

SPLD TEST EVALUATION COMMITTEE
PRE-16 AND POST-16
LISTS OF SUITABLE TESTS FOR THE
ASSESSMENT OF SPECIFIC
LEARNING DIFFICULTIES

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Chair of SpLD Test Evaluation Committee (STEC)

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SpLD Test Evaluation Committee
Pre-16 List of
Suitable Tests for the Assessment of
Specific Learning Difficulties (SpLDs)

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SpLD Test Evaluation Committee
NEW Post-16 List of
Suitable Tests for the Assessment of
Specific Learning Difficulties (SpLDs)

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**DESIGNING THE
LISTS**

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**REASONS FOR CREATING
THESE TWO NEW LISTS**

- Part of process of updating SASC/STEC guidance documents
- Government decision to accept pre-16 tests as evidence for DSA

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WHY TWO LISTS, NOT ONE?

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WHAT IS INCLUDED?

New Lists are divided into

- A Frequently Asked Questions section
- A series of tables which are organised under the section headings used in the new Report Formats:

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The lists are now supported by a range of additional information on the Downloads page of the SASC website

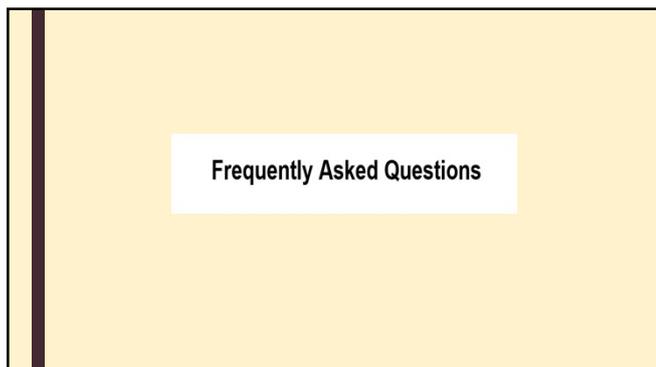
- Tests reviewed over the past 3 years – STEC Guidance available on SASC website Downloads page
- SASC Guidance documents on Dyscalculia, Visual Difficulties, DCD/Dyspraxia – and more to come
- New Report Formats

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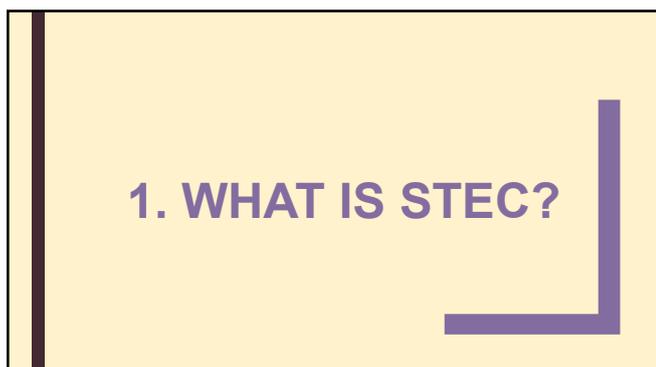
To ensure assessors are fully informed on the strengths and weaknesses of the material they are using, it is expected that assessors will

- Read the available SASC/STEC Guidance about the tests (which is based on STEC's rigorous reviews)
- Fully familiarise themselves with the test manuals
- And read the FAQs section of this Pre-16 List

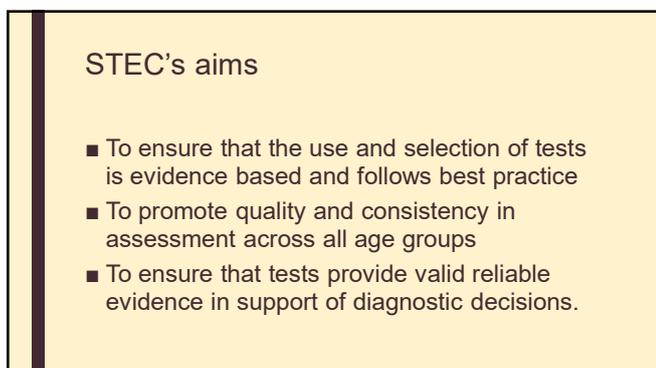
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**2. HOW DOES STEC
SELECT TESTS?**

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Post-16

- Variety of contexts and educational levels– FE, HE, Workplace. Tests tend to be normed on age rather than educational level
- Relative lack of tests
- Few tests specifically designed for adults
- Majority of tests are from US
- Adults adept at using strategies.

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Pre-16

- Tests mostly age normed - but this also gives an indication of likely educational level
- Plethora of tests of varying quality, and for varying purposes
- Tests from UK and US

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What process does STEC go through when selecting tests?

- Flag up that new test/new version of test will be available
- Apply to publisher for a copy
- Review the test in depth, using a form to record the process
- Discuss the review in committee
- Correspond with publishers over any questions/concerns
- Make final decision
- Add test to appropriate list(s), and post updated list on SASC website (Downloads)
- Write guidance about the test and post it on SASC website (Downloads).

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Criteria used for Selecting Tests

- **Age:** is the content appropriate for the relevant age range?

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- **Educational level:** is the content of the test appropriate for the educational level?

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■ **Identifying SpLDs:** does the test provide qualitative and/or quantitative data that is relevant to identifying a SpLD?

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■ **Standardisation:** what is the sample size and spread? Is sufficient data provided to ensure the validity and reliability of the test design and norms?

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■ **Clarity:** how transparent and accessible are the administration instructions?

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■ **Availability or otherwise of other suitable tests that measure the same skills or abilities** - sometimes necessary to include tests which may not be ideal but which fill, or partially fill, a gap in the range of available tests.

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What if a test does not meet all the criteria?

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3. WHAT AGE AND EDUCATIONAL RANGE DOES THE LIST COVER?

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4. CAN I USE OLDER VERSIONS OF TESTS?

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5. WHICH TESTS DO I HAVE TO USE?

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Cognitive Profile	
Ability/Reasoning	
Memory	
Phonological Processing – Phonological Awareness, Phonological Memory, Rapid Naming	
Processing Speed	
Motor Coordination	
Sense of Number	
Attainment	
Reading	
Spelling	
Writing	
Mathematics	
Supplementary tests that meet standardisation criteria	

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- It is **not** expected that any given assessment will include tests from every section of the *Pre-16 List* or that every test within a battery will be used.
- Assessors should refer to the **appropriate SASC Report Formats** together with **SASC Guidance on individual SpLDs** for advice on what to include in an assessment.

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6. WHAT QUALIFICATION LEVEL DO I NEED TO USE THESE TESTS?

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7. CAN I USE TESTS WHICH ARE NOT ON THE LIST?

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8. WHICH TESTS FROM THE LIST CAN I USE IF MY CLIENT IS OVER 25?

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8/9. WHY IS THERE SOMETIMES A DELAY IN TESTS BEING ADDED TO THE LIST?

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THE TABLES OF TESTS

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HOW MUCH INFORMATION DO WE NEED TO GIVE IN THESE TABLES?

Lists have several different audiences

- SLC – non-specialists, using list to assess whether reports meet eligibility criteria – want simple list and yes/no answers
- APC bodies and training organisations – to know which tests meet eligibility criteria and to use in their training
- Experienced assessors – wanting flexibility to be able to use own professional experience and expertise to select appropriate tests
- New/less Experienced assessors – who want easy to follow guidance on what tests they can and cannot use

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So – should the format

- a) List in detail exactly what tests and subtests assessors should/should not use?
- a) Give range of suitable tests and allow assessors to make their own professional decisions?

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Do we assume:

- a) That all assessors will have read the manuals in depth and will know how to adapt their practice to utilise a test's strengths and compensate for its limitations?
- b) That assessors will do none of the above and must be told exactly how to use select and use tests?

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