

// 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

Former principal of the Helen Arkell Dyslexia Centre

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// 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

ICT Lead

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// 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. //

Jayne Mullane

Headteacher

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Lexplore

Artificial Intelligence

Eye Tracking

Machine Learning



Find out more

www.lexplore.co.uk

0161 697 4166

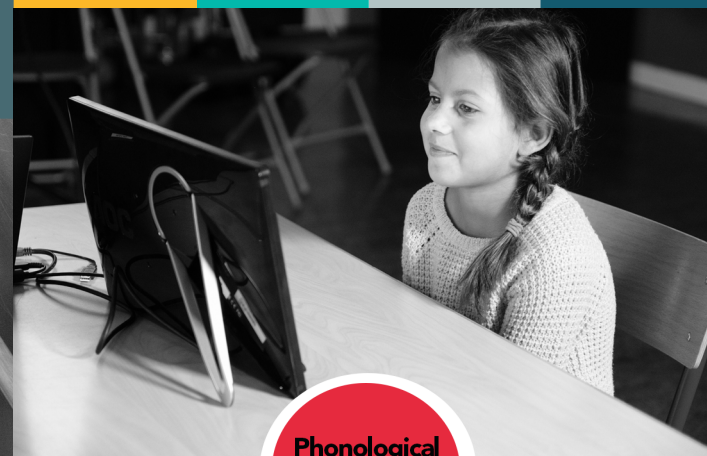
hello@lexplore.com

@LexploreUK



Lexplore

A clear view of reading



Phonological Awareness

Letter Knowledge

Reading Speed

One Test
2 to 5
Minutes

Reading Fluency

Decoding Words

Reading Comprehension

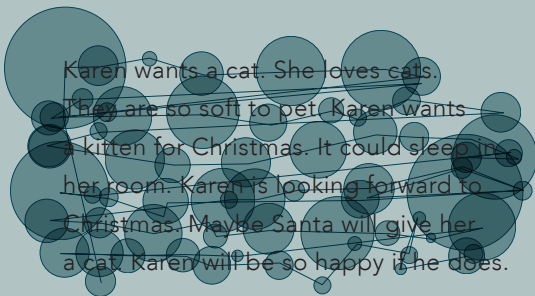
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1)

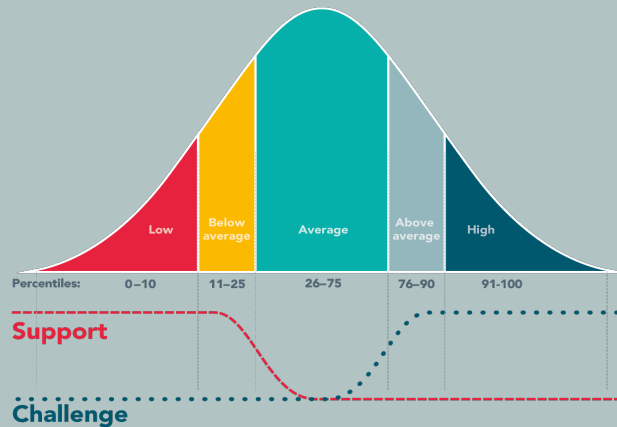
Evidence Based Assessment

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Our entirely computer based assessment monitors a child's spontaneous eye movement whilst reading to quickly evaluate how effectively all the complex processes of cognition involved in reading work together.



How it works



2)

Machine Learning Analysis

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Our machine learning algorithms then perform a powerful statistical analysis on each child's eye movement patterns. Immediately determining their reading attainment and highlighting those experiencing specific difficulties, like Dyslexia within minutes.

2)

Results, Recommendations and Follow up

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Within our user-friendly portal, individual reading attainment is shown as a percentile score within five coloured levels, enabling quick comparisons to be made across schools, year groups, classes and pupils, as well as to national averages.

We can also provide recommendations based upon a pupil's individual level and year to help personalise support.

