

The learning support team will provide you with a report that looks like this:

| Standardised Tests | | | | |
|--------------------|---------------|-----|--------------|-------------------|
| WRAT 5 (Blue) | | Raw | Standardised | Centile |
| Reading | | | | |
| Spelling | | | | |
| Maths | | | | |
| Salford A: | Reading | | | Reading: Age: y m |
| | Comprehension | | | Comp. Age: y m |

Understanding the reports sent to school

There are two standardised assessments that the learning support service carry out as standard.

WRAT 5

This assessment has three parts: Reading, writing and maths. The reading and writing parts are single word assessments which assess a child's ability to read and spell single words in isolation. The maths part assesses a child's mathematical ability with some oral and some written calculations.

SSRT

The Salford Sentence Reading Test assess a child's ability to read whole sentences. Where the WRAT looks at decoding words in isolation, the SSRT explores whether or not the child can use the context or the meaning of the whole sentence to help decode unfamiliar words.

There are two comprehension questions for each sentence, one literal and one inferential to explore a child's comprehension skills.

There may be extra assessments that provide us extra information based on the specific needs of the child such as phonics screens and early arithmetical skills screens. These assessments tend to be diagnostic so there would not be a standardised score, but there will be some information about what the assessment showed (such as dropping back to one when adding two numbers or missing out the final sound when blending words).

There may also be further standardised tests that LSS carries out such as the Dyslexia Screening Test and the Renfrew action picture test (for receptive language), these may take longer to conduct and so can be arranged as further assessments after the initial assessment if further information is required.

Understanding the scoring system

Standardised score:

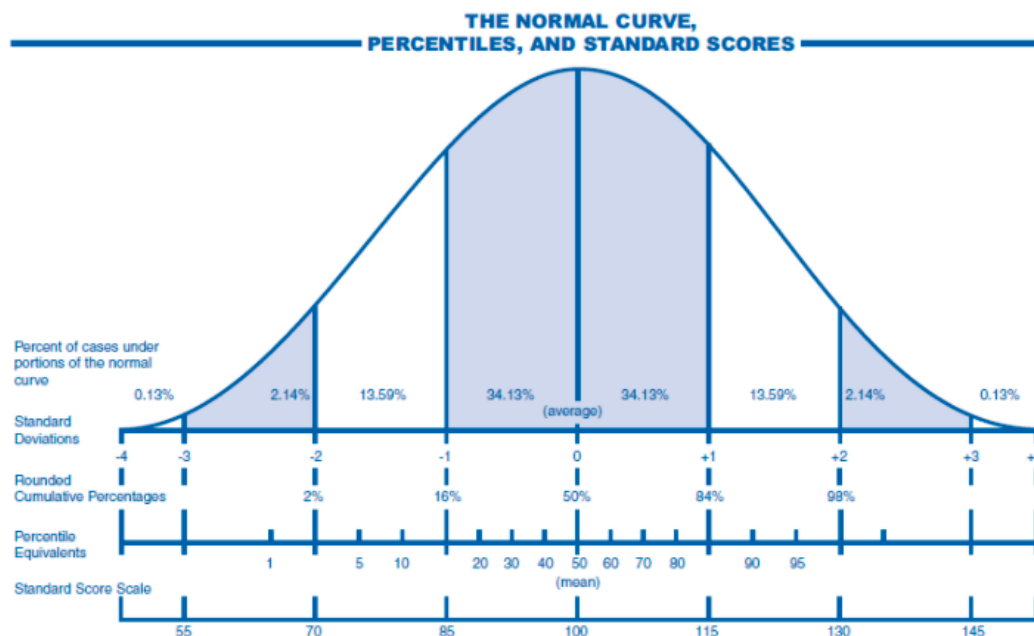
Standardised assessments allow us to compare scores from different tests. The authors translate the raw score (the number of correct answers a child gets) to a standardised score which takes into account the child's age as well as their performance so we can compare between different tests and different versions of tests (for example a child may get 7/10 in one test and 9/20 in another test, while they get a larger raw score in the second test, they performed better in the first test). The Standardised scores allow us to compare the results of both tests equally.

Standardised scores between 85 and 115 are within the average range for the child's age.

Percentile (or Centile)

The standardised score is then converted to a percentile (sometimes referred to as a centile). This places the child in ranking order against their peers. This means if 100 children of the same age took this test, the percentile would tell us where in the line of 100 children our child would be.

Percentile scores between 15 and 85 are within the average range for the child's age.



Recommendations:

Your report will have a list of English and Maths recommendations based on the assessment. It is important that you have a go with some of these recommendations (often they are things you are doing already, if so, you just need to carry on or fine tune them a bit). Make a note of the impact of these recommendations as you go. If they have not supported the child to make progress, then we can offer more suggestions. Implementing, evaluating and evidencing the recommendations on the LSS report is an important part of the school's graduated approach and provides the SENCO with useful evidence when they are exploring whether more support is necessary for a child.

Children can present differently during an assessment and when they are in class, so there may be things that come up that you did not realise were either challenging or the child was able to do. If a child is more successful in an area than they present in class, it might be useful for us to discuss bespoke recommendations that will reflect this difference.