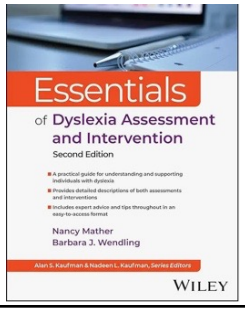
# Using the WJ V to Diagnose Dyslexia


**TASP 2025**

***Light The Way For A Brighter Future***

**Nancy Mather, Ph.D.**

## Disclosures

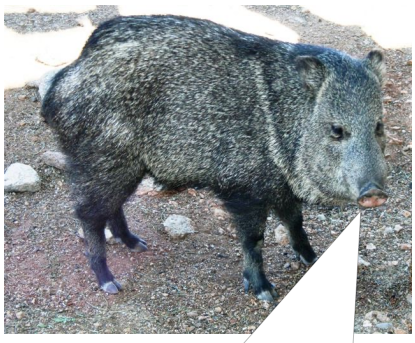




I am a co-author of:

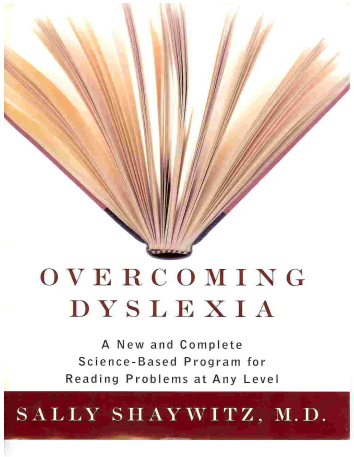
- WJ III, WJ IV, and WJ V
- *Essentials of Dyslexia: Assessment and Intervention (2nd ed.)* (Mather & Wendling, 2024)

# Topics

- Definitions of Dyslexia
- Reading and Writing Skills
- Linguistic Risk Factors
- Comorbidity
- RPI Interpretation
- WJ V Dyslexia Test Set
- Comparison Procedures
- Case studies integrated throughout



So, what are we going to talk about?




"The diagnosis of dyslexia is as precise and scientifically informed as almost any diagnosis in medicine" (p. 165).

**Source**: Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level.* Alfred Knopf**.**

## Diagnosis of Word Blindness

"With the possession of a knowledge of the symptoms, there is little difficulty in the diagnosis of congenital word-blindness when the cases are met with, since the general picture of the condition stands out as clear-cut and distinct as that of any pathological condition in the whole range of medicine" (p. 88).

**Source:** Hinshelwood, J. (1917). *Congenital word-blindness.* H. K. Lewis.

## IDA Proposed New Definition (2025)

"Dyslexia is a specific learning disability characterized by difficulties in word reading—affecting accuracy, speed, or both—and/or spelling, that can vary depending on the written language system. These difficulties reflect performance at the low end of a continuum of literacy skill and occur despite evidence-aligned instruction that is effective for the individual's peers. The cause and development of dyslexia involve the interplay of multiple biological and environmental influences. Phonological and/or morphological difficulties are common but not always present. Among the secondary consequences are limitations in language development and academic progress as well as challenges to psychological well-being and vocational opportunities. Although identification and targeted instruction are important at any age, language and literacy support before and during the early years of education can be particularly effective."

## IDA New 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."*

## The Term Dyslexia

"In the first half of this century the story of dyslexia has been one of decline and fall; in the second half it has culminated in a spectacular rise. From being a rather dubious term, dyslexia has blossomed into a glamorous topic; and rightly so, for with a prevalence of around 5% the condition is remarkably common" (Frith, 1999, p. 192).

**Source**: Frith, U. (1999). Paradoxes in the definition of dyslexia. *Dyslexia, 5,* 192–214.

## Prevalence


Most researchers say the prevalence rate is between 5 and 8%.

Dyslexia is a neurobiological language disorder characterized by difficulties in word reading, spelling, and reading rate. These difficulties exist on a continuum from mild to severe. Dyslexia is highly heritable and often unexpected given the individual's other cognitive and academic abilities. The nature and developmental trajectory of dyslexia depends upon multiple genetic and environmental influences. Dyslexia is often associated with specific linguistic risk factors that affect the development of basic reading skills, reading fluency, and spelling. Although the most commonly observed linguistic risk factor in alphabetic languages is phonological processing, additional linguistic risk factors can include working memory, processing speed, rapid automatized naming, and/or orthographic processing. Dyslexia frequently co-occurs with other neurodevelopmental disorders, including developmental language disorder, dyscalculia, and ADHD. Secondary consequences can include weaknesses in reading comprehension, vocabulary, and written expression.

Adapted by N. Mather from:
Holden, C., Kirby, P., Snowling, M. J., Thompson, P. A., & Carroll, J. M. (2025). Towards a consensus for dyslexia practice: Findings of a Delphi study on assessment and identification. *Dyslexia, 31*: e1800. https://doi.org/10.1002/dys.1800

## Consensus on the Definition of Dyslexia

- It is a neurobiological disorder that affects the development of basic reading skills, automaticity with sound–symbol connections, and spelling.
- It is often accompanied by specific weaknesses in linguistic risk factors that predict poor reading and spelling.
- It is a lifelong condition but effective interventions reduce the impact.
- Many other abilities are often intact and can even be advanced.
- It affects both motivation and self-esteem.

**It is time to move away from a single deficit model that attributes dyslexia to a single cognitive deficit.**

## Neuropsychological Model

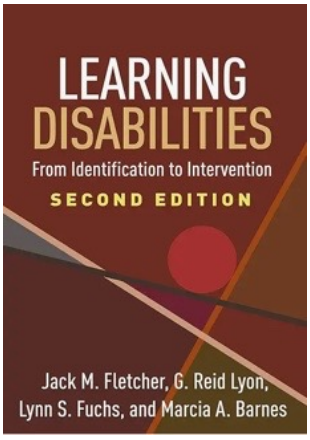
"The best neuropsychological model of dyslexia is one that includes multiple deficits, none of which is both necessary and sufficient to cause dyslexia" (p. 157).

"Associated cognitive difficulties in phonological awareness, rapid naming, nonverbal processing speed, verbal short-term memory, vocabulary, and/or other language skills are common" (p. 189).

Source: Pennington, B. F., McGrath, L. M., & Peterson, R. L. (2019). *Diagnosing learning disorders: From science to practice* (3rd ed.). Guilford.

## Dyslexia: Correlates and Predictors

"This research shows that the primary academic skill deficits that lead to identification of dyslexia involve problems with the accuracy and fluency of decoding skills, and spelling. Cognitive research identifies reliable correlates and predictors of these marker variables, the most robust being phonological awareness. Additional cognitive processes involve rapid naming of letters and digits as well as working memory for phonological material" (p. 190).




Source: Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2019). *Learning disabilities: From identification to intervention* (2nd ed.). Guilford Press.

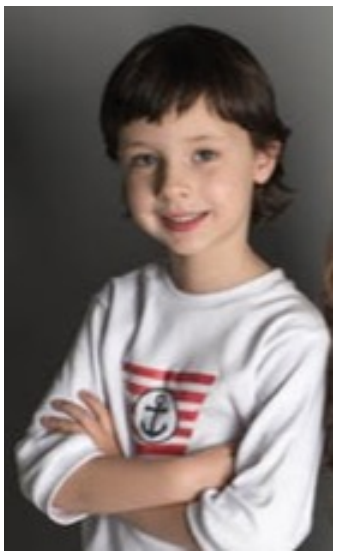
## Multiple Deficit View

Adherence to a single deficit profile has limited utility; using only poor phonological awareness as a criterion for dyslexia would result in missing about one half of the cases.

**Source:** Pennington, B. F., Santerre-Lemmon, L., Rosenberg, J., MacDonald, B., Boada, R., Friend, A., Leopold, D. R., Samuelsson, S., Byrne, B., Willcutt, E. G., & Olson, R. K. (2012). Individual prediction of dyslexia by single versus multiple deficit models. *Journal of Abnormal Psychology, 121*(1), 212–224. https://doi.org/10.1037/a0025823

## The first question:

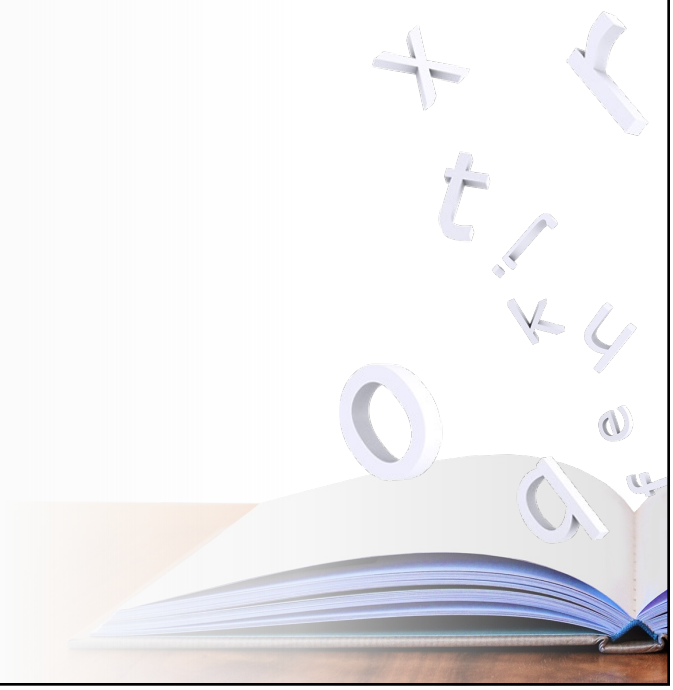
Does the individual have difficulty reading words (accuracy, fluency) or spelling?



"Dyslexia is a specific learning disability in reading at the word level. It involves difficulty with accurate and/or fluent word recognition and/or decoding pseudowords."

**Source**: Siegel, L. S., Hurford, D. P., Metsala, J. L., Ozeir, M. R., & Fender, A. C. (2025). Thoughts on the definition of dyslexia. *Annals of Dyslexia*. Advance Online Publication. https://doi.org/10.1007/s11881-025-00337-y

We have some children who are very hard to teach to read.



**Dyslexia: Primary and Secondary Reading, Spelling, and Writing Difficulties**

| Primary Reading and Spelling Difficulties | Secondary Reading and Writing Difficulties |
|---|---|
| Letter-sound associations<br>Letter names<br>Letter sounds<br>Basic reading skills<br>Sight word identification<br>Phonics (pseudowords)<br>Reading fluency and rate<br>Spelling | Reading comprehension<br>Written expression |

## Reading Comprehension

"Individuals with problems in reading comprehension that are not attributable to poor word recognition have comprehension problems that are general to language comprehension rather than specific to reading" (p. 3).

Source: Spencer, M., Quinn, J. M., Wagner, R. K. (2014). Specific reading comprehension disability: Major problem, myth, or misnomer? *Learning Disabilities Research & Practice, 29,* 3-9.

## WJ V ACH
## Basic Reading Skills and Reading Fluency Clusters

**Basic Reading Skills**
- Letter-Word Identification
- Word Attack

**Reading Fluency**
- Sentence Reading Fluency
- Word Reading Fluency

"Tests of accuracy and speed of word recognition and pseudoword reading are absolutely essential for understanding whether an individual is experiencing reading difficulties" (p. 26).

**Source:** Siegel, L. S., & Hurford, D. P. (2019). The case against discrepancy models in the evaluation of dyslexia. *Perspectives on Language and Literacy, 45*(1), 23-28.

"Dyslexia is a specific learning disability in reading at the word level. It involves difficulty with accurate and/or fluent word recognition and/or decoding pseudowords."

**Source**: Siegel, L. S., Hurford, D. P., Metsala, J. L., Ozeir, M. R., & Fender, A. C. (2025). Thoughts on the definition of dyslexia. *Annals of Dyslexia.* Advance Online Publication. https://doi.org/10.1007/s11881-025-00337-y

## WJ V ACH
## Phonics Knowledge and Spelling

**Phoneme-Grapheme Knowledge**

- Word Attack
- Spelling of Sounds

**Spelling Skills**

- Spelling
- Spelling of Sounds

## Pseudoword Reading: Word Attack

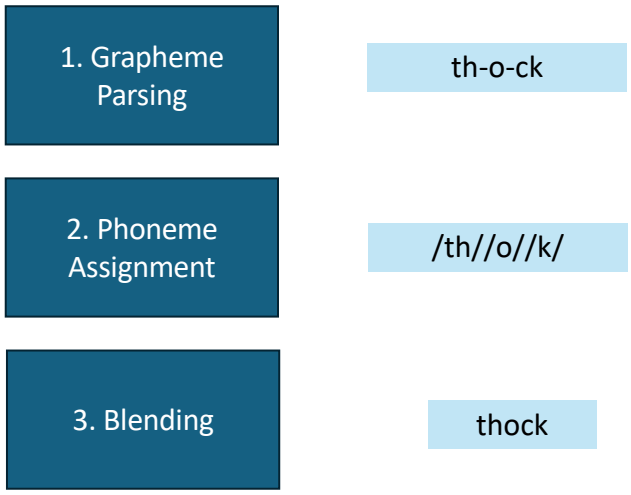
"Application of standard English grapheme-phoneme correspondences (GPCs) will not achieve this for all words, but it will for the majority of such words (over 80% of monosyllabic words, for example), and therefore is a productive strategy that will assist learning to read. For that reason, it is important to assess just how well a child can produce GPC-governed responses when reading nonwords aloud."

**Source:** Coltheart, M., & Ulicheva, A. (2018). Why is nonword reading so variable in adult skilled readers? *PeerJ, 6*:e4879. https://doi.org/10.7717/peerj.4879.

## Three Steps in Reading Pseudowords

- **First step**: Grapheme parsing - breaking apart a letter string into its constituent graphemes.
- **Second step**: Phoneme assignment - assigning phonemes to the graphemes.
- **Third step**: Blending the phonemes together to form a pseudoword.

**Source:** Coltheart, M., & Ulicheva, A. (2018). Why is nonword reading so variable in adult skilled readers? *PeerJ, 6*:e4879. https://doi.org/10.7717/peerj.4879.



"This blending process will be very slow at first. It is, in fact, the most difficult step of the whole teaching procedure. But it is also the most fundamental step thereof. The mastery of the individual sounds is comparatively easy, but the ability to blend these sounds into recognizable words is often very difficult. But it will come,--it always has come. As an aid to this blending process it has been found very helpful to have some sort of movable letters… (p. 129).

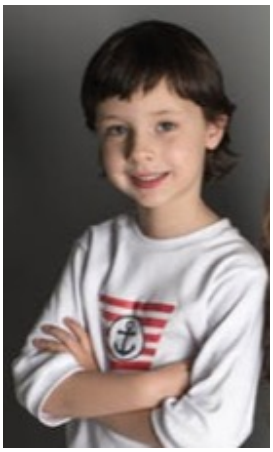
**Source**: Stanger, M. A., & Donohue, E. K. (1937). *Prediction and prevention of reading difficulties.* Oxford University Press.

**"Accuracy is FIRST, FOREMOST, and FOREVER the FOUNDATION of FLUENCY."**

**Source:** Hasbrouck, J., & Glaser, D. (2011). *Fluency: Understanding and teaching this complex skill: Training manual.* Gibson Hasbrouck & Associates.

# The second question:

Does the individual have weaknesses in one or more specific linguistic risk factors?



## The Virtual Test Library (WJ V VTL)

- There is no WJ V Oral Language Battery. Tests from the WJ IV Oral Language battery were moved into the WJ V COG, WJ V ACH, and the WJ V VTL.
- The WJ V VTL can be used with either the WJ V COG or the WJ V ACH.

**WJ V VTL Selective Testing Table**

■ Tests required to create the cluster listed

| | CHC Broad Ability | Test | CHC Broad Ability Cluster: Phonological Awareness (Ga) | CHC Narrow Ability and Clinical Clusters: Phonological Manipulation (Ga) | Auditory Memory Span (Gwm) | RAN–Reading (Gs, Gr) | RAN–Math (Gs, Gr) | Single Tests |
|---|---|---|---|---|---|---|---|---|
| Virtual Test Library | Ga, Gwm | Nonsense Word Repetition | | | | | | ■ |
| | Gs, Gr | Rapid Picture Naming | | | | ■ | | |
| | Gwm | Animal-Number Sequencing | | | | | | ■ |
| | Ga | Sound Reversal | | | | | | ■ |
| | Gs, Gr | Rapid Letter Naming | | | | ■ | | |
| | Gwm, Gf | Understanding Directions | | | | | | ■ |
| | Ga | Sound Blending | ■ | | | | | |
| | Gr, Ga | Rapid Phoneme Naming | | | | ■ | | |
| | Gwm | Memory for Words | | | ■ | | | |
| | Ga | Segmentation | ■ | | | | | |
| | Gs, Gr | Rapid Number Naming | | | | | ■ | |
| | Gwm | Sentence Repetition | | | ■ | | | |
| | Ga | Sound Deletion | | ■ | | | | |
| | Gs, Gv | Rapid Quantity Naming | | | | | ■ | |
| | Ga | Sound Substitution | | ■ | | | | |

## WJ V Virtual Test Library (WJ V VTL)

Includes measures of specific linguistic risk factors:

- Phonological Awareness
- Phonological Manipulation
- Rapid Automatized Naming
- Auditory Memory Span/Working Memory

**Phonological Awareness**
Sound Blending
Segmentation
**Phonological Manipulation**
Sound Deletion
Sound Substitution
Sound Reversal (single test)
**Rapid Automatized Naming**
Rapid Picture Naming
Rapid Letter Naming
Rapid Phoneme Naming
Rapid Number Naming
Rapid Quantity Naming
**Auditory Memory Span/Working Memory**
Memory for Words
Sentence Repetition
Nonsense Word Repetition (single test)

Animal-Number Sequencing (single test)
Understanding Directions (single test)

## Phonological Processing

***When to Administer Blending and Segmentation***

- If Word Attack (reading phonically regular nonsense words) and Spelling of Sounds are average or above average: **no need to administer Blending and Segmentation.**
- If Word Attack is below average: administer Blending
- If Spelling of Sounds is below average: administer Segmentation.

"The letters of a word are like beads on a string, but the sounds are more like a cascading waterfall" p. 27).

Source: Seidenberg, M. (2017). *Language at the speed of sight*. Basic Books.

## WJ V Phonological Manipulation Tests

- *Sound Deletion: say cart without /t/
- *Sound Substitution:
  - Initial: Change the /s/ in sun to /f/
  - Final: Change the /t/ in cat to /b/
  - Medial: Change the /i/ in hit to /a/
- Sound Reversal: say the sounds in "enough" backward

* Phonological Manipulation cluster

## Phonemic Manipulation

Several of the VTL tests primarily measure phonological awareness (Ga) but also require working memory (Gwm): Sound Substitution, Sound Deletion, and Sound Reversal. These tests all involve manipulating the sounds within words, such as changing a sound in a word, deleting a sound from a word, or saying the sounds in a word *tap* in reversed order (*pat*). The examinee must hold the information in memory while substituting, deleting, or reversing phonemes to make a different word.
These more complex phonological manipulation tasks are stronger predictors of reading than are less complex tasks, such as blending and segmentation (Dorofeeva et al., 2020; Kilpatrick, 2012).

**Sources**: Dorofeeva, S. V., Laurinavichyute, A., Reshetnikova, V., Akhutina, T. V., Tops. W., & Dragoy, O. (2020). Complex phonological tasks predict reading in 7 to 11 years of age typically developing Russian children. *Journal of Research in Reading*, *43*(4), 516-535. https://doi.org/10.1111/1467-9817.12327

Kilpatrick, D. (2012). Phonological segmentation assessment is not enough: A comparison of three phonological awareness tests with first and second graders. *Canadian Journal of School Psychology*, *27*(2), 150–165. https://doi.org/10.1177/0829573512438635

Denise
Grade 9

**Phonological Awareness (Ga)**

| | Development | | Proficiency | | Relative Standing | |
|---|---|---|---|---|---|---|
| | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| **Phonological Awareness (Ga)** | **518 (509-528)** | **>26y** | **4** | **93/90** | **103 (94-112)** | **59 (34-80)** |
| Test Name | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| Sound Blending | 509 (499-519) | 12y10m | -7 | 81/90 | 94 (84-103) | 34 (14-58) |
| Segmentation | 527 (511-543) | >27y | 14 | 98/90 | 111 (98-123) | 76 (45-94) |

**Phonological Manipulation (Ga)**

| | Development | | Proficiency | | Relative Standing | |
|---|---|---|---|---|---|---|
| | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| **Phonological Manipulation (Ga)** | **502 (494-510)** | **10y7m** | **-14** | **65/90** | **85 (76-93)** | **15 (5-33)** |
| Test Name | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| Sound Deletion | 502 (489-514) | 10y3m | -15 | 64/90 | 84 (71-97) | 15 (3-43) |
| Sound Substitution | 503 (492-513) | 10y11m | -14 | 66/90 | 85 (73-96) | 15 (3-41) |

## Assessment Guidelines

Consider the level of development and the difficulty level of the task:

- Initial sound, final sound, and then medial vowel sound
- Compound words, syllables, phonemes
- Sound blending and segmentation vs. phoneme manipulation tasks (involves working memory)

## Intervention Implications

If low, recommend direct instruction in:

- Sound blending
- Segmentation
- Start the instruction with phonemes (use larger units if they cannot blend or segment phonemes)

Instruction using phonemic manipulation tasks may promote orthographic mapping (forming the connections between the speech sounds and print).

## Overview of WJ V Rapid Naming Tests

- Tests of cognitive and linguistic fluency.
- The tests measure naming facility, an aspect of processing speed, and retrieval fluency.
- The tasks are timed and require the examinee to look at stimuli on the iPad and then name the stimuli as quickly as possible.

## RAN General Administration Points

- All stimuli are presented to the examinee on the iPad.
- Each test has a **60-second time limit.**
- Each test starts with a Sample Item or Items, provides corrective feedback if an error is made, and if an error is made a second trial is given.
- If the examinee does not meet the Continuation requirements after the Sample Item(s), the test is discontinued.

## What Do Rapid Naming Tests Appear to Measure?

1. Ability to sustain attention to identify and name the symbols
2. Ability to discriminate among the symbols rapidly
3. Ability to retrieve verbal labels rapidly
4. Ability to articulate words rapidly

## Research Findings regarding Rapid Automatized Naming (RAN)

(a) RAN letters and then numbers are the strongest predictors of both reading and spelling.

(b) RAN is distinct from phonological awareness.

(c) the contribution of RAN is larger for younger readers and readers with more severe reading disabilities.

(d) pause time is significantly correlated with reading accuracy and fluency, whereas articulation time is not.

(e) RAN is more highly related to speeded measures of reading than to accuracy measures.

(f) RAN is a good predictor of orthographic processing (e.g., reading exception words) but not phonic skills.

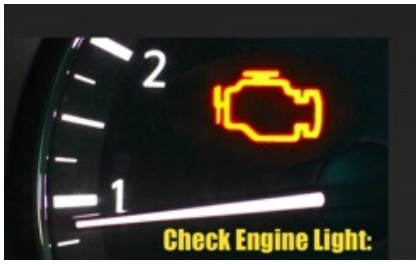
## Dr. Martha Denckla

The Visual-Verbal Highway

Slow word perception

See it… Say it circuit

"Because RAN ability depends on a large number of perceptual and cognitive factors, one can think of RAN as the 'check engine light' that indicates a problem but doesn't reveal the exact cause" (p. 26).




**Source:** Norton, E. (2020). What educators need to know about Rapid Automatized Naming (RAN). *Learning Difficulties Australia Bulletin*, *52*(1), 25–28.

## Five WJ V Rapid Naming Tests

- Rapid Picture Naming 
- Rapid Number Naming 6 8 5 3 2
- Rapid Letter Naming s t e b p a
- Rapid Phoneme Naming /s/ /t/ /m/
- Rapid Quantity Naming 

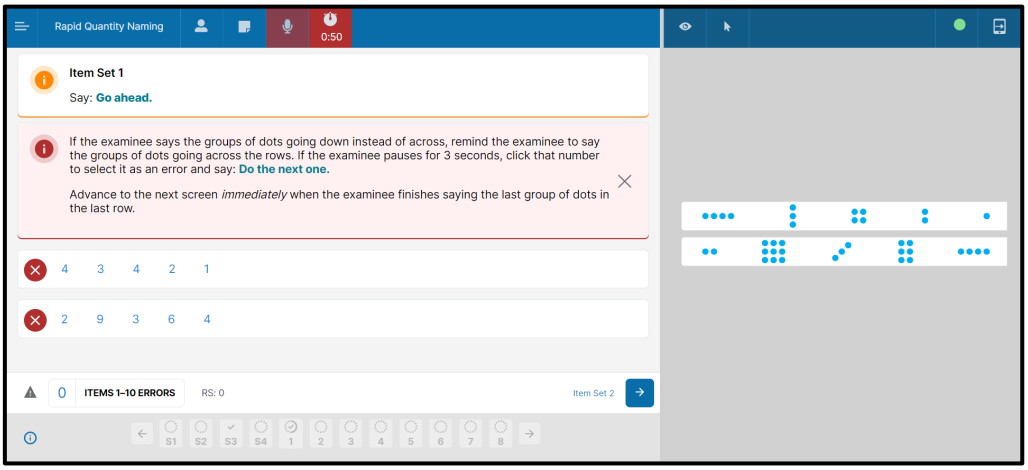
## Justin, Age 7-5

| | Development | | Proficiency | | Relative Standing | |
|---|---|---|---|---|---|---|
| Test Name | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| Rapid Phoneme Naming | 480 (467-492) | <4y0m | -17 | 57/90 | 78 (62-94) | 7 (1-35) |

# Rapid Quantity Naming

Examiner View

Examinee's View




# Predictors of SLD in Reading and Math

Rapid Picture Naming
Rapid Letter Naming
Rapid Phoneme Naming → Reading

Rapid Number Naming
Rapid Quantity Naming → Mathematics

## RAN and Mathematics

- Rapid automatized naming (RAN) is significantly correlated with mathematics performance with an average correlation coefficient of r = .37.
- The meta-analysis, including data from 38 studies, revealed that RAN is a stronger predictor of arithmetic calculation tasks, particularly single-digit calculations and math fluency tasks, compared to general math achievement and multi-digit calculations.
- Useful an early predictor of mathematical skills, especially arithmetic fluency.
- The study also found that both alphanumeric and non-alphanumeric RAN tasks are equally strong predictors of mathematics performanc

**Source:** Koponen, T., Georgiou, G., Salmi, P., Leskinen, M., & Aro, M. (2017). A meta-analysis of the relation between RAN and mathematics. *Journal of Educational Psychology, 109*(7), 977–992. https://doi.org/10.1037/edu0000182

## Intervention Implications

Ensure automaticity with the stimuli, before administering a RAN test.

When RAN is slow, intervention is usually needed for reading rate and fluency.

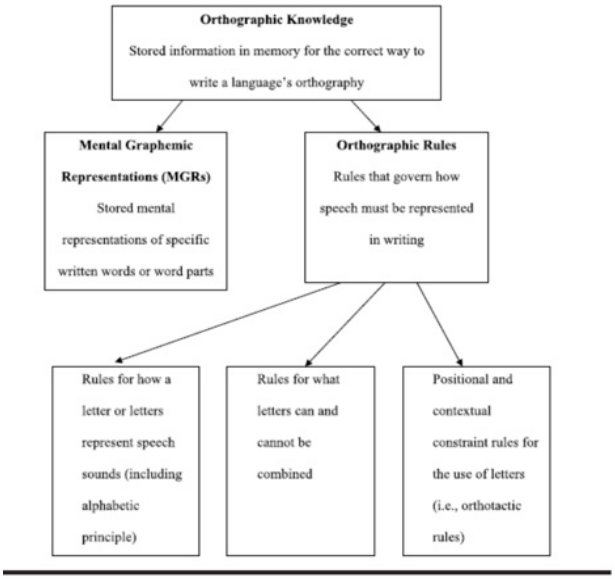
When rate is slow as well, a student will usually require extended time on exams and high-stake tests.

## Auditory Working Memory

- Ability to hold information in memory and rearrange it.
- Related to attention and executive functioning.
- Affects many aspects of academic performance.
- When low, specific accommodations are often needed.

## Definitions Related to Orthography

- Orthography: the writing system of a language (includes spelling, punctuation, capitalization)
- Orthographic Processing: the brain's ability to recall letter orientation, spelling patterns, and words with both accuracy and speed
- Visual Orthographic Image (VOI): recall of individual letters, word parts, and words




Source: Apel, K. (2011). What is orthographic knowledge? *Language, Speech, and Hearing Services in Schools. 42*(4), 592-603. https://doi.org/10.1044/0161-1461(2011/10-0085

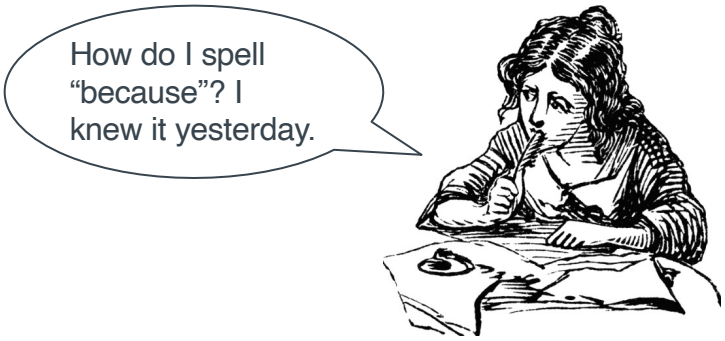
## Orthotactic Knowledge

Knowledge of the permissible patterns of letter combinations in written words

"...the term orthotactic rules, or orthotactic knowledge, refers to an understanding of specific orthographic rules that place positional and contextual constraints on certain letters or letter combinations (e.g., the letter k cannot precede the letter o in the initial word position; the letter u is rarely combined with the letters v or w."

Source: Apel, K. (2011). What is orthographic knowledge? *Language*, *Speech*, *and Hearing Services in Schools*, *42*(4), 592–603. https://doi.org/10.1044/0161-1461(2011/10-0085) (p. 594)

## Unstable Word Images




Visual orthographic images (VOI)

"When a reader who has a limited sight word vocabulary is asked which word looks right, the response is likely to be, 'Words never *look right* to me' " (p. 35).

**Source**: Willows, D. M., & Terepocki, M. (1993). The relation of reversal errors to reading disabilities. In D. M. Willows, R. S. Kruk, & E. Corcos (Eds.), *Visual processes in reading and reading disabilities* (pp. 31-56). Lawrence Erlbaum.

Orthographic processing is also a linguistic risk factor. Findings from a recent meta-analysis indicated that individuals with dyslexia have a deficit in orthographic knowledge that is as large as that of phonological awareness and rapid automatized naming (RAN).

**Source:** Georgiou, G. K., Martinez, D., Vieira, A. P. A., & Guo, K. (2021). Is orthographic knowledge a strength or a weakness in individuals with dyslexia? Evidence from a meta-analysis. *Annals of Dyslexia, 71*, 5–27. https://doi.org/10.1007/s11881-021-00220-6

## Poor Orthographic Processing and Reading

- Has trouble remembering sight words
- Sounds out words even after many exposures
- Confuses similar-looking letters and words (e.g., b and d, on and no, who and how)
- Often has slow word perception and reading rate into adulthood

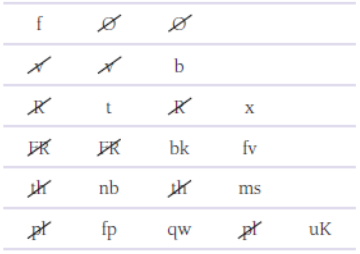
## Poor Orthographic Processing and Spelling

- Has difficulty learning how to form letters
- Reverses letter and numbers past the age of 7
- Has trouble copying from the board
- Spells words the way they sound, not the way they look
- Spells the same word inconsistently
- Violates rules of English spelling
- Has poor spelling into adulthood
- Often has a discrepancy between spelling and ideation

## Orthographic Awareness

***WJ V Letter-Pattern Matching***

- **Provides a measure of perceptual speed and orthographic processing.**
- **Good readers and spellers will quickly note the matching pair which is a common English spelling pattern (e.g., th, oa); the others are not (e.g., ao, hx).**



## Further Considerations

Has the student received reading and spelling instruction for at least one year?

Was the instruction systematic?

Is English the student's first language?

## Hereditary Factors

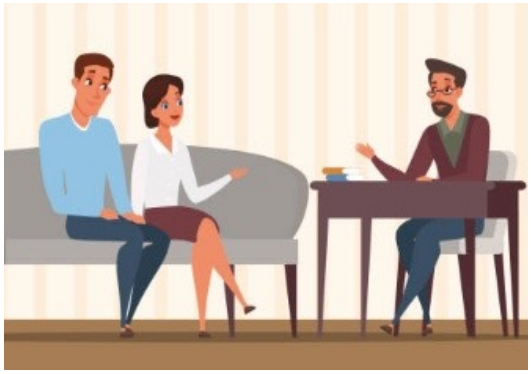
Strong converging evidence indicates that:

1. Dyslexia has a genetic basis but there is not one specific gene for reading.
2. Family history is a key risk indicator.
3. If one parent is affected, there is a 34 to 54% chance, the child will have dyslexia.

Sources:

Lasnick, O., Feng, J., Quirion, A., Hart, S., & Hoeft, F. (2022). The importance of family history in dyslexia. *Reading League Journal, 3*(2), 35-40.

Snowling, M. J., & Melby-Lervåg, M. (2016). Oral language deficits in familial dyslexia: A meta-analysis and review. *Psychological Bulletin*, *142*, 498–545



Family history is one of the strongest risk factors for developing dyslexia. Having a parent who has dyslexia increases the likelihood that a child will have dyslexia, and if both parents have dyslexia, the probability increases even more.

## At-Risk Indicators

Two questions you always want to ask parents:

Did anyone in your family have difficulty learning to read or spell?

Did your child have difficulty with speech or language development?

## Comorbidity

High comorbidity (two or more disorders that co-occur in the same person) exists between dyslexia and other learning disorders. 40% of children with dyslexia will have another learning disorder as well.

**Source:** Moll, K., Snowling, M. J., & Hulme, C. (2020). Introduction to the special issue "Comorbidities between reading disorders and other developmental disorders." *Scientific Studies of Reading*, *24*(1), 1–6. https://doi.org/10.1080/10888438.2019.1702045

## Three Most Common Comorbid Disorders

- Mathematics (Dyscalculia)
- ADHD
- Developmental Language Disorder

## Dysgraphia

Dysgraphia is a disorder of writing ability at any stage, including problems with letter formation/legibility, letter spacing, spelling, fine motor coordination, rate of writing, grammar, and composition. (Chung et al., 2020)

**Source**: Chung, P. J., Patel, D. R., & Nizami, I. (2020). Disorder of written expression and dysgraphia: Definition, diagnosis, and management. *Translational Pediatrics*, *9*(Suppl 1), S46–S54. https://doi.org/10.21037/tp.2019.11.01

## WJ V Letter Writing Fluency

- A test of alphabet writing
- A measure of letter writing automaticity, requires processing speed, fine motor skills, letter knowledge
- The task has two items, each with a 30 second time limit. The first item requires the examinee to write the alphabet from memory. The second item requires the examinee to copy the alphabet from a model.

Several early research studies documented the importance of automatic letter writing for writing development, both with typically developing writers, as well as individuals with dysgraphia (Abbott & Berninger, 1993; Graham et al., 1997). More recent reviews have continued to support the impact of slow letter writing fluency and handwriting speed on the quality of composition (Berninger, 2020; Kent & Wanzek, 2016; Ray et al., 2022).

**Sources:**

Abbott, R., & Berninger, V. W. (1993). Structural equation modeling of relationships among developmental skills and writing skills in primary- and intermediate-grade writers. *Journal of Educational Psychology*, *85*(3), 478–508. https://doi.org/10.1037/0022-0663.85.3.478

Berninger, V. (2020). *Revised User Guide for Process Assessment of the Learner II for Reading and Writing (PAL II RW).* Pearson.

Graham, S., Berninger, V. W., Abbott, R. D., Abbott, S. P., & Whitaker, D. (1997). Role of mechanics in composing of elementary school students: A new methodological approach. *Journal of Educational Psychology*, *89*, 170–182. https://doi.org/10.1037/0022-0663.89.1.170

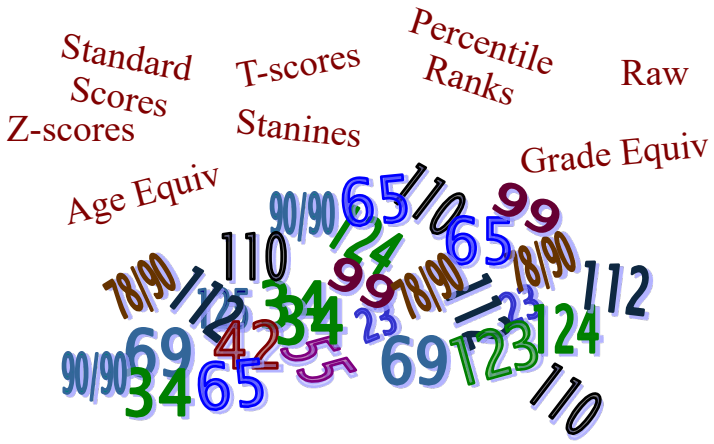
Kent, S. C., & Wanzek, J. (2016). The relationship between component skills and writing quality and production across developmental levels. *Review of Educational Research*, *86*(2), 570–601. https:// doi.org/10.3102/0034654315619491

Ray, K., Dally, K., Rowlandson, L. Tam, K. L., & Lane, A. E. (2022). The relationship of handwriting ability and literacy in kindergarten: A systematic review. *Reading and Writing, 35*, 1119–1155. https://doi.org/10.1007/s11145-021-10224-8

## Woodcock-Johnson V Tests of Achievement

| | Development | | Proficiency | | Relative Standing | |
|---|---|---|---|---|---|---|
| **CLUSTER**/Test Name | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| **BRIEF READING (Grw)** | 484 (477-492) | 8y10m | -9 | 77/90 | 94 (88-99) | 34 (22-47) |
| | - | - | Limited to Average | Limited to Average | Average | Average |
| Letter-Word Identification | 473 (463-483) | 8y6m | -19 | 53/90 | 90 (84-95) | 25 (15-37) |
| | - | - | Limited | Limited | Average | Average |
| Passage Comprehension | 496 (486-506) | 9y8m | 1 | 91/90 | 101 (89-113) | 54 (28-81) |
| | - | - | Average | Average | Average | Average |

## Relative Proficiency Index




## How is the RPI different from Peer Comparison Scores?

Peer comparison scores (SS, PR): relative standing in a reference group

RPI: How close a person comes to meeting a set level of proficiency on a task

## *W difference* Scores and Associated RPIs

*W difference* = + 10 = 96/90

*W difference* = 0 = 90/90

*W difference* = - 10 = 75/90

The RPI describes the probability that a person will be successful on a task at the level of difficulty at which average peers are 90% successful.

| W Diff | RPI |
|---|---|
| >28 | 100/90 |
| +28 | 99/90 |
| +20 | 99/90 |
| +15 | 98/90 |
| +14 | 98/90 |
| +13 | 97/90 |
| +12 | 97/90 |
| +11 | 97/90 |
| **+10** | **96/90** |
| +9 | 96/90 |
| +8 | 96/90 |
| +7 | 95/90 |
| +6 | 95/90 |
| +5 | 94/90 |
| +4 | 93/90 |
| +3 | 93/90 |
| +2 | 92/90 |
| +1 | 91/90 |
| **0** | **90/90** |

| W Diff | RPI |
|---|---|
| -1 | 89/90 |
| -2 | 88/90 |
| -3 | 87/90 |
| -4 | 85/90 |
| -5 | 84/90 |
| -6 | 82/90 |
| -7 | 81/90 |
| -8 | 79/90 |
| -9 | 77/90 |
| **-10** | **75/90** |
| -15 | 63/90 |
| -20 | 50/90 |
| -24 | 39/90 |
| -30 | 25/90 |
| -35 | 16/90 |
| -40 | 10/90 |
| -45 | 6/90 |
| -68 | 1/90 |
| <68 | 0/90 |

## Why do we sometimes find marked differences between the SS and the RPI?

| CLUSTER/Test | SS | RPI | Proficiency |
|---|---|---|---|
| Word Attack | 80 | 16/90 | very limited |
| Letter-Word Identification | 86 | 32/90 | limited |
| WORKING MEMORY | 86 | 54/90 | limited |

## Uniqueness of Scores

RELATIVE PROFICIENCY INDEX (RPI)
90% proficiency on similar tasks that average individuals in the comparison group (age or grade) would have 90% success.

10/90 Examinee would have 10% proficiency when average age peers would have 90% proficiency

| Word Attack | Grade 2.9 | College 16.9 |
|---|---|---|
| PR/SS | 5/75 | 5/75 |
| GE | 1.1 | 6.3 |
| RPI | 10/90 | 68/90 |

## Understanding Differences Between Scores: RPI and SS

**How can someone be proficient on a task (average RPI) when their relative standing is low (SS in below average range)?**

**RPI: 81/90** (average proficiency)
**SS: 71** (low relative standing)

**How can someone have limited proficiency on a task (below average RPI) when their relative standing is average (SS in average range) ?**

**RPI: 59/90** (limited proficiency)
**SS: 86** (average relative standing)

**RPI: 81/90** (average proficiency)
**SS: 71** (low relative standing)

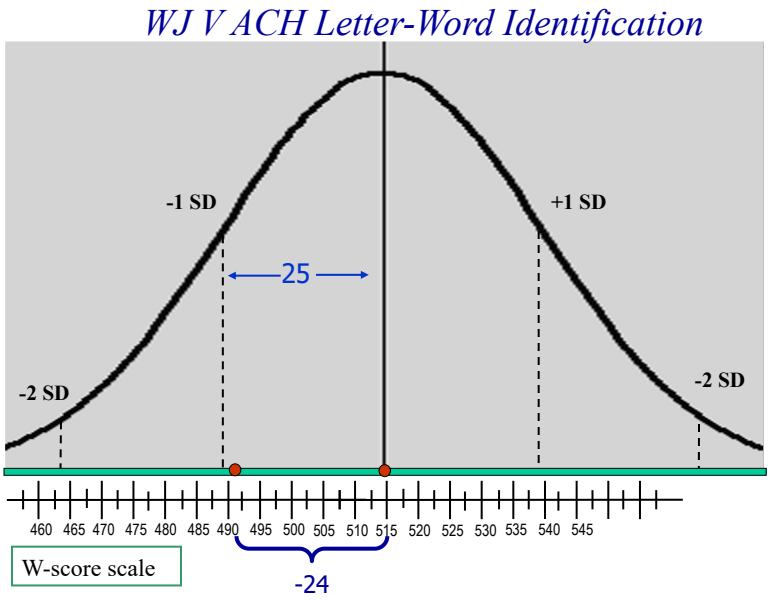
**Age 13-0 examinee on Retrieval Fluency**

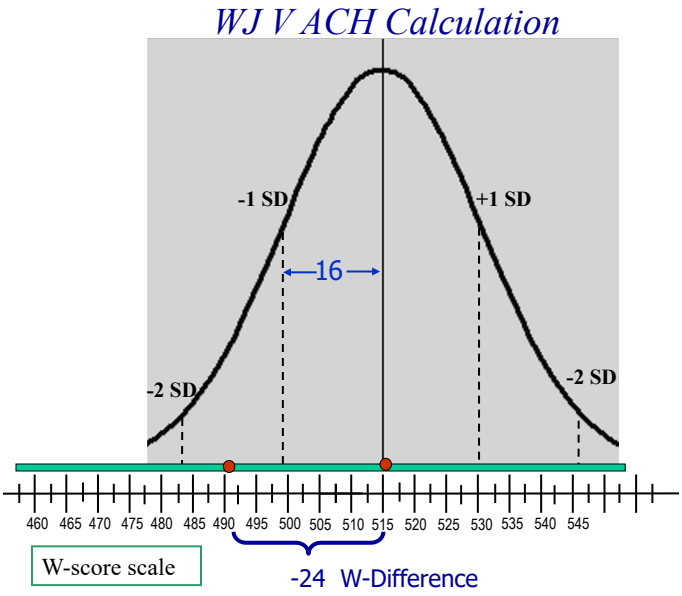
- Typically happens on abilities acquired early in life that do not change much over time - flat growth curve
- Narrow Standard Deviation – people are less variable

**RPI: 59/90** (limited proficiency)
**SS: 86** (average relative standing)

**13-0 examinee on Math Calculation**

- Typically happens on abilities that are still rapidly changing - steep growth curve
- Wider Standard Deviation – people are more variable



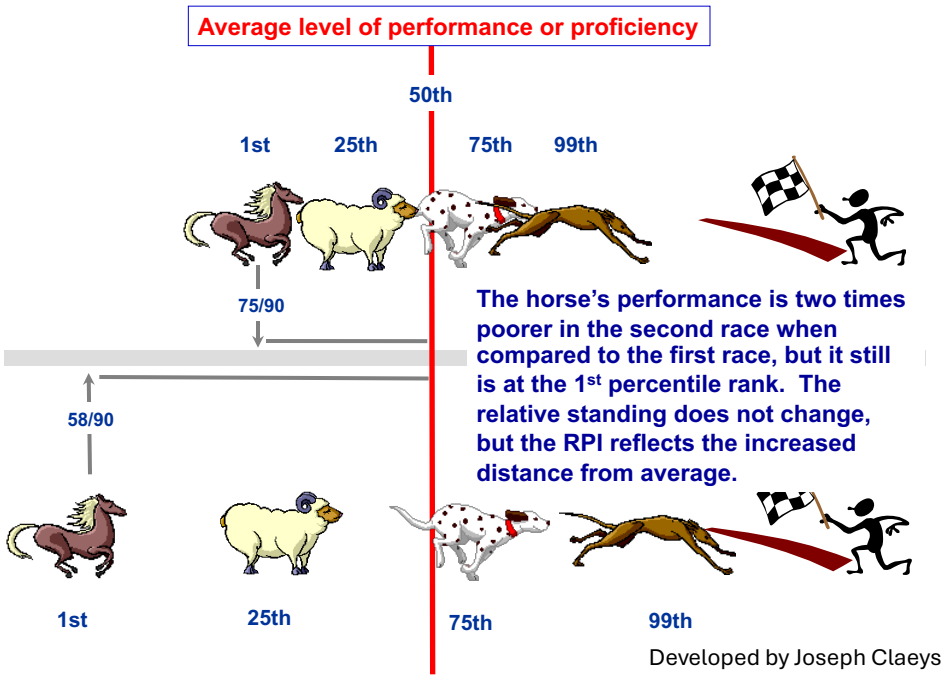



## W difference of -24

**Letter-Word Identification**
RPI 39/90
SS 86

**Calculation**
RPI 39/90
SS 76

Different standard deviations result in different standard scores but the RPI is not affected or related to the standard deviation.




## Criterion-Referenced Interpretation of RPI Scores

| *W Diff* Values | Reported RPIs | Proficiency | Implications |
|---|---|---|---|
| +31 & above | 100/90 | very advanced | extremely easy |
| +14 to +30 | 98/90 - 100/90 | advanced | very easy |
| +7 to +13 | 95/90 - 98/90 | average to adv | easy |
| -6 to +6 | 82/90 - 95/90 | average | manageable |
| -13 to -7 | 67/90 - 82/90 | limited to avg | difficult |
| -30 to –14 | 24/90 - 67/90 | limited | very difficult |
| -50 to -31 | 3/90 - 24/90 | very limited | extremely diffic |
| -51 & below | 0/90 - 3/90 | negligible | impossible |

Schrank, F.A., & Woodcock, R.W. (2003). *Report Writer for the WJ III*. Rolling Meadows, IL: Riverside.

For Tim's performance on Word Attack, which statement is more meaningful for addressing his educational needs?

- Tim's ability to sound out pseudowords is in the low to low average range.
- Only 10% of students Tim's age scored as low or lower than he did on word attack skills.
- When Tim tries to sound out pseudowords, he's likely to be about 16% successful, whereas others his age would be 90% successful. His word attack skills are very limited.

## Dyslexia Test Set

- A preloaded Test Set that addresses both screening and more comprehensive evaluation
- Contains the most relevant tests from the WJ V ACH and WJ VTL for assessing dyslexia
- Can add in additional tests as well as tests from the WJ V COG if desired

## Dyslexia Test Set - Tests

- Letter-Word Identification
- Word Attack
- Sentence Reading Fluency
- Word Reading Fluency
- Sound Blending
- Segmentation
- Sound Deletion
- Sound Substitution
- Spelling of Sounds
- Nonsense Word Repetition

- Rapid Picture Naming
- Rapid Letter Naming
- Rapid Phoneme Naming
- Memory for Words
- Sentence Repetition
- Spelling
- Picture Vocabulary
- Academic Vocabulary
- Oral Reading

Riverside Insights

## Dyslexia Test Set

| | Test Name | WJ V ACH | WJ V ACH - Ext | WJ V VTL |
|---|---|---|---|---|
| Basic Reading Skills and Reading Fluency | Letter-Word Identification | X | | |
| | Word Attack | X | | |
| | Sentence Reading Fluency | X | | |
| | Word Reading Fluency | X | | |
| Phonics Knowledge and Spelling* | Spelling of Sounds | | X | |
| | Spelling | X | | |
| Linguistic Risk Factors | Sound Blending | | | X |
| | Segmentation | | | X |
| | Sound Deletion | | | X |
| | Sound Substitution | | | X |
| | Rapid Picture Naming | | | X |
| | Rapid Letter Naming | | | X |
| | Rapid Phoneme Naming | | | X |
| | Memory for Words | | | X |
| | Sentence Repetition | | | X |
| Vocabulary | Picture Vocabulary | X | | |
| | Academic Vocabulary | | X | |
| Single Tests | Oral Reading | | X | |
| | Nonsense Word Repetition | | | X |

* The Phonics Knowledge category also includes Word Attack

***Dyslexia Test Set***

| | Cluster | Test Name | ACH-Std | ACH-Ext | VTL | Minimum Recommended Age: Tests | Minimum Recommended Age: Clusters |
|---|---|---|---|---|---|---|---|
| Basic Reading Skills and Reading Fluency | Basic Reading Skills | Letter-Word Identification (Grw) | X | | | 4 | 5 |
| | | Word Attack (Grw, Ga)[a] | X | | | 5 | |
| | Reading Fluency | Sentence Reading Fluency (Gs, Grw) | X | | | 5 | 6 |
| | | Word Reading Fluency (Gs, Grw) | X | | | 6 | |
| Phonics Knowledge and Spelling | Phoneme-Grapheme Knowledge | Word Attack (Grw, Ga)[a] | X | | | 5 | 6 |
| | | Spelling of Sounds (Ga, Grw)[a] | | X | | 6 | |
| | Spelling Skills | Spelling (Grw) | X | | | 5 | 6 |
| | | Spelling of Sounds (Ga, Grw)[a] | | X | | 6 | |
| Linguistic Risk Factors | Phonological Awareness | Sound Blending (Ga) | | | X | 4 | 4 |
| | | Segmentation (Ga) | | | X | 4 | |
| | Phonological Manipulation | Sound Deletion (Ga)[b] | | | X | 5 | 6 |
| | | Sound Substitution (Ga)[b] | | | X | 6 | |
| | RAN–Reading | Rapid Picture Naming (Gs, Gr) | | | X | 4 | 6 |
| | | Rapid Letter Naming (Gs, Gr) | | | X | 4 | |
| | | Rapid Phoneme Naming (Gr, Ga) | | | X | 6 | |
| | Auditory Memory Span | Memory for Words (Gwm) | | | X | 4 | 4 |
| | | Sentence Repetition (Gwm) | | | X | 4 | |
| Vocabulary | Vocabulary | Picture Vocabulary (Gc) | X | | | 4 | 5 |
| | | Academic Vocabulary (Gc) | | X | | 5 | |
| | Single Tests | Oral Reading (Grw) | | X | | 6 | |
| | | Nonsense Word Repetition (Ga, Gwm) | | | X | 4 | |

[a]Word Attack and Spelling of Sounds each contribute to two clusters.
[b]Sound Deletion is recommended for examinees age 5 to 11, and Sound Substitution is recommended for examinees age 6 to 12. The platform will, however, allow the user to administer these two tests to examinees outside the recommended age ranges.

- Although their skills differ, students with dyslexia have poorer pseudoword repetition skills when compared to age peers and reading-level controls.
- Variability in performance is predicted by oral language skills.
- Students with combined dyslexia and developmental language disorders have the most severe pseudoword repetition impairments.

Source: Melby-Lervag, M., & Lervag, A. (2012). Oral language skills moderate nonword repetition skills in children with dyslexia: A meta-analysis of the role of nonword repetition skills in dyslexia. *Scientific Studies of Reading, 16,* 1-34.

# Tessa

- Age: 7 years, 7 months
- Grade: 2
- Reason for referral: Parent and teacher concerns about reading and spelling development

# Vocabulary

| | Development | | Proficiency | | Relative Standing | |
|---|---|---|---|---|---|---|
| **CLUSTER**/Test Name | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| **VOCABULARY (Gc)** | 489 (482-497) | 8y1m | 5 | 94/90 | 107 (95-119) | 68 (40-90) |
| | - | - | Average | Average | Average | Average |
| Picture Vocabulary | 498 (488-508) | 9y3m | 10 | 97/90 | 113 (101-126) | 81 (51-96) |
| | - | - | Average to Advanced | Average to Advanced | High Average | High Average |
| Academic Vocabulary | 481 (469-493) | 7y4m | -1 | 89/90 | 99 (86-112) | 47 (17-84) |
| | - | - | Average | Average | Average | Average |

## Basic Reading Skills and Reading Fluency

| | | | | | | |
|---|---|---|---|---|---|---|
| **BASIC READING SKILLS (Grw)** | 436 (429-443) | 6y4m | -25 | 38/90 | 86 (82-90) | 18 (12-26) |
| | - | - | Limited | Limited | Low Average | Low Average |
| Letter-Word Identification | 423 (415-431) | 6y7m | -24 | 39/90 | 90 (86-93) | 25 (18-32) |
| | - | - | Limited | Limited | Average | Average |
| Word Attack | 448 (437-460) | 5y10m | -25 | 36/90 | 82 (73-90) | 11 (4-26) |
| | - | - | Limited | Limited | Low Average | Low Average |
| **READING FLUENCY (Grw)** | 452 (445-458) | 5y7m | -23 | 42/90 | 81 (76-87) | 11 (6-19) |
| | - | - | Limited | Limited | Low Average | Low Average |
| Sentence Reading Fluency | 445 (435-455) | 5y1m | -30 | 26/90 | 82 (77-88) | 12 (6-22) |
| | - | - | Limited | Limited | Low Average | Low Average |
| Word Reading Fluency | 458 (450-467) | 6y1m | -17 | 59/90 | 89 (84-95) | 24 (14-37) |
| | - | - | Limited | Limited | Low Average | Low Average |

## Spelling Skills and Phoneme-Grapheme Knowledge

| | | | | | | |
|---|---|---|---|---|---|---|
| **SPELLING SKILLS (Grw; Ga)** | 451 (443-459) | 6y4m | -17 | 58/90 | 87 (82-93) | 20 (11-32) |
| | - | - | Limited | Limited | Low Average | Low Average |
| Spelling | 424 (412-435) | 6y2m | -28 | 30/90 | 86 (80-92) | 17 (9-29) |
| | - | - | Limited | Limited | Low Average | Low Average |
| Spelling of Sounds | 479 (468-489) | 6y8m | -7 | 81/90 | 92 (81-104) | 31 (10-63) |
| | - | - | Limited to Average | Limited to Average | Average | Average |
| **PHONEME-GRAPHEME KNOWLEDGE (Grw; Ga)** | 463 (456-471) | 6y2m | -16 | 61/90 | 85 (77-92) | 16 (7-30) |
| | - | - | Limited | Limited | Low Average | Low Average |
| Word Attack | 448 (437-460) | 5y10m | -25 | 36/90 | 82 (73-90) | 11 (4-26) |
| | - | - | Limited | Limited | Low Average | Low Average |
| Spelling of Sounds | 479 (468-489) | 6y8m | -7 | 81/90 | 92 (81-104) | 31 (10-63) |
| | - | - | Limited to Average | Limited to Average | Average | Average |

# Instructional Implications from Word Attack and Spelling of Sounds

- Knew consonant sounds for *s, t, n,* and *p*
- Confused sounds of *b* and *d*
- Knew short vowel sounds for *a* and *o*
- Did not recognize consonant blends or digraphs
- Could not read CVC nonsense words


## Phonological Awareness and Phonological Manipulation

| | Development | | Proficiency | | Relative Standing | |
|---|---|---|---|---|---|---|
| **CLUSTER**/Test Name | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| **PHONOLOGICAL AWARENESS (Ga)** | 482 (473-491) | 7y7m | 2 | 92/90 | 102 (93-110) | 54 (35-74) |
| | - | - | Average | Average | Average | Average |
| Sound Blending | 466 (453-479) | 5y3m | -19 | 53/90 | 83 (71-95) | 13 (3-37) |
| | - | - | Limited | Limited | Low Average | Low Average |
| Segmentation | 498 (485-512) | 9y10m | 23 | 99/90 | 113 (105-121) | 81 (64-92) |
| | - | - | Advanced | Advanced | High Average | High Average |
| **PHONOLOGICAL MANIPULATION (Ga)** | 466 (457-474) | 5y6m | -18 | 57/90 | 80 (70-90) | 9 (2-24) |
| | - | - | Limited | Limited | Low Average | Low Average |
| Sound Deletion | 458 (448-469) | 4y11m | -26 | 35/90 | 73 (62-84) | 4 (1-14) |
| | - | - | Limited | Limited | Low | Low |
| Sound Substitution | 473 (459-486) | 6y4m | -10 | 76/90 | 90 (77-104) | 26 (6-60) |
| | - | - | Limited to Average | Limited to Average | Average | Average |

## Auditory Memory Span

| | | | | | | |
|---|---|---|---|---|---|---|
| **AUDITORY MEMORY SPAN (Gwm)** | 450 (441-459) | <4y0m | -36 | 14/90 | 67 (58-75) | 1 (<1-5) |
| | - | - | Very Limited | Very Limited | Very Low | Very Low |
| Memory for Words | 440 (426-454) | <4y0m | -46 | 5/90 | 63 (51-74) | 1 (<1-4) |
| | - | - | Very Limited | Very Limited | Very Low | Very Low |
| Sentence Repetition | 461 (450-472) | 4y6m | -26 | 33/90 | 77 (67-86) | 6 (1-18) |
| | - | - | Limited | Limited | Low | Low |

## Rapid Automatized Naming

| | | | | | | |
|---|---|---|---|---|---|---|
| **RAN–READING (Gs; Gr)** | 486 (481-490) | 4y9m | -9 | 76/90 | 80 (71-90) | 9 (3-24) |
| | - | - | Limited to Average | Limited to Average | Low Average | Low Average |
| Rapid Picture Naming | 488 (480-496) | 4y6m | -8 | 79/90 | 86 (72-100) | 17 (3-50) |
| | - | - | Limited to Average | Limited to Average | Low Average | Low Average |
| Rapid Letter Naming | 480 (471-489) | 5y2m | -12 | 71/90 | 80 (66-95) | 10 (1-37) |
| | - | - | Limited to Average | Limited to Average | Low Average | Low Average |
| Rapid Phoneme Naming | 489 (483-495) | 4y0m | -8 | 78/90 | 88 (80-97) | 22 (9-41) |
| | - | - | Limited to Average | Limited to Average | Low Average | Low Average |

## Single Tests

| | | | | | | |
|---|---|---|---|---|---|---|
| Nonsense Word Repetition | 474 (464-483) | 4y4m | -18 | 54/90 | 76 (64-88) | 6 (1-22) |
| | - | - | Limited | Limited | Low | Low |
| Oral Reading | 452 (444-461) | 6y5m | -17 | 59/90 | 89 (83-95) | 23 (13-36) |
| | - | - | Limited | Limited | Low Average | Low Average |

## Sight Word Learning and Phonics Instruction

- Teach Tessa phoneme-grapheme relationships guided by a scope and sequence chart. Can use picture mnemonics (letter s as a snake).
- Teach her how to segment spoken words into phonemes.
- Once she has learned a small set of these relationships (e.g., a, m, s, p, f, o, t), she can begin to read words and write spellings (e.g., mat, mop, pot).
- Teach her how to sound out graphemes and then blend the sounds together. Begin with vowel-consonant (VC- am, at) and then CVC words.

**Adapted from**: Ehri, L. (2022). Sight word learning supported by systematic phonics instruction. *Nomanis, 14,* 27-28.

## WISC-V, Grade 3

**Composite Score Summary**

| Composite | | Sum of Scaled Scores | Composite Score | Percentile Rank | 95% Confidence Interval | Qualitative Description | *SEM* |
|---|---|---|---|---|---|---|---|
| Verbal Comprehension | VCI | 22 | 106 | 66 | 98-113 | Average | 3.97 |
| Visual Spatial | VSI | 33 | 138 | 99 | 127-143 | Extremely High | 4.50 |
| Fluid Reasoning | FRI | 30 | 128 | 97 | 119-133 | Very High | 3.97 |
| Working Memory | WMI | 25 | 115 | 84 | 106-121 | High Average | 4.24 |
| Processing Speed | PSI | 20 | 100 | 50 | 91-109 | Average | 5.41 |
| Full Scale IQ | FSIQ | 86 | 117 | 87 | 111-122 | High Average | 3.00 |

## WIAT III, Grade 3

**Subtest Score Summary**

| Subtest | Raw Score | Standard Score | 95% Confidence Interval | Percentile Rank | Normal Curve Equiv. | Stanine | Grade Equiv. | Age Equiv. | Growth Score |
|---|---|---|---|---|---|---|---|---|---|
| Early Reading Skills | 31 | 83 | 74-92 | 13 | 26 | 3 | 1.4 | 6:8 | 470 |
| Reading Comprehension | 15[1,2] | 77 | 64-90 | 6 | 18 | 2 | 1.5 | 6:8 | 450 |
| Math Problem Solving | 44 | 103 | 92-114 | 58 | 54 | 5 | 4.2 | 9:4 | 522 |
| Alphabet Writing Fluency | 9 | 85 | 69-101 | 16 | 29 | 3 | 1.4 | 6:8 | 482 |
| Sentence Composition | - | 79 | 69-89 | 8 | 21 | 2 | 1.9 | 7:0 | 479 |
| Word Reading | 13 | 71 | 67-75 | 3 | 9 | 1 | 1.4 | 6:8 | 367 |
| Essay Composition | - | 79 | 69-89 | 8 | 21 | 2 | <3.0 | <8:0 | 473 |
| Pseudoword Decoding | 20 | 93 | 89-97 | 32 | 40 | 4 | 2.5 | 7:8 | 482 |
| Numerical Operations | 25 | 100 | 91-109 | 50 | 50 | 5 | 4.0 | 9:0 | 527 |
| Oral Expression | - | 105 | 94-116 | 63 | 57 | 6 | 5.7 | 11:6 | 503 |
| Oral Reading Fluency | 43[1,2] | 61 | 53-69 | 0.5 | <1 | 1 | 1.0 | 6:0 | 440 |
| Spelling | 14 | 82 | 75-89 | 12 | 25 | 3 | 1.9 | 7:4 | 420 |
| Math Fluency-Addition | 17 | 84 | 71-97 | 14 | 28 | 3 | 2.1 | 7:4 | 435 |
| Math Fluency-Subtraction | 14 | 88 | 78-98 | 21 | 33 | 3 | 2.6 | 8:0 | 465 |
| Math Fluency-Multiplication | 7 | 86 | 77-95 | 18 | 30 | 3 | 3.3 | 8:4 | 471 |

**Composite Score Summary**

| Composite | Sum of Subtest Standard Scores | Standard Score | 95% Confidence Interval | Percentile Rank | Normal Curve Equiv. | Stanine | Qualitative Description |
|---|---|---|---|---|---|---|---|
| Total Reading | 302 | 73 | 68-78 | 4 | 12 | 2 | Below Average |
| Basic Reading | 164 | 82 | 79-85 | 12 | 25 | 3 | Below Average |
| Reading Comprehension and Fluency | 138 | 66 | 57-75 | 1 | 2 | 1 | Low |
| Written Expression | 240 | 76 | 69-83 | 5 | 16 | 2 | Below Average |
| Mathematics | 203 | 102 | 94-110 | 55 | 53 | 5 | Average |
| Math Fluency | 258 | 84 | 76-92 | 14 | 28 | 3 | Below Average |

He qualified for SLD. Report concluded: "Alex may benefit from programs such as Corrective Reading, Lindamood Seeing Stars, Read Naturally, Read 180, and the Wilson Reading System. Refer Alex to the gifted program."

## Alex Grade 6

## Comment on the Purpose for Testing

- Me: "The purpose of this evaluation is to find out the best way to help you with your reading and spelling."
- Alex: "So, after the testing is done, is someone going to teach me how to read and spell?"
- Me: "That is the plan."
- Alex: "Yeah, right."

Grade 6

**Woodcock-Johnson Tests of Achievement – Fourth Edition (WJ-IV)**

| CLUSTER/Test | Standard Score | Percentile | RPI |
|---|---|---|---|
| Letter-Word Identification | 41 | <0.1 | 0/90 |
| Applied Problems | 120 | 91 | 99/90 |
| Spelling | 59 | 0.3 | 2/90 |
| Passage Comprehension | <40 | <0.1 | 1/90 |
| Calculation | 112 | 79 | 98/90 |
| Writing Samples | 48 | <0.1 | 1/90 |
| Word Attack | 86 | 17 | 63/90 |
| Oral Reading | 53 | <0.1 | 3/90 |
| Sentence Reading Fluency | 51 | <0.1 | 0/90 |
| Math Facts Fluency | 79 | 8 | 19/90 |
| Sentence Writing Fluency | 56 | 0.2 | 16/90 |
| Reading Recall | 71 | 3 | 51/90 |
| Word Reading Fluency | 54 | 0.1 | 0/90 |
| Spelling of Sounds | 71 | 2 | 36/90 |
| **Broad Reading** | **<40** | **<0.1** | **0/90** |
| **Basic Reading Skills** | **58** | **0.3** | **4/90** |
| **Reading Comprehension** | **46** | **<0.1** | **10/90** |
| **Reading Fluency** | **46** | **<0.1** | **0/90** |
| **Reading Rate** | **51** | **<0.1** | **0/90** |
| **Broad Mathematics** | **101** | **52** | **91/90** |
| **Math Calculation Skills** | **93** | **32** | **75/90** |
| **Broad Written Language** | **47** | **<0.1** | **4/90** |
| **Written Expression** | **46** | **<0.1** | **5/90** |
| **Phoneme Grapheme Knowledge** | **76** | **6** | **50/90** |

**Age:** 13 years, 10 months

**Examiner:** Nancy Mather

**Grade:** 8.0

**Date(s) of Testing:** 09/12/2025

(Norms based on Grade 8.0)

## Dyslexia Test Set Results

### Purpose of Report

This report organizes and presents Alex's' assessment results and other relevant information in a manner that may be useful for determining whether additional evaluation is recommended. Summary statements are only generated for tests included in the Dyslexia Test Set. If tests outside of the Dyslexia Test Set are added, no summary statements will be generated for the additional tests.

### Interpreting this Report

Standard scores designated with green (≥ 90) are in the Average, High Average, Superior or Very Superior range.

Standard scores designated with yellow (80-89) are in the Low Average range and considered at-risk.

Standard scores designated with red (≤ 79) are in the Low or Very Low range and considered at high risk.

## Basic Reading Skills and Reading Fluency

| Area Tested | Cluster | Test Name | RPI | Proficiency | SS | PR | SS Performance Indicator |
|---|---|---|---|---|---|---|---|
| BASIC READING SKILLS AND READING FLUENCY | BASIC READING SKILLS (Grw) | Letter-Word Identification | 11/90 | Very Limited | 73 | 3 | LOW |
| | | *Word Attack | 54/90 | Limited | 81 | 10 | LOW AVERAGE |
| | READING FLUENCY (Grw) | Sentence Reading Fluency | 2/90 | Extremely Limited | 72 | 3 | LOW |
| | | Word Reading Fluency | 6/90 | Very Limited | 75 | 5 | LOW |

*Word Attack contributes to two clusters.

**Letter-Word Identification:** Alex's performance reading real words in isolation is in the low range. This suggests that Alex experiences significant challenges recognizing and decoding (sounding out) unfamiliar words.

**Word Attack:** Alex's performance reading made-up words in isolation is in the low average range. This suggests some challenges with decoding skills (sounding out), which may impact their reading ability.

**Sentence Reading Fluency:** Alex's sentence reading fluency performance is in the low range. This suggests significant challenges with reading speed and automaticity (recognizing words easily).

**Word Reading Fluency:** Alex's word reading fluency performance is in the low range. This suggests significant challenges with reading speed and automaticity (recognizing words easily).

## Phonics Knowledge and Spelling

| Area Tested | Cluster | Test Name | RPI | Proficiency | SS | PR | SS Performance Indicator |
|---|---|---|---|---|---|---|---|
| PHONICS KNOWLEDGE AND SPELLING | PHONEME-GRAPHEME KNOWLEDGE (Grw; Ga) | *Word Attack | 54/90 | Limited | 81 | 10 | LOW AVERAGE |
| | | *Spelling of Sounds | 47/90 | Limited | 75 | 5 | LOW |
| | SPELLING SKILLS (Grw; Ga) | Spelling | 10/90 | Very Limited | 73 | 3 | LOW |
| | | *Spelling of Sounds | 47/90 | Limited | 75 | 5 | LOW |

*Word Attack and Spelling of Sounds each contribute to two clusters.

**Word Attack:** Alex's performance reading made-up words in isolation is in the low average range. This suggests some challenges with decoding skills (sounding out), which may impact their reading ability.

**Spelling of Sounds:** Alex's performance recognizing letter-sound relationships is in the low range. Letter-sound knowledge is critical for both reading and spelling.

**Spelling:** Alex's performance spelling words is in the low range. This suggests that Alex experiences significant challenges spelling familiar words.

## Linguistic Risk Factors

| Area Tested | Cluster | Test Name | RPI | Proficiency | SS | PR | SS Performance Indicator |
|---|---|---|---|---|---|---|---|
| LINGUISTIC RISK FACTORS | PHONOLOGICAL AWARENESS (Ga) | Sound Blending | 99/90 | Advanced | 120 | 91 | HIGH AVERAGE |
| | | Segmentation | 99/90 | Advanced | 113 | 80 | HIGH AVERAGE |
| | PHONOLOGICAL MANIPULATION (Ga) | **Sound Deletion | 93/90 | Average | 105 | 62 | AVERAGE |
| | | **Sound Substitution | 81/90 | Limited to Average | 92 | 30 | AVERAGE |
| | RAN–READING (Gs; Gr) | Rapid Picture Naming | 64/90 | Limited | 77 | 6 | LOW |
| | | Rapid Letter Naming | 49/90 | Limited | 77 | 7 | LOW |
| | | Rapid Phoneme Naming | 81/90 | Limited to Average | 91 | 28 | AVERAGE |
| | AUDITORY MEMORY SPAN (Gwm) | Memory for Words | 84/90 | Average | 96 | 39 | AVERAGE |
| | | Sentence Repetition | 90/90 | Average | 100 | 50 | AVERAGE |

**Sound Deletion is recommended for examinees age 5 to 11, and Sound Substitution is recommended for examinees age 6 to 12. The platform will, however, allow the user to administer these two tests to examinees outside the recommended age ranges.

**Sound Blending:** Alex's performance blending sounds into words is in the high average range.

**Segmentation:** Alex's performance segmenting words into phonemes is in the high average range.

**Sound Deletion:** Alex's performance deleting sounds from words is in the average range.

**Sound Substitution:** Alex's performance substituting sounds in words is in the average range.

**Rapid Picture Naming:** Alex's performance on rapid picture naming is in the low range, suggesting significant difficulty with retrieving words when shown an image of that word.

**Rapid Letter Naming:** Alex's performance on rapid letter naming is in the low range, suggesting significant difficulty with retrieving letter names when shown the letter.

**Rapid Phoneme Naming:** Alex's performance with rapid phoneme naming is in the average range.

**Memory for Words:** Alex's performance on the Memory for Words test is in the average range.

**Sentence Repetition:** Alex's performance on the Sentence Repetition test is in the average range.

## Vocabulary

| Area Tested | Cluster | Test Name | RPI | Proficiency | SS | PR | SS Performance Indicator |
|---|---|---|---|---|---|---|---|
| VOCABULARY | VOCABULARY (Gc) | Picture Vocabulary | 99/90 | Advanced | 125 | 95 | SUPERIOR |
| | | Academic Vocabulary | 93/90 | Average | 104 | 62 | AVERAGE |

**Picture Vocabulary:** Alex's performance on the Picture Vocabulary test is in the superior range.

**Academic Vocabulary:** Alex's performance on the Academic Vocabulary test is in the average range.

Alex's vocabulary is in the average range, but they have difficulty in one or more reading skills. This could suggest that reading difficulties are not due to a general language delay but rather specific difficulties with decoding or fluency.

## Non-Contributing Tests

| Area Tested | Cluster | Test Name | RPI | Proficiency | SS | PR | SS Performance Indicator |
|---|---|---|---|---|---|---|---|
| | NON-CONTRIBUTING TESTS | Oral Reading | 23/90 | Very Limited | 70 | 2 | VERY LOW |
| | | Nonsense Word Repetition | 98/90 | Advanced | 123 | 93 | SUPERIOR |

**Oral Reading:** Alex's performance on oral reading is in the very low range, suggesting significant difficulty with accurate reading, as indicated by frequent omissions, substitutions, or misread words.

**Nonsense Word Repetition:** Alex's performance on the Nonsense Word Repetition test is in the superior range.

## Woodcock-Johnson V Tests of Achievement

| | Development | | Proficiency | | Relative Standing | |
|---|---|---|---|---|---|---|
| **CLUSTER**/Test Name | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| **VOCABULARY (Gc)** | 532 (525-539) | >29y | 18 | 99/90 | 124 (114-134) | 95 (83-99) |
| | - | - | Advanced | Advanced | Superior | Superior |
| Picture Vocabulary | 542 (530-553) | >29y | 28 | 99/90 | 135 (121-149) | 99 (92->99) |
| | - | - | Advanced | Advanced | Very Superior | Very Superior |
| Academic Vocabulary | 522 (513-531) | 23y | 8 | 96/90 | 112 (99-125) | 79 (48-95) |
| | - | - | Average to Advanced | Average to Advanced | High Average | High Average |
| **BASIC READING SKILLS (Grw)** | 531 (523-538) | >29y | 12 | 97/90 | 111 (105-118) | 78 (62-89) |
| | - | - | Average to Advanced | Average to Advanced | High Average | High Average |
| Letter-Word Identification | 542 (531-553) | >29y | 17 | 98/90 | 113 (105-121) | 80 (62-92) |
| | - | - | Advanced | Advanced | High Average | High Average |
| Word Attack | 519 (510-528) | 21y | 7 | 95/90 | 107 (98-116) | 68 (43-86) |
| | - | - | Average to Advanced | Average to Advanced | Average | Average |
| **READING FLUENCY (Grw)** | 581 (574-589) | >27y | 41 | 100/90 | 119 (116-123) | 90 (85-94) |
| | - | - | Very Advanced | Very Advanced | High Average | High Average |
| Sentence Reading Fluency | 560 (551-568) | 19y8m | 17 | 98/90 | 108 (104-111) | 69 (60-78) |
| | - | - | Advanced | Advanced | Average | Average |
| Word Reading Fluency | 603 (591-615) | >28y | 64 | 100/90 | 127 (122-132) | 96 (93-98) |
| | - | - | Very Advanced | Very Advanced | Superior | Superior |

| | | | | | | |
|---|---|---|---|---|---|---|
| **SPELLING SKILLS (Grw; Ga)** | 539 (529-548) | >28y | 19 | 99/90 | 118 (109-127) | 88 (72-96) |
| | - | - | Advanced | Advanced | High Average | High Average |
| Spelling | 546 (533-558) | >29y | 19 | 99/90 | 113 (104-122) | 81 (62-93) |
| | - | - | Advanced | Advanced | High Average | High Average |
| Spelling of Sounds | 531 (517-546) | >23y | 19 | 99/90 | 124 (106-142) | 94 (66->99) |
| | - | - | Advanced | Advanced | Superior | Superior |
| **PHONEME-GRAPHEME KNOWLEDGE (Grw; Ga)** | 525 (517-534) | >26y | 13 | 97/90 | 116 (105-126) | 86 (64-96) |
| | - | - | Average to Advanced | Average to Advanced | High Average | High Average |
| Word Attack | 519 (510-528) | 21y | 7 | 95/90 | 107 (98-116) | 68 (43-86) |
| | - | - | Average to Advanced | Average to Advanced | Average | Average |
| Spelling of Sounds | 531 (517-546) | >23y | 19 | 99/90 | 124 (106-142) | 94 (66->99) |
| | - | - | Advanced | Advanced | Superior | Superior |
| **Non-Contributing** | | | | | | |
| Oral Reading | 534 (520-548) | >29y | 16 | 98/90 | 114 (102-126) | 83 (54-96) |
| | - | - | Advanced | Advanced | High Average | High Average |

## Woodcock-Johnson V Virtual Test Library

| | Development | | Proficiency | | Relative Standing | |
|---|---|---|---|---|---|---|
| **CLUSTER**/Test Name | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| **PHONOLOGICAL AWARENESS (Ga)** | 513 (504-522) | 17y2m | 2 | 92/90 | 102 (93-110) | 55 (31-75) |
| | - | - | Average | Average | Average | Average |
| Sound Blending | 506 (496-516) | 11y7m | -6 | 82/90 | 94 (84-104) | 35 (14-60) |
| | - | - | Average | Average | Average | Average |
| Segmentation | 520 (505-535) | >27y | 10 | 96/90 | 107 (96-118) | 68 (38-89) |
| | - | - | Average to Advanced | Average to Advanced | Average | Average |
| **PHONOLOGICAL MANIPULATION (Ga)** | 521 (503-538) | >23y | 8 | 96/90 | 112 (86-138) | 79 (25->99) |
| | - | - | Average to Advanced | Average to Advanced | High Average | High Average |
| Sound Deletion | 523 (494-552) | >22y | 10 | 97/90 | 115 (73-157) | 84 (10->99) |
| | - | - | Average to Advanced | Average to Advanced | High Average | High Average |
| Sound Substitution | 518 (499-537) | >23y | 6 | 94/90 | 107 (84-130) | 69 (17-98) |
| | - | - | Average | Average | Average | Average |
| **AUDITORY MEMORY SPAN (Gwm)** | 512 (501-523) | 14y0m | -2 | 88/90 | 98 (87-109) | 45 (20-71) |
| | - | - | Average | Average | Average | Average |
| Memory for Words | 506 (491-520) | 11y8m | -9 | 78/90 | 92 (80-105) | 31 (9-62) |
| | - | - | Limited to Average | Limited to Average | Average | Average |
| Sentence Repetition | 519 (502-536) | 18y3m | 4 | 94/90 | 104 (90-118) | 60 (22-88) |
| | - | - | Average | Average | Average | Average |
| **RAN–READING (Gs; Gr)** | 515 (511-520) | 16y6m | 2 | 92/90 | 103 (97-108) | 57 (41-71) |
| | - | - | Average | Average | Average | Average |
| Rapid Picture Naming | 515 (507-524) | 17y8m | 4 | 93/90 | 104 (95-113) | 61 (34-81) |
| | - | - | Average | Average | Average | Average |
| Rapid Letter Naming | 528 (519-536) | 20y | 9 | 96/90 | 108 (100-116) | 70 (51-86) |
| | - | - | Average to Advanced | Average to Advanced | Average | Average |
| Rapid Phoneme Naming | 503 (497-508) | 10y4m | -6 | 83/90 | 93 (87-100) | 33 (20-49) |
| | - | - | Average | Average | Average | Average |
| **Non-Contributing** | | | | | | |
| Nonsense Word Repetition | 516 (505-526) | >21y | 8 | 96/90 | 111 (97-126) | 77 (41-96) |
| | - | - | Average to Advanced | Average to Advanced | High Average | High Average |

Is having trouble keeping up with the required reading in classes.

Is having trouble finishing exams.

Never was formally diagnosed with dyslexia.

Remembers having a lot of tutoring and help with reading and spelling in elementary school.

Is worried that college will be too difficult.

**Vocabulary (Gc)**

| | Development | | Proficiency | | Relative Standing | |
|---|---|---|---|---|---|---|
| | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| **Vocabulary (Gc)** | **534 (526-541)** | **>29y** | **13** | **98/90** | **117 (107-127)** | **87 (69-96)** |
| Test Name | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| Picture Vocabulary | 534 (523-546) | >29y | 14 | 98/90 | 117 (104-130) | 87 (60-98) |
| Academic Vocabulary | 533 (522-543) | >29y | 12 | 97/90 | 117 (103-131) | 87 (57-98) |

## Basic Reading Skills (Grw)

| | Development | | Proficiency | | Relative Standing | |
|---|---|---|---|---|---|---|
| | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| **Basic Reading Skills (Grw)** | **536 (528-544)** | **>29y** | **11** | **97/90** | **110 (103-118)** | **76 (57-89)** |

| Test Name | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
|---|---|---|---|---|---|---|
| Letter-Word Identification | 553 (541-566) | >29y | 20 | 99/90 | 115 (106-124) | 84 (65-95) |
| Word Attack | 519 (510-528) | 21y | 1 | 91/90 | 101 (91-111) | 53 (28-77) |

## Spelling Skills (Grw; Ga)

| | Development | | Proficiency | | Relative Standing | |
|---|---|---|---|---|---|---|
| | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| **Spelling Skills (Grw; Ga)** | **536 (527-545)** | **>28y** | **9** | **96/90** | **109 (100-117)** | **72 (51-87)** |
| Test Name | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| Spelling | 546 (533-558) | >29y | 8 | 95/90 | 106 (97-115) | 65 (41-84) |
| Spelling of Sounds | 526 (514-539) | >23y | 10 | 97/90 | 113 (97-128) | 80 (44-97) |

## Phoneme-Grapheme Knowledge (Grw; Ga)

| | Development | | Proficiency | | Relative Standing | |
|---|---|---|---|---|---|---|
| | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| **Phoneme-Grapheme Knowledge (Grw; Ga)** | **523 (515-530)** | **>26y** | **6** | **94/90** | **107 (98-117)** | **69 (44-87)** |
| Test Name | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| Word Attack | 519 (510-528) | 21y | 1 | 91/90 | 101 (91-111) | 53 (28-77) |
| Spelling of Sounds | 526 (514-539) | >23y | 10 | 97/90 | 113 (97-128) | 80 (44-97) |

## Reading Fluency (Grw)

| | Development | | Proficiency | | Relative Standing | |
|---|---|---|---|---|---|---|
| | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| **Reading Fluency (Grw)** | **515 (509-520)** | **11y3m** | **-42** | **8/90** | **80 (77-83)** | **9 (6-12)** |
| Test Name | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| Sentence Reading Fluency | 511 (504-518) | 10y10m | -49 | 4/90 | 79 (76-82) | 8 (6-12) |
| Word Reading Fluency | 518 (509-527) | 11y9m | -35 | 16/90 | 82 (78-87) | 12 (7-19) |

## Phonological Awareness (Ga)

| | Development | | Proficiency | | Relative Standing | |
|---|---|---|---|---|---|---|
| | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| **Phonological Awareness (Ga)** | **518 (509-528)** | **>26y** | **4** | **93/90** | **103 (94-112)** | **59 (34-80)** |
| Test Name | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| Sound Blending | 509 (499-519) | 12y10m | -7 | 81/90 | 94 (84-103) | 34 (14-58) |
| Segmentation | 527 (511-543) | >27y | 14 | 98/90 | 111 (98-123) | 76 (45-94) |

## Phonological Manipulation (Ga)

| | Development | | Proficiency | | Relative Standing | |
|---|---|---|---|---|---|---|
| | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| **Phonological Manipulation (Ga)** | **502 (494-510)** | **10y7m** | **-14** | **65/90** | **85 (76-93)** | **15 (5-33)** |
| Test Name | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| Sound Deletion | 502 (489-514) | 10y3m | -15 | 64/90 | 84 (71-97) | 15 (3-43) |
| Sound Substitution | 503 (492-513) | 10y11m | -14 | 66/90 | 85 (73-96) | 15 (3-41) |

**RAN–Reading (Gs; Gr)**

| | Development | | Proficiency | | Relative Standing | |
|---|---|---|---|---|---|---|
| | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| **RAN–Reading (Gs; Gr)** | **508 (504-512)** | **12y5m** | **-11** | **74/90** | **85 (80-90)** | **16 (10-26)** |
| Test Name | *W* Score (95% Confidence Band) | Age Equivalent | *W* Difference Score | Relative Proficiency Index | Standard Score (95% Confidence Band) | Percentile Rank (95% Confidence Band) |
| Rapid Picture Naming | 505 (498-512) | 11y8m | -13 | 69/90 | 85 (77-93) | 16 (6-32) |
| Rapid Letter Naming | 502 (496-507) | 9y6m | -25 | 36/90 | 74 (69-80) | 4 (2-9) |
| Rapid Phoneme Naming | 518 (511-524) | >29y | 6 | 94/90 | 105 (99-112) | 64 (47-78) |

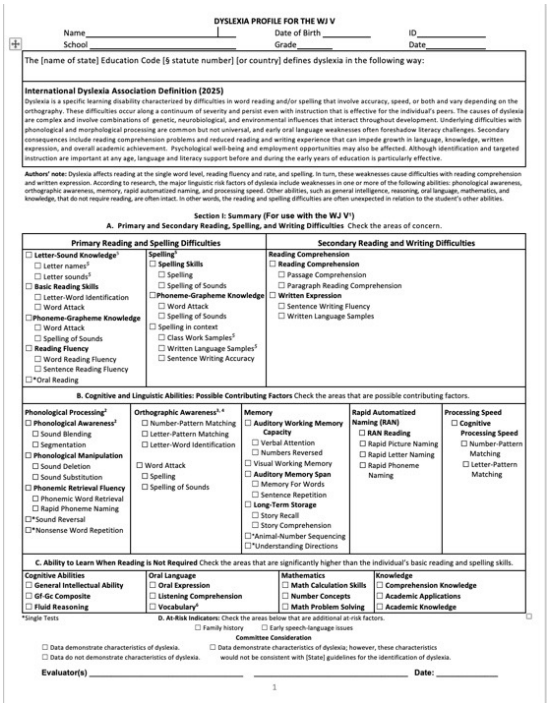
## Considerations

- Has a family history of dyslexia (father, uncle, and older brother).
- Began reading tutoring in first grade. Continued until grade 7.
- Used Mindplay online reading program at home 5 days a week for the first two years in high school. https://parents.mindplay.com/account/plans
- Has mastered phonics but still reads slowly.
- Has weaknesses in both memory and RAN.
- Additional testing: working memory

## Addition of WJ V COG Measures to the Dyslexia Test Set

| | Cluster | Test Name | SS | PR | RPI |
|---|---|---|---|---|---|
| Additional Linguistic Risk Factors | Auditory Working Memory Capacity | Verbal Attention (Gwm)) | | | __/90 |
| | | Numbers Reversed (Gwm) | | | __/90 |
| | Cognitive Processing Speed | Number-Pattern Matching (Gs) | | | __/90 |
| | | Letter-Pattern Matching (Gs) | | | __/90 |
| | Phonemic Retrieval Fluency | Phonemic Word Retrieval (Gr) | | | __/90 |
| | | *Rapid Phoneme Naming (Gr, Ga) | | | __/90 |
| | Cognitive Efficiency | Verbal Attention (Gwm) | | | __/90 |
| | | Number-Pattern Matching) Gs) | | | __/90 |
| Vocabulary | Comprehension-Knowledge | Oral Vocabulary (Gc) | | | __/90 |
| | | Verbal Analogies (Gc, Gf) | | | __/90 |
| | Single Test | Visual-Auditory Learning (Gv, Gf) | | | __/90 |

*WJ V VTL



**DYSLEXIA PROFILE FOR THE WJ V**

Name_____ Date of Birth _____ ID_____
School_____ Grade_____ Date_____

The [name of state] Education Code [§ statute number] [or country] 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 V[1])**

**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 Knowledge**[1]<br>☐ Letter names[1]<br>☐ Letter sounds[1]<br>☐ **Basic Reading Skills**<br>☐ Letter-Word Identification<br>☐ Word Attack<br>☐ **Phoneme-Grapheme Knowledge**<br>☐ Word Attack<br>☐ Spelling of Sounds<br>☐ **Reading Fluency**<br>☐ Word Reading Fluency<br>☐ Sentence Reading Fluency<br>☐ *Oral Reading | ☐ **Spelling**[1]<br>☐ **Spelling Skills**<br>☐ Spelling<br>☐ Spelling of Sounds<br>☐ **Phoneme-Grapheme Knowledge**<br>☐ Word Attack<br>☐ Spelling of Sounds<br>☐ Spelling in context<br>☐ Class Work Samples[1]<br>☐ Written Language Samples[1]<br>☐ Sentence Writing Accuracy | ☐ **Reading Comprehension**<br>☐ **Reading Comprehension**<br>☐ Passage Comprehension<br>☐ Paragraph Reading Comprehension<br>☐ **Written Expression**<br>☐ Sentence Writing Fluency<br>☐ Written Language Samples |

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

| Phonological Processing[2] | Orthographic Awareness[3, 4] | Memory | Rapid Automatized Naming (RAN) | Processing Speed |
|---|---|---|---|---|
| ☐ **Phonological Awareness**[2]<br>☐ Sound Blending<br>☐ Segmentation<br>☐ **Phonological Manipulation**<br>☐ Sound Deletion<br>☐ Sound Substitution<br>☐ **Phonemic Retrieval Fluency**<br>☐ Phonemic Word Retrieval<br>☐ Rapid Phoneme Naming<br>☐ *Sound Reversal<br>☐ *Nonsense Word Repetition | ☐ Number-Pattern Matching<br>☐ Letter-Pattern Matching<br>☐ Letter-Word Identification<br>☐ Word Attack<br>☐ Spelling<br>☐ Spelling of Sounds | ☐ **Auditory Working Memory Capacity**<br>☐ Verbal Attention<br>☐ Numbers Reversed<br>☐ Visual Working Memory<br>☐ **Auditory Memory Span**<br>☐ Memory For Words<br>☐ Sentence Repetition<br>☐ **Long-Term Storage**<br>☐ Story Recall<br>☐ Story Comprehension<br>☐ *Animal-Number Sequencing<br>☐ *Understanding Directions | ☐ **RAN Reading**<br>☐ Rapid Picture Naming<br>☐ Rapid Letter Naming<br>☐ Rapid Phoneme Naming | ☐ **Cognitive Processing Speed**<br>☐ Number-Pattern Matching<br>☐ Letter-Pattern Matching |

**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 | Oral Language | Mathematics | Knowledge |
|---|---|---|---|
| ☐ **General Intellectual Ability**<br>☐ **Gf-Gc Composite**<br>☐ **Fluid Reasoning** | ☐ **Oral Expression**<br>☐ **Listening Comprehension**<br>☐ **Vocabulary**[4] | ☐ **Math Calculation Skills**<br>☐ **Number Concepts**<br>☐ **Math Problem Solving** | ☐ **Comprehension Knowledge**<br>☐ **Academic Applications**<br>☐ **Academic Knowledge** |

*Single Tests

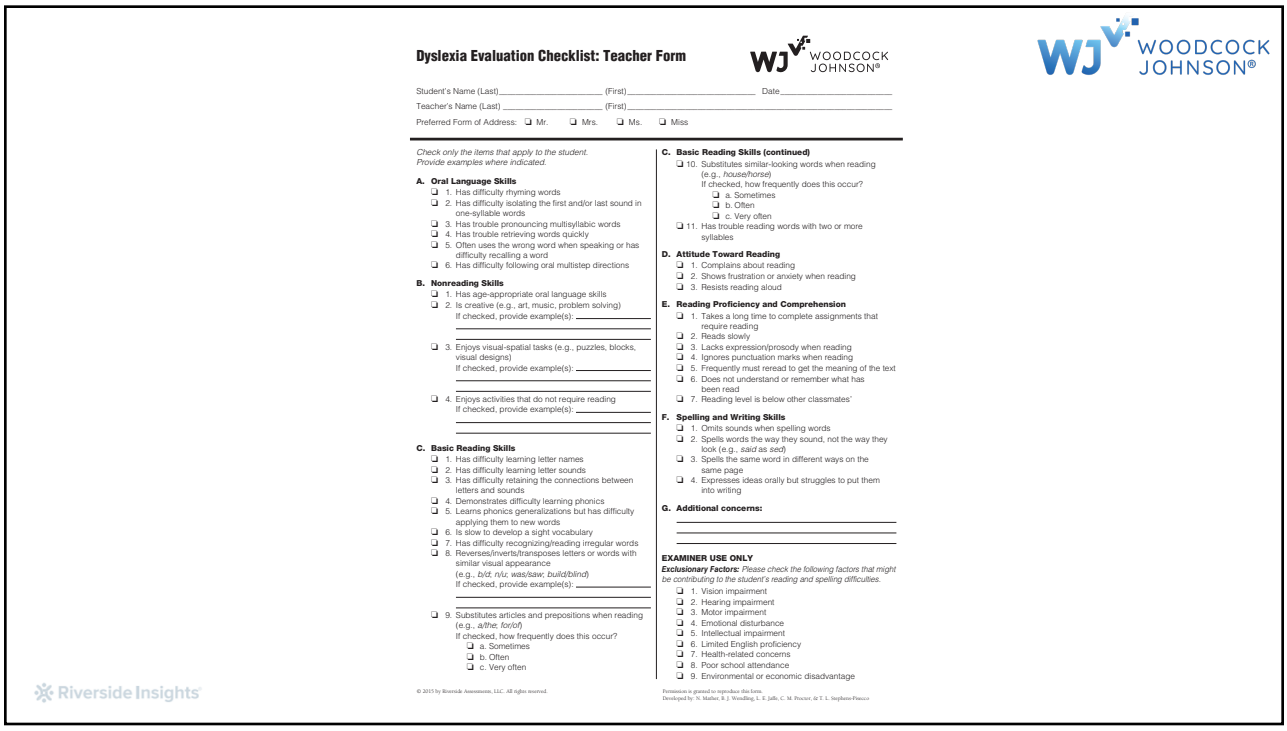
**D. At-Risk Indicators:** Check the areas below that are additional at-risk factors.
☐ Family history ☐ Early speech-language issues

**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:** _____

1



## Dyslexia Evaluation Checklist: Teacher Form

Student's Name (Last)_____ (First)_____ Date_____
Teacher's Name (Last) _____ (First)_____
Preferred Form of Address: ❑ Mr. ❑ Mrs. ❑ Ms. ❑ Miss

*Check only the items that apply to the student.*
*Provide examples where indicated.*

**A. Oral Language Skills**
- ❑ 1. Has difficulty rhyming words
- ❑ 2. Has difficulty isolating the first and/or last sound in one-syllable words
- ❑ 3. Has trouble pronouncing multisyllabic words
- ❑ 4. Has trouble retrieving words quickly
- ❑ 5. Often uses the wrong word when speaking or has difficulty recalling a word
- ❑ 6. Has difficulty following oral multistep directions

**B. Nonreading Skills**
- ❑ 1. Has age-appropriate oral language skills
- ❑ 2. Is creative (e.g., art, music, problem solving)
  If checked, provide example(s): _____
- ❑ 3. Enjoys visual-spatial tasks (e.g., puzzles, blocks, visual designs)
  If checked, provide example(s): _____
- ❑ 4. Enjoys activities that do not require reading
  If checked, provide example(s): _____

**C. Basic Reading Skills**
- ❑ 1. Has difficulty learning letter names
- ❑ 2. Has difficulty learning letter sounds
- ❑ 3. Has difficulty retaining the connections between letters and sounds
- ❑ 4. Demonstrates difficulty learning phonics
- ❑ 5. Learns phonics generalizations but has difficulty applying them to new words
- ❑ 6. Is slow to develop a sight vocabulary
- ❑ 7. Has difficulty recognizing/reading irregular words
- ❑ 8. Reverses/inverts/transposes letters or words with similar visual appearance
  (e.g., *b/d; n/u; was/saw; build/blind*)
  If checked, provide example(s): _____
- ❑ 9. Substitutes articles and prepositions when reading (e.g., *a/the; for/of*)
  If checked, how frequently does this occur?
  - ❑ a. Sometimes
  - ❑ b. Often
  - ❑ c. Very often

**C. Basic Reading Skills (continued)**
- ❑ 10. Substitutes similar-looking words when reading (e.g., *house/horse*)
  If checked, how frequently does this occur?
  - ❑ a. Sometimes
  - ❑ b. Often
  - ❑ c. Very often
- ❑ 11. Has trouble reading words with two or more syllables

**D. Attitude Toward Reading**
- ❑ 1. Complains about reading
- ❑ 2. Shows frustration or anxiety when reading
- ❑ 3. Resists reading aloud

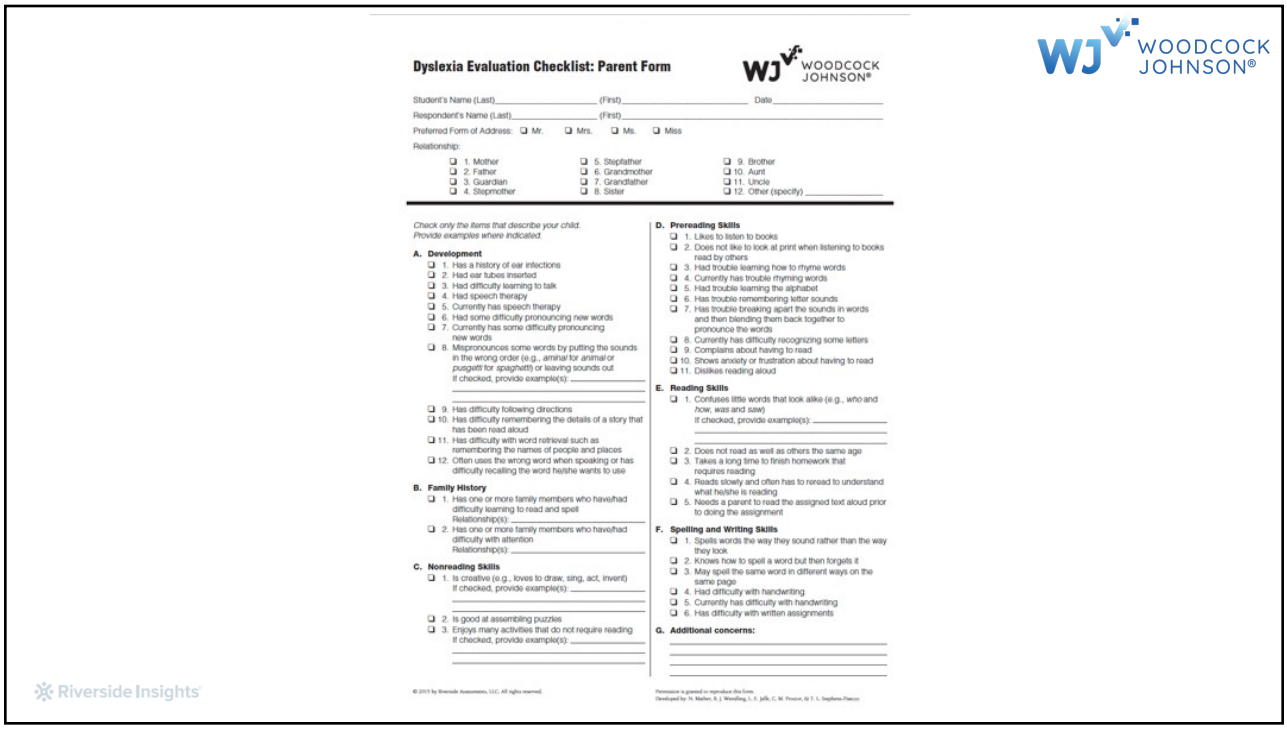
**E. Reading Proficiency and Comprehension**
- ❑ 1. Takes a long time to complete assignments that require reading
- ❑ 2. Reads slowly
- ❑ 3. Lacks expression/prosody when reading
- ❑ 4. Ignores punctuation marks when reading
- ❑ 5. Frequently must reread to get the meaning of the text
- ❑ 6. Does not understand or remember what has been read
- ❑ 7. Reading level is below other classmates'

**F. Spelling and Writing Skills**
- ❑ 1. Omits sounds when spelling words
- ❑ 2. Spells words the way they sound, not the way they look (e.g., *said as sed*)
- ❑ 3. Spells the same word in different ways on the same page
- ❑ 4. Expresses ideas orally but struggles to put them into writing

**G. Additional concerns:**
_____
_____
_____

**EXAMINER USE ONLY**
***Exclusionary Factors:*** *Please check the following factors that might be contributing to the student's reading and spelling difficulties.*
- ❑ 1. Vision impairment
- ❑ 2. Hearing impairment
- ❑ 3. Motor impairment
- ❑ 4. Emotional disturbance
- ❑ 5. Intellectual impairment
- ❑ 6. Limited English proficiency
- ❑ 7. Health-related concerns
- ❑ 8. Poor school attendance
- ❑ 9. Environmental or economic disadvantage





## Dyslexia Evaluation Checklist: Parent Form

Student's Name (Last)_____ (First)_____ Date_____
Respondent's Name (Last)_____ (First)_____
Preferred Form of Address: ❑ Mr. ❑ Mrs. ❑ Ms. ❑ Miss
Relationship:
- ❑ 1. Mother
- ❑ 2. Father
- ❑ 3. Guardian
- ❑ 4. Stepmother
- ❑ 5. Stepfather
- ❑ 6. Grandmother
- ❑ 7. Grandfather
- ❑ 8. Sister
- ❑ 9. Brother
- ❑ 10. Aunt
- ❑ 11. Uncle
- ❑ 12. Other (specify) _____

*Check only the items that describe your child.*
*Provide examples where indicated.*

**A. Development**
- ❑ 1. Has a history of ear infections
- ❑ 2. Had ear tubes inserted
- ❑ 3. Had difficulty learning to talk
- ❑ 4. Had speech therapy
- ❑ 5. Currently has speech therapy
- ❑ 6. Had some difficulty pronouncing new words
- ❑ 7. Currently has some difficulty pronouncing new words
- ❑ 8. Mispronounces some words by putting the sounds in the wrong order (e.g., *aminal* for *animal* or *pusgetti* for *spaghetti*) or leaving sounds out
  If checked, provide example(s): _____
- ❑ 9. Has difficulty following directions
- ❑ 10. Has difficulty remembering the details of a story that has been read aloud
- ❑ 11. Has difficulty with word retrieval such as remembering the names of people and places
- ❑ 12. Often uses the wrong word when speaking or has difficulty recalling the word he/she wants to use

**B. Family History**
- ❑ 1. Has one or more family members who have/had difficulty learning to read and spell
  Relationship(s): _____
- ❑ 2. Has one or more family members who have/had difficulty with attention
  Relationship(s): _____

**C. Nonreading Skills**
- ❑ 1. Is creative (e.g., loves to draw, sing, act, invent)
  If checked, provide example(s): _____
- ❑ 2. Is good at assembling puzzles
- ❑ 3. Enjoys many activities that do not require reading
  If checked, provide example(s): _____

**D. Prereading Skills**
- ❑ 1. Likes to listen to books
- ❑ 2. Does not like to look at print when listening to books read by others
- ❑ 3. Had trouble learning how to rhyme words
- ❑ 4. Currently has trouble rhyming words
- ❑ 5. Had trouble learning the alphabet
- ❑ 6. Has trouble remembering letter sounds
- ❑ 7. Has trouble breaking apart the sounds in words and then blending them back together to pronounce the words
- ❑ 8. Currently has difficulty recognizing some letters
- ❑ 9. Complains about having to read
- ❑ 10. Shows anxiety or frustration about having to read
- ❑ 11. Dislikes reading aloud

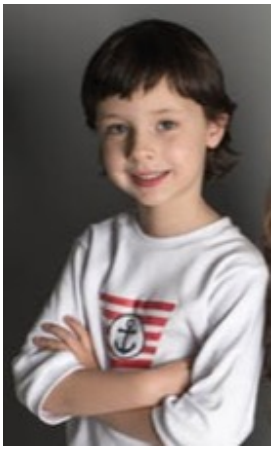
**E. Reading Skills**
- ❑ 1. Confuses little words that look alike (e.g., *who* and *how*, *was* and *saw*)
  If checked, provide example(s): _____
- ❑ 2. Does not read as well as others the same age
- ❑ 3. Takes a long time to finish homework that requires reading
- ❑ 4. Reads slowly and often has to reread to understand what he/she is reading
- ❑ 5. Needs a parent to read the assigned text aloud prior to doing the assignment

**F. Spelling and Writing Skills**
- ❑ 1. Spells words the way they sound rather than the way they look
- ❑ 2. Knows how to spell a word but then forgets it
- ❑ 3. May spell the same word in different ways on the same page
- ❑ 4. Had difficulty with handwriting
- ❑ 5. Currently has difficulty with handwriting
- ❑ 6. Has difficulty with written assignments

**G. Additional concerns:**
_____
_____
_____
_____

# The third question:

## What are the individual's strengths?

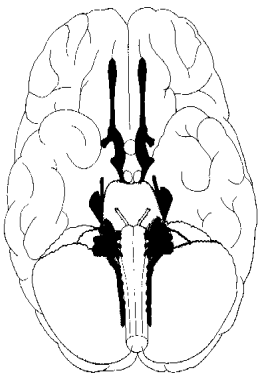



Need to identify the factors that will facilitate performance…

We shouldn't ask:
How smart you are…

but instead:
How are you smart?

—H. Gardner



## Comparison Base Rate Procedures

Intra-Ability Base Rate Procedures
- Intra-Cognitive
- Intra-Achievement
- Academic Skills-Fluency-Applications

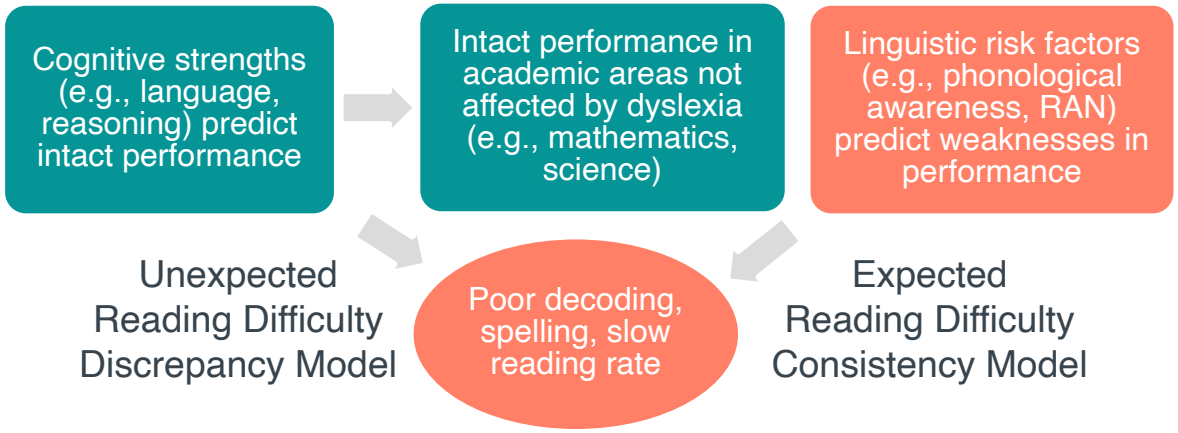
Ability-Achievement Base Rate Procedures
- General Intellectual Ability (GIA)- Achievement
- Gf-Gc Composite-Other Abilities
- Oral Language- Achievement
- Academic Knowledge/Achievement



## Base Rate

Base rate refers to the prevalence of a certain ability within a population. In assessments, a "low base rate" indicates that the ability being tested is rare in the general population. For example, if a certain score occurs in only 2 out of every 100 people, the base rate would be 2%.

## Unexpected and Expected Reading Difficulty




**Three Procedures that can Contribute Information for SLD Identification in the US (IDEA, 2004)**

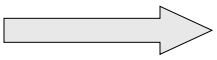
- Ability-achievement discrepancy
- Response to intervention (RTI)
- Alternative research-based methods (e.g., a pattern of strengths and weaknesses- PSW approach)

### *Comparing Oral Language to Reading Clusters*

**Predictor**

Oral Language

**Is reading achievement in line with oral language ability?**



**Clusters for Comparison**

- Basic Reading Skills
- Phoneme-Grapheme Knowledge
- Reading Fluency and Rate

### Verbal Ability as an Estimate of Reading Potential

"Children should be able to comprehend, or construct, the meaning of what is being read at a level consistent with their general verbal ability" (p.55).

**Source:** Torgesen, J. K. (2000). Individual differences in response to early interventions in reading: The lingering problem of treatment resisters. *Learning Disabilities Research & Practice, 15*, 55-64.

| Oral Language Tests | | Reading and Writing Tests |
|---|---|---|
| Story Recall | → | Reading Recall |
| Story Comprehension | → | Paragraph Comprehension |
| Oral Comprehension | → | Passage Comprehension |
| Oral Language Samples | → | Written Language Samples |
| Nonsense Word Repetition | → | Word Attack |

## Overview of Oral Language Samples

- A test of oral expression.
- The test measures expressive language ability and requires knowledge of both syntax and vocabulary.
- The task requires the examinee to respond orally to examiner prompts while viewing a picture or text on the iPad screen.
  - Early items require one or two words, then simple sentences.
  - Later items require a complete sentence and increase in complexity.

## Academic Skills/Fluency/Applications

**Within the WJ V ACH, you can compare:**

- Academic Skills (basic academic skills)
- Academic Fluency (timed measures)
- Academic Applications (problem solving and reasoning)

**Many individuals with dyslexia will have:**

Academic Applications cluster > Academic Skills or Academic Fluency clusters.

Annie
Grade 4

| | | | | | | |
|---|---|---|---|---|---|---|
| **ACADEMIC SKILLS/BRIEF ACHIEVEMENT (Grw; Gq)** | 481 (475-487) | 8y10m | -10 | 76/90 | 93 (89-97) | 32 (23-43) |
| | - | - | Limited to Average | Limited to Average | Average | Average |
| Letter-Word Identification | 473 (463-483) | 8y6m | -19 | 53/90 | 90 (84-95) | 25 (15-37) |
| | - | - | Limited | Limited | Average | Average |
| Calculation | 489 (479-499) | 9y4m | -2 | 88/90 | 98 (90-106) | 45 (25-67) |
| | - | - | Average | Average | Average | Average |
| Spelling | 481 (472-490) | 9y0m | -7 | 80/90 | 96 (91-101) | 39 (27-53) |
| | - | - | Limited to Average | Limited to Average | Average | Average |
| **ACADEMIC FLUENCY (Gs)** | 489 (485-494) | 8y7m | -8 | 79/90 | 92 (87-97) | 30 (20-41) |
| | - | - | Limited to Average | Limited to Average | Average | Average |
| Math Facts Fluency | 491 (487-495) | 8y3m | -7 | 81/90 | 90 (84-96) | 25 (14-39) |
| | - | - | Limited to Average | Limited to Average | Average | Average |
| Sentence Reading Fluency | 478 (472-483) | 7y8m | -21 | 48/90 | 88 (85-91) | 21 (15-28) |
| | - | - | Limited | Limited | Low Average | Low Average |
| Sentence Writing Fluency | 500 (488-512) | 9y10m | 3 | 93/90 | 102 (95-108) | 55 (36-71) |
| | - | - | Average | Average | Average | Average |
| **ACADEMIC APPLICATIONS (Grw; Gq)** | 500 (493-506) | 10y4m | 6 | 94/90 | 107 (99-115) | 68 (48-84) |
| | - | - | Average | Average | Average | Average |
| Passage Comprehension | 496 (486-506) | 9y8m | 1 | 91/90 | 101 (89-113) | 54 (28-81) |
| | - | - | Average | Average | Average | Average |
| Applied Problems | 491 (480-502) | 9y2m | -3 | 87/90 | 97 (86-108) | 42 (17-71) |
| | - | - | Average | Average | Average | Average |
| Written Language Samples | 512 (500-524) | 14y0m | 19 | 99/90 | 119 (106-131) | 89 (67-98) |
| | - | - | Advanced | Advanced | High Average | High Average |

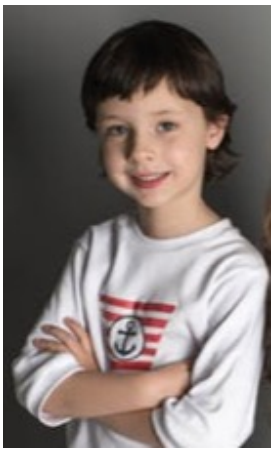
**Academic Skills/Fluency/Applications**

| | Earned SS | Predicted SS | Difference | *z* Score | PR (Base Rate) | Interpretation |
|---|---|---|---|---|---|---|
| Academic Skills | 93 | 99 | -6 | -0.78 | 22 | |
| Academic Fluency | 92 | 100 | -8 | -0.70 | 24 | |
| Academic Applications | 107 | 94 | 13 | 1.53 | 94 | STRENGTH |

*Notes.*
The predictor for each target cluster score is the average of the examinee's earned standard scores from the six tests that are not represented in the target cluster. The difference score significance is based on ±1.50 *SD* (*SEE*).

# The fourth question:

What are the specific recommendations for accommodations and instruction?



## Diagnosis and Instruction

Diagnosis must take **second** place to instruction and must be made a **tool of instruction**, not an end in itself.

**Source:** Cruickshank, W. M. (1977). Least-restrictive placement: Administrative wishful thinking. *Journal of Learning Disabilities, 10*, 193–194.

"In the final analysis, reading difficulties can be prevented to the degree that the teacher has a professional understanding of her work" (p. 245).

Source: Betts, E. A. (1936). *The prevention and correction of reading difficulties.* Row, Peterson, and Company.

## Background Information

- First and second grade: 40 minutes daily small group reading instruction
- Fifth grade: Tested and qualified for SLD in basic reading skills and reading fluency (Wechsler Intelligence Scale for Children [WISC-IV] Full Scale 114)
- Middle school: Continued to receive supplemental reading instruction
- Before starting high school, her IEP was changed to a 504 plan so that she could go to an out-of-district school that would not accept students with IEPs.

## Prior Accommodations

- In high school, she received extended time for major tests and final exams (50% more time), had class exams read to her by the Learning Lab teacher, and used audiobooks for texts. In addition, she was granted extended time on both the SAT and ACT.
- Throughout college, Calissa has been provided with the accommodations of extended time and a quiet testing room. The reason for the quiet room is that she becomes distracted if others are moving or making noise and then she has trouble refocusing on the exam.

**WJ V Dyslexia Test Set**

| | Cluster | SS | PR | RPI | Test Name | SS | PR | RPI |
|---|---|---|---|---|---|---|---|---|
| Basic Reading Skills and Reading Fluency | Basic Reading Skills | 83 | 13 | 47/90 | Letter-Word Identification (Grw) | 83 | 13 | 33/90 |
| | | | | | Word Attack (Grw, Ga) | 83 | 13 | 62/90 |
| | Reading Fluency | 88 | 21 | 36/90 | Sentence Reading Fluency (Gs, Grw) | 92 | 29 | 50/90 |
| | | | | | Word Reading Fluency (Gs, Grw) | 85 | 16 | 24/90 |
| Phoneme-Grapheme Knowledge and Spelling | Phoneme-Grapheme Knowledge | 82 | 11 | 64/90 | Word Attack (Grw, Ga) | 83 | 13 | 62/90 |
| | | | | | Spelling of Sounds (Ga, Grw) | 83 | 13 | 65/90 |
| | Spelling Skills | 83 | 13 | 55/90 | Spelling (Grw) | 85 | 16 | 46/90 |
| | | | | | Spelling of Sounds (Ga, Grw) | 83 | 84 | 65/90 |
| Linguistic Risk Factors | Phonological Awareness | 110 | 75 | 97/90 | Sound Blending (Ga) | 108 | 70 | 96/90 |
| | | | | | Segmentation (Ga) | 110 | 74 | 97/90 |
| | Phonological Manipulation | 91 | 28 | 79/90 | Sound Deletion (Ga)[b] | 90 | 25 | 76/90 |
| | | | | | Sound Substitution (Ga)[b] | 92 | 31 | 81/90 |
| | RAN–Reading | 60 | <1 | 25/90 | Rapid Picture Naming (Gs, Gr) | 75 | 5 | 45/90 |
| | | | | | Rapid Letter Naming (Gs, Gr) | 62 | <1 | 12/90 |
| | | | | | Rapid Phoneme Naming (Gr, Ga) | 68 | 2 | 26/90 |
| | Auditory Memory Span | 84 | 14 | 59/90 | Memory for Words (Gwm) | 82 | 12 | 49/90 |
| | | | | | Sentence Repetition (Gwm) | 88 | 21 | 68/90 |
| Vocabulary | Vocabulary | 114 | 82 | 97/90 | Picture Vocabulary (Gc) | 115 | 84 | 97/90 |
| | | | | | Academic Vocabulary (Gc) | 112 | 79 | 96/90 |
| | Single Tests | | | | Oral Reading (Grw) | 95 | 37 | 82/90 |
| | | | | | Nonsense Word Repetition (Ga, Gwm) | 82 | 12 | 67/90 |

Extra time does not bring extra knowledge! It allows individuals with dyslexia a chance to demonstrate what they know.

## Strengths

- Has a 3.8 GPA.
- Has an A in all of her science and math classes.
- Has completed two summer rotations in cardiology labs.
- Is highly motivated.


## Dyslexia Assessment

a) Identify at-risk indicators: family history, early speech and language difficulties
b) Primary areas (word reading, rate, and spelling), including results of error analyses
c) Identify specific linguistic risk factors
d) Ability to learn when reading is not required (vocabulary and reasoning)
e) Identify emotional and self-esteem concerns
f) Identify strengths
g) Determine specific accommodations and interventions

## The Importance of Qualitative Information

Past Assessments

Past Interventions

Family History

Comorbid Conditions

Behavior Observations

## Dyslexia: Basic Facts

- Dyslexia runs in families
- High comorbidity with other disorders (e.g., ADHD, developmental language disorder, dyscalculia)
- No one linguistic processing weakness can rule a diagnosis in or out
- Early intervention is critical
- Effective treatments provide intensive, explicit instruction in phonemic awareness, phonics, fluency, and spelling
- Accuracy is easier to improve than reading fluency
- Dyslexia affects self esteem and motivation
- Students need highly trained reading teachers

"Failure to learn to read as others do is a major catastrophe in a child's life" (p.1).

**Source:**

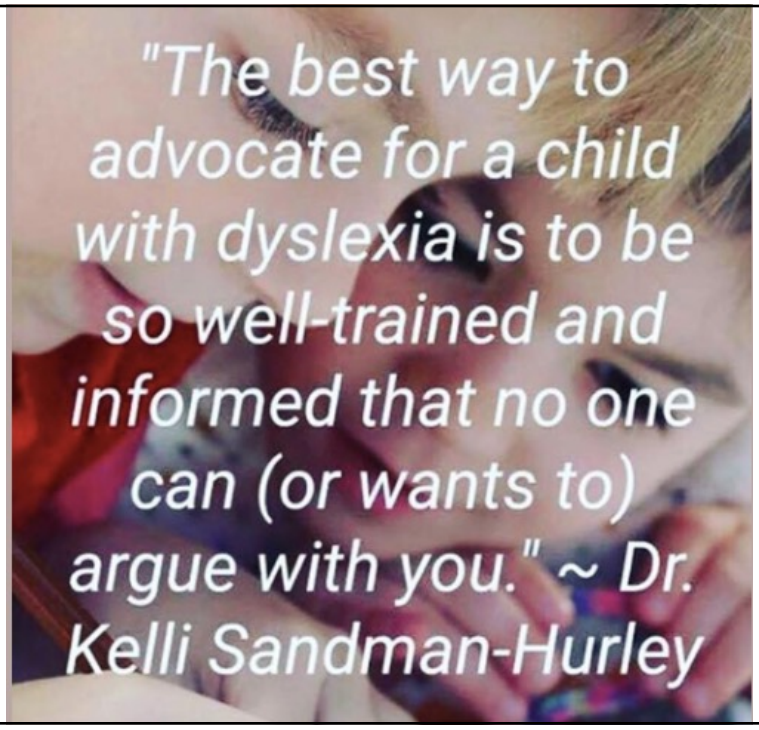
Dolch, E. W. (1939). *A manual for remedial reading.* Champaign, IL: Garrard Press.

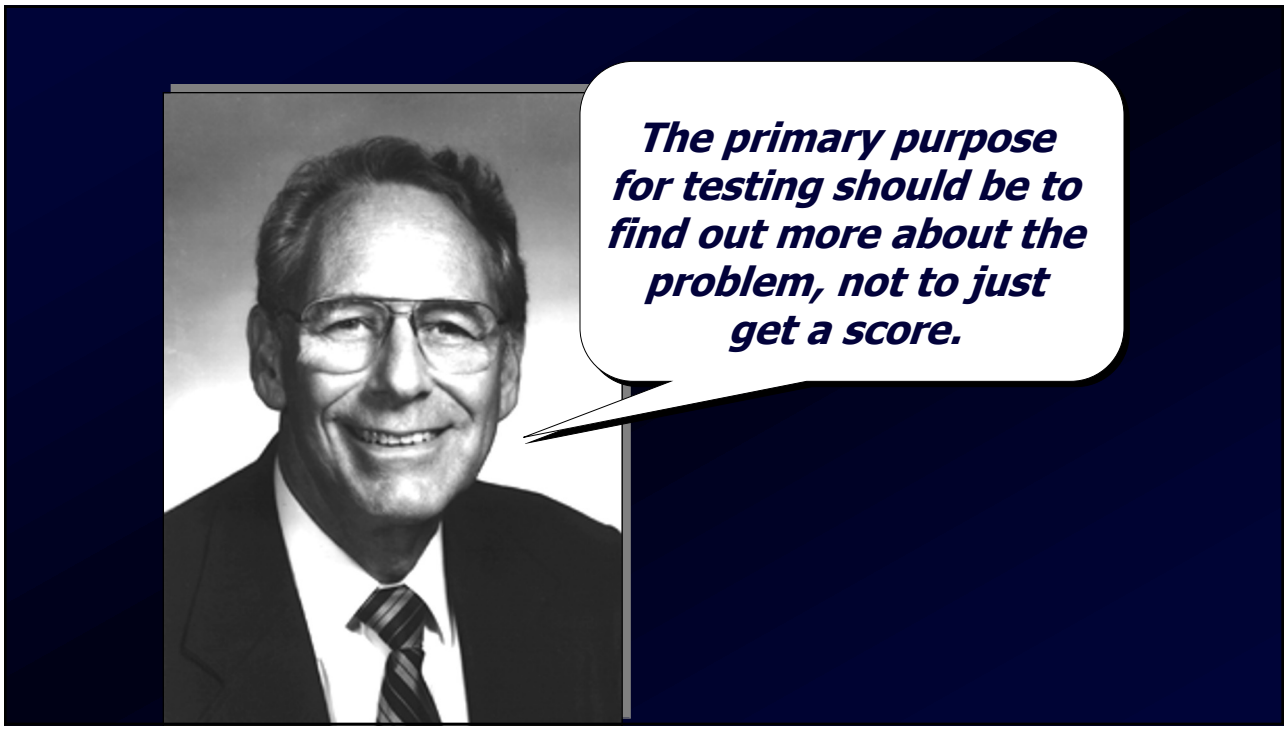
**"My ignorance of my dyslexia only intensified my sense of isolation and hopelessness. Ignorance is perhaps the most painful aspect of a learning disability" (p. 64).**

**Source:** Schultz, P. (2011). *My dyslexia.* W. W. Norton & Company.

"Every child would read if it were in his power to do so" (Betts, 1936, p.5).

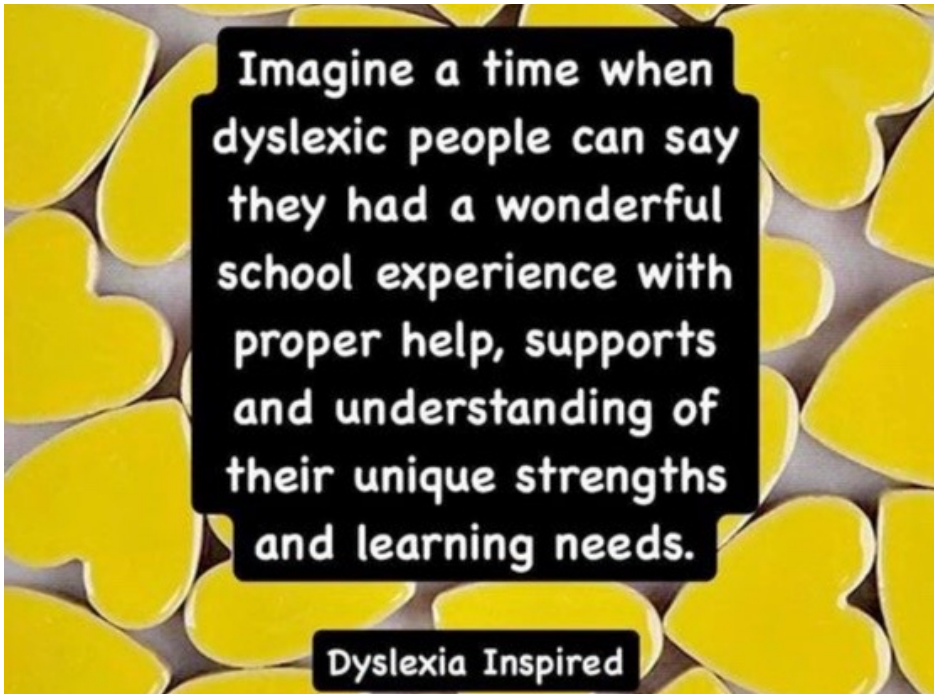
**Source**: Betts, E. A. (1936). *The prevention and correction of reading difficulties.* Row, Peterson and Company.






"The most notable factor that can have a positive impact on risk for dyslexia is instruction" (p.176).

**Source:** Catts, H. W., & Petscher, Y. A. (2022). Cumulative risk and resilience model of dyslexia. *Journal of Learning Disabilities, 55(*3), 171–184. https://doi.org/10.1177/00222194211037062




## The Value of Tests

"If these tests will give us a basis from which we can start to understand a child's difficulties, they will have justified the time spent on them. Anything which helps educators or parents to understand any phase of development or lack of development is of immeasurable value" (p. 189).

**Source:** Stanger, M. A., & Donohue, E. K. (1937). *Prediction and prevention of reading difficulties.* Oxford University Press.

# Thank you for all that you do!

Thank you!