Riverside Insights

# Dyslexia Profile for Spanish Assessment

(For use with the Batería IV, WMLS III, TPAS, TAPS-3, PTONI, and TONI)


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## Personal Information

Name

Date of Birth

ID

School

Grade

Testing Date

The _____ Education Code _____ defines dyslexia in the following way:

name of state — statute number or country

**International Dyslexia Association Definition (2002)**

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.

## Overview of Primary Reading and Spelling Difficulties in Transparent Languages:

Distinct reading and spelling characteristics of dyslexia are noted in transparent languages. Spanish is a transparent language, in which many of the words adhere to simple grapheme-phoneme conversion principles (de León Rodriguez et al., 2016[1]). As phonological decoding is easier to master in transparent languages, differences between good readers and disabled readers can be identified based on an individual's ability to decode pseudowords and low-frequency words. Furthermore, challenges faced by readers of transparent languages are most noticeable when reading speed is measured (e.g., Serrano & Defior, 2008[2]; Davies et al., 2007[3]). Additionally, disabled readers tend to present with slow and laborious decoding skills as tasks become more complex and may have difficulty with comprehension as a function of their poor reading rate.

Regarding spelling, children with dyslexia being taught in transparent languages may require additional time to memorize phoneme-grapheme correspondences. Afonso et al. (2020)[4] found evidence supporting a "delay in orthographic knowledge development" that influences the relative contribution made by lexical and sub-lexical information during spelling tasks. Additional deficits present in dyslexic individuals learning in transparent orthographies can be observed in the initial spelling stages (i.e., initial letter-sound correspondence), spelling pseudowords when compared to real words (i.e., reliance on phone-grapheme conversion), and during tasks involving more complex writing conventions. Serrano et al. (2014)[5] further note that the spelling deficit is phonological and may be observed in a "phonological-processing demanding structure" (e.g., consonant clusters and digraphs). Although the spelling of demanding structures typically is mastered by second grade (i.e., 2 years of formal spelling instruction being enough for typical learners), dyslexic individuals have persistent deficits past this point of development. Furthermore, these deficits persist despite the transparent nature of the Spanish language. Serrano et al. (2014) note that due to these challenges "children with dyslexia might remain blocked in spelling development that indirectly affects the development of orthographic word-specific knowledge." Overall, dyslexic Spanish individuals are expected to face fewer challenges when compared to dyslexic peers being taught in opaque languages (e.g., English), but are still expected to demonstrate more challenges when compared to typical peers.

[1] de León Rodríguez D, Buetler KA, Eggenberger N, et al. The Impact of Language Opacity and Proficiency on Reading Strategies in Bilinguals: An Eye Movement Study. Front Psychol. 2016;7:649. Published 2016 May 6. doi:10.3389/fpsyg.2016.00649

[2] Serrano, F., & Defior, S. (2008). Dyslexia speed problems in a transparent orthography. Annals of dyslexia, 58(1), 81-95.

[3] Davies, R., Cuetos, F., & Glez-Seijas, R. M. (2007). Reading development and dyslexia in a transparent orthography: A survey of Spanish children. Annals of dyslexia, 57(2), 179-198.

[4] Afonso, O., Suárez-Coalla, P., & Cuetos, F. (2020). Writing impairments in Spanish children with developmental dyslexia. Journal of Learning Disabilities, 53(2), 109-119.

[5] Serrano, F., Defior, S., Arfé, B., Dockrell, J., & Berninger, V. (2014). Written spelling in Spanish-speaking children with dyslexia. Writing Development in Children with Hearing Loss, Dyslexia, Or Oral Language Problems: Implications for Assessment and Instruction.

| | Area Tested | Battery | Cluster/Test ☐ ☐ ☐ ☐ ☐ ☐ | Standard Score (SS) Scaled Score (ss[a]) | Percentile Rank | SS/PR Classification ss/PR Classification | RPI[b] |
|---|---|---|---|---|---|---|---|
| Primary Reading and Spelling Difficulties | **Auditory Attention Screener** | **TAPS-3: SBE** | Auditory Figure Ground Screener | | | | |
| | **Letter- Sound Associations** | **Letter-Sound Assessment (EC-Elementary)** | Letter names: ☐ ***Poor*** ☐ ***Typical*** ☐ ***Advanced*** | | | | |
| | | | Case: Lower ____ /27 | | | | |
| | | | Case: Upper ____ /27 | | | | |
| | | | Letter names: ☐ ***Poor*** ☐ ***Typical*** ☐ ***Advanced*** | | | | |
| | | | Consonants ____ | | | | |
| | | | Vowels ____ | | | | |
| | **Basic Reading Skills** | **Batería IV ACH** | Test 1: Identificación de letras y palabras | | | | |
| | | | Test 7: Análisis de palabras | | | | |
| | | **WMLS III** | Test 5: Letter-Word Identification | | | | |
| | **Reading Fluency** | **Batería IV ACH** | Test 8: Lectura oral | | | | |
| | | | Test 9: Fluidez en lectura de frases | | | | |
| | **Reading /Rate** | **Batería IV ACH** | Test 9: Fluidez en lectura de frases | | | | |
| | **Prosody** | **Batería IV ACH** | Prosody in Context (Batería IV ACH): | | | | |
| | | | ☐ ***Poor*** ☐ ***Typical*** ☐ ***Advanced*** | | | | |
| | **Spelling** | **Batería IV ACH** | Test 3: Ortografía | | | | |
| | | | Spelling in Context: | | | | |
| | | | ☐ ***Poor*** ☐ ***Typical*** ☐ ***Advanced*** | | | | |
| | | | (Test 6: Expresión de lenguaje escrito) | | | | |
| | | **WMLS III** | Test 7: Dictation | | | | |
| | | | Prosody in Context (WJ IV ACH): | | | | |
| | | | ☐ ***Poor*** ☐ ***Typical*** ☐ ***Advanced*** | | | | |
| | | | (Written Language Expression) | | | | |
| | **Phoneme - Grapheme Knowledge** | **WJ IV ACH** | **Phoneme-Grapheme Knowledge** | | | | |
| | | | Test 7: Análisis de palabras | | | | |

[a] *Scaled scores applicable to the TPAS and the TAPS-3: SBE.*

[b] *RPI is described in the notes section*

| | Area Tested | Battery | Cluster/Test | Standard Score (SS) Scaled Score (ss[a]) | Percetile Rank | SS/PR Classification ss/PR Classification | RPI[7] |
|---|---|---|---|---|---|---|---|
| Secondary Reading and Writing Difficulties | Reading Comprehension | WJ IV ACH | **Reading Comprehension** | | | | |
| | | | Test 4: Comprensión de textos | | | | |
| | | | Test 12: Rememoración de lectura | | | | |
| | | WMLS III | Test 6: Passage Comprehension | | | | |
| | Written Expression | Batería IV ACH | **Written Expression** | | | | |
| | | | Test 6: Expresión de lenguaje escrito | | | | |
| | | | Test 11: Fluidez en escritura de frases | | | | |
| | | WMLS III | Test 8: Written Language Expression | | | | |

| | Area Tested | Battery | Test Date | Cluster/Composite Test | Standard Score (SS) Scaled Score (ss) | Percetile Rank | SS/PR Classification | RPI[6] |
|---|---|---|---|---|---|---|---|---|
| Cognitive and Linguistic Abilities: Possible Contributing Factors | Auditory Processing | Batería IV COG | | **Auditory Processing** | | | | |
| | | | | Test 5: Procesamiento fonético | | | | |
| | | | | Test 12: Repetición de palabras sin sentido | | | | |
| | | Batería IV ACH | | Test 7: Análisis de palabras | | | | |
| | | TPAS | | Initial Sounds | | | | |
| | | | | Final Sounds | | | | |
| | | | | Rhyming Words | | | | |
| | | | | Deletion | | | | |
| | | TAPS-3: SBE | | **Basic Phonological Skills Index** | | | | |
| | | | | Subtest 1: Word Discrimination | | | | |
| | | | | Subtest 2: Phonological Segmentation | | | | |
| | | | | Subtest 3: Phonological Blending | | | | |
| | | | | **Auditory Cohesion** | | | | |
| | | | | Subtest 8: Auditory Comprehension | | | | |
| | | | | Subtest 9: Auditory Reasoning | | | | |
| | Orthographic Awareness | Batería IV COG | | Test 4: Pareo de letras idénticas | | | | |
| | | | | Test 11: Pareo de números idénticos | | | | |
| | | Batería IV ACH | | Test 1: Identificación de letras y palabras | | | | |
| | | | | Test 3: Ortografía | | | | |
| | | | | Test 7: Análisis de palabras | | | | |
| | | WMLS III | | Test 5: Letter-Word Identification | | | | |

| | Area Tested | Battery | Test Date | Cluster/Composite Test or Subtest | Standard Score (SS) Scaled Score (ss) | Percetile Rank | SS/PR Classification | RPI[6] |
|---|---|---|---|---|---|---|---|---|
| Cognitive and Linguistic Abilities: Possible Contributing Factors | Memory | TAPS-3: SBE | | **Auditory Memory** | | | | |
| | | | | Subtest 4: Number Memory Forward | | | | |
| | | | | Subtest 5: Number Memory Reversed | | | | |
| | | | | Subtest 6: Word Memory | | | | |
| | | | | Subtest 7: Sentence Memory | | | | |
| | | Batería IV COG | | **Short-Term Working Memory** | | | | |
| | | | | Test 3: Atención verbal | | | | |
| | | | | Test 10: Inversión de números | | | | |
| | Rapid Naming | Batería IV COG | | Test 14: Rapidez en la identificacion de dibujos | | | | |
| | Processing Speed | Batería IV COG | | **Cognitive Processing Speed** | | | | |
| | | | | Test 4: Pareo de letras idénticas | | | | |
| | | | | Test 13: Cancelación de pares | | | | |
| | | | | **Perceptual Speed** | | | | |
| | | Batería IV COG | | Test 4: Pareo de letras idénticas | | | | |
| | | | | Test 11: Pareo de números idénticos | | | | |

**Cognitive and Linguistic Abilities: Possible Contributing Factors/Comments**

| | Area Tested | Battery | Cluster/Test | Standard Score (SS) Scaled Score (ss) | Percetile Rank | SS/PR Classification | RPI[6] |
|---|---|---|---|---|---|---|---|
| Ability to Learn When Reading is Not Required | **General Intelligence** | **Batería IV COG** | **Habilidad Intelectual General (GIA)** | | | | |
| | | | Test 1: Vocabulario oral (Gc) | | | | |
| | | | Test 2: Series numéricas (Gf) | | | | |
| | | | Test 3: Atención verbal (Gwm) | | | | |
| | | | Test 4: Pareo de letras idénticas (Gs) | | | | |
| | | | Test 5: Procesamiento fonético (Ga) | | | | |
| | | | Test 6: Rememoración de cuentos (Glr) | | | | |
| | | | Test 7: Visualización (Gv) | | | | |
| | **Reasoning** | **Batería IV COG** | ***Gf-Gc* Combinado** | | | | |
| | | | Test 1: Vocabulario oral (Gc) | | | | |
| | | | Test 2: Series numéricas (Gf) | | | | |
| | | | Test 8: Información general (Gc) | | | | |
| | | | Test 9: Formación de conceptos (Gf) | | | | |
| | | **PTONI (for EC)** | **Nonverbal Intelligence Index** | | | | |
| | | **TONI (for 7+)** | **Nonverbal Intelligence Index** | | | | |
| | **Brief Intelligence Composite (for re-evaluations or screening assessments)** | **Batería IV COG** | ***Habilidad intelectual breve*** | | | | |
| | | | Test 1: Vocabulario oral (Gc) | | | | |
| | | | Test 2: Series numéricas (Gf) | | | | |
| | | | Test 3: Atención verbal (*Gwm*) | | | | |
| | **Oral Language** | **WMLS III** | **Oral Expression** | | | | |
| | | | Test 3: Picture Vocabulary | | | | |
| | | | Test 4: Oral Language Expression | | | | |
| | | | **Listening Skills** | | | | |
| | | | Test 1: Analogies | | | | |
| | | | Test 2: Oral Comprehension | | | | |

| | Area Tested | Battery | Cluster/Test | Standard Score (SS) Scaled Score (ss) | Percetile Rank | SS/PR Classification | RPI[6] |
|---|---|---|---|---|---|---|---|
| Ability to Learn When Reading is Not Required | Oral Language | Batería IV COG | **Vocabulary** | | | | |
| | | | Test 1: Vocabulario oral | | | | |
| | Mathematics | Batería IV ACH | **Math Calculation Skills** | | | | |
| | | | Test 5: Cálculo | | | | |
| | | | Test 10: Fluidez en datos matemáticos | | | | |
| | | | **Math Problem Solving** | | | | |
| | | | Test 2: Problemas aplicados | | | | |
| | | | Test 13: Números matrices | | | | |
| | Knowledge | Batería IV COG | Test 8: Información general | | | | |

Evaluator _____ Date _____

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

### Primary Reading and Spelling Difficulties

- ☐ Letter-sound associations
  - ☐ Letter names*
  - ☐ Letter sounds
- ☐ Reading fluency and rate
- ☐ Basic reading skills
  - ☐ Sight word identification
  - ☐ Phonics (nonword/word decoding)
- ☐ Spelling
  - ☐ in isolation
  - ☐ in context

### Secondary Reading and Writing Difficulties

- ☐ Reading comprehension
- ☐ Written expression

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

- ☐ Phonological awareness
  - ☐ Auditory processing
  - ☐ Phonetic coding
- ☐ Orthographic awareness
- ☐ Memory
  - ☐ Auditory memory span
  - ☐ Short-term working memory
- ☐ Rapid naming
- ☐ Processing speed

## C. Ability to Learn When Reading is Not Required / Check the areas that are significantly higher than the individual's reading and spelling skills.

### Cognitive Abilities

- ☐ General Intelligence
- ☐ Reasoning

### Oral Language

- ☐ Oral expression
- ☐ Listening comprehension
- ☐ Vocabulary

### Mathematics

- ☐ Math calculation skills
- ☐ Math problem solving

### Knowledge

- ☐ General information

## D. At-Risk Indicators / Check the areas below that are additional at-risk factors.

- ☐ Family history
- ☐ Early speech-language concerns
- ☐ Native Language Proficiency

## Committee Consideration

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

* Knowing the letter names in Spanish is not necessary for reading. As a result, the names of the letters of the alphabet may not be taught. Examiners should be aware of instructional content when interpreting results.

## Determination of Characteristics of Dyslexia for Committee Consideration/Additional Comments

1. *The Dyslexia Profile for Spanish Assessment was adapted for use with the Batería IV, WMLS III, TPAS, TAPS-3, PTONI, and TONI.* ***The original Dyslexia Profile was created by Proctor et al. (2017; see copyright in footer). This Dyslexia Profile includes other measures outside of the WJ IV Suite of Assessments for consideration when evaluating for Dyslexia.***

2. *According to Wendling et al. (2019), it is recommended that examiners assessing ELs be knowledgeable about issues related to second language acquisition, the cross-linguistic assessment process, and the interpretation of test results for the population they are assessing. Furthermore, examiners should have expertise in native language attrition, language dominance, cross-linguistic transfer of learning, and the impact of special language programming and sociocultural factors on language learning. Wendling et al. (2019) further note that the examiner must be capable of interpreting garnered data in the context of the amount and quality of the exposure an individual received in the assessed language(s). Other common factors (e.g., age, affect, language used at home, school, and within the community, educational history, socioeconomic status) should also be investigated, as they might impact language learning.* ***Additional details regarding assessment guidelines can be found in the Batería IV and WMLS III Examiner's Manuals, in addition to the Dyslexia Assessment Plan for Evaluating Spanish Speakers.***

3. *Auditory processing is a broad CHC ability which concerns the ability to encode, synthesize, and distinguish between auditory stimuli. It encompasses other skills critical to literacy success (e.g., phonological awareness, phonological processing, phonological sensitivity, and phonetic coding).*

4. *Phonological processing appears to be the principal and universal deficit in children and adults with dyslexia. In Spanish-speaking children, those struggling with dyslexia may work very slowly on phonological tasks and may also present with labored mastery of the alphabetic principal. Weaknesses in phonological processing can impact higher-order functions, such as automaticity and reading comprehension.*

5. *Working memory involves the ability to hold information in immediate awareness while manipulating or transforming the information in some fashion. Intact working memory is needed for proper reading and spelling development and later literacy success.*

6. *Another key predictor of dyslexia in transparent languages is rapid naming (e.g., Youman & Mather, 2020; López-Esbribano et al., 2018).*

7. *According to Suarez-Coalla et al. (2014) , "dyslexic children of transparent orthographic systems have problems in developing orthographic representations of words." Orthographic processing, or one's memory for letter and/or symbol sequences, lends itself to direct, accurate, and fluent reading. Suarez-Coalla et al. (2014) infer that poor orthographic processing informs difficulty developing orthographic representations of text, which in turn, impacts reading fluency.*

8. *Assessing CALP is necessary when evaluating Spanish-speaking examinees, as it provides examiners with an indication of whether they have the skills needed to perform academic tasks and can be assessed appropriately in another language (e.g., English). CALP is the level of language proficiency that emerges and becomes distinctive with formal schooling (Cummins, 1984) .*

9. *The Relative Proficiency Index (RPI) describes the likelihood of success on material that average age- (or grade-) peers can handle with 90% success. The RPI allows for a basis of interpretation focused on proficiency and functionality, rather than relative standing (offered by Standard Scores and Percentile Ranks). The RPI score is discussed in detail in the Scores and Interpretation chapter of the Examiner's Manual.*

10. *Knowing the letter names in Spanish is not necessary for reading. As a result, the names of the letters of the alphabet may not be taught. Examiners should be aware of instructional content when interpreting results. To assess an examinee's letter knowledge of the alphabet, it is recommended that a Letter and Sound Assessment be conducted. A Letter and Sound Assessment is a measure of upper-case letter identification, lower-case letter identification, and letter-sound correspondence of the letters in a target language. In the context of Spanish, this assessment would require a student to name all 27 letters in the Spanish alphabet, in both upper- and lower-case form as well as provide the speech sound for each letter. Note that in Spanish, knowledge of the letter names is not necessary to read. The purpose of this assessment would be to determine which letters the examinee knows and how they identify them. It is possible to divide the number incorrect by the total numbers to calculate the percentage correct. This percentage can be compared to other sources of data (e.g., curriculum benchmarks, prior letter identification assessment performance, etc.) to determine if performance is atypical compared to established standards.*

**Adapted from Dyslexia Profile, © 2017 C. Proctor, N. Mather, T. Stephens-Pisecco, and L. E. Jaffe**

## References

Wendling, B.J., Mather, N., & Schrank, F.A. (2019). Examiner's Manual. Batería IV Woodcock-Munoz: Preubas de habilidades cognitivas. Iasca, IL: Riverside Assessments, LLC.

Youman, M., & Mather, N. (2020). Cognitive correlates of basic reading skills in spanish-speaking english language learners: Implications for dyslexia assessment. Contemporary School Psychology, 24(4), 406-418.

López-Escribano, C., Ivanova, A., & Shtereva, K. (2018). Rapid Automatized Naming (RAN) and Vocabulary are significant predictors of reading in consisting orthographies: A comparison of reading acquisition procedures in Bulgarian and Spanish.

Suárez-Coalla P, Ramos S, Alvarez-Cañizo M, Cuetos F. Orthographic learning in dyslexic Spanish children. Ann Dyslexia. 2014 Jul;64(2):166-81. doi: 10.1007/s11881-014-0092-5. Epub 2014 Jul 24. PMID: 25056668