

FOR PARENTS: INTERPRETING THE ASSESSMENT INFORMATION

Skill	Means	May cause difficulties in...
Auditory sequencing	Managing sequential order in verbal information	Ordering sounds in words. Oral spelling or tables, alphabet and reference skills, following sequence of instructions, or following the flow of conversation, reading quickly and efficiently
Auditory discrimination	Being able to discern or discriminate fine differences between verbal information	Difficulties with sounds of speech, rhyme, sounds within words (segmentation), difficulties assigning sounds to written form of words (phoneme-grapheme correspondence) particularly prevalent with homonyms and subject-specific vocabulary which are similar sounding.
Auditory memory	Ability to remember verbal information for a short period of time (seconds)	Ability to remember information provided only verbally, ability to remember thoughts and ideas,
Executive functioning	Skills required to successfully get started on a task; associated with control of emotions and ability to attend	Planning and prioritising of work, ability to relax and cut out distractions, be flexible and able to shift attention as necessary as well as to try new approaches and to sustain concentration until the task is completed.
Expressive language	Ability to express oneself with increasingly more complex language	Written expression, contributions in class, social interaction, answering questions, word finding
Full-Scale IQ	General measure of ability; Summation of verbal and nonverbal reasoning scores.	General ability in performance; ability to reason with information, higher order questioning and judgement, such as 'evaluate', 'explain why', 'give your reasons for'. Does not impact short-term memory or rote learning.
Listening or Auditory comprehension	Understanding spoken language	Following instructions, interpreting subject-specific vocabulary, attending to verbal information, may appear distractible, easily confused, slow to learn, weak attention span, word-finding difficulties.
Non-verbal reasoning	The ability to analyse information and solve problems using visual and/or hands-on information	Making connections to prior learning, sequencing information, generalising a rule (of may over-generalise the rule), organisation and essay planning and structure, mathematical reasoning, poor time concepts
Phonological awareness	Perception of sounds within words	Sequence of sounds in words, beginnings and endings of syllables, rhyme, alliteration, identification of individual sounds or blends
Processing Speed (speed of information processing)	Rate of working, whether mental or clerical	Inefficiency with the management of, and rate of, processing streams of information; impacts following conversation or complex instructions, copying, meeting deadlines, problem solving, slow to find words to express ideas, slow rate of working
Reading accuracy	Ability to read with accuracy; not associated with	Mis-reads and mis-interprets subject-specific vocabulary, errors of substitution (mitosis for meiosis)

	speed or comprehension	omissions of words leading to mis-interpretation. May lose place when reading and jump a line.
Reading comprehension	Ability to read for meaning and understanding	Ability to internalise and understand textual information. Reads and re-reads textual information, appears to read but does not remember any information, difficulty in prediction and inference
Reading efficiency	Ability to read with accuracy and speed	Reading accurately under the pressure of time leading to mis-reading information and mis-interpreting information
Reading speed	The rate of reading	Slow reading speed is not necessarily an issue, unless reading under the pressure of time, where the student will need longer to read. Very slow reading will often cause difficulty in retaining information.
Receptive language	Ability to understand language,	Ability to understand reading information, understanding complex and subject-specific vocabulary, following complex sentences and instructions
Short term auditory memory	The ability to retain an ordered sequence of verbal information for a short period of time	Impacts upon rote learning: Mental arithmetic, multiplication tables, learning by heart, following instructions, spelling, remembering what has been heard, attentive listening, keeping up with the concept or idea being explained so following the teaching of a lesson.
Spelling	The ability to spell words with accuracy	Written expression due to avoidance of complex words, intelligibility of written work
Verbal Reasoning	The ability to understand and analyse verbal information and solve problems using language-based reasoning.	Using and understanding a range of language and vocabulary, may mix tenses, prefers hands-on approach, may struggle to understand punctuation rules, weak word-finding skills, ability to recall verbal information, complex sentences and instructions, multi-stepped processes, mis-interpretation of similar subject-specific vocabulary or where meaning is changed within a specific context.
Visual memory	Remembering shapes or patterns	Checking and remembering spellings, copying shapes, look and say reading. Limited 'minds-eye'. Mis-reading visually similar words, mis-spelling visually similar words, inconsistent spelling, limited creativity.
Visual-motor skill (hand eye co-ordination)	Co-ordination of vision with movement	Handwriting, ball skills, PE, clumsiness.
Visual sequencing	Organising symbols or shapes in order	Spelling (especially irregular words), copying, arithmetical routines, some aspects of DT, essay planning and organisation
Visuo-spatial ability	Perception of objects in space, position,	Page layout, aspects of handwriting, relative size, map work, shape work in maths, general problems with organisation; planning, locating and finding things. Affects written output, planning and prioritising.
Working memory	The memory used to hold temporarily, process, manipulate and retrieve information	Difficulty in being able to hold information whilst processing (internalising) it. Impacts: Mental arithmetic, mathematical computation, planning and organisation within essays, reading for understanding (particularly aloud), retaining information whilst simultaneously doing something else e.g. note-taking, drawing whilst listening to instruction. May appear distant and inattentive.

