

This dissertation is focused on how best may assessment results be utilized to benefit students with dyslexia in inclusive settings. Through the literature and study, it has indicated that assessment plays a major role in the education system. Effective learning and teaching depend more on the teacher knowing the strengths and weaknesses of the child in the class. Teaching children with dyslexia can be tricky and confusing for teachers as the disability cannot be seen physically, so it calls for assessment to identify the learning styles of the students to employ the appropriate methods.

The case study consists of the observations of the students in the classroom and interviews with the teachers, directors, counseling centers and comparison of assessment results with their individualized educational plan was carried and analyzed. The data was summarized and put in tables for better understanding. The results had proven that, indeed assessment results enhances the provision of learners with dyslexia in inclusive settings. An inclusive setting does not mean only the schools, but means community at large. A child who has low self esteem, cannot read and comprehend is cut completely from the society, therefore schools are seen as the first place to see that it facilitate or build up a child who will be easily be included in the family, community, employment sector as well as leisure time, thus where assessment help in identifying the potential of the child and appropriate intervention be employed.

It is with no doubt that the study answered my inquiry and there are lessons to be learned from the findings that will help to enhance my practice. It was learned that the inclusion of dyslexic learners, curriculum and the environment of the child needs to be assessed as well as the learning styles of the child should be identified. Therefore the anticipated outcomes of the study were reached.