

Technical Analysis of Tools - IRIS (2008, June 25)

Date more recent Review :	Original name of Assessment Tool:	Technical description:				Aims and Objectives:	Bibliographic references & Links:	Classification of tools using the categories of IRIS Webpage
		Author(s):	History/Adaptation:	Target group:	Fields or Domains of Application:			
1996	Wechsler Intelligence Scale for Children - Fourth UK Edition (WISC-IV UK)	David Wechsler	The assessment uses the cognitive information processing approach for use with children aged 6 yrs - 16 yrs 11 months. The latest edition takes account of learning difficulties and attention disorders. The new four composite scores and full IQ helps towards a better understanding of a child's needs in relation to	Educational Psychologists.	The materials support decision making by expanding and strengthening clinical utility. Scaled scores are by age, Index Scores, Full-Scale IQ. Word reasoning, Matrix reasoning, picture concepts, Letter number sequencing, cancellation and recall are categories used to give the verbal and performance scores. Each can be used independently of the other where language and comprehension or visual/motor impairments exist. They can be looked at to see if the child has particular strengths and weaknesses.	To measure the child's intellectual ability, both verbally and practically (performance), through fluid reasoning, working memory and processing speed.		
2006	Griffiths Mental Developmental Scales	Ruth Griffiths	The scales measure the trends of development that are significant for intelligence or are indicative of mental growth. The first edition was in 1970 and was revised in 1984 and 2006.	Educational Psychologists. Health professionals.	The materials are for two age groups, 0-2,2-8. The raw scores are converted to age equivalents or mental age.	To measure the rate of development of young children 0-8 years. The tests are both verbal and practical and are divided into 6 scales: Locomotor, Personal Social, Language, both receptive and expressive, Eye hand co-ordination, Performance and Practical reasoning	<a href="http://www.ericd.org.uk">www.ericd.org.uk</a>	
1976	Early Steps Summative Assessment. Bsquared	Brenda Byrom	This was developed in line with the National Curriculum and then for Early Years. It is based on the curriculum for the Foundation Stage and covers all six areas: Physical, Personal and Social, Language and Literacy, Mathematics, World Knowledge and	All staff working with young children in Education, Health and Social services.	The materials are produced in a user friendly, licensed folder which can be reproduced as necessary. The results can be translated into a profile for the individual child and can be used to compare a class of children and to prepare planning. Assessment is global across Physical, Personal and Social, Language and Literacy, Mathematics, World Knowledge and Creative development, mainly through observation and practical experience and is ongoing.	To record achievements of individual pupils across all aspects of learning: Physical, Personal and Social, Language and Literacy, Mathematics, World Knowledge and Creative.	<a href="mailto:brenda@bsquared.co.uk">brenda@bsquared.co.uk</a>	
1999	PIP Development Chart	Dorothy Jeffree and Roy Mc Conkey	This was developed through the Parent Involvement Project and was essentially for use with disabled children 0-5 years. It is also useful for children who are disadvantaged in any way 0-11 years. A single goal is accompanied by a qualifying statement. This can show a child's progress and his awareness of	All staff working with young children in Education, Health and Social services.	The focus is on the milestones of development in physical, social, eye hand coordination, development of play and language - skills which usually develop in the first 5 years of life.	To provide a structured framework for observing and recording children's development, birth to 5 years. To identify any difficulties and highlight delay or unevenness of development.	Let Me Speak' Souvenir Press, London. D M Jeffree and R Mc Conkey	

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2003	Let's Play	Judy Waters	This was developed through Newcastle on Tyne LEA. It is associated with the theory and practice of Dynamic assessment and is an interactive process. It is ideally used where standard wording, time constraints and unfamiliar equipment may cause considerable anxiety. The target group would be 0-5 years. It is suitable for a wide range of children including language delay, Asperger Syndrome, Motor difficulties, Cognitive, Motor and Language development. Further assessment is made through mediation rather than leaving a ceiling of achievement.	All staff working with young children in Education, Health and Social services.	Selected play materials are used in a 'Bunny Bag'. There are 3 guides for recording, interpreting and supporting the child's response. Developmental assessment through play, Observation of learner behaviours - a record of intervention in play and Mediation with young children - how to help a child to achieve a task.	To provide a natural and appealing setting where the child can give of his best. To find out what will be best support the child's cognitive and social development. The use of play helps the child to function above average age and everyday behaviour. The medium of play enables the child to explore and develop new concepts, develop feelings and emotions about new learning experiences and develop the ability to relate, share, plan and negotiate with others. It is flexible and interactive. The assessment focusses on the process of learning and therefore helps the child to become a more effective learner. It identifies what the child can do now, the nature and amount of	1998 Waters and Stringer - The Bunny Bag - A dynamic approach to assessment of pre-school children. Educational and child Psychology 14,4,33-44. 1973 Sheridan (revised 1997) From Birth to 5 years: Children's developmental progress. NFER Nelson	
2003	Portage Classroom Profile	The Portage Project 1969 headed by Julia Herwig - Portage Project Director 2001	This was developed from the Early Years profile and class profile. It is home based or used in family child care settings. It is based on the expected developmental levels in each of 6 areas - infant, socialisation, cognitive, communication - expressive and receptive, physical - gross and fine motor, self help. At a class level it is a multilevel teaching system to assist in planning for each child's involvement in activities in ways that are appropriate and support the developmental progress. It is an assessment and curriculum planning tool to support individuals working in various settings that offer Portage to young children and their families. The latest revision has	All staff working with young children in Education, Health and Social services. Specific training is required	The materials involve an individual profile, book and card guidance with ideas to support learning/teaching. This can be used in normal routines. The documents provide information about developmental progress in 5 domains: socialisation, cognitive, communication - expressive and receptive, physical - gross and fine motor, self help. The group checklist helps improve class planning.	To share checklist information with parents, To pass on information to a child's next placement and to be used in curriculum planning. Essentially the checklist is based on what the child can do, and this record is the starting place for further work. Parents are fully involved in the planning and execution of the work with Portage.	- <a href="http://www.portageproject.org">www.portageproject.org</a> .	