

## DYSLEXIA EVALUATION REPORT FOR ENGLISH-SPEAKING STUDENTS (NON-ELLS)

Student: Jack ID#: 0000001 DOB: 12/08/06 Gr: 2nd  
 Campus: Anywhere in Texas ISD Date of Assessment: 03/03/15

**REASON FOR REFERRAL:** Page 1 of this form ***must*** be completed by the referring campus before sending referral 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:**

Jack exhibits characteristics of dyslexia. Progress monitoring data for reading intervention as of 12/11/14 indicates Jack has met 78% of the exercises at a course level of 1.18 after a total of 19 sessions.

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

This evaluation included data gathered from previous TPRI screening for second grade. Also included was the report from the Learning Disabilities Diagnostic Inventory given on 12/16/14 and 10/17/13. Current progress monitoring data was also included from Lexia from 1/20/15 through February 12, 2015. Additional records indicated Jack was receiving intervention during kindergarten.

**PARENT INFORMATION:**

Jack's mother completed the parent interview. His mother reported concerns regarding reading comprehension. She also indicated he demonstrates frustration with reading activities at home. Jack likes to draw and color, computers, journal writing, and sports.

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

Jack's current teacher reports difficulty with letter knowledge, unusual difficulty with spelling, unable to read satisfactorily in spite of adequate intelligence and effective classroom instruction. Jack has difficulty with handwriting and difficulty completing written assignments.

**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: Jack's distance vision was screened and on 1/13/15. The screening indicated a need for further evaluation for vision difficulties. The screening notice has been included as part of this evaluation. Information from the parent interview indicated Jack has also been examined for possible vision concerns and correction was prescribed. Jack was diagnosed with "lazy eye" and wears corrective lenses. Jack was wearing his glasses during both days of the evaluation.
- HEARING** – Explain: Jack's hearing was screened and no concerns were reported on 12/17/14. Information from the parent interview indicated no history of otitis media.
- HEALTH-RELATED CONCERNS** (e.g., brain injury, disease, or surgery that interferes with learning) – Explain: Information from the parent interview indicated a history of allergies and sinus infections. Mother indicated a slow rate of developmental milestones such as delayed language. At age five Jack's mother initiated speech therapy services. She did not indicate whether he continues the services. Jack's mother also indicated he had a slow heart rate during the pregnancy. After birth,

**Commented [MR1]:** Notations in bubbles throughout evaluation will aid Presenter to facilitate the tie-in between data story and evaluation report.

This information comes from The Story of Jack comments #33, #34, and #35. We want to rule out vision and hearing as primary contributing factors to the reading, spelling, and writing difficulties.

This information comes from comments #21 and #22.

- Jack remained in the hospital for three weeks.
- ATTENDANCE** (e.g., frequent change of schools or districts, irregular attendance, and/or frequent tardies, etc.) – Explain: Jack’s attendance is good. There is no data indicating concerns.
  - EXPERIENTIAL BACKGROUND** – Explain: Jack has attended school since kindergarten. Jack’s mother indicated she read to him prior to starting school. She also reported that he liked to put puzzles together prior to starting school.

This information was taken from comments #1, #2, and #3. We want to establish consistent attendance to rule out lack of instruction.

**EVALUATION SUMMARY AND PROFILE – TO BE COMPLETED BY DYSPLEXIA EVALUATOR**

**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 DYSPLEXIA	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE <sup>1</sup>	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
<b>WORD READING</b> – [Reading words in isolation]	WRMT-III	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	65-77	71		
<b>DECODING UNFAMILIAR WORDS ACCURATELY</b>	WRMT-III	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	75-91	83		
<b>SPELLING</b> – [An isolated difficulty in spelling would <b>NOT</b> be sufficient to identify dyslexia.]	TWS-5 WJ-III	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	54-62 72-80	58 76		

This information comes from comments #5 and #6.

**LETTER KNOWLEDGE AND LETTER-SOUND CORRESPONDENCE:** Informal and/or observational data.

- Can the student name the letters of the alphabet without singing the “*alphabet song*”?
- How quickly can the student accurately name random letters of the alphabet?
- How accurately can the student identify the corresponding sound of the letter?

Automaticity of letter knowledge was assessed. It took Jack one minute and twenty-seven seconds to write the letters of the alphabet. He did struggle with some letter formations. Jack was able to name the letters in random order, but does not know some sounds (phonemes) for some of the letters.

READING FLUENCY - [Rate, Accuracy, and Prosody must be reported separately]	ASSESSMENT INSTRUMENT	WCPM [Rate]	% CORRECT [Accuracy]	STANDARD ERROR OF MEASURE <sup>1</sup>	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
<b>ACCURACY</b> – [Reading words in text with no errors]	GORT-5			<69-71	<70		
<b>RATE</b> – [Words correct per minute]	GORT-5			<69-71	<70		
<b>OBSERVED PROSODY:</b> [Pitch, tone, volume, emphasis, & rhythm]	Discussed Below						
<b>OTHER FLUENCY INDICATORS</b> [specify]: Sight Word Efficiency	TOWRE-2			64-74	69		

Phonemic Decoding Efficiency	TOWRE-2			72-80	76		
------------------------------	---------	--	--	-------	----	--	--

Fluency scores can be obtained through curriculum-based measures.

**QUALITATIVE DATA** – Information from classroom to include curriculum-based monitoring data (e.g., TPRI, Istation, etc.); reading and spelling inventories; and independent writing samples. Data from the TPRI for second grade indicated areas such as graphophonemic knowledge and word reading were still developing at the beginning of the year. Data from the Lexia intervention program indicated current level of performance for decoding mid kindergarten to beginning first grade after 64 sessions out of 84 sessions. Information from his current teacher indicated difficulty with oral reading. Jack does not read with expression, intonation or phrasing. He stumbles on reading multi-syllabic words or fails to come close to sounding out the full word. During the evaluation Jack was asked to read short passages from the GORT-5. He was not able to read words with accuracy, as he had to decode many of the words in the passage. He guessed at many of the words as he tried to read the passages. For example, he read “father” as “Fred,” “likes” as “lives,” and “want” as “went.”

\*If using subtest scores rather than a composite score, what additional data exists to validate subtest scores?  
 The subtests from the TOWRE-2 provide additional information regarding the automaticity for word identification and word attacks skills. The standard scores from this measure provide additional data to validate subtests from the GORT-5 measuring accuracy and rate.

This information comes from comments #8 and #11.

This information comes from comments #12 and #13.

Based on professional judgment in reviewing student’s qualitative and quantitative data, the evaluator has included assessment data in the following areas: **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 <sup>1</sup>	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
<b>READING COMPREHENSION</b> <input type="checkbox"/> Formal <input type="checkbox"/> Informal	GORT-5	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	<69-71	<70		
<b>MATHEMATICS</b> <input type="checkbox"/> Formal <input type="checkbox"/> Informal	WJ-III	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	91-99		95	
<b>WRITTEN EXPRESSION</b> [Informal writing samples]	Classroom Samples Discussed Below	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest				

This information comes from comments #7, #9, #24, #25, and #26.

**QUALITATIVE DATA** – If providing informal data only, information from classroom should include informal inventories, progress-monitoring data, and/or independent work samples. The teacher interview indicated Jack is unable to understand the main idea, recall sequences, draw conclusions or make inferences from a passage. He is unable to read and complete math story problems. Jack’s teacher provided benchmark writing samples from October through February. Jack does begin his sentence with a capital letter and ends with punctuation. His handwriting is legible, but sometimes writes his letter too small to read the words. His writing samples contain many spelling errors. He is still confusing short vowels sounds such “em” for “am,” “put” for “pet,” “wit” for “went” and “wodemelem”

for “watermelon.” He spelled “my” as “mi” and “me” in several of the samples. He is still struggling remembering when to use the letter “b” and “d” as well as spelling words such as “and” as “nad.” It is important to notice that from October to February he is not increasing the length of his stories and his handwriting begins to suffer. In fact, many words are hard to read. The writing sample from February is one long sentence and difficult to read for understanding. Information collected from Jack’s teacher also confirms difficulty with written assignments. He exhibits difficulty with sentence construction and punctuation. He has difficulty with spelling and leaves words out in writing sentences.

\*If using subtest scores rather than a composite score, what additional data validates subtest scores? The teacher interview indicated Jack comprehends information read to him. Jack demonstrates the ability to correctly answer questions after listening to a story. The subtest for math word problems on the WI-III is a measure of applied reasoning. This subtest is read to the student.

This information comes from comments #23, #24, #25, #26, and #27.

This information comes from comment #14.

**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 <sup>1</sup>	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
PHONOLOGICAL AWARENESS	CTOPP-2	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	82-90	86		
RAPID NAMING	CTOPP-2	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	84-92	88		

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.)

Based on professional judgment in reviewing the student’s qualitative and quantitative data, the evaluator has included the following assessments: 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 <sup>1</sup>	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
PHONOLOGICAL MEMORY <input type="checkbox"/> Formal <input type="checkbox"/> Informal	CTOPP-2	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	89-101		95	
ORTHOGRAPHIC PROCESSING <input type="checkbox"/> Formal <input type="checkbox"/> Informal	Discussed Below	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest				
VERBAL WORKING MEMORY <input type="checkbox"/> Formal	CTOPP-2 Elision	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest		79		

<input type="checkbox"/> Informal						
<b>PROCESSING SPEED</b>						
<input type="checkbox"/> Formal	WJ-III	<input type="checkbox"/> Composite	85-93	89		
<input type="checkbox"/> Informal		<input type="checkbox"/> Subtest				

This information comes from #4, #15, #16, #17 and #18.

**QUALITATIVE DATA** – Information from early reading screeners (e.g., TPRI, DIBELS, etc.), reading and spelling inventories, information from the teacher(s) and parent(s).  
Data from previous TPRI screenings indicated Jack struggled with graphophonemic knowledge throughout kinder, first, and second grades. Information from the teacher interview indicated he misreads little words in text such as “were” for “where.” He reversed letters when spelling such as “d” for “b.” He confused letters with similar appearance such as “n” for “h.” He spelled phonetically and violated rules of English spelling. He read at a slow rate.  
 \*If using subtest scores rather than a composite score, what additional data validates subtest scores?  
Additional data to support the subtest measuring verbal working memory comes from the information collected from the classroom teacher. She indicated Jack has difficulty expressing himself clearly and fluently. He uses imprecise language such as references to “stuff” or “things.” Jack is not able to come up with verbal responses quickly when questioned.

This information comes from comment #27.

**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. In the absence of print, is the student’s listening comprehension (ability to comprehend what he or she is listening to) age and grade appropriate?  Yes  No

AREA EVALUATED	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE <sup>1</sup>	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
LISTENING COMPREHENSION	OWLS-II	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	101-109		105	

**LACK OF FOCUS AND/OR ATTENTION:** Additional factors impacting **listening comprehension** may include background knowledge, vocabulary, syntax, semantics, and pragmatics. Teacher and parent observation may provide informal data to support these possible factors affecting score for listening comprehension.

This information comes from comments #19 and #20.

**QUALITATIVE DATA** – Information from informal inventories, teacher(s), parent(s), and student.  
Information collected from Jack’s teacher indicates the ability to understand the main idea of presented information. He also answers questions regarding who, what, when, where, why, and how of presented information. He sometimes needs to have information repeated for clarification. Jack does have difficulty following two- or three-step directions. He also has difficulty with figurative language and complex sentence structures.

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

B. Is the student's reading comprehension age and grade appropriate?  Yes  No  
 C. Is the student's math reasoning age and grade appropriate?  Yes  No

AREA EVALUATED	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE <sup>1</sup>	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
READING COMPREHENSION	GORT-5	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	<69-71	<70		
MATH REASONING	WJ-III Applied Problems	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	91-99		95	

D. Is the student's verbal expression age and grade appropriate?  Yes  No

AREA EVALUATED	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE <sup>1</sup>	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
ORAL EXPRESSION	OWLS-II	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	92-100		96	
VOCABULARY KNOWLEDGE	KABC-II Gc/Knowledge	<input type="checkbox"/> Composite <input type="checkbox"/> Subtest	101-115		108	

This information comes from #27.

**QUALITATIVE DATA** – Information from informal inventories, teacher(s), parent(s), and student.  
Information collected from Jack's teacher reports some difficulty with his oral expression skills. He demonstrates difficulty formulating correct sentences with nouns, verbs, and pronouns. Jack does know how to begin, maintain, and end a conversation as well as tell stories with a beginning, middle, and end.

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

This information comes from comment #29.

**ASSOCIATED ACADEMIC DIFFICULTIES AND OTHER (CO-OCCURRING) CONDITIONS** should be included in the summary and conclusions narrative following this section.  
 (*The Dyslexia Handbook – Revised 2014: Procedures Concerning Dyslexia and Related Disorders, pg. 11.*)

<input type="checkbox"/>	ATTENTION	Describe: During the evaluation Jack appeared well rested and attentive.
<input type="checkbox"/>	HANDWRITING	Describe: Jack's teacher indicated difficulty with organization as well as legibility. It is important to note that Jack loves to draw.
<input type="checkbox"/>	FAMILY HISTORY OF READING DIFFICULTIES	Describe: Jack's mother indicated older son has Asperger syndrome.
<input type="checkbox"/>	BEHAVIOR ISSUES	Describe: Jack's mother indicated he may cry due to frustration with reading.
<input type="checkbox"/>	MOTIVATION	Describe: _____ _____ _____
<input type="checkbox"/>	SPEECH ISSUES	Describe: _____ _____ _____

This information comes from comment #30.

This information comes from comments #21

<input type="checkbox"/>	<b>OTHER:</b>	Describe: _____ _____
<input type="checkbox"/>	<b>OTHER:</b>	Describe: _____ _____

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

The data collected indicates Jack’s difficulty with reading, spelling, and written expression. The difficulties with phonological processing, rapid naming, verbal working memory, and processing speed appear to be contributing to the academic difficulties described by Jack’s teacher as well as his mother. The data collected also indicates strengths with listening comprehension, oral expression, and math reasoning.

The evaluator will provide a brief summary of the assessment.

**DYSLEXIA EVALUATION COMPLETED BY:**

\_\_\_\_\_  
Signature of Dyslexia Evaluator

<sup>1</sup> **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.

SAMPLE