TESTING FOR DYSLEXIA

Addendum: Commonly Used Measures for the Identification of Dyslexia

Elements to be included in assessment battery	Available Measures *indicates tests that must be administered by a trained professional
History: Developmental Medical Academic Family History	This information should be obtained using a thorough interview with the primary caregiver and a review of academic records. A structured interview form or questionnaire that includes these areas may be beneficial (e.g. BASC Structured Developmental History (BASC:SDH).
General Intellectual Functioning	*Wechsler Intelligence Scale for Children- 4th Ed (WISC-IV) *Woodcock-Johnson III Cognitive (WJ-III COG) *Stanford-Binet- 5th Ed (SB5)
Information on Cognitive Processing: This includes: Language, memory, auditory processing, visual processing, visual-motor integration, reasoning abilities, and executive functioning	Cognitive processes are inferred through subtest patterns of intelligence tests if reported by the school psychologist. A discrepancy between scores on subtests or clusters of subtests suggests an area of specific weaknesses. (e.g., WISC-IV Verbal/Performance Scales significantly discrepant; within Verbal scale – high similarities (Verbal reasoning), low Arithmetic (working memory/concentration). Memory – WISC-IV: Working Memory Index WJ-III: Short-Term Memory Cluster Children's Memory Scale (CMS) CELF-IV: Working Memory Index TAPS-R: Auditory Number/Word/Sentence Memory Visual Processing – WISC-IV: Perceptual Reasoning Index (Block Design subtest) SB-5: Visual-Spatial Processing Factor Test of Visual Motor Integration Reasoning – WISC-IV Verbal Reasoning and Perceptual Reasoning Indices WJ-III Fluid Reasoning Cluster SB5: Quantitative Reasoning Factor Executive Functioning – refers to attention (focus), organization (efficiency), and inhibition (seemingly insensitive/ impulsive). Difficulties in these areas may be inferred through observation and interview. Specific tests for language and auditory processing are available In other areas of this supplement.
Specific Oral Language Skills Related to Reading/Writing Success	**Tests of higher level language skills** related to language comprehension (semantics, syntax, morphology, and pragmatics): Comprehensive measures of higher-level language skills: *Clinical Evaluation of Language Fundamentals, 4th ed. (CELF-4). *Comprehensive Assessment of Spoken Language (CASL) Test of Language Development: Primary or Intermediate (TOLD:P3, TOLD:I3)

	Test of Adolescent and Adult Language, 3rd ed. (TOAL-3) A measure of listening comprehension is often given to gain a general measure of language comprehension skills: Woodcock Language Proficiency Battery – Revised (WLPB-R) – Listening Comprehension subtest Diagnostic Achievement Battery – 3rd edition (DAB-3) – Story Comprehension subtest Oral & Written Language Scales (OWLS) Listening Comprehension scale **Tests of Auditory Processing/Phonological Awareness:** Comprehensive Test of Phonological Processing (CTOPP) Phonological Awareness Test (PAT) Lindamood Auditory Conceptualization Test (LAC): measure of Phoneme sequencing and manipulation only Test of Auditory Perceptual Skills-Revised (TAPS-R) – auditory discrimination Wepman Auditory Discrimination Test
<u>Educational Testing:</u> **Word Reading and Decoding** **Fluency (speed and accuracy of letter naming through passage reading)** *Oral and Silent Reading in context: evaluate rate, accuracy, and comprehension* **Reading Comprehension**	Wechsler Individual Achievement Test, 2nd ed. (WIAT-II) Basic Reading and Psuedoword Decoding subtests Woodcock Johnson III Achievement (WJ-III ACH) Letter-Word Identification and Word Attack subtests Woodcock Reading Mastery Test-Revised (WRMT-R) Letter-Word Identification and Word Attack subtests Decoding Skills Test (DST) – Phonic Patterns subtest Informal Reading Inventories (IRI's): word lists Bader Reading and Language Inventory-4th ed. Ekwall/Shanker Reading Inventory-4th ed. Comprehensive Test of Phonological Processing (CTOPP) – Rapid Letter Naming Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – Initial Sounds, Phonemic Segmentation, Nonsense Word (includes Letter-sound correspondences), Oral Reading (passages) Test of Word Reading Efficiency (TOWRE) – real and nonsense words Gray Oral Reading Test, 4th ed. (GORT-4) Informal Reading Inventories (IRI's): Passages Bader Reading and Language Inventory-4th ed. Ekwall/Shanker Reading Inventory-4th ed. Wechsler Individual Achievement Tests, 2nd ed. (WIAT-II) – Reading Comprehension subtest (comprehension; rate/accuracy scores available) Woodcock Johnson III Achievement (WJ-III ACH) – Passage Comprehension subtest (silent reading comprehension) Woodcock Reading Mastery Test-Revised (WRMT-R) – Passage Comprehension (silent reading comprehension)

Spelling **Written Expression** **Handwriting**	Wechsler Individual Achievement Tests, 2nd ed. (WIAT-II) – Spelling Spelling subtest Woodcock Johnson III Achievement (WJ-III ACH) – Spelling subtest Test of Written Spelling, 4th ed. (TWS-4) Developmental Spelling Analysis (DSA) in *Word Journeys* by Ganske Informal Reading Inventories (IRI's): dictated spelling lists Bader Reading and Language Inventory, 4th ed. Ekwall/Shanker Reading Inventory, 4th ed. Test of Written Language, 3rd ed. (TOWL-III) – Sentence and Passage Writing WIAT-II Written Expression subtest – Passage Writing Oral and Written Language Scales (OWLS) – Sentence and Passage Writing Test of Handwriting Skills (THS) Informal Reading Inventories (IRIs): Handwriting checklist Bader Reading and Language Inventory, 4th ed. Observations during spelling and written expression measures
Classroom Observation, Review of previous remediation strategies	Direct observations in classroom. Behavioral assessment measures if behavior or attention/concentration are a concern: Connors Rating Scales (teacher and parent versions), Behavior Assessment System for Children (BASC; teacher and parent rating scales) IRI's: contain student attitude and interest surveys as well as teacher referral and observation forms and checklists for interpreting student responses into plans for instruction. Bader Reading and Language Inventory, 4th ed. Ekwall/Shanker Reading Inventory, 4th ed.
	*** Note to reviewers: The Tennessee Center for the Study and Treatment of Dyslexia has developed observational checklists that can be included if desired:* *Developmental Phases in Print Awareness* *Developmental Phases in Linguistic and Reading Comprehension*

The International Dyslexia Association (IDA) thanks Karen Jones McClane, Ed.S., CDS, Supervisor of Clinical Services, and Diane J. Sawyer, Ph.D., Director, Tennessee Center for the Study and Treatment of Dyslexia.

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