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Abstract:
This article explores the assessment of learners' learning difficulties and disorders within the context of primary education in Algeria. As the foundational stage of education, primary schooling plays a crucial role in shaping children's cognitive, social, and emotional development. However, many students face various learning challenges that hinder their academic progress and overall well-being. This study employs qualitative and quantitative methods to evaluate the prevalence and nature of these difficulties, focusing on specific disorders such as dyslexia, ADHD, and other cognitive impairments. The research investigates the current assessment practices used by educators and identifies gaps in understanding and addressing these challenges. By analyzing case studies and interviewing teachers, parents, and educational psychologists, the article highlights the need for a more integrated approach to diagnosing and supporting affected learners. Ultimately, it advocates for enhanced training for educators, improved diagnostic tools, and the implementation of inclusive teaching strategies to foster a more supportive learning environment for all students in the Algerian school system.

Keywords: Learning Difficulties, Primary Education, Teaching strategies, Algerian School.

Introduction
The assessment of learning difficulties is a systematic process that encompasses all available information about the learner to ensure their need for services. In fact, assessment is a complex and precise process, and its challenges are compounded by the absence of agreed-upon criteria to distinguish individuals experiencing difficulties. It is particularly difficult to differentiate these individuals, especially since learning difficulties are not a limited condition but rather a diverse one. They vary significantly and are not easily distinguishable except through a long and arduous diagnostic effort.
The assessment process serves two primary objectives:
1. **The first objective**: To classify learners who present learning disorders.
2. **The second objective**: To utilize the results of the assessment to construct an individualized therapeutic educational program for the learner.
According to Amroune (2013) the aims of the assessment are to:
1. **The first step involves identifying students who might have learning disorders** The objective is to guide learners toward a more thorough evaluation and diagnosis. Interestingly, initial screenings often reveal that most learners do not experience learning difficulties, with only a small number being affected. (Scallon, 1991, p. 125).

This stage is often challenging, as short, cost-effective, and non-invasive procedures are frequently insufficient.

1. **Refer the learner to a comprehensive evaluation** in light of the teacher's observations and their performance in specified areas by identifying their weaknesses. This step presents the challenge of selecting methods that provide necessary information.
2. **Determine whether the learner qualifies for specialized education services** based on therapeutic judgment.
3. **Develop an individualized educational plan** based on the information revealed in the diagnostic assessment.
4. **Subject the individual plan to ongoing evaluation**, allowing for the determination of the learner's progress and extent of development.

The Role of Each Team Member in the Evaluation

The Role of Parents (Alexander & Entwisle, 1996):
To provide a statement regarding home conditions, social values, health factors, and a declaration of behavioral development.

The Role of Health Professionals: To establish a record of illnesses and health disorders that may be explained or demonstrated.

The Role of Teachers: To develop a framework concerning academic knowledge, skills, inclinations, capabilities, and the learner's interactions.

The Role of the Teacher/Referrer or Specialist: To compile a record of the results from standardized tests and indicators of behavioral and mental success.

The Role of the School Director: To present academic data about the learner, including their results, attendance, behavior, and psychological and physical health.

The Role of the Learner: To articulate their expectations, values, perceptions of situations, social and academic skills, and their learning style or strategies.

Comprehensive Assessment

A comprehensive assessment must be conducted regarding all aspects related to the difficulties, and the appropriate tools must be used for this purpose. The information and evaluation should include other tests and measures beyond those that provide only a single piece of information, such as the score from a standardized achievement test. Special education should not rely solely on the results of one assessment tool or the opinion of a single teacher.

Determine the Appropriate Environment

If the learner is referred to a specific individualized program, the assessment team must determine the environment in which they will be placed. This program, as well as the duration for which the learner should be separated from their class, should consider the principle of the least restrictive environment.

Key aspects to focus on in the evaluation process

- Verbal ability, visuospatial orientation, analytical processes, and sequential planning.
- Reading, spelling, and writing skills.
- School and family requirements.
- Reactions of others, including teachers or peers, to the learner's failures.
- The effects over time of interactions, which are prior factors influencing the student's performance and adaptation (De Landsheere, 1979, p. 113).

What Are the Stakeholders' Expectations Regarding the Evaluation Process?

1. **Expectations of Teachers**

Teachers in regular classrooms expect answers to the following questions:

- How does the learner's ability compare to that of their peers in completing assignments, following instructions, and adhering to rules? How can the learner integrate with their classmates?
- Will the learner be able to read and write? If the learner's performance falls below grade level, what strategies can we use to improve it?
- What is the child's level of social behavior? Can the teacher prevent behaviors that disrupt the classroom atmosphere?

1. **Expectations of the Special Education Teacher**

Responses to the following questions are expected:

- What is the learner's specific learning problem and what are its underlying causes? Is this problem incidental, structural, or environmental?
- What are the identified strengths and weaknesses in terms of learning?
- What is the most appropriate treatment style to address the learner's needs?
- Is it a co-taught class with a resource room or a teaching assistant, or is it a private lesson?

3. Expectations of the Director

The evaluation program addresses the following questions:

- Has parental consent been obtained, and has the evaluation been comprehensive?
- How can we support the learner's integrated learning process in a regular classroom or a special class? Is it possible to provide tools and support?
- Can the teachers effectively cater to the learner, and are they convinced that the learner belongs in the regular class?

4. **Expectations of Parents or Guardians**

- What is the best setting for the child: the regular class or the special class? Are there specialists available to assist them?
- Is the necessary technical equipment available for the child in the regular classroom?
- Will the learner be able to continue their studies in secondary education and, consequently, at university? Will the learner be able to acquire the necessary skills to secure a profession or job?

5. **Expectations of Learners**

- Will I learn like others?
- Will I leave the classroom to receive special assistance?
- How can I engage in academic and social activities?
- Will I have access to university education?
- Will I find a suitable job in the future?

How Do We Evaluate? What Methods Do We Use in the Evaluation Process?

There are multiple methods and tools suitable for collecting information and achieving the goals of assessment; however, the most widely used include:

There are various types of tests, including diagnostic, analytical, school readiness, preparatory, and writing tests. Generally, assessment can be classified into two types: formal and informal, which are integrated to provide a comprehensive picture of the learner's reality.

1. **Systematic Assessment**(Cuq & Gruca, 2003, p. 204):

In this type of evaluation, specialists use standardized tests to compare performance. The student takes a standardized sample among their same age group to determine if they have a difficulty.

What is the benefit of using systematic tests?

- Initial identification of learners who need further assessment to identify their characteristics and needs.
- Identification of key strengths and weaknesses in academic subjects.
- Demonstration of the gap between the learner's actual achievement level and their real capabilities.
- Distinction between learners with higher results and those with lower results.
- Determination of the learner's position relative to their age group and tracking their progress over time.

2. Informal Assessment

Weaver (2013) explains that informal assessment provides a snapshot of skills, attitudes, and behaviors directly tied to the curriculum, making it highly practical for teachers. This approach enhances the ability to diagnose learning needs, guide instruction, and track progress effectively. Additionally, informal assessments encourage learners to engage actively by creating, synthesizing, applying, or demonstrating their understanding.

The most common types of informal assessments include:

1. **Criterion-Referenced Testing**: This type of assessment does not require comparisons among learners but rather compares the learner to their own previous performance. The aim is to diagnose their knowledge and skills, focusing attention on weaknesses.
2. **Curriculum-Based Assessment**: In this method, the assessment is tied to education as it focuses on gathering information regarding what has been taught in the curriculum, based on the learner's level of interaction and educational needs.
3. **Interactive Assessment**: The quality of social and interactive relationships between the teacher and the learner constitutes an important foundation. This type of assessment relies on mutual trust and the flexibility of the teacher's style. It stimulates the learner's engagement and observes their capacity to learn under appropriate conditions.
4. **Portfolio Assessment**: This represents an advanced stage in what is called realistic or reliable assessment.
5. **Cumulative Assessment**: Its goal is described as the learner's ability to read a text or express their understanding either orally or in writing across subjects, whether in language, mathematics, or social studies.

Characteristics of cumulative assessment:

- Provides comprehensive insights into the learner's skills across various domains.
- Reveals the quality and quantity of work produced by the learner within a specific time frame.

- Offers the opportunity to compare the previous work of the learner with that of subsequent learners, allowing for an assessment of progress.

6. **Observation Assessment**: This is considered the most reliable method if conducted carefully.

   Methods of observation: Observing, listening, and recording measurable types of behavior inside and outside the classroom, either incidentally or deliberately.

7. **Assessment through Questionnaires and Interviews**: These are means of collecting information. A well-crafted questionnaire according to (Gaspard, 2019), can cover the topic comprehensively and save time, especially when gathering information on a subject that exceeds the expertise of the assessment team. Interviews function as an oral version of the questionnaire, which helps to prevent literacy issues among respondents. This allows for a deeper exploration of certain questions and answers.

Steps in the Evaluation Process

De Landsheere (2000, p. 13) points out that the assessment and teaching process in the field of learning difficulties consists of three successive phases:

1. **Initial Examination Phase**: Noteworthy Difficulties Teachers are particularly concerned about learners who suffer from learning difficulties, particularly those who are described as inattentive, impulsive, hyperactive, and struggling to comprehend verbal instructions.

2. **Second Stage - Referral**: The teacher verifies whether the learner is suspected of having a learning difficulty. Once the teacher confirms the ineffectiveness of previous practices or treatment programs and gathers feedback from guardians or other observers of the learner's skills and development, they initiate a comprehensive assessment process. This occurs after obtaining parental consent and preparing a statement that clearly explains the reason for the referral.

3. **Evaluation Phase**: This involves collecting information by a multidisciplinary team and developing an individualized educational project: implementing the individual plan and monitoring the learner's progress.

Services that can be provided in different educational contexts

As noted by Turcotte and Oubrayrie-Roussel (2012), when making decisions about placing a child in specific educational environments, the following factors should be considered:

- Prioritizing the situation of the child and their family.
- Teaching in inclusive classes.
- Offering service options within the school itself.
- Professional development for teachers through ongoing and preparatory training.
- Providing appropriate resources and sufficient support.
- Preparing the child for integration through interaction, adherence to regulations, and the acquisition of appropriate work habits.
- Preparing regular learners to positively interact with their peers who have learning difficulties and to accept their differences.

Integration of Roles Between Family and School

Kelly and Coughlan (2019) explain that specialists view the family as the central figure in treatment, not just a contributor to their children's difficulties. They highlight the active role parents now have in assessing their children's health and collaborating in the development of educational treatment plans when available.

Conclusion

Having a child with learning difficulties represents a heavy burden for the family, especially if the parents come from an unusual social situation, forcing them to coexist with all the contradictory feelings they experience. However, the most important expectation of parents is to focus on the school's participation in helping their children and to make decisions related to the project developed for them that facilitates the learning process at home and at school. This involves their role in providing important information about their children, identifying their needs, and clarifying the context of their behavior.

There are many means of communication between parents and teachers, but meetings remain the most effective and established method for creating positive relationships between school and home. They also empower parents to feel qualified to plan for their children's future.

Objectives of these meetings:

- Obtain information on various aspects of the learner's development, trends, and behavior at home and their social relationships.
- Involve parents in the planning process to enhance the learning of the struggling learner through the development of an individualized teaching plan.
- Provide parents with information from the teacher about the learner's progress and offer evaluative data.
- Assign parents specific tasks and instructions to support their children with learning difficulties, contributing to an environment conducive to their emotional and social development.

- Develop mutual respect between parents and teachers and strengthen trust in each other's work and contributions to enhancing performance, rather than blaming the child with difficulties and exchanging accusations of negligence.
- The teacher discusses follow-up strategies with the parents for the next steps.

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