

This form serves as a sample document that **could** be used in your district to record teacher information. Alterations to this form can and should be made in accordance with district policies and procedures for dyslexia.

TEACHER INTERVIEW FOR THE ENGLISH LANGUAGE LEARNER RECEIVING SPANISH READING INSTRUCTION AND AT-RISK FOR DYSLEXIA (DYSLEXIA SCREENING CHECKLIST)

Student: _____ ID#: _____ DOB: _____ Grade: _____ Campus: _____

Checklist Completed By: _____ Position: _____ Subject: _____

Return Completed Form To: _____ By: _____

Date Completed By Teacher: _____

DIRECTIONS: Please respond to each of the following statements by checking (X) the blanks that best describe the student. The form may be used by the Student Support/RtI Team, Section 504, or Special Education as a way to gather information from teachers on whether the student exhibits characteristics of dyslexia.

YES NO

<input type="checkbox"/>	<input type="checkbox"/>	1.	HAS STUDENT BEEN REEN RETAINED?	IF "YES", WHAT GRADE? _____
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FOR QUESTION 2:

*Phonological awareness deficits in consistent orthographies (Spanish) can usually be detected earlier in development. Due to the regularity of the phoneme/grapheme correspondence, the student **may not** exhibit difficulty phonemic awareness and/or phonological processing.*

<input type="checkbox"/>	<input type="checkbox"/>	2.	STUDENT LACK PHONEMIC AWARENESS/PHONOLOGICAL PROCESSING SKILLS.	
--------------------------	--------------------------	-----------	--	--

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Has difficulty blending sounds to form real words <input type="checkbox"/> Has difficulty identifying specific sounds at the beginning, middle, and end of words <input type="checkbox"/> Has difficulty recognizing words that rhyme <input type="checkbox"/> Has difficulty breaking words into syllables <input type="checkbox"/> Has difficulty blending sounds and/or syllables together to pronounce words | <ul style="list-style-type: none"> <input type="checkbox"/> Has difficulty segmenting syllables within words <input type="checkbox"/> Has difficulty producing rhyming words <input type="checkbox"/> Has difficulty segmenting, deleting, and/or combining sounds and/or syllables in a word <input type="checkbox"/> Has difficulty counting the syllables in a word <input type="checkbox"/> Has difficulty discriminating between similarities and differences of sounds in words |
|---|--|

FOR QUESTION 3:

Often, children are not taught the letter name of the grapheme, only the phoneme, because many letter names are combinations of several phonemes, ruining the advantage of the transparency of the language. Teachers may have delayed or deleted the teaching of the letter name.

<input type="checkbox"/>	<input type="checkbox"/>	3.	STUDENT HAS DIFFICULTY WITH LETTER KNOWLEDGE.	
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- | | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Is unable to identify letters presented at random <input type="checkbox"/> Is unable to write the alphabet correctly in sequence | <ul style="list-style-type: none"> <input type="checkbox"/> Unable to recite the alphabet in sequence (without singing or chanting) |
|--|--|

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YES	NO		
<input type="checkbox"/>	<input type="checkbox"/>	4.	STUDENT HAS <u>UNUSUAL</u> DIFFICULTY WITH SPELLING - BEYOND WEEKLY SPELLING TEST.

- | | |
|--|---|
| <input type="checkbox"/> Has poor sequencing of sounds | <input type="checkbox"/> Has difficulty with multi-syllable words |
| <input type="checkbox"/> Has difficulty connecting sounds to letters | <input type="checkbox"/> Is not able to retain memory stock of basic spelling words |
| <input type="checkbox"/> Demonstrates incomplete letter patterns | |
| <input type="checkbox"/> Demonstrates consistent letter reversals | |

FOR QUESTION 5:

Reading difficulties in transparent orthographies, that is, orthographies that adhere to the alphabet-principle (i.e., Spanish, Italian, Turkish, Greek, and Finnish) are more often noticed in the student's reading rate, reading comprehension, and reading decoding.

<input type="checkbox"/>	<input type="checkbox"/>	5.	STUDENT IS UNABLE TO READ SATISFACTORILY IN SPITE OF ADEQUATE INTELLIGENCE AND EFFECTIVE CLASSROOM INSTRUCTION.
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- | | |
|--|--|
| <p>ORAL READING: Student...</p> <input type="checkbox"/> Guesses words from initial letter | <p>READING COMPREHENSION: Student is...</p> <input type="checkbox"/> Unable to answer questions after reading
<input type="checkbox"/> narrative <input type="checkbox"/> expository |
| <input type="checkbox"/> Reads orally without expression, intonation and/or phrasing | <input type="checkbox"/> Unable to understand main idea of a passage |
| <input type="checkbox"/> Spends limited amount of time in reading activities – Explain: _____ | <input type="checkbox"/> Unable to recall sequences of events |
| <input type="checkbox"/> Avoids oral reading – Explain: _____ | <input type="checkbox"/> Unable to draw conclusions or make inferences from a passage |
| <input type="checkbox"/> Makes reading errors that show no connection to the sounds of the letters | <input type="checkbox"/> Unable to read and complete math story problems |
| <input type="checkbox"/> Stumbles on reading multi-syllable words or fails to come close to sounding out the full word | <input type="checkbox"/> Able to understand information when it is read orally to him/her |
| <input type="checkbox"/> Reading accuracy has improved over time but continues to lack automaticity and is laborious | |

<input type="checkbox"/>	<input type="checkbox"/>	6.	STUDENT HAS <u>UNUSUAL</u> DIFFICULTY WITH HANDWRITING.
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- | | |
|--|---|
| <input type="checkbox"/> Has difficulty staying on the line | <input type="checkbox"/> Writing is virtually illegible |
| <input type="checkbox"/> Has poor organization on the page | <input type="checkbox"/> Work deteriorates toward the end of writing exercise |
| <input type="checkbox"/> Has cramped fingers on writing tools | <input type="checkbox"/> Has difficulty distinguishing between capital/lower case letters |
| <input type="checkbox"/> Has excessive erasures, especially due to faulty form | <input type="checkbox"/> Has slow, non-automatic letter formation |
| <input type="checkbox"/> Overall writing effort is awkward and uneven | |

<input type="checkbox"/>	<input type="checkbox"/>	7.	STUDENT HAS DIFFICULTY COMPLETING WRITTEN ASSIGNMENTS.
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- | | |
|--|---|
| <input type="checkbox"/> Uses capital and lower case letters incorrectly | <input type="checkbox"/> Student's written work does not reflect his/her potential |
| <input type="checkbox"/> Constructs sentences poorly (<i>syntax</i>) | <input type="checkbox"/> Makes many grammatical errors |
| <input type="checkbox"/> Has many misspellings | <input type="checkbox"/> Paper shows many erasures |
| <input type="checkbox"/> Has poor organization, spacing | <input type="checkbox"/> Spells the same word several different ways |
| <input type="checkbox"/> Leaves out words in writing | <input type="checkbox"/> Composes meaningful content in spite of poor handwriting or spelling |
| <input type="checkbox"/> Make punctuation errors | |

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YES NO

<input type="checkbox"/>	<input type="checkbox"/>	8.	STUDENT HAS DIFFICULTY WITH VERBAL WORKING MEMORY – TEMPORARY MAINTENANCE AND MANIPULATION OF VERBAL INFORMATION.
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- | | |
|--|---|
| <input type="checkbox"/> Requires frequent reminders
<input type="checkbox"/> Has difficulty remembering multi-step oral directions
<input type="checkbox"/> Has difficulty expressing him/herself clearly and fluently
<input type="checkbox"/> Unable to find the exact word such as confusing words that sound alike
<input type="checkbox"/> Speaks in words or phrases
<input type="checkbox"/> Uses “immature” speech
<input type="checkbox"/> Unable to discuss information
<input type="checkbox"/> Unable to memorize the days of the week, months of the year, and/or multiplication tables | <input type="checkbox"/> Forgets the content of instruction
<input type="checkbox"/> Has poor recall ability especially for words and names
<input type="checkbox"/> Leaves out parts of words or confuses the order of the parts of words
<input type="checkbox"/> Unable to come up with a verbal response quickly when questioned
<input type="checkbox"/> Is not fluent at telling stories or giving oral reports
<input type="checkbox"/> Has difficulty with rapid, automatic naming of familiar objects, numbers or letters
<input type="checkbox"/> Uses limited vocabulary |
|--|---|

<input type="checkbox"/>	<input type="checkbox"/>	9.	STUDENT HAS DIFFICULTY WITH ORTHOGRAPHIC PROCESSING.
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- | | |
|---|---|
| <input type="checkbox"/> Forgets how letters look
<input type="checkbox"/> Has difficulty with orthographic decision tasks (i.e., <i>habitación</i> vs. <i>abrasion</i> , <i>gigante</i> vs. <i>jigante</i>)
<input type="checkbox"/> Misreads little words in text (<i>este</i> for <i>esta</i>)
<input type="checkbox"/> Reverses letters when spelling (<i>b</i> for <i>d</i>) – past the age of 7 | <input type="checkbox"/> Has difficulty learning how to form letters
<input type="checkbox"/> Has trouble copying from a book or chalkboard to paper
<input type="checkbox"/> Reads at a slow rate
<input type="checkbox"/> Confuses letters with similar appearance
<input type="checkbox"/> Reverses letters when reading (<i>ri</i> for <i>ir</i>) |
|---|---|

<input type="checkbox"/>	<input type="checkbox"/>	10.	STUDENT DEMONSTRATES THE FOLLOWING ABILITIES THEREFORE RESULTING IN “UNEXPECTEDNESS” AS IT RELATES TO READING ABILITIES.
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- | | |
|--|---|
| <input type="checkbox"/> Participates in class discussions
<input type="checkbox"/> Shows talent in other areas such as art, drama, music, or sports
<input type="checkbox"/> Has the ability to learn orally in class – science, social studies, etc.
<input type="checkbox"/> Has the ability to learn and express meanings of words (<i>vocabulary</i>)
<input type="checkbox"/> Is fluent at telling stories or giving oral reports
<input type="checkbox"/> Has unusually large verbal or listening vocabulary | <input type="checkbox"/> Comprehends information read to him/her
<input type="checkbox"/> Demonstrates ability to correctly answer questions after listening to a story
<input type="checkbox"/> Demonstrates an understanding of math word problems
<input type="checkbox"/> Demonstrates average or above average reading comprehension
<input type="checkbox"/> Discusses information from non-reading sources |
|--|---|

11.	PROVIDE ADDITIONAL INFORMATION REGARDING STUDENT’S LISTENING COMPREHENSION.
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THE STUDENT (check all that apply):

- | | YES | NO | SOMETIMES |
|---|--------------------------|--------------------------|--------------------------|
| • Enjoys having stories read aloud | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Responds after first presentation – does not often ask for things to be repeated | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Responds to questions within expected time period | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Follows two- or three-step directions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Demonstrates understanding (<i>verbally</i> or <i>nonverbally</i>) of the main idea of a verbal presentation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Comprehends who, what, when, where, why and how questions appropriate for age level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Demonstrates understanding of vocabulary appropriate for age level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Demonstrates understanding of temporal (<i>before/after</i>), position (<i>above/below</i>) and quantitative (<i>more/several</i>) concepts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Understands subtleties in word or sentence meaning (<i>idioms, figurative language</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Understands a variety of sentence structures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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12.	PROVIDE ADDITIONAL INFORMATION REGARDING STUDENT'S ORAL EXPRESSION SKILLS.
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THE STUDENT (check all that apply):	YES	NO	SOMETIMES
• Uses correct grammatical structure for a variety of purposes appropriate for age:			
a. Formulates sentences correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Uses subject/verb appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Uses verb tenses appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Uses pronouns correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Uses gender rules correctly - <input type="checkbox"/> regular <input type="checkbox"/> irregular	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Labels common objects correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses appropriate vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Knows how to begin, maintain, and end a conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Tells stories or relates information in the proper sequence with beginning, middle, and/or end	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REFERENCES:

Birsh, Judith R. *Multisensory Teaching of Basic Language Skills, 3rd Edition*.
 Dehn, Milton J. *Working Memory and Academic Learning – Assessment and Intervention*.
 Farrall, Melissa Lee. *Reading Assessment – Linking Language, Literacy, and Cognition*.
 Mather, Nancy and Wendling, Barbara J. *Essentials of Dyslexia Assessment and Intervention*.
 Shaywitz, Sally. *Overcoming Dyslexia*.
 Texas Education Agency. *The Dyslexia Handbook, Revised 2014*.

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DYSLEXIA PARENT INFORMATION FORM FOR SPANISH SPEAKING (ELL) STUDENTS

Student: _____ DOB: _____ ID#: _____ Grade: _____ Campus: _____

Date: _____

DIRECTIONS: To aid in assessing the problems your child is experiencing in school and to detect the possibility of the presence of dyslexia, please complete the following questions.

Parent(s) Name: _____ Address: _____

Home Phone #: _____ Mobile Phone #: _____

Mother's Work #: _____ Father's Work #: _____

Educational level completed by: Mother: _____ Father: _____

What is the primary language spoken: At home: _____ By child: _____

If the child speaks **both** Spanish and English:

1. Do both parent speak Spanish **and** English? Yes No
If "No": No, only Father No, only Mother
2. Which language did the child begin speaking first? Spanish English
3. Did the child learn to speak English from an older sibling? Yes No

How many siblings does the child have? _____ Brothers _____ Sisters

How many siblings are living in the home? _____

Do any family members have a history of learning or speech problems? Yes No

If "Yes", please explain: _____

Have there been any important changes within the family during the last three (3) years (i.e., job changes, deaths, births, illnesses, separations, divorce)? Yes No

If "Yes", please explain: _____

Compared to other children in the family, is this child's ability to learn information taught at school:

- slower about the same better developed

Compared to other children in the family, did this child reach developmental milestones at:

- slower rate about the same rate faster rate

Has your child ever been retained? Yes No

If "Yes", what grade? _____

Do you feel that your child is experiencing problems in school? Yes No

If "Yes", please describe the problem(s):

- Learning/Academic: _____
 Behavior: _____
 Speech: _____

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- Medical/Physical: _____
 Other: _____

MEDICAL HISTORY:

Were there any problems before, during or immediately after your pregnancy? Yes No

If "Yes", please explain: _____

Did your child have multiple episodes of middle ear fluid build-up? Yes No

If "Yes", please explain: _____

Does your child have chronic earaches (otitis media) or ear tubes? Yes No

If "Yes", please explain: _____

Has your child been examined for vision problems or glasses? Yes No

If "Yes", please explain: _____

Is your child currently prescribed glasses to correct their vision problem? Yes No

If "Yes", please explain: _____

Does your child have any other physical/health problems, such as allergies, asthma, ADHD, etc.? Yes No

If "Yes", please explain: _____

Is your child currently under the care of a physician and/or taking prescription medications? Yes No

If "Yes", please explain: _____

ADDITIONAL EARLY CHILDHOOD INFORMATION:

- Began saying their first words at: 1 year +/- 2 years
Began to speak in phrases: 1 ½ to 2 years 2 years +

Did your child have mild speech or articulation problems? Yes No

If "Yes", please explain: _____

Did your child have trouble rhyming words? Yes No

If "Yes", please explain: _____

Did you read to your child from books or magazines before they attended school? Yes No

Was your child able to recognize and name colors before they attended school? Yes No

Was your child able to count to 10 independently before they attended school? Yes No

Was your child able to put puzzles together independently before they attended school? Yes No

Did your child attend pre-school (public or private)? Yes No

If "Yes", did the pre-school provide a structured curriculum for reading and writing? Yes No

Did your child attend kindergarten (public or private)? Yes No

If "Yes", did the kindergarten provide a structured curriculum for reading and writing? Yes No

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If your child attended either pre-school and/or kindergarten, did the teacher ever mention or indicate that your child was experiencing any reading or writing difficulties? Yes No

If "Yes", please explain: _____

INTERESTS AND STRENGTHS:

Does your child enjoy: (check all that apply)

- | | | |
|---|---|---|
| <input type="checkbox"/> Reading books | <input type="checkbox"/> Poetry | <input type="checkbox"/> Journal writing |
| <input type="checkbox"/> Coloring | <input type="checkbox"/> Science | <input type="checkbox"/> Computers/technology |
| <input type="checkbox"/> Drawing | <input type="checkbox"/> Math | <input type="checkbox"/> Playing with their friends |
| <input type="checkbox"/> Other: (specify) _____ | <input type="checkbox"/> Other: (specify) _____ | |
| <input type="checkbox"/> Other: (specify) _____ | <input type="checkbox"/> Other: (specify) _____ | |

Does your child participate in or play: (check all that apply)

- | | | |
|---|---|---|
| <input type="checkbox"/> Sports | <input type="checkbox"/> Card games | <input type="checkbox"/> Musical instrument |
| <input type="checkbox"/> Karate | <input type="checkbox"/> Computer games | <input type="checkbox"/> Singing |
| <input type="checkbox"/> Board games | <input type="checkbox"/> Acting | <input type="checkbox"/> Debate |
| <input type="checkbox"/> Other: (specify) _____ | <input type="checkbox"/> Other: (specify) _____ | |
| <input type="checkbox"/> Other: (specify) _____ | <input type="checkbox"/> Other: (specify) _____ | |

Please complete the following questions by checking either the "YES" or "No".

EARLY YEARS:

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	Talked later than his/her siblings or peers (after 2 years of age)
<input type="checkbox"/>	<input type="checkbox"/>	Used "baby talk" that continued past the normal stage (after 3 years of age)
<input type="checkbox"/>	<input type="checkbox"/>	Had difficulty pronouncing words. (i.e., "ten" for "tren", "fante" for "elefante") (ages 4 and 5)
<input type="checkbox"/>	<input type="checkbox"/>	Unable to recite popular nursery rhymes (rimas)
<input type="checkbox"/>	<input type="checkbox"/>	Unable to recall the right word. Child may "talk around the word." ("Um, um, um... I forgot") ("ha, ha... como se dice")
<input type="checkbox"/>	<input type="checkbox"/>	Had difficulty learning/saying a new vocabulary word
<input type="checkbox"/>	<input type="checkbox"/>	Overuses vague words like "stuff" or "that thing" ("cosas", "este", "esta")
<input type="checkbox"/>	<input type="checkbox"/>	Hard to follow the conversation because the sentences are filled with pronouns or words lacking in specificity. (i.e., "The things were all mixed up, but I got the stuff anyway.") ("eso, el y nosotros")

BEFORE THE CHILD STARTED SCHOOL:

<input type="checkbox"/>	<input type="checkbox"/>	Had difficulty telling and/or retelling stories in correct sequence
<input type="checkbox"/>	<input type="checkbox"/>	Had trouble learning the alphabet, numbers, days of the week, colors and shapes
<input type="checkbox"/>	<input type="checkbox"/>	Had trouble learning to spell and write his/her name
<input type="checkbox"/>	<input type="checkbox"/>	Had difficulty reciting the alphabet without singing the song
<input type="checkbox"/>	<input type="checkbox"/>	Had difficulty identifying letters when presented at random
<input type="checkbox"/>	<input type="checkbox"/>	Had difficulty learning the sounds that letters make

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ONCE ENROLLED IN SCHOOL:

<input type="checkbox"/>	<input type="checkbox"/>	Child spends more time than is expected or normal on homework
<input type="checkbox"/>	<input type="checkbox"/>	Child needs an extraordinary amount of help with homework
<input type="checkbox"/>	<input type="checkbox"/>	Child prefers to be read to rather than reading to you

FAMILY HISTORY OF DYSLEXIA:

<input type="checkbox"/>	<input type="checkbox"/>	Other family members have been diagnosed with dyslexia and/or learning problems If "Yes": <input type="checkbox"/> Father <input type="checkbox"/> Mother <input type="checkbox"/> Brother <input type="checkbox"/> Sister If "Yes", who diagnosed the dyslexia? _____
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Please include all additional information that might assist us in helping your child.

Return this form with the Parent Consent for Evaluation to:

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**DYSLEXIA REPORT FOR
STUDENTS WHO ARE BILINGUAL (ENGLISH/SPANISH SPEAKING)**

Student: _____ ID#: _____ DOB: _____ Gr: _____
Campus: _____ Date of Assessment: _____

REASON FOR REFERRAL: Page 1 and the top section on page 2 of this form ***must*** be completed by the referring campus ***before*** sending to dyslexia evaluator. Provide or attach educational background data including but not limited to previous screenings, universal screeners, curriculum-based/progress monitoring, information from classroom teacher(s), parent information, and student information. ***The remainder of the profile is to be completed by the dyslexia evaluator.***

SPECIFIC REASON FOR REFERRAL:

PREVIOUS SCREENING INFORMATION:
(Include TPRI/Tejas LEE, Istation, STAR Early Literacy scores, benchmarks, state assessment results if available, etc.)

PARENT INFORMATION:

TEACHER INFORMATION:
(Include observational data, writing samples, checklists, etc.)

THE FOLLOWING FACTORS WERE CONSIDERED AND EXCLUDED AS PRIMARY CONTRIBUTORS TO STUDENT'S WORD READING AND SPELLING DIFFICULTIES (*The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pgs. 17, 22, and 69*):

- VISION** – Explain: _____

- HEARING** – Explain: _____

- HEALTH-RELATED CONCERNS** (*e.g., brain injury, disease, or surgery that interferes with learning*) – Explain: _____

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<input type="checkbox"/>	ATTENDANCE (e.g., frequent change of schools or districts, irregular attendance, and/or frequent tardies, etc.) – Explain: _____ _____ _____
<input type="checkbox"/>	CULTURE/LANGUAGE/EXPERIENTIAL BACKGROUND – Explain: _____ _____ _____

EVALUATION SUMMARY AND PROFILE – TO BE COMPLETED BY DYSLEXIA EVALUATOR

CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS:

A professional involved in the assessment, interpretation of assessment results, and identification of ELLs with dyslexia needs to have the following training/knowledge:

- Knowledge of first and second language acquisition theory
- Knowledge of the written system of the first language – transparent (Spanish, Italian, German), syllabic (Japanese-kana), Semitic (Arabic, Hebrew), and morphosyllabic (Chinese-Kanji)
- Knowledge of student’s literacy skills in native and second language
- Knowledge of how to interpret results from a cross-linguistic perspective
- Knowledge of how to interpret the TELPAS (Texas English Language Proficiency Assessment System)
- Knowledge of how to interpret the results of the student’s oral language proficiency in two or more languages in relation to the results of the tests measuring academic achievement and cognitive processes as well as academic data gathered and economic and socioeconomic factors

(The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pgs. 19-20)

ASSESS AND EVALUATE LANGUAGE DEVELOPMENT AND PROFICIENCY

Knowledge of a child’s language proficiency and language dominance forms the basis of any assessment and guides the appropriate collection of information and data. Language proficiency in both languages **must** be assessed and determined as such information is crucial to the interpretation of any assessment data that is gathered. (Samuel O. Ortiz, Ph.D., St. John’s University; Criselda Alvarado, Ph.D. “Best Practices in Assessment of Culturally Linguistic Diverse Students”, pg. 6, 10-2006.)

ORAL LANGUAGE PROFICIENCY & DOMINANCE: Testing should be conducted in both languages of the student. Use this information to interpret other test scores. *(The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 20)*

ATTENTION OR MEMORY issues may impact (lower) the **listening comprehension** score; additional data can help substantiate possible difficulties such as teacher observations, parent observations, experiential background, etc. Additional areas for assessment (formal or informal measures) may include vocabulary, syntax, pragmatics, semantics, background knowledge, and inferencing.

AREAS EVALUATED	ASSESSMENT INSTRUMENT	STANDARD SCORE ENGLISH	STANDARD SCORE SPANISH	CALP LEVEL OF PROFICIENCY ENGLISH	CALP LEVEL OF PROFICIENCY SPANISH
LISTENING COMPREHENSION					
ORAL EXPRESSION					

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AREAS EVALUATED	ASSESSMENT INSTRUMENT	STANDARD SCORE ENGLISH	STANDARD SCORE SPANISH	CALP LEVEL OF PROFICIENCY ENGLISH	CALP LEVEL OF PROFICIENCY SPANISH
ORAL LANGUAGE* (EXT)					
INFORMAL MEASURES	TELPAS LAS/IPT SOLOM ACCULTURATION QUICK SCREENER BOLD				
ACADEMIC VOCABULARY KNOWLEDGE*					

*The problems many students face with language proficiency revolve more around their lack of mastery of academic English than their ability to decode single words. (Wong, Fillimore, & Snow, 2000)

RECOMMENDED PRACTICES FOR ASSESSING LANGUAGE PROFICIENCY:

“In general, the child’s language performance must be compared to that of other bilingual speakers who have similar cultural and linguistic experience. (i.e., The child should be compared to members of the same cultural group who speak the same language/dialect and who have had similar opportunities to hear and use both languages.)” (Robert L. Rhodes, Salvador Hector Ochoa, and Samuel O. Ortiz, “Assessing Culturally and Linguistically Diverse Students”, 2005.)

HOME LANGUAGE SURVEY (DATE): _____	LANGUAGE: _____
PARENT DATA: _____ _____ _____	
CONVERSATION SAMPLES observing discourse rules and language use: _____ _____ _____	
NARRATIVE RETELL TASK: _____ _____ _____	
(ORAL) CLOZE PROCEDURE: _____ _____ _____	

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ACADEMIC SKILLS – AREAS FOR ASSESSMENT:

The committee (§504 or ARD) **must** first determine whether a student’s difficulties in the areas of **word reading and spelling** reflect a pattern of evidence for the primary characteristics of dyslexia with **unexpectedly** low performance for the student’s age and educational level in some or all of the following areas (*The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 22*):*

PRIMARY CHARACTERISTICS OF DYSLEXIA	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE ¹	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
WORD READING – [Reading words in isolation]	E: S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	E: S:	E: S:	E: S:	E: S:
DECODING UNFAMILIAR WORDS ACCURATELY	E: S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	E: S:	E: S:	E: S:	E: S:
SPELLING – [An isolated difficulty in spelling would NOT be sufficient to identify dyslexia.]	E: S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	E: S:	E: S:	E: S:	E: S:
LETTER KNOWLEDGE AND LETTER-SOUND CORRESPONDENCE: Informal and/or observational data.			E: S:	E: S:	E: S:	E: S:

*Because phonological decoding is easier to master in Spanish than in English, phonological dyslexics are harder to detect. Differences between good readers and the reading disabled become more apparent when pseudo-words or words with low frequency are used. For this reason, pseudo-word reading is the most commonly used task in Spanish to select dyslexic children characterized by difficulties in using the phonological route. (Carmen López-Escribano and Tami Katzir, “Are Phonological Processes Separate from the Processes Underlying Naming Speed in a Shallow Orthography.” *Journal of Research in Educational Psychology, Vol. 6(3), pg. 646, 2008.* [Citing R. Guzmán, “Evaluación de la velocidad lectora de nombrar en las dificultades de aprendizaje de la lectura.” *Psycotherma, 16, 442-447, 2004* and J. E. Jiménez, “Do the effects of computer-assisted practice differ for children with and without IQ-achievement discrepancy.” *Journal of Learning Disabilities, Vol. 36, 2003*]).

The main observation is that the difficulties of Spanish dyslexic children are more noticeable when time is measured than when accuracy is measured. In other words, the deficit of the Spanish dyslexic children in terms of reading procedures and phonological processing skills becomes clearer when performance time is considered. (F. Serrano, S. Defior, “Dyslexia Speed Problems in a Transparent Orthography.” *Annals of Dyslexia, Vol. 58, pg. 90, 2008*)

FLUENCY* Slow, inaccurate, or labored oral reading.							
READING FLUENCY - [Rate, Accuracy, and Prosody must be reported separately]	ASSESSMENT INSTRUMENT	WCPM [Rate]	% CORRECT [Accuracy]	STANDARD ERROR OF MEASURE ¹	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
ACCURACY – [Reading words in text with no errors]	E: S:		E: S:	E: S:	E: S:	E: S:	E: S:
RATE – [Words correct per minute]	E: S:	E: S:		E: S:	E: S:	E: S:	E: S:
OBSERVED PROSODY: [Pitch, tone, volume, emphasis, & rhythm]	E: S:			E: S:	E: S:	E: S:	E: S:

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OTHER FLUENCY INDICATORS [specify]: _____ _____	E:			E:	E:	E:	E:
	S:			S:	S:	S:	S:

*Fluency scores obtained through curriculum-based measures. Rate (words correct per minute), and accuracy level based on percent of words read correctly.

“A Spanish-speaking child with a mild-to-moderate difficulty in phonological awareness may acquire word reading skills in Spanish with minimal difficulty, but manifest difficulties in fluency because of the more transparent orthography of Spanish relative to other alphabetic languages, such as English.” (R.K. Wagner, D.J. & R.D. Morris, “Identifying English Language Learners with Disabilities: Key Challenges and Possible Approaches.” Learning Disabilities Research & Practice, Vol. 20, pgs. 6-15, 2005.)

While decoding, word recognition, accuracy, and spelling are important dyslexia indicators in the English orthography, in more transparent orthographies, such as Spanish, it has less influence. Spanish-speaking children usually have more problems related to reading speed and orthographic knowledge. Their main reading problem is slow, laborious decoding of words when task demand increases. (Carmen López-Escribano and Tami Katzir, “Are Phonological Processes Separate from the Processes Underlying Naming Speed in a Shallow Orthography.” Journal of Research in Educational Psychology, Vol. 6(3), pgs. 641-666, 2008.)

QUALITATIVE DATA – Information from classroom to include curriculum-based monitoring data (e.g., TPRI/Tejas LEE, Istation, etc.); reading and spelling inventories; and independent writing samples.

*If using subtest scores rather than a composite score, what additional data validates subtest scores?

Based on professional judgment in reviewing the student’s qualitative and quantitative data, the evaluator has included the following assessments: **reading comprehension, mathematics, and written expression**. Measures used may be formal or informal.

(The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pgs. 20 – 22.)

SECONDARY CONSEQUENCES	ASSESSMENT INSTRUMENT [If formal, what assessment instrument was utilized?]	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE ¹	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
READING COMPREHENSION <input type="checkbox"/> Formal <input type="checkbox"/> Informal	E: S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	E: S:	E: S:	E: S:	E: S:
MATHEMATICS <input type="checkbox"/> Formal <input type="checkbox"/> Informal	E: S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	E: S:	E: S:	E: S:	E: S:
WRITTEN EXPRESSION [Informal writing samples]	E: S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	E: S:	E: S:	E: S:	E: S:

QUALITATIVE DATA – If providing informal data only, information from classroom should include: informal inventories, progress monitoring data and/or independent work samples.

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*If using subtest scores rather than a composite score, what additional data validates subtest scores?

COGNITIVE PROCESSES UNDERLYING ACADEMIC WEAKNESSES – AREAS FOR ASSESSMENT:

Difficulties in phonological and phonemic awareness are typically seen in students with dyslexia. <i>(The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 20.)</i>						
DIFFICULTIES: UNDERLYING CAUSE	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE ¹	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
PHONOLOGICAL AWARENESS	E: S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	E: S:	E: S:	E: S:	E: S:
RAPID NAMING	E: S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	E: S:	E: S:	E: S:	E: S:

If phonological awareness is within the average range, consider the following:

- If a composite score is reported, look at the individual subtests that may reflect specific skill deficits reported in the composite score.
- Has the student received intervention that may have normalized the score? If so, it is important to note that because previous effective instruction in phonological/phonemic awareness may remediate phonological skills in isolation. Average phonological awareness scores alone do not rule out dyslexia. **Ongoing phonological processing deficits can be exhibited in word reading and/or spelling.** *(The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 22.)*

Developmental dyslexia in Spanish seems to be associated with reading-related cognitive deficits that involve verbal working-memory, naming speed, and impairment in two main phonological skills related to learning to read, phonemic awareness, and phonological short-term memory. (These results lend support to the subgroup of dyslexics who experience the double-deficit phonological impairment plus impairment in naming speed which is the most serious dyslexic subgroup.) (Manuel Soriano and Lana Miranda, "Developmental Dyslexia in a Transparent Orthography: A Study of Spanish Dyslexic Children." Advances in Learning and Behavior Differences, Vol. 23, pg. 95, 2010.)

Letter Knowledge – name and associated sound are key to learning how to read and are not of and by themselves an indicator of dyslexia.

Depending on the nature of the writing system in the student's L1, rapid naming may be a better indicator of underlying cognitive deficits. (Carmen López-Escribano and Tami Katzir, "Are Phonological Processes Separate from the Processes Underlying Naming Speed in a Shallow Orthography." Journal of Research in Educational Psychology, Vol. 6(3), pg. 647, 2008.)

QUALITATIVE DATA – Information from classroom to include: early reading screeners, reading and spelling inventories, and information from teacher(s) and parents.
*If using subtest scores rather than a composite score, what additional data validates subtest scores?

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UNEXPECTEDNESS – AREAS FOR ASSESSMENT:

Based on the above information and *The Dyslexia Handbook* guidelines, should the committee (§504 or ARD) determine that the student exhibits weaknesses in ***word reading and spelling***, the committee ***must*** then examine the student’s data to determine whether these difficulties are ***unexpected*** in relation to the student’s other abilities, sociocultural factors, language difference, irregular attendance, or lack of appropriate and effective instruction. ***“The student may exhibit strengths in areas such as reading comprehension, listening comprehension, math reasoning or verbal ability yet still have difficulty with reading and spelling. Therefore, it is not one single indicator but a preponderance of data (both informal and formal) that provide the committee with evidence for whether these difficulties are unexpected.”***

(The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 22.)

A. Is the student’s listening comprehension (ability to comprehend what he/she is listening to) age and grade appropriate in either their native or second language (or both)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
B. Is the student’s listening comprehension in the absence of print age and grade appropriate in either their native or second language (or both)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
C. Is the student’s verbal expression age and grade appropriate in either their native or second language (or both)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

AREA EVALUATED	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE ¹	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
ORAL EXPRESSION	E: S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	E: S:	E: S:	E: S:	E: S:
VOCABULARY KNOWLEDGE	E: S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	E: S:	E: S:	E: S:	E: S:

QUALITATIVE DATA – Information from informal inventories, teacher(s), parent(s), and student.

*If using subtest scores rather than a composite score, what additional data validates subtest scores?

D. Is the student’s reading comprehension age and grade appropriate in either their native or second language (or both)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
E. Is the student’s math reasoning age and grade appropriate in either their native or second language (or both)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

AREA EVALUATED	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE ¹	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
READING COMPREHENSION	E: S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	E: S:	E: S:	E: S:	E: S:

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MATH REASONING	E:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	E:	E:	E:	E:
	S:		S:	S:	S:	

QUALITATIVE DATA – Information from informal inventories, teacher(s), parent(s), and student.

*If using subtest scores rather than a composite score, what additional data validates subtest scores?

ADDITIONAL ASSESSMENT: Based on professional judgment in reviewing the student’s qualitative and quantitative data, the evaluator has included the following assessments related to word reading and spelling: phonological memory, orthographic processing, verbal working memory, and/or processing speed.
(The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pgs. 20 - 21.)

SECONDARY CONSEQUENCES	ASSESSMENT INSTRUMENT [If formal, what assessment instrument was utilized?]	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE¹	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
PHONOLOGICAL MEMORY <input type="checkbox"/> Formal <input type="checkbox"/> Informal	E: S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	E: S:	E: S:	E: S:	E: S:
ORTHOGRAPHIC PROCESSING <input type="checkbox"/> Formal <input type="checkbox"/> Informal	E: S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	E: S:	E: S:	E: S:	E: S:
VERBAL WORKING MEMORY <input type="checkbox"/> Formal <input type="checkbox"/> Informal	E: S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	E: S:	E: S:	E: S:	E: S:
PROCESSING SPEED <input type="checkbox"/> Formal <input type="checkbox"/> Informal	E: S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	E: S:	E: S:	E: S:	E: S:

QUALITATIVE DATA – Information from informal inventories, teacher(s), parents(s), and student:

*If using subtest scores rather than a composite score, what additional data validates subtest scores?

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ASSOCIATED ACADEMIC DIFFICULTIES AND OTHER (CO-OCCURRING) CONDITIONS should be included in the summary and conclusions narrative following this section. <i>(The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 11.)</i>		
<input type="checkbox"/>	ATTENTION	Describe: _____ _____
<input type="checkbox"/>	HANDWRITING	Describe: _____ _____
<input type="checkbox"/>	FAMILY HISTORY OF READING DIFFICULTIES	Describe: _____ _____
<input type="checkbox"/>	BEHAVIOR ISSUES	Describe: _____ _____
<input type="checkbox"/>	MOTIVATION	Describe: _____ _____
<input type="checkbox"/>	SPEECH ISSUES	Describe: _____ _____
<input type="checkbox"/>	OTHER:	Describe: _____ _____
<input type="checkbox"/>	OTHER:	Describe: _____ _____

SUMMARY AND CONCLUSIONS NARRATIVE – [attach additional page(s) if necessary]:

DYSLEXIA EVALUATION COMPLETED BY:

Signature of Dyslexia Evaluator

¹ **STANDARD ERROR OF MEASURE** - The standard error is the estimated standard deviation or measure of variability in the sampling distribution of a statistic. A low standard error means there is relatively less spread in the sampling distribution. The standard error indicates the likely accuracy of the sample mean as compared with the population mean. The standard error decreases as the sample size increases and approaches the size of the population.

This form serves as a sample document that **could** be used in your district to record dyslexia assessment information. Alterations to this form can and should be made in accordance with district policies and procedures for dyslexia.

**DYSLEXIA REPORT FOR
STUDENTS WHO ARE MONOLINGUAL (SPANISH SPEAKING)**

Student: _____ ID#: _____ DOB: _____ Gr: _____

Campus: _____ Date of Assessment: _____

REASON FOR REFERRAL: Page 1 and the top section on page 2 of this form ***must*** be completed by the referring campus ***before*** sending to dyslexia evaluator. Provide or attach educational background data including but not limited to previous screenings, universal screeners, curriculum-based/progress monitoring, information from classroom teacher(s), parent information, and student information. ***The remainder of the profile is to be completed by the dyslexia evaluator.***

SPECIFIC REASON FOR REFERRAL:

PREVIOUS SCREENING INFORMATION:
(Include TPRI/Tejas LEE, Istation, STAR Early Literacy scores, benchmarks, state assessment results if available, etc.)

PARENT INFORMATION:

TEACHER INFORMATION:
(Include observational data, writing samples, checklists, etc.)

THE FOLLOWING FACTORS WERE CONSIDERED AND EXCLUDED AS PRIMARY CONTRIBUTORS TO STUDENT'S WORD READING AND SPELLING DIFFICULTIES (*The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pgs. 17, 22, and 69*):

VISION – Explain: _____

HEARING – Explain: _____

HEALTH-RELATED CONCERNS (*e.g., brain injury, disease, or surgery that interferes with learning*) – Explain: _____

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<input type="checkbox"/>	ATTENDANCE (e.g., frequent change of schools or districts, irregular attendance, and/or frequent tardies, etc.) – Explain: _____ _____ _____
<input type="checkbox"/>	CULTURE/LANGUAGE/EXPERIENTIAL BACKGROUND – Explain: _____ _____ _____

EVALUATION SUMMARY AND PROFILE – TO BE COMPLETED BY DYSLEXIA EVALUATOR

CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS:

A professional involved in the assessment, interpretation of assessment results, and identification of ELLs with dyslexia needs to have the following training/knowledge:

- Knowledge of first and second language acquisition theory
- Knowledge of the written system of the first language – transparent (Spanish, Italian, German), syllabic (Japanese-kana), Semitic (Arabic, Hebrew), and morphosyllabic (Chinese-Kanji)
- Knowledge of student’s literacy skills in native and second language
- Knowledge of how to interpret results from a cross-linguistic perspective
- Knowledge of how to interpret the TELPAS (Texas English Language Proficiency Assessment System)
- Knowledge of how to interpret the results of the student’s oral language proficiency in two or more languages in relation to the results of the tests measuring academic achievement and cognitive processes as well as academic data gathered and economic and socioeconomic factors

(The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pgs. 19-20)

ASSESS AND EVALUATE LANGUAGE DEVELOPMENT AND PROFICIENCY

Knowledge of a child’s language proficiency and language dominance forms the basis of any assessment and guides the appropriate collection of information and data. Language proficiency in both languages **must** be assessed and determined as such information is crucial to the interpretation of any assessment data that is gathered. (Samuel O. Ortiz, Ph.D., St. John’s University; Criselda Alvarado, Ph.D. *“Best Practices in Assessment of Culturally Linguistic Diverse Students”*, pg. 6, 10-2006.)

ORAL LANGUAGE PROFICIENCY & DOMINANCE: Testing should be conducted in both languages of the student. Use this information to interpret other test scores. *(The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 20)*

ATTENTION OR MEMORY issues may impact (lower) the **listening comprehension** score; additional data can help substantiate possible difficulties such as teacher observations, parent observations, experiential background, etc. Additional areas for assessment (formal or informal measures) may include vocabulary, syntax, pragmatics, semantics, background knowledge, and inferencing.

AREAS EVALUATED	ASSESSMENT INSTRUMENT	STANDARD SCORE ENGLISH	STANDARD SCORE SPANISH	CALP LEVEL OF PROFICIENCY ENGLISH	CALP LEVEL OF PROFICIENCY SPANISH
LISTENING COMPREHENSION					
ORAL EXPRESSION					

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AREAS EVALUATED	ASSESSMENT INSTRUMENT	STANDARD SCORE ENGLISH	STANDARD SCORE SPANISH	CALP LEVEL OF PROFICIENCY ENGLISH	CALP LEVEL OF PROFICIENCY SPANISH
ORAL LANGUAGE* (EXT)					
INFORMAL MEASURES	TELPAS LAS/IPT SOLOM ACCULTURATION QUICK SCREENER BOLD				
ACADEMIC VOCABULARY KNOWLEDGE*					

*The problems many students face with language proficiency revolve more around their lack of mastery of academic English than their ability to decode single words. (Wong, Fillimore, & Snow, 2000)

RECOMMENDED PRACTICES FOR ASSESSING LANGUAGE PROFICIENCY:

“In general, the child’s language performance must be compared to that of other bilingual speakers who have similar cultural and linguistic experience. (i.e., The child should be compared to members of the same cultural group who speak the same language/dialect and who have had similar opportunities to hear and use both languages.)” (Robert L. Rhodes, Salvador Hector Ochoa, and Samuel O. Ortiz, “Assessing Culturally and Linguistically Diverse Students”, 2005.)

HOME LANGUAGE SURVEY (DATE): _____	LANGUAGE: _____
PARENT DATA: _____ _____ _____	
CONVERSATION SAMPLES observing discourse rules and language use: _____ _____ _____	
NARRATIVE RETELL TASK: _____ _____ _____	
(ORAL) CLOZE PROCEDURE: _____ _____ _____	

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ACADEMIC SKILLS – AREAS FOR ASSESSMENT:

The committee (§504 or ARD) **must** first determine whether a student’s difficulties in the areas of **word reading and spelling** reflect a pattern of evidence for the primary characteristics of dyslexia with **unexpectedly** low performance for the student’s age and educational level in some or all of the following areas (*The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders*, pg. 22):*

PRIMARY CHARACTERISTICS OF DYSLEXIA	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE ¹	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
WORD READING – [Reading words in isolation]	S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	S:	S:	S:	S:
DECODING UNFAMILIAR WORDS ACCURATELY	S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	S:	S:	S:	S:
SPELLING – [An isolated difficulty in spelling would NOT be sufficient to identify dyslexia.]	S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	S:	S:	S:	S:
LETTER KNOWLEDGE AND LETTER-SOUND CORRESPONDENCE: Informal and/or observational data.			S:	S:	S:	S:

*Because phonological decoding is easier to master in Spanish than in English, phonological dyslexics are harder to detect. Differences between good readers and the reading disabled become more apparent when pseudo-words or words with low frequency are used. For this reason, pseudo-word reading is the most commonly used task in Spanish to select dyslexic children characterized by difficulties in using the phonological route. (Carmen López-Escribano and Tami Katzir, “Are Phonological Processes Separate from the Processes Underlying Naming Speed in a Shallow Orthography.” *Journal of Research in Educational Psychology*, Vol. 6(3), pg. 646, 2008. [Citing R. Guzmán, “Evaluación de la velocidad lectora de nombrar en las dificultades de aprendizaje de la lectura.” *Psycotherma*, 16, 442-447, 2004 and J. E. Jiménez, “Do the effects of computer-assisted practice differ for children with and without IQ-achievement discrepancy.” *Journal of Learning Disabilities*, Vol. 36, 2003]).

The main observation is that the difficulties of Spanish dyslexic children are more noticeable when time is measured than when accuracy is measured. In other words, the deficit of the Spanish dyslexic children in terms of reading procedures and phonological processing skills becomes clearer when performance time is considered. (F. Serrano, S. Defior, “Dyslexia Speed Problems in a Transparent Orthography.” *Annals of Dyslexia*, Vol. 58, pg. 90, 2008)

FLUENCY* Slow, inaccurate, or labored oral reading.							
READING FLUENCY - [Rate, Accuracy, and Prosody must be reported separately]	ASSESSMENT INSTRUMENT	WCPM [Rate]	% CORRECT [Accuracy]	STANDARD ERROR OF MEASURE ¹	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
ACCURACY – [Reading words in text with no errors]	S:		S:	S:	S:	S:	S:
RATE – [Words correct per minute]	S:	S:		S:	S:	S:	S:
OBSERVED PROSODY: [Pitch, tone, volume, emphasis, & rhythm]	S:			S:	S:	S:	S:
OTHER FLUENCY INDICATORS [specify]:	S:			S:	S:	S:	S:

This form serves as a sample document that **could** be used in your district to record dyslexia assessment information. Alterations to this form can and should be made in accordance with district policies and procedures for dyslexia.

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*Fluency scores obtained through curriculum-based measures. Rate (words correct per minute), and accuracy level based on percent of words read correctly.

“A Spanish-speaking child with a mild-to-moderate difficulty in phonological awareness may acquire word reading skills in Spanish with minimal difficulty, but manifest difficulties in fluency because of the more transparent orthography of Spanish relative to other alphabetic languages, such as English.” (R.K. Wagner, D.J. & R.D. Morris, “Identifying English Language Learners with Disabilities: Key Challenges and Possible Approaches.” Learning Disabilities Research & Practice, Vol. 20, pgs. 6-15, 2005.)

While decoding, word recognition, accuracy, and spelling are important dyslexia indicators in the English orthography, in more transparent orthographies, such as Spanish, it has less influence. Spanish-speaking children usually have more problems related to reading speed and orthographic knowledge. Their main reading problem is slow, laborious decoding of words when task demand increases. (Carmen López-Escribano and Tami Katzir, “Are Phonological Processes Separate from the Processes Underlying Naming Speed in a Shallow Orthography.” Journal of Research in Educational Psychology, Vol. 6(3), pgs. 641-666, 2008.)

QUALITATIVE DATA – Information from classroom to include curriculum-based monitoring data (e.g., TPRI/Tejas LEE, Istation, etc.); reading and spelling inventories; and independent writing samples.

*If using subtest scores rather than a composite score, what additional data validates subtest scores?

Based on professional judgment in reviewing the student’s qualitative and quantitative data, the evaluator has included the following assessments: **reading comprehension, mathematics, and written expression**. Measures used may be formal or informal.

(The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pgs. 20 – 22.)

SECONDARY CONSEQUENCES	ASSESSMENT INSTRUMENT [If formal, what assessment instrument was utilized?]	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE ¹	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
READING COMPREHENSION <input type="checkbox"/> Formal <input type="checkbox"/> Informal	S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	S:	S:	S:	S:
MATHEMATICS <input type="checkbox"/> Formal <input type="checkbox"/> Informal	S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	S:	S:	S:	S:
WRITTEN EXPRESSION [Informal writing samples]	S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	S:	S:	S:	S:

QUALITATIVE DATA – If providing informal data only, information from classroom should include: informal inventories, progress monitoring data and/or independent work samples.

This form serves as a sample document that **could** be used in your district to record dyslexia assessment information. Alterations to this form can and should be made in accordance with district policies and procedures for dyslexia.

*If using subtest scores rather than a composite score, what additional data validates subtest scores?

COGNITIVE PROCESSES UNDERLYING ACADEMIC WEAKNESSES – AREAS FOR ASSESSMENT:

Difficulties in **phonological** and **phonemic awareness** are typically seen in students with dyslexia. *(The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 20.)*

DIFFICULTIES: UNDERLYING CAUSE	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE ¹	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
PHONOLOGICAL AWARENESS	S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	S:	S:	S:	S:
RAPID NAMING	S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	S:	S:	S:	S:

If phonological awareness is within the average range, consider the following:

- If a composite score is reported, look at the individual subtests that may reflect specific skill deficits reported in the composite score.
- Has the student received intervention that may have normalized the score? If so, it is important to note that because previous effective instruction in phonological/phonemic awareness may remediate phonological skills in isolation. Average phonological awareness scores alone do not rule out dyslexia. Ongoing phonological processing deficits can be exhibited in word reading and/or spelling. *(The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 22.)*

Developmental dyslexia in Spanish seems to be associated with reading-related cognitive deficits that involve verbal working-memory, naming speed, and impairment in two main phonological skills related to learning to read, phonemic awareness, and phonological short-term memory. (These results lend support to the subgroup of dyslexics who experience the double-deficit phonological impairment plus impairment in naming speed which is the most serious dyslexic subgroup.) (Manuel Soriano and Lana Miranda, "Developmental Dyslexia in a Transparent Orthography: A Study of Spanish Dyslexic Children." Advances in Learning and Behavior Differences, Vol. 23, pg. 95, 2010.)

Letter Knowledge – name and associated sound are key to learning how to read and are not of and by themselves an indicator of dyslexia.

Depending on the nature of the writing system in the student's L1, rapid naming may be a better indicator of underlying cognitive deficits. (Carmen López-Escribano and Tami Katzir, "Are Phonological Processes Separate from the Processes Underlying Naming Speed in a Shallow Orthography." Journal of Research in Educational Psychology, Vol. 6(3), pg. 647, 2008.)

QUALITATIVE DATA – Information from classroom to include: early reading screeners, reading and spelling inventories, and information from teacher(s) and parents.

*If using subtest scores rather than a composite score, what additional data validates subtest scores?

This form serves as a sample document that **could** be used in your district to record dyslexia assessment information. Alterations to this form can and should be made in accordance with district policies and procedures for dyslexia.

UNEXPECTEDNESS – AREAS FOR ASSESSMENT:

Based on the above information and *The Dyslexia Handbook* guidelines, should the committee (§504 or ARD) determine that the student exhibits weaknesses in **word reading and spelling**, the committee **must** then examine the student’s data to determine whether these difficulties are **unexpected** in relation to the student’s other abilities, sociocultural factors, language difference, irregular attendance, or lack of appropriate and effective instruction. *“The student may exhibit strengths in areas such as reading comprehension, listening comprehension, math reasoning or verbal ability yet still have difficulty with reading and spelling. Therefore, it is not one single indicator but a preponderance of data (both informal and formal) that provide the committee with evidence for whether these difficulties are unexpected.”*

(The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 22.)

A. Is the student’s listening comprehension (ability to comprehend what he/she is listening to) age and grade appropriate in their native language (Spanish)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
B. Is the student’s listening comprehension in the absence of print age and grade appropriate in their native or language (Spanish)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
C. Is the student’s verbal expression age and grade appropriate in their native language (Spanish)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

AREA EVALUATED	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE ¹	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
ORAL EXPRESSION	S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	S:	S:	S:	S:
VOCABULARY KNOWLEDGE	S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	S:	S:	S:	S:

QUALITATIVE DATA – Information from informal inventories, teacher(s), parent(s), and student.

*If using subtest scores rather than a composite score, what additional data validates subtest scores?

D. Is the student’s reading comprehension age and grade appropriate in their native language (Spanish)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
E. Is the student’s math reasoning age and grade appropriate in their native language (Spanish)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

AREA EVALUATED	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE ¹	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
READING COMPREHENSION	S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	S:	S:	S:	S:
MATH REASONING	S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	S:	S:	S:	S:

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QUALITATIVE DATA – Information from informal inventories, teacher(s), parent(s), and student.

*If using subtest scores rather than a composite score, what additional data validates subtest scores?

ADDITIONAL ASSESSMENT: Based on professional judgment in reviewing the student’s qualitative and quantitative data, the evaluator has included the following assessments related to word reading and spelling: phonological memory, orthographic processing, verbal working memory, and/or processing speed.
(The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pgs. 20 - 21.)

SECONDARY CONSEQUENCES	ASSESSMENT INSTRUMENT [If formal, what assessment instrument was utilized?]	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE ¹	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
PHONOLOGICAL MEMORY <input type="checkbox"/> Formal <input type="checkbox"/> Informal	S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	S:	S:	S:	S:
ORTHOGRAPHIC PROCESSING <input type="checkbox"/> Formal <input type="checkbox"/> Informal	S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	S:	S:	S:	S:
VERBAL WORKING MEMORY <input type="checkbox"/> Formal <input type="checkbox"/> Informal	S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	S:	S:	S:	S:
PROCESSING SPEED <input type="checkbox"/> Formal <input type="checkbox"/> Informal	S:	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	S:	S:	S:	S:

QUALITATIVE DATA – Information from informal inventories, teacher(s), parents(s), and student:

*If using subtest scores rather than a composite score, what additional data validates subtest scores?

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ASSOCIATED ACADEMIC DIFFICULTIES AND OTHER (CO-OCCURRING) CONDITIONS should be included in the summary and conclusions narrative following this section. <i>(The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 11.)</i>		
<input type="checkbox"/>	ATTENTION	Describe: _____ _____
<input type="checkbox"/>	HANDWRITING	Describe: _____ _____
<input type="checkbox"/>	FAMILY HISTORY OF READING DIFFICULTIES	Describe: _____ _____
<input type="checkbox"/>	BEHAVIOR ISSUES	Describe: _____ _____
<input type="checkbox"/>	MOTIVATION	Describe: _____ _____
<input type="checkbox"/>	SPEECH ISSUES	Describe: _____ _____
<input type="checkbox"/>	OTHER:	Describe: _____ _____
<input type="checkbox"/>	OTHER:	Describe: _____ _____

SUMMARY AND CONCLUSIONS NARRATIVE – [attach additional page(s) if necessary]:

DYSLEXIA EVALUATION COMPLETED BY:

Signature of Dyslexia Evaluator

¹ **STANDARD ERROR OF MEASURE** - The standard error is the estimated standard deviation or measure of variability in the sampling distribution of a statistic. A low standard error means there is relatively less spread in the sampling distribution. The standard error indicates the likely accuracy of the sample mean as compared with the population mean. The standard error decreases as the sample size increases and approaches the size of the population.