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

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| **BEHAVIOURAL** |  |  |  |  | **ENVIRONMENTAL** |
| **Reading** | **Spelling** | **Writing** | **Maths** | **Other** |  |
| GPC knowledgeWord recognition: Exception words Regular words Non wordsWord reading fluencyReading rateComprehension | GPC applicationRegular wordsIrregular wordsSpelling rules(from free writing and tests) | Letter formationWriting speedPunctuationGrammarOrganisationPresentationFeatures of different forms | Number knowledgeOperationsMaths vocabularyProblem solvingTopics: Money Time Other (as indicated) | SequencingOrganisationConcentrationCopying skillsListening comprehensionFollowing instructionsDispositions and attitudes | Teaching and learning environmentTeacher / pupil relationshipClass sizeAttendanceDistractionsNoise levelsParental support |
| **COGNITIVE** |  |  |  |  |  |
| Phonological STM and WMVisual STM and WM | Phonological awarenessSegmenting and blendingPhoneme identification and isolation | Verbal skillsVerbal and non verbal reasoning | Visual processingPhonological processingRapid naming |  | Social and emotional skillsResilience & Self-esteemAnxiety & Stress  |
| **BIOLOGICAL**Family history |  |  |  |  |  |

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