

Individual LASS Summary Table and Graphical Profile

Smith Dani

LASS ID: SMIDAN728ANR

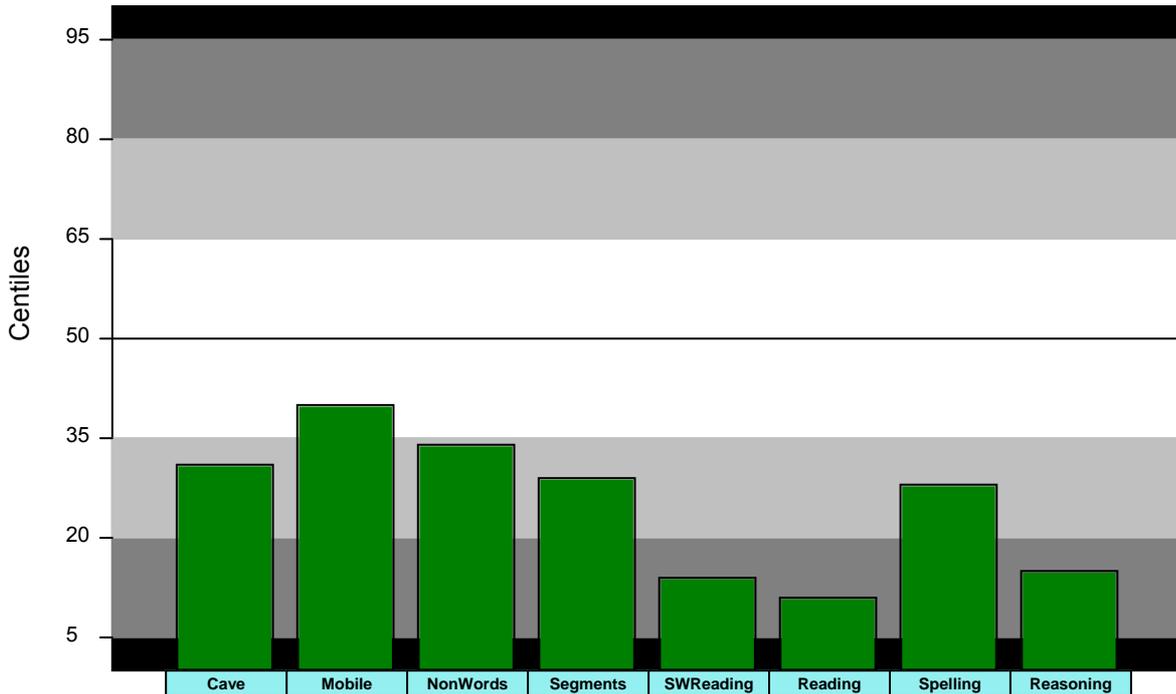
Age: 10:02

D.O.B: 15/09/95

Date: 25/11/2005

Module	Score	Centile	Z Score	ZScore difference	Discrepancy	Test date	Test age	Age equiv. range
Cave	23	31	-0.496	0.54	Not significant	25/11/2005	10 y 2 m	9y 0m - 9y 5m
Mobile	8	40	-0.253	0.78	Not significant	25/11/2005	10 y 2 m	9y 6m - 10y 11m
NonWords	27	34	-0.413	0.62	Not significant	25/11/2005	10 y 2 m	9y 6m - 9y 11m
Segments	28	29	-0.553	0.48	Not significant	25/11/2005	10 y 2 m	9y 6m - 9y 11m
SWReading	41	14	-1.08	0.04	Not significant	25/11/2005	10 y 2 m	Not applicable
Reading	31	11	-1.227	0.19	Not significant	25/11/2005	10 y 2 m	< 8y 0m
Spelling	70	28	-0.583	0.45	Not significant	25/11/2005	10 y 2 m	8y 6m - 8y 11m
Reasoning	26	15	-1.036	-	-	25/11/2005	10 y 2 m	8y 0m - 8y 5m

Profiles should be interpreted in accordance with the manual.



Cave is a visual spatial memory diagnostic test.

Mobile is a measure of auditory sequential memory involving digit span (diagnostic test).

NonWords is a diagnostic test of phonic decoding skills.

Segments is a test of syllable and phoneme deletion identifying phonological processing ability.

Single Word Reading is an attainment test involving the reading of individual words out of context.

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Spelling is an attainment task which involves the spelling of single words.

Reasoning is an ability test giving a measure of non-verbal intelligence.

Assessor's comments

Case study 2 - Low general ability

Dani is a girl aged 10 years 2 months. Her teachers have regarded her as a pupil of somewhat below average general ability, and in particular it had been noted that she had immature language skills. She was not on the school's SEN register. However, her parents have raised the question of whether Dani has dyslexia and so LASS Junior was administered by her class teacher. The results are shown above. With the score on Reasoning at the 15th centile it is clear that Dani is rather below average, although it should be remembered that this only assesses non-verbal intelligence. To check Dani's verbal intelligence, a test such as the British Picture Vocabulary Scale (BPVS) could be given.

It is notable that Dani appears to be holding her own in some areas, such as reading accuracy (Single Word Reading) and Spelling, since these are higher than might have been predicted from her intelligence. Her phonic skills (Funny Words) are also in the average range, suggesting that decoding has been well taught. Her main problem is with Sentence Reading (centile 11), which suggests problems of comprehending text. It is also likely that her poor vocabulary knowledge is affecting her text reading ability. But her diagnostic test results are all in the average range, so it is rather unlikely that she has dyslexia.

The special educational needs coordinator felt that the level of Dani's difficulties, when considered in the context of her intellectual ability, did not justify a significant amount of additional support. However, she was put on the SEN register at Stage 1, and arrangements were made for her to participate in regular shared reading work with pupils from the local college who visited the school to support literacy work every week.

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Foster Tim

LASS ID: FOSTIM628YCA

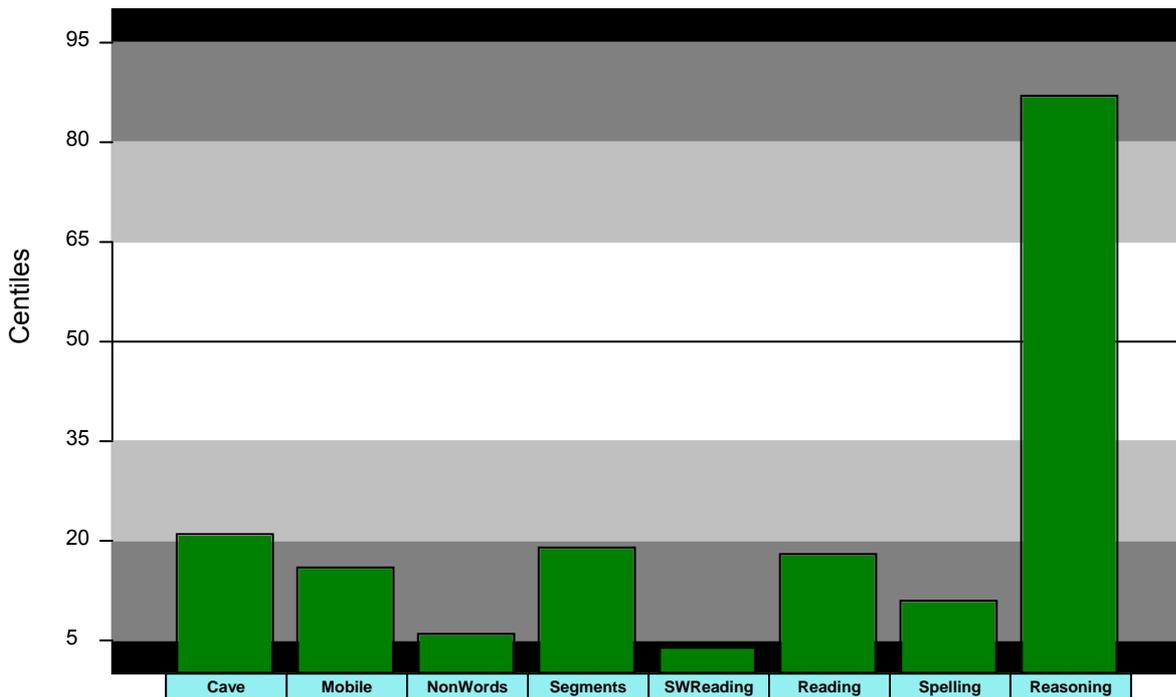
Age: 8:07

D.O.B: 27/04/97

Date: 24/11/2005

Module	Score	Centile	Z Score	ZScore difference	Discrepancy	Test date	Test age	Age equiv. range
Cave	16	21	-0.807	1.93	+ (p < 0.001)	24/11/2005	8 y 7 m	8y 0m - 8y 5m
Mobile	5	16	-0.995	2.12	+ (p < 0.001)	24/11/2005	8 y 7 m	8y 0m - 8y 5m
NonWords	3	6	-1.555	2.68	+ (p < 0.001)	24/11/2005	8 y 7 m	< 8y 0m
Segments	17	19	-0.878	2	+ (p < 0.001)	24/11/2005	8 y 7 m	8y 0m - 8y 5m
SWReading	28	4	-1.75	2.88	+ (p < 0.001)	24/11/2005	8 y 7 m	Not applicable
Reading	35	18	-0.915	2.04	+ (p < 0.001)	24/11/2005	8 y 7 m	8y 0m - 8y 5m
Spelling	44	11	-1.227	2.35	+ (p < 0.001)	24/11/2005	8 y 7 m	< 8y 0m
Reasoning	49	87	1.126	-	-	24/11/2005	8 y 7 m	11y 0m - 11y 5m

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Assessor's comments

Case study 1 - classic dyslexia

Tim, a boy aged 8 years 7 months, was assessed on LASS Junior because his teachers felt that he was not performing up to standard. He was regarded as average in general ability, but his written work was very poor. Tim also had a tendency to be disruptive in the classroom and was frequently on report for misbehaviour, failure to complete work or to hand in homework. He was clumsy, forgetful and slightly hyperactive. Tim's results show him to be a very bright pupil (Reasoning: centile 87), with poor reading (Sentence Reading: centile 18; Single Word Reading: centile 4) and very poor Spelling (centile 11). There is a highly significant discrepancy between his literacy skills and his intellectual ability, which warrants use of the label 'specific learning difficulties'. It is likely that teachers have underestimated his intelligence because of his poor literacy skills and failure to display his talents in writing.

Tim has virtually no phonic decoding skills (Funny Words: centile 6), and so he is obviously relying on visual strategies to recognise words. Because he is bright he is able to apply intelligent guessing and use of context when reading for meaning, which is why his Sentence Reading module result (centile 18) is rather better than might be expected from his Single Word Reading score (centile 4).

Tim also displays a clear cognitive weakness in auditory memory (Mobile: centile 16) and his visual memory is also low in comparison with his intellectual ability (The Haunted Cave: centile 21). Phonological abilities are also relatively low (Word Chopping: centile 19). These findings of cognitive impairment justify the use of the term 'dyslexia' to describe his difficulties. In fact, his problems are fairly severe.

Individual LASS Summary Table and Graphical Profile

Akhtar Mena

LASS ID: AKHMEN364XRA

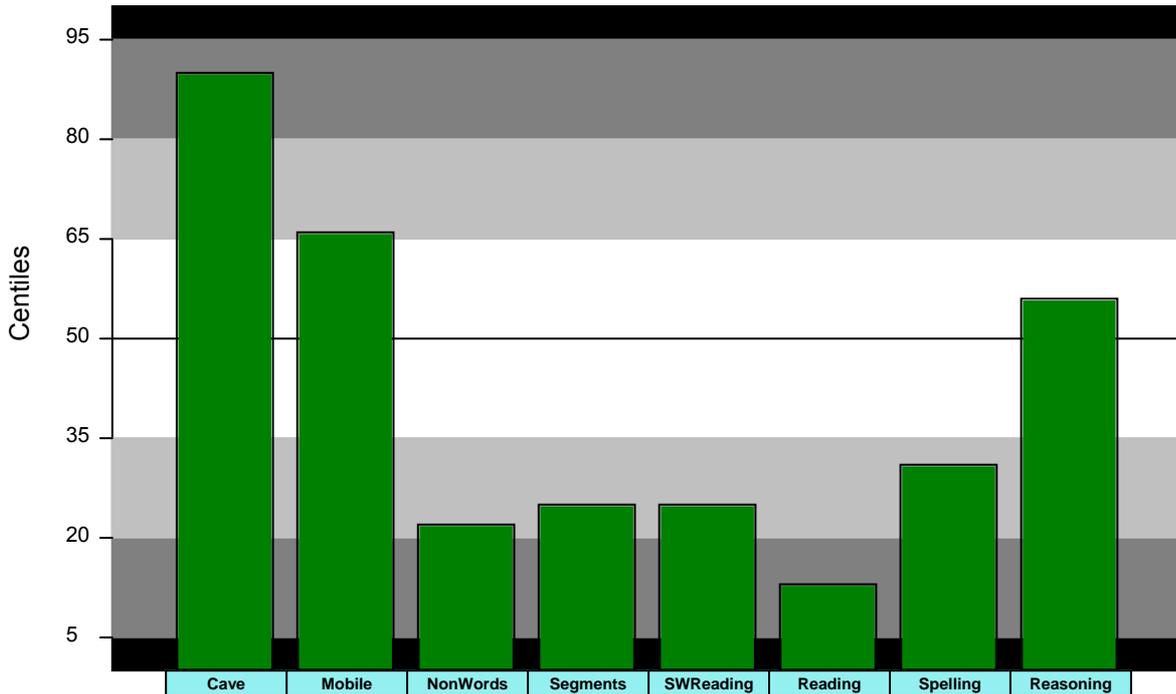
Age: 8:01

D.O.B: 09/10/97

Date: 25/11/2005

Module	Score	Centile	Z Score	ZScore difference	Discrepancy	Test date	Test age	Age equiv. range
Cave	31	90	1.282	1.13	Not significant	25/11/2005	8 y 1 m	11y 6m - 11y 11m
Mobile	7	66	0.413	0.26	Not significant	25/11/2005	8 y 1 m	9y 0m - 9y 5m
NonWords	8	22	-0.772	0.92	+ (p < 0.05)	25/11/2005	8 y 1 m	8y 0m - 8y 5m
Segments	19	25	-0.674	0.83	+ (p < 0.05)	25/11/2005	8 y 1 m	8y 0m - 8y 5m
SWReading	40	25	-0.674	0.83	+ (p < 0.05)	25/11/2005	8 y 1 m	Not applicable
Reading	31	13	-1.126	1.28	+ (p < 0.01)	25/11/2005	8 y 1 m	< 8y 0m
Spelling	55	31	-0.496	0.65	Not significant	25/11/2005	8 y 1 m	8y 0m - 8y 5m
Reasoning	39	56	0.151	-	-	25/11/2005	8 y 1 m	9y 6m - 9y 11m

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Assessor's comments

Case study 3 - English as an additional language.

Mena, a girl aged 8 years, is a pupil for whom English is an additional language. Despite several years in school she had not acquired a particularly good standard of spoken English and her literacy skills were poor. The teachers were divided regarding the likely cause of her problems. Some believed that her difficulties were those of the typical child for whom English is an additional language, and that a greater amount of language stimulation was needed. Other teachers wondered whether Mena was perhaps not as bright as they had first imagined, and that consequently educational expectations were being set too high. Finally, some thought that there might be more serious underlying problems that were impeding the child's progress. To help understand these cases, LASS Junior was administered to Mena and her results are shown above.

Mena is clearly reasonably bright (at least as far as non-verbal reasoning is concerned) and so low ability could not be taken to be the cause of her problems. She has good memory skills and appears to be making some progress in reading and spelling, suggesting that the teaching methods that had been adopted were working, albeit rather more slowly than her teachers would have expected. Mena requires continuing support in English, and should be able to cope with ordinary classroom literacy activities supplemented by some additional practice to help her increase her fluency.