Standardised Tests

Levels of students’ higher-order thinking are measured before and after the *QuickSmart* intervention. It is important that the assessment measures chosen for this purpose are rigorous, independent of the instructional program, and relevant to the Australian student population.

For the purposes of the *QuickSmart* program, higher-order thinking in reading is conceptualised as word and text comprehension.

Similarly, higher-order thinking in numeracy involves knowing how to effectively problem-solve using quickly and accurately recalled basic number facts and strategies.

Therefore, for the purposes of this research, students’ improvement in higher-order thinking processes, such as comprehension and problem-solving, can be shown by their improved performance on standardised tests.