

# **DARE 2024 Information for Guidance Counsellors/ Teachers in relation to applicants with Dyslexia/ Significant Literacy Difficulties or Dyscalculia/ Significant Numeracy Difficulties**

## **1. Literacy/Numeracy Attainment Scores**

In addition to a full psychological assessment, applicants to DARE with a diagnosis of **Dyslexia/ Significant Literacy Difficulties** or **Dyscalculia/ Significant Numeracy Difficulties** must provide up to date attainment scores, in order to evidence current impact.

Applicants with **Dyslexia/ Significant Literacy Difficulties** must submit a **full Psychological Assessment Report** completed by an appropriately qualified psychologist **OR Section D School Statement** and an Educational Impact Statement. In addition, applicants with Dyslexia/ Significant Literacy Difficulties must also have **two literacy attainment** scores at or below the 10th percentile (SS of 81 or below) from testing carried out on or after **1 February 2022**.

Applicants with **Dyscalculia/ Significant Numeracy Difficulties** must submit a **full Psychological Assessment Report** completed by an appropriately qualified psychologist and an Educational Impact Statement. In addition, applicants with Dyscalculia/ Significant Numeracy Difficulties must have **one numeracy** attainment score at or below the 10th percentile (SS of 81 or below) dated after **1 February 2022**.

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 (Literacy/Numeracy Attainment Scores) by the school using attainment scores from school-based testing carried out on or after 1 February 2022.
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 2022 **OR**
  - A fully completed **DARE 2024 Literacy/Numeracy 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 2022**, and all applicants must submit an Educational Impact Statement (EIS) completed by their school.

**Attainments in Literacy:** A score at or below the 10<sup>th</sup> 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 10<sup>th</sup> percentile (Standard Score of 81 or below) can be presented in any **ONE** of the following numeracy areas to meet DARE criteria:

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

**Please note:** Written Expression is no longer acceptable for DARE eligibility under the Dyslexia/Significant Literacy Difficulties category.

**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

When submitting a Psychological Assessment Report or Section D School Statement, it 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 **Dyslexia/ Significant Literacy Difficulties must meet Indicator 6**, i.e. two literacy 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.

Applicants with **Dyscalculia/ Significant Numeracy Difficulties must meet Indicator 6**, i.e. one 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 Literacy/Numeracy attainment testing for Dyslexia/ Significant Literacy Difficulties or Dyscalculia/ Significant Numeracy Difficulties

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 who hold a recognised qualification in individual assessment (e.g. the Certificate of Competence in Educational Assessment).

### 4. DARE Suitable Literacy/Numeracy attainment tests for Dyslexia/ Significant Literacy Difficulties/ and Dyscalculia/ Significant Numeracy Difficulties

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 is a list of suitable attainment tests for Dyslexia/ Significant Literacy Difficulties or Dyscalculia/ Significant Numeracy Difficulties. This list corresponds with the list of acceptable tests published by the Department of Education and Skills in Circular **0001/2023** (click link below for the full circular):

<https://www.gov.ie/en/circular/11e67-advice-on-the-use-of-assessment-instrumentstests-for-guidance-or-for-additional-and-special-educational-needs-sen-in-post-primary-schools/>

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  
January 2023 until further notice**

**C. ACHIEVEMENT TESTS: INDIVIDUALLY ADMINISTERED TESTS  
LITERACY (READING, SPELLING, LANGUAGE AWARENESS/PROCESSING AND  
READING COMPREHENSION)**

The items in the list below assess a range of literacy skills including phonology, reading accuracy, 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.

<b>Name and date of publication</b>	<b>Type</b>	<b>Description</b>	<b>Age range</b>	<b>Norms</b>	<b>Publisher/distributor website</b>
Adult Reading Test, Second Edition (ART-2), 2016	Individual	Adult reading test	16 years +	UK norms	<a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a>
Comprehensive Test of Phonological Reasoning <sup>nd</sup> (CTOPP-2), 2 <sup>nd</sup> Edition, 2013	Individual	Used to assess phonological awareness, phonological memory and rapid naming.	4 to 24+	UK norms	<a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a>
Diagnostic Reading Analysis (DRA 3) 3 <sup>rd</sup> Edition, 2019	Individual; Diagnostic Profiler CD Rom Available	Oral reading test, including initial listening passage plus reading accuracy, comprehension and speed, designed for less able readers	6.09 to 16.08	UK norms	<a href="http://www.hoddereducation.co.uk/">www.hoddereducation.co.uk/</a>
Expressive Vocabulary Test, 3 <sup>rd</sup> edition, 2018	Individual	A test of expressive vocabulary and word retrieval for Standard English with 190 items and 2 forms.	2:6 to 90+	UK norms	<a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a>
Hodder Oral Reading Tests, 2006	Individual	Provides separate measures of single word reading, sentence reading and reading speed.	5 to 16	UK norms	<a href="http://www.hoddereducation.co.uk/">www.hoddereducation.co.uk/</a>

<b>Name and date of publication</b>	<b>Type</b>	<b>Description</b>	<b>Age range</b>	<b>Norms</b>	<b>Publisher/distributor website</b>
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	<a href="http://www.gl-assessment.ie">www.gl-assessment.ie</a>
Non-word Reading Test, 2004	Individual	Test of phonological decoding to assess word reading skills and functional literacy.	6 to 16	UK norms	<a href="http://www.hoddereducation.co.uk/">www.hoddereducation.co.uk /</a>
OWLS II: LC/OE and RC/WE Oral and Written Language Scales, 2nd 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	<a href="http://www.wpspublish.com">www.wpspublish.com</a>
Phonological Assessment Battery: Second Edition Primary (PhAB2 Primary) 2014	Individual	A battery of six standardised tests measuring phonological awareness skills. Assessment for pupils with low scores in any phonics screening or literacy test. Suitable for EAL students.	5 - 11	UK norms	<a href="http://www.gl-assessment.ie">www.gl-assessment.ie</a>
SPaRCS Test	Individual or group	A group of tests that are designed to assess spelling, processing speed and reading comprehension speed	13 -18	Irish and UK norms	<a href="https://educationelephant.ie">https://educationelephant.ie</a>
<b>Name and date of publication</b>	<b>Type</b>	<b>Description</b>	<b>Age range</b>	<b>Norms</b>	<b>Publisher/distributor website</b>
Wechsler Individual Achievement Test WIAT-III 3rd UK Edition for teachers, 2018.	Individual (Group – spelling only)	Provides normed assessment in untimed single word accuracy, reading comprehension, reading speed and single word spelling. Battery of five subtests to test key aspects of literacy.	4 to 25.11	UK norms	<a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a>

Wide Range Achievement Test – 5th edition, (WRAT-5) 2018	Individual or Group	WRAT-5 measures and monitors fundamental word reading, spelling and math skills and sentence comprehension. It includes updated norms and revised subtests. Uses American spellings	5 to 94	US norms	ht. <a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a>
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. <b>Uses American spellings.</b>	4:06 to 79:11	US norms	<a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a>
Woodcock Johnson – IV Tests of Achievement Form C / Brief Battery, 2014	Individual	Battery of eleven subtests: letter-word identification, sentence reading fluency, passage comprehension, word attack, oral reading spelling, sentence writing fluency, writing samples, calculation, applied problems and maths facts fluency. There is a UK/ Ireland Adaptation of this test available.	4 - 90+	US Norms	<a href="http://www.riverpub.com">www.riverpub.com</a>  <a href="https://educationelephant.ie/product/woodcock-johnson-iv-tests-of-achievement-ukire">https://educationelephant.ie/product/woodcock-johnson-iv-tests-of-achievement-ukire</a>
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 - <a href="http://www.yarcsupport.co.uk">www.yarcsupport.co.uk</a> )	11 to 16	UK norms	<a href="http://www.gl-assessment.ie">www.gl-assessment.ie</a>