



**Harcourt  
Assessment**

# SAMPLE REPORT

**Dyslexia Early  
Screening Test –  
Second Edition  
(DEST-2)**

**Not for clinical use**

SAMPLE REPORT

Dyslexia Screening Test - Senior  
(DST-S)

Not for clinical use

\*Summary for Jane Doe\*

Number of scores at -- 5

Number of scores at - 2

\*At Risk Quotient = 1.0\*

\*Diagnosis is 'at risk'\*

*Test	Score	At risk	Decile*
Rapid Naming	71	--	1
Bead Threading	2	--	1
Phon. Discrim.	7	-	2
Postural Stability	4	o	5
Rhyme / First Let	10	-	2
Digit Span	1	--	1
Digit Naming	7	o	3
Letter Naming	8	--	1
Sound Order	16	o	7
Shape Copying	4	--	1
Corsi Frog	3	o	3
Vocabulary	10	+	8

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\*DEST-2 results for Jane Doe\*

Jane Doe of Dothegirls Hall School was tested on 24/6/2002 by Angela Fawcett. At the time of the test, she was 6.2 years old, and so the norms for 6 to 6.5 years were used.

The DEST-2 is a 30 minute, nationally-normed screening test designed by Prof. Rod Nicolson and Dr. Angela Fawcett of the University of Sheffield, and was first published in 1996 by The Psychological Corporation Ltd, 32 Jamestown Road, London NW1 7BY. This is the second edition (2003). DEST-2 is intended for use by education professionals, and provides an overall 'at risk' index for likely literacy difficulties, together with a 'profile' of scores on a range of skills that provide a basis for identifying appropriate support strategies or for referral for further testing by an appropriately qualified psychologist.

It should be stressed that the score here is a 'snapshot' of the performance at a particular time on a particular day. Performance can vary as a function of time of day, illness, confidence and other factors. There are also systematic variations in all performance indicators in terms of the child's and the school's general background and resources. In general one might expect the average performance of children from a disadvantaged background to be slightly below the norms here. Of course the key point is that performance should improve following appropriate support, and this screening test is intended to provide useful information on how this can best be done. Additional suggestions are given in the DEST-2 manual.

**\*At Risk Quotient\***

The overall 'At risk Quotient' was 1.0

This is in the lowest 14 percent for children of this age and is considered an 'At risk' score.

**\*Profile\***

The profile of skills is fairly spiky, with overall performance somewhat below average.

There are relative weaknesses in Coordination, Speed, Pre-Literacy, Memory.

There are relative strengths in Hearing, Balance, Vocabulary.

**\*Outline Diagnosis\***

Because there is a risk of reading failure, it is appropriate to consider the likely significance of the profile of scores in indicating whether dyslexia may be an underlying problem, or whether it is more likely to be caused by generally low literacy

We must emphasise that the DEST-2 is a screening test not a formal diagnosis.

Hence these notes are only indications that may help subsequent diagnosis.

Neither the authors nor The Psychological Corporation take any responsibility for the outline suggestions given here.

There are five signs of dyslexia, namely:

- At Risk Quotient (ARQ) is 1 - At risk;
- weak pre-literacy (mean percentile 20);
- fairly spiky skills profile;
- significantly better vocabulary than preliteracy;
- significantly better spatial span than verbal span.

**\*Comments\***

The Age Equiv column shows the age at which an 'average' child would achieve the performance shown by Jane. In summary, the age equivalents show:

- significant delay: Rapid Naming, Bead Threading, Phon. Discrim., Digit Span, Shape Copying
- within one year of age: Rhyme / First Let, Digit Naming, Letter Naming, Corsi Frog
- clearly above age: Postural Stability, Sound Order, Vocabulary

The Band column shows how performance compares with other children in the same age band. There are 10 bands, with band 1 corresponding to the lowest 10%; band 5 corresponding to percentile 41-50 etc. In summary, the percentiles show:

- lowest 20%: Rapid Naming, Bead Threading, Phon. Discrim., Rhyme / First Let, Digit Span, Letter Naming, Shape Copying
- below average: Digit Naming, Corsi Frog
- average: Postural Stability
- above average: Sound Order, Vocabulary

**\*Implications of DEST-2 scores\***

Rapid Naming: Weak performance normally reflects lack of mental speed, but may arise from several causes: slow speech, poor eye control, and lack of familiarity with the object names (for children with English as second language).

Bead Threading: Weak performance normally reflects a general slight clumsiness but may arise from several causes: an over-careful approach, failure to understand the importance of speed in timed tests, over-anxiety etc.

Phon. Discrim.: Weak performance is an important sign that support maybe needed, since phonemic awareness is a crucial skill in learning to read.

Postural Stability: average performance.

Rhyme / First Let: Phonological skill is a critical component of learning to read and spell, helping the child to perceive regularities and patterns in word sounds. Weak performance indicates likely problems in learning to read fluently.

Digit Span: Weak performance normally reflects a lack of efficiency in the working memory system, but this can arise from a number of causes (including attentional deficit, lack of familiarity with the digits, or even hearing problems).

Digit Naming: average performance.

Letter Naming: Weaknesses in letter naming may indicate merely a lack of experience with the letters, but if the child has had appropriate opportunities to learn the letters it may reflect underlying learning disabilities.

Sound Order: average performance.

Shape Copying: Weak performance on shape copying normally indicates a lack of fine motor control. This can be an important difficulty in that if excessive mental effort is needed to draw letters, there are fewer 'mental resources' available for learning the other components of reading. Poor pencil control may helped by ensuring that the pencil is held correctly.

Corsi Frog: average performance.

Vocabulary: Good performance indicates good problem solving and good levels of attention. It is usually associated with good achievement.

#### \*Implications for dyslexia\*

Rapid Naming: Many children with dyslexia or general poor literacy will perform poorly on this test.

Bead Threading: Many children with dyspraxia, dyslexia or general poor literacy will perform poorly on this test.

Phon. Discrim.: Children with dyslexia or general literacy difficulties may perform poorly on this test. More generally, hearing difficulties including earlier otitis media (glue ear) may lead to difficulties, as may learning English as a second language.

Rhyme / First Let: Most children with dyslexia or with generalised poor literacy usually show phonological difficulties, often into adulthood.

Digit Span: Many children with dyslexia, general poor literacy or attentional problems will perform poorly on this test.

Letter Naming: Most children with dyslexia or with general poor literacy will perform poorly on this test.

Shape Copying: There is a clear developmental progression in fine motor control, much of it caused by school-based practice in handwriting, and early lack of control is not in itself any cause for concern. Nonetheless, most children with dyspraxia and many children with dyslexia will perform poorly on this test.

#### \*Implications for support\*

Rapid Naming: There are no specific exercises to help with rapid naming, and it is best seen as an index of the speed of the child's verbal mental processes rather than as a pointer to support.

Bead Threading: There are several exercises that can be used to improve hand-eye coordination, but in general bead threading is better seen as an index of hand-eye coordination rather than as a pointer to support.

Phon. Discrim.: Difficulties with Phonemic Discrimination indicate that a fuller analysis of hearing and speech should be undertaken.

Digit Span: Weakness on digit span is an important diagnostic indicator, in that it suggests that the child may have difficulty remembering more than one thing at a time - a serious difficulty in many classrooms. There are no specific

exercises for helping with working memory, though attempts to get the child to concentrate on the task, and to monitor his/her performance can be valuable. Letter Naming: Poor performance on letter naming warrants further investigation and support. Fluent and accurate identification of letters is one of the foundations of learning to read.

Shape Copying: Weakness on shape copying is not an important diagnostic indicator in itself, in that difficulties can arise from various sources. If there are also difficulties in other areas (such as bead threading and postural stability) this suggests a general motor coordination difficulty.