



Dyslexia Scotland

Dyslexia and Examinations



No **1.7** in the series of
Supporting Dyslexic Pupils in the Secondary Curriculum
By Moira Thomson

Supporting Dyslexic Pupils in the Secondary Curriculum

by Moira Thomson

DYSLEXIA AND EXAMS

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Supporting Dyslexic Pupils in the Secondary Curriculum

by Moira Thomson

Complete set comprises 18 booklets and a CD of downloadable material

(see inside back cover for full details of CD contents)

Foreword by Dr. Gavin Reid, a senior lecturer in the Department of Educational Studies, Moray House School of Education, University of Edinburgh. An experienced teacher, educational psychologist, university lecturer, researcher and author, he has made over 600 conference and seminar presentations in more than 35 countries and has authored, co-authored and edited fifteen books for teachers and parents.

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- 1.2. Dyslexia and the Underpinning Skills for the Secondary Curriculum
- 1.3. Classroom Management of Dyslexia at Secondary School
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Extra copies of individual booklets or complete sets are available from

Dyslexia Scotland, Stirling Business Centre, Wellgreen, Stirling, FK8 2DZ

Email: info@supportingdyslexicpupils.org.uk

To all my dyslexic pupils, who taught me what dyslexia really is

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Dyslexia Scotland is the voluntary organisation representing the needs and interests of dyslexic people in Scotland.

Mission Statement

To encourage and enable dyslexic people, regardless of their age and abilities, to reach their potential in education, employment and life.

Dyslexia Helpline: 0844 800 84 84 - Monday to Friday from 10am until 4pm.

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FOREWORD

It is a privilege to be asked to write a foreword for this series of guides on dyslexia in the secondary school. Moira Thomson ought to be congratulated in putting together these informative and up to date guides that will both heighten the awareness of dyslexia in secondary schools and develop the knowledge and skills of teachers through the implementation of the suggestions made in the guides. Too often books and materials on dyslexia are cornered by a few, usually those who have a prior interest in the subject. Many feel it is not their concern, or they do not have the specialised experience to intervene. These guides will challenge and change that assumption. The guides are for all teachers – they contain information that will be directly relevant and directly impact on the practice of every teacher in every secondary school in the country. Not only that, the guides are up to date containing advice stemming from the most recent legislation (Education (Scotland) Act 2004: Additional Support for Learning). This makes the guides an essential resource in every school in the country.

Above all the guides provide a positive message. Dyslexia is couched in terminology that expresses what learners with dyslexia **can do** not what they 'can't do'. Any difficulties experienced by learners with dyslexia are seen as 'barriers to learning' which means that the onus is on supporting learners overcome these barriers and this places the responsibility firmly on the professionals working in schools. This reiterates the view that dealing with dyslexia is a whole school responsibility.

The breadth of coverage in these guides is colossal. It is highly commendable that Moira Thomson has met this immense task with true professionalism in providing clearly written and relevant guides incorporating the breadth of the curriculum. As well as including all secondary school subjects the guides also provide information on the crucial aspects of supporting students preparing for examinations, the use of information and communication technology, information for parents, details of the assessment process and the skills that underpin learning. It is important to consider the view that learners with dyslexia are first and foremost learners and therefore it is important that their learning skills are developed fully. It is too easy to place the emphasis on developing literacy skills at the expense other important aspects of learning. The guides will reinforce this crucial point that the learning skills of all students with dyslexia can be developed to a high level. I am particularly impressed with the inclusion of a section on classroom management. This again reinforces the point that managing dyslexia is a classroom concern and a learning and curriculum-focused perspective needs to be adopted. A focus on curriculum planning and acknowledging learning styles is essential if learners are to reach their potential in secondary schools.

The guides do more than provide information on dyslexia; rather they are a staff development resource and one that can enlighten and educate all teachers in secondary schools. I feel certain they will be warmly appreciated and used for that purpose. The guides will benefit school management as well as teachers and parents, but the real winners will be the students with dyslexia. It is they who will ultimately benefit and the guides will help them fulfil their potential and make learning a positive and successful school experience for all.

Dr. Gavin Reid,
Edinburgh, UK
July 2007

ALTERNATIVE ASSESSMENT ARRANGEMENTS FOR CANDIDATES WITH DYSPLEXIA

(Alternative assessment arrangements or access arrangements, may be referred to as special examination arrangements or examination/assessment accommodations or concessions)

Dyslexia is listed as a disability in legislation worldwide. Schools, colleges, universities and examining bodies are required to make 'reasonable adjustments' to prevent placing disabled learners at a 'substantial disadvantage' compared to others, by reason of their disability. Any failure to provide alternative arrangements for dyslexic candidates in assessments would be considered to be discriminatory.

Key Principles

The purpose of providing alternative assessment arrangements for dyslexic learners is to remove barriers to the demonstration of actual performance in examinations. Assessments are designed to permit candidates to demonstrate their knowledge and ability in the areas being studied - and examining bodies must make sure that the process of assessment leading to certification is rigorous and fair, allowing all candidates to demonstrate the skills and knowledge required for the award. Any alternative assessment arrangements must be such that they do not compromise the credibility of the award - they must measure a specified activity against published standards and give consistent results.

This requires alternative arrangements to be based on the specific needs of an individual and on the demands of an assessment, not on disability - though consideration should be given to the effect of a particular disability on the form of an assessment. If a dyslexic student is able to achieve the required outcomes of a course of study, but is unable to demonstrate this in the standard way - then alternatives may be put in place. For example when there is a marked discrepancy between the known level of a dyslexic learner's subject ability and his/her writing skills, a written test may prevent accurate assessment, so an alternative arrangement - such as a scribe - may be used.

Alternative/Access Arrangements are used only to ensure that candidates have an unhindered opportunity to demonstrate subject knowledge and ability.

Examination papers are not changed – or made easier - in any way and marking is the same for all examination candidates. Several of the arrangements available for dyslexic candidates – such as transcription of examination scripts - actually help the marker by making the content legible. Alternative arrangements made for dyslexic candidates may be considered similar to those made for the visually impaired who need an alternative method of accessing printed text – such as Braille papers.

Often, for the dyslexic candidate, the examination itself may be a barrier to the demonstration of actual performance. A dyslexic profile may include difficulties related to reading and writing, problems with memory and organisation or difficulties created by placing time limits on examinations. So, if the dyslexic

candidate is unable to read the examination paper within the time allowed, then the opportunity to demonstrate attainment is not being provided. Introducing additional time or the support of a reader - electronic or human - to compensate for slow text processing or difficulties with locating information in a text source – may be necessary to remove this barrier.

Adjustments to the design or delivery of an assessment should be such that they will make it possible for dyslexic candidates to demonstrate their learning without compromising academic standards. Some special or alternative arrangements for assessment of dyslexic candidates may be relatively simple to implement and may not have any significant impact on the learning outcomes being assessed - e.g. - use of flexible deadlines for submission of course work where there is a heavy reading component, or work being submitted in an alternative format such as on tape instead of in writing. At school level, arrangements such as the use of a word processor with a spellchecker instead of handwritten scripts are now common, making it not only possible for dyslexic candidates to demonstrate subject knowledge but also making their scripts more accessible to markers, removing the 'fatigue' factor implicit in marking illegible examination scripts.

RANGE OF AVAILABLE ALTERNATIVE ARRANGEMENTS

The range of alternative assessment arrangements available to dyslexic learners from primary school to higher education is very wide, and should reflect the support or strategies applied to the learning situation of the individual. Dyslexic examination candidates should be given a combination of alternative arrangements that allow the demonstration of attained standards with the least possible level of aid. There should be no assumption that a dyslexic candidate will need the same arrangement for every assessment. For example, a dyslexic candidate may require the provision of a reader or extra time allowance for an examination that contains lengthy text passages, but not for one where the reading content is comparatively slight.

The range of alternative arrangements available for assessments includes:

- Linguistic support
 - A reader
 - A scribe
 - Digital exam papers
 - Transcription - with correction – of the written paper
- Extra time allowances
- Use of ICT
 - Word processors
 - Use of spellchecker
 - software that reads text/digital question papers
 - Software that supports writing e.g. predictive lexicon
 - Voice recognition software
- Use of other technological aids
 - Calculator use in non-calculator Maths papers
 - Use of spelling aids

- Transcription without correction to remove illegibility;
- Rest periods/supervised breaks where extra time makes a paper very long;
- Adapted question papers for candidates with visual processing deficits:
 - Papers printed on different coloured paper
 - Enlarged print papers
 - Digital question papers (on computer)

SQA allows the referral of some scripts to the Principal Examiner to ensure that a dyslexic candidate has not been penalised by the marker for dyslexia-related errors –SQA should be consulted about which subjects/levels are eligible for this arrangement.

The actual arrangement applied to an assessment in a subject should match the support provided for normal course work in that subject. However, it might be that while a dyslexic learner is able to cope with the reading demands of a subject with extra time allowances in place, a reader is needed in a timed examination because the amount of extra time required by the individual to process the text is in excess of that permitted by the examining body, or would make the exam paper so long that fatigue becomes a limiting factor.

Quality assurance

Examining bodies require schools to hold details of the nature and level of support that each candidate has received in a subject class in order to complete the course. Support needs vary in different subjects and at different levels - decisions about alternative/access arrangements should, therefore, be made on a subject by subject basis, based on information from subject teachers about ACTUAL support provided to help dyslexic pupils overcome barriers to learning and assessment.

There are aspects of the need for alternative assessment arrangements that the SQA Quality Assurance team would expect to be part of a candidate's evidence file. These are:

Use of ICT

No additional evidence will be required other than showing that the requested arrangement is in use in the subjects concerned. There may be restrictions on the use of some ICT applications in some subject examinations. Where additional alternative arrangements such as extra time, use of spellchecker or particular software are requested, evidence of the need and accustomed use in the subject concerned will be required.

Use of a scribe

To qualify for this arrangement, the candidate must normally have difficulty producing written responses that demonstrate subject knowledge and understanding at an appropriate level. There is a need to hold evidence of a real difference between the content, quality, and speed of output when the

candidate dictates as opposed to free writing. Evidence indicating the need or a scribe could include details of any assessment of speed, accuracy, and legibility of writing contributed by a subject teacher. A standardised spelling assessment and a comparison between the speed of free writing and dictated/copied writing (or word processing) may be included but is not essential when subject specific evidence is held. If a candidate is normally able to produce written work of an acceptable standard and a scribe is still requested, this would be treated as a special case and evidence of the reasons for this request would be required by SQA prior to approval.

Use of a reader

A reader should be used only when a candidate has difficulty accessing written text within a set time. Evidence could consist of standardised test scores indicating reading well below the expected level, or details and examples of subject work done with and without a reader showing a clear discrepancy between the two. If a candidate is able to access written text in the curriculum but still requests a reader, SQA would treat this as a special case and require submission of evidence for this - e.g. when there is evidence of difficulties in processing text, or finding information in a text source that will affect the candidate in timed exams.

Transcription without correction

This arrangement is to remove illegibility and evidence would consist of examples of the illegible writing in each subject concerned.

Transcription with correction

The evidence for this would be much the same as is required for a scribe.

Extra time allowances

There should be evidence from subject teachers that the candidate normally lags behind classmates in completion of set tasks. Evidence from standardised tests of reading and/or dyslexia assessment instruments that indicate reading rate may be given. It is **not** appropriate to assess candidates' eligibility for extra time allowances by measuring what they can produce in additional time added at the end of a formal examination. The need of dyslexic candidates for extra time is related to their speed of processing language and accessing stored information as well as to difficulties putting thoughts into words and sequencing them appropriately, so this method of determining a discrepancy is seriously flawed, as well as being potentially damaging to the self esteem and confidence of the candidate. A dyslexic candidate's work rate will be known by subject teachers, who should have little difficulty producing examples of work with and without extra time allowances. Indeed, many subject teachers prepare their pupils for examinations by giving 'mock' tests and these could be used to assess what extra time is required for the dyslexic candidate to complete these to the satisfaction of the subject teacher. It should be noted that the actual extra time allowance required by individuals is impossible to quantify, since the content of the examination paper bears directly on this, so subject teachers should suggest what they believe to be appropriate.

It should be noted that granting of an alternative arrangement in the past does not mean that this will automatically be granted in the future - subject and course based evidence of on- going support and assessment needs will be required for every application for alternative assessment arrangements for each examination diet.

DYSLEXIA AND STRESS

One aspect of dyslexia that may contribute to poorer than expected performance in assessments is low self-esteem. Over a period of years, dyslexic learners often come to view themselves as 'worse' than their peers in many aspects of learning. This becomes even more pronounced when assessment is concerned. Stress may cause an individual to revert to an earlier form of learned behaviour - a survival response like the instinct to fight or flee in a threatening situation - and he/she may be unable to control this. For a dyslexic candidate, earlier difficulties with literacy may return to have a negative impact on performance in assessment.

The combination of low self-esteem and stress affects performance in examinations - if a person expects to do badly in an activity, he/she probably will. Matching assessment arrangements to familiar curriculum support related to the specific needs of the individual will help to reduce the effects of stress. Preparation for assessments - particularly timed examinations - **must** include measures to improve the dyslexic candidate's confidence, frequent opportunities to rehearse the assessment situation and practice using the agreed alternative arrangements.

At all levels of education - for National Tests at the primary school, for Standard Grade and National Qualifications at secondary school and FE college and for assessments leading to academic awards at university, dyslexic learners should have access to appropriate support and alternative /access arrangements that enable them to reveal their actual ability and to achieve certification at an appropriate level.

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NATIONAL TESTING

Scotland: 5-14 levels

England, Wales & N.I. KS1/2/3

Alternative /Access Arrangements

It is important to bear in mind that national tests (national curriculum assessments) are not external examinations but assessment instruments designed to confirm a teacher's continuous assessment of pupil progress in key curricular areas in relation to national standards. These should not be confused with standardised tests where arrangements may be very different.

When taking national tests, dyslexic pupils should be given the same level of support that they normally receive in the classroom. This should be no more than is necessary to allow them to demonstrate their levels of achievement in the strands being tested (except for tests of reading). Arrangements must never provide an unfair advantage, the support given must not change the test questions and the answers must be the pupil's own.

Permitted arrangements for dyslexic pupils include:

- Extra time to complete the tests
- Assistance with reading the instructions and the questions - but not the text in a reading assessment
- A scribe - except when spelling, punctuation, handwriting and presentation are to be assessed;
- Use of word processor (the software normally used by the pupil concerned e.g. Clicker) - if spelling is to be assessed spellchecker should be disabled
- Tests scanned into a computer for use with a screen reader and other specialised reading/writing software that is normally used in class
- Calculator or number square use in Maths non-calculator tests
- Written version of mental Maths questions where there is a deficit in short-term memory
- Permission to write down details of mental Maths questions
- Enlarged print version of test units – or tests copied on coloured paper

Approval from the SQA 5-14 Assessment Unit or the NAA National Curriculum Tests for alternative arrangements is not required but they may be approached if clarification is needed. There are differences between what is permitted for 5-14 tests and National Curriculum tests so these may have to be checked with NAA. Records of all alternative arrangements used should be kept by schools and pupils' scripts should be annotated to indicate the level of support received. Evidence files should be kept by primary schools and passed to secondary pupil support staff on transition.

Details of alternative /access arrangements proposed should be shared with parents and, where appropriate, pupils. Primary school assessment records should be shared with the secondary school at transition.

Use of a calculator in Maths non-calculator exam papers

It should be noted that the literacy difficulties experienced by dyslexics in examinations apply to all examination papers, so the need for alternative arrangements to compensate for these difficulties also applies to Maths papers. However, some dyslexics experience specific difficulties with Mathematics. These may affect the ability to do mental calculations – those who find it impossible to hold numbers 'in their head' and simultaneously carry out calculations using these numbers. Their ability to select an appropriate mathematical operation and to perform calculations is not impaired, but they must write them down or use a calculator, since the numbers cannot be held in their short term memory. In a timed examination, the use of a calculator in non-calculator papers may be permitted.

Those dyslexic pupils who have been diagnosed as experiencing visual-perceptual problems and who also have difficulties with basic number operations - where there is evidence of a specific difficulty with numeracy and the use of calculation aids in the curriculum – may also be permitted calculator use in Maths non-calculator papers.

Dyslexic pupils who experience one or more of the following difficulties may be permitted calculator use in non-calculator papers:-

- Short-term (working) memory problems
- Long term memory problems (affecting recall of tables & formulae)
- Sequencing problems
- Directional confusion

There may be other, more specific conditions linked to a dyslexic profile that might qualify a candidate for calculator use in Maths non-calculator papers, but these would be identified on an individual basis.

Dyscalculia is not part of dyslexia, though there are some common aspects where working with Mathematics is concerned. The directional confusion experienced by some dyslexics may result in difficulties similar to those caused by dyscalculia.

It should be noted that some dyslexics - despite having specific difficulties working with number - may be mathematically gifted.

PREPARATION FOR EXAMS

Active Revision

Obtaining information from a text source

1. **Preparation** - look at the material to be studied. Make sure it is legible.
 - If it is not easy to read, type it into a computer using a spellchecker.
 - If the text is clearly legible, scan it into a computer so you can alter the layout and/or use a screen reader.
 - Arrange for the text to be recorded – you may need someone to read it aloud – then you can listen while studying the text.

You now have the choice of studying the text in the format you prefer – print, audio or on the computer.

2. **First study session** - using your preferred version of the text, scan the whole piece to get an overview of the content. If you prefer an audio recording, use this together with a print version of the text.

- Think about the information you need to obtain from the text. Make a list of this and note any additional questions that occur to you.
- Read the whole text again. This time locate and highlight key words and key sentences/ideas. (NB – a key sentence is usually at the beginning of a paragraph.) When you identify a key ideas, stop and read more closely, then make notes.
- Think about whether you now have enough information to answer your questions. Decide whether your notes have enough detail to answer these.

3. **Subsequent study sessions** - look at your list of questions and try to recall the information you found previously.

- If you have difficulty with finding or remembering enough to answer the questions, you may have to follow the whole procedure again.
- Don't worry if you have to repeat the first steps several times before you can recall enough information to answer your questions.
- As more information is transferred into your long-term memory, it will become easier to remember facts and details.

4. **Structuring answers** - once you are sure you can locate enough information to answer your questions, - practice doing this.

- Exam questions often use formal language and require structured answers (see exam language notes).
- Producing these answers is a skill you can learn and improve in - a bit like practicing a dance or a piece of music or a sport. Draft answers and consider whether you are actually answering the question.
- Your skills get better with practice and the more you practice, the better you become – this works for answering exam questions too. Work on structuring your answers till you can respond to any type of question.

5. Several short study periods spread out over a number of weeks will give you a better chance to keep information in your long-term memory than trying to cram it all in the night before an exam.

PREPARATION FOR EXAMS

Glossary of Exam Language

While most exam language is taught to you as part of your study of a subject, sometimes the wording of questions can be a little obscure. Below is a brief glossary of some exam terminology – add to this as appropriate for your subjects.

Analyse: describe the main ideas, show how they are connected to each other and why they are important.

Assess: find the weak points and the strong points of the subject in question.

Comment on: say what you think about the subject

Compare: write about similarities and differences in the subjects

Contrast: show how two or more subjects are different from each other

Criticise: say what you think on a subject, giving your views for and against and back them up with facts and theories

Define: give the exact meaning of the word or phrase. Give an example, if you know one, and if you have memorised the definition, then write it down.

Describe: give a full account of the word or phrase; give a picture in words; (except in Maths where it means draw e.g. describe an arc)

Develop: start with a given, often simple, idea and use your subject knowledge to expand it into something more complex

Differentiate: say clearly what the differences are

Discuss: describe the subject in detail and, if there are two sides to a question, give the points for and against

Distinguish: this word is usually followed by 'between'; say clearly what makes the difference between the subjects

Enumerate: list the main ideas by name and number

Essential: (adjective) most important aspects, what must be present

Evaluate: say what you think on the subject, giving the good and bad points, saying how valuable or useful the subject is

Evidence: (noun) give facts as proof to support your answer

Examine: write what you have to say for and against a subject, say which side you support and give reasons for your support

Expand: take a simple idea and add to it, showing how it might grow; in Maths – usually requires a compact item to be opened out – e.g. expand an equation

Explain: give reasons (how/why) for something; say how something works

Express: often found in Maths exams; put in a different way – e.g. express as a fraction; in other subjects: say what is asked – e.g. express your opinion of. .

Give: pick some key factors and name them

Hypothesis: (noun) an informed guess that can be changed or amended in the light of the evidence available (plural – hypotheses; verb – to hypothesise)

Identify: say what something is; name the main point(s)

Illustrate: use examples to make a point clear

Interpret: give the meaning in your own words using examples, where necessary, to make the meaning clear

List: state the facts with no details

Justify: say why you think that the answer is what it is and give reasons for why you feel that way

Name: identify or make a list

Option: a choice

Outline: write about the main ideas but do not go into detail

Prove: show that the answer is true by giving the steps needed to reach it

Relate: show how things connect; they may be similar or one may make another act in a certain way

Review: give an overall view of the important facts of the subject and give your own views backed up by facts when necessary

State: write the main points in a brief, clear way

Suggest: often found in Geography exams; using all that you have learned, say what the answer might be; give a possible reason for something

Summarise: bring together the main points and write about them in a brief, clear way

Trace: tell the story of a subject in order, starting at the beginning and following it through to the end without going into detail.

DYSLEXIA INDICATORS AT THE SECONDARY STAGE

Dyslexia is more than an isolated defect in reading or spelling. The problem may be perceptual, auditory receptive, memory-based or a processing deficit.

Subject teachers are not expected to be able to diagnose these difficulties as such, but some general indications are listed below. If several of these are observed frequently in the classroom, please tick the relevant boxes and enter details of the pupil concerned and pass to the Support for Learning team for further investigation.

Pupil Name: _____ Class: _____ Date: _____

- ☐ Quality of written work does not adequately reflect the known ability of the pupil in the subject
- ☐ Good orally but very little written work is produced – many incomplete assignments
- ☐ Disappointing performance in timed tests and other assessments
- ☐ Poor presentation of work – e.g. illegibility, mixed upper and lower case, unequal spacing, copying errors, misaligned columns (especially in Maths)
- ☐ Poor organisational skills – pupil is unable to organise self or work efficiently; carries either all books or wrong ones; frequently forgets to hand in work
- ☐ Sequencing poor – pupil appears to jump from one theme to another, apparently for no reason
- ☐ Inability to memorise (especially in Maths and Modern Languages) even after repeated practice
- ☐ Inability to hold numbers in short-term memory while performing calculations
- ☐ Symbol and shape confusion (especially in Maths)
- ☐ Complains of headaches when reading; sometimes see patterns in printed text; says that words move around the page or that text is glaring at them
- ☐ Unable to carry out operations one day which were previously done adequately
- ☐ Unable to take in and carry out more than one instruction at a time

- ☐ Poor depth perception – e.g. clumsy and uncoordinated, bumps into things, difficulty judging distance, catching balls, etc.
- ☐ Poor self-image – lacking in confidence, fear of new situations – may erase large quantities of written work, which is acceptable to the teacher
- ☐ Tires quickly and work seems to be a disproportionate return for the effort involved in producing it
- ☐ Easily distracted – either hyperactive or daydreaming
- ☐ **Other – please give details**

Teacher: _____ Subject: _____

Action requested:

- ☐ details of known additional needs
- ☐ investigation of problem and advice re support
- ☐ dyslexia assessment
- ☐ profile of additional needs
- ☐ suggest strategies for meeting additional needs
- ☐ advice re assessment arrangements

Dyslexia Scotland has supplied every secondary school in Scotland with a free copy of this publication. **All information contained in the 18 booklets and CD, including extra copies of dyslexia identification checklists, is available free to download from their website.**

www.supportingdyslexicpupils.org.uk

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Worldwide dyslexia contacts

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Study skills

Active Revision.
Techniques for improving memory
Study techniques Revision
Accessible Curricular Materials.
Writing support using ICT
CALL project Voice recognition –
Description for schools
Small and Portable Devices.

Examinations and assessments

SQA Guide for Candidates: Arrangements for
Disability Support
National Testing
Use of a calculator in Maths noncalculator exam papers
Modern Foreign Languages Writing
Glossary of Exam language
Active Revision
Stress reducing strategy

Resources

ICT resources to support developing numeracy
ICT resources to support developing literacy
ICT and Practising Literacy Skills
Further Reading suggestions
Learning & Teaching Scotland – downloadable resources
Barrington Stoke link
Dyslexia Shop catalogue link
iANSYST website link

Information for parents of dyslexic pupils

Enquire parent guide
Dyslexia Scotland Guide for Parents
Visual processing difficulties
Using ICT to support writing
ICT Starting Points
Small and Portable Devices
Alternative Therapies
Supporting and working with parents of dyslexic pupils
Contributory factors dyslexia
Homework Tips for Parents
Meeting the teacher - parent's guide
Information for parents - Alternative Assessment
Arrangements
Suggested reading list for parents

Downloadable leaflets & information

What is dyslexia
DfES How to Identify Dyslexia
DfES Being Dyslexic
DfES Tips for Secondary School
BDA Secondary School Tips
A framework for understanding Dyslexia – DfES
Guidance to support pupils with dyslexia and
dyscalculia - DfES
How Can Parents Help
Dyslexia Scotland Guide for Parents
Enquire Parents Guide to Additional Support for Learning
Help for Dyslexic student
Dyslexia Indications for Adults
Checklist for Adults
Dyslexic adults assessments
Guide for Teachers
Help At Home.
Help with Reading and Spelling
How Can Parents Help
Help with Maths
Hints for Homework

Supporting Dyslexic Pupils in the Secondary Curriculum is a series of booklets for secondary school teachers throughout Scotland. They are intended to help them remove the barriers to learning that are often experienced by dyslexic pupils.

The pack of 18 booklets:

- Is an authoritative resource to help teachers meet the additional needs of dyslexic pupils as described in the Scottish Executive's ***Supporting Children's Learning Code of Practice (2005)***
- Provides subject teachers with advice and suggests strategies to enable them to minimise barriers to learning that dyslexic pupils might experience in the secondary curriculum and provide appropriate support
- Offers guidance for Support for Learning staff on the identification and support of dyslexia in the secondary curriculum and on advising subject colleagues
- Addresses the continuing professional development needs arising from national, local and school initiatives
- Is packed with practical information and tips for teachers on how to give dyslexic pupils the best chance of academic success
- Is supplemented with a CD crammed with practical and helpful downloadable material

Moira Thomson recently retired as Principal Teacher of Support for Learning at Broughton High School, Edinburgh, after 30+ years. She was also Development Officer for City of Edinburgh Dept of Children & Families; in-house CPD provider for City of Edinburgh Dept of Children & Families; Associate Tutor for SNAP; Associate Assessor for HMIE. Moira is an independent adjudicator for the Additional Support for Learning dispute resolution; educational consultant, providing CPD for secondary teachers; secretary of the Scottish Parliament's Cross Party Group on Dyslexia; member of Scottish Qualifications Authority focus groups and a committee member of Dyslexia Scotland South East.

"I truly hope that all teachers will embrace this publication. If they can put into practice the guidance offered it will make a fundamental difference to the way dyslexic children are taught in school today. Young people in Scotland deserve this chance."

Sir Jackie Stewart OBE, President of Dyslexia Scotland.



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