

REMOTE ASSESSMENT IN THE IDENTIFICATION OF SPECIFIC LEARNING DIFFICULTIES MARCH 2021

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Assessors are expected to read the following guidance in full.

HEADLINE MESSAGES

- Evaluations of Need (EoNs), produced up to and including **30th June 2021** will continue to be acceptable evidence in support of an application for the Disabled Students' Allowance. This extended period is intended to provide assessors the time to acquire appropriate training, test materials and technological equipment to support diagnostic assessment via remote online platform.
- From **1st March 2021**, diagnostic assessments, carried out in person (face-to-face), by remote video platform (remote assessment¹) or a combination of both methods, and which **follow the recommended SASC report formats to reach diagnostic conclusions regarding the evidence for a specific learning difficulty** will be accepted as evidence for application for the Disabled Students' Allowance.

¹ Also referred to as *telepractice* by some test publishers.

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- Assessors using modified procedures for test administration via remote online platform or face to face assessment following COVID secure procedures, should detail any and all modified procedures in their report, and make professional judgements about the reliability and validity of obtained assessment information. Assessment practices that most closely follow how the test was standardised are preferred.
- Given that assessments carried out in person (face-to-face), by remote video platform (remote assessment) or a combination of both methods are acceptable, a revised statement should now be used as part of the signed declaration.

The assessor and author of this report:

- Is a qualified specialist teacher and / or psychologist holding an approved qualification **and either** a current Specific Learning Difficulties (SpLD) Assessment Practising Certificate **or** is Health and Care Professions Council (HCPC) registered.
 - Certifies that this assessment has been conducted and the report written in accordance with the SpLD Assessment Standards Committee (SASC) current guidelines for diagnostic assessment and report writing.
 - Has personally (i) administered in a confidential face-to-face **and/or** remote (delete as appropriate) setting, (ii) scored and (iii) interpreted all the tests used in this assessment.
- In the Test Conditions section of the report, there should also be a description of the test setting, and any potential impact on performance and/or assessment outcomes. If an assessment is carried out entirely face to face, then this should be actively stated in the test conditions section. If it is all done entirely remotely, this should be noted. If a blended method of administration is used, reports must make clear which parts of the assessment were done face to face, and which parts online.
 - Diagnostic assessments completed via remote online platform from March 2020 previously rejected by the SLC for not containing the qualifying EoN statement, may be re-submitted to SLC as evidence for a SpLD, provided they follow the recommended SASC report format and describe any modifications to administration procedures necessitated by remote assessment.
 - SASC has published **new guidance regarding basic standards in remote assessment** (see below), containing updated advice for providing diagnostic assessment by remote online platform and EoNs during the transition period.
 - For all assessors working in the field of SpLD, it is becoming increasingly clear that there is evidence that children at primary schools are being affected by learning loss during the pandemic, with those ages 6 and 7 most likely to fall behind in maths, reading and writing. Assessors will need to take this into consideration when interpreting test performance so that all possible reasons for low scores are considered and appropriate recommendations made.

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CONTEXT

In March 2020, Evaluations of Need (EoNs) carried out by remote video platform (remote assessment) were recommended by SASC and adopted by the Department for Education and the Student Loan Company as a **temporary** solution to the issue of conducting assessment via remote video platform during the COVID crisis.

At that point, SASC considered, in detail, the possibilities and difficulties of covering all elements of full assessment for a specific learning difficulty via remote online platform. The review included suitability for and availability of the typical range of tests used in an assessment for a suspected specific learning difficulty via remote administration, minimum requirements in audio-visual equipment and technologies, issues in safeguarding and data-protection, the need for preparation and training in the use of tests remotely, and reporting considerations. Guidance for assessors was published on the SASC website.

At the beginning of the pandemic in the UK, assessment via remote online platform represented a new way of working for many, if not most, assessors in the field. The reliability and validity of using tests originally standardised using a face-to face methodology was not known. A full range of tests most commonly used in the assessment of suspected specific learning difficulties suitable for use online was not available to all assessors in the field. Given these restrictions, SASC concluded that EoNs, identifying a developmental history of need alongside the impact of difficulties, but containing a caveat regarding the assessor's evidence to make a clear, definitive diagnosis, would at least provide a path to eligibility for the DSA and ensure students had access to this support during the pandemic.

In response to the continuing situation with COVID 19, on 13/08/2020 the DfE extended the period in which Evaluations of Need (EoNs) could be submitted as evidence for an application for the Disabled Students' Allowance to 31/12/2020. In November 2020, the period was further extended to 31st March 2021. In consultation with SASC, the DfE has now reviewed its approach to EoNs and the acceptability of assessment conducted online as evidence for an application for the Disabled Students' Allowance.

RATIONALE FOR CHANGES

Since March 2020 SASC has been engaged in extensive discussion and consultation with the professional bodies represented on its Board, other professional organisations, agencies and individuals providing assessments and its own membership, concerning the viability of assessment for suspected SpLDs by remote video platform.

Assessors working remotely have had to make rapid adjustments to their working practices. They have been highly resourceful in acquiring new skills in a relatively short time period. Some organisations and individuals offering assessment have been working very hard to formulate policies and procedures for offering assessment online. Some have reported positive feedback from students and some interesting, unexpected, and useful observations.

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Over the past 11 months, as assessors explored and gained more experience in this mode of working, some key changes occurred.

- Sufficient tests **are** now available for use via a remote online platform to carry out full assessments and reach confident diagnostic conclusions, both for children and adults.
- The impact of COVID 19 has been such that remote assessment, as an option for assessors and clients, is here to stay. SASC will continue to evaluate the possibilities and problems associated with this mode of assessment and to promote guidelines and safeguards for those wishing to use this mode of working after face-to-face assessment becomes possible again in the majority of circumstances. See below: **'Guidance and Standards for Assessment carried out via Remote Online Platform.'**
- While the COVID situation is driving innovation in assessment, adopting remote assessment is a major change for many assessors. Many will require training and will need time to prepare and practise this mode of assessment. Not all assessors will choose to use this mode of assessment (especially the recently qualified) but those who do will want to ensure that they can offer an experience equivalent in standards and reliability to in-person (face-to-face) assessment.
- Frequent remote platform computer-use has implications for physical health, mental load and work-life balance. An admirably positive and enthusiastic approach to embracing pragmatic alternatives to face-to-face assessment needs to be balanced against the longer-term implications for both assessor and client.
- SASC will continue to monitor assessor experience in remote assessment, alongside research into the validity and reliability of using standardised test instruments not originally designed for this purpose. Assessor experience in remote online assessment for a suspected SpLD has already thrown up important new issues to consider, such as the appropriateness of paper-based reading tests for students who now do the majority of their reading online.

SASC GUIDANCE AND STANDARDS FOR SpLD ASSESSMENT CARRIED OUT VIA REMOTE ONLINE PLATFORM - MARCH 2021

1. SAFEGUARDING AND DATA PROTECTION

Assessment of children, where carried out remotely, will need to be carried out with a facilitator/parent/carer in the same room as the child for some or all of the session. If a facilitator/parent/carer leaves the session, they should be contactable by the assessor and/or the assessee at any point so they could be asked to return to the room. This applies to **all** under-16 years old and is likely to be good practice for some over-16 year olds considered to be vulnerable or with additional needs, e.g. those who are autistic or who

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have disabilities which may require the use of an assistant. The facilitator/parent/carer should have been contacted, briefed and trained before the assessment takes place. Whenever present, the facilitator/parent/carer should be seated behind the assessee, and clearly visible to the assessor. There should be no other parties present. Under 'Test Conditions' in the assessment report, the name of the facilitator should be noted, with a brief statement about their role and any observations from the assessor regarding potential impact on the child's performance during testing.

The instructions given by publishers for the role of an onsite facilitator can be complex. For the use of certain tests with children, the technical role of the online facilitator (frequently a parent/carer) does not appear limited to an initial set-up and final check /posting off of materials required from the testing session. It requires training, technical know-how and an effective but unobtrusive presence. An assessor needs to consider the capacity of the facilitator to perform the required functions.

Assessors will also need to ensure that clients are aware how their personal data may be used by publishers where digital scoring platforms are used. The assessor needs to ensure clients have given permission for their data to be used in this way. This information should be included in the assessor's data protection policy.

2. ETHICS AND RISKS OF FACE-TO-FACE ASSESSMENT VERSUS REMOTE ASSESSMENT

Assessors will need to carry out their own risk assessment regarding choice of mode of assessment for each client. Careful consideration on a case-by-case basis must be given as to whether assessment via remote video platform is necessary and will address the current need of the client. Risks and benefits of both in-person (while COVID restrictions persist, with PPE) and remote assessment must be weighed up: e.g. of infection, of equality of access, for client choice, for test security, for validity and reliability of test results and diagnostic outcomes. The issue of digital poverty and equity should also be considered. Some children and adults do not have access to sufficiently good technology or a suitable environment where an assessment conducted via remote assessment can take place securely.

Any modification to test administration potentially has an impact on reliability and validity of the test results. Professionals will need to consider whether the services they are offering clients are of an acceptable standard and in the best interests of the client.

3. TEST AVAILABILITY AND USE

Assessors working remotely to produce diagnostic assessments should ensure that they have access to a sufficient range of tests to meet the SASC recommended Report Format requirements to reach robust and well-evidenced diagnostic conclusions. See www.sasc.org.uk – Downloads.

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Where a SpLD is identified, a **diagnostic assessment acts as a passport** to aspects of government funding and institutional, organisational and workplace support to meet identified needs, sometimes over a lifetime and often during participation in training activities and in education where the impact of a SpLD may most keenly be felt, such as during a degree course in higher education. From February 2019, the Department for Education changed its evidence requirements for applications for Disabled Students' Allowances (DSAs)². For a student at any age, a diagnostic assessment that meets SASC guidelines produced by a specialist teacher assessor *with a current APC at the time of assessment and/or HCPC registration* will be accepted as evidence for an application for the Disabled Students' Allowance. With the advent of the removal of the age limit on the student's age at the time of diagnostic assessment, reports produced by holders of an APC will have a longer lifespan. This ruling makes it all the more important that the recommended formats for diagnostic assessment reports encourage consistent practice and safe, well-evidenced SpLD identification decisions.

Over the past 12 months, a fuller range of tests for remote assessment has become available (see Appendix 1). This is not yet as extensive a range of tests as available for face-to-face use. Assessors will recognise that some tests which *are* available for remote assessment, may not really be suitable for a particular age-cohort. A good example of this is the KTEA3 writing test. This is an 18 minute creative writing task that will offer only limited information for an assessment of a student's analytical, précis and information-organising skills in higher education settings. Assessors will need to choose tests carefully.

Assessors should ensure that they follow **all** remote assessment guidelines and license restrictions issued by test publishers. Some of these are very specific e.g. Pearson's advice is that when items with visual stimuli are presented, the digital image of the visual stimuli on the assessee's screen should be at least 9.7" (25 cm) measured diagonally. Some teleconferencing platforms shrink the size of images, so the facilitator should verify the image size prior to the testing session. Typically, computer screens used for remote assessment are a minimum of 15" (38 cm) measured diagonally. Avoid very small or very large screens. Be clear how you are going to present stimuli so that they are the correct size on the client's screen. Consider use of a second camera and/or a visualiser.

During the pandemic some publishers, such as Pearson, have issued a Letter of No Objection to permit certain use of its copyright materials, and **adaptations** of test materials are not permitted. Assessors should not make their own adaptations to manual forms of tests or screen share manual test forms where permissions have not been given for this. It is unclear whether publishers will continue to issue such letters once COVID 19 restrictions are lifted. Assessors wishing to assess remotely in the longer-term are advised to invest in tests that have been made available in digital form for remote administration, e.g. through platforms such as Pearson's Q-Global, with, for example, forms or audio files that can be screen-shared.

² Many organisations, including SASC, submitted written statements arguing against the removal of the age limit, as it was felt that there were many flaws in the reasoning for this proposed change, and that there were likely to be unintended but detrimental consequences.

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Test confidentiality and security must be maintained. If sending test materials by post to clients in advance of an assessment, the correct printed copies of response booklets will need to be provided to the individual / facilitator in advance of the testing session and the plan communicated for securing and forwarding/returning materials, before and after testing. For example, the response booklets will need to be sealed in separate envelopes that are clearly labelled and the facilitator/individual will need to open the envelopes on camera only after requested to do so. These steps will be important to ensure that there has been no surreptitious pre-viewing of the materials and associated possibility of practice to boost scores. The original response booklets will need to be returned to the assessor in prepaid envelopes to ensure test security is not compromised and test records can be maintained. Consideration will need to be given to the possibility that materials could be sent out and a consultation session subsequently cancelled. How will assessors ensure the safe return of copyright materials?

A diagnostic assessment of a SpLD currently includes a full cognitive assessment, unlike an EoN. Online, psychologists can use almost the full battery of sub-tests in tests of verbal and non-verbal reasoning such as the WAIS-IV UK and the WISC-V. Specialist teacher assessors can now access three sub-tests of the WRIT, which have recently been made available for remote assessment by Pearson, its publisher. A new test of cognitive ability, the WJIV-Cog (Riverside Assessment) has also been made recently available to specialist teacher-assessors and approved by STEC. Because of the previous very limited availability of these tools to use online, SASC guidance had been that assessors conducting EoNs were not *required* to use cognitive tests. Assessors carrying out EoNs to 30th June 2021 are now encouraged to add cognitive tests to their assessments where available, to support conclusions reached and recommendations made. See Appendix 2.

Even though, in the past year, test publishers have made more tests available for online remote administration, the availability of tests must be considered alongside the risks to accurate assessment when the use of technology alters the assessment process in both direct and subtle ways. In particular, although some tests may have been made available for remote administration, only very rarely will there have been a re-standardisation of the test that takes into account remote administration. Thus the reliability and validity of the test outcomes are yet to be confirmed. More research is required, particularly in the field of assessment for a suspected learning difficulty, where tests of phonology, memory, visual-motor skills and processing (many employing strict time limits) are commonly used. When working via online remote platform, assessors still need to document and report that non-standardised methods of test administration are being used, and to report issues in test administration that differ from face-to-face administration and may therefore affect outcomes, e.g. a smaller font-size on screen-shared materials, control of scrolling through a document held by assessor rather than assessee.

Screeners can be used to provide supplementary evidence and are vital in the exploration of developmental difficulties in motor-coordination and attention-related difficulties. However, they are rarely, if ever, robust enough to support confident identification and the exploration of potential co-occurring issues without the triangulation provided by standardised tests, qualitative analysis of performance and other relevant background information. Assessors will need to be aware of the ways in which qualitative appraisal of

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skills and strategies used by the child or adult assessed, e.g. the observation of pen-grip when writing, reading strategies such as using a finger to track along a paper text, may be observed in a remote assessment environment. Some tests may be used for qualitative analysis only.

4. THE REMOTE TESTING ENVIRONMENT

It is vital that the remote testing environment is at an optimum level and that the assessor and person assessed can see and hear well enough for the duration of an entire assessment session to pick up on important observational, visual and auditory cues and thus ensure the greatest reliability and validity of the outcomes. Within the UK there are broad regional and local variations in internet speed. Remote assessment relies on both the assessor and the person assessed being able to access very good connection speeds. There is a need to consider how internet connection speed might affect test performance i.e. how the assessor can produce evidence that both they and the assessee have access to minimum speeds of connection and that the transmission is stable, not delayed or interrupted. Even with the best of possible connections, sound and vision transmission is inevitably degraded over the internet and signals can often be subject to variations, freezes, and malfunctions. This may affect the tests where delivery or response time is key.

Where technological issues have affected the assessment, these must be reported, alongside their potential impact on diagnostic outcomes. While the information-gathering part of an assessment might feasibly be carried out via a mobile phone, the testing section cannot, although there may be circumstances where a smartphone could be used as an additional camera to provide another 'view' of the assessee's response to certain test stimuli. In general, smaller screens, such as those of iPad minis and smartphones, are not allowed for assessee-facing content as these have not been examined empirically and may affect stimulus presentation, assessee response, and validity of the test results. It is recommended that the assessor (and ideally the person assessed) have a second computer screen. This can make it easier to view any materials shared.

Assessors are advised to mimic usual assessment conditions as far as possible e.g. think about background (plain wall/curtain), perhaps wear name badge, check lighting, frame head and shoulders in view, consider the use of a lapel microphone or headset.

If the assessor or the client does not have a reasonably stable, decent internet speed connection, assessment by remote video platform should not be attempted or continued.

Ensure the client is able to manage the technology independently or have someone to support them, who ideally should not be present during the actual administration of tests, except in the case of children or adults with significant needs. If a third party is present they should be clearly visible to the assessor and seated behind the person assessed.

Since neither client nor assessor should record the assessment to maintain test security, use of tests where oral responses are given under very short time limits (seconds) may be

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more difficult to capture accurately and a 'workaround' may need to be explored for this issue.

5. TRAINING, PREPARATION AND PRACTICE

If new to this mode of assessment considerable preparation is required. It is vital to practise this mode of assessment with several trial participants before use with a client. It would be expected that assessors should make use of opportunities for training to support their practice.

G. Lavington, J. Miller and T. Sparks from The Helen Arkell Dyslexia Charity have published a very useful article in the PATOSS Bulletin Winter 2020, Volume 33, No 2, that describes the careful and thorough steps taken at this organisation to prepare for remote assessment. *A Brave New World: On-line Issues and Practices*.

6. ORGANISING THE REMOTE TESTING SESSION(S)

Consider a separate phone or video interview initially, which can cover background history but also provide a check regarding communication ability and an assessment of whether the video assessment is likely to be feasible. Make sure you use a consent form. Send an email/letter to the person explaining in detail how things will work, including the importance of avoiding interruptions, and what preparation and / or materials will be required at their end.

Be organised. Have files and the tests/stopwatch you will use to hand and in order. Start with some 'warm up' tasks to ensure both you and the client are comfortable, video/audio working well, before doing the more demanding tasks.

Assessment via remote assessment may be preferred by some assesseees to a face-to-face session, but remote assessment sessions can also be tiring and intense for both assessor and assessee. Many assessors report that breaking these into several shorter sessions can be beneficial.

Experienced assessors are very good at reading cues in a face-to-face situation and can use voice modulation, physical 'mirroring' techniques and any number of other subtle direct and indirect interventions such as offering breaks, short periods of chat, a switch in test administration order etc. to offer support and reassurance to assesseees who display anxiety or distress before, during and immediately following assessment. This may be harder to achieve in the more confined situation of a remote assessment.

It is strongly recommended that assessors offer the parents of the child or adult assessed a short, separate, follow up online session to discuss the outcomes, recommendations and possible next steps.

7. COSTS

Assessment via remote assessment, whilst it may be more convenient in some circumstances, should not be viewed as a 'cheaper' or more economic form of assessment for the recipient or commissioning organisation. It involves the same professional skills and judgements, requires considerable financial outlay on the part of the assessor, is no less time-consuming, and involves the acquisition of additional skills. Assessors should consider charging an equivalent rate for face-to-face and remote assessment.

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APPENDIX 1 UPDATED LIST OF TESTS AVAILABLE FOR USE IN THE ASSESSMENT OF SPECIFIC LEARNING DIFFICULTIES VIA REMOTE ONLINE ASSESSMENT

- SASC continues to be in communication with test publishers to discuss whether more tests can be made available for remote online assessment and will update this test list on the SASC website, where it can be accessed under Downloads. www.sasc.org.uk
- While no test on this list has been re-standardised to establish new norms for remote online use, there is research to support a level of equivalence for some types of tests when administered face-to-face and remotely. See, for example, <https://www.pearsonclinical.co.uk/Sitedownloads/telepractice/telepractice-norms-and-validity-of-performance-based-tests.pdf>
- Some tests are available currently through publishers' *letters or statements of No Objection*. It is important to read and observe each statement carefully and to reference these statements in an assessment report when tests are used. The use of some of these tests via remote platform, will, in some cases, involve the assessor sending and organising the return of stimulus material to the assessor by post, as copying or adaptation of test materials is not permitted. Some permissions include the option to screen-share stimulus materials for which a secondary camera such as a USB visualiser may be needed.

PAR Inc <https://www.parinc.com/Using-PAR-digital-assessments-during-the-COVID-19-crisis>

Pearson <https://www.pearsonclinical.co.uk/Sitedownloads/telepractice/telepractice-no-objection-letter.pdf>

PRO-ED, Inc <https://www.proedinc.com/Downloads/PRO-ED, INC Tele-Assessment.pdf>

WPS <https://pages.wpspublish.com/telepractice-101>

Riverside Insights <https://cms.riversideinsights.com/uploads/735e4b05cf5142c695b3b4b5d3fb42a1.pdf>

GL Assessment email publisher for guidance on remote use of specific tests (see table below) info@gl-assessment.co.uk

- Some tests have been adapted by publishers for use online, sometimes via a digital platform such as Pearson's *Q global* <https://www.pearsonclinical.co.uk/q-global/q-global.aspx> or Par's *PARiConnect* <https://www.pariconnect.com/>. In other cases, digital copies of test stimulus materials (test forms and audio files) are available for paid-for download that can be screen shared on a videoconferencing platform such as Zoom. Publishers usually publish specific restrictions and advice for the use of these products that must be carefully adhered to. Several screen-shared digital resources may require the assessee to have a large computer or laptop screen and may not display well on standard sized screens. Control of scrolling is also an issue for some tests and assessors are advised to explore options for passing control of scrolling to the assessee on the videoconferencing platform used. *Q-Interactive* is another Pearson digital platform but requires iPad use by both assessor and assessee <https://www.pearsonclinical.co.uk/q-interactive/q-interactive.aspx>.
- Please note: if using a Mac, the *Safari* browser does not work well with Pearson's *Q global* digital resources. It is best to use an alternative e.g. *Firefox* or *Chrome*.

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- Some publishers, for example Pearson, have produced further remote assessment (telepractice) guidance, which must be followed. Follow the links for product specific guidance and guidance on the role of facilitators: <https://www.pearsonclinical.co.uk/information/Telepractice/Telepractice.aspx>

Test/Area of Assessment	Age Range	Restrictions	Publisher/ Digital Platform	Remote assessment considerations
Cognitive Profile: verbal and non-verbal ability, memory, processing, phonological awareness				
BPVS (British Picture Vocabulary Scales) UK Norms			GL Assessment	The publisher stresses that: 1. This test was not designed for, nor standardised on, remote testing and where possible, the students should be retested once face to face assessment is possible. 2. The guidance is written with an understanding that the test administrator is often a teacher with limited resources, e.g. one screen. If the teacher or assessor have multiple screens, or additional devices, they are advised to make use of them. 3. The test administrator must seek and follow guidance from their professional body, and that guidance from their professional body supersedes any guidance GL Assessment sends out. Specific further guidance for remote use is available on direct request from GL Assessment. Email: info@gl-assessment.co.uk
CTOPP2 (Comprehensive Test of Phonological Processing) 2 nd Edition US Norms	4:0-24.11		PRO-ED, Inc Remote tools available via third party company <i>Red Shelf</i> . <i>redshelf.com</i>	Digital manuals and stimulus materials available for purchase under the main product entry at www.proedinc.com . Can be issues with font size display and control of scrolling in the <i>Rapid Naming</i> tests which could affect test administration, although enlarging the stimulus is permitted. (Materials available to view on-screen whilst logged into Red Shelf only) Sound files available online: https://www.proedsoftware.com/ctopp/index.php If you have a paper version of the product, you must purchase a separate digital copy for screen share use in remote assessment or use secondary cameras to display the paper version. When you make your purchase from the Pro-Ed website you will receive an email from RedShelf asking you to create an account and supplying a code to unlock access to your virtual product. Pro-Ed recommend you set up an account before you try to use the code.

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Test/Area of Assessment	Age Range	Restrictions	Publisher/ Digital Platform	Remote assessment considerations
NAB (Neurological Assessment Battery) US Norms	18:0-97:11	Most sub-tests: Psychologist Only STAs have access to digits forwards/backwards tests available from Ann Arbor UK https://www.ann Arbor.co.uk/	PAR	Can be used under PAR's No Objection statement – i.e. you must have purchased the test materials and be able to use them using remote assessment. You need to read and follow the publisher guidelines e.g. no recording and no copying of materials, agreement from assessee that materials will be kept confidential and not reproduced/retained as an image or in writing by assessee.
PHAB2Primary (Phonological Assessment Battery)	5.0 - 11		GL Assessment	The publisher stresses that: 1. This test was not designed for, nor standardised on, remote testing and where possible, the students should be retested once face to face assessment is possible. 2. The guidance is written with an understanding that the test administrator is often a teacher with limited resources, e.g. one screen. If the teacher or assessor have multiple screens, or additional devices, they are advised to make use of them. 3. The test administrator must seek and follow guidance from their professional body, and that guidance from their professional body supersedes any guidance GL Assessment sends out. Specific further guidance for remote use is available on direct request from GL Assessment. Email: info@gl-assessment.co.uk
RAN/RAS (Rapid Automatized Naming and Rapid Alternating Stimulus Test) US Norms	5:0-18:11		PRO-ED, Inc Remote tools available via third party company <i>Red Shelf</i> . <i>redshelf.com</i>	Digital manuals and stimulus materials available for purchase under the main product entry at www.proedinc.com . Can be issues with font size display and control of scrolling which could affect test administration, although enlarging the stimulus is permitted. (Materials available to view on-screen whilst logged into Red Shelf only) If you have a paper version of the product, you must purchase a separate digital copy for screen share use in remote assessment or use secondary cameras to display the paper version. When you make your purchase from the Pro-Ed website you will receive an email from RedShelf asking you to create an account and supplying a code to unlock access to your virtual product. Pro-Ed recommend you set up an account before you try to use the code.

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Test/Area of Assessment	Age Range	Restrictions	Publisher/ Digital Platform	Remote assessment considerations
SDMT (Symbol Digit Modalities Test) Oral version of test US norms	8:00-Adult		WPS	License for remote assessment must be purchased by emailing publisher and there are extensive restrictions and terms to be observed. Can be issues with font size display and control of scrolling which could affect test administration. Email rights@wpspublish.com
TAPS-4 (A Language Processing Skills Assessment) US Norms	5:0-21.11		Academic Therapy Publications	ATP Telehealth statement (link below) says that assessors may use web, peripheral, or document cameras and can present the assessment materials through direct video, screen mirroring or screen sharing. Materials may not be scanned, photographed or copied. https://www.academictherapy.com/pdfs/Telehealth_Statement.pdf?cart=161314924942453491
TAWF-2 (Test of Adolescent/Adult Word Finding) 2nd Edition US Norms	21:0-80:11		PRO-ED, Inc Remote tools available via third party company <i>Red Shelf</i> . <i>redshelf.com</i>	Digital manuals and stimulus materials available for purchase under the main product entry at www.proedinc.com . (Materials available to view on-screen whilst logged into Red Shelf only) If you have a paper version of the product, you must purchase a separate digital copy for screen share use in remote assessment or use secondary cameras to display the paper version. When you make your purchase from the Pro-Ed website you will receive an email from RedShelf asking you to create an account and supplying a code to unlock access to your virtual product. Pro-Ed recommend you set up an account before you try to use the code.
TIPS (Test of Information Processing Skills) US Norms	5:0-90+		Academic Therapy Publications	ATP Telehealth statement (link below) says that assessors may use web, peripheral, or document cameras and can present the assessment materials through direct video, screen mirroring or screen sharing. Materials may not be scanned, photographed or copied. https://www.academictherapy.com/pdfs/Telehealth_Statement.pdf?cart=161314924942453491
TOMAL2 (Test of Memory and Learning) 2 nd Edition US Norms	5:0-59:11		PRO-ED, Inc Remote tools available via third party company <i>Red Shelf</i> .	Digital manuals and stimulus materials available for purchase under the main product entry at www.proedinc.com . Can be issues with font size display and control of scrolling which could affect test administration. (Materials available to view on-screen whilst logged into Red Shelf only) If you have a paper version of the product, you must purchase a separate digital copy for screen share use in remote assessment or use secondary cameras to display the paper version.

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			redshelf.com	The <i>Manual Imitation</i> sub-test is not suitable for remote administration. Therefore, it would be acceptable to prorate the score for the Manual Imitation subtest (TOMAL 2 manual p. 58). When this is the case it would be important for the assessor to clearly indicate in the report that the ACI score has been prorated and hence can only be used for a 'statistical rather than a clinical purpose' (TOMAL2 p. 59). The manual (p.59) also states 'Although composites scores that contain a prorated value may be profiled, a specific prorated subtest standard score should neither be profiled nor taken as a reflection of an examinee's memory performance on the subtest the prorated score represents.'
TONI-4 (Test of Nonverbal Intelligence: Fourth Edition) US Norms	6:0- 89.11		PRO-ED, Inc Remote tools available via third party company <i>Red Shelf</i> . redshelf.com	Digital manuals and picture book available for purchase under the main product entry at www.proedinc.com . If you have a paper version of the product, you must purchase a separate digital copy for screen share use in remote assessment or use secondary cameras to display the paper version. When you make your purchase from the Pro-Ed website you will receive an email from RedShelf asking you to create an account and supplying a code to unlock access to your virtual product. Pro-Ed recommend you set up an account before you try to use the code.
WAIS-IV^{UK} (Wechsler Adult Intelligence Scale) UK Norms	16:0-90:11	Psychologists Only	Pearson Q global	Purchasable digital resources through Q global: (Materials available to view on-screen whilst logged into Q global only) WAIS®-IV UK Administration and Scoring Manual, WAIS-IV UK Technical and Interpretive Manual, WAIS-IV UK Digital Stimulus Book 1, WAIS-IV UK Digital Stimulus Book 2, WAIS-IV UK Digital Response Booklet 1, WAIS-IV UK Digital Response Booklet 2, WAIS-IV Coding Scoring Key, WAIS-IV Symbol Search Scoring Key Block Design sub-test is not available in a digital form for remote administration, although blocks could be sent to assessee (then returned to assessor) if there is a trained facilitator able to supervise use of the materials in the test. Remote assessment is easier with a second camera positioned so that the rotation of the Blocks can be clearly seen. Visual Puzzles can be substituted for Block Design so a full battery can be administered, where it

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				<p>is preferable to carry out all of the ten core subtests of the WAIS. The decision for remote assessment, Full Scale IQ or the Non-Motor Full Scale IQ is made on a case-by-case basis. The Non-Motor Full Scale IQ is a relatively recent addition to the composite scores to accommodate remote working.</p> <p>Coding and Symbol Search subtests cannot be administered digitally and paper copies of the tests can be sent in advance by post to the assessee in an envelope to be opened at the time of assessment and sealed into another envelope once completed to be returned to the assessor. Asking the assessee to hold up the completed papers to the camera and getting them to circle the last item completed in pen makes it possible to note which page and item is the last one completed. It is recommended that the assessor then observes whilst the papers are put it into an envelope and sealed for return to the assessor.</p>
<p>WISC-V UK (Wechsler Intelligence Scale for Children: Fifth UK Edition) UK Norms</p>	<p>6:0 – 16:11</p>	<p>Psychologists Only</p>	<p>Pearson Q global</p>	<p>Purchasable digital resources through Q global: (Materials available to view on-screen whilst logged into Q global only) WISC-V Technical Manual, WISC-V Administration & Scoring Manual, WISC-V Stimulus Book 1, WISC-V Stimulus Book 2</p> <p>Block Design sub-test is not available in a digital form for remote administration, although blocks could be sent to assessee (then returned to assessor) if there is a trained facilitator able to supervise use of the materials in the test. Remote assessment is easier with a second camera positioned so that the rotation of the Blocks can be clearly seen. Visual Puzzles can be substituted for Block Design so a full battery can be administered, where it is preferable to carry out all of the ten core subtests of the WISC. The decision for remote assessment, Full Scale IQ or the Non-Motor Full Scale IQ is made on a case-by-case basis. The Non-Motor Full Scale IQ is a relatively recent addition to the composite scores to accommodate remote working.</p> <p>Coding and Symbol Search subtests cannot be administered digitally and paper copies of the tests can be sent in advance by post to the assessee in an envelope to be opened at the time of assessment and sealed into another envelope once completed to be returned to the assessor. Asking the assessee to hold up the completed papers to the camera and getting them to circle the last item completed in pen makes it possible to note which page</p>

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				and item is the last one completed. It is recommended that the assessor then observes whilst the papers are put it into an envelope and sealed for return to the assessor.
WJIV COG Woodcock Johnson IV Tests of Cognitive Abilities US Norms	2-90+		Riverside Insights Riverside Score	<p>Test recently approved and reviewed by STEC- see test guidance summary on SASC website, under Downloads. www.sasc.org.uk</p> <p>Document available from publisher’s website about online administration of this battery. Publisher suggests verbal sub-tests can be administered remotely with little impact on outcomes but test results from other sub-tests administered remotely will need to be interpreted with ‘extreme caution’ due to the non-standard method of administration. https://info.riversideinsights.com/wj-iv</p> <p>Digital resources are available through Riverside Score (Stimulus Book available to view on-screen whilst logged into Riverside Score only). Digital sound files available plus detailed advice on remote administration – ‘<i>Tips for Remote Assessment Using Riverside Insights Clinical Products</i>’ are also available via Riverside Score. The assessor needs to have the actual easel in front of them to have access to the instructions. The assessor will need to arrange for the sending out to the assessee, and return of the paper copies of the processing speed tests.</p>
WNV (Wechsler Nonverbal Scale of Ability) US Norms	4:0-21.11	Psychologists Only	Pearson Q global	Purchasable digital resources through Q global: (Materials available to view on-screen whilst logged into Q global only) WNV Q global Technical and Interpretive Manual, WNV Q global Administration and Scoring Manual
WRIT (Wide Range Intelligence Test) US Norms	4:0-85:11		Pearson Q global	<p>Purchasable digital resources available week beginning 1 March 2021 through Q global: <i>Matrices, Verbal Analogies</i> and <i>Vocabulary</i> sub-tests. <i>Diamonds</i> sub-test not available for remote administration. (Materials available to view on-screen whilst logged into Q global only)</p> <p>See publisher website for specific conditions re use of WRIT remotely.</p>

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Tests for Exploring Motor Coordination				
DASH and DASH 17+ (Detailed Assessment of Speed of Handwriting) UK Norms (Graphic Speed/Copy Best/Copy Fast)	9:0-16:11 17:0-25:11		Pearson Q global	<p>Purchasable digital resources through Q global: (Materials available to view on-screen whilst logged into Q global only) Digital manuals, stimulus materials</p> <p>If you have a paper version of the product, you must purchase a separate digital copy for screen share use in remote assessment or use secondary cameras to display the paper version.</p>
DTPV-A:2 (Developmental Test of Visual Perception-adolescent and adult) US Norms	11:0-74:11		PRO-ED, Inc Remote tools available via third party company <i>Red Shelf</i> . <i>redshelf.com</i>	<p>Digital manuals and stimulus materials available for purchase under the main product entry at www.proedinc.com. (Materials available to view on-screen whilst logged into Red Shelf only) If you have a paper version of the product, you must purchase a separate digital copy for screen share use in remote assessment or use secondary cameras to display the paper version. When you make your purchase from the Pro-Ed website you will receive an email from RedShelf asking you to create an account and supplying a code to unlock access to your virtual product. Pro-Ed recommend you set up an account before you try to use the code.</p> <p>The DTVP-A:2 is a test that will require the examiner to send the Student Response Form to the examinee in a sealed envelope along with a return envelope (a good idea to use something that cannot simply be replaced, such as an envelope with special letter head). This is both for copyright reasons and for reasons of maintaining the validity of the test. PRO-ED, Inc does not allow the copying or digitization of Examiner Record Forms or Student Response Booklets.</p> <p>In subtest 3 Visual-Motor Search, the ongoing correction procedure asks the assessor to observe the examinee carefully and correct any mistakes or misunderstandings. There are further specific instructions to be followed by the assessor that involve pointing directly at the examinee’s response paper. Even with another camera focused on the examinee, it would be virtually impossible to administer this sub-test remotely as instructed in the</p>

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Test/Area of Assessment	Age Range	Restrictions	Publisher/ Digital Platform	Remote assessment considerations
				manual, so it is likely that this sub-test would need to be omitted when the test battery is administered.
Attainment: reading, spelling, writing, mathematics				
AAB (Academic Achievement Battery) US Norms	4:0-85:11		PAR	Can be used under PAR's No Objection statement – i.e. you must have purchased the test materials and be able to use them using remote assessment. You need to read and follow the publisher guidelines e.g., no recording and no copying of materials, agreement from assessee that materials will be kept confidential and not reproduced/retained as an image or in writing by assessee.
ARC Advanced Reading Comprehension Test C.H. Singleton and F.R.Simmons UK norms*	Adult First year under-graduate		University of Hull 2001 Test available from SASC. sasc@sasc.org .uk	ARC stimulus materials can be send to assessee by post as a printed document or by email at beginning of session. Assessee can print it out when asked. A printed version allows assessee to use own strategies of highlighting, annotating as they read. * Although this test is still in use, it should be noted that the original norm group is very small and the standard scores given are descriptive statistics for 80 university students. There is no information about the demographic of the norm group used other than the fact that they were first year psychology students at the University of Hull.
ART2 (Adult Reading Test-2)	16+		Pearson	Control of scrolling by the assessor in tests such as the ART2 is potentially problematic. The test may be used by screen sharing (text can be enlarged by the assessor) and the timer paused when scrolling down and then re-started when the text is stationary and in place. However, even when done as quickly as possible to avoid disrupting the flow of reading, this does constitute an alteration to test administration that could affect the test outcomes. An assessor will need to monitor and report on any potential impact on test outcomes if the test is used this way. Passing control of scrolling to the assessee may be a 'workaround' for this issue.
DASH and DASH 17+ (Detailed Assessment of Speed of Handwriting) UK Norms (Graphic Speed/Copy)	9:0-16:11 17:0-25:11		Pearson Q global	Purchasable digital resources through Q global: (Materials available to view on-screen whilst logged into Q global only) Digital manuals, stimulus materials, including mind-map stimulus for free writing. If you have a paper version of the product, you must purchase a separate digital copy for screen share use in remote assessment or use secondary camera. Assessee can be told to make notes on paper before writing task. Assessee can angle screen so assessor can check pencil grip and posture. Assessee can be asked to

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Test/Area of Assessment	Age Range	Restrictions	Publisher/ Digital Platform	Remote assessment considerations
Best/Copy Fast/ Free Writing)				photograph or scan their writing and send via email to the assessor. Cameras can be used to display the paper versions of the test stimulus material. Assessee can angle screen so assessor can check pencil grip and posture.
FAM (Feifer Assessment of Mathematics) US Norms	4:0-21:11		PAR	Can be used under PAR’s No Objection statement – i.e., you must have purchased the test materials and be able to use them using remote assessment. You need to read and follow the publisher guidelines e.g., no recording and no copying of materials, agreement from assessee that materials will be kept confidential and not reproduced/retained as an image or in writing by assessee.
FAR (Feifer Assessment of Reading) US Norms	4:0-21:11		PAR	Can be used under PAR’s No Objection statement – i.e. you must have purchased the test materials and be able to use them using remote assessment. You need to read and follow the publisher guidelines e.g. no recording and no copying of materials, agreement from assessee that materials will be kept confidential and not reproduced/retained as an image or in writing by assessee.
GORT5 (Gray Oral Reading Tests) 5 th Edition US Norms	6:0-23:11		PRO-ED, Inc Remote tools available via third party company <i>Red Shelf</i> . <i>redshelf.com</i>	Digital manuals and stimulus materials available for purchase under the main product entry at www.proedinc.com . Can be issues with font size display and control of scrolling which could affect test administration. (Materials available to view on-screen whilst logged into Red Shelf only) If you have a paper version of the product, you must purchase a separate digital copy for screen share use in remote assessment or use secondary cameras to display the paper version. When you make your purchase from the Pro-Ed website you will receive an email from Red Shelf asking you to create an account and supplying a code to unlock access to your virtual product. Pro-Ed recommend you set up an account before you try to use the code.
GSRT (Gray Silent Reading Tests) US Norms	7:0-25:11		PRO-ED, Inc Remote tools available via third party company <i>Red Shelf</i> . <i>redshelf.com</i>	Digital manuals and stimulus materials available for purchase under the main product entry at www.proedinc.com . Can be issues with font size display and control of scrolling which could affect test administration. (Materials available to view on-screen whilst logged into Red Shelf only) If you have a paper version of the product, you must purchase a separate digital copy for screen share use in remote assessment or use secondary cameras to display the paper version.

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Test/Area of Assessment	Age Range	Restrictions	Publisher/ Digital Platform	Remote assessment considerations
				When you make your purchase from the Pro-Ed website you will receive an email from Red Shelf asking you to create an account and supplying a code to unlock access to your virtual product. Pro-Ed recommend you set up an account before you try to use the code.
HAST2 (Helen Arkell Spelling Test) 2nd Edition UK Norms https://www.helenarkell.org.uk/shop/helen-arkell-publications/helen-arkell-spelling-test-hast-2.php	5:0 – 59.11		Helen Arkell Dyslexia Centre (Centre has given permission for test to be used remotely)	The spelling sheet is usually sent to assessee for immediate return by post. But assessee can also be asked to show their work to the camera, an immediate scan/photo is taken and sent to assessor. When assessor receives this, the student is asked to destroy the paper in front of the camera. This avoids need to send materials back and forth, avoiding unnecessary trips to post office and possible delays in the post.
KTEA3 (Kaufman Test of Educational Achievement) 3 rd Edition US Norms	4:0-25:11		Pearson Q global	Not all sub-tests necessarily suitable for assessment in H.E. e.g. creative writing test Purchasable digital resources through Q global: (Materials available to view on-screen whilst logged into Q global only) KTEA-3 dyslexia Index Scores Manual, Form A & B Digital Examinee stimulus Book 1 & 2, Form A & B Digital Examiner stimulus Book 1 & 2 and Audio Files, KTEA-3 Digital administration Manual, KTEA-3 Digital Handscoring Form, KTEA-3 Digital Letter Checklist, KTEA-3 Digital Qualitative Observation forms, KTEA-3 Digital Scoring Manual, KTEA-3 Digital Technical & Interpretive Manual.
TOSWRF 2 (Test of Silent Word Reading Fluency- Second Edition)	6:3 -24:11		PRO-ED, Inc	This test does require sending a physical response form to the examinee, but it can be used with no modification as long as the examinee has access to a mobile phone and a stack of books to create a temporary document camera.
TOWRE-2 (Test of Word Reading Efficiency) 2 nd Edition US Norms	6:0-24:11		PRO-ED, Inc Remote tools available via third party company <i>Red Shelf</i> .	Digital manuals and stimulus materials available for purchase under the main product entry at www.proedinc.com . (Materials available to view on-screen whilst logged into Red Shelf only) If you have a paper version of the product, you must purchase a separate digital copy for screen share use in remote assessment or use secondary cameras to display the paper version.

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Test/Area of Assessment	Age Range	Restrictions	Publisher/ Digital Platform	Remote assessment considerations
			<i>redshelf.com</i>	<p>When you make your purchase from the Pro-Ed website you will receive an email from Red Shelf asking you to create an account and supplying a code to unlock access to your virtual product. Pro-Ed recommend you set up an account before you try to use the code.</p> <p>Can be issues with font size display and control of scrolling which could affect test administration. Assessee will need a large (not standard-size) computer or laptop screen to view the stimulus material without need to scroll. Control of scrolling <i>can</i> be passed to the assessee on some online remote video platforms but the assessor should note carefully how any potential display difficulties affected performance. The assessor should not scroll down as the assessee is reading as this will negate results obtained.</p>
WIAT-III^{UK} (Wechsler Individual Achievement Test) 3 rd Edition UK Norms	4:0-25:11	Psychologists Only	Pearson Q global	<p>Purchasable digital resources through Q global: (Materials available to view on-screen whilst logged into Q global only).</p> <p>WIAT-III UK Dyslexia Index Scores Manual, WIAT-III UK Examiner’s Manual, WIAT-III UK Technical Manual with Adult Norms, WIAT-III UK Digital Stimulus Book, WIAT-III UK Digital Oral Reading Fluency Booklet, WIAT-III UK Digital Word Card, WIAT-III UK Digital Pseudoword Card.</p>
WIAT-III^{UK-T} (Wechsler Individual Achievement Test) 3 rd Edition UK Norms	4:0-25:11		Pearson	<p>Materials could be used under publisher’s ‘No Objection’ statement. You must have purchased the test materials and be able to use them using remote assessment. You need to read and follow the publisher guidelines e.g. no recording and no copying of materials, agreement from assessee that materials will be kept confidential and not reproduced/retained as an image or in writing by assessee. Use of a secondary camera or visualiser will be necessary. Certain materials, e.g. response forms, may need to be sent by post to assessee.</p>
WJIV IV ACH (Woodcock Johnson IV Tests of Achievement UK and Ireland Edition) US Norms content adapted for UK	2:0-90:0		Riverside Insights Riverside Score	<p>Digital resources available through Riverside Score: (Stimulus Book available to view on-screen whilst logged into Riverside Score only)</p> <p>Stimulus Book, Examiner’s Manual, Technical Manual, Report and Score Interpretation Guides, Audio files, Quick Reference Guides, Tutorial videos Document available from publisher’s website about online administration of this battery. Publisher suggests verbal sub-tests can be administered remotely with little impact on</p>

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				<p>outcomes but test results from other sub-tests administered remotely will need to be interpreted with 'extreme caution' due to the non-standard method of administration. https://info.riversideinsights.com/wj-iv</p> <p>STEC has produced a general guidance summary of this large battery of tests, now available on the SASC website, under Downloads. www.sasc.org.uk</p>
<p>WRAT 5 (Wide Range Achievement Test) 5th Edition US Norms</p>	5:0-85 +		Pearson Q global	<p>Purchasable digital resources through Q global: (Materials available to view on-screen whilst logged into Q global only)</p> <p>WRAT5 Digital Manual, WRAT5 Digital Norms Book, WRAT5 Digital Reading Card, WRAT5 Digital Sentence Comprehension Card Set, WRAT5 Digital Spelling Card</p> <p>Generally a straightforward test to use online. The Sentence Comprehension stimulus material may not always be discernible enough for adults.</p>
<p>WRMT-III (Woodcock Reading Mastery Tests) 3rd Edition US Norms</p>	4:6-79:11		Pearson Q global	<p>Purchasable digital resources through Q global: (Materials available to view on-screen whilst logged into Q global only)</p> <p>WRMT-III Form A Digital Examinee Stimulus Book, WRMT-III Form A Examiner Stimulus Book and Audio Files, WRMT-III Form B Digital Examinee Stimulus Book, WRMT-III Form B Examiner Stimulus Book and Audio Files, WRMT-III Digital Manual, WRMT-III Digital Rapid Automatic Naming Cards.</p>
<p>YARC (York Assessment of Reading for Comprehension) Early years Primary Secondary UK norms</p>	<p>Early years 4:0 – 7:11 Primary 5:0 – 11.11 Secondary 11.0 – 16.11</p>		GL Assessment	<p>The publisher stresses that:</p> <ol style="list-style-type: none"> 1. This test was not designed for, nor standardised on, remote testing and where possible, the students should be retested once face to face assessment is possible. 2. The guidance is written with an understanding that the test administrator is often a teacher with limited resources, e.g. one screen. If the teacher or assessor have multiple screens, or additional devices, they are advised to make use of them. 3. The test administrator must seek and follow guidance from their professional body, and that guidance from their professional body supersedes any guidance GL Assessment sends out. <p>Specific further guidance for remote use is available on direct request from GL Assessment. Email: info@gl-assessment.co.uk</p>

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Test/Area of Assessment	Age Range	Restrictions	Publisher/ Digital Platform	Remote assessment considerations
Tests/Screeners for Exploring Sense of Number				
FAM (Feifer Assessment of Mathematics) US Norms	4:0-21:11		PAR	Can be used under PAR’s No Objection statement – i.e. you must have purchased the test materials and be able to use them using remote assessment. You need to read and follow the publisher guidelines e.g. no recording and no copying of materials, agreement from assessee that materials will be kept confidential and not reproduced/retained as an image or in writing by assessee.

A PROPOSED NEW SASC STATEMENT FOR EVALUATIONS OF NEED (EoNs) AND REMOTE ASSESSMENT BY VIDEO PLATFORM (TELEPRACTICE)

APPENDIX 2. WHAT SHOULD BE INCLUDED IN AN EoN? (Advice valid until 30th June 2021)

Assessors already have the SASC recommended 16+ report format for full diagnostic assessment. SASC advice is that assessors conducting EoNs can use all sections of this format that remain relevant to an EoN, while adapting or omitting others as necessary.

The Student Loans Company (SLC) will be expecting the following elements in the evaluation of need. EoNs which provide only minimal evidence are unlikely to be accepted:

- **Author credentials and assessee details.**
- The **specific statement** as advised by SASC for reports produced as a result of assessments of need carried out via online video platforms.
- A **summary of the evidence of need** in an Overview section of the report, with the impacts of strengths and weaknesses highlighted and key recommendations made.
- A full **background information section**, including, where relevant, a summary of any previous history of interim assessment or assessment for access arrangements.
- Description of **test conditions** and how these may have affected the administration of the evaluation of need.
- **Results of tests of attainment** i.e. reading, writing and spelling, including reading **and/or** listening comprehension, using tests that have been made available and approved for use remotely by the test publishers, following instructions given for their remote administration by the publisher.
- An **additional diagnostic evidence section** reporting the results of screening questionnaires for possible DCD, attentional, visual difficulties, difficulties with sense of number etc, **as appropriate and needed**.
- As tests of cognitive skills and abilities may be more difficult to administer remotely, **cognitive tests will not be required**, although assessors with access to such tests may administer and report those that have been made available and approved for remote use by test publishers, following instructions given for their remote administration by the publisher. Where significant areas of testing [e.g. for phonological awareness or visual/spatial processing] may be difficult to administer, assessors might note their omission.
- The reporting of **standardised scores** and the use of **test score tables** should only be included for tests that have been made available and approved for remote use by test publishers and where the instructions for their use have been followed. However, every test offers the opportunity for qualitative observation and analysis of strategies used.
- Assessors carrying out evaluations of need via remote assessment are advised to read the **full SASC guidance above**, which highlights in more detail some of the risks and the possibilities of assessments carried out remotely.
- **Elements of the SASC recommended report formats** can be adapted as appropriate to the Evaluation of Need.

APPENDIX 3. WHAT ARE THE CIRCUMSTANCES, FOLLOWING AN EVALUATION OF NEED, WHEREBY A STUDENT MAY WISH TO OBTAIN A FULL OR 'TOP-UP' DIAGNOSTIC ASSESSMENT?

While many students and the institutions they attend are satisfied that the recommendations made in an EoN are sufficient to put in place reasonable adjustments (such as access arrangements in examinations) alongside the ability to apply for the DSA for other types of support (such as specialist 1-1 study support) there are a range of circumstances where a further assessment may be pursued:

- Where an assessor feels further diagnostic testing might provide evidence to suggest a clearer outcome.
- Where a student expresses a particular wish for the clarity and reassurance that a diagnostic label offers.
- Where the higher education institution itself requires a full diagnostic assessment to continue to put in place examination or other adjustments after a temporary period 'covered' by an EoN.
- Where a student anticipates the need for a full diagnostic assessment at a future point e.g. to embark on a higher level of degree or to underpin evidence for reasonable adjustments in vocational examinations set by certain professions.
- If, during the course of a degree, further difficulties arise for a student that the student feels were not fully addressed in the EoN, or involve co-occurring difficulties that were not fully revealed to the original assessor at the EoN.

As a result, the situation regarding a second, follow up or 'top-up' assessment is complex. To be clear: **a second, follow up or 'top-up' assessment is not a SASC requirement but depends on the individual circumstances of the student and the recommendations of the assessor.**

Where the pattern of results from an EoN is not clear enough to support the identification of a specific learning difficulty, students should be advised that undertaking a further assessment cannot *guarantee* the identification of a specific learning difficulty; there may be a different outcome. Some assessors may be in a position to offer a follow up or full assessment for a reduced fee within a given time period while others may prefer to recommend that the student return 'to the market' if seeking a full diagnostic assessment at a later date. It would be reasonable, for any assessor carrying out a follow up full assessment to include a summary of the results of the EoN as part of the 'background information' section.

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APPENDIX 4 USEFUL REFERENCES AND RESOURCES

PODCASTS AND VIDEOS

For a look at how a parallel profession is managing the pros and cons of remote assessment see <https://www.rcslt.org/learning/rcslt-guidance/#section-4> where very detailed work has been done to identify potential issues that could arise for assessors during an SLT assessment and suggestions for strategies to manage these are given.

ARTICLES

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A PROPOSED NEW SASC STATEMENT FOR EVALUATIONS OF NEED (EoNS) AND REMOTE ASSESSMENT BY VIDEO PLATFORM (TELEPRACTICE)

APPENDIX 5 – TEMPLATES FOR PRE-ASSESSMENT CLIENT AGREEMENT FOR ONLINE ASSESSMENT ADULTS AND CHILDREN

SUGGESTED TEMPLATE

CLIENT AGREEMENT – ONLINE ASSESSMENT - ADULTS

Sample template may be adapted as required

Face-to-face assessments are not always possible for a number of reasons, which can include the need for physical distancing due to the Covid-19 pandemic and/or travel difficulties due to residence, work or study in remote geographical locations. An online diagnostic assessment is currently being accepted by universities and by the Student Loans Company for applications for the Disabled Students' Allowance (DSA).

Be reassured that you will meet, via remote online platform, a highly trained and experienced assessor who will explain everything carefully and answer any questions you have.

By signing this form, you agree to the following statements and requirements:

- You will have the use of a large tablet, laptop or desktop computer with a strong WIFI signal. (Smaller tablets, iPad minis and phones are not acceptable for the testing element of these remote sessions, although it will be useful to have a smartphone to hand).
- Your large tablet, laptop or desktop computer must have suitable microphone, camera and speaker/headphone facilities.
- The online diagnostic assessment will be completed by a specialist assessor/practitioner psychologist using the (e.g. Zoom) platform; you must ensure that your device and hardware are suitable and compatible with this platform prior to the remote session by downloading the software and trialling it ahead of the remote assessment. If either party has technical difficulties during the session, then they should immediately reconnect to the meeting via the same link sent on email to continue the session. The assessor's mobile phone number will be provided in case there are difficulties reconnecting.
- You must be alone, in a quiet room, during the remote assessment and arrange to not be interrupted. However, if necessary, you may ask a facilitator to be present in a nearby location ready to support you with any technical aspects of the remote assessment session you may need help with. The name of the facilitator must be supplied in advance of the session. They will need to be available at a time agreed prior to the assessment session for a discussion with the assessor and yourself regarding their role.
- Unless instructed by the assessor, you must put away and turn off other smart devices such as a mobile phone or tablet during the assessment. At the end of the session, you will be required to retrieve your phone to take photos of some of your written work, which will then be immediately emailed to your assessor. Once these are safely received, I will then ask you to delete these photographs, on camera, in front of me.

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- All assessment content must remain confidential and must not be shared by you with anyone else. If assessment materials need to be posted to you prior to a remote assessment session, you must not open the envelopes until in the assessment session in view of the assessor. It will be your express responsibility to post these materials back to the assessor as soon as possible following the assessment. If you cancel the assessment session and a later session is not re-booked, you will still need to return any materials posted to you.
- You will not record the remote session nor take any screenshots or photos of the testing materials or the assessor.
- You will need to have a pad of lined paper and pens available during the assessment.
- If you wear glasses for computer screens and reading, you will need to have them with you and be wearing them during the assessment. If it is your normal way of working to use a coloured overlay or glasses for reading, you will need to have these with you during the assessment.

I, _____ (print name), agree to all of the requirements and statements above.

Signed: _____ Dated: _____

Email: _____ Mobile: _____

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SUGGESTED TEMPLATE

CLIENT AGREEMENT – ONLINE ASSESSMENT - CHILDREN

Sample template may be adapted as required

Face-to-face assessments are not always possible for a number of reasons, which can include the need for physical distancing due to the Covid-19 pandemic and/or travel difficulties due to residence, work or study in remote geographical locations.

Be reassured that your child will meet, via remote online platform, a highly trained and experienced assessor who will explain everything carefully and answer any questions you and your child have.

By signing this form, you agree to the following statements and requirements:

- You (or the school, or other organisation where the assessment will take place) will provide the use of a large tablet, laptop or desktop computer with a strong WIFI signal. (Smaller tablets, iPad minis and phones are not acceptable for the testing element of these remote sessions, although it will be useful to have a smartphone to hand).
- The large tablet, laptop or desktop computer must have suitable microphone, camera and speaker/headphone facilities.
- The online diagnostic assessment will be completed by a specialist assessor/practitioner psychologist using the (e.g. Zoom) platform; you or the organisation where the assessment takes place must ensure that the device and hardware are suitable and compatible with this platform prior to the remote session by downloading the software and trialling it ahead of the remote assessment. If either party has technical difficulties during the session, then they should immediately reconnect to the meeting via the same link sent on email to continue the session. The assessor's mobile phone number will be provided in case there are difficulties reconnecting.
- A facilitator (e.g. parent, carer, teacher) will need to be present, either in the same room or nearby and contactable at any point by either assessor or child for the entire assessment session. The level of facilitator involvement in the session will depend on the age and preference of all parties involved, including the child, but a separate, prior training and preparation session will be necessary to brief the facilitator for their role.
- The room provided for the online remote assessment session must be quiet and the facilitator will need to arrange for the session to not be interrupted.
- Unless instructed by the assessor, both the child and the facilitator must put away and turn off other smart devices such as a mobile phone or tablet during the assessment. At the end of the session, the facilitator or the child may be required to use a smartphone to take photos of written work, which will then be immediately emailed to me/your assessor. Once these are safely received, the facilitator or child will be asked to delete these photographs, on camera, in front of me.

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- All assessment content must remain confidential and must not be shared by the facilitator or child with anyone else. If assessment materials need to be posted to you prior to a remote assessment session, the facilitator or child must not open the envelopes until in the assessment session in view of the assessor. It will be the facilitator's or parent's express responsibility to post these materials back to the assessor as soon as possible following the assessment. If assessment session is cancelled and not re-booked for a later date, the facilitator or parent will still need to return any materials posted in advance of the session.
- The remote session should not be recorded nor any screenshots or photos of the testing materials or the assessor taken.
- The child assessed will need to have a pad of lined paper and pens available during the assessment.
- If the child wears glasses for computer screens and reading, they will need to have them with them and be wearing them during the assessment. If it is the child's normal way of working to use a coloured overlay or glasses for reading, they will need to have these with them during the assessment.

I, _____ (print name), agree to all of the requirements and statements above.

Signed: _____ Dated: _____

Email: _____ Mobile: _____