

Dyslexia and Dyscalculia Screeners Digital

sample reports



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Dyslexia and Dyscalculia Screeners Digital

The brand new versions of GL Assessment’s well established *Dyslexia* and *Dyscalculia Screeners* can play an important part in helping teachers identify pupils with dyslexic and dyscalculic tendencies respectively. Originally in CD-ROM format, the new online versions offer practitioners a range of new reporting and administrative features:

- A group report that offers a convenient way of assimilating and storing the results for a group of learners
- An enhanced individual report for practitioners that shows the results of each subset and recommendations for each test taker
- A comprehensive parent/carers report plus further guidance and letter templates to help support communication with parents and carers both before and after screening
- Improved network functionality

An ideal follow up for the Dyslexia Screener is GL Assessment’s Dyslexia Portfolio, a battery of nine short, standardised diagnostic tests that help practitioners identify areas of difficulty in literacy and learning.

Visit www.gl-assessment.co.uk for further information or call 0845 602 1937

Standard Age Score (SAS)

The standard age score is based on the underlying raw score and enables you to compare your own pupils with a larger, nationally representative sample of pupils of the same age that have taken the test prior to publication.

The national average standardised score is 100, irrespective of the difficulty of the test, and so it is easy to see whether a pupil is above or below the national average.

Stanine (ST)

Stanines (short for 'standard nines') are a simplification of the standard age score that divides the SAS into nine broader bands. They show how a student performed on a test in comparison with the national sample, with 9 being the highest score and 1 being the lowest.

The broad nature of stanines minimises the over-interpretation of small, insignificant differences among test scores. Stanines are therefore particularly useful in reporting test information to pupils and to parents, as they are relatively easy to understand and interpret.

National Percentile Rank (NPR)

The national percentile rank indicates the percentage of pupils in the national sample who obtain a standard age score at or below a particular score. For example, a pupil with a standard age score of 108 has a national percentile rank (NPR) of 70: he or she has performed as well as, or better than, 70 per cent of pupils of his or her age group. An NPR of 50 is average for an age group.

Raw Score (RS)

The raw score is based upon the total number of correct answers obtained by the pupil and the difficulty of the items attempted. In the case of the Visual Search sub-test, the raw score is calculated from the average time taken per item.

The raw score is calculated separately for each sub-test. Raw scores can then be converted to other types of normative scores including standard age scores (SAS) and stanines (ST).

The Dyslexia Index

The Dyslexia Index is an overall indicator of the extent to which a test taker's profile of results matches that which is commonly found for people with dyslexia.

The Index is calculated by a mathematical formula using all six individual sub-test raw scores plus two other scores, 'expected reading' and 'expected spelling', which are calculated from the combined ability (Missing Pieces and Vocabulary) score. The values range from A, which signifies no evidence of a dyslexic profile, to E, which signifies evidence of a severe dyslexic profile. Most dyslexic individuals fall into category C.

Letter code	Description
A	No signs of dyslexia
B	Few signs of dyslexia
C	Mild dyslexia
D	Moderate dyslexia
E	Severe dyslexia

The Dyslexia Index value 'A' generally means that no evidence of dyslexic tendencies has been found and no further action is necessary as a consequence. However, there are some profiles yielding an 'A' that suggest the need for follow-up and these are noted in the individual and group reports.

Flat low profile

Students who produce uniformly low scores need further investigation into the nature of their difficulties, to find out if they really have general cognitive difficulties or if their current low performance stems from emotional or motivational roots.

Flat high profile

Students who produce uniformly high scores need highlighting in case their educational potential has not yet been recognised.

Reverse Dyslexia

A few students may yield an anomalous 'overachievement' profile, in which they appear to be performing better in literacy than their ability level would indicate was likely. These cases need further investigation, to identify why their ability scores were unusually low, given their educational achievement.

Low attainment

Students who do not produce a dyslexic profile but nevertheless show low attainment in literacy need highlighting, as they might not be able to access an ability-appropriate curriculum without support.

The Sub-tests

The six-test model is organised as follows:

	Type	Name	Description
1	Ability	Missing Pieces	Non-verbal reasoning
2	Diagnostic	Word Sounds	Phonological processing
3	Attainment	Spelling	Letter recognition, word segmentation and proofing
4	Diagnostic	Visual Search	Perceptual speed
5	Attainment	Reading	Word recognition and comprehension
6	Ability	Vocabulary	Verbal comprehension

Ability tests

The ability tests address different aspects of general problem solving ability.

Missing Pieces assesses how well a learner can recognise similarities, differences and relationships in shapes and designs.

Vocabulary assesses the learner's knowledge of word meanings.

Diagnostic tests

The diagnostic tests sample the information-processing efficiency in two domains - perceptual speed and the processing of the sounds of words.

Word Sounds assesses how well a learner can identify individual sounds from within words.

Visual Search assesses the speed at which a learner can process simple visual information.

Attainment tests

The attainment tests are of reading and spelling, particularly word-level processes.

Reading assesses how well a learner can recognise spoken words and select the correct word to complete sentences.

Spelling assesses how well a learner can select letters, correctly spelt words and parts of words.

Dyslexia Screener Group Report

Organisation/School: Sample School

Group: Sample Group

No. of students: 10

Name	Date of Birth	Date of Test	Dyslexia Index	Missing Pieces				Word Sounds				Spelling				Visual Search				Reading				Vocabulary			
				SAS	ST	NPR	RS	SAS	ST	NPR	RS	SAS	ST	NPR	RS	SAS	ST	NPR	RS	SAS	ST	NPR	RS	SAS	ST	NPR	RS
Claire Andrews	16/08/98	18/08/09	E Severe dyslexia	130	9	98	161	65	1	1	89	122	8	93	136	67	1	1	86	107	6	68	124	130	9	98	166
Robert Brown	12/07/03	21/08/09	A Reverse Dyslexia	93	4	32	67*	75	2	5	79*	130	9	98	145*	130	9	98	150*	130	9	98	122*	79	2	8	68
Dan Brown	17/08/98	03/09/09	B Few signs of dyslexia	64	1	1	67	60	1	1	73*	63	1	1	76*	76	2	5	95*	60	1	1	82*	60	1	1	77*
Irene Chung	12/06/01	21/08/09	B Few signs of dyslexia	130	9	98	122*	110	6	75	121*	94	4	34	94	130	9	98	117	95	4	37	104*	102	5	55	100*
Charlie Jones	25/08/02	27/08/09	A Flat high profile	128	9	97	107*	105	6	63	105*	126	8	96	117*	130	9	98	128	113	7	81	109*	125	8	95	111*
Karina Khan	17/08/98	20/08/09	C Mild dyslexia	123	8	94	123	98	5	45	124	95	4	37	115*	106	6	66	111	116	7	86	130*	130	9	98	132*
Daniel Martins	25/09/02	24/08/09	A Flat high profile	130	9	98	138*	130	9	98	153*	130	9	98	145*	130	9	98	129	130	9	98	158*	130	9	98	151*
Manjit Singh	18/10/02	13/08/09	A No signs of dyslexia	93	4	32	73*	72	1	3	81*	89	4	23	76*	130	9	98	124	130	9	98	120*	130	9	98	127
Linda Smith	17/03/98	18/08/09	D Moderate dyslexia	130	9	98	145	99	5	47	126*	130	9	98	146*	95	4	37	107	80	2	9	110*	130	9	98	151*
James Taylor	30/07/01	24/08/09	A Flat low profile	60	1	1	50	60	1	1	72*	69	1	2	61*	95	4	37	93	66	1	1	83	70	1	2	72*

Note: SAS=Standard Age Score, ST=Stanine, NPR=National Percentile Rank, RS=Raw Score

An asterisk (*) next to a raw score indicates that the learner completed a significant number of questions very quickly, or for the 'Visual Search' sub-test, submitted a significant number of incorrect answers. This indicates that the learner may not have engaged fully with the process and therefore the results for this section and the overall dyslexia category should be treated with caution.

Organisation/School: Sample School

Group: Sample Group

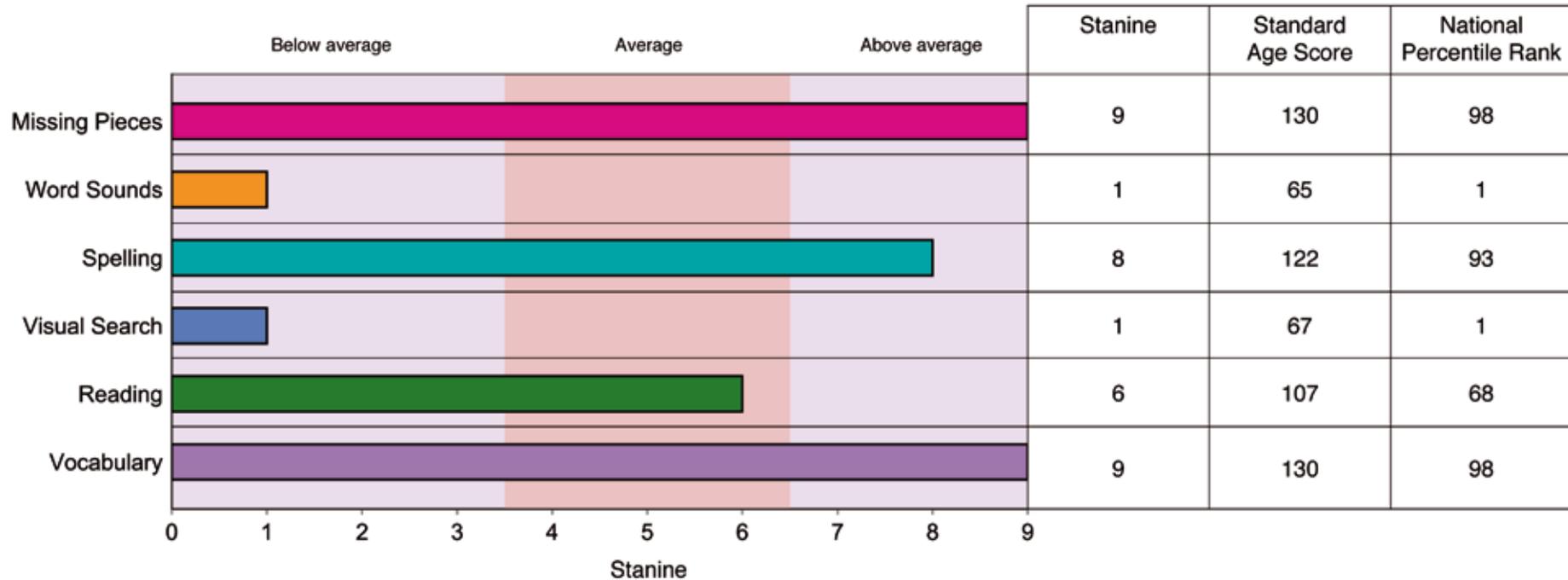
Name: Claire Andrews

Date of birth: 16/08/1998

Dyslexia Index: E

Date of test: 18/08/2009

The profile produced by Claire is typical of someone who is severely dyslexic.



An asterisk (*) next to a sub-test indicates that the learner completed a significant number of questions very quickly or for the 'Visual Search' sub-test completed a significant number of incorrect answers. This indicates that the learner may not have engaged fully with the process and therefore the results for this section and the overall dyslexia category should be treated with caution.

Organisation/School: Sample School

Group: Sample Group

Name: Claire Andrews

Date of birth: 16/08/1998

Dyslexia Index: E

Date of test: 18/08/2009

The profile produced by Claire is typical of someone who is severely dyslexic.

Recommendations:

Claire should receive further diagnostic assessment. If this supports the screener results, individual specialist tuition in literacy skills would be recommended and Claire's teachers should consider using structured, multi-sensory, cumulative methods. There may also be a need for careful sustained discussion with parents or carers and informal counselling from teachers.

Recommendations are based on the author's wide experience of working with dyslexia. However, local procedures and resources may need to be taken into account in determining an implementation plan.

The effectiveness of specialist help depends upon the programme of study fitting the individual circumstances. General prescriptions are likely to be of little use.

There are many products, books and services that may be effective in providing support to individuals. Individual, diagnostic assessment may be carried out using GL Assessment's Dyslexia Portfolio and intervention planned using the Dyslexia Guidance handbook. Visit our website <http://www.gl-assessment.co.uk> for further details.

It is important to note that *Dyslexia Screener* is not a full diagnostic assessment; it is a screener. This means its purpose is to identify children who are experiencing difficulties known to be associated with dyslexia that may require further investigation. The results from the screener are not intended to give firm evidence that dyslexia is present at this stage.

Organisation/School: Sample School

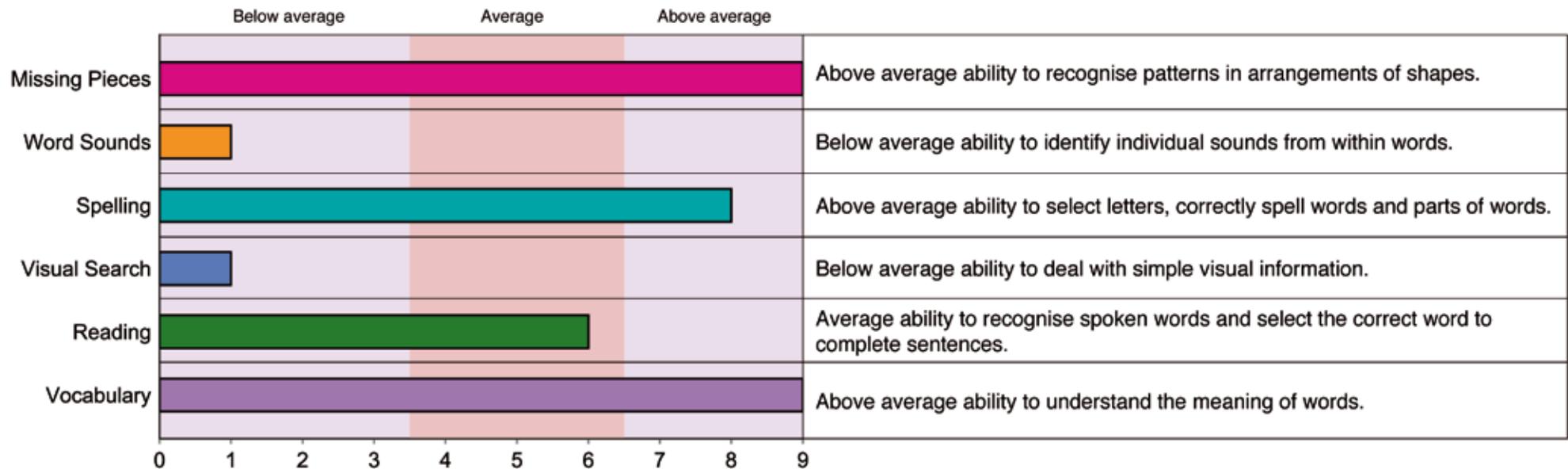
Group: Sample Group

Name: Claire Andrews

Date of birth: 16/08/1998

Date of test: 18/08/2009

The results show us that Claire has a profile typical of someone who is severely dyslexic.



Organisation/School: Sample School

Group: Sample Group

Name: Claire Andrews

Date of birth: 16/08/1998

Date of test: 18/08/2009

The results show us that Claire has a profile typical of someone who is severely dyslexic.

Recommendations:

Claire should receive further diagnostic assessment. If this supports the screener results then we would recommend specialist tuition and resources.

Recommendations are based on the author's wide experience of working with dyslexia. Teachers will use their own professional judgement when interpreting the results and in making decisions about what to do next.

It is important to note that *Dyslexia Screener* is not a full diagnostic assessment; it is a screener. This means its purpose is to identify children who are having difficulties that are often linked with dyslexia. These children will then need further investigation. The results from the screener are not intended to give firm evidence that dyslexia is present at this stage.

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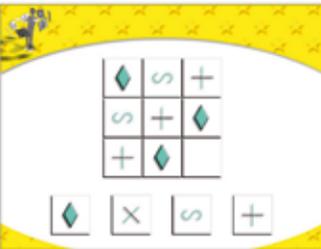
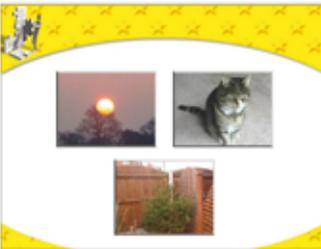
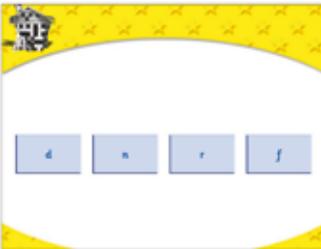
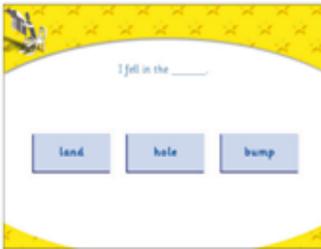
Group: Sample Group

Name: Claire Andrews

Date of birth: 16/08/1998

Date of test: 18/08/2009

The six sub-tests

Sub-test 1	Sub-test 2	Sub-test 3	Sub-test 4	Sub-test 5	Sub-test 6
<p>Missing Pieces</p> <p>Tests how well a learner can recognise patterns in arrangements of shapes.</p> <p>Example question:</p>  <p>Audio: Click on the missing shape.</p>	<p>Word Sounds</p> <p>Tests how well a learner can identify individual sounds from within words.</p> <p>Example question:</p>  <p>Audio: Look at these pictures. Which one begins with 'S'?</p>	<p>Spelling</p> <p>Tests how well a learner can select letters, correctly spelt words and parts of words.</p> <p>Example question:</p>  <p>Audio: Which of these comes at the beginning of 'fish'?</p>	<p>Visual Search</p> <p>Tests the speed at which a learner can deal with simple visual information.</p> <p>Example question:</p>  <p>Audio: Click on the matching shape as quickly as you can.</p>	<p>Reading</p> <p>Tests how well a learner can recognise spoken words and select the correct word to complete sentences.</p> <p>Example question:</p>  <p>Audio: Which word would go best in the sentence?</p>	<p>Vocabulary</p> <p>Tests the learner's knowledge of word meanings.</p> <p>Example question:</p>  <p>Audio: Choose the picture that goes best with the word 'carrying'.</p>

Standard Age Score (SAS)

The standard age score is based on the underlying raw score and enables you to compare your own pupils with a larger, nationally representative sample of pupils of the same age that have taken the test prior to publication.

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Stanine (ST)

Stanines (short for 'standard nines') are a simplification of the standard age score that divides the SAS into nine broader bands. They show how a student performed on a test in comparison with the national sample, with 9 being the highest score and 1 being the lowest.

The broad nature of stanines minimises the over-interpretation of small, insignificant differences among test scores. Stanines are therefore particularly useful in reporting test information to pupils and to parents, as they are relatively easy to understand and interpret.

The Sub-tests

The screener comprises five computer-controlled, item-timed sub-tests.

Since speed of response to numerical questions is the measure used in the *Dyscalculia Screener*, we take into account whether a learner responds slowly to the questions, or is simply a slow responder. We do this by including a test of simple reaction time which is the first sub-test that learners see. The reaction times on the following sub-tests are then adjusted to take this measure into account.

	Type	Name
1	Reaction Time	Simple Reaction Time
2	Capacity	Dot Enumeration
3	Capacity	Numerical Stroop
4	Achievement	Arithmetic Achievement (Addition)
5	Achievement	Arithmetic Achievement (Multiplication)

Capacity Tests

Dot Enumeration asks the learner to compare the number of dots on half of the screen with the numeral on the other half of the screen, and to press a key according to whether the two numbers match.

The learner has to judge the number of dots in a visual array of up to ten dots. To do this the learner will need the capacity for enumerating the sets of dots, either by seeing immediately that there are one, two, three or four dots in the set without needing to count them (this is called 'subitising'), or by counting the larger sets of dots. The learner will also have needed to learn the meaning of the numerals 1 to 10; that is, they will need to know what numerosity each numeral denotes.

Numerical Stroop asks the learner to select the larger of two numbers. This is a test of the capacity to order numerosities by their size, and also requires a fluent understanding of the numerals.

Achievement Tests

For younger learners, this task consists only of **addition**; for older learners there is also **multiplication**. If a learner is aged 10 or over then he or she will see the multiplication sub-test. The problems are presented on the screen with an answer. The learner has to judge as quickly as possible whether the answer shown is correct.

Dyscalculia Screener Group Report

Organisation/School: Sample School

Group:

No. of students: 13

Name	Date of Birth	Date of Test	Simple Reaction Time		Dot Enumeration		Numerical Stroop		Addition		Multiplication	
			SAS	ST	SAS	ST	SAS	ST	SAS	ST	SAS	ST
George Blake	29/08/02	04/11/09	70	1	69	1	59	1	85	3	-	-
Mary Brown	06/10/98	07/10/09	107	6	136	9	118*	2	126	8	-	-
Ali Davies	01/08/99	11/09/09	70	1	83	3	88	3	94	4	78	2
Alison Grey	30/06/01	08/10/09	104	6	141	9	141	9	132	9	138	9
Adam James	22/04/02	10/09/09	104	6	122*	2	123*	2	101*	5	-	-
Martin Jason	03/04/02	11/09/09	66	1	122	8	123	8	106	6	-	-
Carol Jerwood	10/04/01	11/09/09	71	1	117	7	109	6	103	5	-	-
Charlie Jones	02/10/97	05/10/09	96	4	94*	2	138*	2	120	8	124	8
Karina Khan	04/09/01	30/09/09	80	2	141*	2	141	9	133	9	-	-
Cres Matthews	15/04/02	18/09/09	124	8	112	7	69*	1	94	4	-	-
Linda Smith	09/10/97	16/10/09	82	3	133*	2	134	9	121	8	133	9
Sarah White	13/08/97	02/10/09	102	5	117*	2	99*	2	103	5	107*	6
Joseph Wilkins	18/10/02	11/09/09	82	3	92*	2	59*	1	94	4	-	-

Note: SAS=Standard Age Score, ST=Stanine

An asterisk (*) next to a standard age score indicates that the learner answered a number of questions incorrectly. There may be various reasons for this behaviour. The individual learner report will provide further explanation. Fields that display (-) indicate that the learner is under 10 years old and therefore not required to take the sub-test.

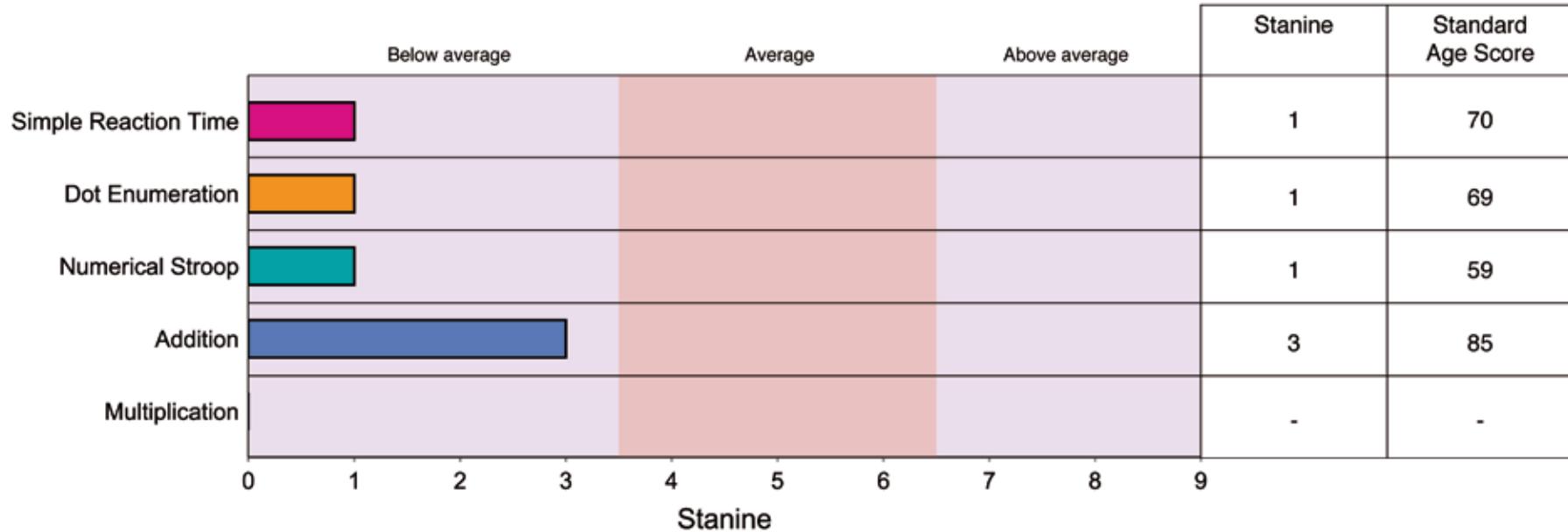
Organisation/School: Sample School

Group:

Name: George Blake

Date of birth: 29/08/2002

Date of test: 04/11/2009



An asterisk (*) next to a sub-test indicates that the learner answered a number of questions incorrectly. The recommendations on the next page will provide further information. Fields that display (-) indicate that the learner is under 10 years old and therefore not required to take the sub-test.

Organisation/School: Sample School

Group:

Name: George Blake

Date of birth: 29/08/2002

Date of test: 04/11/2009

Recommendations:

Overall performance across the two capacity tests (Dot Enumeration and Numerical Stroop) was low which is typical of someone with dyscalculic tendencies. However, the level reached on the achievement test (Addition) suggests an ability to cope with any problems through hard work and good teaching.

If George appears to be managing well despite his relatively limited numerical capacities, he may nevertheless be struggling with some aspects of the curriculum.

It could be helpful to attempt more abstract mathematics such as algebra, which could turn out to be much easier since they make fewer demands on the weak areas of number knowledge and number manipulation. Alternative methods of calculation, using slide rules, calculators and computers should be encouraged. Rote rehearsal of number bonds and tables may not be helpful. The use of sets of objects for counting and manipulation may help to ground concepts of numerosity.

Recommendations are based on the author's wide experience of working with dyscalculia. However, local procedures and resources may need to be taken into account in determining an implementation plan.

The effectiveness of specialist help depends upon the programme of study fitting the individual circumstances. General prescriptions are likely to be of little use.

There are many products, books and services that may be effective in providing support to individuals. Intervention may be planned using GL Assessment's Dyscalculia Guidance handbook. Visit our website <http://www.gl-assessment.co.uk> for further details.

It is important to note that *Dyscalculia Screener* is not a full diagnostic assessment; it is a screener. This means its purpose is to identify children who are experiencing difficulties known to be associated with dyscalculia that may require further investigation. The results from the screener are not intended to give firm evidence that dyscalculia is present at this stage.

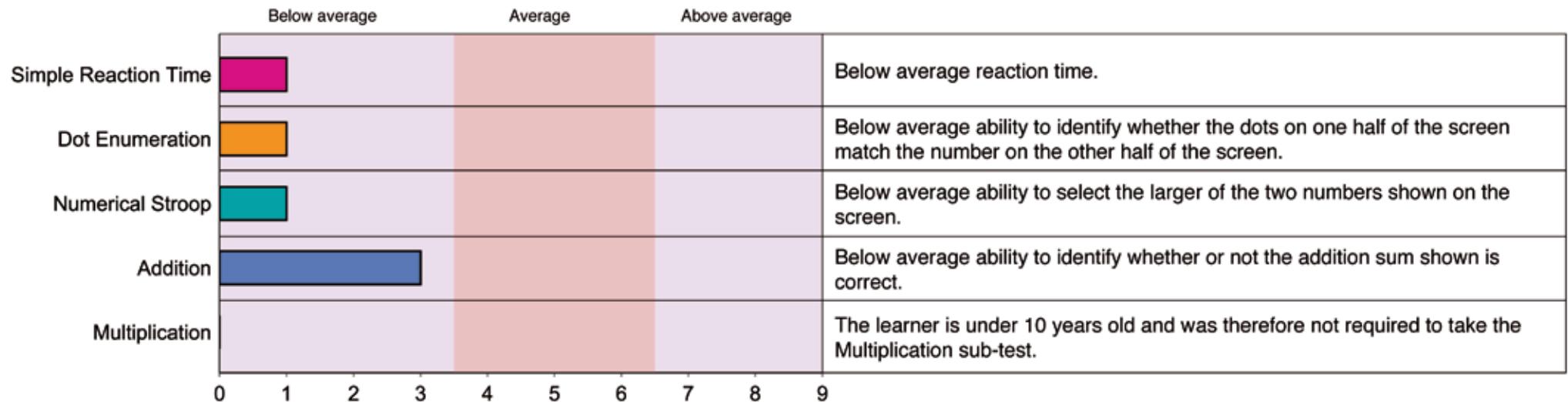
Organisation/School: Sample School

Group:

Name: George Blake

Date of birth: 29/08/2002

Date of test: 04/11/2009



Organisation/School: Sample School

Group:

Name: George Blake

Date of birth: 29/08/2002

Date of test: 04/11/2009

Recommendations:

The results show us that George scored low overall on the Dot Enumeration and Numerical Stroop tests which can be a sign that he has dyscalculia.

However, the scores on the Addition test suggest that he is coping with any problems through hard work and good teaching.

Recommendations are based on the author's wide experience of working with dyscalculia. Teachers will use their own professional judgement when interpreting the results and in making decisions about what to do next.

It is important to note that *Dyscalculia Screener* is not a full diagnostic assessment; it is a screener. This means its purpose is to identify children who are having difficulties that are often linked with dyscalculia. These children will then need further investigation. The results from the screener are not intended to give firm evidence that dyscalculia is present at this stage.

Organisation/School: Sample School

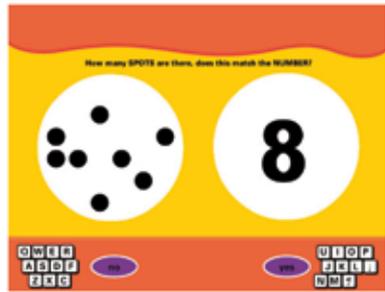
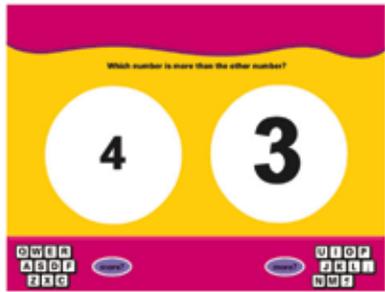
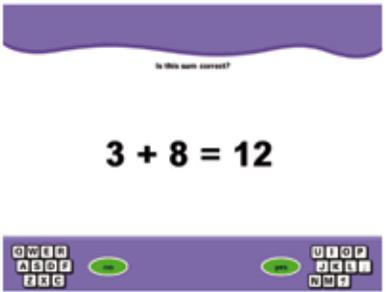
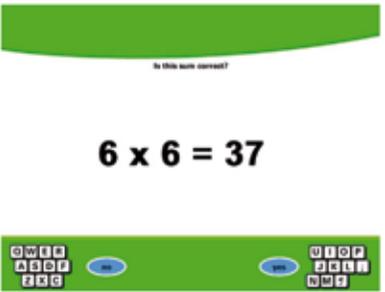
Group:

Name: George Blake

Date of birth: 29/08/2002

Date of test: 04/11/2009

The five sub-tests

Sub-test 1	Sub-test 2	Sub-test 3	Sub-test 4	Sub-test 5
<p>Simple Reaction Time</p> <p>Speed of response is the measure used in the assessment so a test of simple reaction time is shown first. The reaction times of the other sub-tests are adjusted to take this measure into account.</p> <p>Example question:</p>  <p>Audio: As soon as you see a black spot, press a left key with your LEFT hand.</p>	<p>Dot Enumeration</p> <p>Asks the learner to compare the number of dots on half of the screen with the number on the other half of the screen, and to press a key to show whether the two numbers match.</p> <p>Example question:</p>  <p>Audio: How many SPOTS are there, does this match the NUMBER?</p>	<p>Numerical Stroop</p> <p>Asks the learner to select the larger of the two numbers shown on the screen.</p> <p>Example question:</p>  <p>Audio: Which number is more than the other number?</p>	<p>Addition</p> <p>A sum is shown on the screen with an answer. The learner has to judge as quickly as possible whether the answer shown is correct.</p> <p>Example question:</p>  <p>Audio: Is this sum correct?</p>	<p>Multiplication</p> <p>A sum is shown on the screen with an answer. The learner has to judge as quickly as possible whether the answer shown is correct. Only those aged 10 or over will see the multiplication sub-test.</p> <p>Example question:</p>  <p>Audio: Is this sum correct?</p>

Contact your local consultant for further information