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.

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: City Road Middle School   **Group:**   **No. of students:** 7

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
Michael Frost	27/07/01	13/08/09	A	No signs of dyslexia	121	8	92	106	95	4	37	104*	113	7	81	110	130	9	98	131*	90	4	25	100	105	6	63	101
John Moore	01/01/96	13/08/09	A	No signs of dyslexia	84	3	14	101	80	2	9	109*	75	2	5	107	130	9	98	132*	60	1	1	99	72	1	3	100
Emma Richardson	01/01/02	13/08/09	B	Few signs of dyslexia	114	7	82	97	100	5	50	106*	110	6	75	104	130	9	98	133*	79	2	8	91	119	8	90	109
Andy Rooprai	26/07/07	13/08/09	A	Flat high profile	130	9	98	101	122	8	93	99*	130	9	98	101	130	9	98	132*	116	7	86	95	99	5	47	79
Sharon Smith	19/06/03	13/08/09	A	No signs of dyslexia	128	9	97	100	106	6	66	97*	118	7	88	98	130	9	98	134*	99	5	47	94	103	5	58	91
Paul Thompson	01/01/04	13/08/09	A	Flat high profile	130	9	98	98	107	6	68	93*	130	9	98	107	130	9	98	135*	113	7	81	98	115	7	84	95
Carol Thraves	23/06/98	13/08/09	B	Few signs of dyslexia	90	4	25	96	76	2	5	100*	79	2	8	100	130	9	98	133*	72	1	3	102	86	3	18	103

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.