

A stack of books with a blue cover on top, a red apple on a white saucer, a grey smart speaker, and a white marker on a desk.

Nessy Target Assessment-Slosson Oral Reading Test Correlation Study

Is the NTA an accurate measure of student reading level?

In the spring of 2019, a case study was embarked upon in Bristol, United Kingdom at May Park School.

The study's purpose was to determine if there was a correlation between the Nessy Reading & Spelling Target Assessment, and The Slosson Oral Reading Test Revision 3 (SORT-R3).

The SORT-R3 was chosen because of its historically respected position in education as an accurate measure of a student's reading level.

The SORT-R3 has been nationally standardised with the Slosson Intelligence Test (SIT) and confidence levels have been established at 95% and 99%. One can be 95% or 99% certain that an examinee's true SORT-R3 scores fall within these ranges.

The SORT-R3 offers validity with correlations to the Peabody Individual Achievement Test and The Woodcock Johnson Test of Achievement in the 90s or higher.

The Nesy Reading Target Assessment

The Nesy Reading Target Assessment:

The Nesy Reading Target Assessment was developed in 2005 by Specialist Literacy Teachers, Dyslexia Specialists, and Educational Psychologists, at the Bristol Dyslexia Centre in Bristol, United Kingdom.

It is a CLOZE reading activity that measures the reading comprehension and spelling attainment of individuals from 5 and a half to 13 years of age. The assessment

is also used to monitor the progress of students as they complete the phonemic awareness, phonics, fluency, comprehension, and vocabulary lessons within the Nesy instructional program.



Results

The participants' Grade Equivalents and Age Equivalents as measured by the SORT-R3 were recorded and compared to the Nessy Year Level Equivalents.

A correlation of .82 was found to exist between the Nessy Target Assessment and the Slosson Oral Reading Test Revision 3.

One could conclude that the Nessy Target Assessment is an accurate measure of pupil reading level or reading age, and that the assessment can be used to determine initial placement in a literacy curriculum.

The Nessy Reading Target Assessment can also be used to monitor progress as a student advances through the phonological awareness, phonics, fluency, vocabulary, and comprehension lessons, and can be considered an accurate measure of a student's reading level.



The Case Study

The case study was conducted during the summer term 2019.

40 students from year 3 and year 4, were selected as participants, and parental consent was gained. The participating students came from three different class groups and selection was based solely on the return of parental consent forms. All students in these classrooms were invited; 30 parents or carers elected to have their students participate.

The School

May Park School is a large primary school with approximately 716 children on the roll. It caters for male and female pupils between the ages of 3 – 11 years.

22% of pupils are entitled to free school meals (FSM); 42% of pupils have English as an additional language (EAL):

Pupils	Pupils – May Park School	Pupils – National Average
% English as additional language (EAL)	42.7	21.3
% Free School Meals	22.1	14.6
% SEN	22.1	12.2
% SEN Statement	1.1	3.1

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The Participants

The participants were of mixed ability and English language proficiency. Three students were non-English speakers, with little to no mastery of the English language.


Methodology

All participants were tested with The Slosson Oral Reading Test Revision 3 to measure their level of oral word recognition.


As previously discussed, The SORT-R3 has been nationally standardised with the Slosson Intelligence Test (SIT) and confidence levels have been established at 95% and 99%.

One can 95% or 99% certain that an examinee's true SORT-R3 scores fall within these ranges.

The SORT-R3 offers validity with correlations to the Peabody Individual Achievement Test and The Woodcock Johnson Test of Achievement in the 90s or higher.



The findings conclude that the Nessy Target Assessment is an accurate measure of pupil



reading level or reading age, and that the assessment can be used to determine initial placement in the literacy curriculum, and to monitor student progress in oral word recognition.

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June 4, 2019