



Some things to look out for when submitting a report for APC renewal

A Diagnostic Assessment Report (DAR) submitted in support of the renewal of (or application for) an Assessment Practising Certificate (APC) is reviewed in accordance with the SpLD Assessment Standards Committee (SASC) guidance for the review of an APC. Before submitting your chosen report, it would be useful to review it against the following check list of things to be aware of.

Confidentiality	<ul style="list-style-type: none"> • Remove any details which mean that the reviewer could potentially identify the student, including names address, name of educational establishment etc • Names can be: learner/parents/teaching staff etc • Remember to check headers and footers and any labels on charts and tables
100% Accurate Scoring	<ul style="list-style-type: none"> • Double check all scores on your working papers • Make sure the scores match across the report, e.g. in the body, summary table and any graphical representation of scores • If providing a CI for a subtest that uses scale scores, remember to convert to a standard score
Test administration	<ul style="list-style-type: none"> • Follow the test administration instructions exactly as given in the manual • Make sure the descriptive passages within the report reflect the instructions in the manual
Core Components	<ul style="list-style-type: none"> • Include all the core components which are expected to feature in a diagnostic assessment report, as specified in the SASC guidance • Don't forget Phonological Memory and Speed of Visual Processing
Format	<ul style="list-style-type: none"> • Whether using the original report format or the new report format - follow it closely
Understanding the nature of SpLD	<ul style="list-style-type: none"> • Make sure that test descriptions and analysis reflect what a test is actually designed to measure
Unexpected differences	<ul style="list-style-type: none"> • Note unexpected differences between tests • Be careful not to ascribe "statistically significant" differences to tests which are not co-normed

Scores in relation to average	<ul style="list-style-type: none"> • Include a guide to level descriptors used within the report • Remember to describe standard scores consistently with reference to your guide
Confidence Intervals	<ul style="list-style-type: none"> • Can only be compared when test have been co-normed • Include for all composites • 95% level is recommended • Provide a clear definition of CIs in the guide to the interpretation of scores
Qualitative analysis and observation	<ul style="list-style-type: none"> • Include relevant qualitative analysis of skills and strategies for all tests • Including the WRIT
Appropriate range of tests	<p>For example</p> <ul style="list-style-type: none"> • Administer all core subtests of the CTOPP2, all 5 subtests of the TOMAL2 ACI • Assess reading comprehension using continuous prose • Match the free writing task to the age and level of study of the student • Choose tests wisely and avoid over testing whilst making sure all core components are covered
Sensitive and professional communication	<ul style="list-style-type: none"> • Beware of including potentially sensitive and/or inappropriate information about the learner, their family or for example, teaching staff • Make sure to explain abbreviations, acronyms and concepts on first use
Appropriate recommendations	<ul style="list-style-type: none"> • Make sure these are individualised • When recommending EAAs clearly note the supporting evidence • Make sure important EAAs are not overlooked
Appropriate for purpose	<ul style="list-style-type: none"> • Ensure the cover sheet accurately reflects that of the report proforma • Provide detailed background information (<i>be conversant with updated visual screening protocol</i>) • Calculate all composite scores. The exception might be the WRIT • Remember that for tests where the student is above the ceiling age scores and/or level descriptors are not appropriate: performance can only be described qualitatively
Appropriate Presentation	<ul style="list-style-type: none"> • Carefully proof read the report • Report test / subtest names accurately and state the edition • Where parallel test forms are available state the test form used • Contain the summary table to one page and include all subtest scores • Remember the scale for a graph using standard scores cannot begin at zero • Formally reference all tests used
Relevant SpLD(s) definition(s)	<ul style="list-style-type: none"> • Only include the definition(s) which are relevant to the assessment • Ensure any definition used is current and referenced