 54-0016-01</p> | ● | | ● | ● | ● | ● | ● |
| <p>Pre-school Functional Checklist Refer to annotation - General Screening, p23. Milsom, L., 1996, Down-Syndrome Association. 59-0043-01</p> | ● | ● | ● | | | | |
| <p>Targeting English Assessment: Middle Primary Refer to annotation - Reading and Viewing, p50. Sung, L., 2002, Blake Publishing. 55-0099-02</p> | ● | ● | | ● | | | |
| <p>Targeting English Assessment: Upper Primary Refer to annotation - Reading and Viewing, p50. Sung, L., 2002, Blake Publishing. 55-0099-03</p> | ● | ● | | | ● | | |

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| <p>Test of Early Written Language - Second Edition (TEWL-2)</p> <p>The TEWL-2 measures early writing ability in learners aged 3 - 10 years. It is designed for individual administration, but the Contextual Writing Subtest can be done in a group setting.</p> <p>It consists of two subtests: the Basic Writing Subtest is a standardised, norm-referenced instrument that focuses on the mechanical components of writing, and the Contextual Writing Subtest that measures a learner's ability to generate a writing sample (i.e. story or composition). Both tests need to be administered to gain a complete view of a learner's writing abilities. Administration time is approximately 50 minutes.</p> <p>PRO-ED, 1996. 55-0113-01</p> | ● | ● | ● | ● | ● | | |
| <p>Test of Written Expression (TOWE)</p> <p>The TOWE is a norm-referenced test of writing for learners aged 6 years, 6 months, through to 13 years, 11 months. The test includes an Examiner's Manual, a Profile/Examiner Record Form and a Learner Booklet.</p> <p>The TOWE uses two product assessment methods to evaluate a learner's writing skills. The first involves administering 76 items associated with writing (i.e. capitalisation, punctuation, spelling, indentation, semantics and syntax).</p> <p>The second requires the writer to quickly compose an essay that continues from the story starter provided. Separate scores are provided for the items and the essay.</p> <p>The TOWE generally takes less than 1 hour to administer. Allow 15-20 minutes for the essay and 20-40 minutes for the 76 items.</p> <p>McGhee, R., et al., 1995, PRO-ED. 55-0089-01</p> | ● | ● | ● | ● | ● | | |
| <p>Test of Written Language (TOWL-3) - Third Edition</p> <p>The TOWL-3 measures a learner's writing competence through essay - analysis and traditional test formats. The TOWL -3 focuses on aspects of written language related to expression.</p> <p>It contains 7 subtests that examine: Vocabulary, Spelling, Style, Logical Sentences, Sentence Combining, Contextual Conventions, Contextual Language and Story Construction.</p> <p>The TOWL -3 is norm referenced and the results provide information about where a learner's written language development is in relation to peers.</p> <p>The test is considered unbiased in relation to gender and race.</p> <p>Hammill, D. & Larson, S., 1996, PRO-ED. 55-0042-03</p> | ● | ● | ● | ● | ● | ● | |



Writing-Spelling



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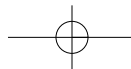
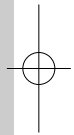
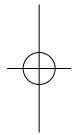
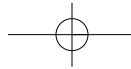
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| | Ind. | Group | | | | | |
| <p>WRITING -Spelling-</p> <p><i>The following screening and assessment tools are available from SERU for borrowing and viewing.</i></p> <p>A Sound Way Refer to annotation - Reading and Viewing, p36. Love, E. & Reily, S., 1995, Longman. 63-1724-01</p> | ● | ● | ● | | | | |
| <p>Art of Teaching Spelling, The (2 titles) A list of commonly used spelling words that are frequently misspelt. Clutterbuck, P., 1998, Longman. 67-0483-01</p> | ● | ● | ● | ● | ● | ● | |
| <p>BRANN Analysis Grid for Spelling, The The Brann Analysis Grid for Spelling is designed to analyse a writer's spelling attempts in order to determine his/her stage of spelling development and the strategies and knowledge being applied to the production of non-automatic spellings. The contents include an introduction; what is proficient spelling; the spelling analysis grid; and planning spelling programs for learners. The appendix includes examples and interpretations; a blank grid; dictation pieces and spelling guides and rules. Brann, B., 1999, BMP Educational Consultancy. 55-0109-01</p> | ● | | ● | ● | ● | ● | |
| <p>DART English - Upper Primary/Junior Secondary Refer to annotation - Reading and Viewing, p38. Forster, M., et al., 1994, ACER Press. 55-0062-01</p> | | ● | | ● | ● | | |
| <p>DART English - Middle Primary Refer to annotation - Reading and Viewing, p38. Bodey, W., et al., 1997, ACER Press. 55-0078-01</p> | | ● | | ● | | | |
| <p>Diaphon Diagnostic Phonics/Spelling Support Packs This pack consists of two workbooks that contain spelling tests and photocopiable spelling activities based on diagnosis of errors made in the tests. The tests are designed for learners aged 8 to 15 years. Parallel tests allow retesting at a later date to establish progress. A matrix provides a record of progress and targets areas for future attention. Stevens, A., 2000, Hodder and Stoughton. 55-0087-01</p> | ● | ● | | ● | ● | ● | |

| Title, Description and Publication Details | Suitable for: | | Early Yrs | Prim Yrs | Mid Yrs | Senior Yrs | Post School |
|--|---------------|-------|-----------|----------|---------|------------|-------------|
| | Ind. | Group | | | | | |
| <p>First Steps: Spelling (2 Titles) First Steps provides a framework for linking assessment with teaching and learning and has been produced by the Education Department of Western Australia. It covers the four areas of Oral Language, Reading, Writing and Spelling. For each area a developmental continuum has been prepared to identify the phases in a learner's development from pre-literacy to independence. This pack includes the Spelling Resource Book and the Spelling Development Continuum Book. The Developmental Continuum Book makes links between assessment and teaching strategies, and provides checklists and record sheets for reports to parents, educators' records and learners' self assessment. The Resource Book expands on the teaching suggestions in the Developmental Continuum. It offers practical teaching ideas with guidelines for assessment and shows how strategies can be incorporated in the daily routine of the classroom. Education Department of Western Australia, 1994, Longman Australia Pty. Ltd. 55-0068-01</p> | ● | ● | ● | ● | ● | ● | |
| <p>Four Fitzroy Word Tests, The Refer to annotation - Reading and Viewing, p40. Nugent, C., 1999, Fitzroy Programs. 55-0110-01</p> | ● | ● | ● | ● | ● | | |
| <p>Listening & Literacy Index - Group tests for Profiling Literacy Development and Identifying Specific Learning Difficulties Refer to annotation - Reading and Viewing, p42. Weedon, C., et al., 2000, Hodder & Stoughton. 55-0117-01</p> | | ● | ● | ● | | | |
| <p>Literacy Benchmarks For Years 3 and 5 Writing, Spelling and Reading Refer to annotation - Reading and Viewing, p42. Curriculum Corporation, 1998. 73-0063-01</p> | ● | | | ● | | | |
| <p>Literacy Probe 7 - 9 Refer to annotation - Reading and Viewing, p43. Bentley, D. & Reid, D., 2000, Hodder & Stoughton. 55-0103-01</p> | ● | ● | ● | ● | | | |

| Title, Description and Publication Details | Suitable for: | | Early Yrs | Prim Yrs | Mid Yrs | Senior Yrs | Post School |
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| <p>Single Word Spelling Test (SWST)</p> <p>A set of standardised spelling tests for 6-14 year old learners. There are group tests of 30 to 50 words given orally that take about 30 minutes to administer. Guides are provided for error analysis as well as a set of structured spelling lists to follow up this diagnostic work. Tests are standardized from the responses of up to 800 learners in England and tables are provided for conversion of raw scores to spelling ages.</p> <p>NferNelson, 2001. 55-0086-01</p> | | ● | ● | ● | ● | | |
| <p>Spelling Approaches to Teaching and Assessment (SA Spelling Test) - Revised</p> <p>Peter Westwood examines how learners acquire skills and the individual differences that can be observed between spellers. Teaching strategies and ideas that are based on an understanding of the learning process are provided. They cover areas such as: teaching learners strategies for word study; using tools such as spelling lists and computers; teaching proofreading and editing of spelling errors; helping learners with learning difficulties; assessing learners through observation, testing and the use of benchmarks and profiles.</p> <p>Each is supported by research and linked with a developmental perspective on spelling acquisition. Classroom resources are described and appraised. The revised South Australian Spelling Test has Australian norms that were gathered in 2004.</p> <p>Westwood, P., 2005, ACER 55-0128-01</p> | ● | ● | ● | ● | ● | ● | |
| <p>Spelling in Context - Strategies for Teachers and Learners</p> <p>Consisted of four diagnostic dictations and a diagnostic grid to help identify, assess and overcome spelling difficulties in positive, practical ways; illustrated examples of learners' work - including handwriting, 'scribed' writing and computer keyboard techniques - and ten case studies, with different types of problems, and ways towards their solution.</p> <p>Peters, M. & Smith, B., 1993, ACER. 55-0063-01</p> | ● | ● | ● | ● | ● | | |
| <p>Spelling R-7 Language Arts</p> <p>Contains a list of frequently used words in written language - the Salisbury Word List.</p> <p>South Australian Education Department, 1984. CURRENTLY NOT AVAILABLE</p> | ● | ● | ● | ● | ● | | |
| <p>Support for Teaching Basic Skills 1-3</p> <p>A structured program to develop spelling strategies. There are three levels that cover: letter sound skills such as high frequency words and number/word recognition; letter formation, capital letters, days of the week, months and seasons, including story planning sheets and guidelines for writing; phonological skills such as rhyming, initial sounds, medial vowels and initial consonants, with record sheets to chart individual progress.</p> <p>Nettle, G., 1995, Learning Materials. 55-0069-01; 02; 03</p> | ● | ● | ● | ● | ● | | |

Title, Description and Publication Details

| Title, Description and Publication Details | Suitable for: | | Early Yrs | Prim Yrs | Mid Yrs | Senior Yrs | Post School |
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| <p>Test of Written Spelling (TWS-4) - Fourth Edition</p> <p>This test package contains the fourth edition of the Test of Written Spelling (TWS). It consists of one 60-page manual and ten summary/response forms.</p> <p>The TWS-4 is a norm-referenced test of spelling and can be administered to individuals or to a group. The test has two equivalent forms (A & B). The test is administered using a dictated word format consisting of 50 words sequenced in order of difficulty with entry points for specific grade levels indicated on both forms A & B.</p> <p>The TWS - 4 has three specific purposes: (a) to identify learners whose spelling ability is low enough to require direct instruction designed to improve their spelling; (b) to document overall progress in spelling when it occurs as a consequence of intervention; and (c) to determine areas of relative strength and weakness in spelling. Chapter 4 provides six informal assessment procedures for educators to gain meaningful information to influence programming and learning.</p> <p>Larsen, S. & Hammill, D., 1999, PRO-ED. 55-0088-01</p> | ● | ● | ● | ● | ● | ● | |
| <p>Waddington Diagnostic Reading and Spelling Tests 1&2 - Second Edition</p> <p>Refer to annotation - Reading and Viewing, p52.</p> <p>Waddingtons, 2000. 55-0082-01</p> | ● | ● | ● | ● | ● | | |



Mathematics

Title, Description and Publication Details

| Title, Description and Publication Details | Suitable for: | | Early Yrs | Prim Yrs | Mid Yrs | Senior Yrs | Post School |
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| | Ind. | Group | | | | | |
| <p>MATHEMATICS</p> <p><i>The following screening and assessment tools are available from SERU for borrowing and viewing.</i></p> <p>ACER Tests of Basic Skills - Orchid Series - Aspects of Literacy, Aspects of Numeracy</p> <p>Refer to annotation - General Screening, p18.</p> <p>ACER Press, 1997. 57-0007-01/02</p> | ● | ● | | ● | ● | | |
| <p>ACER Test of Employment Entry Mathematics (TEEM)</p> <p>Consists of a manual, score key and one test booklet and answer sheet that assess basic numerical aspects of mathematical ability to help learners to make decisions about possible career directions. The test contains 32 items presented in a multiple-choice format with four response alternatives.</p> <p>ACER, 1992. 57-0013-01; 02; 03</p> | | ● | | | | ● | ● |
| <p>Activities and Assessment in Mathematics (AAIM)</p> <p>A collection of activities covering the 5 strands of Mathematics: space, number, measurement, chance, data and problem solving. These activities form a basis for a portfolio of learner achievement in mathematics that are designed to complement current learning experiences for learners in upper primary and lower secondary years.</p> <p>Doig, B., 1995, ACER. 55-0062-01</p> | | ● | | | ● | | |
| <p>'At Risk' Pre-school Checklist</p> <p>Refer to annotation - General Screening, p19.</p> <p>Special Education Centre, 1996, Macquarie University. 59-0045-01</p> | ● | ● | ● | | | | |
| <p>Assessing Number Level 1-4</p> <p>Assists educators in assessing their learner's understanding of number concepts in four different levels including counting, ordering, number patterns, applying number, mental computation, calculations, equations and written computations.</p> <p>The outcomes have blackline masters for pre-assessment, consolidation and post-assessment.</p> <p>Rigby Heinemann, 2000. 56-0063-01; 02; 03; 04</p> | ● | ● | ● | | | | |
| <p>Boehm Test of Basic Concepts Preschool (BOEHM-3 Preschool) - Third Edition</p> <p>Refer to annotation - Listening and Speaking, p30.</p> <p>Boehm, A., 2001, The Psychological Corporation. 57-0001-02</p> | ● | | ● | | | | |

| Title, Description and Publication Details | Suitable for: | | Early Yrs | Prim Yrs | Mid Yrs | Senior Yrs | Post School |
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| <p>Booker Profiles in Mathematics - Numeration and Computation</p> <p>The Booker Profiles in Mathematics: Computation and Numeration kit contains a series of test questions designed to assess and analyse strengths and weaknesses in numeration and computation.</p> <p>The numeration component consists of 104 items covering aspects of numeration for whole numbers up to seven digits. 20 basic fact items, 20 algorithms and three problem-solving items per operation.</p> <p>The questions require oral or written responses as indicated. Procedures for recording and analysing responses are straightforward and lead readily into the suggestions for appropriate follow-up activities. The tests are not normed according to age or grade level because of the hierarchical nature of mathematical knowledge and learning where one level of capability depends on earlier mastery.</p> <p>Booker, G., 1994, ACER Press. 56-0078-01</p> | ● | | | ● | ● | ● | ● |
| <p>Booker Profiles in Mathematics: Thinking Mathematically</p> <p>Contains a series of assessment items designed to assess and analyse learner's capacity to think, reason and problem solve in mathematics. Devised for use within the classroom in a one-to-one situation for both primary and secondary learners this assessment contains 40 questions organised into four levels of increasing problem complexity. Each level begins with questions where the operations to be used are relatively obvious and end where strategic thinking is required in order to determine a solution strategy.</p> <p>The manual provides directions for administering the assessment items, for keeping records and for profiling a learner's mathematical thinking. Areas of difficulties are discussed and suggestions for developing and implementing a model of problem solving that can be incorporated into a program to develop mathematical thinking.</p> <p>Booker, G., 2001, ACER Press. 56-0077-01</p> | ● | | | ● | ● | ● | |
| <p>Developmental Assessment Resource for Teachers (DART) Mathematics - Upper Primary</p> <p>An assessment tool designed for upper primary and junior secondary learners with tasks that assess mathematical skills using a developmental approach based on the National Profile strands and the Numeracy Benchmark Framework. Measures achievement in number, space, measurement and chance and data.</p> <p>Recht, E., et al., 1998, ACER Press. 56-0056-01</p> | | ● | | | ● | | |

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| <p>Diagnostic Mathematical Tasks (DMT) - Survey Tests - Second Edition</p> <p>The Diagnostic Mathematical Tasks (DMT) are survey tests - diagnostic in nature providing a detailed analysis of math skills and identifying gaps in knowledge that need to be addressed.</p> <p>The DMT provide criterion-referenced mathematics questions covering the whole range of the mathematics curriculum: first steps in counting and number recognition, mental arithmetic and automatic recall of number facts, the four operations of arithmetic, everyday measurement tasks including time, money, length, area, and volume, problem solving and spatial thinking.</p> <p>The DMT are designed for individual, small group or whole class use. Each Survey Test was devised to meet the end -of- year expectations for each level in the primary years of schooling.</p> <p>Each level of the DMT consists of about 80 to 100 mathematics questions, that learners answer using pencil and paper, either with a quick mental calculation or with step-by-step working. In the lower primary levels the questions are read aloud to the learners. There are no time limits, learners can work at their own pace and educators may vary the testing to ensure the test format matches the teaching and curriculum emphases. Class answer sheets display the overall results at a glance, assisting 'diagnosis' of individual needs.</p> <p>Schleiger, H., Revised by Gough, J., 2002, University of New South Wales. 56-0049-01</p> | ● | ● | ● | ● | ● | | |
| <p>Early Mathematics Concepts</p> <p>Early Mathematics Concepts is an assessment designed to be used with young learners, aged four plus who are starting formal schooling. It provides a standard means of assessing learners' use and understanding of mathematical concepts. The series of short tasks covers the assessment of a range of mathematical skills including: number terms, counting, combining, comparing and partitioning sets; patterns; measurement; shape and space. It enables educators to identify those learners who have come to school with well-developed levels of mathematical knowledge and skills and to identify those who will need further experience to develop in specific mathematical areas.</p> <p>The assessment gives baseline information for individuals or class groups. The diagnostic information obtained can be used to inform teaching.</p> <p>The tasks are designed to assess skills and knowledge learners bring to school. It is seen as a point -of -entry assessment. It is recommended to be administered early in the first term of schooling.</p> <p>Ashby, J., 1997, nferNelson. 56-0055-01</p> | ● | ● | ● | | | | |
| <p>Early Years Easy Screen (EYES)</p> <p>Refer to annotation - General Screening, p21.</p> <p>Clerehugh, J., et al., 2001, nferNelson 57-0011-02</p> | ● | ● | ● | | | | |

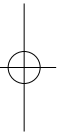
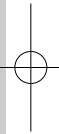
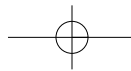
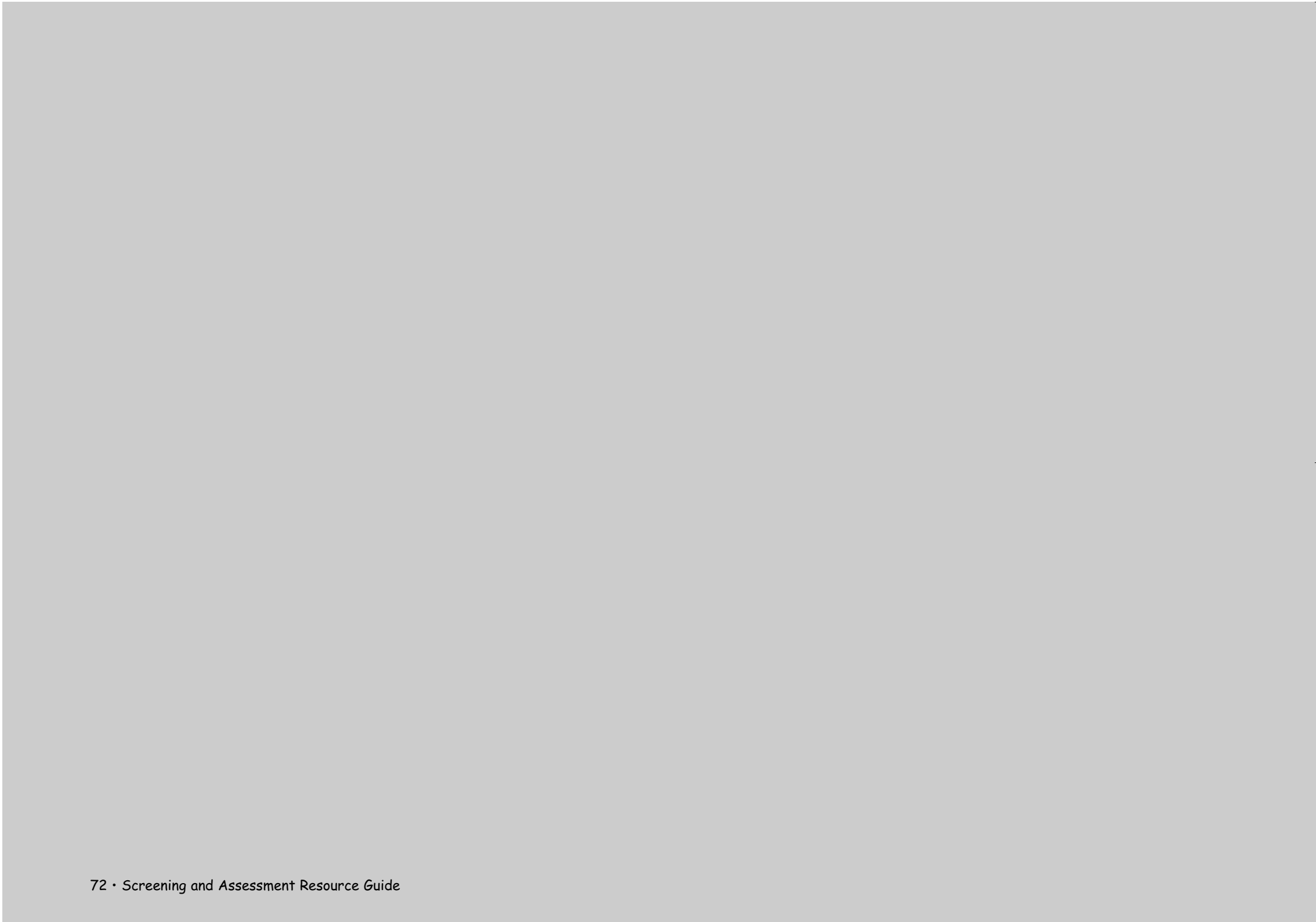
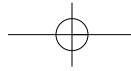
| Title, Description and Publication Details | Suitable for: | | Early Yrs | Prim Yrs | Mid Yrs | Senior Yrs | Post School |
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| <p>Effective Assessment For Mathematics</p> <p>This book is a collection of mathematics assessment tasks, which help educators make judgments on learner progress. The strands of mathematics addressed are Number, Measurement, Chance and Data and Algebra. For each strand there is a collection of photocopiable tasks, which provide learning and assessment opportunities.</p> <p>Included in the book are: blackline masters for all tasks; teaching notes which explain the task, provide assessment guidance, sample learner responses and suggest follow up activities to accompany each task.</p> <p>Beesey, C., et al., 1998, Longman Australia 56-0075-01</p> | | ● | ● | ● | ● | ● | ● |
| <p>First Steps in Mathematics Overview</p> <p>Refer to annotation - About Assessment, p15.</p> <p>Department of Education W.A., 2004. 56-0080-01</p> | ● | ● | ● | ● | ● | | |
| <p>I Can Do Maths...</p> <p>The 'I can do Maths...' informs educators and families about learner's numeracy development in the early years of schooling. Information about the numeracy development of learners' supports educators in program planning and the identification of 'at risk' learners.</p> <p>Questions cover three main areas of early numeracy - number, measurement and space. Can be administered to a group or individual. Ezi-guide for each level provides a summary of administration procedures. The "I Can Do Maths" is untimed and will take approximately 30 to 40 minutes.</p> <p>Doig, B. & deLemos, M., 2000, ACER Press. 56-0054-01</p> | ● | ● | ● | | | | |

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| <p>Key Skills Maths A-C</p> <p>This series is designed to encourage and help learners develop the key numeracy skills through a program of testing and teaching. It identifies areas where individual learners are experiencing success, as well as the areas that need support.</p> <p>The Key Skills Tests Maths Books are suitable for the following years:</p> <p>Key Skills Maths A - Years 3-5 Key Skills Maths B - Years 4-6 Key Skills Maths C - Years 6-8</p> <p>The entire collection of books offer comprehensive, graded, diagnostic test activity units, designed to prepare learners for taking the Basic Skills Tests. They identify areas requiring additional attention and reinforcement. The tests may be used in a number of ways. They can be photocopied and made into test booklets, as comprehensive assessment tasks or as single-page blackline masters to give learners practice in a specific area.</p> <p>The Key Skills Practice Maths Books A, B & C contain blackline masters that provide specific skill-based activities in math to enable educators to focus on areas where learners are in need of additional support and practice. It covers the strands of number, space and measurement. The books can be used at any stage throughout the year where specific skill-based practice is needed in math.</p> <p>Bennett, C., 2001, Hormitz-Matin.</p> | ● | ● | ● | ● | ● | | |
| <p>KeyMath - A Diagnostic Inventory of Essential Mathematics - Revised</p> <p>KeyMath Revised provides a comprehensive assessment of an individual learner's understanding and application of important math concepts and skills.</p> <p>It assesses basic concepts - numeration, rational numbers, geometry; operations - addition, subtraction, multiplication, division, mental computation and applications - measurement, time and money, estimation, data, problem solving.</p> <p>American Guidance Service, 1997. 56-0017-03</p> | ● | | ● | ● | ● | ● | |
| <p>Mathematical Competency Test</p> <p>Contains an achievement test in mathematical ability suitable for use with groups or individuals, that allows normative and profile interpretation of results. Its purpose is to assess mathematics competency in key areas in order to inform teaching practice. The areas covered are using and applying mathematics, number and algebra, shape and space and handling data.</p> <p>Vernon, P, et al., 1996, ACER. 56-0060-01</p> | ● | ● | | | ● | ● | ● |

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| <p>Maths Plus Outcomes K-6</p> <p>This pack contains seven editions of: <i>Educators Resources and Assessment Guide</i>; <i>Assessment Tasks</i>; <i>Outcomes Edition</i>. The <i>Educators Resources and Assessment Guide</i> contains: support notes for every unit; linkage to <i>Outcomes and Indicators</i>; assessment ideas and work sample suggestions; photocopiable extension activities, templates and record sheets; a checklist of objectives, outcomes and a pupil profile record; teaching points and further challenging extension activities; answers to the questions in the pupil book.</p> <p>The <i>Assessments Tasks</i> enable educators to measure learner's achievements according to the outcomes stated in the relevant <i>Outcomes and Indicators</i>. The book contains a variety of activities, enabling learners to demonstrate their skills, knowledge and understanding of the outcomes contained within the <i>Space, Measurement and Number</i> strands of the curriculum as well as the <i>Working Mathematically</i> outcomes; provision for noting individual progress towards <i>Values and Attitudes Outcomes</i>; structured, outcome-coded, photocopiable blackline masters; a listing of work pages from the appropriate pupil book.</p> <p>The <i>Outcomes Edition</i> works towards achievement of outcomes of Early Stage 1 of the NSW K-6 Mathematics Syllabus. This book of photocopiable masters covers the major components of Mathematics. The content is sequenced and graded over 30 units and may be used from beginning to end to supplement other teaching strategies.</p> <p>O'Brien, H., 1999, Horowitz. 56-0067-01; 0068-01; 0069-01; 0070-01; 0071-01; 0072-01; 0073-01</p> | ● | ● | ● | ● | ● | | |
| <p>Numeracy Progress Tests - Stage 1</p> <p>This pack includes a manual, a numeracy baseline test and numeracy progress tests 1 and 2. The assessment content covers place value, counting, addition, subtraction, fractions, multiplication and division. The test is a summative assessment rather than diagnostic in nature. It is normed on learners from England and Wales.</p> <p>The test includes an optional individually administered baseline test suitable as a check or screen for learners for whom pencil and paper testing may not be appropriate.</p> <p>Vincent, D. & Crumpler, M., 2000, Hodder & Stoughton. 56-0059-01</p> | | ● | ● | | | | |
| <p>Numeracy Progress Tests - Stage 2</p> <p>This pack includes a 46 page manual and numeracy progress tests 3,4,5 & 6.</p> <p>The tests are relatively simple to administer and mark. They cover place value, counting, addition, subtraction, fractions, multiplication, division, decimals and percentages.</p> <p>The test is summative rather than diagnostic in nature, and is normed on learners from England and Wales.</p> <p>Vincent, D. & Crumpler, M., 2000, Hodder & Stoughton. 56-0059-02</p> | | ● | | ● | ● | | |

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| <p>Numeracy and Learning Difficulties: Approaches To Teaching and Assessment</p> <p>This book is a guide to teaching mathematics more effectively. Peter Westwood examines the different ways learners acquire mathematical skills, to help educators to create flexible teaching methods that suit varied ways of learning. Topics covered include:</p> <ul style="list-style-type: none"> ■ Common areas of learning difficulty and 'why learners are unsuccessful' ■ Ways for educators to determine gaps in learners' knowledge, and how to develop curricula that address these gaps ■ Problem solving strategies and skills as a means of improving numerical literacy. <p>It is a book that argues for high-quality 'first teaching' to prevent learners failing in the initial acquisition of numeracy skills. The argument put forward is that the most effective approach is one that combines important and successful aspects of direct teaching with the most meaningful and motivating components of learner-centred, constructivist approach.</p> <p>Appendix 1 provides a brief list of some of the curriculum content considered to comprise the essential core of functional curriculum.</p> <p>Appendix 2 contains the One Minute Basic Number Tests (1995) with norm tables available to ascertain learners' performance and understanding of Addition, Subtraction, Multiplication and Division for ages 6 to 11 years.</p> <p>Westwood, P., 2000, ACER. 56-0053-01</p> | | ● | ● | ● | ● | | |
| <p>Profiles of Problem Solving (POPS)</p> <p>POPS helps educators assess learner's problem solving skills, diagnose particular difficulties and monitor the effectiveness of programs specially designed to enhance learner's problem solving performance.</p> <p>Stacey, K., et al., 1993, ACER. 56-0050-01</p> | | ● | | | ● | | |
| <p>Profiling Mathematics - Task for Assessing Learning Levels 1-4</p> <p>Profiling Mathematics is a collection of assessment tasks used to assess learner achievement, to provide evidence of Level 1 in the first two years of school, Level 2 after two years at primary school, Level 3 in mid primary years (Year 4 or 5) and Level 4 in upper primary, junior secondary years.</p> <p>Griffiths, R. & Clyne, M., 1995, Longman Group Ltd. 56-0052-01; 02; 03; 04</p> | | ● | ● | ● | ● | | |
| <p>Progressive Achievement Tests in Mathematics (PATMaths-R) - Revised</p> <p>PAT-R consists of six achievement tests covering levels 1-5 of the National Profiles, that provide information about the level of achievement in the skills and understanding of math. There are 3 levels of difficulty with parallel forms for pre and post testing. Each test includes a range of general mathematical topics in a multiple-choice format. The timed tests require 45 minutes plus time for administration.</p> <p>ACER Press, 1997. 56-0074-01; 02; 03</p> | | ● | | ● | ● | | |

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| <p>QUEST Screening Diagnostic and Support Kit Refer to annotation - Reading and Viewing, p45. Robertson, A., et al., 1995, nferNelson. 57-0010-01</p> | | ● | ● | ● | | | |
| <p>Secondary Screening Profiles - Centre for Research on Learning and Instruction Refer to annotation - General Screening, p25. University of Edinburgh, 1995, Hodder and Stoughton Educational. 56-0058-01</p> | | ● | | | ● | | |
| <p>Stop! Look and Lesson The manual is a dictionary of approximately 150 errors that can be made by learners. These errors focus on problems with number system, algorithms and fractions. Precise definitions and examples exist for each error. A collection of teaching strategies and ideas are included. Palmer, D., et al., 1994, ACER. CURRENTLY NOT AVAILABLE</p> | ● | | | ● | ● | ● | |
| <p>Test of Mathematical Abilities (TOMA-2) - Second Edition Used with learners from the age of 8.11 - 19 years of age. It examines attitude towards Mathematics, Vocabulary, Computation, General Information and Story Problem. Brown, V., et al., 1994, PRO-ED. 56-0037-02</p> | ● | ● | | ● | ● | ● | ● |
| <p>Understanding Math Story Problems - Second Edition Understanding Math Story Problems is designed to teach learners to comprehend and use the language needed to solve math story problems. Learners who have difficulty with math story problems are unaware that specific words in a problem can assist them in choosing the kind of calculation to use to solve the problem correctly. The book is divided into three skill levels. Level 1 is designed for learners in Year 2, requiring simple addition and subtraction. Level 2 is designed for learners in Year 3, involving addition and subtraction, including borrowing and carrying, and simple multiplication. Level 3 is designed for learners in Year 4, containing addition, subtraction, multiplication and simple division. The pretest at the beginning of each level will identify learners who are having difficulty with computation and, therefore, should not begin the exercises in that level until their calculation skills improve. The final section of each level evaluates the learner's ability to use language and reasoning required for the story problems. The problems are controlled for vocabulary, sentence length, and complexity according to reading level. The levels and lessons in the book are designed to be used consecutively, with each level divided into three major sections: a teaching section, a practice section, and an evaluation section. The purpose of this book is to help learners learn the principles of solving math problems and apply them consistently to the problems they will encounter daily. Martha McGlothlin, 2003, PRO-ED. 56-0076-01</p> | ● | | ● | ● | | | |



Health & Physical Education

- Physical Activity & Participation
- Personal & Social Development

| Title, Description and Publication Details | Suitable for: | | Early Yrs | Prim Yrs | Mid Yrs | Senior Yrs | Post School |
|--|---------------|-------|-----------|----------|---------|------------|-------------|
| | Ind. | Group | | | | | |
| <p>PHYSICAL ACTIVITY AND PARTICIPATION</p> <p><i>The following screening and assessment tools are available from SERU for borrowing and viewing.</i></p> <p>Australian Developmental Screening Test (ADST) Refer to annotation - General Screening, p18. Burdon, B., 1993, The Psychological Corporation. 59-0054-01</p> | ● | | ● | | | | |
| <p>Developmental Test of Visual Perception (DTVP) - Second Edition Suitable for learners 4-10 years of age. It measures visual perception and visual motor integration skills. Hammill, D., et al., 1993, PRO-ED. 49-0014-01</p> | ● | | ● | ● | | ● | |
| <p>Early Years Easy Screen (EYES) Refer to annotation - General Screening, p21. Clerehugh, J., et al., 2001, nferNelson. 57-0011-02</p> | ● | ● | ● | | | | |
| <p>From Birth to Five Years - Children's Developmental Progress Refer to annotation - General Screening, p21. Sheridan, M., Revised & updated by Marion and Dr Ajay Sharma, 1997, ACER Press. 59-0053-01</p> | ● | ● | ● | | | | |
| <p>Handwriting Speed Test (HST) Refer to annotation - General Screening, p21. Wallen, M., et al., 1996, Helio Art & Book Co. 55-0084-01</p> | ● | ● | ● | ● | ● | | |
| <p>Play in Early Childhood - From Birth to Six Years Refer to annotation - General Screening, p23. Sheridan, M., Revised & updated by Harding, J & Meldon-Smith, L., 1999, ACER Press. 59-0053-01</p> | ● | ● | ● | | | | |

| Title, Description and Publication Details | Suitable for: | | Early Yrs | Prim Yrs | Mid Yrs | Senior Yrs | Post School |
|--|---------------|-------|-----------|----------|---------|------------|-------------|
| | Ind. | Group | | | | | |
| <p>PERSONAL AND SOCIAL DEVELOPMENT</p> <p>The following screening and assessment tools are available from SERU for borrowing and viewing.</p> <p>'At Risk' Pre-school Checklist Refer to annotation - General Screening, p19. Special Education Centre, 1996, Macquarie University. 59-0045-01</p> | ● | ● | ● | | | | |
| <p>Australian Developmental Screening Test (ADST) Refer to annotation - General Screening, p18. Burdon, B., 1993, The Psychological Corporation. 59-0054-01</p> | ● | | ● | | | | |
| <p>Behaviour Assessment Guide Provides a comprehensive behavioural assessment and functional analysis in communication, cognitive/academic, self-care, community skills, leisure/recreational, motor activity and emotional and social skills. Supports in designing behaviour intervention programs. Willis, T., 1993, Institute for Applied Behaviour Analysis. 52-0018-01</p> | ● | | ● | ● | ● | ● | |
| <p>Behaviour Checklist for Primary Schools Checklist of learner behaviour to identify the learner's positive attributes and strengths, the behaviours that disrupt and the circumstances in which problem behaviours occur. Provides a focus to ensure individual programs target the problem behaviour. Dr. E. McNamara, 1995. 52-0017-01</p> | ● | | ● | ● | ● | ● | |
| <p>Developing Baseline Communication Skills This resource contains a program of games and activities aimed at fostering personal and social development and promoting language and early literacy skills. The 200 games and activities are suitable for pre-schoolers and reception classes and are graded into four levels of difficulty for whole classes or smaller groups. The activities are broadly classified under Personal and Social Development - covering turn taking, body language, awareness of others, confidence and independence. The language and literacy section covers understanding, listening and attention, speaking, auditory memory and phonological awareness and attention. Every activity sheet includes an explanation of its aim, the equipment needed with instructions on how to play. Photocopiable templates are included. Activities are appropriate for a range of educational settings. Delamain, C. & Spring, J., 2000, Winslow Press. 61-0749-01</p> | | ● | ● | | | | |

Title, Description and Publication Details

| Title, Description and Publication Details | Suitable for: | | Early Yrs | Prim Yrs | Mid Yrs | Senior Yrs | Post School |
|---|---------------|-------|-----------|----------|---------|------------|-------------|
| | Ind. | Group | | | | | |
| <p>Developmental Behaviour Checklist (DBC)</p> <p><i>N.B. Relevant specialist qualifications or graduate studies, that involves studies in testing and statistics, are required for administration of this test. This may include professionals such as Physiotherapist, Occupational Therapist, Speech Pathologist and Special Educator. This test is only a guide for assessing learners. It is not the role of educators to diagnose. For further discussions and advice, please contact support service personnel in your district office.</i></p> <p>The Developmental Behaviour Checklist (DBC) is a 94-item checklist that is completed by parents/ caregiver or educators, reporting behavioural and emotional problems in learners and young people with intellectual or developmental disability over a six-month period. Each behavioural description is scored.</p> <p>The DBC provides scores at 3 levels:</p> <ol style="list-style-type: none"> 1. Total behaviour problem score- an overall measure of behavioural and emotional problems. 2. Five sub-scales- disruptive/antisocial behaviour, self-absorbed behaviour, communications disturbance, anxiety problems and social relating problems. 3. Individual behaviour items- indicates the prevalence and severity of individual symptoms. <p>Norms are available for persons with mild, moderate, and severe levels of intellectual disability.</p> <p>The DBC can be completed in 10-15 minutes.</p> <p>The manual is a comprehensive guide to the development, psychometric properties, applications, scoring and normative data for the DBC.</p> <p>The CD-ROM is accessed via My Computer containing the Appendices - a collection of all the scores, score sheets and checklist data that is not available in the manual.</p> <p>Einfield, S., et al., 2002, University of N.S.W. 52-0021-01</p> | ● | | ● | ● | ● | ● | |
| <p>From Birth to Five Years - Children's Developmental Progress</p> <p>Refer to annotation - General Screening, p21.</p> <p>Sheridan, M., Revised & updated by Marion and Dr Ajay Sharma, 1997, ACER Press. 59-0053-01</p> | ● | ● | ● | | | | |
| <p>Functional Assessment & Program Development for Problem Behaviour - Second Edition</p> <p>A basic foundation for functional assessment (gathering information) through interviews, direct observations and systematic manipulations in order to develop effective, efficient intervention plans.</p> <p>O'Neill, R., Brooks/Cole, California, 52-0019-01</p> | ● | | ● | ● | ● | ● | |

| Title, Description and Publication Details | Suitable for: | | Early Yrs | Prim Yrs | Mid Yrs | Senior Yrs | Post School |
|--|---------------|-------|-----------|----------|---------|------------|-------------|
| | Ind. | Group | | | | | |
| <p>Individualised Classroom Environment Questionnaire (ICEQ)</p> <p>The ICEQ is suitable for group administration and uses include providing educators with feedback about their classrooms; evaluating innovations; investigating the types of classroom environment that best promote learner learning and determining whether learners and educators differ in the ways they perceive the environment of the classroom.</p> <p>Fraser, B., 1990, ACER. 52-0012-01</p> | | ● | | | ● | ● | |
| <p>Learning Preference Scales</p> <p>Provides information about attitudes towards co-operative, competitive and individualised learning as it takes place in the classroom. Information may be of use to classroom educators matching the mode of classroom activity to learner preferences.</p> <p>Owens, L. & Barnes, J., 1992, ACER. 52-0014-01</p> | ● | | ● | ● | ● | ● | |
| <p>Play in Early Childhood - From Birth to Six Years</p> <p>Refer to annotation - General Screening, p23.</p> <p>Sheridan, M., Revised & updated by Harding, J. & Meldon-Smith, L., 1999, ACER Press.</p> | ● | ● | ● | | | | |
| <p>Pre-school Functional Checklist</p> <p>Refer to annotation - General Screening, p23.</p> <p>Milsom, L., 1996, Down Syndrome Association. 59-0053-01</p> | ● | ● | ● | | | | |
| <p>Secondary School - Transition Checklist</p> <p>Aims to support the smooth transition of a learner and/or a learner with Down Syndrome to Secondary School.</p> <p>Down Syndrome Association, 1999. 59-0042-02</p> | ● | | | | ● | | |
| <p>Self Image Profiles (SIP)</p> <p><i>N.B. Relevant specialist qualifications or graduate studies, that involves studies in testing and statistics, are required for administration of this test. This may include professionals such as Physiotherapist, Occupational Therapist, Speech Pathologist and Special Educator. This test is only a guide for assessing learners. It is not the role of educators to diagnose. For further discussions and advice, please contact support service personnel in your district office.</i></p> <p>The Self Image Profiles (SIP) are brief self-report measures that tap the individual's self concept. The pack consists of two forms; the SIP-C for learners aged 7 - 11 years and the SIP-A for adolescents aged 12 - 16 years. The SIP-C and SIP-A have different item content appropriate for the respective age levels, but an identical format and scoring procedure.</p> | ● | | ● | ● | ● | ● | |

| Title, Description and Publication Details | Suitable for: | | Early Yrs | Prim Yrs | Mid Yrs | Senior Yrs | Post School |
|---|---------------|-------|-----------|----------|---------|------------|-------------|
| | Ind. | Group | | | | | |
| <p>The SIP provides a visual display of Self Image, enabling the learner to reveal to him/herself as well as to the examiner the way they see themselves as they complete it. The SIP also provides a measure of Self-Esteem, which is estimated by the discrepancy between ratings of 'How I am' and 'How I would like to be'.</p> <p>Butler, R., 2001, The Psychological Corporation (distributor). 52-0022-01</p> | | | | | | | |
| <p>Social Skills Rating System</p> <p><i>N.B. Relevant specialist qualifications or graduate studies, that involves studies in testing and statistics, are required for administration of this test. This may include professionals such as Physiotherapist, Occupational Therapist, Speech Pathologist and Special Educator. This test is only a guide for assessing learners. It is not the role of educators to diagnose. For further discussions and advice, please contact support service personnel in your district office.</i></p> <p>A group of norm-referenced behaviour rating scales designed to identify social competence and adaptive behaviour in learners from Pre-school to Year 12. Identifies social competence, problem behaviours and academic competence.</p> <p>Gresham, F. & Elliot, S., 1990, American Guidance Services. 52-0012-01</p> | ● | | ● | ● | ● | ● | |
| <p>Special Abilities Scales - Observational Assessment for Identifying Able and High-potential Pupils</p> <p>The Special Abilities Scales has been written to support educators in primary and secondary schools to make informed judgements about learners' special abilities. The scales provide a structured basis for observational assessment to generate a five-scale profile - of learning, social leadership, creative thinking, self-determination and motivation. The scales use a checklist format that is easy to use and to score. The handbook gives extensive guidance on how to support able/gifted learners, plus practical strategies for appropriate follow-up, including curriculum planning and organisation.</p> <p>Koshy, V. & Casey, R., 2000, Hodder & Stoughton. 50-002101</p> | ● | | | ● | ● | ● | |
| <p>Transition Checklist</p> <p>Checklist designed to provide information to identify transition related goals. It includes classroom composition, physical arrangement, daily schedule, classroom rules and routines, educator attention, self-help skills, parent involvement, support systems, social skills and academics.</p> <p>Down Syndrome Association, 1996. 59-0044-01</p> | ● | | | | ● | | |

Appendix 1: SERU Role Statement

DECS *Special Education Resource Unit (SERU)* provides a wide range of services to promote curriculum access, participation and achievement for learners with disabilities and learning difficulties. SERU's statewide services are targeted at educators, allied professionals, parents and caregivers who support these learners. Services include specialized equipment, resources and consultancy services. SERU officers also contribute to DECS policy development.

SERU provides specialist access equipment for:

- mobility and access to school facilities, for example ramps
- occupational health and safety equipment for DECS educators and officers such as stools on casters.
- classroom support, for example modified seating and desks
- personal care and handling, for example toilet equipment

SERU provides information and communication technology such as:

- computers
- soundfield Systems for site trial and evaluation for children or students with a hearing impairment.
- alternative mouse and keyboards
- specialized software technology to enable curriculum access.

SERU has an extensive and up to date collection of literature and resources such as:

- professional texts
- professional journals
- specialized and adapted resources such as switch toys
- a software collection for trial and evaluation
- teaching and learning resources
- a toy and leisure library
- a wide range of assessment tools
- videos.

Early Intervention Services - Hearing Impaired

This team of trained Teachers of the Deaf support hearing impaired children, their families and pre-school staff from diagnosis to school entry. Support is provided in the home, early childhood setting within the greater metropolitan area and provides statewide consultancy service to educators in regional areas.

Communication and Language Disorder Support Service

A statewide service supporting learners with communication and/or language impairment. The project officers use a multi-disciplinary approach to plan and work with educators in order to develop inclusive practices, which support the development of learners' communication skills.

Conductive Education

Conductive education is a specialized intensive approach to education, training and development for children with cerebral palsy. Two DECS conductors provide programs and support for staff, families and caregivers of babies, children and learners with cerebral palsy.

Transport Assistance

SERU coordinates transport assistance for children and students with disabilities who attend DECS sites. Approved transport assistance is provided to the nearest specialist facility. SERU administers cash grants to assist schools in training learners to access public transport and further develop their independence.

Appendix 2: Assessment Terminology and Issues

Piet Crosby (Guidance Officer, Statewide Verification and Professional Support Team)

“Norms”

Many tests provide “norms,” based on the results of “standardisation” or “sampling” results.

This means that the test has been administered to a group of people, and their results used to give norms. If the test manual reports this information, we can consider a number of questions, especially the degree to which the sampling group is similar to the group or individual we want to test.

For example, the Neale Analysis of Reading Ability (3rd Edition) (Neale et al, 1999, ACER, Melbourne), Manual p66 reports a 1997 Australian-wide sample of 1394 students from 116 schools across Australia, stratified to represent different states, systems, and age levels. Use of the Neale tables allows a person to compare a child's score with this group. Another test might be normed on a sample from another country. The Neale doesn't report any differences between males and females, however, and given that females often read earlier than males, that might be a concern to us.

Reliability

“A ... measure must be reliable if it is to be useful. Reliability refers to the consistency of measurements. (It) has several meanings, including that the measure is

- (a) consistent within itself (internal reliability),
- (b) consistent over time (test-retest reliability),
- (c) consistent with an alternative form of the measure (alternate form reliability), and
- (d) consistent when used by another rater or observer (inter-rater reliability).”

Test results need to be reliable, that is, dependable, reproducible, and stable. Reliability is expressed with a reliability coefficient or with the standard error of measurement, which is derived from the reliability coefficient. We should not trust the results from a test if its reliability coefficient is low. We particularly need high reliabilities, usually .80 or higher, for tests used in individual assessment.” (Sattler, 2001, p102)

The Neale Analysis (3rd edition) reports parallel-form reliability coefficients of 0.91 or higher; internal consistency coefficients of 0.89 or higher. These are high (good) scores.

Validity

“The validity of a tests refers to the extent to which a test measures what it is supposed to measure, and therefore the appropriateness with which we can make inferences based on the test results.” (Sattler, 2001, p115). There are three principle varieties of validity:

Content validity refers to whether the items on a test represent the domain that the test is supposed to measure.

The Neale Analysis (Form 3) is designed to represent the “real life” activity of reading aloud and answering comprehension questions, and notes that if an assessor wants to assess “silent reading” s/he should use another test.

Criterion-related validity refers to the relationship between test scores and some type of criterion or outcomes, such as ratings, classifications or other test scores.

The Neale Analysis Form 3 Manual reports studies demonstrating its accuracy discriminating “backward” from average readers and correlations with other reading tests.

Construct validity refers to the extent to which a test measures a psychological construct. (Sattler, 2001, p116)”

The Neale Analysis Form 3 Manual reports age differentiation between groups of children in the norming sample. Children obtain progressively higher scores each year.

Standard Error of Measurement

Because measurement error is usually associated with a test score, there is almost always some uncertainty about an examinee's true score. The standard error of measurement, or standard error of a score, is an estimate of the amount of error associated with an examinee's obtained score. It is directly related to the reliability of a test: the lower the reliability, the higher the standard error of measurement, and conversely, the higher the reliability, the lower the standard error of measurement. Large errors of measurement reflect less precise measurements.” (Sattler, 2001, p109).

Sattler, J.M., “Assessment of Children, Cognitive Applications, 4th Edition,” Jerome Sattler Publisher Corp, San Diego, 2001.

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