

SCHOOL PROFILE

Strathearn School
Belfast
Northern Ireland

SPaRCS Test

Spelling
Processing Speed
and
Reading
Comprehension
Speed

USE:

An up to date, accurate, useful and time-saving assessment tool that quickly identifies students in need of additional support and intervention.



"[I was] looking at (the SPaRCS test) before we started, going, 'There's no way! It's too easy, it's not going to flag up anybody!' But we were so wrong! We tried it out and couldn't believe it."

– Rosie

Rosie needed a quick, yet reliable, stress-free testing solution for her students

BACKGROUND

Rosie is a Special Education Needs Coordinator at Strathearn School, a Grammar school for girls in Belfast, Northern Ireland. For the last 11 years, she has dedicated herself to identifying and helping students in need of additional academic support. To be sure she identifies every struggling student, Rosie keeps a watchful eye on the tests her school implements to be sure they are of the highest quality and validity. In doing so, she can provide all her students needing academic support with the interventions they need to achieve their full academic potential.

THE CHALLENGE

After completing her Access Arrangements Training (AAT) and Certificate of Competence in Educational Testing (CCET) programs, Rosie began to question the validity of the test she had been using at the time. Although fast and simple to administer and score, she worried that the test did not properly screen students over the age of 14. Trying to gain more accurate information on her students, Rosie tried other tests, but found them to be too long and complicated, and often overly distressing to students, even leaving some in tears. Because she was busy with her many students and responsibilities, Rosie needed a quick, yet reliable, stress-free testing solution for her students.

THE SOLUTION AND RESULTS

Rosie found this testing solution in the SPaRCS test. This test gave her the benefits of her previous test. It was quick and easy to administer, simple for the students to understand and finish, and it also gave her the integrity and validity of much more expensive and time-consuming tests. And, importantly, it was designed for 13-18 year olds. She found that the SPaRCS test consistently identified students previously flagged by other tests, but also students who had never been identified before. She has also observed that the SPaRCS test does not upset her students as previous tests had. Switching to the SPaRCS test has made testing far more simple and accurate for her, and academic interventions possible. Using the SPaRCS test has allowed all of her students requiring support to receive the accommodations they have been needing to succeed.

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