



Pearson Assessment's Guide to Access Arrangements and the Disabled Students' Allowance

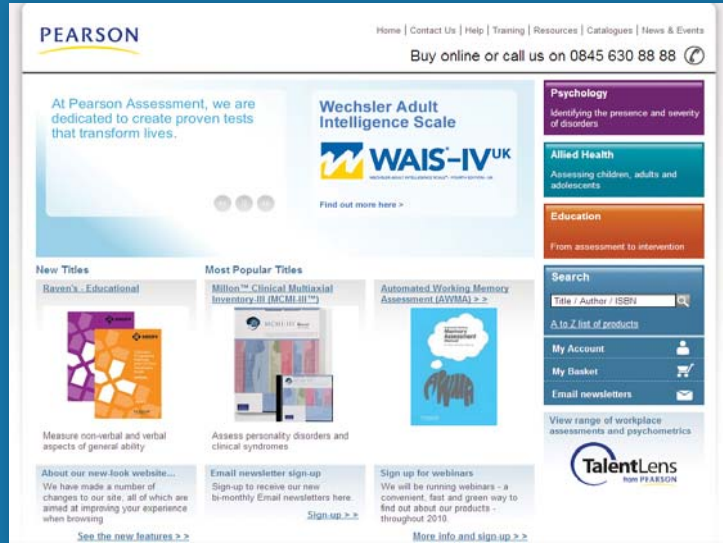
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Contents

| | | | |
|---|---------------------|--|---------|
| Introduction..... | Page 4 | Comprehensive Test of Phonological Processing (CTOPP) | Page 14 |
| What are access arrangements..... | Page 5 | Detailed Assessment of Speed of Handwriting (DASH) | Page 19 |
| What are the Disabled Students' Allowances (DSAs)..... | Page 6 | Detailed Assessment of Speed of Handwriting 17+ (DASH 17+)..... | Page 20 |
| Supporting new government policies with standardised assessments | Page 6 | Raven's Educational | Page 21 |
| The Equality and Human Rights Commission (EHRC) – access to a fair education | Page 6 | Raven's Progressive Matrices and Vocabulary Scales - Adult Version..... | Page 21 |
| What access arrangements are suitable for your students' qualifications? | | Kaufman Brief Intelligence Test, Second Edition (KBIT-2) | Page 22 |
| • General/Academic Qualifications | Page 7 | Automated Working Memory Assessment (AWMA) | Page 23 |
| • Vocational Qualifications | Page 8 | Beery-Buktenica Developmental Test of Visual - Motor Integration, Fifth Edition (Beery VMI) .. | Page 24 |
| • Students who have English as an additional language (EAL) | Page 8 | | |
| What standardised scores mean and why they are important for your application process..... | Page 9 | | |
| Access Arrangements - summary of assessments | Centre page | Assessments restricted to Educational and Clinical Psychologists (CL1) | |
| The DSA - summary of assessments | Reverse centre page | Wechsler Individual Achievement Test - Second UK Edition (WIAT-II ^{UK}) | Page 25 |
| Assessments Suitable for Access Arrangement and DSA Applications | | Wechsler Memory Scale - Fourth UK Edition (WMS-IV ^{UK}) | Page 26 |
| Wechsler Individual Achievement Test - Second UK Edition for Teachers (WIAT-II ^{UK} -T) .. | Page 10 | Wechsler Adult Intelligence Scale - Fourth UK Edition (WAIS-IV ^{UK}) | Page 27 |
| Gray Oral Reading Tests - Fourth Edition (GORT-4) | Page 11 | Wechsler Abbreviated Scale of Intelligence (WASI) | Page 28 |
| Gray Silent Reading Tests (GSRT)..... | Page 12 | Useful links and contacts..... | Page 29 |
| Adult Reading Test (ART) | Page 13 | References | Page 30 |
| Test of Word Reading Efficiency (TOWRE) | Page 13 | | |

Introduction

At Pearson Assessment we are committed to providing you with reliable and trusted assessments that can help your students to reach their full potential. If you work with students who require evidence for access arrangements or for the Disabled Students' Allowances (DSAs), this guide will introduce you to the range of recommended, standardised tests that you can use.

From the *Wechsler Individual Achievement Test - Second UK Edition for Teachers (WIAT-II^{UK}-T)* to the *Detailed Assessment of Speed of Handwriting (DASH)*, our assessments cover all aspects of the access arrangements and the DSAs application process, including

- Reading
- Spelling
- Handwriting Speed
- Verbal and Non-verbal ability
- Processing Speed
- Working Memory
- Numeracy
- Visual-Motor Perceptual Skills.

The tests presented here provide evidence for access arrangements and DSAs applications for learners undertaking both academic and vocational qualifications, and for Specific Learning Difficulties (SpLD) in higher education.

You can use this brochure as a reference point to find out information on:

- What access arrangements are, who benefits from them and how educational policy has raised the importance of standardised assessments for access arrangement applications
- Which tests to use for access arrangements and DSAs applications for students:
 - who are taking Academic and Vocational qualifications
 - where English is an additional language (EAL)
- What standardised scores mean and why they are important for your application process
- A summary of each assessment
- Where to look for further resources and information.

If you have any questions about any of our products, please email us at info@psychcorp.co.uk or visit our access arrangements page at www.psychcorp.co.uk/accessarrangements.



What are access arrangements?

“The Disability Discrimination Act 1995 requires that all candidates taking examinations have fair access to assessment.”

Dr Jim Sinclair, Director of JCQ¹

Access arrangements are agreed before an examination. They allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment. Access arrangements allow candidates/learners to show what they know and can do without changing the demands of the assessment.² For a student with a disability an access arrangement may constitute a reasonable adjustment.

Arrangements may involve ensuring that your candidates have extra time in which to complete their assessments, or that they have access to Braille papers, a reader or a scribe.

To find out which assessments are most suitable for you to use when applying for access arrangements, please see product pages 10 to 28.

We also publish a number of tests specifically for the screening of dyslexia, including the *Dyslexia Screening Test – Secondary* for learners aged 11 years 6 months to 16 years 5 months and the *Dyslexia Adult Screening Test* for learners aged 16 years 5 months upwards.

More information on our Dyslexia range can be found on our website at www.psychcorp.co.uk.



ACCESS ARRANGEMENT

¹ Joint Council for Qualifications (JCQ), JCQ statements: Access Arrangements, Special Consideration and Malpractice, Issued 3rd February 2010, [<http://www.jcq.org.uk/attachments/published/1241/JCQ%20Statements%20-%203%20February%202010.pdf>]

² Joint Council for Qualifications (JCQ), Access Arrangements, Reasonable Adjustments and Special Consideration, 2009, p. vi, [http://www.jcq.org.uk/exams_office/access_arrangements/regulationsandguidance/]

What are the Disabled Students' Allowances (DSAs)

Providing more than access: using standardised assessments to gain extra financial support for HE students

Students undertaking full-time or part-time undergraduate or postgraduate courses, who have a disability, ongoing health condition, mental health condition or specific learning difficulty (SpLD) such as dyslexia, dyspraxia/developmental co-ordination disorder, dyscalculia, or attention deficit disorder can apply for extra financial help through the Disabled Students' Allowances (DSAs).

The DSAs are grants available on top of the standard student finance, they are not means tested and do not need to be repaid. They aim to help students meet the extra costs they may encounter as a result of their disability or SpLD, and enables them to study on an equal par with other students. If your students have a SpLD they will need to take a relevant psychometric assessment and provide evidence about their:

- Attainments in Literacy
- Underlying Ability
- Cognitive Processing
- Attainments in Numeracy and
- Motor control and Visual Perceptual Skills.

Evidence provided must be from assessments taken post-16 years and should be no more than three years old on entry to university.³ If an assessment was conducted before the age of 16 years, an update of the student's skills in reading, writing and spelling, e.g. a top-up assessment, would be required.

Supporting new government policies with standardised assessments

Supporting students with literacy difficulties and in particular dyslexia has become a government priority since the publication of Sir Jim Rose's Dyslexia review in June 2009, which identified that literacy attainment in 4% to 8% of children may be affected by dyslexia.⁴ One of the best ways of identifying students in need of support is through standardised assessments, including those used for access arrangements, as they highlight where students are below an average level of performance, making it easier for schools to implement *early intervention programmes* and prepare for *examination access arrangements*.

The Equality and Human Rights Commission (EHRC) – access to a fair education

The *Equality and Human Rights Commission (EHRC)* is another key body that aims to help schools, colleges and training providers effectively follow legislative frameworks - such as the *Disability Discrimination Act (DDA)* - and works to ensure that students have access to fair education.⁵ The role of the *DDA* is to ensure that awarding bodies agree to individual, reasonable adjustments for disabled candidates.

The *EHRC* can advise your centre on students' right to access arrangements, as well as providing information for parents on how to approach their local authorities for support and access to assessments. The commission also provides a wealth of information and advice for local authorities. For further information on *EHRC's* work, visit www.equalityhumanrights.com.

³ Further information on the DSAs can be found on the DirectGov website [www.direct.gov.uk/en/index.htm]

⁴ Copies of Sir Jim Rose's Dyslexia Report, *Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties* can be downloaded at [<http://publications.dcsf.gov.uk>]

⁵ The *Equality and Human Rights Commission (EHRC)*, [www.equalityhumanrights.com]

What access arrangements are suitable for your students' qualifications?

The process of applying for access arrangements can differ depending on the type of qualification your students/learners are taking. You need to be aware of the process for applications in order to submit your students' applications in good time. Below is a summary of the key information, but you should refer to the Joint Council for Qualifications (JCQ) website for detailed information www.jcq.org.uk.⁶

General/Academic Qualifications

Access arrangements for general/academic qualifications such as GCSE and GCE need to be made online via the Access Arrangements Online system.

For general qualifications, below average performance in the areas listed below are relevant. (Below average is defined by the JCQ as a standardised score of below 85).⁷

For the candidate to have access to a Reader:

- **Reading Accuracy**

The candidate's untimed single word reading accuracy is in the below average range for his/her age.

- **Comprehension/speed of reading**

The candidate reads and/or comprehends continuous text at a speed/level which is below average for his/her age. (The reading speed score may be given as a standardised score or words per minute score).

This is useful for candidates who score within normal limits on accuracy, but have a history of reading difficulties and read slowly or have to re-read a text several times to access the meaning.



For the candidate to have access to a Scribe:

- **Accuracy and legibility**

The candidate's spelling accuracy is in the below average range, and the inaccurate spellings render the words illegible.

Standardised results, plus the number of words unrecognisable as the target word as a percentage of the whole assessment is specified.

- **Speed of writing**

The candidate expresses him/herself in written form more slowly than average.

The free writing speed (WPM); percentage of indecipherable words; free writing speed when dictated to scribe/word processed; and the quality of language is specified or commented on.

For the candidate to have extra time:

Where extra time is required sometimes timed literacy assessments give sufficient evidence. However, in some instances further evidence showing deficit areas such as phonological processing, cognitive deficits in for example working memory, and sequencing problems, will be needed as evidence for applications.

⁶ Joint Council for Qualifications (JCQ), Access Arrangements, Reasonable Adjustments and Special Consideration, 2009 [http://www.jcq.org.uk/exams_office/access_arrangements/regulationsandguidance/]

⁷ *Ibid.*, p.19.

Vocational Qualifications

Students/learners undertaking vocational qualifications need to be fully briefed with regards to the requirements of their course and their potential to successfully complete and achieve the qualification.

*Vocational and occupational qualifications accredit competence in the workplace against National Standards and an approved assessment strategy. Any reasonable adjustment must reflect the normal working practice of an employee working within the occupational area.*⁸

External assessment

*If you have students/learners undertaking vocational qualifications, applications to be allowed to make access arrangements or reasonable adjustments for external assessments must be made to the appropriate awarding bodies.*⁹ However the Access Arrangements Online system does not extend to vocational qualifications at the time of writing, paper applications must be made.

Internal assessment

For qualifications which are internally assessed, you do not need to apply to the awarding body for access arrangements. However you should ensure that any reasonable adjustments given are listed by the relevant awarding body. Any adjustments made need to be recorded and held on file.¹⁰

Students who have English as an additional language (EAL):

When applying for access arrangements for students who have English as an additional language - whether for vocational or academic qualifications - it is important to establish whether the learning difficulty is occurring in the student's primary language or if it is the result of a certain level of English still to be obtained. As a result any assessment should take into account the barriers that language and culture may impose. Many of the assessments available have a Western focus and are based on UK norms.¹¹

There are however a number of tests available where the language and cultural context is minimal. The *Raven's Educational* (see page 21) is one of the best tests to use as a preliminary screening instrument as its matrices subtest provides a measure of non-verbal aspects of general ability. Alternatively, you can use the fluid (non-verbal) scales within the *KBIT-2* (see page 22) which is ideal for students who do not speak English as their first language. *KBIT-2* is language free and culture fair, and does not require reading, writing, or speaking, students merely point to the answers they feel are correct.



⁸ *Ibid.*, p.56.

⁹ *Ibid.*, p.56.

¹⁰ *Ibid.*, p. 57.

¹¹ Further information on Access Arrangements for EAL students can be found on QCDA's website [http://www.qcda.gov.uk/resources/assets/June_access_arrangements_guide.pdf]

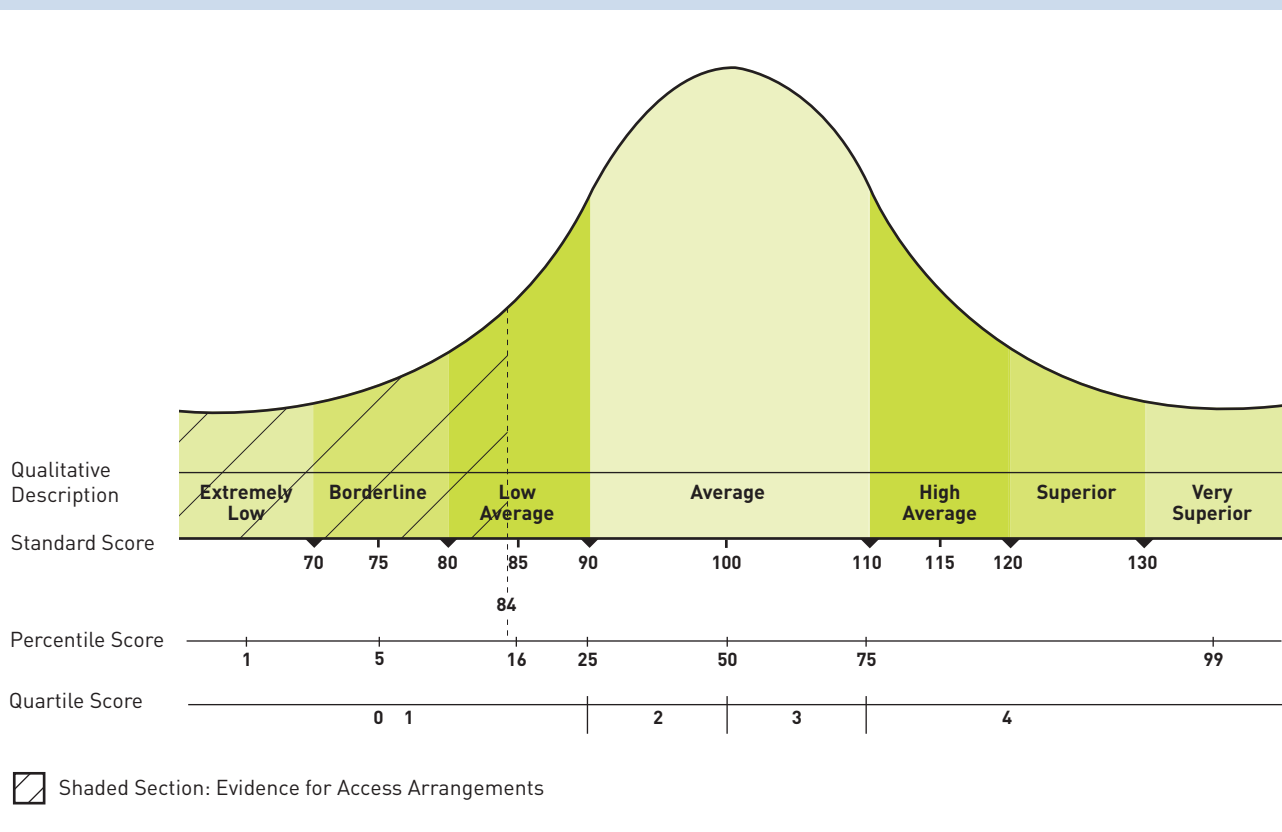
What standardised scores mean and why they are important for your application process:

Standard scores must be provided as evidence of below average performance. A standard score is converted from the frequency distribution of raw scores for any one age group. This allows comparison of an individual's performance against their age group.

Standard scores have a mean of 100 and a standard deviation of 15. The JCQ has selected a cut-off point of 1 standard deviation below the mean to differentiate between average and below average performance. This shows that a standard score of below 85 is indicative of below average performance.

Standard scores can sometimes be presented with a mean of 10 and a standard deviation of 3. According to the above chosen cut score, a standard score of below 7 indicates below average performance.

Each of Pearson's standardised assessments will produce a standardised or centile score that you can use as part of your application process.



Assessments Suitable for Access Arrangements and the Disabled Students' Allowance

Wechsler Individual Achievement Test - Second UK Edition for Teachers (WIAT-II^{UK}-T)

David Wechsler, 2006

The *WIAT-II^{UK}-T* provides a rich source of information about an individual's reading and spelling abilities. Incorporating three tests from the full *WIAT-II^{UK}* battery – Word Reading, Reading Comprehension and Spelling, it has been specifically adapted for teachers with training in special educational needs and JCQ assessors.

For general qualifications, the tests in *WIAT-II^{UK}-T* provide the information needed for an application for a reader, evidence for students who read slowly and who need extra time for reading to compensate for their difficulty, in addition to evidence of poor spelling that can contribute to an application for a scribe.

The *WIAT-II^{UK}-T* provides standardised scores for the following:

- **Single Word Reading:** This looks at letter identification, phonological awareness, letter-sound awareness, accuracy and automaticity of word recognition.
- **Reading Comprehension:** Stories and sentences include literal, inferential and lexical comprehension, oral reading accuracy and fluency and word recognition in context.
- **Reading Speed:** Standard scores for 6 to 16 years 11 months. Words per minute (WPM) can also be recorded for the full age range.
- **Single Word Spelling:** Includes letter-sound correspondence for vowels, consonants and consonant blends, regular and irregular words, contradictions and high-frequency homonyms.

The *WIAT-II^{UK}-T* can provide evidence that a student is performing below average in accuracy and legibility. This assessment can also be used for stating purposes and establishing general literacy levels.

Complete kit: Includes examiner's manual, stimulus book and a pack of 25 record forms in a bag.



Overview: Assess single word reading, reading comprehension, reading speed and spelling in one assessment

Age Range: 4 to 85 years
(17 to 85 years US norms)

Administration: Individual (Group - spelling only) - 30 to 40 minutes

Qualification code: CL2R

Suitable for DSA: Yes

Suitable for access arrangements: Yes

Did you know?

The *WIAT-II^{UK}-T* provides up-to-date UK norms for children and adolescents. (17-85 years US norms) Based on 800 children, across all geographic regions, the data accurately represents the current UK population aged 4 to 16 years 11 months according to the 2001 UK census data.

Gray Oral Reading Tests - Fourth Edition (GORT-4)

J Lee Wiederholt and Brian R Bryant, 2001

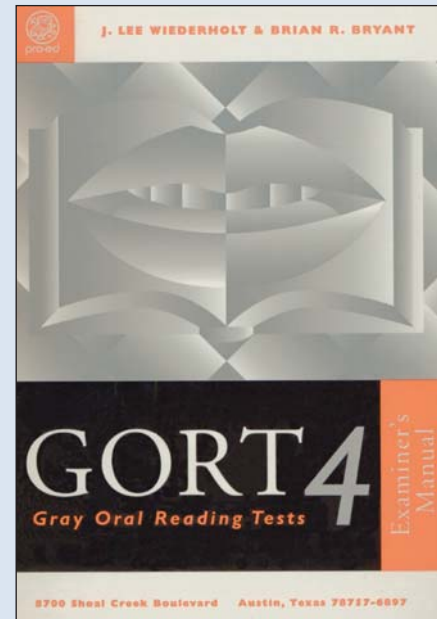
Identify students who may have oral reading difficulties with the *Gray Oral Reading Tests, Fourth Edition (GORT-4)*.

The *GORT-4* test consists of two parallel forms, each containing 14 developmentally sequenced reading passages with five comprehension questions. Students read the passages aloud and answer the questions aloud, with the administrator marking the student's answers on the record form.

The test produces a Fluency Score which is derived by combining the reader's performance in Rate (time in seconds taken to read each passage) and Accuracy (number of deviations from print made in each passage). An Oral Reading Comprehension Score is also generated from the number of correct responses made to the comprehension questions.

Scores are reported in terms of standard scores, percentile rank and age equivalents making them ideal for access arrangement applications.

The two forms of the test allow you to study an individual's oral reading progress over time.



Overview: Measure oral reading comprehension

Age Range: 6 to 18 years 11 months

Administration: Individual - Untimed

Qualification code: CL3

Suitable for DSA: Yes

Suitable for access arrangements: Yes

Complete kit: Includes manual, student book, 25 of each of the profile/response forms for A and B in a sturdy storage box.

ASSESSMENTS

Gray Silent Reading Tests (GSRT)

J Lee Wiederholt and Ginger Blalock, 2000

The *Gray Silent Reading Tests (GSRT)* will help you to quickly and efficiently measure an individual's silent reading comprehension ability.

This test consists of two parallel forms, each containing 13 developmentally sequenced reading passages with five multiple-choice questions. Each form of the test yields raw scores, age equivalents, percentiles and a Silent Reading Quotient.

The two forms of the test also allow you to study an individual's reading progress over time. The *GSRT* can be used in a variety of settings such as secondary school, primary settings and post secondary environments and provides a score for comprehension that can be used for access arrangement applications.

Overview: Measure silent reading comprehension

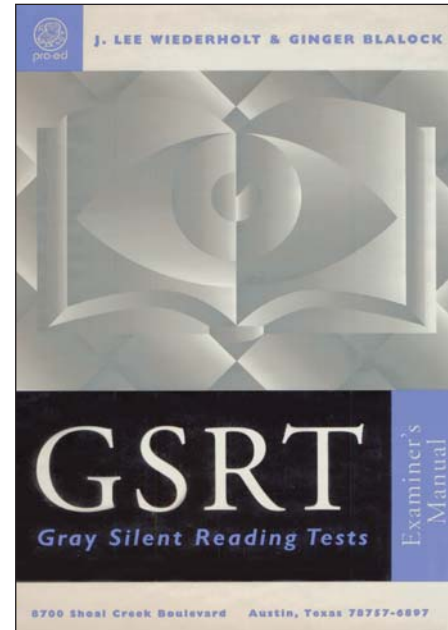
Age Range: 7 to 25 years

Administration: Individual or Group - Untimed

Qualification code: CL3

Suitable for DSA: Yes

Suitable for access arrangements: Yes



Complete kit: Includes manual, 25 profile/response forms, 10 each of the reading book forms A and B in sturdy storage box.



Did you know?

This assessment can be group administrated easily.

READING TESTS

Adult Reading Test (ART)

Peter Brooks, John Everatt and Rob Fidler, 2004

Developed at the University of Roehampton, the *Adult Reading Test (ART)* is designed to assess the literacy skills of adults.

The *ART* consists of a prose reading test with 5 passages and corresponding questions, which increase in difficulty as the student progresses through the test. There is also an extension passage and a pre-entry passage available if required.

The results provide a measure of reading accuracy, reading comprehension, speed of reading and speed of writing, using centile scores.

ART was standardised on a UK student population attending Further and Higher Education colleges/universities in the South East of England.

BESTSELLER



Overview: Assess adult reading skills

Age Range: 16 years to 55 years

Administration: Individual - untimed

Qualification code: CL2R

Suitable for DSA: Yes

Suitable for access arrangements: Yes

Complete kit: Includes reading booklet and examiner's manual with reproducible record forms.

Test of Word Reading Efficiency (TOWRE)

Joseph K Torgesen, Richard Wagner and Carl Rashotte, 1999

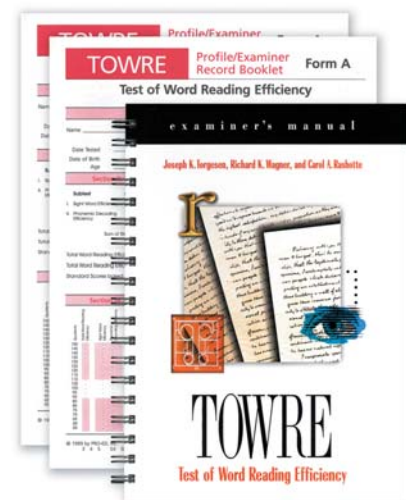
The *Test of Word Reading Efficiency (TOWRE)* is a reliable measure of reading rate (accuracy plus speed).

The *Test of Word Reading Efficiency* contains two subtests:

- **The Sight Word Efficiency (SWE) subtest** that assesses the number of real printed words that can be accurately identified within 45 seconds
- **The Phonetic Decoding Efficiency (PDE) subtest** that measures the number of pronounceable printed non-words that can be accurately decoded within 45 seconds.

Each subtest has two forms that are of equivalent difficulty, and either one or both forms of each subtest may be given depending upon the purposes of the assessment. Percentiles, standard scores, and age and grade equivalents are provided. Subtest standard scores have a mean of 100 and a standard deviation of 15. Age equivalents show the relative standing of individuals' scores.

The test can be administered very quickly and provides an efficient means of monitoring the growth of two kinds of word reading skills that are critical in the development of overall reading ability.



Overview: Measure word reading rate and accuracy

Age Range: 6 to 24 years 11 months

Administration: Individual - 5 to 10 minutes

Qualification code: CL2R

Suitable for DSA: Yes

Suitable for access arrangements: Yes

Complete kit: Includes manual, 25 form A record forms, 25 form B record forms, form A and form B word cards in a storage box.

Comprehensive Test of Phonological Processing (CTOPP)

BESTSELLER

Richard Wagner, Joseph K Torgesen and Carl Rashotte, 1999

The *Comprehensive Test of Phonological Processing (CTOPP)* can be used to assess:

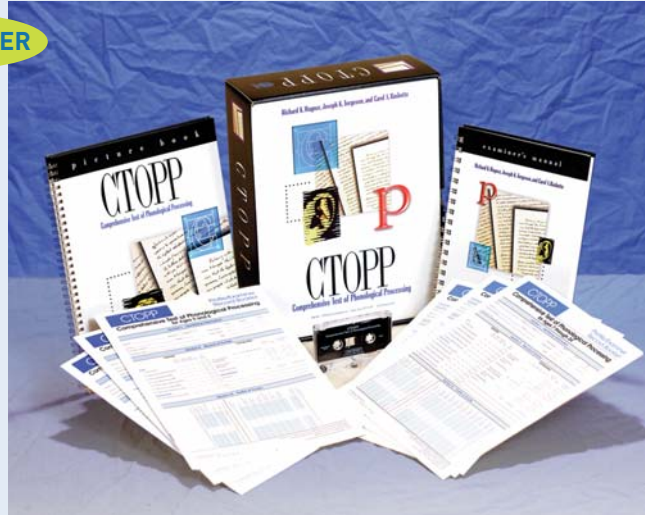
- **Phonological Awareness Quotient (PAQ)** measures an individual's awareness and access to the phonological structure of oral language.
- **Phonological Memory Quotient (PMQ)** measures an individual's ability to code information phonologically for temporary storage in working or short-term memory.
- **Rapid Naming Quotient (RNQ)** measures an individual's efficient retrieval of phonological information from long-term or permanent memory as well as the ability to execute a sequence of operations quickly and repeatedly.

The scores produced can be used to:

- Identify individuals who are significantly below their peers in important phonological abilities
- Determine strengths and weaknesses among developed phonological processes
- Document an individual's progress in phonological processing as a consequence of special intervention programmes
- Serve as a measurement device in research studies investigating phonological processing

The Rapid Naming Quotient in the CTOPP can be used to provide evidence of processing speed in access arrangement applications.

Complete kit: Includes examiner's manual, 25 profile/examiner record booklets for ages 5 to 6, 25 profile/examiner booklets for ages 7 to 24, picture book and CD ROM in a storage box.



Overview: Assess phonological skills

Age Range: 5 years to 24 years

Administration: Individual - maximum 30 minutes

Qualification code: CL3

Suitable for DSA: Yes

Suitable for access arrangements: Yes



Tests suitable as evidence for access arrangements from Pearson Assessment

| Detailed Assessment of Speed Handwriting 17+ | Raven's Educational | Kaufman Brief Intelligence Test - Second Edition | Automated Working Memory Assessment | Beery-Buktenica Developmental Test of Visual-Motor Integration, Fifth Edition Beery VMI (Page 24) | Wechsler Individual Achievement Test - Second UK Edition* | Wechsler Memory Scale - Fourth UK Edition* | Wechsler Adult Intelligence Scale - Fourth UK Edition* |
|--|---------------------|--|-------------------------------------|--|---|--|--|
| DASH 17+ (Page 20) | (Page 21) | KBIT-2 (Page 22) | AWMA (Page 23) | | WIAT-II ^{UK} (Page 25) | WMS-IV ^{UK} (Page 26) | WAIS-IV ^{UK} (Page 27) |
| | | | | | | | |
| | | | | | YES | | |
| | | | | | YES | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | YES | | |
| | | | | | | | YES |
| | | | YES | | | YES | |
| YES | | | | | | | |
| | YES | YES | | | | | |
| | YES | YES | | | | | |
| | | | | YES | | | |
| Individual or Group | Individual or Group | Individual | Individual | Individual or Group | Individual | Individual | Individual |

Where applications for DSAs are supported by appropriately reported evidence of SpLD from an approved assessor based on results of tests taken from this list, authorisation by LA Awards Officers should be straightforward. Assessors may use alternative tests on occasions where these are deemed necessary, and in such cases a justification for their use should be provided in the report. *Restricted use for CL1 psychologists.

Assessments currently accepted for the DSA

| | Wechsler Individual Achievement Test - Second UK Edition for Teachers WIAT-II ^{UK} T (Page 10) | Gray Oral Reading Test - Fourth Edition GORT-4 (Page 11) | Gray Silent Reading Test GSRT (Page 12) | Adult Reading Test ART (page 13) | Test of Word Reading Efficiency TOWRE (Page 13) |
|--|---|--|---|--|---|
| Reading - Single Word recognition | YES | | | | YES |
| Oral Reading | | YES | | YES | |
| Silent Reading | YES (if student chose to read comprehension passages silently) | | YES | | |
| Non-word Reading | | | | | YES |
| Spelling | YES | | | | |
| Underlying ability | | | | | |
| Working Memory | | | | | |
| Phonological Processing | | | | | |
| Speed of Processing | | | | | |
| Attainments in Numeracy | | | | | |
| Motor Control and Visual Perceptual Skills | | | | | |
| Group / Individual Assessment | Individual Group - Spelling only | Individual | Individual or Group | Individual | Individual |

Tests under consideration for the DSA

| | Detailed Assessment of Speed of Handwriting 17+ DASH 17+ (Page 20) | Raven's Progressive Matrices and Vocabulary Scales - Adult Version (Page 21) | Kaufman Brief Intelligence Test - Second Edition KBIT-2 (Page 22) |
|-------------------------------|--|---|---|
| Writing | YES | | |
| Underlying Ability | | | |
| Working Memory | | | |
| Speed of Processing | | | |
| Underlying Ability | | YES | YES |
| Group / Individual Assessment | Individual or Group | Individual or Group | Individual |

Tests suitable as evidence for the DSA from Pearson Assessment

| Comprehensive Test of Phonological Processing | Beery-Buktenica Developmental Test of Visual-Motor Integration, Fifth Edition Beery VMI (Page 24) | Wechsler Individual Achievement Test - Second UK Edition* | Wechsler Memory Scale - Third UK Edition* | Wechsler Adult Intelligence Scale - Third UK Edition* | Wechsler Abbreviated Scale of Intelligence* |
|---|---|---|--|---|---|
| CTOPP (Page 14) | | WIAT-II ^{UK} (Page 25) | WMS-III ^{UK} (See WMS-IV ^{UK} Page 26) | WAIS-III ^{UK} (Page 27) | WASI (Page 28) |
| | | YES | | | |
| | | YES (if student chose to read comprehension passages silently) | | | |
| | | YES | | | |
| | | YES | | | |
| | | | | YES | YES |
| | | | YES | YES | |
| YES | | | | | |
| YES | | | | YES | |
| | | YES | | | |
| | YES | | | | |
| Individual | Individual or Group | Individual | Individual | Individual | Individual |

| Intelligence Test - Edition | Automated Working Memory Assessment | Wechsler Memory Scale - Fourth UK Edition* | Wechsler Adult Intelligence Scale - Fourth UK Edition* |
|-----------------------------|-------------------------------------|--|--|
| WISC-2 (Page 22) | AWMA (Page 23) | WMS-IV ^{UK} (Page 26) | WAIS-IV ^{UK} (Page 27) |
| | | | |
| | | | YES |
| | YES | YES | YES |
| | | | YES |
| Individual | Individual | Individual | Individual |

We offer centres a number of standardised assessments that will help assess your students and highlight areas where they may have a specific learning difficulty. The following is a list of our most suitable access arrangement assessments in relation to the area of testing required. *Restricted use for CL1 psychologists.

| | Wechsler Individual Achievement Test - Second UK Edition for Teachers WIAT-II ^{UK} T (Page 10) | Gray Oral Reading Test - Fourth Edition GORT-4 (Page 11) | Gray Silent Reading Test GSRT (Page 12) | Adult Reading Test ART (page 13) | Test of Word Reading Efficiency TOWRE (Page 13) | Comprehensive Test of Phonological Processing CTOPP (Page 14) | Detailed Assessment of Speed of Handwriting DASH (Page 19) |
|-----------------------------|---|--|---|--|---|---|--|
| Reading | | | | | | | |
| Single Word Accuracy | YES | | | | YES | | |
| Comprehension | YES | YES | YES | YES | | | |
| Speed | YES | YES | | YES | | | |
| Spelling | | | | | | | |
| Accuracy | YES | | | | | | |
| Processing Speed | | | | | | YES | |
| Working Memory | | | | | | | |
| Handwriting Speed | | | | YES | | | YES |
| Non-Verbal Ability | | | | | | | |
| Verbal Ability | | | | | | | |
| Visual-Motor | | | | | | | |
| Group/Individual Assessment | Individual Group Spelling Only | Individual | Individual or Group | Individual | Individual | Individual | Individual or Group |

Detailed Assessment of Speed of Handwriting (DASH)

BESTSELLER

Anna Barnett, Sheila E Henderson, Beverly Scheib and Joerg Schulz, 2007

The *Detailed Assessment of Speed of Handwriting (DASH)* is an ideal assessment for providing evidence for access arrangements for General Qualifications.

For many students, difficulty with handwriting is a major constraint on success. Objective evidence can provide crucial information that can enable comparisons between students the same age to be made.

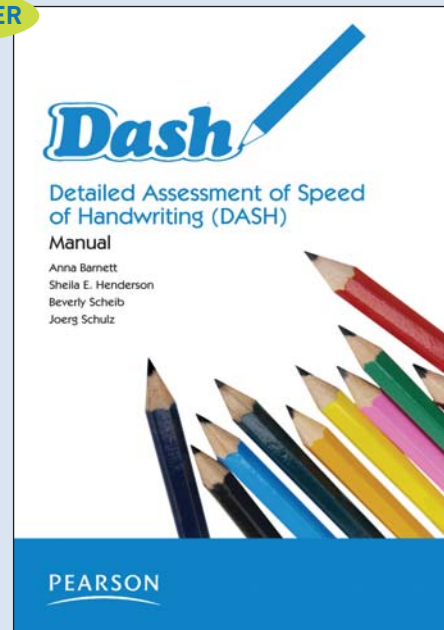
DASH includes five subtests, each testing a different aspect of handwriting speed. Four of the tests are writing tests – two involve the ability to alter speed of performance on two tasks with identical content, the third looks at the speed of producing well known symbolic material and the fourth is a free writing competency task. The fifth test is optional and examines fine motor and precision skills.

Subtest standard scores are provided as well as a total standard score.

“The DASH provides teachers and therapists with a reliable tool to assess children’s handwriting speed against the norms expected for their age. It can however provide more than simply speed results. Due to the differentiated nature of the tasks within the DASH, comparative performance on these tasks yields vital clues as to the nature and severity of speed problems.”

Angela Webb, Specialist Teacher

Visit www.psychcorp.co.uk/dash to download case studies.



Overview: Assess handwriting speed

Age Range: 9 years to 16 years 11 months

Administration: Group or individual - complete battery: maximum 30 minutes

Qualification code: CL3

Suitable for DSA: Under consideration

Suitable for access arrangements: Yes

Complete kit: Includes examiner’s manual, laminated reproducible test cards, a timer and 25 record forms in a bag



“A reliable tool to assess children’s handwriting speed.”

HANDWRITING

Detailed Assessment of Speed of Handwriting 17+ (DASH 17+)

Anna Barnett, Sheila E Henderson, Beverly Scheib and Joerg Schulz, 2010

The *DASH 17+* provides a reliable, age-appropriate measure of handwriting speed for students aged 17-25 years taking academic and vocational qualifications. This upwards extension of the *DASH* can identify students with slow handwriting and may assist in providing evidence when applying for access arrangements in examinations or the Disabled Students' Allowances.

Standardised subtest and composite scores are provided, based on data collected from a sample of 400 students in further and higher education across the UK in 2009.

Overview: Assess handwriting in HE and FE students

Age Range: 17 years to 25 years

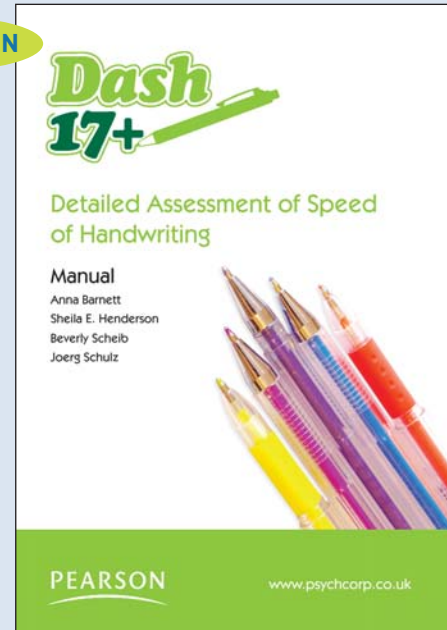
Administration: Group or individual - complete battery: maximum 30 minutes

Qualification code: CL3

Suitable for DSA: Under consideration

Suitable for access arrangements: Yes

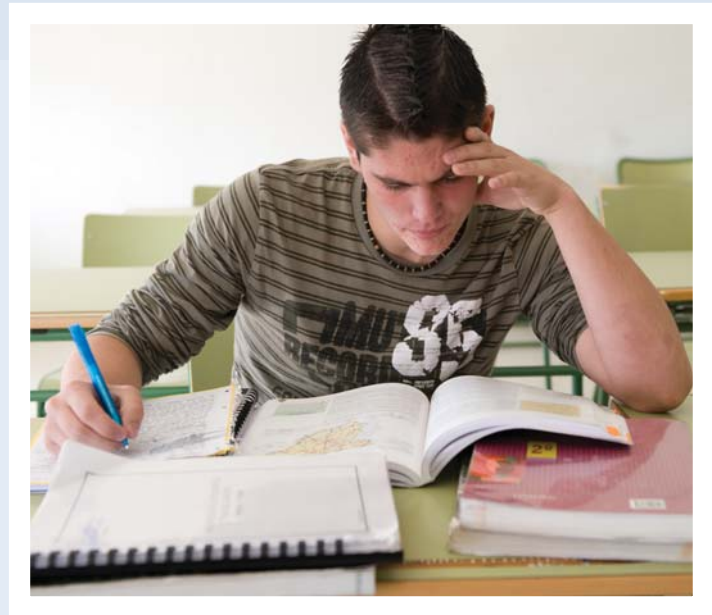
COMING SOON



Complete kit: Includes examiner's manual, laminated reproducible test cards, a timer, 25 record forms in a bag.

“The DASH project is another example of excellence... The assessment helps teachers spot students with slow handwriting so they can plan how best to support them.”

Oxford Brookes University News



DASH

Raven's Educational

UK NORMS

John C Raven et al, 2008

The newly updated *Raven's Educational* is widely used and can be applied in education settings to quickly assess general cognitive ability.

The *Raven's* can be used:

- To assist in establishing the need for Access Arrangements.
- As a baseline measure for individuals.
- As a non-verbal tool providing a fairer measure of ability for children from diverse language and cultural backgrounds, including those with EAL. (Progressive matrices subtest)

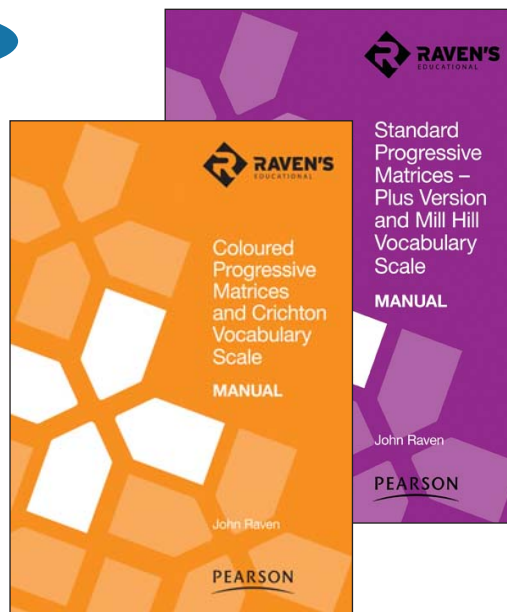
Raven's was restandardised in 2008 on a representative UK population.

The Progressive Matrices provide an assessment of non-verbal ability, an important feature for our ethnically diverse population, whilst the Vocabulary Scales provides scores in the verbal domain. The use of both scales allows a comparison to be made between verbal and non-verbal reasoning.

Visit www.psychcorp.co.uk/ravens and watch a video demonstration of the Raven's being administered.

CPM/ CVS complete kit: Includes CPM/ CVS manual, CPM stimulus booklet, 25 CPM record forms, 25 CVS record forms, CVS word card and CPM scoring acetate in a bag.

SPM+ / MHV complete kit: Includes SPM+ / MHV manual, SPM+ stimulus booklet, 25 SPM+ record forms, 25 MHV Form 1 record forms and SPM scoring acetate in a bag.



Overview: Measure non-verbal and verbal general ability

Age Range: CPM / CVS: 4 to 11 years; SPM+ / MHV: 7 to 18 years

Administration: Individual or Group

Qualification code: CL3

Suitable for DSA: No – See Raven's Adult version

Suitable for access arrangements: Yes

Also available

Raven's Progressive Matrices and Vocabulary Scales - Adult Version

John C Raven et al, 1998

The *Raven's Progressive Matrices and Vocabulary Scales* can be used as an assessment of non-verbal and verbal ability for adults. Together these two components measure an adults 'General Ability'.

Percentile scores are provided.

Standard Progressive Matrices (SPM) (for use with the general population)

Mill Hill Vocabulary Scale (MHV) (for use with SPM)



SPM / MHV complete kit: Includes general manual, SPM manual, MHV manual, SPM Classic test booklet, 20 MHV record forms (1 Senior), 20 SPM Classic Easy Score record forms.

Overview: Measure two major components of general ability

Age Range: Adult

Administration: Individual or Group - timed (40 minutes) or untimed

Qualification code: CL2R

Kaufman Brief Intelligence Test, Second Edition (KBIT-2)

Alan S Kaufman and Nadeen L Kaufman, 2004

The *Kaufman Brief Intelligence Test, Second Edition* is a highly reliable and well-normed assessment of intelligence. Developed by leading cognitive ability experts Alan and Nadeen Kaufman, the test provides a measure of both verbal (crystallised) and non-verbal (fluid) abilities.

You can use *KBIT-2* to:

- Estimate an individual's verbal versus non-verbal intelligence.
- Obtain a quick estimate of intelligence.
- Re-evaluate the intellectual status of a student who previously received thorough cognitive assessment.
- Identify high-risk younger students, who require a more comprehensive evaluation, through large-scale screening.
- Obtain a quick estimate of the intellectual ability of adults in institutional settings, such as prisons, group homes, rehabilitation clinics or mental health centres.

The crystallized (verbal) scale contains two item types: Verbal Knowledge and Riddles whilst the fluid (non-verbal) scale is a matrices subtest. All Matrices items contain pictures and abstract designs allowing non-verbal ability to be assessed even when language skills are limited.

Scores provided on a familiar scale where mean equals 100 and standard deviation is equal to 15.



Overview: Measure of verbal and nonverbal cognitive ability

Age Range: 4 years to 90 years

Administration: Individual - 20 minutes

Qualification code: CL2R

Suitable for DSA: Under consideration

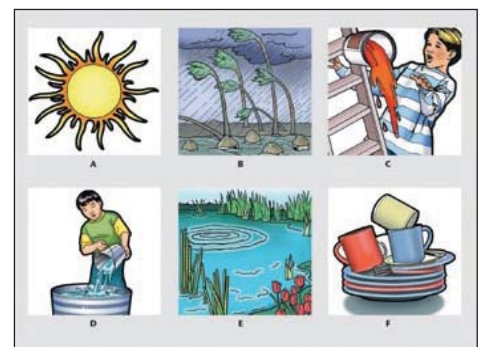
Suitable for access arrangements: Yes

Complete kit: Includes manual, stimulus book, 25 record forms in a bag.

Did you know?

The *KBIT-2* is co-normed with the brief achievement test, *KTEA-II Brief Form*, for ages 4 years 6 months to 90 years +.

You can read more about the authors and the range of tests they have developed on the *KBIT-2* product page at www.psychcorp.co.uk.



Example full-colour art from verbal knowledge subtest.

Automated Working Memory Assessment (AWMA)

COMPUTER-BASED ASSESSMENT

Tracy Packiam Alloway, 2007

Working memory abilities are closely associated with a wide range of measures of academic ability, including literacy and mathematics. The majority of those with recognised learning difficulties in these areas have working memory impairments. When applying for access arrangements or reasonable adjustments the AWMA provides evidence that can be used for working memory.

The AWMA is an innovative computer-based assessment of working memory skills, with a user-friendly interface. This tool provides a practical and convenient way for teachers and psychologists to screen for significant working memory problems from childhood through to early adulthood.

"The scoring being done for you is brilliant."

Judith, Educational Psychologist

This tool has fully automated administration with a pre-set testing sequence. The test scores are calculated by the computer program, and an interpretation of how their working memory scores will affect their learning is provided.

"With some of the staff now trained to identify problems, we have the knowledge and tools to carry out a proper assessment and have the skills to help these children be more successful in school. We are already beginning to see children in a different light knowing more about the difficulties faced by children with impaired working memory... We think these new ways of learning can help both the teacher and the children to successfully complete their work."

Chris Evans, Headteacher, Lakes Primary School in Redcar, Cleveland, *The Guardian*

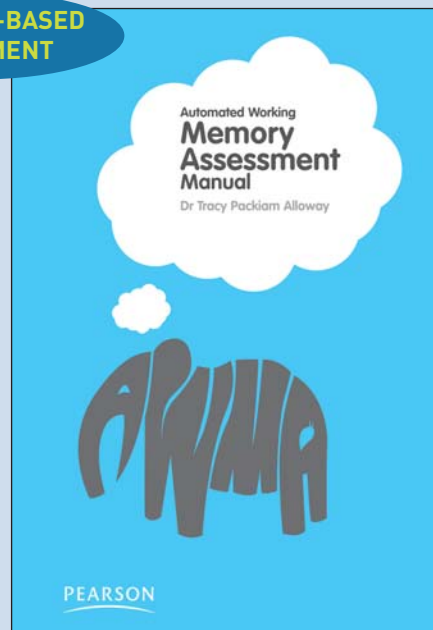
"The AWMA also has significant value as a measuring tool... It is easy to use and because the scoring and profile are automatically generated valuable time is saved. The profiles can give a good indication of what the nature of the learning difficulty is likely to be. The children find this medium of assessment less threatening. There are no extra costs involved in replacing any score sheets etc."

"We are now in the process of adopting the AWMA as a generic tool for all the advisory teachers in the service to use as an integral part of any assessment they do."

Jennie Whelan, Head of SEN & Disability Inclusion Service (SENDIS)

Download a free demo of two of the AWMA subtests at www.psychcorp.co.uk, where you can also find out more about the *Working Memory Rating Scales* also by Tracy Packiam Alloway.

Complete kit: Includes manual, scorebook, program (CD software with one year's licence) and a free copy of *Understanding Working Memory: A Classroom Guide*.



Overview: Effectively screen for working memory impairments

Age Range: 4 years to 22 years

Administration: Individual - Screener: 5 to 7 mins; Short form: 10 to 15 mins; Long form: 45 mins

Qualification code: CL3

Suitable for DSA: Under consideration

Suitable for access arrangements: Yes

Tracy Alloway was winner of the prestigious Joseph Lister Award in 2009, you can read her blog at <http://tracyalloway.com/>

Beery-Buktenica Developmental Test of Visual-Motor Integration, Fifth Edition (Beery VMI)

Keith E Beery, Norman A Buktenica and Natasha A Beery, 2006

The *Beery VMI* helps assess the extent to which individuals can integrate their visual and motor abilities. The Short Format and Full Format tests present drawings of geometric forms arranged in order of increasing difficulty that the individual is asked to copy.

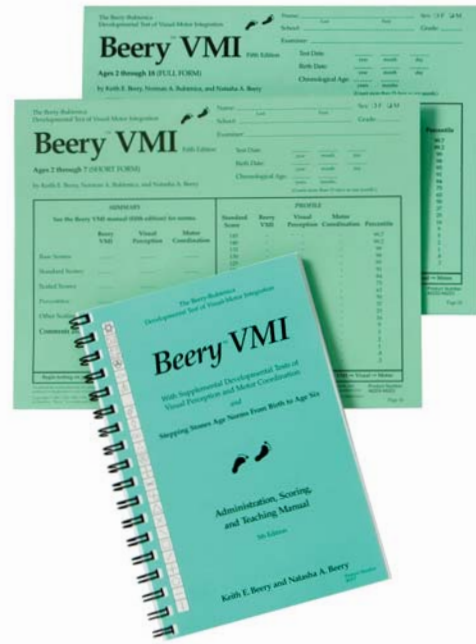
The *Beery VMI* series provides supplemental Visual Perception and Motor Co-ordination tests, which use the same stimulus forms as the Short Format and Full Format tests. These optional assessments are designed to be administered after results from the Short Format or Full Format test show the need for further testing, to help compare an individual's test results with relatively pure visual and motor performances. (One or both of the supplemental tests may be used.)

A statistical comparison of results from all three tests can be quickly and easily made on the graphic profile provided in the test booklets.

As a culture-free, non-verbal assessment, the *Beery VMI* is useful with individuals of diverse environmental, educational, and linguistic backgrounds.

Norms

The *Beery VMI* was standardised on 2,512 individuals in the U.S. aged 2 years to 18 years and 1,021 adults aged 19 years to 100 years, and has proven reliability and validity. Updates of medical neuropsychological, international and other studies are also reported in this section.



Overview: Assess visual-motor skills

Age Range: 2 years to 100 years

Administration: Individual and Group - Short and Full Format tests: 10-15 minutes each; Visual and Motor tests: 5 minutes each

Qualification code: CL2R

Suitable for DSA: Yes

Suitable for access arrangements: Yes

Children's starter set: Includes manual, 10 full forms, 10 short forms, 10 visual perception forms and 10 motor co-ordination forms

Adult starter set: Includes manual, 10 full forms, 10 visual perception forms and 10 motor co-ordination forms

Teaching materials starter kit: Includes My Book of Shapes, My Book of Letters and Numbers, Developmental Teaching Activities, Developmental Wall Chart and 25 Stepping Stones Parent Checklist

BEERY VMI

Wechsler Individual Achievement Test - Second UK Edition (WIAT-II^{UK})

David Wechsler, 2005

Using one comprehensive test, the *WIAT-II^{UK}* can be used by educational psychologists to examine reading, language and numerical attainment. A statistically robust assessment, the test produces standardised scores that provide reliable evidence for access arrangement applications in the areas of Reading (single word accuracy, comprehension and speed) and Spelling (accuracy).

The *WIAT-II^{UK}* provides:

3 measures of reading:

- Word Reading
- Reading Comprehension
- Pseudoword Decoding

2 measures of numerical attainment:

- Numerical operations
- Mathematical Reasoning

2 measures of written language attainment:

- Spelling
- Written Expression

2 measures of oral language attainment:

- Listening comprehension
- Oral expression

Updated and standardised in 2005 the *WIAT-II^{UK}* has an expanded age range, more comprehensive items and streamlined test materials.

Need a test for adult examinees?

Whilst the *WIAT-II^{UK}* was standardised on clients aged 4 years to 16 years 11 months in the UK, Adult norms from the U.S study are available from 17 to 85 years.



Overview: The most comprehensive UK-normed assessment tool for literacy and numeracy

Age Range: 4 to 16 years 11 months (U.S adult norms are available from 17 to 85 years)

Administration: Individual - 45 to 90 minutes depending on the age of the examinee

Qualification code: CL1- product restricted for use by educational and clinical psychologists

Suitable for DSA: Yes

Suitable for access arrangements: Yes

Complete kit: Includes examiners manual, UK scoring and normative supplement, stimulus book 1, stimulus book 2, pseudoword CD, 25 record forms, 25 response booklets, pseudoword card and word card in a bag.



Visit the *WIAT-II^{UK}* product page at www.psychcorp.co.uk to download information on Reading Scores for access arrangements, sample reports and our product presentation.

Wechsler Memory Scale - Fourth UK Edition (WMS-IV^{UK})

NEW

David Wechsler, 2010

"I warmly recommend the WMS-IV to any practitioner or researcher who has a keen interest in understanding the complexities of memory, and in applying the most up-to-date assessments to benefit their clinical and research practice. It should provide an invaluable further tool in the repertoire of clinical and research assessments available."

Professor Jane L. Ireland,
School of Psychology, University of Central Lancashire, UK

The WMS-IV^{UK} provides the most comprehensive measure of adult memory that can be used as evidence to apply for access arrangements. This fourth edition has improved clinical utility, helping clinicians to evaluate memory capabilities as part of a standard adult psychological evaluation.

The WMS-IV^{UK} has new norms for 16-90 year olds, and now contains four new subtests; Spatial Addition and Symbol Span, (the working memory test is now completely visual) Design Memory (an improved assessment of visual memory) and General Cognitive Screener (for a quick evaluation of significant cognitive impairment).

Complete kit: Includes admin manual, stimulus books 1 and 2, adult battery record forms (25), older adult battery record forms (25), response booklets (25), memory grid, scoring template in envelope, designs and spatial addition cards, WAIS-IV/WMS-IV online training and WMS-IV US technical manual in a backpack.

Did you know?

The WMS-IV^{UK} has been co-normed with the new WAIS-IV^{UK}, see page 27. Both these tests can be computer scored using our Scoring Software and Report Writer. Simply enter in your raw data and the software generates the reports you need and analyses the results for you.



FREE
WAIS-IV^{UK} /
WMS IV^{UK}
online training
included.

Overview: Assess verbal and non-verbal memory abilities in adults

Age Range: 16 years to 90 years 11 months

Administration: Individual - 75 minutes

Qualification code: CL1 – product restricted for use by educational and clinical psychologists

Suitable for DSA: WMS-III^{UK} – Yes; WMS-IV^{UK} – Under consideration

Suitable for access arrangements: Yes

Wechsler Adult Intelligence Scale - Fourth UK Edition (WAIS-IV^{UK})

NEW

David Wechsler, 2010

"The WAIS-IV^{UK} is a timely and crucial development in continuing to examine general cognitive ability. It is a user-friendly, robust and well developed tool. In my opinion it really is top of its class. It is a must for any psychologist who wishes to conduct an assessment of an individual's cognitive abilities, or any researcher interested in this tool as part of their research. It is something which is highly recommended." Dr. Carol A. Ireland, Chartered Forensic Psychologist and Chartered Scientist, Chair of the Division of Forensic Psychology

The WAIS-IV^{UK} has been developed to provide you with the most advanced measure of cognitive ability. Key features of this new edition are a 15% reduced administration time, updated norms for ages 16-90 years, improved clinical utility, new subtests and items and improved measures of Working Memory, Processing Speed and Fluid Reasoning – key when applying for extra time for access arrangements.

The test is also invaluable to those users who are interested in how to engage with students, who experience challenges in cognitive abilities, following this assessment.

The WAIS-IV^{UK} has been aligned with the popular WISC-IV^{UK} and reflects current theory regarding cognitive abilities. The core battery consists of ten subtests that yield the Full Scale Intelligence Quotient (FSIQ) and four Index Scores. The battery also provides a General Ability Index.

Complete kit: Includes admin manual, stimulus books 1 and 2, response books 1 and 2, pack of 25 record forms, symbol search key in envelope, coding search key in envelope, cancel scoring template in envelope, WAIS-IV/WMS-IV online training, WAIS-IV^{US} technical manual and block design set in a backpack.



FREE
WAIS-IV^{UK} /
WMS IV^{UK}
online training
included.

Overview: Measure adult intellectual ability

Age Range: 16 years to 90 years 11 months

Administration: Individual - 75 minutes

Qualification code: CL1 – product restricted for use by educational and clinical psychologists

Suitable for DSA: WAIS-III^{UK} – Yes; WAIS-IV^{UK} – Under consideration

Suitable for access arrangements: Yes



Wechsler Abbreviated Scale of Intelligence (WASI)

David Wechsler, 1999

The WASI meets the demand for a reliable and brief measure of intellectual ability in clinical, educational and research settings for ages 6 to 89 years.

This efficient assessment yields traditional verbal, performance and full scale IQ scores and is linked to the WAIS-III^{UK} and WISC-III^{UK}. This linkage allows you to estimate a range of full-scale IQ scores on the comprehensive batteries and increases the WASI's clinical utility.

The WASI is unique because it allows you to choose whether to use the four or two subtest format, which provides you with control over administration time and depth of assessment.

The four-subtest form results in FSIQ, VIQ, and PIQ scores and can be administered in as little as 30 minutes.

The **PIQ score** includes two different types of performance measures for richer information; Matrix Reasoning for measuring non-verbal fluid abilities and Block Design for measuring visumotor/coordination skills.

The **Vocabulary and Similarities subtests** compose the Verbal Scale and yield the Verbal IQ, which is a measure of crystallised abilities.

The two-subtest form provides an estimate of general intellectual ability and can be administered in about 15 minutes. This form includes Vocabulary and Matrix Reasoning and provides only the FSIQ score.

It is the perfect instrument for quickly measuring your student's general level of cognitive functioning.



Overview: Obtain a reliable and brief measure of intelligence

Age Range: 6 years to 89 years

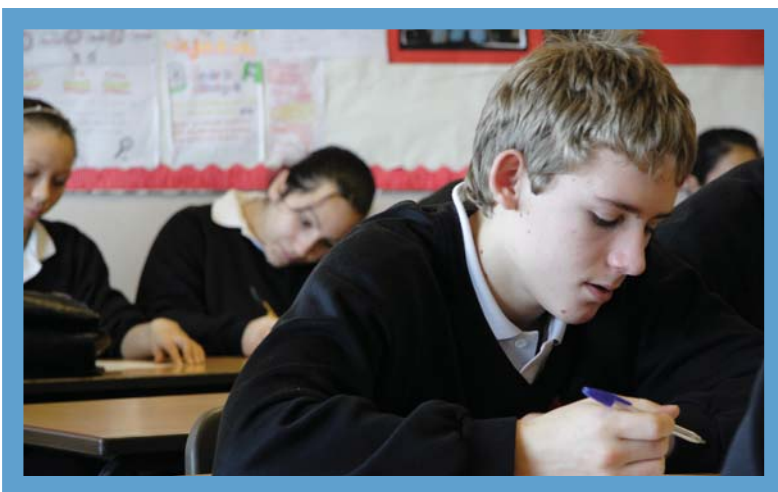
Administration: Individual - Four Subtest Form = 30 minutes; Two Subtest Form = 15 minutes

Qualification code: CL1- product restricted for use by educational and clinical psychologists

Suitable for DSA: Yes

Suitable for access arrangements: No

Complete kit: Includes manual, stimulus booklet, 25 record forms, and set of 9 blocks in canvas bag.



Useful links and contacts

For further information on access arrangements please refer to JCQ's website at www.jcq.org.uk

You may also find the following sites of help and interest:

Pearson Assessment

www.psychcorp.co.uk/accessarrangements

Qualifications and Curriculum Development Agency (QCDA)

<http://www.qcda.gov.uk/>

DirectGov

www.direct.gov.uk/en/index.htm

Disabled Students' Allowances

http://www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/HigherEducation/DG_10034898

Equality and Human Rights Commission (EHRC)
www.equalityhumanrights.com

Communicate Ed

www.communicate-ed.org.uk/

PATOSS

www.patoss-dyslexia.org/index.html

Sir Jim Rose, 'Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties'

<http://publications.dcsf.gov.uk>

Introducing Communicate-ed



Communicate-ed is a company specialising in the training of education professionals who work in the area of special needs.

Since Communicate-ed was established in 2002 over 98% of our delegates on our courses have awarded us 4/5 or 5/5 on our course evaluation forms. We have had four key aims:

- To make available practical, value-for money, relevant training for education professionals involved in the area of Special Needs
- To raise funds for charity projects which support educational opportunities, particularly for those caught in poverty in the UK and overseas. To date we have been able to donate over £250,000.
- To provide work for our staff
- To run a viable business

Our reputation has been built upon our courses dealing with Examination Access Arrangements. These are suitable for everyone involved in Access Arrangements, including Specialist Teachers who are named by their Head of Centre to carry out these assessments, SENCos, Examinations Officers and Educational Psychologists working at school and FE level.

However, Communicate-ed now runs courses on a wide variety of subjects related to supporting students with special needs, for example, Selecting, Using and Interpreting Standardised Tests, Supporting Students with Asperger's Syndrome, and Identification and Support of Students with Dyslexia. Our trainers are also available to run tailor-made courses for schools, colleges, local authorities or support services.

For more details please contact Debbie Pollard at:

Email: admin@communicate-ed.org.uk

Web: www.communicate-ed.org.uk

Telephone: 0845 331 1492

"I would thoroughly recommend this course to all – clear, interesting, informative, with engaging speaker, who has obvious in depth knowledge, a true expert in the field."
Head of Learning Support

"Absolutely superb, don't change anything!"
Specialist Teacher

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Pearson Assessment's E-newsletter – Have you got yours?

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To register please visit www.psychcorp.co.uk/enewsletters



Qualification codes

Pearson Assessment publishes a wide variety of tests for all kinds of users and we differentiate assessment products by classifying them as CL1, CL2, CL2R or CL3 instruments. Depending on qualifications and training the second part of your registration number, the qualification code, will be CL1, CL2, CL2R or CL3. In order to establish which tests are available to you, simply compare your training code against the product qualification code.

CL3 tests, in general, are those which do not require an individual to have advanced training in assessment and interpretation. Qualified teachers or FE practitioners with NVQ level 3 or above would be given this code.

CL2R tests require a further JCQ approved or similar qualification in special educational needs.

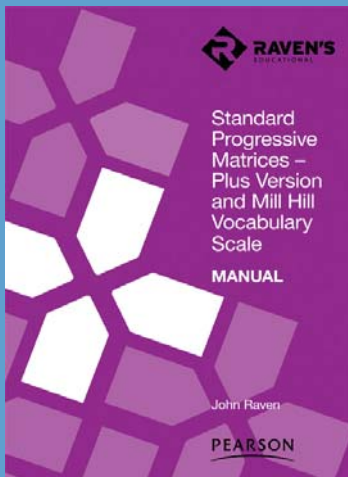
CL2 tests may be purchased by individuals who are certified by a professional organisation recognised by Pearson Assessment or have a graduate and/or post graduate qualification relevant to their profession. This qualification code would encompass all psychologists other than those mentioned for CL1, speech or occupational therapists, mental health professionals and health practitioners.

CL1 tests require professional post graduate qualification and training in Clinical or Educational psychology. They are also available to Chartered Occupational Psychologists and individuals with a relevant PhD.

Access is considered for professionals with certification of in-house training by a Chartered Clinical Psychologist within certain government services. The list below shows which tests are available to you within your training code:

| Your Code | Available Product Codes |
|-----------|-------------------------|
| CL1: | All products |
| CL2: | CL2, CL2R, CL3 |
| CL2R: | CL2R, CL3 |
| CL3: | CL3 |

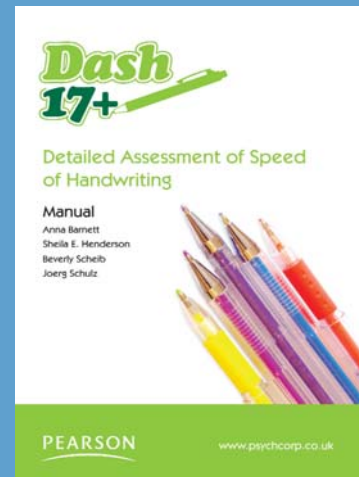
Pearson Assessment, providing effective solutions to support your learners



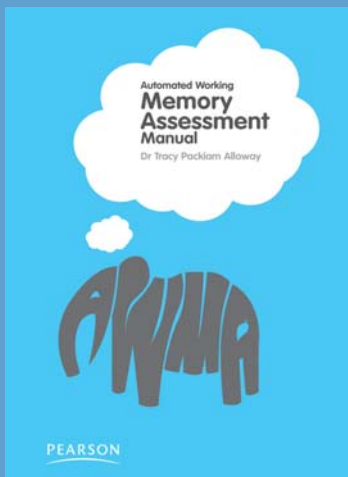
Raven's Educational – Page 21



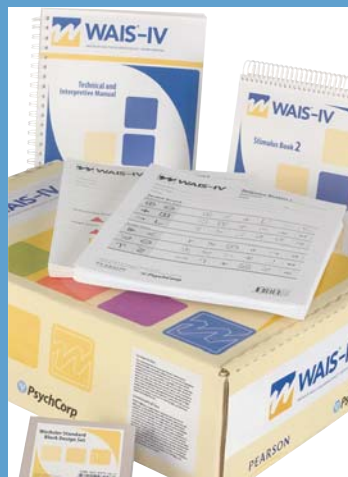
Wechsler Individual Achievement Test - Second UK Edition for Teachers – Page 10



Detailed Assessment of Speed of Handwriting 17+ – Page 20



Automated Working Memory Assessment – Page 23



Wechsler Adult Intelligence Scale - Fourth UK Edition – Page 27



Kaufman Brief Intelligence Test, Second Edition – Page 22

www.psychcorp.co.uk/accessarrangements

For further information on our assessments please see our new 2010 catalogues. You can now order a copy online at www.psychcorp.co.uk or by calling 020 7010 2875.

Pearson Assessment, 80 Strand, London, WC2R 0RL

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from PEARSON