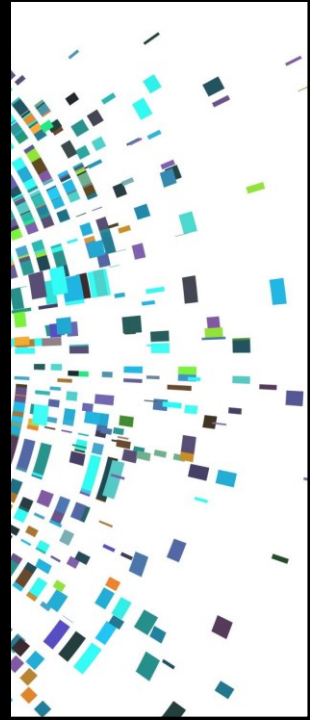

Conducting a Targeted & Comprehensive Dyslexia Assessment: An Illustrative Case Study

Tammy L. Stephens, Ph.D.



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- Senior Manager, Clinical Product Support & Training
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 - Educational Diagnostician
 - Author of C-SEP
 - University Professor
 - Founder of Beyond the Score Webinar Series



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Dyslexia Defined

A **neurologically-based** specific learning disability (SLD) that is characterized by *difficulties with accurate and/or fluent word recognition, poor reading decoding, and poor spelling abilities* (Proctor, Mather, & Stephens, 2015)

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Comprehensive Assessment of Dyslexia

- Multifaceted
- Multiple Sources of Data collected as part of the assessment process.
- Balanced integration of informal & formal data sources are necessary to fully understand the learner and his/her struggles.
- Targeted/purposeful assessment of reading & writing.

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Components of a Dyslexia Assessment



SCREENER
INFORMATION



QUALITATIVE
DATA



INFORMAL
TESTING



FORMAL
TESTING

7

Dyslexia Assessment

Understanding the referral, planning the assessment, interpreting results, and making decisions requires special knowledge of the definition and characteristics of dyslexia as well as the developmental acquisition process of reading and reading related skills.

Know what is typical to understand what is atypical.

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Policy: What Does the Law Say about Conducting Assessments?

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Policy: C-SEP's Alignment with Special Education Policy

34 Code of Federal Regulations § 300.309	C-SEP Framework/Guidance
<p>The child must be <u>assessed</u> in all areas of suspected disability</p> <p>(4) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.</p>	<p>The federal law is explicit in that <i>all areas of suspected disability should be assessed.</i></p> <p>C-SEP is comprehensive, as it requires the integration of formal assessment results with multiple other data sources to include all areas related to suspected disability.</p> <p>** District's can decide whether to mandate testing in all areas or just in the areas of concern.</p>
<p>SLD is a disorder in one or more of the basic <i>psychological processes</i> involved in <i>understanding or in using language</i> that is <i>spoken or written</i>, that may manifest itself in the <i>imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations...</i> (300.8(c)(10))</p>	<p>C-SEP is comprehensive and all areas of SLD are assessed/considered using multiple sources of data:</p> <ul style="list-style-type: none"> • Language, • Cognition, and • Achievement <p>• C-SEP recognizes the importance language development plays in Cognition and Achievement</p>
<p><i>Exclusionary Factors</i> must be ruled out as the primary cause of academic struggle (300.8)</p>	<p>C-SEP requires that all <i>exclusionary factors</i> be considered and ruled out as the primary cause of SLD. Preliminary rule-out occurs during the Review Stage when multiple sources of data are organized and considered. Documentation is necessary to support rule out.</p>

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Policy: C-SEP’s Alignment with Special Education Policy

34 Code of Federal Regulations § 300.309	C-SEP Framework/Guidance
<p>“Prior to and part of the [SLD] evaluation....” (b) To ensure that <u>underachievement</u> in a child suspected of having a specific learning disability <i>is not due to lack of appropriate instruction in reading or math</i>, the group must consider, as part of the evaluation described in §§300.304 through 300.306— (1) Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and (2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child’s parents (300.309).</p>	<ul style="list-style-type: none"> • Multiple sources of data collected prior to and part of the evaluation are considered and used to establish underachievement. • Quality of instruction is considered (e.g., did a certified teacher deliver instruction, what curriculum was used, was the child homeschooled, did the child have excessive moves, etc.) • Was instruction conducted in the student’s dominant language? • Was student attendance is considered? Was it excessive? • RTI data and progress monitoring data are considered and incorporated into data analysis. • Consider the student’s performance in relation to peers (e.g., is this a individual problem or a class-wide problem).

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Policy: C-SEP’s Alignment with Special Education Policy

34 Code of Federal Regulations § 300.309	C-SEP Framework/Guidance
<p>(a) For a child suspected of having a specific learning disability, the documentation of the determination of eligibility, as required in §300.306(a)(2), must contain a statement of— (7) If the child has participated in a process that assesses the child’s response to scientific, research-based intervention— (i) The instructional strategies used and the student-centered data collected</p>	<p>C-SEP is an assessment model that is comprehensive and merges data collected from the RTI process</p> <ul style="list-style-type: none"> • List and description of interventions implemented (duration & frequency) • Progress monitoring data (ROI)
<p>The public agency must ensure that the child is observed in the child’s learning environment (including the regular classroom setting) to document the child’s academic performance and behavior in the areas of difficulty.</p>	<p>C-SEP integrates various forms of observation data with other data points when interpreting evaluation results.</p>

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Policy: C-SEP's Alignment with Special Education Policy


34 Code of Federal Regulations § 300.309	C-SEP Framework/Guidance
May not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.	C-SEP uses multiple measures and integrated data analysis to ensure that SLD identification is based on multiple criterion. Standard scores are NOT used as the sole criterion for SLD identification.
Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child. Including information provided by the parent, that may assist in determining whether a child has a disability; and use it for individualized educational planning.	C-SEP requires assessment results be used for program planning. <ul style="list-style-type: none"> Adequate data is collected to assist in establishing current academic functioning and developing IEP goals and objectives.
Assessments and other evaluation materials used to assess a child under this part— (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;	Characteristics of race, culture, socioeconomic status, and language acquisition are considered when choosing assessment instruments and when conducting evaluations.

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Policy: C-SEP's Alignment with Special Education Policy

34 Code of Federal Regulations § 300.309	C-SEP Framework/Guidance
Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. The child is assessed in all areas of suspected disability	C-SEP procedures require adherence to the publisher's/author's administration and interpretive guidelines. In addition, publisher software and/or norm tables are used to score tests.
Tests are administered in accordance with any instructions provided by the producer of the assessments.	C-SEP procedures rely on the technical specifications of the test publisher/author for norm-referenced tests to ensure reliability and validity.
The child exhibits a pattern of strengths and weaknesses in performance, achievement , or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with §§300.304 and 300.305;	C-SEP uses integrated data analysis to determine a pattern of strengths and weaknesses. C-SEP utilizes pattern seeking strategies consider the student's performance across multiple data sources over an extended period of time.

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Conducting a Comprehensive Dyslexia Assessment

Core-Selective Evaluation Process (C-SEP)

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Comprehensive Dyslexia Assessment

- More than just administering a group of tests
- Investigation of the whole child – consider multiple sources of data (MSD)
- Norm-referenced standardized tests are only 1 piece of the assessment



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Core-Selective Evaluation Process (C-SEP) Definition

The **Core-Selective Evaluation Process (C-SEP)**, when used to identify specific learning disabilities (SLD) is an efficiently focused, data-driven professional judgment process informed by contemporary cognitive theory.

Specifically, guided by multiple sources of data and the focused referral question a targeted battery of tests are chosen as the foundation of a targeted/purposeful evaluation, current Policy, Professional judgment, Best Practice, and Publisher guidance are integrated to assess the most salient features of SLD in order to comprehensively and efficiently describe an individual's unique **pattern of strengths and weaknesses (PSW)**.



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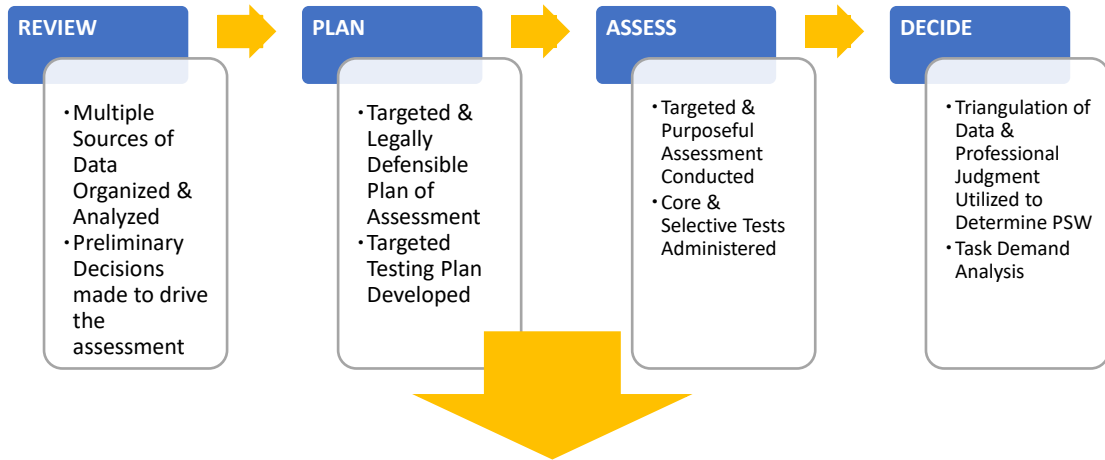
Testing vs Assessment

C-SEP is an **Assessment Model** NOT a Testing Model.

- ❑ **Testing:** Administering one test; the end product is a score. Testing is only one component of assessment.
- ❑ **Assessment:** Broader than testing. The process of gathering multiple sources of data from observations, tests, work samples, parent/teacher input, norm-referenced testing data, and professional judgment.

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Critical Steps of C-SEP



Eligibility Determination & Instructional Programming

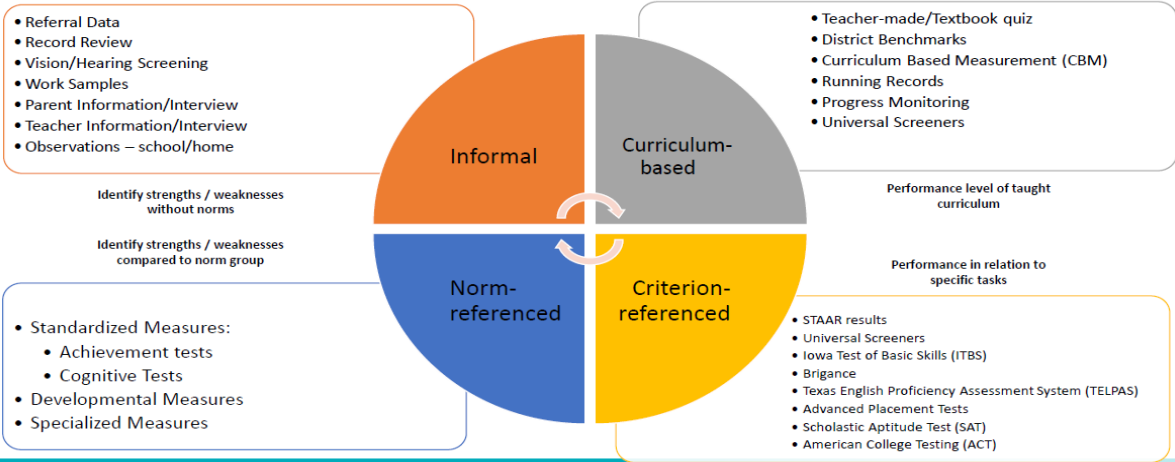
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Review

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TEA GUIDANCE DOCUMENT (2020)

Multiple Measures of Assessment



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Multiple Sources of Data Worksheet

Student Name: LEP, AT RISK, Other:		DOB/Age: Campus:		Initial/ Re-eval PEIMS Ethnicity:		Area(s) of Eligibility: Grade Level:			
Retention Never been retained OR Years retained _____ Grade(s) repeated:		Total Days Absent Total Days Tardy		Health Information		Language Home: _____ OLPT Eng.: _____ Dominant: _____ OLPT Sp.: _____ Instruction: _____		Parent Information Strengths: _____ Concerns: _____ Family History: Y N	
STAAR Results		Reading				Math			
		Grade	DNM/L I	App	Meets/L II	Masters/ L III	Grade	DNM/L I	App
Observation/Interview Notes		Report Card Grades:		Report Card Grades:		Curriculum Assessments:		Other Assessment Results	
Math: Reading: Writing: Science: Social Studies:		Math: Reading: Writing: Science: Social Studies:		Math: _____ Reading: _____ Writing: _____ Science: _____ Social Studies: _____		DMA: ISIP: _____		Writing: _____ Science: _____ TELPAS: Lis: _____ Sp: _____ Rdg: _____ Wr: _____ Com: _____	
Teacher Information		Teacher Concerns		1) Basic Reading/Decoding (1, 2, 3, 4) 2) Oral Reading/Fluency (1, 2, 3, 4) 3) Reading Comprehension (1, 2, 3, 4) 4) Math Calculation (1, 2, 3, 4) <small>1=poor, 2=below average, 3=average, 4=above average</small>		5) Math Problem Solving (1, 2, 3, 4) 6) Listening Comprehension (1, 2, 3, 4) 7) Oral Expression (1, 2, 3, 4) 8) Written Expression (1, 2, 3, 4)			
RTI		Intervention(s) Implemented/Subject: Frequency: Duration: Results:				Intervention(s) Implemented/Subject: Frequency: Duration: Results:			
Review of Educational Records		Outcome of RTI Adequate ROI (instructional casualty?) Slow but Rising ROI (general low ach.?) Minimal ROI (SLD?)		Strengths/Weaknesses Reading S W Math S W Writing S W Behavior S W Oral Language S W		Exclusionary Factors Visual, hearing, or motor Y N Limited English proficiency Y N Intellectual disability Y N Emotional disturbance Y N Cultural diff. or eco. Disadvantage Y N Inadequate instruction Y N		Failure to Meet Grade Level Standards Y N Area(s): _____ Hypothesis:	

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Review

The first step of C-SEP is to **collect, organize, and REVIEW** educational information.

Multiple sources of data are used to:

- clarify the reason for referral,
- establish underachievement,
- conduct preliminary assessment of exclusionary factors,
- assess instruction and instructional response,
- create a testing hypothesis and focused referral question, and
- identify initial emergence of patterns of academic strengths and academic weaknesses.

- The REVIEW stage allows the evaluator to determine whether additional information needs to be collected to answer the referral question.
- Data should be organized and analyzed to begin the initial planning of the assessment plan for the formal evaluation.

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Plan

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Plan

The **planning stage** involves creating an **assessment plan and creating a targeted testing plan** based on a hypothesis generated from previously collected data, the referral question, what is known about the construct (Basic Reading, Written Expression, etc.), and the individual student.

- Using the data gathered in the review stage and the *Multiple Sources of Data Worksheet*, you will begin to develop student's **targeted testing plan**.

Student Name: <u>Dannie</u>		DOB/Age: <u>3-10-04</u>		Gender: <u>Male</u>		Ethnicity: <u>Black</u>		Area(s) of Eligibility: <u>5</u>	
LEP (or HSP): <u>Other</u>		Health Information: <u>Physical Vision & Hearing with glasses</u>		Language: <u>Some English</u>		DLP/ETP: <u>Instruction</u>		Parent Information: <u>Strength: None</u>	
Total Days Absent: <u>2</u>		Yardley: <u>2</u>		Grade: <u>5</u>		DINM/L: <u>1100</u>		Math: <u>1100</u>	
STAAR Results:		Reading: <u>1024</u>		Math: <u>1100</u>		Writing: <u>1100</u>		Oral Expression: <u>1100</u>	
Observation/Interview Notes:		Report Card Grades: <u>5.4 - 5.7</u>		Math: <u>5.7</u>		Reading: <u>5.7</u>		Writing: <u>5.7</u>	
Teacher Information:		Teacher: <u>Reading Comprehension</u>		Intervention(s) Implemented/Subject: <u>Reading Comprehension</u>		Frequency: <u>3x/week</u>		Duration: <u>30 min x 5</u>	
Review of Educational Records:		Outcomes of RTI: <u>Adverse ACH (Instructional quality?)</u>		Strengths/Weaknesses: <u>Reading 5 (W) Math 5 (W) Writing 5 (W) Behavior 5 (W) Oral Language 5 (W)</u>		Exclusionary Factors: <u>Visual hearing or motor Limited English proficiency Intellectual disability Emotional disturbance Cultural diff. or socio. Disadvantage Inadequate instruction</u>		Failure to Meet Grade Level Standards: <u>None</u>	

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Assess

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Assess



Data collection continues based on the **targeted testing plan**. Tests are chosen based on the referral question & based on areas where additional testing data are needed to make an informed decision about SLD identification.



Core measures of cognition, achievement and language are administered and analyzed in relation to other data sources.



Selective testing is conducted in deficient areas or in areas needed to explore the referral question.



A classroom observation is conducted to document performance in the classroom in relation to the area of concern and to document any specific behaviors related to the area of concern.

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Assess

- Collection of relevant data missing from the Review and needed to answer the referral question
- Classroom observations conducted in the area of struggle and area of strength/intact abilities
- Language Demands Observation conducted in the area of struggle
- Evaluator takes copious notes when testing the student to integrate testing observations, student behaviors, and strategies into the interpretation.


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Decide


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Decide

- 

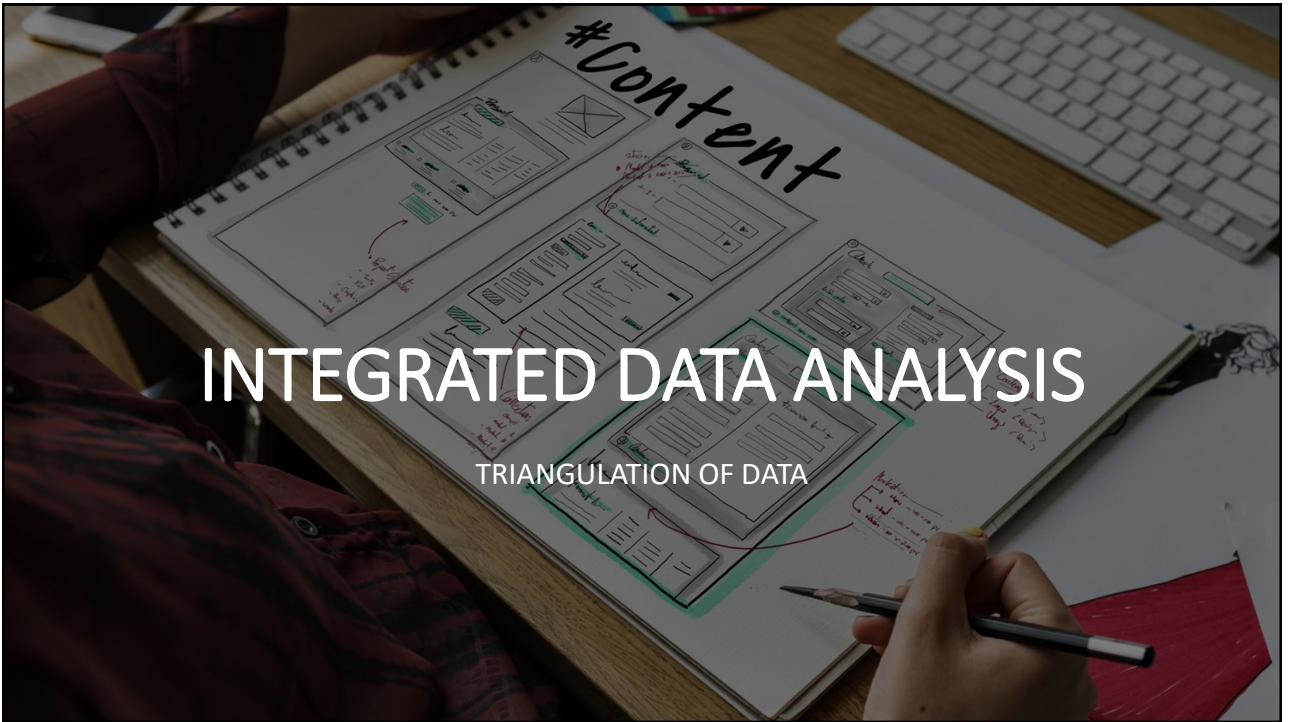
At this stage data are *merged & analyzed* to determine if a PSW exists.
- 

Professional judgment plays a key role in this stage.
- 

Data is organized for analysis.
- 

Establish if a PSW is evident and if that PSW is consistent with policy.

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INTEGRATED DATA ANALYSIS

TRIANGULATION OF DATA

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INTEGRATED DATA ANALYSIS PROCEDURES TO IDENTIFY PSW

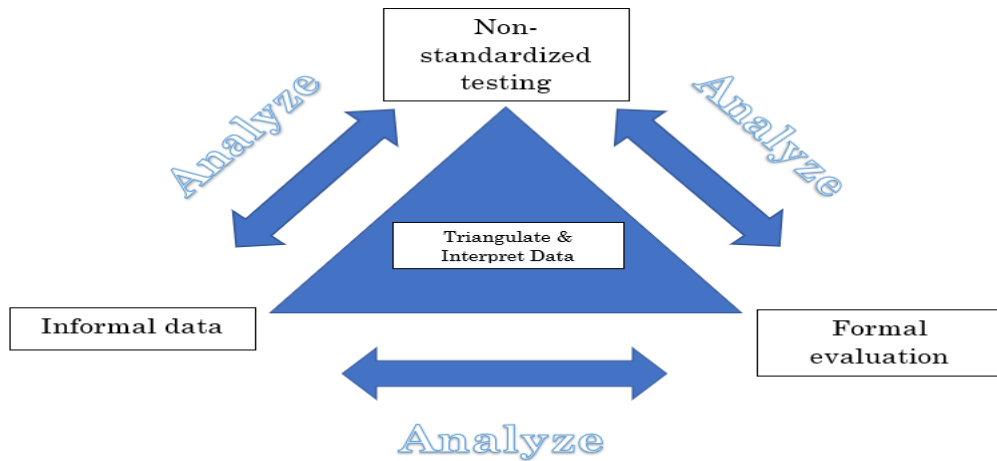
- THERE IS POWER IN DATA!!!!
- Organization of data is key.
- Looking beyond standard scores to establish PSW is mandatory.
- Knowledge of special education policy & testing manuals is necessary.
- Professional judgment is vital.

Integrated data analysis is the analysis of multiple data sets that have been pooled into one.

- Involves examination of a **chain-of-evidence** as well as the application of pattern seeking techniques:
 - Trustworthiness of Data (weight/accuracy)
 - Logical cross-validation analysis

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TRIANGULATION



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Evaluator Think-Aloud

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Multiple Sources of Data Worksheet

Student Name: LEP, AT RISK, Other:		DOB/Age: Campus:		Initial/ Re-eval PEIMS Ethnicity:		Area(s) of Eligibility: Grade Level:							
Retention Never been retained OR Years retained _____ Grade(s) repeated:		Total Days Absent Total Days Tardy		Health Information		Language Home: _____ Dominant: _____ Instruction: _____		OLPT Eng.: _____		OLPT Sp.: _____		Parent Information Strengths: _____ Concerns: _____ Family History: Y N	
STAAR Results		Reading					Math						
		Grade	DNM/L I	App	Meets/L II	Masters/L III	Grade	DNM/L I	App	Meets/L II	Masters/ L III		
Observation/Interview Notes													
Report Card Grades:			Report Card Grades:			Curriculum Assessments:			Other Assessment Results				
Math: _____ Reading: _____ Writing: _____ Science: _____ Social Studies: _____			Math: _____ Reading: _____ Writing: _____ Science: _____ Social Studies: _____			Math: _____ Reading: _____ DRA: _____ ISIP: _____			Writing: _____ Science: _____ DMA: _____ TELPAS: Lis: _____ Sp: _____ Rdg: _____ Wr: _____ Com: _____				
Teacher Information		Teacher Concerns				<ol style="list-style-type: none"> 1) Basic Reading/Decoding (1, 2, 3, 4) 2) Oral Reading/Fluency (1, 2, 3, 4) 3) Reading Comprehension (1, 2, 3, 4) 4) Math Calculation (1, 2, 3, 4) <small>1=poor, 2=below average, 3=average, 4=above average</small>				<ol style="list-style-type: none"> 5) Math Problem Solving (1, 2, 3, 4) 6) Listening Comprehension (1, 2, 3, 4) 7) Oral Expression (1, 2, 3, 4) 8) Written Expression (1, 2, 3, 4) 			
RTI		Intervention(s) Implemented/Subject: Frequency: _____ Duration: _____ Results: _____					Intervention(s) Implemented/Subject: Frequency: _____ Duration: _____ Results: _____						
Review of Educational Records		Outcome of RTI		Strengths/Weaknesses		Exclusionary Factors				Failure to Meet Grade Level Standards			
		Adequate ROI (Instructional casualty?) Slow but Rising ROI (general low ach.?) Minimal ROI (SLD?)		Reading S W Math S W Writing S W Behavior S W Oral Language S W	Visual, hearing, or motor Y N Limited English proficiency Y N Intellectual disability Y N Emotional disturbance Y N Cultural diff. or eco. Disadvantage Y N Inadequate instruction Y N	Y N Area(s): _____							
										Hypothesis:			

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Louie Warren

A Case Study

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The Student

- **Name:** Louie Warren
- **Date of Birth:** 02/06/2006
- **Age:** 11 years, 2 months
- **Gender:** Male
- **Grade:** 5th
- **School:** Enyton Elementary
- **Language:** English
- **Favorite Subjects:** Math, Art



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Who Referred Louie and Why?

- Louie's was referred because he has failed to meet state standards for two years in reading and writing.
- He has a history of struggling with reading and has received small group intervention at school through iStation Reading Intervention. He showed no progress as a result of the intervention.
- He has also had small group phonics instruction with minimal ROI.
- Louie's parents are concerned that Louie might be dyslexic and possible dysgraphia.
 - Louie's dad has dyslexia.

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Which Data Will You Collect?

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Data To Collect

Interviews/Questionnaires

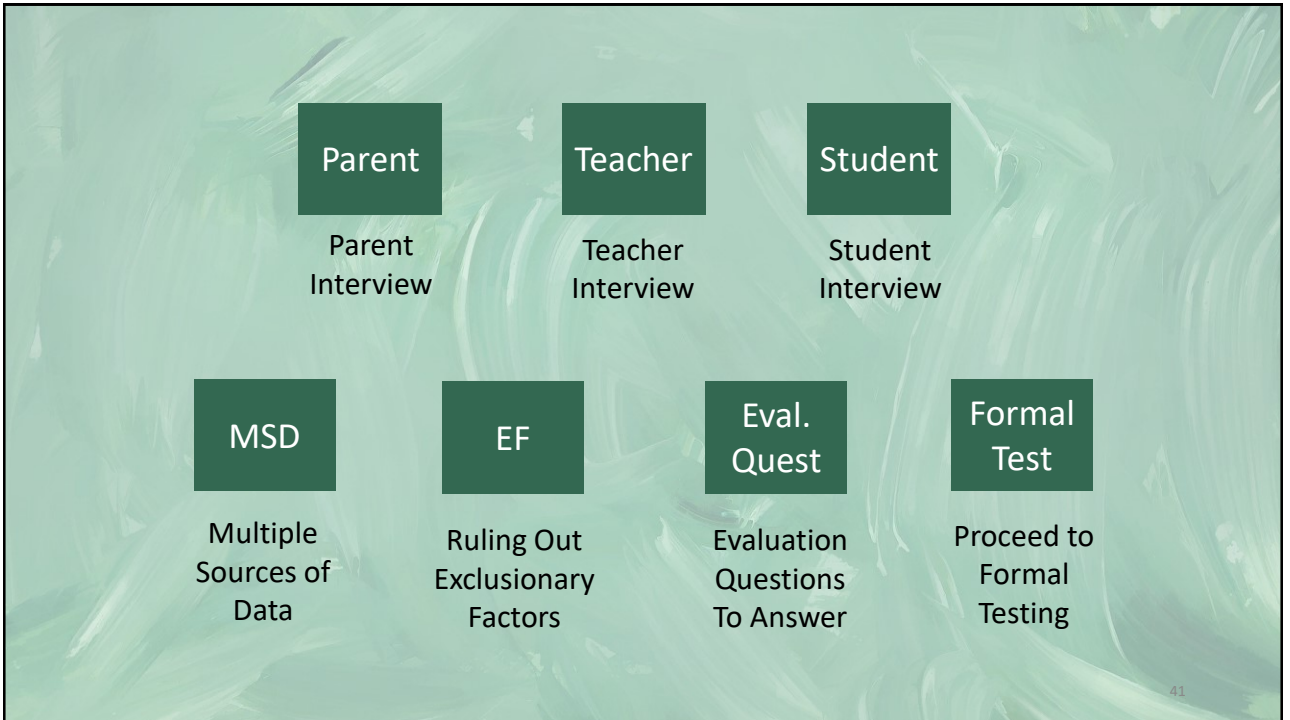
- Teacher
- Parent
- Student
- Physician/Counselors/etc.
- Home Language Survey
- COVID-19 Questionnaires

Additional Sources

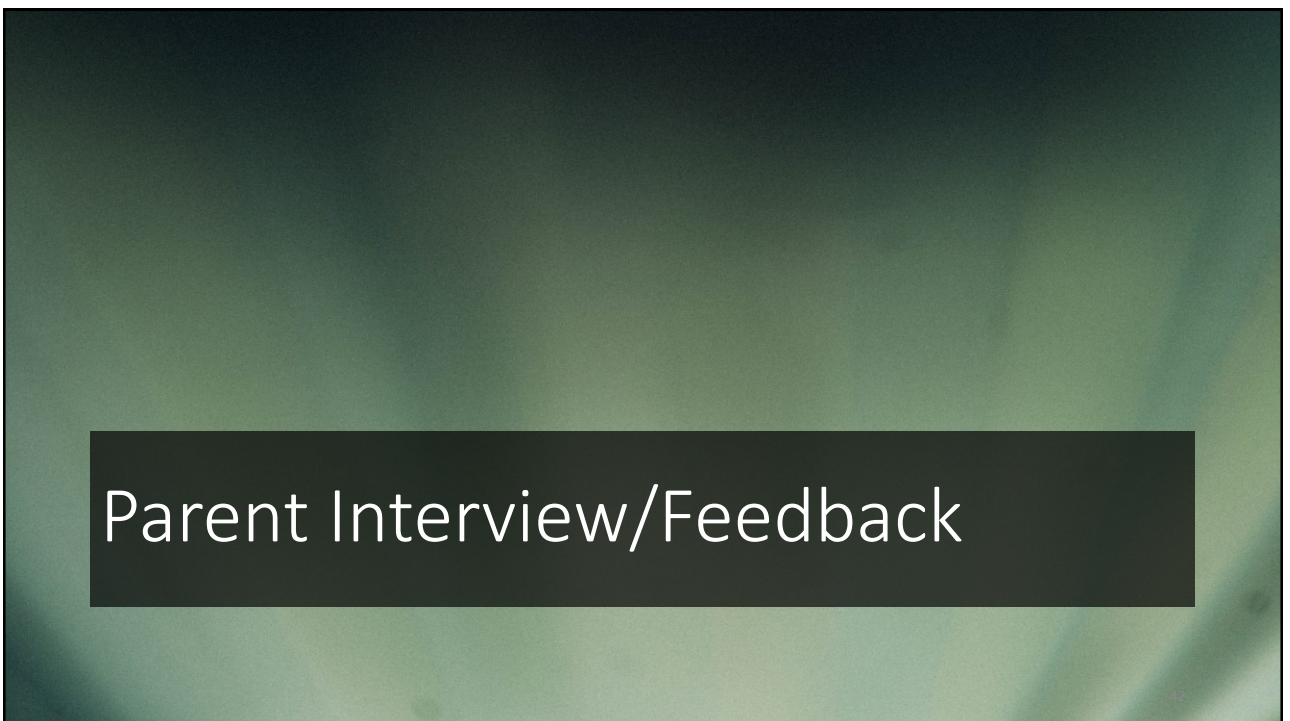
- Observation
- Data to rule out Exclusionary Factors
 - Language
 - Health/Hearing/Vision
- Grades
- Benchmarks
- Attendance
- Dysgraphia analysis – writing sample
- Etc.

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Parent Interview - Language

- A Home Language Survey completed by Mrs. Warren claims English is spoken at home.
 - Louie only speaks English, so no indication that other languages are interfering.
- Mrs. Warren raised concerns about Louie's ability to read and write.
- Parent reports strong oral expression, listening comprehension and math skills.

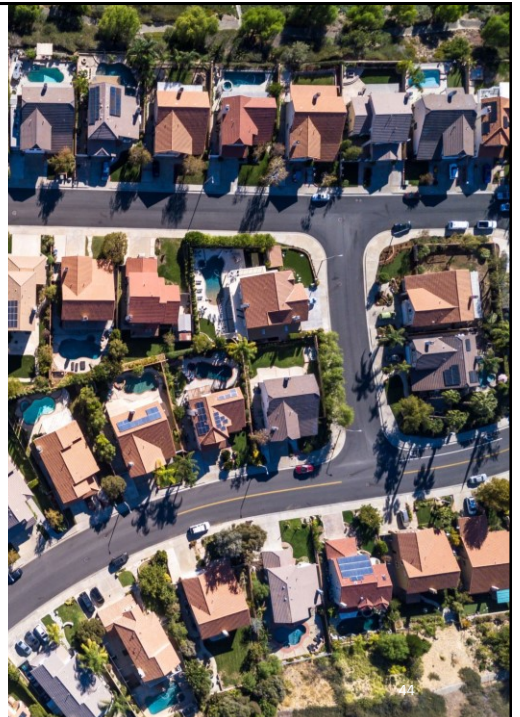


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Parent Interview - Sociological

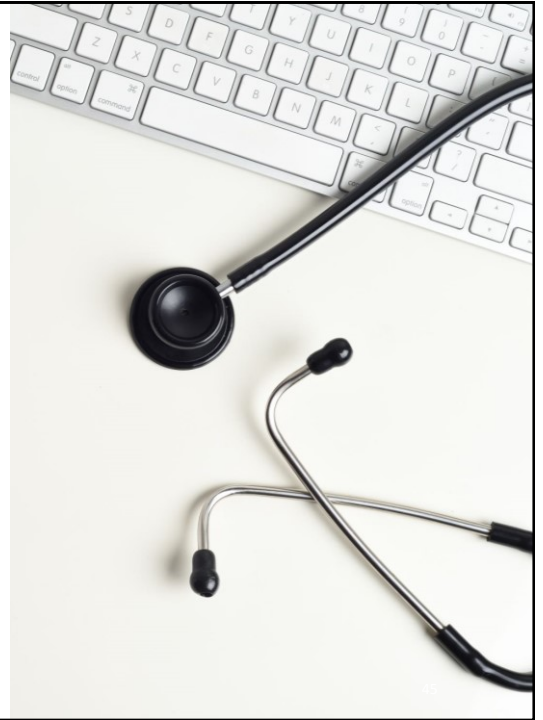
- Mr. Warren indicated that aside from the COVID-19 Pandemic and virtual instruction, there have been no changes over the last three years in Louie's home.
- The family quarantined.
- Louie participated in virtual learning.
- Louie's parents worked outside of the home during the pandemic.
- No past/recent familial issues were noted (e.g., separation, loss of a loved one).



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Parent Interview – Health/Motor Abilities

- Louie’s parent did not report concerns with visual, hearing, or motor skills.
- Mrs. Warren reports that Louie met all but a few developmental milestones and is not under a doctor’s care for any serious medical issues.
- He suffers from mild allergies.



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Parent Interview - Academics

- Louie does well in Math.
- Louie struggles with Reading and Writing.
- He does not like to read or write; often becoming frustrated.
- Louie enjoys school but struggles with his homework assignments.
- He gets frustrated at his inability to do better at school, because he tries so hard to succeed.



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Parent Interview – Emotional/Behavioral

- Louie is sociable, has a good sense of humor, is happy and cooperative.
- He does not exhibit any behavioral difficulties (e.g., attention, reactive).
- To discipline, parent's take away electronics and/or do not allow Louie's friends to visit.
- Louie gets along with his his peers and has many friends.



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Teacher Interview/Feedback

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Teacher Questionnaire Feedback (Mrs. Bilford's)

Listening comprehension	High Average	Basic Reading/Decoding	Low Average
Oral expression skills	High Average	Oral Reading Fluency	Average
Written Expression	Below Average	Reading Comprehension	Below Average
Math Problem Solving	Average	Math Calculation	Average
Remembers what he heard	Average	Vocabulary knowledge	Adequate
Voice	Average	Articulation	Average
Oral Expression; Listening Comprehension; Math	Strengths	Reading; Reading Comprehension; Writing;	Weaknesses
Tries really hard to do well.		Cooperative in class but shuts down when he has to write or read.	

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Teacher Information – Emotional/Behavioral

Mrs. Bilford's feedback on Louie

Disposition	Average	Accepts responsibility for his actions	Average
Behavior	Average	Makes and keeps friends at school	Above Average
Cooperative	Average	Works cooperatively with others	Average
Compliance with instruction after redirection	Average	Is pleased with good work	Average
Adapts to new situations without getting upset	Average	Initiates activities independently	Adequate
Is even and usually happy	Average	Responds appropriately to praise and correction	Average



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Student Interview/Feedback

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Student Interview

- Louie reports that his favorite subject is Math.
- He finds Reading and Writing to be the most difficult subjects.
- He enjoys school but feels embarrassed by his performance in certain subjects.
- He strongly dislikes having to read aloud in class and does not like reading in general.



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Additional Sources of Data

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Additional Data Collected on Louie

Grade 4 Report Card (1 st , 2 nd)		Grade 5 Report Card (1 st , 2 nd)		STAAR - 3 rd Grade					
Math	89	Math	90	Math	91	Math	93	Reading	1024
Reading	71	Reading	70	Reading	75	Reading	70	Math	1195
Writing	78	Writing	75	Writing	75	Writing	70	STAAR - 4 th Grade	
Science	87	Science	83	Science	87	Science	81	Reading	987
Social Studies	82	Social Studies	81	Social Studies	80	Social Studies	82	Math	1100
Louie has never been retained.								Absent	5 days
No history of attendance issues.								Tardy	2
Work samples were collected that support teacher feedback and grades									

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Benchmark Test Findings

- Louie has failed to meet state standards for 2 years in reading, writing, and math.
 - It is believed that he would have passed Math had he undergone an oral assessment.
- In total, benchmark testing indicates concern in basic reading, reading fluency, reading comprehension, and writing.
- RTI data indicates minimal progress on I-station Reading Intervention.
- Louie has also been given small group Phonics instruction and showed minimal progress.



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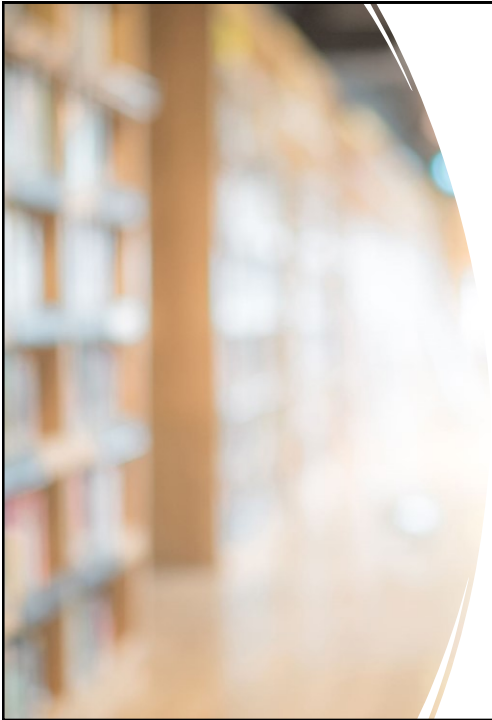
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Student Name: Louie Warren LEP, AT RISK, Other: N/A		DOB/Age: 02/06/06 Campus: Enyton Elem		Initial/ Re-eval PEIMS Ethnicity: _____		Area(s) of Eligibility: N/A Grade Level: 5th			
Retention Never been retained OR Years retained _____ Grade(s) repeated: _____		Health Information Absent 5 Total Days Tardy 2 Passed vision and hearing Good motor skills No health concerns Allergies		Language Home: English Dominant: English Instruction: English		Parent Information Strengths: Math, Art, Oral Expression Concerns: Reading & Writing Family History: N Father struggled with reading			
STAAR Results Louie says he's good at math, does not do well with reading.		Reading Grade DNM/L I App Meets/L II Masters/L III 3rd 1024 4th 987			Math Grade DNM/L I App Meets/L II Masters/ L III 3rd 1195 4th 1100				
Observation/Interview Notes Classroom observations: Math - on task; working in group Reading - appeared lost, quiet, did not volunteer		Testing observation: worked hard with math; struggled with reading and writing							
Report Card Grades: 4th Math: 89 90 Reading: 71 70 Writing: 78 75 Science: 87 83 Social Studies: 82 81		Report Card Grades: 5th 1st / 2nd Math: 91 93 Reading: 75 70 Writing: 75 70 Science: 87 81 Social Studies: 80 82		Curriculum Assessments: Math: 80%, 85% Reading: 5th, 108-140 DRA: Math at level ISIP: Reading - mininaml ROI				Other Assessment Results Writing: 44% Science: _____ DMA: Oral Reading < 90% frustration level TELPAS: Lis: _____ Sp: _____ Rdg: _____ Wr: _____ Com: _____	
Teacher Information Weaknesses: Reading - all areas; writing; spelling Strengths: Hard worker, Tries hard		Teacher Concerns 1) Basic Reading/Decoding (1,2,3,4) 2) Oral Reading/Fluency (1,2,3,4) 3) Reading Comprehension (1,2,3,4) 4) Math Calculation (1,2,3,4) <small>1=poor, 2=below average, 3=average, 4=above average</small>		5) Math Problem Solving (1, 2,3,4) 6) Listening Comprehension (1, 2,3,4) 7) Oral Expression (1, 2,3,4) 8) Written Expression (1,2,3,4)					
RTI Intervention(s) Implemented/Subject: _____ Frequency: 90 minute iStation Duration: 30 min x 3 Results: Minimal progress		Intervention(s) Implemented/Subject: Small group Phonics Frequency: 60 min Duration: 30 min x 2 Results: Minimal progress							
Review of Educational Records Adequate ROI (instructional casualty?) Slow but Rising ROI (general low ach.?) Minimal ROI (SLD?)		Outcome of RTI Strengths/Weaknesses Reading (S) (W) Math (S) (W) Writing (S) (W) Behavior (S) (W) Oral Language (S) (W)		Exclusionary Factors Visual, hearing, or motor Y (N) Limited English proficiency Y (N) Intellectual disability Y (N) Emotional disturbance Y (N) Cultural diff. or eco. Disadvantage Y (N) Inadequate instruction Y (N)		Failure to Meet Grade Level Standards Area(s): Reading & Writing Hypothesis: Possible SLD in Reading and Writing Intact Math & Language Skills			

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Profile vs Pattern

- **Profile** = Score Report
- **Pattern** = a collection of data sources that merge together to establish a pattern (e.g., Dyslexia screener, CBM Oral Reading Measure, state testing in reading, work samples in reading, parent information, teacher information, student observation, student interview, etc.)

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What Patterns of Strengths Emerged Through the Analysis of Multiple Sources of Data?

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Patterns of Strengths/Intact Abilities

Student Name: **Louie Warren** DOB/Age: **02/06/06** Initial/ Re-eval: **PEIMS** Ethnicity: **Enyton Elem** Area(s) of Eligibility: **N/A**
 LEP, AT RISK, Other: **N/A** Campus: **Enyton Elem** PEIMS Ethnicity: **Enyton Elem** Grade Level: **5th**

Retention Never been retained OR Years retained _____ Grade(s) repeated: _____	Total Days Absent 5 Total Days Tardy 2	Health Information Passed vision and hearing Good motor skills No health concerns Allergies	Language Home: English Dominant: English Instruction: English	Parent Information Strengths: Math, Art, Oral Expression Concerns: Reading & Writing Family History: ON Father struggled with reading							
STAAR Results Louie says he's good at math, does not do well with reading.		Reading									
		Reading		Math							
		Grade	DNM/L I	App	Meets/L II	Masters/L III	Grade	DNM/L I	App	Meets/L II	Masters/L III
		3rd	1024				3rd	1195			
		4th	987				4th	1100			
Observation/Interview Notes		Classroom observations: Math - on task; working in group Reading - appeared lost, quiet, did not volunteer			Testing observation: worked hard with math; struggled with reading and writing						
Report Card Grades: 4th		Report Card Grades: 5th 1st / 2nd			Curriculum Assessments:			Other Assessment Results			
Math: 89 Reading: 71 Writing: 78 Science: 87 Social Studies: 82		Math: 91 Reading: 75 Writing: 75 Science: 87 Social Studies: 80		Math: 93 Reading: 70 Writing: 70 Science: 81 Social Studies: 82		Math: 50%, 55% Reading: 5th, 108-140 DRA: Math at level ISIP: Reading - minimal ROI			Writing: 44% Science: DMA: Oral Reading < 90% frustration level TELPAS: Lis: Sp: Rdg: Wr: Com:		
Teacher Information	Teacher Concerns Weaknesses: Reading - all areas; writing; spelling Strengths: Hard worker, tries hard		1) Basic Reading/Decoding (1,2,3,4) 2) Oral Reading/Fluency (1,2,3,4) 3) Reading Comprehension (1,2,3,4) 4) Math Calculation (1,2,3,4) <small>1=poor, 2=below average, 3=average, 4=above average</small>			5) Math Problem Solving (1, 2, 3, 4) 6) Listening Comprehension (1, 2, 3, 4) 7) Oral Expression (1, 2, 3, 4) 8) Written Expression (1, 2, 3, 4)					
RTI	Intervention(s) Implemented/Subject: Frequency: 90 minute iStation Duration: 30 min x 3 Results: Minimal progress		Intervention(s) Implemented/Subject: Frequency: 60 min Duration: 30 min x 2 Results: Minimal progress			Small group Phonics					
Review of Educational Records	Outcome of RTI Adequate ROI (Instructional casualty?) Slow but Rising ROI (general low ach.?) Minimal ROI (SLD?)		Strengths/Weaknesses Reading: S (W) Math: S (W) Writing: S (W) Behavior: S (W) Oral Language: S (W)			Exclusionary Factors Visual, hearing, or motor: Y (N) Limited English proficiency: Y (N) Intellectual disability: Y (N) Emotional disturbance: Y (N) Cultural diff. or eco. Disadvantage: Y (N) Inadequate instruction: Y (N)			Failure to Meet Grade Level Standards Area(s): Reading & Writing Hypothesis: Possible SLD in Reading and Writing Intact Math & Language Skills		

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What Patterns of Weaknesses Emerged Through the Analysis of Multiple Sources of Data?

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Pattern of Weaknesses

Student Name: Louie Warren LEP, AT RISK, Other: N/A		DOB/Age: 02/06/06 Campus: Enyton Elem		Initial/ Re-eval PEIMS Ethnicity:		Area(s) of Eligibility: N/A Grade Level: 5th	
Retention Never been retained OR Years retained: _____ Grade(s) repeated: _____		Total Days Absent: 5 Total Days Tardy: 2		Health Information Passed vision and hearing Good motor skills No health concerns Allergies		Language Home: English Dominant: English Instruction: English	
Parent Information Strengths: Math, Art, Oral Expression Concerns: Reading & Writing Family History: <input checked="" type="checkbox"/> N Father struggled with reading		OLPT Eng.: _____ OLPT Sp.: _____		Grade		DNM/L I	
STAAR Results Louie says he's good at math, does not do well with reading.		Grade		DNM/L I		App	
		3rd		1024			
		4th		987			
Observation/Interview Notes		Classroom observations: Math - on task; working in group		Testing observation: worked hard with math; struggled with reading and writing		Math	
Report Card Grades: 4th		Report Card Grades: 5th 1st / 2nd		Curriculum Assessments: Math: 80%, 85%		Other Assessment Results Writing: 44% Science: _____ DMA: Oral Reading < 90% frustration level	
Math: 89 Reading: 71 Writing: 78 Science: 87 Social Studies: 82		Math: 91 Reading: 75 Writing: 75 Science: 87 Social Studies: 80		Reading: 93 Writing: 70 Science: 81 Social Studies: 82		ISIP: Reading - minimal ROI 1) Basic Reading/Decoding (1,2,3,4) 2) Oral Reading/Fluency (1,2,3,4) 3) Reading Comprehension (1,2,3,4) 4) Math Calculation (1,2,3,4) 1=poor, 2=below average, 3=average, 4=above average	
Teacher Information		Teacher Concerns Weaknesses: Reading - all areas; writing; spelling		TELPAS - Lis: _____ Sp: _____ Rdg: _____ Wrt: _____ Com: _____		5) Math Problem Solving (1, 2,3,4) 6) Listening Comprehension (1, 2,3,4) 7) Oral Expression (1, 2,3,4) 8) Written Expression (1,2,3,4)	
RTI		Intervention(s) Implemented/Subject: Frequency: 90 minute 1 station Duration: 30 min x 3 Results: Minimal progress		Intervention(s) Implemented/Subject: Small group Phonics Frequency: 60 min Duration: 30 min x 2 Results: Minimal progress		Failure to Meet Grade Level Standards Area(s): Reading & Writing Hypothesis: Possible SLD in Reading and Writing Intact Math & Language Skills	
Review of Educational Records		Outcome of RTI Adequate ROI (Instructional casualty?) Slow but Rising ROI (general low ach.?) Minimal ROI (SLD?)		Strengths/Weaknesses Reading: S (W) Math: S (W) Writing: S (W) Behavior: S (W) Oral Language: S (W)		Exclusionary Factors Visual, hearing, or motor: Y (N) Limited English proficiency: Y (N) Intellectual disability: Y (N) Emotional disturbance: Y (N) Cultural diff. or eco. Disadvantage: Y (N) Inadequate instruction: Y (N)	

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Ruling Out Exclusionary Factors

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Working Through the Data

- What preliminary patterns of strengths emerged?
- What preliminary patterns of weaknesses emerged?
- Are the strengths and weaknesses supported by multiple sources of data (cross validation)?
- Which exclusionary factors have been ruled out?
- What additional data, if any, is needed to rule out the remaining exclusionary factors?
- What additional information do you need to complete a comprehensive evaluation of the student?

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Student Name: Louie Warren LEP, AT RISK, Other: N/A		DOB/Age: 02/06/06 (Initial/ Re-eval) Campus: Enyton Elem PEIMS Ethnicity:		Area(s) of Eligibility: N/A Grade Level: 5th	
Retention Never been retained OR Years retained _____ Grade(s) repeated: _____	Total Days Absent 5 Total Days Tardy 2	Health Information Passed vision and hearing Good motor skills No health concerns Allergies	Language Home: English Dominant: English Instruction: English	OLPT Eng.: OLPT Sp.:	Parent Information Strengths: Math, Art, Oral Expression Concerns: Reading & Writing Family History: OK Father struggled with reading
STAAAR Results Louie says he's good at math, does not do well with reading.		Reading		Math	
Grade		DNM/L I	App	Meets/L II	Masters/ L III
3rd		1024			
4th		987			
Grade		DNM/L I	App	Meets/L II	Masters/ L III
3rd		1195			
4th		1100			
Observation/Interview Notes		Classroom observations: Math - on task; working in group Reading - appeared lost, quiet, did not volunteer		Testing observation: worked hard with math; struggled with reading and writing	
Report Card Grades: 4th		Report Card Grades: 5th 1st / 2nd		Other Assessment Results	
Math: 89 Reading: 71 Writing: 78 Science: 87 Social Studies: 82	80 90 70 75 83 81	Math: 91 Reading: 75 Writing: 75 Science: 87 Social Studies: 80	93 70 70 81 82	Curriculum Assessments: Math: 80%, 85% Reading: 5th, 108-140 DMA: Math at level ISIP: Reading - mininami ROI	
Teacher Information		Teacher Concerns		Other Assessment Results	
Weaknesses: Reading - all areas; writing: spelling Strengths: Hard worker, Tries hard		1) Basic Reading/Decoding (1,2,3,4) 2) Oral Reading/Fluency (1,2,3,4) 3) Reading Comprehension (1,2,3,4) 4) Math Calculation (1,2,3,4)		Writing: .44% Science: DMA: Oral Reading < 90% frustration level TELPAS: Lis: _____ Sp: _____ Rdg: _____ Wr: _____ Com: _____	
RTI		Intervention(s) Implemented/Subject		Intervention(s) Implemented/Subject: Small group Phonics	
Frequency: 90 minute 1 station Duration: 30 min x 3 Results: Minimal progress		Frequency: 60 min Duration: 30 min x 2 Results: Minimal progress			
Review of Educational Records		Outcome of RTI		Exclusionary Factors	
Adequate ROI (instructional casualty?) Slow but Rising ROI (general low ach.?) Minimal ROI (SLD?)		Reading (S) (W) (S) (W) Math (S) (W) (S) (W) Writing (S) (W) (S) (W) Behavior (S) (W) (S) (W) Oral Language (S) (W) (S) (W)		Visual, hearing, or motor Limited English proficiency Intellectual disability Emotional disturbance Cultural diff. or eco. Disadvantage Inadequate instruction	
				Y (N) Y (N) Y (N) Y (N) Y (N) Y (N)	
				N Area(s): Reading & Writing Hypothesis: Possible SLD in Reading and Writing Intact Math & Language Skills	



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Exclusionary Factors that Were Ruled Out

- Influence of a language other than English (Parent, Teacher)
- Vision, Hearing Difficulties and Motor (Parent, Teacher)
- Intellectual Disability (Parents) but Testing will be used to confirm
- No emotional disturbance (Parent, Teacher)
- No cultural factors, environmental, or economic disadvantages (Parent)
- Louie has attended good schools and has received tutoring at school (Parent, Teacher)



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Evaluation Question(s) The
Assessment Will Answer

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Which Questions Need to be Answered

- Are Louie's deficits in the areas of basic reading, reading comprehension, reading fluency, and written expression the result of a deficit in one or more of the basic psychological processes (e.g., language, working memory, phonological processing, long-term retrieval, Orthographic processing, etc.) involved in reading and writing and consistent with the construct of SLD?
- What are Louie's current functioning levels in the areas of cognition, achievement, language, and behavior, and how do these impact his learning?
- Is Louie a student with the condition of dyslexia? Dysgraphia?
- Are changes needed to Louie's educational program to enable him to make progress in the general curriculum?



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Proceed to Formal Testing

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What additional data is needed to answer the Referral Question?

What additional data is needed to answer the referral question/test the hypothesis? *Cognitive processes associated with reading and writing & achievement tests for reading and writing. Interview with Louie and Observation in area of struggle (Reading & Writing) and area of strength (math).*

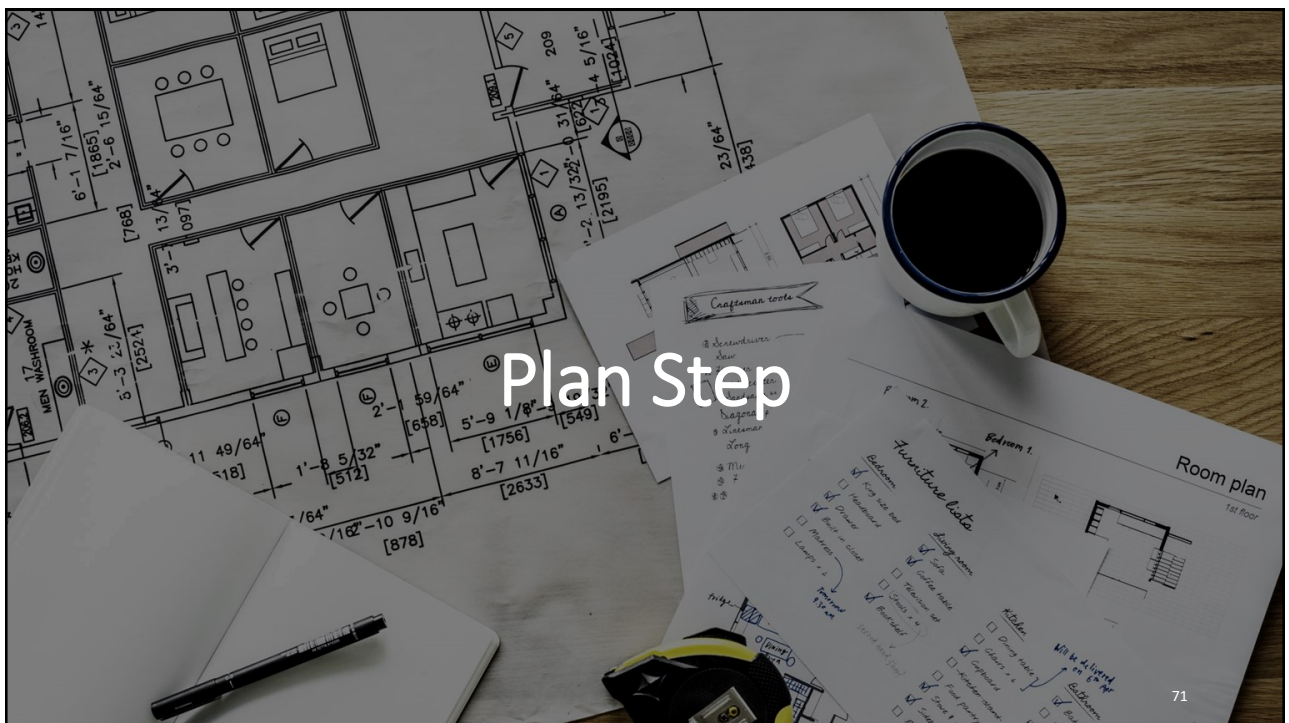
Core cognitive: *Language, phonological awareness, working memory, long-term memory, processing speed, speed of lexical access, orthographic processing, & fluid reasoning.*

Core achievement: *basic reading, reading fluency, reading comprehension, spelling, written expression (dysgraphia screener and writing sample analysis).*

Core Language: *informal data suggests that Oral Expression & Listening comprehension appear to be intact but core tests in Oral Expression & Listening comprehension will be administered to further assess his intellectual ability.*

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Which Formal Assessment Battery Might You Use with Louie? Which Specific Tests /Clusters? Why?

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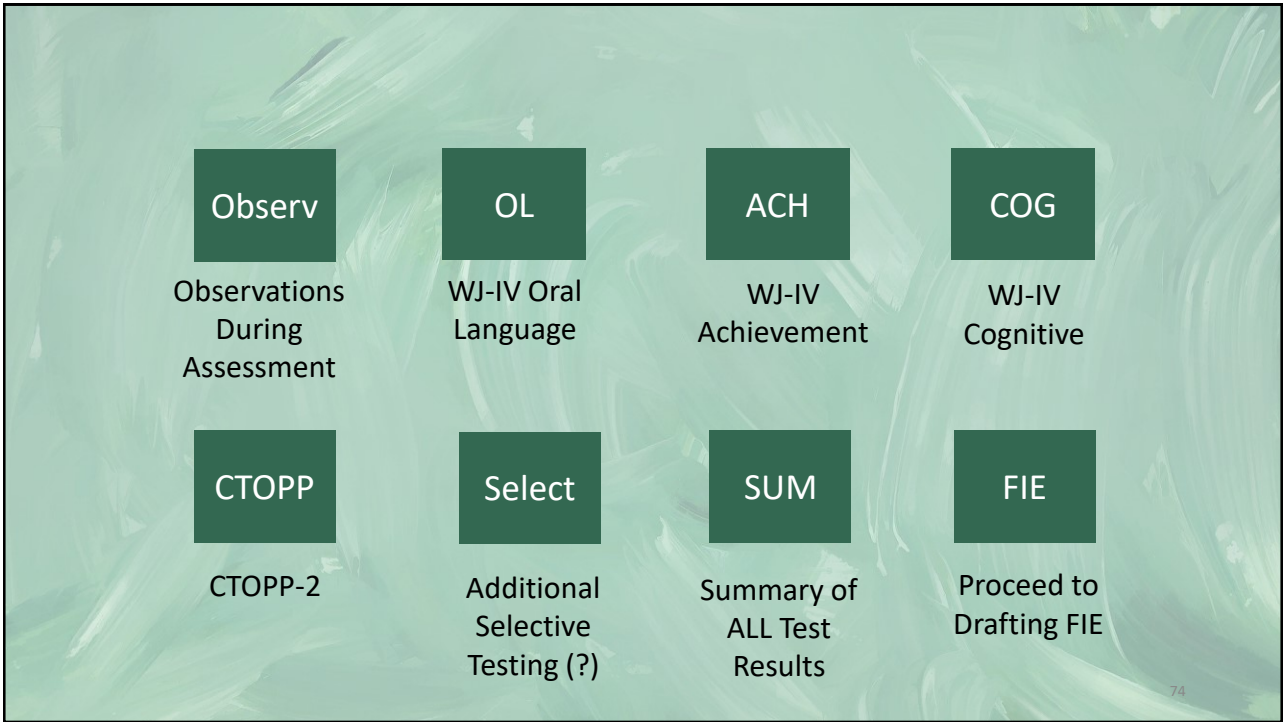


Formal Testing Used with Louie?

- Woodcock Johnson IV - Oral Language
- Woodcock Johnson IV – Achievement
- Woodcock Johnson IV - Cognitive
- Comprehensive Test of Phonological Processing 2

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Assessor's General Observations
During Assessment

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Assessor's Observations During the Evaluation

- Louie demonstrated functional conversational proficiency.
- He spoke clearly and responded to all questions
- His volume was appropriate.
- Louie is left-handed.
- He held a pencil with appropriate grip.
- There were no indications of fine or gross motor issues.
- Struggled with writing tasks.

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Assessor's Observations During the Evaluation

- Louie came willingly into the testing session and initially expressed interest in the tasks presented.
- Rapport was established easily. The child was very interested in me and my profession. He asked multiple questions regarding the assessor's family and work.
- He was verbally engaging and cooperative. Extremely well mannered.
- The assessment was divided up into several periods separated by short breaks (15 minutes).
- No significant behavior problems were observed during testing.

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Assessor's Observations During the Evaluation

- Overall, Louie was engaged in each task and followed directions to the letter.
- As Louie encountered tasks that he found difficult, his demeanor observably changed.
 - He became less interactive with the assessor and less engaged with the task.
 - His frustration level appeared to elevate at times, although, to his credit, he gathered himself and tried to press forward and complete the task.



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Examining and Interpreting Data

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General Determination

Louie's academic deficits in Basic Reading with the condition of Dyslexia And deficit in written expression can be explained by cognitive deficits in Auditory Processing, specifically Phonemic Coding and Long-term retrieval. His performance on standardized measures indicate limited performance across areas of *GA*, *Glr*, and reading and writing. Although Louie's Oral Expression and Listening Comprehension are intact (per Informal and formal data), his limited performance in reading and writing is unexpected. Task analysis of the Oral vocabulary test indicates Louie is struggling with Meaningful memory and semantics (understanding the meaning of words), which is impacting his reading performance. According to the multiple sources of assessment data and policy requirements, Louie meets the criteria for the disability condition of ***Specific Learning Disability in the areas of Basic Reading with the condition of Dyslexia & Written Expression with the condition of Dysgraphia.*** Although Louie demonstrates difficulties in reading comprehension and reading fluency, deficits in basic reading skills can not be ruled out at this time as the cause of compromised comprehension and fluency, as observations indicate that decoding deficits pose a significant impediment. Comprehension and fluency will be monitored as Louie's basic reading skills improve.

Louie will be referred to the ARD committee for consideration of eligibility for special education services.

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WJ-IV Oral Language

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WJ-IV Test - Oral Language

Test/Cluster	Standard Score	RPI	Average
ORAL LANGUAGE			
Picture Vocabulary	96	82/90	Yes
Oral Comprehension	97	87/90	Yes

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Pattern Seeking WJ-IV (OL) versus Teacher Feedback

Teacher Feedback (Mrs. Bilford's)

Listening comprehension	High Average	Basic Reading/Decoding	Low Average
Oral expression skills	High Average	Oral Reading Fluency	Average
Written Expression	Below Average	Reading Comprehension	Below Average
Math Problem Solving	Average	Math Calculation	Average
Remembers what he heard	Average	Vocabulary knowledge	Adequate
Voice	Average	Articulation	Average
Oral Expression; Listening Comprehension; Math	Strengths	Reading; Reading Comprehension; Writing;	Weaknesses
Tries really hard to do well.		Cooperative in class but shuts down when he must write or read.	

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Interpretation of Oral Language Performance

Louie's strengths in Picture Vocabulary and Oral Comprehension further supports language skills are intact.



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WJ IV Cognitive

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Assessor Observations During Cog. Testing

- Louie engaged in testing willingly and without complaint.
- He was polite and initially demonstrated interest in the testing session and process.
- It soon became clear that Louie felt comfortable with certain portions of the evaluation and less comfortable with other portions.
- He nevertheless persisted in his determination to complete each task presented.
- There were instances where he seemed ready to pause the testing session, where he was not off task, but seemed to have reached his maxim.

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WJ-IV Test - Cognitive Abilities

Test/Cluster	RPI	Standard Score	Average
Test 1: Oral Vocab (<i>Gc</i>)	88/90	90	Yes
Test 2: Number Series (<i>Gf</i>)	90/90	100	Yes
Test 3: Verbal Attention (<i>Gwm</i>)	78/90	91	Yes
Test 4: Letter-Pattern Matching (<i>Gs</i>)	97/90	108	Yes
Test 5: Phonological Processing (<i>Ga</i>)	67/90	80	No
Test 6: Story Recall (<i>Glr</i>)	66/90	77	No
Test 7: Visualization (<i>Gv</i>)	81/90	91	Yes

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Louie's Cognitive Strengths and Weaknesses

- Strengths in Oral Vocabulary (Gc), Number Series (Gf) & Visualization (Gv) support Louie's history of grades in Math, work samples, RTI screeners, observation in math class, and information provided by Louie, his teacher and parents.
- By comparison, his weaknesses in Phonological Processing (Ga) and Story Recall (Glr) further support weaknesses in Reading. Task demands analysis will be conducted to further understand Louie's learning.

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Task Demands Analysis

- Consider Louie's performance beyond a standard score.
- Investigate the task demands required when performing a given task (input, the actual task, output).
- Tease out the area(s) of weakness.
- Compare task demands on one test to task demands on another. Consider the implications for the classroom.
- Consider other relevant supporting information requiring such tasks.

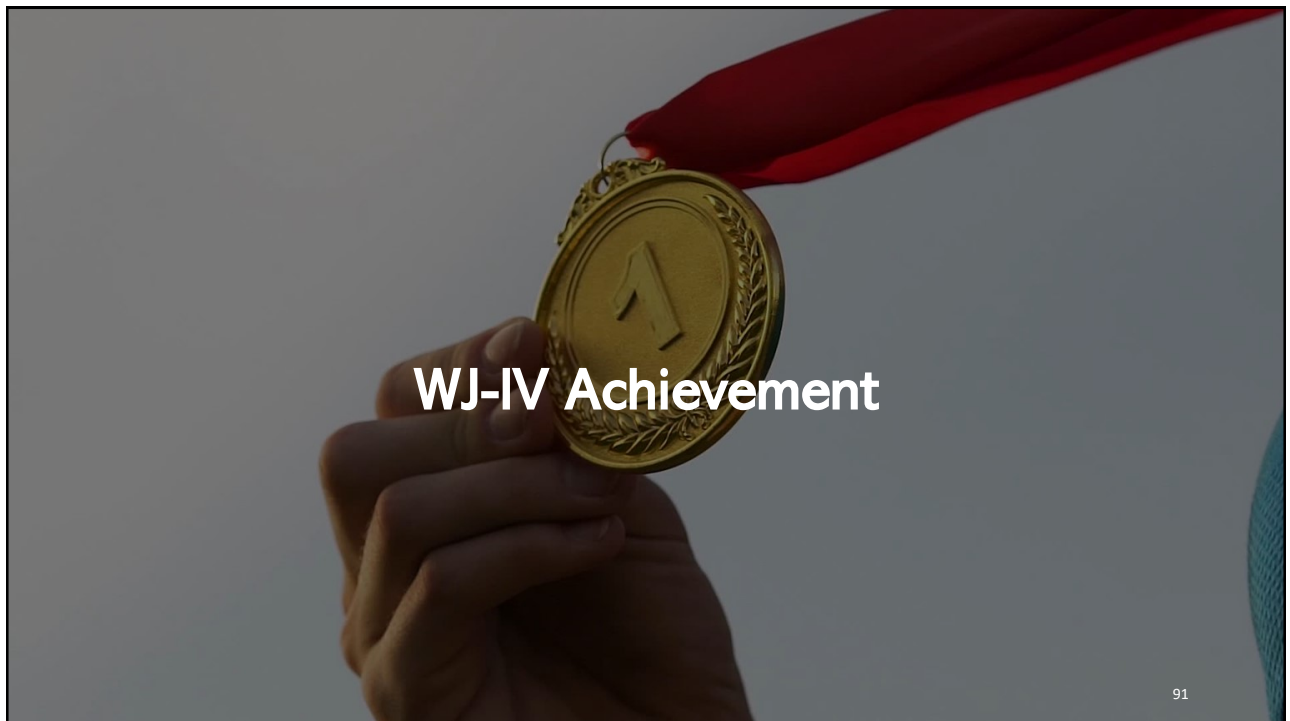
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Task Demands: WJ IV Technical Manual

Table 5-2.
WJ IV COG Test Content,
Process, and Construct
Descriptions

Cognitive Test	Primary Broad CHC Ability Narrow Ability	Stimuli	Task Requirements	Cognitive Processes	Response
1: Oral Vocabulary A: Synonyms B: Antonyms	Comprehension- Knowledge (<i>Gc</i>) Lexical knowledge (VL) Language development (LD)	Auditory (words)	Listening to a word and providing a synonym; listening to a word and providing an antonym	Semantic activation, access, and matching	Oral (words)
2: Number Series	Fluid Reasoning (<i>Gf</i>) Quantitative reasoning (RQ) Induction (I)	Visual (numeric)	Determining a numerical sequence	Representation and manipulation of points on a mental number line; identifying and applying an underlying rule/ principle to complete a numerical sequence	Oral (numbers)
3: Verbal Attention	Short-Term Working Memory (<i>Gwm</i>) Working memory capacity (WM) Attentional control (AC)	Auditory (words, numbers)	Listening to a series of numbers and animals intermingled and answering a specific question regarding the sequence	Controlled executive function; working memory capacity; recoding of acoustic, verbalized stimuli held in immediate awareness; selective auditory attention; attentional control	Oral (words)
4: Letter-Pattern Matching	Processing Speed (<i>Gs</i>) Perceptual speed (P)	Visual (letters)	Rapidly locating and circling identical letters or letter patterns	Speeded visual perception and matching; visual discrimination; orthographic processing; divided attention	Motoric (circling)
5: Phonological Processing A: Word Access B: Word Fluency C: Substitution	Auditory Processing (<i>Ga</i>) Phonetic coding (PC) Word fluency (<i>Glr-FW</i>) Speed of lexical access (<i>Glr-LA</i>)	Auditory (words)	Providing a word with a specific phonic element; naming as many words as possible that begin with a specified sound; substituting part of a word to make a new word	Semantic activation, access; speed of lexical access	Oral (words)



WJ-IV Achievement

Assessor Observations During Testing

- Louie was hesitant to engage in testing but was not openly hostile to the process. He was politely reluctant.
- When he realized that some of the testing was associated with reading and writing, he became more withdrawn and slower to respond to the assessor.
- Louie visibly struggled as he worked through the tests but seemed determined to persist.
- At times, he became frustrated and admitted to the assessor that he found the tasks challenging.
- Writing tasks were especially difficult for Louie. He worked slow and laborious. He struggled with spacing, capitalization, punctuation, letter formation, and spelling.

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WJ-IV Test - Achievement

Test/Cluster	Standard Score	RPI	Proficiency
Basic Reading Skills	65	7/90	Very Limited
Letter-Word Identification	63	2/90	Extremely Limited
Word Attack	70	21/90	Very Limited
Passage Comprehension	65	15/90	Very Limited
Written Language	70	17/90	Very Limited
Spelling	65	4/90	Very Limited
Writing Samples	83	51/90	Limited
Reading Fluency	59	1/90	Extremely Limited
Oral Reading	67	12/90	Very Limited
Sentence Reading Fluency	60	0/90	Extremely Limited

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Handwriting Work Sample

my Ferabit Food is PIZZAS hotdog
 burger and fishbered and my Ferabit Sado
 is SPERIT COCOLA and 7LAP and machdo
 like my Ferabit's nior msher ad OPERATO
 room my Ferabit's sport's basketball
 Foot ball and soccer ball my Ferabit meive's
 on webd master ink and storwors my
 Ferabit v. dow game is miss Pakman Roblox
 my Ferabit animal is a bab ger gwd hog
 King and Cobel wand Snak my Ferabit
 Ferot's a bhna a Josy Jaxerring and Peol
 my Ferabit color is black blow d' d' white
 my Ferabit car's ressess hers or hers rote
 kikat and GdV boys my Ferabit sing
 red moset bew whose kuld geen
 mposek my new hit star is for git and
 wermert and Game safe my Ferabit
 stam is the xbox ps5 infinto Swish
 my Ferabit phont is Phon 7 Phant
 Phant my Ferabit feru se niku shakly
 chunk munt ricker in my Ferabit wider
 s shwo in n or thundar Egg GAG
 t normal rainy hot cold my
 Ferabit shop is a shok r yk ad urat
 SK wor my Ferabit book is bosman
 spider man and Gobeaman

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Dysgraphia Rubric

Dysgraphia Writing Rubric

Student Name: Louis Wauer ID: _____ School: Erpton Elementary
 Age: 11 yrs 6 months Grade: 5th Date: _____

This writing rubric is based on Phelps, Joseph, & Speck's (1986) "Children's Handwriting Evaluation Scale".
 Rate the student's writing ability on the provided scale.

Domain	Sub-Domains	Observations	Very Poor	Poor	Satisfactory	Good	Very Good
Legibility Analysis	Letter Recognition	Are letters recognizable out of context?			✓		
	Form, Proportions	Are letters consistently formed?			✓		
		Are there large fluctuations in the size of the letters?			✓		
	Spacing & Alignment	Are letters proportioned to each other and to case?			✓		
		Are letters capitalized appropriately?	✓				
	Line Quality	Is there crowding of words, letters, or lines?			✓		
		Are lines of text reasonably straight?			✓		
	Slant	Are margins relatively balanced?			✓		
		Is there uneven pressure?			✓		
	General Appearance	Is there pressure that is too light?			✓		
Is there pressure that is too tight?				✓			
Notes		Are there excessive erasures or obliterations (smudges)? Is the writing too small to read? Is the writing too large to read? This history of fine motor skills deficits has had writing instruction and has not improved.					

Stephens, 2021

Dysgraphia Writing Rubric

Domain	Sub-Domains	Observations	Very Poor	Poor	Satisfactory	Good	Very Good
Orthographic Processing Analysis	Does the student being evaluated...?	Have difficulty reading or spelling irregular words?		✓			
		Forget how letters look?				✓	
		Confuse letters with similar appearance?			✓		
		Misread short words in a list?			✓		
		Reverse letters when spelling?				✓	
		Have trouble remembering basic sight words?		✓			
		Have trouble copying from a book or the board to paper?			✓		
		Spell the same word in different ways?				✓	
		Spell words how they sound rather than how they look?			✓		
		Read at a slower rate for their age/grade level?			✓		
Notes		Louis struggled with characteristics of orthographic processing. Analysis of two writing samples indicates very poor to poor abilities in the area of orthographic processing.					

Reppert, Phelps, & Stoppel, L., & Speck, G. (1986). The Children's Handwriting Scale: A New Diagnostic Tool. The Journal of Education Research, 79(1), 46-50. <https://www.jstor.org/stable/22940167>

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Dysgraphia Profile

DYSGRAPHA PROFILE

Name: John Christopher Date of Birth: _____ ID: _____
 School: St. Mary's Grade: 5 Date: _____

The Texas Education Code (TEC) §38.003 includes Dysgraphia as a Related Disorder:
 (1) Dyslexia means a disorder of constitutional origin manifested by a difficulty in reading to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.
 (2) Related disorders include disorders similar to or related to dyslexia such as developmental auditory impairment, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

Texas Education Agency defines Dysgraphia in The Dyslexia Handbook (2018) the following way:
 Dysgraphia is defined as a language based, neurological, written language disorder manifested by illegible and/or inefficient handwriting due to difficulty with letter formation. This difficulty is the result of deficits in graphomotor function (hand movements used for writing), motor planning and retrieval (orthographic codes (letter forms)). Secondary consequences may include problems with spelling and written expression. The difficulty is not solely due to lack of instruction and is not associated with other developmental or neurological conditions that threaten motor impairment.
 Beninger, 2018; TEA, The Dyslexia Handbook, 2018

International Dyslexia Association Definition (2020)
 Dysgraphia is a specific learning disability that affects how early children acquire written language and how well they use written language to express their thoughts. Dysgraphia is a broad word. The base word graph refers back to the hand's function in writing and to the letters formed by the hand. The prefix dys indicates that there is impairment. Graph refers to producing letter forms by hand. The suffix ia refers to having a condition. Thus, dysgraphia is the condition of impaired letter writing by hand, that is, disabled handwriting and sometimes spelling. Impaired handwriting can interfere with learning to spell words in writing. Occasionally, but not very often, children have just spelling problems and not handwriting or reading problems.

Authors note: Dysgraphia affects letter formation, word formation, and writing fluency. In turn, these deficits cause difficulties with spelling and written expression. According to research, the major negative correlates of dysgraphia include weaknesses in orthographic awareness and graphomotor function. Other cognitive and linguistic possible contributing factors include phonological awareness, memory, rapid automatized naming, and processing speed. Other abilities, such as general intelligence, reasoning, oral language, reading, mathematics, and knowledge, that do not impact writing, are often compared to other words. The writing and spelling difficulties are often interpreted in relation to the student's other abilities.

Section 1 Summary

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

Primary Writing Difficulties		Secondary Spelling and Writing Difficulties	
<input type="checkbox"/> Letter formation	<input checked="" type="checkbox"/> Spelling	<input checked="" type="checkbox"/> Inclusion	<input type="checkbox"/> Spelling letter sounds
<input checked="" type="checkbox"/> Handwriting	<input checked="" type="checkbox"/> Spacing	<input checked="" type="checkbox"/> Legibility	<input type="checkbox"/> Written expression
<input type="checkbox"/> Disruption	<input type="checkbox"/> Tracked	<input type="checkbox"/> Fluency	
<input type="checkbox"/> Writing fluency	<input type="checkbox"/> Accuracy		

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

<input checked="" type="checkbox"/> Orthographic awareness	<input type="checkbox"/> Phonological awareness	<input type="checkbox"/> Memory	<input type="checkbox"/> Rapid automatized naming
<input checked="" type="checkbox"/> Graphomotor Function	<input checked="" type="checkbox"/> Blending	<input type="checkbox"/> Working memory	<input type="checkbox"/> Processing speed
	<input checked="" type="checkbox"/> Segmentation	<input type="checkbox"/> Associative memory	

C. Ability to Learn When Writing is Not Required
 Check the areas that are significantly higher than the individual's spelling and writing skills.

Cognitive Abilities	Oral Language	Reading	Mathematics	Knowledge
<input type="checkbox"/> General intelligence	<input checked="" type="checkbox"/> Oral expression	<input type="checkbox"/> Basic Reading	<input checked="" type="checkbox"/> Calculation	<input type="checkbox"/> General knowledge
<input type="checkbox"/> Reasoning	<input checked="" type="checkbox"/> Listening comprehension	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Problem solving	<input type="checkbox"/> Academic knowledge
	<input type="checkbox"/> Vocabulary			

Committee Consideration
 Data demonstrate characteristics of dysgraphia. Data demonstrate characteristics of dysgraphia; however, these characteristics would not be consistent with TEA guidelines for the identification of dysgraphia.

Evaluator(s): Ms. Evaluator Date: _____

Data Summary



Word recognition and decoding are confirmed weakness (supported by other data sources).



Reading fluency is confirmed as an area of weakness (supported by other data sources).



Reading rate is an area of weakness (supported by other data sources) – perhaps more data is need .



Written Language is confirmed as an area of weakness (supported by other data sources).

- MSD indicated Math Calculation & Applied Problems were intact, therefore, there is no need to administer tests in Math (Sufficient data is available).
- Weaknesses in Letter-Word ID, Passage Comprehension, Spelling, and Oral Reading further support Reading deficits. Weakness in Writing Samples (RPI 51/90).
- Selective testing is needed to further investigate the areas of weakness.



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Louie's Strengths and Weakness (Achievement)

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CTOPP-2

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CTOPP-2

Test/Cluster	Standard Score	RPI	Descriptive Category
Phonological Awareness (<i>Ga</i>)	75	5	Below Average
Elision	6		
Blending Words	6		
Phoneme Isolation	6		
Phonological Memory (<i>Gwm</i>)	76	5	Below Average
Memory for Digits	7		
Nonword Repetition	15		
Rapid Symbolic Naming (<i>Gs / Glr</i>)	88	21	Below Average
Rapid Digit Naming	8		
Rapid Letter Naming	8		

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Louie's CTOPP-2 Score Interpretation

- Louie scored Below Average on Phonological Awareness, Phonological Memory and Rapid Symbolic Naming.
- Louie has a deficiency in Phonological processing.



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Selective Testing

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Which additional testing, if any, might you conduct? Why?

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Selective Testing Conducted with Louie

Measure (WJ-IV)	Standard Score	RPI	Proficiency
SELECTIVE TESTING			
Story Recall	77	66/90	Limited
Visual-Auditory Learning	83	69/90	Limited to Average
Long Term Retrieval (Glr)	77	67/90	Limited to Average
Word Reading Fluency	62	2/90	Extremely Limited

CTOPP scores serve to better understand abilities in *Ga*. Selective testing from the WJ-IV was used to better understand *Glr*

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Pattern Seeking

Test/Cluster	RPI	Standard Score	Average
Test 1: Oral Vocab (<i>Gc</i>)	27/90	62	No
Test 2: Number Series (<i>Gf</i>)	90/90	100	Yes
Test 3: Verbal Attention (<i>Gwm</i>)	78/90	91	Yes
Test 4: Letter-Pattern Matching (<i>Gs</i>)	97/90	108	Yes
Test 5: Phonological Processing (<i>Ga</i>)	67/90	80	No
Test 6: Story Recall (<i>Glr</i>)	66/90	77	No
Test 7: Visualization (<i>Gv</i>)	81/90	91	Yes
Selective Testing			
Story Recall	77	66/90	Limited
Visual-Auditory Learning	83	69/90	Limited to Average
Long-Term Retrieval (Glr)	77	67/90	Limited to Average

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Summary of Louie's Performance

- Selective testing was conducted in all areas of Reading and Written Expression to further investigate and support a diagnosis of SLD.
- Selective scores indicate that Louie's scores ranged from extremely limited to limited in Basic Reading, Reading Comprehension, Reading Fluency, and Written Expression.
- Testing results will be merged and integrated with other sources of data during the DECIDE stage to determine if a PSW exists.

**** REMEMBER:** *Additional tests can be given for more diagnostic information regarding Louie's weaknesses.*

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Summary of Louie's Selective Performance

- Louie's selective testing results in the area of cognition indicated limited ability in *G/r*. Deficit in *Ga* was revealed during core testing.
- Testing data from the WJ-IV Cog further supported findings obtained through multiple sources of data.



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Summary of all of Louie's WJ-IV Test Data

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Combined Test Results

Test/Cluster (OL)	Proficiency	Test/Cluster (COG)	Average	Test/Cluster (ACH)	Proficiency
Picture Vocabulary	Yes	Oral Vocab (<i>Gc</i>)	Yes	Basic Reading Skills	Very Limited
Oral Comprehension	Yes	Number Series (<i>Gf</i>)	Yes	Letter-Word Identification	Extremely Limited
		Verbal Attention (<i>Gwm</i>)	Yes	Word Attack	Very Limited
		Letter-Pattern Matching (<i>Gs</i>)	Yes	Passage Comprehension	Very Limited
		Phonological Processing (<i>Ga</i>)	No	Written Language	Very Limited
CTOPP-2		Story Recall (<i>Glr</i>)	No	Spelling	Very Limited
Phonological Awareness (<i>Ga</i>)	Below Average	Visualization (<i>Gv</i>)	Yes	Writing Samples	Limited
Phonological Memory (<i>Gwm</i>)	Below Average			Reading Fluency	Extremely Limited
Rapid Symbolic Naming (<i>Gs / Glr</i>)	Below Average			Oral Reading	Very Limited
				Sentence Reading Fluency	Extremely Limited



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General Analysis of Multiple Sources of Data

- When integrating the multiple sources of data with the formal testing results, a pattern of strengths & weaknesses is evident. Analysis of Louie’s cognitive, oral language, and achievement testing indicate a clear establishment of PSW.
- A direct link can be made between Louie’s strengths in *Gc*, *Gf*, *Gwm*, *Gv*, and *Gs* and his strengths in Math Calculations & Math Problem Solving; these strengths were also noted in the data gathered prior to and part of the evaluation.
- A direct link can also be made between Louie’s weaknesses in *Glr* and *Ga* and his weaknesses in Basic Reading Skills and Reading Comprehension.
- Using professional judgment and her knowledge of the reading process, the evaluator believes Louie’s low score in Reading Fluency and reading comprehension is directly related to his weakness in Basic Reading Skills; multiple sources of data establish the pattern of weaknesses for Louie.
- All Exclusionary Factors have been ruled out as the primary cause of academic difficulty, with supported documentation.

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The Data and The Law

34 Code of Federal Regulations § 300.309	Louie’s Evaluation Results
<p><i>“As a part of the [SLD] evaluation...”</i> (b) To ensure that <u>underachievement</u> by (in) a child suspected of having a specific learning disability <i>is not due to lack of appropriate instruction in reading or mathematics</i>, the following must be considered:</p> <p>(1) Data that demonstrate that the student was provided appropriate instruction in reading, and/or mathematics within general education settings delivered by qualified personnel; and</p> <p>(2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which must be provided to the student’s parents.</p>	<ul style="list-style-type: none"> • Louie received instruction from a certified general education teacher with 10 years of experience with 5th grade curriculum. • Weekly ISIP Reading and Math Assessment, district-wide curriculum assessments, unit tests, and benchmarks.

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The Data and The Law

34 Code of Federal Regulations § 300.309	Louie's Evaluation Results
<p>(a) For a child suspected of having a specific learning disability, the documentation of the determination of eligibility, as required in §300.306(a)(2), must contain a statement of—</p> <p>(7) If the child has participated in a process that assesses the child's response to scientific, research-based intervention—</p> <p>(i) The instructional strategies used and the student-centered data collected</p>	<ul style="list-style-type: none"> • RTI data: iStation Reading Instruction 30 min. 3x/week, weekly ISIP assessments, small group instruction with Teacher Directed Lessons and skill tracking using iStation Priority Reports. • Small group intervention in Phonics was also provided.
<p>The public agency must ensure that the child is observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.</p>	<ul style="list-style-type: none"> • Louie was observed in reading class. He was able to follow directions but demonstrated limited participation and did not complete his assignment in the allotted time. Writing tasks were laborious. • Louie was observed in math class. He was engaging with others and volunteered information and completed his work.

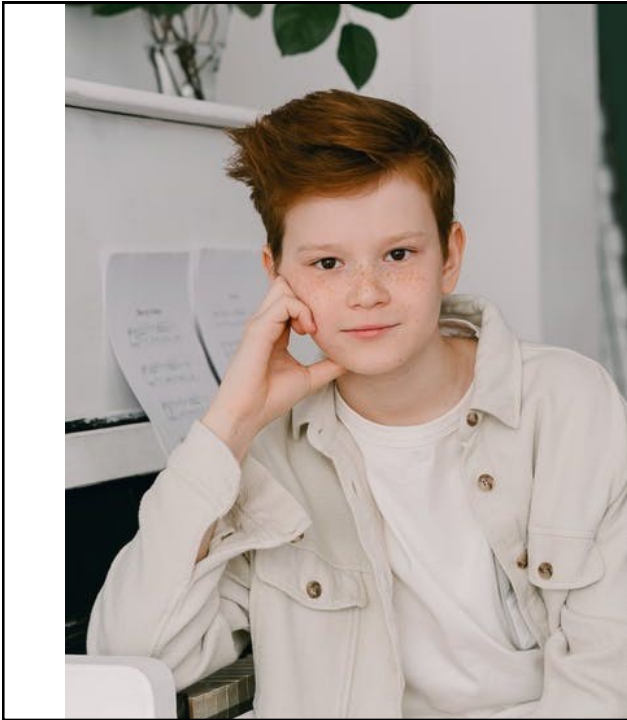
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IDEA 34 CFR,300.8 (c) (10)	Louie's Evaluation Results
<p>Specific Learning Disability: Means a DISORDER in one or more of the basic psychological processes involved in understanding or in using LANGUAGE, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.</p>	<ul style="list-style-type: none"> • Weaknesses in Phonological Processing and Long-Term Retrieval manifest in reading, spelling, and written expression difficulties.
<p>Exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to age, state-approved grade-level standards, or intellectual development that is determined to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with 34 CFR, §300.304 and §300.305</p>	<ul style="list-style-type: none"> • Strengths in Fluid Reasoning, Working Memory, Oral Language, Visual Spatial Thinking. • Weaknesses in Phonological Processing, Long Term Retrieval. S & W confirmed by multiple measures. • Phonological processing are empirically linked to Basic Reading, Spelling, and Writing skills. • Learning difficulties are specific and unexpected.
<p>Exclusionary Factors must be ruled out as the primary cause of academic struggle (300.8)</p>	<ul style="list-style-type: none"> • No exclusionary factor is the primary cause of Louie's academic difficulties.

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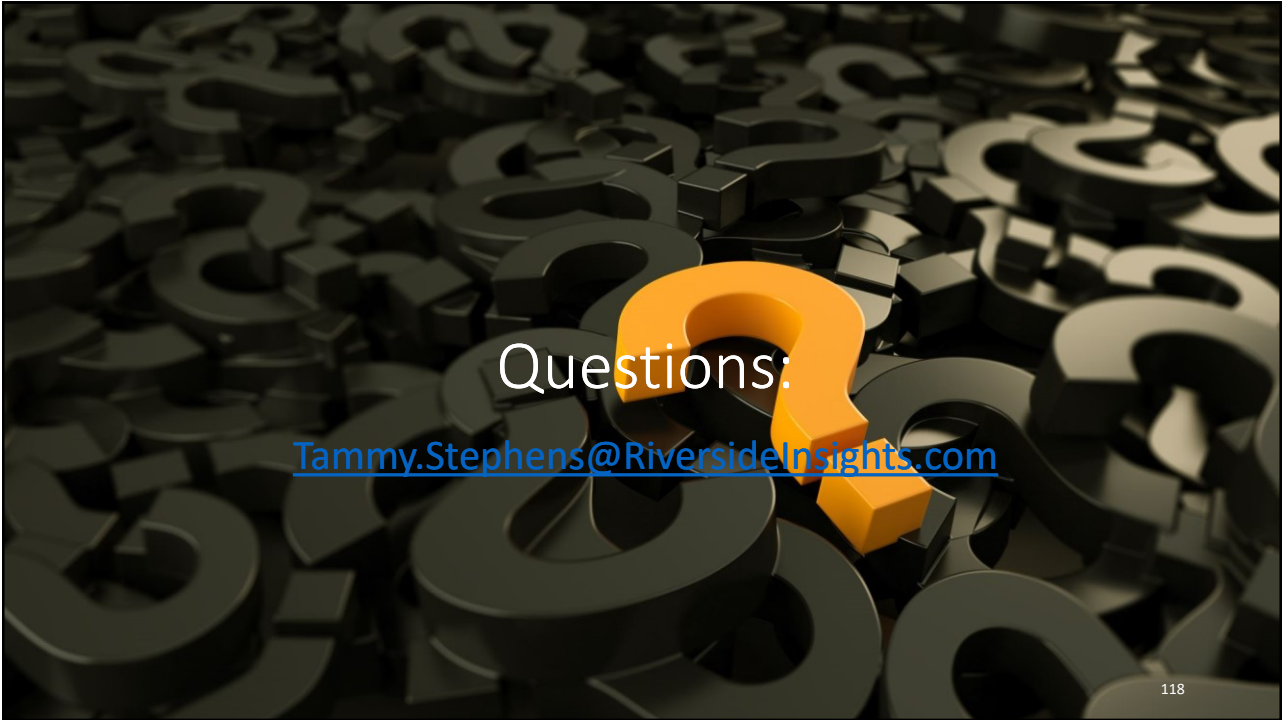
Time to Pull Everything Together for Louie's FIE

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<p style="text-align: center; font-size: small;">SAMPLE REPORT</p> <p>Name: Louie Warren Gender: Male Grade: 5 Date of Birth: 2.6.2006 Age: 11-2 School: Enyton Elementary Examiner: Date of Report: xx/xx/xxxx</p> <p>REASON FOR REFERRAL</p> <p>Louie's was referred for a Cognitive and Academic Assessment with Dyslexia and Dysgraphia, because he has failed state benchmarks for two consecutive years. The focus of the assessment is to obtain a baseline of Louie's cognitive processes and academic performance, investigate possible dyslexia, dysgraphia, and obtain an understanding what is impacting on Louie's academic performance. Further, his parents are interested in obtaining information regarding Louie's learning modes to better understand his learning processes. Louie has a history of struggling with reading and has received IStation intervention and group assistance that have resulted in no significant improvements in his academic performance. This report addresses the following:</p> <ol style="list-style-type: none"> 1. Are there developmental, historical, or health related factors influencing Louie's performance? 2. What are Louie's current functioning levels in the areas of cognition, achievement, language, and behavior, and how do these impact his learning? 3. Is Louie a student with the condition of dyslexia? 4. Is Louie a student with the condition of dysgraphia? 5. Are changes needed to Louie's educational program to enable him to make progress in the general curriculum? <p>The Core-Selective Evaluation Process™ (C-SEP™) provides a framework for the collection, interpretation, and analysis of Louie's assessment data. Guided by multiple sources of data and a targeted/purposeful testing plan, current policy, practice, and publisher guidance are integrated to assess to describe Louie's unique pattern of strengths and weaknesses (PSW) comprehensively and efficiently in cognition and academics.</p> <p>MULTIPLE SOURCES OF DATA COLLECTED</p> <table border="0" style="width: 100%; font-size: small;"> <tr> <td style="width: 70%;">Review of Records:</td> <td style="width: 30%;">Date(s):</td> </tr> <tr> <td>Tutoring (Reading)</td> <td>xx/xx/xxxx</td> </tr> <tr> <td>Hearing & Vision Screening (Informal)</td> <td>xx/xx/xxxx</td> </tr> <tr> <td>Cumulative folder data: grades, state-wide assessment, benchmarks, attendance, home language survey</td> <td>xx/xx/xxxx</td> </tr> <tr> <td>Work Samples</td> <td>xx/xx/xxxx</td> </tr> <tr> <td>Teacher Information Checklist</td> <td>xx/xx/xxxx</td> </tr> <tr> <td>Parent Information Checklist</td> <td>xx/xx/xxxx</td> </tr> </table> <p style="font-size: x-small; margin-top: 10px;">Louie Warren C-SEP TRAINING</p>	Review of Records:	Date(s):	Tutoring (Reading)	xx/xx/xxxx	Hearing & Vision Screening (Informal)	xx/xx/xxxx	Cumulative folder data: grades, state-wide assessment, benchmarks, attendance, home language survey	xx/xx/xxxx	Work Samples	xx/xx/xxxx	Teacher Information Checklist	xx/xx/xxxx	Parent Information Checklist	xx/xx/xxxx	<p style="text-align: center; font-size: small;">SAMPLE REPORT</p> <p>Interviews: Parent Interview xx/xx/xxxx Student Interview xx/xx/xxxx</p> <p>Observations: Testing Session xx/xx/xxxx</p> <p>Testing: Woodcock-Johnson IV Tests of Cognitive Abilities xx/xx/xxxx Woodcock-Johnson IV Tests of Achievement, Form A xx/xx/xxxx Woodcock-Johnson IV Tests of Oral Language xx/xx/xxxx</p> <p>DESCRIPTION OF TERMS</p> <p>STANDARD SCORES are used to compare the child's performance with children of the same age or grade, and indicate how far above or below the mean an individual's score falls.</p> <p>RELATIVE PROFICIENCY INDEX (RPI) reflects an examinee's predicted quality of performance on tasks similar to the ones tested.</p> <p>LANGUAGE AND COMMUNICATION</p> <p>When determining the presence/absence of a specific learning disability, information regarding a student's oral language skills is essential. Language is the mediator between cognition and achievement and is a key component of the definition of SLD. To obtain pertinent information for determining the presence or absence of a specific learning disability, as well as to address the suspicion of a speech language impairment, Louie's language abilities were evaluated through teacher and parent information, observations, and formal tests of language skills.</p> <p>Parent Information: The Home Language Survey completed by Mrs. Warren on xx/xx/xxxx indicates that English is the language spoken in the home and English is the language spoken by Louie. There is no evidence of the influence of a second language. Mrs. Warren notes no concerns about Louie's ability to express himself.</p> <p style="font-size: x-small; margin-top: 10px;">Louie Warren 2 C-SEP TRAINING</p>
Review of Records:	Date(s):														
Tutoring (Reading)	xx/xx/xxxx														
Hearing & Vision Screening (Informal)	xx/xx/xxxx														
Cumulative folder data: grades, state-wide assessment, benchmarks, attendance, home language survey	xx/xx/xxxx														
Work Samples	xx/xx/xxxx														
Teacher Information Checklist	xx/xx/xxxx														
Parent Information Checklist	xx/xx/xxxx														

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