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Thinking your way

*"Your personalised learning journey starts **here**"*

Louie's

Neurodiversity report

We're all the same, we're all unique. This report shows why you think and learn the way you do.

Assessment details

The Cognassist neurodiversity assessment consists of eight tests which investigate literacy, numeracy and six of the main cognitive domains involved in learning and thinking.

Learner details

Learner name	Louie Johnston
Gender	Male
Date of birth	12 May 2003
Age at assessment date	19
Client reference	1562841598
Programme level	Level 3
Subject or sector	
English additional language	No
Highest education level	

Organisation details

Learning provider	Estio
Date & time of assessment	Wed, 6 Jul 2022 at 15:20

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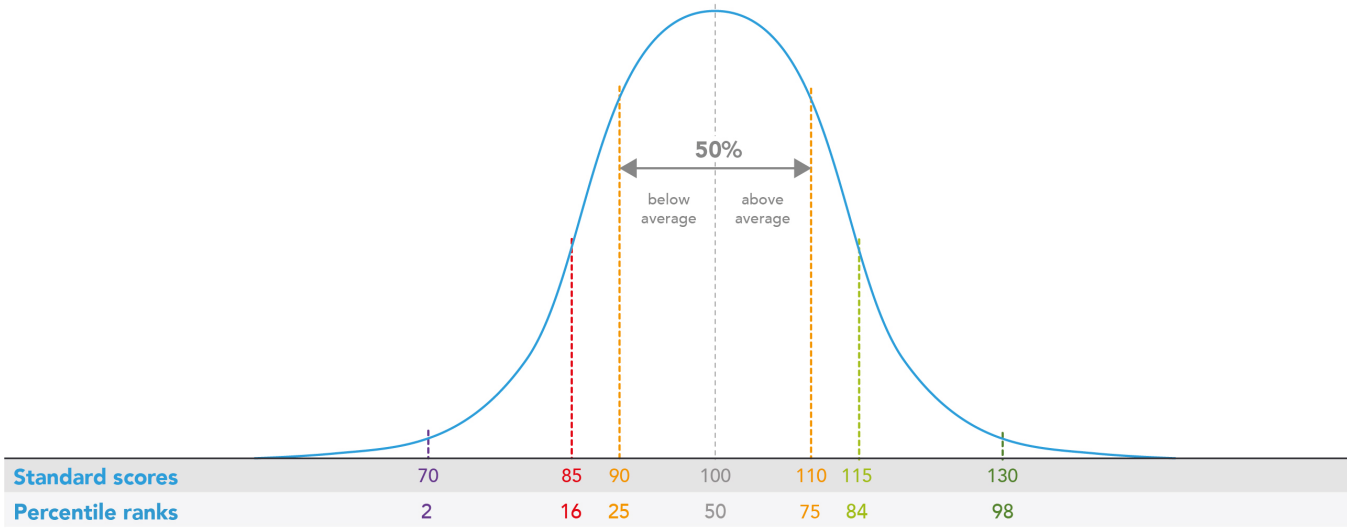
How to use the neurodiversity assessment

This neurodiversity assessment reports on eight domains of the brain involved in thinking and learning and can be used to help identify and develop personalised learning strategies.



What are standard scores?

In order to compare scores on different tests the score is standardised using statistical modelling called standard deviation. The result of this is that the average is 100, exactly half of the population sits between a standard score of 90 - 110, and only 2% of the population less than 70 or more than 130.

Tens of thousands of people have completed the Cognassist neurodiversity assessment which provides a very large and accurate comparison of results. The assessment standardises scores according to age and gender too which is a sophisticated method of standardisation and leads to very accurate results.

What are percentile ranks?

Percentile ranks are an easy way to view the standard score and see what this means compared to the population as a whole. For example, if a person has a standard score of 85 within a certain domain, this has a percentile rank of 16 which means they fall into the 16th percentile and have performed higher than 16% of people the same age and gender as them. If they score 130 on a different domain, which has a percentile rank of 98, it means they have performed higher than 98% of people the same age and gender as them.

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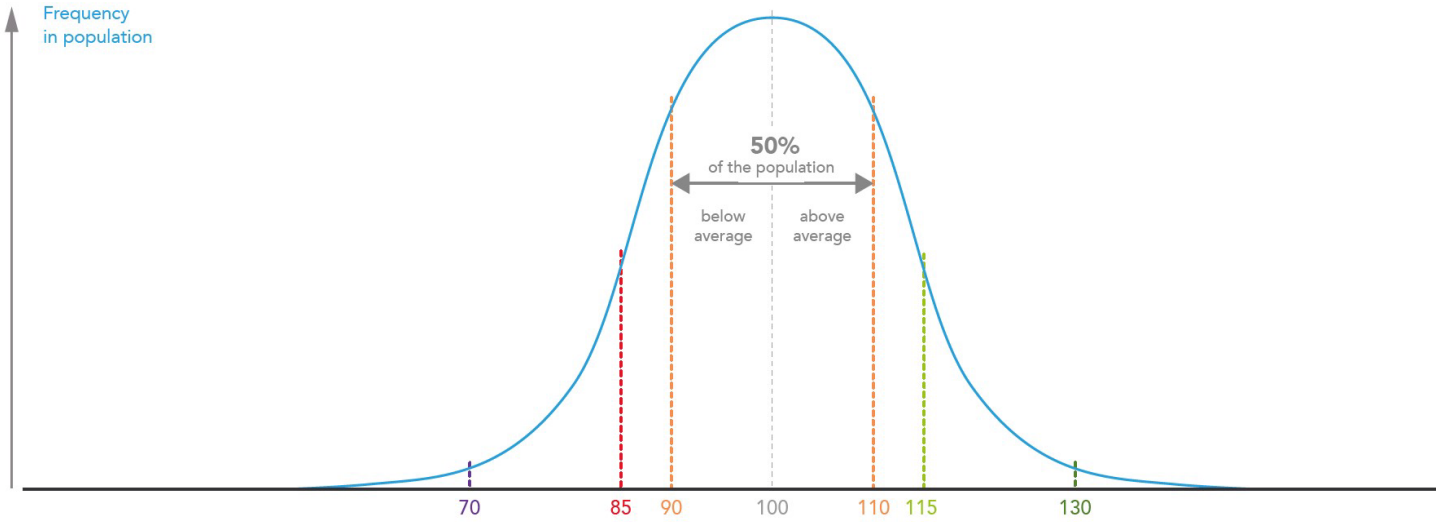
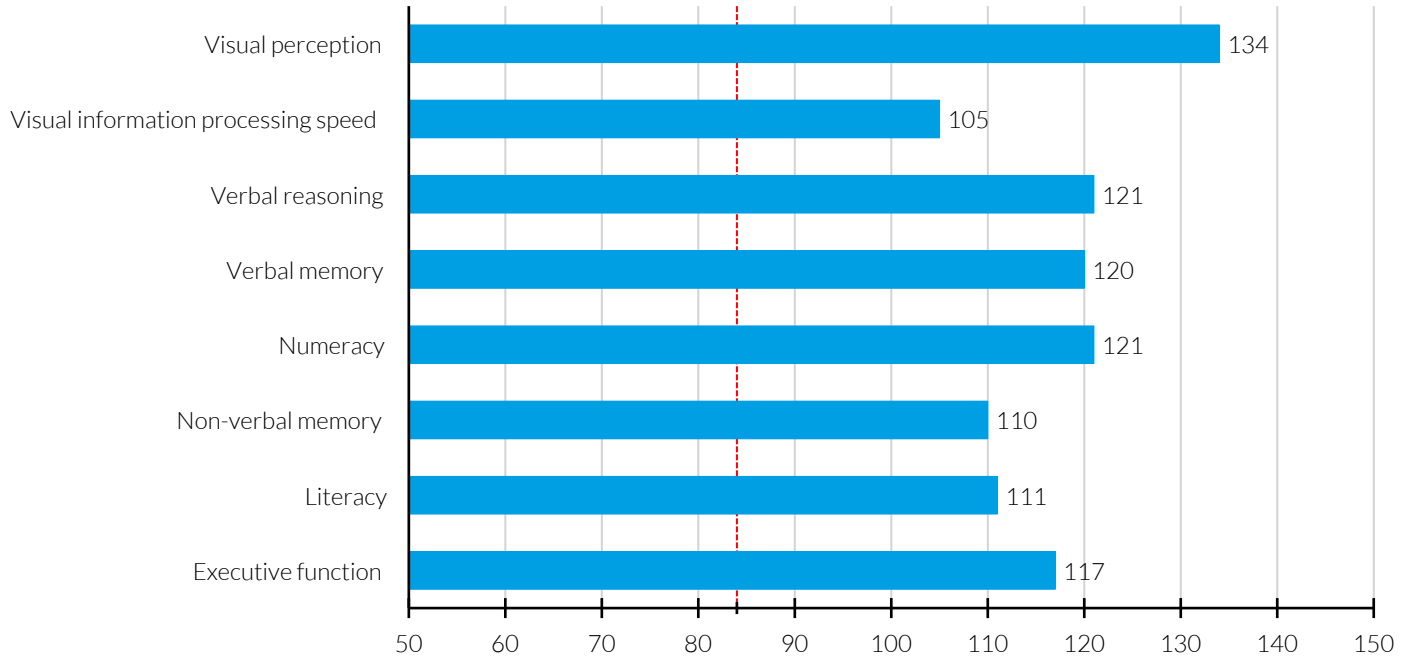
Louie's results

Through an understanding of how a person's domains compare to one another, and compare to the population as a whole, it's possible to dramatically improve the way that person thinks and learns.

This chart shows the resulting standard scores for each domain, how domains compare to one another and how this compares to a large population of the same age and gender.





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Notes on the assessment

Notes written at the time of the assessment:

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A learning need is evidenced by reporting a standard score of 84 or less in any of the assessed eight domains.

Cognassist learning programme

Louie has not demonstrated a learning need. This indicates they do not require additional support with their programme at this time.

Domain	Standardised score	Additional support
Verbal memory	120	
Literacy	111	
Numeracy	121	
Visual information processing speed	105	
Non-verbal memory	110	
Executive function	117	
Verbal reasoning	121	
Visual perception	134	

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Explanation of the assessment

The Cognassist neurodiversity assessment consists of eight tests which investigate literacy and numeracy and six of the main cognitive concepts involved in learning and thinking.

The results of the eight tests are presented in a visual chart which outlines the learner's cognitive profile. The results are not absolute and the learner will be able to improve their abilities in each of the domains with practice and appropriate strategies. They are to be used to identify where any additional intervention may be most successfully applied.

The following tests were administered within the assessment and descriptions are provided on the purpose of each.

Verbal reasoning

Measurement

This is a measure of verbal reasoning. It requires integration of skills including verbal reasoning, vocabulary, logico-deductive reasoning and lateral thinking. Such higher order thinking processes can be linked by the term executive functioning and associated with functioning of the frontal lobes of the brain.

The test

In this test, the learner is shown two words which are uniquely linked by a third word. The unique linked word is shown with three distractor words. The learner must identify the correct unique link word from the three distractors. This is a time limited test.

The score

The score is determined by the number and percentage of correct identifications made within the time period.

Literacy

Measurement

This measures reading accuracy and reading speed.

The test

In this test, the subject is presented with a word on screen and must identify whether it is a real word in the English language or whether it is a made-up word and not present in the English language. This is a time limited test.

The score

The score is determined by the number and percentage of correct answers given within the time period.

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Numeracy

Measurement

This measures the four formal operations of addition, subtraction, multiplication and division. A weakness in any of these areas is not particularly concerning but it can affect some aspects of employment where calculations are a central part of the job.

The test

In this test, the learner is presented with an arithmetic question and asked to input the answer. The arithmetic questions consist of operations of addition, subtraction, multiplication and division and increase in complexity. This is a time limited test.

The score

The score is determined by the number of correct answers given within the time period.

Executive function

Measurement

This is a measure of abilities including planning, initiation, regulation and monitoring of performance.

The test

In this test, the learner is given a letter and is asked to type as many English language words they can recall which start with this letter. In total the learner will be given three letters to identify as many words as possible with. This is a question limited test.

The score

The score is determined by the number of English language words which are input within the time period.

Visual perception

Measurement

This test measures the visuo-constructive and visual perceptual abilities involved in shape recognition, mental rotation, design matching and making the whole from its constituent parts.

The test

In this test, an image appears on the screen for a limited period of time and is then separated into a grid of nine pieces which are randomly placed around the screen. The learner needs to place each of the nine pieces in the correct order to re-build the image.

The score

The score is determined by the number of images correctly re-built within the time period.

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Visual information processing speed

Measurement

This is a measure of perceptual speed, i.e., how quickly the learner analyses symbols and pictorial non-verbal information. The test measures skills relating to sustained attention, visual perceptual analysis and working memory.

The test

The learner is presented with ten random symbols which are always shown, each corresponding to a number between 0 and 9. One symbol at a time is displayed and the learner needs to enter the corresponding number into the system. Symbols are displayed at random. This is a time limited test.

The score

The score is determined by the number of correct identifications made within the time period.

Verbal memory

Measurement

This is a measure of memory for verbal information. The test measures two forms of memory, immediate and delayed which can alternatively be described as short and long term memory for verbally presented information.

The test

In the case of this test, the verbal information is presented as a passage of text shown on screen and read by a narrator, and then removed before questions about the text are asked at a later time. This test has fourteen questions related to the passage.

The score

The score is determined by the number of correct answers given from a finite number of questions.

Non-verbal memory

Measurement

This test measures memory for non-verbal information such as diagrams, pictures or objects.

The test

In this test, the learner is exposed to a number of pictures and has to recall the target object seen by making a forced choice between the target and a distractor in each case. This is a question limited test.

The score

The score is determined by the number of correct answers given from a finite number of questions.

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