

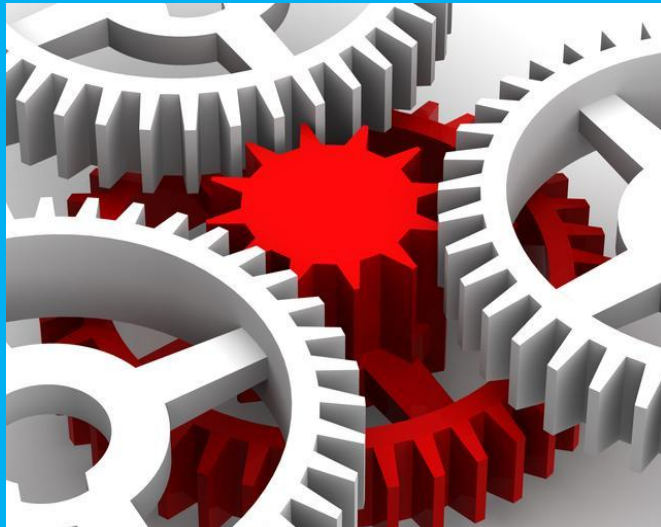
# The Learner Profiler

Numeracy & Literacy Assessment

An advanced assessment platform for numeracy and literacy from the early grades until adult level

## What is Learner Profiler?

The Learner Profiler may be described as the closest thing we have that can emulate the testing of a psychologist. Of course we are not claiming it is the same as a human. However it does assess numeracy and literacy skills (prior knowledge), is cost effective, efficient and dynamic. It does not have bias, cannot be easily manipulated and it is delivered in the same way every time for every individual, has the same voice and can accurately time responses and is accessible anywhere 24/7. The assessment tool and system provides tailored feedback instantly so that improvements can be made. The system also collects all the scores of individuals, groups, individual and clusters of classes, institutions and even thousands of institutions in one country and creates reports for use in planning and interventions!



### Aims and Objectives of the Profiler

The purpose of the Profiler is to identify in terms of numeracy and literacy - those principle strengths and weaknesses of individuals, groups of people in institutions and provide advice, guidance and strategies to maximise the potential of the individual in the context of where they are studying or working.

#### The objectives include:

- Identify potential difficulties in the areas of reading and writing, motor coordination, attention and behaviour, social and communications.
- Identify specific areas of strengths and weaknesses such as study skills, auditory and visual skills
- Offer support and guidance to those who are identified with difficulties with respect to a given area
- Provide support and guidance with respect to specific difficulties.
- Guidance to schools and within the classroom setting to plan and provide appropriate support.
- Provide HR departments with feedback and overviews where required.
- Identify who may require onward referral or specific guidance more

**If you cannot read there are only two ways to make a living — the welfare system or crime — and crime has more status. Everyone at school said that I was lazy or stupid or both. After a while I began to believe them. Sometimes, I just gave up.**

**Judge Jeffrey H. Gallet**

# What Can the Learner Profiler Do?

## The Learner Profiler

Imagine a **FUTURE** where assessments are done **ONLINE, PAPER-BASED OR STAND-ALONE?**

Where the literacy and numeracy strengths and weaknesses of **EVERY** student are checked

Where **specific learning challenges** are evaluated

Where you can print out ANY time a report, from **ANYWHERE.**

Where the report also tells you **ADVICE** for support tutors

Where there is a **SEPARATE** report for students

Where the support is also offered as **VIDEOS**

Where **MULTILINGUAL** students can be helped

Where you can see results for an **INDIVIDUAL**, and for a **CLASS**

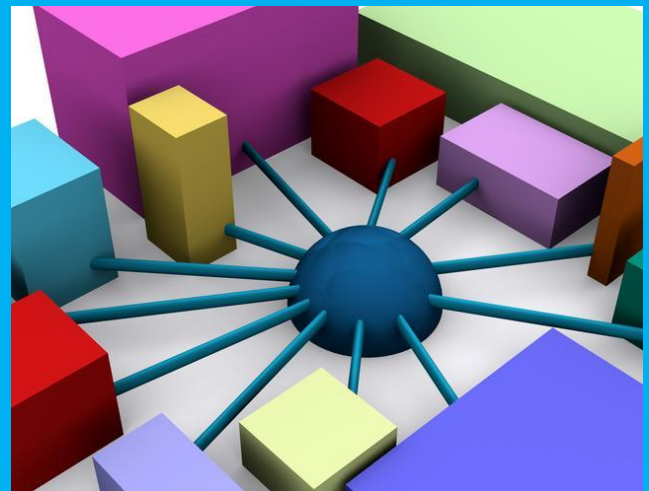
Where you can create **GROUPS** based on needs

Where you could see and **AREA** report every school/class/child in the area

And it is customised to **OUR NEEDS.**

That is what we have **TODAY.**

Developed over ten years by Prof Amanda Kirby and Dr Ian Smythe, in collaboration with various numeracy and literacy experts, such as psychologists, teachers, occupational therapists etc. This has been a collaboration of minds across many countries. The **Learner Profiler** is used in workplaces, secondary schools, colleges and universities in England, Wales, Ireland, Brazil, Bulgaria, Italy, Romania and now in countries such as South Africa.



### Did You Know?

**The Learner Profiler is not a psychological test, it assesses prior education knowledge. It is an intercontinental instrument. The assessment can therefore be administered by any individual who is involved in education. The reports are easily understood and can even be read by a parent!**

# What Areas Are Covered in The Assessment Protocol?

The screenshot shows the CDVEC Learner Profiler interface. At the top, there is a navigation bar with links for Home, My Account, Control Panel, and Logout. The main content area is titled 'Test List' and displays a grid of 14 test icons. Each icon represents a different test, and a green checkmark in the top right corner of the icon indicates that the test has been completed. The tests are: Questionnaire, Same / Different, Spelling, Word choice, Working memory, Rhyme, First sound, Reading - Vocab, Matrices, Syllables, Reading - Comp, Reading - Cloze, Maths 1, and Maths 2. Below the test list, there is a section for 'View Report' with checkboxes for 'Show Advice?' and 'Show Charts?'. At the bottom right, there are two buttons: 'View End User Report' and 'View Group Leader Report'.

## SEN Questionnaire

A questionnaire that identifies a profiler of strengths and difficulties in the areas of:

- Reading and spelling
- Organisation and co-ordination
- Attention and concentration
- Social and communication

The report allows a quick response, graphical representation or detailed guidance question by question with tailored guidance on the strengths and difficulties highlighted in the context of the individual.

## Study Skills

A questionnaire that identifies how the learner studies including areas on:

- 📖 Reading and writing
- 📖 Listening and note taking
- 📖 Examination
- 📖 Time management
- 📖 Self organisation

## Same Sound (Sound Discrimination)

Sound discrimination is the ability to hear the difference between two or more sounds - letter sounds or words which sound similar. There are many different reasons why a learner may be failing in sound discrimination, including that they may have a problem that day. Children with problems in this area may have difficulties with:

- pronouncing some speech sounds
- learning to correspond a speech sound to letters
- dictating words or sentences spoken by the teacher
- identifying and copying sounds including words and rhymes

## Rhyming

Rhyming is an important skill in reading and spelling. It is useful for making analogies, to solve problems of spelling. Although the English language is far from regular, once a learner has learnt how to spell one word in a rhyme family, such as 'cat' he/she should be able to spell other words in that family (hat, rat, bat). As

their written vocabulary increases, so their skills to match the rhyming sound with the correct written form needs to increase, which may also depend up meaning. (E.g. night not nite, but it could be site or sight, depending upon the context.)



## Working memory

This working memory task is about identifying if there may be a problem with being able to store and manipulate sounds. This may suggest difficulties with tasks such as remembering a sequence of instructions (e.g. Take off your shoes, put them in the cupboard, then come to dinner), remembering a phone number, spelling of words, or characters in a story. You cannot directly teach memory, but you can help the individual develop strategies to overcome those difficulties.

## Word Choice

The Word Choice task asks the individual to make a choice between two words that would sound the same, but only one is spelt correctly. Research has shown that this is a very effective way of helping identify reading abilities. You can only know which is correct if that letter combination is inside and can be retrieved from what is called your orthographic (or written) word store inside your memory. If it is not there, then you can only guess which word is correct by using your judgement. That judgement will also be dependent upon word familiarity.

**The Learner Profiler Does Not Allow An Individual To Get Lost In The Numbers!**



## Spelling

### The Word Test

Spelling ability is fundamental to the development of good literacy skills. This spelling test is designed to provide an indication of literacy functioning without stressing the individual beyond that which is required. This test is not extensive enough to be diagnostic in its ability to pinpoint what needs to be taught next.

**The non-word spelling test** presents words that are novel and therefore cannot have been previously learned. In order to spell these words, the pupil needs to have a knowledge of phonics. This test therefore provides a reasonable understanding of the individuals' phonics skills. Although the test is not long enough to provide an accurate measure of what is needs to be taught, it does provide a good indication of their overall capabilities.

### Alliteration

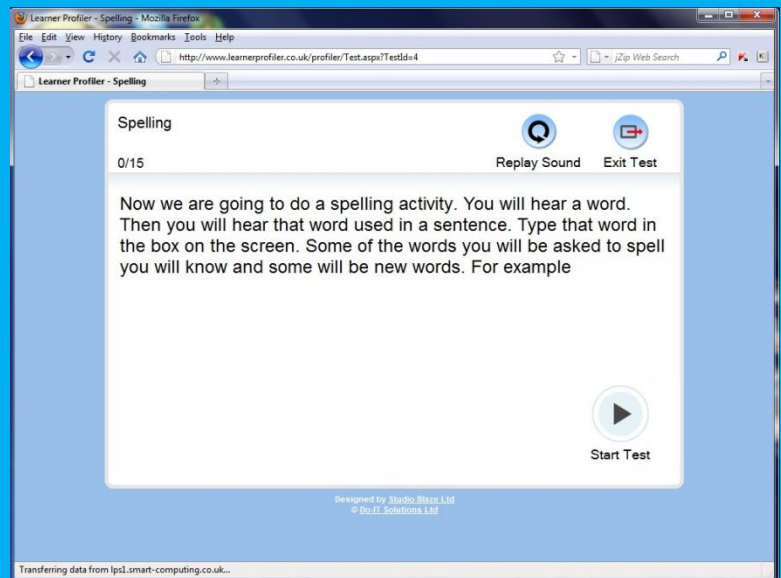
The identification of the first sound in a word, sometimes referred to as alliteration, is an important skill in reading and spelling. It is one of the most basic of literacy skills, and is a building block towards the mastery of phonics, the ability to relate the sounds of words to their written form. Without it, the learner will be struggling to even start to spell a word unless they have learned it by heart. Thus spelling of unfamiliar words becomes impossible. The results from this test should be seen in conjunction with those from Rhyming and the Same - Different task (sound discrimination).

### Syllabification

Syllabification is about the skill of breaking words down into sound chunks smaller than the whole word. We think of it as a simple task but often forget that it is an acquired skills. Some kids learn it easily, while others have problems learning it. This is one of the most fundamental tasks of literacy learning, and should be seen as a building block for more advanced skills.

### Matrices

The matrices task offers a guide to the non-verbal reasoning of the learner. If they are struggling with this, then they may be challenged in the more intellectual tasks. This is not a skill one usually teaches. But it may help you understand some of their difficulties, and provide guidance as to the intellectual content of the teaching.



## Reading Vocabulary – Four words, one image

This task is about reading vocabulary. This task involves reading a series of words and identifying which most closely matches the picture. In order to do this, you need to be able to read the words and recognise them. This test provides a guide as to the level of reading at the single word level, aided by the cues within the pictures.

## Reading Comprehension – Read a sentence to describe a picture

This task is about reading comprehension, as opposed to single word reading. This task involves reading a several sentences and

identifying which most closely matches the picture. In order to do this, you need to be able to read the read and understand each sentence. This test provides a guide as to the level of reading comprehension.

## Reading-Cloze- Fill in the gaps

This task is about Cloze procedure. Cloze procedure is where words are deleted from a passage and the student has to insert the missing word to complete and construct meaning from the text. This test requires the ability to read the text and the individual words, and identifies which fits best into the sentence. This learner is showing some

difficulty in this task. The student may benefit from practicing this as a technique to improve reading comprehension.

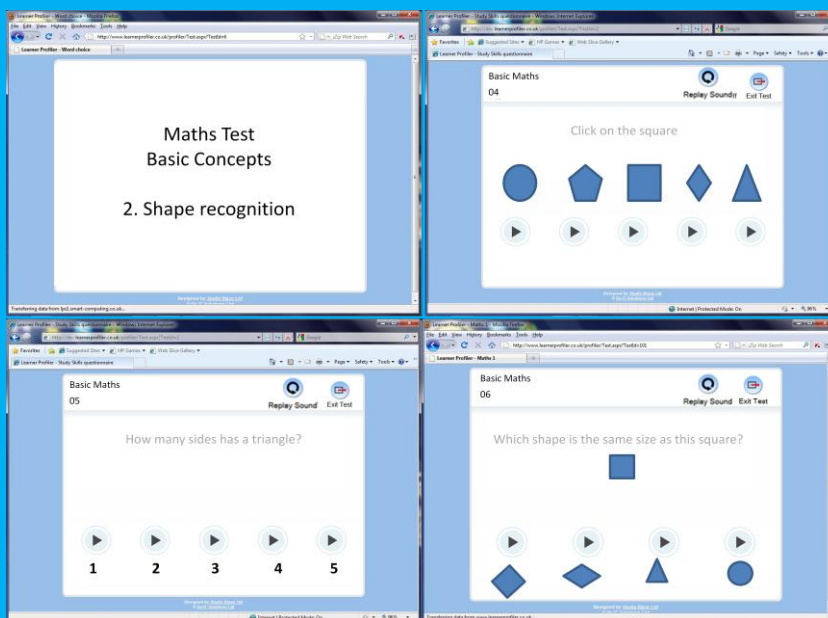
## Mathematics 1

This has four components:

**Addition**-Addition forms the basis of mathematics. If the learner does not have a firm foundation in this area, they will struggle as they attempt more advanced activities

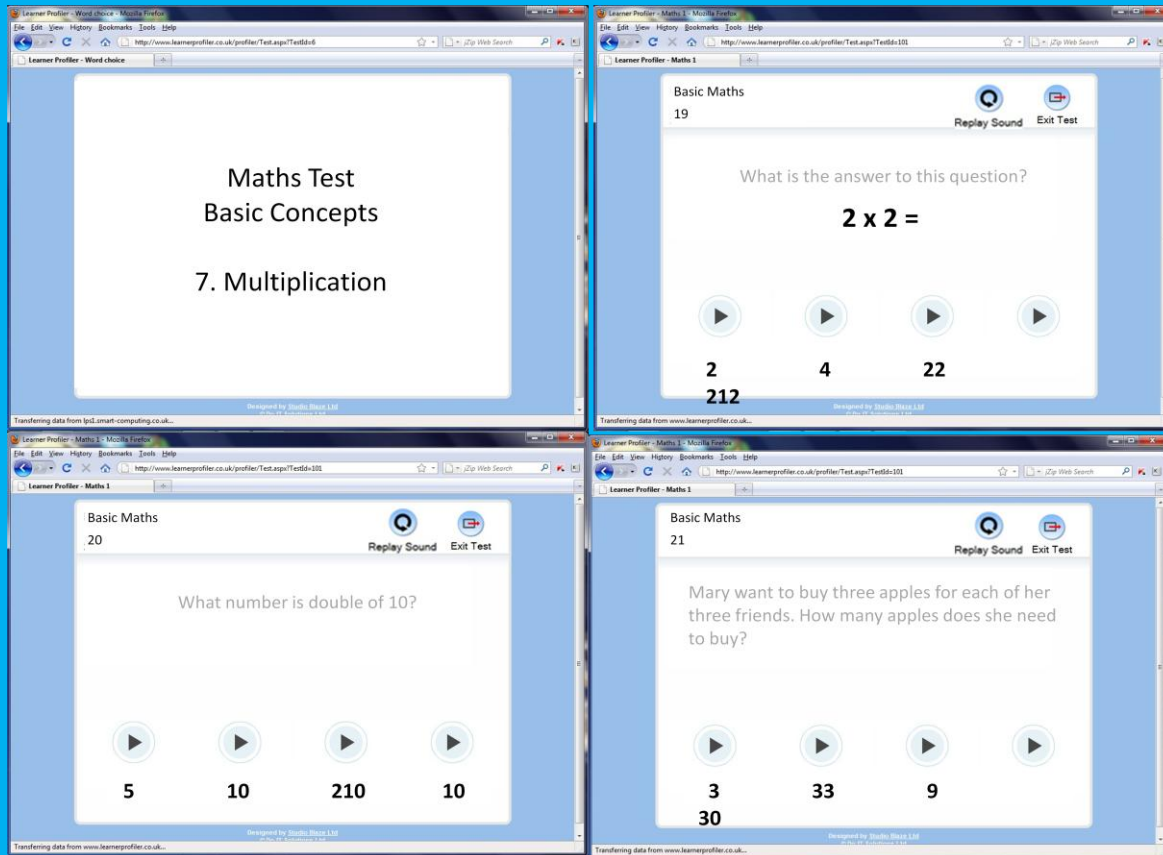
**Subtraction**- It is important to master subtraction before advancing to multiplication and division.

**Multiplication and Division:** Important in assessing advanced computing skills.



Example slides

## Mathematics 2: Example slides



This has four components:

**Units**-The test for units of measure looks at money, length, time and volume, and provides an overall score.

**Fractions**-This test looks at skills with fractions using area, money and the four basic skills of addition, subtraction, multiplication and division to provide an overall score.

**Decimals**-The test for decimals looks at numbers, time, distance, size, and provides an overall score.

**Language**-This test is language based in that it provides the problem to be solved not as a simple calculation but as a series of written problems.

### Study Skills

There are forty questions that ask about how the learner studies such as preparing for examinations, managing their time etc. This has 5 areas of questioning:

- Reading and writing
- Listening and note taking
- Examination
- Time management
- Other

# Examples of Reporting

- By Individual
- By grouping
- By School
- By question
- By demographic variables etc.

- Access results to cluster of districts
- Access results to individual districts
- Access results for a group or each school
- Access to comparison of school
- Overall school results (Average, min/max, SD)
- Access to results to inform clusters for support

District Results must be divided into:

1. Overall Total of Numeracy scores
2. Overall Total of Literacy scores
3. Overall Total of individual test i.e. spelling etc
4. Age
5. Gender
6. Language
7. Level of school i.e. Junior Primary (Grade1-3), Senior Primary Grade 4-7); Secondary (Grade 8-12),

## Head Teacher

- Access results for each class
- Access to comparison of classes
- List of which child had carried out which test
- Results of individual students on each test
- Overall class results (Average, min/max, SD)
- Access to results to inform teaching in clusters

## Class Teacher

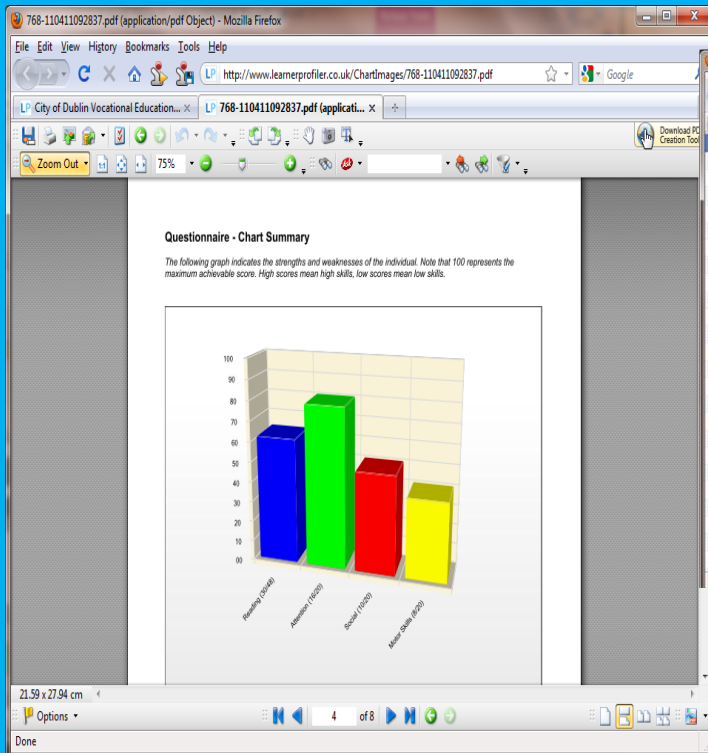
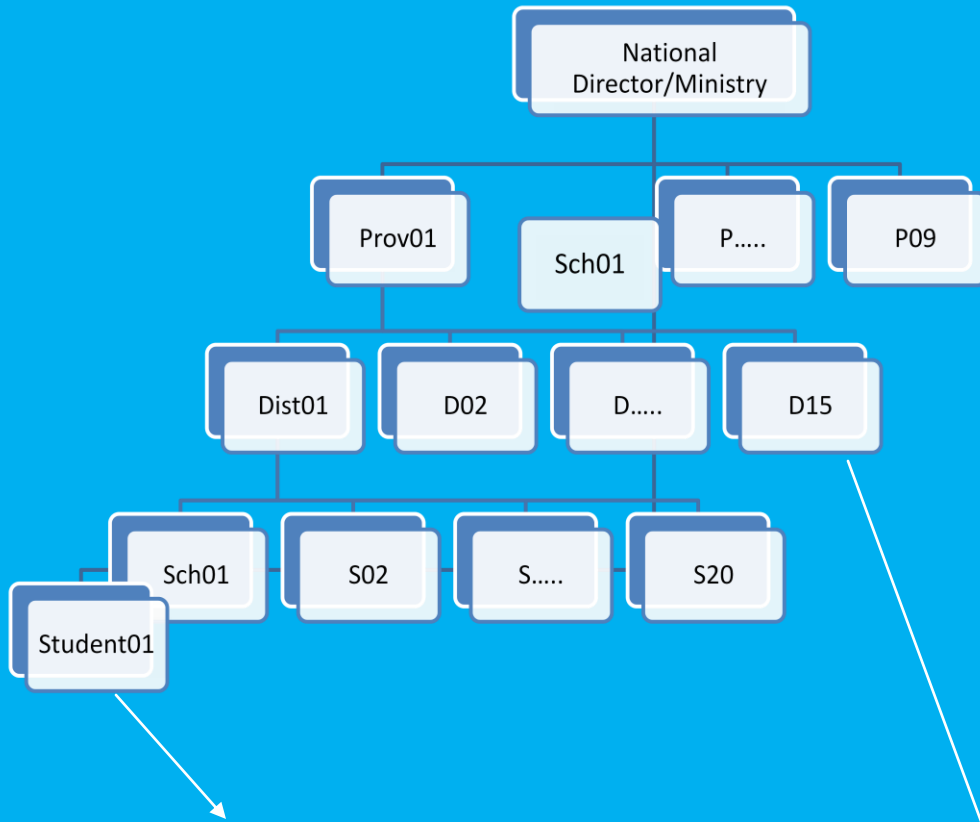
- List of which child had carried out which test
- Results of individual students on each test
- Overall class results (Average, min/max, SD)
- Access to results to inform teaching in clusters

### Did You Know?

**The Learner Profiler creates and updates its own norms automatically at the back-end with every test and thus becomes very culture fair!**

## Example

# Hierarchy of Data Management



**Master Summary Report**

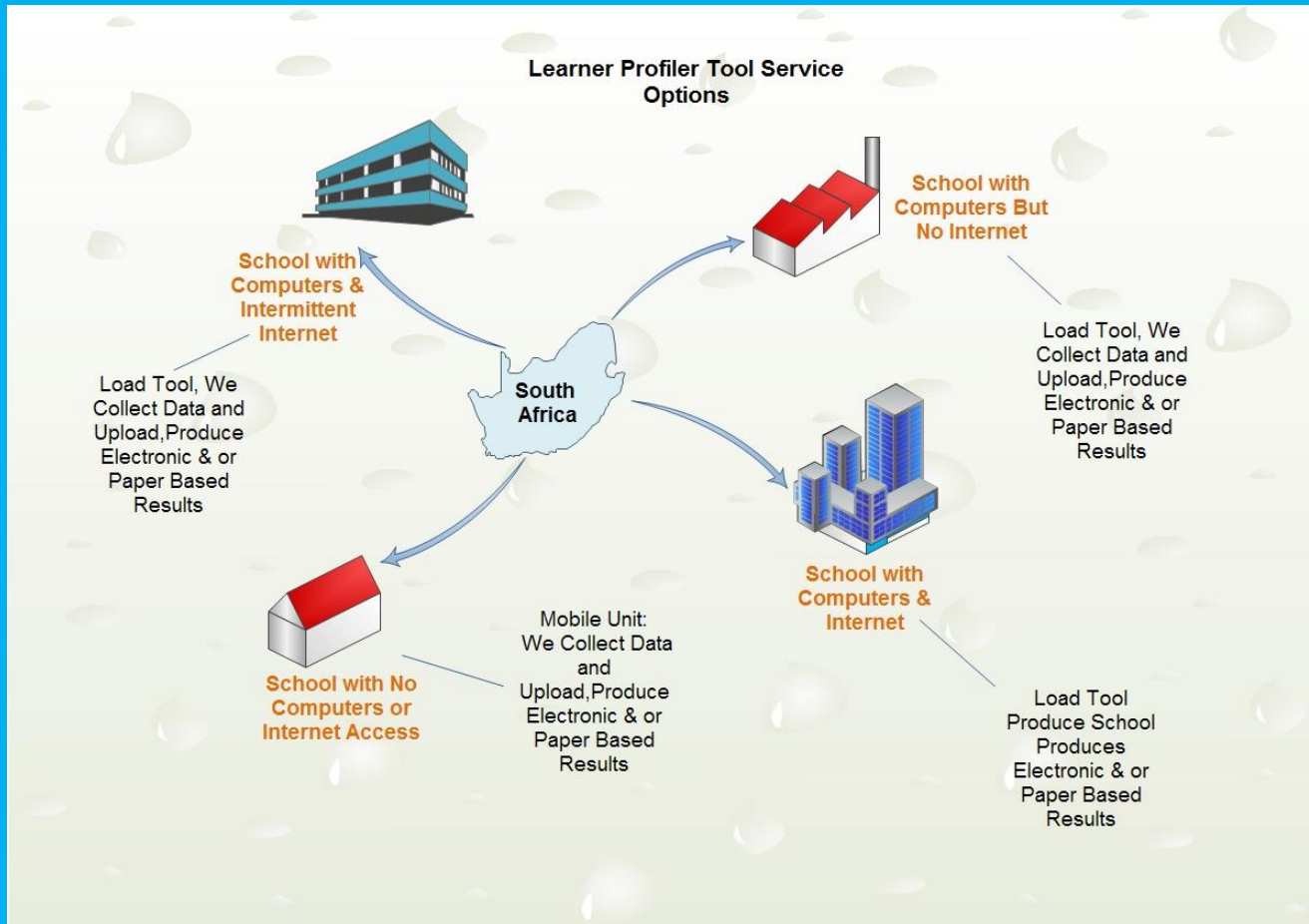
Username	Full Name	Words	Non-words
SKPP234	SKPP234 SKPP234	████████	████████
SKPP233	SKPP233 SKPP233	████████	████████
SKPP231	SKPP231 SKPP231	████████	████████
SKPP230	SKPP230 SKPP230	████████	████████
SKPP229	SKPP229 SKPP229	████████	████████
SKPP227	SKPP227 SKPP227	████████	████████
SKPP223	SKPP223 SKPP223	████████	████████
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SKPP218	SKPP218 SKPP218	████████	████████
SKPP216	SKPP216 SKPP216	████████	████████
SKPP215	SKPP215 SKPP215	████████	████████
SKPP213	SKPP213 SKPP213	████████	████████
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PRESP153	PRESP153 PRESP153	████████	████████
PRESP152	PRESP152 PRESP152	████████	████████
PRESP151	PRESP151 PRESP151	████████	████████
PRESP149	PRESP149 PRESP149	████████	████████

**Example of District Level access to individual data, clustered for spelling scores.**

**Legend**  
Green – No problems  
Yellow – Mild problems  
Blue – Support needed  
Red – Serious problems

# THE LEARNER PROFILER

AN ONLINE, PAPER-BASED OR STAND-ALONE ASSESSMENT TOOL?



The Learner Profiler can be used:

- With Internet
- Without Internet
- With intermittent internet
- From Primary School to Adult

Any Person Who Wishes to Assess Numeracy or Literacy!

Coming Soon: In any local languages

Based on Feedback from Users the Test Battery is Continually Being Refined – A DYNAMIC Tool Indeed!

## Users of this Service

The Learner Profiler is designed to be tailored to the needs of our clients. However, to make the setting up of new accounts easy, we have developed specific tailored packages to meet the needs of the specific age and type of group. Each package has been contextualised:

### Primary School Package

This protocol is designed for primary schools to assist provinces, districts or head teachers and those working to support the student with additional learning needs including dyslexia, DCD, ADHD and social and communication difficulties to plan support at group and individual level.

- ▣ SPLD profiling
- ▣ Study Skills
- ▣ Working memory
- ▣ Maths 01
- ▣ Math 02
- ▣ Spelling
- ▣ Same different
- ▣ Word choice
- ▣ Syllabification
- ▣ Rhyme
- ▣ Alliteration
- ▣ Cloze



### Secondary School Package

This protocol is designed for secondary school to assist provinces, districts or head teachers and those working to support the student with additional learning needs including dyslexia, DCD, ADHD and social and communication difficulties to plan support at group and individual level.



Standard tests include:

- ▣ SPLD profiling
- ▣ Study Skills
- ▣ Working memory
- ▣ Maths 01
- ▣ Math 02
- ▣ Spelling
- ▣ Same different
- ▣ Word choice
- ▣ Syllabification
- ▣ Rhyme
- ▣ Alliteration
- ▣ Cloze

## Standard University Package

Designed for either self registration for students, or offered through the university disability officer/student support services and to assist those supporting the student with additional learning needs including dyslexia, DCD, ADHD and social and communication difficulties to plan support at group and individual level.

Standard tests include:

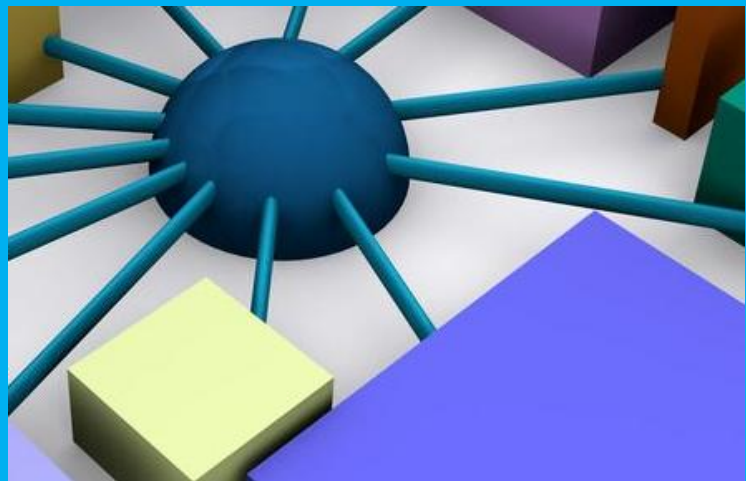
- 📖 SPLD profiling
- 📖 Study Skills

## University - Extended Package

Designed for either self registration offered through the college student support department and to assist those supporting the student with additional learning needs including dyslexia, dyspraxia (DCD), ADHD and social and communication difficulties to plan support at group and individual level.

Standard tests include:

- 📖 SPLD Profiling
- 📖 Study Skills
- 📖 Working memory
- 📖 Maths 01
- 📖 Math 02
- 📖 Spelling
- 📖 Same different
- 📖 Word choice



## Standard College Package

Designed for either self registration offered through the college student support department and to assist those supporting the student with additional learning needs including dyslexia, dyspraxia (DCD), ADHD and social and communication difficulties to plan support at group and individual level.

Standard tests include:

- 📖 SPLD profiling
- 📖 Study Skills

## College - Extended Package

Designed for either self registration offered through the college student support department and to assist those supporting the student with additional learning needs including dyslexia, dyspraxia (DCD), ADHD and social and communication difficulties to plan support at group and individual level.

Standard tests include:

- 📖 SPLD Profiling
- 📖 Study Skills
- 📖 Working memory
- 📖 Maths 01
- 📖 Math 02
- 📖 Spelling
- 📖 Same different
- 📖 Word choice

## Youth Package

Designed for self registration for individuals within an institution (such as youth offending teams, NEET, Pupil Referral Units) and those related to the support of the individual with additional learning needs including dyslexia, DCD, ADHD and social and communication difficulties to plan support at group and individual level.

Standard tests include:

- 📖 SPLD profiling
- 📖 Study Skills
- 📖 Working memory
- 📖 Maths 01
- 📖 Math 02
- 📖 Spelling
- 📖 Same different
- 📖 Word choice

## Employers package

Designed for employers and those in Human Resources as well as line managers and those related to the support of employees with additional specific learning difficulties including Dyslexia, Dyspraxia (DCD), ADHD for example to assist with making reasonable adjustments.

Standard tests include:

- 📖 SPLD profiling
- 📖 Workplace Profiler
- 📖 Working memory



- 📄 Maths 01
- 📄 Math 02
- 📄 Spelling
- 📄 Same different
- 📄 Word choice

## Contact Us:

If you would like more information then just give us a call or email and we can discuss your requirements. We understand that understanding strengths and weaknesses is important, but also the context it is undertaken in- together we can help you to help the individuals you are working with.

### Contact Details in South Africa:

Tel 011- 682 1716 or fax:011-682 1830  
[info@shapingthelerner.com](mailto:info@shapingthelerner.com)  
[www.shapingthelerner.com](http://www.shapingthelerner.com)

Or contact Danny Havenga [www.microlinkpc.co.za](http://www.microlinkpc.co.za)



## Literacy & Numeracy Assessment

Microlink and its South African partner in education, Shaping the Learner are proud to introduce a computer literacy and numeracy profiling system to South Africa.

Developed by world authorities and used extensively in Europe with monolingual and multilingual pupils. It is built on over ten years of research and practice in diverse educational environments.

### The system:

- Assesses literacy and numeracy skills
- Assesses underlying learning problems
- Assesses strengths and weaknesses
- Allows retesting to compare progress

### The output:

- Produces a report for each pupil & class
- Can produce a report for a cluster or district
- Makes recommendations on teaching support

