

## CONFIDENTIAL ASSESSMENT REPORT

### Reason for assessment:

*(This can be placed under Background Information if preferred.)  
Brief statement to indicate why this assessment was carried out.*

### Summary:

*This should state what the findings of the assessment indicate (i.e. the decision reached) with a summary of the evidence on which it is based. It will include a brief summary of the strengths and weaknesses and effects of these on the learner's literacy/study skills/school life. There should be a clear statement as to whether or not (according to their performance in these assessments and taking account of any background information) the learner has a specific learning difficulty or dyslexia. The main recommendations will be summarised.*

### Background information:

*This will include:*

- *attainment/progress in general as well as difficulties in literacy (and maths if applicable);*
  - *family, developmental, educational and language history, relevant medical information (usually from parents and school records);*
  - *in the case of learners with EAL, there should be reference to home language, parents' first language and the learner's proficiency in English;*
  - *summaries of previous reports (if any);*
  - *SATs results (with dates) where applicable: make clear if these are teacher-assessments, CATs/any results from tests in school;*
  - *previous educational support, examination access arrangements (where applicable);*
  - *response to any intervention provided so far.*
- NB; Chapter 6 should be particularly useful in gathering this information.*

### The learner's views: *(personalise – use name)*

- *perceptions of difficulties: interests in and out of school – aspirations;*
- *what helps/hinders them learning successfully;*
- *what they feel about the assessment being undertaken.*

### Test conditions:

*A brief statement about the test environment, comfort, interruptions as well as health of learner, attention, motivation, anxiety and their response to these. Any factors in the test situation that might have affected results should be noted, e.g. background noise.*

### Note about assessments:

*The following statements (or equivalent) should be included so that teachers/parents/carers can understand the terms used. It may be that only standardised scores are given in the report, in which case only the first definition should be given here and all the definitions placed in the Appendix where there are details of the tests given.*

- **Standardised score:** A score which shows how the learner is performing in relation to others of the same age. Standardised scores of 85–115 are within the average range for most standardised tests.
- **Percentile score or rank:** This score shows the learner's position in relation to 100 learners of the same age. A score or rank of 45 indicates that 45 out of 100 learners of the same age would score at that level or below. Percentiles of 16–84 are within the average range.
- **Confidence intervals:** This is the range of standard scores within which a 'true score' lies. A 95% confidence interval gives a range of scores within which we can be 95% confident that the learner's 'true score' lies or 95% confident that if the learner took the test the next day or week their score would be within that range.
- **Composite scores:** A composite score is a score based on a number of sub-test scores measuring assessment of a skill or ability.

#### **Assessments:**

Reports of performance in individual tests/activities should be prefaced by a brief statement about the attainment or cognitive function which the assessment is designed to examine (i.e. its purpose) and a description of what the learner is asked to say/do. This should be brief.

#### **Attainments in literacy:**

##### **Reading:**

Text reading – decoding/accuracy, reading comprehension (aloud or silent)

Single word reading – word recognition

Non-word – e.g. TOWRE-2 or teacher-made, phonics-based (optional if considered useful)

Reading speed – of passage and/or single word reading

Summary (of reading profile) – implications for classroom behaviours/performance

##### **Spelling:**

Spelling word test

Spelling in free writing (state time given)

Phonic skills – knowledge in spelling (dictated words/informal) (optional)

Summary (qualitative analysis of errors) – implications for classroom behaviours/performance

##### **Writing:**

Free writing –

- Organisation/style/compositional skills – to cover vocabulary, grammar, complexity of sentence structure, coherence of writing (cogency or argument in the case of older readers)
- Legibility/letter formation print – cursive etc.
- Handwriting speed in free writing (formal and informal testing where appropriate)
- Handwriting speed for copying (if appropriate)
- Copying untimed 'best' writing (if appropriate)

Summary – of handwriting and implications for classroom behaviours/performance

##### **Underlying ability:**

Verbal abilities – may include both expressive and receptive vocabulary

Non-verbal ability

General underlying ability – summary and implications

Figure 20.1 (Continued)

**Cognitive processing:**

Phonological awareness – *list of sub-tests and information for each*

Memory – *Auditory STM and Working Memory*

Visual memory – *STM/Working Memory (usually informal or sub-test)*

Speed of processing – *test of rapid naming*

Summary of cognitive processing skills – *implications for classroom behaviours/performance*

**Optional sections:** *Mathematics/numeracy/motor skills. These should be conducted if referral or other tests suggest they are relevant. For example, where handwriting assessment suggests there may be a motor co-ordination weakness, Beery-Buktenica could be administered.*

**Definition:**

Insert definition from Rose (2009) plus BDA addition – or other used to inform decision.

**Conclusions:**

*A summary of strengths and weaknesses must **discuss** links/discrepancies between the results on the tests. This should include the nature of the difficulties and likely impact on schoolwork. If appropriate, it should make a statement about whether further assessment is required and whether other professionals should be involved. It can state, where an assessor is appropriately qualified, whether difficulties are: 'of a dyslexic-type'/specific learning difficulties/dyslexia.*

**Recommendations:**

*These should include recommendations for teaching and support which directly relate to the evidence and conclusions above.*

*Finally, insert a reference to the SEND Code of Practice – to show feedback will be given to learner, parents and school, as appropriate.*

*End with a positive statement about the learner.*

**Name:** ..... **Signed:** .....

**Position / role:** ..... **Date of report:** .....

Appendices will be attached as noted below.

Figure 20.1 Assessment report pro-forma



**Photocopiable**

*Assessment of Learners with Dyslexic-Type Difficulties 2e* © 2018 Sylvia Phillips and Kathleen Kelly (Sage: London).