

**Unit Title:** **Assessing the needs of individuals with dyslexia/specific learning difficulties**

OCR unit number: Unit 2  
 Sector unit number: F/503/4202  
 Level: 5  
 Credit value: 11  
 Guided learning hours: 30

## Unit purpose and aim

This unit will equip the candidate to assess the needs of learners with dyslexia/specific learning difficulties affecting the development of literacy and/or numeracy skills. Candidates will interpret information gathered and draw conclusions on whether literacy and/or numeracy skills of individuals with dyslexia/specific learning difficulties match expected standards.

<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Exemplification</b>
1 Be able to assess need for referral of individuals with dyslexia/specific learning difficulties	1.1 Analyse information collected in relation to individuals' background, with reference to dyslexia/specific learning difficulties literature  1.2 Evaluate need for individuals' referral based on background information including: <ul style="list-style-type: none"> <li>• indications of dyslexia/specific learning difficulties</li> <li>• development</li> <li>• stage of education</li> <li>• current setting</li> </ul>	<ul style="list-style-type: none"> <li>• Levels of explanation of learning difficulties: biological, cognitive, behavioural, environmental</li> <li>• Types of specific learning difficulties and their identifying features: dyslexia, dyspraxia, ADHD, specific language impairment</li> <li>• Other barriers to learning</li> <li>• Current literature and research into dyslexia and literacy difficulties</li> <li>• Family patterns</li> <li>• Normal development of speech and language</li> <li>• Indicators of vulnerability to developmental literacy difficulties</li> <li>• Reports from relevant personnel</li> </ul>

<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Exemplification</b>
<p>2 Be able to assess literacy and numeracy skills of individuals experiencing difficulties associated with dyslexia/specific learning difficulties</p>	<p>2.1 Justify selection of assessment methods and resources appropriate to individuals':</p> <ul style="list-style-type: none"> <li>• age</li> <li>• ability</li> <li>• presenting characteristics</li> </ul> <p>2.2 Assess individuals' skills in areas associated with dyslexia/specific learning difficulties</p>	<ul style="list-style-type: none"> <li>• Baseline assessments</li> <li>• National Curriculum targets</li> <li>• Reading skills and strategies</li> <li>• Writing skills and strategies</li> <li>• Select word lists to assess single word reading and spelling</li> <li>• Numeracy skills and strategies</li> <li>• Assessment of spoken language alphabet skills, sound symbol correspondence</li> <li>• Phonological skills and motor skills</li> <li>• Initial assessment of language skills, reading spelling, writing numeracy</li> <li>• Typical and atypical patterns of attainment and their significance</li> <li>• Establishing and maintaining rapport with learner</li> <li>• Maintaining a sensitive and professional manner</li> <li>• How to record and score responses</li> <li>• Record responses and observations during assessment</li> </ul>
<p>3 Be able to interpret test results and observations of individuals' behaviour and responses during assessment</p>	<p>3.1 Analyse test results</p> <p>3.2 Interpret observations of individuals' behaviour and responses during assessment</p>	<ul style="list-style-type: none"> <li>• Expected standards for age/ability level</li> <li>• Expected behaviour in a test situation</li> <li>• Phonological skills</li> <li>• Miscue and error analysis</li> <li>• Point of breakdown for numeracy</li> <li>• Analysis of free writing</li> <li>• Use of formal report writing style and acceptable conventions</li> </ul>

<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Exemplification</b>
4 Be able to match outcomes of assessment to expected standards	<p>4.1 Compare profiles of individuals' attainments against expected standards and patterns associated with dyslexia/specific learning difficulties</p> <p>4.2 Draw interim conclusions to inform a learning programme for learners with dyslexia/specific learning programme</p>	<ul style="list-style-type: none"> <li>• Expected standards for age/ability level; stage of education/training or social/employment needs</li> <li>• Synthesising information from different sources</li> <li>• Evaluate individuals' attainments against expected standards with reference to: <ul style="list-style-type: none"> <li>○ Background information</li> <li>○ Information collected during assessments</li> </ul> </li> </ul>

## Assessment

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This unit is centre assessed and quality assured, and externally verified by OCR.

## Evidence requirements

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**When completing evidence requirements it is essential to refer to the Learning Outcomes and Assessment Criteria as laid out in the table above.**

Candidates must provide all of the evidence identified below. All evidence must be produced independently. Candidates must:

### 1 Learning Outcome 1

Produce a checklist/questionnaire to collect information on background of learners and indicators of dyslexia/specific learning difficulties. These questionnaires may be adapted from a previously sourced questionnaire from a reputable source and adapted for the candidate's own teaching context.

The checklist/questionnaire should be designed to allow findings of the following to be recorded:

- observation and questioning based on own knowledge of dyslexia/specific learning difficulties and associated patterns of difficulty
- monitoring of educational development and attainment in literacy and numeracy

### 2 Learning Outcome 1

Produce a rationale to show how, and explain why, the checklist/questionnaire has been developed as it has. It must include specific reference to:

- the areas that have been covered
- the way the questions have been devised

### 3 Learning Outcomes 2, 3 and 4

Carry out assessment of the attainments and areas of difficulty of two learners (one learner who has literacy difficulties and one learner who has literacy **and** numeracy difficulties).

The two learners should be at two different stages within the same phase of education (either primary, secondary or post-16).

Produce a profile of learner(s), which includes:

- reason(s) for referral and background information
- reason(s) for the selection of appropriate assessment methods and resources
- an assessment session plan
- accompanying notes and records for the assessment session, including evidence of interaction with learner
- evidence of correct administration of any published test used
- appropriate use of informal evidence-based assessments
- analysis of assessment outcomes
- conclusions to be drawn from evidence gathered

## Guidance on assessment and evidence requirements

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Candidates should be mindful of the Rose (2009) and the British Psychological Society (1999) working definitions of dyslexia. When identifying learners with literacy difficulties, candidates should be advised to choose learners who are achieving below the levels expected for their chronological age and stage of education. For primary and secondary learners, candidates should take into account, and refer to, currently used curriculum levels and objectives for each year group. For post-16 learners, candidates should take into account, and refer to, the Adult Literacy Core Curriculum objectives and the National Standards for Adult Literacy, or another curriculum which may come into use during the life-span of this course, and/or objectives for a course studied by the learner and/or employment needs/life skills.

Although not mandatory, candidates may use published tests to assess single word reading, non-word reading, prose reading (including comprehension), spelling, phonological and numeracy skills if they are familiar with the use and scoring of these tests.

For assessing reading and spelling skills candidates should use:

- appropriate lists to assess single word reading and spelling, e.g. word lists from the national curricula or strategies; common words and high frequency word lists; curriculum based, subject-specific spelling lists; lists of social sight vocabulary
- prose reading passages selected by the candidate to match learners' interests.

For assessing maths skills, candidates should devise assessment resources and tasks using age appropriate sources.

Evidence-based assessment means that candidates should be able to analyse and use diagnostic information gained from observing learners' work and performance. They should be able to comment on strengths, error patterns, strategies and behaviours. For example, candidates should be able to observe and comment on reading behaviour and strategies (at word and text level); carry out miscue analysis; analyse spelling and free writing, analyse spelling at word level and text level (free writing); observe and comment on spoken language and analyse numeracy strategies.

The use of standardised tests is not mandatory, but if standardised tests are used candidates must demonstrate accuracy in the administration, scoring and interpretation of test results.

Formal assessment procedures and tests are defined as those which are published (standardised and non-standardised). Informal tests refer to tests and tasks devised by the candidate.

## Additional information (updated 2016)

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For information on how to administer these qualifications please follow the link to OCR's Administration area, <http://www.ocr.org.uk/administration/>.