

Confidential Diagnostic Assessment Report

Name:	
Date of Assessment:	
Date of Birth:	
Age at Assessment:	
Correspondence Address:	
School/College/University/Workplace:	
Course of Study/Work Role:	

The author of this report:

- Is a qualified specialist teacher and/or psychologist holding an approved qualification and either a current Specific Learning Difficulties (SpLD) Assessment Practising Certificate or is Health and Care Professions Council (HCPC) registered.
- Certifies that this assessment has been conducted and the report written in accordance with the SpLD Assessment Standards Committee (SASC) current guidelines for diagnostic assessment and report writing.
- Has personally (i) administered in a confidential, face-to-face setting, (ii) scored and (iii) interpreted all the tests used in this assessment.

Name: (Assessor's name)

Signature:

Date: DD/Month Name/ YYYY

The assessor will provide details regarding their SpLD Qualifications, date of award and awarding institution:

Current Practising Certificate and issuing body/HCPC number will be listed here:

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Please note that test results and contents of this report are strictly confidential and will be stored securely in line with the requirements of the Data Protection Act.

The report is based on a professional opinion derived from information available at the time of the assessment, including questionnaires, discussion, observations and assessment data.

A guide to interpreting the scoring can be found in the Appendix.

Overview

Is likely to be around 3-4 pages in length maximum

An overview at the beginning of the report will provide a succinct, clear and detachable summary of the assessment outcomes and recommendations, easily accessible to all probable readers of the report, e.g. the student/client, staff involved with Disability Students' Allowance (DSA) reports, the University, employer etc. It will include:

- Referral
- Diagnostic Outcome
- Profile
- Impact
- Key Recommendations

Background Information

This section summarises, under headings and in broad chronological order, information given by the individual assessed via screening, previous assessment reports and diagnostic interview. The person assessed is made aware that if there is material they do not wish to appear in the report, they have the right to indicate this. This section should include:

- Health and Developmental History
- Familial History, SpLD or other Developmental Conditions
- Familial Linguistic History
- Education and Work History

Current Situation

This section will summarise the individual's study or work-related concerns and difficulties, including what is going well. Not all these sections will be relevant to all clients, so what is included will be dependent on the individual:

- Current concerns with Literacy
- Planning and Organisational Ability
- Memory, Attention and Concentration
- Social and Communication Skills
- Number, Estimation and Calculation
- Other Areas

Any other important strengths or difficulties could be included here e.g. difficulties with spatial orientation, directional left and right, map-reading, driving etc.

Test Conditions

This will be a 1-2 paragraph description of where the assessment took place e.g. a quiet office/room or in school/workplace etc.

THIS IS THE FULLER BODY-SECTION OF THE REPORT

Cognitive Profile

Gathering information about underlying verbal and non-verbal ability is a vital component of assessment as is information about other cognitive processing skills that are known to be implicated in SpLDs.

- Tests of Ability and Reasoning
- Verbal Ability
- Visual/Non-Verbal Ability
- Measures of Working Memory
- Phonological Processing
- Processing Speed

Additional Diagnostic Evidence and Information

The results of screening checklists for visual difficulties, Developmental Coordination Disorder (DCD)/dyspraxia, dyscalculia, Attention Deficit Hyperactivity Disorder (ADHD) may be reported in this section. Assessors may also choose to include further tests, as required. However, professional boundaries must be maintained.

- Dyspraxia/Developmental Coordination Disorder (DCD)
- Visual Difficulties (discomfort and disturbance)
- ADHD/Attention Related Difficulties
- Maths Related Difficulties/Dyscalculia

Attainment

Gathering information about areas of attainment is an important component of assessment as it may or may not provide evidence of the impact of a specific learning difficulty on the key skills required in everyday tasks, including study and work activities.

- Reading
- Reading Accuracy
- Reading Efficiency
- Reading Comprehension
- Spelling
- Writing and Typing Skills
- Number, Estimation and Calculation

Confirmation of Diagnostic Decision

Normally 2-3 paragraphs, but probably not more than 1 page.

This short section will include:

- A brief re-statement of the diagnostic outcome, affording the opportunity, if applicable, to map the evidence from the assessment to a recognised definition of the SpLD under consideration.
- Further comments, as needed or appropriate.
- A positive comment about working with the student/client.

Assessors may also sign and date the report again at this point.

Recommendations

1-3 pages (sub-headings as appropriate)

Recommendations must be tailored to the needs of the young person or the adult assessed. They may include some, but not necessarily all of the following types of recommendations. Key recommendations given in the Overview section of the report need not be repeated here unless further detail or explanation is required.

- **Onward Referral**
- **Sixth-form/Further Education/Other Vocational Training**
- **Higher Education**
- **Workplace**

Personal Recommendations

Additionally, all assessments should include some personal recommendations pertinent to the individual assessed and the assessment outcome (including where there is a diagnostic outcome of no specific learning difficulty) that are not covered by the more generic recommendations above.

For example:

- Advice regarding a specific study skill issue
- Subject – specific study strategies that can support students with SpLDs/all students.
- Strategies for managing specific work tasks and/or more general work-related stresses.
- Useful references and resources: literature, audio, web, app etc.
- Acknowledgement of support/intervention/work or study environments suggested by the individual as being beneficial.

Appendix 1: Explanation of Statistical Terms

Please note: although some manuals use different terms, for the purposes of this report and to aid accessibility for the non-specialist, the descriptive ranges below are used to describe performance.

The broad average range for standardised tests (85-115) covers 68% of the population, which means that most people taking these tests will fall into this range.

Standard Score	Descriptive Ranges
131 and above	Well above average
116-130	Above average
111-115	High average
90-110	Mid average
85-89	Low average
70-84	Below average
69 or less	Well below average

Confidence Intervals

There is a margin of error in all formal testing. The 95% Confidence Interval allows us to be 95% confident that the individual's 'true' score would fall within that range.

Appendix 2: Summary of Test Results

Standard Scores	69 -	70-84	85-115	116-130	130+	95%
Test	Well below	Below average	Average range	Above average	Well above	Confidence Interval
Underlying Ability						
WRIT Verbal Analogies						
WRIT Vocabulary						
WRIT Verbal Ability						
WRIT Matrices						
WRIT Diamonds						
WRIT Visual Ability						
WRIT General Ability						
Cognitive Processing						
TOMAL2 Digits Forward						
TOMAL2 Letters Forward						
TOMAL2 manual Imitation						
TOMAL2 Digits Backwards						
TOMAL2 Letters Backwards						
TOMAL2 ACI						
CTOPP2 Elision						
CTOPP2 Blending Words						
CTOPP2 Phoneme Isolation						
CTOPP2 PA Composite						
CTOPP2 Memory for Digits						
CTOPP2 Non-Word Repetition						
CTOPP2 PM Composite						
CTOPP2 Rapid Digit Naming						
CTOPP2 Rapid Letter Naming						
CTOPP2 RS Composite						
Symbol Digit Modalities Test						
Attainment						
WIAT Word Reading						
WIAT Reading Comprehension						
WIAT Reading Speed						
TOWRE 2 SWE						
TOWRE 2 PDE						
TOWRE 2 TWRE						
WIAT Spelling						
WRAT5 Maths						

Tests used Qualitatively	
Test of Word Reading Efficiency 2 (TOWRE2) SWE PDE TWRE	For full analysis of performance see body of report page X
Detailed Assessment of Speed of Handwriting 17+ (DASH 17+) Free Writing	For full analysis of performance see body of report page X
Comprehensive Test of Phonological Processing 2 (CTOPP2) Elision Blending Words Phoneme Isolation Phonological Awareness Memory for Digits Nonword Repetition Phonological Memory Rapid Digit Naming Rapid Letter Naming Rapid Symbolic Naming	For full analysis of performance see body of report page X

Appendix 3: Definition(s) of SpLD(s) as applicable

This section will refer to a recognised, relevant and referenced definition.

Appendix 4: Test References and Descriptors

Appendix 5: Further References