



LanguageScreen

Goldfinch Juniors assessment report

Year groups: All year groups

Classes: Abacus

Date range: assessments from 01/09/2021 to 10/10/2022

Report generated: 10/10/2022

This report provides the scores for each child assessed in your school:

Results Summary Table - this shows the overall Standard Score and Percentile Rank for each assessment. Standard Scores express a child's performance relative to their age. These are ranked by Standard Score to enable you to see at a glance which pupils need support. If more than one assessment has been completed for a pupil, the Results Summary Table shows the Standard Score of the most recent assessment first.

Individual Results Pages - these give more detail about the pupil's results. These are suitable for sharing with parents and guardians, if requested. As well as the Standard Scores, we also provide the Raw Scores for each of the four LanguageScreen subtests.

Which scores in the LanguageScreen report are most important? Always use Standard Scores when making judgements about the level of a child's language skills, or when monitoring their progress. Pay particular attention to the LanguageScreen Standard Score since it is based on all four subtests and gives the most accurate measure of a child's language skills.

Identifying children whose language skills are a cause for concern and may benefit from an intervention. Language skills vary in small gradations (just like weight). This means there is no absolute definition of who has a language difficulty (just as there is no absolute definition of who is seriously overweight or underweight). LanguageScreen was developed to help education professionals to identify children who may benefit from support in developing their language skills.

For this purpose, we use a Traffic Lights system:

- **Green** (LanguageScreen Standard Score of 90 or above) indicates that a child's language skills are not a cause for concern.
- **Amber** (LanguageScreen Standard Score between 82 and 89) suggests a child may benefit from support in developing their language skills.
- **Red** (LanguageScreen Standard Score 81 or below) suggests a child definitely needs support in developing their language skills.

LanguageScreen is a quick screening test. If a child gets a very poor score on LanguageScreen (say a standard score of 76 or lower) a Speech and Language Therapist may be able to assess the child's language needs in more detail and offer advice on how best to support them.

Monitoring the development of children's language skills. You may wish to re-assess children's language skills using LanguageScreen especially if a child gets a Red or Amber traffic light. This should not be done more often than roughly every six months because language skills are quite stable and unlikely to change quickly.

An increase in a child's LanguageScreen Standard Score shows that their language skills have improved relative to other children of the same age. A decrease in a child's LanguageScreen Standard Score shows that their language skills are failing to develop at the rate expected; such children may require help to improve their language skills. LanguageScreen, like any test, has a margin of error and changes should be interpreted with care. As a rough guide, a change in a child's LanguageScreen Standard Score of 5 points or more indicates that there has probably been a meaningful change in their language skills.

Results Summary Tables

These show the overall Standard Score and Percentile Rank:





Standard Scores express a child's performance relative to their age and are independent of the number of questions in a subtest. The maximum possible score is 135. Standard Scores are similar to IQ scores. The average Standard Score for any age group, on any subtest, is 100. Half of children of any age are expected to get a score at or above 100, and half a score at or below 100. Most Standard Scores fall between 70 and 130. A standard score of 70 indicates that a child has extremely poor language skills for their age. A standard score of 130 indicates that a child has extremely good language skills for their age.

Percentile Ranks give the percentage of children of a given age in the UK population with a lower score on a test. For example, a score at the 10th percentile places a child in the bottom ten percent of children of their age. The average percentile rank is 50.

Pupils are ranked by Standard Score to enable you to see at a glance which pupils need support. If more than one assessment has been completed for a pupil, the Results Summary Table is re-ordered to show the Standard Score of the most recent assessment.

The table includes all the results for all the pupils assessed within the date range of the report. The scores are organized by year group, unless specified otherwise when generating report.

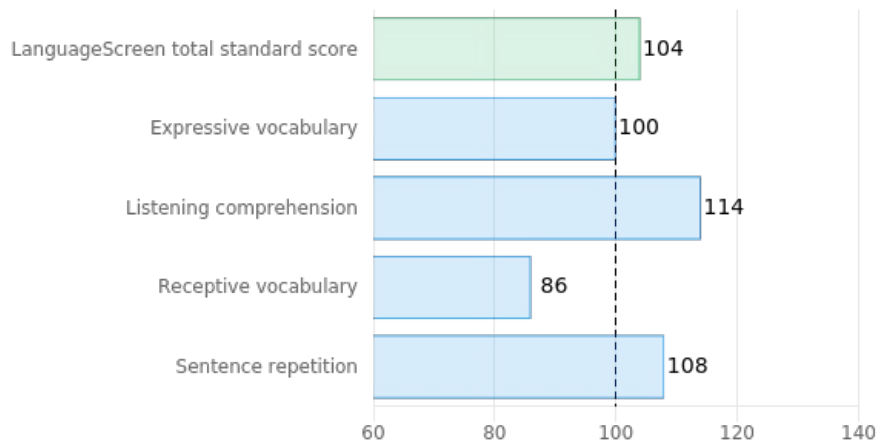
Current Reception summary

First names	Surname	DoB	Current class	Assessment date	Age at assessment	Standard score (average 100)	Percentile	Description	Alert	Latest intervention	Completion date
Albert	Harris	07/05/2018	Abacus	07/03/2022	3yr 9mo	73	4	clear concerns		NELI	Jul 2022
Imogen	Temple	08/04/2018	Abacus	07/03/2022	3yr 10mo	83	13	slight concerns		NELI	Jul 2022
Eddy	Fowler	06/05/2018	Abacus	07/03/2022	3yr 10mo	104	61	no concerns			
Olivia	Riley	10/01/2018	Abacus	07/03/2022	4yr 1mo	134	99	much above average			

LanguageScreen assessment results for Eddy Fowler (Abacus, Reception, 4yr 5mo)

Date/time assessed	Age at assessment	Expressive vocabulary	Listening comprehension	Receptive vocabulary	Sentence repetition	LanguageScreen total standard score	LanguageScreen total percentile rank
07/03/2022 14:56	3yr 10mo	100 (RS: 11)	114 (RS: 9)	86 (RS: 11)	108 (RS: 8)	104	61

LanguageScreen Profile for Eddy Fowler



Eddy's LanguageScreen Total standard score is 104. This equates to a percentile rank of 61, a score that places Eddy within the top 39% of children in their age group.

Eddy's language skills are not a cause for concern.

The graph shows the LanguageScreen Total standard score as well as the differences between standard scores on the subtests obtained by Eddy. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Eddy's highest score is for Listening Comprehension, a test that assesses the ability to understand spoken stories and includes questions tapping both literal and inferential understanding of text. Eddy's lowest score is for Receptive Vocabulary, a test that taps vocabulary understanding as assessed by the ability to match spoken words to pictures.

Expressive Vocabulary (EV) assesses the ability to name pictures; a measure of vocabulary knowledge (24 items).

Listening Comprehension (LC) assesses the ability to understand spoken stories; a measure of both literal and inferential language comprehension and expressive language skills (3 stories, and a total of 16 questions).

Receptive Vocabulary (RV) assesses the ability to match spoken words to pictures; a measure of vocabulary understanding (23 items).

Sentence Repetition (SR) assesses the ability to repeat sentences; a measure of language comprehension and production skills (14 items).

Raw Scores (RS) are simply the number of correct answers on each subtest. Raw scores are hard to interpret because different subtests have different number of questions, and the expected score on each subtest will increase as a child gets older.

The pattern of standard scores for each child across the different LanguageScreen subtests shows their profile (what subtests they found easier and what subtests they found harder). However, differences between subtests may reflect many factors, including lapses of attention, and should not be overinterpreted.

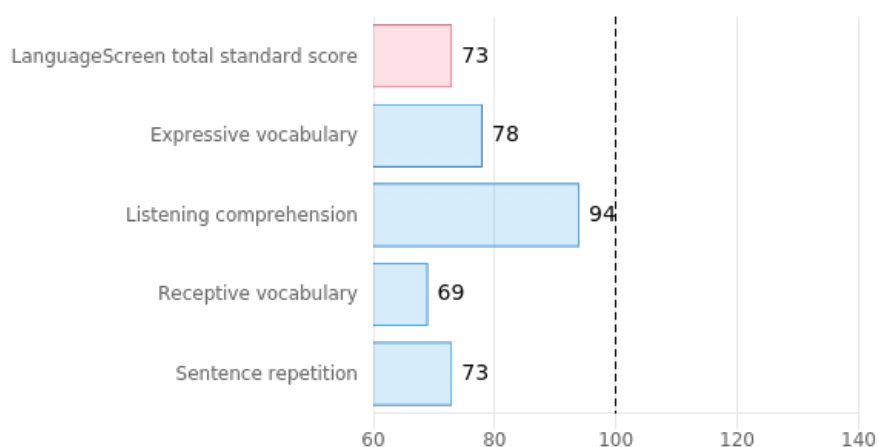
¹ This child is too young for an accurate estimate of their language ability to be made; their true standard scores may be higher than those given.

² This child is too old for an accurate estimate of their language ability to be made; their true standard scores may be lower than those given.

LanguageScreen assessment results for Albert Harris (Abacus, Reception, 4yr 5mo)

Date/time assessed	Age at assessment	Expressive vocabulary	Listening comprehension	Receptive vocabulary	Sentence repetition	LanguageScreen total standard score	LanguageScreen total percentile rank
07/03/2022 15:07	3yr 9mo	78 (RS: 3)	94 (RS: 3)	69 (RS: 5)	73 (RS: 0)	73	4

LanguageScreen Profile for Albert Harris



Albert's LanguageScreen Total standard score is 73. This equates to a percentile rank of 4, a score that places Albert within the bottom 4% of children in their age group.

Albert's language skills are a clear cause for concern; Albert should be given language intervention if possible.

The graph shows the LanguageScreen Total standard score as well as the differences between standard scores on the subtests obtained by Albert. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Albert's highest score is for Listening Comprehension, a test that assesses the ability to understand spoken stories and includes questions tapping both literal and inferential understanding of text. Albert's lowest score is for Receptive Vocabulary, a test that taps vocabulary understanding as assessed by the ability to match spoken words to pictures.

The pattern of standard scores for each child across the different LanguageScreen subtests shows their profile (what subtests they found easier and what subtests they found harder). However, differences between subtests may reflect many factors, including lapses of attention, and should not be overinterpreted.

¹ This child is too young for an accurate estimate of their language ability to be made; their true standard scores may be higher than those given.

² This child is too old for an accurate estimate of their language ability to be made; their true standard scores may be lower than those given.

Expressive Vocabulary (EV) assesses the ability to name pictures; a measure of vocabulary knowledge (24 items).

Listening Comprehension (LC) assesses the ability to understand spoken stories; a measure of both literal and inferential language comprehension and expressive language skills (3 stories, and a total of 16 questions).

Receptive Vocabulary (RV) assesses the ability to match spoken words to pictures; a measure of vocabulary understanding (23 items).

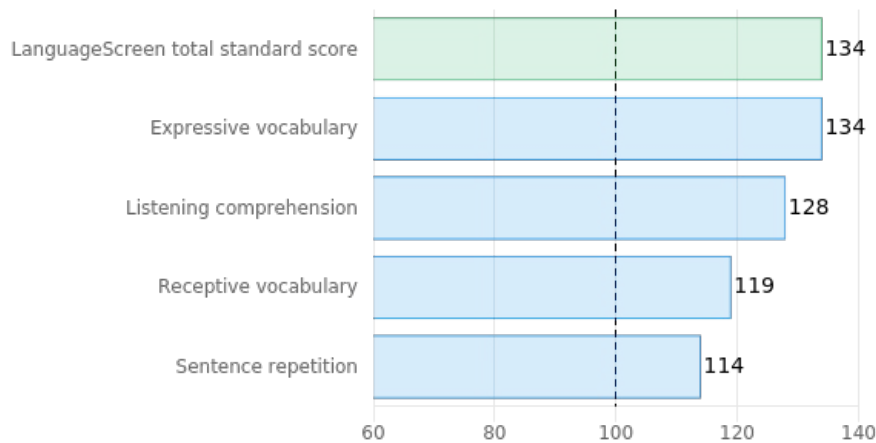
Sentence Repetition (SR) assesses the ability to repeat sentences; a measure of language comprehension and production skills (14 items).

Raw Scores (RS) are simply the number of correct answers on each subtest. Raw scores are hard to interpret because different subtests have different number of questions, and the expected score on each subtest will increase as a child gets older.

LanguageScreen assessment results for Olivia Riley (Abacus, Reception, 4yr 8mo)

Date/time assessed	Age at assessment	Expressive vocabulary	Listening comprehension	Receptive vocabulary	Sentence repetition	LanguageScreen total standard score	LanguageScreen total percentile rank
07/03/2022 15:59	4yr 1mo	134 (RS: 21)	128 (RS: 14)	119 (RS: 20)	114 (RS: 11)	134	99

LanguageScreen Profile for Olivia Riley



Olivia's LanguageScreen Total standard score is 134. This equates to a percentile rank of 99, a score that places Olivia within the top 1% of children in their age group.

Olivia's language skills are not a cause for concern.

The graph shows the LanguageScreen Total standard score as well as the differences between standard scores on the subtests obtained by Olivia. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Olivia's highest score is for Expressive Vocabulary, a test that assesses knowledge of words and the ability to retrieve them when they are needed. Olivia's lowest score is for Sentence Repetition, a test that assesses the ability to repeat sentences and that is sensitive to grammatical difficulties.

Expressive Vocabulary (EV) assesses the ability to name pictures; a measure of vocabulary knowledge (24 items).

Listening Comprehension (LC) assesses the ability to understand spoken stories; a measure of both literal and inferential language comprehension and expressive language skills (3 stories, and a total of 16 questions).

Receptive Vocabulary (RV) assesses the ability to match spoken words to pictures; a measure of vocabulary understanding (23 items).

Sentence Repetition (SR) assesses the ability to repeat sentences; a measure of language comprehension and production skills (14 items).

Raw Scores (RS) are simply the number of correct answers on each subtest. Raw scores are hard to interpret because different subtests have different number of questions, and the expected score on each subtest will increase as a child gets older.

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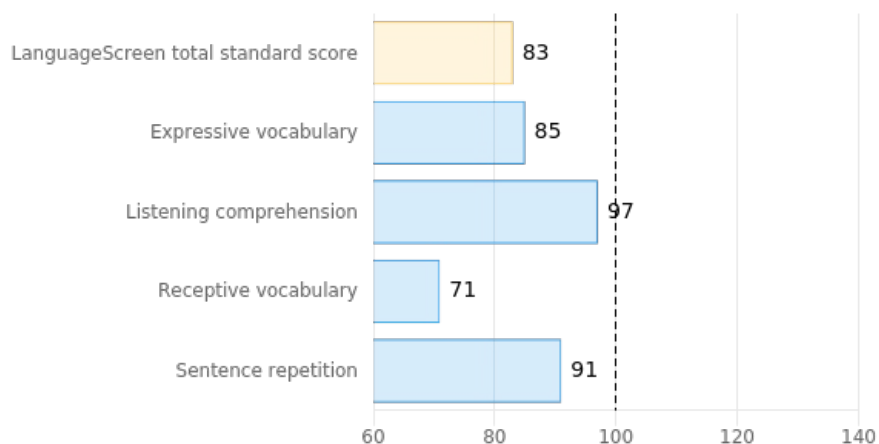
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LanguageScreen assessment results for Imogen Temple (Abacus, Reception, 4yr 6mo)

Date/time assessed	Age at assessment	Expressive vocabulary	Listening comprehension	Receptive vocabulary	Sentence repetition	LanguageScreen total standard score	LanguageScreen total percentile rank
07/03/2022 16:08	3yr 10mo	85 (RS: 6)	97 (RS: 4)	71 (RS: 6)	91 (RS: 3)	83	13

LanguageScreen Profile for Imogen Temple



Imogen's LanguageScreen Total standard score is 83. This equates to a percentile rank of 13, a score that places Imogen within the bottom 13% of children in their age group.

Imogen's language skills are a slight cause for concern; Imogen may benefit from language support.

The graph shows the LanguageScreen Total standard score as well as the differences between standard scores on the subtests obtained by Imogen. These differences may reflect many factors, including lapses of attention, and should not be overinterpreted.

Imogen's highest score is for Listening Comprehension, a test that assesses the ability to understand spoken stories and includes questions tapping both literal and inferential understanding of text. Imogen's lowest score is for Receptive Vocabulary, a test that taps vocabulary understanding as assessed by the ability to match spoken words to pictures.

The pattern of standard scores for each child across the different LanguageScreen subtests shows their profile (what subtests they found easier and what subtests they found harder). However, differences between subtests may reflect many factors, including lapses of attention, and should not be overinterpreted.

¹ This child is too young for an accurate estimate of their language ability to be made; their true standard scores may be higher than those given.

² This child is too old for an accurate estimate of their language ability to be made; their true standard scores may be lower than those given.

Expressive Vocabulary (EV) assesses the ability to name pictures; a measure of vocabulary knowledge (24 items).

Listening Comprehension (LC) assesses the ability to understand spoken stories; a measure of both literal and inferential language comprehension and expressive language skills (3 stories, and a total of 16 questions).

Receptive Vocabulary (RV) assesses the ability to match spoken words to pictures; a measure of vocabulary understanding (23 items).

Sentence Repetition (SR) assesses the ability to repeat sentences; a measure of language comprehension and production skills (14 items).

Raw Scores (RS) are simply the number of correct answers on each subtest. Raw scores are hard to interpret because different subtests have different number of questions, and the expected score on each subtest will increase as a child gets older.