

Dyslexia Profile For Assessment Of Ages 7+



Personal Information

Name

Date of Birth

ID

School

Grade

Testing Date

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

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.

Evaluator

Date

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 associations Letter names Letter sounds Reading fluency and rate	Basic reading skills Sight word identification Phonics (nonword/word decoding) Spelling in isolation in context	Reading comprehension Written expression

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

Phonological awareness ² Auditory processing Phonetic coding	Orthographic awareness ³	Memory ⁴ Auditory memory span Short-term working memory Associative memory	Rapid naming Processing speed
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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	Oral Language	Mathematics	Knowledge
General Intelligence Reasoning	Oral expression Listening comprehension Vocabulary ⁵	Math calculation skills Math problem solving	General information ⁴ Academic knowledge ⁴

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

Family history	Early speech-language concerns
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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.
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Section II: Scores^a

(For use with the WJ IV, GORT-5, CTOPP-2, TONI, NDRT, TOWRE-2, and TAPS-4¹)

Area Tested			Battery	Cluster/Test	Scaled Score (SS) Scaled Score (ss ^b)	Percentile Rank	SS/PR Classification ss/PR Classification	RPI ⁶
Primary Reading and Spelling Difficulties	Letter- Sound Associations	Letter-Sound Assessment (EC-Elementary) ^c		Letter names: <i>Poor Typical Advanced</i>				
				Case: Lower /26				
				Case: Upper /26				
				Letter names: <i>Poor Typical Advanced</i>				
				Consonants				
				Vowels				
	Basic Reading Skills	WJ IV ACH		Test 1: Letter-Word Identification				/90
				Test 7: Word Attack				/90
	Reading Fluency	GORT-5		Reading Fluency				
				Fluency				
		WJ IV ACH		Test 8: Oral Reading				/90
				Test 9: Sentence Reading Fluency				/90
		TOWRE-2		Sight Word Efficiency				
				Phonemic Decoding Efficiency				
		WJ IV ACH		Reading Rate				/90
				Test 9: Sentence Reading Fluency				/90
				Test 15: Word Reading Fluency				/90
		GORT-5		Reading Rate				
		NDRT		Reading Rate				
	Reading Accuracy	GORT-5		Reading Accuracy				
	Prosody	GORT-5 & WJ IV ACH		Prosody in Context (GORT-5): <i>Poor Typical Advanced</i>				
				Prosody in Context (WJ IV ACH): <i>Poor Typical Advanced</i>				

^a Results from formal tests should always be verified by other sources of data to ensure ecological validity.

^b Scaled scores applicable to the GORT-5 tasks (excluding the Oral Reading Composite), the CTOPP-2, and the TAPS-4 subtests.

^c Atypical performance depends on the developmental appropriateness of any errors committed. For example, if a 5- or 6-year-old commits a reversal error with letters b, d, p, q, that can be considered an expected mistake considering reversals are developmentally appropriate until age 7. For other letters/sounds 2+ errors may signify atypical performance. It is also possible divide the number incorrect by the total numbers to calculate the percentage correct. This percentage can be compared to other sources of data (curriculum benchmarks, prior letter identification assessment performance, etc.) to determine if performance is atypical in relation to established standards. Generally, the expectation is for students to demonstrate no errors at 7+ years of age.

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Area Tested	Battery	Cluster/Test	Standard Score (SS) Scaled Score (ss ²)	Percetile Rank	SS/PR Classification ss/PR Classification	RPI ⁷
Primary Reading and Spelling Difficulties	WJ IV ACH	Test 3: Spelling				/90
		Test 16: Spelling of Sounds				/90
		Spelling in Context: <i>Poor Typical Advanced</i> (Test 6: Writing Samples)				
	WJ IV ACH	Phoneme-Grapheme Knowledge				/90
		Test 7: Word Attack ⁴				/90
		Test 16: Spelling of Sounds ⁴				/90
Secondary Reading and Writing Difficulties	WJ IV ACH	Reading Comprehension				/90
		Test 4: Passage Comprehension				/90
		Test 12: Reading Recall				/90
		Test 17: Reading Vocabulary (Ext.)				/90
	GORT-5	Reading Comprehension				
	NDRT	Comprehension				
	WJ IV ACH	Written Expression				/90
		Test 6: Writing Samples				/90
		Test 11: Sentence Writing Fluency				/90

Section II: Scores^a

(For use with the WJ IV, GORT-5, CTOPP-2, TONI, NDRT, TOWRE-2, and TAPS-4¹)

Area Tested		Battery	Test Date	Cluster/Composite Test or Subtest	Scaled Score (SS) Scaled Score (ss)	Percentile Rank	SS/PR Classification	RPI ⁶
Cognitive and Linguistic Abilities: Possible Contributing Factors	Phonological Awareness ²	WJ IV COG		Auditory Processing				/90
				Test 5: Phonological Processing				/90
				Test 12: Nonword Repetition				/90
		WJ IV OL		Phonetic Coding				/90
				Test 3: Segmentation				/90
				Test 7: Sound Blending				/90
				Test 9: Sound Awareness				/90
		WJ IV ACH		Test 7: Word Attack ⁴				/90
				Test 16: Spelling of Sounds ⁴				/90
		CTOPP-2		Phonological Awareness Composite				
				Elision				
				Blending Words				
				Sound Matching				
				Alternate Phonological Awareness Composite				
				Blending Nonwords				
				Segmenting Nonwords				
		TAPS-4		Phonological Processing Composite				
				Word (Pair) Discrimination				
				Phonological Deletion				
				Phonological Blending				
				Syllabic Blending				
	Orthographic Awareness ³	WJ IV COG		Test 4: Letter-Pattern Matching				/90
				Test 11: Number-Pattern Matching				/90

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Area Tested		Battery	Test Date	Cluster/Composite Test or Subtest	Standard Score (SS) Scaled Score (ss)	Percentile Rank	SS/PR Classification	RPI ⁶
Cognitive and Linguistic Abilities: Possible Contributing Factors	Orthographic Awareness ³	WJ IV ACH		Test 1: Letter-Word Identification				/90
				Test 3: Spelling				/90
				Test 7: Word Attack ⁴				/90
				Test 16: Spelling of Sounds ⁴				/90
	Memory	WJ IV OL		Auditory Memory Span				/90
				Test 5: Sentence Repetition				/90
		WJ IV COG		Test 18: Memory for Words				/90
				Short-Term Working Memory				/90
				Test 3: Verbal Attention				/90
				Test 10: Numbers Reversed				/90
				Test 16: Object-Number Sequencing (Ext.)				/90
				Associative Memory				
				Test 13: Visual-Auditory Learning				/90
		CTOPP-2		Phonological Memory Composite				
				Memory for Digits				
				Nonword Repetition				
		TAPS-4		Auditory Memory Composite				
				Number Memory Forward				
				Word Memory				
				Sentence Memory				
				Number Memory Reversed				
	Rapid Naming	WJ IV OL		Speed of Lexical Access				/90
				Test 4: Rapid Picture Naming				/90
				Test 8: Retrieval Fluency				/90

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Area Tested	Battery	Test Date	Cluster/Composite Test or Subtest	Standard Score (SS) Scaled Score (ss)	Percentile Rank	SS/PR Classification	RPI ⁶
Cognitive and Linguistic Abilities: Possible Contributing Factors	Rapid Naming	CTOPP-2	Rapid Symbolic Naming Composite				
			Rapid Digit Naming				
			Rapid Letter Naming				
			Rapid Non-Symbolic Naming Composite				
			Rapid Color Naming				
			Rapid Object Naming				
	Processing Speed	WJ IV COG	Cognitive Processing Speed				/90
			Test 4: Letter-Pattern Matching				/90
			Test 17: Pair Cancellation				/90
		WJ IV COG	Perceptual Speed				/90
			Test 4: Letter-Pattern Matching				/90
			Test 11: Number-Pattern Matching				/90

Cognitive and Linguistic Abilities:
Possible Contributing Factors/Comments

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Area Tested		Battery	Cluster/Test	Scaled Score (SS) Scaled Score (ss)	Percentile Rank	SS/PR Classification	RPI ⁶
Ability to Learn When Reading is Not Required	Reasoning and Knowledge	WJ IV COG	General Intellectual Ability (GIA)				/90
			Test 1: Oral Vocabulary (Gc)				/90
			Test 2: Number Series (Gf)				/90
			Test 3: Verbal Attention (Gwm)				/90
			Test 4: Letter-Pattern Matching (Gs)				/90
			Test 5: Phonological Processing (Ga)				/90
			Test 6: Story Recall (Glr)				/90
			Test 7: Visualization (Gv)				/90
	Reasoning and Knowledge	TONI	Nonverbal Intelligence Index				
		WJ IV COG	Test 15: Analysis-Synthesis				/90
			Gf-Gc Composite				/90
			Test 1: Oral Vocabulary (Gc)				/90
			Test 2: Number Series (Gf)				/90
			Test 8: General Information (Gc)				/90
			Test 9: Concept Formation (Gf)				/90
	Oral Language	WJ IV OL	Oral Expression				/90
			Test 1: Picture Vocabulary				/90
			Test 5: Sentence Repetition				/90
			Listening Comprehension				/90
			Test 2: Oral Comprehension				/90
			Test 6: Understanding Directions				/90
		TAPS-4	Listening Comprehension Composite				
			Processing Oral Directions				
			Auditory Comprehension				
			Auditory Figure-Ground				

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Area Tested		Battery	Cluster/Test	Standard Score (SS) Scaled Score (ss)	Percentile Rank	SS/PR Classification	RPI ⁶
Ability to Learn When Reading is Not Required	Oral Language	WJ IV OL	Vocabulary⁵				/90
			Test 1: Picture Vocabulary				/90
			Test 1: Oral Vocabulary				/90
		NDRT	Vocabulary				/90
	Mathematics	WJ IV ACH	Math Calculation Skills				/90
			Test 5 Calculation				/90
			Test 10: Math Facts Fluency				/90
			Math Problem Solving				/90
			Test 2: Applied Problems				/90
			Test 13: Number Matrices				/90
	Knowledge	WJ IV COG	Test 8: General Information				/90
		WJ IV ACH	Academic Knowledge				/90
			Test 18: Science				/90
			Test 19: Social Studies				/90
			Test 20: Humanities				/90

Determination of Characteristics of Dyslexia for Committee Consideration/Additional Comments

1. The Dyslexia Profile was adapted for use with the Woodcock-Johnson IV Tests of Cognitive Ability, Tests of Achievement, and Tests of Oral Language. **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. If the student exhibits reading and spelling difficulties and currently has average phonological/phonemic awareness, review the student's history to determine if there is evidence of previous interventions with phonological/phonemic awareness. Prior effective instruction in phonological/phonemic awareness may remediate these skills in isolation. Thus, average phonological awareness scores alone do not rule out the existence of dyslexia. Ongoing phonological awareness deficits can also be exhibited in word reading and/or spelling.

3. A weakness in orthographic awareness can be a significant contributing factor to dyslexia. Orthographic awareness is often assessed through tests of irregular word reading and spelling. A person's recognition and retrieval of orthographic patterns may be ascertained by analysis of the patterns of responses, as well as the scores, on measures of exception word reading and spelling. Students with a weakness in orthographic awareness are more successful in reading and spelling phonically regular words than irregular words and tend to spell irregular words the way they sound, rather than the way they look.

4. Test 7: Word Attack and Test 16: Spelling of Sounds are measures of phonics decoding and encoding skills (sounding out or spelling unfamiliar or nonsense words using blending and letter-sound correspondences). They are not pure phonological awareness tasks because they involve letters; however, both phonological and orthographic awareness are both required to read and spell nonsense words.

5. Consider that as a person grows older, limited reading affects the development of vocabulary and knowledge.

5. The Relative Proficiency Index (RPI) **pertains only to the WJ IV Suite of Assessments**. The 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.

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