

A quality checklist – does your report tick all these boxes?

Accuracy

- Calculates, reports and converts scores with 100% accuracy
- Uses appropriate tests (for age and purpose)
- Evidence fully supports and clearly explains an accurate conclusion / diagnosis

Interpretation

- Demonstrates understanding of the nature of SpLD
- Uses appropriate range of tests within standardisation guidelines to identify SpLD
- Correct application of statistics
 - Correct descriptions of scores in relation to average
 - Shows awareness of confidence intervals to support analysis and explain variability of test performance
- Includes observations of test behaviour where appropriate
- Includes useful analysis of individual's strengths and weaknesses, skills and strategies
- Comments on impact on learning of individual's strengths or difficulties
- Meets purpose
- Uses language which is clear, succinct, and accessible, avoiding jargon while adopting a formal style and maintaining a professional tone
- Makes appropriate recommendations based on assessment evidence

Presentation

- Uses correct spelling and grammar
- Gives clear and correct explanation of score interpretation
- Presentation is clear and format suits purpose
- Includes summary table of scores
- Includes test references – publication details, editions, identifies test form used etc in appendix
- All included details are accurate and consistent throughout report

In addition: for all reports submitted to Patoss or any other professional body for review, **confidentiality** must be maintained.

Important Note: You should be mindful that any report and supporting test papers can be called as evidence in a court or tribunal and so care must be taken to ensure that they would stand up well to such scrutiny.

A contents checklist – does your report tick the relevant boxes?

Professional judgement will of course be applied to the selection and administration of appropriate tests and the use of any supplementary tools. However, most cases will require use of evidence taken from the subcategories highlighted in **bold** below as a **minimum**, in order to provide adequate data across the full range of relevant cognitive and attainment skills to arrive at a valid conclusion.

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| <ul style="list-style-type: none"> <input type="checkbox"/> Individual's details <input type="checkbox"/> Summary <input type="checkbox"/> Background information summarised <ul style="list-style-type: none"> • Consider: referral / development / medical / sight / hearing / education / learning support and access arrangements / previous assessment / EAL / Individual perception of difficulties <input type="checkbox"/> Test conditions stated <input type="checkbox"/> Reading * <ul style="list-style-type: none"> • Single word reading • Non-word reading • Text-level reading comprehension – aloud and/or silent • Reading speed - aloud and/ or silent <input type="checkbox"/> Spelling * <ul style="list-style-type: none"> • Single word spelling • Free writing • Dictation <input type="checkbox"/> Writing * <ul style="list-style-type: none"> Free writing <ul style="list-style-type: none"> • Report on: Legibility / grammar / punctuation / sentence construction / coherence of writing / use of vocabulary / comparison to observed spoken language Writing speed <ul style="list-style-type: none"> • Hand writing, copying, word processing <input type="checkbox"/> Underlying ability * <ul style="list-style-type: none"> • Verbal/ non-verbal ability | <ul style="list-style-type: none"> <input type="checkbox"/> Cognitive Processing * <ul style="list-style-type: none"> • Working memory • Phonological Skills • Processing Speed <input type="checkbox"/> Other – at discretion * <ul style="list-style-type: none"> • Numeracy • Motor-co-ordination • Other screening tools • PLUS – any other appropriate and relevant tool that is required to fully explore the individual's needs <input type="checkbox"/> Conclusion <input type="checkbox"/> Recommendations <ul style="list-style-type: none"> • Consider - Mainstream / Home / Specialist / Access Arrangements / Other professionals / Study or work environment strategies <input type="checkbox"/> Assessor statement and signature <input type="checkbox"/> Summary table of scores <input type="checkbox"/> Interpretation of score systems used <input type="checkbox"/> List of tests used with references |
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Each * section of analysis to:

- Report score and/or relate to average
- Describe performance and detail strengths and weaknesses, skills and strategies
- Identify any links / contrasts with other parts of assessment
- Explain impact on learner

Note: The order implied here is not mandatory in all situations.