

Dissertation evaluation

Title of dissertation: **How may assessment results be best utilized by teachers to benefit dyslexic students in inclusive settings?**

Author of dissertation: **Beauty Abbey**

Evaluator: **PhDr. Iva Strnadová, Ph.D.**

I highly appreciate the choice of the topic, which reflects the current shift of conception of assessment from focus on student's weaknesses to the focus on students' strengths.

The dissertation is logically structured into six chapters, bibliography and appendices. Your dissertation demonstrates not only a solid overview and ability to critique existing theory, but also the ability to reflect theory upon your own practice in the field of assessment.

The aim of research - to explore whether the teachers take into consideration the recommendations of the assessment reports when they plan, teach and give the students work to do in the classroom and also whether the teachers are able to benefit from the assessment results in order to facilitate the development of the respective student – has been fulfilled.

The combination of methods used in order to reach the aim of the dissertation - interviews with eleven teachers of two schools in the Czech republic and two schools in Netherlands; interviews with two directors of the schools (one in the Czech republic and one in Netherlands); interviews with staff of two counseling centers (one in the Czech Republic and one in Netherlands); observation in class and analysis of children's records - demonstrates the critical understanding of a case study approach. You have established the ability to use the observation as a successful research tool. This is demonstrated also by the observation checklist prepared by the author and presented in Appendix C. Subchapters 4.3.4.1 and 4.3.4.2 show your outstanding observational skills.

Chapter four displays your ability to analyze the data. Chapter five is a solid display of your ability to evaluate own research theory in the light of critically reviewed background literature.

You have reached justified conclusions and demonstrated their significance for future practice.

The suggestions for improvements:

- Chapter 2.3.1 Etiology distinguishes between developmental and acquired dyslexia. Nevertheless it should have been more focused on different causes of this disability at biological level (genetic factors, neurological factors, hemispheric symmetry), cognitive (phonological processing, automaticity) and behavioural level (environmental factors).

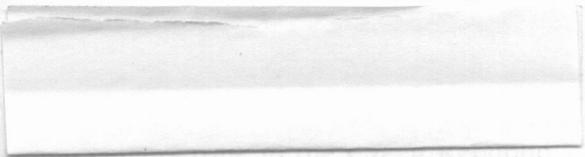
The suggestions for questions to be answered at the viva are the following:

- How could be the use of assessment results by teachers more supported by the counseling centers?
- What would be the key differences in this matter between the Czech Republic and Netherlands?

I recommend the dissertation to be accepted to the viva.

Evaluation: 1-2

Prague, 3. 8. 2006



PhDr. Iva Strnadová, PhD.