

DYSLEXIA PROFILE FOR THE WJ V

Name _____
School _____

Date of Birth _____
Grade _____

ID _____
Date _____

The [name of state or country] Education Code [§ statute number] defines dyslexia in the following way:

International Dyslexia Association Definition (2025)

Dyslexia is a specific learning disability characterized by difficulties in word reading and/or spelling that involve accuracy, speed, or both and vary depending on the orthography. These difficulties occur along a continuum of severity and persist even with instruction that is effective for the individual's peers. The causes of dyslexia are complex and involve combinations of genetic, neurobiological, and environmental influences that interact throughout development. Underlying difficulties with phonological and morphological processing are common but not universal, and early oral language weaknesses often foreshadow literacy challenges. Secondary consequences include reading comprehension problems and reduced reading and writing experience that can impede growth in language, knowledge, written expression, and overall academic achievement. Psychological well-being and employment opportunities may also be affected. Although identification and targeted instruction are important at any age, language and literacy support before and during the early years of education is particularly effective.

Authors' note: Dyslexia affects reading at the single word level, reading fluency and rate, and spelling. In turn, these weaknesses cause difficulties with reading comprehension and written expression. According to research, the major linguistic risk factors of dyslexia include weaknesses in one or more of the following abilities: phonological awareness, orthographic awareness, memory, rapid automatized naming, and processing speed. Other abilities, such as general intelligence, reasoning, oral language, mathematics, and knowledge, that do not require reading, are often intact. In other words, the reading and spelling difficulties are often unexpected in relation to the student's other abilities.

Section I: Summary (For use with the WJ V¹)

A. Primary and Secondary Reading, Spelling, and Writing Difficulties Check the areas of concern.

Primary Reading and Spelling Difficulties		Secondary Reading and Writing Difficulties
☐ Letter-Sound Knowledge² ☐ Letter names ² ☐ Letter sounds ² ☐ Basic Reading Skills ☐ Letter-Word Identification ☐ Word Attack ☐ Phoneme-Grapheme Knowledge ☐ Word Attack ☐ Spelling of Sounds ☐ Reading Fluency ☐ Word Reading Fluency ☐ Sentence Reading Fluency ☐ Oral Reading*	Spelling² ☐ Spelling Skills ☐ Spelling ☐ Spelling of Sounds ☐ Phoneme-Grapheme Knowledge ☐ Word Attack ☐ Spelling of Sounds ☐ Spelling in context ☐ Class Work Samples ² ☐ Written Language Samples ² ☐ Sentence Writing Accuracy	Reading Comprehension ☐ Reading Comprehension ☐ Passage Comprehension ☐ Paragraph Reading Comprehension ☐ Written Expression ☐ Sentence Writing Fluency ☐ Written Language Samples

B. Cognitive and Linguistic Abilities: Possible Contributing Factors Check the areas that are possible contributing factors.

Phonological Processing³ ☐ Phonological Awareness² ☐ Sound Blending ☐ Segmentation ☐ Phonological Manipulation ☐ Sound Deletion ☐ Sound Substitution ☐ Phonemic Retrieval Fluency ☐ Phonemic Word Retrieval ☐ Rapid Phoneme Naming ☐ Sound Reversal* ☐ Nonsense Word Repetition*	Orthographic Awareness^{4,5} ☐ Number-Pattern Matching ☐ Letter-Pattern Matching ☐ Letter-Word Identification ☐ Word Attack ☐ Spelling ☐ Spelling of Sounds	Memory ☐ Auditory Working Memory Capacity ☐ Verbal Attention ☐ Numbers Reversed ☐ Visual Working Memory ☐ Auditory Memory Span ☐ Memory For Words ☐ Sentence Repetition ☐ Long-Term Storage ☐ Story Recall ☐ Story Comprehension ☐ Animal-Number Sequencing* ☐ Understanding Directions*	Rapid Automatized Naming (RAN) ☐ RAN Reading ☐ Rapid Number Naming ☐ Rapid Letter Naming ☐ Rapid Phoneme Naming	Processing Speed ☐ Cognitive Processing Speed ☐ Number-Pattern Matching ☐ Letter-Pattern Matching
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C. Ability to Learn When Reading is Not Required Check the areas that are significantly higher than the individual's basic reading and spelling skills.

Cognitive Abilities ☐ General Intellectual Ability ☐ Gf-Gc Composite ☐ Fluid Reasoning	Oral Language ☐ Oral Expression ☐ Listening Comprehension ☐ Vocabulary ⁶	Mathematics ☐ Math Calculation Skills ☐ Number Concepts ☐ Math Problem Solving	Knowledge ☐ Comprehension Knowledge ☐ Academic Applications ☐ Academic Knowledge
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D. At-Risk Indicators: Check the areas below that are additional at-risk factors.

- ☐ Family history ☐ Early speech-language issues

Committee Consideration

- ☐ Data demonstrate characteristics of dyslexia. ☐ Data demonstrate characteristics of dyslexia; however, these characteristics would not be consistent with [State] guidelines for the identification of dyslexia.
☐ Data do not demonstrate characteristics of dyslexia.

Evaluator(s) _____ Date: _____

Section II: Scores

Area Tested	Battery	Test Date	Cluster/Test/CHC Broad Ability	Low/Below Average SS <40-89 PR <1-24	Average SS 90-110 PR 25-75	High/Above Average SS 111> PR 76>	RPI ⁷		
Primary Reading and Spelling Difficulties	Letter-Sound Knowledge	Informal Assessment	Letter-Sound Knowledge²						
			Letter Names^{2**} ☐ Limited ☐ Typical ☐ Advanced Case: Lower ____/26 Upper ____/26						
			Letter Sounds^{2**} ☐ Limited ☐ Typical ☐ Advanced Consonants ____ Vowels ____						
	Basic Reading Skills	WJ V ACH	Basic Reading Skills				____/90		
			Letter-Word Identification (Grw)				____/90		
			Word Attack (Grw, Ga)				____/90		
	Reading Fluency	WJ V ACH	Reading Fluency				____/90		
			Word Reading Fluency (Gs, Grw)				____/90		
			Sentence Reading Fluency (Gs, Grw)				____/90		
			Oral Reading (Grw)*				____/90		
	Spelling	WJ V ACH	Spelling Skills				____/90		
			Spelling (Grw)				____/90		
			Spelling of Sounds (Ga, Grw)				____/90		
			Spelling in Context						
			Class Work Samples ^{2**} ☐ Limited ☐ Typical ☐ Advanced						
			Written Language Samples ^{6**} ☐ Limited ☐ Typical ☐ Advanced						
			Sentence Writing Accuracy (Grw) ☐ Limited ☐ Typical ☐ Advanced						
	Phoneme - Grapheme Knowledge	WJ V ACH	Phoneme-Grapheme Knowledge⁵				____/90		
			Word Attack (Grw, Ga) ⁵				____/90		
			Spelling of Sounds (Ga, Grw) ⁵				____/90		
Secondary Reading & Writing Difficulties	Reading Comprehension	WJ V ACH	Reading Comprehension				____/90		
			Passage Comprehension (Grw, Gc)				____/90		
			Paragraph Reading Comprehension (Grw, Gc)				____/90		
	Written Expression	WJ V ACH	Written Expression				____/90		
			Sentence Writing Fluency (Gs, Grw)				____/90		
			Written Language Samples (Grw)				____/90		
Primary and Secondary Reading and Writing Difficulties/Comments									

Area Tested		Battery	Test Date	Cluster/Test/CHC Broad Ability	Low/Below Average SS <40-89 PR <1-24	Average SS 90-110 PR 25-75	High/Above Average SS 111> PR 76>	RPI ⁷
Cognitive and Linguistic Abilities: Possible Contributing Factors	Phonological Processing ²	WJ V VTL		Phonological Awareness ³				___/90
				Sound Blending (Ga)				___/90
				Segmentation (Ga)				___/90
				Phonological Manipulation				___/90
				Sound Deletion (Ga)				___/90
				Sound Substitution (Ga)				___/90
				Sound Reversal (Ga)*				___/90
		WJ V COG		Phonemic Retrieval Fluency (Ga)				___/90
		WJ V VTL		Rapid Phoneme Naming (Gs, Gr)				___/90
		WJ V COG		Phonemic Word Retrieval (Gr)				___/90
	Orthographic Awareness ^{3,4}	WJ V ACH		Nonsense Word Repetition (Ga, Gwm)*				___/90
				Orthographic Awareness ^{4,5}				
				Number-Pattern Matching (Gs)				___/90
				Letter-Pattern Matching (Gs)				___/90
				Letter-Word Identification (Grw)				___/90
				Word Attack (Grw, Ga) ⁵				___/90
	Memory	WJ V COG		Spelling (Grw)				___/90
				Spelling of Sounds (Grw) ⁵				___/90
				Auditory Working Memory Capacity				___/90
				Verbal Attention (Gwm)				___/90
				Numbers Reversed (Gwm)				___/90
				Auditory Memory Span				___/90
				Memory for Words (Gwm)				___/90
				Sentence Repetition (Gwm)				___/90
				Long-Term Storage				___/90
				Story Recall (GI)				___/90
	Rapid Automatized Naming	WJ V VTL		Story Comprehension (GI)				___/90
				Animal-Number Sequencing (Gwm)*				___/90
				Understanding Directions (Gwm, Gf)*				___/90
				RAN-Reading				___/90
	Processing Speed	WJ V COG		Rapid Number Naming (Gs, Gr)				___/90
				Rapid Letter Naming (Gs, Gr)				___/90
				Rapid Phoneme Naming (Gr, Ga)				___/90
				Cognitive Processing Speed				___/90
				Number-Pattern Matching (Gs)				___/90
				Letter-Pattern Matching (Gs)				___/90

Cognitive and Linguistic Abilities: Possible Contributing Factors/Comments

Area Tested		Battery	Test Date	Cluster/Test/CHC Broad Ability	Low/Below Average SS <40-89 PR <1-24	Average SS 90-110 PR 25-75	High/Above Average SS 111> PR 76>	RPI ⁷
Ability to Learn When Reading is Not Required	Cognitive Abilities	WJ V COG		General Intellectual Ability (GIA)				___/90
				Oral Vocabulary (Gc)				___/90
				Matrices (Gf)				___/90
				Spatial Relations (Gv)				___/90
				Story Recall (Gl)				___/90
				Semantic Word Retrieval (Gr)				___/90
				Verbal Attention (Gwm)				___/90
				Number-Pattern Matching (Gs)				___/90
		WJ V COG		Verbal Analogies (Gc,Gf)				___/90
				Gf-Gc Composite				___/90
				Oral Vocabulary (Gc)				___/90
				Matrices (Gf)				___/90
				Verbal Analogies (Gc, Gf)				___/90
				Analysis-Synthesis (Gf)				___/90
		WJ V COG		Fluid Reasoning (Gf)				___/90
				Matrices (Gf)				___/90
				Analysis-Synthesis (Gf)				___/90
				Concept Formation (Gf)*				___/90
	Oral Language	WJ V ACH		Oral Expression				___/90
				Picture Vocabulary (Gc)				___/90
				Oral Language Samples (Gl, Gc)				___/90
				Listening Comprehension				___/90
				Oral Comprehension (Gc)				___/90
				Story Comprehension (Gl)				___/90
				Vocabulary⁶				___/90
				Picture Vocabulary (Gc)				___/90
				Academic Vocabulary (Gc)				___/90
	Mathematics	WJ V ACH		Math Calculation Skills				___/90
				Calculation (Gq)				___/90
				Math Facts Fluency (Gs, Gq)				___/90
				Math Problem Solving				___/90
				Applied Problems (Gq)				___/90
				Math Problem Identification (Gq, Gf)				___/90
	Knowledge	WJ V COG		Comprehension Knowledge (Gc)				___/90
				Oral Vocabulary (Gc)				___/90
				Verbal Analogies (Gc, Gf)				___/90
		WJ V ACH		Academic Applications				___/90
				Passage Comprehension (Grw, Gc)				___/90
				Applied Problems (Gq)				___/90
				Written Language Samples (Grw)				___/90
				Academic Knowledge⁶				___/90
				Academic Vocabulary(Gc)				___/90
				Academic Facts (Gc)				___/90

Ability to Learn When Reading is Not Required/Comments

Determination of Characteristics of Dyslexia for Committee Consideration/Additional Comments

* Single Tests

** Qualitative Observation Ratings⁵

Italicized clusters and tests indicate informal measures

1. The WJ V Dyslexia Profile (Proctor & Mather, 2025) was adapted from the WJ IV Dyslexia Profile by C. Proctor, N. Mather, T. Stephens-Pisecco, and L. E. Jaffe (May, 2017).
2. Qualitative observation ratings of "limited," "typical," and "advanced" as they pertain to letter names, letter sounds, and spelling in context are subjective assessments of a student's letter knowledge in isolation and spelling abilities when they are writing within sentences, paragraphs, or longer pieces of text. The ratings in regard to spelling abilities go beyond simply identifying correctly or incorrectly spelled words in isolation and consider how spelling impacts the overall clarity and fluency of the writing.
3. If the student exhibits reading and spelling difficulties and currently has average phonological/phonemic awareness, review the student's history to determine if there is evidence of previous interventions Addressing phonological/phonemic awareness. Prior effective instruction in phonological/phonemic awareness may remediate these skills in isolation. Thus, average phonological awareness scores alone do not rule out the existence of dyslexia. Ongoing phonological awareness deficits can also be exhibited in word reading and/or spelling.
4. A weakness in orthographic awareness can be a significant contributing factor to dyslexia. Orthographic awareness is often assessed through tests of irregular word reading and spelling. A person's recognition and retrieval of orthographic patterns may be ascertained by analysis of the patterns of responses, as well as the scores, on measures of exception word reading and spelling. Students with a weakness in orthographic awareness are more successful in reading and spelling phonically regular words than irregular words and tend to spell irregular words the way they sound, rather than the way they look.
5. Word Attack and Spelling of Sounds are measures of phonics decoding and encoding skills (sounding out or spelling unfamiliar or nonsense words using blending and letter-sound correspondences). They are not pure phonological awareness tasks because they involve letters so both phonological and orthographic awareness are required to read and spell nonsense words.
6. Consider that as a person grows older, limited reading affects the development of vocabulary and knowledge.
7. The Relative Proficiency Index (RPI) is derived from a mathematical prediction based on the normative data. It predicts a person's expected percentage of proficiency for tasks that the comparison group (age or grade) would perform with 90 percent proficiency. The RPI is recorded as two numbers separated by a slash (/). The first number is the person's expected level of proficiency; the second number is always 90, the criterion of mastery. For example, Jeremy's Word Attack score of 47/90 indicates that when reading unfamiliar words at grade level, his proficiency is likely to be 47% when his average age- or grade-peer's proficiency would be 90%. The following table presents the level of proficiency and the instructional implications of some possible RPI ranges when the person is doing grade- or age-level work.

RPI	Proficiency	Instructional Implications
100/90	Very advanced	Extremely easy
98/90 to 100/90	Advanced	Very easy
95/90 to 98/90	Average to advanced	Easy
82/90 to 95/90	Average	Manageable
67/90 to 82/90	Limited to average	Difficult
24/90 to 67/90	Limited	Very difficult
3/90 to 24/90	Very limited	Extremely difficult
0/90 to 3/90	Extremely limited	Nearly impossible