



The QuickScreen Test Bandings Explained

Many people from time-to-time display some of the symptoms that characterise dyslexia. It is only when a specific pattern or cluster of symptoms is identified and also adversely affects educational performance - and previous difficulties are confirmed - that dyslexia is the likely cause. The result of the QS test therefore needs to be seen in the context of the candidate's overall scores as well as in relation to any previous experience of learning difficulties.

When viewing this result, please be advised that degrees of compensation are also taken into consideration by the QS test and may positively influence a dyslexia outcome by reducing it to a Mild or Borderline category where the other attainment levels are found to be satisfactory.

To that extent this result is not a diagnosis but it is designed to act as a functional dyslexia screener that provides immediate and detailed insights into current learning profiles and upon which individual support programmes can be devised, reasonable adjustments put in place at work and where possible additional time in written examinations be considered.

When looking at the results and the banding it is also important to note the percentage score, since it is relevant if a candidate's result is just on the periphery of the next banding e.g. a 'moderate' banding with a 63% score compared with a 'moderate' banding with a 94% score, just short of a 'strong' indicator.

For reference see below -

None = 0-24% Borderline = 25-36% Mild = 37-62% Moderate = 63-94% Strong = 95-100%

None - 0-24%

This result needs to be seen in the context of overall scores as well as in relation to any previous experience of learning difficulties.

If the scores are quite consistently satisfactory then there is no need for concern or further action.

Borderline - 25-36%

Borderline category indicates slight difficulties with memory and / or sequencing skills. However, performance in vocabulary, verbal reasoning and visual analytical skills remain unaffected. In this case the difficulties noted in memory or sequencing would appear to have been compensated for as shown

in other satisfactory results and in the general speed of processing score and literacy results.

Since this is an online test, there is the possibility of one of the key tasks having been done badly due to rushing through the task, or perhaps not attending to the instructions and therefore getting a score which is inconsistent with other results. Therefore, any such anomaly, when and if it occurs, needs to be taken into consideration.

If the report highlights any problems with literacy skills, spelling in particular, general speed of processing or speed of reading, further investigation would be recommended.

Even in the case of a residual dyslexia, there may still be a need for support in specific situations such as when taking exams or when working under pressure in order to accommodate any fluctuations in performance that may arise.

Mild - 37-62%

Mild indicators of dyslexia are usually due to a certain level of difficulty with short term / working memory and sequencing skills, sometimes together with certain difficulties with general speed of processing, slight difficulties with reading speed and a certain disparity between verbal and visual skills relative to other results.

These difficulties contrast with performance on vocabulary, verbal reasoning and visual analytical skills. They are also noted in context of reported life-long difficulties with aspects of literacy (together with a family incidence of dyslexia).

Moderate - 63-94%

The higher the percentage in this category, the more support will be required. However even the lowest range of moderate will mean that the individual has significant difficulties with memory, sequencing and organisation. They also may be slow at processing language, be it in written or spoken format. Anyone in the moderate range is likely to require significant support with reading and spelling. Once again the higher the percentage the more support is likely to be required.

If this result is accompanied by slow processing skills throughout the test a more significant support programme will be required to accommodate the candidate's needs.

It may also be helpful to check the full report to see whether there are specific areas of strength - such as in visual analytical skills to see if there are special skills in place that can be enhanced and focused positively upon and to recognise their relevance to specific study and work outcomes.

Strong - 95-100%

Strong indicators of dyslexia are due to significant difficulties noted with memory skills and with sequencing. Difficulties with verbal processing and literacy skills are likely to be marked, together with significantly slow general speed of processing relative to other results. In such instances it is vital to provide full support and technological aids such as text help and spell check and accommodation for additional time to carry out literacy and organisational based tasks.

This category is really reserved for a very small percentage of those who experience serious difficulties coping with many aspects of everyday life and therefore the level of support would need to be upgraded accordingly. It is also important to recognise and accommodate the degree of personal stress generated when dealing with literacy and possibly both written and verbal language processing.

If you have any queries please address them to Pico Education by email to info@qsdyslexiatest.com

Dated: 30.08.23

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