

DARE 2019 Information for Guidance Counsellors/ Teachers in relation to applicants with a Specific Learning Difficulty

1. Attainment Scores

In addition to a full psychological assessment, applicants to DARE with a diagnosis of SLD must provide up to date attainment scores, in order to evidence current impact.

Applicants must 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 **on or after 1 February 2017**.

The scores of the attainment testing may be presented in one of the following three ways:

1. **Schools:** 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 2017.
2. **Psychologist:** 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 2017 **OR**
 - A fully completed **DARE 2019 SLD Attainment Summary Sheet** or an equivalent summary report from a Psychologist.
3. **Combination:** 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 **on or after 1 February 2017**, and all applicants must submit an Educational Impact Statement (EIS) completed by their school.

Attainments in Literacy: A score at or below the 10th percentile (Standard Score of 81 or below) can be presented in any TWO of the following literacy areas to meet DARE criteria:

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

Attainments in Numeracy: A score at or below the 10th percentile (Standard Score of 81 or below) can be presented in any TWO of the following numeracy areas to meet DARE criteria:

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

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

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

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. 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).

4. 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.

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 schools-based testing: The following list of suitable attainment tests for SLD which corresponds with the list of acceptable tests published by the Department of Education and Skills in Circular 0035/2017 (click here for the full circular: http://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0035_2017.pdf).

Where attainment testing is carried out in schools by a suitably qualified teacher for the purposes of DARE, one (or more) of the following tests must be used.

Assessment Instruments (including tests and web-based resources) approved for use for guidance and/or learning support in post-primary schools from May 2017 until further notice

ACHIEVEMENT TESTS: INDIVIDUALLY ADMINISTERED TESTS					
LITERACY (PHONOLOGICAL AWARENESS/PROCESSING AND READING COMPREHENSION)					
<p>The items in the list below assess a range of literacy skills including phonology, oral word reading, silent passage reading, reading fluency, reading comprehension, reading rate or speed, listening comprehension, spelling and handwriting. Decide the purpose of administration, i.e. what you want to find out, before you decide to purchase and use a test. Be aware that the majority of these instruments are developed and standardised in either the UK or the US and some may feature non-Irish cultural references or spellings. When possible, obtain a sample of the test and use the school's collective professional judgements to decide if the test will provide the information needed.</p>					
<i>Name and date of publication</i>	<i>Type</i>	<i>Description</i>	<i>Age range</i>	<i>Norms</i>	<i>Publisher/distributor website</i>
Adult Reading Test, 2004	Individual	Oral prose reading test (five passages) measuring reading accuracy, reading comprehension, reading speed and writing.	16 to 55	UK norms	www.pearsonclinical.co.uk
Comprehensive Test of Phonological Processing – 2, 2013	Individual	The CTOPP-2 is used to assess phonological awareness, phonological memory and rapid naming in order to identify individuals needing help in developing phonological skills.	4 to 24:11	US norms	www.pearsonclinical.co.uk
Diagnostic Assessment of Reading, 2 nd edition, 2005	Individual; Diagnostic; Digital version available	Assesses achievement in phonological awareness, letters and sounds, word recognition, word analysis, oral reading accuracy and fluency, silent reading comprehension, spelling and word meaning.	5 to adult	US norms	www.riverpub.com
Diagnostic Reading Analysis, 2008, 2 nd edition	Individual; Diagnostic Profiler CD Rom Available	Oral reading test, including initial listening passage plus reading accuracy, comprehension and speed, designed for less able readers.	7 to 16+	UK norms	www.hoddereducation.co.uk/

Gray Diagnostic Reading Test – 2, 2 nd edition, 2004	Individual	Includes four subtests - Letter/Word Identification, Phonetic Analysis, Reading Vocabulary, and Meaningful Reading plus three supplemental subtests, Listening Vocabulary, Rapid Naming, and Phonological Awareness to diagnose reading difficulties. Uses American spellings.	6 to 13:11	US Norms	www.proedinc.com www.pearsonclinical.co.uk
Gray Oral Reading Tests - 5th edition, 2012	Individual	Provides scores in accuracy, rate, fluency and comprehension as well as an Oral Reading Quotient to diagnose oral reading difficulties. Uses American spellings.	6 to 23:11	US norms	www.proedinc.com www.pearsonclinical.co.uk
Hodder Oral Reading Tests, 2006	Individual	Provides separate measures of single word reading, sentence reading and reading speed.	5 to 16	UK norms	www.hoddereducation.co.uk/
Lucid Exact, 2009	Individual; digital only	Time efficient assessment of speeded word recognition, reading comprehension, reading speed, spelling, handwriting speed and typing speed.	11 to 24	UK norms	www.lucid-research.com
Non-word Reading Test, 2004	Individual	Test of phonological decoding to assess word reading skills and functional literacy.	6 to 16	UK norms	www.hoddereducation.co.uk/
Phonological Assessment Battery, 1997	Individual	A battery of six standardised tests measuring phonological processing skills. Suitable for EAL students.	6 to 14	UK norms	www.gl-assessment.ie
Single Word Reading Test 6-16, 2007	Individual	Six graded sets of ten words of increasing difficulty provide a measure of word reading skills with error analysis for diagnostic use.	6 to 16	UK norms	www.gl-assessment.ie

Test of Word Reading Efficiency 2nd edition, 2011	Individual	Measures word reading rate and accuracy with two speed tests of words and non-words. Uses American spellings.	6 to 24+	US norms	www.pearsonclinical.co.uk www.proedinc.com www.wpspublish.com
Wechsler Individual Achievement Test - Second UK edition for Teachers with SEN qualification	Individual (Group – spelling only)	Provides normed assessment in untimed single word accuracy, reading comprehension, reading speed and single word spelling.	4 to 16 (UK) - 4 to 85 (US) -	UK norms US norms	www.pearsonclinical.co.uk
Woodcock- Johnson III Diagnostic Reading Battery, 2004	Individual; Group	Ten subtests measure phonological awareness, phonic knowledge, oral language ability, fluency, vocabulary and reading comprehension.	2 to 90	US norms	www.riverpub.com
Woodcock Reading Mastery Test 3rd edition, 2011	Individual	Identifies specific strengths and weaknesses to plan targeted remediation; nine subtests: phonological awareness, letter and word identification, rapid naming, oral fluency, word attack, and listening, word and passage comprehension. Uses American spellings.	4:06 to 79:11	US norms	www.pearsonclinical.co.uk
York Assessment of Reading Comprehension, Passage Reading, Secondary, 2010	Individual	Uses fiction and non-fiction passages to measure developing reading comprehension skills (Support website available - www.yarcsupport.co.uk)	11 to 16	UK norms	www.gl-assessment.ie

ACHIEVEMENT TESTS – INDIVIDUALLY ADMINISTERED TESTS COMPILATION INSTRUMENTS					
<i>Please note that the instruments listed here consist of literacy and maths assessments and sometimes other areas.</i>					
Name and date of publication	Type	Description	Age range	Norms	Publisher/distributor website
Expressive Vocabulary Test, 2 nd edition, 2007	Individual	A test of expressive vocabulary and word retrieval for Standard English with 190 items and 2 forms.	2:6 to 90+	UK norms	www.pearsonclinical.co.uk
Lindamood Auditory Conceptualization Test, 3 rd edition, 2004	Individual	Measures ability to perceive and conceptualise speech sounds using a visual medium; measures the cognitive ability to distinguish and manipulate sounds.	5 to 18:11	US norms	www.proedinc.com
OWLS II: LC/OE and RC/WE Oral and Written Language Scales, 2 nd edition, 2012	Individual	Provides assessment of receptive and expressive language with no reading or written responses required.	LC/OE- 3 to 21:11; RC/WE- 5 to 21:11	UK norms	www.pearsonclinical.co.uk
Wide Range Achievement Test - expanded edition, 2000	Individual and group versions	Multiple-choice subtests include reading comprehension, mathematics and non-verbal reasoning; co-normed with WRIT. Uses American spellings.	5 to 24	US norms	www4.parinc.com www.annarbor.co.uk/
Wide Range Achievement Test - 4 th edition, 2006	Individual or Group	Measures the basic academic skills of reading (words and sentences), spelling and maths computation; co- normed with WRIT. Uses American spellings.	5 to 94	US norms	www4.parinc.com www.annarbor.co.uk
Woodcock- Johnson III Tests of Achievement Form C / Brief Battery, 2007	Individual	Battery of nine subtests of letter-word identification, reading fluency, passage comprehension, spelling, writing fluency, writing samples, calculation, applied problems and maths fluency. Uses American spellings.	2 to 90+	US norms	www.riverpub.com