Phonological Tests Auditory Memory Tests Visual Memory Tests Associative Memory Sequential Memory

**LUCID CoPs ASSESSMENT RESULTS**

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| Test Name | Wock | Rhymes (Rime) | | Zoid’s Letter Names | | Races | | Rabbits | Zoid’s Friends  \*Verbal Encoding | | Toybox  \*Verbal Encoding | | Zoid’s Letters | | Clown |
| Description of test | Select the character who provides correct verbal label for picture | Select the picture that rhymes with or has the same beginning sound. | | Names given to symbols. Select the associated symbol for the name asked for. | | Student verbally given the finishing order of racing animals. Select pictures in order of finish. | | Rabbit appears in different holes. Student selects holes in sequence of appearance. | Coloured characters appear one at a time. Select the correct colour sequence. | | Array of shapes appear (coloured or patterned). Identify correct (fill in) pattern or colour for the shape | | Symbols shown. Student selects correct symbol and order. | | Clown template coloured according to verbal instructions. |
| What does it assess? | **Phoneme discrimination** i.e picture appears, verbal label given. Select character who correctly repeats label | **Phon.awareness.** Sound patterns- onsets and rhymes ie: link same onset or rime. | | **Visual-verbal associative memory.** ie. Recall the name of the letter from the symbols presented | | **Auditory-verbal sequential memory** using names. Need to recall spatial position and temporal sequence | | **Visual-sequential memory based on temporal and spatial position.** Ability to recall spatial position and sequence. | **Visual-sequential using temporal position and colour.** Ability to recall colour and sequence. | | **Visual-associative memory.** **Based on shape-colour or shape-pattern relationship.** NB: shape may change in answer | | **Visual sequential memory based on symbol sequence. Student recalls shapes in correct order** | | **Colour Discrimination** |
| Impacts on | -ability to process oral communications  -need good listening skills  -auditory discrimination  -correlation between sounds and letters  -literacy development.  -acquiring phonic skills i.e mapping of graphemes on to phonemes  -understanding how sound patterns are used to communicate  -spelling, writing  -literacy development  -may not hear or understand instructions  -fail to follow discussion and disengages | | | -ability to associate visual symbols with verbal labels from memory  -correlates to later phonic skills difficulties  - ability to retain verbal information  -ability to recall sequences when given verbally  -working memory i.e ability to hold information long enough to process it eg. letters and syllables when decoding  -writing: inclined to miss out letters, syllables or words | | | | -during early stages of learning to read: sight vocabulary difficult for students displaying poor graphophonic skills i.e can’t segment sounds, little/no sound to letter mapping  -poor readers have bias for using pictorial/visual rather than verbal or phonological information  - students who have gd. Visual but poor auditory verbal memory have difficulty acquiring effective phonological decoding strategies. Problems from about 7years.  -\* Verbal encoding-=difficulty applying verbal labels & holding in working memory. Likely to have problems with visual whole word (look & say) methods.  -spelling | | | | | | |  |
| Consider | -hearing-temporary, congenital, acquired  -experience with English (2nd language)  -background exposure to good English language modelling | | | -listening focus- success requires good listening skills  -ability to concentrate | | | | -poor readers have bias towards visual encoding preferring pictorial(visual) rather than verbal (phonological) info i.e may see a difference but may struggle to hear a difference  -students who maintain a visual representation of words alongside phonological significantly disadvantaged after 7yrs old | | | | | | |  |
| Overall Profile | -Low = CoPS does not provide satisfactory distinction between a *specific learning difficulty* (dyslexia) and *moderate* learning difficulties- can have similar profiles  -Phonological Awareness high with low memory = typical of severe dyslexia . Expect difficulties in early reading stages where emphasis tends to be on building simple visual word recognition and later in acquiring phonic skills. Problems in reading, spelling & writing – structured multi-sensory approach essential. Needs ample practice to compensate for memory weakness. Difficulties with rapid word recognition & advanced text. Help required with higher order reading eg skimming, scanning  -High = may be bright or gifted (when used in conjunction with verbal & non-verbal reasoning). Students can become lazy or careless due to tasks being effortless (normally) | | | | | | | | | | | | | | |
| Centile Ranges | 0 – 5%ile  At risk (R) | | 6 – 20%ile  Concern (C) | | 21 – 35%ile  Low (L) | | 36 – 65%ile  Average (A) | | | 66 – 80%ile  Good (G) | | 81 – 95%ile  Very Good (VG) | | 96 – 100%ile  Excellent (E) | |

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| **Student/s** | **Wock** | **Rhymes** | **Zoid’s Letter Names** | **Races** | **Rabbits** | **Zoid’s Friends** | **Toybox** | **Zoid’s Letters** | **Clown** |
| **NAME** | **2** | **13** |  | **25** | **5** | **1** | **5** |  |  |