

Understanding LASS 11-15 reports

This document is a basic introduction to the interpretation of LASS 11-15 reports. Complete information is included on the [LASS 11-15 support page](#) and we highly recommend reading the case studies section.

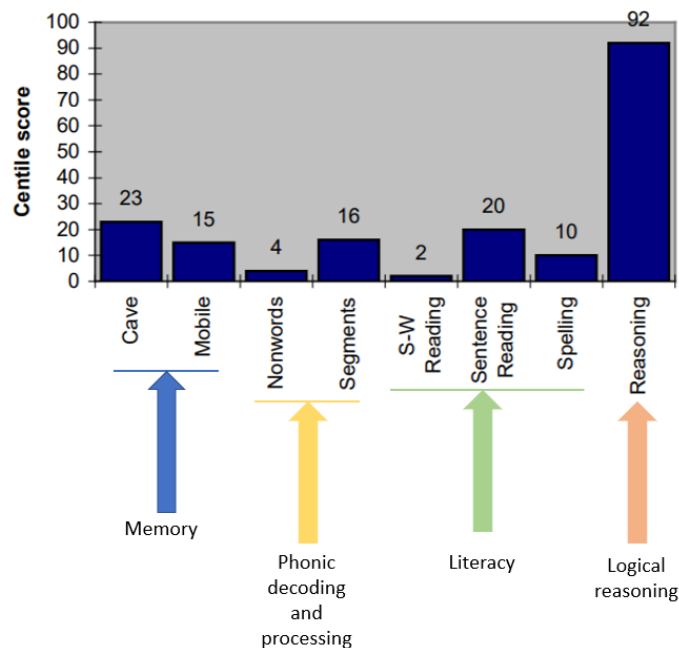
Interpreting results

LASS 11-15 results are analysed in relation to norms in 12-month age bands. For each individual test, **a centile score less than 20 reflects significantly below average performance**. This is a standard cut-off point in identifying special needs or moderate educational weaknesses and the student should be considered for intervention of some kind. **Centile scores less than 5 suggest a serious difficulty**. This is diagnostically significant and a strong indication that a student requires intervention. Please note that centile scores are standardised scores.

LASS 11-15 is also a profiling system, so when making interpretations of results **it is important to consider the student’s overall profile**. The most important aspect of a student’s overall profile is how their reasoning test score, used as an indicator of intellectual ability, compares with their scores in other modules of LASS 11-15. Any difference is referred to as a ‘discrepancy’. For example, a centile score of 30 for reading or spelling would not normally give cause for concern because it does not fall below the 20th centile threshold. *But* if the student in question had a centile score of 85+ on the reasoning test, that would be a significant discrepancy and would give cause for concern.

Worked example using the graphical profile – From [LASS 11-15 Teacher’s Manual: Case Studies](#)

Alwyn, a boy aged 13 years 10 months, was assessed with LASS 11-15 because his teachers felt he was underperforming. He was regarded as average in general ability, but his written work was very poor. Alwyn 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.





The LASS results show that Alwyn is clearly a very bright student (**Reasoning**: centile 92), with poor reading (**Sentence Reading**: centile 20; **Single Word Reading**: centile 2) and **Spelling** (centile 10). There is a significant discrepancy between his literacy skills and his intellectual ability, which might indicate ‘specific learning difficulties’. It is likely that teachers have underestimated his intelligence because of his poor literacy skills and failure to display his ability in writing. Alwyn has virtually no phonic decoding skills (**Nonwords**: centile 4), so is 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 20) is rather better than his **Single Word Reading** score (centile 2). Alwyn also displays clear cognitive weaknesses in auditory memory (**Mobile**: centile 15), visual memory (**Cave**: centile 23), and phonological abilities (**Segments**: centile 16), which are all low in comparison with his intellectual ability. These findings of cognitive impairment suggest a high probability of dyslexia. In fact, his problems are fairly severe.

In-depth interpretation using the summary table

For more in-depth interpretation of LASS 11-15 results, you should refer to the summary table. The table (below) shows the scores obtained for each test completed. The table also shows whether any of the test results demonstrate a significant discrepancy in comparison to the reasoning test score. If the discrepancy is statistically significant a probability value is shown:

- $p < 0.001$ means this finding would be observed by chance in fewer than 1 in 1000 occasions
- $p < 0.01$ means this finding would be observed by chance in fewer than 1 in 100 occasions
- $p < 0.05$ means this finding would be observed by chance in fewer than 1 in 20 occasions

Negative discrepancies (marked with a minus sign) indicate a significant area of weakness for the student. Positive discrepancies (marked with a plus sign on the table) indicate a significant area of strength.

Test Summary for *Alwyn*

A	B	C	D	E	F	G	H	I
Test name	Score	Centile	Z Score	ZScore diff	discrepancy	Test date	Age at test	Age equiv. range
Cave	32	67	0.44	0.39	Not significant	28/01/2008	11 y 8 m	14y 0m - 14y 05m
Mobile	4	20	-0.842	0.89	- ($p < 0.05$)	28/01/2008	11 y 8 m	10y 0m - 10y 11m
NonWords	15	69	0.496	0.45	Not significant	28/01/2008	11 y 8 m	14y 0m - 14y 5m
Segments	23	74	0.643	0.59	Not significant	11/02/2008	11 y 9 m	14y 6m - 14y 11m
SWReading	30	99	2.324	2.27	Not significant	11/02/2008	11 y 9 m	Not applicable
Reading	0.5245	84	0.995	0.95	Not significant	11/02/2008	11 y 9 m	15y 0m - 15y 5m
Spelling	0.3047	95	1.644	1.59	Not significant	11/02/2008	11 y 9 m	16y +
Reasoning	0.7192	52	0.05			25/02/2008	11 y 9 m	12y 0m - 12y 5m

Questions about your data or reports? Need support analysing your data?

Our team of assessment data experts with over 35 years combined classroom experience is here to help you make the best use of your data to inform in-school actions. Contact our Assessment Insights team Assessment.Insights@gj-assessment.co.uk.