Quick Start Guide for CoPS

Cognitive Profiling System for 4 to 7 years.

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1. About the CoPS Quick Start Guide

The *CoPS Quick Start Guide* is an aid to navigate the testing system and is designed to be read in conjunction with the *CoPS User Manual*.

The *CoPS User Manual* contains far more detail and includes additional topics that are not covered in this guide. The *CoPS User Manual* was written by a chartered psychologist, Dr Joanna Horne, to provide valuable support for the teacher and SENDCO in interpreting the results and in providing teaching support for those students who need it.

2. About GL Ready

GL Ready is an intuitive and user-friendly online testing platform. It can be accessed on most browsers and on most devices, including touchscreen tablets and iPads, via a secure login.

3. About CoPS

CoPS (Cognitive Profiling System) is a fully digitised psychometric assessment system, designed to identify students' cognitive strengths and weaknesses, including:

- dyslexia (or specific learning difficulty)
- special educational needs
- developmental difficulties

CoPS should ideally be used for screening all students on school entry, or as soon as possible thereafter. It is standardised for use with students aged 4:0 – 7:11.

The subtests in CoPS are delivered in the form of games, which are stimulating, enjoyable and non-threatening for students. They also contribute to greater accuracy and reliability of results. The areas of cognitive ability assessed are:

- visual spatial sequential memory
- visual-verbal sequential memory
- visual-verbal associative memory
- auditory sequential memory
- phonological awareness
- auditory discrimination
- colour discrimination.
- visual associative memory
- visual sequential memory

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4. About the subtests

The nine subtests in the CoPS suite are listed in Table 1. ***Rabbits***, ***Crayons, Toybox*** and ***Letters*** are predominantly visual in their task requirements. However, students can (and many do) use verbal strategies for some of these visual tests, e.g. saying the names of the colours to themselves *in* ***Crayons*** or ***Toybox***, or inventing names such as bird or table for the symbols in ***Letters***. ***Letter names*** involves visual and verbal elements equally, whereas ***Races, Rhymes*** and ***Wock*** are fundamentally verbal in their task requirements, even though they are presented in a visual manner.

Each subtest is preceded by verbal instructions delivered by the computer, followed by a practice phase in which the student is told by the computer how to play the game. Although these procedures are usually sufficient to enable the student to understand the test requirements thoroughly, it is nevertheless worthwhile for the teacher to prepare the student for the task by explaining the scenario of the game, which is described in the following sections. Please see the user manual for further guidance.

Table 1. The nine subtests in CoPS

Subtest name	Cognitive skills being assessed
Rabbits	Visual spatial sequential memory (spatial/temporal position)
Crayons	Visual-verbal sequential memory (colours)
Toybox	Visual associative memory (shape and colour/pattern)
Letters	Visual sequential memory (symbols)
Letter names	Visual-verbal associative memory (names and symbols)
Races	Auditory sequential memory (animal names)
Rhymes	Phonological awareness (rhyming and alliteration)
Wock	Auditory discrimination (phonemes)
Clown	Colour discrimination

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5. Getting started

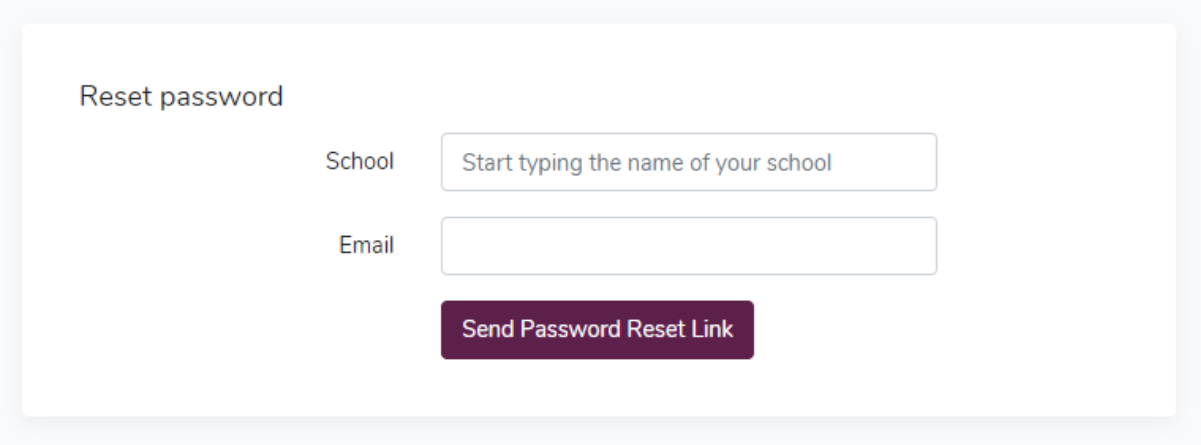
Accessing CoPS for the first time

CoPS runs on the GL Ready platform at www.glready.com.

Step 1: You will be set up with a GL Ready account and a CoPS subscription.

Step 2: You will receive an email from **glready@gl-assessment.co.uk** with information on how to access the platform.

Step 3: Before logging in, set your new password via the Set or reset your password link - www.glready.com/password/reset.



You will then receive a second email password reset email. Follow the instructions in the email to create a secure login for GL Ready.

Step 4: Log in to your GL Ready account and start setting up your students and assigning CoPS (see the next two sub-sections for details).

Step 5: Check the status of your CoPS subscription in the Manage school tab at the top of your GL Ready page.

To ensure the security of your students' personal data, please follow current best practice for password security.

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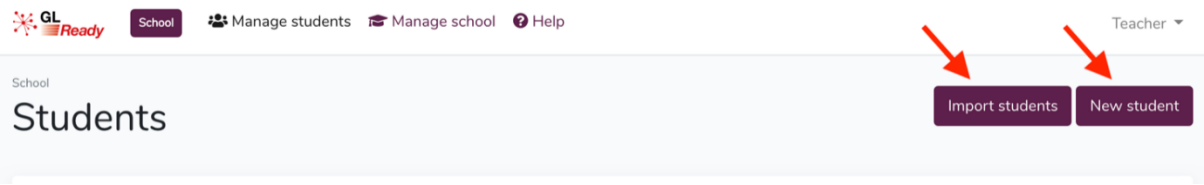
Adding students to GL Ready

To administer CoPS, you must first add your students to the GL Ready platform.

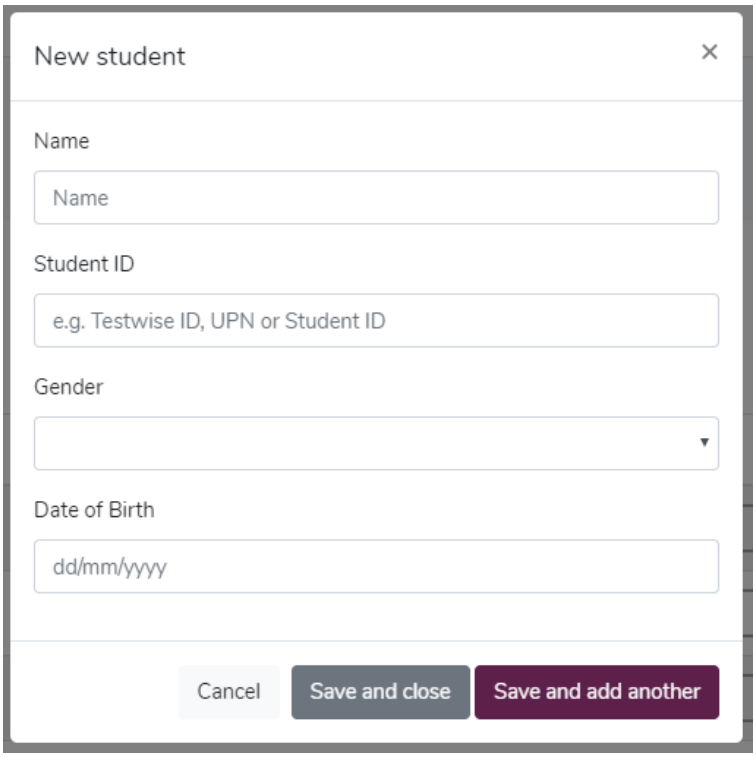
Step 1: Go to the Manage students page (www.glready.com/students).



Step 2: Add **individual** students by clicking the New student button and completing the form.

Or add **batches of students** via CSV import by clicking the Import students button and following the instructions.

The student ID can be the Testwise ID, UPN or any student ID that is meaningful to the school – and enables you to identify students.



NB It is very important that the date of birth of each student is entered correctly as the subtests that are given to each student and the norms that are applied in their report is determined by their age.

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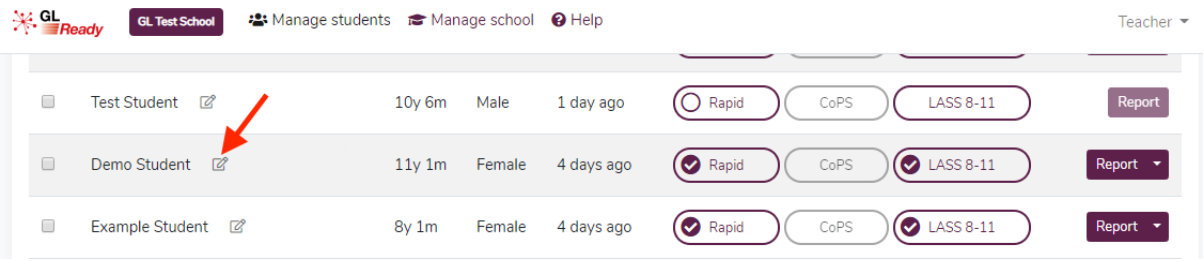
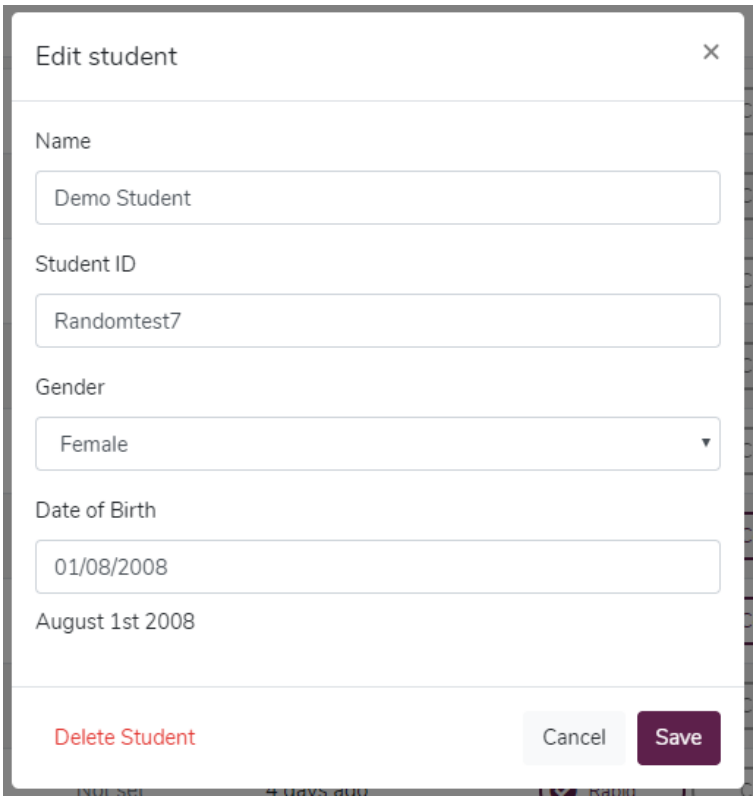
Editing a student's details

To edit a student's details.

Step 1: Select the edit icon next to the student's name



Step 2: In the Edit student form you can change any of their details.



N.B. It is important to take care to enter the date of birth in correctly**. If a student has already sat a test AND you change their date of birth, then their responses and reports will be automatically deleted.** This is because the tests are age sensitive and it is important to avoid misdiagnosis. There is no way to retrieve deleted responses. There is no impact to changing any of the other details.

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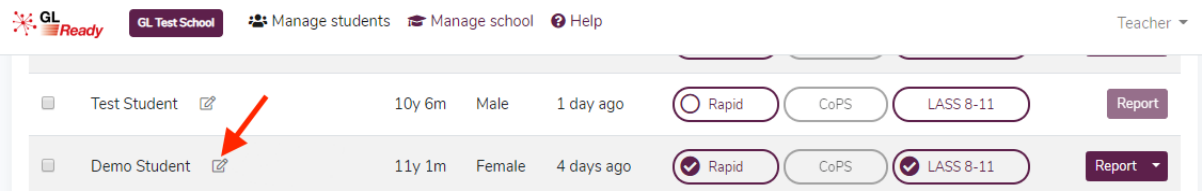
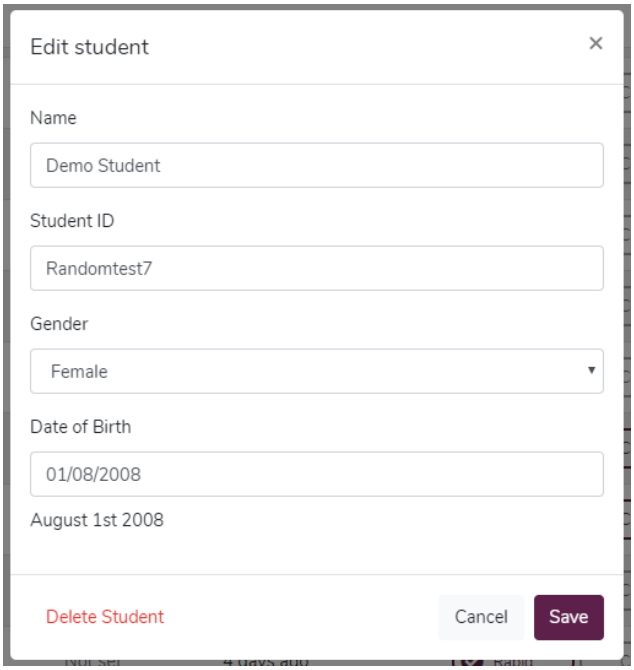
Deleting a student's record

It is important to note that deleting a student's records completely erases all data – there is no way to retrieve deleted data. **Ensure you have saved any required reports before deleting**.

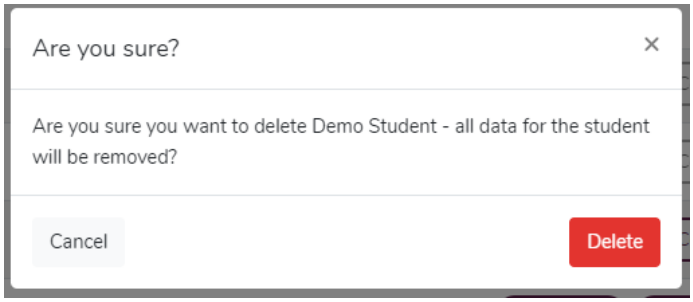
Step 1: Select the edit icon next to the student's name.



Step 2: In the Edit student form click the Delete student button.



Step 3 A confirmation message will "pop up". If you want to delete their record, select Delete.



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6. Before you begin testing

Ensuring you are set up for testing

Before carrying out any screening with your students, you should ensure that your machines are appropriately set up to run the subtests.

- Run the Diagnostic tool (available from www.glready.com/student) on all the machines that will be used for testing. We recommend you do this while logged in to each machine as a **student**.
- Ensure that the speakers are working, or that students have access to working headphones.

For further information about the technical requirements for running CoPS on your machines, please see the CoPS manual.

Carrying out screening

Please read the following information before carrying out screening:

- Teachers should ensure they are thoroughly familiar with each subtest before administering it. Teachers can add themselves as a student and assign the subtests to themselves in order to run through them.
- The nine subtests can be done in any order.
- The nine subtests do not have to be attempted at a single sitting.
- Screening should be carried out in reasonably quiet surroundings with minimal distractions.
- Each subtest is preceded by a demonstration and/or practice items.
- Upon completion of the practice phase, the test will start.
- Younger students should be supervised during the screening.
- Older students, once they have started, may not need supervision.
- Most of the subtests in CoPS are adaptive; the program will automatically adjust the difficulty of the items to suit the ability of the student.
- In general, the items get harder the longer the subtest continues.
- Completed subtests will be clearly marked with a tick.

Please see the user manual for further guidance.

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7. Assigning CoPS to students

There are two options when assigning CoPS to a student(s):

- **Option 1: Use this computer.** The Assign and start button will assign and begin the test on the current device, immediately. This option is useful for testing individual students.
- **Option 2: Use another computer.** The Assign button will allocate CoPS to the student but will not begin the test session. This is most useful when assigning CoPS to multiple students, or for when the student will sit the test later, or on a different device.

Please see the following pages for step-by step guides.

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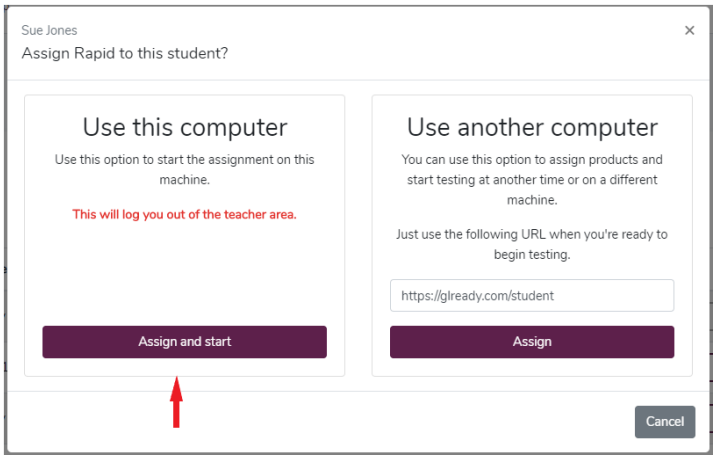
Use this computer and test immediately – individual student

To assign CoPS to an **individual** student and test immediately on this device:

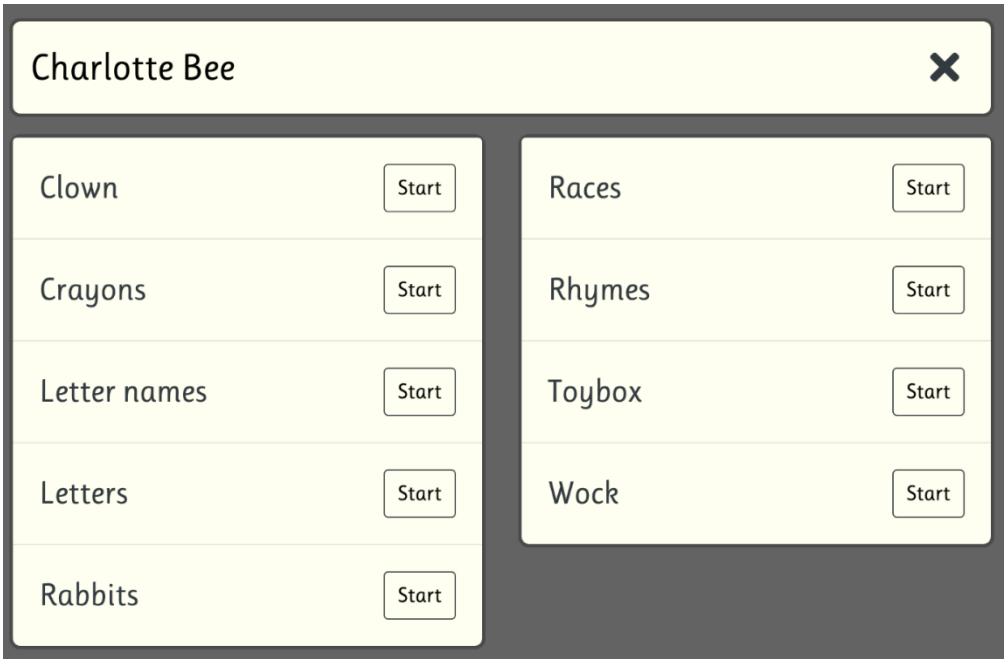
Step 1: Click on the CoPS button next to their name.

Step 2: Select the Assign and Start button.



You will see a list of the subtests available to that student. The three subtests appropriate for the age of the student will have been assigned.

Step 3: To start a subtest, click on the Start button next to a subtest name.



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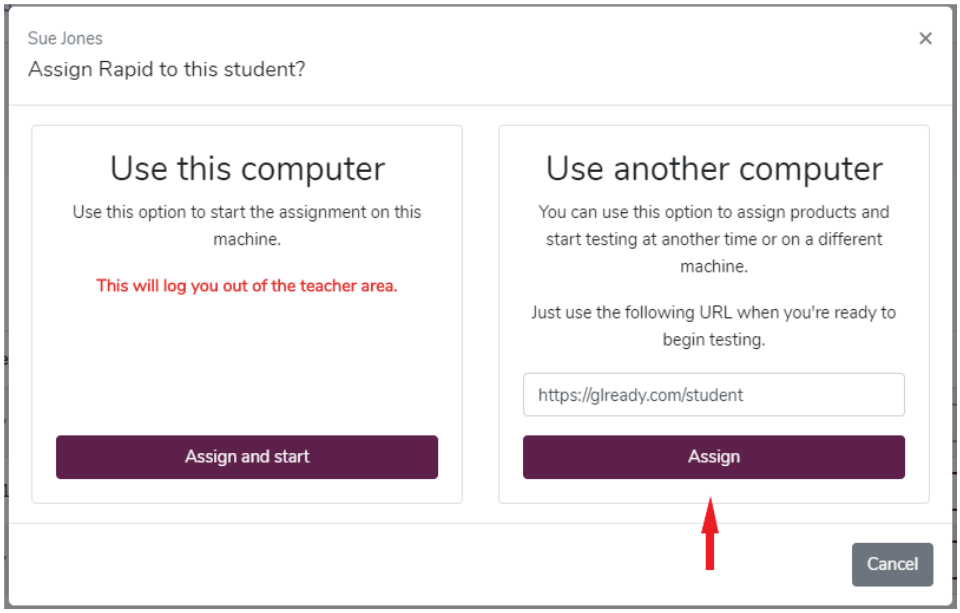
Use another computer and test later – individual student

To assign CoPS to an **individual** student and start testing at another time or on a different machine.

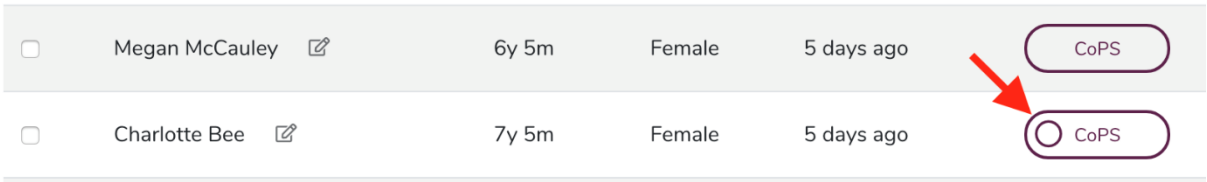
Step 1: Click on the CoPS button next to the student's name.

Step 2: Select the Assign button.



Step 3: Return to the Manage students page on your teacher account and start testing at another time or on a different machine.

When a student has successfully been assigned CoPS, an empty circle will appear in the CoPS button against their name.



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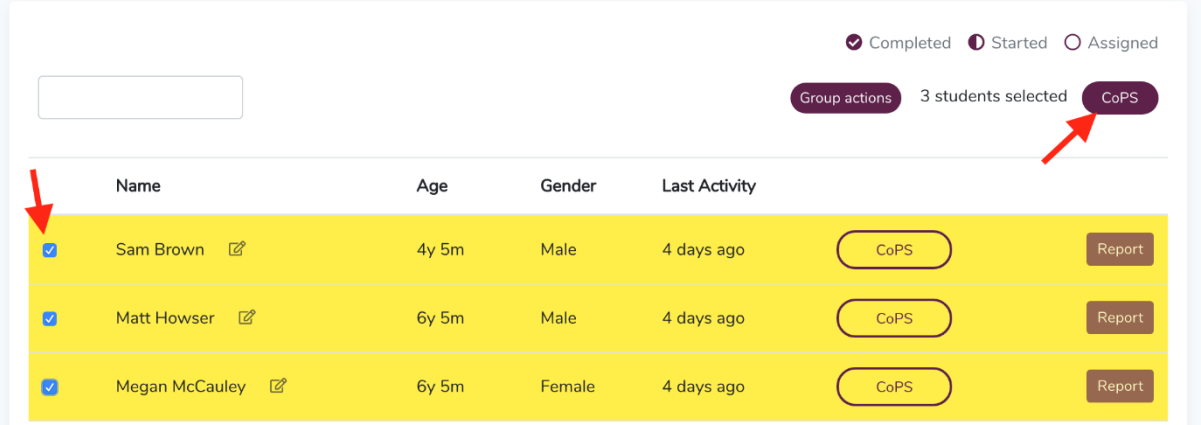
Use another computer and test later – multiple students

To assign CoPS to **multiple** students and start testing at another time or on a different machine.

Step 1: Select multiple students by ticking the boxes next to their names.

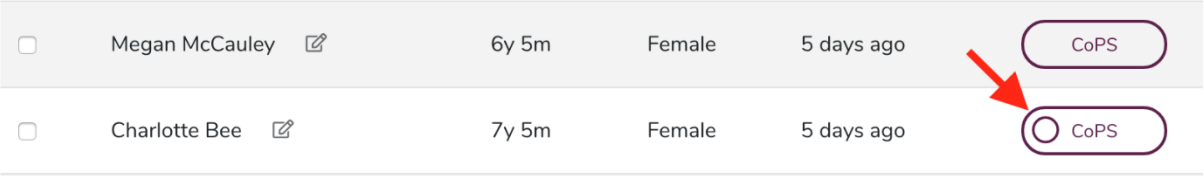


Step 2: In the group actions above the list of students click on the CoPS button.

Step 3: Confirm your selection with the Assign button.

Step 4: Return to the Manage students page on your teacher account and start testing at another time or on a different machine.

When a student has successfully been assigned CoPS, an empty circle will appear in the CoPS button against their name.



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Starting a test session later or on another machine

You will need the following information before you begin:

- School password (found on the Manage school page at http://www.glready.com/school)
- The students name
- The students date of birth

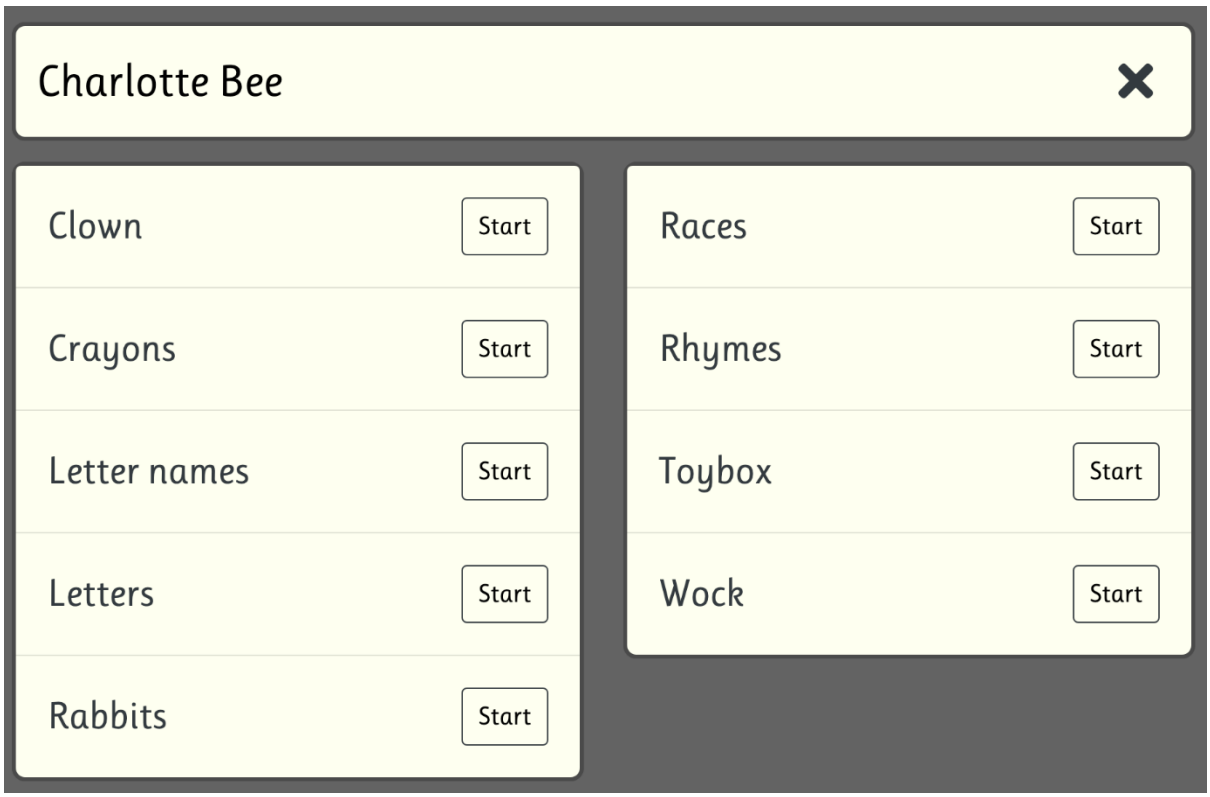
Step 1: Go to www.glready.com/student

Step 2: Enter your school password. This will take you to a student login page that will list the names of each student that has subtests available to complete.

Step 3: To start a student session, select the name of a student, enter their date of birth and press Start.

You will see a list of the subtests available to that student. The three subtests appropriate for the age of the student will have been assigned.

Step 4: To start a subtest, click on the Start button next to a subtest name.



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8. Administering CoPS

Order in which subtests are administered

The order in which CoPS subtests are attempted is not particularly important. However, it is generally not recommended that ***Rabbits*** be given as the first subtest (especially with younger students) because of the high demands which that subtest places on visual scanning, concentration and attention.

Some teachers like to use ***Clown*** or ***Crayons*** as the first subtest, because they are quite simple for students to understand and easy for them to do.

Solving time-shortage problems

In cases where teachers wish to administer all the subtests in the CoPS suite but are prevented from doing so due to lack of time, there are some useful strategies. Please see the user manual for further guidance.

Retesting with CoPS

Generally, we do not recommend retesting.

All psychological and educational tests are subject to *practice effects*, which are the positive or negative psychological impacts of previous assessment(s) on a student's performance.

- Positive impacts include item familiarity and increased confidence, which tend to **inflate** scores on subsequent assessment occasions.
- Negative impacts include decreased motivation or overconfidence, which tend to **deflate** scores on subsequent assessment occasions.

It can be seen, therefore, that retesting with any psychological and educational test is highly likely to produce results that have been influenced in some way and consequently they are less likely to be valid or reliable.

However, exceptional situations may arise when the teacher feels the need to re-administer one or more of the subtests in CoPS. Please see the user manual for further guidance.

Re-testing will overwrite the student's previous results.

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Assessing students with ADHD

Students with ADHD (Attention Deficit Hyperactivity Disorder) are liable to experience difficulties with many types of assessment, however CoPS tests are typically found to be more stimulating than conventional tests, so students with ADHD will generally remain engaged and attentive for longer than might be expected. It is recommended that only one test per session should be administered to students with ADHD, and particular care should be taken when administering the ***Rabbits*** subtest. Please see the user manual for further guidance.

Assessing students who have limited English

Assessment of any student who has limited proficiency in spoken English is often problematic. However, CoPS is less problematic than many conventional methods of assessment. Please see the user manual for further guidance.

It should also be noted that in order to tackle the subtest of auditory sequential memory, the student will need to know the spoken form of English animal names. Where there is uncertainty a teacher or assistant who speaks the students first language can help with explaining instructions.

Animal names for pupils under 7 years old (spoken):

- Elephant
- Hippopotamus
- Fox
- Bear
- Cat
- Goat
- Sheep
- Donkey
- Rabbit
- Squirrel
- Mouse
- Panda
- Tiger
- Monkey
- Spider
- Ant
- Crab
- Frog

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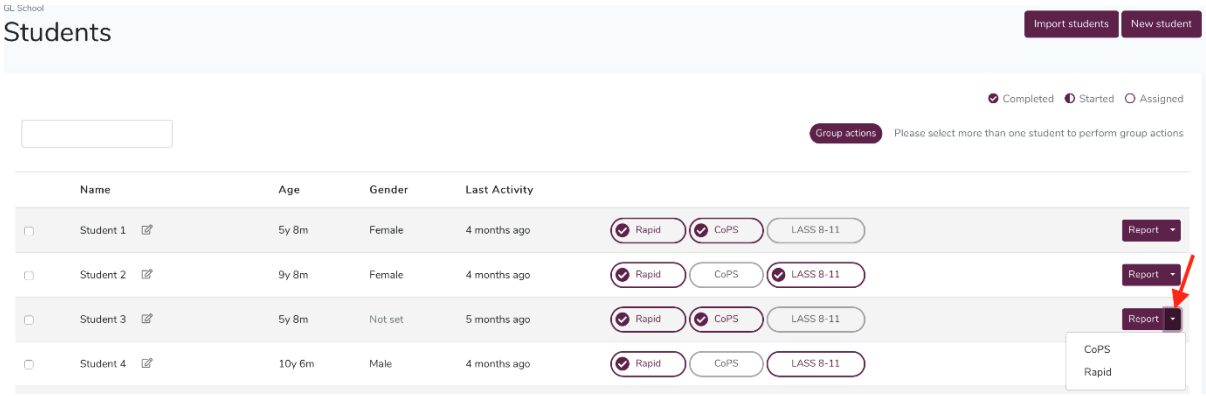
9. Accessing reports

There are two types of report: graphical or CSV.

To access an individual student's graphical report

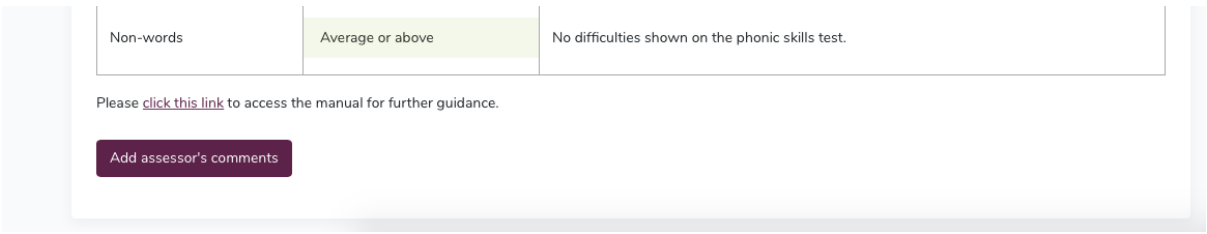
Step 1: Go to the 'Manage student' page on GL Ready.

Step 2: Click on the 'Report' button against that student's name.



If your school is subscribed to multiple products on GL Ready and a student has more than one report available, use the dropdown arrow to select the correct report you wish to see.

Step 3: To add comments to a report, click on 'Add assessor's comments', type your comments in the box and click 'Save'.



Step 4: Print or save a report by using your browser's printing options.

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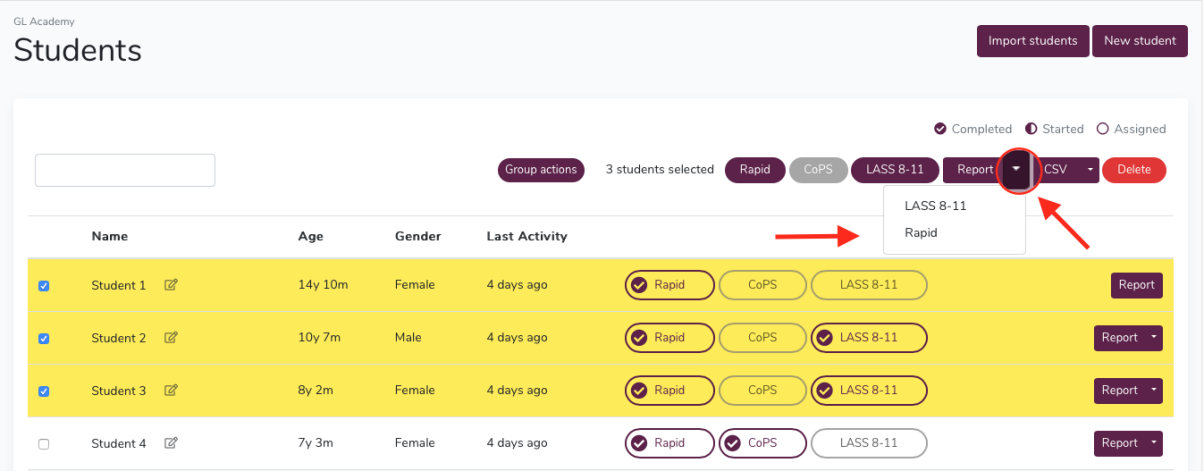
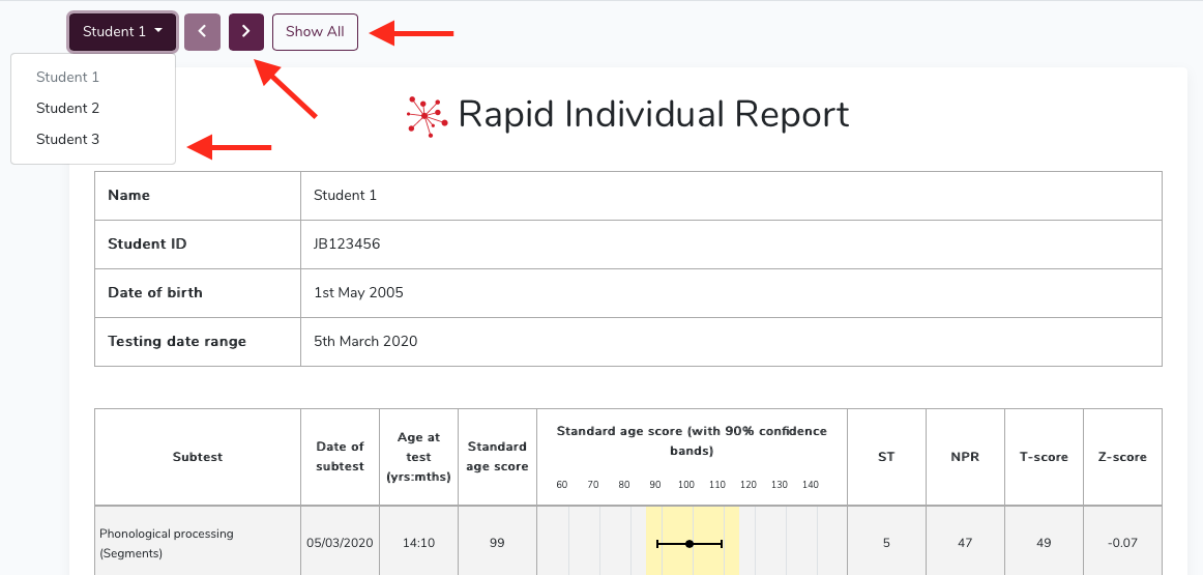
To access multiple students' graphical reports

Step 1: Select the students by ticking the boxes next to their names and in the group actions above the list of students, click on the 'Report' button.



If your school is subscribed to multiple products on GL Ready and a student has more than one report available, use the dropdown arrow to select the correct report you wish to see.

Step 2: Navigate between reports using the dropdown list of names, the arrows or select 'Show all'.



Step 3: To add comments to a report, click on 'Add assessor's comments', type your comments in the box and click 'Save'.

Step 4: Print or save a report by using your browser's printing options.

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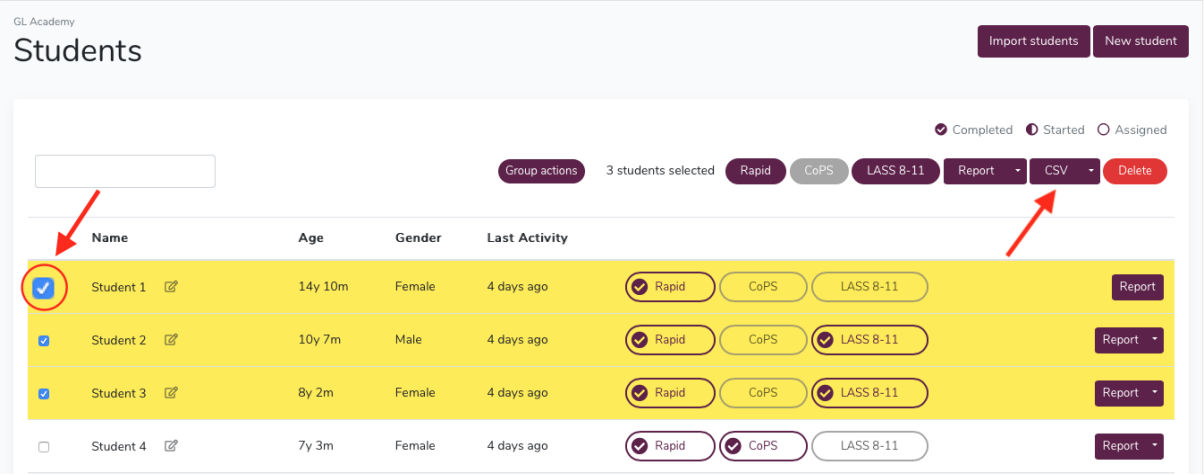
To access a student's CSV report

Step 1: Go to the 'Manage student' page on GL Ready.

Step 2: Select one or more students by ticking the box next to their name and in the group actions above the list of students, click on the 'CSV' button.



Step 3: Use your browser's settings to save to your 'Downloads' folder, or your preferred file location.

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10. Interpreting results

Please see the user manual for further guidance.

11. Teaching recommendations

Many helpful teaching recommendations can be found in the user manual.

12. Integrating Rapid with CoPS

Results from Rapid will automatically be incorporated into CoPS.

13. Further support

For further information about accessing and using CoPS on the GL Ready platform, please visit:

UK customers - https://support.gl-assessment.co.uk/knowledge-base/platforms/gl-ready/

International customers - https://support.gl-education.com/knowledge-base/platforms/gl-ready/

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