

Assessment

PART 1. Repeating Words Forwards - determines the amount of information a child can retain in their working memory.

Instructions: Read out the words in List 1 at a rate of one word per second. Ask the child to repeat them back to you straight away. The child scores one point if all the words are repeated in the correct order.

List 1

- | | | | |
|-----------------------------------------------|--------------------------|--------------------------------------------------|--------------------------|
| 1. cap | <input type="checkbox"/> | 2. spoon | <input type="checkbox"/> |
| 3. heart, bin | <input type="checkbox"/> | 4. pear, jug | <input type="checkbox"/> |
| 5. door, hen, sea | <input type="checkbox"/> | 6. mud, nest, nose | <input type="checkbox"/> |
| 7. fire, leg, roof, red | <input type="checkbox"/> | 8. nail, mouse, stick, dress | <input type="checkbox"/> |
| 9. pie, glove, shark, jeans, boot | <input type="checkbox"/> | 10. pen, bee, girl, wall, leaf | <input type="checkbox"/> |
| 11. worm, belt, pig, arm, net, fox | <input type="checkbox"/> | 12. ring, head, cloud, witch, bird, mat | <input type="checkbox"/> |
| 13. egg, eye, paint, desk, house, knight, log | <input type="checkbox"/> | 14. bridge, cow, thumb, slide, peas, milk, plate | <input type="checkbox"/> |

Total Score Plot the child's score on Graph 1

PART 2. Repeating Words Forwards with Pictures - to check whether seeing pictures can help a child to increase the amount of information in their working memory.

Instructions: Read out the words in List 2 at a rate of one word per second while the child looks at the pictures. Remove the pictures and ask the child to repeat them back to you straight away. The child scores one point if all the words are repeated in the correct order.

List 2

- | | | | |
|---------------------------------------------------|--------------------------|--------------------------------------------------|--------------------------|
| 1. drum | <input type="checkbox"/> | 2. plane | <input type="checkbox"/> |
| 3. bell, clock | <input type="checkbox"/> | 4. boat, cake | <input type="checkbox"/> |
| 5. brush, frog, cheese | <input type="checkbox"/> | 6. flag, bath, hat | <input type="checkbox"/> |
| 7. bed, snake, bike, torch | <input type="checkbox"/> | 8. tent, ball, star, gate | <input type="checkbox"/> |
| 9. chair, sun, car, crown, coat | <input type="checkbox"/> | 10. horse, bow, cup, clown, doll | <input type="checkbox"/> |
| 11. kite, bus, lamp, fence, dice, dog | <input type="checkbox"/> | 12. socks, key, watch, jam, zip, bowl | <input type="checkbox"/> |
| 13. grapes, vest, lion, iron, swing, snail, skirt | <input type="checkbox"/> | 14. bricks, sink, meat, scarf, cat, shoes, bread | <input type="checkbox"/> |

Total Score Plot the child's score on Graph 1 in a different colour from Part 1

If the child performs better on Part 2 Repeating Words Forwards with Pictures, than on Part 1 Repeating Words Forwards, then visual support will benefit them if they can see pictures while they are listening to the teacher in the classroom. If however the child's performance is worse then the visual input maybe interfering with their verbal working memory and visual support should not be given until after the child has finished listening to the teacher.

PART 3. Repeating Word Backwards - to see how much information a child can retain in their working memory while processing it in some way.

Instructions: Read out the words in List 1 at a rate of one word per second. Ask the child to repeat them back to you straight away but they must say them in the reverse order. The child scores one point for each item if all the words are repeated in the correct order.

List 3

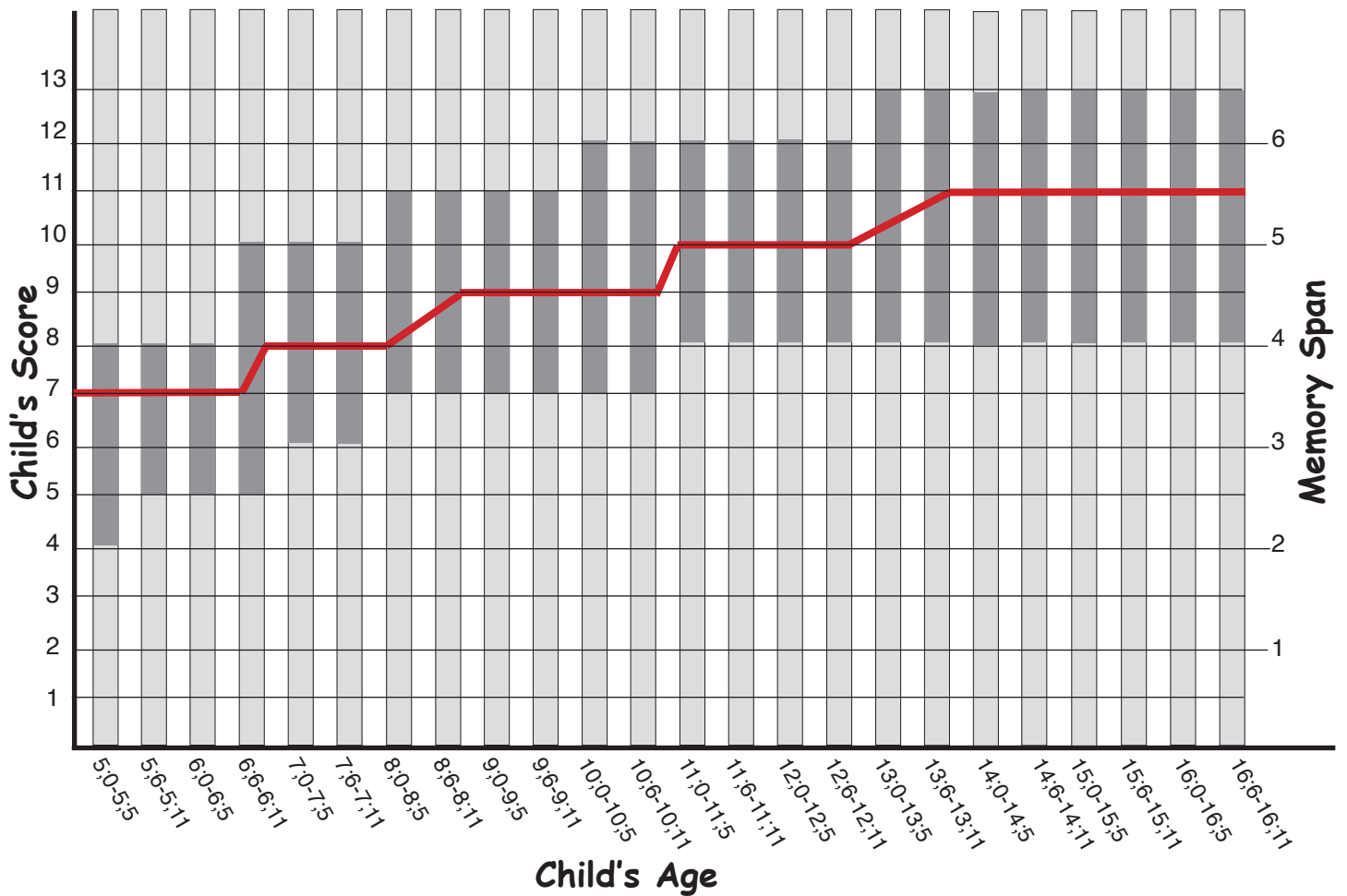
- | | | | |
|---------------------------------------------------|--------------------------|--------------------------------------------------|--------------------------|
| 1. tail, teeth | <input type="checkbox"/> | 2. truck, mug | <input type="checkbox"/> |
| 3. bag, horse, spade | <input type="checkbox"/> | 4. ghost, swan, fish | <input type="checkbox"/> |
| 5. tie, book, shells, cot | <input type="checkbox"/> | 6. mop, whale, moon, shop | <input type="checkbox"/> |
| 7. black, map, grapes, fork, sheep | <input type="checkbox"/> | 8. box, bat, shirt, wing, juice | <input type="checkbox"/> |
| 9. duck, grass, glass, bib, foot, king | <input type="checkbox"/> | 10. bear, mouth, cheese, soap, switch, plant | <input type="checkbox"/> |
| 11. pond, screw, cliff, lips, street, tree, snake | <input type="checkbox"/> | 12. goat, head, green, comb, stool, stamp, train | <input type="checkbox"/> |

Total Score Plot the child's score on Graph 2

Use the chart below to determine if the child's working memory capacity is within the normal range for their age. If it is not within the normal range then the child would benefit from completing the activities in Seven Magic Tricks for Memory.

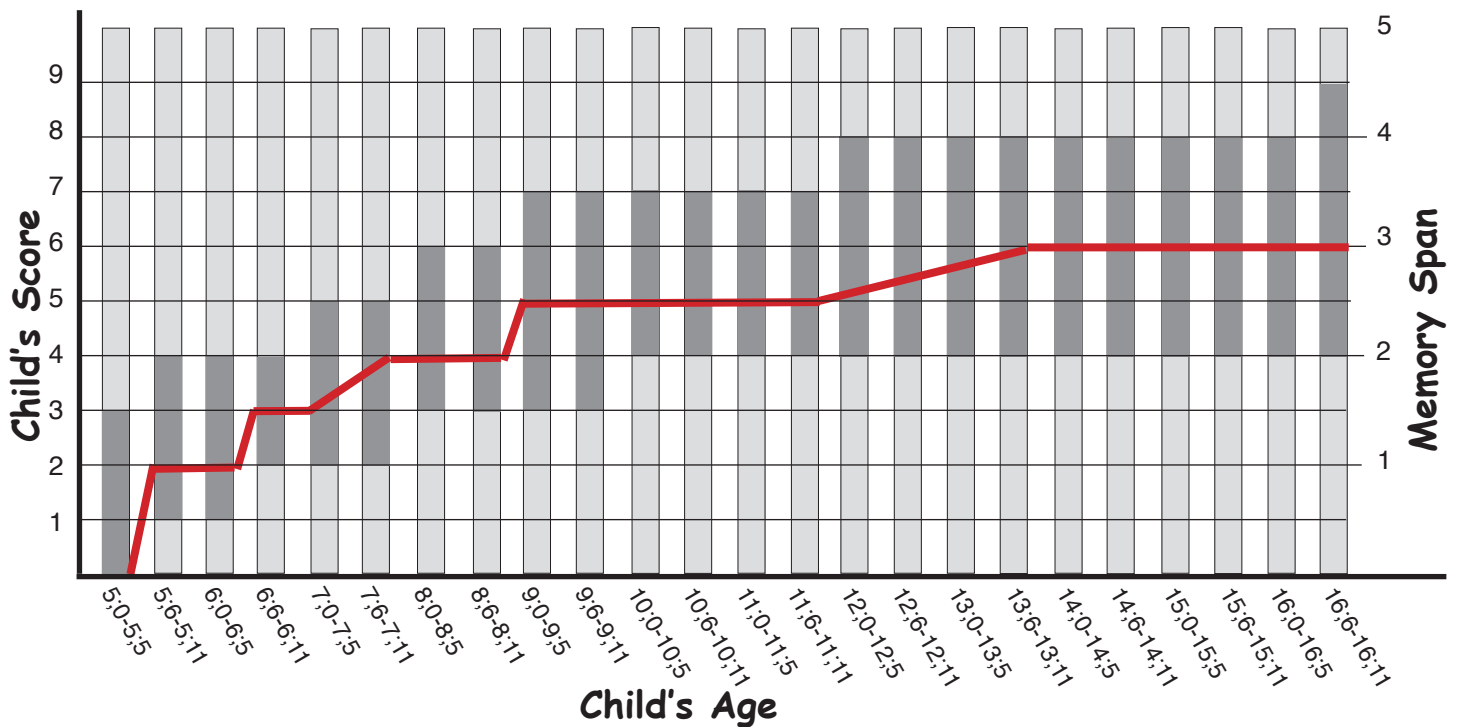
- Up to the age of 6 years the child will get the most benefit from the activities in Magic Trick 1 Focus and Magic Trick 2 Rehearsal.
- By 7 years of age the child will benefit from all seven Magic Tricks but should not be expected to remember when to use each strategy.
- By 10 to 11 years of age the child should be expected to choose whichever Magic Trick is most suitable for the information they are trying to remember and put this into practice.

Graph 1. Assessing Memory Span - Repeating Words Forwards



Normal range of scores for age group
 Outside normal range of scores for age group
 Average normal score for age group

Graph 2. Assessing Working Memory - Repeating Words Backwards



Normal range of scores for age group
 Outside normal range of scores for age group
 Average normal score for age group