The Do-It Profiler Results

Q: What do the results mean?

1s and 2s indicate areas of difficulty which might be caused by a specific learning difference. 3s and 4s indicate no difficulties.

Please be aware that the results are indicators only and neither prove nor disprove the presence of a specific learning difference.

It is important to view your results in the context of your educational experience. For example, if you have a majority of 1s and 2s, ask yourself if these have been persistent areas of difficulty. Questions you might want to consider: at school, did it take me longer to read books than my peers? Did teachers often complain about my spelling accuracy? Have I often struggled to finish exams in time? Is my handwriting difficult to read?

Q: My scores are mostly 1s and 2s, what should I do now?

If you have mostly 1s and 2s and the areas of difficulty have been persistent, then having a formal assessment is likely to be beneficial. Please be aware though that an assessment is not guaranteed to identify the presence of a specific learning difference.

Q: I have a mix of all the colours, what does this mean?

It might still be worth undertaking a formal assessment if you believe that you have had persistent difficulties in aspects of studying.

Q: Most of the 1s and 2s are to do with ADHD or dyscalculia, can I still be assessed for these?

Yes. Please email disability-supportservices@nottingham.ac.uk for further guidance.

Q: I don’t have any 1s and 2s, what does this mean?

This would suggest that you do not have strong indicators of a specific learning difference. You might find it useful to investigate our study resources: https://www.nottingham.ac.uk/studentservices/support/supportforyourstudies/academicsupport/studyresources/index.aspx

Q: What do I do next?

You need to decide whether you want to undertake an assessment appropriate for higher education. For more information about what a formal assessment is for dyslexia, dyspraxia, dyscalculia and ADHD and what each assessment can identify, go to: