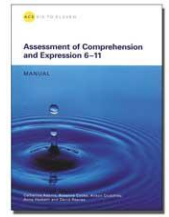




# EDUCATIONAL PSYCHOLOGY SERVICE ASSESSMENT REVIEW

## Assessment of Comprehension & Expression (ACE)



<b>Age Range</b>	6 to 11 years
<b>Assesses</b>	<p>Language skills, specifically</p> <ul style="list-style-type: none"> <li>• Verbal comprehension</li> <li>• Grammar</li> <li>• Semantic and pragmatic knowledge.</li> </ul> <p>Its purpose is to assess language above the 'sentence level', that is, the aspects of language development in the school years which are dependant on the integration of various language and cognitive skills. It is designed to provide an assessment of overall language ability and can indicate where additional investigation/input is required in a specific area.</p>
<b>Costs</b>	<p>£165 – complete set £50 – scoring booklets</p>
<b>Recommended Uses</b>	<p>To identify:</p> <ul style="list-style-type: none"> <li>- delayed language development</li> <li>- specific areas of language difficulty</li> </ul> <p>To provide information for further investigation/development of an individual plan.</p> <p>It can be used with children with general language difficulties, Specific Language Impairments and those with additional difficulties such as an Autism Spectrum Disorder.</p>
<b>Who can use it</b>	Speech and Language Therapists, Educational Psychologists, and other professionals familiar with standardised testing and language structure. It is meant for qualified, registered test users (and can include teachers).
<b>Time to Administer</b>	<p>Main Test – around 30 mins Extended Test – around 45 mins (based on information in manual)</p>
<b>Components</b>	<p>Main Test</p> <ul style="list-style-type: none"> <li>• Sentence Comprehension</li> <li>• Inferential Comprehension</li> <li>• Naming</li> <li>• Syntactic Formation</li> <li>• Semantic Decisions</li> </ul> <p>Extended Test – as main test, plus</p> <ul style="list-style-type: none"> <li>• Non-Literal Comprehension</li> <li>• Narrative Propositions and Narrative Syntax/Discourse</li> </ul> <p>Each subtest has practice item/s.</p>

<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Overall, it is good to have a standardised assessment that can be used by education practitioners that assesses more deeply than just generalised 'comprehension' – such as WOLD, WIAT or TROG – it does what each of these can and more. It enables the assessor to respond to concerns about comprehension (and expression) with specific feedback of language/cognitive skills.</li> <li>• It does seem to be an assessment with mainly S&amp;LT in mind. As a result it does not offer advice in terms of intervention in the classroom and the assessor will have to make that link. It does also state that it is a front line assessment and if there are significant difficulties identified then further investigation is required, presumably by S&amp;LT.</li> <li>• Some sub-tests are likely to be more relevant to the classroom and others for language specialists. The later subtests require a deeper knowledge of language structures in order for the information gathered to be meaningful and lead to intervention.</li> <li>• The Non-literal Comprehension sub-test looks at a child's understanding of non-literal language that is more everyday and subtle than simile or metaphor (e.g. 'I parked outside and somebody has boxed me in').</li> <li>• There is a section in sentence comprehension that taps into a child's awareness of how others would feel in a given situation.</li> <li>• Inferential comprehension starts with factual information and places increasing demands on the child to make sense and extrapolate from this.</li> <li>• The narrative section places a greater demand on the child's auditory memory.</li> <li>• Administration and scoring is straight forward in the Main Test.</li> <li>• The test places much more demand on expressive skills (than receptive skills) and can highlight discrepancies between the two.</li> <li>• Narrative section requires more time and consideration to score.</li> <li>• Materials are reasonably colourful, attractive and intuitive to use. The script is provided on the stimulus book and on the scoring booklet.</li> </ul>
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