**ASSESSMENT FRAMEWORK:** Adapted from the Causal Model Framework

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| **BEHAVIOURAL** |  |  |  |  | **ENVIRONMENTAL** |
| **Reading** | **Spelling** | **Writing** | **Maths** | **Other** |  |
| GPC knowledge  Word recognition:  Exception words  Regular words  Non words  Word reading fluency  Reading rate  Comprehension | GPC application  Regular words  Irregular words  Spelling rules  (from free writing and tests) | Letter formation  Writing speed  Punctuation  Grammar  Organisation  Presentation  Features of different forms | Number knowledge  Operations  Maths vocabulary  Problem solving  Topics:  Money  Time  Other (as indicated) | Sequencing  Organisation  Concentration  Copying skills  Listening comprehension  Following instructions  Dispositions and attitudes | Teaching and learning environment  Teacher / pupil relationship  Class size  Attendance  Distractions  Noise levels  Parental support |
| **COGNITIVE** |  |  |  |  |  |
| Phonological STM and WM  Visual STM and WM | Phonological awareness  Segmenting and blending  Phoneme identification and isolation | Verbal skills  Verbal and non verbal reasoning | Visual processing  Phonological processing  Rapid naming |  | Social and emotional skills  Resilience & Self-esteem  Anxiety & Stress |
| **BIOLOGICAL**  Family history |  |  |  |  |  |

*Adapted from Phillips, S and Kelly, K. (2018): Assessment of Learners with Dyslexic-type Difficulties, pg.14.*