

Unit Title: Understanding psychometric and educational assessment methods in the context of dyslexia/specific learning difficulties

OCR unit number: Unit 2
 Unit accreditation number: F/503/3907
 Level: 7
 Credit value: 10
 Guided learning hours: 30

Unit purpose and aim

This unit will equip the candidate to understand the principles of psychological and educational assessment. Candidates will learn how to select appropriate assessment materials to determine the presence of dyslexia/specific learning difficulties, to justify their selection. Candidates will also learn how to administer tests and to interpret both quantitative and qualitative outcomes.

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Exemplification
1 Understand how patterns associated with dyslexia/specific learning difficulties are reflected in the results of intelligence tests	1.1 Explain concepts of intelligence 1.2 Explain how intelligence is measured 1.3 Describe expected patterns of scores associated with dyslexia/specific learning difficulties in IQ tests	<ul style="list-style-type: none"> • Concepts of intelligence: - verbal compared with abstract/non-verbal cognition, differing views of intelligence such as inherited <i>cf.</i> acquired and multiple intelligences • Assessment of intelligence: IQ tests and profiles associated with major learning difficulties (specific and general) • Verbal and non-verbal reasoning tests available to teachers
2 Understand types of assessment procedures available to assess for the presence of dyslexia/specific learning difficulties	2.1 Analyse assessment procedures including: <ul style="list-style-type: none"> • standardised tests • diagnostic tests 2.2 Explain information given in test manuals, including: <ul style="list-style-type: none"> • technical terminology • statistical data 	<ul style="list-style-type: none"> • Standardised tests compared with informal procedures • Tests of ability compared with attainment • Normative tests compared with criterion-referenced or curriculum-based tests • Profiling individual strengths and weaknesses by comparing learner's results on different tests (ipsative assessment) • Impact of cultural/environmental factors and learning opportunities on test performance • Impact of health and emotional

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		<p>factors (including tester/testee relationship) on test performance</p> <ul style="list-style-type: none"> • Relative value of ‘snapshot’/one-off assessment compared with formative assessment over time • Defining features of standardised tests: - prescribed materials, administration and scoring • Relevance of size of sample and nature of population on which test was developed • Standardisation and norms • Reliability and validity of tests • Normal distribution curve, mean and standard deviation • Raw scores and derived scores:- standard scores, percentiles, age equivalents • Correlation coefficients – probability and significance • Standard error of measurement; confidence intervals
<p>3 Understand the importance of selecting appropriate published tests and assessment procedures for dyslexia/specific learning difficulties</p>	<p>3.1 Critically compare tests and procedures for use in assessing:</p> <ul style="list-style-type: none"> • literacy attainments • numeracy attainments • attributes associated with dyslexia/specific learning difficulties <p>3.2 Analyse impact of intrinsic and extrinsic factors on test performance</p> <p>3.3 Justify selection of tests and assessment procedures to suit specific assessment situations</p>	<ul style="list-style-type: none"> • Technical information: purpose and nature of test, sample size and population where norms were developed, age range of test, validity of test, reliability (including extremes of age range), scoring systems (mean and standard deviation), materials needed and instructions for administration (individual/group) • Individual and group tests of: <ul style="list-style-type: none"> ○ Reading – word level (non-words, graded and high-frequency words): recognition compared with reading aloud; accuracy and fluency ○ Reading – text level: silent and oral reading; comprehension, accuracy and fluency. ○ Writing – word level: spelling (graded and word lists) ○ Writing – text level:

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		<p>spelling; fluency; handwriting; punctuation; grammar; structure and content</p> <ul style="list-style-type: none"> ○ Numeracy skills – knowledge and recall of number facts; mental arithmetic; maths language; life skills ● Tests/checklists: language, phonological skills and awareness, memory, visual and motor skills ● Diagnostic batteries: pencil and paper, computerised ● Tests and assessments for all abilities with the age range considered
<p>4 Understand how to work within professional and ethical frameworks in relation to assessment</p>	<p>4.1 Analyse expected ethical standards and professional practice in assessment</p> <p>4.2 Explain how tests to determine the presence of dyslexia/specific learning difficulties are administered within a professional and ethical framework</p>	<ul style="list-style-type: none"> ● Sensitivity to and respect for feelings of learner ● Confidentiality and security of assessment data and personal information concerning those assessed ● Professional liability/insurance
<p>5 Understand how to interpret quantitative and qualitative outcomes of assessments</p>	<p>5.1 Describe expected patterns of scores and outcomes from assessments associated with dyslexia/specific learning difficulties, including:</p> <ul style="list-style-type: none"> ● attainment tests ● diagnostic assessments <p>5.2 Explain relationships between quantitative data and qualitative information obtained from assessments</p> <p>5.3 Evaluate benefits of quantitative data and qualitative information obtained from assessments</p>	<ul style="list-style-type: none"> ● Differences between underlying ability and literacy/numeracy outcomes ● Differences between standardised scores on reading/spelling tests and analysis of error patterns

Assessment

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

Evidence requirements

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

1. Learning Outcomes 1, 2 and 3:

Produce a review of diagnostic tests for individual learners with dyslexia/specific learning difficulties to include reading, spelling and numeracy. The review must:

- cover tests for two different key stages/levels of ability in one phase of education
- include a brief summary (age range, purpose and description) of each test
- include an indication of the average, below and above average range of standard scores for each test
- provide a rationale for the range of tests chosen
- summarise the advantages and disadvantages of published tests.

2. Learning Outcomes 1, 2, 3, 4 and 5:

Within the review candidates must explain how they would:

- prioritise selected tests to show which could be excluded in particular circumstances
- judge, from the information given in the manual, when and with whom it is appropriate to use a test
- select appropriate group tests for screening abilities and attainments for specific year/age groups
- interpret different patterns of scores on IQ and other tests of cognitive ability appropriately with regard to specific patterns of learning difficulties
- recognise the difference between standardised, criterion-referenced and curriculum-based tests and know when it is appropriate to use which method of assessment
- evaluate the impact of intrinsic and extrinsic factors on attainments and test performance
- show they understand the rationale of standardised tests, and can interpret test results (given in standard scores or percentiles) in relation to the expected level for the learner's age
- ensure confidentiality and discretion with regard to information they may obtain about learners and their families and the need to maintain securely stored records
- ensure that they are properly insured, so that their clients, as well as they themselves, are protected in the event of legal proceedings.

Guidance on assessment and evidence requirements

The aim of this unit is to ensure that candidates have knowledge of a range of appropriate assessment resources for the age range they work with, not that they are fully conversant with every test ever published. Candidates might usefully be encouraged to compile a resource file or current publishers' details including web addresses. This file could include details of the range of assessment materials available for each age group, including both published and non standardised tests.

Candidates must produce an assignment to meet all the evidence requirements for this unit. This assignment is likely to be approximately 3000 words, not including appendices. Candidates will not be penalised for exceeding this word count but should be encouraged to write succinctly and avoid repetition.

Candidates should be mindful of the level of this assignment. The assignment should be produced independently and show a good level of knowledge, understanding and reflection commensurate with Level 7 expectations. It should be clearly structured and spelling and grammar should be accurate. Candidates should avoid copying lengthy passages but all text from the other sources must be fully referenced using a recognised academic referencing system. All published tests discussed should be similarly referenced.

Additional information (updated 2016)

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