

STEC: SpLD Test Evaluation Committee

Terms of Reference

National Committee for Evaluation of Tests for SpLD Assessment and Identification

STEC is a standard-setting group concerned with the diagnostic assessment of specific learning difficulties in a higher educational setting. The authority for this committee and its remit stem from the SpLD Working Group 2005/DfES Guidelines. The committee seeks to extend the principles of good practice contained in the Guidelines across all age ranges and throughout the profession.

Purpose and responsibilities

STEC is a sub-committee of the SPLD Assessment Standards Committee (SASC). Its **purpose** is to provide guidance on assessment materials to SASC. Its **responsibilities** are:

1. To review and evaluate assessment materials on a regular basis.
2. To revise and update the test recommendations of the SpLD Working Group 2005/DfES Guidelines.
3. To maintain a list of approved assessment materials for SpLDs in higher education.
4. To engage with the publishers and distributors of assessment materials.
5. To carry out other business as advised by and agreed with SASC.
6. To report to SASC on a regular basis, including an annual written report to be submitted to SASC's AGM by the Chair.

Composition

Members will have relevant and recent experience in SpLD assessment and will be appropriately professionally registered.

The committee members will be expected to serve for a minimum term of 4 years. Standing members can be re-selected.

Membership will consist of 6-8 individuals. There will be a Chair and the chairmanship will revolve every 4 years. Membership will represent psychologists and specialist teachers.

At least one member of STEC will also be a member of SASC to facilitate liaison

Meetings

The committee will meet a minimum of 3 times a year to review assessment materials. Other meetings will be convened as required to address other committee responsibilities.

Membership and summaries of proceedings of the STEC committee will be made publicly available via the SASC website.