Teacher-Friendly Guide:
Assessment Evidence for Exam Access Arrangements

(Based on JCQ expectations,
written in accessible, practical language.)

Why Evidence Matters

JCQ requires schools to show that
any exam adjustment is:

- Based on genuine, demonstrated need
- Supported by evidence, not assumption
- Aligned with the student's normal way of working
- Fair and does not change what the exam is testing

This guide sets out what counts as evidence and which assessments are commonly used.

Types of Evidence Teachers Should Gather

A. Classroom-Based Evidence (Everyday Learning)

This helps build a picture of need over time.

✓ **Useful examples:**
- Marked classwork showing slow writing or reading
- Worksheets where instructions needed repeating or clarifying
- Work completed using assistive tech (e.g., laptop)
- Annotated mock exams showing timing difficulties
- Teacher notes on concentration, fatigue, processing time
- Records of "normal way of working" (e.g., always uses coloured overlay)

Why it matters:
This proves the student already needs and uses support — it isn't new.

B. Teacher Observations (Professional Judgement)

Short, factual notes from teachers across subjects.

✓ **Useful examples:**
- "Struggles to finish timed tasks in English and Science."
- "Needs instructions read or broken down."
- "Uses rest breaks during long writing tasks."
- "Anxiety impacts concentration — benefits from quieter environment."

Why it matters:
This gives context and consistency across subjects.

C. Standardised Assessments (Formal Tests)

These are used to provide measurable evidence of need — especially for extra time, reader, scribe, or laptop use.

Below is a SENCO-friendly breakdown of commonly used assessments and what they show

Assessment Resources & What They Evidence

Below are examples of widely used assessments
aligned with JCQ expectations.
(This is NOT a required list — schools can use
other nationally standardised tests.)

1. Reading Speed / Reading Comprehension Tests

What they evidence:
- Slow reading speed
- Difficulty processing written text
- Need for reader, computer reader, or extra time

Examples of suitable assessments:
- Exact (GL Assessment) — reading comprehension speed
- Adult Reading Test (ART-2) — silent + oral reading rate
- Diagnostic Reading Analysis (DRA-3)
- Academic Achievement Battery (AAB) — Reading Fluency

2. Writing Speed Tests

What they evidence:
- Slow handwriting
- Fatigue or pain when writing
- Need for scribe, laptop, or extra time

Examples:
- Exact — writing speed assessment
- KTEA-3 Written Expression
- Dyslexia Portfolio — speeded writing tasks

3. Processing Speed Tests

What they evidence:
- Difficulty working at exam pace
- Need for extra time or rest breaks
- Underlying cognitive processing challenges

Examples:
- Exact — speeded reading comprehension and literacy tasks
- SPaRCS — reading comprehension speed
- Standardised cognitive processing tests (administered by qualified assessors)

4. Spelling / Working Memory Assessments

What they evidence:
- Difficulties with spelling accuracy or phonological processing
- Working memory weaknesses
- Potential need for a scribe, word processor, or more processing time

Examples:
- Dyslexia Portfolio
- KTEA-3 memory components
- Other nationally standardised spelling/memory assessments

How SENCOs Bring the Evidence Together

A complete evidence set includes:

- Background info & normal way of working
- Classroom examples
- Teacher comments
- Standardised test scores (where required)
- Mock exam performance
- Student voice (how they feel about the adjustment)

This forms the "Picture of Need" that JCQ requires.

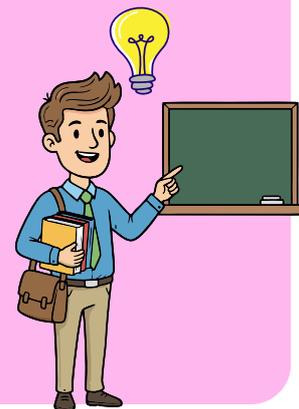# What SENCOs Should Communicate to Students & Teachers

Students should know:

- Adjustments aren't cheating
- They don't need a diagnosis
- They can refuse support if it doesn't help
- Their voice matters

Teachers should know:

- Classroom practice must reflect the adjustment
- Their observations form essential evidence
- Providing consistency across subjects is key

Check out our Teacher Checklist