

EDUCATIONAL PSYCHOLOGY SERVICE ASSESSMENT REVIEW



Neale Analysis of Reading Ability – Second Revised British Edition (NARA-II)

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Age Range	6 years to 12 years 11 months
Assesses	 The NARA II assesses the reading attainment of children. A test of oral reading based on a series of short narratives. It measures the accuracy, comprehension and rate of reading This set of skills closely resembles those required for successful reading for comprehension at school.
Costs	£105.00 + VAT - Complete Set £47.50 + VAT - Manual £42.50 + VAT - Reader £14.50 + VAT - Record Form 1 (pack of 10) £14.50 + VAT - Record Form 2 (pack of 10) £15.50 + VAT - Diagnostic Tutor Form
Recommended Uses	 Intended to be used with children whose reading skills are causing concern. It is an attainment and a diagnostic test that be can be used to monitor the progress of children in reading. To provide a profile of the children's reading accuracy and comprehension skills – and their rate of reading. A measure for teachers to identify and help children with reading difficulties. To enable schools to identify particular reading needs of children which may warrant further input/ assessment/ intervention. It can provide information so that appropriate teaching programmes or intervention plans can be implemented. It provides standardised scores, reading ages, parallel forms for testing and extension passages for use with more able or older pupils. NARA-II consists of two alternate standardised tests to enable children's performances to be monitored without them becoming too familiar with the passages. It can also be used to assess the impact of intervention programmes.
Who can use it	Teachers and Educational Psychologists can administer the NARA-II
Time to Administer	Approximately 20 minutes
Evaluation	 The NARA-II is a very quick and easy to administer test. It offers education practitioners a standardised and widely used assessment of reading for comprehension The two parallel versions of the test enable it to be used twice

- useful to assess children's progress over time.
- It can be argued that when assessment requires independent
 measures of decoding and reading comprehension abilities –
 that the NARA-II may be unable to separate out these two
 skills. For example, the number of questions over which
 comprehension ability is assessed is dependent on reading
 accuracy and so children with low reading accuracy are
 assessed over a restricted number of questions. Consequently,
 the restricted comprehension scores that less skilled decoders
 obtain may provide an underestimation of their ability to
 comprehend written text during assisted reading.
- Scoring the NARA-II is straightforward.
- There is also space provided to note the specific nature of errors made (e.g. mispronunciations, substitutions etc)