

**Dyslexia and Dyscalculia Screeners Digital**  
Guidance and Information for Teachers

## Digital Tests from GL Assessment

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**For fully comprehensive information about using digital tests from GL Assessment, please visit:**

**[https://  
support.gl-assessment.co.uk/  
testwise/gettingstarted](https://support.gl-assessment.co.uk/testwise/gettingstarted)**

The *Dyslexia* and *Dyscalculia Screeners* are part of a selection of standardised tests available from GL Assessment.

The *Dyslexia* and *Dyscalculia Screeners* must be administered in a formal test environment with pupils made aware that they are taking a test and that the usual expectations of behaviour and constraints of a test session will be in place. Pupils' experience of working at a computer may lead to the impression that taking a test using a computer is not as important as the more familiar test session in the school hall or rearranged classroom. They may expect to spend time in the computer suite on less formal activities, engaging in learning that is presented in a highly visual or even game-like way. While GL Assessment digital tests do engage pupils, they are tests and must be approached in the same way as the more familiar paper test process.

*Published by GL Assessment.*

*1st Floor, Vantage London, Great West Road, Brentford, TW8 9AG.*

*GL Assessment is part of GL Education.*

*First published 2009.*

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## Introduction to *Dyslexia Screener*

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The *Dyslexia Screener* aims to highlight varying degrees of dyslexic tendencies, so that you can identify and offer help to individuals. It can be used from age 5 to 16+ and has been standardised to make the results accurate and reliable.

The six-test model covers three areas, with two assessments for each:

### **Ability tests**

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

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

*Vocabulary* assesses the pupil's knowledge of word meanings.

### **Diagnostic tests**

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

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

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

### **Attainment tests**

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

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

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

## Benefits

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- Adaptive testing ensures individuals enter the test at an appropriate level and are taken out of the test if questions become too difficult.
- Provides reports both at individual and group level, allowing you to analyse an individual's profile in addition to the convenience of assimilating and storing the results for a group of pupils.
- Easily understandable parent/carer reports plus further guidance and letter templates to support your communication with parents and carers both before and after screening.
- Results and reports are automatically available as soon as tests are completed.
- Makes recommendations as to next steps in either further assessment or intervention, based on the author's wide experience of working with dyslexia.
- Provides information of many commercial and charitable products and services that may be effective in providing support to individuals.
- Has been standardised with ages 5 to 16 and, as such, will provide most accurate evidence within that age range. However, its focus is primarily on the profile of scores and so it may also prove useful as an initial exploratory assessment of low-attaining pupils at older ages.

- Suitable for screening an entire year group, or for those pupils identified as showing some signs of difficulty in literacy that require further investigation.
- Supports early identification of difficulties that may lead to dyslexia, ensuring timely and appropriate intervention.
- Allows you to distinguish between those pupils who may be suffering from general literacy difficulties and those whose difficulties are likely to be associated with dyslexia.
- Computer-based assessment is motivating and accessible for pupils.

## Use of *Dyslexia Screener*

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*Dyslexia Screener* has been standardised with ages 5 to 16 and, as such, will provide most accurate evidence within that age range. However, its focus is primarily on the profile of scores and so it may also prove useful as an initial exploratory assessment of low-attaining pupils at older ages.

The assessment can be used at any point during the school year. It may be preferable initially to select vulnerable groups (individuals already designated as having 'special needs'), self-referrals (individuals who are concerned about their own memory or spelling performance) or those pupils you or your colleagues may have concerns about in terms of their progress in literacy.

It is also appropriate for screening an entire class or year group for early identification of any problems which may later arise. Use of the *Screener* may be adapted to suit the requirements of any school, college or organisation.

It must be emphasised that the *Dyslexia Screener* screens for dyslexic tendencies that may need further investigation. It does not claim to determine whether a pupil is dyslexic or not. Therefore the report from the *Dyslexia Screener* is not sufficient evidence for access arrangements.

The overall assessment is untimed but should take around 30 to 50 minutes to complete. The sub-tests within the *Screener* are adaptable. If a pupil finds a section difficult, the programme will automatically move them on to the next section. Less able pupils will therefore have fewer questions to answer than more able pupils.

## Test levels

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The questions in each sub-test are placed in ascending order of difficulty using professional judgement. To reduce the test burden, a starting point is chosen for each age band (giving us three entry levels – 1, 2 and 3) and stopping rules are also implemented so that a pupil exits a sub-test when the probability of answering a question correctly drops to chance level. This helps to avoid pupils wasting time and effort attempting questions that are either too easy or much too difficult.

Of the three built in entry levels within the test; level 1 is the simplest and assigned to those under 7 years of age, through to level 3 which is assigned to older pupils. Selecting a pupil's date of birth when registering them for the test automatically sets the test entry level. It is possible to change the test entry level manually. This is only recommended in exceptional circumstances; if the user is of very low ability and may not be able to cope with the *Screener*, then a lower level than that automatically set can be chosen.

This is done via the 'Invigilator Menu'. You should enter the test at the level automatically set for the user, and then from the 'Welcome' screen *before* the test is started you should use the keyboard combination CTRL-SHIFT-T to open the 'Invigilator Menu'. The 'Test Level' setting is shown in the 'Candidate Details' box, and by selecting from the drop down list you can specify a different level of the test for the pupil to take.

Other options within the 'Invigilator Menu' allow you to force a pupil to retake a practice section and end a sub-test immediately, sending the results as they are to the server.

## Administration

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For information on Sittings go to:

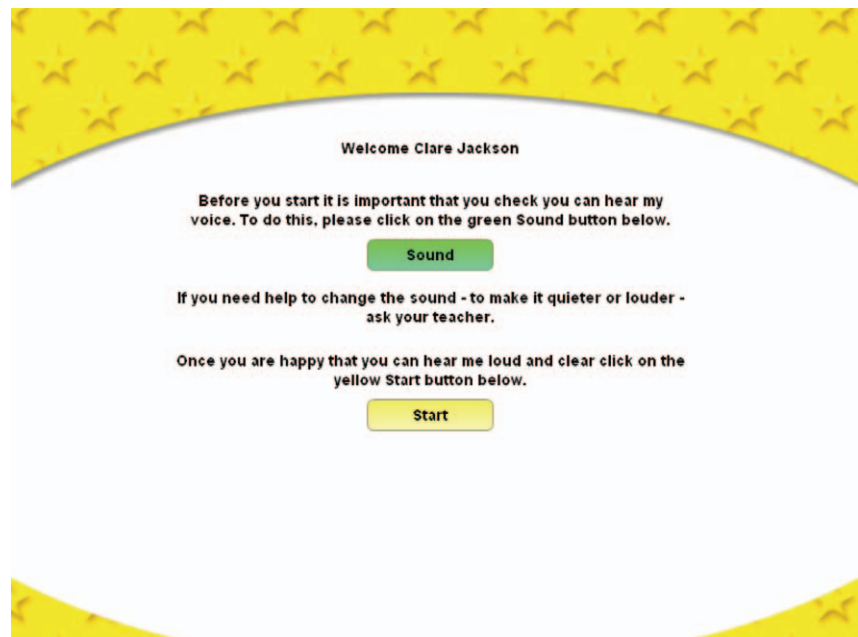
<https://support.gl-assessment.co.uk/testwise/sittings>

There are six sub-tests in total. You will need to inform pupils to take the *Dyslexia Screener* sub-tests in the following order:

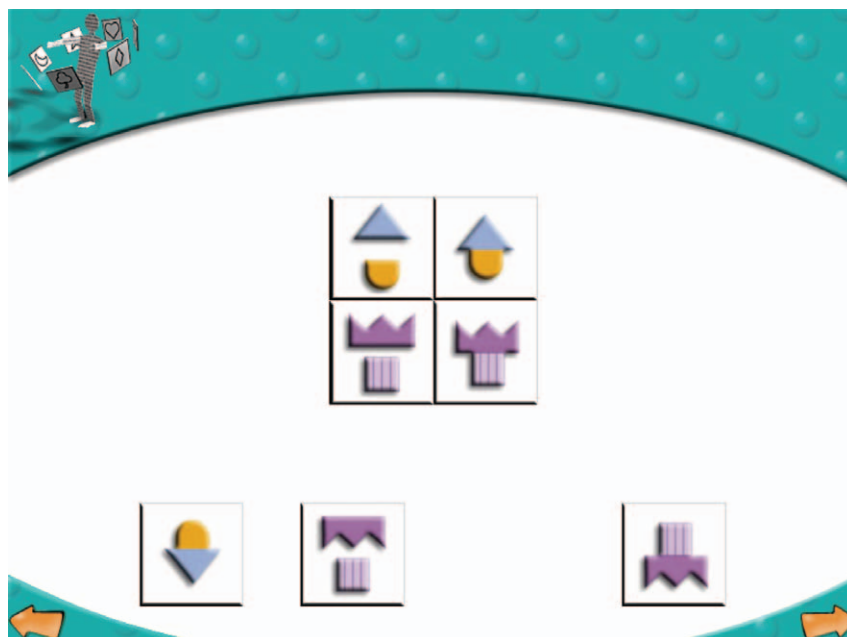
1. *Missing Pieces*
2. *Word Sounds*
3. *Spelling*
4. *Visual Search*
5. *Reading*
6. *Vocabulary*

This is because the tests were nationally standardised in this order and administration in this order will have maximum possible validity.

Once the pupil has selected the sub-test to be taken, following the loading and title screens, a 'Welcome' screen will be displayed. There are on-screen and verbal instructions provided. The *Dyslexia Screener* relies on audio instructions so you should ensure each user has headphones to complete the assessment. The 'Welcome' screen at the start of each sub-test will enable them to check the volume is at an appropriate level for them. Clicking the **Start** button will launch the sub-test.



For each sub-test and section within it there will be an example question that the pupil listens to, then the audio instructions will ask them to try one or more practice questions. The pupils choose their answer by clicking on the option they believe to be correct from those provided.



For the practice questions pupils have to use a forward arrow at the bottom of the screen to go on to the next question. If the answer is correct the audio instructions inform the pupils that they are correct and ask them to press the forward arrow and to try the rest by themselves. If it is wrong the audio instructions let the pupils know which answer they should have selected. The pupils have the option here to click the backward arrow to listen to the audio for practice/example questions again. The backward arrow is only available to the pupils in practice questions. The users cannot move back through the questions apart from the practice questions.

**Please make it clear to pupils that they only have one chance to select an answer. They should take their time as all of the sub-tests, apart from the fourth *Visual Search*, are not timed.**

When the pupil has finished a sub-test, a 'Sending results' message appears announcing that the responses are being sent off for processing. After a short time, this is completed and the pupil will be returned to the Menu screen and should click on **Take Test** for the next sub-test.

**It is important to complete an entire sub-test before closing the window or switching off the machine, as the data is sent back to the server on completion of each sub-test. However, please note that you do not need to complete all six sub-tests in one sitting.**

## Re-testing with the *Screener*

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The *Dyslexia Screener* is intended as an initial screener, to identify pupils who may have dyslexic tendencies. It is therefore not designed to be used more than once with any one person. However, there may be exceptional situations in which reliable, full data are not obtained on the first test occasion; for example, because a pupil falls ill, is called away during testing or fails to make a serious attempt. These situations should be avoided, if possible, by careful assessment of the pupil's wellbeing prior to testing and appropriate pre-test talks. However, if they occur, the following can be done. If a test were not completed, a pupil can re-enter the test as soon as possible after the first attempt and redo the sub-test that was not finished, then do the remaining sub-tests. If a pupil was highlighted on their first report as responding too quickly (via an asterisk), they probably did not take the test seriously, so can be offered another chance to redo the whole test, once their commitment has been secured. In this case, recall of the first attempt, and therefore any increment from practice, is likely to be negligible.

If you wish to re-test pupils after a programme of remedial instruction, it is advisable to leave as long a period as possible between the two administrations, i.e. at least six months and preferably 12 months. This will ensure that any score improvements can be attributed to genuine improvements in the pupil's abilities and skills, rather than a practice effect resulting from memory of the previous attempt.

To resit the entire assessment you will need to create a completely new sitting for the pupil. If you wish to compare their results from the first and second sessions, please ensure you have saved a report from the first test.



## Pupils with special assessment needs

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No pupils should be automatically excluded from taking *Dyslexia Screener*. The only reservation is children with EAL status.

The test is primarily intended for individuals who speak English as a first language or who have, at the very least, been immersed in an English-speaking environment since early childhood. If the *Screener* is given to pupils without this degree of experience with English, then only two of the six sub-tests will give valid indicators of their abilities. These are the *Missing Pieces* and *Visual Search* sub-tests. The two attainment sub-tests, *Reading* and *Spelling*, will give valid measures provided that pupils have had all their educational experience delivered in English-medium schools. *Vocabulary* and *Word Sounds* will be the sub-tests most adversely affected by EAL status, since they assume experience with spoken English commensurate with that of someone who speaks English as a first language.

## The test environment

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Each pupil will need a computer, headphones and a mouse. All equipment needs to be in good working order. Pupils should be told that they must work in silence but that if they have a query they should raise their hand and wait for the teacher to approach them. Answer any questions at this stage and explain that you cannot help with any of the test questions but that they should try to do their best.

While pupils are taking the test the teacher should remain in the computer suite to check that they are progressing appropriately, that they are not having difficulty with the methods of answering questions and, importantly with digital tests, that they are not rushing through the test.

## Unexpected incidents during a test session

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As with paper tests, should anything unexpected occur during the test session, the incident should be recorded.

If there is a failure in your computer system while pupils are taking a sub-test, it will not be possible to re-enter the sub-test at the point at which the failure occurred. In this instance, pupils will need to re-take the entire sub-test. If pupils complete a sub-test and the results are stored and then the system fails, it may be possible to retrieve results, and therefore reports, from the GL Assessment back-up server.

## Testwise Technical Support Team

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If you have any problems using Testwise, email the Testwise Technical Support Team at [support@gl-assessment.co.uk](mailto:support@gl-assessment.co.uk).

You can view our full Testwise Support Services on our website:

<https://support.gl-assessment.co.uk/testwise/>

## Reports

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After one or more pupils have taken the test, it is then possible for Testwise to generate reports showing the outcome of the test results. If you are new to Testwise, visit <https://support.gl-assessment.co.uk/testwise/reports> for step-by-step instructions on how to generate reports.

There are a number of different reports available:

1. Group report.
2. Individual report for teachers/practitioners.
3. Individual report for parents/carers.
4. Export data in CSV format.

Sample reports may be viewed at:  
<https://www.gl-assessment.co.uk/support/dyslexia-support/sample-reports/>

Each report is briefly described in turn.

### **Group report**

A PDF report providing a convenient way of assimilating and storing the results for a group of pupils. An optional information sheet is available providing an overview of all terminology, the Dyslexia Index and the sub-tests. The data within the report can be sorted by a number of different criteria, which should be specified in the report parameters window when creating a new report.

### **Individual report for teachers/practitioners**

A PDF report for teachers/practitioners showing the results of each sub-test for an individual learner plus recommendations. An optional information sheet is available providing an overview of all terminology, the Dyslexia Index and the sub-tests.

### **Individual report for parents/carers**

A PDF report for parents/carers. The more advanced data tables and terminology are replaced with an easily understandable summary of their child's test results and recommendations. An optional information sheet is available giving an overview of the sub-tests. A further guidance document with letter templates to support your communication with parents and carers is available by clicking the link in the **Reporting** window or by visiting the guidance documents section within Testwise help.

### **Export data in CSV format**

A report in Comma Separated Variable (CSV) format, allowing you to view the data in Excel. The data within the report can be sorted by a number of different criteria, which should be specified in the 'Report Parameters' window when creating a new report.

## Understanding the reports

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### **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 pupil 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).

In some group and individual reports you may see an asterisk (\*) next to a score. This 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 suggests that the pupil 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. You may wish to consider a resit in such circumstances.

### **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.

<b>Letter code</b>	<b>Description</b>
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**

Pupils 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**

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

**Reverse dyslexia**

A few pupils 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**

Pupils 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.

**Recommendations**

Recommendations provided in the individual reports 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 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 <https://www.gl-assessment.co.uk/products/dyslexia-screener-portfolio-and-guidance/> for further details of these products and for a more comprehensive guide to the *Dyslexia Screener*, including further advice on managing outcomes from the reports.

## Introduction to *Dyscalculia Screener*

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The *Dyscalculia Screener* aims to highlight dyscalculic tendencies, so that you can identify and offer help to individuals. It can be used from age 6 to 14+ and has been standardised to make the results accurate and reliable.

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

### **Simple reaction time**

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.

### **Dot enumeration**

Asks the pupil 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.

### **Numerical stroop**

Asks the pupil to select the larger of the two numbers shown on the screen.

### **Arithmetic achievement (addition)**

A sum is shown on the screen with an answer. The pupil has to judge as quickly as possible whether the answer shown is correct.

### **Arithmetic achievement (multiplication)**

A sum is shown on the screen with an answer. The pupil 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.

## Benefits

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- Provides reports both at individual and group level, allowing you to analyse a pupil's profile in addition to the convenience of assimilating and storing the results for a group of pupils.
- Easily understandable parent/carer reports plus further guidance and letter templates to support your communication with parents and carers both before and after screening.
- Results and reports are automatically available as soon as tests are completed.
- Makes recommendations as to next steps in either further assessment or intervention, based on the author's wide experience of working with dyscalculia.
- Provides information of many commercial and charitable products and services that may be effective in providing support to individuals.
- Has been standardised with ages 6 to 14 and, as such, will provide most accurate evidence within that age range. However, its focus is primarily on the profile of scores and so it may also prove useful as an initial exploratory assessment of low-attaining pupils at older ages.
- Suitable for screening an entire year group, or for those pupils identified as showing some signs of difficulty in numeracy that require further investigation.
- Supports early identification of difficulties that may lead to dyscalculia, ensuring timely and appropriate intervention.

- Allows you to distinguish between those pupils who may be suffering from general numeracy difficulties and those whose difficulties are likely to be associated with dyscalculia.
- Computer-based assessment is motivating and accessible for pupils.

## Use of *Dyscalculia Screener*

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*Dyscalculia Screener* has been standardised with ages 6 to 14 and, as such, will provide most accurate evidence within that age range. However, its focus is primarily on the profile of scores and so it may also prove useful as an initial exploratory assessment of low-attaining pupils at older ages.

The assessment can be used at any point during the school year. It may be preferable initially to select vulnerable groups (individuals already designated as having 'special needs') or those pupils you or your colleagues may have concerns about in terms of their progress in numeracy.

It is also appropriate for screening an entire class or year group for early identification of any problems which may later arise. Use of the *Screener* may be adapted to suit the requirements of any school, college or organisation.

It must be emphasised that the *Dyscalculia Screener* screens for dyscalculic tendencies that may need further investigation. It does not claim to determine whether a user is dyscalculic or not.

The overall assessment should take between 15 and 30 minutes to complete depending on the age and ability of the pupil being tested.

## Administration

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For information on Sittings go to:

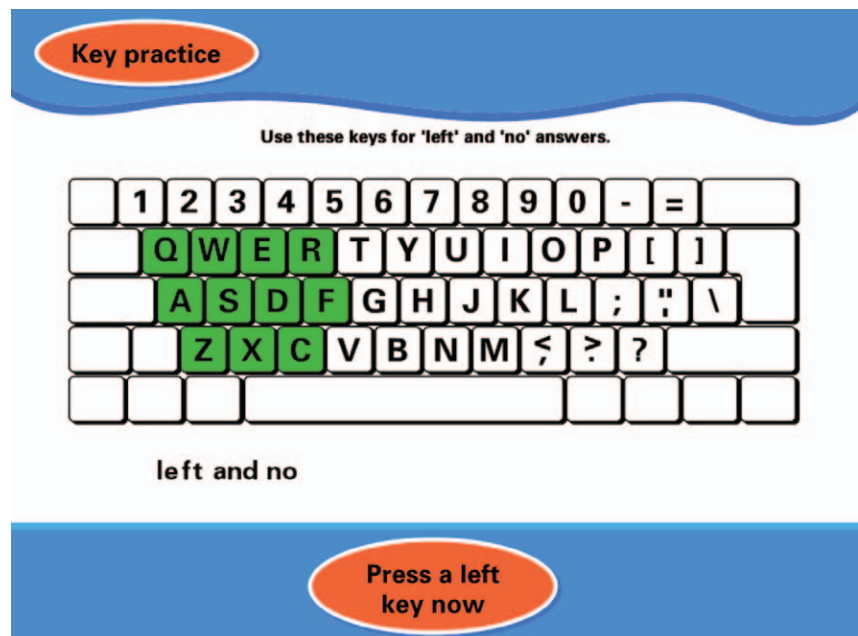
<https://support.gl-assessment.co.uk/testwise/sittings>

Once this has been done, the pupils are able to access the test(s) they are due to take.

Once the pupil has accessed the test, following the loading and title screens, an epilepsy warning screen appears. Due to the nature of the *Simple Reaction Time* test it may cause flashing images on screen. Please read the warning carefully before using the test.

Following this, a 'Welcome' screen will be displayed. Pupils should click the **Start Test** button to begin. There are onscreen and verbal instructions provided. The *Dyscalculia Screener* relies on audio instructions so you should ensure each user has headphones to complete the assessment.

After viewing the 'Welcome' screen the pupil will be led into a practice session. The practice session is used to configure the system by nominating a selection of keys at the left hand and the right hand sides of the keyboards to represent the 'yes' and 'no' answers. One of the screens involved is shown below:



The pupil should continue to work through all the practice screens. If he or she should fail to get all of the questions correct, the programme will be 'locked' until the teacher or nominated administrator unlocks it.

This is done via the 'Invigilator Menu' which is opened by using the keyboard combination 'CTRL-SHIFT-Full Stop(.)' In the 'General Options' tab you will see the choices: Advance to next section or Restart current section. Selecting one of these options will allow the pupil to progress. There may be a number of situations where the test locks in this way and prevents the pupil from progressing until a teacher or administrator has intervened. In all such situations, you should use these settings within the 'Invigilator Menu' to allow a pupil to progress.

The other option within the 'Invigilator Menu' allows you to end the test immediately, sending the results as they are to the server.

Please make it clear to pupils that they only have one chance to select an answer.

The critical element of the test is the time taken to respond accurately. Within each sub-test, reaction times will separate those pupils who are having problems due to dyscalculia from those who have poor numeracy attainment for other reasons. It should be reinforced to pupils the importance of answering the questions as quickly as they can.

When the pupil has finished the entire test, after clicking the **End Test** button a 'Sending results' message appears announcing that the responses are being sent off for processing. After a short time, this is completed and the pupil will be returned to the test menu screen.

It is important to complete the entire test before closing the window or switching off the machine, as the data is sent back to the server on completion of the test.



## Re-testing with the *Screener*

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The *Dyscalculia Screener* is an initial screener and therefore not designed to be used more than once with any one person. Under exceptional circumstances in which reliable data is not obtained on the first test occasion, a pupil can be selected to resit the test as soon as possible after the first attempt.

To resit the assessment you will need to set up a completely new sitting for the pupil. If you wish to compare their results from the first and second sessions, please ensure you have saved a report from the first test.

## Pupils with special assessment needs

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No pupils should be automatically excluded from taking *Dyscalculia Screener*.

Assistance may be given with the instructions for pupils for whom English is an additional language. However, no assistance should be given with any mathematical content of the test. Any standardised scores resulting from such non-standard administration of the test should be considered with caution.

## The test environment

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Each pupil will need a computer, headphones and a mouse. All equipment needs to be in good working order. Pupils should be told that they must work in silence but that if they have a query they should raise their hand and wait for the teacher to approach them. Answer any questions at this stage and explain that you cannot help with any of the test questions but that they should try to do their best.

While pupils are taking the test the teacher should remain in the computer suite to check that they are progressing appropriately, that they are not having difficulty with the methods of answering questions and, importantly with digital tests, that they are not rushing through the test.

## Unexpected incidents during a test session

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As with paper tests, should anything unexpected occur during the test session, the incident should be recorded.

If there is a failure in your computer system while pupils are taking the test, it will not be possible to re-enter the test at the point at which the failure occurred. In this instance, pupils will need to re-take the entire test. If pupils complete the test and the results are stored (i.e. they have clicked the **End Test** button) and then the system fails, it may be possible to retrieve results, and therefore reports, from the GL Assessment back-up server.

## Testwise Technical Support Team

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If you have any problems using Testwise, email the Testwise Technical Support Team at [support@gl-assessment.co.uk](mailto:support@gl-assessment.co.uk).

You can view our full Testwise Support Services on our website:

<https://support.gl-assessment.co.uk/testwise/>

## Reports

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After one or more pupils have taken the test, it is then possible for Testwise to generate reports showing the outcome of the test results. If you are new to Testwise, visit the guidance document at <https://support.gl-assessment.co.uk/testwise/reports> for step-by-step instructions on how to generate reports.

There are a number of different reports available:

1. Group report.
2. Individual report for teachers/practitioners.
3. Individual report for parents/carers.
4. Export data in Excel format.

Sample reports may be viewed at:

<https://support.gl-assessment.co.uk/knowledge-base/assessments/dyscalculia-screener-support/administration/reports/>

Each report is briefly described in turn.

### **Group report**

A PDF report providing a convenient way of assimilating and storing the results for a group of learners. An optional information sheet is available providing an overview of terminology and the sub-tests. The data within the report can be sorted by a number of different criteria, which should be specified in the report parameters window when creating a new report.

### **Individual report for teachers/practitioners**

A PDF report for teachers/practitioners showing the results of each sub-test for an individual pupil plus recommendations. An optional information sheet is available providing an overview of terminology and the sub-tests.

### **Individual report for parents/carers**

A PDF report for parents/carers. The more advanced data tables and terminology are replaced with an easily understandable summary of their child's test results and recommendations. An optional information sheet is available giving an overview of the sub-tests. A further guidance document with letter templates to support your communication with parents and carers is available by clicking the link in the 'Reporting' window or by visiting the guidance documents section within Testwise help.

### **Export data in Excel format**

A report in (XLS) format, allowing you to view the data in Excel. The data within the report can be sorted by a number of different criteria, which should be specified in the report parameters window when creating a new report.

## Understanding the reports

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### **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.

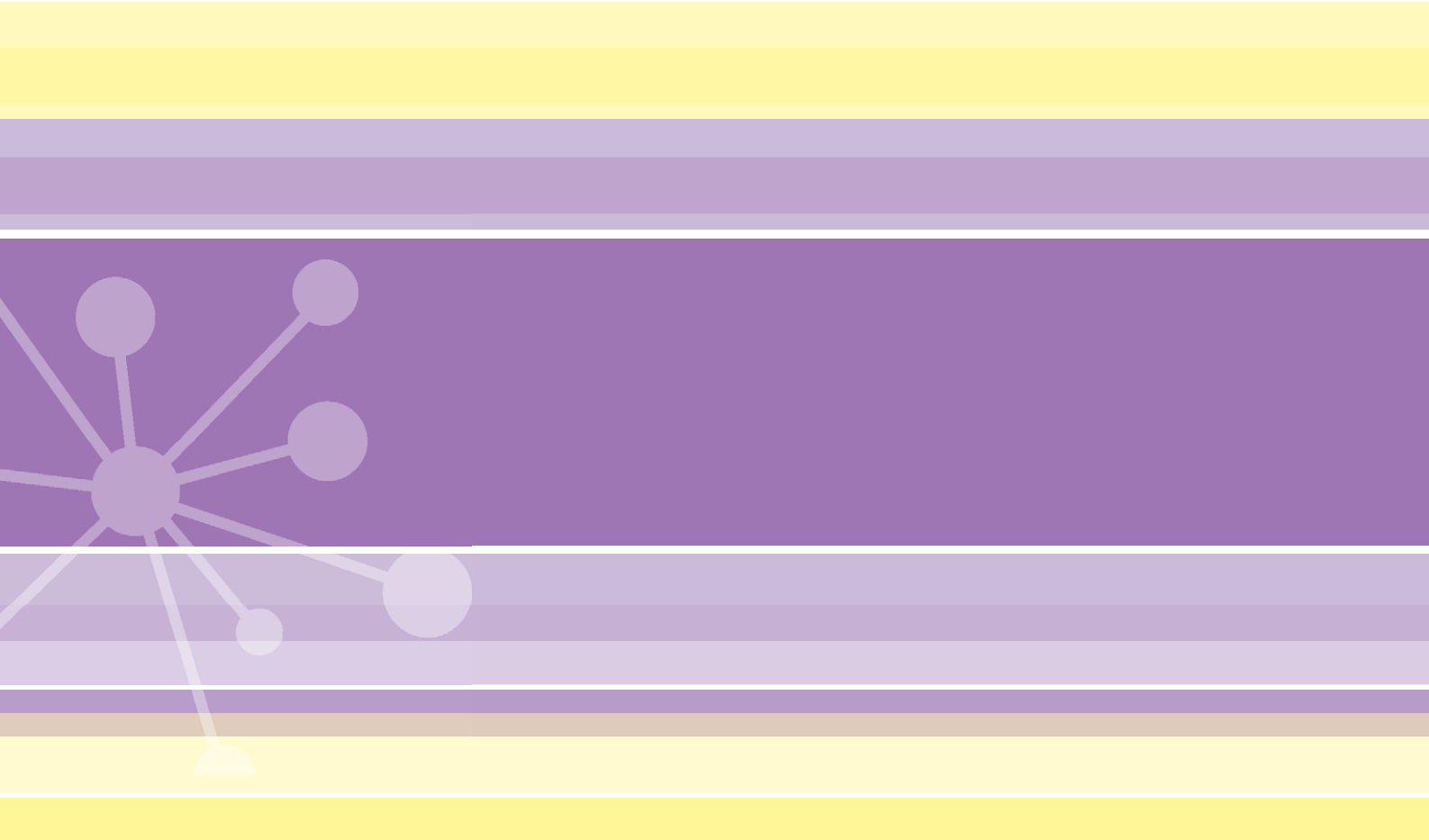
The broad nature of stanines minimises the over-interpretation of small, insignificant differences among test scores. Stanines are therefore particularly useful in reporting test information to pupils and to parents, as they are relatively easy to understand and interpret.

### **Recommendations**

Recommendations provided in the individual reports 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 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 <https://www.gl-assessment.co.uk/assessments/products/dyscalculia-screener-and-dyscalculia-guidance/> for further details of these products and for a more comprehensive guide to the *Dyscalculia Screener*, including further advice on managing outcomes from the reports.



1st Floor, Vantage London, Great  
West Road, Brentford, TW8 9AG.

Tel: 0330 123 5375

Email: [info@gl-assessment.co.uk](mailto:info@gl-assessment.co.uk)

[www.gl-assessment.co.uk](http://www.gl-assessment.co.uk)