{Learner name}'s
Cognitive Diversity Report

We're all the same in that we're all unique. This report shows you why your learner thinks and learns the way they do.

Learner details

Learner name	
Gender	Prefer not to disclose
Date of birth	7 Jun 2002
Age at assessment date	19
Client reference	fgch
Programme level	Level 2
Subject or sector	
English additional language	No
Highest education level	

Organisation details

Learning provider	Fiona Client
Date & time of assessment	Mon, 14 Jun 2021 at 15:31

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Understanding the cognitive diversity assessment

The Cognassist Cognitive Diversity Assessment measures cognition as defined by the Cattell-Horn-Carroll Theory of Cognitive Abilities, which is the world's most comprehensive and empirically supported psychometric theory of the structure of cognitive abilities to date.

The scoring outputs from this measurement align to the neurodevelopmental medical measurement methodologies prescribed by the World Health Organisation's ICD-11 and the American Psychiatric Association's DSM-5.
It measures and reports three Cognitive Indexes, nine Cognitive Domains and Cognitive Speed of Working, with all results reported in standardised scores.

Frequency in Population

50%

Standard scores	70	85	90	100	110	115	130
Percentiles	2	16	25	50	75	84	98
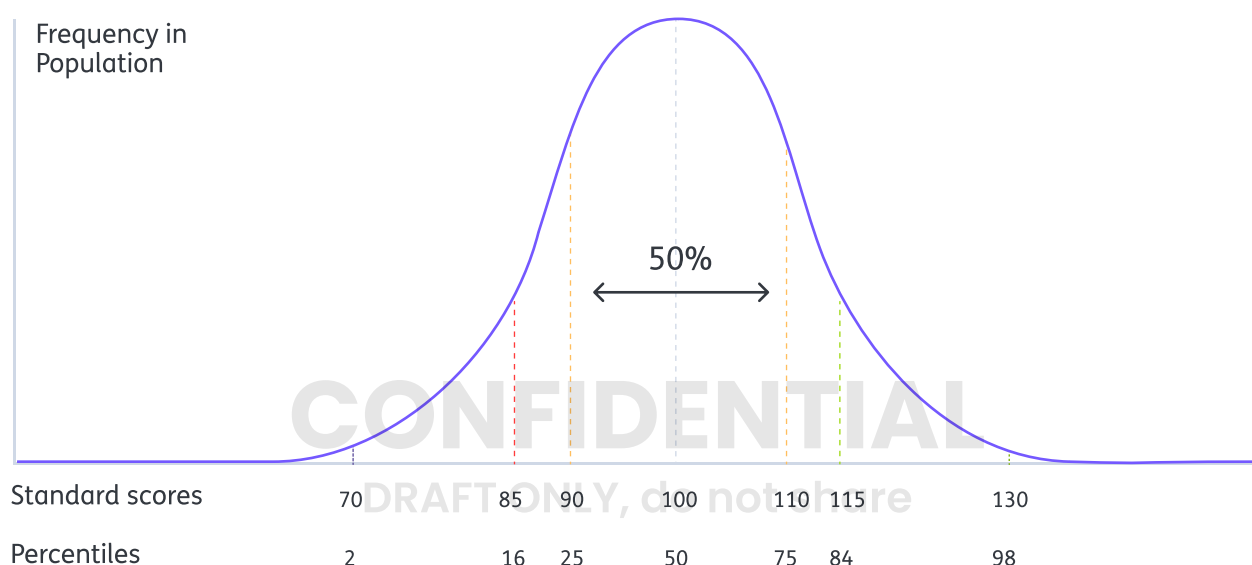
What are standard scores?

To compare scores on different tasks the scores are standardised. The result of this is that the average score is 100, and the standard deviation is 15. The most typical range is one standard deviation on either side of the mean, or between 85 and 115. Exactly half of the population sits between a standard score of 90 and 110, and only 2% of the population score less than 70 or more than 130.

The assessment also standardises scores according to age, 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 in 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 as them. If they score 130 in a different domain, which has a percentile rank of 98, it means they have performed higher than 98% of people the same age as them.

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What are indexes?

A cognitive Index is a broad area of cognition formed from several cognitive domains. The chart below demonstrates which domains are used by which broader index.
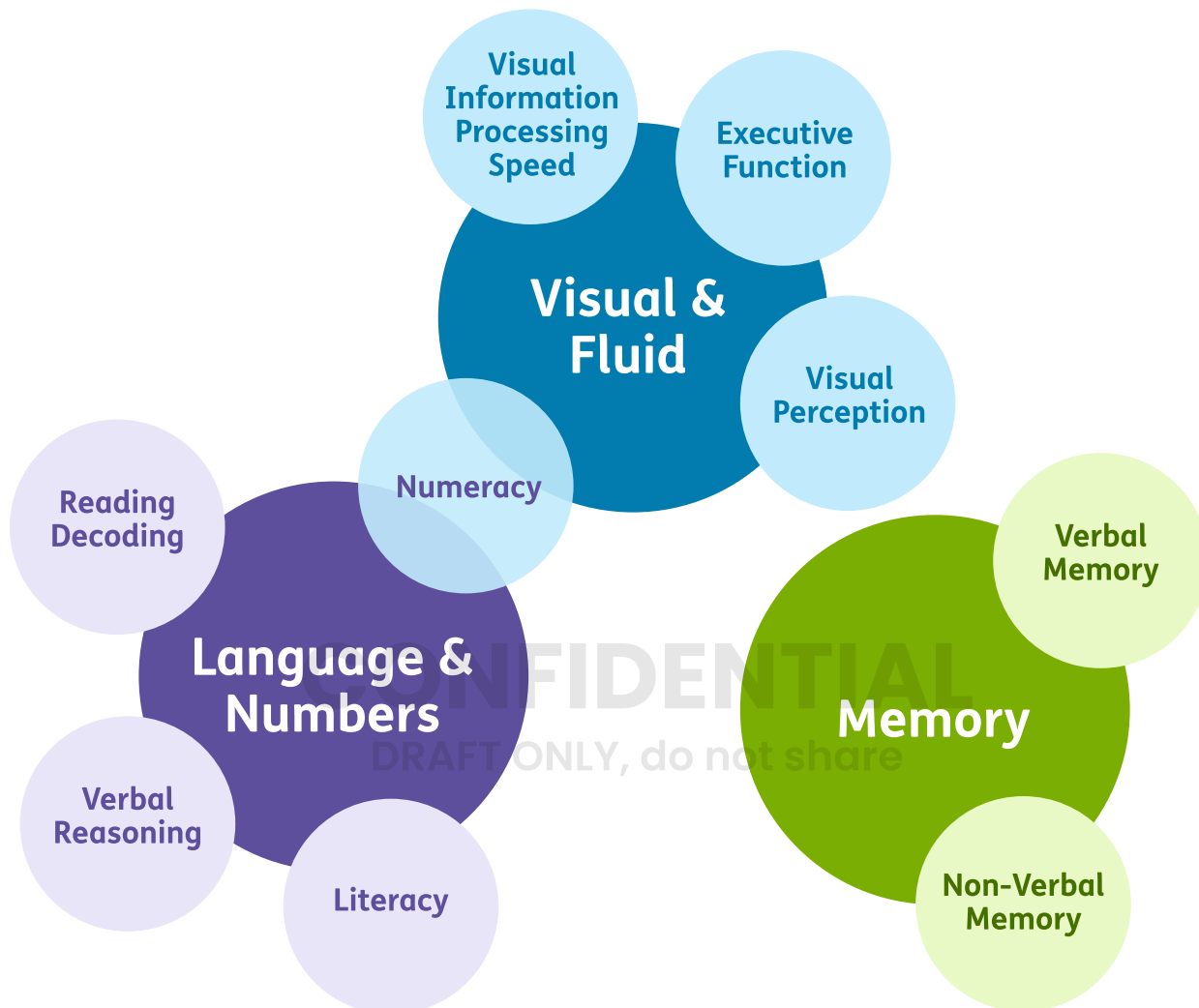
Language and Numbers index covers most things we do with language and numbers, including learning vocabulary, comprehending and reasoning with language, reading, and basic numerical handling such as common calculations and times tables.

Visual and Fluid index covers a multipurpose, non-verbal 'mental workspace'. It can be thought of as a fluid resource for holding and manipulating concepts, abstract problem solving, complex mathematical thinking, visualisation, and prediction. This area is important for controlling and directing attention towards completing daily tasks.

Memory index describes the efficiency at which both verbal and non-verbal information is encoded into long-term memory for later retrieval. For example, one person may need to read a shopping list once, whereas another may need to read it multiple times to remember all the items on it. This describes a difference in memorisation efficiency.
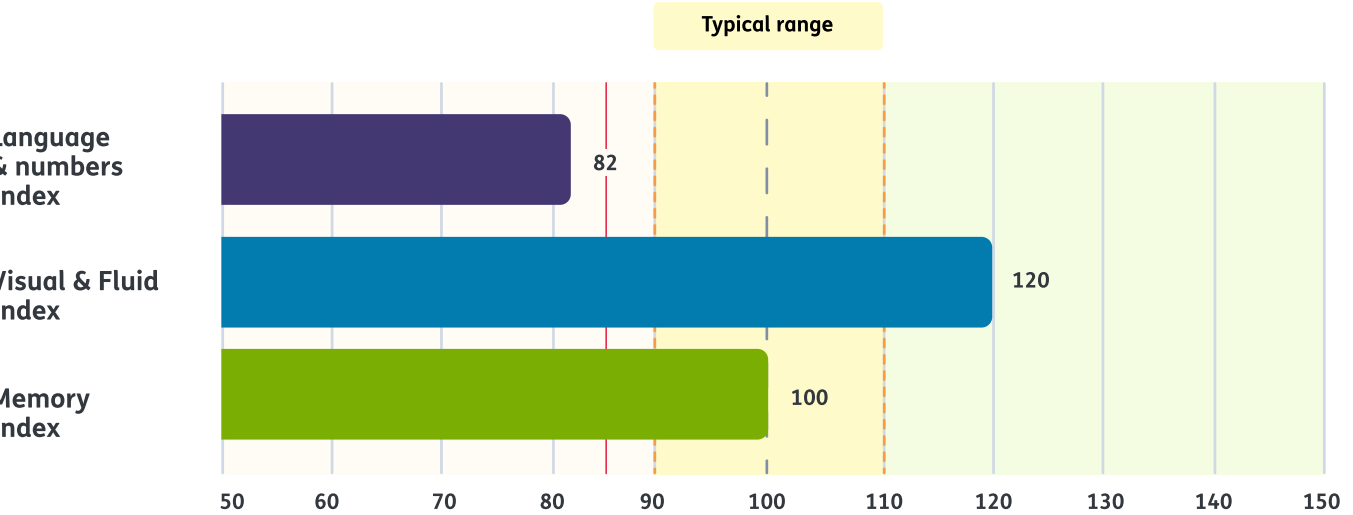
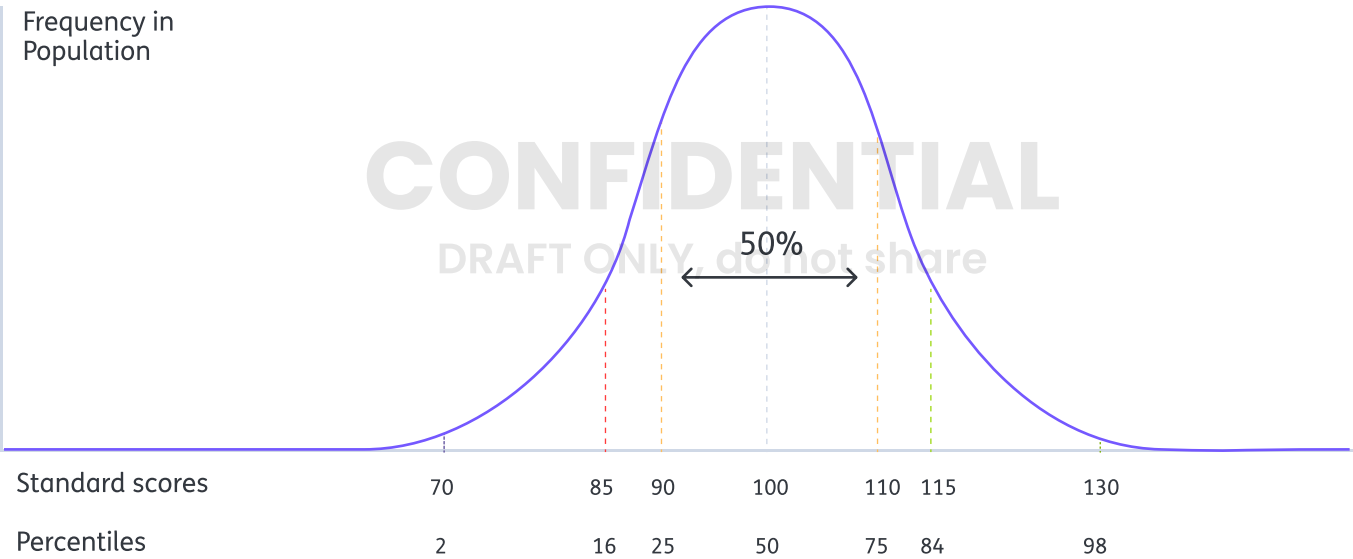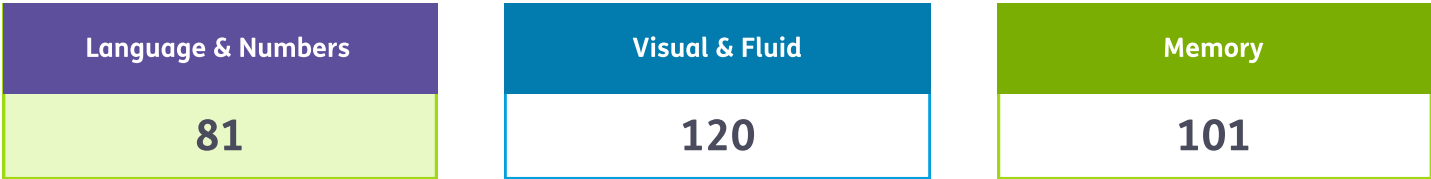# {Learner name}'s Cognitive Profile

Cognitive indices provide a comprehensive and reliable measure of a complex group of related processing activities. They can be used to determine where an individual may be able to self-compensate for difficulties within a specific domain, meaning they may be used to predict the complexity of interventions that may be successful for the individual.

Each index should be considered separately because they measure three different and cognitively broad groupings of processing. Like domains, each index has a standardised score separately reported for it. To help with interpretation, the three indexes of domains are colour coded throughout the report, and the related domains will present in a shade of that colour.

Based on {Learner first name}'s assessment results we: **recommend considering a needs assessment for this learner.**

Language & Numbers	Visual & Fluid	Memory
81	120	101

Frequency in Population

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50%

Standard scores	70	85	90	100	110	115	130
Percentiles	2	16	25	50	75	84	98

Typical range

Language & numbers Index — 82

Visual & Fluid Index — 120

Memory Index — 100

50 60 70 80 90 100 110 120 130 140 150
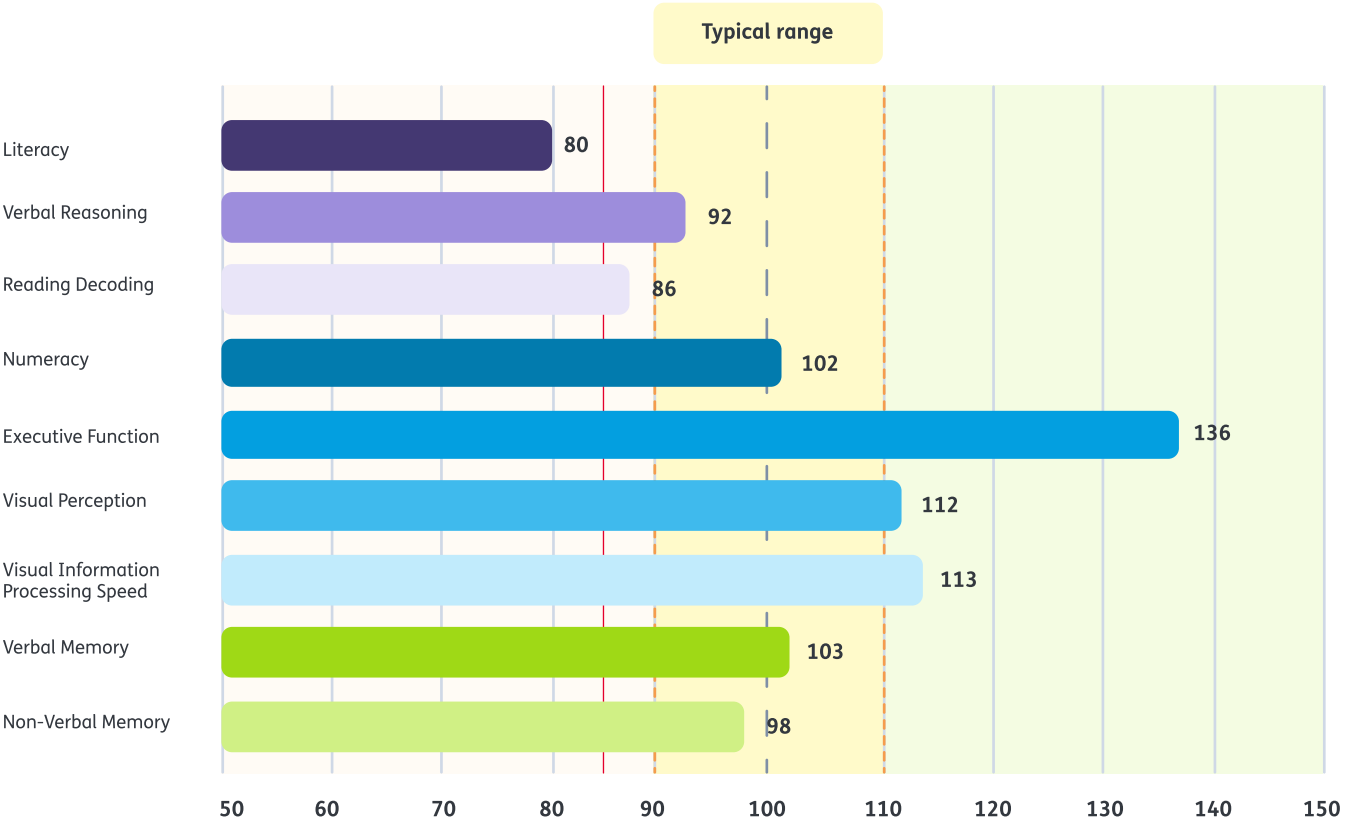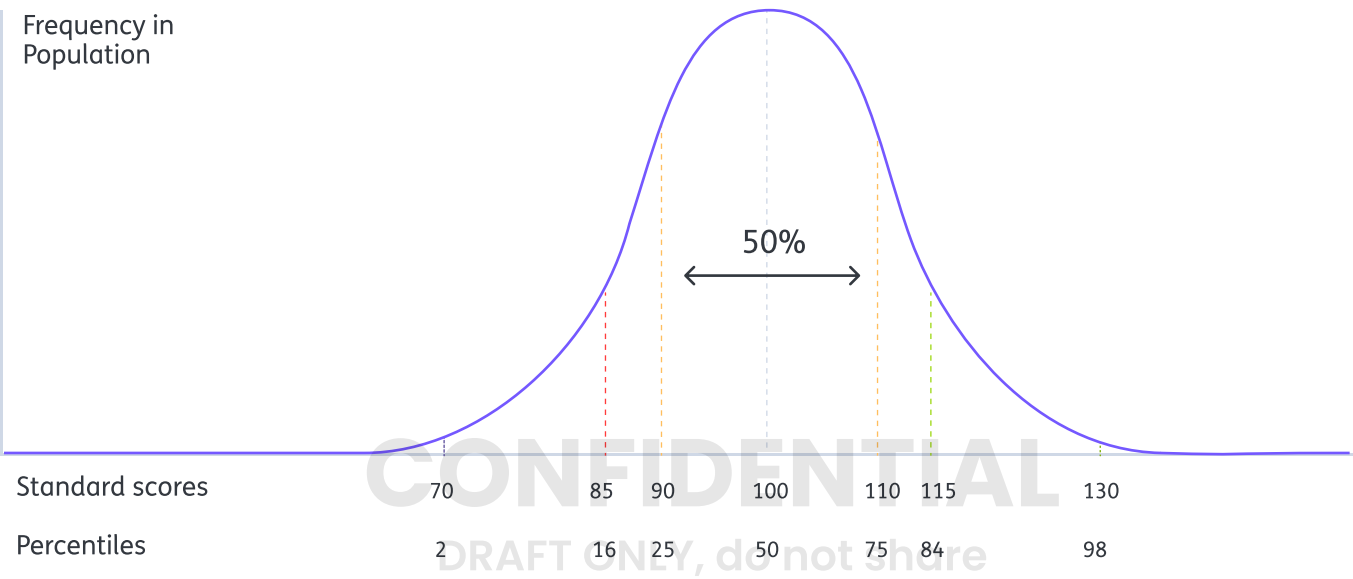
Through an understanding of how a person's domains compare to one another, and to the wider population, it's possible to dramatically improve the way that person thinks and learns.

This chart shows {learner name}'s standard scores for each domain, how the domains compare to one another and how this compares to a large population of the same age.

Each domain should be considered separately because they measure nine different kinds of processing. To help with interpretation, the three indexes or broad groups of domains, are colour coded on the graph below. 'Language & Numbers' in purple (with the partial addition of Numeracy), 'Visual & Fluid' in blue (with the partial addition of Reading Decoding), and 'Memory' in green.

Frequency in Population

50%

Standard scores	70	85	90	100	110	115	130
Percentiles	2	16	25	50	75	84	98

Typical range

Domain	Score
Literacy	80
Verbal Reasoning	92
Reading Decoding	86
Numeracy	102
Executive Function	136
Visual Perception	112
Visual Information Processing Speed	113
Verbal Memory	103
Non-Verbal Memory	98

50 60 70 80 90 100 110 120 130 140 150

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Assessment of Speed of Working

The Speed of Working assessment can be used as evidence to support an application for reasonable adjustments, e.g. extra time . Should extra time not be appropriate for any reason, but evidence suggests a speed of working difficulty, the individual may benefit from supervised rest breaks.

General scores

General Scores demonstrate whether <<learner name>> has a generally lower speed of working compared to their peers. This is represented below by reporting the standardised scores for both speed of working domains and the speed of working index. Either may be used for evidencing a learners' speed of working scores in support of an application to an awarding body for reasonable adjustments.

Based on these scores, {Learner first name} has demonstrated a possible need for adjustments.

Visual Information Processing Speed Standard Score	Reading Decoding Standard Score	Speed of Working Index Standard Score
81	84	82

Specific Difference Scores

Specific Differences Scores demonstrate whether <<learner name>> has significantly slower speed of working cognitive domains relative their non-speed of working cognitive domains.

Speed of Working Index Standard Score	Non-speed of Working Index Standard Score	Speed of Working Difference Index Standard Score
82	114	98

English as a Second Language (ESL)

The Reading Decoding assessment requires English language processing. Additional evidence may be required should the individual have English as a second language, for evidencing that Reading Decoding speed of working is not due to a limited acquisition of English language.

English is a Secondary Language
No

Reasonable Adjustments for Teaching, Learning and Assessments

Reasonable Adjustments for Learning

Activities likely to benefit from support

We have identified a potential learning difference relating to Literacy which could cause barriers to {learner name}'s learning. The following are examples of daily tasks that may present as barriers to learning but can be overcome with the relevant support.

Skill area	Activities for Literacy
Analysis	• Drawing conclusions. • Making inferences.
Non-verbal communication	• Remembering details of a particular event.
Verbal communication	• Learning new vocabulary (from verbal and written materials). • Reading fluently. • Expressing ideas – certain words may be difficult to remember. • Identifying sounds that correspond to letters. • Learning jargon and acronyms.
Written communication	• Comprehension of written text. • Understanding questions (verbal and written). • Spelling (including mixing up the correct collection of letters in a word. • Learning jargon and acronyms.

Reasonable adjustments for assessments

The following reasonable adjustments may need to be considered for this learner during assessments.

Assessment type	Adjustments
Observation	• Give the learner time to think before requiring them to respond to any verbal or written instructions or questions. • Ask the learner to repeat any verbal instructions given to ensure their understanding of what they have to do is sound. • If giving a list of verbal instructions, pause between each one to allow the learner to go through the process mentally.
Practical	• Rephrase questions or instructions to ensure understanding. • Written information should be presented in clear fonts that are not at an angle, in font size 12 or higher and 1.5 or double spacing. • Give the learner time to think before requiring them to respond to any verbal or written instructions or questions. • Ask the learner to repeat any verbal instructions given to ensure their understanding of what they have to do is sound. • If giving a list of verbal instructions, pause between each one to allow the learner to go through the process mentally.
Test	• Permit use of coloured overlays. • Exam papers on coloured paper or permit learner to change background colour of screen if online. • Exam papers in larger or non-serif font. • One and a half or double line spacing. • Single side papers. • Larger size papers or exam sheets. • No penalty for poor spelling, grammar, punctuation, syntax or structure where the meaning is clear. • Access to text to speech software, use of a reading pen or a reader. • Written information should be presented in clear fonts that are not at an angle, in font size 12 or higher and 1.5 or double spacing. • Give the learner time to think before requiring them to respond to any verbal or written instructions or questions.
Project	• Give the learner time to think before requiring them to respond to any verbal or written instructions or questions.
Presentation	• Give clear instructions. • Express timings more than once and clearly
Discussion	• Rephrase questions or instructions to ensure understanding • Give the learner time to think before requiring them to respond to any verbal or written instructions or questions.

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Reasonable Adjustments for Learning

Activities likely to benefit from support

We have identified a potential learning difficulty relating to Executive Function which could cause barriers to {learner name}'s learning. The following are examples of daily tasks that may present as barriers to learning but can be overcome with the relevant support.

Skill area	Activities for Reading Decoding
Planning and time management	• Arriving at appointments and meetings on time. • Finishing tasks within the allocated time. • Initiating tasks (getting started). • Working on more than one task at a time (multi-tasking). • Organising work / study / social life. • Carrying out routine daily tasks. • Planning activities. • Flexibility to change plans in unexpected circumstances.
Self and social awareness	• Using feedback to improve performance. • Interacting with others in a social environment. • Being aware of own difficulties. • Controlling any impulses to act / behave in a certain way. • Reacting to changes and adjusting behaviour accordingly. • Flexibility to consider other views and perspectives.
Analysis	• Analysing a situation or task (and understanding what it involves). • Flexibility to consider different options and see different perspectives.
Problem solving	• Thinking outside the box. • Thinking in a logical and strategic way (going through steps in a process). • Solving problems. • Flexibility to consider different solutions.
Verbal communication	• Remembering instructions / directions long enough to act upon them.

Reasonable adjustments for assessments

The following reasonable adjustments need to be considered for this learner during assessments.

Assessment type	Adjustments
Observation	• Give additional time for the learner to read instructions and complete written tasks. • Use multiple formats including verbal, audio, video, drawings, diagrams and flowcharts. • Pace the delivery of verbal information and avoid ambiguity. • Remove distractions and frequently check the learner's understanding.
Practical	• Give additional time for the learner to read instructions and complete written tasks. • Use multiple formats including verbal, audio, video, drawings, diagrams and flowcharts. • Pace the delivery of verbal information and avoid ambiguity. • Remove distractions and frequently check the learner's understanding.
Test	• Permit use of coloured overlays. • Exam papers on coloured paper or permit learner to change background colour of screen if online . • Exam papers in larger or non-serif font. • One and a half or double line spacing. • Single side papers. • Larger size papers or exam sheets • Access to text to speech software, use of a reading pen or a reader • Provide reading materials with simplified language, shorter sentences, and reduced complexity. • Give additional time for the learner to read instructions and complete written tasks. • Use multiple formats including verbal, audio, video, drawings, diagrams and flowcharts. • For computerised tests, change the background colour of screens to suit individual preferences and supply anti-glare screen filters. • Highlight key points in documents. • Where possible, allow assistive technology such as a screen reader, scanning pen, text-to-speech or mind-mapping software.
Project	• Give additional time for the learner to read instructions and complete written tasks. • Use multiple formats including verbal, audio, video, drawings, diagrams and flowcharts. • Highlight key points in documents. • Allow project outcomes to be presented in multiple formats other than written including visualisations and charts.
Presentation	• Give additional time for the learner to read instructions and complete written tasks. • Use multiple formats including verbal, audio, video, drawings, diagrams and flowcharts. • Highlight key points in documents. • As well as written communication in presentations, allow the use of other formats visualisations and charts.
Discussion	• Give additional time for the learner to read instructions and complete written tasks. • Use multiple formats including verbal, audio, video, drawings, diagrams and flowcharts. • Highlight key points in documents. • Pace the delivery of verbal information and avoid ambiguity. • Remove distractions and frequently check the learner's understanding.

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Additional Information

Notes on the assessment

Did you experience any technical issues while completing this assessment?:

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Other comments/feedback:

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To explore the science behind the Cognassist Cognitive Diversity Assessment visit our Scientific Validity section online.

Within our Scientific Validity area you can learn how Cognassist complies with rigorous international requirements prescribed by organisations such as the World Health Organisation, the American Psychiatric Association and the International Test Commission.

These requirements are specific to medical, neurodevelopmental and neuropsychological measurement techniques as well as international data compliance regulations.

www.cognassist.com/our-science