Guide to Understanding and Using The Learner Profiler

Giving Effect to the Screening, Identification, Assessment and Support (SIAS) of Learners

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Project Partners

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**Context of this Guide**

Education in South Africa has been earmarked as the key skills driver to feed the needs of economic growth over the following 20 years. The National Development Plan places the school sector at the core of its developmental vision. A concern has been registered that the plan might be at odds with the ability of the sector to create the necessary skills potential for the South African economy.

Professor John W. Makhene, the main keynote speaker at the 1st Annual National TVET Conference 2013, held at Central Johannesburg College in Johannesburg Central, identifies a number of issues of concern for South Africa:

1. Too few people work,
2. The standard of education of poor quality,
3. The economy is resource intensive,
4. A widespread disease burden is compounded by a failing public health system,
5. Public services are uneven and often of poor quality (NDP).

According to Professor JW Makhene the top priorities are:

1. Increasing employment and;
2. Improving the quality of education.

**White Paper 6**

It is against this background that White Paper 6, a 2001 national legislative document in education sought to provide policy guidelines on the issues around special needs and the identification and support of learning with challenges and barriers to learning.

Whilst a great deal of work has gone into realising the vision of White paper 6 and turning policy into practice, the road ahead calls for an increase in practical strategies to implement White Paper 6.
White Paper 6 calls for shift in the manner and approach to understanding learners with additional and extra needs. In this regard, White paper 6 calls for a moving away from the “within child deficit view” or a “medical deficit model” view and calls for the understanding of learner learning needs within the context a “social rights model” where both opportunities and deficits are located with a broader system in which the individual finds themselves.

According to the social rights model, the learner could be faced with one or numerous challenges that impact on the way they learn. Our job is to try and support the learner past as many of these barriers as is possible.

Social Model of (Dis)Ability

- Lack of financial independence
- Segregated or poor education
- Charity Model
- Language
- Attitudes
- Fear
- Lack of Inclusion
- Charging for services
- Lack of accessible transport
- Lack of access loop, steps, BSL interpreters etc.
- Isolation
- Housing
- Over protective families
- Access to information
- Poor job prospects
- Negative Media
- Poverty
- Labeling
- Ignorance
- Building Design
- Prejudiced Attitudes
- Charities’ offensive images of disabled people
The Screening, Identification, Assessment and Support Policy (SIAS;2014)

The Screening, Identification, Assessment and Support Policy (SIAS;2014) is based on the practicalisation of the vision contained in White paper 6.

The purpose of the Policy on Screening, Identification, Assessment and Support (SIAS) is to provide a policy framework for the standardisation of the procedures to identify, assess and provide programmes for all learners who require additional support to enhance their participation and inclusion in school. The SIAS policy is aimed at improving access to quality education for vulnerable learners and those who experience barriers to learning, including:

- Learners in mainstream schools who are failing to learn due to barriers of whatever nature (family disruption, language issues, poverty, learning difficulties, disability, etc.)
- Learners with disabilities in special schools where disability could act as a barrier to their learning
- Children of compulsory school-going age and youth who may be out of school or have never enrolled in a school due to their disability and other related barriers.

The main focus of the policy is to manage and support teaching and learning processes for learners who experience barriers to learning within the framework of the National Curriculum Statement Grades R –12.

### Framework of an Inclusive Environment

- **Attitudes and expectations**
  - In inclusive schools there is an underlying belief in strengths and capabilities of the students.
  - People can raise their expectations and develop more positive and inclusive attitudes.
  - Individuals can consciously avoid labeling students.
  - People can see beyond the negative myths that hinder inclusion, such as: "Not all kids can learn; not all people belong in regular education."
  - Peers can be taught how to work together collaboratively, engage in their own problem solving, resolve their own conflicts, and take on many roles in the classroom.
  - All students can be made to feel welcome in the school and have a sense of belonging.

The policy is closely aligned to the Integrated School Health Policy to establish a seamless system of early identification and effective intervention to minimize learning breakdown and potential dropout. The policy directs the system on how to plan, budget and programme support at all levels.

The policy must further be seen as a key procedure to ensure the transformation of the Education system towards an inclusive education system in line with the prescripts of White Paper 6 on Special Needs Education.
Learner Profiling Process

- Identifies literacy, numeracy, study skills, study trends, dyslexia and other learning barriers in under 90 minutes;
- Is a web-based computerised system;
- Currently being used as an assessment system in South African schools;
- Is normed against a South African population;
- Norms locally;
- Has been work shopped with hundreds of schools and accepted for its innovation;
- Can assess 1000’s of students in a day and provide real-time same-day reports and high level data.
The ECED SIAS Enabling Strategy

The provincial strategy is to train partnerships and role-players on the tenets of White Paper 6, the SIAS, identification of learning challenges and the tenets of subsequent curriculum adaptation and differentiation. A fundamental and core principle is to profile learners throughout the province using a strategy that promotes a multi-tiered approach. In this regard, an approach that seeks to screen/assess, identify and develop support for learners whilst simultaneously developing capacity for learner support per school district and site. Fundamental to the strategy is to create an enabling environment for learners in need of academic and social support. The support process comprises of steps that allows school, district and provincial partnerships to collaborate for improved learner support.

The steps within the strategy to “Improve Learner Support and Academic Achievement” are as follows:

Screen, Identify and Assess

• To implement across provincial districts, a culture fair, mother-tongue driven, locally normed, standardized across schools, a specific and efficient literacy and numeracy test battery that allows for the identification of underlying academic problems, abilities and challenges of learners.

• Regardless of diagnostic labels, the literacy and numeracy ability of all learners will be continuously scored, ranked and categorised according to strengths and weaknesses. Reports are created for the learner, class, grade, school, district and the province as a whole.

Provincial Benchmarking to Identify Learning Needs and Support

• The development of benchmarks within literacy and numeracy assessment batteries. These benchmarks, to be used by educators to assess learner competency are created for all target languages in the province and includes Zulu, Xhosa, Afrikaans and English. The strategy is aimed at the inclusion of all the LOLT (Language of Learning and Teaching) areas.

Understanding Social Needs: Occurrences, Patterns and Trends

The implementing of a strategy to collect social demographic and other learner support requirements. The information will assist school staff, districts and social partnership agencies to support learners in a pointed and strategic manner.

The creating of a web-based database of learner support information – accessible to strategic role-players who are able to use the data for planning and resource support purposes. The strategy entails the collection, analyses and dissemination of relevant and trend data collected from the embedded and on-going learner profiling strategy.
The ECED SIAS Enabling Strategy
(continued)

Strategy to Improve Learner Achievement

Monitoring and Evaluation
The implementation of a monitoring and evaluation system that measures literacy and numeracy intervention strategies on individual, classroom, grade, school, district and provincial level.

Promoting Research Needs, Capacities and Partnerships

The strategy seeks to promote research capacity and partnerships through providing strategic access to in-house learner profiling data. These research partnerships can include invitations to universities and other research institutions to produce studies that provides impetus to learner and curriculum support. The research directives can be driven by provincial needs, allowing a greater emphasis on local needs and research relevance. The research must be useful to the education fraternity involved in learner support. The mining of the established database will provide a wealth of information for intervention purposes.

In order to execute the “Strategy to Improve Learner Support and Academic Achievement” through providing impetus and effect to the Screening, Identification, Assessment and Support (SIAS; 2014) Policy Strategy, a range of role-players are being drawn in and consulted to improve impact of the strategy:
**What is the “Learner Profiler”?**

**Collecting Learner Profile Information Using a Computerised Assessment Tool**

School Profiler assessments are done Online or Offline;
Norms are continuously built based on localised input, as you test;
Management can access high level research reports;
The strengths and weaknesses of EVERY student is checked;
Specific Learning Difficulties (SpLD), Numeracy and Literacy are evaluated;
Compare averages of various test batteries against a grade, class, individual, school or district
You can assess Study Trends and Study Skills of a class, grade, school or Individuals;
A report can be printed out at ANYTIME, from ANYWHERE, across Multiple school Sites;
Reports also provides you with ADVICE;
There is a SEPARATE report for students and teachers;
MULTILINGUAL students can be helped;
You can see results for an INDIVIDUAL, ENTIRE CLASS or Grade – or School;
You can create interventions based on needs;
You can see a District or School report for every course/class/learner;
And it is customised to Institutional NEEDS - Branded and Multi-level Password Protected.

*That is what we have TODAY.*

**THE SCHOOL PROFILER**

Assesses numeracy, literacy, study skills and study trends and other areas;

- Proof of Concept: The Profiler has been deployed in partnership with Sedibeng School District authorities in Gauteng and is now embedded in schools across the Eastern Cape;
- Is rolling out in other South African provinces;
- Is available in the following versions: for schools, Higher Education (FET), NGO and Professional (for social workers, occupational therapists, psychologists etc.)
- Is not a psychological but an educational and social survey battery of assessments;
- Creates dynamic norms (updates in real time) against a South African database;
- For institutions: it’s available in both online (via internet) and offline versions (exports data and uploads later);
- Produces reports at the front end and data reports on the backend (internet);
- Can assess thousands simultaneously – produces offline, front-end and online reports;
- Can be used by non-professionals.
## The Learner Profiler Capabilities

*Your version of the Profiler may contain all or some aspects of the functionalities here*

<table>
<thead>
<tr>
<th>The Learner Profiler</th>
<th>12 Month License</th>
<th>Functionalities</th>
<th>Produce Reports</th>
<th>Collects Demographic Information</th>
<th>Screen for Literacy Ability</th>
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<tbody>
<tr>
<td></td>
<td>Profiler</td>
<td>Module</td>
<td>Module</td>
<td>Module</td>
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<td></td>
<td>Basic</td>
<td>On Own</td>
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<tr>
<td>Modules Available to Add</td>
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<tr>
<td>12 Month License</td>
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</table>

### Functionalities
- **Assess unlimitedy**: Yes
- **Assess 1000’s simultaneously**: Yes
- **Web-based**: Yes
- **Updates data in real-time**: Yes
- **Continously norms by the minute**: Yes
- **Produce basic and high level data in real-time**: Yes
- **Data can be exported into excel**: Yes

### Produce Reports
- **For every individual**: Yes
- **For every class/grade/school/district group etc**: Yes
- **For every project (per course/cluster/class)**: Yes
- **For the Province as a whole (all of the above)**: Yes

### Collects Demographic Information
- **Name, identification number, domicile etc**: Yes
- **Next of kin details**: Yes
- **Last province, last school etc**: Yes
- **Can migrate student records to new school**: Yes

### Screen for Literacy Ability
- **Identify strenght & weakness**: Yes
- **Rank according to ability**: Yes
- **Cluster strong & weak learners**: Yes
- **Provide basic guidance & advice**: Yes
- **Allows for surgical support**: Yes
- **Anytime retesting for progress**: Yes
- **Can use own assessment combinations**: Yes
- **Unlimited assessments per license year**: Yes
## The Learner Profiler Capabilities

<table>
<thead>
<tr>
<th>Screen for Numeracy Ability</th>
<th>Yes</th>
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<tr>
<td>*Identify strength &amp; weakness</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>*Rank according to ability</td>
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<td>Yes</td>
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<td>Yes</td>
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<tr>
<td>*Cluster strong &amp; weak learners</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>*Provide basic guidance &amp; advice</td>
<td>Yes</td>
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<tr>
<td>*Allows for surgical support</td>
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<tr>
<th>Screen for Abilities &amp; Hidden (Dis)Abilities</th>
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<td>*Self-reporting information</td>
<td>Yes</td>
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<td>*Categorised against known learning barriers</td>
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<th>Collects Disability Information &amp; Track</th>
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<th>Collects Social Context Information</th>
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<tr>
<td>*Home life, travelling details, health etc</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>*Study challenges &amp; experience</td>
<td>Yes</td>
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<td>Yes</td>
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<td>*Support at home</td>
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<tr>
<td>*Bursary details</td>
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<tr>
<td>*Exam preparation</td>
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<td>*Course readiness</td>
<td>Yes</td>
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<td>*Future aspiration</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>*Accommodation etc</td>
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<table>
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<td>*Collects information time-management</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<td>*Collects information on exam preparation</td>
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<td>*Collects information on essay writing</td>
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<td>*Collects information on reading for meaning</td>
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<td>Yes</td>
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<tr>
<td>*Collects information on proofing skills etc</td>
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<tbody>
<tr>
<td>*Collects information on strength and</td>
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<tr>
<td>areas of weakness</td>
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<table>
<thead>
<tr>
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<td>*Collects information on challenges</td>
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<td>Yes</td>
<td>Yes</td>
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<tr>
<td>around reading</td>
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<th>Curriculum Vitae Maker</th>
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</thead>
</table>

*Your version of the Profiler may contain all or some aspects of the functionalities here*
Measuring Designated School or Clusters Performance Scientifically

Quick Fact

More than 80% of every 1000 learners in schools from surrounding schools are at least three years below their literacy and numeracy ability!

Continuous measurement and tracking of performance

People who have low literacy skills tend to be less active citizens than other people. They are less likely to get involved in community activities like sports, school groups, church groups, and so on. As a result, they often feel isolated and vulnerable, and many of them feel like outcasts.
The Profiling of Learners Can Be Done Quick, Fast and Efficient

Among Some of The Return on Investment Outputs Contained in the Strategy

- **Output**: Provincial and Districts needs analysis for Literacy, Numeracy, Study Skills & Trends.
- **Output**: Embedded Literacy & Numeracy Performance tracking system in each school.
- **Output**: Stimulate Learner Remediation & Enrichment Centres.
- **Output**: Direct skills development & transfer for target school staff.
- **Output**: School ranking and performance benchmarking system.
- **Output**: Connecting a career development & guidance school system with Higher Education.
- **Output**: Embedding a research tool for use by other role-players in the sector.

Thousands of learners are being assessed on a daily basis.

**"But testing takes too long"**

<table>
<thead>
<tr>
<th>Testing Time</th>
<th>Profiler</th>
<th>Lessons</th>
</tr>
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<tbody>
<tr>
<td>If a child is one year behind in their ability, that means 2000 hours behind.</td>
<td>Assessment just 4 hours per year.</td>
<td>So monitoring and evaluation takes 0.2%.</td>
</tr>
</tbody>
</table>
Profiler Report & Tracks Scientifically

Instant Statistics & Reports

Advanced data for better classroom support

Generate Individual Reports

Generate Class & Grade Information

Generate School & District Scores

The Mission

To implement a Profiling System that can collect information from schools and community and to implement solutions

One Central System and Database
**Why Measure Literacy and Numeracy?**

**Profiling Literacy Scores:**

**Why measure literacy skills?**

There are many reasons why you may want to measure literacy skills. But they usually come down to one of three reasons:

1) To identify if they meet certain criteria,  
   a) To see if they have sufficient academic skills  
   b) Identify if they have good enough literacy skills for a training program in the future.

2) To create a baseline for literacy intervention, and track progress. E.g.  
   a) Identification of levels to start intervention with learners  
   b) Track progress of those in support or enrichment literacy classes in the learner community

3) To develop and allocate resources.  
   a) To see who needs special support  
   b) To identify if the learner group will manage with written material or need additional support and the spoken word to understand information.

**What should be assessed?**

In assessments, one needs to be pragmatic, and assess what technology and time allows.

Spelling and reading comprehension are very good indicators of current skills, along with reading fluency.

Vocabulary is very important in a multilingual society.

Additional tests help identify what may be the underlying causes of difficulties, and suggest the most appropriate interventions.
**Numeracy**

**Profiling Numeracy Scores**

**Why measure numeracy skills?**
Not surprisingly, the answer to this is very similar to that for literacy. That is, there are three main reasons for measuring literacy skills, namely:

1) To identify if they meet certain criteria,
   a) To see if they have sufficient skills for academic success
   b) Identify if they have good enough numeracy skills for a training program.

2) To create a baseline for numeracy intervention, and track progress.
   a) Identification of levels to start intervention with learners
   b) Track progress of those in numeracy support classes in the learner community

3) To develop and allocate resources.
   a) To see who needs special support
   b) To identify if the target group will need more in depth explanations of simple maths related issues.

**What should be assessed?**
Maths is a little easier than literacy in its assessment since the answers are obvious. But how long should it take to work out that $15 + 69 = 84$? You may get it right, but if you take a long time, it means that the skills of the individual are not as practiced, and could be better.

Computerised analysis allows one to not only see the skills level but also the fluency of the skill. That makes it more informative than the usual paper-based tests.

There are various forms of maths tests in Profiler, including basic skills such as shape knowledge and number skills, understanding of the four operands (addition, subtraction, multiplication and division), problem-based questions, and higher maths. For each of these, two forms can be provided, multiple choice or open-ended questions.

The multiple choice format will quickly establish the skills level, but the open-ended version has greater potential to provide an analysis that could inform intervention.

"Learners need remediation to improve the problems of literacy and numeracy. The question up to now has been: How do we do this? We have not been trained to remediate learners, nor do we have systems to use!"

– Educator in Sedibeng
Guidelines to Developing a Learner Profile

The strategy to screen, identify, assess and support of learners can be done! The SIAS strategy rest upon the pillars of inclusion and especially the gathering of information on the learner at various levels. The purpose is of course to support the learner at various levels in order to ensure the goals of education:

**Guideline Steps to Follow**

1. Collect the learner report (file) within or referring school
2. Collect the learner “Road to Health” Card
3. Collect the learner medical report
4. Collect the learner birth certificate
5. Collect the learner profile within or from referring school
6. Collect the learner registration info within or from referring school as well as complete “registration” module in the Learner Profiler System
7. Ascertain or complete most current baseline report on literacy and numeracy assessments (Learner Profiler Assessment System)
8. Collect support information by completing “Other” battery within the Learner Profiler Assessment System (only if needing more evidence to enhance your learner support strategy)
Compulsory/Optional Modules to Use

Rules of Assessment with Profiler

Always assess a learner for a benchmark score at the very first time.

You can re-assess in selected modules only (where learner have struggled before and check comparisons).

Always try and use a headphone when testing the learner.

<table>
<thead>
<tr>
<th>Overview</th>
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<tbody>
<tr>
<td>Registration</td>
<td>0 / 1</td>
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<tr>
<td>Sounds</td>
<td>1 / 4</td>
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<tr>
<td>Spelling</td>
<td>0 / 3</td>
</tr>
<tr>
<td>Reading</td>
<td>0 / 2</td>
</tr>
<tr>
<td>Maths</td>
<td>0 / 1</td>
</tr>
<tr>
<td>Other</td>
<td>0 / 6</td>
</tr>
</tbody>
</table>

- First Letter
- First Sound
- Letter Typing
- Listening Vocabulary
- Maths
- Missing Word
- New Word Choice
- New Word Spelling
- Reading Vocabulary
- Rhyming
- Same Different
- Spelling
- Syllables
- Visual Words
- Word Choice
Compulsory Assessment Modules to Use

Registration

Background

This module gathers demographic information about the individual. It also identifies any specific next of kin, home environment etc. This module is to be done first before any other steps are considered.

About the module

This module is a series of questions relating to basic demographic and background information relating to the individual. It is usually used at the start of a package.

Results and reports

This can provide the organisation information about the individual and their background.

Typical time needed for module - 5-10 minutes

First Sound

Background

In the English language, there are a series of skills that form the foundation of good literacy skills of which the task of first sound is one. If you cannot identify the first sound, then self-moderated literacy learning, including spelling, is problematic.

About the module

The individual is asked to listen to two words and indicate if they start with the same sound. To remove any memory issues, there is a picture the represents each word, and the sounds can be replayed.

Results and reports

Results include a score, and where applicable an indication of how they did compared either to a class norm or a 'national' norm. Some suggestions for activities will be provide.

Typical time needed for module - 5 minutes
Profiling Assessment Modules to Use

Syllables

Background

In the English language, there are a series of skills that form the foundation of good literacy skills. Breaking words into syllables is one of the most fundamental of those skills, without which it is difficult to progress onto being a fluent reader. Unfortunately, when difficulties are encountered in the older reader, it is the basic underlying skills such as this that get forgotten.

About the module

The individual will see a picture and hear the word. They are required to select the number of syllables for that word. For example, 'cat' has one syllable, /cat/ and 'paper' has two syllables, /pa-per/.

Results and reports

Difficulties would indicate the need to learn spelling rules.

Typical time needed for module - 10 minutes

Rhyming

Background

Rhyming is very important in the English language, as it is a core skill for development of good literacy abilities. If you cannot separate the rhyme sound, then the use of analogy in reading and writing becomes problematic, particularly in self-moderated literacy learning.

About the module

The individual will hear two words, with a picture to aid recall. They are required to select the 'Yes' or 'No' button if they think the words rhyme or not.

Results and reports

Rhyming difficulties may be related to literacy and/or hearing difficulties. If the individual has concerns about their hearing then this should be checked.

Typical time needed for module - 10 minutes
Spelling

Background

Spelling is one of the fundamental skills, along with reading and writing. Historically, the English language has a rich diversity of sources, which despite various attempts to impose rules and consistencies, has inconsistencies and exceptions that making the use of spelling by analogy at least problematic. As a consequence, many children have difficulties reaching a high level of this skills. Despite the development of technology based aids, spelling is still fundamental to literacy development, particularly when expressing ones own ideas.

About the module

Do-IT Profiler’s spelling test provides 48 words, chosen to show a diversity of capabilities, and which reflect both spelling rules and word frequencies.

Results and reports

Reports capture not only spelling difficulties at the individual word level but also cluster rules to show where possible specific difficulties of the individual.

Typical time needed for module - 10 minutes

New Word Spelling

Background

Literacy development involves the ability of moving beyond the limited range of words familiar words to a wider vocabulary. By using analogy and rules, it should be possible for the individual to spell any word they do not know, or ones that has been developed specifically to remove any chance they may already be familiar with the word.

About the module

The non-word spelling test presents non-words (invented words with no meaning) specifically for this test. The task gets increasing complex, with more syllables and letters, allowing the poor and good spelling to be tested.

Results and reports

The report highlights the current level of phonics development that the child has reached.

Typical time needed for module - 5 minutes
First Letter

Background
If the individual cannot do this task, it would suggest that they do not have basic literacy awareness.

About the module
They will hear a word and are required to select the letter from four possible choices that they think matches the first sound in the word they hear.

Results and reports
Difficulties would indicate the need to start with basic literacy instruction e.g. alphabetic recognition.

Typical time needed for module
10 minutes
New Word Choice

Background
This task is similar to the Word Choice task, but instead of using one real and one plausible word, it presents two made-up words, one of which uses plausible letter combinations, and the other which uses combinations not used in the English language. This task can only be carried out if the individual has been exposed to the letter combinations, and has this letter combination stored in their lexical memory.

About the module
In this task, two words with different spellings are presented. The individual has to indicate which is most likely to be a real word.

Results and reports
The report indicates the level of development of the orthographic lexicon, which in turn is indicative of the reading level.

Typical time needed for module
3 minutes
Maths

Background

This module looks at the individual's skills in basic number recognition, sequencing and estimation. These are the pre-numeracy skills required to do many everyday tasks.

About the module

The individual is shown a series of tasks to assess their numeracy skills.

Results and reports

Difficulties would indicate the need for support with basic numeracy tasks, such as managing money.

Typical time needed for module

10-15 minutes
Optional Assessment Modules to Use

Reading Vocabulary

Background

Research has shown that reading and spoken vocabulary is a significant predictor of assessment outcomes in other cognitive domains. It is significantly impacted upon by socio-economic status, and specific learning difficulties, and is also affected in the classroom if the first language is not the language of learning.

About the module

In this test the individual will see a picture, and then be asked to select the right answer from four options.

Results and reports

The results provide an indication reading vocabulary, as well as reading skills.

Typical time needed for module

10 minutes

Listening Vocabulary

Background

Research has shown that reading and spoken vocabulary is a significant predictor of assessment outcomes in other cognitive domains. It is significantly impacted upon by socio-economic status, and specific learning difficulties, and is also affected in the classroom if the first language is not the language of learning.

About the module

In this test the individual will hear a word, and then be asked to select the right answer from four pictures.

Results and reports

The results provide an indication listening vocabulary.

Typical time needed for module

5 minutes
Profiling Assessment Modules

Same Different

Background

If you cannot hear the difference between two phonemes (the smallest part of language that distinguished one similar word to another) then spelling, and in turn writing, will be problematic. Many psychologists ignore this part, making assumptions about the history of the individual. This assessment is particularly important with the multilingual individual. Obviously, if you cannot hear the sounds clearly, spelling especially of unfamiliar words and words not heard in context, will be problematic.

About the module

The individual is presented with two words and has to identify if they are the same or different. The words are chosen to include those that are problematic for multilingual individuals. Due to the necessity of having a short test, it is impossible to cover the full range of potential difficulties.

Results and reports

Results are given for the number of items correct. If a low score is recorded, there is a recommendation for seeing a speech and language specialist.

Typical time needed for module

3 minutes

Visual Words

Background

As children develop their reading skills, they begin to notice more and more fine grained detail within the text. In particular, they begin to notice when letter shapes can make a difference, (e.g. the vowel changes), and when the letter shape does not make a difference, such as a change of typeface. This test is designed to challenge those skills and identify possible weaknesses.

About the module

They will be shown two words, and then asked to identify if the words are the same or different.

Results and reports

Results include a score, and where applicable an indication of how they did compared either to a class norm or a 'national' norm. Some suggestions for activities will be provide.

Typical time needed for module

5-10 minutes
Letter Typing

Background

In the English language, there are a series of skills that form the foundation of good literacy skills of which identifying letter sounds is one. If you cannot identify the letter sound, then self-moderated literacy learning, including spelling, is problematic.

About the module

This assessment looks at whether or not the individual can recognise letter sounds (phoneme) from the alphabet, and type the corresponding letter of the alphabet (grapheme).

Results and reports

Results include a score, and where applicable an indication of how they did compared either to a class norm or a 'national' norm. Some suggestions for activities will be provide.

Typical time needed for module

5 minutes

Missing Word

Background

Research has shown that reading and spoken vocabulary is a significant predictor of assessment outcomes in other cognitive domains. It is significantly impacted upon by socio-economic status, and specific learning difficulties, and is also affected in the classroom if the first language is not the language of learning.

About the module

In this test the individual has to read a sentence and supply the missing word from four alternatives.

Results and reports

The results provide an indication reading vocabulary, as well as reading skills.
How I Learn

Background

Around 10-15% of individuals may have specific learning difficulties, including dyslexia, dyspraxia (also known as Developmental Coordination Disorder or DCD), ADHD, Autism Spectrum Disorder, dyscalculia and language impairments. There is extensive evidence showing that they all overlap with one another, to a lesser or greater degree. Each individual has a unique pattern of strengths and challenges, and understanding a complete picture allows for better support and guidance and the ability to maximise hidden talents. This module has been developed after extensive research in the field by international experts in specific learning difficulties and has now been used by 100,000 people worldwide in different contexts including education, offending and the workplace.

About the module

This module has 60 questions and gathers information about the individual's reading, writing, maths, attention, concentration, social, communication, planning and co-ordination skills. This module screens for specific learning difficulties (also known as hidden impairments) and provides a means of seeing a complete picture of an individual's strengths and challenges, whilst providing tailored guidance, support and signposting.

Results and reports

The report provides a top-level picture of the patterns of strengths and challenges for the individual, and provides a quick look at the overlapping patterns of literacy and numeracy, social and communication, co-ordination and organisation and attention. Detailed personalised guidance is given in the context of the education setting, with strategies for success, and signposting. Dependent on responses, there are also links to a suite of resources such as short videos, and fact sheets to empower the individual.

Typical time needed for module - 15 minutes
Adapting the Profiler into Mother-Tongue Languages

Language Translations Under Development

We are currently busy with the following South African language translations:

- Afrikaans
- Xhosa
- Zulu

We plan to include all languages in SA into the translations.

Need to contact us?
If you can't find what you are looking for using our online documentation, please use the contact details below to contact us and we’ll do our best to help you with your query.

Telephone: 011-682 1716
Email: info@shapinglearner.com

Population by Home Language

Source: Statistics SA, Census 2001
Profiler Technical Specifications

Do-IT Profiler
Introduction
Do-IT Profiler is an online platform that helps identify strengths and weaknesses, skills and abilities of individuals through responses to tests and questionnaires. It provides feedback to individuals in the form of downloadable reports, as well as advanced management features.

Programming structure
The system is database driven (MS SQL) using ASP.Net, programmed in C#/VB.Net server side and HTML5/JavaScript/CSS client side.

User interface
For a fully online system, the Platform is accessed through browsers. For standalone, the access may be through a browser or a dedicated programme, depending on the method of implementation.

Outputs
There are three types of outputs:
1. On-screen outputs, available through the user interface
2. Downloads
   - PDFs – These are fixed format reports
   - XLS/CSV – These are data sets for more in-depth analyses.
3. The degree of access to in-depth data will depend on the contracts and user privileges.

Additional outputs such as email and SMS notifications are available where required.

Hosting
It is hosted in the cloud using Microsoft Azure.

Security
- Do-IT Profiler has SSL certification.
- Rackspace, the server host, has ISO27001 certification.
- Do-IT Solutions is Cyber Essentials compliant and is currently seeking ISO27001 certification.
- All data is held under the terms of the Data Protection Act (1988).
- All personal data is owned by the client. However, Do-IT may use anonymised parts of that data for the purpose of dynamic test norming.
- Microsoft Azure has ISO27001 certification.
Updates and patches

The Platform is structured so that all online patches are made overnight with no interruption to service, following extensive testing in a sandbox environment.

Patches for standalone systems will be dependent on the client but may include downloading a small file and transporting that (via a USB stick) to the host computer, depending on Internet access.

Time stamps

Standalone systems have an auto-shutoff system that is dependent upon the licence. Where the licence is renewed, a code may be provided to re-activate the system. However, a review is recommended to determine if the system has been upgraded sufficiently to warrant a full upgrade.

Data synchronisation

Although it is possible to host the Platform on a local intranet (at a significantly higher cost), this is not a preferred option as it means there will be significant delays not only to patches, but also when the client needs to compare results, such as between branches not on the same intranet, or with reference to a national norm.

API availability

Where required, an API is available to allow data transfer and systems integration, for example in a “single sign-on” system.
Technical requirements

Standard user interface
Computers accessing Do-IT Profiler directly through the browser need the following specifications:

<table>
<thead>
<tr>
<th>Component</th>
<th>Minimum</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processor</td>
<td>2Ghz</td>
<td>2Ghz Dual Core</td>
</tr>
<tr>
<td>Memory (RAM)</td>
<td>1GB</td>
<td>2GB</td>
</tr>
<tr>
<td>Browser</td>
<td>Preferred: Modern HTML5 browsers including Google Chrome 14 or later, IE9 or later, Safari 5 or later.</td>
<td></td>
</tr>
<tr>
<td>Additional software</td>
<td>PDF reader: Windows Media Player for PCS.</td>
<td></td>
</tr>
</tbody>
</table>

Standalone user interface
Computers accessing Do-IT Profiler through the standalone need the following specifications:

<table>
<thead>
<tr>
<th>Component</th>
<th>Minimum</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processor</td>
<td>2Ghz</td>
<td>2Ghz Dual Core</td>
</tr>
<tr>
<td>Memory (RAM)</td>
<td>1GB</td>
<td>2GB</td>
</tr>
<tr>
<td>Hard disk available memory</td>
<td>1GB</td>
<td>2GB</td>
</tr>
<tr>
<td>Operating system</td>
<td>Windows Vista SP2 or later</td>
<td>Windows 7 or later</td>
</tr>
<tr>
<td>.Net framework</td>
<td>.Net 4.5 or later</td>
<td>.Net 4.5 or later</td>
</tr>
<tr>
<td>Additional software</td>
<td>PDF reader: Windows Media Player for PCS.</td>
<td></td>
</tr>
</tbody>
</table>

Intranet server
For clients using an intranet version (e.g. in prisons), the specifications of the central computer where the Platform will be hosted needs to be as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Minimum</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processor</td>
<td>2Ghz</td>
<td>2Ghz Dual Core</td>
</tr>
<tr>
<td>Memory (RAM)</td>
<td>1GB</td>
<td>4GB</td>
</tr>
<tr>
<td>Hard disk available memory</td>
<td>2GB</td>
<td>4GB</td>
</tr>
<tr>
<td>Operating system</td>
<td>Windows 7 or later</td>
<td>Windows Server 2008 or later</td>
</tr>
<tr>
<td>IIS</td>
<td>IIS 7 or later</td>
<td>IIS 7.5 or later</td>
</tr>
<tr>
<td>Database Server</td>
<td>SQL Server 2008 R2 Express or Later</td>
<td>SQL Server 2008 R2 Web or Later</td>
</tr>
</tbody>
</table>

Tablet user interface
Do-IT Profiler can run on a tablet with good internet connection through the browser. A version that does not require good internet connection is also available for Android tablets. Please contact us for specification details.

Technical question?
If you have a question about how Do-IT Profiler can work on your system, please email us.
Do-IT Profiler Delivery

Online

A school has internet connected computers in each class. These all connect to the central database via the internet. This requires reasonable internet connection.

Example

Composite

The system can combine diverse combinations of online, Standalone and tablet, which can be uploaded when there is an internet connection.

Example
In Gauteng, data is taken from Standalone via USB memory disk, then transferred to an office computer which has internet, and data uploaded to central storage.

A prison with desktop computers that don’t have an intranet or access to internet.
Intranet

Example
A company that needs to operate behind a firewall that does not allow external internet connection, but all computers linked via an internal network.

The data remains on the company’s cloud server.

Standalone with mobile synchronisation

Example
A school uses a tablet version of Do-IT Profiler, and connect to the database using their mobile connection.

- Data transferred from Standalone computer to central database via their 3g/4g mobile connection.
Do-IT

> www.shapingthelearner.com