



Dyslexia Portfolio - Report for Ben Kelly

School: **Chiswick School**

Year/Class: **4**

Name: **Ben Kelly**

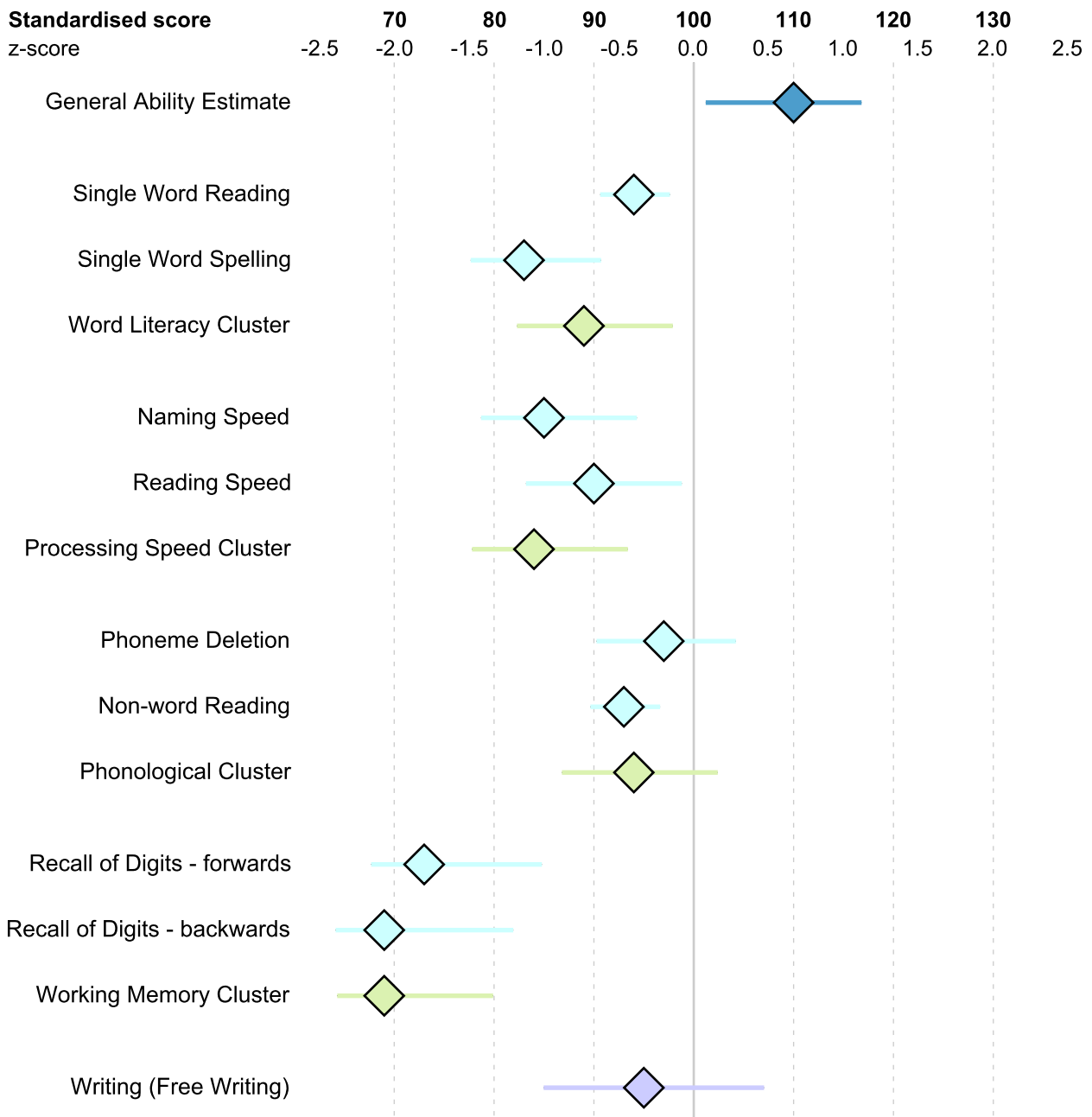
Date of birth: **22/03/2001**

Dyslexia Index: **C**

Date of assessment: **27/11/2008**

Assessed by: **Sue T**

Summary of results by sub-test



National average: Standardised score = 100, z-score = 0.

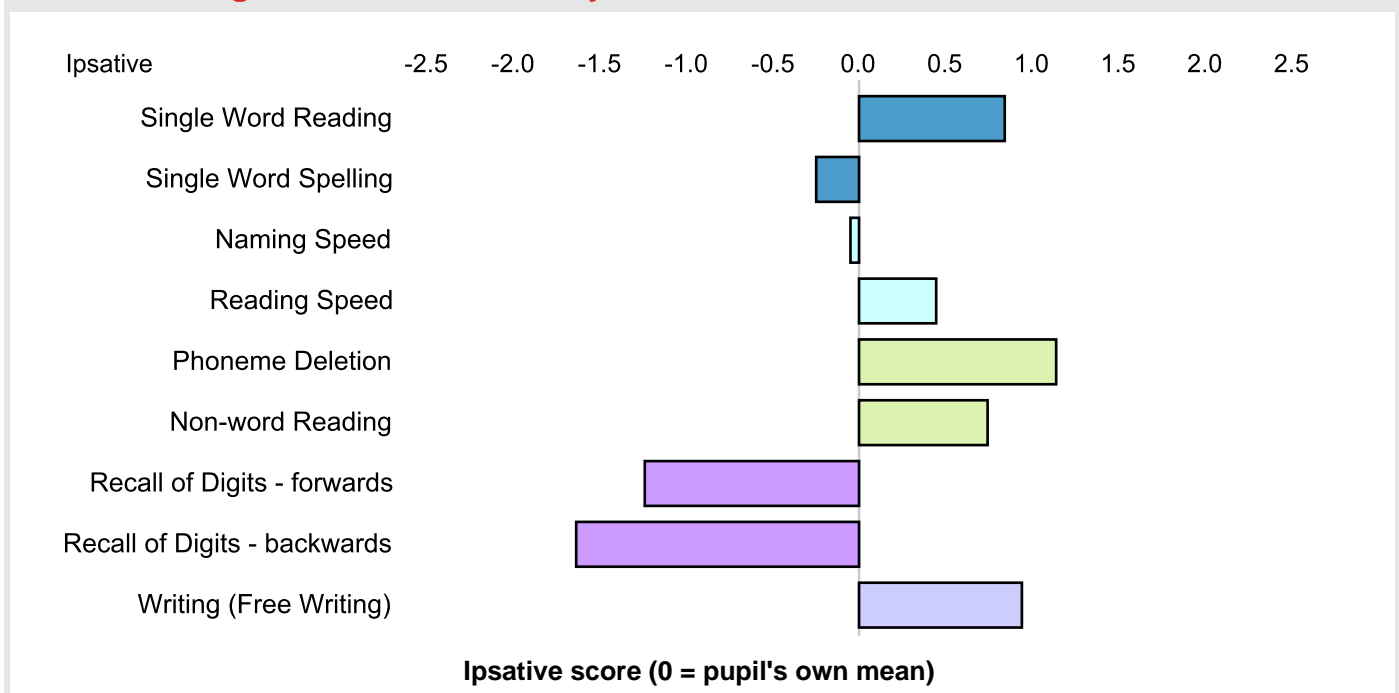


Summary of results by sub-test

Sub-test	Raw score	Standardised score	National percentile rank	z-score	Ipsative score
British Picture Vocabulary Scale		110	74	0.7	
Single Word Reading Test	25	94	34	-0.4	0.8
Single Word Spelling Test	10	83	13	-1.1	-0.2
Word literacy cluster	35	89	24	-0.7	
Naming Speed	70	85	16	-1.0	-0.0
Reading Speed	12	90	26	-0.7	0.4
Processing Speed cluster	82	84	14	-1.1	
Phoneme Deletion	14	97	42	-0.2	1.1
Nonword Reading	10	93	32	-0.5	0.7
Phonological cluster	24	94	34	-0.4	
Recall of Digits - forwards	8	73	4	-1.8	-1.2
Recall of Digits - backwards	2	69	2	-2.1	-1.6
Working memory cluster	10	69	2	-2.1	
Writing (Free Writing)	40	95	37	-0.3	0.9
Mean *		86		-1.0	0.0
Standard deviation *				0.7	1.0

* Mean / Standard deviation - Based on word literacy, processing speed, phonological and working memory sub-tests.

Relative strengths and weaknesses by sub-test





Results Narrative

General Ability

Ability score in this report is from British Picture Vocabulary Scale.

Ben's general ability is above average, so he is likely to be able to deal with the intellectual demands of activities that are typical of the year group and some activities typically given to older pupils. Ability to reason with the subject matter of his work is unlikely to be a limiting factor in his progress and may even be a particular strength in some instances.

Word Literacy

This cluster is an estimate of the pupil's literacy achievement at the word level, as shown in tests of single word reading and spelling. Whatever may be added later in terms of comprehension and enjoyment, word-level skills are the entry point into literacy and the engine that continues to drive progress even in the most sophisticated reader.

Ben's skills in reading and spelling words are currently below average. Ben may benefit greatly from some tutorial input and regular practice to improve his ability to read and write independently. Ben should also be encouraged to read as much as possible in school and at home, in order to boost his chances of achieving greater skills in reading and spelling accurately.

Processing Speed

This cluster evaluates a pupil's efficiency (rather than accuracy) in the management of information. It comprises two tests: Naming Speed and Reading Speed. The latter, of course, is critical to the performance of older pupils in examinations. The former corresponds to what are sometimes described as word-finding skills, the ability to find words and retrieve quickly the right name for an object.

Ben's speed at processing information is below average and so it is important to speak slowly when addressing Ben, with regular pauses to allow him to absorb the information. Ben may also be slow at answering questions presented either orally or in writing. Ben needs to be allowed plenty of time to deal with any task and it should not be assumed that if Ben is slow in responding, he does not know the answer, or is struggling.

Phonological

Alphabetic skills are at the heart of the literacy-learning process in the early stages. Moreover, skill with the written word closely corresponds with spoken language skills. Accordingly, this cluster combines both, with measures of Phoneme Deletion and Nonword Reading.

Ben's skills in processing spoken words and phonemes are currently average. Ben is likely to be able to cope with the phonological elements of the literacy tasks that are appropriate to his age group.

Working Memory

The ability to hold verbal material in short-term memory seems to be central to learning the highly sequenced procedures of reading and spelling. While Recall of Digits Forwards is a fairly straightforward measure of sensitivity, Recall of Digits Backwards requires that the pupil hold the material in his memory while transforming it in some way - reversing it.

Ben's ability to keep verbal information in his short-term memory while performing some mental task with it, is low. Ben is likely to forget part of the information while still working out the answer and so make errors. It is important to follow best practice guidelines on dealing with working memory difficulties when working with Ben. Material needs to be presented a small amount at a time using simple grammatical structures and Ben should be encouraged to take notes or use other recording devices. This is especially important when dealing with unfamiliar material or concepts. Further guidance is given in the Portfolio Manual.

Writing (Free Writing)

This test primarily samples productivity, that is, the quantity of writing a pupil can complete in a given time. Younger children perform a copying task, while older children engage in an open-ended but undemanding exercise in free writing.

Ben is currently average in his speed of writing. he is likely to be able to write quickly enough to deal with



Results Narrative

the writing tasks that are presented to him in his everyday schoolwork in the time that is normally allowed.