

## **TESTING FOR DYSLEXIA**

### **Addendum: Commonly Used Measures for the Identification of Dyslexia**

<b>Elements to be included in assessment battery</b>	<b>Available Measures</b> <small>*indicates tests that must be administered by a trained professional</small>
<p><b>History:</b> Developmental Medical Academic Family History</p>	<p>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)).</p>
<p><b>General Intellectual Functioning</b></p>	<p>*Wechsler Intelligence Scale for Children- 4<sup>th</sup> Ed (WISC-IV) *Woodcock-Johnson III Cognitive (WJ-III COG) *Stanford-Binet- 5<sup>th</sup> Ed (SB5)</p>
<p><b>Information on Cognitive Processing:</b> This includes: Language, memory, auditory processing, visual processing, visual-motor integration, reasoning abilities, and executive functioning</p>	<p>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).</p> <p>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</p> <p>Visual Processing – WISC-IV: Perceptual Reasoning Index (Block Design subtest) SB-5: Visual-Spatial Processing Factor Test of Visual Motor Integration</p> <p>Reasoning – WISC-IV Verbal Reasoning and Perceptual Reasoning Indices WJ-III Fluid Reasoning Cluster SB5: Quantitative Reasoning Factor</p> <p>Executive Functioning – refers to attention (focus), organization (efficiency), and inhibition (seemingly insensitive/impulsive). Difficulties in these areas may be inferred through observation and interview.</p> <p>Specific tests for language and auditory processing are available In other areas of this supplement.</p>
<p><b>Specific Oral Language Skills Related to Reading/Writing Success</b></p>	<p><b>Tests of higher level language skills</b> related to language comprehension (semantics, syntax, morphology, and pragmatics): Comprehensive measures of higher-level language skills: *Clinical Evaluation of Language Fundamentals, 4<sup>th</sup> ed. (CELF-4). *Comprehensive Assessment of Spoken Language (CASL) Test of Language Development: Primary or Intermediate (TOLD:P3, TOLD:I3)</p>

	<p>Test of Adolescent and Adult Language, 3<sup>rd</sup> 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 – 3<sup>rd</sup> edition (DAB-3) –  Story Comprehension subtest  Oral &amp; Written Language Scales (OWLS)  Listening Comprehension scale</p> <p><b>Tests of Auditory Processing/Phonological Awareness:</b>  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</p>
<p><b><u>Educational Testing:</u></b>  <b>Word Reading and Decoding</b></p> <p><b>Fluency (speed and accuracy of letter naming through passage reading)</b></p> <p><i>Oral and Silent Reading in context: evaluate rate, accuracy, and comprehension</i></p> <p><b>Reading Comprehension</b></p>	<p>Wechsler Individual Achievement Test, 2<sup>nd</sup> ed. (WIAT-II)  Basic Reading and Pseudoword 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-4<sup>th</sup> ed.  Ekwall/Shanker Reading Inventory-4<sup>th</sup> ed.</p> <p>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, 4<sup>th</sup> ed. (GORT-4)  Informal Reading Inventories (IRI's): Passages  Bader Reading and Language Inventory-4<sup>th</sup> ed.  Ekwall/Shanker Reading Inventory-4<sup>th</sup> ed.</p> <p>Wechsler Individual Achievement Tests, 2<sup>nd</sup> 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)</p>

<p><b>Spelling</b></p> <p><b>Written Expression</b></p> <p><b>Handwriting</b></p>	<p>Wechsler Individual Achievement Tests, 2<sup>nd</sup> ed. (WIAT-II) – Spelling Spelling subtest  Woodcock Johnson III Achievement (WJ-III ACH) – Spelling subtest  Test of Written Spelling, 4<sup>th</sup> ed. (TWS-4)  Developmental Spelling Analysis (DSA) in <i>Word Journeys</i> by Ganske  Informal Reading Inventories (IRI's): dictated spelling lists  Bader Reading and Language Inventory, 4<sup>th</sup> ed.  Ekwall/Shanker Reading Inventory, 4<sup>th</sup> ed.</p> <p>Test of Written Language, 3<sup>rd</sup> ed. (TOWL-III) – Sentence and Passage Writing  WIAT-II Written Expression subtest – Passage Writing  Oral and Written Language Scales (OWLS) – Sentence and Passage Writing</p> <p>Test of Handwriting Skills (THS)  Informal Reading Inventories (IRIs): Handwriting checklist  Bader Reading and Language Inventory, 4<sup>th</sup> ed.  Observations during spelling and written expression measures</p>
<p><b>Classroom Observation,  Review of previous  remediation strategies</b></p>	<p>Direct observations in classroom.</p> <p>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)</p> <p>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, 4<sup>th</sup> ed.  Ekwall/Shanker Reading Inventory, 4<sup>th</sup> ed.</p>

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