

APC Renewal Assessment Reports: review by Dyslexia Guild 2012

Applicant's name: _____ APC No: _____ Date: _____

No.	Review Item	Evidence	Comment	+ √
1	CPD Log			
2	Assessment Log			
3	Report Criteria - Contents			
a	Cover sheet: <ul style="list-style-type: none"> • candidate's name • date of assessment • Dob • age at assessment • correspondence address • school/college/ university attended • course of study (subject and degree) • year and length of course; • assessor's details and contact information, including assessor statement • assessor -psychologists or specialist teachers • APC number 			
b	Summary: <ul style="list-style-type: none"> • Main assessment findings • Statement of SpLD / Dyslexia • Summary of evidence for SpLD • Effect of SpLD on literacy and study skills • Compensatory strengths • Other relevant conclusions 			
c	Background information: <ul style="list-style-type: none"> • Referral information • Developmental history 			

	<ul style="list-style-type: none"> • Educational history • Family history • Previous examination access arrangements • Statement of SEN • Learning support history • Medical history where relevant • Previous reports • ESAL • Student's perception of difficulties 			
d	Test conditions: <ul style="list-style-type: none"> • Environment • Attention • Motivation • Anxiety 			
e	Assessment: Individual test prefaced by brief statement about function the test is designed to examine, and a description of the requirements of the task for the student.			
f	Attainments in Literacy: Reading <ul style="list-style-type: none"> • (options) single word; non-word; text reading (oral/silent); comprehension • Qualitative analysis of errors • Evidence of strategies such as whole word recognition • Decoding, fluency, reading speed (oral/silent) • Summary of student's reading profile • Related to expected attainment levels for course of study 			
g	Attainments in Literacy: Spelling <ul style="list-style-type: none"> • (options) single word; spelling in free writing; 			

	dictation (optional) <ul style="list-style-type: none"> • Qualitative analysis of errors • Related to expected attainment levels for course of study 			
h	Attainments in Literacy: Writing <ul style="list-style-type: none"> • Analysis of free writing: grammar, sentence structure, coherence, vocabulary • Handwriting speed and legibility • Speed in copying (reported separately) 			
i	Underlying ability: <ul style="list-style-type: none"> • Verbal ability • Non-verbal ability • Qualitative observations • Discussion of profile of scores highlighting any significant discrepancies, and their prevalence • Related to literacy attainment 			
j	Cognitive Processing: all 3 areas, under separate headings <ul style="list-style-type: none"> • Working memory • Phonological awareness • Phonological processing speed Each to have: <ul style="list-style-type: none"> • Qualitative observations • Discussion of profile of scores highlighting any significant discrepancies, and their prevalence • Related to literacy attainment 			
k	Other relevant information (at assessor's discretion): <ul style="list-style-type: none"> • Test/s for numeracy 			

	<ul style="list-style-type: none"> • Motor control • Scotopic sensitivity/Meares Irlen Syndrome • Checklists for dyspraxia/DCD, ADD etc 			
l	Conclusion			
m	Recommended Support Makes appropriate recommendations based on assessment evidence, especially in relation to tuition			
n	Statement of assessor Assessment and report comply with the SpLD working group 2005/DfES guidelines for the assessment of SpLD in HE			
o	Appendices: <ul style="list-style-type: none"> • List of tests used (with references) • Summary of scores, with confidence intervals • Notes to aid interpretation of scaled scores, standard scores, percentiles and confidence intervals; and any other technical vocabulary 			
4	Qualitative checklist:			
a	Accuracy: <ul style="list-style-type: none"> • Calculates, reports and converts scores with 100% accuracy, including Standard Score, percentile, and confidence intervals where applicable (in the body of the report) • Uses appropriate tests, for age and purpose (including age appropriate diagnostic tests where these exist) • Evidence fully supports and clearly explains an accurate diagnosis/conclusion 	Level 1 SASC guide		
b	Interpretation: <ul style="list-style-type: none"> • Uses appropriate range of tests within standardisation guidelines to identify SpLD 	Level 2 SASC guide		

	<ul style="list-style-type: none"> • Links between ability and attainment made appropriately • Correct descriptions of scores in relation to average (using descriptors of test manuals) • Confidence intervals used to support analysis and explain variability of test performance • Includes analysis of skills and strategies • Includes analysis of individual's strengths and weaknesses • Comments on impact on learning of individual's strengths or weaknesses 			
c	<p>Presentation</p> <ul style="list-style-type: none"> • Uses accurate spelling and grammar • Uses language which is clear, succinct, and accessible to audience; avoiding jargon whilst maintaining a formal style and professional tone • Presentation is clear and format suits purpose • Includes summary table of scores, explanation of terminology, test editions and references 	Level 3 SASC guide		

Further evidence required:
Renewal recommendations:
Feedback:

If you have any concerns or questions please contact apc@dyslexiaaction.org.uk

Reference number/s: _____