



NeuroLearning

Dyslexia Screening Test App Report

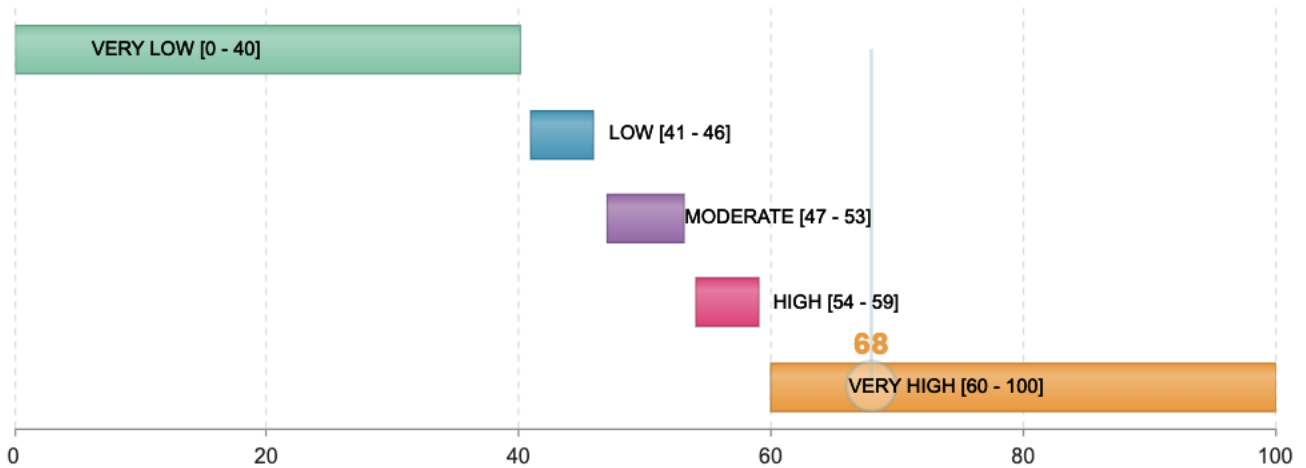
Jane Doe

Dob: September 30, 2000

Assessment Date: October 01, 2019

Understanding Your Dyslexia Score:

68



The Total Dyslexia Score And Risk Range Indicate

- The **degree of dyslexia-associated challenges** the student is likely to experience when reading or spelling.
- The **"confidence" or likelihood** that any challenges the student experiences in reading and spelling are due to **dyslexia-related processing issues** and not to other learning differences.
- The likelihood the student would receive a **diagnosis of dyslexia** if they received a comprehensive professional assessment.
- The need for **dyslexia-appropriate structured literacy instruction** to develop good reading and spelling skills, and to avoid serious academic underperformance and the socio-emotional consequences that result from it.

What Does This Mean?

Students scoring in the VERY HIGH risk range are very likely to:

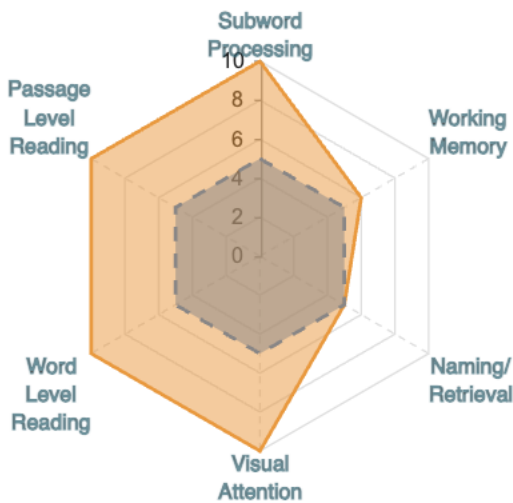
Students scoring in the **VERY HIGH** risk range are **very likely** to:

- experience **dyslexia-associated difficulties in areas including reading accuracy, speed, endurance, sometimes comprehension, and spelling**. They may also experience challenges with certain aspects of **writing, foreign language, and math calculation**.
- receive a **diagnosis of dyslexia** if they undergo comprehensive assessment from a qualified professional.
- require **appropriate accommodations, assistive technologies, supports, and strategies to avoid serious academic underperformance and secondary social and emotional consequences**.

Risk Range: VERY HIGH

Understanding Your Dyslexia Subscale Score:

ALL SCORE RANGES ARE 1-10. SCORES 7+ INDICATE GREATER DYSLEXIA RISK OR READING CHALLENGES.



YOUR SCORE

AVERAGE SUBSCALE

The radar graph of your scores provides a quick overview of your Dyslexia Subscale Scores.

The further a particular score is from the center of the graph, the greater the likelihood it represents a dyslexia-associated processing trait.

Foundation Scores

These are low-level processing skills underlying reading and spelling



Subword Processing: 10

Measures your brain's ability to break apart, identify, and manipulate sound components that make up words.



Working Memory: 6

Measures the amount of auditory-verbal info your brain can actively process at one time.



Naming Speed: 5

Measures the speed at which your brain can recall words from memory in response to visual symbols.



Visual Attention: 10

Measures how well your eyes and brain cooperate to gather accurate information about printed symbols.

Achievement Scores

These are learned reading skills.



Word-Level Reading: 10

Measures your ability to recognize (or "sight read") and decode words.



Passage-Level Reading: 10

Measures your ability to read and understand longer passages of text.

Vocabulary Score

The Vocabulary score does not contribute directly to dyslexia risk. However, scores 7 and higher can make learning to read harder. In addition, Children with High Total Dyslexia Risk Scores whose Vocabulary scores are 9 or more are at higher risk for more serious language or learning issues, and should generally receive a comprehensive assessment from a Speech Language Pathologist, Educational Psychologist, Neuropsychologist, or other comparable professional.



Vocabulary: 3

Scores 7 and higher can increase reading problems.

Important Findings



This is the most **“classic” dyslexia pattern** and it is often referred to as **phonological dyslexia**. It is indicated on our screener by the following scores: *an elevation in Total Dyslexia Score; elevations (7 or higher) in the Subword Processing and Word Level Reading subscales; and relatively normal levels (less than 7) in the Working Memory and Naming Speed subscales.* (The Visual Attention subscale may be elevated or normal.) For individuals with this “classic” pattern, difficulty learning to sound out and spell words is primarily caused by **problems processing and mentally manipulating the sounds that make up words (phonemes).**

Recommendation Summary



Based on your Dyslexia Screening Test performance, these are the suggested interventions:

Training

- **Structured Literacy Instruction** using a structured, sequential, multisensory remediation program. (See pages 14-15 of Full Report for details.)

Appendix: Neurolearning Dyslexia Screening Test Background



- 01 The Test was designed by dyslexia assessment experts to determine an individual's risk or likelihood of dyslexia. It is not a formal diagnostic test and does not provide a formal diagnosis of dyslexia, but is rather a screening test that estimates the likelihood that an individual would receive such a diagnosis upon full testing with an assessment professional.
- 02 Its nine subtests were designed to imitate an expert assessment process by measuring four basic processing features known to contribute to dyslexia risk, and two reading achievement skills whose development typically lags in dyslexia.
- 03 In testing with over 1000 individuals, when compared with the determination of dyslexia experts, the Test correctly identified as POSITIVE (HIGH or VERY HIGH risk range) over 90% of the individuals identified by the dyslexia experts in the test population (the Test's sensitivity).
- 04 In the same testing, fewer than 4% of individuals assessed as POSITIVE (HIGH or VERY HIGH risk range) on the Test were identified as NEGATIVE (LOW or VERY LOW risk range) by the expert diagnosticians (the Test's positive predictive value).
- 05 The Test was also designed to incorporate features of Rasch Modeling, in that it measures both how many and which questions a person answers correctly or incorrectly. This provides a very powerful way of measuring misfit, or whether an individual's pattern of correct and incorrect answers corresponds to the pattern a truly dyslexic individual would show, as compared for example with someone who missed questions due to inattention or to an attempt to falsely qualify as dyslexic by intentionally missing a number of questions.
- 06 More information on the test development and characteristics is available at neurolearning.com.

Visit the [Resources Section](#) for specific information about helpful interventions and tools.