



Formal assessment instruments (including tests) approved for use in 2013/2014 for guidance and/or learning support in post-primary schools

This list is designed to serve as a guide for schools. While it is based on the most up-to-date information available in May 2013, it is not intended to be exhaustive. Neither is it a list of formal assessment instruments recommended for use in schools.

Schools should only use assessment instruments which they consider are suitable to meet the needs of their students. Practitioners are advised to contact the publisher for more detailed descriptive information of the instruments before making decisions regarding selection. The National Educational Psychological Service and the Institute of Guidance Counsellors may be in a position to provide advice about the appropriateness of certain assessment instruments. The use of test instruments for the assessment of personality by staff in post-primary schools, including guidance counsellors and those with responsibilities in the area of special education, is not appropriate. Such tests do not appear in the list below.

Assessment should be used to gain a greater knowledge of student abilities and attributes in order to support learning and/or decision-making. It should be carried out in a planned way in accordance with the school's assessment policy, whole-school guidance plan, curriculum plans and student support measures.

The list is not prescriptive. Other assessment instruments which are not listed may also be selected if deemed suitable to meet students' needs. However, it should be noted that not all instruments available for schools include Irish norms and some have not been revised for a number of years. Care should be taken by users to research accurately the suitability, reliability and validity of all instruments selected and to ensure that the versions chosen are up-to-date.

Cognisance should be taken of the requirement on primary schools to implement standardised testing in English reading and Mathematics on an annual basis during the period May/June for all students in 2nd, 4th and 6th classes with effect from 2012 onwards (Circular Letter 0056/2011). The circular notes that the principal of each primary school must send a copy of the end-of-year sixth class report card (including the information from standardised tests) to the second-level school to which a student transfers after enrolment has been accepted. With effect from the date of this circular, cognisance should also be taken of the requirement on each post-primary principal to inform the principal of each primary school of the names of students for whom enrolment in his or her post-primary school has been confirmed (Circular Letter 0025/2012).

Legislative arrangements have been made to provide for sharing information on progress, including the results of standardised tests, where students transfer from one school to another. The Education (Welfare) Act 2000 (Section 28) and the (Prescribed Bodies) Regulations 2005 allow schools to share relevant information concerning a child transferring between recognised schools without breaching data protection law.

Regarding parents, Circular Letter 0056/2011 points out that under the Data Protection Act (1998 & 2003), parents of primary school children are entitled to the results for their children of any standardised literacy and numeracy tests that a school has administered. The results of standardised literacy and numeracy tests must be recorded in a separate section of the child's report card.

Schools should also take note of **Circular 0025/2012** which refers to the provision in the National Literacy and Numeracy Strategy 2011-20 for standardised testing for students in second year in post-primary schools in English reading and Mathematics in all schools and, in addition, in Irish reading in Irish-medium schools. Starting in 2016, such tests will be administered to all students in second year as part of the implementation of the Framework for Junior Cycle. In addition, the Framework for Junior Cycle provides for the introduction in 2016 of standardised testing in Science for students in second year. The development of Irish-normed tests is currently being progressed and further information will issue in due course.

The following important points should be noted:

1. The use of the formal assessment instruments on this list should be restricted to qualified guidance counsellors and to learning support and resource teachers with post-graduate qualifications in learning support / special educational needs or equivalent qualifications, i.e. to staff that are specifically trained in the selection and administration of assessment instruments as well as the interpretation and appropriate feedback and the sharing of information regarding the results of assessments.

2. Decisions regarding the use of formal assessment instruments and the sharing of data should always be made in accordance with the school's agreed approach to assessment and its assessment policy and they should be in line with subject and programme planning within the whole-school guidance plan.
3. Care should be taken by schools to ensure that assessment is only undertaken for appropriate purposes. Test results are not definitive and the student's context should always be taken into consideration. The results of formal assessment should be used in conjunction with the outcomes of other assessment modes in planning interventions to meet students' individual needs.
4. Qualified practitioners should take all reasonable precautions with formal assessment materials and records of assessment results. In this regard, the use of locked desks or files should be considered a minimum requirement in maintaining security.
5. School authorities must provide information concerning assessment practice in their schools to the Department when requested. For example, inspectors conducting whole school evaluations, subject inspections or programme evaluations may request information about assessment and the instruments used.
6. In using formal assessment instruments, schools and, in particular, qualified practitioners should pay due attention to the requirements of the current legislation particularly the Data Protection Acts 1998 and 2003 and the Department's Circular (Ref: Circular DPAEd 3/89: Data Protection Act 1998).

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LITERACY

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

Name and date of publication	Type	Description	Age range	Norms	Publisher/distributor website
Access Reading Test, 2006	Group; Digital version available	Wide-range assessment in four aspects of reading comprehension.	7 to 20+	British norms	www.hoddertests.co.uk
Adult Reading Test, 2004	Individual	Oral prose reading test (five passages) measuring reading accuracy, reading comprehension, reading speed and writing.	16 to 55	British norms	www.pearsonclinical.co.uk
British Spelling Test Series G/H, 2 nd edition, 2009	Group	Assesses spelling at word, sentence and continuous writing level, and in different contexts.	11 to 13	British norms	www.gi-assessment.ie
Comprehensive Test of Phonological Processing – 2, 2013	Individual	The CTOPP-2 is used to assess phonological awareness, phonological memory and rapid naming in order to identify individuals needing help in developing phonological skills	5 to 24-11	US norms	www.pearsonclinical.co.uk
Detailed Assessment of Speed of Handwriting, 2007	Group	Battery of 5 subtests including fine motor and precision skills, speed of reproducing symbols, speed alteration and free-writing competency.	9 to 16:11	British norms	www.pearsonclinical.co.uk
Detailed Assessment of Speed of Handwriting 17+, 2011	Group	Battery of 5 subtests including fine motor and precision skills, speed of reproducing symbols, speed alteration and free-writing competency.	17 to 25	British norms	www.pearsonclinical.co.uk

<i>LITERACY continued</i>					
<i>Name and date of publication</i>	<i>Type</i>	<i>Description</i>	<i>Age range</i>	<i>Norms</i>	<i>Publisher/distributor website</i>
Diagnostic Assessment of Reading, 2 nd edition, 2005	Individual; Diagnostic	Assesses achievement in phonological awareness, letters and sounds, word recognition, word analysis, oral reading accuracy and fluency, silent reading comprehension, spelling and word meaning.	5:00 to adult	US norms	www.riverpub.com
Diagnostic Reading Analysis, 2008, 2 nd edition	Individual	Oral reading test, including initial listening passage plus reading accuracy, comprehension and speed, designed for less able readers	7 to 16+	British norms	www.hoddertests.co.uk
Diagnostic Spelling Tests 3-5 Secondary - Adult, 2004	Group	Series of three overlapping spelling tests: Test 3: 9 to 12 years; Test 4: 11 to 14 years; Test 5: 14 to 25+ years	9 to 25+	British norms	www.hoddertests.co.uk
Edinburgh Reading Test - Stage 4 – 3 rd edition, 2002	Group; Digital version available	Diagnostic reading test highlighting skimming, vocabulary, reading for facts, points of view and comprehension.	11:7 to 16+	British norms	www.hoddertests.co.uk
Functional Reading Test, 2009	Group	A standardised multiple-choice test of reading comprehension which assesses understanding of a wide cross-section of texts and genres. Parallel forms available.	11 to 16+	British norms	www.hoddertests.co.uk
Graded Word Spelling Test, 3 rd edition, 2006	Group	Assesses spelling attainment and progress.	5 to 18+	British norms	www.hoddertests.co.uk
Gray Diagnostic Reading Test – 2, 2 nd edition, 2004	Individual	Includes four subtests - Letter/Word Identification, Phonetic Analysis, Reading Vocabulary, and Meaningful Reading plus three supplemental subtests, Listening Vocabulary, Rapid Naming, and Phonological Awareness to diagnose reading difficulties. Uses American spellings.	6 to 13:11	US Norms	www.proedinc.com www.pearsonclinical.co.uk

LITERACY continued					
Name and date of publication	Type	Description	Age range	Norms	Publisher/distributor website
Gray Oral Reading Tests - 5th edition, 2011	Individual	Provides scores in accuracy, rate, fluency and comprehension as well as an Oral Reading Quotient to diagnose oral reading difficulties. Uses American spellings.	7 to 18	US norms	www.proedinc.com www.pearsonclinical.co.uk
Gray Silent Reading Tests, 2000	Group	Measures silent reading comprehension ability with thirteen developmentally sequenced passages. Uses American spellings.	7 to 25	US norms	www.proedinc.com www.pearsonclinical.co.uk
Group Reading Scales 2, 2009	Group; Digital version available (Adaptive Reading Scales)	Objective standardised measures of reading ability featuring multiple-choice sentence-completion questions using grammatical and semantic cues. Parallel forms and Scorer/Profiler CD-ROM available	9 to 16+	British norms	www.hoddertests.co.uk
Hodder Group Reading Test 3, 2007	Group; Digital version available	Assesses reading comprehension at word, sentence and text levels. Scorer/profile CD-ROM available.	9:5 to 16+	British norms	www.hoddertests.co.uk
Hodder Oral Reading Tests, 2006	Individual	Provides separate measures of single word reading, sentence reading and reading speed.	5 to 16	British norms	www.hoddertests.co.uk
Lucid Exact, 2009	Individual; digital only	Time efficient assessment of speeded word recognition, reading comprehension, reading speed, spelling, handwriting speed and typing speed.	11 to 24	British norms	www.lucid-research.com
New Group Reading Test, 3 rd edition, 2010	Group; Digital version available	A screening / monitoring reading test which includes sentence completion and passage comprehension at each level.	Form 3: 10 to 13; Form 4: 14 to 16	British norms	www.g1-assessment.ie
Non-word Reading Test, 2004	Individual	Test of phonological decoding to assess word reading skills and functional literacy.	6 to 16	British norms	www.hoddertests.co.uk
Phonological Assessment Battery, 1997	Individual	A battery of six standardised tests measuring phonological processing skills. Suitable for EAL students.	6 to 14	British norms	www.g1-assessment.ie

LITERACY continued					
Name and date of publication	Type	Description	Age range	Norms	Publisher/distributor website
Single Word Reading Test 6-16, 2007	Individual	Six graded sets of ten words of increasing difficulty provide a measure of word reading skills with error analysis for diagnostic use.	6 to 16	British norms	www.gi-assessment.ie
Single Word Spelling Test, 2001	Group; Digital version available	Covers everyday vocabulary including high-frequency words presented in a sentence context.	6 to 14	British norms	www.gi-assessment.ie
Test of Handwriting Skills – Revised, 2007	Group	Untimed, clinical, standardised assessment of handwriting ability for both manuscript and cursive styles.	6 to 18:11	US norms	www.academictherapy.com
Test of Reading Comprehension 4, 2007	Group	Silent reading comprehension test with 5 subtests – relational vocabulary, sentence completion, paragraph construction, text comprehension and contextual fluency. Uses American spellings.	7 to 17:11	US norms	www.academictherapy.com
Test of Silent Contextual Reading Fluency, 2006	Group	Assesses contextual silent reading abilities (i.e., word identification, word meaning, word building, sentence structure, comprehension, and fluency). Uses American spellings.	7 to 18:11	US norms	www.pearsonclinical.co.uk www.proedinc.com
Test of Silent Word Reading Fluency, 2004	Group	Measures timed recognition of printed words by presenting rows of words without spacing. Uses American spellings.	6 to 18	US norms	www.pearsonclinical.co.uk www.proedinc.com
Test of Word Reading Efficiency 2 nd edition., 2011	Individual	Measures word reading rate and accuracy with two speed tests of words and non-words. Uses American spellings.	6 to 24+	US norms	www.pearsonclinical.co.uk www.proedinc.com
Vernon Graded Word Spelling Test 3 rd edition, 2006	Group	Designed to assess spelling attainment and progress using 80 graded words placed in context.	5 to 18+	British norms	www.hoddertests.co.uk

<i>LITERACY continued</i>					
<i>Name and date of publication</i>	<i>Type</i>	<i>Description</i>	<i>Age range</i>	<i>Norms</i>	<i>Publisher/distributor website</i>
Wechsler Individual Achievement Test - UK for Teachers 2 nd edition, 2006	Individual (Group – spelling only)	Provides normed assessment in untimed single word accuracy, reading comprehension, reading speed and single word spelling.	4 to 16 and 17 to 85	British norms US norms	www.pearsonclinical.co.uk
Woodcock-Johnson III Diagnostic Reading Battery, 2004	Individual; Diagnostic	Ten subtests measure [phonological awareness, phonic knowledge, oral language ability, fluency, vocabulary and reading comprehension.	2:00 to 80:0	US norms	www.riverpub.com
Woodcock Mastery Reading Test 3 rd edition, 2011	Individual	Identifies specific strengths and weaknesses to plan targeted remediation. It contains nine subtests: phonological awareness, letter and word identification, rapid naming, oral fluency, word attack, and listening, word and passage comprehension. Uses American spellings.	4:6 to 79:11	US norms	www.pearsonclinical.co.uk
York Assessment of Reading Comprehension, Passage Reading, Secondary, 2010	Individual	Uses fiction and non-fiction passages to measure developing reading comprehension skills (Support website available - www.yarcsupportco.uk)	12 to 16	British norms	www.gl-assessment.ie

SPECIFIC LEARNING DIFFICULTIES

Please note that the results of the tests listed below cannot be used to diagnose dyslexia or any specific learning difficulty in Ireland. However, they may be useful, in conjunction with other data, in identifying difficulties associated with dyslexia and other specific learning difficulties and in developing a learning profile and planning intervention.

Name and date of publication	Type	Description	Age range	Norms	Publisher/distributor website
Dyscalculia Screener, 2003	Individual; Diagnostic; Digital only	Screening instrument to identify dyscalculia and maths difficulties.	6 to 14	British norms	www.g1-assessment.ie
Dyslexia Portfolio, 2008	Individual	Battery of 9 tests of literacy attainment, phonological processing, speed of processing, working memory and short term verbal memory(Support website available - www.dyslexiaportfolio.co.uk)	6 to 16	British norms	www.g1-assessment.ie
Dyslexia Screener, 2003	Individual; Diagnostic; Digital only	Six subtests (ability, attainment and diagnostic) designed to help identify students with dyslexic tendencies.	4 to 16+	British norms	www.g1-assessment.ie
Dyslexia Screening Test - Secondary, 2004	Individual; Diagnostic	Battery of thirteen subtests to identify students at risk of dyslexia.	11 to 16	British norms	www.pearsonclinical.co.uk
Lucid Adult Dyslexia Screener Plus 2nd edition, 2010	Individual; Digital only	Screening test of word recognition, word construction, working memory, and verbal and non-verbal reasoning to identify dyslexia.	15 to adult	British norms	www.lucid-research.com
Lucid Assessment System for Schools-Secondary 4 th edition, 2010	Individual; Digital only	Assessment of visual memory, auditory-verbal memory, phonic reading skills, phonological processing, single word and sentence reading, spelling and reasoning.	11 to 15	British norms	www.lucid-research.com
Special Needs Assessment Profile- SpLD, Version 3, 2006	Individual; Profiler; Digital only	Profile instrument identifies eighteen specific learning difficulties and provides practical strategies.	5 to 14	Norms not required.	www.hoddertests.co.uk www.snapassessment.com

MATHEMATICS

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

<i>Name and date of publication</i>	<i>Type</i>	<i>Description</i>	<i>Age range</i>	<i>Norms</i>	<i>Publisher/distributor website</i>
Access Mathematics Tests 1 and 2, 2008	Group; Digital version available	Standardised maths assessment across a wide ability range. Minimal reading demands. Parallel forms and Scorer/Profiles CD-ROM available.	Test 1: 7 to 12; Test 2: 11 to 16+	British norms	www.hoddertests.co.uk
Mathematics Assessment for Learning and Teaching: Stage 3, 2009	Group; Digital version available	Provides dual formative-summative assessment of mathematical attainment.	11 to 15:5	British norms	www.hoddertests.co.uk
Progress in Maths Series (12, 13 and 14), 2004	Group; Digital version available	Standardised, diagnostic tests to specific strengths and needs in maths.	12, 13 or 14	British norms	www.g1-assessment.ie

GENERAL ABILITY

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

Name and date of publication	Type	Description	Age range	Norms	Publisher/distributor website
British Picture Vocabulary Scale – 3 rd edition, 2009	Individual; Verbal	Picture-based test of receptive (aural) vocabulary to measure the extent of the acquisition of English vocabulary.	3 to 16	British norms	www.gi-assessment.ie
Cognitive Abilities Test – 4th ed., 2012 (CAT4)	Group; Digital version available	Measures four principal areas of reasoning – verbal, non-verbal quantitative and spatial – to provide a comprehensive profile of the core abilities relating to learning.	7 to 17+	Irish and British norms	www.gi-assessment.ie Irish norms available from: September 2013
Drumcondra Reasoning Test, 1998	Group	Provides assessment of verbal reasoning and numerical ability for students in transition between primary and post-primary schooling, or in the early years of post-primary (parallel forms available).	1st and 2nd year students	Irish norms by year	www.erc.ie
Lucid Ability 3 rd edition, 2012	Individual	Time-efficient assessment of verbal and non-verbal reasoning and general conceptual ability for non-readers and readers.	4 to 16	British norms	www.lucid-research.com
Naglieri Non-Verbal Ability Test, 2003	Individual	Language-free and culture-fair test of non-verbal reasoning and general problem-solving ability. Suitable for students with hearing impairment or EAL students.	5 to 17	British norms	www.pearsonclinical.co.uk
New Non-Reading Intelligence Test 3, 2012	Group	Comprises four updated and re-normed verbal reasoning subtests, all of which are presented orally. It does not include any evaluation of non-verbal or processing speed skills. <i>nb. The NRIT is not suitable as a general screening instrument on entry to second level.</i>	10:2 to 13:10	British norms	www.hoddertests.co.uk

GENERAL ABILITY continued

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

Name and date of publication	Type	Description	Age range	Norms	Publisher/distributor website
Raven's Standard Progressive Matrices and Vocabulary Scales, 2008	Group and individual	The RPM is a language-free and culture-fair non-verbal assessment using sixty visuo-spatial reasoning items. Useful with students with hearing impairment and EAL students. The Mill Hill Vocabulary Scales measures verbal ability and can be administered orally and answered verbally.	7 to 18	British norms	www.pearsonclinical.co.uk
Spatial Reasoning Test, 2002	Group	Designed to identify visual-spatial abilities; word-free and non-culturally specific.	6 to 14	British norms	www.gi-assessment.ie
Wide Range Intelligence Test, 2000	Individual	A test of general intellectual ability with four subtests (verbal and non-verbal) co-normed with WRAT and WRAT-E. Uses American spellings.	4 to 85	US norms	www.pearsonclinical.co.uk www.annarbour.co.uk www.4parinc.com

OTHER ASSESSMENTS

Name and date of publication	Type	Description	Age range	Norms	Publisher/distributor website
Expressive Vocabulary Test – 2 nd edition, 2007	Individual	A test of expressive vocabulary and word retrieval for Standard English with 190 items and 2 forms.	2 to 90+	British norms	www.pearsonclinical.co.uk
Lindamood Auditory Conceptualization Test — 3 rd edition, 2004	Individual	Measures ability to perceive and conceptualize speech sounds using a visual medium; measures the cognitive ability to distinguish and manipulate sounds	5 to 18-11	US norms	www.proedinc.com
OWLS: -II: LC/OE and RC/WE Oral and Written Language Scales, 2 nd edition, 2012	Individual	Provides assessment of receptive and expressive language with no reading or written responses required.	LC/OE: 3 to 21:11; RC/WE: 5-21:11	British norms	www.pearsonclinical.co.uk
Special Needs Assessment Profile- Behaviour, Version 2, 2008	Individual; Digital only	Profiling instrument identifies social, emotional and behavioural difficulties and provides practical strategies.	5 to 16	n/a	www.hoddertests.co.uk www.snapassessment.com

COMPILATIONS

Please note that the instruments listed here consist of literacy and maths assessments and sometimes other areas.

<i>Name and date of publication</i>	<i>Type</i>	<i>Description</i>	<i>Age range</i>	<i>Norms</i>	<i>Publisher/distributor website</i>
Wide Range Achievement Test - expanded edition, 2000	Individual and group versions	Multiple-choice subtests include reading comprehension, mathematics and non-verbal reasoning; co-normed with WRIT. Uses American spellings.	5 to 24	US norms	www.pearsonclinical.co.uk www.annarbour.co.uk
Wide Range Achievement Test - 4th edition, 2006	Individual or Group	Measures the basic academic skills of reading (words and sentences), spelling and maths computation; co-normed with WRIT. Uses American spellings.	5 to 94	US norms	www.pearsonclinical.co.uk www.annarbour.co.uk
Woodcock-Johnson III Tests of Achievement Form C / Brief Battery, 2007	Individual	Battery of nine subtests of letter-word identification, reading fluency, passage comprehension, spelling, writing fluency, writing samples, calculation, applied problems and maths fluency. Uses American spellings.	2 to 90+	US norms	www.riversidepublishing.com

GUIDANCE - APTITUDE

<i>Name and date of publication</i>	<i>Type</i>	<i>Description</i>	<i>Age range</i>	<i>Norms</i>	<i>Publisher/distributor website</i>
Cambridge Profile Aptitude Tests, 2012	Group	Eight subtests: Verbal Reasoning, Numerical Reasoning, Abstract Reasoning , 2D Spatial Reasoning, 3D Spatial Reasoning, Arithmetic Calculation, Working Quickly and Accurately and Spelling. Can be used in conjunction with Eirquest.	Post-primary	Irish norms	www.coa.co.uk
Differential Aptitude Test, DAT for Guidance, 1995.	Group	Eight subtests: verbal reasoning, abstract reasoning, perceptual speed + accuracy, mechanical reasoning, space relations, spelling + language usage. (supporting software is available)	16+	Irish norms available	available from: www.etconsult.com

<i>GUIDANCE – INTEREST</i>					
<i>Name and date of publication</i>	<i>Type</i>	<i>Description</i>	<i>Age range</i>	<i>Norms</i>	<i>Publisher/distributor website</i>
Adult Directions, 2007	Individual; Digital only	Generates job suggestions for adults based on personal choice. Also supplies information for adults on issues relating to education and training.	Adult	UK	www.cascaid.co.uk
Adult Options Ireland, 2008/09	Group; Digital only	CD giving access to 3 major careers programs: SkillCheck, Pathfinder+HE and Jobfile Lite (including Irish-specific information)	14 to 19	Irish and British data	www.babcock-lifeskills.com
Career Fit Series (CFS), 2012	Group	Combined Occupational Interest and Aptitude Instrument that generates 16 optimal careers for the more practical student and adult.	16 to adult	Criterion-referenced	www.etconsult.com
Centigrade for Ireland, 2013	Group; Digital	Indicates personal interests, qualities and broad abilities. Can be used in conjunction with Centigrade Articles data base.	TY / Sr Cycle / Adult	UK	www.coa.org.uk
EirQuest, 2013	Group; Digital	This programme, adapted for Ireland, is based on 200 questions and is suitable for assessing career interest areas. Can be used in conjunction with Cambridge Profile Aptitude Tests.	14 to 17	Irish version available	www.coa.co.uk/programmes-and-aptitude-tests/non-uk-tests/eirquest
MIDAS (for Teens), 2003	Group; Digital	Multiple Intelligences Developmental Assessment Scales: 30 minute questionnaire from which a profile of individual's intellectual development, activities, and propensities can be created. Uses American spellings.	15 to 19	US	www.miresearch.org
Prevue Assessment, 2000	Individual; Digital version available	Measures abilities, interests and personality in one test. Available in hardcopy, CD or web-based.	Sr Cycle / Adult	UK	www.aqr.co.uk

GUIDANCE – INTEREST continued

Name and date of publication	Type	Description	Age range	Norms	Publisher/distributor website
Profiling for Success Career Interest Inventory, 2013	Group; Digital version available	Results of the inventory provide insight into the relationship between interests, competencies and work values.	Adolescent / Adult	UK	www.profilingforsuccess.com
Profiling for Success Learning Styles Indicator 2003	Individual; Digital	Results can be used by students to understand their own learning style and by teachers to use targeted strategies.	14 to adult	UK	www.profilingforsuccess.com
Self-Directed Search (Form R), 4 th edition, revised 2012	Group	A self-administered, self-scored and self interpreted vocational counselling tool and interest inventory that assists the making of informed career decisions. Uses American spellings.	Post-Junior Certificate/ Adult	US	www.4parinc.com www.chronicguidance.com
Self-Directed Search (Form E),	Group	A self-administered, self-scored and self-interpreted vocational counselling tool and interest inventory that assists the making of informed career decisions. Form E features large print, simplified directions and a simplified scoring system. Only requiring low reading competence (RA 9-10). Uses American spellings.	Post-Junior Certificate/ Adult	US	www.4parinc.com www.chronicguidance.com
Strong Interest Inventory, 2007	Group	Computer-scored, multi-choice questionnaire on 6 general occupational themes, interests and occupational scales.	Post-primary	UK	www.opp.eu.com
Vocational Interest Exploration System (VIE), 2004	Individual; Digital	Questionnaire allows individuals to explore and state job interests and preferences which can then be matched to specific occupations. Uses American spellings.	Adolescent / Adult	US	www.mccarrondial.com

Guidance - Resources below are free to access

Name of Publication	Type	Description	Age range	Source of data	Publisher/distributor website
Career Directions	Individual; website	Matches careers from questions on personal likes and dislikes. Large numbers of careers suggested, each supported by career summary information. Action plan provided. Access to comprehensive careers database.	Adolescent / Adult	Irish data	www.careerdirections.ie
Careers Portal	Individual; website	This website, developed by Durrow Communications, provides a free Career Exploration Toolbox including an Interest Profiler.	Adolescent / Adult	Irish data	www.careersportal.ie
Qualifax Interest Assessment	Individual; website	Interest assessment on Qualifax, the national database of third level / FE courses, with links to education / training	Adolescent / Adult	Irish data	www.qualifax.ie