**Learning Support Department**

**Confidential Assessment Summary**

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| --- | --- | --- | --- | --- |
| **Student name** |  | | **Gender** |  |
| **Date of birth** |  | **Assessment date** |  | |
| **Reason** | Admission | **Chronological Age** |  | |

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| **Background Information:** | | | | | | | | | | |
| **Tests chosen: Standardised Assessments**   * **Lucid Exact**: (Reading, Comprehension, Comprehension Speed, Spelling) * **CTOPP-2** (processing speed composite) * **TOMAL-2** (Memory and attention composite) * **WRAT5** (Maths) * **WIAT-III-UKT** (Reading, Comprehension, Comprehension Speed, Spelling) * **CDI -2** (Mood) * **RCMAS-2** (Anxiety) | | | | | | | | | | |
| **Observation/ Round Robin/ how the student responded to the assessment:** | | | | | | | | | | |
| **Results:**  *Standardised scores* are derived in such a way that the ages of the pupils are taken into account by comparing a pupil only with others of the same age (in years and months). Most children’s scores fall in the 90-110 range (average).   |  |  | | --- | --- | | 69 and Below | Very Low | | 70 - 79 | Low | | 80 - 84 | Below Average | | 85 - 89 | Low Average | | 90 - 109 | Average (Middle 50% of population) | | 110 - 114 | High average | | 115 - 120 | Above Average | | 120 - 129 | Superior | | 130 and Above | Very Superior |   **Please see attached for a diagram which illustrates the above information.** | | | | | | | | | | |
| |  | | --- | | **Standard Deviation =** | | **- 3** | **- 2** | **-1** | | **0** | **+1** | | **+2** | | **+3** |
| **Standard scores** | ***55*** | ***70*** | ***85*** | | ***100*** | ***114*** | | ***115*** | | ***130*** |
| **Attainment Tests** | ***Well below average*** | ***Below average*** | ***Average range*** | | | | | ***Above average*** | | ***Well above average*** |
| **Lucid Exact: Reading** |  |  |  |  | |  |  | | |  |
| **Lucid Exact: Comprehension** |  |  |  |  | |  |  | | |  |
| **Lucid Exact: Comprehension Speed** |  |  |  |  | |  |  | | |  |
| **Lucid Exact: Spelling** |  |  |  |  | |  |  | | |  |
| **WRAT5: Maths** |  |  |  |  | |  |  | | |  |
| **BPVS: assesses a child's receptive (English) vocabulary** |  |  |  |  | |  |  | | |  |
| **Memory and Processing Skill** |  |  |  |  | |  |  | |  | |
| **CTOPP-2 (processing speed composite)** |  |  |  |  | |  |  | |  | |
| **TOMAL-2:**  **ADHD/ Concentration Composite** |  |  |  |  | |  |  | |  | |
| **Cognitive Skills (CATs)** |  |  |  |  | |  |  | |  | |
| **Verbal** |  |  |  |  | |  |  | |  | |
| **Visual** |  |  |  |  | |  |  | |  | |
| **Quantitative (Maths)** |  |  |  |  | |  |  | |  | |
| **Interpretation of results:**  ***Standardised scores that hover at, or below 85 (2 standard deviations) is deemed an area of weakness and thus would need an intervention. An individual would also meet the Exam Qualification Committee’s criteria for exam access arrangements (JCQ).***  Verbal reasoning: Verbal reasoning is the ability to comprehend and reason using concepts expressed through words.  Visual reasoning: spatial reasoning is a category of reasoning skills that refers to the capacity to think about objects in three dimensions and to draw conclusions about those objects from limited information.  Quantitate reasoning: quantitative reasoning (QR) is the application of basic mathematics skills, such as algebra, to the analysis and interpretation of real-world problems. | | | | | | | | | | |
| **Assessment Summary:** | | | | | | | | | | |
| **Intervention recommendations/actions:**    **Recommendations:**      Finally, it was a pleasure to meet ……… and I thank …. and …. family for their time. | | | | | | | | | | |

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| Assessment completed by: | | Dominic Proctor | | |
| Designation: | |  | | |
| Qualifications | |  | | |
| Date: | 09/02/17 | | Signature: | D. Proctor |





