Cover Sheet

Name: AW  Sex: Male
Date of birth: 05.08.96
Date of assessment: 05.03.14
Age at assessment: 17 years 7 months
Address: Address
Address
Address

College: XXXX

Course of Study: History, Photography and Media Studies A levels. Year 2 of 2, to be completed summer 2014.
Future Course of Study and University: Undecided at time of assessment

The author of the report:

Mrs Debbie Hanson, BSc (Hons), QTS, PG Dip SpLD (Dyslexia), AMBDA, APC
• Holds a current Assessment Practising Certificate (number 1011/296) issued by the Dyslexia Guild.
• Is a qualified specialist teacher holding an approved qualification (as noted in the SpLD Working Group 2005/DfES Guidelines.)
• 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 in Higher Education.

Signature: ........................................ Date: 19.03.14

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  BSc (Hons) Degree in Biomedical Science
  QTS - Qualified Teacher Status
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  APC – Current Assessment Practising Certificate Number 1011/296 issued by the Dyslexia Guild and recognised by the SpLD Assessment Standards Committee (SASC).
  Member of the Dyslexia Guild.
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Summary

AW has average single word reading skills for his age; however, when he reads passages, he needs to read at a below average rate to achieve broadly average reading accuracy, fluency and comprehension for his age. He struggles, under timed conditions, to read sight words without contextual clues and to decode nonsense words and he does so at a low average level for his age. When decoding unfamiliar ‘nonsense’ words without time restrictions, his phonemic decoding is still an area of weakness for AW and is below average. AW’s reading difficulties indicate that he is likely to struggle reading single words, especially technical vocabulary which may need decoding, accurately and at the necessary speed in examinations. He is also likely to struggle to read and comprehend passages under timed conditions, which is important in lectures, examinations and when completing work to deadlines.

AW’s spelling skills, using dictated words, are average for his age. His free writing speed sample was legible but suffered grammatical errors, some omitted punctuation, 5 spelling errors and his sentences tended to ‘list’ topics rather than develop them smoothly into paragraphs. AW will need to write with a higher degree of technical accuracy if he is to illustrate his knowledge appropriately for Higher Education. When asked to write about an ‘easy’ topic; his life, AW wrote at a low average speed, indicating that he is likely to struggle to write at an appropriate speed for Higher Education when writing in more depth, using detailed content.

AW has marked discrepancies between his below average, to average attainments in reading, spelling and writing speed and his above average General Ability, characterised by non-intersecting confidence intervals; therefore, they represent under-achievements for AW. For the purpose of this report, evaluations of AW’s scores on each subtest are based on comparing confidence intervals to his General Ability, as measured by the WRIT composite score of 121. Non-intersecting confidence ranges indicate that scores have a marked discrepancy at the 95% confidence level and are worthy of note.

AW’s scores of Verbal and Visual Abilities were consistently high and within the high average to above average range for his age. His knowledge of vocabulary is his
strongest ability. AW’s General Underlying Ability, a composite score of Verbal and Visual Abilities, is observed to be 121; above average and above 92% of the population the same age as AW would be expected to score. AW clearly has a generally high Underlying Ability, which is a sound basis upon which to cultivate his education.

AW has relative strengths in his awareness of phonemes (speech sounds) and his working memory. However, these average scores for someone his age are much lower than AW’s above average General Ability and still represent areas of relative weakness for AW.

AW has average symbolic processing speed using both written and oral modalities and average phonological processing speed where digits are the stimuli. His processing speed deteriorates to below average when letters are the stimuli, illustrating AW’s difficulty working fluently and automatically with letters, more so than numbers. AW is likely to find it difficult to process information, particularly using the alphabetical code, for example when reading and writing, quickly enough in timed conditions.

AW has average phonological awareness and manipulation skills. Although his scores are average for his age, the marked discrepancy between them and his General Ability means that he is likely to find it difficult to read and spell technical words in his written work at an appropriate level for AW at Higher Education.

AW’s short-term verbal memory capacity is average, although his performance with digits was, again, better than letters. His verbal working memory was more developed than his short-term memory and again, his performance with digits better than letters. Although average for his age, these scores are much lower than his above average General Ability. AW is likely to struggle to retain information in his short-term memory for long enough to work with it to a suitable level for him and may ‘lose track’ or lose his place when reading, writing and performing longer calculations. This is also likely to affect his ability to study efficiently and for long periods of time and could lead to frustration and lack of confidence in his ability to learn. However, AW has stated that he is determined to progress in his studies and
although he often feels despondent, he wants to succeed. His persistence is commendable.

AW’s has reported a persistent difficulty acquiring literacy skills throughout his childhood and difficulties with coping with stress and exams, studying and organising himself. He sometimes has difficulty communicating, remembering facts and instructions, mental maths and confuses orientation. Whilst assessing AW, I observed a disparity between his above average General Underlying Ability and his scores on all the diagnostic tests and attainments. This leads me to believe that AW has a profile consistent with a diagnosis of dyslexia, an SpLD. It is important to note, his Literacy scores are average for his age but are areas of weakness for AW and part of his dyslexic profile. They are likely to hinder him from showing his full potential as a student of above average General Ability. He is eligible to apply for Disabled Students’ Allowance at University and I would recommend that he seek support to ensure his Literacy needs are catered for.

The information supplied on the pre-assessment questionnaire completed by AW, the pre-assessment interview with AW and Mrs W (AW’s mother) and my observations of AW before, during and after assessment, do not lead me to believe that other co-occurring learning difficulties are present. AW mentioned on his questionnaire that he ‘has trouble with… focusing attention…’ but when asked about this, he stated that he struggles when studying for very long periods of time, as do his friends and he doesn’t have concerns about his concentration. I have therefore not investigated areas of auditory processing, attention deficit or coordination difficulties further than what is already covered in my assessment and explained in this report.

**Data Protection Statement:** All test results and the contents of this report are strictly confidential, and will be stored securely, in line with key principles of the Data Protection Act. Diagnostic assessments are kept securely at Clarity.

**The following is a detailed assessment report. Please refer to Appendix 1, where there is a table of results, a chart interpreting AW’s scores and learning profile and a glossary, whilst reading the report.**
Background Information

Referral Information: AW originally planned to have an assessment to determine whether or not he needs concessions for his A level examinations at college, in support of advice from his sixth form tutor. However, following discussion about his strengths and difficulties and upon him gaining more information about University leading up to the assessment, AW decided he would like to investigate the possibly of attending University. He therefore decided to have a diagnostic assessment to see if he also has a Specific Learning Difficulty (SpLD) and if so, whether he could gain support via Disabled Students’ Allowance, mainly to support his Literacy skills.

Background information for this report has been obtained through an adult questionnaire completed by AW, discussion with AW and Mrs W during a half hour ‘free surgery’ and a discussion with AW and Mrs W prior to AW’s diagnostic assessment. (Although requested in the form of a school questionnaire, information was unfortunately not received directly from AW’s college.)

AW stated that he enjoys cricket and football. He plays for a cricket club and on a 6-a-side league in football. AW also enjoys relaxing, watching television, gaming, socialising with friends, playing and listening to music; he plays the guitar and drums. AW is currently in the second year of his History, Media Studies and Photography A levels at the XXXX Sixth Form Centre. He said that he is really enjoying his course but is finding timekeeping, organisation and knowing how to begin his studies difficult. Sometimes, AW says he asks a friend to check his work prior to submitting it. He receives extra time to complete his tasks and uses audiobooks and documentaries to aid revision.

Before sixth form, AW attended the XXXX Senior School for 5 years, where he achieved 10 GCSEs. He was awarded 25% extra time for these examinations, which AW reported was due to his slow reading speed. AW stated that he did not like Maths, Statistics, Religious Education, Science and Media Studies at GCSE and was good at History, Philosophy, Physical Education and Art.
AW stated that other family members have experienced difficulties with spelling, but none have stated a diagnosis of dyslexia or SpLD. He first noticed his difficulties in reading, spelling, writing and maths when he was 6 or 7 years old. AW was not formally assessed for SpLD during schooling or college and did not have a statement of Special Educational Needs (SEN). He stated that he did not receive any support from teachers at school, apart from the extra time in his GCSE examinations. He also stated that he struggles to revise using ‘traditional methods’ (which he explained as ‘reading over’ his notes), preferring to use his multi-sensory more visual and auditory methods and that this type of support would have been beneficial from teachers at his sixth form.

AW’s reported that he was usually a ‘well’ child, with no significant developmental / coordination difficulties or illnesses. His senior schooling was disrupted by episodes of ill health and at times, ‘debilitating nerves’ but he feels he has tried very hard throughout his schooling even though he knows he finds accessing text more difficult than his peers. AW reported he suffered lack of confidence with sports and coping with school in the past. He stated that now he only struggles with anxiety in examinations and during some public musical performances.

An eye specialist has assessed AW’s visual skills (date not supplied). AW reported that he was found to have colour blindness but knew no further details. He has used a green overlay for reading in the past but does not use this anymore. AW reported that he feels his hearing skills are within satisfactory limits, although he reported that his hearing skills have not been formally tested recently. AW suffers from Asthma and takes an inhaler.

People with SpLDs can have excellent strengths in some areas, such as creative thinking, visuo-spatial skills and intuitive understanding, but they can also struggle in many ways. AW reported the following difficulties on his Pre-Assessment Questionnaire:

**Communication:** AW finds that he sometimes completely mis-interprets what has been asked and struggles to say what he means. This can make it difficult for him to
compose oral and written responses. (He has not been referred to, nor attended speech and language therapy.)

**Organisation:** AW finds planning ahead, prioritizing his workload and meeting deadlines very difficult. He also finds working under time pressure and following written instructions very difficult. These are obviously essential in college and work life.

**Memory and Concentration:** AW found it difficult to learn his multiplication tables in school. As an adult, he struggles to remember instructions, new information and becomes frustrated when he loses concentration, although he reported that he felt it was usual to lose concentration when studying for long periods of time. These skills are obviously essential when completing tasks in Higher Education.

**Literacy:** AW struggles to summarise information, identify key points and feels his work contains a large number of spelling errors, particularly ‘easy’ words. He tends to write everything down rather than planning and prioritising. Sometimes AW sequences the words in his sentences in the wrong order or misses out words so that they do not make sense. This is likely to have an impact on AW’s written work.

**Orientation:** AW has difficulty distinguishing left from right but can read maps and find his way to new places.

**Arithmetic:** AW finds it hard to complete mental maths. He confuses symbols and signs and has general difficulties with number and database processing.

**Co-ordination and Dexterity:** AW has difficulty inputting data on a computer, or sometimes a calculator and he needed help from Mrs W to complete his pre-assessment questionnaire.

The purpose of this report is to determine whether or not AW has an SpLD and to determine whether or not he needs examination concessions for his A level examinations. AW would also like some recommendations for how to best help him at home, college and in his future studies.
Test Conditions

From the information supplied, AW is not taking any regular medication that could interfere with this assessment and does not have any allergies. This assessment was conducted within two and a half hours. AW was offered a 5-minute rest break, which he took. He seemed a little anxious at first but soon warmed to me and to the tasks. The assessment room was quiet, bright and airy. AW did not use his overlay during the assessment as he has not used it for years. AW’s physical / sensory modalities were all reported to be satisfactory and he was reported to be well. It is possible that AW’s colour blindness could have affected his performance, although it is my opinion that the test materials used were suitable for AW and not likely to limit him unfairly. AW appeared to be trying his best and concentrated well throughout the assessment. He conversed as expected and had no difficulty following verbal instructions once practice items had been administered. Therefore it is believed that the findings below are accurate and reliable.

Assessment

Full names of tests are included in the References Section in Appendix 3.

Attainment in Literacy

WRAT 4 (Green) Word Reading
A series of words of increasing difficulty was presented to read aloud. This tests single word recognition and word reading to determine AW’s ability to read single words without contextual clues. Accurate reading is important at Higher Education (HE). AW read the words very quickly and confidently. He read words of up to 4 syllables. AW’s errors consisted of substituting unfamiliar words for those that looked similar or mis-pronouncing some of the phonemes in the words. His standard score of 105 is average for his age but there is a discrepancy between this and his General Ability (121). AW’s word reading skills are therefore an underachievement for him.

GORT-5 Oral Reading Test, Form B
A series of short passages, measuring reading rate, accuracy, fluency and comprehension was presented to AW to read out loud. The purpose of this test was to measure AW’s ability to read accurately, fluently and to comprehend passages,
within an acceptable time limit for HE, where a large quantity of reading is expected. AW used a strategy where he would repeat the words preceding an unfamiliar word, perhaps to allow time to decode it. This affected his reading fluency. As he reached the end of the passages, AW also tended to slow down, inferring that he tires easily when reading. AW also said that by reading a little slower he felt he could comprehend more, as it gave him time to remember the information. AW reads passages at a below average speed of standard score 80. His reading accuracy, fluency and timed comprehension are average standard scores of 95, 90 and 95 respectively.

Analysis of AW's comprehension revealed inconsistent, rather sporadic success as the passages became more complex. He usually managed to recall facts from the passage but tended to struggle to infer or deduce information. This is common with students with SpLDs, as subtle language details are often lost in inaccurate reading. Although AW read with average accuracy, this was at a below average rate, which indicates that his reading was somewhat laboured rather than fluent, and that his accuracy is likely to decrease when required to read more quickly in lectures and examinations. AW's Oral Reading Quotient, a combined score of Reading Fluency and Comprehension subtests, was an average standard score of 92.

**TOWRE-2 Test of Word Reading Efficiency (Form A)**
A list of increasingly difficult sight words, followed by a list of pseudowords was presented to be read as quickly as possible and the number of correct items was recorded. These tests tap sight word reading and the ability to decode nonsense words, (reading purely using the phonemes within words), which are important for accurate reading of sight words and technical vocabulary at HE level.

AW read 100% of his sight words correctly, whereas he only managed to decode 86% of his nonsense words correctly. AW's errors included misreading the long vowel ‘a’, inserting an extra phoneme, confusing the phonemes v / th and omitting a phoneme. His timed sight word reading (standard score 89) and his phonemic decoding (88) are low average. Both scores are much lower than AW’s General Ability (121).
Overall, AW’s Total Word Reading Efficiency Index is standard score 88, a low average score. This is also markedly lower than his above average General Ability.

Woodcock Reading Mastery Test III – Non-word Decoding Test (Form B)
A series of increasingly difficult pseudowords was presented for AW to read to assess his ability to decode phonemes in unfamiliar words when not under restrictive timed conditions. This is important to tease out the extent to which timing is an issue with AW’s decoding ability, by comparing to the timed decoding test above. This is important to inform AW’s reading of unfamiliar words in timed conditions such as examinations. AW read the pseudowords attempted with 63% accuracy, confusing long and short vowel sounds, inserting extra phonemes and mis-reading a regular suffix. AW scored a below average standard score of 79, which is also markedly lower than his General Ability (121). It therefore represents a weakness for AW.

Summary of reading profile: AW has average single word reading skills and reads passages with average accuracy, fluency and comprehension. However, to do this he needs to read at a below average rate. It is common for people with SpLD to read slowly and / or inaccurately. This is likely to cause him difficulties at HE, where he will need to read and understand course texts quickly in order to move on to a new task and during examinations, where there may not be time to read slowly. AW’s low average and below average scores on the tests of phonemic decoding illustrate the difficulty he has decoding unfamiliar words by applying known phonological rules. Poor knowledge of phonemes is common in students with SpLD, particularly dyslexia. This is likely to affect AW’s ability to read technical words in course texts, whether or not he is being timed.

WRAT 4 (Green Form) Spelling
Words of increasing difficulty were dictated for AW to spell to determine his ability to spell dictated words accurately, which is important for quality written work at HE level. AW wrote using a partly joined, partly printed style. He held the pen with a tripod grip. AW managed to spell most of the words up to three and four-syllables long, correctly. Analysis of his errors revealed that AW’s mis-spelled words were all very close to the target word and were phonetically correct. They were decipherable but they contained incorrect spelling choices, for example, -sion rather than –ssion or
nonsense spelling patterns such as -cion. AW scored an average standard score of 91 in this test, but this is well below his General Ability (121).

**Detailed Assessment of Handwriting Speed (DASH) 17+**
The student must plan and then provide a sample of free writing on the topic of ‘My Life’ for 10 minutes and the writing rate is calculated. The purpose of this was to determine AW’s ability to write grammatically, the complexity of his sentence structure, the coherence of his writing, use of vocabulary, his writing speed and legibility when working under timed conditions.

AW wrote with his right hand, in a partly joined, partly printed style. The appearance of AW’s handwriting seemed to be consistent with rather rushed work; his letters were not well formed or neatly presented, although his handwriting was legible throughout. AW wrote at a speed of 18.1 words per minute; a low average standard score of 85. The broad average range for a student aged 17-18 years, according to the DASH 17+ manual, is 17-29 words per minute on this subtest. AW’s score is therefore just within the average range; however, it is much lower than his General Ability standard score (121) and much lower than 25 words per minute; the desired free writing speed for HE.

Analysis of AW’s writing revealed that he only mis-spelled 4 words out of 183. One may argue that he only mis-spelled a few words but it must be remembered that these were AW’s chosen words and on the relatively easy topic of his life. It is common for people with little confidence in spelling to choose more simple words to spell when writing and AW did seem to use more simple vocabulary. When writing about course material at HE, he will be expected to use more technical vocabulary.

AW also made two grammatical mistakes in using a time clause and a connective at the beginning of a sentence incorrectly. He struggled to punctuate the passage correctly, omitting several sentence endings, commas, semicolons and capital letters for names of people and songs. AW wrote using a mixture of short sentences and longer sentences, joined mainly with ‘and’ or ‘despite’. His sentences lacked development or detail and he changed topic frequently.
AW did not report difficulties with his fine motor skills. I observed AW’s pen grip to be a comfortable tripod grip with no obvious excessive pressure on the pen or page. Whilst observing AW during his assessment, he did not appear to have upper body mobility issues, such as tremors or weakness in his upper limbs; therefore I saw no need to administer a test of copying speed.

AW’s written work is likely to be hindered by his spelling skills, which, although average for his age as measured on the single word spelling test, are not consistent with AW’s above average General Ability. He may struggle to spell his chosen, technical words, avoiding using this necessary vocabulary to enable fewer mistakes, which may prevent him from illustrating his subject knowledge. AW is advised to practise spelling subject specific vocabulary to avoid this. Students with SpLD often have difficulties with spelling and writing fluently. AW’s writing contained errors in punctuation, grammatical errors, sentences that contained repetitive use of connectives and simple vocabulary. Students at HE are expected to produce technically accurate work, quickly, which AW is likely to find difficult and would benefit from being allowed to use a laptop with the spelling and grammar check enabled in coursework and examinations.

**Underlying Ability**

**Verbal / language skills**

**WRIT Subtest - Analogies**

This test measures an individual’s understanding of oral language, particularly abstract verbal concepts, and the ability to generalise their meaning to find a word to complete the analogy. Oral language comprehension is essential to understand lectures and instructions presented orally at HE. AW answered quickly and confidently. Half of his incorrect answers were closely related to the target answer and he preferred not to make a suitable guess for the other half of the answers that he did not know. This could be due to his lack of confidence in his ability in that he preferred not to answer than to give a possibly incorrect answer. It is common for people with SpLD to be (and AW has reported on his pre-assessment questionnaire that he feels) lacking in confidence. AW scored a high average standard score of
114 for this assessment and has scored more highly than 82% of the students the same age as his would be expected to score.

WRIT Subtest - Vocabulary
This is a verbal measure of comprehension and reproduction of oral language. A sound knowledge of vocabulary is necessary for students to communicate in the oral and written form. A word is given, which the student must define as precisely and accurately as possible. AW clearly articulated his responses, achieving full marks for nearly all the definitions he knew. He made suitable suggestions to attempt to define the unknown words, scoring half marks for some but no marks for others. This suggests he is more confident in defining vocabulary than making language links, as in the Analogies subtest. AW scored an above average standard score of 122 in this assessment, higher than 93% of the population the same age as him would be expected to score. Orally, AW has a good knowledge of vocabulary, which should be satisfactory for work at HE level. His difficulties arise when recording his responses in the written form, due to spelling and poor technical accuracy, as with many people with dyslexia.

Summary of Verbal / Language skills
Verbal (Crystallised) intelligence is a measure of verbal information, acquired skills, and knowledge and relies heavily on exposure to formal education, Western culture and the English language. Overall, AW scored an above average standard score of 120 as a measure of his Verbal Ability. He has scored more highly than 91% of the students the same age as his would be expected to score. AW has sound verbal skills upon which to base a secure education, if he can access the support he requires to compensate for his deficiencies in reading and writing speed and writing accuracy.

Non-verbal (Visuo-spatial) skills
WRIT Subtest - Matrices
This test measures visual problem solving, using a series of pictures. The picture, which fits most appropriately with them, must be selected from the ones supplied.
Visual problem solving is important to inform a student's approach to learning and as a useful guide to their fluid intelligence.

This was the first subtest presented to AW. He seemed a little nervous at first, but when I asked him about how he felt, he reassured me that he was fine. As the subtest progressed and AW had completed some items, he appeared to be calmer and he thought through his answers carefully. AW frequently thought back to the previous item to check and sometimes requested to change his answer. He was reminded that once we had moved onto the next item, his answer couldn’t be replaced. AW also tended to give two answers and needed to be reminded to give only one, most relevant answer. It is common for students with SpLD to be unsure of their work and ‘second guess’, which was also observed during the GORT-5 passage reading test, where he frequently re-read words to give himself more time to check. He scored an above average standard score of 116. AW can solve visual problems to an above average level for his age.

**WRIT Subtest - Diamonds**

This measures spatial, manipulative skills and requires AW to construct the illustrated form from diamond shaped pieces. Spatial manipulation skills are important at HE, especially if completing courses in design, engineering or with a mathematical basis in addition to enabling the student to execute clerical skills efficiently. They are also important to inform fluid intelligence, alongside the Matrices subtest. AW appeared to enjoy this subtest as he worked his way very quickly and accurately through the items to the end. On only two occasions he struggled to keep the diamond chips in the correct position when he let go but soon became accustomed to it. On one occasion he asked to change his answer after he had stated that he had finished and the clock was stopped. This is further evidence of AW’s second-guessing, as he is frequently not sure whether or not he is correct and spends time going back to check his work. This is likely to cost him valuable study time at HE level. AW scored a high average standard score of 112. His visual spatial manipulation ability is high average for his age.
Summary of Non-verbal (Visuo-spatial) skills
Non-verbal or Visual (fluid) intelligence is a measure of Visual Underlying Abilities that are more individual to the student and less culturally influenced than Verbal (Crystallised) intelligence. It is common for students with dyslexia to have very high visuo-spatial skills but in AW’s case, he has scored highly across all visual and verbal subtests. AW scored an above average standard score of 117 as a measure of his Visual Ability. His Visual Ability is above average for his age.

Summary of General Underlying Ability
This measure converts both Verbal and Visual Underlying Ability scores into one General Ability standard score. AW scored consistently high scores across all the Verbal and Visual subtests, scoring an above average General Ability of 121, which is higher than 92% of the population the same age as him would be expected to score. There are no areas of discrepancy between his measures of Underlying Ability. AW’s above average Underlying Ability is an area of strength for him.

Cognitive Processing Skills
Standardised tests are used to investigate any potential strengths, or shortfalls in some of the information management skills necessary for learning. Certain clusters of shortfalls in such skills can signal the presence of SpLDs.

Processing Speed
SDMT (Symbol Digit Modalities Test) – Written and Oral
The written SDMT tests manipulation of symbols and digits and measures clerical speed, visual search, visual memory, fine motor control and concentration. It is important to investigate these areas, as they are essential when completing reading and writing. Also, by investigating a student’s ability to decode symbols into digits, information can be collected about their coding skills without the potential hindrance of the alphabetical code. The student must apply the code to ‘translate’ the symbols into handwritten digits, in 90 seconds. The test is repeated orally to determine any discrepancy between written and oral scores that may illuminate potential clerical difficulties.
AW worked quickly and accurately, only making one error in the written test. He showed no difficulties with motor control. In his haste, his digits ‘7’ and ‘9’ were incorrectly or inconsistently formed and needed him to verbally label them to be understood. AW scored an average standard score of 90 for this test. His symbolic processing speed, when working with non-alphabetical information, is average for his age and indicates that he can cope with usual demands on the average student at HE. However, this is relatively lower than his above average General Ability and could cause him difficulties processing the volume and depth of information AW is capable of and wants to process quickly enough to show his knowledge.

When the test was repeated orally, AW made no errors and again he scored a broadly low-average to average score. (The scores for this oral subtest are not normed to give standard scores, rather ranges of below average, average and above average scores.) AW scored a raw score of 47, where the broad average range for his age is 43-65. His symbolic processing speed is similar when working orally than when providing written responses. His clerical skills are therefore not likely to be hindering his writing speed in sentences and passages, (rather his technical accuracy and spelling skills, as shown in tests analysed previously.) AW’s clerical skills, concentration and visual memory are all broadly average for his age, but markedly lower than his General Ability.

CTOPP-2 Comprehensive Test of Phonological Processing Skills
Two subtests were administered to tap phonological processing speed; essential at HE for quick, efficient processing of language-based information. The student must name the digits and then letters as quickly as possible and the time recorded. It is common for students with SpLD to have a slower phonological processing speed.

Rapid Digit Naming and Rapid Letter Naming: AW named the digits correctly but made one error naming letters; inserting an extra letter. He scored an average standard score of 95 for Rapid Digit Naming and a low average standard score of 80 for Rapid Letter Naming. This illustrates how AW can work more quickly and accurately with digits than letters, although the difference between scores does not represent a marked discrepancy. People with dyslexia tend to have difficulties working with the alphabetical code fluently and accurately. Both AW’s scores on
these subtests are lower than his above average General Ability and could cause him difficulties processing, particularly alphabetical information, quickly enough.

Student’s scores for these rapid naming subtests are combined into a composite score for Rapid Symbolic Naming speed. AW’s Rapid Naming Speed composite score is a low average standard score of 85. He should be able to process symbolic and non-alphabetical code material quickly enough for his age but is likely to struggle to process information involving the alphabetical code quickly enough, such as reading and writing, particularly at HE level.

Phonological Awareness
CTOPP-2 – Comprehensive Test of Phonological Processing Skills
Three subtests were chosen to tap AW’s phonological awareness and manipulation skills (important for reading and spelling). AW was asked to remove sounds from words, identify sounds within words and blend sounds into words, all administered orally. Phonological awareness and manipulation skills are often found to be areas of weakness in the presence of SpLD such as dyslexia but underpin reading and spelling skills, essential for HE.

1) Elision (phonological awareness and manipulation skills): AW could segment compound words into syllables, two syllable words into syllables, remove the initial, medial and final consonant sound from words, segment the initial and final consonant blends in words but struggled to segment consonant blends of 3 letters or when two sounds were made by one letter. Again, on one occasion he asked to change his answer after the next item had been given. AW scored an average standard score of 100 for his age but this score is much lower than his above average General Ability. This means that his awareness of phonemes is appropriate for his age.

2) Blending Words: AW was able to blend words into compound words, two syllables into words and up to 9 phonemes at once into words. He worked more slowly whilst blending phonemes into words than blending syllables into words or words into compound words. AW’s errors contained a mixture of accurate and
inaccurate phonemes. As the test items became more complicated, AW tried earnestly to get the correct response. He scored an average standard score of 90 but this is much lower than his above average General Ability. This means that AW finds it more difficult to blend sounds than to segment and rearrange them, as in the Elision test. This is likely to have had an impact on the development of his reading.

3) **Phoneme Isolation: relevant behaviour obs, qualitative bos, relate to literacy attainment.** AW was able to identify the initial, medial and final phonemes in words of three phonemes. Initially, he struggled to identify phonemes when the words became longer and involved two letters making one sound, but then quickly adapted and continued. AW seemed to be applying known spellings of the words, perhaps working them out visually rather than using the sounds in the words, as he would give the initial, more familiar sound of the target letter, rather than its sound within that word. He scored an average standard score of 90 in this subtest. Although average, his ability to isolate sounds within words is likely to hinder AW’s spelling ability whilst composing text.

The Elision, Blending Words and Phoneme Isolation subtest scores are combined to make a composite Phonological Awareness score. AW’s scores do not show marked discrepancies between subtests. AW scored an average standard score of 94. His awareness of phonemes in oral language is average for his age but likely to cause him difficulties at HE by leading to his reading and writing not developing fluently. His phonological awareness skills are much lower than his General Ability and represent an area of weakness for AW and a characteristic of his dyslexia.

**Memory**

**CTOPP-2 Comprehensive Test of Phonological Processing Skills**

**Non-word Repetition:** A series of nonsense words were presented to AW orally, to tap his auditory short-term memory. AW must repeat the nonsense words exactly as he heard them. Auditory memory is essential at HE for good listening comprehension. AW repeated nonsense words of up to 6 syllables. At times, he gave almost correct responses apart from one or two phonemes. As the nonsense words became more complex, only one syllable in each of his pseudoword
responses was correct. He scored an average standard score of 95 but this is much lower than his above average General Ability. This means that AW’s short-term memory is average for his age but may hinder him from being able to remember information in his short-term memory to a level he is satisfied with.

I have not administered the Memory for Digits subtest, which forms a composite Phonological Memory score with Non-Word Repetition, as I have administered a similar test from TOMAL2 and did not want to duplicate tests.

**TOMAL2 (Test of Memory and Learning)**

In the Digits and Letters Forwards and Backwards subtests, digits or letters are dictated at a rate of one per second, for immediate recall forwards or backwards. These tests measure auditory short-term memory (STM) and working memory respectively and are believed to be dependent on the ‘phonological loop’ of the working memory system. STM, working memory and sequencing underpin many activities needed at Higher Education, such as reading, comprehension, writing, Maths, spelling, following verbal instructions and conversations. A shortfall in one or more of these areas could reduce AW’s capacity to concentrate, practise what is being taught in lectures and follow conversations. I have not assessed AW’s Visual Memory as there are no indications of difficulties with retaining or processing visual images, nor has he reported any concerns.

**TOMAL2 Digits Forwards**

AW managed to hold a series of up to 7 digits given at a rate of one per second and to repeat them orally. He scored an average standard score of 95.

**TOMAL2 Digits Backwards**

When asked to hold the digits and repeat them backwards, AW began to say the digits forward repeatedly before reversing them, as a strategy to aid him. This is a good strategy but illustrates his difficulty holding and working with information simultaneously. AW managed to hold and reverse a series of up to 6 digits correctly. This gave him a higher, average standard score of 110 than his score for the forwards subtest. It is possible that AW increased his focus and brought additional executive functioning strategies for repeating the digits backwards, which he had
perceived to be more difficult than repeating the digits forwards. These could be strategies such as improved access to working memory, self-checking, thinking flexibly or organizing his thoughts. A task such as reversing digits is likely to be relatively easier for AW to apply these strategies than when completing complex, open-ended tasks which rely on good executive functioning skills, such as note taking, checking his work and project management when trying to demonstrate his knowledge in the written form, all of which are essential at HE and he has reported to find difficult.

**TOMAL2 Letters Forwards**

AW managed to hold a series of up to 6 letters for immediate recall forwards, scoring an average standard score of 90.

**TOMAL2 Letters Backwards**

AW managed to hold and recall up to 4 letters backwards. Again, he rehearsed the letters forwards over and over before reversing them. He scored an average standard score of 100.

AW’s working memory was stronger than his short-term memory capacity, indicating that he may have used executive functioning strategies in the tasks measuring working memory. Another pattern worthy of note is than AW worked better when digits were the stimuli than letters, further confirmation of his difficulty working with the alphabetical code. Each of AW’s memory scores are average for his age and present a discrepancy between them and his above average General Ability, except his working memory score when digits were the stimuli, which was average for his age and only marginally lower than his General Ability. This means that although AW’s short term and working memory capacities are average for his age, he may struggle to manage the quantity and depth of information he may wish to work with, being a student of high average General Ability. AW will benefit from visual reinforcements of verbally presented information or instructions in the written form.

**Cognitive Processing Summary**

In the diagnostic assessments, AW has shown relative strengths in phonological awareness and working memory. He has average symbolic processing speed,
blending skills, phonological processing speed (when digits are used) and short-term memory capacity. AW’s scores in subtests using letters as the stimuli, particularly tapping processing speed, are lower than those using digits, illustrating that he finds the alphabetical code more difficult to work with than digits. Although average for his age, these skills are areas of weakness for AW based on comparisons with his above average General Ability. He is likely to cope with the demands placed on his verbal memory, working memory, processing speed and phonological processing at HE but may struggle to show his full potential, as these cognitive skills are much less developed than his above average General Ability.

Conclusion

From my assessments, AW is of above average Verbal Ability, Visual Ability and General Underlying Ability. There are discrepancies between his attainments in word reading, passage reading, spelling, writing and his above average General Ability. I consider AW’s reading speed, writing speed and ability to decode unfamiliar words to be below the level necessary to work at HE, without the support of assistive technology. There is also a discrepancy between his General Ability and all the cognitive processing skills measured on the diagnostic tests (except from his working memory for digits). These less developed cognitive processing skills are likely to cause him difficulties in accessing text, holding and processing information to the level AW requires in illustrating his subject knowledge, being a student of above average General Ability.

AW was born in August and has been one of the youngest children in his year group throughout school. This is likely to have further affected his acquisition of Literacy in Key Stage 1 and 2, which in turn could have affected his confidence in his ability to learn throughout childhood, although is unlikely to affect his Literacy skills in comparison to those of his peers the same age now. As he has matured, AW has continued to have persistent difficulties acquiring Literacy skills, despite his above average General Ability and good attendance at school. When also considering the information supplied by AW and Mrs W described above, I believe that his profile is consistent with a diagnosis of dyslexia.
**Recommended Support**

Please refer to the following leaflets (enclosed) for information:

- The Multi-sensory Spelling Programme (MUSP)
- Multi-sensory Methods for Learning Spellings (Visual Learners) / All learners
- Assistive Technology examples – (please wait until your Student Needs Assessment before purchasing.)
- ‘Finding accessible books’ flyer
- Load2learn leaflet
- Wheel of Ipad apps for dyslexia

**Disabled Students’ Allowance**

AW is eligible to apply for Disabled Students’ Allowance. Details and how to apply can be found at [http://www.open.ac.uk/disability/disabled-students-allowance.php](http://www.open.ac.uk/disability/disabled-students-allowance.php)

An online application form can be found at [www.open.ac.uk/financialsupport/apply](http://www.open.ac.uk/financialsupport/apply)

**Examination access arrangements for A levels:** AW is eligible to apply for special access arrangements, such as 25% extra time and a reader or text to speech assistive software in his A level examinations that rely heavily on large volumes of text. AW prefers to use speech to text software rather than a reader. I would also recommend that he request the use of a laptop in examinations, with the grammar and spell check disabled due to his borderline writing speed and difficulty producing technically accurate work. Universities have their own systems for supporting students with SpLD such as dyslexia; therefore, it would be a good idea for AW to speak to the learning support coordinator at his future University about support and examination access arrangements.

**Hearing:** In cases where there is a discrepancy between phonological awareness and manipulation skills, verbal memory and the student’s Verbal Ability, Dyslexia Action recommends that an assessment of hearing status should be a consideration. This can be obtained either via the family GP or community health services aligned with AW’s college. Dyslexia Action would be grateful to receive feedback on any findings if this recommendation is pursued.

**Eyesight:** AW stated on his pre-assessment questionnaire that he was assessed by an eye specialist and found to have colour blindness. AW was not aware of ways in which this could affect his education or life skills. I would recommend that he make
an appointment with the specialist to discuss the diagnosis further and obtain any necessary recommendations.

**Study Skills**: AW would benefit from investigating study skills in reading skills for a range of purposes, for example, skimming, scanning, reading for meaning and selecting key words and information. He should also look at note-taking skills, planning techniques when writing for a range of different purposes and how to transfer plans to full written essays. The Study Skills Handbook by Stella Cottrell (Palgrave Study Guides) is available from www.palgrave.com or local bookshops and is an example of a comprehensive guide to ‘smart’ study techniques. It is an example of a resource that AW can ‘dip into’ for advice, rather than having to read in its’ entirety.

AW can also explore the use of an electronic pen (e.g. Livescribe or Smartpen – records lessons for playback and contains a USB → computer or Bluetooth to Ipad.)

http://www.theinquirer.net/inquirer/news/2303321/livescribe-3-smartpen-video-demo

AW would benefit from using a strategy to improve his accuracy in written work. He could read about how to use effective ‘checking techniques’ such as the MAPS technique (check for Meaning, Agreement, Punctuation and Spelling), as demonstrated in the *Study Skills handbook* by Stella Cottrell.

After speaking to the eye specialist and if appropriate for AW, he is recommended to use **colour coding** in his note making to highlight headings, key words, facts to learn etc. This will speed up his ability to find required information in his notes if he loses track and to aid learning. Highlighters, coloured markers, coloured pencils, using different coloured paper and folders with matching colours for different topics may also help to aid the organisation of his notes.

**Post-its** are also a very useful tool, as the information on them can be easily moved around on mind maps and posters to incorporate multi-sensory learning and enhance memory.

**Mind mapping**: AW should be encouraged to use mind-maps to make notes, either freehand or on the computer, as an alternative to handwritten linear notes. Tony Buzan has written several books on this subject, which could be explored further.

**Use of technology**: AW would benefit from exploring assistive technology devices and software, to reduce the high Literacy skills needed for each subject at the Higher Education level. AW worked more easily with digits than letters on the memory and processing speed tasks. Using assistive software could relieve the heavy Literacy burden of many written tasks, allowing him more capacity to think about what he is trying to say and process it quickly enough before he has forgotten or lost track, to improve the content and depth of his writing. Please see the enclosed ‘iansyst’ spread sheet for examples of the types available, which can be discussed with a
specialist at a needs assessment centre, once his application for DSA has been accepted by SFE. It is best not to purchase software or equipment until the needs assessment has taken place.

**Success Criteria:** AW will need written success criteria for any coursework or tasks he is to complete to develop his desire to work independently. These should be discussed with AW prior to completing the task to ensure he is certain what is required of him. Regular extra time with a tutor to discuss how to approach each task and support drafting out his ideas will help AW know where to start with coursework in his degree and any future courses.

**Learning strategies:** The book ‘How to Pass Exams, Accelerate Your Learning, Memorise Key Facts and Revise Effectively’ by Dominic O’Brien may be useful as a resource to help improve AW’s strategies for revision and remembering facts. Using a frequent, planned, structured over learning and revision strategy each half term should also help him to learn and remember the information effectively, rather than allowing it to build up to the end of the year.

**Multi-sensory lessons,** following a structured, cumulative, multi-sensory phonological teaching programme, are available from many providers across Essex. Details can be found from the PATOSS, BDA or Helen Arkell websites. Dyslexia Action also has centres with trained Dyslexia Specialist Teachers, where AW could find advice or tuition. Such lessons usually cover activities to develop a wealth of ‘Dyslexia sensitive’ skills such as reading comprehension, spelling, phonological awareness, sequencing, working memory, automaticity in reading and writing, in addition to study skills as required.

**Multi-sensory learning:** To consolidate new information, AW will benefit from learning facts in frequent, short bursts, daily if possible or at least 3 times weekly. Multi-sensory learning is widely recognised to be the most effective method in transferring information to the long-term memory for learning and retention. He must ensure he uses as many modalities as possible when revising and learning work.

When learning new information, AW is encouraged to reinforce and consolidate this information fully before progressing on to other work. It may be necessary to reduce his targets and work at a slower rate that is appropriate for him. Weekly over-learning strategies will also pay dividends in helping to remember a few weeks later.

AW may need to repeat exercises / learning information many more times than peers to gain satisfactory understanding. This should be allowed for and tailored into his studying to ensure he has sufficient practice and time to remember. AW is encouraged to persevere with this and practice on different days to consolidate information.
Phonological awareness in spelling: AW would benefit from being screened to determine exactly which phonemes he is unable to spell automatically. Such screening can be undertaken using a range of Literacy intervention programmes such as the AlphatoOmega programme or the computer Literacy programme, “Literacy That Fits”, which is supplied on a USB stick for home and school use and is available from the Dyslexia Action shop on http://store.dyslexiaaction.org.uk/p-65-units-of-sound-literacy-that-fits.aspx. This computer programme then formulates an individual learning programme, teaching him to read and spell the required phonemes, which can also be put on flash cards, one to learn per week, and practised until AW can read them automatically, both within words and on their own.

Spelling: Please see Multi-sensory spelling programme (MUSP) attached. I would recommend that AW learn to spell his technical vocabulary this way throughout his degree course (and in preparation for his examinations) to enable him to use more sophisticated vocabulary in his written responses.

Reading: AW is recommended to explore the use of text to speech software with SFE once he has made his application for DSA. To aid comprehension, AW should ask himself questions about the topics covered within the text, prior to reading the page. Questions can be noted in the margins to aid revision as he can use them to test himself whilst re-reading later. This promotes reading for meaning, since he will be expecting to answer these questions afterwards.

To improve retention of information when reading non-fiction text, AW can summarise each paragraph using a subheading, or a few words in the margin, thus enabling the quick location of facts when looking back.

Processing speed: Although average for his age, AW’s processing speed is much lower than his General Ability and could cause frustration for him. A good night’s sleep and regular routine of studying in an organised way, prioritising tasks, should help him to be as productive as possible.

It would be helpful if AW’s lecturers / tutors were made aware of his processing speed issues. These difficulties may sometimes give the impression that AW is not listening, when in fact he has not taken in information needed for a task, or cannot process the information quickly enough. Instructions should be kept short, with visual prompts if possible.

Short-term memory: When AW is working on a longer task, for example a longer calculation or a longer piece of writing, he may benefit from having a small notebook next to him, in which he can jot his ideas and each step to avoid mental overload and losing track. Jotting helps students to keep track of their ideas, keep focussed, and if they were to lose track, they can instantly return to their notes and remind themselves where they were up to.
**Sustaining concentration:** Regular short breaks during long periods of studying could help AW to concentrate to the end of the task. Other strategies that can be useful are; ensuring he has enough food and snacks during study periods, planning tasks into sections of time and rewarding himself with each completed task. Long periods of listening will be difficult for AW unless he is provided with visual support, for example, pictures / power point / work sheets to annotate to keep his learning multi-sensory.

**Organisation:** At home and college, AW could use **timetables or lists** of necessary items to take to university, for example, homework study books, etc. A regular checking time (e.g. the evening before) will help him to remember to find all the books and equipment for the next day.

Advice on strategies for organising your place of study, folders, prioritising work and meeting deadlines is also available in the Study Skills Handbook mentioned earlier.


**Orientation:** Visual clues can help in deciphering left from right. For example, AW can look at the back of his hands, holding thumbs out at right angles; the left hand and thumb makes the shape of a capital letter ‘L’. Also AW is right handed; “I write with my right hand.”

**Self-confidence:** It is usually the case that once effective strategies are put into place and the student can measure and see their progress, anxiety falls and a rise in self-confidence follows as independence in learning grows. I hope that this will be the case for AW and I wish him every success in his studies!

A progress review assessment in the form of an adult skills profile is available from Clarity at a later date, if required. I would also be very willing to offer advice about specialist tuition on any areas mentioned above in this report. If there is anything in this report that requires further explanation, please do not hesitate to contact me and I will be glad to discuss it further in a **free** post assessment consultation.

All test results and the contents of this report are strictly confidential, and will be stored securely, in line with the key principles of the Data Protection Act. Diagnostic assessments are kept securely at Clarity.
Name: Mrs Debbie Hanson  
BSc (Hons), QTS, PG Dip SpLD (Dyslexia), AMBDA, APC  
*Dyslexia Specialist Teacher and Diagnostic Assessor*

The author of this report:

- Holds a current Assessment Practicing Certificate (Number: 1011/296)
- Is a member of the Dyslexia Guild
- 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 in Higher Education.

For further information, please contact:

**Clarity Special Needs Consultancy**  
1 Church Green, Roxwell, Chelmsford CM1 4NZ  
**T** 07935 924 466  
**E** Debbie@clarityassessments.co.uk  
**Web** clarityassessments.co.uk
## Appendix 1: Table of Assessment Results

<table>
<thead>
<tr>
<th>Underlying Ability</th>
<th>Standard score (Average = 100)</th>
<th>Confidence interval (@ 95%)</th>
<th>Percentile Rank</th>
<th>Range Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRIT Analogies</td>
<td>114</td>
<td>82</td>
<td>Above Average</td>
<td></td>
</tr>
<tr>
<td>WRIT Vocabulary</td>
<td>122</td>
<td>93</td>
<td>Above Average</td>
<td></td>
</tr>
<tr>
<td>WRIT Matrices</td>
<td>116</td>
<td>86</td>
<td>Above Average</td>
<td></td>
</tr>
<tr>
<td>WRIT Diamonds</td>
<td>112</td>
<td>79</td>
<td>High Average</td>
<td></td>
</tr>
<tr>
<td>WRIT – Verbal Ability</td>
<td>120</td>
<td>91</td>
<td>Above Average</td>
<td></td>
</tr>
<tr>
<td>WRIT – Visual Ability</td>
<td>117</td>
<td>87</td>
<td>Above Average</td>
<td></td>
</tr>
<tr>
<td>WRIT – General Ability</td>
<td>121</td>
<td>92</td>
<td>Above Average</td>
<td></td>
</tr>
</tbody>
</table>

### Attainment Tests

<table>
<thead>
<tr>
<th>Attainment Tests</th>
<th>Standard Score</th>
<th>Confidence Interval</th>
<th>Percentile Rank</th>
<th>Range Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRAT-4 (green) Word Reading</td>
<td>105</td>
<td>96-113</td>
<td>63</td>
<td>Average</td>
</tr>
<tr>
<td>GORT-5 Oral Reading Tests: Rate (Form B)</td>
<td>80</td>
<td>73-87**</td>
<td>9</td>
<td>Below Average</td>
</tr>
<tr>
<td>GORT-5 Oral Reading Tests: Accuracy (Form B)</td>
<td>95</td>
<td>88-102*</td>
<td>37</td>
<td>Average</td>
</tr>
<tr>
<td>GORT-5 Oral Reading Tests: Fluency (Form B)</td>
<td>90</td>
<td>83-97*</td>
<td>25</td>
<td>Average</td>
</tr>
<tr>
<td>GORT-5 Oral Reading Tests: Comprehension (Form B)</td>
<td>95</td>
<td>88-102*</td>
<td>37</td>
<td>Average</td>
</tr>
<tr>
<td>WRAT-4 (green) Spelling</td>
<td>91</td>
<td>82-101</td>
<td>27</td>
<td>Average</td>
</tr>
<tr>
<td>DASH 17+ Handwriting speed</td>
<td>85</td>
<td>71-99****</td>
<td>16</td>
<td>Low Average</td>
</tr>
<tr>
<td>TOWRE-2 Form A Sight Word Efficiency</td>
<td>89</td>
<td>79-99***</td>
<td>23</td>
<td>Low Average</td>
</tr>
<tr>
<td>TOWRE-2 Form A Phonemic Decoding</td>
<td>88</td>
<td>80-96***</td>
<td>21</td>
<td>Low Average</td>
</tr>
<tr>
<td>TOWRE-2 Form A Total Word Reading Efficiency Index</td>
<td>88</td>
<td>82-94***</td>
<td>21</td>
<td>Low Average</td>
</tr>
<tr>
<td>Woodcock Reading Mastery Tests III - Word Attack (Form B)</td>
<td>79</td>
<td>67-91</td>
<td>8</td>
<td>Below Average</td>
</tr>
</tbody>
</table>

### Cognitive Processing Skills

<table>
<thead>
<tr>
<th>Cognitive Processing Skills</th>
<th>Standard Score</th>
<th>Confidence Interval</th>
<th>Percentile Rank</th>
<th>Range Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDMT written</td>
<td>90</td>
<td>25</td>
<td>Average</td>
<td></td>
</tr>
<tr>
<td>SDMT Oral</td>
<td>Raw score 47, average range is 43-65</td>
<td>Average</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTOPP-2 Elision</td>
<td>100</td>
<td>91-109**</td>
<td>50</td>
<td>Average</td>
</tr>
<tr>
<td>CTOPP-2 Blending Words</td>
<td>90</td>
<td>79-101**</td>
<td>25</td>
<td>Average</td>
</tr>
<tr>
<td>CTOPP-2 Phoneme Isolation</td>
<td>95</td>
<td>85-105**</td>
<td>37</td>
<td>Average</td>
</tr>
<tr>
<td>CTOPP-2 Phonological Awareness composite score</td>
<td>94</td>
<td>86-102**</td>
<td>35</td>
<td>Average</td>
</tr>
<tr>
<td>CTOPP-2 Rapid Digit Naming</td>
<td>95</td>
<td>84-106**</td>
<td>37</td>
<td>Average</td>
</tr>
<tr>
<td>CTOPP-2 Rapid Letter Naming</td>
<td>80</td>
<td>69-91**</td>
<td>9</td>
<td>Below Average</td>
</tr>
<tr>
<td>CTOPP-2 Rapid Symbolic Naming Composite score</td>
<td>85</td>
<td>77-93**</td>
<td>16</td>
<td>Low average</td>
</tr>
<tr>
<td>CTOPP-2 Non-word Repetition</td>
<td>95</td>
<td>81-109**</td>
<td>37</td>
<td>Average</td>
</tr>
<tr>
<td>TOMAL2 Digits Forwards</td>
<td>95</td>
<td>89-101****</td>
<td>37</td>
<td>Average</td>
</tr>
<tr>
<td>TOMAL2 Digits Backwards</td>
<td>110</td>
<td>104-116****</td>
<td>75</td>
<td>Average</td>
</tr>
<tr>
<td>TOMAL2 Letters Forwards</td>
<td>90</td>
<td>85-95****</td>
<td>25</td>
<td>Average</td>
</tr>
<tr>
<td>TOMAL2 Letters Backwards</td>
<td>100</td>
<td>94-106****</td>
<td>50</td>
<td>Average</td>
</tr>
</tbody>
</table>

* Confidence intervals (CI) calculated using coefficient alphas, table 5.1 p44 GORT-5 manual. ** CI calculated using coefficient alpha, table 5.7 p58 CTOPP-2 manual. *** CI calculated using SEM given on TOWRE-2 test form x 1.96. **** CI calculated using coefficient alpha table 5.1 p81 TOMAL2 manual. ***** CI calculated using correlation coefficient p80 DASH17+ manual.

**Standard Score Descriptions used throughout the report:**

<table>
<thead>
<tr>
<th>70</th>
<th>85</th>
<th>90</th>
<th>100</th>
<th>110</th>
<th>115</th>
<th>130</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well</td>
<td>Below</td>
<td>Average</td>
<td>Low</td>
<td>Average</td>
<td>Average</td>
<td>High</td>
</tr>
</tbody>
</table>

Confidential Diagnostic Report for AW, DOB 05.08.96 CA 17 years 7 months
### Appendix 2: Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Refers to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditory</td>
<td>Information received through the ears</td>
</tr>
<tr>
<td>Cognitive processing</td>
<td>The process of thinking, learning and understanding</td>
</tr>
<tr>
<td>Confidence interval</td>
<td>The 95% confidence interval gives a range of scores, within which we can be 95% sure AW's score will fall. It compensates for unusual variations in the student's performance such as tiredness or test anxiety</td>
</tr>
<tr>
<td>Decoding</td>
<td>Giving sounds to letters (without necessarily making sense of the words)</td>
</tr>
<tr>
<td>Mislabelling</td>
<td>Giving a letter the wrong sound or vice versa</td>
</tr>
<tr>
<td>Motor coordination</td>
<td>The ability to control our limbs</td>
</tr>
<tr>
<td>Orientation</td>
<td>Awareness of position such as left/right, above/below etc.</td>
</tr>
<tr>
<td>Percentile Rank</td>
<td>A way of comparing scores on tests. 90th percentile means the student has scored better than 90% of people of their age. 50th percentile is average.</td>
</tr>
<tr>
<td>Phonemic decoding</td>
<td>See ‘decoding’ above</td>
</tr>
<tr>
<td>Phoneme</td>
<td>An individual speech sound</td>
</tr>
<tr>
<td>Phonological awareness</td>
<td>The awareness of phonemes and ability to manipulate them in words.</td>
</tr>
<tr>
<td>Phonological memory</td>
<td>The ability to remember speech sounds in sequence</td>
</tr>
<tr>
<td>Phonological processing</td>
<td>All the skills that go into understanding and using the sounds in language</td>
</tr>
<tr>
<td>Processing speed</td>
<td>The speed at which information can be understood and information dealt with. It can be phonological or symbolic.</td>
</tr>
<tr>
<td>Rapid naming</td>
<td>The ability to find a name (or sound) for a symbol (digit or letter), automatically.</td>
</tr>
<tr>
<td>Sequencing</td>
<td>Getting things in a particular order.</td>
</tr>
<tr>
<td>Sight words</td>
<td>Words that are recognised by sight without having to work them out.</td>
</tr>
<tr>
<td>Standard score</td>
<td>A way of comparing scores on tests. Half of the population the student’s age would be expected to score between 90 and 110. The remaining half of the population their age would be expected to score above 110 and below 90 in equal measures.</td>
</tr>
<tr>
<td>Underlying ability</td>
<td>A student’s natural, underlying ability to learn, understand and respond to information.</td>
</tr>
<tr>
<td>Verbal Ability</td>
<td>The ability to understand, reason and work with words.</td>
</tr>
<tr>
<td>Visual Ability</td>
<td>The ability to understand, reason and work with visual (non-verbal) information such a shapes and spaces.</td>
</tr>
<tr>
<td>Visual-motor integration</td>
<td>Hand-eye coordination</td>
</tr>
<tr>
<td>Visual perception</td>
<td>The ability to make sense of visual information.</td>
</tr>
<tr>
<td>Visual-spatial awareness</td>
<td>An awareness of space, shape, size, distance etc.</td>
</tr>
<tr>
<td>Working memory</td>
<td>Remembering information for a short time whilst doing something with it.</td>
</tr>
</tbody>
</table>