



Assessment Report

Candidate's name: Student A

Address:

Date of assessment:

School attended:

Date of birth:

Age at assessment: 7+

Year:

This report was written by:

Anna Parkinson

Email:

Telephone:

The Author of this report:

- holds a current Practising Certificate
- certifies that this assessment has been conducted and the report written in accordance with the SpLD Working Group 2005/DfES Guidelines for Assessment of SpLDs.

The author is a qualified specialist teacher holding an approved qualification (as noted in the SpLD Working Group 2005/DfES Guidelines).

Qualification held: Postgraduate Diploma Specific Learning Difficulties/Dyslexia (SpLD Dyslexia).

Awarding institution: Bath Spa University, Bath.

Practising Certificate number:

Issuing body: The Professional Association of Teachers of Students with specific Learning Difficulties (PATOSS).

Name: Anna Parkinson AMBDA HE/FE **Signature:**

Date:



Summary

Student A's overall underlying ability is in the average range, so he is as able as most people, to learn and acquire literacy skills. During the testing he demonstrated great enthusiasm for the tasks, and perseverance while he was doing some of the more challenging ones. Student A has a very positive attitude to everything he does and this is one of his strengths.

His reading, spelling, and writing skills are below average for his age. Although Student A does sound out words and try to blend strings of letters together, he lacks knowledge of spelling rules that would enable him to read and write more complex words. Working out meaning from context is one of his strengths, but when dealing with words in isolation he has difficulty, as shown in the low scores on the single word reading and spelling tests where words are read out of context. He also has problems with sequencing, and letter identification and orientation. Student A had a low score on the Spoonerisms test which looks at the ability to manipulate sounds within words. This is an aspect of phonological processing which underpins the acquisition of literacy, and difficulty is often seen in people with dyslexia. His very low result for 'rate' of reading may also be caused by weak phonological processing. In contrast, his oral language and comprehension skills are two of his strengths, as can be seen in the receptive (hearing) language and comprehension test results. This variation in test results is often seen in the typical dyslexic profile.

Low results in the naming speed tests point to difficulty with recalling information quickly. Rapid naming skills are required for efficient retrieval of phonological information from long term memory and for completing effective sequences of operations. The result of the digit span memory test also suggests that there may be an issue with working memory which is the ability to perform a task while simultaneously processing additional information. Difficulties with short-term and working memory and sequencing are common in dyslexia. This can contribute significantly to problems with reading, and also with following verbal instructions, remembering information, concentrating, and maintaining a train of thought, especially in a busy classroom.



There are concerns about Student A's constant need to move about and inability to sit still for very long. During the testing he had to be constantly refocused, and prompted to continue. It is clear that he has very low levels of concentration and attention. Inability to concentrate has a significant effect on effective learning, and it may be an avenue for further investigation. Some of the gaps in his learning may have been exacerbated by his inability to concentrate.

Low scores in tests concerned with recalling information, working memory and low concentration would all have an impact on Student A's ability to acquire literacy skills. They are also all potential indicators of dyslexia. For example, the Spoonerisms sub-test, discussed above, involves the short term auditory memory/working memory, because you have to remember two separate sounds while you switch them around; top cat = cop tat.

Student A had no difficulty with the rhyme and alliteration tests, so this may indicate that his low score on the spoonerisms task could be caused by difficulties with working memory. Given his strong underlying ability, Student A should be able to make good progress with additional help in these weaker areas, and I recommend that his response to any intervention should be monitored closely and reassessed after a period.

Background information

Student A is a delightful and happy 7 year old who is always smiling. He is the youngest of four children. His elder brother is dyslexic. Student A's developmental milestones were all within the normal range and give no cause for concern. He began talking early and has always been very bright and energetic. He enjoys school and likes reading but prefers reading practical things like car magazines. Student A enjoys being outside playing with the family pets; he has cats, dogs and rabbits. At home he is sociable and loving with lots of energy, and sleeps very well at night. He is young for his year group, and had he been born a week later he



would be in the year below. This may have some effect on his current level of literacy achievement.

At school Student A is polite and friendly, and can be very helpful in class. He is interested in lessons and engages well, but has a limited attention span. He enjoys topic based lessons, such as history, geography and science. He listens well initially, but his attention is not sustained and he has to be re-focussed. In class he contributes well by asking and answering questions, but his lack of attention sometimes makes it difficult for him to work with others.

Student A really enjoys sport at school. He likes running, netball and being outside. He likes doing mathematics, although he says it is not easy. He most enjoys working on topics, for example, about dinosaurs. Student A seems to be happy and confident in school.

No health problems have been reported, but I have noticed that Student A often has catarrh and nasal congestion, so it may be worth having his hearing checked regularly.

Purpose of Assessment and Test Conditions

The purpose of this assessment is to gather information in order to write an individual ten week teaching plan for Student A as his teachers feel that he is falling behind on his reading and writing. The assessments were done slowly over a term, during weekly individual multi-sensory teaching sessions. Student A's short attention span made it difficult to do too many assessments at once.

Tests were administered in a quiet, comfortable and familiar room, and Student A approached them with enthusiasm, and worked very hard at concentrating. There were times when he found this tiring, and he told me when he wanted to stop.

It is important to note that tests provide information about how a candidate performs on one particular day and provide an *estimate* of 'true ability'. Where possible,



confidence intervals are recorded to give the range of scores within which we can be sure that the true score lies. No test can be completely reliable, and although tests are unlikely to ‘overestimate’ a person’s ability, there may be many reasons why someone may have a poor result on a particular test on any one day.

The Assessments

Attainments in Literacy

Reading

Wechsler Individual Achievement Test (WIAT II) was used to assess single word reading and spelling. Reading measures the ability to read single words out of context. Spelling is a single word dictated spelling test.

WIAT II	Standard score	95% confidence band	Percentile
Reading	77	73 - 81	6 Below Average ■

Comment: In the reading test Student A sounded out words carefully and self - corrected errors when he could. He often lost his place because of his constant moving about.

Reading - York Assessment of Reading Comprehension (YARC)

Early reading (single words) and oral reading, comprehension and rate of reading.

YARC	Standard score	Percentile	
Letter sounds	96	40	Average ■
Early word recognition	77	6	Below Average ■
Sound isolation	102	55	Average ■
Sound deletion	97	42	Average ■
Reading accuracy	79	8	Below Average ■
Comprehension	113	81	High Average ■
Rate	<70	2	Very low ■



Comment: On the early **word recognition subtest** Student A had particular difficulty with words which contained b/d. i.e. bird, duck, bread. He knows he has problems with this and panics slightly when he sees the letters.

Reading Accuracy Student A tries to guess words from the first letter and using semantic cues (looking for meaning from the text). His difficulty with b and d caused problems, for example when trying to read 'suddenly' he read 'subb' and couldn't go further as he realised it was incorrect. His constant moving around also made his reading more difficult. Reading rate was slow as he often had to sound out words and blend them, try them out and self- correct. Again, he was slowed down by his constant movement. Student A scored high average for **Comprehension**, answering quickly and confidently, and this is one of his strengths. His answers called for the need to remember literal information and also applying knowledge based inference (real-life knowledge).

Spelling

WIAT II	Standard score	95% confidence band	Percentile
Spelling	79	72 - 86	8 Below Average

Comment: In the spelling test he spelt his surname incorrectly, and several words were incorrect because b and d were confused. He also had a very blocked nose on the day.

Writing

Student A was given 10 minutes to write about what he did on Christmas day. We talked about it for ten minutes before hand to generate ideas. While he was writing he paused a lot between sentences and he needed much prompting to remember what he wanted to write. He sat *really* still while he was writing and spent the ten minutes concentrating well.

His writing was quite large and the first two lines were not sitting on the line although the last three were quite orderly. Student A uses full stops and capitals appropriately and most of the letters are lower case except K. There were four good sentences. Student A's spelling is phonetic and does not generally obey spelling rules. Some examples include: Wok /woke, Lookt/looked. Opend/opened, Fond/found.

He doesn't use any of the alternative spellings for vowels, such as /ai /ou/ea/ in, for example: Sters/stairs, Brekfst/.



He doesn't include the shwa (the unstressed sound) at the end of 'under'/und, and his confusion with b/d causes difficulties. S is often written back to front, and at times he also does this with /f/.

His writing is slow and laborious. In contrast, the verbal account of his day was much more detailed and fluent. He became tired quickly when he was concentrating on his writing, and would have liked to write more.

Underlying Ability

Ravens Coloured Progressive Matrices were used to assess underlying ability. This is a test of non-verbal reasoning ability and involves no words or reading. Student A was asked to choose a pattern that completes a sequence of given patterns.

Ravens Matrices	Standard score	Percentile	
Matrices	100 Average	50 th	

Comment: Student A really enjoyed doing this test. He concentrated well and carefully worked out why each piece fitted where it did. He sometimes changed his mind, but once he had decided on the correct answer he moved on quickly. Student A's average score indicates that he is as intellectually able as most people.

The British Picture Vocabulary Scale (BPVS) measures listening vocabulary and assesses understanding of spoken language. Student A had to choose a picture from a choice of four that matched the spoken word.

	Standard score	Confidence interval	Percentile	Age equivalent	
BPVS	107	101-113	68	7.3 Average	

Comment: His understanding of spoken language is one of Student A's strengths. He knew the meaning of 'dilapidated' 'utensil' 'resuscitation' and 'quartet'.



Cognitive Processing

Memory - Short-term Auditory/Working Memory and Sequencing

The Digit Span Memory Test (Turner & Ridsdale) was used to assess the ability to remember and use information. Student A had to listen to a set of numbers and repeat them. He also had to try and repeat sets of numbers in reverse order.

Digit Span Memory Test	score	Standardised score for numbers combined
Numbers forwards	7	
Numbers reversed	3	93 - Average

Comment: This gives an idea of the number of ‘units’ the child can cope with in auditory short term working memory. Most people can remember two more digits *forwards* than they can backwards. Although Student A’s combined standardised score is average, this may be misleading, as a gap between the two scores greater than three *may indicate* some difficulty with working memory.

Phonological Assessment Battery (PhAB)

This was used to assess Phonological Awareness and Rapid Naming (the speed at which information can be accessed when necessary).

Alliteration – Student A was asked to identify words with similar **initial** sounds.

Rhyme – identify similar **end** sounds.

Spoonerisms – test the ability to manipulate sounds within words e.g. egg with a /p/ gives? Peg.

Non-word Reading - assesses ability to decode and blend sounds in ‘made up’ words.

Naming Speed – timed tests which assesses the speed at which information is retrieved.

Fluency tests – assess how much simple information can be retrieved in a short time. For example, Student A was asked to name as many things as he could, that you find in school in 3 minutes.



PhAB Subtests	Standardised score	Percentile/description	
Alliteration	90	Average	Green
Rhyme	91	Average	Green
Spoonerisms	84	Below Average	Red
Non word reading	98	Average	Green
Naming speed pics	69	Very low	Red
Naming speed digits	69	Very low	Red
Fluency Test Alliteration	98	Average	Green
Fluency test – rhyme	83	Below Average	Red
Fluency test - semantic	103	Average	Green

Comment:

Alliteration Although his score is average, one sound Student A had most difficulty with was /c/ and he failed to score on any item with it in.

Spoonerisms test - This task was a real challenge. Several times he put the new sound onto the *end* of the word. For example ‘red’ with a /b/ gives (bed) and Student A said ‘reb’. He only managed to get the first two items correct. For the second part of the exercise he had to swap two sounds. He tried the practice items and couldn’t do them so said he wanted to stop there.

Fluency test – Student A had no difficulty naming things that were found in school but when he had to name items beginning with a certain sound (alliteration) it became more difficult for him, although his score was still average. However when he had to find words that rhymed, he needed prompting to generate ideas. He couldn’t find a word to rhyme with ‘more’.

Naming Speed – Student A kept losing his place and repeating items, and sometimes said words at random. His standardised score was the same for both pictures and numbers. He sometimes transposed the numbers but corrected himself, and at times said the correct numbers in the wrong order. He also added numbers that were not there. He used both fingers to keep his place when reading the numbers. He seemed to find this test tiring.

Non word reading – Again his problems with **b/d** hampered his attempts to decode words. He also became confused with **g**, and **m** and **n** seemed to cause problems because he didn’t have ‘meaning’ to guide him.



Other informal assessments

Visual Stress – Coloured overlays

Student A was assessed for signs of visual stress. He was asked to read short pieces of text using different coloured overlays. He said he saw no differences or improvement in the print. This does not appear to be a problem for him.

Common sequences - Alpha to Omega

- Alphabet, dictation and recitation – Student A is not secure in sequencing the alphabet
- Orientation - He is not completely sure of his right and left.
- Months – Student A is not secure with the months of the year in sequence

Conclusions

Student A's overall underlying ability is in the average range, indicating that he should be as able as most other people to learn, but his reading, spelling, and writing skills are below average for his age.

Testing suggests that although Student A sounds out words and tries to blend them he lacks knowledge of spelling rules that would enable him to read and write more complex words. He is able to compensate by working out meaning from context, but when dealing with words in isolation he has difficulty, as shown in the low scores on the single word reading and spelling tests.

He also has problems with sequencing, and is not always able to sequence the alphabet or months of the year. He also gets mixed up with his right and left. This confusion can also be seen in identifying similar looking letters like b and d, with orientation being an issue.

Some aspects of phonological processing are challenging for Student A. Difficulty in this area is often an indicator of dyslexia because the ability to process speech



sounds in language underpins literacy. For example, if children can't use the sounds they are hearing, they are going to have difficulty learning to read and write them.

The Spoonerisms test, which looks at the ability to manipulate sounds within words was particularly difficult for Student A and he only managed to get the first two items correct. For the second part of the exercise he had to swap two sounds within a word. Despite his perseverance in other areas, after he tried the practice items, which he couldn't do, he decided to stop. In another of the sub-tests, (Fluency – rhyme) Student A had to use only words that rhymed, and he had difficulty with this too. He clearly has trouble manipulating speech sounds, which is often the case in students who have dyslexia.

Another area of difficulty for many dyslexic students is memory and attention, and recalling information quickly. For Student A this could be seen in the naming speed test, and the Digit Span Memory Test. The naming speed was made more difficult for him because he has trouble sitting still, kept losing his place and repeating items.

Attention deficit is a developmental disorder (ADD) and is often seen alongside other specific learning differences such as dyslexia. It is characterised by lack of focus, poor control and impulsivity. Being unable to concentrate and sustain interest in tasks can seriously affect a child's ability to learn effectively. Student A should be monitored in this area and further advice could be obtained from the GP if it is thought necessary.

The Digit span Memory test also suggests that there may be an issue with working memory. This is the ability to perform a task while simultaneously processing additional information. Difficulties with memory and sequencing are common in dyslexia. It can cause problems with reading and mathematics, and also with following verbal instructions, remembering information, concentrating, and maintaining a train of thought, especially in a busy classroom.



Student A is well motivated and has a very positive attitude to everything he does and this is one of his strengths. Motivation is an important factor in learning. This was demonstrated throughout the testing sessions where he really tried hard with

some of the more challenging tests. He has a positive attitude to school and his work. He is polite and friendly and he can often be very helpful in class. He is interested in lessons and engages well, and receives very positive reports from teachers and staff.

Dyslexia is known to be hereditary, so having an elder brother with dyslexia may increase Student A's risk of being dyslexic. He has no other reported health problems, but I have noticed that he often has catarrh and nasal congestion, so it may be worth having his hearing checked regularly. Hearing impairment may affect his ability to learn.

Another factor to consider is that Student A is one of the youngest children in his year group. This may have some effect on his current level of literacy achievement.

Student A's difficulties in the areas of phonological processing, retrieval of information, memory and attention, along with a family history of dyslexia would strongly suggest that he is at risk of dyslexia. Given his age, I would recommend that he is provided with an individual education plan based on the results of this Assessment and he should be closely monitored for improvement.

I have thoroughly enjoyed working with Student A over the past few weeks and wish him all the best with his schoolwork.

Recommendations for Support

- Student A would benefit from regular one-to-one teaching and a personalised intervention programme to improve his literacy skills. Initially this should include alphabet work, sequencing, right left orientation, and basic letter knowledge.



- Because Student A is unable to concentrate for long periods and moves around so much, a learning session should include opportunity for movement. For example learning games like 'Simple Simon' could be used to practice right and left, putting alphabet cards in order around the room, playing matching games, memory games with solid objects, card matching or snap games. He also enjoys taking work home, so he could be encouraged to complete work at home by colouring in a picture or finishing off a task.
- It may help Student A to be seated in the front with his back to the rest of the class so he is not distracted by others.
- Joined up handwriting could be practiced using the spelling patterns being taught and words being learned for spelling.
- Phonological processing skills could be developed further using Peter Hatcher's 'Sound Linkage' programme.
- He also needs help to develop word-recognition skills and sight vocabulary, as well as the ability to spell frequently used words, or sight words from memory. This would be best achieved using a structured multi-sensory approach involving progression through a systematic programme such as Kelly and Phillips' 'Conquering Literacy' programme, 'Jolly Phonics' or 'THRASS'. He would benefit from identifying methods of learning spellings such as 'cued spelling' or 'look, say, cover, write, check'. Student A should begin to compile his own word bank of learned spelling words, and phrases that he enjoys using in his writing, so he can check these when working independently.
- He should continue with his reading programme (Oxford Reading Tree), and he may like to develop his reading skills using 'paired reading techniques'. This involves reading along with a more able reader of around his own age, (or an adult). This will enable him to read more complex stories for pleasure, and develop his word attack skills and boost his confidence in his ability to read.
- Because Student A may be up to one year younger than the oldest child in his year group, his achievement should be monitored, and measured in terms of increase of level of skill over time. This will ensure that his age is not a



disadvantage when looking at the results of literacy tests which are measured against nationally determined results.

- Student A may benefit from playing phonic games on a computer to develop his literacy skills. These are available from websites such as BBC Bitesize KS2 www.bbc.co.uk › [Home](#) › [Literacy](#) or English Games and activities www.woodlands-junior.kent.sch.uk › This would also enable him to begin to develop keyboard skills which will be useful for the future.

Spelling and Reading

Student A needs to develop his word segmentation skills. He could do this by clapping and counting syllables, and blending by 'vocalising'. Multisensory activities such as 'look-say-cover-write-check', or 'mnemonics', can be used to learn spellings, and this can be done at home too with help from parents or older brothers. He should be encouraged to use different methods of learning spellings, and identifying which works best for him. Learning can be reinforced by a variety of games and exercises which practise the reading and spelling of target words from memory.

Student A would benefit from activities which help the transition from reading and spelling words in isolation, to reading and spelling in context. These could begin with cloze sentences (with words missing which the student fills in) leading to dictated sentences and writing short stories.

Writing

As Student A enjoys working on topics he may enjoy developing his writing skills by doing a project on a subject that he interests him (for example on dinosaurs, animals or the rainforests). This will give him the opportunity to writing independently in small chunks whilst exercising his enthusiasm for generating and contributing ideas and expressing his own thoughts. This would involve the support of an adult to help identify and spell key words and structure and write sentences. New words could be added to his word bank, where words to be learned are chosen by Student A.



Attention and Concentration

'Mini-tasking' could be used to help develop focus and concentration. This is where tasks are broken down into short, well defined chunks with clear expectations. Rewards can be used for successful completion of the task.

Using a structured format for brainstorming and organising written work, such as graphic techniques like 'Mindmapping' or a Writing Web are also useful ways of helping to keep focus. These break tasks down into smaller more manageable chunks thus making it easier to organise thoughts without needing to hold ideas in your working memory.

Multisensory Approaches

Multisensory teaching approaches would also help Student A as well as being supportive to a range of other pupils. This could include visual input, such as pictures, diagrams, charts, films, videos, computer programmes. Kinaesthetic activities like drama, role-play, movement, and also using concrete and physical resources to support verbal presentation. Learning using kinaesthetic and concrete activities and resources would particularly help Student A as he constantly needs to be able to move around. Using a 'variety' of activities may also help to break up longer sequences of information, or periods of learning into smaller sections, which may help Student A to keep focus on the task.



Assessment report prepared for: Mr and Mrs...

Name:

Address:

The author of this report:

- holds a current Practising Certificate (see cover sheet)
- certifies that this assessment has been conducted and the report written in accordance with the SpLD Working Group 2005/DfES Guidelines for Assessment of SpLDs.

Name of Assessor: Anna Parkinson

Signature:.....

Date:.....

Data protection

Please note that all the information in the assessment report will only be made available to you, and the teachers and professionals who support your child.



Appendix 1

Explanation of terms used in this report

A **standardised score** gives an indication of how each child is performing relative to other children of the same age. Standardised scores of 85 – 115 are within average range. Scores below 85 indicate possible areas for concern, and, for example, may support an application for exam concessions.

A **percentile score** gives the pupils position out of 100. A score of 30 would indicate that 30 children out of 100 children of the same age would score at that level or below. Percentiles of **16 – 84** are within the average range.

Confidence bands give the range of standard scores within which a true score lies, taking into account the effect of tiredness, distractions and anxiety. A 95% confidence band gives the range of scores within which we can be 95% confident that a student's true score lies.



Appendix 2 - Table of Results

Student name: Student A		Assessment results: February 201..			
	Standardis ed score	Confiden ce Intervals	Percen tile Rank	Description of result	
Raven's Matrices Underlying ability	100		50	Average	Green
PhAB					
Alliteration Test	90			Average	Green
Rhyme Test	91			Average	Green
Spoonerisms Test	84			Below average	Red
Non-word Reading	98			Average	Green
Naming Speed (pics)	69			Very low	Red
Naming Speed (Digits)	69			Very low	Red
Fluency Test (Alliteration)	98			Average	Green
Fluency Test (Rhyme)	83			Below average	Red
Fluency Test(Semantic)	103			Average	Green
WIAT ii					
Single word reading	77	73-81	6	Below average	Red
Spelling	79	72-86	8	Below average	Red
Digit Span Memory					
Numbers forward	7			There may be some difficulty in this area as	Yellow
Numbers backwards	3		32	gap between scores greater than 3	Yellow
BPVS					
Receptive Language	107	101-113	68	Average	Green
YARC					
Letter sounds	96		96	Average	Green
Early word recognition	77		6	Below average	Red
Sound isolation	102		55	Average	Green
Sound deletion	97		42	Average	Green
Reading Accuracy	79		8	Below average	Red
Reading Rate	<70		2	Very low	Red
Comprehension	113		81	High average	Green