

DYSLEXIA AND DYSCALCULIA SCREENERS DIGITAL

Guidance and information for teachers

DYSLEXIA SCREENER

Introduction to Dyslexia Screener

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 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 – processing of the sounds of words and perceptual speed.

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.

Benefits

- 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 learners.
- 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 students at older ages.
- Suitable for screening an entire year group, or for those children 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 students 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

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 students 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 user 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 user finds a section difficult, the program will automatically move them on to the next section. Less able users will therefore have fewer questions to answer than more able users.

Test Levels

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 student exits a sub-test when the probability of answering a question correctly drops to chance level. This helps to avoid students 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 user'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

The Testwise homepage URL is: <http://www.testingforschools.com>

For all help and guidance documents go to: <http://www.testingforschools.com/do/Help>

Testwise is Granada Learning's powerful online testing service. If you are new to the service then the guidance documents provided in the help section of Testwise should be used as a starting point and will assist you in discovering the powerful benefits of the service as quickly as possible. The help button is available in the top right-hand corner of most Testwise screens.

Testwise is accessed using an Internet browser. There are two ways to get to your school's homepage in Testwise:

- Via the Testwise homepage (as shown above)
- Using your school's unique URL to go directly to your school's homepage (which will be emailed to you)

The guidance documents described above will explain these options to you in detail. Once you have accessed and logged in to the service you will see a list of the assessments that you have subscribed to. You will also then be able to access the test register. In advance of the test session, you will be able to add pupils to the register for the test to be taken.

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

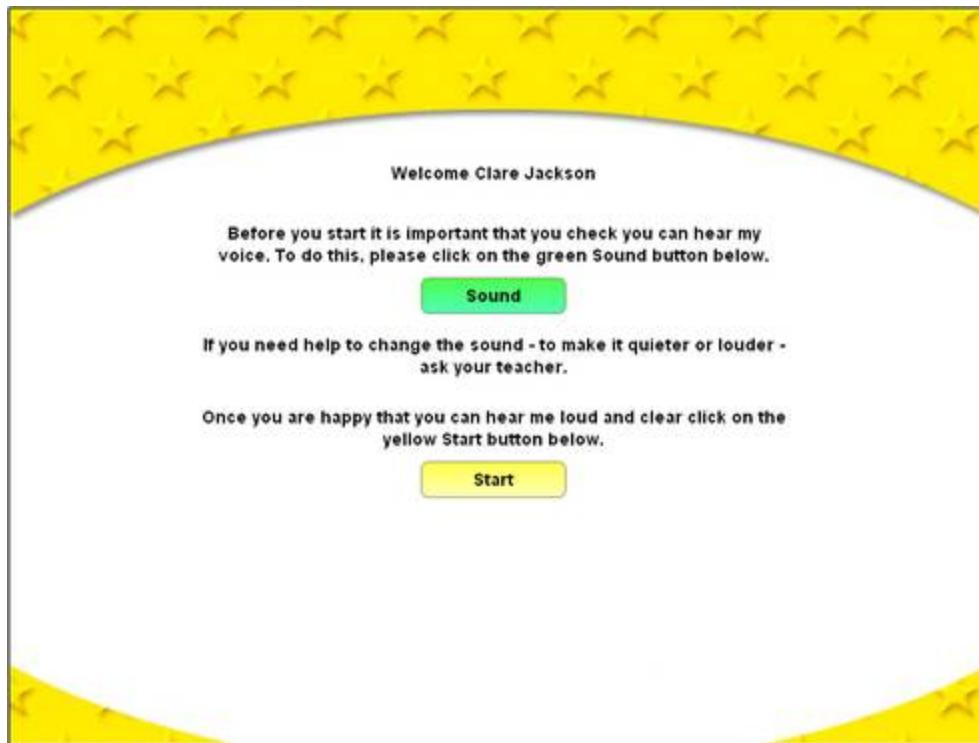
If you have any difficulties with the above process you can contact the GL Assessment Customer Support Team on 0845 602 1937 where you will be connected to a Testwise adviser.

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

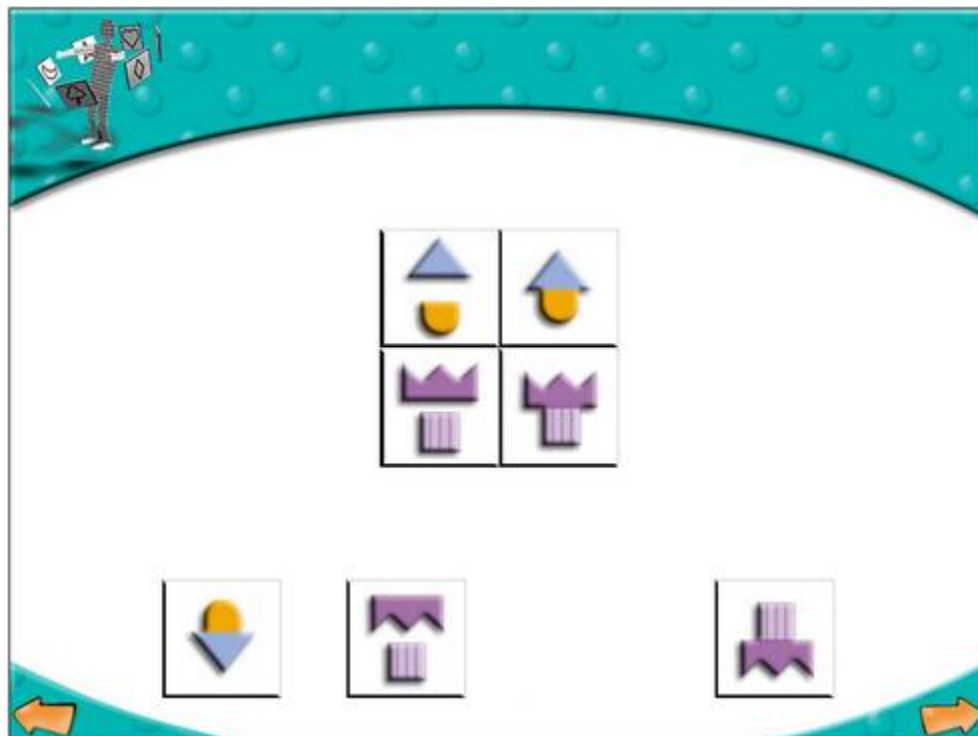
Missing Pieces
Word Sounds
Spelling
Visual Search
Reading
Vocabulary

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 onscreen 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 user listens to, then the audio instructions will ask them to try one or more practice questions. The users choose their answer by clicking on the option they believe to be correct from those provided.



For the practice questions users 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 users 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 users know which answer they should have selected. The users 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 users in practice questions. The users cannot move back through the questions apart from the practice questions.

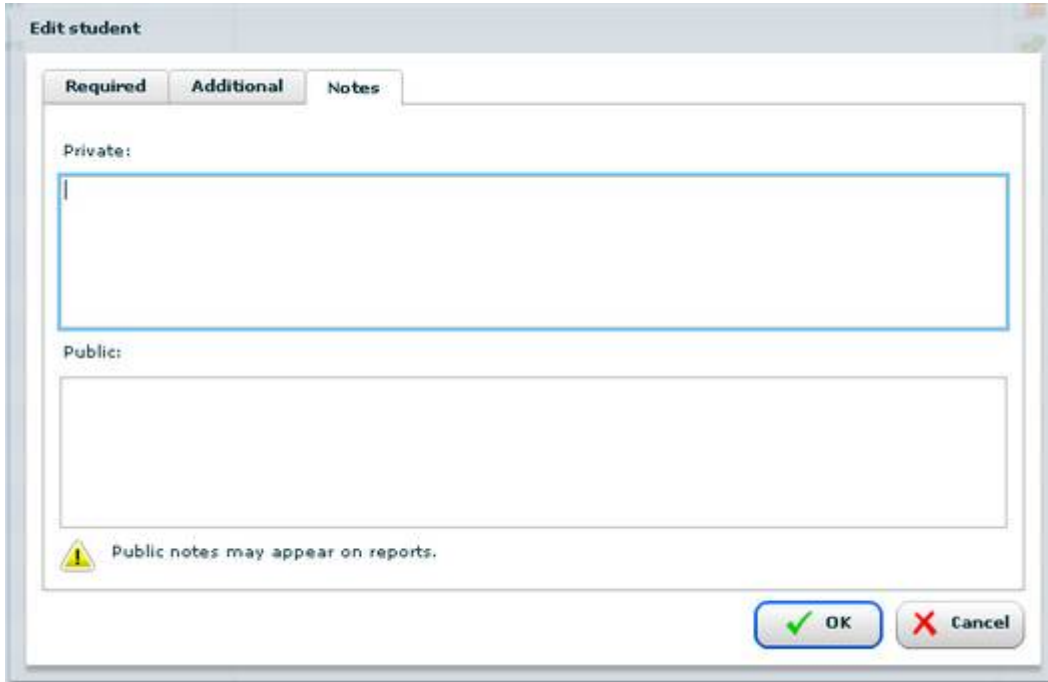
Please make it clear to users that they only have one chance to select an answer. They should take their time as all of the sub-tests, apart from the fourth 'Visual Search', are not timed.

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 test 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.

Please note that after a sub-test has been completed it may remain on the list of assessments available to a pupil until results have been stored. The latter process can take some time at particularly busy test periods.

If during testing you have made any observations about the child sitting the test that may be of value to note, for the school, teacher or parents, you may include these on the Notes tab provided within Testwise. This may for example, include notes on the child's behaviour, health, concentration or motivation. To access the Notes tab you should enter Testwise as an administrator and go to the Test register for the assessment. Select the relevant student, click on the View details tab on the right hand side and then on the Edit button. You will see the Notes tab available here. Within the Notes tab there are two boxes available for your notes. The Private notes are for your reference only. Any notes however entered into the Public box will appear on saved and printed teacher/practitioner reports.



The screenshot shows a window titled "Edit student" with three tabs: "Required", "Additional", and "Notes". The "Notes" tab is selected. Inside the window, there are two text input fields. The first is labeled "Private:" and the second is labeled "Public:". Below the "Public:" field, there is a yellow warning triangle icon followed by the text "Public notes may appear on reports." At the bottom right of the window, there are two buttons: "OK" with a green checkmark and "Cancel" with a red X.

Re-testing with the Screener

The *Dyslexia Screener* is intended as an initial screener, to identify people 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 person 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 candidate's well-being prior to testing and appropriate pre-test talks. However, if they occur, the following can be done. If a test were not completed, a candidate can re-enter the test as soon as possible after the first attempt and re-do the sub-test that was not finished, then do the remaining sub-tests. If a person were 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 re-do 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 twelve 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 or an individual sub-test, you should enter Testwise as an administrator and go to the Test register for the assessment. Select the relevant pupil and click on the View details tab on the right hand side. You will see the Resit option available in this window next to the relevant sub-tests. Clicking Resit will provide further instruction. By choosing Resit you allow a student to resit the test which will overwrite their results from the previous sitting. If you wish to compare their results from the first and second sessions, please ensure you have saved a report from the first test occasion before selecting the resit option.

Pupils with Special Assessment Needs

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 people 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 people 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

Each pupil will need a computer, headphones and mouse and 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

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.

Should this happen, the teacher should contact the GL Assessment Customer Support Team on 0845 602 1937 where he or she will be connected to a Testwise adviser.

Reports

After one or more students 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 <http://www.testingforschools.com/do/Help> 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: www.gl-assessment.co.uk/dyslexia

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 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

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).

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 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. You may wish to consider a re-sit 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.

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.

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 www.gl-assessment.co.uk/dyslexia 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.

DYSCALCULIA SCREENER

Introduction to Dyscalculia Screener

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 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.

Numerical Stroop

Asks the learner 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 learner 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 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.

Benefits

- 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 learners.
- 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 students at older ages.

- Suitable for screening an entire year group, or for those children 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 students 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

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 students 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 they *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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The guidance documents described above will explain these options to you in detail. Once you have accessed and logged in to the service you will see a list of the assessments that you have subscribed to. You will also then be able to access the test register. In advance of the test session, you will be able to add pupils to the register for the test to be taken.

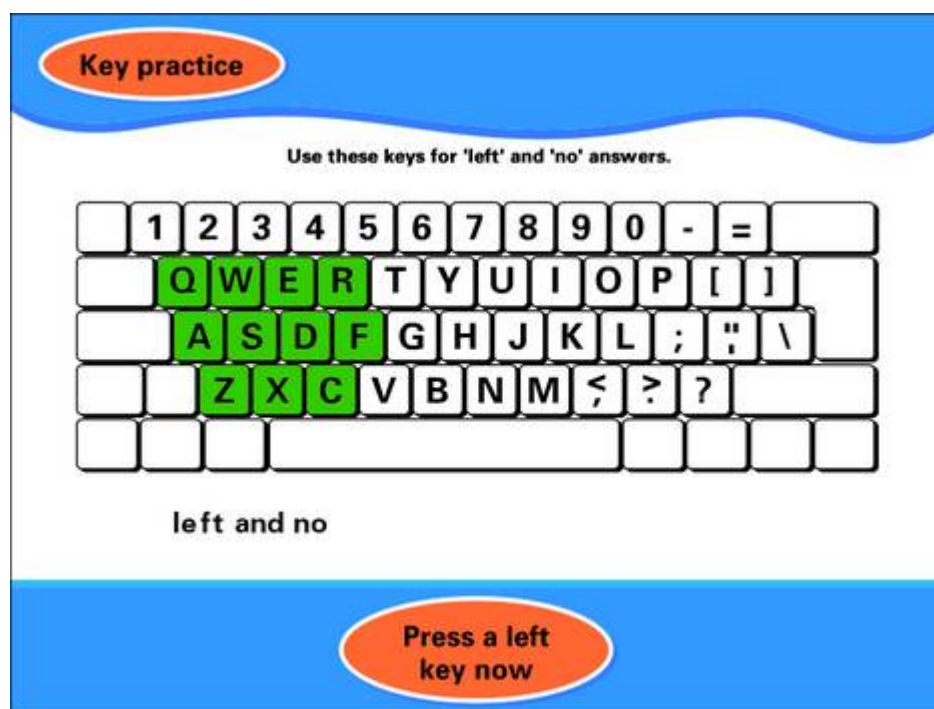
Once this has been done, the students are able to access the test(s) they are due to take.

If you have any difficulties with the above process you can contact the GL Assessment Customer Support Team on 0845 602 1937 where you will be connected to a Testwise adviser.

Once the pupil has selected 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 program 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-T. In the Adjust Position box you will see two options; Retake practice section or Move on to next 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.

Other options within the Invigilator Menu allow you to end the test immediately, sending the results as they are to the server.

Please make it clear to users 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

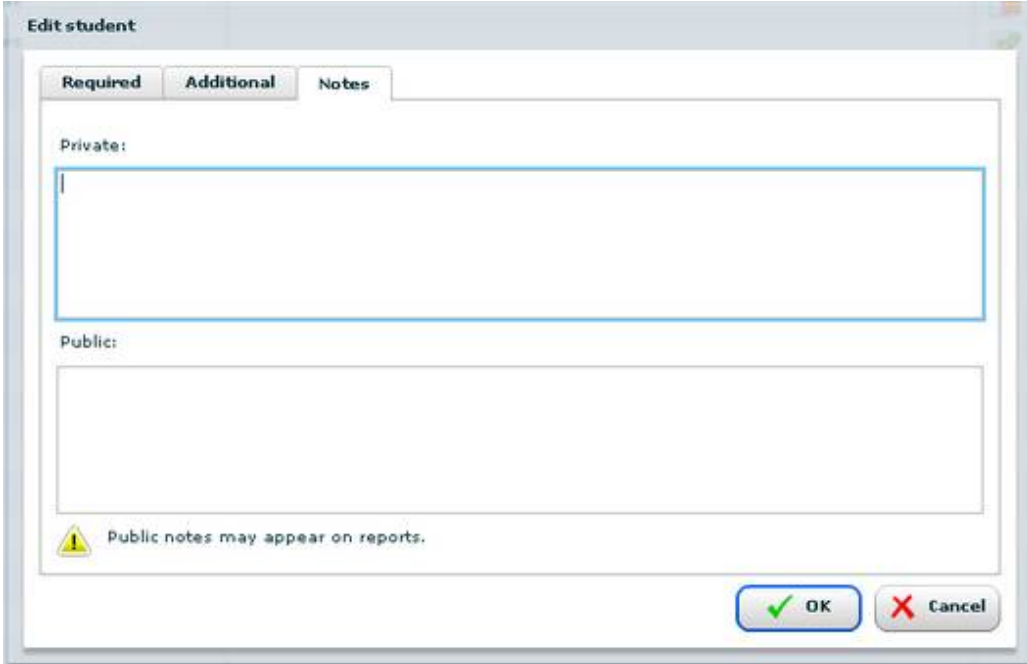
those who have poor numeracy attainment for other reasons. It should be reinforced to pupils the importance of answering the questions as quickly as they can.

When the pupil has finished the 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 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.

Please note that after the test has been completed it may remain on the list of assessments available to a pupil until results have been stored. The latter process can take some time at particularly busy test periods.

If during testing you have made any observations about the child sitting the test that may be of value to note, for the school, teacher or parents, you may include these on the Comments tab provided within Testwise. This may for example, include notes on the child's behaviour, health, concentration or motivation. To access the comments tab you should enter Testwise as an administrator and go to the Test register for the assessment. Select the relevant student, click on the View details tab on the right hand side and then on the Edit button. You will see the comments tab available here. Within the comments tab there are two boxes available for your notes. The Private comments are for your reference only. Any comments however entered into the other box will appear on saved and printed teacher/practitioner reports.



Re-testing with the Screener

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 candidate can be selected to resit the test as soon as possible after the first attempt.

To resit the assessment you should enter Testwise as an administrator and go to the Test register for the assessment. Select the relevant pupil and click on the View details tab on the right hand side. You will see the Resit option available in this window next to the test name. Clicking Resit will provide further instruction. By choosing Resit you allow a student to resit the test which will

overwrite their results from the previous sitting. If you wish to compare their results from the first and second sessions, please ensure you have saved a report from the first test occasion before selecting the resit option.

Pupils with Special Assessment Needs

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

Each pupil will need a computer, headphones and mouse and 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

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 complete 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.

Should this happen, the teacher should contact the GL Assessment Customer Support Team on 0845 602 1937 where he or she will be connected to a Testwise adviser.

Reports

After one or more students 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 <http://www.testingforschools.com/do/Help> for step by step instructions on how to generate reports.

There are a number of different reports available:

5. Group Report
6. Individual Report for Teachers/Practitioners
7. Individual Report for Parents/Carers
8. Export Data in Excel format

Sample reports may be viewed at: www.gl-assessment.co.uk/dyscalculia

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 learner 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

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 www.gl-assessment.co.uk/dyscalculia 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.