

# Thackray

## Reading Readiness Profiles

Derek and Lucy Thackray

3723

NAME \_\_\_\_\_ DATE OF TESTING \_\_\_\_\_  
 SCHOOL \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_  
 SEX \_\_\_\_\_ CLASS \_\_\_\_\_ CHILD'S AGE \_\_\_\_\_ YRS \_\_\_\_\_ MTHS

### Reading Readiness Profile

	PROFILE 1 Vocabulary	PROFILE 2 Auditory discrimination	PROFILE 3 Visual discrimination	PROFILE 4 General ability
SCORE				
RATING				
A				
B				
C				
D				
E				

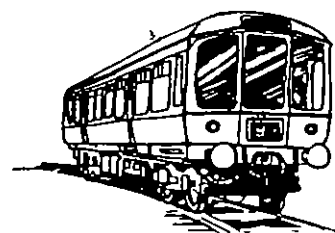
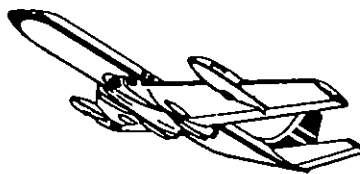
TEACHER'S REMARKS AND RECOMMENDATIONS



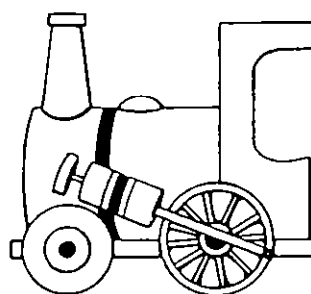
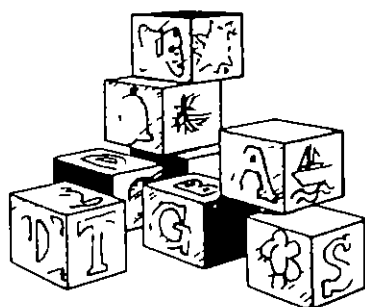
Hodder and Stoughton

# PROFILE 1 Vocabulary

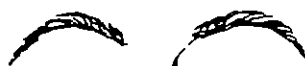
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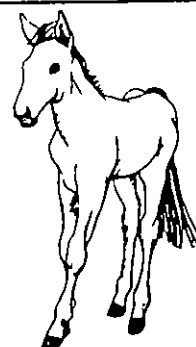
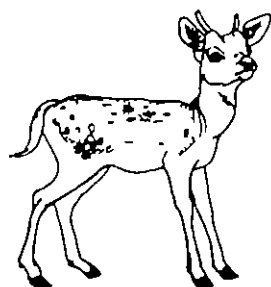
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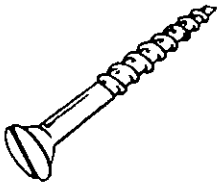


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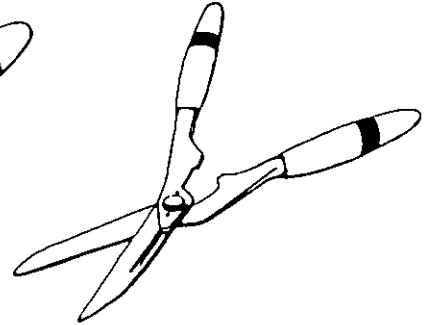
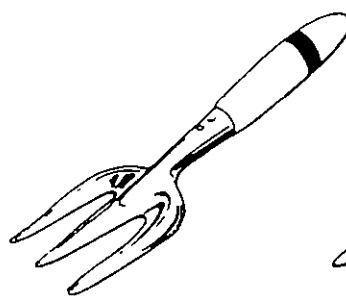
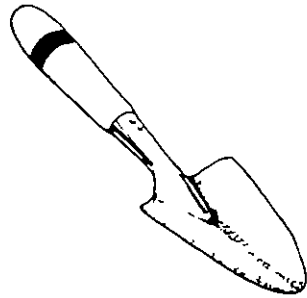
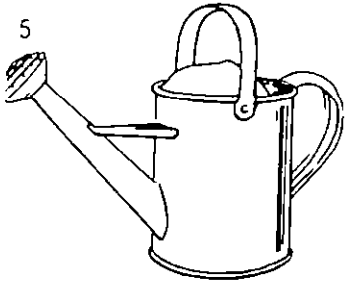


# PROFILE 1 Vocabulary

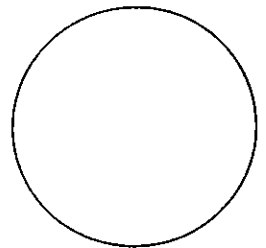
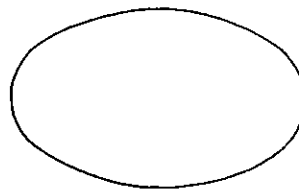
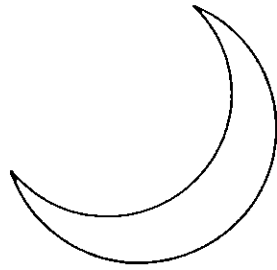
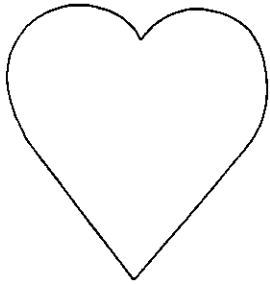
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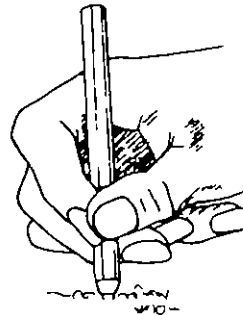
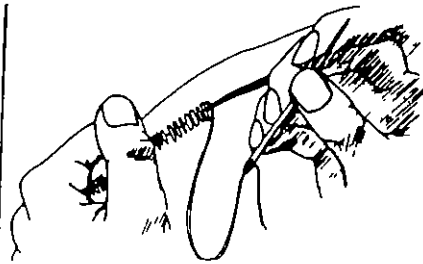
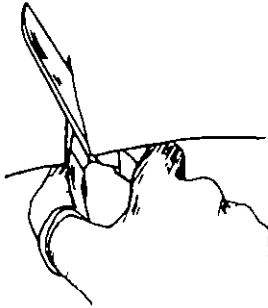
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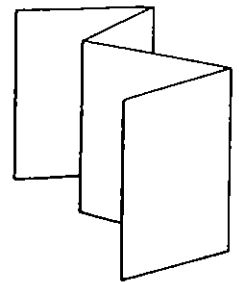
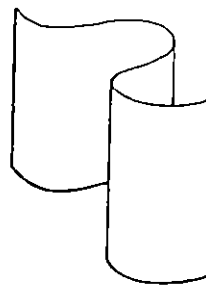
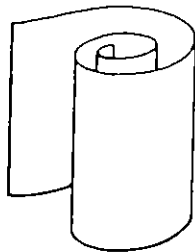
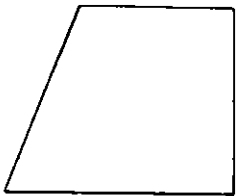
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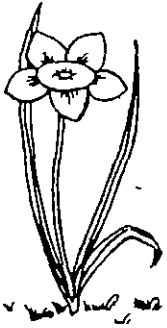


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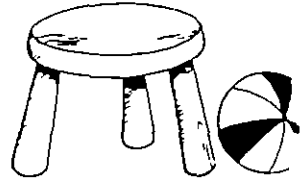
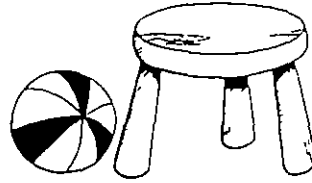
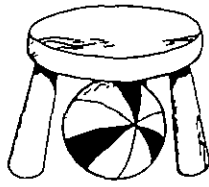
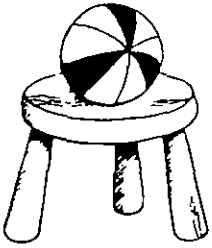


# PROFILE 1 Vocabulary

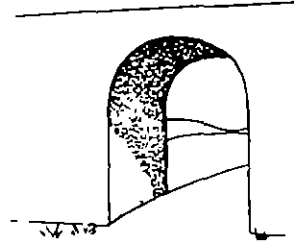
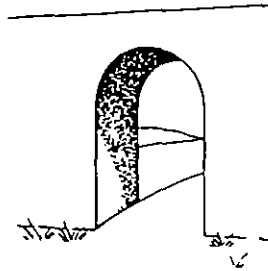
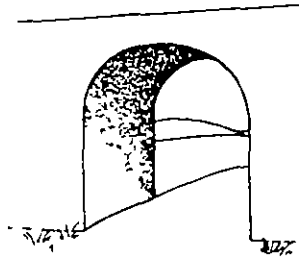
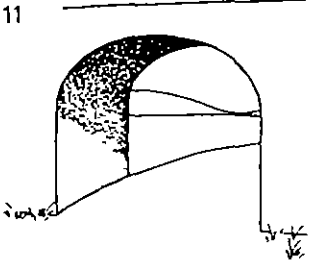
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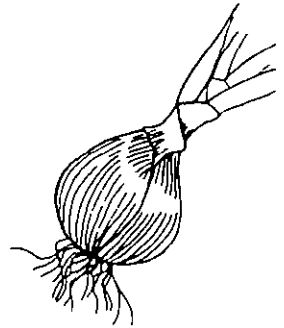
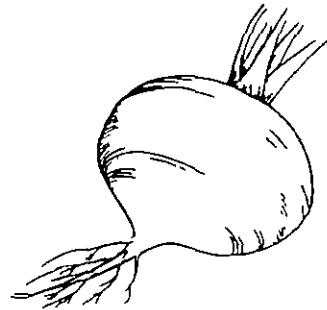
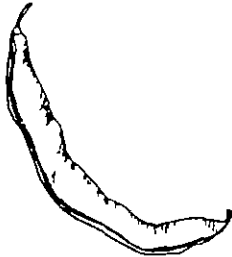
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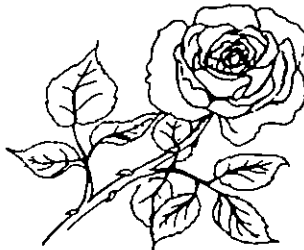
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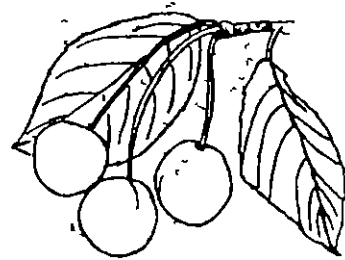
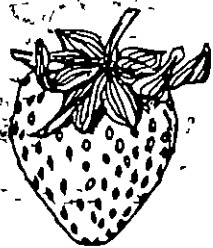
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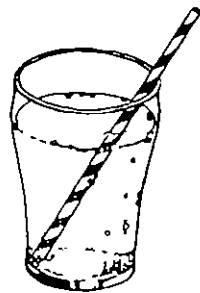
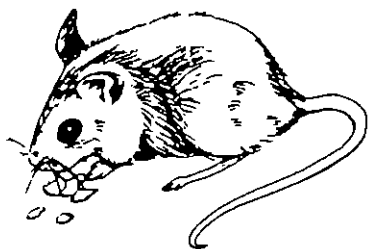
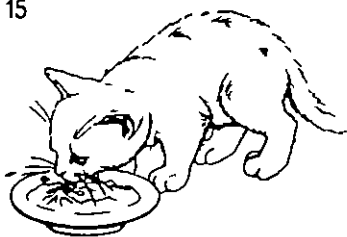
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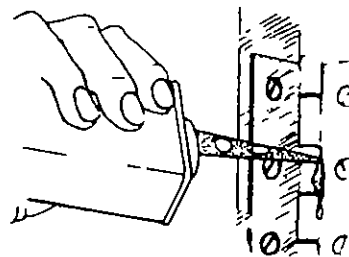
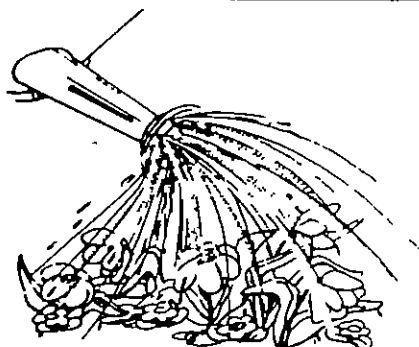
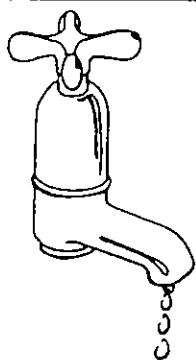
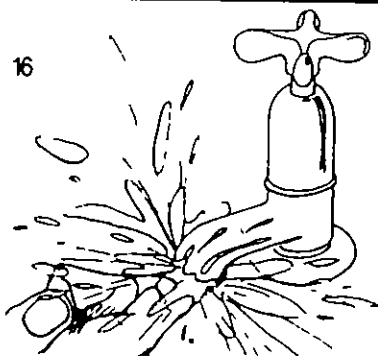
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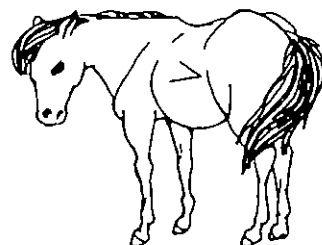
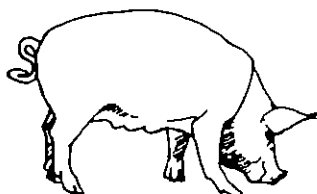
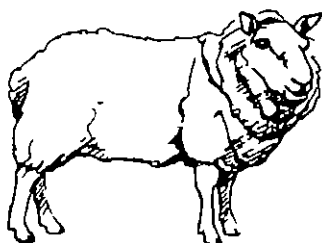
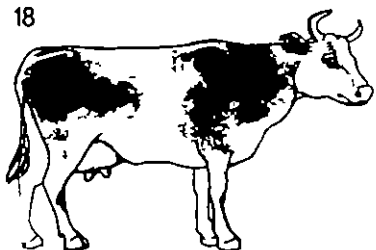
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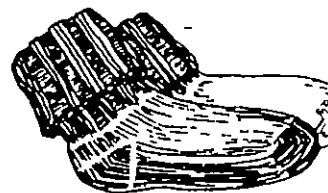
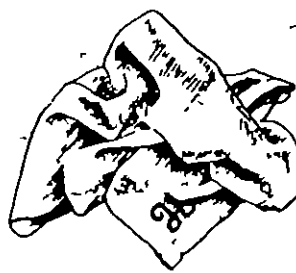
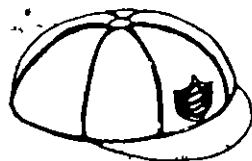


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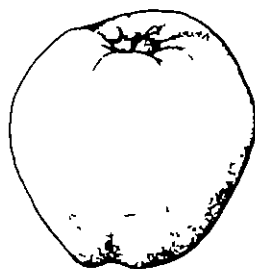
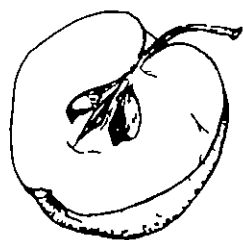


# PROFILE 1 Vocabulary

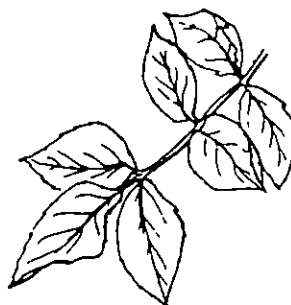
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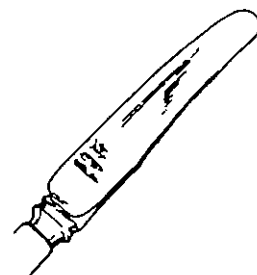
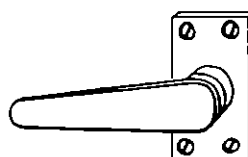
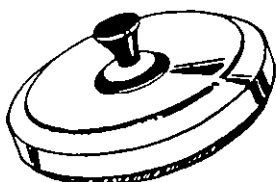
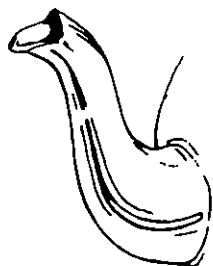
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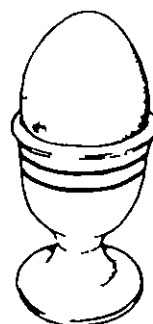
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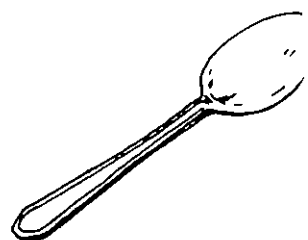
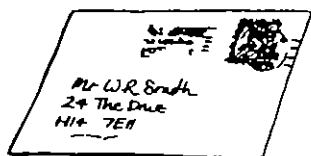
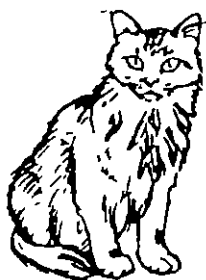


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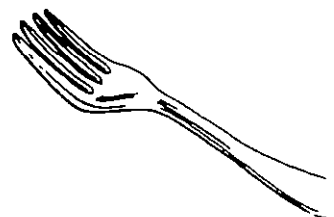
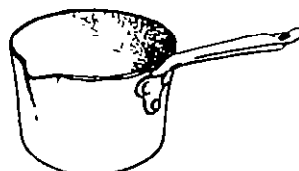
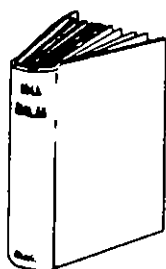


# PROFILE 2 Auditory Discrimination

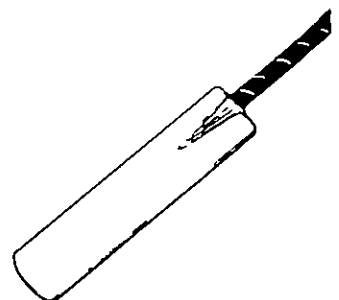
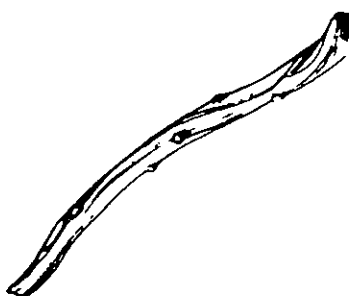
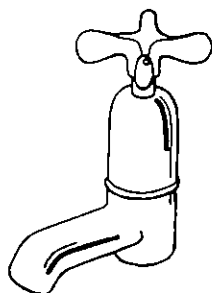
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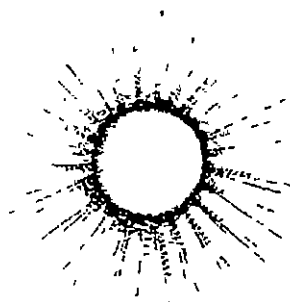
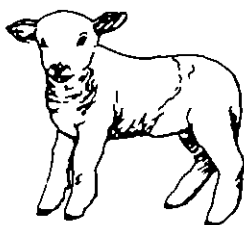
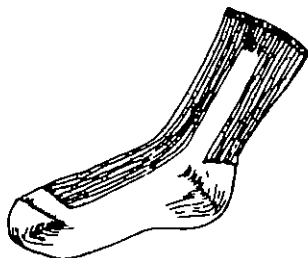
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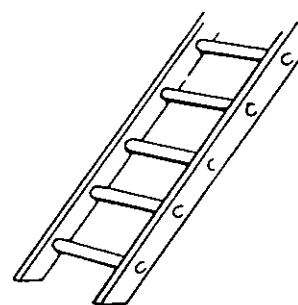
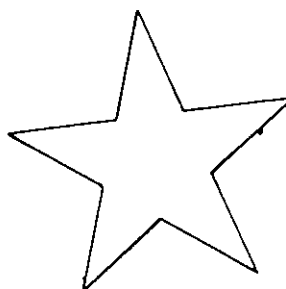
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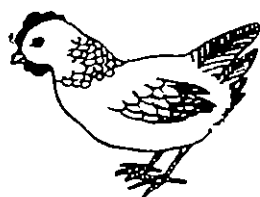
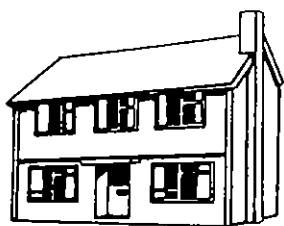


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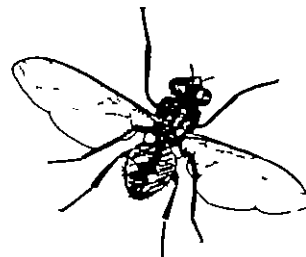
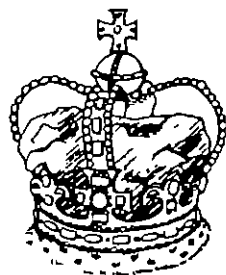
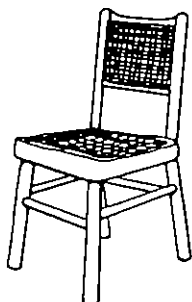


## PROFILE 2 Auditory Discrimination

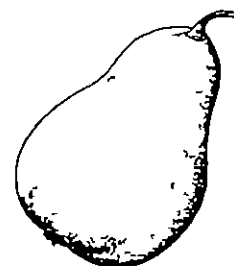
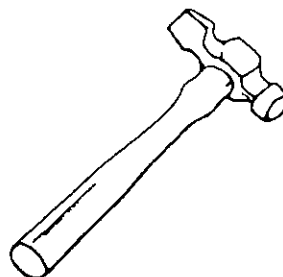
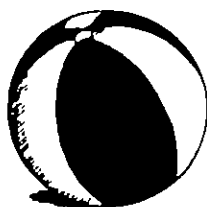
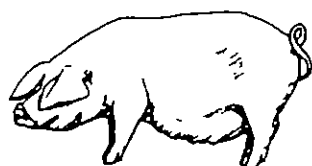
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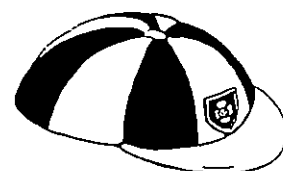
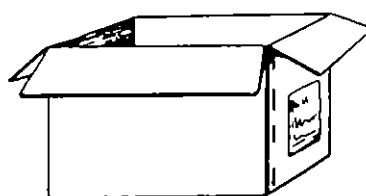
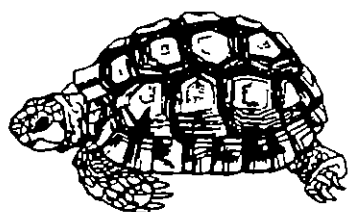
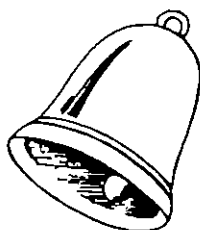
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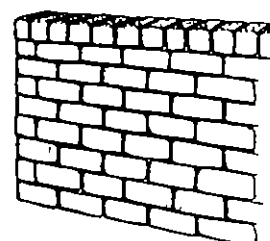
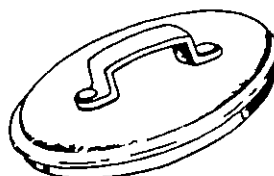
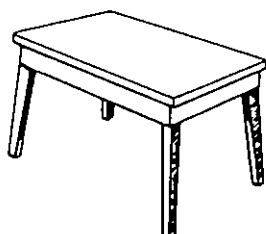
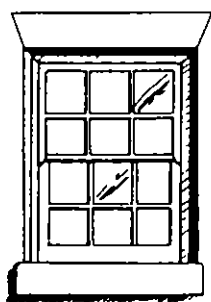
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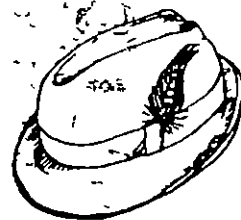
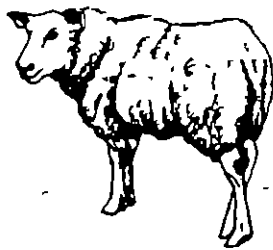
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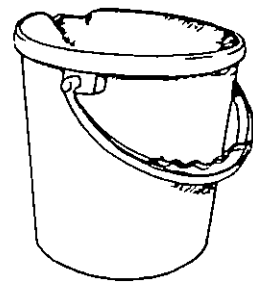
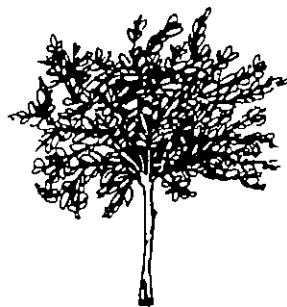
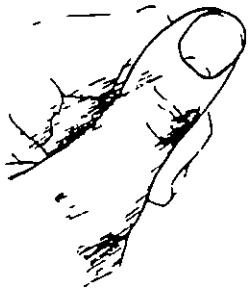


## PROFILE 2 Auditory Discrimination

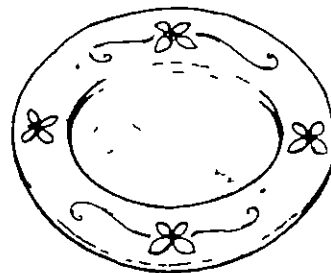
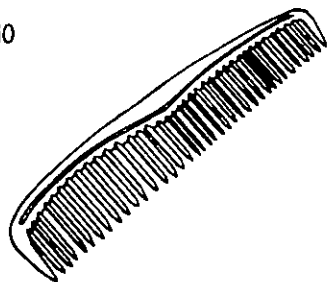
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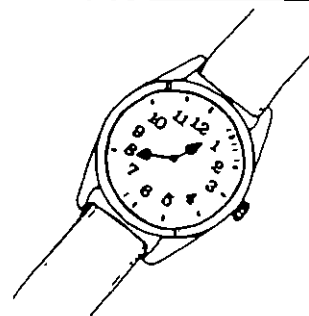
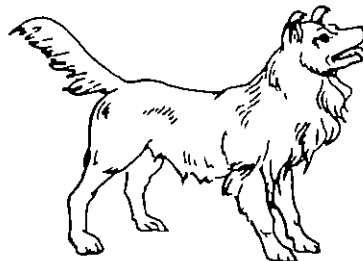
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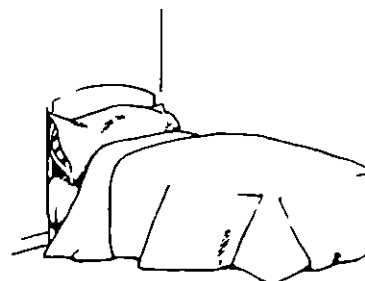
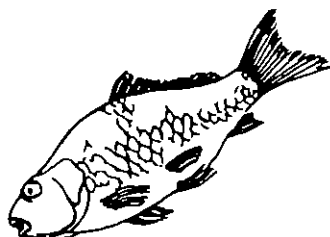
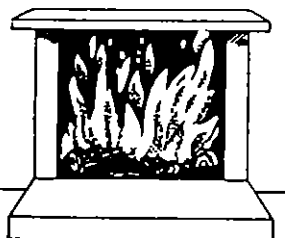
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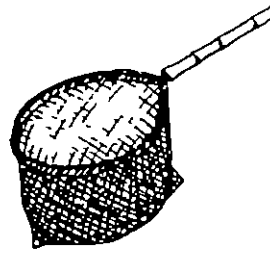
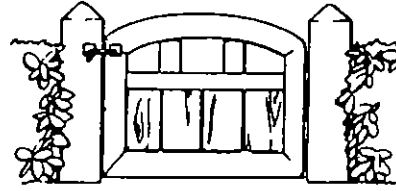
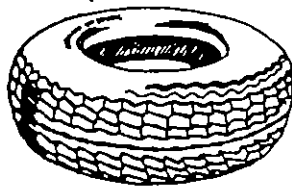


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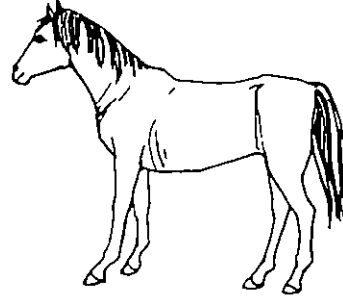
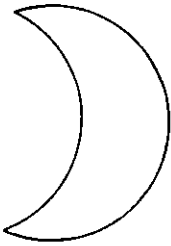


# **PROFILE 2** Auditory Discrimination

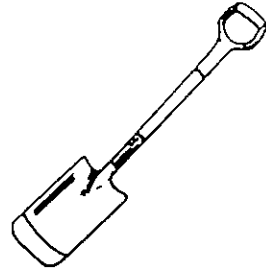
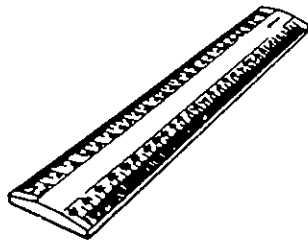
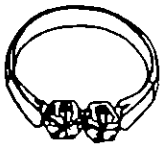
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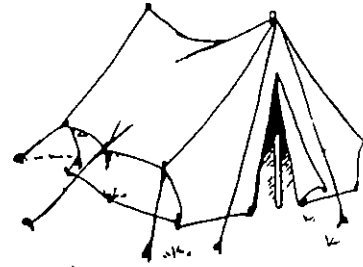
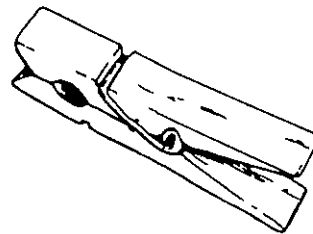
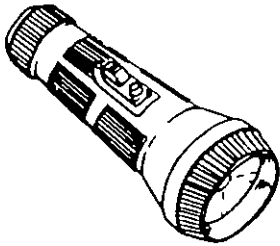
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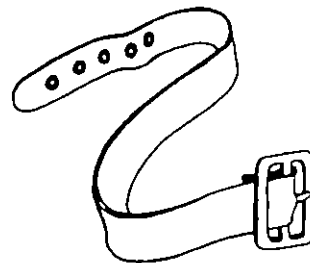
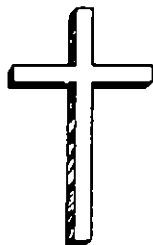
15



16



17



## PROFILE 3 Visual Discrimination

\*

us

use

so

as

us

\*

go

to

go

do

dog

\*

is

it

in

is

us

1

on

no

an

so

on

2

saw

was

sow

saw

sew

3

tap

pat

tap

top

pat

**PROFILE 3** Visual Discrimination

<div>4</div> <div>bit</div>	<div>hit</div>	<div>bite</div>	<div>tip</div>	<div>bit</div>
<div>5</div> <div>you</div>	<div>yon</div>	<div>you</div>	<div>nay</div>	<div>yew</div>
<div>6</div> <div>boy</div>	<div>bay</div>	<div>buy</div>	<div>boy</div>	<div>dog</div>
<div>7</div> <div>walk</div>	<div>talk</div>	<div>wake</div>	<div>walk</div>	<div>wall</div>
<div>8</div> <div>will</div>	<div>will</div>	<div>mill</div>	<div>with</div>	<div>wall</div>
<div>9</div> <div>ship</div>	<div>shop</div>	<div>skip</div>	<div>spit</div>	<div>ship</div>

**PROFILE 3** Visual Discrimination

10 even	ever	even	oven	never
11 seen	soon	seep	seam	seen
12 make	wake	mark	make	made
13 love	lone	live	love	dove
14 came	come	came	cane	name
15 goat	gate	goal	goad	goat

**PROFILE 3** Visual Discrimination

16	other	otter	other	there	alter
17	look	look	lock	loot	book
18	some	soon	come	some	same
19	spot	tops	pots	stop	spot
20	goes	does	goes	goose	shoes
21	clock	cloak	cluck	flock	clock

### PROFILE 3 Visual Discrimination

22

house

horse

house

mouse

noose

23

these

there

three

these

those

24

heard

heart

beard

heard

hoard

25

better

butter

batter

bitter

better

26

become

because

become

became

beacon

27

farmer

farther

farmer

father

firmer

## PROFILE 4 General Ability

This space is for the child's drawing

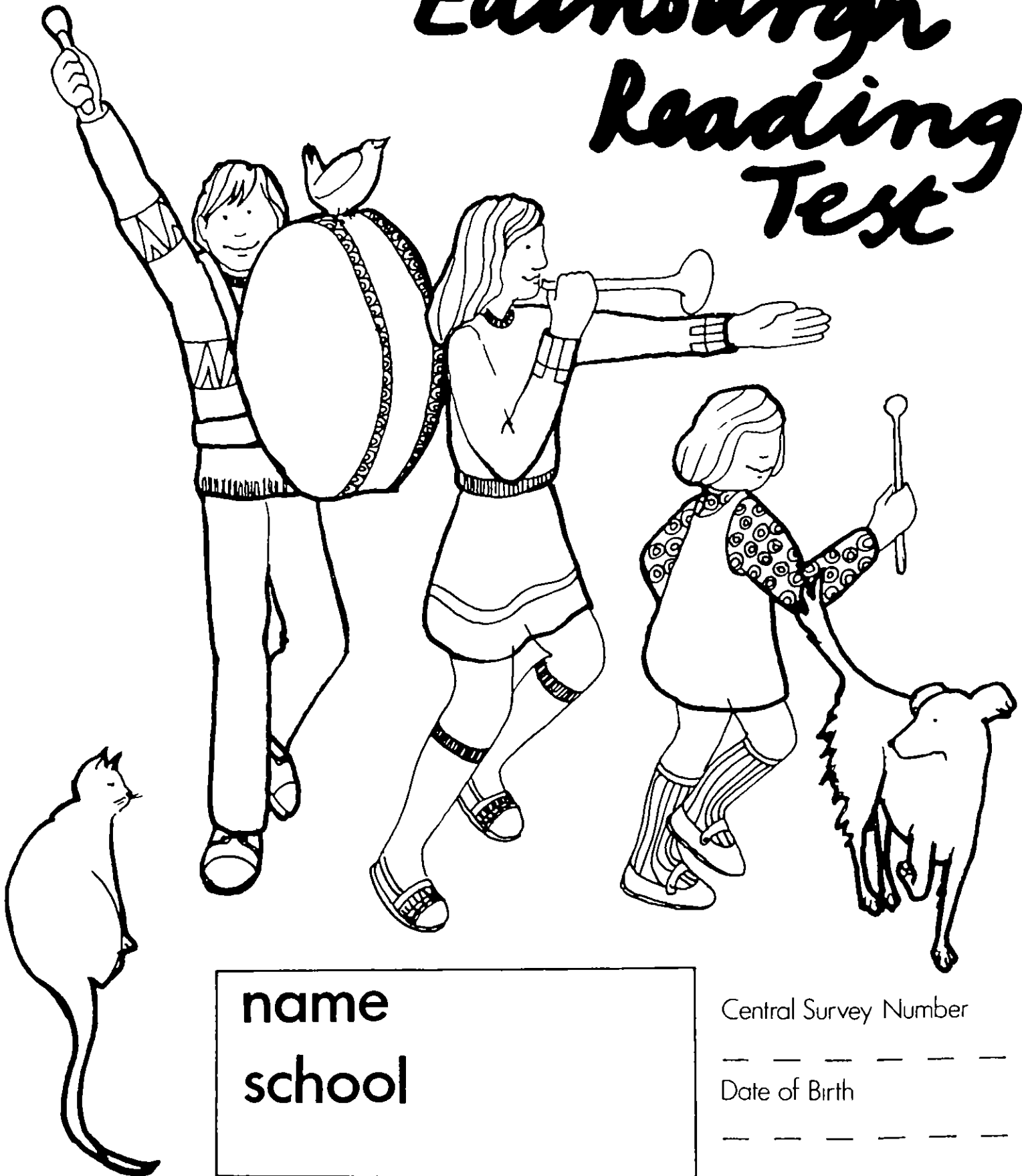
16

Rating



# The Shortened Edinburgh Reading Test

3723



name

school

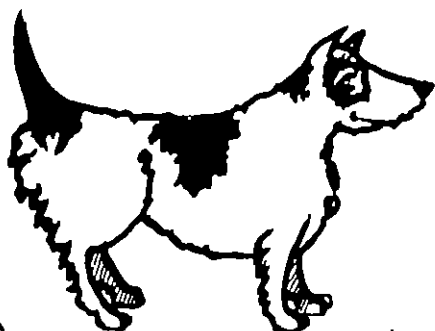
Central Survey Number

Date of Birth

(EXAMPLE)

pod

god



dog

bog

repeat

teardrop



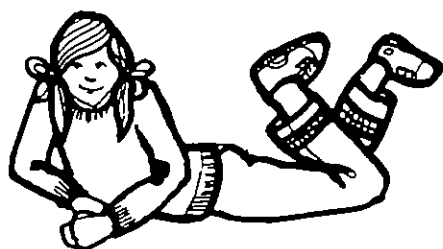
teapot

tiptoe

I3003

girl

pint



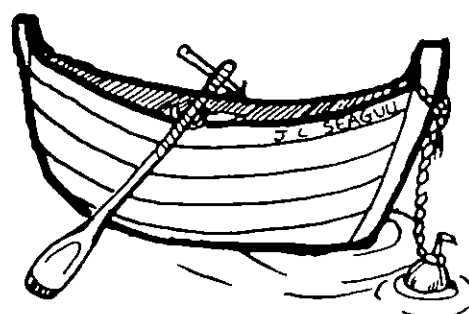
grill

give

I3004

boat

board



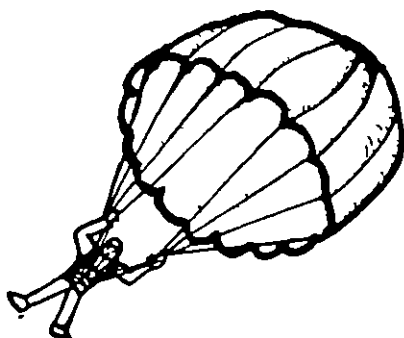
boot

goat

I3005

paragraph

parachute



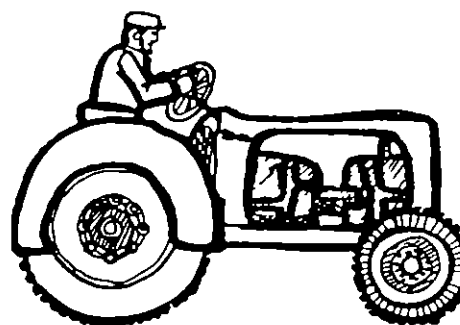
persecute

bargain

I3006

traitor

actor



tractor

trade

I3007

(EXAMPLE)

Why are you ~~been~~ late?

I3008 1 Philip borrowed off my bicycle

I3009 2 In the summer, we play in out the park

I3010 3 I have just been on away holiday

I3011 4 Why are your nose feet dirty?

I3012 5 Give your ball needs blowing up

(EXAMPLE)

Do you feel all right?

A B C D **E**

1 How did you get so wet? I3013

A B C D

2 What were you doing there? I3014

A B C D

3 You smell dreadful I3015

A B C D

4 Would you like a bath? I3016

A B C D

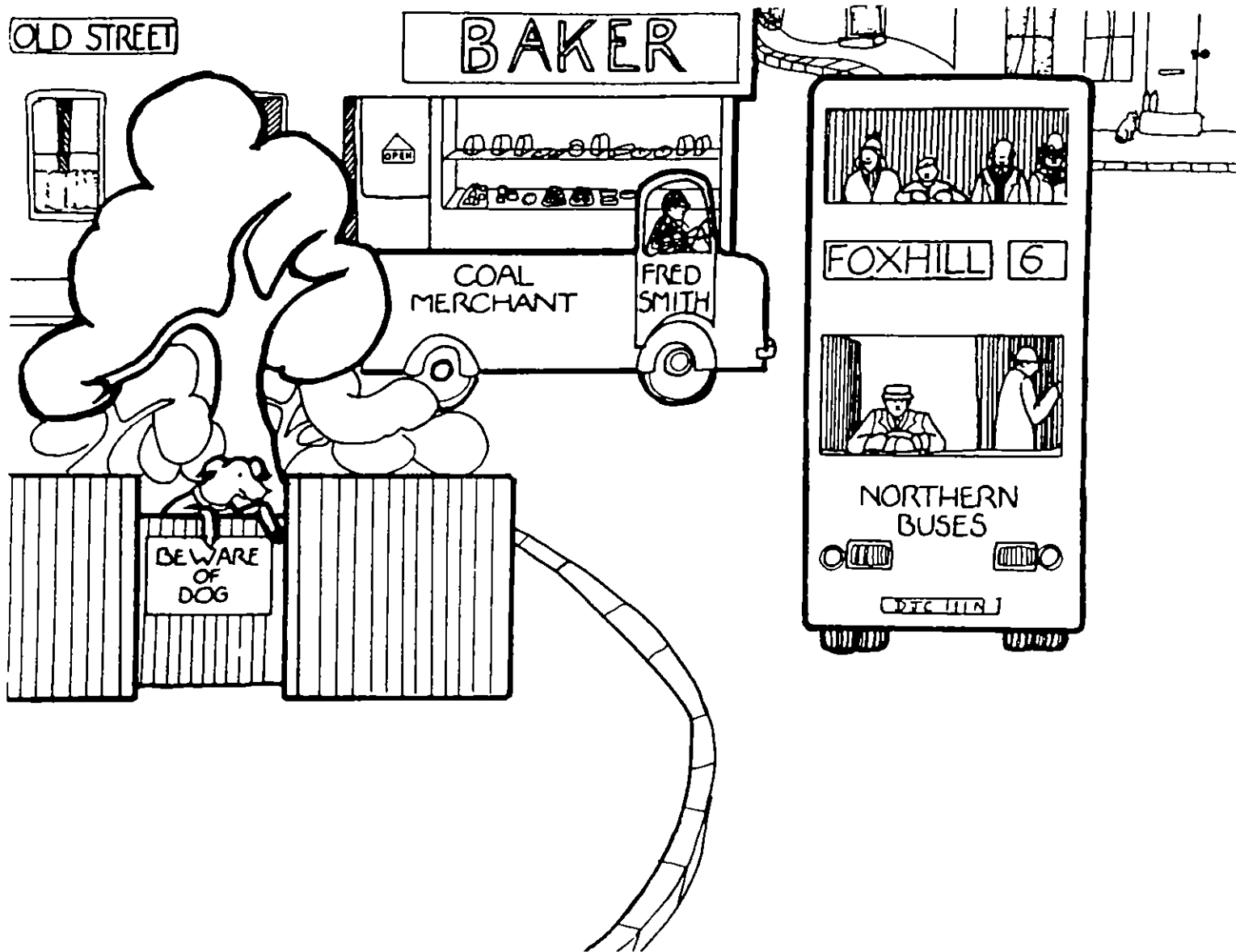
A Yes, so does the pond

B I fell in the pond

C No thank you, I'll go home and have one

D Fishing for tadpoles

E I feel very cold



- |    |   |               |
|----|---|---------------|
| 1  | Where is the bus going?                     | ( I3017. )    |
| 2  | What does the shop sell?                    | ( I3018 )     |
| 3. | What is the name of the street you can see? | (.I3019 )     |
| 4  | What is the name of the bus company?        | ( I3020 . . ) |
| 5  | What kind of shop can you see?              | (.I3021... )  |

These sentences are about seven people. Their names are A, B, C, and so on. From what you are told in these sentences, fill in the brackets at the side. Write the correct person's letter in each bracket. There will be two letters that you do not use.

- |  |   |                           |         |
|--|---|---------------------------|---------|
| The news came as a great surprise to A | 1 | Who felt <u>annoyed</u> ? | (I3022) |
| The news was what B had expected       | 2 | Who felt <u>amused</u> ?  | (I3023) |
| C found the news frightening           | 3 | Who felt <u>amazed</u> ?  | (I3024) |
| The news made D feel cross             | 4 | Who felt <u>afraid</u> ?  | (I3025) |
| To E, the news was worrying            | 5 | Who felt <u>ashamed</u> ? | (I3026) |
| F thought the news was funny           |   |                           |         |
| G felt guilty when he heard the news   |   |                           |         |
- 

Read each of these sentences carefully. In each one, see if you know or can find the meaning of the hard word which is underlined. Look in the list below for an easier word to go in its place, and write it in the brackets at the end of the sentence.

- 1 She managed to reduce the amount she spent each week (cut I3027 )
- 2 As he was speaking, someone interrupted with an angry remark (cut I3028 )
- 3 The village was isolated by heavy falls of snow (cut I3029 )
- 4 Time was short, so we had to exclude a visit to London (cut I3030 )

cut open    cut off

cut out    cut away

cut down    cut in

**Read this carefully**

Just outside our window, a little old man was searching the gutter for some lost object. He kept stooping and peering about, kicking over leaves and papers and pieces of gravel, whatever he was looking for must have been quite small. We were on the point of going downstairs to help him when he seemed to decide to give up. He shrugged his shoulders and went away without so much as a backward glance, so probably the object of his search was small in value as well as in size.

The next sentences are about what you have just read.

Underline the part in the brackets that gives the correct ending to each sentence

- 1 We are told that the old man was looking for  
(something | papers | nothing | money | anything) I3031
- 2 The last sentence tells us that the old man I3032  
(realised that he was being watched | suddenly found what he had lost |  
| kept looking back as he went away |  
| gave up because his back was aching | seemed not to care any more)
- 3 From reading this story, we learn most about I3033  
(the lost object | the street gutter | what the old man did |  
| what the people at the window did | the person telling the story)
- 4 We know that the people watching were at an upstairs window because  
(they could not see the object either |  
| the story says they were going down to help | I3034  
| the story says it was an upstairs window |  
| the man looked little from that distance |  
| the man went away before they could reach him)
- 5 When the old man stopped searching, the people who had watched him were  
(already on their way to help him | wishing they could do something to help |  
| wondering whether or not he wanted help | just about to go and help him |  
| sorry they had been so slow to help) I 3035

Read this poster carefully. See if you can remember what it tells you, so that you will be able to answer questions about it WITHOUT LOOKING BACK at this page.

GROVES THE STATIONERS

are happy to inform their customers

that they will be opening another shop at the end of May

This new branch, at 26 Gold Street, will contain

the following departments

Ground Floor      Stationery — a wide range of goods

First Floor        Books

Second Floor     Records

Hours of opening will be from 9 15 a m to 5 30 p m

on Mondays, Tuesdays, Wednesdays, and Fridays,

from 9 15 a m to 1 p m on Thursdays and Saturdays

---

DO NOT TURN OVER UNTIL YOU ARE TOLD

**These questions are about what you read on the other page. Answer them, WITHOUT TURNING BACK, by writing the correct word, or the correct number, in each space.**

- 1 Another shop is to be opened by I3036 the Stationers
- 2 The date of opening will be at the end of I3037
- 3 On the Second Floor, there will be a I3038 Department
- 4 The Department with a wide range of goods will be on the I3039 Floor
- 5 The new branch will open daily at I3040 a m
- 6 On Saturdays, it will close at I3041 p m
- 7 It will close at the same time on I3042
- 8 On the other weekdays, it will close at I3043 p m



Show that you understand the meanings of the words underlined in this passage by doing the exercise below.

John confirmed that the money was in his pocket and hurried on his way. He was heading straight for the toyshop. Since the model police car had first appeared on display, John had been unable to pass the window without staring in, picturing to himself the innumerable criminals the miniature policemen could apprehend. The price was one pound, and initially John had been totally discouraged.

But then, three weeks later, he had an incredible stroke of luck. An aunt came to visit them and presented him with twenty-five pence. Then he earned money for working in a neighbour's garden and was promised further remuneration for performing similar tasks. Now he had his pound.

Underline the part in the brackets which is closest in meaning to what is underlined in the passage above.

- 1 John  
(suddenly noticed that | wondered if | remembered that | made sure that)  
the money was in his pocket as he made his way to the toyshop I 3044
- 2 Since the model car had been put in the window, he had often  
(counted | imagined | watched | dreamt about) I 3045  
the large number of criminals which the
- 3 (clever | daring | tiny | imaginary) I 3046  
policemen could
- 4 (arrest | chase | caution | charge) I 3047
- 5 But the high price had (usually | definitely | at first | for a long time) I 3048  
made John
- 6 (utterly dissatisfied | completely disheartened | extremely despondent |  
| almost desperate) I 3049
- 7 However, he had an (instant | extreme | unbelievable | unexpected) I 3050  
piece of good fortune
- 8 His aunt gave him some money, then he was paid for a gardening job,  
and was promised I 3051  
(presents | compensation | refreshments | additional payments) for
- 9 (fulfilling other requests | carrying out work of the same sort | I 3052  
| obliging people | doing jobs of a different type)

**This passage has five parts and they are in the wrong order. Write A, B, C, D and E on the lines below to show the correct order.**

- A. Mary slipped out to a waiting boat and the boatman quickly rowed her across the water.
- B He unlocked the room where Mary was held prisoner
- C Mary was in prison in the castle which is on an island in the middle of the loch
- D On shore her soldiers met her with horses for the journey to safety
- E One night when the keepers had gone to bed a servant boy stole the keys of the castle

I3053  
 FIRST                  SECOND                  THIRD                  FOURTH                  FIFTH

**Now do the same with the five parts of this passage.**

- A The door opened slowly, suspiciously
- B "So this is your sister," she said "You may come in "
- C As she recognised Bobby, she opened the door wider, and we could see her properly
- D My heart stood still as we heard the key being turned in the lock and the bolt being withdrawn
- E At first we could only see a small part of Mrs Newman, a black shadow, with a white peering face

I3054  
 FIRST                  SECOND                  THIRD                  FOURTH                  FIFTH

**Read this passage Find out what the different people think about travelling into a city. Then do the exercise below**

Mr Archer "If you travel by car you have the parking problem when you arrive There is no such problem when you use public transport You don't have to park the bus "

Miss Bruce "But if you travel by bus, you have to queue at the stop Queuing is so frustrating—if you are first in the queue, your bus is often the last to arrive."

Mrs Cross "Your troubles are only beginning if you do get your foot on a bus If you are a man you must offer your seat to a lady, even if she is young and healthy; and she must accept your offer, however ridiculous it may be "

Miss Duncan "The manners of car-drivers in town are infuriating Their lack of consideration causes many accidents You seldom see a bus involved in an accident Travel to town by bus and reduce the amount of traffic on the city roads "

Mr Edwards "If you value your comfort and the time you save, go by car It's almost as cheap to use your own car, too "

**Who is the most likely to make each of the following remarks?  
Put a ring round A or B or C or D or E to show your choice.**

		<u>Mr</u> <u>Archer</u>	<u>Miss</u> <u>Bruce</u>	<u>Mrs</u> <u>Cross</u>	<u>Miss</u> <u>Duncan</u>	<u>Mr</u> <u>Edwards</u>
1	"Driving a car in town is a dangerous undertaking "	I3055 A	B	C	D	E
2	"There's no problem about parking if you go by bus "	I3056 A	B	C	D	E
3	"It is difficult to decide how to behave to other passengers "	I3057 A	B	C	D	E
4	"People who arrive at the stop earliest often have to wait longest "	I3058 A	B	C	D	E
5	"There is little difference between the costs of travelling by public transport and by private car "	I3059 A	B	C	D	E
6	"If more people took the bus to town the roads would be less congested "	I3060 A	B	C	D	E
7	"A journey in a crowded bus is often embarrassing "	I3061 A	B	C	D	E
8	"Car drivers should be more courteous "	I3062 A	B	C	D	E

**Read this passage, then decide how each item should be completed to reproduce the sense of the passage. Underline the best completion**

I locked the door, knowing it would hold my pursuers for a few moments, and attempted to open the window. It would not budge. Sheer blind panic seized my mind as the panels splintered, but then my fingers found the catch, the window opened, and I was breathing the cold air. There was a deafening blast, and something struck my shoulder, pushing me off the ledge.

Had there not been a large rose bush below I would not have got up, for my fall was all arms and legs, naturally enough. As it was, I arose scratched and furious. My panic had gone completely, and I wished only to avenge myself on my attackers, for the idea of flight, which had previously obsessed me, had now left me entirely. I stood there with the snow melting on my knees, shaking my fist at my pursuers, who fortunately could not see me in the dark.

- 1 This passage describes (a kidnapping / a man's escape from attackers /  
/ police raiding a house / a murder) I3063
- 2 The man locked the door (to secure privacy / in a panic / I3064  
/ to keep his pursuers out of the house / to hinder his pursuers)
- 3 The window would not open because (he had not undone the catch /  
/ it was stuck / it was frozen / he had locked it) I3065
- 4 The 'deafening blast' (line 4) was probably (the door breaking down /  
/ the wind through the window / a gunshot / thunder) I3066
- 5 The result of the fall was to (injure him / make him forget his panic /  
/ wind him / make him panic) I3067
- 6 The action probably happened on a (summer day / summer night / winter day /  
/ winter night) I3068
- 7 When he fell from the window, the man (did not get up / ran away to find help /  
/ stood and shook his fist / was lost) I3069

*Coder Code I3070*

# FORM B

# GROUP MATHEMATICS TEST

D. YOUNG

Name

Date

School

Class

FORM B

ORAL

COMP

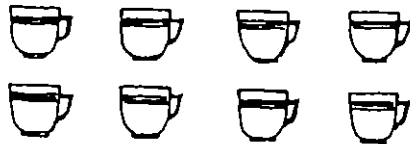
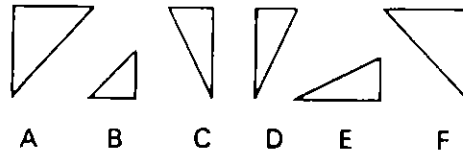
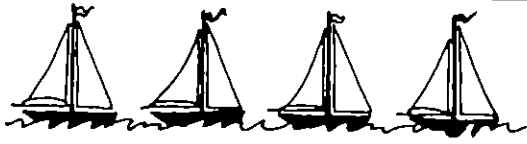
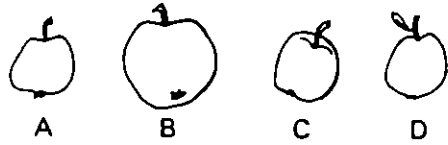
Page 1

Page 2

TOTALS

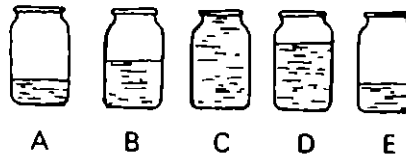
TOTAL

3 7 2 3

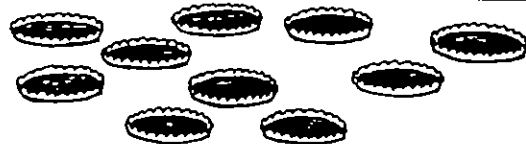
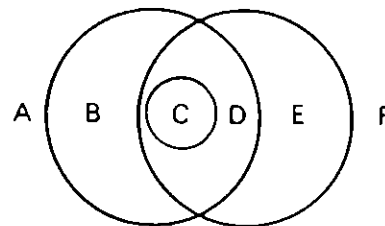
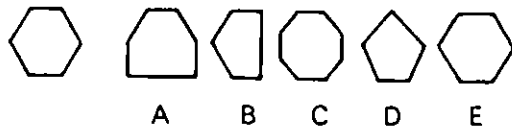
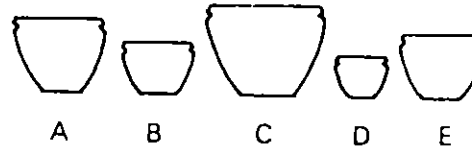
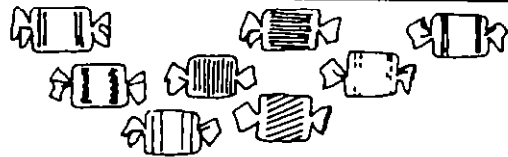


27 53 72 81 19

22, 23, 24, 26



8 11, 14, 20



$$3 + 1 =$$

$$6 + 2 =$$

$$9 + 4 =$$

$$18 + 5 =$$

$$7 + 8 =$$

$$22 + 10 =$$

$$8 + 32 =$$

$$20 + 70 =$$

$$43 + 25 =$$

$$19 + 41 =$$

$$10 + 81 =$$

$$13 + 79 =$$

$$16 + 68 =$$

$$25 + 95 =$$

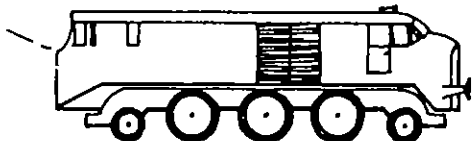
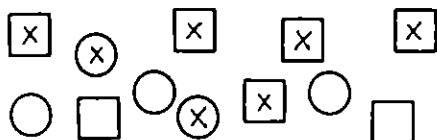
$$154 + 117 =$$

ORAL

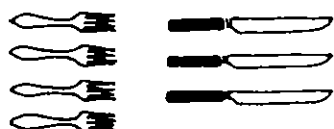
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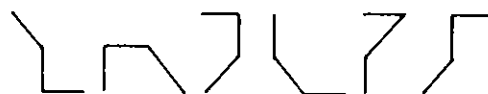
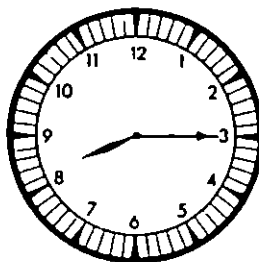
A B C D



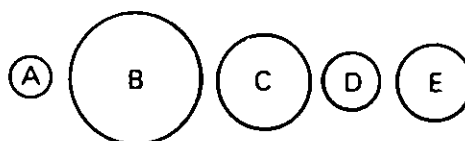
G F E D C B A



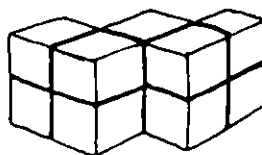
M



A B C D E



Dick 4 marbles  
Jim 5 marbles



8 boxes

3 5 6  
11 13 7

M

$$3 - 1 =$$

$$10 - 2 =$$

$$7 - 3 =$$

$$8 - 5 =$$

$$12 - 3 =$$

$$14 - 3 =$$

$$74 - 4 =$$

$$80 - 30 =$$

$$29 - 5 =$$

$$84 - 10 =$$

$$20 - 11 =$$

$$45 - 15 =$$

$$26 - 19 =$$

$$60 - 18 =$$

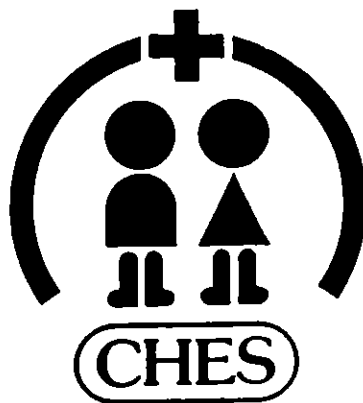
$$97 - 21 =$$

M

ORAL

COMPUTATION





University of Bristol

Ches Friendly Mathematics Test

Child Health and Education Study 1980.

Copyright 1979:

Department of Child Health Research Unit, University of Bristol.

Test authors: Colin Appleton, John Kerley. Artist: Sarah Braum.



What's this?...

... It's your very own

friendly  
MATHS  
test

---

Central Survey Number .....

Name .....

Child's Birth Date .....

Date of Assessment *I2503/I2503M/I2503Y* ..(*DD/MM/YY*)..

School... ..

---





what is  
one  
more than  
three?

1	<input type="checkbox"/>
4	<input type="checkbox"/>
2	<input type="checkbox"/>
5	<input type="checkbox"/>
3	<input type="checkbox"/>

I2504

What is the  
MISSING  
number? +

5  
?  
8

3	<input type="checkbox"/>
13	<input type="checkbox"/>
4	<input type="checkbox"/>
5	<input type="checkbox"/>
2	<input type="checkbox"/>

I2505



How  
many  
STARS  
altogether  
?

7	<input type="checkbox"/>
4	<input type="checkbox"/>
11	<input type="checkbox"/>
10	<input type="checkbox"/>
9	<input type="checkbox"/>

I2506

**Add**  $+ \begin{array}{r} 349 \\ \underline{63} \end{array}$

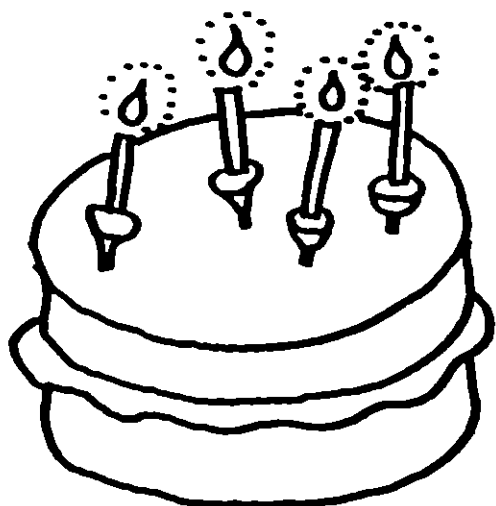
31012	<input type="checkbox"/>
323	<input type="checkbox"/>
412	<input type="checkbox"/>
421	<input type="checkbox"/>
283	<input type="checkbox"/>

I2507

**Take away**  $- \begin{array}{r} 5 \\ \underline{5} \end{array}$

$\frac{1}{2}$	<input type="checkbox"/>
1	<input type="checkbox"/>
01	<input type="checkbox"/>
0	<input type="checkbox"/>
10	<input type="checkbox"/>

I2508



what is  
**ONE**  
less than  
**FOUR** ?

4	<input type="checkbox"/>
2	<input type="checkbox"/>
1	<input type="checkbox"/>
5	<input type="checkbox"/>
3	<input type="checkbox"/>

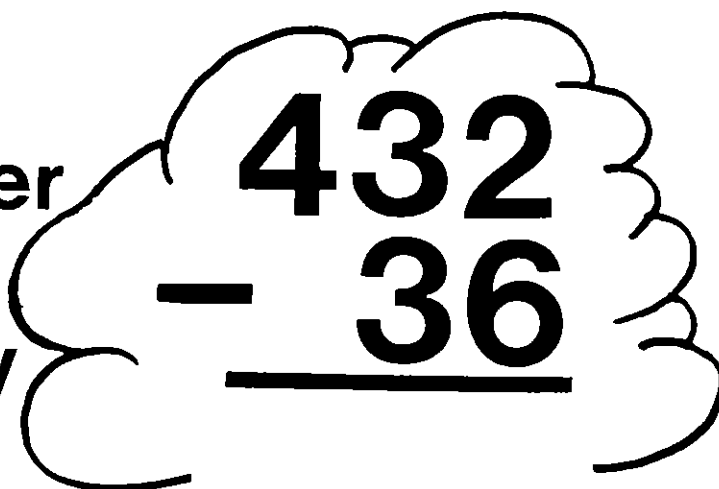
Take away

$$3 - 2$$

5	<input type="checkbox"/>
4	<input type="checkbox"/>
1	<input type="checkbox"/>
0	<input type="checkbox"/>
2	<input type="checkbox"/>

I2510

and  
another  
Take  
away


$$\begin{array}{r} 432 \\ - 36 \\ \hline \end{array}$$

476	<input type="checkbox"/>
396	<input type="checkbox"/>
404	<input type="checkbox"/>
424	<input type="checkbox"/>
372	<input type="checkbox"/>

I2511

What is the

MISSING

number?

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

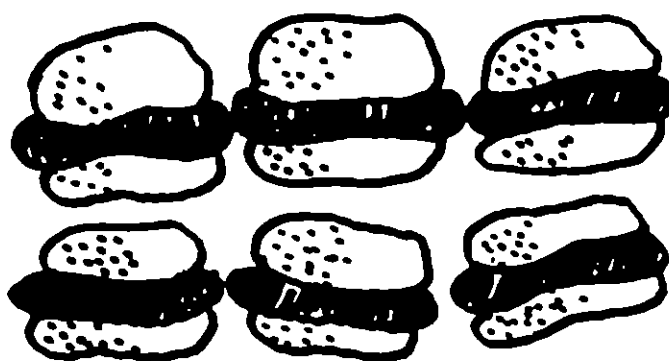
none of these	<input type="checkbox"/>
5	<input type="checkbox"/>
2	<input type="checkbox"/>
3	<input type="checkbox"/>
8	<input type="checkbox"/>

 **multiply**  $\times \underline{56}$

- 11 ☐
- 30 ☐
- $\frac{5}{6}$  ☐
- 35 ☐
- 56 ☐

I2513

**How many burgers?**



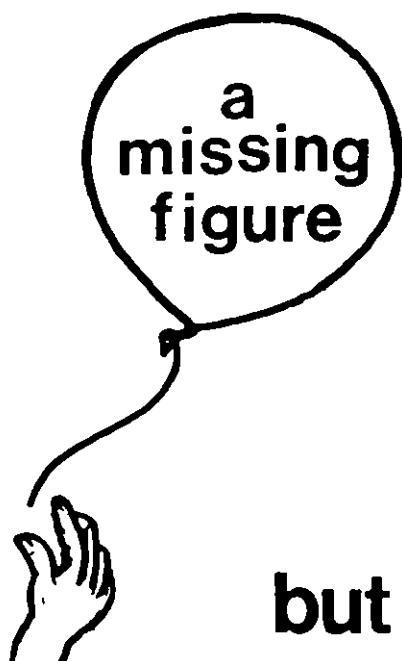
- $3 \div 6$  ☐
- $6 - 2$  ☐
- $2 \times 3$  ☐
- $2 + 2$  ☐
- $6 \div 2$  ☐

I2514

**multiply again**  $\begin{array}{r} 138 \\ \times 7 \\ \hline \end{array}$

- 916 ☐
- 875 ☐
- 963 ☐
- 715 ☐
- 966 ☐

I2515



$$\begin{array}{r} 3? \\ \times 5 \\ \hline 185 \end{array}$$

but what is it ?

- 1 ☐
- 3 ☐
- 9 ☐
- 7 ☐
- 5 ☐

I2516

share

$$9 \div 3$$

- 6 ☐
- 4 ☐
- 27 ☐
- 3 ☐
- 12 ☐

I2517



*I have a box of 48 icecreams in my freezer. If I only eat 8 a day, how many days will they last?*

- 1 ☐
- 6 ☐
- 8 ☐
- 12 ☐
- 384 ☐



$$15 \overline{)80}$$

5

☐

4 rem 10

☐

6

☐

5 rem 5

☐

4

☐

I2519

*I've left out a  
number, haven't I?  
Do you know what  
it is?*

$$256 \div ? = 64$$

4

☐

2

☐

192

☐

6

☐

128

☐

I2520

what does  
this sign  
mean

—

equals

☐

share

☐

add

☐

take away

☐

times

☐

*All these number sentences are FIBS except one. Which is the TRUE one?*

*(all right, a clue... you don't have to work them out)*

$$\frac{5}{4} - 4 = 4 - \frac{5}{4} \quad \square$$

$$7 \div 3 = 3 \div 7 \quad \square$$

$$27 \times 2 = 22 \times 7 \quad \square$$

$$85 + 1208 = 1208 + 85 \quad \square$$

$$\frac{1}{10} - \frac{1}{2} = \frac{1}{2} - \frac{1}{10} \quad \square$$

I2522

what's

**THIRTY~**

**FIVE**

in figures ?

53 ☐

35 ☐

350 ☐

305 ☐

530 ☐

I2523

The **0**

in **703**

means...

70 ☐

No tens ☐

Nothing ☐

Ten tens ☐

30 ☐

how many

**TENS**

**15**

are there  
in this number ?

- 5 ☐
- none ☐
- 1 ☐
- 6 ☐
- 15 ☐

I2525

*The mileometer in a car shows the distance in miles and tenths of a mile*

3 7 3 2 5 1

at START of  
journey

3 7 3 3 8 3

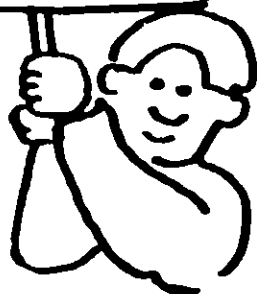
at END of  
journey

*How far was this journey?*

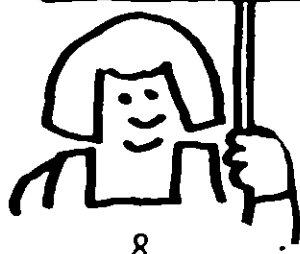
- 13.2 miles ☐
- 132 miles ☐
- 1.32 miles ☐
- 14.0 miles ☐
- 13.0 miles ☐

I2526

45%  
are  
BOYS



What  
percentage  
are  
GIRLS?



- none of these ☐
- 55 % ☐
- 100 % ☐
- 10 % ☐
- 45 % ☐

I2527



Do you know what

**75%**

is as a fraction?

$\frac{75}{10}$  ☐

$\frac{75}{1}$  ☐

$\frac{7}{5}$  ☐

$\frac{3}{5}$  ☐

$\frac{75}{100}$  ☐

I2528

**SMALLEST NUMBER?**

2.0 ☐

10.0 ☐

1 ☐

0.9 ☐

1.5 ☐

I2529

$$\frac{2}{10} =$$

5.0 ☐

2.0 ☐

0.2 ☐

0.5 ☐

2.1 ☐

I2530

**Please ADD**

$$\frac{1}{2} + \frac{1}{2} =$$

$2\frac{1}{2}$  ☐

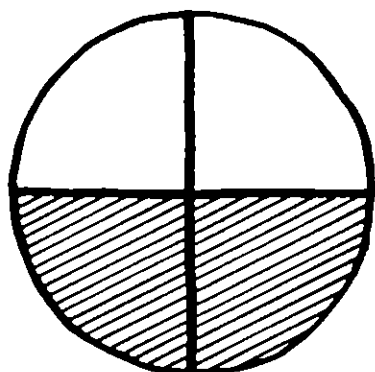
2 ☐

$\frac{1}{4}$  ☐

1 ☐

$\frac{2}{4}$  ☐

I2531



What  
fraction  
is

**SHADED?**

$\frac{1}{2}$  ☐

$\frac{2}{1}$  ☐

$\frac{2}{2}$  ☐

$\frac{1}{1}$  ☐

2 ☐

I2532

**What is**

$\frac{1}{4}$  of 8 ?

$\frac{1}{2}$  ☐

$\frac{1}{32}$  ☐

4 ☐

32 ☐

2 ☐

Which fraction is

**LARGEST**

$\frac{1}{2}$	<input type="checkbox"/>
$\frac{1}{3}$	<input type="checkbox"/>
$\frac{1}{4}$	<input type="checkbox"/>
$\frac{1}{6}$	<input type="checkbox"/>
$\frac{1}{5}$	<input type="checkbox"/>

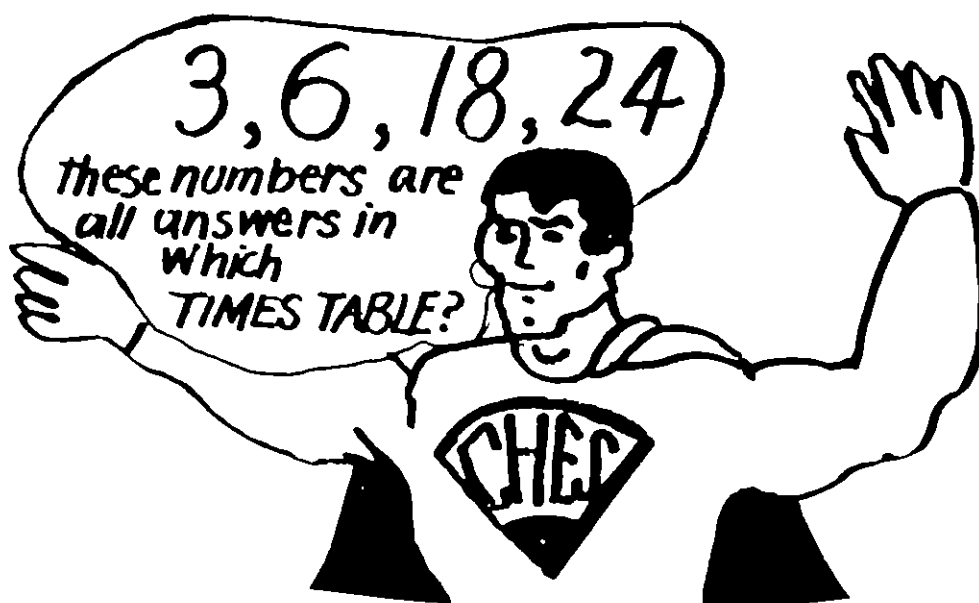
I2534



$\frac{6}{12}$  is the same as...

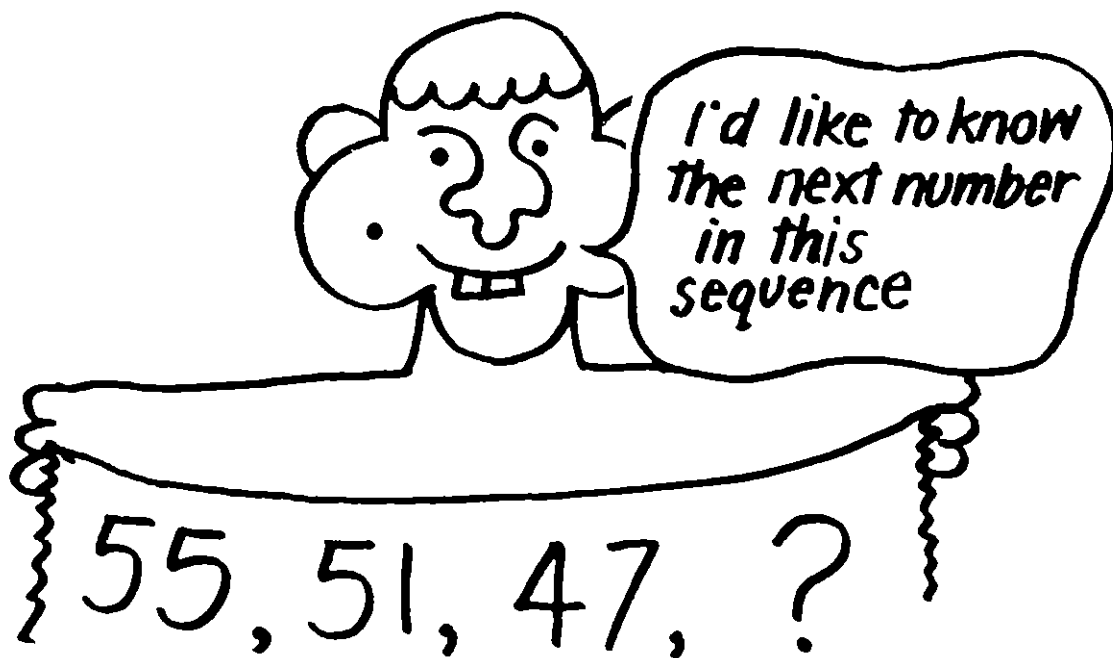
$\frac{1}{12}$	<input type="checkbox"/>
$\frac{12}{8}$	<input type="checkbox"/>
$\frac{2}{3}$	<input type="checkbox"/>
$\frac{1}{4}$	<input type="checkbox"/>
$\frac{1}{2}$	<input type="checkbox"/>

I2535



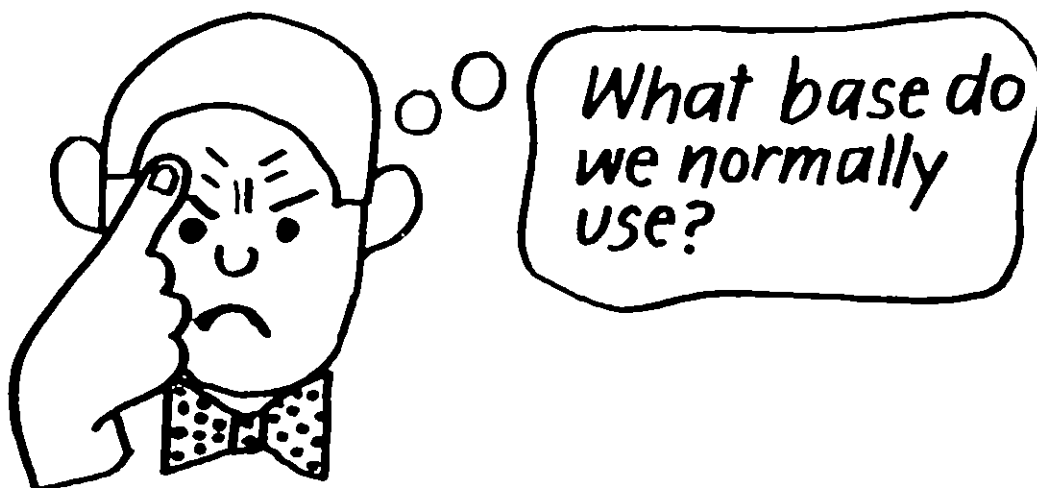
6 X	<input type="checkbox"/>
48 X	<input type="checkbox"/>
144 X	<input type="checkbox"/>
3 X	<input type="checkbox"/>
4 X	<input type="checkbox"/>

I2536



- 37 ☐
- 35 ☐
- 43 ☐
- 31 ☐
- 21 ☐

I2537



- ten ☐
- twenty ☐
- two ☐
- one ☐
- twelve ☐

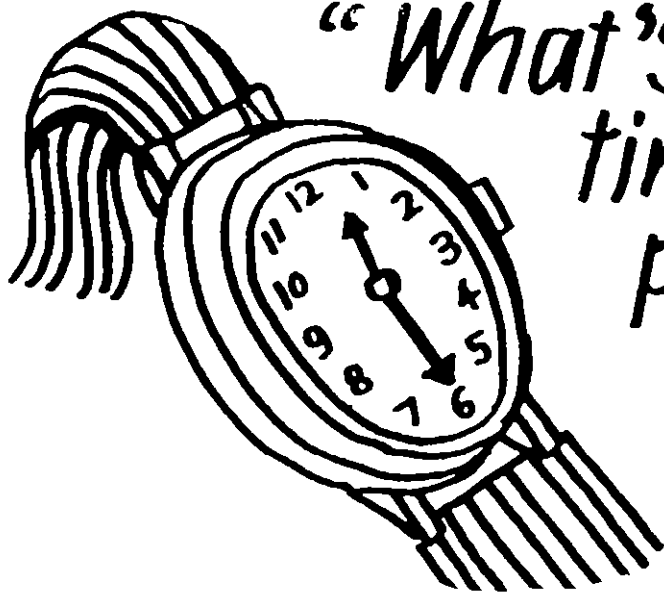
I2538

# ROUND OFF

## 3109

to the nearest hundred, please

- 3200 ☐
- 3000 ☐
- 3100 ☐
- 311 ☐
- 3110 ☐



*“What’s the  
time,  
please  
mister  
?”*

6 o'clock

☐

between  
1 and 2

☐

12 o'clock

☐

$\frac{1}{2}$  past 6

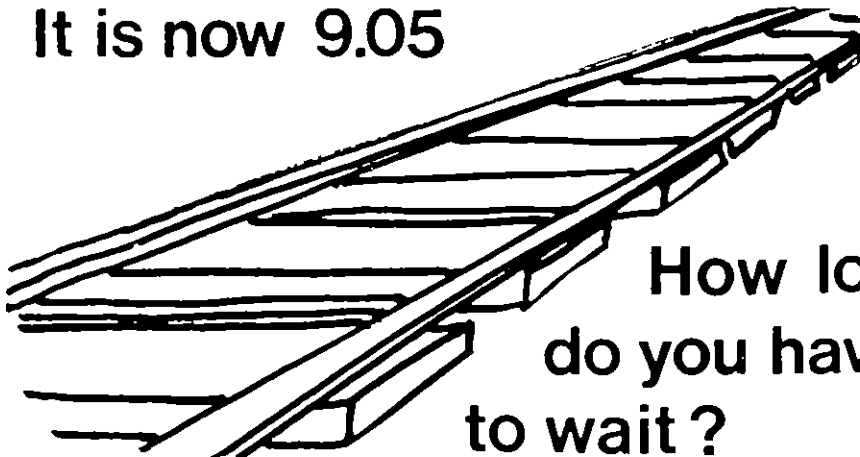
☐

$\frac{1}{2}$  past 12

☐

I2540

**Your train is due at 10.52  
It is now 9.05**



**How long  
do you have  
to wait ?**

47 mins

☐

1 hr 47 mins

☐

1 hr 57 mins

☐

57 mins

☐

1 hr 2 mins

☐

I2541

**London → Wakefield → Leeds →  
Harrogate → New Pudsey → Bradford**  
Mondays to Fridays

	King's Cross	Wakefield Westgate	Leeds	Harrogate	New Pudsey	Bradford Exchange
dep	01 10	07 12d	05 05	07 28a	06 47a	06 57a
arr	04 05	08 32	08 54	—	09 27a	09 37a
GV x	07 45	09 41	09 59	10 47a	10 21	10 28
GV x	09 05	11 13	11 31	12 09	12 15a	12 25a
GV x	09 50	11 43	12 01	12 50a	12 30a	12 40a

**If you left on the 9.50 train  
from King’s Cross, how long  
would it take you to reach  
BRADFORD EXCHANGE?**

2 hrs 90 mins

☐

17 hrs 10 mins

☐

none of these

☐

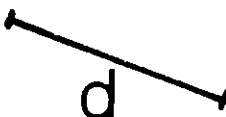
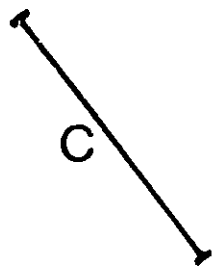
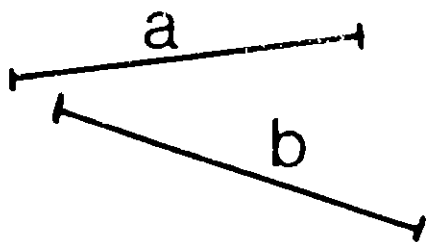
2 hrs 50 mins

☐

3 hrs 10 mins

☐

I2542

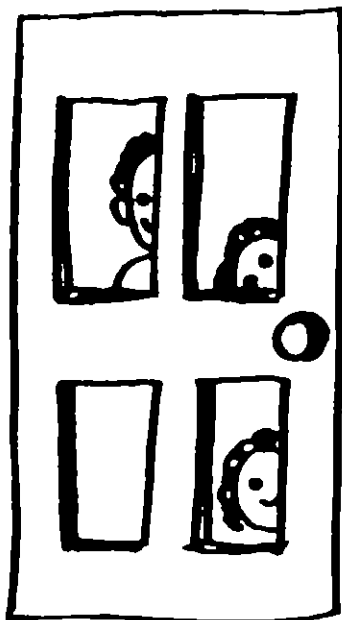


e	<input type="checkbox"/>
a	<input type="checkbox"/>
b	<input type="checkbox"/>
d	<input type="checkbox"/>
c	<input type="checkbox"/>

Which line is shortest ?

I2543

Estimate  
the  
HEIGHT  
of  
your  
CLASSROOM  
DOOR.



2 centimetres	<input type="checkbox"/>
2 millimetres	<input type="checkbox"/>
2 kilometres	<input type="checkbox"/>
2 hectametres	<input type="checkbox"/>
2 metres	<input type="checkbox"/>

I2544

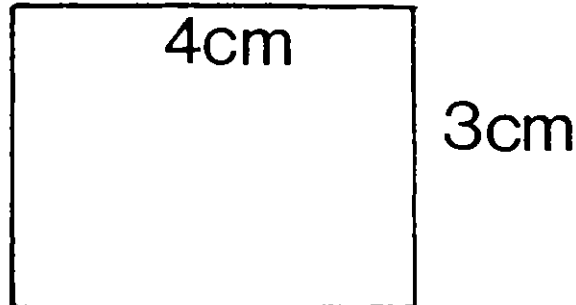
please tell me  
please, which is a  
unit of

**AREA**  
please!

kilometre	<input type="checkbox"/>
cubic metre	<input type="checkbox"/>
metre	<input type="checkbox"/>
square metre	<input type="checkbox"/>
millimetre	<input type="checkbox"/>

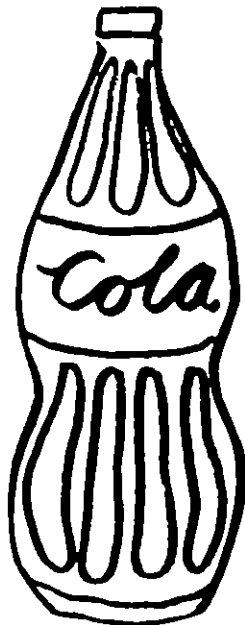
I2545

What's the **AREA**  
of this **RECTANGLE** ?



- 4 cm<sup>2</sup> ☐
- 12 cm<sup>2</sup> ☐
- 7 cm<sup>2</sup> ☐
- 14 cm<sup>2</sup> ☐
- 3 cm<sup>2</sup> ☐

I2546

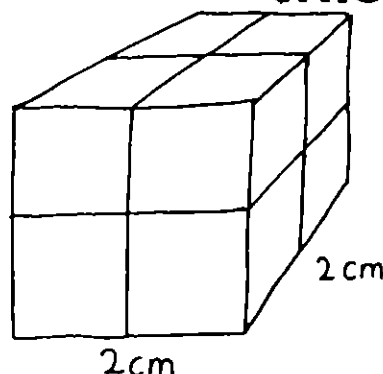
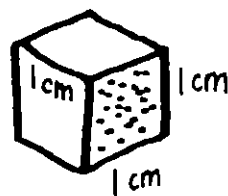


What **UNITS**  
do we use  
to measure  
the **CAPACITY**  
of the bottle ?

- kilograms ☐
- milligrams ☐
- litres ☐
- grams ☐
- metres ☐

I2547

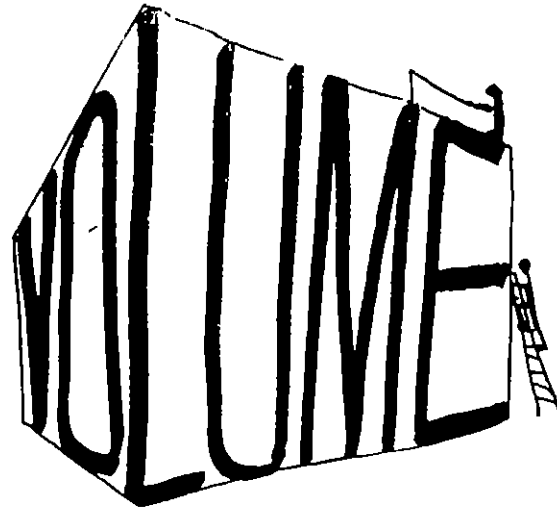
How many of these  
**CENTICUBES**  
would fit into  
this box ?



- 8 ☐
- 2 ☐
- 4 ☐
- 6 ☐
- 12 ☐

I2548

UNIT  
OF



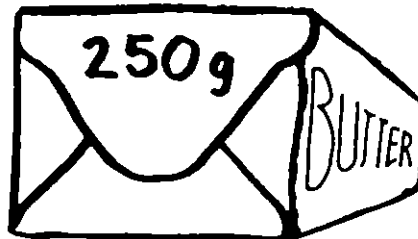
- kilometre ☐
- square metre ☐
- metre ☐
- cubic metre ☐
- millimetre ☐

I2549

**BUTTER**

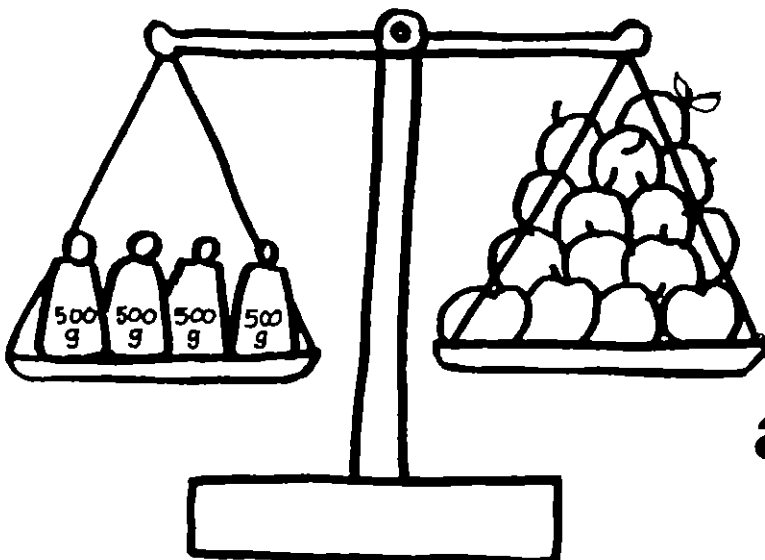
costs £1 per kilogram

How much  
is this pack ?



- 50p ☐
- £2.50p ☐
- 25p ☐
- £4 ☐
- £2 ☐

I2550



How  
heavy  
are  
the  
apples ?

- 200 kg ☐
- 2 kg ☐
- $\frac{1}{2}$  kg ☐
- 20 kg ☐
- 2000 kg ☐

I2551





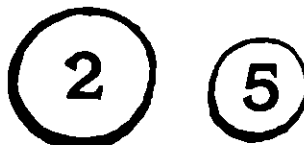
The bird bath has  
**FROZEN**  
 How cold is it ?

100°C	<input type="checkbox"/>
-3°C	<input type="checkbox"/>
212°C	<input type="checkbox"/>
28°C	<input type="checkbox"/>
3°C	<input type="checkbox"/>

I2552



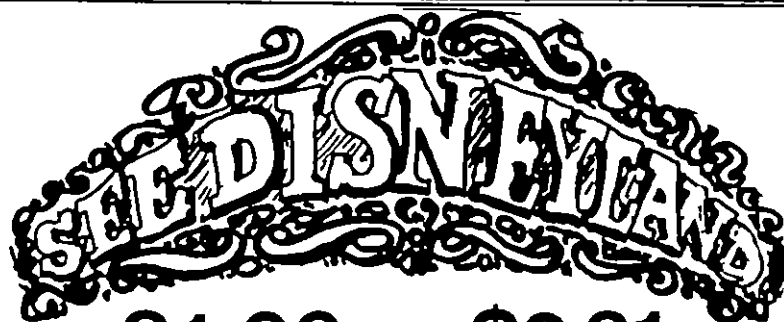
You have  
 these coins:



Which others  
 do you need  
 to buy a cone?

(2)	(2)	<input type="checkbox"/>
(2)	(1)	<input type="checkbox"/>
(5)	(5)	<input type="checkbox"/>
(2)	(1)	<input type="checkbox"/>
(5)		<input type="checkbox"/>

I2553

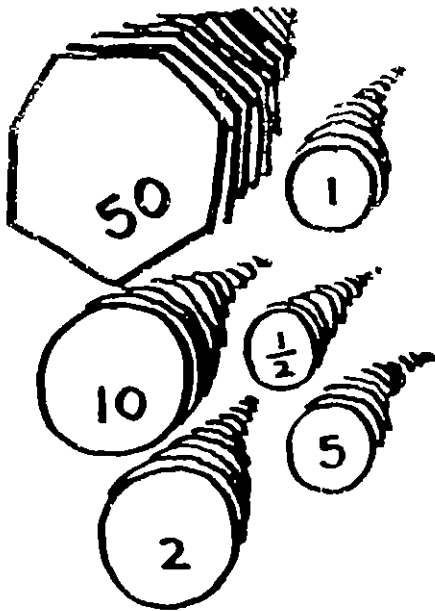


£1.00 = \$2.31

If ONE POUND is worth  
 2.31 DOLLARS, how many  
 DOLLARS would you get  
 for £3?

\$ 69.30	<input type="checkbox"/>
\$ 0.69	<input type="checkbox"/>
\$ 0.693	<input type="checkbox"/>
\$ 0.77	<input type="checkbox"/>
\$ 6.93	<input type="checkbox"/>

I2554



What is the least number of coins you could use to make 38p?

7	<input type="text"/>
4	<input type="text"/>
6	<input type="text"/>
38	<input type="text"/>
1	<input type="text"/>

I2555

**IF**

**A = 3**

**B = 4**

**C = 5**

**what is  
A+B+C?**

ABC	<input type="text"/>
12	<input type="text"/>
none of these	<input type="text"/>
345	<input type="text"/>
60	<input type="text"/>

I2556



**AMANDA ate TWICE as many lollies as WAYNE.**

**If they ate 6 altogether, how many did WAYNE eat?**

3	<input type="text"/>
1	<input type="text"/>
2	<input type="text"/>
5	<input type="text"/>
4	<input type="text"/>

**Mary** is **32**cm shorter  
than **Peter**.  
**Peter** is **21**cm taller  
than **David**.

Which one is true?

Mary is 11 cm  
taller than David ☐

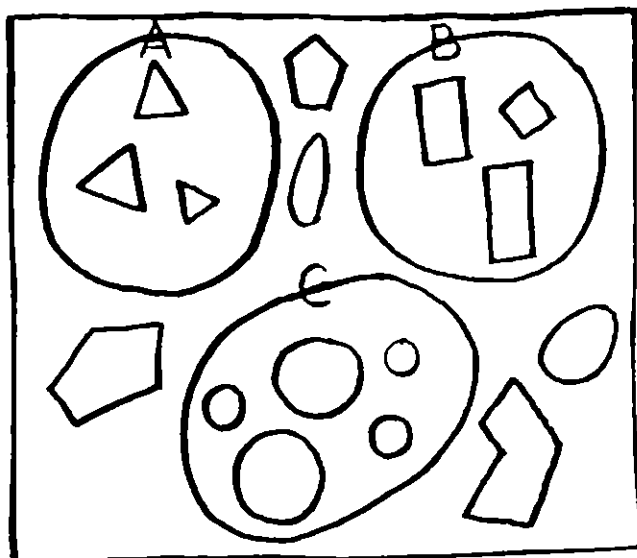
Mary is 11 cm  
shorter than David ☐

Mary is 53 cm  
shorter than David ☐

Mary is 9 cm  
shorter than David ☐

Mary is 53 cm  
taller than David ☐

I2558



Where  
would



go?

inside C ☐

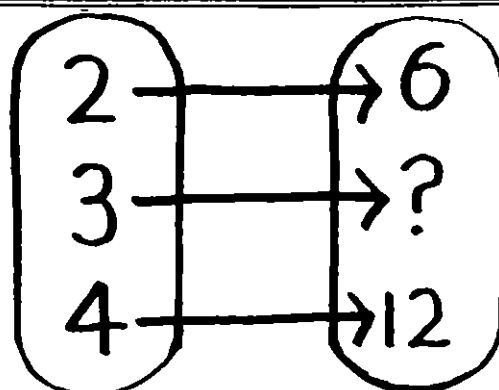
outside the rectangle ☐

outside A, B & C but  
inside the rectangle ☐

inside A ☐

inside B ☐

I2559



This relation is "is 3 times".  
What is the missing number?

6 ☐

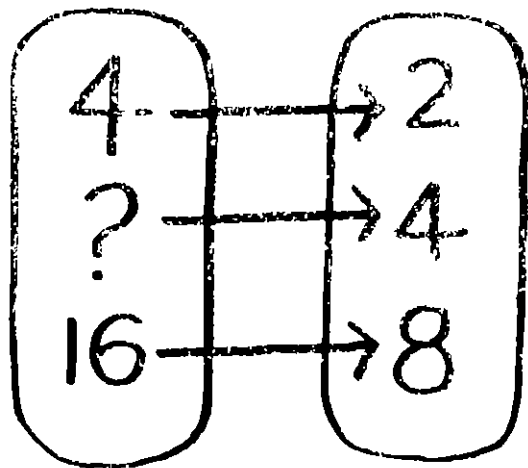
3 ☐

1 ☐

27 ☐

9 ☐

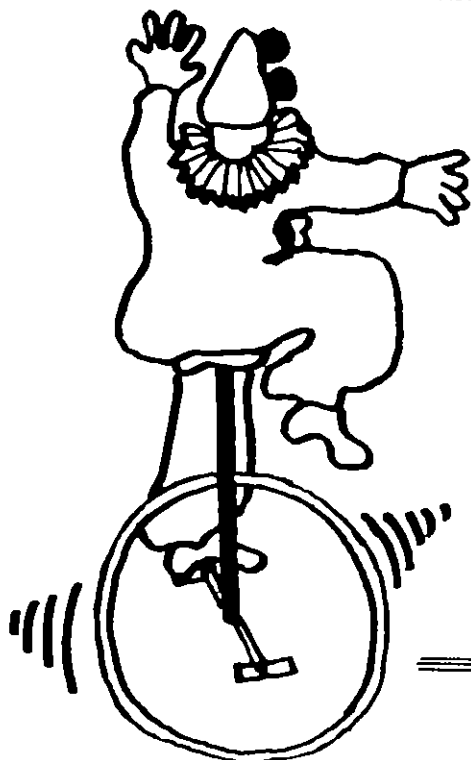
I2560



- 8 ☐
- 4 ☐
- 10 ☐
- 2 ☐
- 12 ☐

Help me with the missing number... please.

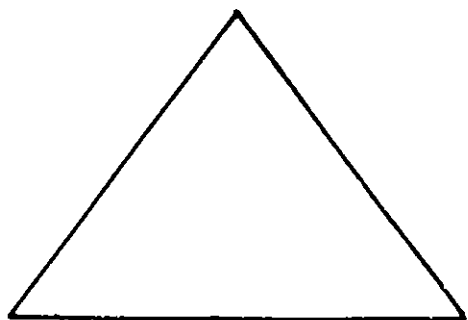
I2561



The **DIAMETER** of a bike wheel is 50cm.  
About how far will it go in one turn?

- 50 cm ☐
- 100 cm ☐
- 150 cm ☐
- 1 cm ☐
- 2 m ☐

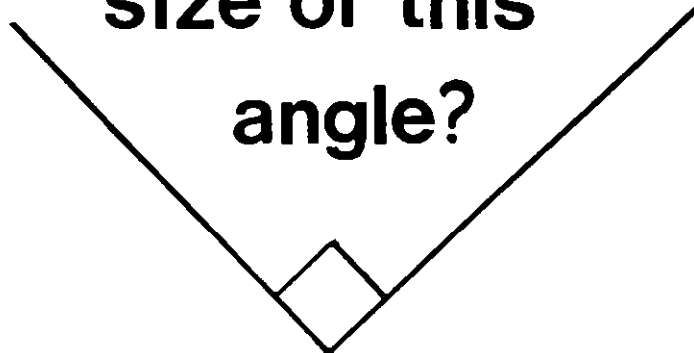
I2562



This is a ....

- square ☐
- circle ☐
- triangle ☐
- rectangle ☐
- oblong ☐

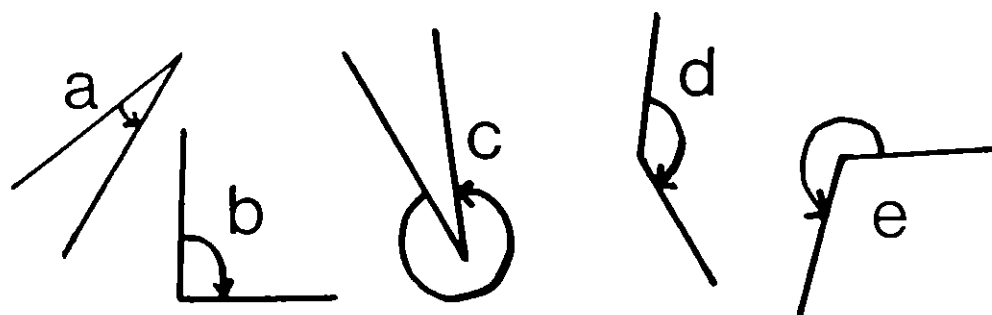
Do you know the  
size of this  
angle?



- 360° ☐
- right angle ☐
- 100° ☐
- 180° ☐
- square ☐

I2564

Which angle do you  
think is smallest ?

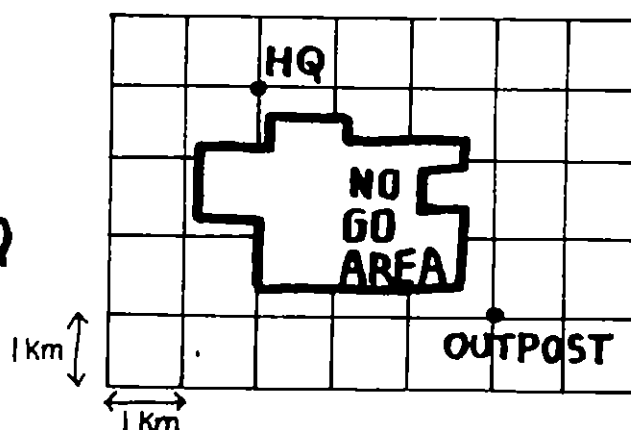


- e ☐
- c ☐
- d ☐
- b ☐
- a ☐

I2565

*"The lines on the  
1 km grid are  
roads.*

*You have to  
drive from HQ  
to OUTPOST  
avoiding the  
NO-GO AREA*



- 5 km ☐
- 7 km ☐
- 6 km ☐
- 4 km ☐
- 8 km ☐

*How far is your shortest route?"*

I2566

# NEWS FLASH!!

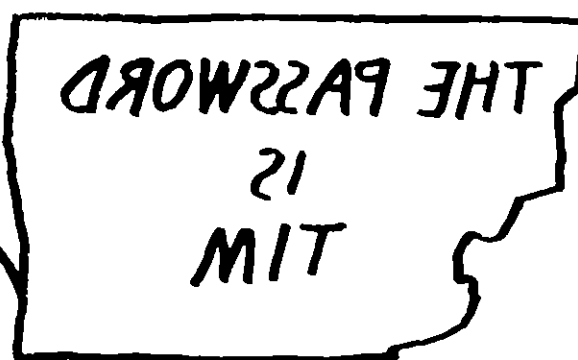
*"A wreck is 6 km East, 3 km North from the lighthouse.  
The lifeboat is 3 km East, 1 km North from the lighthouse.  
What is the position of the wreck from the lifeboat?"*

- 3 1/2 ☐
- 2 km E, 3 km N ☐
- 1 km E, 6 km N ☐
- 3 km E, 2 km N ☐
- 3 km E, 6 km N ☐

I2567



**A SPY RECEIVES  
THIS MESSAGE :**



- tin ☐
- mit ☐
- tim ☐
- nit ☐
- wit ☐

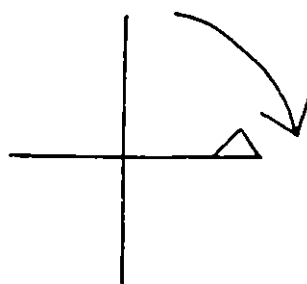
**WHAT MUST SHE SAY?**

I2568

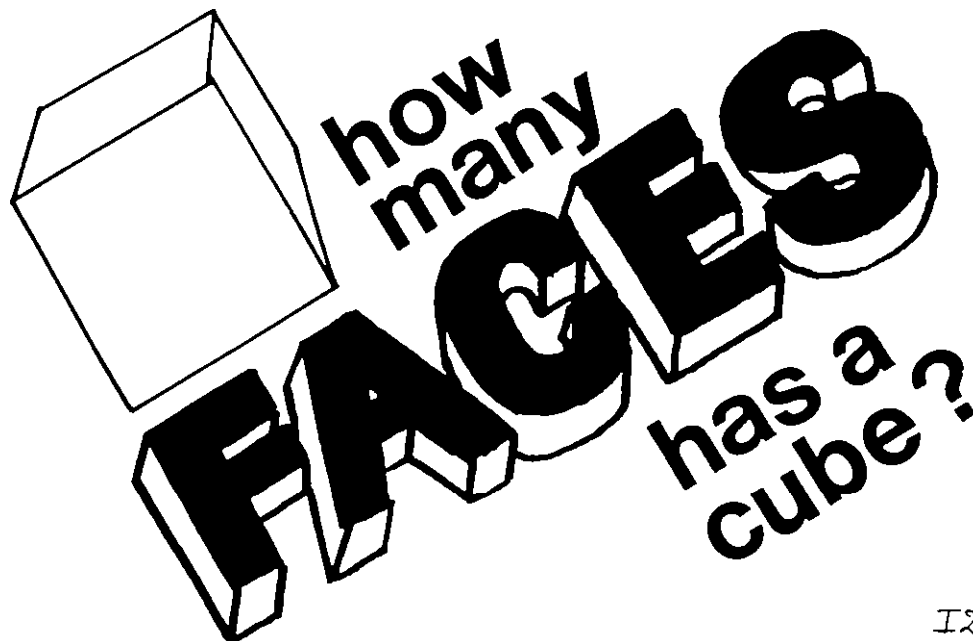
**ROTATE**

**THIS**

**A  $\frac{1}{4}$  TURN**



- ☐
- ☐
- ☐
- ☐
- ☐



3

☐

8

☐

5

☐

4

☐

6

☐

I2570

What would you call  
a line that goes  
straight down?

(towards the  
centre of the earth )



parallel

☐

isosceles

☐

horizontal

☐

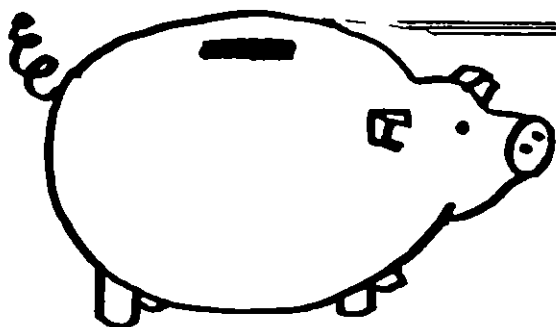
perpendicular

☐

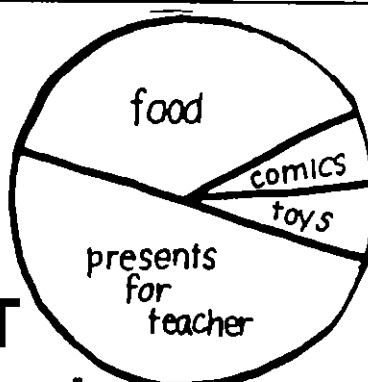
vertical

☐

I2571



This PIE CHART  
shows how I spent  
my pocket money.  
What did I spend  
MOST on?



toys

☐

presents

☐

pies

☐

comics

☐

food

☐

How many girls support LIVERPOOL?



	Girls	Boys
ARSENAL	7	3
LIVERPOOL	4	6
NOTTS.F.	5	5

6

☐

11

☐

30

☐

16

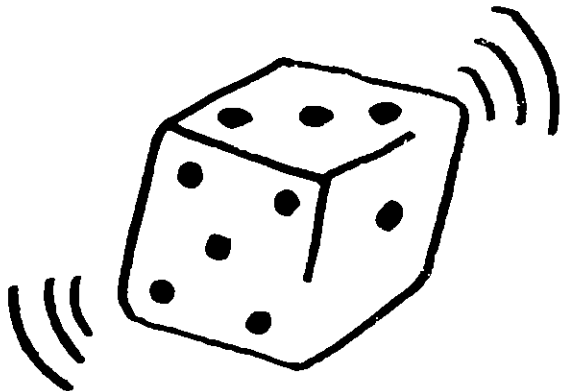
☐

none of these

☐

I2573

You roll the die **ONCE**. What is your chance of getting a **6**?



1 in 1

☐

nil

☐

5 in 1

☐

1 in 6

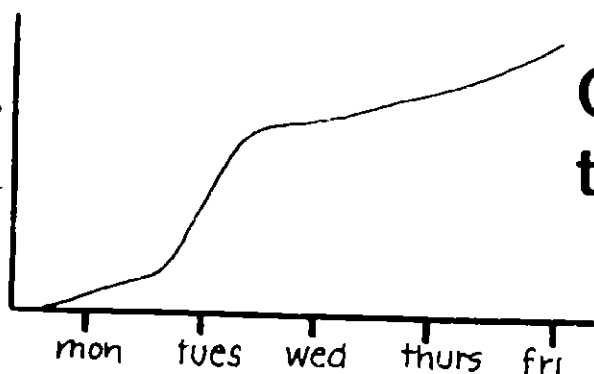
☐

6 in 1

☐

I2574

This is a line graph of a plant's growth.



On which day did the plant grow most?

mon

☐

tues

☐

thurs

☐

fri

☐

wed

☐

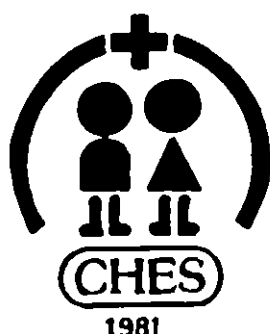
Coder Code I2576

I2575



# CHILD HEALTH & EDUCATION STUDY

A national study in England, Wales and Scotland of all children born 5th – 11th April 1970



## SPECIAL TEST BOOKLET

Director Neville R Butler  
MD, FRCP, FRCOG, DCG,  
Department of Child Health Research Unit  
University of Bristol  
Bristol BS2 8DZ

Tel (0272) 24920/279761

Under the auspices of the University of Bristol and the National Birthday Trust

PLEASE COMPLETE IN BLOCK CAPITALS

Surname																					
Forenames																					
Sex	M <input type="checkbox"/>	F <input type="checkbox"/>	Date of Birth	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">DAY</td> <td style="text-align: center;">MTH</td> <td style="text-align: center;">YR</td> </tr> <tr> <td style="border: 1px solid black; width: 20px; text-align: center;">0</td> <td style="border: 1px solid black; width: 20px; text-align: center;">4</td> <td style="border: 1px solid black; width: 20px; text-align: center;">7 0</td> </tr> </table>							DAY	MTH	YR	0	4	7 0					
DAY	MTH	YR																			
0	4	7 0																			
			Today's Date	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">DAY</td> <td style="text-align: center;">MTH</td> <td style="text-align: center;">YR</td> </tr> <tr> <td style="border: 1px solid black; width: 20px;"></td> <td style="border: 1px solid black; width: 20px;"></td> <td style="border: 1px solid black; width: 20px;"></td> </tr> </table>							DAY	MTH	YR								
DAY	MTH	YR																			
School Name																					
For office use only	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 20px;"></td> <td style="border: 1px solid black; width: 20px;"></td> <td style="border: 1px solid black; width: 20px;"></td> <td style="border: 1px solid black; width: 20px;"></td> <td style="border: 1px solid black; width: 20px;"></td> <td style="border: 1px solid black; width: 20px;"></td> <td style="border: 1px solid black; width: 20px;"></td> <td style="border: 1px solid black; width: 20px;"></td> <td style="border: 1px solid black; width: 20px;"></td> <td style="border: 1px solid black; width: 20px;"></td> <td style="border: 1px solid black; width: 20px;"></td> </tr> </table>																				

PLEASE READ THE INTRODUCTION TO THE INSTRUCTION BOOKLET  
BEFORE WORKING THROUGH THIS SPECIAL TEST BOOKLET

## The Special Tests

These tests consist of the

- (1) Fundamental Concepts Test
- (2) Copying Designs Test
- (3) Draw a Man Test
- (4) Young's Mathematics Test
- (5) Thackray Reading Readiness Profiles (Auditory and Visual Discrimination)

Some sections of the **Fundamental Concepts Test** utilise the materials in the polythene bags, labelled 1, 2 and 3

The bags contain

- (1) 36 red and blue counters (squares and circles)
- (2) 10 strips of card from 3cm to 12cm in length
- (3) Two balls of plasticine of equal weight

The child will require a pencil to complete several of the tests. It will also be helpful to have some plain paper to hand for tests which require the child to look at printed material, in order to cover over preceding and subsequent items which could otherwise distract the child.

The **Special Tests** are fun for the child to do and might be presented as games. The child need not labour on with any item if it becomes apparent that he or she cannot manage it. However, it is important that the teacher indicates all items that the child is unable to answer. This will require particular care with the **Young's Mathematics Test** and the sections of the **Thackray Reading Readiness Profiles** where no provision has been made for teachers marking such items. If any tests are not administered, please indicate this on the separate **Report Form**.

The timetable for the tests is left to the teacher's discretion, but it is recommended that the tests are administered in sessions lasting around 40 minutes each. As far as possible, individual sections of a test should not be divided between different sessions. Administration will be easier for the teacher if he/she sits on one side of the Study child rather than opposite. Throughout the instructions for the tests, the suggested iteration for the teacher is given in *italics*. These words should not be modified in such a way as to alter their meaning, but passages may be repeated if the child fails to understand what has been said. The teacher can add words of encouragement throughout the testing, but should not indicate to the child that particular answers are right or wrong.

Whenever a child offers more than one response to an item, the teacher should ask the child which response is the correct one. If the child still fails to give a single response, please mark the item as "no response".

Should the child be unable to use a pencil to make written responses then the teacher may write the child's verbal responses or indicate his/her pointing responses. It is, of course, impossible for the teacher to assist with tests which require the child to draw or copy.

# 1 FUNDAMENTAL CONCEPTS TEST

This test contains nine sections aimed at assessing basic numeracy, simple mathematical skills and the stages of reasoning hypothesised by Piaget and others. These sections are Counting, Oddities and Matching, Relative Number, Classification, Seriation, Addition, Subtraction, Conservation and Spatial Concepts

## (a) COUNTING

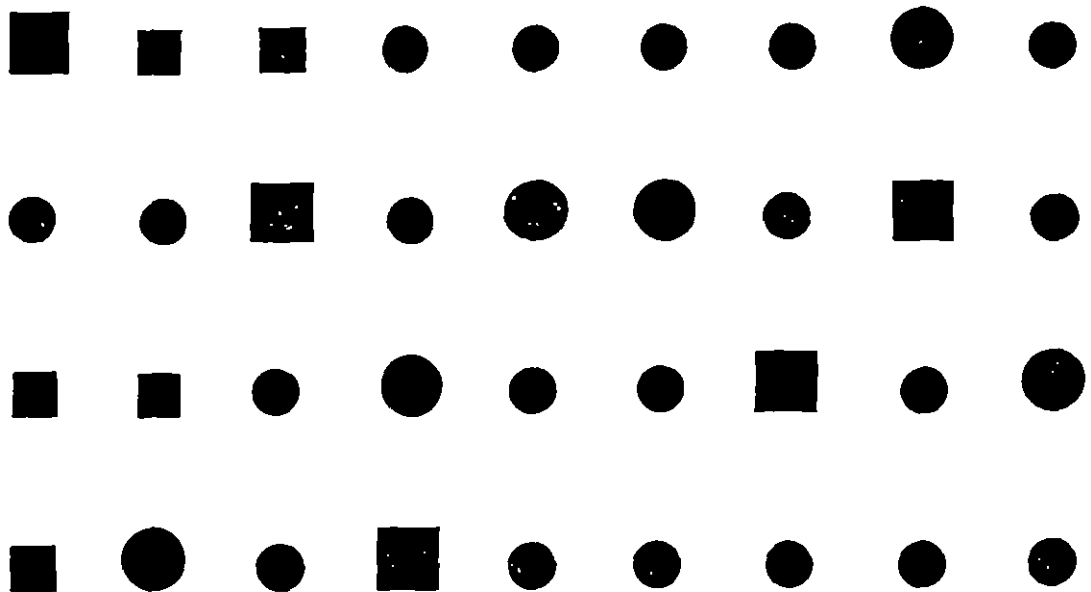
The materials used in this section are in the small polythene bag marked (1)

They consist of 4 large blue squares and 4 small blue squares  
4 large blue circles and 10 small blue circles  
1 large red square and 1 small red square  
2 large red circles and 10 small red circles

These materials will be used again in later sections of the Fundamental Concepts Test

**INSTRUCTIONS FOR TEACHER:** Please place all the counters on the desk, in four rows of nine in any order in front of the child

For example



Please say to the child, *"Let's count these aloud. Start here and go along the row"* point to the counter at the left of the nearest row (arrowed) and say *"Point to each one and count aloud"* Do not start the child off by saying "one" or "one, two" etc

Note whether the child counts correctly in sequence and whether he/she co-ordinates counting with pointing

- (i) Which number did the child count up to correctly (i.e. not including the first error)?

(Maximum is 36)

- (ii) When the child first made an error, was this because of

incorrect sequencing of numbers?

lack of co-ordination of counting and pointing?

some other error?

Tick all that apply

☐☐☐

please specify

**INSTRUCTIONS FOR TEACHER** Gather all the counters into a loose pile in front of the child. Say “*Now put TWO counters over here*”, indicating a place on the desk at the preferred side of the child (i.e. right-hand side for a right-handed child \*).

Please try not to wait expectantly for the child to place more counters if he/she has not placed sufficient. Try not to curtail any of the child’s actions when the correct number of counters has been placed. If you are not sure that the child has completed the task say, “*Have you finished?*” Record any comments about the child’s actions that you think are important, in the space provided at the bottom of the page §

(iii) **TWO COUNTERS** How many counters did the child place?

If the child is unsuccessful with this task, move on to section (b) Oddities and Matching

If the child completes the task successfully, gather the counters into a single pile and repeat the procedure with **FIVE** counters

(iv) **FIVE COUNTERS** How many counters did the child place?

If the child is **unsuccessful**, repeat the procedure for **THREE** and **FOUR** counters and record his/her performance below. If the child is **successful** with **FIVE**, repeat the procedure for **SIX** and **SEVEN** and record his/her performance below

If **unsuccessful** with **FIVE**:

(v) **THREE COUNTERS** How many counters did the child place?

(vi) **FOUR COUNTERS** How many counters did the child place?

Now proceed to Section (b) Oddities and Matching

If **successful** with **FIVE**

(vii) **SIX COUNTERS** How many counters did the child place?

(viii) **SEVEN COUNTERS** How many counters did the child place?

§ Please make any comments about the child’s actions which you think are important

This completes the Counting Section

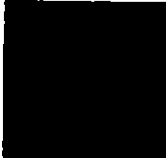



\* If there is any difficulty in ascertaining the child’s handedness, assume that this was indicated by the hand which the child used for pointing in the previous section

## (b) ODDITIES AND MATCHING





### ODDITIES

**INSTRUCTIONS FOR TEACHER** Please sit to one side of the child when administering this section. Prepare the following three rows of counters, one at a time, in front of the child. For each row say to the child, "*Which one is different from the rest? Point to the one that is different*." Record the child's response below by ticking the box under the counter that he/she indicates.





(i) Please start with this arrangement

					
Tick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If the child does not point to any of the counters, tick here					<input type="checkbox"/>

(ii) Please repeat with this arrangement

small circles					
Tick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If the child does not point to any of the counters, tick here					<input type="checkbox"/>

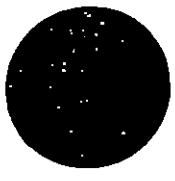
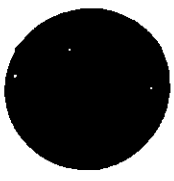
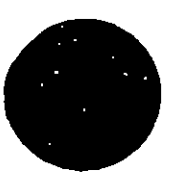


(iii) Please repeat with this arrangement

					
Tick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If the child does not point to any of the counters, tick here					<input type="checkbox"/>






## MATCHING

**INSTRUCTIONS FOR TEACHER:** Please prepare the following three rows of counters, one at a time, in front of the child. For each row point to the counter in the middle (marked **STANDARD**) and say to the child, "*Which is the same as this? Point to the one that is the same* ". Record the child's response below by ticking the box under the counter that he/she indicates



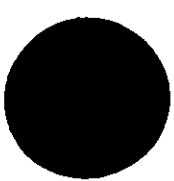
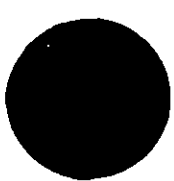
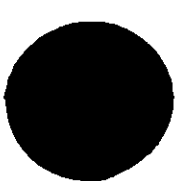
(iv) Please start with this arrangement

				
Tick <input type="checkbox"/>	<input type="checkbox"/>	<b>STANDARD</b>	<input type="checkbox"/>	<input type="checkbox"/>
If the child does not point to any of the counters, tick here <input style="float: right;" type="checkbox"/>				

(v) Please repeat with this arrangement

				
Tick <input type="checkbox"/>	<input type="checkbox"/>	<b>STANDARD</b>	<input type="checkbox"/>	<input type="checkbox"/>
If the child does not point to any of the counters, tick here <input style="float: right;" type="checkbox"/>				






(vi) Please repeat with this arrangement

				
Tick <input type="checkbox"/>	<input type="checkbox"/>	<b>STANDARD</b>	<input type="checkbox"/>	<input type="checkbox"/>
If the child does not point to any of the counters, tick here <input style="float: right;" type="checkbox"/>				


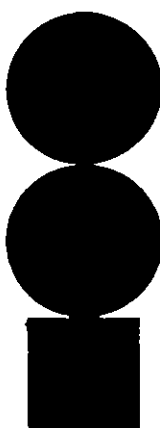



## MATCHING (cont.)

**INSTRUCTIONS FOR TEACHER.** Please show the child the three series of configurations on this page, one at a time. Cover the page with blank pieces of paper and uncover only one series at a time. For each series point to the **STANDARD** (in the middle) and say to the child, *“Which is the same as this? Point to the one that is the same.”* Record the child’s response below, by ticking the box under the figure he/she indicates.

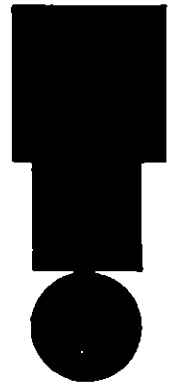




(vii) Please show this series first

					
Tick <input type="checkbox"/>	<input type="checkbox"/>	<b>STANDARD</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If the child does not point to any of these, tick here <input style="float: right;" type="checkbox"/>					

(viii) Please repeat with this series.

					
Tick <input type="checkbox"/>	<input type="checkbox"/>	<b>STANDARD</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If the child does not point to any of these, tick here <input style="float: right;" type="checkbox"/>					

(ix) Please repeat with this series:

					
Tick <input type="checkbox"/>	<input type="checkbox"/>	<b>STANDARD</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If the child does not point to any of these, tick here <input style="float: right;" type="checkbox"/>					

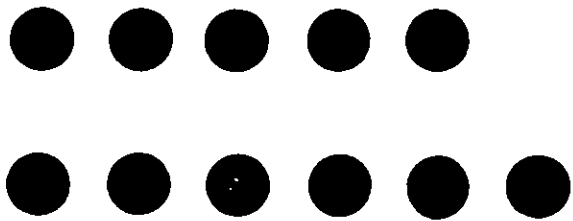
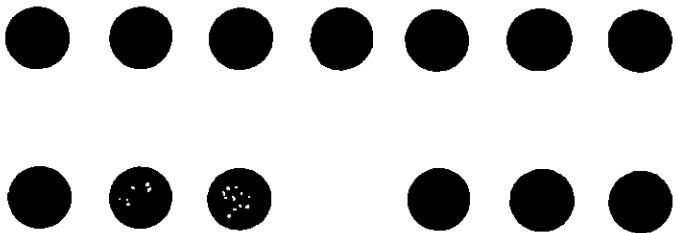
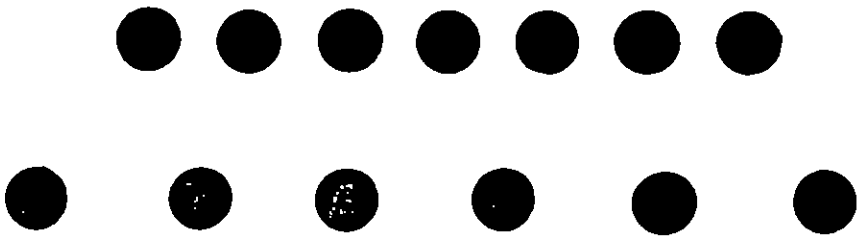
This completes the Oddities and Matching Section

(c) **RELATIVE NUMBER**

This section uses the counters again

**INSTRUCTIONS FOR TEACHER:** Please prepare the following arrangements of counters, one at a time, on the desk in front of the child. For each arrangement ask the child, "*Which row has more counters? Point to the row with more counters.*" Record the child's response by ticking the appropriate box. After each presentation transform the arrangement by following the instructions below.

After all **three** presentations please repeat them all again (i to iii)

<p>(i) Place five red and six blue circles exactly as shown</p> 	<table><thead><tr><th></th><th>1st sequence</th><th>Repeat sequence</th></tr></thead><tbody><tr><td>Correct</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>Incorrect</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>No Response</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr></tbody></table>		1st sequence	Repeat sequence	Correct	<input type="checkbox"/>	<input type="checkbox"/>	Incorrect	<input type="checkbox"/>	<input type="checkbox"/>	No Response	<input type="checkbox"/>	<input type="checkbox"/>
	1st sequence	Repeat sequence											
Correct	<input type="checkbox"/>	<input type="checkbox"/>											
Incorrect	<input type="checkbox"/>	<input type="checkbox"/>											
No Response	<input type="checkbox"/>	<input type="checkbox"/>											
<p>(ii) Now add two red circles and move one blue circle to make a new arrangement, exactly as shown:</p> 	<table><thead><tr><th></th><th>1st sequence</th><th>Repeat sequence</th></tr></thead><tbody><tr><td>Correct</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>Incorrect</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>No Response</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr></tbody></table>		1st sequence	Repeat sequence	Correct	<input type="checkbox"/>	<input type="checkbox"/>	Incorrect	<input type="checkbox"/>	<input type="checkbox"/>	No Response	<input type="checkbox"/>	<input type="checkbox"/>
	1st sequence	Repeat sequence											
Correct	<input type="checkbox"/>	<input type="checkbox"/>											
Incorrect	<input type="checkbox"/>	<input type="checkbox"/>											
No Response	<input type="checkbox"/>	<input type="checkbox"/>											
<p>(iii) Now spread out the blue counters:</p> 	<table><thead><tr><th></th><th>1st sequence</th><th>Repeat sequence</th></tr></thead><tbody><tr><td>Correct</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>Incorrect</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>No Response</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr></tbody></table>		1st sequence	Repeat sequence	Correct	<input type="checkbox"/>	<input type="checkbox"/>	Incorrect	<input type="checkbox"/>	<input type="checkbox"/>	No Response	<input type="checkbox"/>	<input type="checkbox"/>
	1st sequence	Repeat sequence											
Correct	<input type="checkbox"/>	<input type="checkbox"/>											
Incorrect	<input type="checkbox"/>	<input type="checkbox"/>											
No Response	<input type="checkbox"/>	<input type="checkbox"/>											

This completes the Relative Number Section



(d) **CLASSIFICATION**

(i) **INSTRUCTIONS FOR TEACHER.** Please gather all 36 counters (circles and squares) into a loose pile in front of the child and say, "*Put all the red ones over here*" indicating a place on the desk at the preferred side of the child

How many **RED SHAPES** did the child put in the place indicated?

n b if  
none,

How many **BLUE SHAPES** did the child put in the place indicated?

then  
write "O"

Please make any comments about the child's actions which you think are important

(ii) **INSTRUCTIONS FOR TEACHER.** Please gather all the counters into a single pile again and say, "*Now put all the squares over here*" indicating a place on the desk at the preferred side of the child

How many **SQUARES** did the child put in the place indicated?

n b if  
none,

How many **CIRCLES** did the child put in the place indicated?

then  
write "O"

Please make any comments about the child's actions which you think are important

(iii) **INSTRUCTIONS FOR TEACHER** Please gather all the circles into a single pile and remove the squares from the desk. Say to the child, "*Now put all the small ones over here.*"

How many **SMALL CIRCLES** did the child put in the place indicated?

n b if  
none,

How many **LARGE CIRCLES** did the child put in the place indicated?

then  
write "O"

Please make any comments about the child's actions which you think are important

(iv) **INSTRUCTIONS FOR TEACHER** Please gather all the counters (circles and squares) into a pile and say, "*Now put all the blue squares over here.*"

How many **BLUE SQUARES** did the child put in the place indicated?

How many **BLUE CIRCLES** did the child put in the place indicated?

n b if  
none,

How many **RED SQUARES** did the child put in the place indicated?

then  
write "O"

How many **RED CIRCLES** did the child put in the place indicated?

Please make any comments about the child's actions which you think are important

(v) **INSTRUCTIONS FOR TEACHER:** Please gather all the counters into a single pile again and say to the child, "*Now put all the small red circles over here* "

How many **SMALL RED CIRCLES** did the child put in the place indicated?

How many **LARGE RED CIRCLES** did the child put in the place indicated?

How many **SMALL RED SQUARES** did the child put in the place indicated?

How many **LARGE RED SQUARES** did the child put in the place indicated?

n b if  
none,  
then  
write "O"

How many **SMALL BLUE CIRCLES** did the child put in the place indicated?

How many **LARGE BLUE CIRCLES** did the child put in the place indicated?

How many **SMALL BLUE SQUARES** did the child put in the place indicated?

How many **LARGE BLUE SQUARES** did the child put in the place indicated?

Please make any comments about the child's actions that you think are important

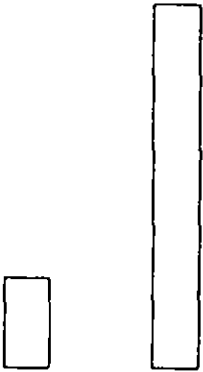
This completes the Classification Section

(e) **SERiation**

The materials for the test of seriation are in the polythene bag marked (2) They consist of **TEN** strips of card of lengths 3cm, 4cm, 5cm, 6cm, 7cm, 8cm, 9cm, 10cm, 11cm and 12 cm. The lengths of the strips are marked on their reverse side

**INSTRUCTIONS FOR TEACHER:** Pick up the smallest (3cm) and biggest (12cm) strips and place them in front of the child, lining up the base of the strips (The strips should be turned so their marked sides are not showing )

(i)



Say to the child, "*Which one is the biggest? Point to the biggest one.*"

Then say to the child, *Which one is the smallest? Point to the smallest one.*"

Tick to indicate the child's response

Correct ☐

Incorrect ☐

No response ☐

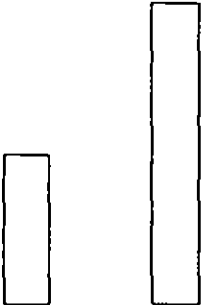
  

Correct ☐

Incorrect ☐

No response ☐

(ii) Repeat this procedure with the 5cm and 10cm strips



Say to the child, "*Which one is the biggest? Point to the biggest one.*"

Then say to the child, *Which one is the smallest? Point to the smallest one.*"

Correct ☐

Incorrect ☐

No response ☐

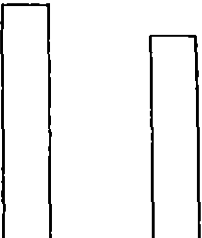
  

Correct ☐

Incorrect ☐

No response ☐

(iii) Repeat with the 8cm and 7cm strips



Say to the child "*Which one is the biggest? Point to the biggest one.*"

Then say to the child, "*Which one is the smallest? Point to the smallest one.*"

Correct ☐

Incorrect ☐

No response ☐

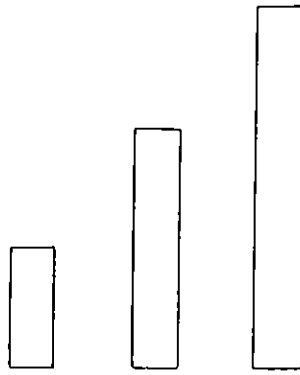
  

Correct ☐

Incorrect ☐

No response ☐

**INSTRUCTIONS FOR TEACHER** Please show the child the **4cm, 8cm, and 12cm** strips as arranged here



Say to the child, *“These shapes are in order. The smallest one is first (point) and the biggest one is last”* (point). Remove these strips and hand the child the 3cm, 7cm and 11cm strips. Say, *“Put these shapes in order with the smallest at one end and the biggest at the other end”*

(iv) Write down the sequence of the child’s arrangement from left to right

cm      cm      cm

Please make any comments about the child’s response which you think are important

(v) Take away these strips and repeat the test with the **4cm, 6cm, 8cm, 10cm** and **12cm** strips

Write down the sequence of the child’s arrangement from left to right

cm      cm      cm      cm      cm

Please make any comments about the child’s response which you think are important

(vi) Take away these strips and repeat the test with **all ten strips**

Write down the sequence of the child’s arrangement from left to right

cm      cm      cm      cm      cm      cm      cm      cm      cm      cm

Please make any comments about the child’s response which you think are important

## SERIATION (Cont )

Remove the 5cm, 8cm, and 11cm strips and arrange in front of the child the seven remaining strips **in order of size** as shown. Hand the child the 8cm strip and say, "*Now can you put the piece back in order?*"

(vii) Record where the child places the strip

The 8cm strip was placed between the  cm strip and the  cm strip

If the 8cm strip was placed incorrectly by the child, reposition it correctly

(viii) Now repeat the same procedure with the 5cm strip

The 5cm strip was placed between the  cm strip and the  cm strip

If the 5cm strip was placed incorrectly by the child, reposition it correctly

(ix) Now repeat the above procedure with the 11cm strip

The 11cm strip was placed between the  cm strip and the  cm strip

Please make any comments about the child's responses which you think are important

This completes the Seriation Section

(f) **ADDITION**

This task uses the counters again

**INSTRUCTIONS FOR TEACHER** Please place **ONE** small circle in front of the child and say, *“Here is one counter If I put one more counter next to it how many would there be?”* Do not put one more counter on the desk or show him another counter

- (i) Record the child's answer below

Child's answer  If no answer, tick here ☐

- (ii) Repeat this procedure placing **THREE** circles in a row in front of the child and say, *“Here are three counters If I put one more counter next to them how many would there be?”*

Child's answer  If no answer, tick here ☐

- (iii) Repeat this procedure placing **TWO** circles in a row in front of the child and say *“Here are two counters If I put one more counter next to them how many would there be?”*

Child's answer  If no answer, tick here ☐

- (iv) Place **TWO** small circles in front of the child and say, *“Here are two counters If I put two more counters next to them how many would there be?”*

Child's answer  If no answer, tick here ☐

- (v) Repeat this procedure placing **FOUR** circles in a row in front of the child and say, *Here are four counters If I put two more counters next to them how many would there be?”*

Child's answer  If no answer, tick here ☐

- (vi) Repeat this procedure placing **THREE** circles in a row in front of the child and say, *Here are three counters If I put two more counters next to them how many would there be?”*

Child's answer  If no answer, tick here ☐

This completes the Addition Section

(g) **SUBTRACTION**

**INSTRUCTIONS FOR TEACHER**· Please place **TWO** small circles in front of the child and say, *“Here are two counters. If I take one of them away how many would be left?”* Do not remove a counter

(i) Record the answer below

Child's answer  If no answer, tick here ☐

(ii) Repeat this procedure placing **FOUR** circles in a row in front of the child

Child's answer  If no answer, tick here ☐

(iii) Repeat this procedure placing **THREE** circles in front of the child

Child's answer  If no answer, tick here ☐

(iv) Place **FOUR** circles in a row in front of the child and say, *“Here are four counters. If I take two of them away how many would be left?”*

Child's answer  If no answer, tick here ☐

(v) Repeat this procedure placing **SIX** circles in a row in front of the child

Child's answer  If no answer, tick here ☐

(vi) Repeat this procedure placing **FIVE** circles in a row in front of the child

Child's answer  If no answer, tick here ☐

This completes the Subtraction Section

(h) **CONSERVATION**

The materials for this test are in the small polythene bag marked (3) and consist of two balls of plasticine of equal weight

**INSTRUCTIONS FOR TEACHER:** Place the two plasticine balls on the desk in front of the child Say, *“Are these two balls the same?”* (If the child does not agree invite him/her to make them the same ) Now roll one of the balls into a sausage Say, *“Is there as much plasticine in the sausage as there is in the ball?”*

(i) Record the child's response      Yes ☐    No ☐    Don't Know ☐    No Response ☐

(ii) Break the sausage into five little pieces Say, *“Is there as much plasticine in all the little pieces together as there is in the ball?”*

Record the child's response      Yes ☐    No ☐    Don't Know ☐    No Response ☐

(iii) Now roll the little pieces of plasticine back into a ball so that there are two balls of equal size Say, *“Suppose I roll one of the balls back into a sausage, will the sausage be as heavy as the ball?”*

Record the child's response      Yes ☐    No ☐    Don't Know ☐    No Response ☐

(iv) Now roll one ball into a sausage Say, *“Does the sausage weigh the same as the ball?”*

Record the child's response      Yes ☐    No ☐    Don't Know ☐    No Response ☐

Please make any comments about the child's responses which you think are important

This completes the Conservation Section

(i) **SPATIAL CONCEPTS**

**INSTRUCTIONS FOR TEACHER** Please hand the pencil to the child Show the child the diagram on the next page and say, *“Here is a steep hill Draw two houses and two telegraph poles on the hill ”*





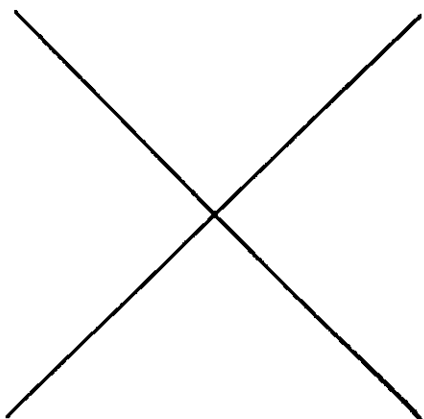
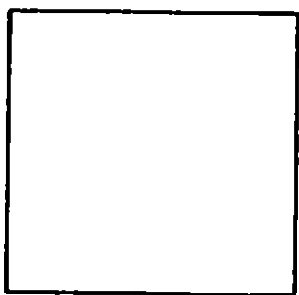
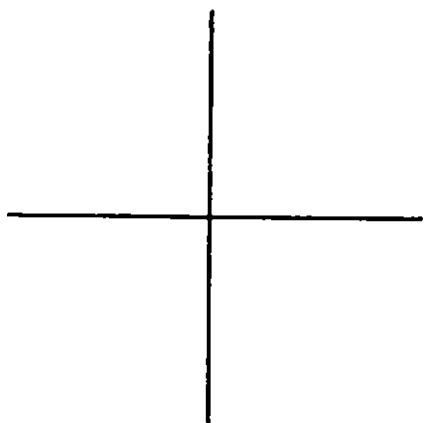
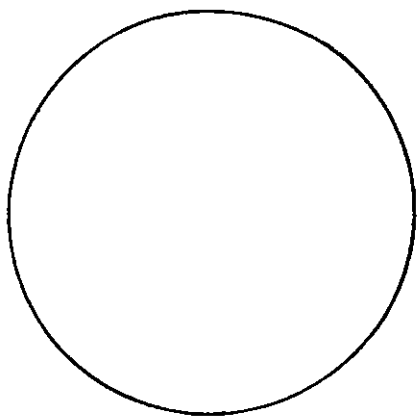
This completes the Fundamental Concepts Test. Before proceeding with the Copying Designs Test, please ask the child to write his/her name, in pencil, in the space below.

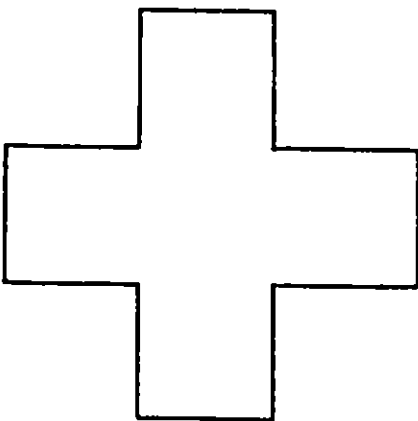
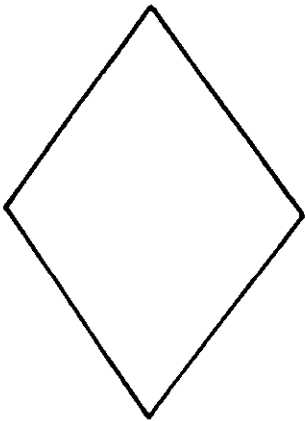
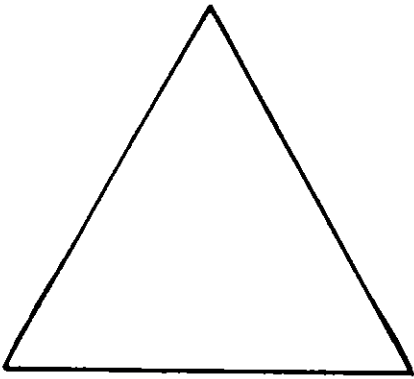
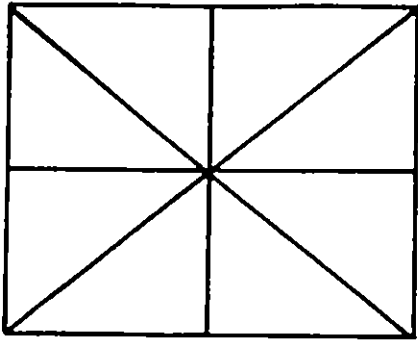
Child's name

## 2 COPYING DESIGNS TEST

- a Please ask the child to copy, in pencil, the designs on the next two pages, as carefully as possible.
- b Fold the booklet back so that the child can only see one page at a time.
- c Point to each design in turn. Say, "*See if you can make one just like this – here*" and point to the space beside the design.
- d Two attempts at copies of a design should be made by the child before trying the one in the next row.

Do not give the child any more help than the instructions allow





### 3. HUMAN FIGURE DRAWING (DRAW A MAN TEST)

#### INSTRUCTIONS

- 1 Please ask the child to "*make a picture of a man or lady*" on this page. Terms such as "daddy", "mummy", "boy", "girl", etc. may be used in place of "man" or "lady" if the child responds better to these.
- 2 Ask him/her to make the best picture he/she can and to draw a **whole person**, not just a face or head.
- 3 When the child stops drawing, ask if it is finished and allow him/her to make any additions he/she wants to. Be careful, however, not to **suggest** additions.
- 4 When the drawing is finished, ask the child what it is and note what he/she says at the bottom of the page.
- 5 If it is not clear, ask the child to say what the various parts of the drawings are and label them. Do this by asking "*What's this?*" and pointing, but do **not** ask questions such as "Where's his arm?, legs?, eyes?, etc."

**Do not give the child any more help than the instructions allow.**

#### 4 YOUNG'S MATHEMATICS TEST

A separate test sheet is provided (green) The instructions for the test are written below

##### **GENERAL INSTRUCTIONS\***

The first half of the test (on the front page) should be tried first Then a short break should be taken followed immediately by the second half (on the back page) Each half consists of two sections, one pictorial (oral) and one computational Abandon any section after four consecutive incorrect answers

If possible the child should be encouraged to write each answer in pencil on the dotted line provided If this is not possible, please record the child's answers yourself in the same place and indicate that the answer was not written by the child by initialling the response

##### **METHOD OF ADMINISTRATION**

###### **(a) First Pictorial Section (*Left hand side of front page*)**

Place the front page of the test sheet in front of the child and say

*"On your paper you will see that there are some pictures. Each picture is in a sort of box I am going to ask you a question about each picture and you are going to write your answer on the dotted line in the box "*

**APPLES** *"Point with your pencil to the apples on your paper Now point to the biggest apple. Below the apple there is a letter. Write the letter on the dotted line."* (At each of these steps check that the child understands and repeat the instructions as often as necessary)

**BOATS** *"Now point to the toy boats. Count the boats. Write on the dotted line the number of boats "* (Check the dotted lines are being used)

**CUPS** *"Look at the cups If two of the cups are broken, how many would be left? Write down how many would be left "*

**SERIES** *"Look at the numbers One number has been covered up Write down what you think that number is "*

**SWEETS** *"Count the sweets How many children could have two sweets each? Write down how many children could have two sweets each."*

**LOAVES** *"Count the loaves. How many would you have if you bought one more loaf? Write down how many you would have "*

**SHAPES** *"Look at the first shape. Find the shape which is exactly the same as the first one Write the letter of the shape that is exactly the same as the first one."*

**TARTS** *"Count the tarts How many tarts would be left if half of them were eaten? Write down how many would be left "*

*\*These instructions have been reproduced and adapted from the Group Mathematics Test by D Young, by kind permission of the publishers Hodder & Stoughton Ltd , Sevenoaks, Kent*

**RABBITS** *"Now count the rabbits. How many would there be if there were twice as many? Write down how many there would be."*

**TRIANGLES** *"Look at the shapes. If I had a square of paper and I cut off a piece like part A which shape would be left? Write the letter of the part that would be left."*

**NUMBERS** *"Look at the numbers. Which number has the most tens? Write down the number that has the most tens."*

**JARS** *"Look at the jars of water. Which jar is three-quarters full? Write the letter of the jar that is three-quarters full."*

**SERIES** *"Look at the numbers. One number has been covered up. Write down what you think the number is."*

**BASINS** *"Look at the basins. Which one is the middle-sized basin? Write down the letter of the middle-sized basin."*

**INTERSECTING CIRCLES** *"Look at the circles. Which letter is in only two circles? Write down the letter that is in only two circles."*

**(b) First Computation Section (Right-hand side of front page)**

This section, and the corresponding one on the reverse side, should be introduced by examples. This ensures that no confusion arises from the teacher's use of language.

Show the child some examples of this type of sum. Say *"Look at this piece of paper. What does this say?"* (Write  $1 + 1 =$  ) What is the answer? Good. (Write the answer and similarly use the example  $2 + 1 =$  )

If the child cannot answer these examples correctly, omit this computation section and move to the Second Pictorial Section. If the child can answer the examples correctly indicate the computation section on the front page and say, *"Now you have to do some more sums just like these. You have plenty of time. Work carefully."*

**(c) Second Pictorial Section (Left hand side of back page)**

**FISH** *"Point to the bowls of fish. Which bowl has the most fish in it? Write the letter of the bowl that has the most fish."*

**BIRDS** *"Look at the birds. Suppose one flew away. Write down how many would be left."*

**SQUARES AND CIRCLES** *"Look at the shapes. How many squares have crosses in them? Write down how many squares have crosses."*

**ENGINES** *"Look at the engine. There are some wheels on the other side which you cannot see. Write down how many wheels it has altogether."*

**CHOCOLATE** *"Look at the bars of chocolate. Suppose each bar was broken in half. Write down how many children could have half a bar each."*

**TREES** *"Now look at the trees. Which is the fifth tree from the telegraph pole? Write down which is the fifth tree from the telegraph pole."*

**KNIVES AND FORKS** *"Look at the knives and forks. How many people can have a knife and fork each? Write down how many people can have a knife and fork each."*

**BAGS OF BRICKS** *"Now look at the bags of bricks. There are ten bricks in each bag and there are also some loose ones. Write down how many bricks there are altogether."*

**CLOCK** *“Now find the clock at the top of the page. What time does it say? Write the time the clock says ”*

**SHAPES** *“Look at the first shape. Which shape is exactly the same as the first one? Write the letter of the shape which is the same as the first one ”*

**CIRCLES** *“Look at the circles. One circle is bigger than circle E and smaller than circle B Write down the letter of the circle that is bigger than circle E and smaller than circle B ”*

**MARBLES** *“Your paper tells you how many marbles Dick has. If Jim has twice as many marbles, how many do they have altogether? Write down how many they have altogether ”*

**BRICKS** *“Look at the bricks. How many bricks are there in the pile? Write down how many bricks there are in the pile.”*

**BOXES** *“The paper tells you how many boxes of tomatoes the greengrocer had. Then he sold three and a half boxes. Write down how many boxes he had left ”*

**NUMBERS** *“Look at the numbers Which number is different from the others? Write the number that is different from the others.”*

(d) **Second Computation Section** *(Right-hand of back page)*

Show the child some examples of this type of sum Say *“Look at this piece of paper What does this say?”* (Write  $1 - 1 =$  ) *“What is the answer? Good ”* (Write the answer and similarly use the example  $2 - 1 =$  )

If the child cannot answer these examples correctly, omit this computation section If the child can answer examples correctly, indicate the computation section on the green page and say, *“Now you have to do some more sums just like these You have plenty of time Work carefully.”*



## 5 THACKRAY READING READINESS PROFILES\*

Please turn to the Thackray Reading Readiness Profiles which are printed in their own booklet (blue and white)

Would you please administer Profile 2 Auditory Discrimination (page 7 of the booklet) and Profile 3 Visual Discrimination (page 11 of the booklet) in accordance with the instructions given below Please do not ask the child to complete Profiles 1 and 4 (Vocabulary Test and General Ability Test)

### **PROFILE 2. AUDITORY DISCRIMINATION (Page 7 of booklet)**

The ability to make auditory discriminations is of vital importance in learning to read successfully If a child is not aware that two sounds are the same or different, he cannot understand why words are spelled as they are Although at first he may acquire a small sight vocabulary, without this ability he will quickly become confused when words look alike, and will be slow to respond to phonic training involving the blending of sounds This Profile measures the child's ability to discriminate between words which do or do not begin with the same consonant The most common initial consonants are used and in addition the three digraphs – “sh”, “ch” and “th” as in (*three*) which stand for single sounds The objects illustrated are those familiar to children and drawn from current word lists There are 20 items of which three are practice items

#### **First Practice Item**

*“Look at the pictures in the blue box at the top of the page. (Point to it on the booklet) There is a cat, a letter, a cup and a spoon ” (Point to each picture as you name it )*

*“The cat is in a little blue box by itself I will draw a line under the cat like this (Draw a clear line under the cat in the booklet) You do that now Draw a long line under the cat (Check the child's line ) The name of one of the other pictures in the long blue box (point to it) begins like cat. ”*

*“Listen to me saying the names of the other pictures (Pause) letter, cup, spoon Which one begins like cat? (Pause ) Yes, cup begins like cat. (Pause ) Listen (Pause) cup, cat I will draw a line under the cup to show that it begins like cat. (Draw a clear line under the cup on the booklet ) Now you do that. (Pause ) Draw a long line under the cup to show that it begins like cat ” (Check the child's line )*

#### **Second Practice Item**

*“Well done Now look at the pictures in the next blue box here (Point to it in the booklet ) There is a foot, a book, a pan and a fork. The foot is in a little blue box by itself I will draw a line under the foot like this. (Draw a clear line under the foot on the booklet) You do that now. Draw a long line under the foot. (Check the child's line ) The name of one of the other pictures in the long blue box (point to it) begins like foot. Listen to me saying the names of the other pictures (Pause) book, pan, fork (Pause ) Which one begins like foot? (Pause ) Yes, fork begins like foot (Pause ) Listen (Pause) fork, foot. I will draw a line under the fork to show it begins like foot. (Draw a clear line under the fork on the booklet ) Now you do that (Pause ) Draw a line under the fork to show it begins like foot ” (Check the child's line )*

*\*These instructions have been reproduced and adapted from the Thackray Reading Readiness Profiles by Derek and Lucy Thackray by kind permission of the publishers Hodder & Stoughton Ltd , Sevenoaks, Kent*

### Third Practice Item

*“Good Now look at the pictures in the next blue box in the middle of the page. (Point to it on your booklet ) There is a tap, a top, a stick and a bat. Draw a line under the tap in the little blue box. (Check the child's line.) Which of the pictures in the long blue box begins like tap? (Pause ) Yes, top begins like tap. (Pause ) Listen (pause) top, tap. Now draw a line under the top to show it begins like tap.” (Check the child's line )*

*“Now you know what to do I want you to play this game all by yourself Don't forget to listen carefully all the time. If you think you have made a mistake, cross out your line and draw another line under the right picture ”*

1 *“Look at the pictures in the next white box. There is a sock, a lamb, a sun and a bird Draw a line under the sock in the little white box. (Pause ) Now draw a line under the picture in the long white box which begins like sock ” (Give no further help from this point onwards )*

2 *“Look at the pictures in the blue box at the bottom of the page. There is a lemon, a flower, a star and a ladder. Draw a line under the lemon in the little blue box. (Pause ) Now draw a line under the picture in the long blue box which begins like lemon ”*

Turn over the page and fold it back

3 *“Look at the pictures in the blue box at the top of the page There is a house, a hen, a teapot and a bottle Draw a line under the house in the little blue box (Pause ) Now draw a line under the picture in the long blue box which begins like house ”*

4 *“Look at the pictures in the next white box. There is a chair, a crown, a chicken and a fly Draw a line under the chair in the little white box (Pause ) Now draw a line under the picture in the long white box which begins like chair ”*

5 *“Look at the pictures in the blue box in the middle of the page. There is a pig, a ball, a hammer and a pear Draw a line under the pig in the little blue box (Pause ) Now draw a line under the picture in the long blue box which begins like pig ”*

6 *“Look at the pictures in the next white box. There is a bell, a tortoise, a box and a cap Draw a line under the bell in the little white box. (Pause ) Now draw a line under the picture in the long white box which begins like bell.”*

7 *“Look at the pictures in the blue box at the bottom of the page. There is a window, a table, a lid and a wall Draw a line under the window in the little blue box (Pause ) Now draw a line under the picture in the long blue box which begins like window.”*

Turn the booklet over

8 *“Look at the pictures in the blue box at the top of the page There is a shoe, a sheep, a snowman and a hat. Draw a line under the shoe in the little blue box (Pause ) Now draw a line under the picture in the long blue box which begins like shoe ”*

9 *“Look at the pictures in the next white box. There is a thumb, a tree, a three and a bucket. Draw a line under the thumb in the little white box (Pause ) Now draw a line under the picture in the long white box which begins like thumb ”*

10 *“Look at the pictures in the blue box in the middle of the page. There is a comb, a hand, a plate and a candle. Draw a line under the comb in the little blue box (Pause ) Now draw a line under the picture in the long blue box which begins like comb.”*

11 *“Look at the pictures in the next white box. There is a doll, a jug, a dog and a watch. Draw a line under the doll in the little white box. (Pause ) Now draw a line under the picture in the long white box which begins like doll ”*

- 12 *"Look at the pictures in the blue box at the bottom of the page. There is a fire, a fish, a glass and a bed. Draw a line under the fire in the little blue box. (Pause ) Now draw a line under the picture in the long blue box which begins like fire."*

Turn over the page and fold it back.

- 13 *"Look at the pictures in the blue box at the top of the page. There is a girl, a tyre, a gate and a net. Draw a line under the girl in the little blue box. (Pause ) Now draw a line under the picture in the long blue box which begins like girl."*
- 14 *"Look at the pictures in the next white box. There is a moon, a lamp, a horse and a mouse. Draw a line under the moon in the little white box. (Pause ) Now draw a line under the picture in the long white box which begins like moon."*
- 15 *"Look at the pictures in the blue box in the middle of the page. There is a ring, a ruler, a worm and a spade. Draw a line under the ring in the little blue box (Pause ) Now draw a line under the picture in the long blue box which begins like ring "*
- 16 *"Look at the pictures in the next white box. There is a torch, a wand, a peg and a tent. Draw a line under the torch in the little white box. (Pause ) Now draw a line under the picture in the long white box which begins like torch."*
- 17 *"Look at the pictures in the blue box at the bottom of the page. There is a nose, a cross, a nest and a belt Draw a line under the nose in the little blue box. (Pause ) Now draw a line under the picture in the long blue box which begins like nose."*

### PROFILE 3 VISUAL DISCRIMINATION

#### First Practice Item

*"Look at the words in this blue box at the top of the page. (Point to it in the booklet Then point to the little box on the left and continue ) The first word is in a little blue box by itself I will draw a line under that word like this. (Draw a clear line in the booklet) Now you do that. Draw a long line under the word in the little blue box. (Check the child's line ) Now look carefully at all the words in the long blue box. (Point to the long blue box in the booklet ) One of the words in the long blue box is the same as the word in the little blue box. Which one is it? (Pause ) Yes, this is the word, the last word in the long blue box (Point out the word in the booklet ) Now I will draw a line under this word to show it is the same as the word in the little blue box. (Draw a clear line in the booklet) Now you do that. (Check child's line ) We drew a line under one word in the long blue box to show it was the same as the word in the little blue box."*

#### Second Practice Item

*"Look at the words in the next blue box. (Point to it in the booklet ) The first word is in a little blue box by itself. Draw a line under the word in the little blue box. (Check the child's line) Now look carefully at all the words in the long blue box. Which word in the long blue box is the same as the word in the little blue box? (Pause ) Yes, this is the word. (Point it out in the booklet ) Draw a line under it. (Check the child's line ) We drew a line under one word in the long blue box to show it was the same as the word in the little blue box "*

#### Third Practice Item

*"Look at the words in the next blue box. (Point to it in the booklet ) The first word is in a little blue box by itself. Draw a line under the word in the little blue box. (Check the child's line) Now look carefully at all the words in the long blue box. Which word in the long blue box is the same as the word in the little blue box? (Pause ) Yes, this is the word. (Point it out in the booklet ) Draw a line under it. (Check the child's line ) We drew a line under one word in the long blue box to show it was the same as the word in the little blue box."*

*“Now you know what to do, I want you to play this game all by yourself. Remember to look carefully at all the words in the long box to find the word which is the same as the one in the little box. If you think you have made a mistake, cross out your line and draw another line under the right word.”*

- 1    *“Look at the words in the next white box. (Pause ) Draw a line under the word in the little white box. (Pause ) Now draw a line under the word in the long white box that is the same as the word in the little white box.” (Give no further help from this point onwards )*
- 2    *“Look at the words in the next blue box. (Pause ) Draw a line under the word in the little blue box. (Pause ) Now draw a line under the word in the long blue box that is the same as the word in the little blue box.”*
- 3    *“Look at the words in the white box at the bottom of the page. (Pause ) Draw a line under the word in the little white box (Pause ) Now draw a line under the word in the long white box that is the same as the word in the little white box ”*

**Turn over the page and fold it back**

After item 3 say, *“Now I want you to do all the other boxes by yourself. Do all the boxes on the pages up to page 15 ”*

**This completes the Thackray Reading Readiness Profiles**

## Further Information

(i) Do you think the child can understand the following words?

	Tick appropriate box in each line		
	Yes	No	Not Sure
same	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bigger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
as much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
smallest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
different	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
smaller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
as heavy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
biggest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(ii) Has the child ever been taught to do tasks similar to those in the Fundamental Concepts Test?

Yes	No	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If yes, give details

,

(iii) Which reading system(s) is being used to teach the child to read?

(iv) Which writing system is being used to teach the child to write?

This completes the tests for the **Special Test Booklet**.

It may be that, in spite of our efforts to collect performance measures in a standardised form, our tests may not have highlighted some difficulty the child may have

Would you please use this page to give, in your own words, a short review of the child's educational performance and his/her general development and behaviour

**Teacher's review of educational performance, general development and behaviour.**

**Thank you very much for your help**

When you have completed this booklet please turn to **INSTRUCTIONS FOR ADMINISTERING SPECIAL TEST MATERIAL part 2**, in the **Instruction Booklet**.

# BRITISH ABILITY SCALES

Central Survey Number .. .

Name . . . . .

Child's Birth Date .... .

Date of Assessment *I.3.503 / I.3.503M / I.3.503Y (DD/MM/YY)*

School... ..

NFER Publishing Company



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# BRITISH ABILITIES SCALES

## Modified administration and answer form

There are four scales to be given to the child. Please introduce the scales in the following way:

- 1 I'D LIKE YOU TO TRY THESE *GAMES AND PUZZLES*
- 2 YOU SHOULDN'T WORRY IF YOU CAN'T DO THEM ALL. YOU MAY NOT BE OLD ENOUGH. WE'LL SEE HOW FAR YOU CAN GET ON EACH GAME.
- 3 When a child has failed *four consecutive* items in any one scale, say casually and light-heartedly: LET'S LEAVE THAT GAME. YOU'VE DONE WELL SO FAR. NOW WE'LL TRY ANOTHER ONE.
- 4 If a child cannot decide how to answer an individual *item*, go on to the next item when you feel that further delay may be discouraging.

The scales are the following:

- 1 Word definitions
- 2 Recall of digits
- 3 Similarities
- 4 Matrices

# WORD DEFINITIONS

The words used in this scale appear on the following answer form

LET'S SEE HOW MANY WORDS YOU KNOW I SHALL SAY A WORD AND  
I WANT YOU TO TELL ME WHAT IT MEANS

In turn, read out each word on the list

“        ”        WHAT DOES        MEAN?

Please write the child's answer or answers verbatim on the following three pages. It is important that everything the child says should be recorded (whether correct or otherwise)

- a If the child merely repeats the indicated word when trying to define it, this is incorrect and the child should be asked, without giving any further clues  
TELL ME MORE *or* WHAT DO YOU MEAN BY        ?
- b If the response is ambiguous or on the right lines but not fully correct, use non-directional questioning such as YES? or TELL ME A BIT MORE or CAN YOU THINK OF ANYTHING ELSE?
- c All responses, correct or incorrect, should be greeted with mild encouragement, such as YES or GOOD!
- d If the child's response on the *first* item is incorrect, the incorrect response(s) should be written down and the child should then be told what would be the correct responses (Correct responses any games such as football, racing or similar diversions. Incorrect responses School sports, snakes and ladders )

*Note* This help is given only with the first item and *not* with any subsequent items

Use your judgment to decide when the child has failed to give correct or partly correct definitions of *four successive* words. If you are sure that there have been four successive incorrect definitions, move on to the next scale (recall of digits)

### **Answer form for Word Definitions**

Sport	I3504
Travel	I3505
Splash	I3506
Army	I3507
Beard	I3508
Invite	I3509
Harvest	I3510
Lullaby	I3511
Collect	I3512
Wheel	I3513
Massive	I3514
Refund	I3515
Purpose	I3516
Trade	I3517
Curiosity	I3518

Transparent	I3519
Leather	I3520
Error	I3521
Victorious	I3522
Tentacle	I3523
Consent	I3524
Counterfeit	I3525
Unique	I3526
Drab	I3527
Nomadic	I3528
Universal	I3529
Lethal	I3530
Pessimistic	I3531
Adjacent	I3532

Exert  
(ensure that child  
does not mistake  
this for *except*)

I3533

Novice

I3534

Velocity

I3535

Divulge

I3536

Longevity

I3537

Ostracise

I3538

Alacrity

I3539

Hirsute

I3540

# RECALL OF DIGITS

The answer form is on the opposite page

LET'S SEE HOW WELL YOU CAN REMEMBER  
GET READY TO LISTEN

When child is attending, start SAY THIS AFTER ME

Read out the digits in each number in an even monotone at *half-second intervals*

Drop voice slightly on last digit. If necessary, say NOW YOU SAY THEM

If the child asks for a number to be repeated, do so, *but do not credit the child's answer as correct*. Immediately thereafter, urge the child NEXT TIME, YOU TRY TO SAY IT ON YOUR OWN, WITHOUT ASKING ME

Put a circle around any item number that has been answered *correctly*, e.g. ⑦ Put a neat line through items answered *incorrectly*, e.g. 8. Try to avoid letting the child see your marks

When four consecutive items have been answered incorrectly, reassure the child (THOSE NUMBERS ARE MUCH TOO LONG, AREN'T THEY!, or comment in some other way) and then conclude the administration of this scale

# Administration form for Recall of Digits

Item	Digits				Item	Digits									
1	I3541	4	4		21	I3561	9	2	2	8	2	8			
2	I3542	2	3		22	I3562	5	4	5	4	5	7			
3	I3543	5	4		23	I3563	1	6	2	9	9	7			
4	I3544	9	2		24	I3564	4	1	7	4	3	2			
5	I3545	7	5		25	I3565	7	5	1	9	4	6			
6	I3546	8	6	6	26	I3566	8	8	4	5	5	1	7		
7	I3547	2	4	2	27	I3567	2	4	3	8	2	2	4		
8	I3548	5	6	4	28	I3568	2	9	1	4	1	3	9		
9	I3549	7	5	6	29	I3569	2	5	6	9	8	7	4		
10	I3550	4	8	3	30	I3570	5	8	1	4	7	2	6		
11	I3551	5	8	7	7	31	I3571	2	3	3	6	2	6		
12	I3552	3	2	3	8	32	I3572	5	8	8	7	8	4	4	6
13	I3553	8	9	5	6	33	I3573	3	8	8	9	6	1	5	2
14	I3554	8	4	9	5	34	I3574	2	5	8	3	7	4	6	1
15	I3555	6	1	5	9										
16	I3556	5	7	6	6	7									
17	I3557	5	7	7	3	6									
18	I3558	5	6	9	6	4									
19	I3559	2	3	7	4	6									
20	I3560	9	5	2	4	7									

# SIMILARITIES

The answer form is on the page opposite

I AM GOING TO SAY THE NAMES OF THREE THINGS, AND I WANT YOU TO TELL ME ANOTHER THING THAT GOES WITH THEM LISTEN CAREFULLY

(unscored)

ORANGE, STRAWBERRY, BANANA  
WHAT WOULD GO WITH THESE?

Encourage child to respond, if no response is made, say

WHAT ABOUT AN APPLE? WOULD THAT GO WITH ORANGE, STRAWBERRY AND BANANA?

When correct response has been made or agreed to, say

WHY DO ORANGE, STRAWBERRY, BANANA AND APPLE ALL GO TOGETHER?

Whether child's response is correct or not, say THE BEST WAY OF SAYING HOW THEY GO TOGETHER IS TO SAY THEY ARE ALL FRUIT

No further teaching is given For each question, read out a group of words from the list given on the next page, and ask

WHAT WILL GO WITH THESE?

Whether a response is obtained or not, ask

WHY DO THEY ALL GO TOGETHER?

Some children may respond in the reverse order, e.g. animals dog This is acceptable

Please write down the child's answers in the space provided on the answer form Note that group *example* implies 'things that belong' such as apple, whereas group *name* implies a collective category such as fruit

When the child has answered incorrectly, or been unable to describe *both* a group example and a group name in four successive items, move on to the next scale However, if *one* part has been answered correctly (i.e. an example or the group name), continue with further items *until the child fails in both parts of four successive items*



Item			Group Example	Group Name	
1	Red, blue, brown		I3575	I3576	
2	Milk lemonade, coffee		I3577	I3578	
3	Skirt, hat, trousers		I3579	I3580	
4	Lion, mouse, cow		I3581	I3582	
5	Daisy, rose, dandelion		I3583	I3584	
6	Rectangle, hexagon, circle		I3585	I3586	
7	Cod, shark, pilchard		I3587	I3588	
8	Peas, cabbage, carrots		I3589	I3590	
9	Cupboard, table, bed		I3591	I3592	
10	Sandal, slipper, boot		I3593	I3594	
11	Measles, chickenpox, mumps		I3595	I3596	
12	Steel, silver, copper		I3597	I3598	
13	Mosque, chapel, synagogue		I3599	I3600	
14	Water, oil, blood		I3601	I3602	
15	Sad, worried, happy		I3603	I3604	
16	Ice, steam, snow		I3605	I3606	
17	Book, telephone, newspaper		I3607	I3608	
18	Sun, wood, oil		I3609	I3610	
19	Poem, song, statue		I3611	I3612	
20	Hotter, fatter, cleverer		I3613	I3614	
21	Democracy, justice, equality		I3615	I3616	

# MATRICES

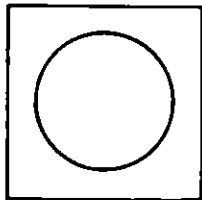
The child has to complete each pattern by drawing the appropriate shape in the empty square (see pages 13 and 14)

For each *example* item (some of which occur later), say

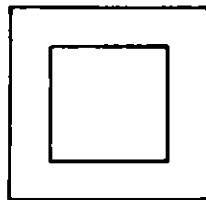
LOOK AT THESE PATTERNS YOU CAN SEE THERE IS A PART MISSING  
(*indicate bottom right*) YOU DRAW IT IN

Help the child to complete the example items, explaining in your own words why a particular shape should be drawn to complete the pattern (Solutions to the example items appear below )

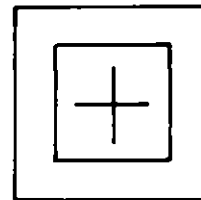
**Ex. 1**



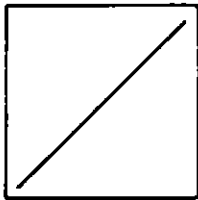
**Ex. 2**



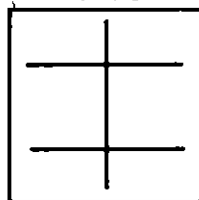
**Ex 3**



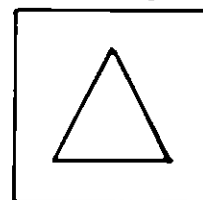
**Ex 4**



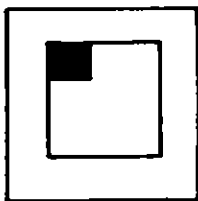
**Ex. 5**



**Ex. 6**

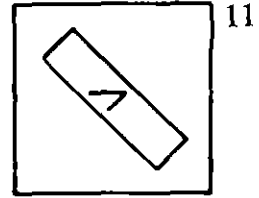
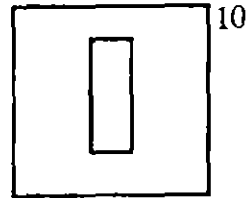
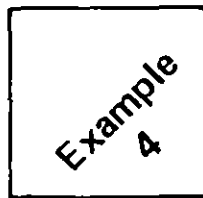
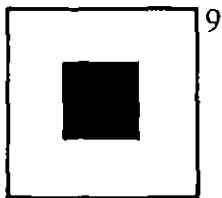
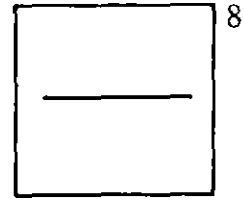
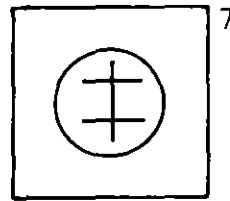
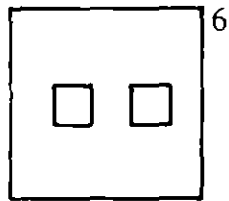
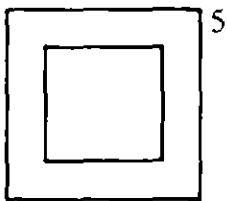
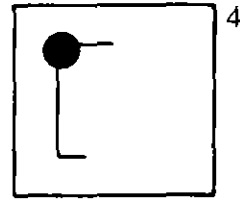
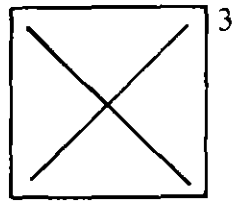
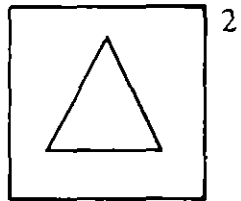
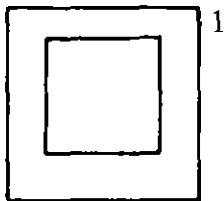
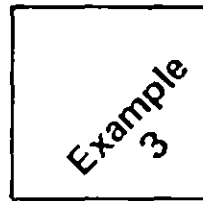
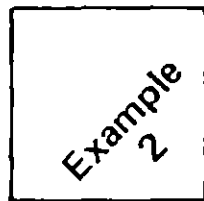
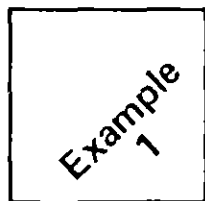


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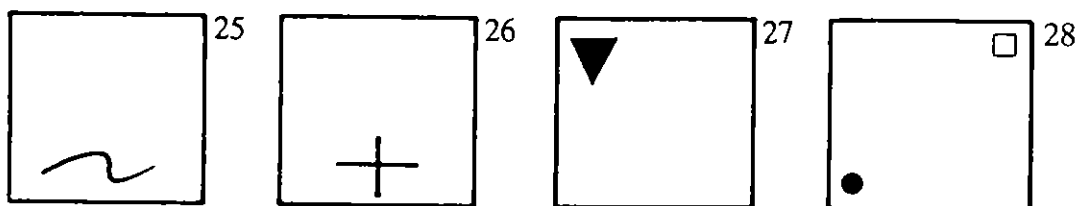
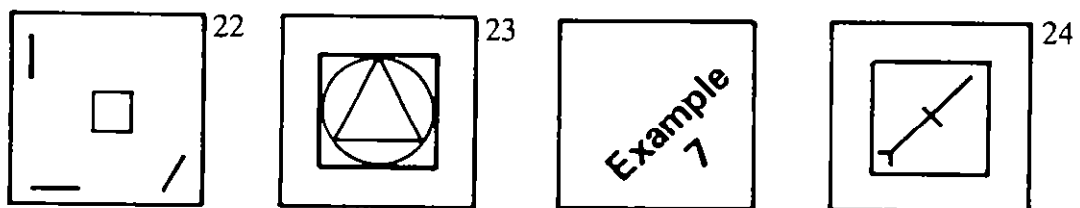
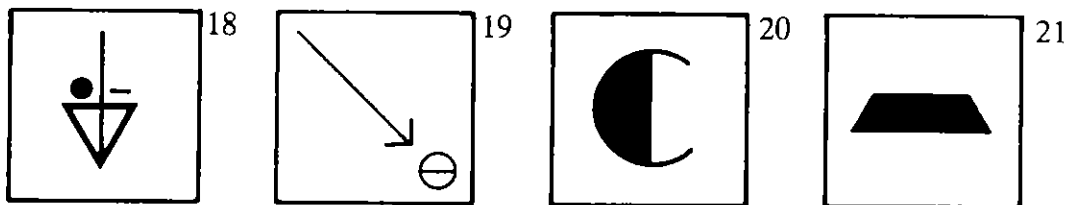
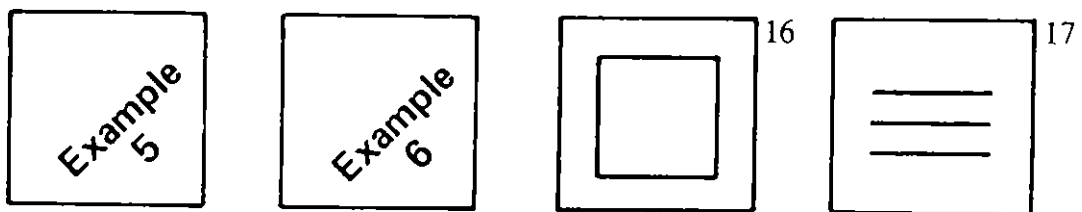
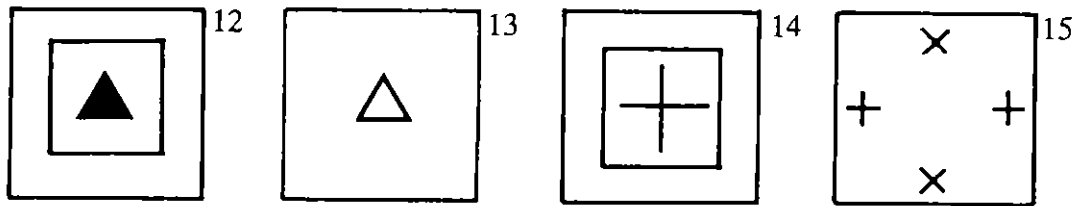


When the child has drawn four successive items incorrectly, *or* when it is apparent from several periods of lengthy indecision that the level of difficulty is too great, conclude the activity after reassuring the child that she or he has done well on this difficult game (Solutions to the scored items appear on the next two pages)

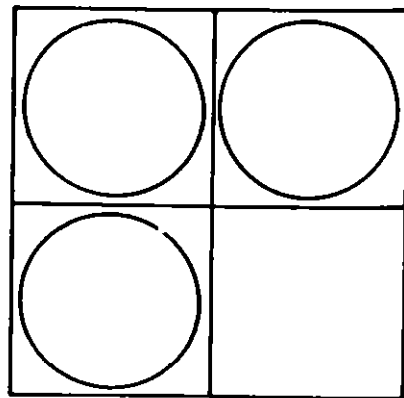
Scoring key for *Matrices*



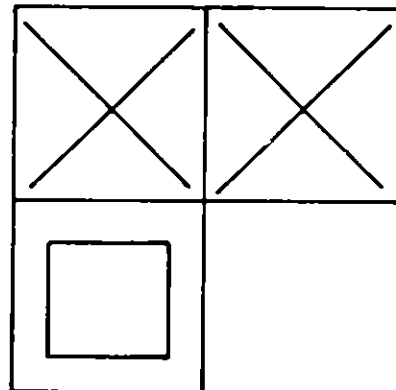
Scoring key (continued)



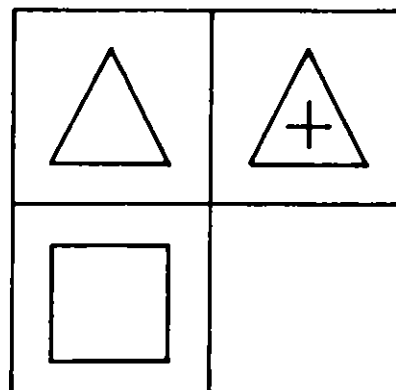
Example 1



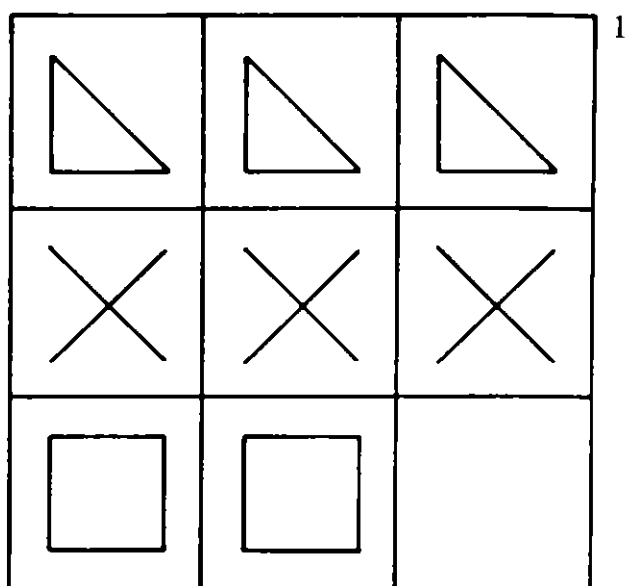
Example 2



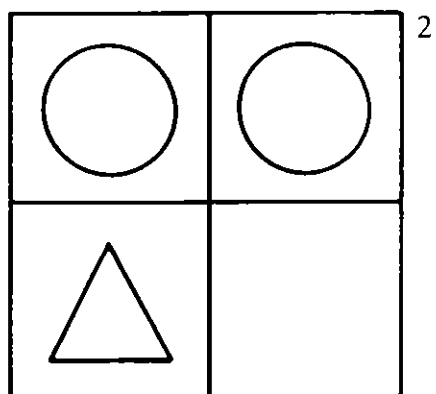
Example 3



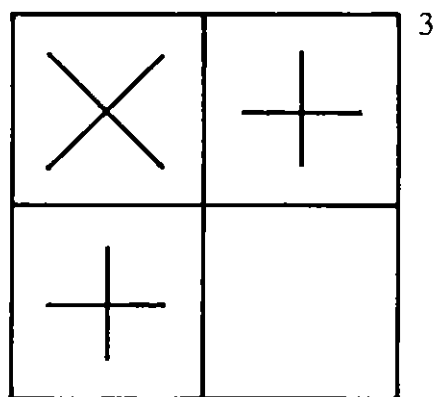
I3617



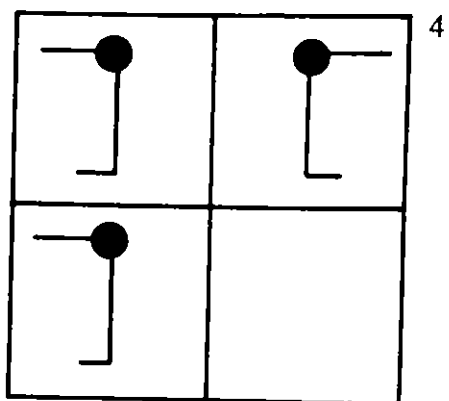
I3618



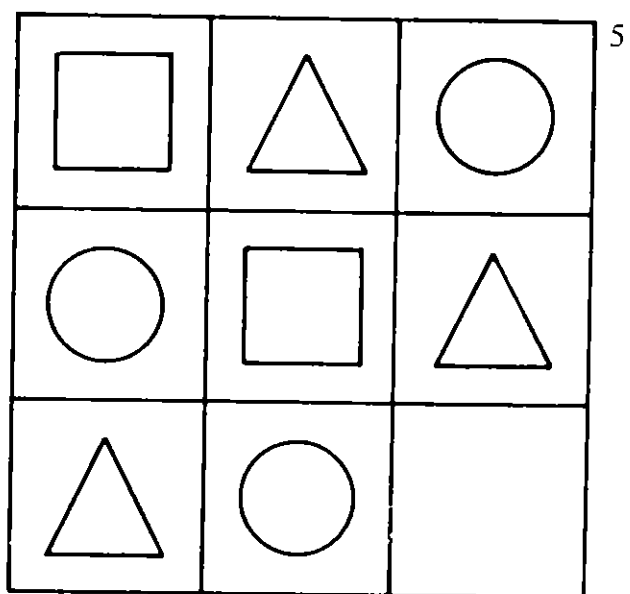
I3619



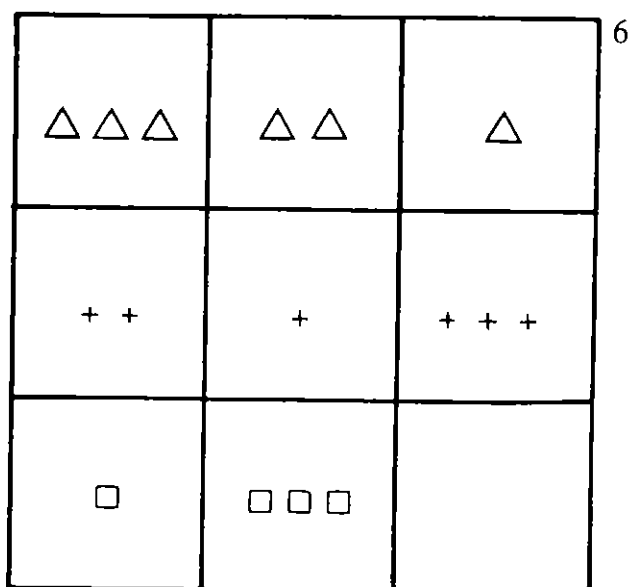
I3620



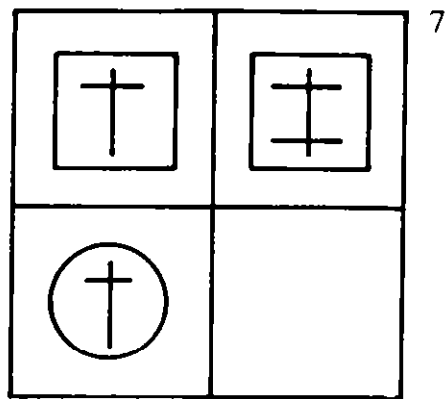
I3621



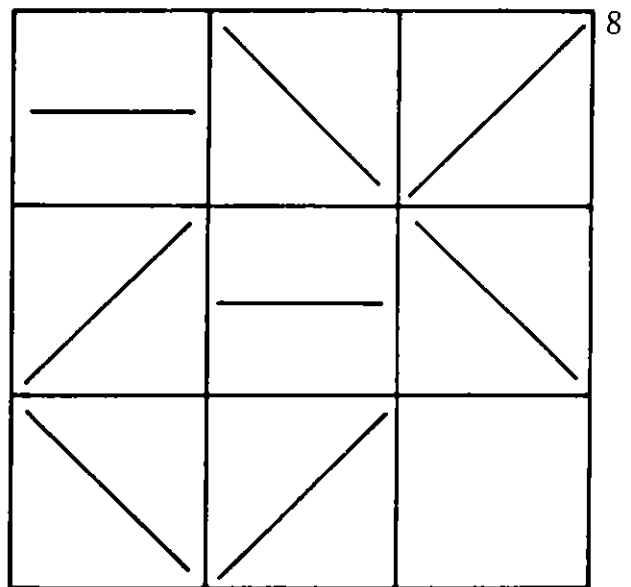
I3622



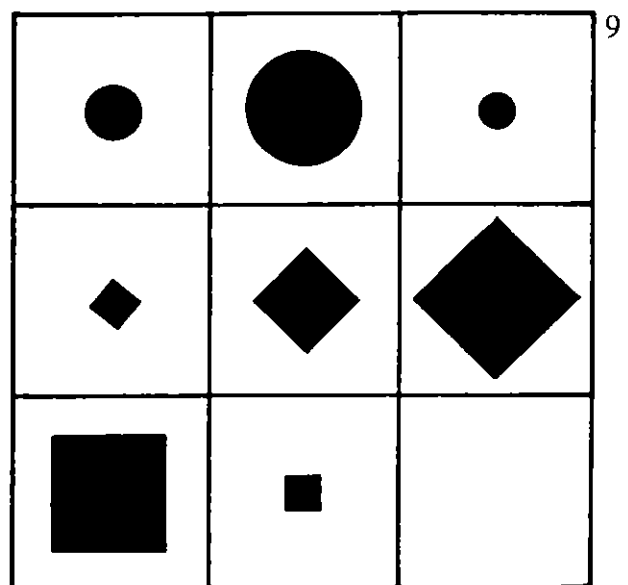
I3623



I3624



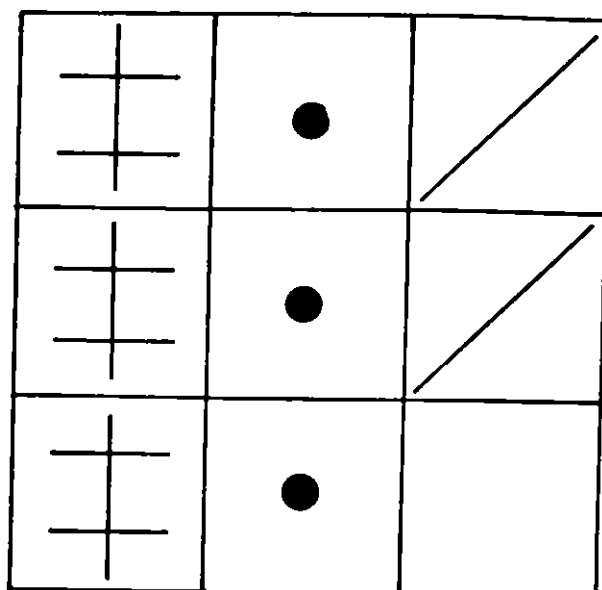
I3625



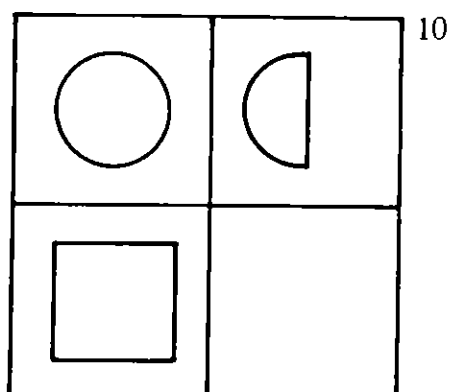


# Example 4

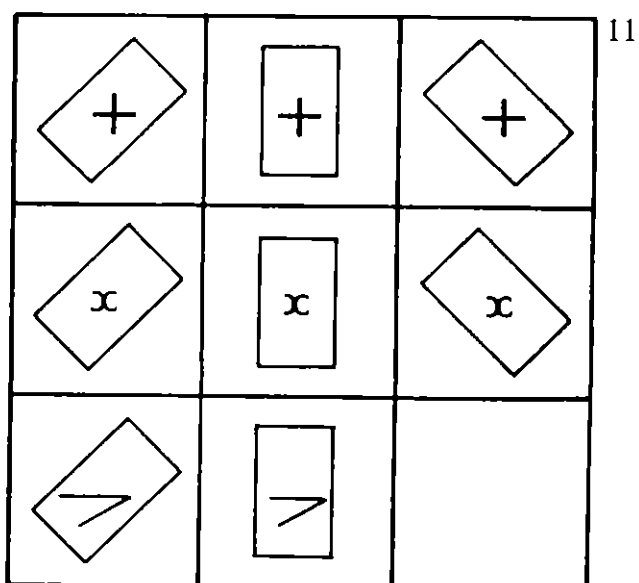
(first try this puzzle yourself, then ask to be shown the correct answer)



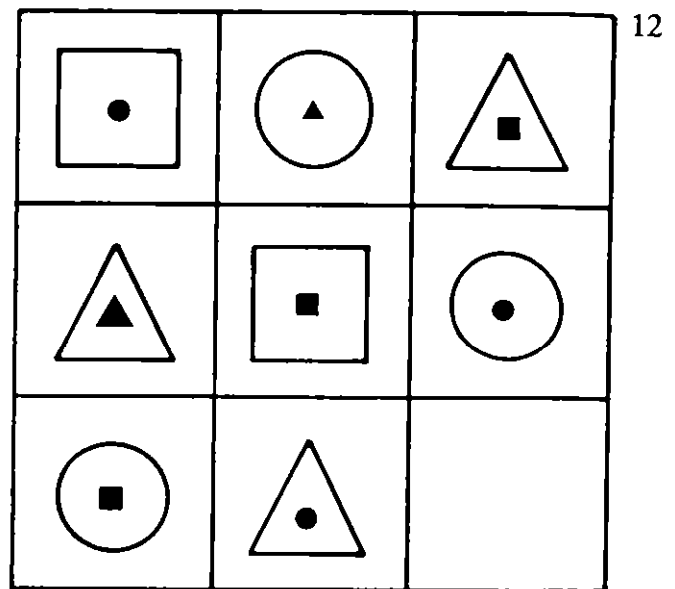
I3626



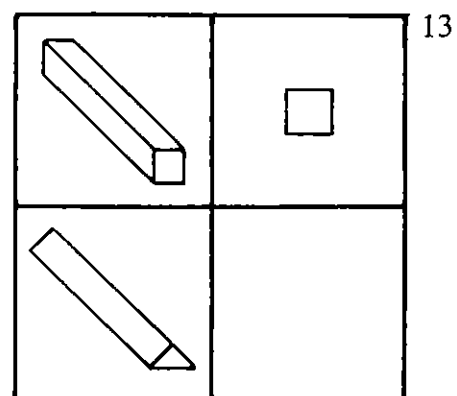
I3627



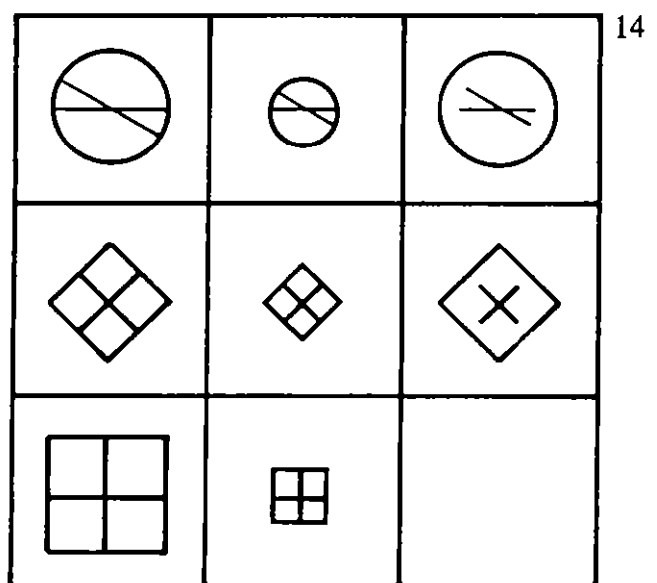
I3628



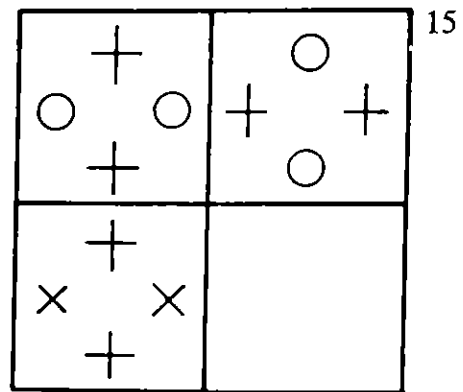
I3629



I3630

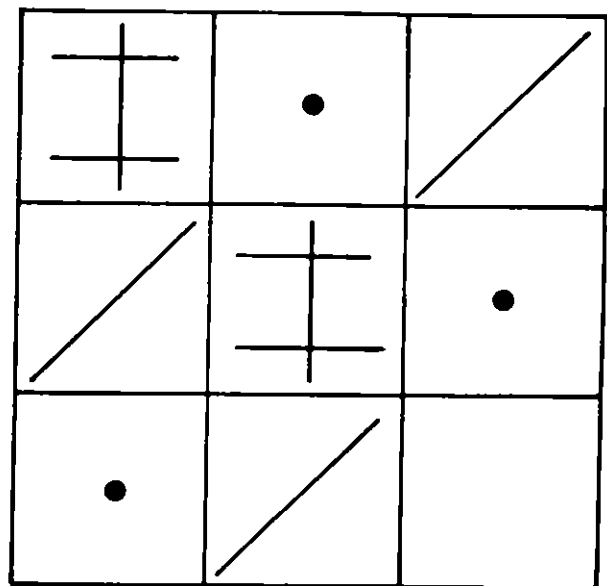


I3631



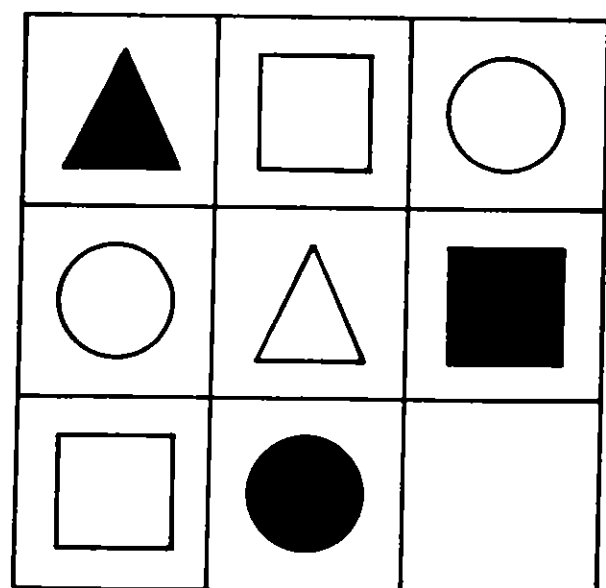
### Example 5

(first try this puzzle yourself, then ask to be shown the correct answer)

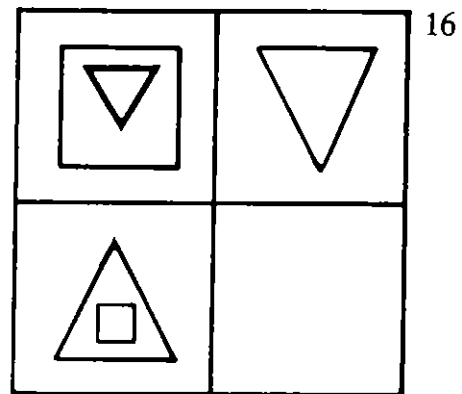


### Example 6

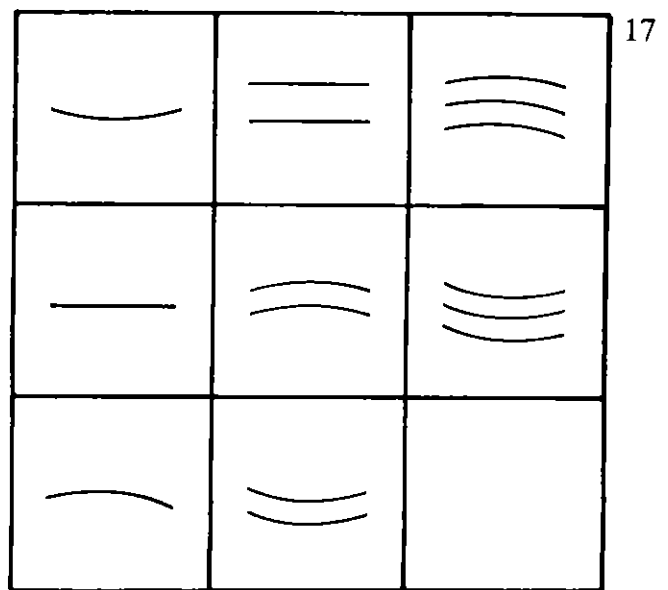
(first try this puzzle yourself, then ask to be shown the correct answer)



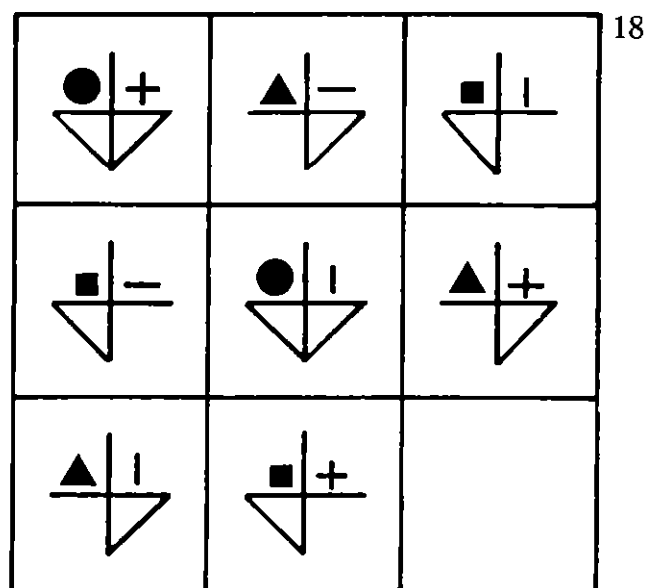
I3632



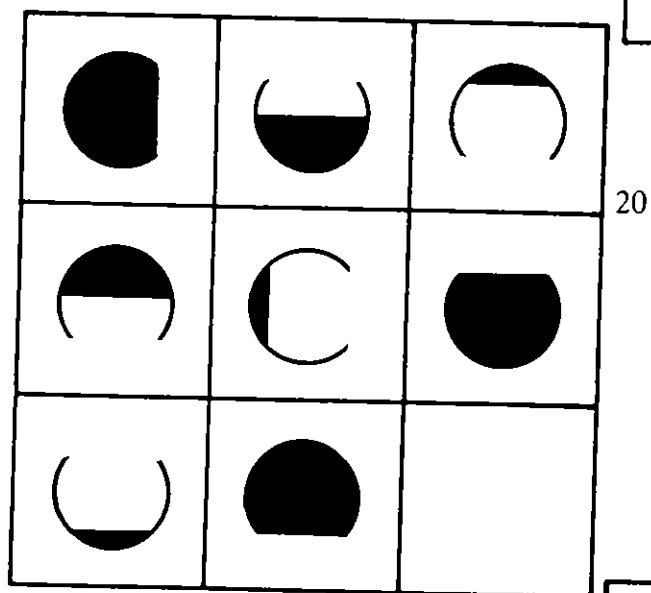
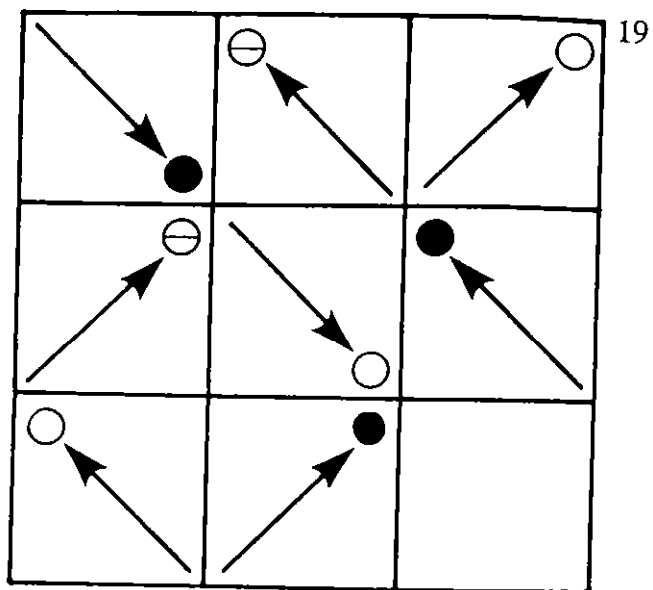
I3633



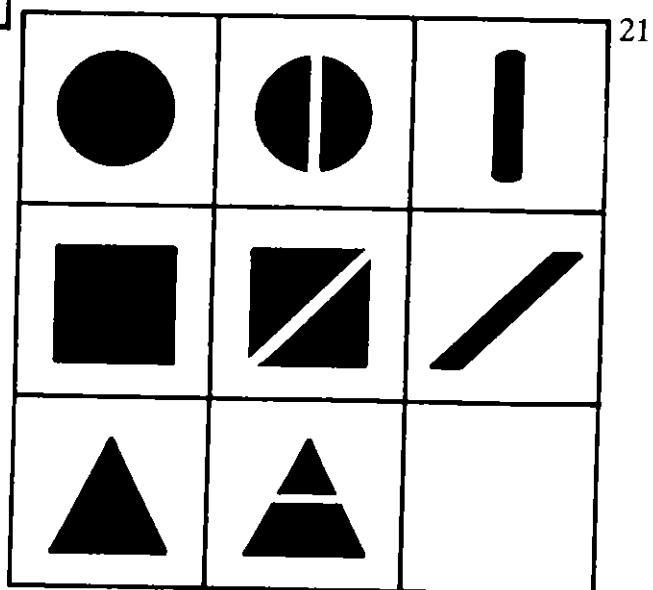
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I3635

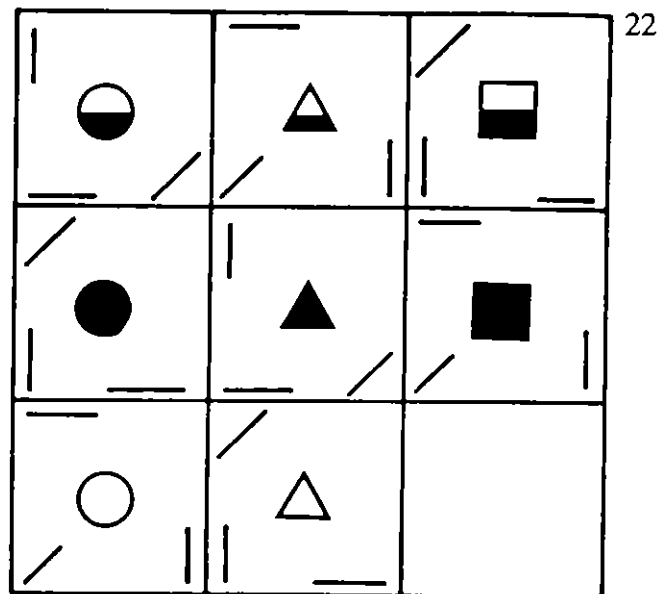


I3636

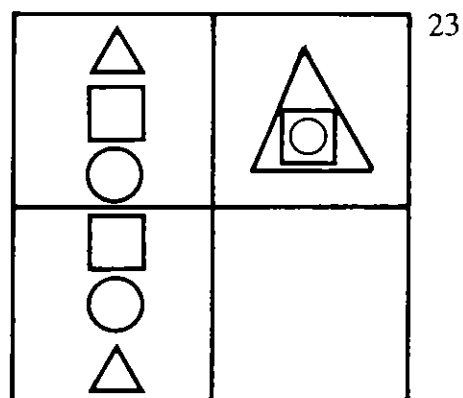


I3637

I3638

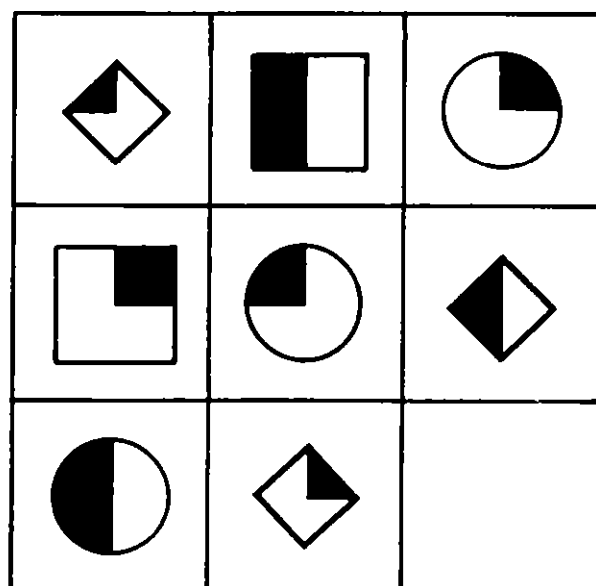


I3639

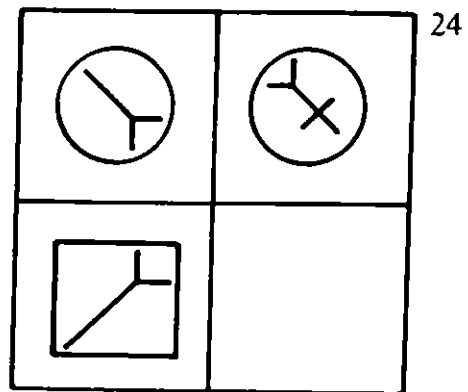


Example 7

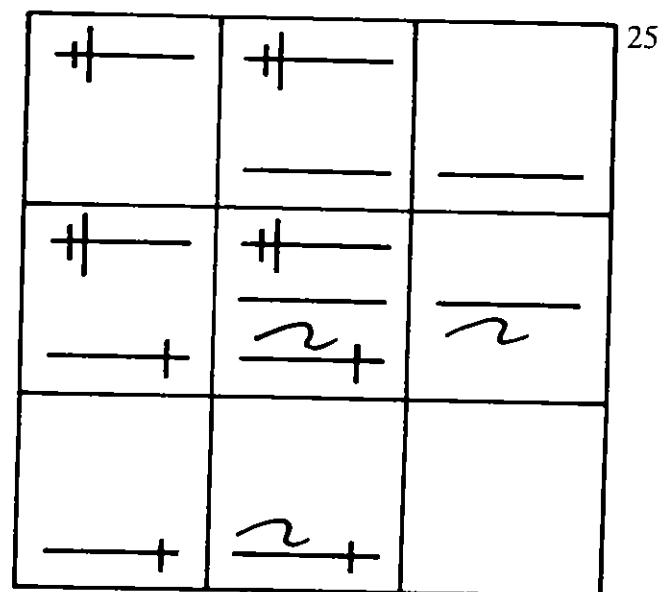
(first try this puzzle yourself, then ask to be shown the correct answer)



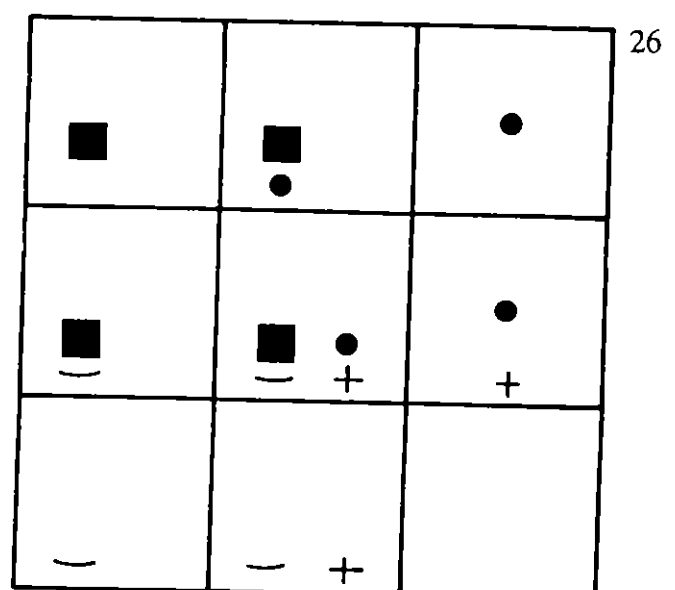
I3640



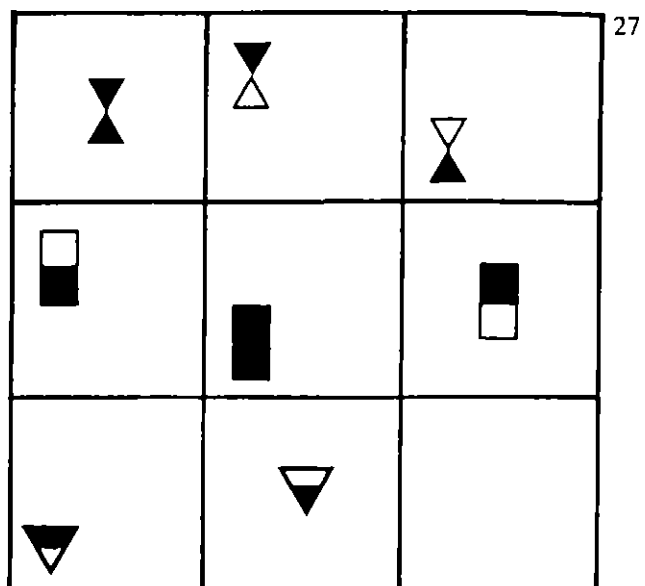
I3641



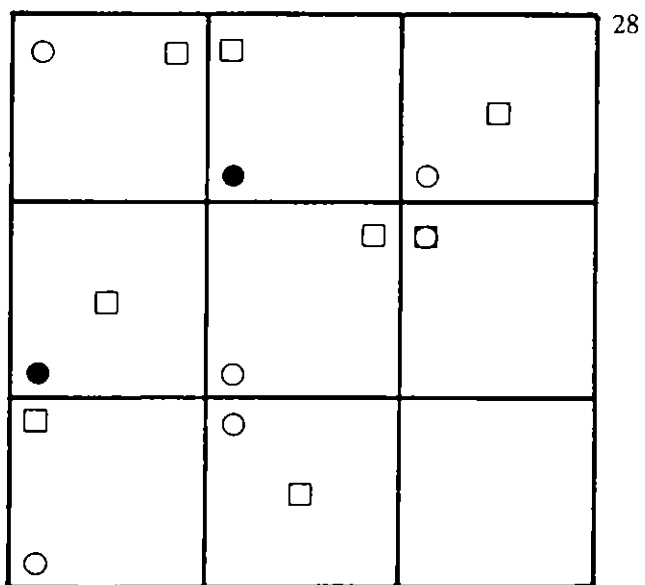
I3642



I3643



I3644



CODER B A S I3645