

Lexplore

A Clear View of Reading



By combining extensive research with the latest AI technology, our unique assessment can, in a matter of minutes, determine a child's reading attainment level, in an objective and non-test like environment.

We are Lexplore

Following 30 years of research at the Karolinska Institute, which has selected the Nobel laureates in Physiology and Medicine since 1901, our unique reading assessment was first launched in Sweden in 2015. After a successful entrance into the US in 2017, we then launched in the UK at the beginning of 2018. Across the globe our work is still driven by the same commitment to improving reading standards upon which Lexplore was founded many years ago.



Teachers work tirelessly to improve literacy, however, many current methods of assessing reading don't take into account the full range of complicated cognitive processes involved. These methods, which are usually paper-based, take up valuable teaching time and often don't give the in depth information needed to back teacher's professional judgements.

Working with Lexplore, teachers can gain a comprehensive understanding of reading without adding to their workload. As our assessment uses the latest in machine learning and eye tracking technology, it can determine reading attainment and identify specific problems areas, which may require intervention, in minutes.



The Process, Step by Step...

1. Evidence based assessment

Our entirely computer-based assessment monitors a child's spontaneous eye movement whilst they read, and answer a few short comprehension questions. In a matter of minutes we can evaluate how effectively the main cognitive processes involved with reading work together for each individual child.



William is going to meet up with his friends. It is hot outside. They are going swimming. When his friends arrive they go to the beach. They swim for a long time. William knows how to swim. His friends also know how to swim. William's father goes with them. He buys them ice cream afterwards.

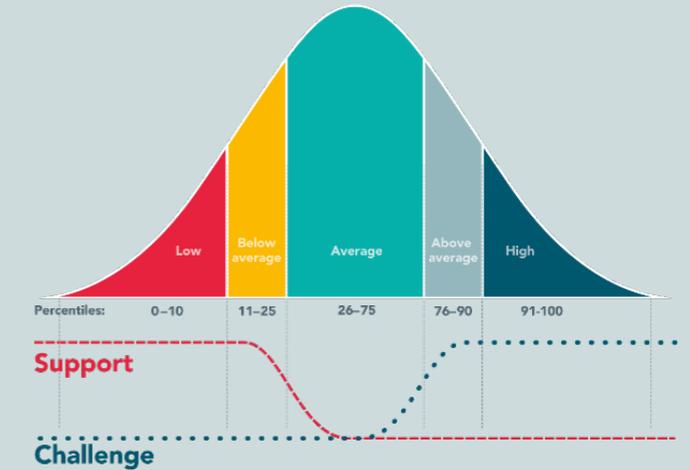


2. Machine Learning Analysis

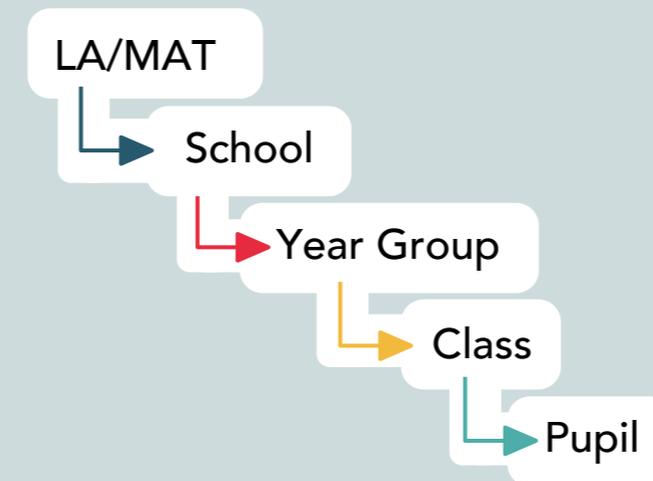
Our machine learning models then perform a powerful statistical analysis on each child's individual eye movements, to immediately determine their reading attainment. By recognising correlations in eye movement patterns, they can also quickly and objectively highlight children with reading difficulties, such as Dyslexia.

3. Results & Intervention

Results can then be accessed through our user-friendly portal, where reading attainment is shown as a precise percentile score within our five reading levels. By providing recommendations for intervention the Portal also helps tailor programmes to both support and challenge pupils inline with their individual needs.



View results by:

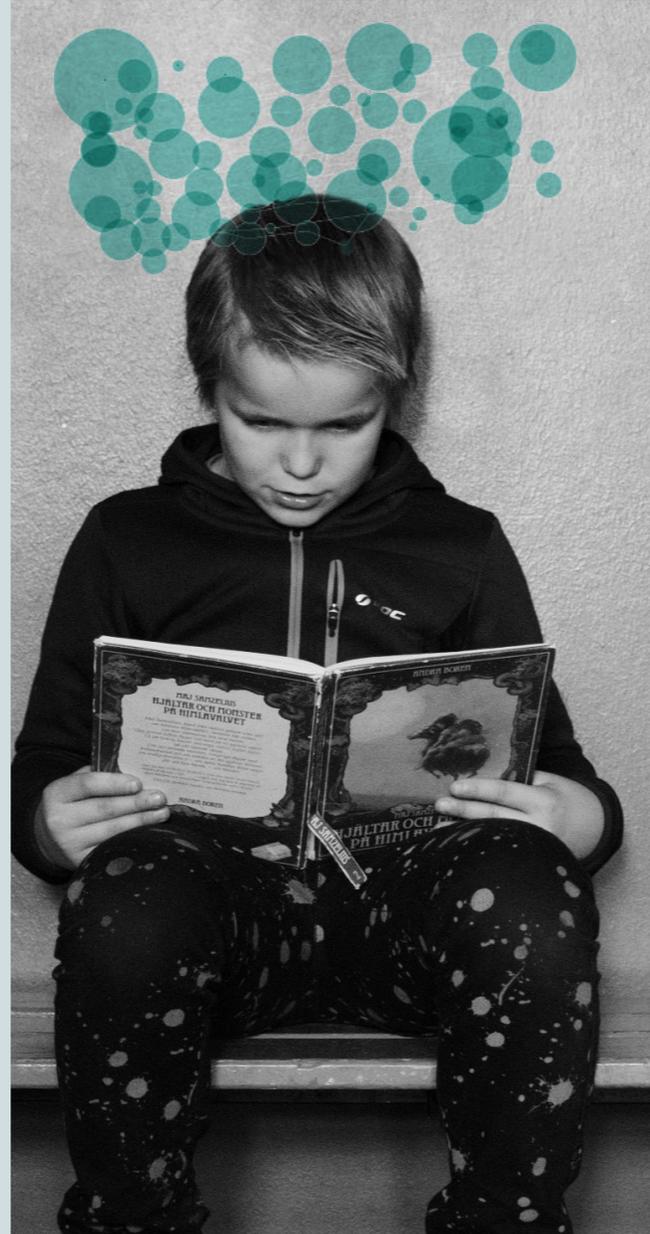


4. Data Driven Instruction

Regular testing helps schools to monitor reading progress on many levels, make powerful comparisons, and ensure their interventions are having the intended impact. With a clear overview of reading, schools and organisations can quickly decide where their resources are most required, helping to improve literacy across the board.

Our Benefits

- Saves valuable time and resources.
- Provides evidence based data to back up professional opinions.
- Allows for early identification and intervention for reading difficulties.
- Immediately identifies specific problem areas helping personalise learning.
- Pupils actually enjoy their quick computer-based assessment.



A profound impact in classrooms so far...



Lexplore gives us much more than a simple score or percentile, making it easier for teachers to uncover the potential reasons why a child cannot read.

Bernadette McLean
Independent Literacy Expert

The testing process could not be easier and often is a very enjoyable experience for the pupils. The portal is very clear, straight forward and is easy to use and understand. Being able to see the child's eye movements has been fascinating, insightful and at times mesmerising.

Adam Luxford
Data Protection Officer

We have found the results have highlighted some children (particularly girls and those who use coping strategies to present as confident readers) who may have a reading difficulty that has not previously been recognised.

Jane Mullane
Headteacher

Lexplore

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