



# Access Reading Tests (ART)

Your guide to using these standardised tests for learners ages 10 to 16.



Includes:

- Sample pages
- Sample reports
- Assessment Consultant contact details



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# About ART

A standardised\* assessment with parallel forms that can be taken at the beginning and end of periods of intervention. They empower you to accurately benchmark performance and track progress against peers in their age group. You also get the opportunity to use targeted interventions throughout the year.

- **Confidently assess each learner at any stage in the school year:** You get an accurate picture of their reading strengths and areas of improvement, and how they compare against their peers in and outside the school.
- **Save time with targeted interventions:** Your results inform Shine Interventions to give you tailored learning sequences and plans for individual learners; you no longer need to spend time designing interventions.
- **Maximise your department's budget:** ART doesn't require an external marking service – students can take the tests online and they'll be auto-marked, or teachers can choose print papers, mark the tests themselves and bulk upload into our free reporting software, Boost Insights. Saving you time and money.
- **Create more impactful lesson plans:** if the results show that a group is performing below the representative sample's average in a particular strand, you can make informed, data-driven decisions to spend more lessons focusing on your group's identified area of improvement.
- **Works with your curriculum:** ART works alongside all major reading curricula, meaning that whatever you teach, wherever you teach it, you can use the assessments to identify a learner's strengths and areas of improvement.



**30 minutes (+10 minutes of added time for qualifying learners)**



**ART is available in print and in online, interactive and auto-marked formats**

## ART key information

**Age range covered:** 10 to 16 years

**Number of tests:** 3 sets of parallel forms (6 papers in total)

**Ideal testing time:** The assessment can be used at the beginning and end of a period of interventions.

**Content assessed:** ART works alongside all major curricula and focuses on reading ability and comprehension.

## Assessing ability and progress

New ART enables schools to build a comprehensive profile of each learner's ability and progress in reading. This includes:

**Standardised Score** – see if a learner is above or below the average for their peers.

**Age-standardised Score** – see how a learner is performing compared with learners of the same age, calculated in years and months.

**Reading age** – measure ability against the age at which the learner's performance is typical.

**Facility value for every question** – see the percentage of learners who answered each question correctly during the standardisation process.

\*Standardised against a representative sample of more than 15,000 test submissions in the 2023/24 academic year.

# How to use **ART**

ART is designed to bookend a period of intervention e.g. the start and end of the year, the start and end of a term or to test progress as many times as you require.

Here are three potential use cases:

## Use Case 1

- Use at the start and end of a school year over three years of education (test at ages 11/12, 12/13 and 13/14)
- ART can also be used to assess ages 10 to 16.
- Clear marking guidance is provided in the free online mark scheme.
- Administer the tests digitally or enter marks into Boost Insights to automatically generate reports and inform Shine Interventions.
- Use the targeted interventions and learning sequences available to you in Shine Interventions throughout the year.

## Use Case 2

- ART is incredibly flexible within a SEN context. The SENCO determines the best test paper for the learner by looking at the content of each paper.
- A previous school suggests a new learner or group of learners may need additional support in reading.
- A new learner or group of learners joins and their previous school shares no information about them
- A new learner joins part-way through a school year and teachers need a quick picture of their current levels.
- A full cohort test (e.g. CAT4) suggesting a learning or group of learners may need additional support to fill learning gaps

For all of the above, a follow-up test after a period of intervention can be used to show progress

## Use Case 3

- You can use ART when a new cohort or individual learner joins your school to successfully place them in the right class.
- A learner or group of learners transfers from another school, and you need to know what their current level of knowledge is, so that you can accurately place them at the right level of learning.
- A new learner or group of learners joins and their previous school shares no information about them
- A new learner joins part-way through a school year and teachers need a quick picture of their current levels.
- A full cohort test (e.g. CAT4) suggesting a learning or group of learners may need additional support to fill learning gaps

For all of the above, a follow-up test after a period of intervention can be used to show progress





## Content suitable for the learner's age

Each form covers material relevant to what a learner is expected to know or be taught by their age, and each form works alongside all major curricula. The new edition has been fully revised.

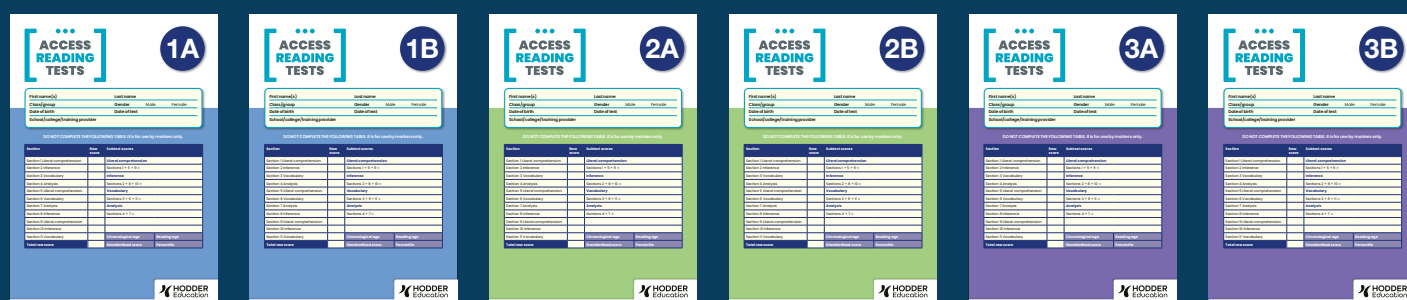
The content in Form 1A (the first test) covers skills suitable for 10– 12– year-olds to ensure your school gets an accurate understanding of a learner's ability as they start a new phase of education.

## Parallel forms

A and B forms are parallel in content and questions asked to ensure you get a clear understanding of how a learner has progressed through the year and the impact of your interventions. Demand increases as the number form climbs e.g. Form 2A is more demanding than Forms 1A and 1B.

## Online and interactive

There are two ways to administer ART: on paper or online. The online version is interactive and auto-marked, meaning that when a learner finishes the test, you get their results and standardised data straight away.

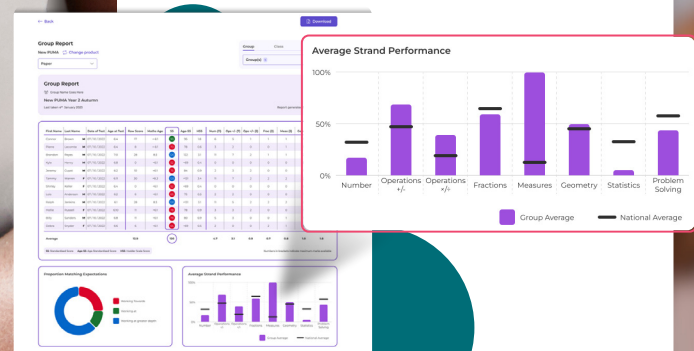
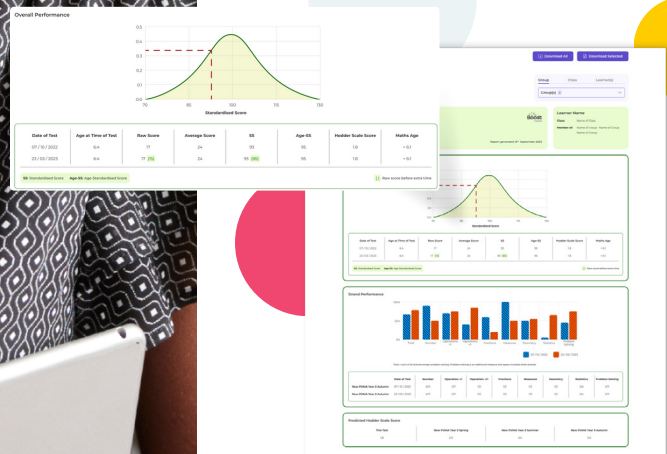






Get clear insight into  
your learners' needs.

- Quickly analyse results and gaps in learning to inform targeted teaching.
- Bulk upload results from paper tests.
- Effortlessly generate reports for individuals and groups to view and compare learner progress.
- Easily download visual reports that can be shared as PDFs with teachers, senior leaders, MAT leaders, school board members, and parents.



# How were the tests developed?

Our standardised tests go through the rigorous stages outlined below to ensure that the content and outcomes are valid.

## Initial test construction Stage 1

- Test development including reading text selection/review, item-writing, and collation by literacy experts.
- Construction of assessment maps by literacy experts with experience teaching and writing standardised tests.

## Trialling Stage 2

- Recruitment of a pool of trial schools who agree to administer the draft tests on learners at their school or schools.
- Careful selection of trials schools to ensure a truly representative sample based on three key criteria: geographical representation, disadvantage and performance. We ensure that our trialling sample is representative of the average student.
- Trialling of the initial tests takes place with more than 15,000 learners at the time the tests are designed to be taken. Some of the same learners then take the follow up tests.

## Post-trial review Stage 3

- Review of performance against every question. The test construction is reviewed and, where necessary, items are reviewed in line with feedback from triallists.
- Expert statisticians review all the test data. This enables standardised scores, age-standardised scores and reading ages to be created, alongside facility values (allowing you to see how learners performed on each question on average).

## Publication of test papers and test guidance for use in schools Stage 4

- Final papers containing tried-and-tested questions are published in print and online.
- Free online test guidance is published alongside the test papers: this contains all data from the trials and guidance on how schools and teachers should administer the tests and interpret the results.
- If using a paper test, mark schemes are available online, enabling teachers to input their own learners' marks and generate specific attainment and progress reports for their classes and individual pupils.
- If using the online, interactive version, the tests are auto-marked. The results feed directly into Boost Insights.





## Section 6

Read each sentence.  
Which answer means the same as the word or phrase in blue and bold?  
For each question, circle the ONE correct answer.

MARKS

30 She is **frankly** the best player in the team.

- A unusually
- B surprisingly
- C truly
- D fortunately

☐

31 When match day came, the weather was **abominable**.

- A bearable
- B beautiful
- C dreadful
- D unusual

☐

32 A **hygienic** environment is essential for science experiments.

- A clean
- B hydrated
- C spacious
- D tidy

33 I **endeavoured** to finish writing my story.

- A tried
- B planned
- C failed
- D succeeded

34 Shareen was **resigned to** spending the night in the car during the heavy rain.

- A angry about
- B accepting of
- C upset by
- D refusing to

## Section 7

Read this story and complete the task below.

### Suspicious Scorpion

My sister sidled up to me. 'Have you seen Leon's scorpion?' 'What?' I said. 'Nooooo! Where is it?' 'In that glass case over there.' 'Oh yeah! I can't see anything in it! It's not there!' 'Oh no,' said my sister. 'The scorpion's escaped! Help!'



A mild panic spread through the motley crew of party guests at Leon's parents' house. 'Find it NOW!' was the order.

Leon found it almost immediately ... and I thought, 'I bet he's pulled this stunt before.'

Read the statements in the table. Compare each one with the information in the story.

For each statement, decide if the story proves it is correct (A) or incorrect (B) or if there is no proof in the story (C). An example has been done for you.

Tick ONE box in each row.

MARKS

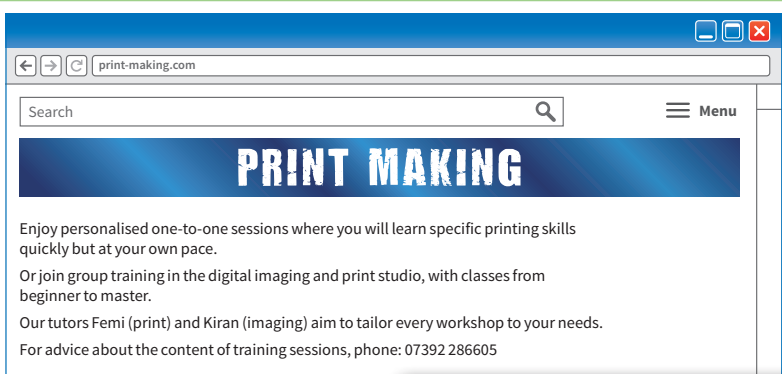
Q	Statement	A Correct	B Incorrect	C No proof
E.g.	The sister's name is Nina.			✓
35	No one was concerned about the escape.			
36	The scorpion was captured.			
37	Leon always lets his scorpion escape at parties.			
38	The 'it' in 'Find it NOW!' refers to Leon.			
39	Leon's parents told him to find the scorpion.			

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☐
☐
☐
☐



## Section 5

Read the information below and answer the questions on the next page.

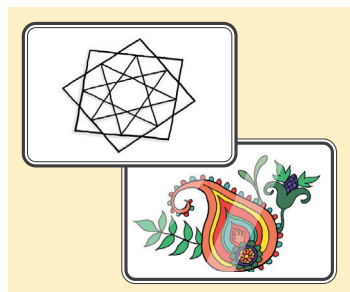


Enjoy personalised one-to-one sessions where you will learn specific printing skills quickly but at your own pace.

Or join group training in the digital imaging and print studio, with classes from beginner to master.

Our tutors Femi (print) and Kiran (imaging) aim to tailor every workshop to your needs.

For advice about the content of training sessions, phone: 07392 286605



### Digital imaging

Morning, afternoon and evening workshops, covering how to:

- ▶ use the latest print technology
- ▶ prepare, edit and print your designs on fabric.

### To book

For one-to-one learning, contact Nileshe: 07392 051877  
nileshe@printstudio.co.uk

For each question, circle the ONE correct answer.

- |    |   |
|----|---|
| 23 | Who do you contact to join a printing group?<br>A Femi<br>B Kiran<br>C Nileshe<br>D Min   |
| 24 | What is the maximum number of digital imaging sessions you can attend in a day?<br>A one<br>B two<br>C three<br>D four                                      |
| 25 | Which type of tuition is NOT available for groups?<br>A beginners<br>B master class<br>C personalised<br>D tailored   |
| 26 | How many workshops take place during the morning?<br>A one<br>B two<br>C three<br>D four  |
| 27 | Which activity NEVER occurs in the morning?<br>A T-shirt printing<br>B digital editing<br>C fabric printing<br>D tie and dye                                |
| 28 | What can you do in a one-day workshop?<br>A batik<br>B tie and dye<br>C prepare digital images<br>D use the latest print technology                         |
| 29 | If you have done a lot of printing and would like to learn even more, which workshop should you attend?<br>A beginner<br>B master<br>C Kiran's<br>D evening |

MARKS

☐
☐
☐
☐
☐
☐
☐

For each question, read the quotation and check its meaning in the story. Then choose the statement on the previous page that goes best with the quotation.

Write ONE letter in the box beside each question.

An example has been done for you.

		MARKS
E.g.	'Although now merely a hum, the noise'	H
40	'music [...] formed a medley in the air above'	<input type="checkbox"/>
41	'drivers hollered cheery witticisms to one another'	<input type="checkbox"/>
42	'People were sparse'	<input type="checkbox"/>
43	'she played her solitary game'	<input type="checkbox"/>
44	'her heart swelled'	<input type="checkbox"/>
45	'she fixed her gaze upon this panorama'	<input type="checkbox"/>

## Section 8

Read this story and the statements below and complete the task on the next page.

### The City Awakens

From the rooftop of her apartment building, she observed dawn break over the city. Although now merely a hum, the noise gathered intensity throughout the day. At its evening peak, when traffic thrummed at street level, music, drifting upwards from apartments, formed a medley in the air above. For now, birdsong triumphed over the rattle and clank of the refuse\* collection trucks, while delivery drivers hollered cheery witticisms to one another along their routes.

People were sparse at this time of day and she played her solitary game of imagining a backstory for each pedestrian. Who was heading to a life-changing job interview? Who was tardy again, half-jogging and in fear of losing their job? Who was returning from a night shift to be greeted by a baby, smiling and smelling of sleep?

Despite her familiarity with the scene, her heart swelled each time she fixed her gaze upon this panorama. This was home.

\***refuse**: rubbish

**A** They shouted funny remarks.

**E** She was alone.

**B** The sounds created a mixture.

**F** The sounds were metallic.

**C** She concentrated.

**G** She was fond of this scene.

**D** There were few.

**H** It was not very loud.

# Shine Interventions



## Access targeted interventions for learners taking ART

Shine Interventions is an online learning resource that uses data to provide targeted interventions and individualised learning experiences for learners.

Powered by your ART results and the data collected in Boost Insights, our enhanced reporting platform, Shine Interventions presents you with learning sequences and teaching resources designed for an individual learner or group's needs.

- Reduce workload – the high-quality interventions can give you the right tools to provide the right support within a few clicks. You don't need to worry about designing new learning sequences or lesson plans. Our education experts have put together a package of specific and detailed interventions that you can follow.
- Increase staff confidence – the detailed teaching notes and overviews for each learning sequence help teachers and TAs deliver the interventions with confidence. Your team members can learn how to use Shine Interventions swiftly and feel empowered to help learners who need interventions.
- Help learners where they need it – the interventions will fill the learning gaps identified by ART. You can supply the learner with targeted support and deliver the right learning experience. Best of all, you can watch them progress throughout the year.

The screenshot displays a digital interface for a reading intervention. At the top, it says 'To Catch A Thief' and 'Area of Learning: Inference 1A'. Below this is 'Text A: Suspicious Behaviour', which is a short story about a store detective named Mark. To the right of the text is a yellow box titled 'Text A: Questions' containing six numbered questions about the story. At the bottom of the interface, there is a 'Shine' logo and the text 'Shine Interventions: Access Reading Tests' and '© Hodder & Stoughton Limited 2024'.

**ASSESS.  
IDENTIFY.  
INTERVENE.**

**£410**  
+VAT  
per year\*

The screenshot shows a digital interface titled 'Introduction to the texts'. It features a blue header with navigation icons. Below the header, there is a section titled 'Introduction to the texts' which explains that the user will explore three extracts from a story called 'To Catch a Thief'. It lists three sessions: 'Session 1 Text A: Suspicious Behaviour', 'Session 2 Text B: Gotcha!', and 'Session 3 Text C: A Twist in The Tale'. To the right of the text are three small illustrations: a person in a supermarket, a person in a shop, and a person in a room. At the bottom, there is a 'Text type: fiction' button and the 'Shine' logo.

# Test Maps

## Access Reading Tests



Test Maps outline the content covered in every test that is part of the Access Reading Test assessment.

Test 1A		
Strand Assessed	Text & Text Type	Text Description
1 Literal comprehension	TechOnline.com: information text.	Web page for an online shop. Text in small, boxed chunks.
2 Inference	Educational day care: discursive text.	Five short, varied opinions about the opportunity for children to attend educational day care.
3 Vocabulary	Smirking, corresponding, inadmissible, analysed, untidy.	
4 Analysis	The fox: recount text.	Short recount about finding a fox cub caught in a trap.
5 Literal comprehension	Excitement in the clouds: information text.	Web page advertising an activity holiday for young people.
6 Vocabulary	Frankly, abominable, hygienic, endeavoured, resigned to.	
7 Analysis	Suspicious scorpion: narrative text including dialogue.	Short story about a pet scorpion escaping from its home.
8 Inference	The chase: narrative text including figurative language.	Short story about a boy fleeing from pursuers in a jungle setting.
9 Literal comprehension	School news: explanation text.	Explanation of a school project to reduce electricity consumption.
10 Inference	Keeping animals in captivity: discursive text.	Five varied opinions about the morality of keeping animals in captivity.
11 Vocabulary	Specialised, notified, meandering, impersonating, vanquished.	



Test 1B		
Strand Assessed	Text & Text Type	Text Description
1 Literal comprehension	Shopping centre plan: information text.	Diagram with text for the location of shops in a shopping centre (mall). Text in small, boxed chunks.
2 Inference	Noisy neighbours: discursive text.	Five short, varied opinions about having neighbours who are noisy.
3 Vocabulary	Furthermore, beneficial, financial, variety, strategy.	
4 Analysis	Owl spotting: recount text.	Short recount about a night-time class trip that goes wrong.
5 Literal comprehension	Ocean adventures: information text.	Web page to advertise a family holiday activity centre.
6 Vocabulary	Technique, catastrophe, chronologically, frequently, precautions.	
7 Analysis	Stop thief!: narrative text including dialogue.	Short story about an attempted theft in an underground train station.
8 Inference	Trapped by floods: narrative text including figurative language.	Short story about a person trapped by rising water in their house.
9 Literal comprehension	Sports in school: explanation text.	Two opinions about the types of sports taught in school are explained.
10 Inference	Wearing school uniform: discursive text.	Five varied opinions about whether school uniform is beneficial or not.
11 Vocabulary	Defiantly, ferocity, voluntary, apprehensively, conscious.	

Test 2A		
Strand Assessed	Text & Text Type	Text Description
1    Literal comprehension	Our best bicycle to date: information text, including technical language.	Labelled diagram of a mountain bike.
2    Inference	Security cameras: discursive text.	Five short, varied opinions about the value, or not, of security cameras.
3    Vocabulary	Particular, amused, formidable, pacify, fatigued.	
4    Analysis	Sailing holiday: recount text.	Short recount about sailing a boat.
5    Literal comprehension	Print making: information text.	Web page to advertise creative print making workshops.
6    Vocabulary	Irritates, identified, enraged, whimpering, spiteful.	
7    Analysis	Trolley rage: recount text including dialogue.	Short recount about an angry incident at an airport.
8    Inference	Hidden: narrative text including figurative language.	Short story describing a childhood 'hide and seek' game in a garden setting.
9    Literal comprehension	Student work experience programme: explanation text.	Explanation of what a work experience placement is, and how to get the best from it.
10    Inference	Advertising: discursive text.	Five varied opinions about whether advertising is a positive or negative influence.
11    Vocabulary	Intensity, nevertheless, promptly, brandishing, magnify.	
Test 2B		
Strand Assessed	Text & Text Type	Text Description
1    Literal comprehension	Go-kart with pedal power: information text.	Labelled diagram of a pedal go-kart.
2    Inference	Shopping preferences: discursive text.	Five short, varied opinions about where people prefer to do their shopping.
3    Vocabulary	Spacious, aquatic, vary, conversely, wrecking.	
4    Analysis	Kidnapped: recount text.	A short recount text in which an actor is arrested by mistake.
5    Literal comprehension	Pottery workshop week: information text.	Web page to advertise a pottery making course.
6    Vocabulary	Unique, curt, insanity, capacity, antagonising.	
7    Analysis	Blockbuster: review text.	Film review about an action movie.
8    Inference	Horror!: narrative text including figurative language.	Short story in which a girl watches a scene in a scary film.
9    Literal comprehension	Public transport policy: persuasive text.	Presentation of arguments in favour of providing teenagers with free public transport.
10    Inference	Space exploration: discursive text.	Five varied opinions about whether spending money on space exploration is value for money.
11    Vocabulary	malicious, reluctantly, undeniable, envied, collaborating.	

Test 3A		
Strand Assessed	Text & Text Type	Text Description
1 Literal comprehension	Annual charity swimalong: information text.	Flow chart labelled with the tasks to be done to organise a charity swimming event.
2 Inference	Traffic in city centres: discursive text.	Five short, varied opinions about the effects of traffic in city centres.
3 Vocabulary	Immediately, extraordinary, authorisation, operation, sympathised.	
4 Analysis	Mistaken identity: recount text including dialogue.	Short recount of an incident at school where an innocent person gets the blame.
5 Literal comprehension	Festival fun: information text.	Web page to advertise an outdoor summer festival.
6 Vocabulary	Substantial, confidential, modified, furtive, tenacity.	
7 Analysis	The trick: narrative text.	Short story narrating a double-trick between siblings.
8 Inference	The city awakens: narrative text including figurative language.	Short story describing a city at dawn from the perspective of a high-rise rooftop.
9 Literal comprehension	Leisure and health: discursive text.	Presentation of two arguments about the balance between online relaxation and getting outside in the fresh air.
10 Inference	Physical exercise: discursive text.	Five varied opinions about the benefits and challenges of physical activity.
11 Vocabulary	Incident, illegible, irresponsible, massive, whisked.	

Test 3B		
Strand Assessed	Text & Text Type	Text Description
1 Literal comprehension	Annual school activity week: information text.	Flow chart labelled with the tasks to be done to organise an annual school activity week.
2 Inference	Footballer salaries: discursive text.	Five short, varied opinions about how much footballers are paid.
3 Vocabulary	Originated in, vexed, blizzard, dominant, drought.	
4 Analysis	On safari: recount text.	Short recount about an animal-watching safari.
5 Literal comprehension	Festival of speed: information text.	Web page to advertise a motorsport event.
6 Vocabulary	Obnoxious, ravenously, are edible, appreciative, astronomical.	
7 Analysis	End of the show: recount text including quotation.	Short recount about a disastrous theatre performance.
8 Inference	On the move: narrative text including figurative language.	Short story about a girl beginning an emigration journey.
9 Literal comprehension	Taking a gap year: explanation text.	Explanation of what a gap year is, and how to get the best from it.
10 Inference	Voting age change: discursive text.	Five varied opinions about whether 16-year-olds should be able to vote in government elections.
11 Vocabulary	Malice, distinguished, instantaneously, extravagant, grandeur.	



# Contact us



**Tel:** 01235 400555



**UK email:** [education@hachette.co.uk](mailto:education@hachette.co.uk)



**International email:** [international.sales@hodder.co.uk](mailto:international.sales@hodder.co.uk)

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