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/carer 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
Dyslexia Screener Group Report

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.

<table>
<thead>
<tr>
<th>Letter code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>No signs of dyslexia</td>
</tr>
<tr>
<td>B</td>
<td>Few signs of dyslexia</td>
</tr>
<tr>
<td>C</td>
<td>Mild dyslexia</td>
</tr>
<tr>
<td>D</td>
<td>Moderate dyslexia</td>
</tr>
<tr>
<td>E</td>
<td>Severe dyslexia</td>
</tr>
</tbody>
</table>

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 is likely. These cases need further investigation, to identify why these 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:

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ability</td>
<td>Missing Pieces</td>
</tr>
<tr>
<td>2</td>
<td>Diagnostic</td>
<td>Word Sounds</td>
</tr>
<tr>
<td>3</td>
<td>Attainment</td>
<td>Spelling</td>
</tr>
<tr>
<td>4</td>
<td>Diagnostic</td>
<td>Visual Search</td>
</tr>
<tr>
<td>5</td>
<td>Attainment</td>
<td>Reading</td>
</tr>
<tr>
<td>6</td>
<td>Ability</td>
<td>Vocabulary</td>
</tr>
</tbody>
</table>

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 spell words and parts of words.
# Dyslexia Screener Group Report

**Organisation/School:** Sample School  
**Group:** Sample Group  
**No. of students:** 10

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Birth</th>
<th>Date of Test</th>
<th>Dyslexia Index</th>
<th>Missing Pieces</th>
<th>Word Sounds</th>
<th>Spelling</th>
<th>Visual Search</th>
<th>Reading</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claire Andrews</td>
<td>16/08/96</td>
<td>18/08/09</td>
<td>E Severe dyslexia</td>
<td>130 9 96 161</td>
<td>65 1 1 89</td>
<td>122 6 93 139</td>
<td>67 1 1 86</td>
<td>107 8 63 124</td>
<td>130 9 98 156</td>
</tr>
<tr>
<td>Robert Brown</td>
<td>12/07/03</td>
<td>21/08/09</td>
<td>A Reverse Dyslexia</td>
<td>93 4 32 67*</td>
<td>75 2 5 79*</td>
<td>130 9 98 145*</td>
<td>130 9 98 150*</td>
<td>130 9 98 122*</td>
<td>79 2 8 68</td>
</tr>
<tr>
<td>Dan Brown</td>
<td>17/08/98</td>
<td>03/09/09</td>
<td>B Few signs of dyslexia</td>
<td>64 1 1 67</td>
<td>60 1 1 73*</td>
<td>63 1 1 76*</td>
<td>75 2 5 95*</td>
<td>60 1 1 82*</td>
<td>60 1 1 77*</td>
</tr>
<tr>
<td>Irene Chung</td>
<td>12/06/91</td>
<td>21/08/09</td>
<td>B Few signs of dyslexia</td>
<td>130 9 98 122*</td>
<td>110 6 75 121*</td>
<td>94 4 34 94</td>
<td>130 9 98 117</td>
<td>95 4 37 104*</td>
<td>162 5 55 100*</td>
</tr>
<tr>
<td>Charlie Jones</td>
<td>25/08/02</td>
<td>27/08/09</td>
<td>A Flat high profile</td>
<td>128 9 97 107*</td>
<td>105 6 63 105*</td>
<td>126 8 95 117*</td>
<td>130 9 98 129</td>
<td>113 7 81 106*</td>
<td>125 8 95 111*</td>
</tr>
<tr>
<td>Karina Khan</td>
<td>17/08/96</td>
<td>20/08/09</td>
<td>C Mild dyslexia</td>
<td>123 8 94 123</td>
<td>98 5 45 124</td>
<td>95 4 37 115*</td>
<td>166 6 65 111</td>
<td>116 7 85 130*</td>
<td>130 9 98 132*</td>
</tr>
<tr>
<td>Daniel Martins</td>
<td>25/09/02</td>
<td>24/09/09</td>
<td>A Flat high profile</td>
<td>130 9 98 138*</td>
<td>130 9 98 153*</td>
<td>130 9 98 145*</td>
<td>130 9 98 129</td>
<td>130 9 98 158*</td>
<td>130 9 98 151*</td>
</tr>
<tr>
<td>Manjit Singh</td>
<td>18/10/02</td>
<td>13/08/09</td>
<td>A No signs of dyslexia</td>
<td>93 4 32 73*</td>
<td>72 1 3 81*</td>
<td>89 4 23 76*</td>
<td>130 9 98 124</td>
<td>130 9 98 120*</td>
<td>130 9 98 127</td>
</tr>
<tr>
<td>Linda Smith</td>
<td>17/03/96</td>
<td>18/08/09</td>
<td>D Moderate dyslexia</td>
<td>130 9 96 145</td>
<td>99 5 47 126*</td>
<td>130 9 98 146*</td>
<td>95 4 37 107</td>
<td>80 2 9 110*</td>
<td>130 9 98 151*</td>
</tr>
<tr>
<td>James Taylor</td>
<td>30/07/01</td>
<td>24/08/09</td>
<td>A Flat low profile</td>
<td>60 1 1 50</td>
<td>60 1 1 72*</td>
<td>60 1 1 61*</td>
<td>95 4 37 93</td>
<td>68 1 1 83</td>
<td>70 1 2 72*</td>
</tr>
</tbody>
</table>

**Notes:**  
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.

© GL Assessment 2009
The profile produced by Claire is typical of someone who is severely dyslexic.

### Scores

<table>
<thead>
<tr>
<th>Test</th>
<th>Stanine</th>
<th>Standard Age Score</th>
<th>National Percentile Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing Pieces</td>
<td>9</td>
<td>130</td>
<td>98</td>
</tr>
<tr>
<td>Word Sounds</td>
<td>1</td>
<td>65</td>
<td>1</td>
</tr>
<tr>
<td>Spelling</td>
<td>8</td>
<td>122</td>
<td>93</td>
</tr>
<tr>
<td>Visual Search</td>
<td>1</td>
<td>67</td>
<td>1</td>
</tr>
<tr>
<td>Reading</td>
<td>6</td>
<td>107</td>
<td>68</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>9</td>
<td>130</td>
<td>98</td>
</tr>
</tbody>
</table>

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.
Dyslexia Screener Teacher/Practitioner Report

Organisation/School: Sample School

Name: Claire Andrews
Dyslexia Index: E

Date of birth: 16/08/1998
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.
The results show us that Claire has a profile typical of someone who is severely dyslexic.

<table>
<thead>
<tr>
<th>Category</th>
<th>Below average</th>
<th>Average</th>
<th>Above average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing Pieces</td>
<td></td>
<td></td>
<td>Above average</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Above average ability to recognise patterns in arrangements of shapes.</td>
</tr>
<tr>
<td>Word Sounds</td>
<td>Below average</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Below average</td>
<td></td>
<td>Below average ability to identify individual sounds from within words.</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td>Above average</td>
<td>Above average ability to select letters, correctly spell words and parts of words.</td>
</tr>
<tr>
<td>Visual Search</td>
<td>Below average</td>
<td></td>
<td>Below average ability to deal with simple visual information.</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>Average</td>
<td>Average ability to recognise spoken words and select the correct word to complete sentences.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td>Above average</td>
<td>Above average ability to understand the meaning of words.</td>
</tr>
</tbody>
</table>
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.
### The six sub-tests

<table>
<thead>
<tr>
<th>Sub-test 1</th>
<th>Sub-test 2</th>
<th>Sub-test 3</th>
<th>Sub-test 4</th>
<th>Sub-test 5</th>
<th>Sub-test 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing Pieces</td>
<td>Word Sounds</td>
<td>Spelling</td>
<td>Visual Search</td>
<td>Reading</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Tests how well a learner can recognise patterns in arrangements of shapes.</td>
<td>Tests how well a learner can identify individual sounds from within words.</td>
<td>Tests how well a learner can select letters, correctly spelt words and parts of words.</td>
<td>Tests the speed at which a learner can deal with simple visual information.</td>
<td>Tests how well a learner can recognise spoken words and select the correct word to complete sentences.</td>
<td>Tests the learner’s knowledge of word meanings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example question:</th>
<th>Example question:</th>
<th>Example question:</th>
<th>Example question:</th>
<th>Example question:</th>
<th>Example question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio: Click on the missing shape.</td>
<td>Audio: Look at these pictures. Which one begins with ‘S’?</td>
<td>Audio: Which of these comes at the beginning of ‘fish’?</td>
<td>Audio: Click on the matching shape as quickly as you can.</td>
<td>Audio: Which word would go best in the sentence?</td>
<td>Audio: Choose the picture that goes best with the word ‘carrying’.</td>
</tr>
</tbody>
</table>

© GL Assessment 2009
**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.

---

**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.

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Reaction</td>
<td>Simple Reaction Time</td>
</tr>
<tr>
<td>2 Capacity</td>
<td>Dot Enumeration</td>
</tr>
<tr>
<td>3 Capacity</td>
<td>Numerical Stoop</td>
</tr>
<tr>
<td>4 Achievement</td>
<td>Arithmetic Achievement (Addition)</td>
</tr>
<tr>
<td>5 Achievement</td>
<td>Arithmetic Achievement (Multiplication)</td>
</tr>
</tbody>
</table>

**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 Stoop** 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.

---

**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.
## Dyscalculia Screener Group Report

**Organisation/School:** Sample School  
**Group:**  
**No. of students:** 13

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Birth</th>
<th>Date of Test</th>
<th>Simple Reaction Time</th>
<th>Dot Enumeration</th>
<th>Numerical Stroop</th>
<th>Addition</th>
<th>Multiplication</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Blake</td>
<td>29/06/02</td>
<td>04/11/09</td>
<td>70</td>
<td>1</td>
<td>69</td>
<td>1</td>
<td>55</td>
</tr>
<tr>
<td>Mary Brown</td>
<td>06/10/98</td>
<td>07/10/09</td>
<td>107</td>
<td>6</td>
<td>136</td>
<td>9</td>
<td>118*</td>
</tr>
<tr>
<td>Ali Davies</td>
<td>01/06/99</td>
<td>11/09/09</td>
<td>70</td>
<td>1</td>
<td>83</td>
<td>3</td>
<td>86</td>
</tr>
<tr>
<td>Alison Grey</td>
<td>30/06/01</td>
<td>08/10/09</td>
<td>104</td>
<td>6</td>
<td>141</td>
<td>9</td>
<td>141</td>
</tr>
<tr>
<td>Adam James</td>
<td>22/04/02</td>
<td>10/09/09</td>
<td>104</td>
<td>6</td>
<td>122*</td>
<td>2</td>
<td>123*</td>
</tr>
<tr>
<td>Martin Jason</td>
<td>03/04/02</td>
<td>11/09/09</td>
<td>66</td>
<td>1</td>
<td>122</td>
<td>8</td>
<td>123</td>
</tr>
<tr>
<td>Carol Jerwood</td>
<td>10/04/01</td>
<td>11/09/09</td>
<td>71</td>
<td>1</td>
<td>117</td>
<td>7</td>
<td>109</td>
</tr>
<tr>
<td>Charlie Jones</td>
<td>02/10/97</td>
<td>05/10/09</td>
<td>96</td>
<td>4</td>
<td>94*</td>
<td>2</td>
<td>138*</td>
</tr>
<tr>
<td>Karina Khan</td>
<td>04/09/91</td>
<td>30/09/09</td>
<td>80</td>
<td>2</td>
<td>141*</td>
<td>2</td>
<td>141</td>
</tr>
<tr>
<td>Cres Matthews</td>
<td>15/04/02</td>
<td>18/09/09</td>
<td>124</td>
<td>8</td>
<td>112</td>
<td>7</td>
<td>69*</td>
</tr>
<tr>
<td>Linda Smith</td>
<td>09/10/97</td>
<td>16/10/09</td>
<td>82</td>
<td>3</td>
<td>133*</td>
<td>2</td>
<td>134</td>
</tr>
<tr>
<td>Sarah White</td>
<td>13/08/97</td>
<td>02/10/09</td>
<td>102</td>
<td>5</td>
<td>117*</td>
<td>2</td>
<td>99*</td>
</tr>
<tr>
<td>Joseph Wilkins</td>
<td>18/10/02</td>
<td>11/09/09</td>
<td>82</td>
<td>3</td>
<td>92*</td>
<td>2</td>
<td>59*</td>
</tr>
</tbody>
</table>

**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.
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.
Name: George Blake

Date of birth: 29/06/2002
Date of test: 04/11/2009

Recommendations:
Overall performance across the two capacity tests (Dct 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.
# Dyscalculia Screener Parent/Carer Report

**Organisation/School:** Sample School

**Name:** George Blake

**Date of birth:** 29/08/2002

**Date of test:** 04/11/2009

## Test Results

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Reaction Time</td>
<td>Below average</td>
<td>Below average reaction time.</td>
</tr>
<tr>
<td>Dot Enumeration</td>
<td>Below average</td>
<td>Below average ability to identify whether the dots on one half of the screen match the number on the other half of the screen.</td>
</tr>
<tr>
<td>Numerical Stroop</td>
<td>Below average</td>
<td>Below average ability to select the larger of the two numbers shown on the screen.</td>
</tr>
<tr>
<td>Addition</td>
<td>Below average</td>
<td>Below average ability to identify whether or not the addition sum shown is correct.</td>
</tr>
<tr>
<td>Multiplication</td>
<td>The learner is under 10 years old and was therefore not required to take the Multiplication sub-test.</td>
<td></td>
</tr>
</tbody>
</table>
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.
# Dyscalculia Screener Parent/Carer Report

**Organisation/School:** Sample School

**Name:** George Blake

**Date of birth:** 29/06/2002

**Date of test:** 04/11/2009

## The five sub-tests

<table>
<thead>
<tr>
<th>Sub-test 1</th>
<th>Sub-test 2</th>
<th>Sub-test 3</th>
<th>Sub-test 4</th>
<th>Sub-test 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Simple Reaction Time</strong></td>
<td><strong>Dot Enumeration</strong></td>
<td><strong>Numerical Stroop</strong></td>
<td><strong>Addition</strong></td>
<td><strong>Multiplication</strong></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>Asks the learner to select the larger of the two numbers shown on the screen.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Example questions:

- **Sub-test 1:** As soon as you see a black spot, press a left key with your LEFT hand.
- **Sub-test 2:** How many SPOTS are there, does this match the NUMBER?
- **Sub-test 3:** Which number is more than the other number?
- **Sub-test 4:** Is this sum correct?
- **Sub-test 5:** Is this sum correct?

### Example answers:

- **Sub-test 2:** 8
- **Sub-test 3:** 4 3
- **Sub-test 4:** 3 + 8 = 12
- **Sub-test 5:** 6 x 6 = 37