

DARE 2018 Information on the evidence of disability requirements and attainment tests for applicants with a Specific Learning Difficulty

Acceptable report content for diagnosis of SLD

Diagnosis: A full psychological assessment report **of any age**, which clearly states that the applicant presents with a Specific Learning Difficulty (SLD; other acceptable terminology includes: Dyslexia, Dyscalculia, Specific Learning Disability/ Disorder). Please note that an IQ Score or General Ability Score is no longer a requirement for DARE.

1. Attainment Scores

Applicants must also have two literacy or two numeracy attainment scores at or below the 10th percentile (Standard Score of 81 or below). Results from schools-based testing and/ or tests carried out by a suitably qualified psychologist may be reported. All testing must have been carried out after **1 February 2016**.

1. Attainment scores can be entered into Indicator 6 (Specific Learning Difficulty Attainment Scores) by the school using attainment scores from school-based testing carried out on or after 1 February 2016.
2. Where the attainment scores are from tests carried out by a suitably qualified psychologist, one of the following must be submitted:
 - A full Psychological Assessment Report which contains relevant attainment scores from testing carried out on or after 1 February 2016 OR
 - A fully completed **DARE 2018 SLD Attainment Summary Sheet** OR
 - An equivalent summary report from a Psychologist.
3. Where a combination of scores from psychologist and school-based testing is being reported, all scores can be entered into Indicator 6 by the school but this must be accompanied by one of the documents listed in point 2 above.

In all cases, these must have been carried out after **1 February 2016**, and all applicants must submit an Educational Impact Statement (EIS) completed by their school.

Attainment Scores

Attainments in Literacy: Literacy attainment areas considered for DARE are:

- Reading accuracy
- Single word reading
- Reading comprehension
- Phonological skills
- Reading fluency
- Spelling
- Writing speed

Attainments in Numeracy: Numeracy attainment areas considered for DARE are:

- Mathematical reasoning and problem solving
- Mathematical computation
- Mathematical fluency

Please note: Written Expression was removed from the DARE criteria for Specific Learning Difficulty and is no longer acceptable for DARE eligibility.

Reporting Scores: Attainment scores must be reported as standard scores or percentile points. Descriptive terms and score ranges alone are not sufficient.

Appendix: An appendix may be included to list of tests used in the assessment (with references) and scores achieved in these tests, together with a table of results identifying the standard scores and percentile points achieved in these tests.

2. Educational Impact Criteria

The full psychological assessment report of any age must be accompanied by an Educational Impact Statement (EIS) completed by the school. As noted above, the attainment scores from school-based testing should be entered into Indicator 6 of the EIS, but this indicator may be left blank where the EIS is accompanied by a document containing attainment scores from tests carried out by a suitably qualified psychologist.

Applicants with an SLD **must meet Indicator 6**, i.e. two literacy or two numeracy attainment scores at or below the 10th percentile (Standard Score of 81 or below), and **must also meet ONE more indicator** on the EIS to meet the educational impact criteria.

3. DARE Checklist for applicants with a Specific Learning Difficulty

Use this DARE Checklist to make sure that your report meets DARE requirements. Print it and go through details 1 to 6 with the school and/ or psychologist who is reporting your attainment scores for your application to DARE.

Detail	Top Tip	✓ or X
1. I have a full psychological assessment report, which clearly diagnoses an SLD. The date of my assessment is clearly indicated on my report.	The psychological assessment report may be any age. It must be signed by the psychologist AND on headed paper.	
2. I have a fully completed Educational Impact Statement from my school.	Request the EIS from your school well in advance of the 1 April 2018 deadline.	
3. I have attainment scores from tests carried out by my school and/ or by a psychologist. They are included in Indicator 6 of the EIS or I am submitting them in one of the other formats acceptable for DARE (as outlined above).	Attainment tests must have been completed on or after 1 February 2016 . The scores must show two literacy or two numeracy attainment scores at or below the 10th percentile.	
4. I was assessed using current, reliable, valid and age appropriate tests as identified in the DARE test list.	Version of the test used must be stated.	
5. My assessment report provides single scores for literacy or numeracy attainments.	Must be reported in standard scores or percentiles. Descriptive or score ranges alone are insufficient.	
6. The test administrator (teacher or psychologist) checked the standard score and percentile equivalencies using statistical tables.	It is important that there are no discrepancies between the standard score and percentile.	
7. My report includes page numbers and I have photocopied all the pages of my report for my application.	DARE will not contact you about incomplete or incorrect documentation, so please ensure that you have supplied all documents requested by 1 April 2017 .	
8. I posted my report in good time so that it will arrive in the CAO by 17:15 on 1 April 2018 .	DARE does not accept any late applications. Get proof of postage each time you are posting documentation.	

4. Qualification of individual(s) carrying out attainment testing for a Specific Learning Difficulty

For the purposes of school-based testing, teachers must be competent 'test users' that are familiar with the DARE process and must be suitably qualified. They must also have a thorough knowledge of the DARE scheme and criteria for eligibility.

Suitably qualified individuals include:

- Teachers who are registered with the Teaching Council who have postgraduate qualifications in Special Education Needs or Guidance Counselling recognised by the Department of Education and Skills.
- Teachers that hold a recognised qualification in individual assessment (e.g. the Certificate of Competence in Educational Assessment).

Where attainment tests are carried out by a psychologist, DARE requires that this be a qualified psychologist with experience of individual educational assessment.

5. DARE Suitable attainment tests for SLD

All applicants must be assessed using age-appropriate tests. Tests should be properly standardized, with clear evidence of validity and reliability. Tests should be up to date and currently in use. Use of obsolete tests will make the DARE application ineligible. In circumstances where a test has been superseded by a revised version, test administrators are advised that it is best practice to use the most recent test available. Superseded versions of tests are considered to be valid for three years after the introduction of the new version of the test in this country.

Suitable tests for school-based testing: A list of Assessment Instruments approved for use for guidance and/or learning support in post-primary schools is available from Circular 0035/2017: https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0035_2017.pdf (Please see the individually administered tests listed on pages 12 through to page 16 only).

If schools have a query in relation to the use of these assessment instruments, the school should contact their NEPS Psychologist.

If the query relates to an aspect of the DARE criteria, please consult the DARE Handbook or contact a member of the DARE Team (contact details in the DARE Handbook). Detailed information on the evidence of disability criteria is also available on <http://accesscollege.ie/dare/providing-evidence-of-your-disability/>.

Suitable tests for psychologist and teacher testing: The following list of suitable attainment tests for SLD has been prepared by the Disability Advisory Board to DARE, a panel of experts in the field of SLD. The panel reviews the list annually and considers new tests for inclusion. The list of tests includes both closed tests, to be used by psychologists only, and open tests, suitable for use by qualified teachers.

1. Reading accuracy

Test	Subtest	Age range	Norms
GORT (Gray Oral Reading Test) 5	Reading accuracy	6-23.11	US population
The Adult Reading Test (ART) – Second Ed	Accuracy	16-55	Higher Education students in England

2. Single word reading

Test	Subtest	Age range	Norms
Wide Range Achievement Test 4 (WRAT4)	Word reading	5-94	US population
Woodcock Reading Mastery Tests (WRMT-3)	Word identification	5-75+	US population
Wechsler Individual Achievement Test – Third UK Edition (WIAT-III UK)	Word reading	4-25:11	UK population
Wechsler Individual Achievement Test – Second UK Edition (WIAT-II UK)	Word reading	4-86	UK population up to 17 US population after 17
British Ability Scales 3 (BAS-3)	Word reading	3-17	UK population
Woodcock-Johnson-4 Tests of Achievement (WJ4 – ACH)	Word identification	2-90	US population

3. Reading comprehension

Test	Subtest	Age range	Norms
Woodcock Reading Mastery Tests (WRMT-3)	Word & passage comprehension	5-75+	US population
Wide Range Achievement Test 4 (WRAT4)	Sentence comprehension	5-94	US population
Wechsler Individual Achievement Test – Third UK Edition (WIAT-III UK)	Reading comprehension	4-25:11	UK population
Wechsler Individual Achievement Test – Second UK Edition (WIAT-II UK)	Reading comprehension	4-86	UK population up to 17 US population after 17
Woodcock-Johnson-4 Tests of Achievement (WJ4 – ACH)	Passage comprehension	2-90	US population
GORT (Gray Oral Reading Test) 5	Reading comprehension	6-23.11	US population
The Adult Reading Test (ART) – Second Edition	Comprehension	16-55	Higher Education students in England

4. Phonological Skills			
Test	Subtest	Age range	Norms
Woodcock Reading Mastery Tests (WRMT-3)	Word attack	5-75+	US population
Comprehensive test of Phonological processing-2 nd Ed (CTOPP-2)	Phonological awareness composite	4-24.11	US population
Wechsler Individual Achievement Test – Third UK Edition (WIAT-III UK)	Pseudoword decoding	4-25:11	UK population
Wechsler Individual Achievement Test – Second UK Edition (WIAT-II UK)	Pseudoword decoding	4-86	UK population up to 17 US population after 17
Woodcock-Johnson-4 Tests of Achievement (WJ4 – ACH)	Word attack	2-90	US population
Test of Word Reading Efficiency-2 (TOWRE-2)	Phonemic decoding efficiency	6-24.11	US population
5. Reading speed/ fluency			
Test	Subtest	Age range	Norms
The Adult Reading Test (ART) – Second Edition	Speed of reading	16-55	Higher Education students in England
Test of Word Reading Efficiency-2 (TOWRE-2)	Sight word efficiency	6-24.11	US population
Woodcock-Johnson-4 Tests of Achievement (WJ4 – ACH)	Reading fluency	2-90	US population
GORT (Gray Oral Reading Test) 5	Reading rate, Reading fluency	6-23.11	US population
Wechsler Individual Achievement Test – Third UK Edition (WIAT-III UK)	Oral reading fluency	7-17+	UK population
Wechsler Individual Achievement Test – Second UK Edition (WIAT-II UK)	Reading speed	4-86	UK population up to 17 US population after 17
6. Spelling			
Test	Subtest	Age range	Norms
Wechsler Individual Achievement Test – Third UK Edition (WIAT-III UK)	Spelling	4-25:11	UK population
Wechsler Individual Achievement Test – Second UK Edition (WIAT-II UK)	Spelling	4-86	UK population up to 17 US population after 17
Wide Range Achievement Test 4 (WRAT4)	Spelling	5-94	US population
Vernon Graded word spelling test 3 rd Ed		5-18	UK students
British Ability Scales 3 (BAS-3)	Spelling	3-17	UK population
Woodcock-Johnson-4 Tests of Achievement (WJ4 – ACH)	Spelling	2-90	US population

7. Writing/ writing speed

Test	Subtest	Age range	Norms
Detailed Assessment of Speed of Handwriting	Composite score of Subtests 1-4	9-16 & 17-25	UK students in Higher education
The Adult Reading Test (ART) – Second Edition	Writing speed	16-55	Higher Education students in England
The Irish Adaptation of the Handwriting Speed Test	Mechanical speed of writing	3rd class to 6th Year	Irish students
Hedderly Sentence Completion Test			UK
Woodcock-Johnson-4 Tests of Achievement (WJ4 – ACH)	Writing fluency	2-90	US population

Mathematical reasoning and problem solving

Test	Subtest	Age range	Norms
Woodcock-Johnson-4 Tests of Achievement (WJ4 – ACH)	Applied problems or Quantitative reasoning	2-90	US population
Wechsler Individual Achievement Test – Third UK Edition (WIAT-III UK)	Maths problem solving	4-25:11	UK population
Wechsler Individual Achievement Test – Second UK Edition (WIAT-II UK)	Mathematical reasoning	4-86	UK population up to 17 US population after 17

Mathematical computation

Test	Subtest	Age range	Norms
Woodcock-Johnson-4 Tests of Achievement (WJ4 – ACH)	Calculation	2-90	US population
Wechsler Individual Achievement Test – Third UK Edition (WIAT-III UK)	Numeracy	4-25:11	UK population
Wechsler Individual Achievement Test – Second UK Edition (WIAT-II UK)	Numerical operations	4-86	UK population up to 17 US population after 17
Mathematics Competency Test		11-adult	UK
Wide Range Achievement Test 4 (WRAT4)	Math computation	5-94	US population

Mathematical fluency

Woodcock-Johnson-4 Tests of Achievement (WJ4 – ACH)	Math fluency	2-90	US population
Wechsler Individual Achievement Test – Third UK Edition (WIAT-III UK)	Maths fluency (composite score only)	4-25:11	UK population