



Streamlining Your Evaluation Using Targeting Assessment Solutions[™]

Assessment Solutions



Assessment Solution Video





What are Assessment Solutions?

Robust tools based on relevant topics in psychology and education

Early childhood, 7+, and ELL focused

Carefully curated to offer powerful assessment methods



Benefits of Assessment Solutions

Maximize Testing Efficiency

**Enhance Your Clinical
Expertise**



Assessment Solution Components—Assessment Plans

riversideinsights.com

Riverside Insights

Assessment Plan: An Early Childhood Guide for Evaluating Dyslexia

According to the International Dyslexia Association (IDA, 2002),

"Dyslexia is a specific learning disability that is neurobiological 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 growth of vocabulary and background knowledge."

Assessment for younger children should place an emphasis on the foundational skills for reading: oral language, phonological awareness, rapid naming, letter recognition, and sound-symbol association. *Riverside Insights* offers powerful tools in the assessment of Dyslexia, allowing examiners to assess various latent and applied abilities pertinent to early childhood reading achievement.

Dyslexia Early Childhood Bundle (Ages 3.6 - 7.11)

Screeners (Pages 3-6)	Comprehensive Measures (Pages 6-14)	Selective Measures (Pages 7-15)
BEAS	WJ ECAD	PTONI
Test of Early Reading Ability, 4th Edition (TERA-4)	WJ IV OL	BDI-3 Developmental Complete
-	GORT-5 (for those aged 6-7.11)	-
-	PAT-2	-
-	DAR-2 (for those aged 5.0-5.11)	-
-	Letter & Sound Assessment	-



Assessment Solution Components—Profile Sheets

Section II: Summary



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
- ☐ Letter-sound associations
- ☐ Basic reading skills
 - ☐ Sight word identification
 - ☐ Phonics (nonword/word decoding)
- ☐ Spelling
 - ☐ In isolation
 - ☐ In context

Secondary Reading and Writing Difficulties¹

- ☐ Reading comprehension
- ☐ Written expression

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

- ☐ Phonological awareness²
 - ☐ Auditory processing
 - ☐ Phonetic coding
- ☐ Orthographic awareness³
- ☐ Memory⁴
 - ☐ Auditory memory span
 - ☐ Short-term working memory
 - ☐ Associative memory
- ☐ Rapid naming⁵
 - ☐ Processing speed⁶

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
- ☐ Academic knowledge

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

- ☐ General Intelligence
- ☐ Math calculation skills

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.

¹These skill areas may not play as significant of a role in an early childhood evaluation as they are skills assessed at later developmental stages. In early childhood, the focus of a Dyslexia evaluation should center on the foundational skills for reading and writing.



Assessment Solution Components—Product Lists

Evaluating Dyslexia in Ages 7+ Bundle

ITEM	NAME	SALE PRICE
WJ IV Complete Battery		
1588352	Woodcock-Johnson IV Complete Battery Plus (Achievement A, Cognitive, and Oral Language) with case	\$4,251.00
1588353	Woodcock-Johnson IV Complete Battery Plus (Achievement A, Cognitive, and Oral Language) without case	\$3,816.00
1595710	Woodcock-Johnson IV Complete Battery Plus Form B with Case	\$4,251.00
1595711	Woodcock-Johnson IV Complete Battery Plus Form B without Case	\$3,816.00
WJ IV Cognitive and WJ IV Achievement Batteries		
1588334	Woodcock-Johnson IV Complete Kit (Achievement Form A and Cognitive) with case	\$3,153.00
1588335	Woodcock-Johnson IV Complete Kit (Achievement Form A and Cognitive) without case	\$2,866.00
1595708	Woodcock-Johnson IV Complete Kit Form B With Case	\$3,153.00
1595709	Woodcock-Johnson IV Complete Kit Form B Without Case	\$2,866.00
WJ Cognitive Battery		
1588336	Woodcock-Johnson IV Cognitive Battery with Case	\$1,916.00



Assessment Solutions Coming Soon to Our Website!

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Targeted Assessment Solutions: Dyslexia

Access your comprehensive dyslexia evaluation playbooks for early childhood, school aged students, & English learners

Dyslexia Evaluations for Early Childhood

Assessment for younger children should place an **emphasis on the foundational skills for reading**: oral language, phonological awareness, rapid naming, letter recognition, and sound-symbol association.

Riverside Insights offers **powerful tools in the assessment of Dyslexia**, allowing examiners to assess various latent and applied abilities pertinent to early childhood reading achievement.

[Assessment Plan](#)[Profile Sheet](#)[Product List](#)



Assessment Solutions: Conducting a Comprehensive Evaluation of Dyslexia in Early Childhood





Agenda

**Overview of
Dyslexia**

**Early Childhood
Screening**

**Comprehensive
Assessment of
Primary and
Secondary
Difficulties**

**Assessment of
Cognitive
Correlates**

Selective Measures

Overview of Dyslexia



What is Dyslexia?





Educational and Clinical Perspectives

"Dyslexia is a *specific learning disability neurobiological in origin*"
(IDA, 2017).

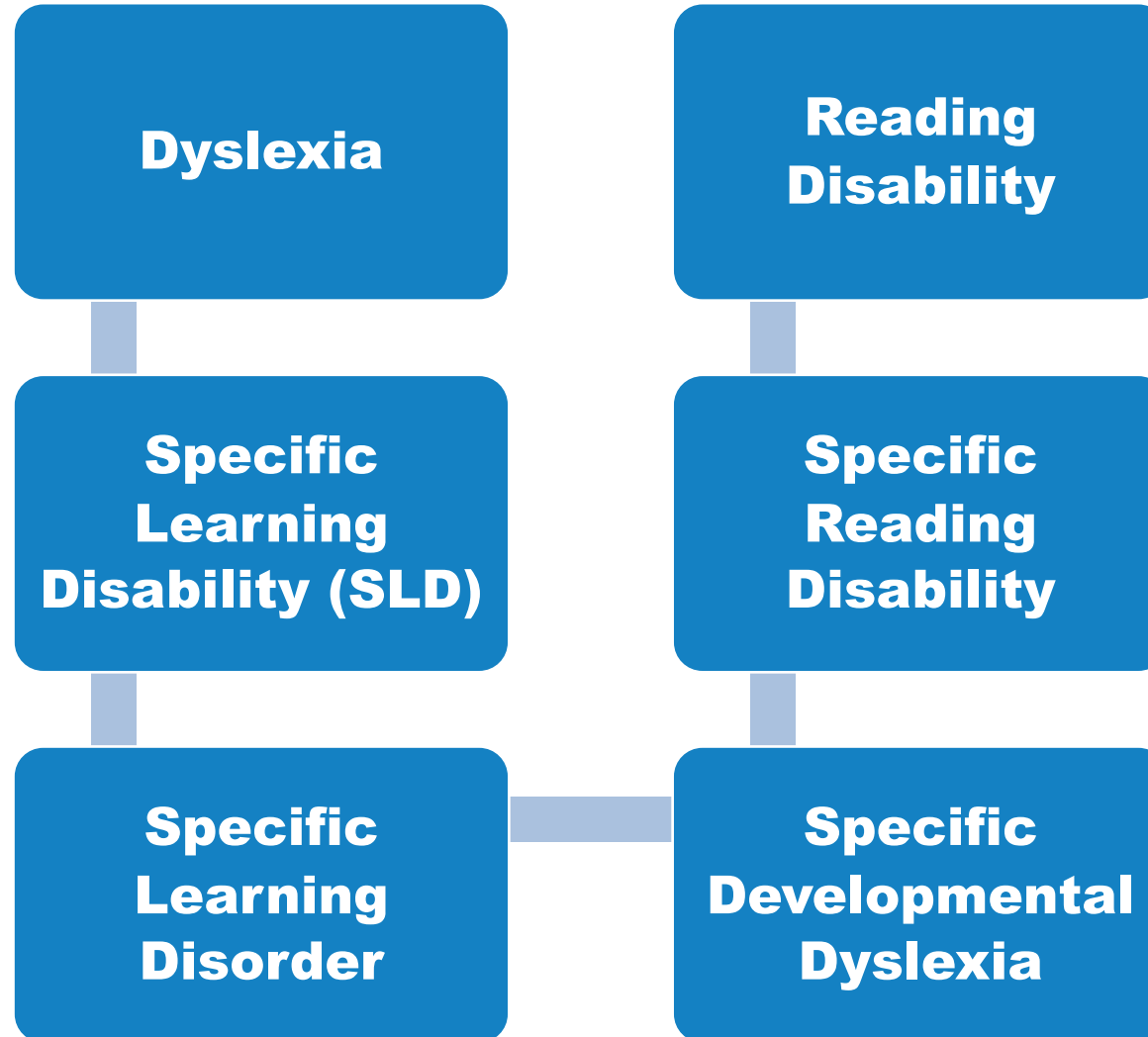
Under the IDEA (2004), students can be eligible for special education services due to a *disorder in the processes involved in reading and spelling*.

According to the DSM-5 (APA, 2013), a specific learning disorder can be diagnosed by:

- Difficulties in reading accuracy
- Effortful/slow word reading
- Poor reading comprehension
- Spelling challenges



Diverse Terminology





Unifying Conceptualization

Despite the diverse terminologies and definitions, at its core, dyslexia can be understood as a "cognitive disorder of neurological origin" with a pattern of deficits in:

Decoding

Word-level reading skills

Encoding (ability to spell words in print)

Considerations for Early Childhood



Early Childhood

Oral
Language

Phonological
Awareness

Rapid
Naming

Letter
Recognition

Sound-
Symbol
Associations

Early Childhood—Dyslexia Screening



The Test of Early Reading Ability, Fourth Edition (TERA-4)

Measure of early reading development

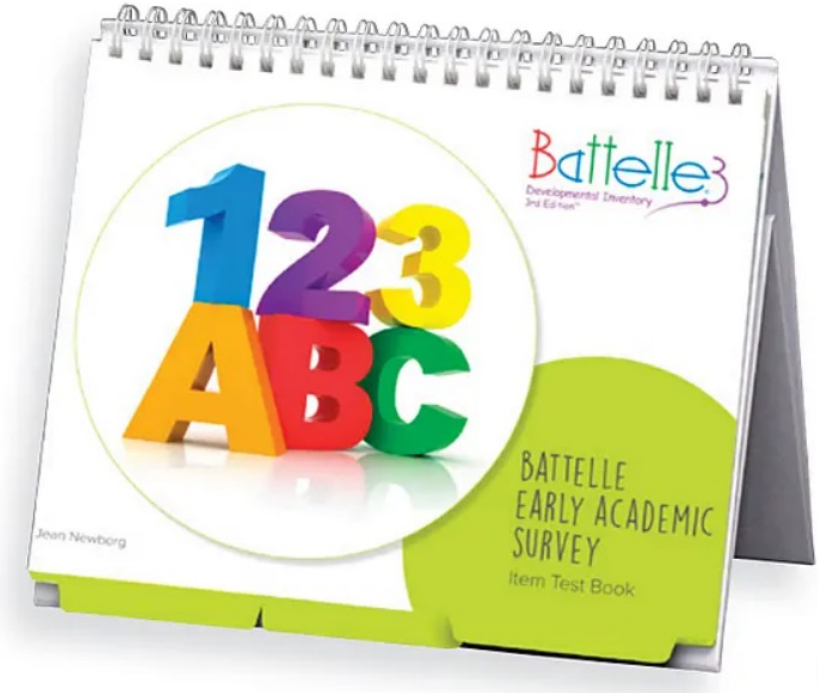
- Ages 4.0–8.11 years

Provides data regarding mastery in the following areas:

- Alphabet
- Conventions
- Meaning
- *General Reading*



Battelle Early Academic Survey (BEAS)





What is the BEAS?

Newest addition to the BDI Suite

Assesses foundational math and literacy skills for ages 3.6-7.11

Accessible to a wide range of practitioners

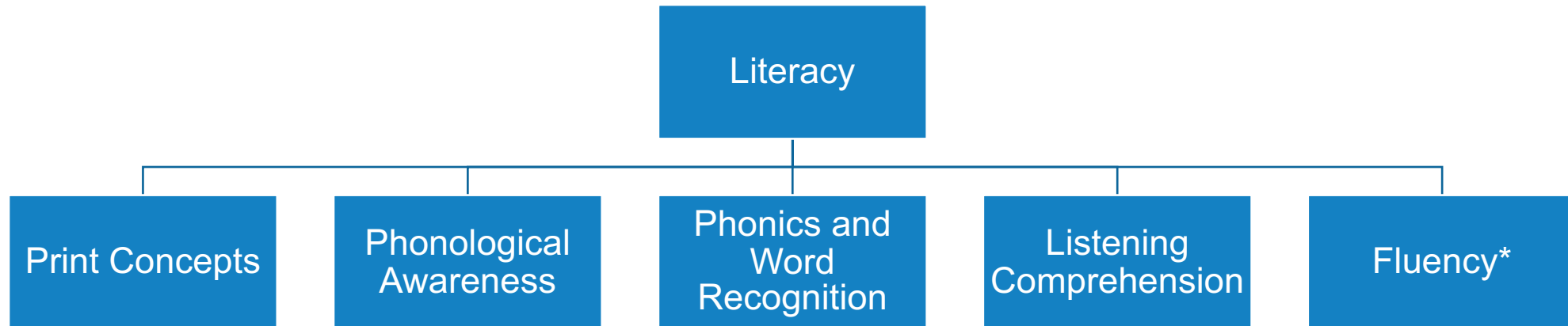


Adding the BEAS to Your Toolkit for Dyslexia Screening

1. Academic screening in general education:
 1. **Literacy (Dyslexia)**
 2. Mathematics (Dyscalculia)
2. Academic screening of those with developmental delays
3. Progress monitoring pre- and post-intervention
4. Transitional assessment for children matriculating to kindergarten
5. Assess foundational skills during early primary years
6. Develop and measure progress on IEP goals



BEAS Literacy Domain and Subdomains





BEAS Comprehensive Reporting via *Riverside Score*™

Table of Scores

Domain: Subdomain	Examiner	Test Date	RS	Scaled Score	Standard Score	Percentile Rank	Performance Level
Literacy					100	50	ON TRACK
Print Concepts	Jeremy Grant	10/26/2021	10	9		37	MONITOR
Phonological Awareness				16		98	ON TRACK
Rhyming	Jeremy Grant	10/26/2021	10				ON TRACK
Syllables	Jeremy Grant	10/26/2021	10				ON TRACK
Onset Rime	Jeremy Grant	10/26/2021	10				ON TRACK
Phoneme Identification	Jeremy Grant	10/26/2021	10				ON TRACK
Phoneme Blending and Segmenting	Jeremy Grant	10/26/2021	10				ON TRACK
Phoneme Manipulation	Jeremy Grant	10/26/2021	10				ON TRACK
Phonics and Word Recognition				13		84	ON TRACK
Letter Identification	Jeremy Grant	10/26/2021	10				SUPPORT
Letter-Sound Correspondence	Jeremy Grant	10/26/2021	10				SUPPORT
Early Decoding	Jeremy Grant	10/26/2021	10				ON TRACK
Sight Words	Jeremy Grant	10/26/2021	10				ON TRACK
Nonsense Words	Jeremy Grant	10/26/2021	10				ON TRACK
Long Vowel Patterns	Jeremy Grant	10/26/2021	10				ON TRACK
Inflectional Endings	Jeremy Grant	10/26/2021	10				ON TRACK
Listening Comprehension	Jeremy Grant	10/26/2021	10	10		50	ON TRACK
Fluency	Jeremy Grant	10/26/2021	10	3		1	SUPPORT

*Support indicates scores that fall below the 25th percentile. Monitor indicates scores falling within the 25th-49th percentile. On track indicates scores falling at the 50th percentile or above.



BEAS Comprehensive Reporting via *Riverside Score*™

Score Descriptors

Raw Score (RS) - A raw score is the summation of the points given for each item within a subdomain or area.

Standard Score or Scale Score (SS)- Standard Scores, which have a mean of 100 and standard deviation of 15, are provided for domains. A Domain SS of 85 falls at the 16th percentile, 100 at the 50th, and a 115 at the 84th percentile. Scaled Scores, which have a mean of 10 and standard deviation of 3, are provided for subdomains. A scales score of 7 falls at the 16th percentile, a 10 at the 50th, and 13 at the 84th percentile.

Percentile Rank (PR)- scores reflect a child's relative position within the normative sample for his or her age group.

Performance Levels - provide a qualitative description of a child's performance. *Support* level is defined as performance below the 25th percentile, the *monitor* level is defined as performance between the 25th and 49th percentile, and the *on track* level is defined as performance at or greater than the 50th percentile.

Domain, Subdomain, and Area Descriptors

Literacy

The development of strong literacy skills in early childhood can be a key to success in reading, writing, and other academic areas later in a child's school career. The Literacy Domain provides an assessment of early literacy skills in five subdomains: Print Concepts, Phonological Awareness, Phonics and Word Recognition, Listening Comprehension, and Fluency.

Print Concepts

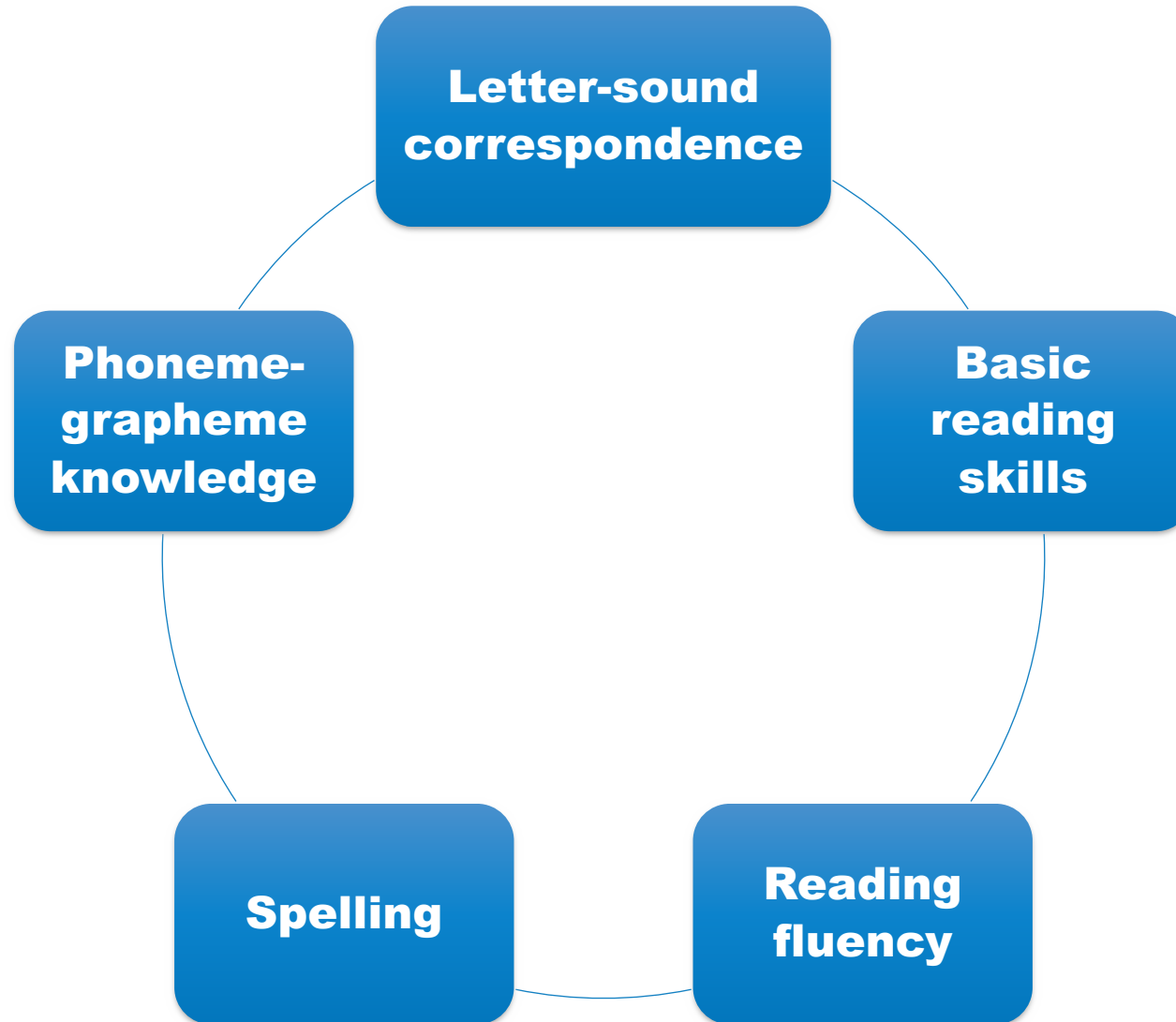
Items in the Print Concepts Subdomain focus on understanding the features of standard English print through the analysis of a picture book. The child is given a picture book and asked to identify elements such as the title, the first page, specific text on the page, and the direction in which the text should be read. Further, the child is asked to follow along in the text as the examiner reads it and to identify individual sentences and punctuation marks. An understanding of basic concepts of print is essential for the child to move forward as a reader.

Comprehensive Assessment of Primary and Secondary Difficulties

Primary Difficulties

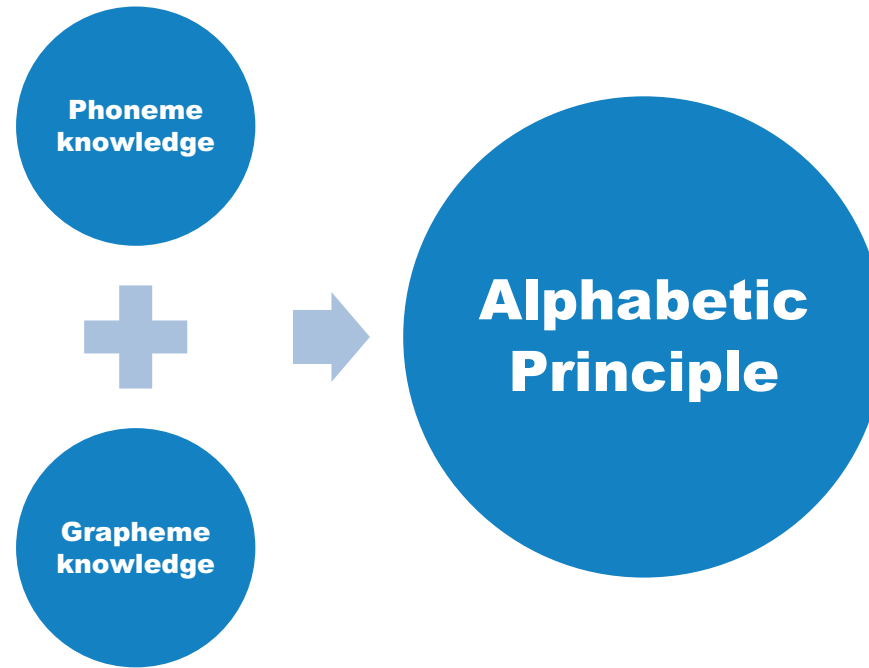


Primary Reading and Writing Characteristics

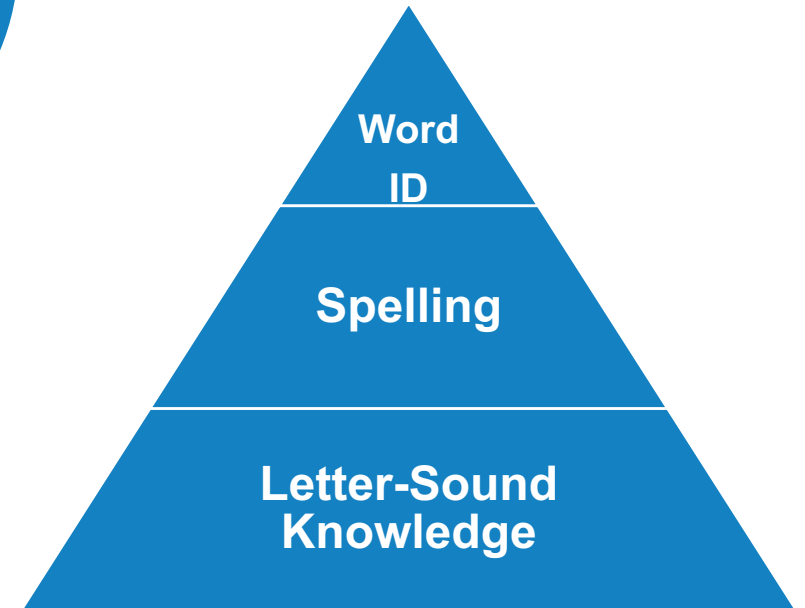




Letter-Sound Correspondence



- Weaknesses in this skill area can impact:
 - Word decoding
 - Reading fluency
 - Spelling





Assess Letter-Sound Correspondence using the Letter and Sound Assessment

- Informal measure of letter identification and letter-sound correspondence.
- Child is required to:
 - Name all 26 letters in the English alphabet (lower- and upper-case)
 - Provide the letter sound for lower-case consonants and vowels
- Atypical performance depends on developmental appropriateness of errors.
- Performance can be compared to curriculum benchmarks and prior letter-sound performance.



Basic Reading Skills

- Sight word reading
 - Recognizing real words quickly
 - No need to analyze constituent sounds/parts
- Phonics
 - Application of letter-sound knowledge
 - Used for decoding and spelling unfamiliar words



Spelling

- Demands similar knowledge when compared to reading
 - Phoneme-grapheme knowledge
 - Knowledge of orthographic spelling patterns
- Spelling involves the following steps:
 - Mental segmentation of the word into phonemes
 - Retrieving the correct grapheme to match each phoneme
 - Utilizing motoric skills to produce the word(s)



Woodcock-Johnson® Early Cognitive and Academic Development (ECAD®)





ECAD—Assessing Basic Reading and Writing (Spelling)

Basic
Reading
Skills

Pre-Writing
and Spelling

Letter-Word
Identification
(Early Form)

Writing
(Early Form)



Phoneme-Grapheme Knowledge

- The ability to apply phonetic knowledge when engaged in reading and spelling tasks.
- This knowledge is typically deficient in those with dyslexia.



Assessing Phoneme-Grapheme Knowledge: Phonological Awareness Test-2—Normative Update (PAT-2: NU)

Phonological Awareness

- Rhyming
- Segmentation
- Isolation
- Deletion
- Blending
- Substitution with manipulatives

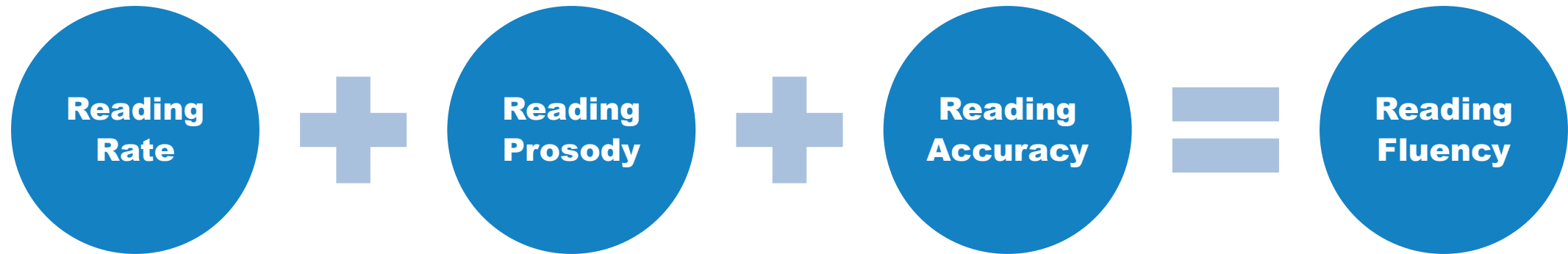
Phoneme-Grapheme Knowledge

- Correspondence
- Phonemic Decoding

- Standardized measure for ages 5.0–9.11.
- PAT-2: NU tests the following primary difficulty areas:
 - Phonological awareness
 - Phoneme-grapheme correspondence
 - Decoding



Reading Fluency





Assessing Reading Fluency: Gray Oral Reading Test—Fifth Edition (GORT-5)

Targeted Assessment of Reading Fluency and Comprehension

- Age range: 6.0–23.11.

Primary Difficulty Areas Assessed:

- Rate
- Accuracy
- Fluency



Assessing Reading Fluency: Diagnostic Assessments of Reading—Second Edition (DAR-2)

Lifespan assessment of reading difficulties

- Age range: 5.0–Adult
- *Recommended for those too young for the GORT-5*

Assesses skills across the following primary difficulty areas:

- Oral reading accuracy
- Oral reading fluency

Secondary Difficulties



Secondary Reading and Writing Characteristics

Reading Comprehension

Written Expression



Reading Comprehension

- The ability to understand and interpret what is read.
- Reading Comprehension typically demands:
 - Decoding skills
 - Ability to form connections within the text
 - Ability to connect text to pre-existing knowledge
 - Ability to further analyze text to make inferences



Assessing Reading Comprehension: Gray Oral Reading Test—Fifth Edition (GORT-5)

Targeted Assessment of Reading Fluency and Comprehension

- Age range: 6.0–23.11.

Secondary Difficulty Areas Assessed:

- Comprehension



Assessing Reading Comprehension: Diagnostic Assessments of Reading—Second Edition (DAR-2)

Lifespan assessment of reading difficulties

- Minimum age of 5.0.
- Recommended for those too young for the GORT-5.

Secondary difficulty areas assessed:

- Silent reading comprehension



Written Expression

- The ability to express one's thoughts and ideas through written prose.
- Written Expression is a complex function requiring skills such as:
 - Phoneme-Grapheme knowledge
 - Spelling
 - Knowledge of syntax
 - Vocabulary
 - Text comprehension
 - Planning and organization



Assessing Written Expression: Qualitative Spelling Checklist

Omits sounds when spelling words

Spells words the way they sound, rather than how they look

Spells the same word in different ways on the same page

Knows how to spell a word but then forgets it

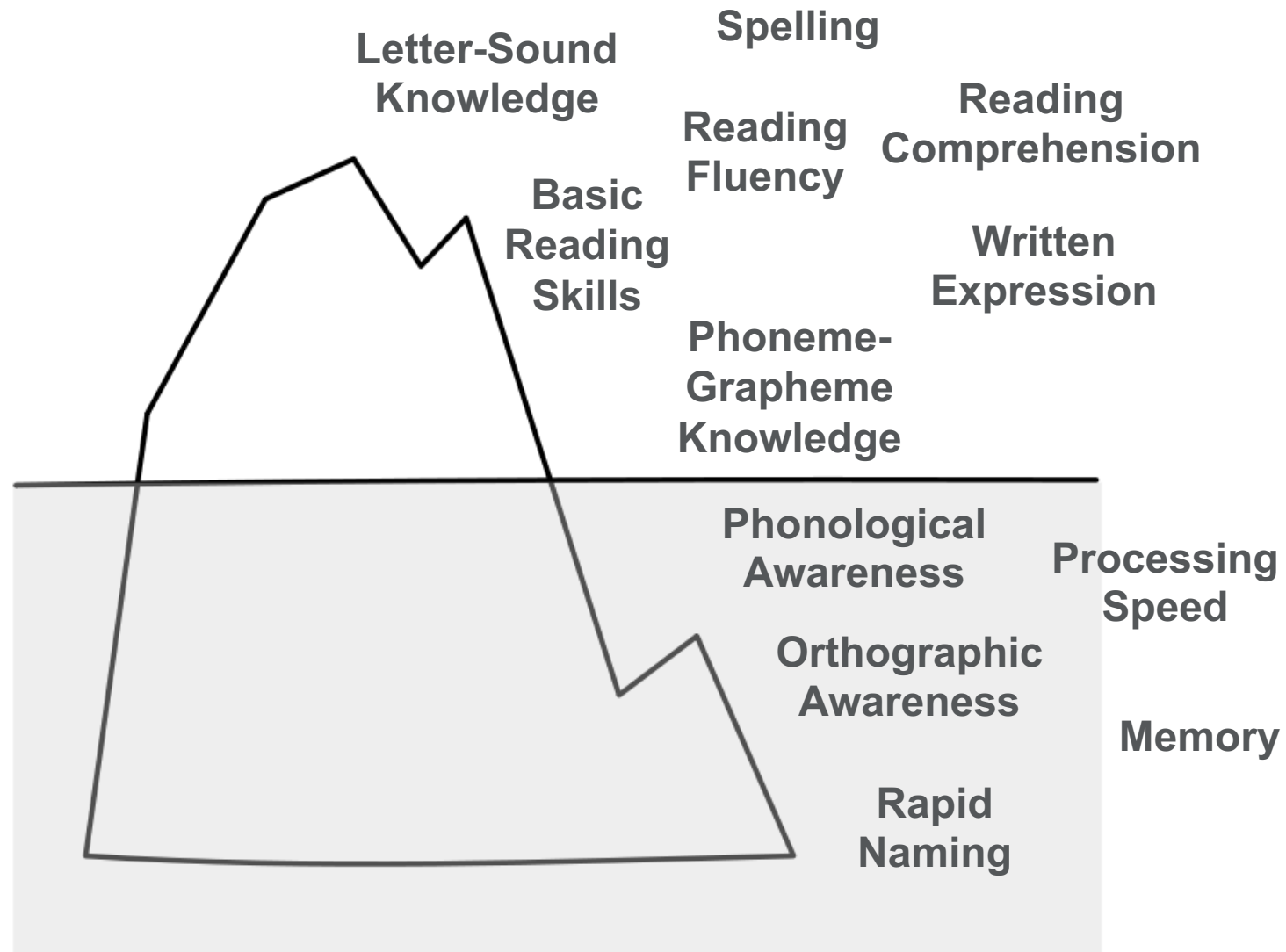
Difficulty with handwriting (previously or currently)

Has difficulty with spelling/written assignments

Cognitive Correlates



Cognitive Correlates Below the “Surface”





Short-Term Working Memory

- Short-Term Working Memory involves:
 - Holding information in immediate awareness
 - Manipulating or transforming the information to meet a goal/task demand.
- Includes auditory memory span:
 - Narrow short-term working memory ability related to holding auditory information in awareness.



Associative Memory

- Ability to form links between previously unrelated information
 - Presentation of one stimulus activates recall of another.
- Plays a role in reaching achievement:
 - Associating a letter shape to its name and sound.



Rapid Naming

- Fluent integration of visual and verbal data while applying attentional control.
- The ability to recall names of familiar objects or symbols (e.g., letters and numbers) quickly and accurately.
- Relates to reading as both require:
 - Quick and accurate synthesis of verbal and visual information.



Processing Speed

- The ability to perform cognitive tasks quickly and accurately.
- Subsumes the narrow ability of perceptual speed.
- Processing speed weaknesses can impact:
 - Reading accuracy
 - Reading rate
 - Higher-order skills later in development (e.g., reading comprehension)



Orthographic Processing

- The ability to decode and encode printed symbols
 - Symbols can include letters, letter patterns, numbers, and punctuation.
- Demands memory
 - Examinee must picture the symbol and hold it in immediate awareness in order to use it for the task at hand.

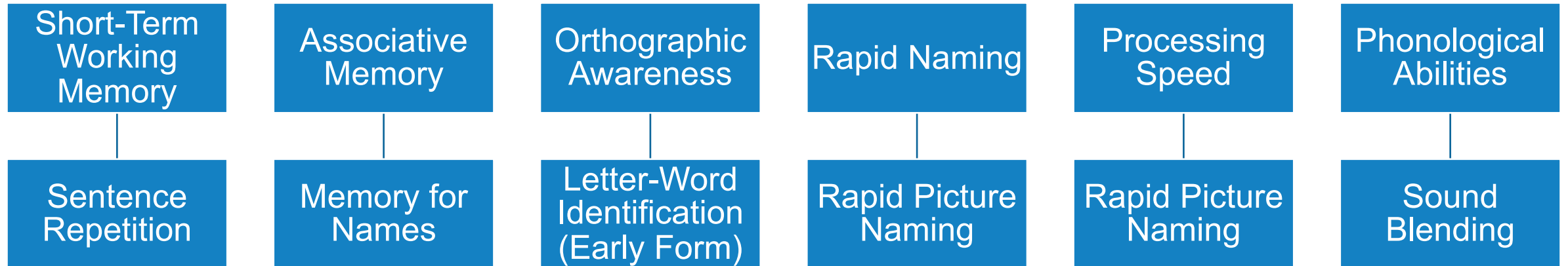


Woodcock-Johnson Early Cognitive and Academic Development (ECAD)





ECAD—Assessing Cognitive Correlates



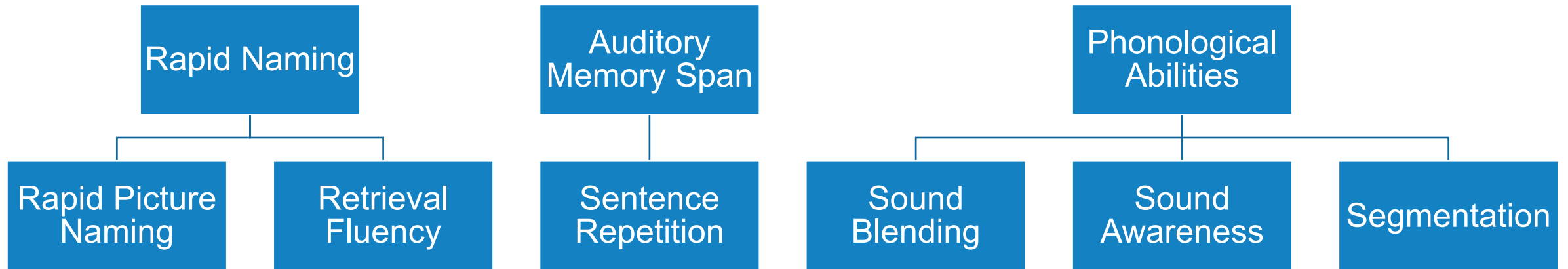


Woodcock-Johnson Tests of Oral Language—Fourth Edition (WJ IV OL)





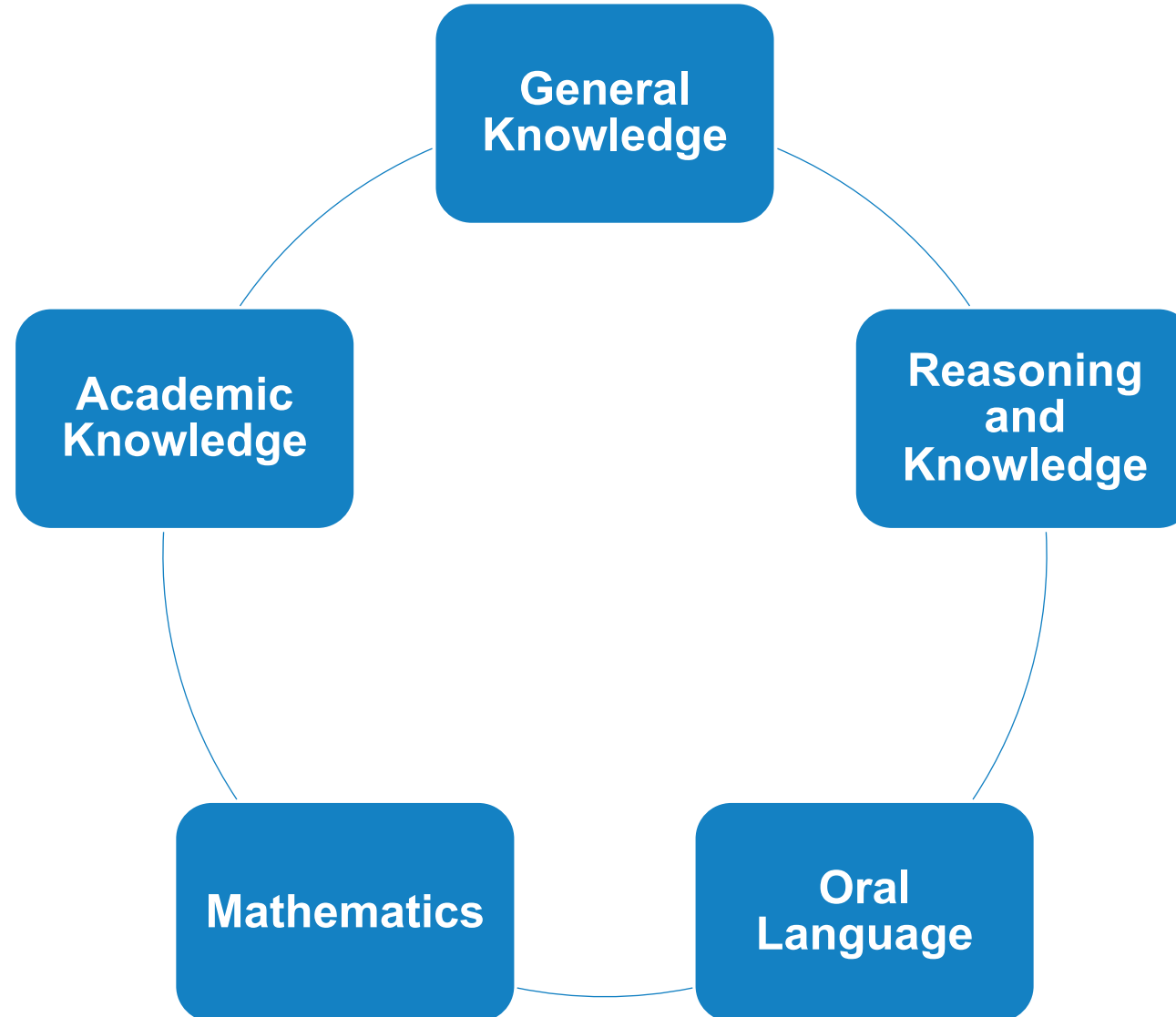
WJ IV OL—Assessing Cognitive Correlates



Ability to Learn Independent of Reading



Possible Strengths—Domains Independent of Reading



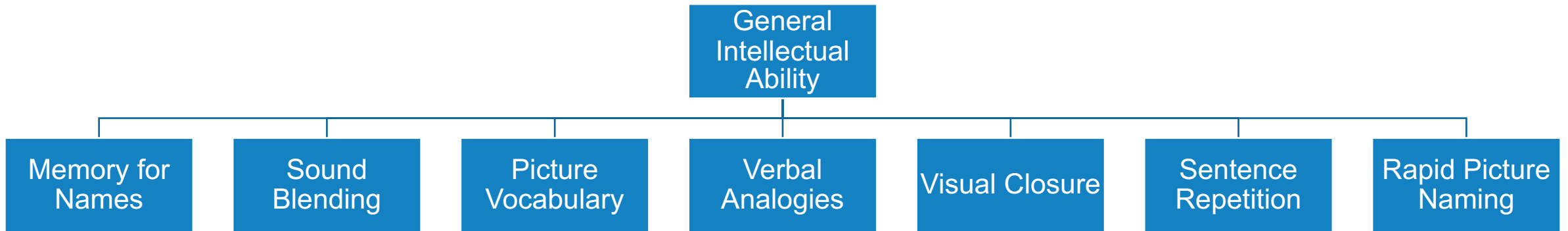


Woodcock-Johnson Early Cognitive and Academic Development (ECAD)



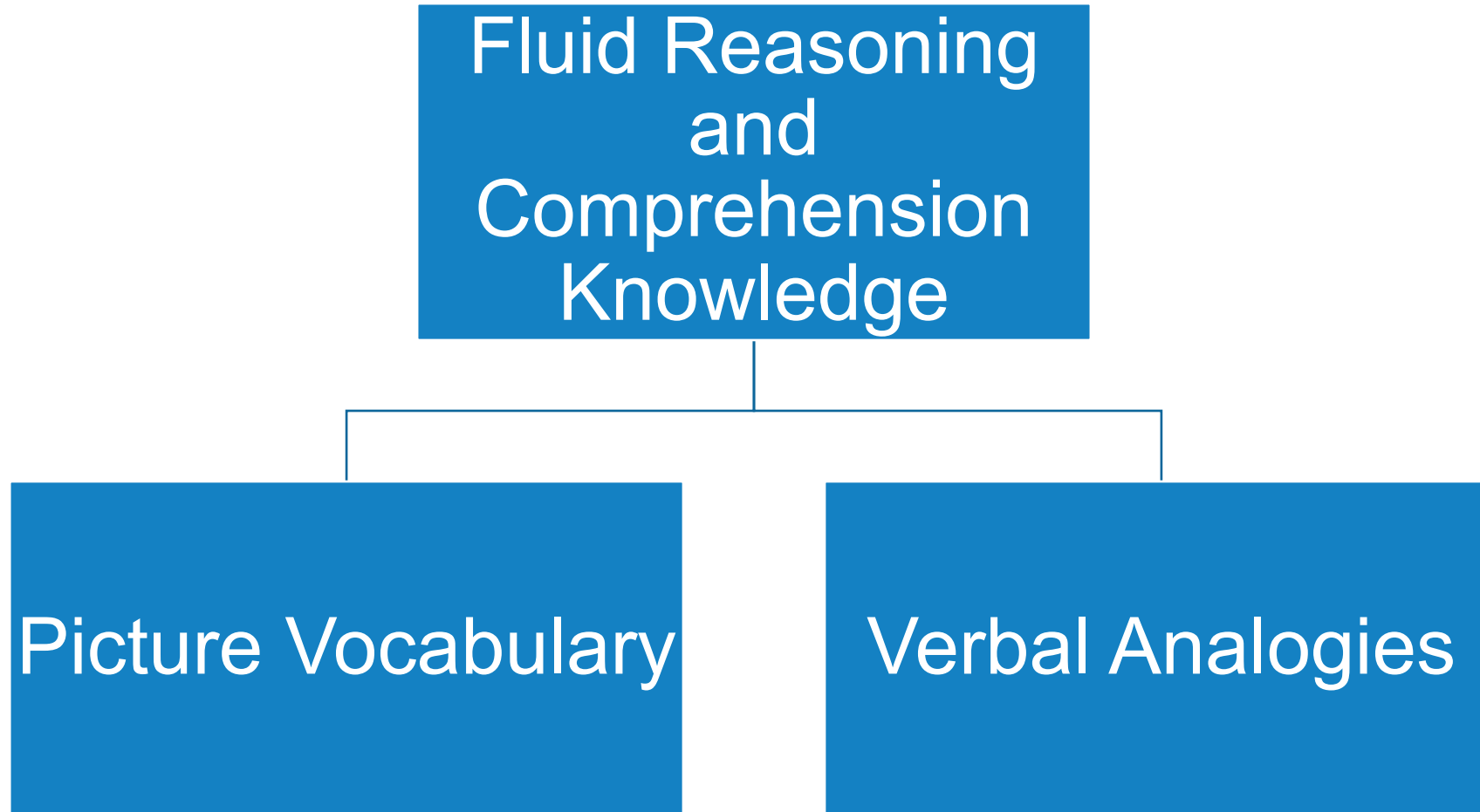


ECAD—Assessing General Intelligence-Early Development



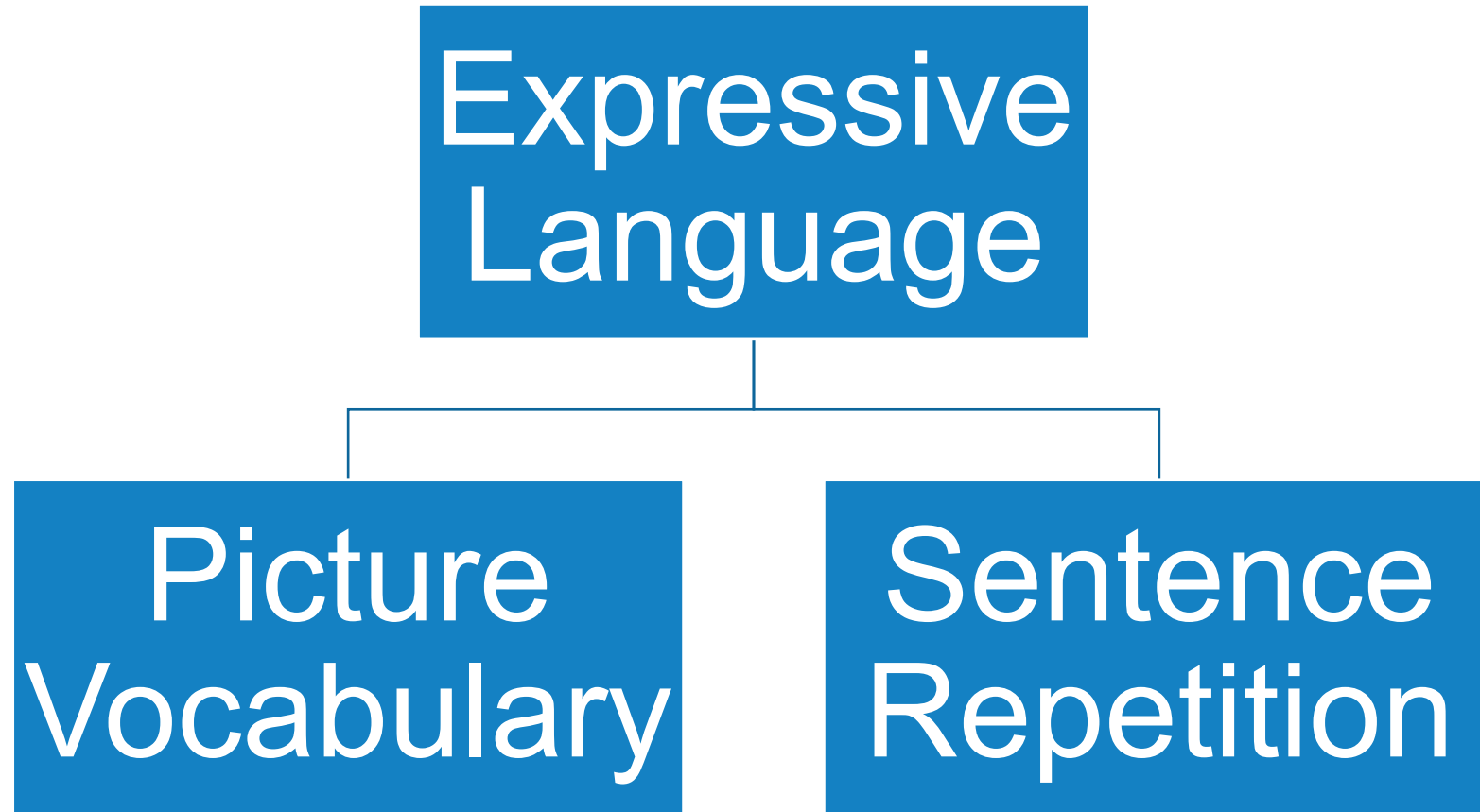


ECAD—Assessing Fluid Reasoning and Comprehension Knowledge





ECAD—Assessing Oral Language





ECAD—Assessing Mathematics

Quantitative
Knowledge

Number
Sense

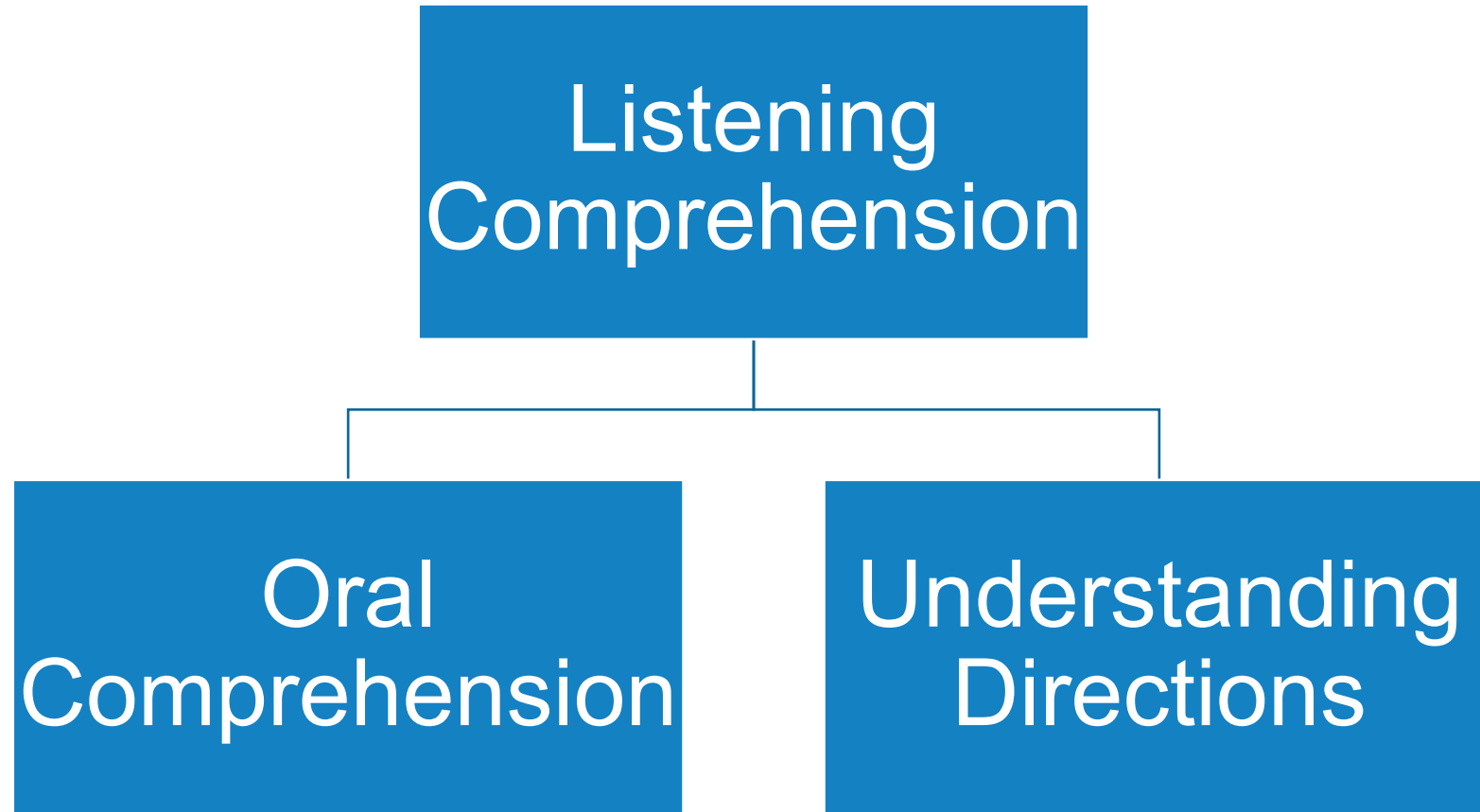


Woodcock-Johnson Tests of Oral Language—Fourth Edition (WJ IV OL)





WJ IV OL—Assessing Oral Language (Listening Comprehension)



Early Childhood—Selective Measures for Dyslexia Assessment



Selective Cognitive Testing—Primary Test of Nonverbal Intelligence (PTONI)

Measure of nonverbal reasoning skills

- Ages 3.0–9.11.

Ideal for the following populations:

- Language impaired
- Limited verbal ability
- Motorically deficient

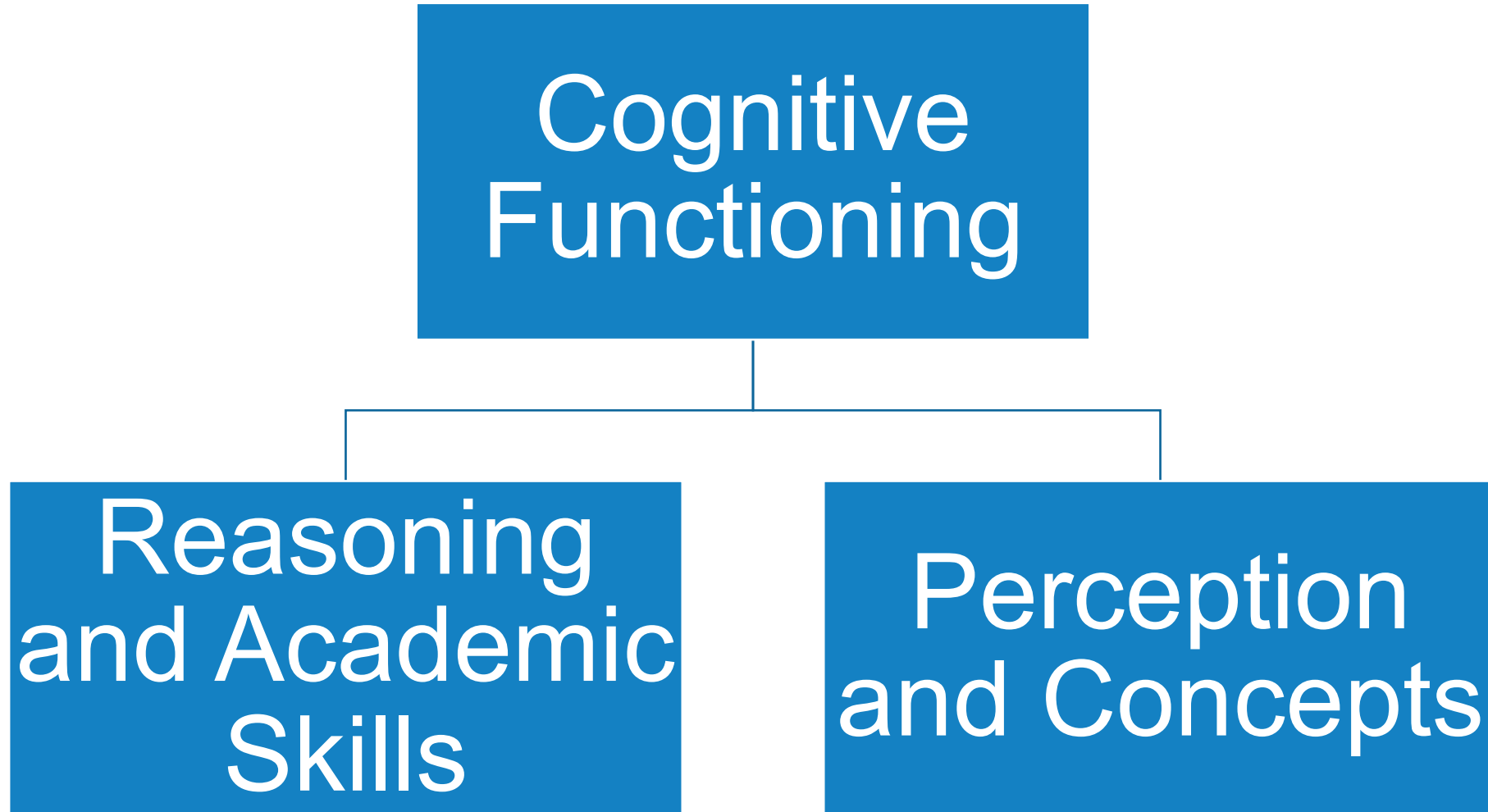


Selective Cognitive Testing—Battelle Developmental Inventory 3rd Edition (BDI-3)





Selective General Information and Academic Knowledge Assessment: BDI-3





Assessment Solutions Coming Soon in 2022!

- Dyslexia
- Dysgraphia
- Dyscalculia
- ADHD/Executive Functioning

NEW!

Assessment Solutions:

Made to Help You Streamline
Your Evaluations





Questions?

