

Learning Profile Summary

Student:
D.O.B:
Age:
Date of test:



*** was referred to the Oasis Department for assessment to ascertain if she is achieving to her potential in learning.

Current Teacher Assessments:

Date	Reading	Writing	Math	Science
May 18	3C	2A	3C	3C

CATs Profile: Standard Score (90 – 110 average)

The Cognitive Ability Test gives an **indication** of a child's potential in the elements associated with learning.

Date	Verbal (words)	Quantitative (number)	Non Verbal (reasoning)	Spatial (visual reasoning)
May 18	103	105	111	103

LASS

*** completed the LASS Assessment for students aged 8-11. This computerized diagnostic assessment provides information about cognitive strengths and weaknesses and produces an individualised cognitive profile. The assessment is also a useful predictor of possible literacy difficulties. The cognitive profile helps to determine teaching strategies and learning activities which are appropriate for the individual.

***'s focus and attention throughout was good.

*** attained the following results in the LASS –

Subtest	Focus	Standard Score (average standard scores lies in the range 90 - 110) Below SS85 indicates need for intervention.
ATTAINMENT		
Single word reading	Sight words	90
Sentence reading	In context	92
Spelling	Single words	86
DIAGNOSTIC		
Haunted Cave	visual memory	115
Mobile	auditory sequential short term/working memory	95
Non Words	phonic decoding skills	115

Segments	phonological processing	93
SUMMARY OF ABILITY TEST		
Non-verbal reasoning		95

Summary of table:

- *** shows a visual over auditory sequencing strength.
- ***'s profile is 'uneven' although the large majority of scores are within or above average range.
- *** appears to have a specific challenge with spelling (SS86).
- Most scores appear to correlate with her current reading and writing levels. Her current Teacher Assessment reading level is slightly higher in comparison to her scores on this particular screener.

York Assessment of Reading Comprehension.

A paper based assessment developed to assess the accuracy, rate and comprehension of oral reading skills. The process of reading draws on many sub-skills, YARC assesses three of these components:

- Decoding (reading accuracy)
- Fluency (reading rate)
- Text comprehension (literal and inferential meaning).

During the reading comp sub-test the student is able to go back to passage to find answers rather than retrieving from memory.

	Standard Score (90 – 110 average) Below SS85 indicates need for intervention.
May 14	
Accuracy	101
Rate	115
Comprehension	109

Summary:

- The York Assessment of reading for Comprehension indicates that ***'s reading accuracy is average; with her reading rate being of an above average pace.
- Her comprehension is scoring at a slightly higher level than her verbal cognitive potential indicators.
- When reading a more detailed text, rather than single sentences (a sub-test in the LASS), her comprehension score increases from low average to high average

Single Word Spelling Test: (90 – 110 average)

Date	Standard Score
Sept 16	102
Sept 17	99
Sept 18	100

Summary:

***'s single word spelling progress has remained consistently within average ranges.

TAPs: Standard Score (90 – 110 average)

Date	Phonologic	Memory	Cohesion	Overall
May 14	99	90	85	91

Summary:

- *** found blending (SS85) of phonemes particularly challenging.
- Below average word memory (SS85) also indicates a challenge in retaining words in isolation.
- *** had difficulty in retrieval of literal information from sentences. When asked to infer and give greater depth to her answers she was able to answer with greater accuracy.

Independent writing sample:

- Writing is generally structured and organised.
- Evidence of some attempts at adventurous vocabulary (sighed, fantastic, creaky, similes).
- Speech marks used – not consistently correct.
- 10% spelling errors.
- Majority of errors High Frequency words, _ed endings and missing syllables (surprised – spracsed/ family – famly)
- Capital letters for names are missing consistently.
- Over reliant on conversational speech at times.

Overall Summary

Internal assessment results indicate that *** has all the fundamental literacy skills in place and that her current levels are concurrent with her cognitive potential profile.

Her high average reasoning skills are enabling her to continue to develop her reading comprehension by thinking answers through in greater depth.

*** does not appear to be 'hearing or processing' a number of sounds when she is writing which could be impacting on her spelling in free writing as well as her literal retrieval during auditory input.

School Action:

- **Oasis** - to provide *** with access to IDL for school/home use.
- *** to be considered for HF spelling/phonic boost in T1 Y5 (segmenting/blending)
- Spelling resources to be made available for use of the summer break.

- Spelling strategies to be shared to establish preferred methods; for use in school and at home

Parental Action:

- **Audiology assessment**- To include auditory processing as appropriate
- **Word memory games** – Parent support sheet provided.
- **IDL online spelling programme** – To be introduced in school to confirm appropriate for ***.
- *** to consolidate phonic knowledge over summer break using spelling revision pack.
- **To improve weak phonological processing ability and phonic decoding skills**
 - Games / activities to strengthen the following skills
 - Rhyming, alliteration
 - Segmenting words into syllables / blending syllables into words. (*simple* - /sim/ and /ple/)
 - Segmenting words into onset and rimes (*broom* - /br/ and /oom)
 - Blending onset and rimes into words (I say /br/ and /oom. What word am I saying?)
 - Breaking down words into individual phonemes (*hamper* - /h/, /a/, /m/, /p/, /er/).
 - Manipulating sounds by deleting, adding or substituting syllables or sounds.
 - E.g. , say *can*
 - Now say *can* without the /k/ - **an**
 - Say *can* with /m/ instead of /k/- **man**).

Secure phonological processing skills indicate the ability to identify and process speech sounds through auditory and oral manipulation.

- **Play word games**
 - Hangman, Scrabble and Wheel of Fortune
 - Make words from a larger word (i.e., FAMILIAR : l, a, am, ram, rim, air, arm, etc.).
 - Unscramble the word (i.e., ti = it, tbi = bit, amr = ram or arm) or the sentence (i.e., Sarah like I = I like Sarah.)

Please do not hesitate to contact me if you would like to have any further discussion on aspects of this report.

Emma Dibden
Head of Oasis
JESS Jumeirah

Name of child: ***

I/We acknowledge receipt of a copy of The Oasis Internal assessment report following our discussion with

Signed: _____

Date: _____