STUDENTS AT RISK FOR LEARNING DIFFICULTIES:

A SCREENING IN THE PUBLIC SCHOOLS IN LEBANON

CYCLES 1 AND 2 (MAY 2014)

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The Center for Smart Kids with Individual Learning Differences (SKILD) is privileged because it launched results of this study in the presence of key stakeholders. Mrs. Hiba al Jamal, Director of SKILD Center shared findings with experts in special education, government officials, ambassadors, cultural attachés, schools principals, educators, media representatives and advocates of rights and needs of individuals with special needs and learning difficulties in Lebanon.

The event was held on the occasion of the National Day for Students with Learning Difficulties that SKILD and its partners, namely the Ministry of Education and Higher Education (MEHE), the Center for Educational Research and Development (CERD), and the British Council have been celebrating with other schools in Lebanon on 22 April, since 2013.

Among the participants in this event were: Mr. Fadi Yarak (Director General of the MEHE) who represented H.E. Minister of Education Mr. Elias Bou Saab; Mrs. Sonia Khoury (Director of the Orientation Office at MEHE); Dr. Nada Oueijan (President of CERD); Ms. Donna McGowan (Country Director of British Council in Lebanon); Dr. Nabil Costa (Coordinator of the national day, Lebanese Society for Educational and Social Development, Lebanon); Ms. Yolla Hneineh (Director of CERD); Ms. Mirna Sabbagh (Director of programs and partnerships, British Council), as well as other dignitaries, principals of public and private schools, and media representatives.

A Publication of SKILD center with supervision and coordination by Ms. Hiba Al Jamal, SKILD Director, and the valuable support and contribution of:

- Dr. Carolyn Bishop,	President, Consortium for Global Education (CGE)
- Dr. Tonia Crane,	Associate Professor of Education, Missouri Baptist University, USA
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- Ms. Maysa Hajj,	Research officer, Lebanese Society for Educational and Social Development, Lebanon

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-Ms. Alia Abboud	Director of partner relations and development, Lebanese Society for Educational and Social Development, Lebanon
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- Mr. Nazih Khater,	Translator and volunteer, Lebanese Society for Educational and Social Development, Lebanon

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Foreword

When we look around us to other advanced countries in the world, and we see how human rights are respected and children are getting a decent education and a decent living, one feels the responsibility towards own country. It is even harder to know that our children who cannot achieve academically fight to find respectful jobs or even an opportunity to be part of the society.

These ideas and others, along with SKILD center's sincere mission to give an opportunity for every child to learn, were behind this project. In our attempt and with this study, we are not aiming at solving all the problems for students struggling at schools in Lebanon, but we aim to provide decision makers with a document that reflects reality. We come to underscore the prevalence of students at risk in the elementary level so that we can plan accordingly.

Hand in hand with the Lebanese authorities to make a difference. SKILD with our partners and many others believe that children cannot wait until the right timing comes, when we settle all our political disputes and secure enough funds to get educated. It will be a very big mistake if we continue to ignore children's right for education just because they learn differently. In fact, these children are either going to help the country by becoming productive citizens, or are going to become unproductive citizens because of lack of education and their big frustration. The decision is ours!

Hiba Al Jamal

SKILD center

Director

1. **Introduction**

This report summarizes the results of the study associated with SKILD center (Smart Kids with Individual Learning Differences) on students at risk for learning difficulties (LD) in public schools in Lebanon at the elementary levels. It sheds light on the prevalence of students with LD in cycles 1 and 2 by gender, grade, and governorate across Lebanon.

The sampling design and methodology are presented in Section 2. A stratified multi-stage cluster sampling procedure was used for the selection of participants. The strata consisted of the six Lebanese governorates. First we selected the schools. Once a school agreed to participate, two classes from each school were randomly chosen and all students within each class were invited to participate. Two dates were fixed by SKILD team and the school administrations for data collection. Information was drawn from two sources: the student and the teacher. The tools used were created to assess both the students' academic performance and behavior. The students filled the tools assessing their academic performance while the teacher rated the student on fifteen items describing the behavioral characteristics of the student.

Description of the study sample is presented in section 3. Information on 1437 children were obtained by the student him/herself present at the date of data collection and/or by the teacher who reported behavioral characteristics of students in his/her class. Complete data on the characteristics measured varied between 1153 and 1435 students.

The prevalence of potential learning difficulties among students are presented in Section 4.

2**. Sample Design and Methodology**

2.1 Selection of participants

The study population consisted of all elementary students (grades 1 – 6) attending public schools in Lebanon. A list of elementary public schools by governorate was provided by the Ministry of Education and Higher Education (MEHE) and constituted the sampling frame. The ministry also provided the total number of Lebanese and non-Lebanese students per school. Schools with more than 20% non-Lebanese students were excluded.

Selection of participants was done using a stratified multi-stage cluster sampling. The strata were the six Lebanese governorates, and the sampling was done independently within each stratum. The number of students to be selected in each stratum was calculated using quota sampling to ensure appropriate representation of students within each governorate.

School selection:

Within each stratum, schools were selected using a probability proportional to size (PPS) such that the selection probability of a school is proportional to the number of students in that school. Using a computer program (the Statistical package STATA, version 11 for Windows), 26 schools were selected for participation in addition to 10 schools that constituted the waiting list in case of refusal to participate or an inability to reach that school due to the political situation during the data collection period, or for any other unforeseen reasons.

Class selection:

From the sampled schools, 2 classes were randomly chosen. All students of the selected classes and the class teacher, present at the time of data collection, were invited to participate. Both the student and the teacher were free to accept or decline participation.

2.2 Sample size determination

Sample size was determined based on several factors including the use of cluster sampling and type of analysis. The sample size required (N) was 1200 participants. To achieve this N taking into account a 20% non-response or absenteeism rate, we intended to sample 1500 students in the six governorates. Information was obtained on 1437 children. The distribution of students across governorates is shown in Table 2A. The South and Nabatieh governorates were grouped together for the analysis.

Table 2A – Distribution of students across governorates

	Count (N)	Percent %
Beirut	77	5.4
Bekaa	156	10.9
Mount Lebanon	246	17.1
North	642	44.7
South and Nabatieh	316	22.0
Total	1437	100.0

2.3 Instruments

The tools used were created to assess both the students' academic performance and students' behavior. For the academic performance, language arts and mathematics were the main areas administered directly to the student. As for the behavior, the scale was administered to the main classroom teacher of each grade, who had to rate the behaviors of each student in the classroom.[1]

2.3.1 Academic performance

The Peabody Picture Vocabulary Test (PPVT) is a standardized assessment tool that is used to evaluate the child's vocabulary stock. The test is scored according to age and grade level. It is essentially used in a one-to-one format where the assessor says a word and the child is asked to point to the picture that corresponds to the word. Words from this test were translated to Arabic (using back to back translation). The test was intended to measure the vocabulary stock of each student in their native language. Some items were thus used as sample items when deemed inappropriate for the Lebanese culture. For the purposes of this study, the modified test was administered by a data collector to a group for students. The data collector said the word to the class and each student had to circle the corresponding picture on their booklet. There were different booklets for each grade that contained items that were grade appropriate.

The Woodcock Johnson Achievement Test (WJ-III) is a standardized assessment tool that is used to evaluate different aspects of written language skills and math skills according to age and grade level. The two following subtests were used to assess language skills, spelling and writing fluency. The spelling subtest was adapted to the culture by a group of language experts and school teachers. It included a certain number of items according to each level that were read to the students as in dictation and the students had to spell each word. The words increased by difficulty and each grade was administered a grade appropriate cluster of words. In the writing fluency subtest, students were given a picture with corresponding words and they had to build a sentence using those words in a set timing. These subtests are used to evaluate language skills thus were translated to French and adapted to the culture by a group of language experts and school teachers to fit the French curriculum. Two other subtests were used to assess mathematical skills; the Quantitative Concepts and the Math Calculation subtests. These

[1] A copy of all instruments used is included at the end of this report.

subtests are usually administered on individual basis but for the purposes of the study the selected subtests were administered to a group of students.

2.3.2 Behavior

The behavior scale was developed for this study by a group of professors and specialists in the field. A behavior analyst supervised the work. This scale contained 15 items describing behaviors that were measured on a scale of 1 to 5 indicating their frequency of occurrence, where 1 being none existent and 5 being always. The behavior scale was administered to the main classroom teacher of each grade. The teacher had to rate the behaviors of each student in the classroom on that scale. The tool contained six negatively worded items that were reversely coded (items 1 – 4, 11 and 12). The tool revealed excellent internal consistency with a Cronbach α of 0.91.

All the tools contained scripted instructions in English, Arabic and French for the data collectors and teachers. These instructions were based on those used in the original tools but were translated and modified by a team of special education experts for language and cultural purposes.

2.4 Data collection

The tools were administered to students across Lebanon from randomly selected schools in the different Lebanese districts. Students selected were from cycle 1 and cycle 2. In fact, 20 data collectors were randomly assigned to schools and were trained to give all the tests in the same way. Each data collector administered the booklets to two grades (one from each cycle) and thus interacted with two corresponding teachers.

A letter of consent was sent by the Ministry of Education and Higher Education to inform school principals and request their cooperation. Each teacher provided her oral consent to participation and students provided their oral assent to participation too. A token of appreciation for participation was given to the school principals and the participating teachers. The token included a small hand- made decorative item about Lebanon. The data collection took place during May 2014. The data collectors visited their assigned schools on a Tuesday and a Thursday at the same time to eliminate variables related to day of the week and time of the day. Each data collector had three types of booklets, one for the teachers (behavior booklet), one for the students (the academic test) and one for the data collector that included instructions

and verbally administered items. The teachers' booklets contained the consent form instructions, and answers of the tests. The students' booklets contained the consent form instructions, pictures of the PPVT items, space for the spelling from the WJ, the pictures and words of the writing fluency, equations of the math calculation subtest, and items of the quantitative concepts subtest.

3. **Demographic Characteristics of the Study Sample**

Complete data for the 1437 students were not available for all demographic characteristics. Missing data were encountered due to the fact that information was gathered from two sources: some students evaluated by their teacher were absent the day of data collection and thus did not take the test, and other students who were present and took the test were not evaluated by their teacher, probably due to lack of time. A summary of available data is presented in Table 3A.

Table 3A – Valid count for demographic characteristics

Characteristic	Valid N
Gender	1435
Nationality	1389
Grade	1437
Age	1384

Participating students were 54% males, 85% Lebanese, 13.5% Syrian and 1.5% of other nationalities.

On average students were 9.5 years old (Standard deviation (SD) = 2.26), with age varying from 7.00 (SD = 0.89) years old on average in grade 1 to 12.41 (SD = 1.06) years old on average in grade 6. (Figures 3A – 3D)

Figure 3A: Gender

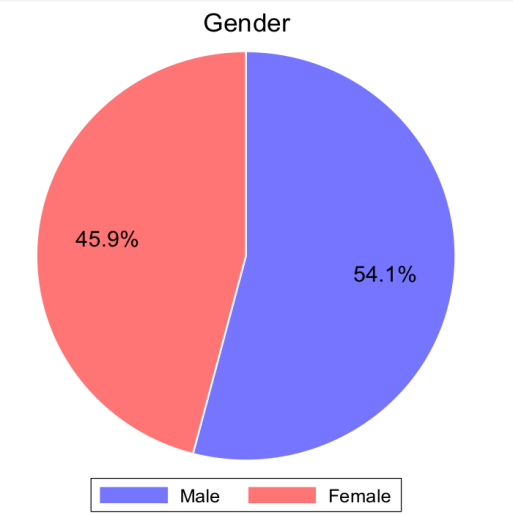


Figure 3B: Nationality

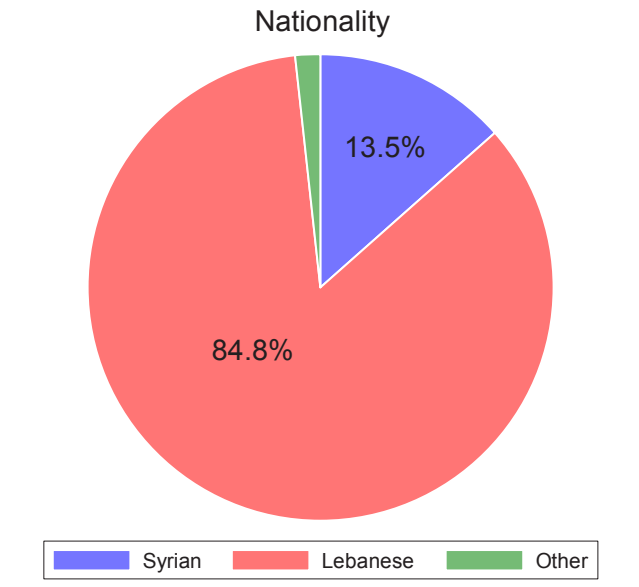


Figure 3C: Grade

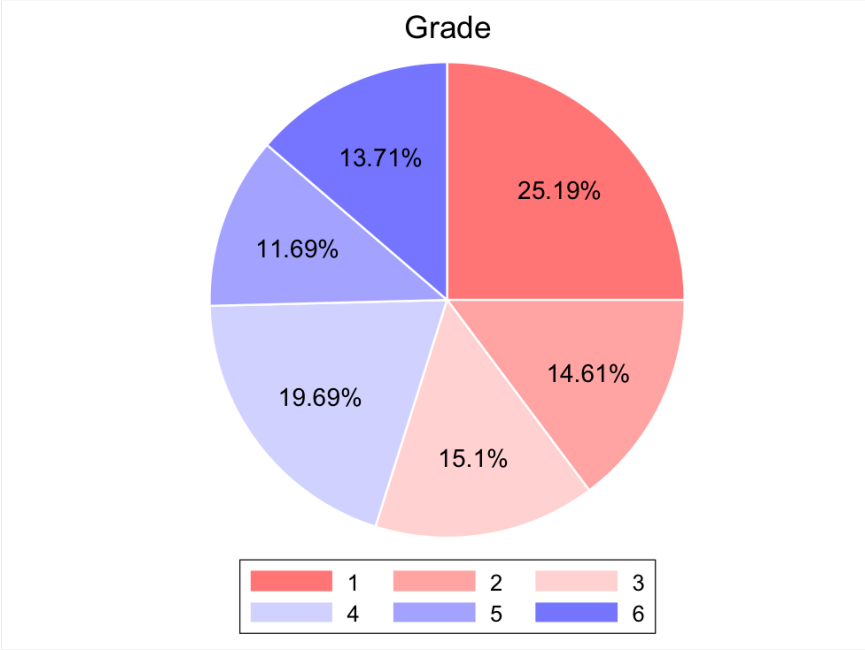
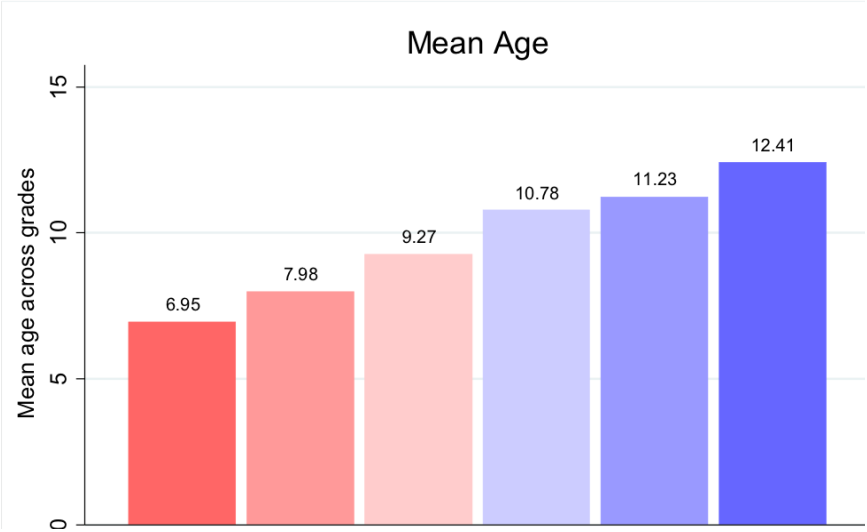


Figure 3D: Mean Age across grades (years)



4. Potential Learning Difficulties

The areas of difficulties assessed were: (1) Vocabulary, (2) Spelling, (3) Writing Fluency, (4) Computational Mathematics, (5) Quantitative Mathematics and (6) Behavior. Characteristics (1 – 5) were assessed directly by the student filling the appropriate instruments whereas characteristic (6) was evaluated by the teacher's report on the student's behavior.

The score ranges of characteristics (1-5) varied from a grade to another. We also considered scores to vary from a class to another due to different instruction styles, therefore students who scored one standard deviation below their class average on one of these characteristics were considered as having a potential learning difficulty (LD) in this characteristic. For characteristic 6, negatively worded items (i.e. items, 1, 2, 3, 4, 11 and 12) were reversely coded. Principal component factor analysis was then carried out with varimax rotation.

Factor analysis revealed three factors with Eigen values greater than 1, accounting for 71% of the total variance. Factor 1 (Externalizing behavior) included items: 1 (The student shows signs of aggression), 4 (The student is disruptive in class), 5 (The student is attentive to instructions), 9 (The student shows respect for authority figures), 10 (The student follows classroom rules), 11 (The student shows impulsive behaviors) and 12 (The student shows poor organizational skills). Factor 2 (Social Adjustment) included items: 6 (The student is engaged in learning), 7 (The student shows leadership qualities), 8 (The student makes and maintains friendships), 13 (The student appears to have a positive self-image), 14 (The student is well liked by peers) and 15 (The student takes pride in his/her work). Factor 3 (included two items only, item 2 (The student appears anxious) and item 3 (The student appears sad/withdrawn).

Standardized regression scores form the factor analysis were then computed and scores lying one standard deviation below the average factor score (i.e. less than -1) for each factor were considered indicative of potential behavioral problems (potential behavioral LD for Factor 1, potential behavioral LD for Factor 2, and potential behavioral LD for Factor 3).

Finally, students who have a potential LD in at least one factor of the three were considered as having a potential LD in behavior. Like the demographic characteristics, missing data were encountered in the six characteristics aforementioned; valid counts are presented in Table 4A.

Table 4A - Valid count for different characteristics

Characteristic	Valid N
Vocabulary	1395
Spelling	1394
Writing Fluency	1395
Math Computation	1359
Math Quantitative	1358
Behavior Factors	1153

It is worth noting however, that a good number of classes scored between 0 and 1 on Writing Fluency. We considered this as insufficient information to assess the presence of a potential LD for students in those classes, as the whole class performed in an identical manner. Therefore we removed those classes from the analysis involving the Writing Fluency characteristic only.

4.1 Potential LD in academic performance

Table 4B – Grade 1 summaries of Vocabulary, Writing Fluency, Spelling, Computational Math and Quantitative Math

	Valid N	Mean	SD	n*(%)
Vocabulary	354	45.01	9.06	56 (15.8)
Spelling	354	12.56	3.89	50 (14.1)
Writing Fluency	66	.21	.65	0 (0)
Math: Computation	318	4.72	2.81	50 (15.7)
Math: Quantitative	317	4.90	3.14	61 (19.2)

*n is the number of students who scored one Standard Deviation below the class average

Table 4C– Grade 2 summaries of Vocabulary, Writing Fluency, Spelling, Computational Math and Quantitative Math

	Valid N	Mean	SD	n*(%)
Vocabulary	204	34.59	6.59	34 (16.7)
Spelling	204	4.28	3.12	28 (13.7)
Writing Fluency	155	1.03	1.13	30 (19.4)
Math: Computation	204	9.14	3.76	29 (14.2)
Math: Quantitative	204	5.99	3.43	32 (15.7)

*n is the number of students who scored one standard deviation below the class average

Table 4D – Grade 3 summaries of Vocabulary, Writing Fluency, Spelling, Computational Math and Quantitative math

	Valid N	Mean	SD	n*(%)
Vocabulary	212	34.68	5.23	30 (14.2)
Spelling	211	2.14	2.34	17 (8.1)
Writing Fluency	172	1.15	2.00	6 (3.5)
Math: Computation	212	12.83	3.63	36 (17.0)
Math: Quantitative	212	7.17	3.51	39 (18.4)

*n is the number of students who scored one standard deviation below the class average

Table 4E – Grade 4 summaries of Vocabulary, Writing Fluency, Spelling, Computational Math and Quantitative math

	Valid N	Mean	SD	n*(%)
Vocabulary	276	28.62	3.39	47 (17.0)
Spelling	276	3.38	2.97	27 (9.8)
Writing Fluency	276	1.86	2.53	35 (12.7)
Math: Computation	276	14.70	4.35	39 (14.1)
Math: Quantitative	276	9.00	2.87	36 (13.0)

*n is the number of students who scored one standard deviation below the class average

Table 4F– Grade 5 summaries of Vocabulary, Writing Fluency, Spelling, Computational Math and Quantitative math

	Valid N	Mean	SD	n*(%)
Vocabulary	161	47.66	5.01	27 (16.8)
Spelling	161	2.64	2.77	13 (8.1)
Writing Fluency	161	3.78	4.29	13 (8.1)
Math: Computation	161	17.63	3.96	22 (13.7)
Math: Quantitative	161	9.94	4.04	23 (14.3)

*n is the number of students who scored one standard deviation below the class average

Table 4G – Grade 6 summaries of Vocabulary, Writing Fluency, Spelling, Computational Math and Quantitative math

	Valid N	Mean	SD	n*(%)
Vocabulary	188	40.22	3.16	32 (17.0)
Spelling	188	1.59	2.74	12 (6.4)
Writing Fluency	188	3.37	4.03	21 (11.2)
Math: Computation	188	17.09	3.34	28 (14.9)
Math: Quantitative	188	10.15	3.48	23 (12.2)

*n is the number of students who scored one standard deviation below the class average

4.2 Potential LD in behavioral characteristics

On average, teachers reported positive behaviors of their students on all fifteen items. More than 50% of the responses were in categories “Always” and “Almost always” for positively worded items, and in categories “Never” and “Seldom” for negatively worded items. Ratings on the fifteen behavioral items for the total sample are summarized in Table 4H. Standardized regression factor scores are summarized in Table 4I.

Table 4H- Ratings on behavioral items of the total sample

	Behavior		Never	Seldom	Sometimes	Almost always	Always
1-	**The student shows signs of aggression**	**Count**	651	298	187	69	36
		%	*52.5%*	*24.0%*	*15.1%*	*5.6%*	*2.9%*
2-	**The student appears anxious**	**Count**	332	359	381	130	39
		%	*26.8%*	*28.9%*	*30.7%*	*10.5%*	*3.1%*
3-	**The student appears sad/withdrawn**	**Count**	427	361	324	100	27
		%	*34.5%*	*29.1%*	*26.2%*	*8.1%*	*2.2%*
4-	**The student is disruptive in class**	**Count**	431	295	325	109	75
		%	*34.9%*	*23.9%*	*26.3%*	*8.8%*	*6.1%*
5-	**The student is attentive to instructions**	**Count**	64	153	336	398	288
		%	*5.2%*	*12.3%*	*27.1%*	*32.1%*	*23.2%*
6-	**The student is engaged in learning**	**Count**	99	193	290	336	317
		%	*8.0%*	*15.6%*	*23.5%*	*27.2%*	*25.7%*

Table 4H- Ratings on behavioral items of the total sample

	Behavior		Never	Seldom	Sometimes	Almost always	Always
1-	The student shows signs of aggression	Count	651	298	187	69	36
		%	*52.5%*	*24.0%*	*15.1%*	*5.6%*	*2.9%*
2-	The student appears anxious	Count	332	359	381	130	39
		%	*26.8%*	*28.9%*	*30.7%*	*10.5%*	*3.1%*
3-	The student appears sad/withdrawn	Count	427	361	324	100	27
		%	*34.5%*	*29.1%*	*26.2%*	*8.1%*	*2.2%*
4-	The student is disruptive in class	Count	431	295	325	109	75
		%	*34.9%*	*23.9%*	*26.3%*	*8.8%*	*6.1%*
5-	The student is attentive to instructions	Count	64	153	336	398	288
		%	*5.2%*	*12.3%*	*27.1%*	*32.1%*	*23.2%*
6-	The student is engaged in learning	Count	99	193	290	336	317
		%	*8.0%*	*15.6%*	*23.5%*	*27.2%*	*25.7%*

Table 4I – Behavior factor scores in the sample

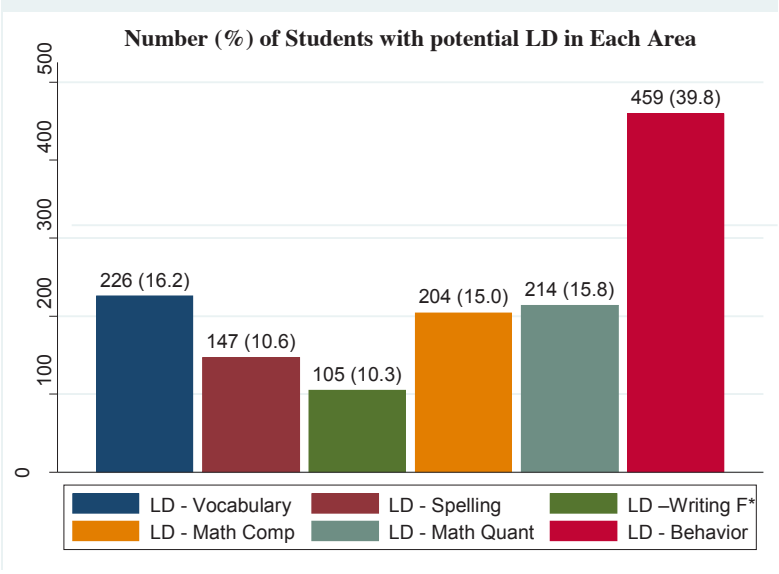
	Minimum	Maximum	Valid N	n*(%)
Regression factor1 score	-3.87	1.79	1153	176 (15.3)
Regression factor2 score	-3.08	2.49	1153	187 (16.2)
Regression factor3 score	-3.79	2.56	1153	180 (15.6)

*n is the number of students who scored one standard deviation below the factor score average

4.2.1 Prevalence of potential LD in each area

In the Academic performance, 226 (16.2%) students had a potential LD in Vocabulary, 147 (10.6%) in Spelling (10.6%), 105 (10.3%) in Writing Fluency, 204 (15.0%) in Computational Math and 214 (15.8%) in Quantitative Math. As for behavior, 176 students (15.3%) were considered as having a potential LD in Factor 1, 187 students (16.2%) in Factor 2 and 180 students (15.6%) in Factor 3. Taking all three factors together, 459 students (39.8%) had a potential LD in at least one of the three factors and are therefore considered to have a potential behavioral LD (Figure 4A).

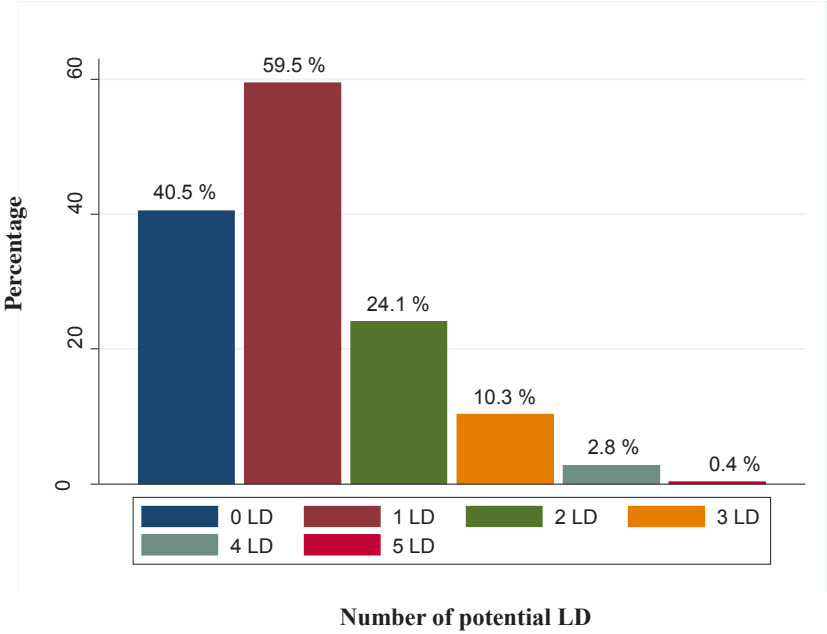
Figure 4A- Overall prevalence of potential LD in each area



*Writing Fluency

Taking all characteristics together (except for Writing Fluency due to insufficient information encountered in the Writing Fluency data that were eliminated from the analysis, as mentioned at the beginning of Section 4, which substantially reduced the sample size), we computed the number of students having a potential LD in any area, from no difficulty to 5 potential LDs. Complete data for the five remaining characteristics simultaneously were available for 1037 students. 59.5 % of the students have a potential LD in one area of the five. The results are presented in Figure 4B.

Figure 4B- Overall prevalence of learning difficulty



- Spelling seems to be most prevalent LD at Grade 1 (14.1 %);
- Vocabulary seems to be most prevalent LD at Grades 4 & 5 (17.0 %);
- Writing fluency seems to be most prevalent LD at Grade 2 (19.4 %);
- Math Comp seems to be most prevalent LD at Grade 3 (17.0 %);
- Math Quant seems to be most prevalent LD at Grade 1 (19.2 %);
- Behavior seems to be most prevalent LD at Grade 4 (47.1%).

Table4J: Percent of students with potential LD in each area by grade

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Spelling	14.1%	13.7%	8.1%	9.8%	8.1%	6.4%
Vocabulary	15.8%	16.7%	14.2%	17.0%	16.8%	17.0%
Writing Fluency	0.0%	19.4%	3.5%	12.7%	8.1%	11.2%
Math Comp	15.7%	14.2%	17.0%	14.1%	13.7%	14.9%
Math Quant	19.2%	15.7%	18.4%	13.0%	14.3%	12.2%
Behavior	45.2%	31.2%	36.7%	47.1%	29.9%	42.2%

At the same time, Table 4K reveals the overall prevalence of potential learning difficulties by grade. The table displays the percent of students having potential 0 LD – 5 LD in every grade. The highest percentage of students with no potential LD was found in grade two. Grades one and six had the highest percentages of students with one potential LD.

Table 4K: Percent of students with 0 – 5 potential LD by grade

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
0 LD	35.5%	47.0%	43.8%	39.8%	44.2%	35.9%
1 LD	64.5%	53.0%	56.2%	60.2%	55.8%	64.1%
2 LD	25.0%	26.2%	21.9%	29.4%	19.0%	20.7%
3 LD	12.1%	11.6%	9.4%	12.5%	6.8%	7.6%
4 LD	5.5%	3.7%	1.3%	2.5%	2.0%	0.0%
5 LD	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%

4.4 Prevalence of potential LD by gender

As revealed in Table 4L, the highest percentage of students with LD (Behavior) are males (46.1%). On the other hand, girls' performance showed that they seem to have the highest difficulty in vocabulary (18.3%). While in mathematics boys' and girls' scores are not very different.

Table 4L- Percent of students with potential LD in each area by gender

	Females	Males
Spelling	10.2%	10.8%
Vocabulary	18.3%	14.4%
Writing Fluency	12.8%	8.0%
Math Comp	14.0%	16.0%
Math Quant	14.7%	16.7%
Behavior	31.7%	46.1%

In addition, when it comes to the overall prevalence of potential learning difficulty by gender, Table 4M shows that most students have a potential LD; though more boys than girls have a potential LD (56.2% girls as opposed to 62.1 % boys).

Table 4M: Percent of students with 0 – 5 potential LD by gender

	Females	Males
0 LD	43.8%	37.9%
1 LD	56.2%	62.1%
2 LD	22.3%	25.7%
3 LD	10.2%	10.5%
4 LD	2.3%	3.2%
5 LD	0.0%	0.7%

4.5 Prevalence of potential LD by governorate

As the table below indicates, learning difficulties related to behavior seem to be most prevalent among elementary level students in the capital (Beirut). Other learning difficulties seem to be more or less equally distributed in the regions.

Table 4N - Percent of students with potential LD in each area by Governorate

	Beirut	Bekaa	Mount Lebanon	North	South and Nabatieh
Spelling	6.6%	15.9%	8.1%	9.9%	12.1%
Vocabulary	15.8%	19.2%	17.1%	15.5%	15.7%
Writing Fluency	20.7%	9.6%	15.1%	7.1%	11.5%
Math Comp	21.1%	17.4%	16.2%	13.4%	15.0%
Math Quant	27.6%	12.2%	11.6%	15.8%	17.3%
Behavior	50.7%	41.6%	42.3%	39.0%	35.9%

As for the overall prevalence of potential LD in the governorates, table 4O shows that the prevalence seems to be highest in the capital.

Table 4O- Percent of students with 0 – 5 potential LD by governorate

	Beirut	Bekaa	Mount Lebanon	North	South and Nabatieh
0 LD	30.9%	33.3%	37.7%	42.3%	44.7%
1 LD	69.1%	66.7%	62.3%	57.7%	55.3%
2 LD	28.0%	27.7%	23.0%	24.1%	22.3%
3 LD	16.2%	8.3%	9.3%	9.7%	11.3%
4 LD	5.9%	0.9%	2.2%	2.3%	3.9%
5 LD	1.5%	0.0%	0.0%	0.2%	0.7%

4.6 Writing evaluation

In addition to the areas of learning difficulties discussed above, experts in the study team evaluated the writing of 1015 students with respect to: writing on the line, legibility of letters, letters well-formed and respect of the space between the words and the letters. The evaluation consisted of the ratings illegible –fair - Good and Very Good (Table 4P).

Table 4P – Ratings of the students' writing

		illegible	Fair	Good	Very Good
Writing on the line	Count	249	38	416	312
	%	*24.5%*	*3.7%*	*41.0%*	*30.7%*
Legibility of the letters	Count	252	25	474	264
	%	*24.8%*	*2.5%*	*46.7%*	*26.0%*
Letters well formed	Count	431	40	361	183
	%	*42.5%*	*3.9%*	*35.6%*	*18.0%*
Respect of the space between words and letters	Count	361	55	376	223
	%	*35.6%*	*5.4%*	*37%*	*22%*

5. Discussion

As indicated early on in the study, the aim behind conducting the screening in public schools in cycles 1 and 2 (Grades 1 to 6) was to learn about the prevalence of students who are at risk for learning difficulties. For this purpose, the screening included an assessment of both academic and behavioral aspects. Three factors of the behavior scale were revealed: factor 1, externalizing behavior (aggression, impulsivity, authority problems…); factor 2, social adjustment (maintaining friendships, popularity, leadership…); and factor 3, internalizing behavior (sadness, shyness, withdrawal…).

The highest prevalence of a behavioral difficulty was on factor 2, social adjustment (16.2%), followed by factor 3, internalizing behavior (15.6%) and factor 1, externalizing behavior (15.3%). Thus, the most common difficulty is (factor 2) the lack of leadership skills, inability to maintain friendships, not being liked by peers, not taking pride in their own work, and having a negative self-image.

It is noteworthy that findings of the study reveal that the area where students in public schools at the elementary levels had the most difficulty was behavior. Specifically, behavior turned out to be the area where the students scored the poorest in 39.8% of the cases.

Furthermore, the study showed that the tendency is as it is commonly believed and indicated by experts i.e. boys are more likely to exhibit behavioral difficulties than girls.

As far as the academic skills and achievements are concerned, the study revealed important information about students who are at risk for learning difficulties among the targeted levels. We learn from this study that:

- Potential difficulties in Vocabulary were the most prevalent difficulties.

  Overall, 16.2% of the sample have a potential LD in Vocabulary without major differences in difficulties across grades, ranging between 14.2% and 17% across grades from grade 1 to grade 6.

- The second most prevalent difficulty was in Quantitative Mathematics (15.8%) and Computational Mathematics (15.0%).

  The prevalence of difficulties in Quantitative math ranged from 12.2% in Grade 6 to 19.2% in Grade 1.

  The prevalence of difficulties in Computational Math ranged from 13.7% in grade 5 to 17% in grade 3.

- The overall prevalence of difficulties in Spelling was 10.6%, and it ranged from 14.1% in grade 1 and 6.4% in grade 6.

- The overall prevalence of difficulties in Writing Fluency was 10.3%, ranging from 19.4% in grade 2 and 3.5% in grade 3.

In addition, it is also important to note that on average, 59.5% of the surveyed students were considered as having a potential learning difficulty in one area; while 40.5 % of the students screened had no learning difficulties at all. More specifically, in this study:

- 24.1% of the students screened had learning difficulty in 2 areas;
- 10.3% of the students screened had learning difficulty in 3 areas;
- 2.8 % of the students screened had learning difficulty in 4 areas;
- 0.4 % of the students screened had learning difficulty in 5 areas.

It is plausible to assume that having difficulty in 2 areas or more is an indicator of a potential learning difficulty. Then we can say that around 10% of the students in the public schools in Lebanon are at risk for learning difficulties.

This statistics is very reasonable and very close to findings in other countries. For instance, according to the Annual Disability Statistics Compendium (online version), in the fall of 2001, among the 67,529,839 students ages 6 to 21 in the United States, 8.4 percent (5,693,441) received special education services under the Individuals with Disabilities Education Act (IDEA).[2]

5.1 Significance of the study

This study is an important contribution to the research on learning difficulties. It makes available sound data regarding students who are at risk for learning difficulties. Hence, it makes it possible to move to the long needed step of designing and implementing a purposeful action plan or road map to help students in public schools at the elementary levels perform better and hopefully reduce attrition.

Although our research did not lead us to any study that gives an idea about the numbers and percentages of students who leave school before graduating because of learning

[2] http://disabilitycompendium.org/compendium-statistics/special-education

difficulties, our interaction and exchanges with teachers and educators over the years tell that beyond doubt. Hundreds of thousands of children over the years are victims of a situation close to "apathy" in public schools. Teachers simply are not aware how many of the students leave school because of learning difficulties. The most prevalent tendency is to label students who fail to get good grades as "lazy" or "good for nothing" or "trouble makers" or worse. In most of these cases, the parents end up deciding to keep their children at home because they are themselves illiterate, and/or they are financially destitute. In many cases they prefer to send their children to learn a vocational skill or marry at a young age.

Hence, this study which now makes available essential information about the most pressing needs in public schools especially at the lower levels when it comes to learning difficulties, serves an important role. Now, the chances are higher to be able to do something to start changing the situation for many students because we have an idea where it is essential to start and what shortcuts to take for the quickest needed outcomes. We know that a big number of our students in public schools are not able to learn and succeed academically because of difficulties at the level of behavior and discipline. We also have a better idea about the pressing needs at the level of academics too.

There is no doubt that government officials are aware about the dire consequences suffered at the national level when hundreds and thousands of students are forced to quit school not because they are not able to learn, but because there is no one to help them cope with learning difficulties … At the same time though, it is known that because of serious long lasting and huge socio-political and economic challenges, the government will not be able to make a difference in the lives of students in public schools through real inclusion in the near future.

Now, equipped with this information, non-governmental organizations and with the collaboration of professionals in the field of special education, the process can start. This study is significant because it offers sound proof based on scientific research that students who come from disadvantaged families in Lebanon need to be rescued without further delay. We know that in Lebanon, only children from very poor families go to a public school. One may argue that the low socioeconomic background of students in public schools in Lebanon may contribute to these difficulties. Living in a non-stimulating environment and sometimes having uneducated parents may be contributing to findings of the study as well.

We could also claim that the low quality of instructional methods used in public schools may be hindering the students from receiving optimal education at the right timing (at the right grade level) and thus the students are delayed in their educational journey and in their achievement. Findings of the study suggest that more efforts should be paid soon so that

teachers in public schools undergo relevant capacity building for students with learning difficulties, in order to be able to learn as much as they can. It is nothing less than a crime – to say the least – that generations have missed the chance to learn because their teachers did not teach them properly or because they did not have the patience to support them.

5.2 Limitations and insights for future research

In addition to the information highlighted in the above, this study is valuable because of the insight it can offer future studies that will hopefully be undertaken to build the body of knowledge about students with learning difficulties in Lebanon.

The use of standardized assessment tools that are not based on the curriculum taught in public schools in Lebanon could have exaggerated the students' academic difficulties. However using tests that target academic skills in the language of instruction was beneficial in revealing deficits in academic achievement. Cultural adaptation and translation of these tools by a team of experts have made its use more appropriate. This was a way to explore the issue of learning difficulties in public schools in Lebanon despite this limitation. The fact though remains that it is essential to start soon work on developing standardized assessment tools that are based on the Lebanese curriculum. This is a huge project but it is highly needed if we are to make progress when it comes to research on students' learning difficulties in schools in Lebanon.

Furthermore, in assessing academic achievement, the study screened for difficulties in specific language (Vocabulary, Spelling, and Writing Fluency) and mathematics skills (Computational Math and Quantitative Math). Although these tests are initially designed to be administered to one student at a time, but for the feasibility of the project and due to the time frame, they were administered to a group (one class). Unfortunately and because the level of performance was lower than expected and most students did not perform well on these tests the scoring procedure was changed to rule out weak instruction. Students scoring one standard deviation below their class average on any academic skill were considered to be at risk for a learning difficulty in that area. The use of the class average as a reference criterion was essential in order to eliminate the effect of extraneous variables such as the quality and method of instruction. Thus, students unable to perform close to the average of their peers when provided with the same quality of instruction were considered to be at risk for having a learning difficulty in that area. Future studies should pay attention that a huge number of students in public schools (and probably in private schools as well) do not have severe difficulties (or maybe do not have

difficulties); they do not perform well and fail their class simply because they had different learning styles than the ones their teachers were addressing.

In this study, we were very cautious not to make any generalizations in our analysis because we are aware of the possibility that changes in performance of certain academic skills and even changes in behavior could be indicative of changes that occur as students move up the grade ladder. For example, it could be that the higher the grade level the more teachers concentrate on enhancing spelling skills. Additionally, in higher grades the increase in the number of taught subjects, exposure to written texts, and required written assignments increases which may help students acquire and practice spelling skills.

On the behavioral level, students' behavior was screened by teachers' reports. The fact that a team of experts developed a culturally relevant tool for the purpose of this study definitely enhanced the level of confidence in the findings of the study. It is recommended that future studies use tools that are culturally relevant to the sources of information.

In addition, when it comes to the findings regarding behavior, this study is important because it is an eye opener and it definitely sets priorities for future research related to learning difficulties in schools in Lebanon. Further investigation is needed to find out whether behavior is most problematic because children do not know how to express themselves. It could be that children express their frustration when they are not able to understand and they have learning difficulties through inappropriate behavior. It could also be speculated that there is a social connection and positive behavioral reinforcement that are not fostered in public schools in Lebanon which may have contributed to these results. Also it is important to explore whether:

- The highest prevalence for behavior problems was recorded in the governorate of Beirut (50.7%) maybe suggesting that still in the villages and outside the capital, families are still aiming to raise their kids with good manners.

- The fact that more boys have problems at the level of behavior in public schools could be due to the influence of the different upbringing of boys and girls in families in Lebanon.

On another front, it seems there is a need to identify the reasons behind the higher occurrence of learning difficulties at lower levels, which may be due to fact that in lower grades

their kids at Grade 1 and prefer to skip pre-school because of financial hardship. Plus, preschool is not mandatory. So when students in public schools start their education they have to deal with a great deal of knowledge and information at once, and they have to adapt to the sudden separation from their parents. Classroom management in early grades could be the reason why optimal instruction is not happening.

Furthermore, there is a need to find out whether learning difficulties in public schools in Lebanon are related to lack of parental involvement and follow up after school with homework. The absence of a much needed support and supervision at that age and grade level can also explain the great difficulty grade 1 students were found to have.

To conclude, we repeat and emphasize that the findings of the study come as an alarming sign for decision makers in the country and the region to attend to students' educational needs especially in the long neglected public sector. Thus, we recommend that public schools in need for intervention are identified to serve as a pilot project for the adoption of inclusion as an approach to education.

It is also very important that the quality of instruction in public schools is monitored to provide students with their right of optimal education. Students identified as having a potential learning difficulty may be suffering the repercussions of poor instruction. Finally, the governing bodies and policy makers ought to provide teachers with capacity building opportunities as an approach to better education.

We need always to remember that unless we start soon giving utmost priority to securing the basic needs of children with special needs and learning difficulties, our country will keep facing difficulties to progress. For there is ample proof from other countries and cultures that one important measure of civilization is how well a country treats its most vulnerable groups. Individuals with learning difficulties are an asset to our country and they have a right to learn and become integrated in society at all levels. History has proved to us many times that they are capable of great laborious work and important achievements.

Appendix A

Teachers' Booklet

(Sample)

SCREENING

TEACHER'S BOOKLET

GRADE 1

ENGLISH

SAMPLE

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وزارة التربية والتعليم العالي
المركز التربوي للبحوث والانماء

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Screening Packet Order

- Letter of appreciation
- Letter of Instruction
- Instructions specific to the Vocabulary (Peabody Picture Vocabulary Test III)
- Instructions specific to the spelling (Woodcock Johnson - Test of Achievement III)
- Instructions specific to the Math Calculation (Woodcock Johnson - Test of Achievement III)
- Instructions specific to the Writing Fluency (Woodcock Johnson - Test of Achievement III)
- Instructions specific to Quantitative Concepts (Woodcock Johnson - Test of Achievement III)
- Behavior Screening

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Name of School: _____

Grade Level: _____

Name of Teacher: _____

Date: _____

Dear Classroom Educator,

Thank you for participating in this survey to assist in identifying students who may be at risk for learning difficulties.

SKILD team counts on your cooperation to complete the screening packet, the diagnostic instruments modified to meet cultural contexts in the schools, and the evaluation form. All of these instruments are intended to explore special learning needs among the students.

The outcome of the screening will be represented in qualitative and quantitative data. Along with the teacher's evaluation, the obtained information will be used to determine which students are at risk for learning difficulties.

Thank you for your cooperation.

Hiba Al Jamal

SKILD Director

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INSTRUCTIONS FOR THE SCREENING PACKET

- IT IS VERY IMPORTANT TO START BY READING THE STUDENT CONSENT FORM TO ALL THE CLASS AND TAKE THE ORAL APPROVAL OF EACH STUDENT.
- NEXT, ASK THE STUDENT TO FILL THE STUDENT IDENTIFICATION SHEET
- DO NOT START THE TEST BEFORE COMPLETING THE PREVIOUS TWO TASKS.
- KINDLY MAKE SURE TO GIVE THE TEST IN THE SAME ORDER LISTED IN THIS PACKET.
- FOLLOW THE GUIDELINES WRITTEN FOR EACH TEST BECAUSE THE RULES ARE DIFFERENT FOR EACH ONE.
- SOME OF THE TESTS ARE TIMED AND SOME ARE NOT.
- VERBAL INSTRUCTIONS ARE ALSO PROVIDED ON THE COVER SHEET OF EACH TEST.
- PLEASE PAY CLOSE ATTENTION TO THE VERBAL INSTRUCTIONS AND SAY ONLY WHAT IS WRITTEN.
- IT IS IMPORTANT THAT ONE SUPERVISOR IS ADMINISTERING THE TEST AND ANOTHER IS WALKING AROUD THE ROOM KEEPING STUDENTS ON TASK AND ENSURING THAT NO ONE IS CHEATING.

THANK YOU FOR YOUR COOPERATION!

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PEABODY PICTURE VOCABULARY TEST

THIS SECTION SHOULD BE GIVEN IN ARABIC. A PROCTOR SHOULD WALK AROUND THE ROOM TO MONITOR THAT STUDENTS ARE ON TASK AND NOT CHEATING.

VERBAL INSTRUCTIONS: STUDENTS TAKE OUT YOUR VOCABULARY PACKET. YOU WILL FIND A PACKET WITH 4 PICTURES ON EACH PAGE. I WILL SAY A WORD AND YOU SHOULD CIRCLE THE PICTURE THAT REPRESENTS THAT WORD.

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Vocabulary test

Grade 1

25	empty	فارغ
26	shoulder	كتف
27	square	مربّع
28	measuring	مقياس
29	porcupine	مكوك الشوك
30	arrow	سهم
31	peeling	تقشير
32	fountain	نافورة
33	accident	حادث
34	penguin	بطريق
35	decorated	مزيَّن
36	nest	عشّ
37	castle	قصر
38	sawing	نشر
39	cactus	صبّير
40	farm	مزرعة
41	going	ذاهب
42	harp	قيثارة
43	astraunaut	عالم فضاء
44	raccoon	حيوان الراكون
45	juggling	بهلوان
46	envelope	مغلف
47	tearing	تمزيق
48	claw	مخلب
49	parachute	منطاد
50	delivering	تسليم
51	rectangle	مستطيل
52	diving	غطس
53	camper	مخيّم
54	target	هدف
55	writing	كتابة
56	furry	فروي
57	drilling	حفر
58	hook	معلاق

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INSTRUCTIONS FOR SPELLING

THIS TEST WILL BE GIVEN IN ENGLISH OR FRENCH. IT SHOULD BE GIVEN IN THE LANGUAGE USED TO GIVE INSTRUCTION IN THE CLASSROOM. BE SURE TO GIVE ALL ITEMS OF WORDS ON THE LIST.

VERBAL INSTRUCTIONS: (REFER TO THE INSTRUCTIONS ON THE NEXT PAGE PROVIDED BESIDE EACH SPELLING WORD).

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Spelling test

Grade 1

Number	Letter/Word	Instructions
1	vertical mark	Draw a vertical mark (Draw on board)
2	scribble	Draw a scribble (Draw on board)
3	line connecting dots	Draw a line (Draw on board)
4	Draw Circle	Draw a Circle (Draw on board)
5	Copy Z	Trace the Z (Draw on board)
6	D	Trace the letter D (Draw on board)
7	E	Draw the letter E (Draw on board)
8	O, o	Write the letter O
9	X, x	Write the letter X
10	B, b	Write the letter B
11	C, c	Write the letter C
12	U, u	Write the letter U
13	e	Look at the two letters. The first letter is a lower case or small a. The second letter is a lowercase or small h. Write a lowercase e.
14	g	Look at the two letters. The first letter is a lower case or small a. The next letter is a lowercase or small i. Write a lowercase g.
15	in	Spell the word in. Come *in* the house. In.
16	he	Spell the word he. *He* is happy. He.
17	six	Spell the word six. She had *six* pennies. Six.
18	green	Spell the word green. The grass is *green*. Green.
19	are	Spell the word are. *Are* you ready? Are.
20	was	Spell the word was. He *was* happy. Was.
21	under	Under. Look *under* the bed. Under.
22	house	House. The *house* is made of bricks. House.
23	rain	Rain. We were all disappointed when it began to *rain*. Rain.
24	table	Table. Our family has a very old *table*. Table.
25	when	When. We were all happy *when* it began to snow. When.

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INSTRUCTIONS FOR WRITING FLUENCY

STUDENTS HAVE EXACTLY **7 MINUTES** TO COMPLETE THIS TEST. PLEASE USE A STOPWATCH AND HAVE STUDENTS PUT DOWN THEIR PENCILS AND TURN OVER THEIR PACKETS AFTER EXACTLY **7 MINUTES**.

VERBAL INSTRUCTIONS: YOU HAVE A PICTURE WITH THREE WORDS BESIDE IT. FORM A SHORT SENTENTCE TELLING ABOUT THE PICTURE USING THE THREE WORDS PROVIDED. YOU MAY USE ADDITIONAL WORDS TO COMPLETE YOUR SENTENCE PUTTING THEM IN ANY ORDER YOU WANT.

*Please start with the following example on the board before the student starts the work:

- Good
- Cake
- is

(Draw a picture of a cake on the board)

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INSTRUCTIONS FOR MATH CALCULATION

THIS TEST SHOULD BE STOPPED AFTER 15 MINUTES.

<u>VERBAL INSTRUCTIONS:</u> I WANT YOU TO DO SOME MATH CALCULATION. IF YOU DO NOT KNOW HOW TO SOLVE ONE OF THE PROBLEMS OR ITEMS, JUST SKIP IT AND PROCEED TO THE NEXT ONE. WHEN YOU FINISH PLEASE PUT YOUR PENCIL DOWN AND TURN YOUR PACKET OVER.

* PLEASE START WITH THE FOLLOWING SAMPLE ITEMS BEFORE THE STUDENT STARTS THE WORK:
- IN BOX A WRITE NUMBER “ONE”
- IN BOX B WRITE NUMBER “THREE”

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INSTRUCTIONS FOR QUANTATIVE CONCEPTS (NUMBER SEQUENCING)

THIS TEST SHOULD BE STOPPED AFTER 20 MINUTES.

VERBAL INSTRUCTIONS: I WANT YOU TO DO SOME MATH. IF YOU DO NOT KNOW HOW TO SOLVE ONE OF THE ITEMS, JUST SKIP IT AND PROCEED TO THE NEXT ONE. FILL IN THE MISSING NUMBER FOR EACH ITEM. PLEASE TURN YOUR PACKET OVER WHEN YOU FINISH AND PUT YOUR PENCIL DOWN.

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INSTRUCTIONS FOR BEHAVIOR QUESTIONNAIRE

THIS FORM IS FOR THE CLASSROOM TEACHER TO FILL OUT. PLEASE TAKE 5 MINUTES TO ANSWER THE 15 QUESTIONS PROVIDED ABOUT EACH STUDENT IN YOUR CLASSROOM. THE TWO ADDITIONAL QUESTIONS AT THE BOTTOM ARE FOR YOU TO FILL OUT IF YOU HAVE NOTICED ANY BEHAVIORS THAT YOU ARE CONCERNED ABOUT AND WOULD LIKE TO SHARE.

THANK YOU FOR TAKING THE TIME TO ASSIST IN THIS IMPORTANT STEP IN IDENTIFYING THE NEEDS OF THE STUDENTS.

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Teacher's Name (إسم المعلم)**:** _____ **Date** (التاريخ)**:** _____

Student's Name (إسم التلميذ) **:** _____ **Grade** (الصف، الفصل) **:** _____

Please rate the student for each question on the scale of 1 to 5 with 5 being "always" and 1 being "never". Put an X in the box under the number corresponding to your rating.

	Never أبداً	Seldom نادراً	Sometimes في بعض الأحيان	Almost Always دائماً تقريباً	Always دائماً
OBSERVATION OF STUDENT BEHAVIOR **مراقبة سلوك التلميذ**	**1**	**2**	**3**	**4**	**5**
1. The student shows signs of aggression. التلميذ يقوم بتصرفات عدائية.					
2. The student appears anxious. التلميذ يبدو قلق.					
3. The student appears sad/withdrawn. التلميذ يبدو حزين/منزوٍ ومنطو على نفسه.					
4. The student is disruptive in class. التلميذ يشاغب في الصف.					
5. The student is attentive to instruction. التلميذ ينتبه الى التعليمات.					
6. The student is engaged in learning. التلميذ يبدي إهتماماً بالتعلّم.					
7. The student shows leadership qualities. التلميذ يظهر أنه يتمتع بصفات القائد.					

SAMPLE

8. The student makes and maintains friendships. التلميذ يكوّن صداقات ويحافظ عليها.					
9. The student shows respect for authority figures. سلوك التلميذ يبيّن أنّه يحترم رموز السلطة.					
10. The student follows classroom rules. التلميذ يتبع قواعد الصف.					
11. The student shows impulsive behaviors. التلميذ يظهر سلوكيات متهورة.					
12. The student shows poor organizational skills. التلميذ يظهر عن ضعف على صعيد السلوكيات التنظيمية.					
13. The student appears to have a positive self image. يبدو أن التلميذ لديه صورة إيجابية عن ذاته.					
14. The student is well liked by peers. التلميذ محبوب من قبل الطلاب الأخرين.					
15. The student takes pride in his/her work. التلميذ يبدو فخوراً بعمله.					

Does the student display any strange or odd behaviors? If yes, please explain.
هل يقوم التلميذ بتصرفات غريبة أو غير مألوفة أو غير إعتيادية؟ إذا كان الجواب "نعم"، الرجاء تزويدنا ببعض الشرح.

_____
_____
_____
_____
_____

Please list any academic or behavioral concerns for this student.
الرجاء ذكر أي مخاوف أكاديمية أو سلوكية لدى هذا التلميذ.

_____
_____
_____
_____
_____

Thank you for your support!
شكراً لدعمكم!

SAMPLE

Appendix B

Students' Booklet

(Sample)

SCREENING

STUDENT'S BOOKLET

GRADE 1

ENGLISH

SAMPLE

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المركز التربوي للبحوث والانماء

موافقة الطالب

عزيزي الطالب/ة

سيتم طرح بعض الأسئلة عليك وسيطلب منك حلّ بعض التمارين كجزء من دراسة.

سيبقى إسمك سرّياً والنتائج لن تؤثر على علاماتك المدرسية.

من خلال مشاركتك بهذا التقييم سوف تُرشدنا لمعرفة مدى الحاجة للمساعدة والتقوية في مدارس لبنان.

إن مشاركتك مهمّة جداً لنا، فهل توافق على المشاركة في هذه الدراسة؟

SAMPLE

بطاقة تعرفة

الإسم: _____

العمر: _____

المدرسة: _____

الصف:

- ☐ الأول أساسي
- ☐ الثاني أساسي
- ☐ الثالث أساسي
- ☐ الرابع أساسي
- ☐ الخامس أساسي
- ☐ السادس أساسي

الجنس:

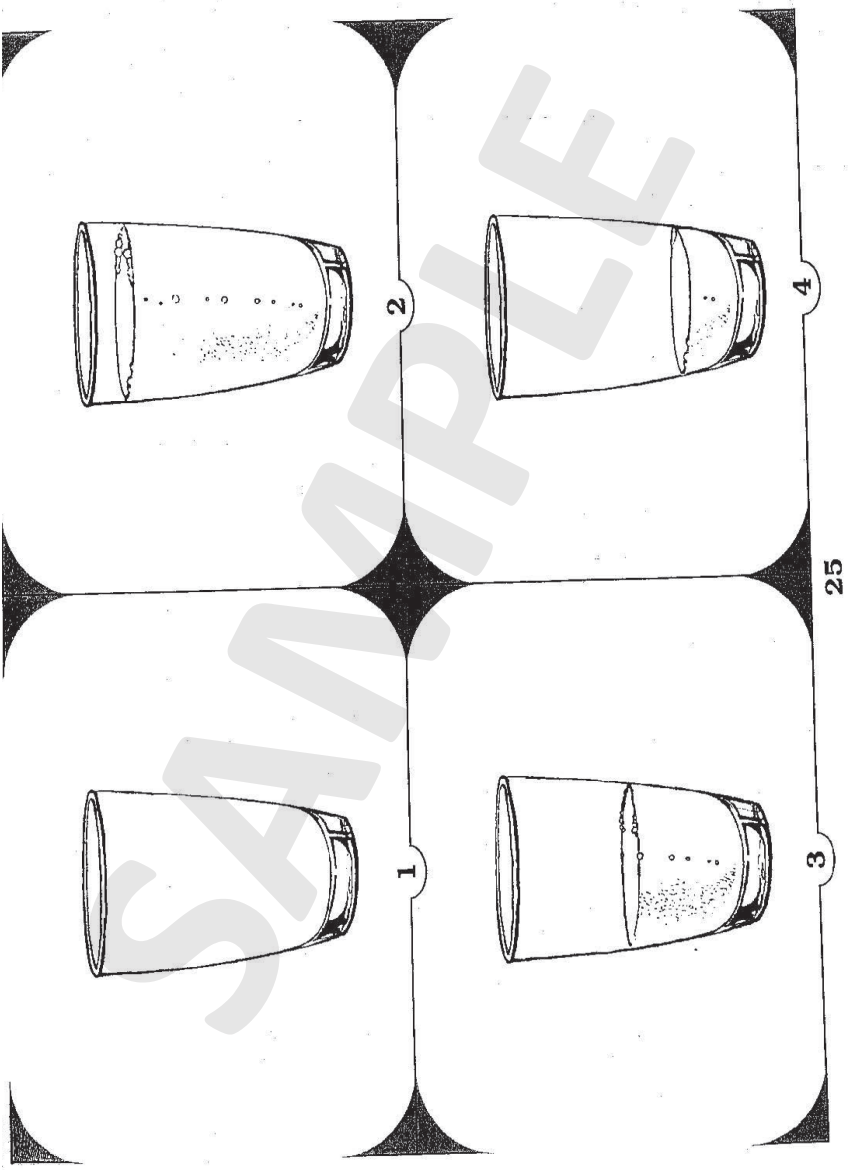
- ☐ صبّي
- ☐ فتاة

الجنسية:

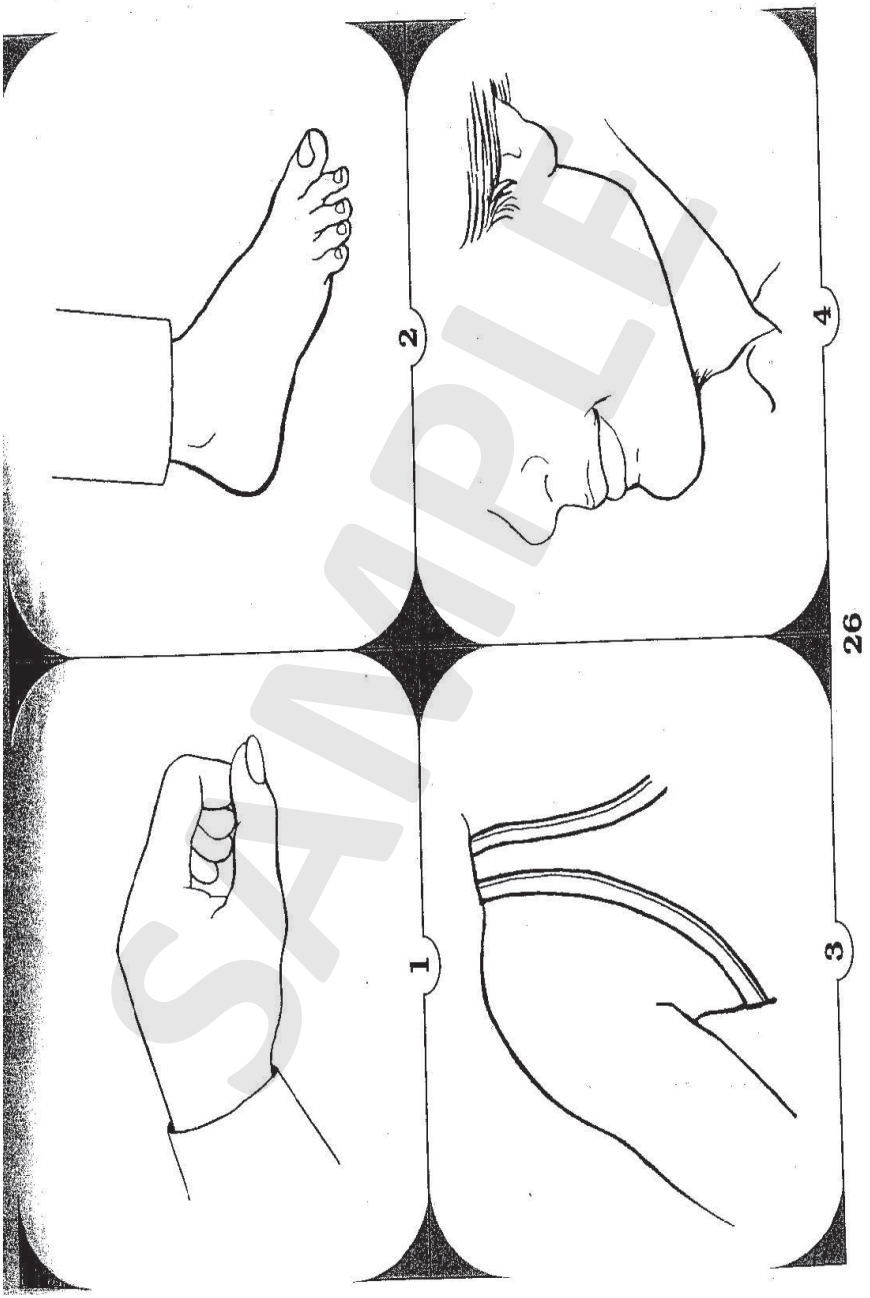
- ☐ لبناني/ة

جنسية أخرى: _____

VOCABULARY TEST



SAMPLE



SAMPLE

SPELLING TEST

Grade 1

1	2
3	4

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

SAMPLE

A.	B.	1.	2.	3.
		$2 + 2 =$	$1 + 1 =$	$2 + 1 =$
4.	5.	6.	7.	8.
$6 + 1 =$	$2 + 4 =$	$\begin{array}{r} 3 \\ -\ 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -\ 2 \\ \hline \end{array}$	$3 - 1 =$
9.	10.	11.	12.	13.
$5 - 1 =$	$\begin{array}{r} 9 \\ +\ 7 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ -\ 9 \\ \hline \end{array}$	$\begin{array}{r} 89 \\ -\ 18 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times\ 3 \\ \hline \end{array}$
14.	15.	16.	17.	
$\begin{array}{r} 476 \\ 61 \\ +\ 2{,}611 \\ \hline \end{array}$	$2\overline{)8}$	$\begin{array}{r} 8 \\ \times\ 5 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ \times\ 7 \\ \hline \end{array}$	
18.	19.	20.	21.	
$\begin{array}{r} 48 \\ -\ 19 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ \times\ 6 \\ \hline \end{array}$	$\frac{2}{3} - \frac{1}{3} =$	$42\overline{)126}$	
22.	23.	24.	25.	
$48\overline{)288}$	$\frac{7}{8} - \frac{2}{8} =$	$25\overline{)3250}$	$2\frac{3}{4} + 4\frac{1}{8} =$	

SAMPLE

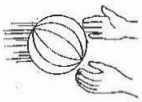
WRITING FLUENCY TEST

1. boy
   happy
   is

2. girl
   sad
   today

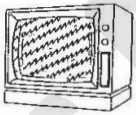
3. hot
   soup
   my

4. ball
   catch
   can



5. this
   ball
   is

6. TV
   not
   working



nail
very
is

time
clock
tells

Go to the next page →

SAMPLE

QUANTITATIVE CONCEPTS TEST

1) 2 3 ____

2) 1 ____ 3 4

3) 8 9 10 ____

4) 4 5 ____

5) ____ 5 6 7

6) 12 ____ 14 15

7) 7 5 3 ____

8) 17 ____ 19 20

9) 9 8 7 ____

10) 6 5 ____ 3

11) 8 6 4 ____

12) 12 ____ 16 18

SAMPLE

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(SKILD Center)

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