

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

Student: \_\_\_\_\_ ID#: \_\_\_\_\_ DOB: \_\_\_\_\_ Gr: \_\_\_\_\_

Campus: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_

**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:**

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

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**PARENT INFORMATION:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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\_\_\_\_\_

\_\_\_\_\_

**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: \_\_\_\_\_
- ATTENDANCE** (e.g., frequent change of schools or districts, irregular attendance, and/or frequent tardies, etc.) – Explain: \_\_\_\_\_
- EXPERIENTIAL BACKGROUND** – Explain: \_\_\_\_\_

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**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]		<input type="checkbox"/> Composite <input type="checkbox"/> Subtest				
<b>DECODING UNFAMILIAR WORDS ACCURATELY</b>		<input type="checkbox"/> Composite <input type="checkbox"/> Subtest				
<b>SPELLING –</b> [An isolated difficulty in spelling would <b>NOT</b> be sufficient to identify dyslexia.]		<input type="checkbox"/> Composite <input type="checkbox"/> Subtest				

**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?

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\_\_\_\_\_

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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]							
<b>RATE –</b> [Words correct per minute]							
<b>OBSERVED PROSODY:</b> [Pitch, tone, volume, emphasis, & rhythm]							
<b>OTHER FLUENCY INDICATORS</b> [specify]: _____ _____							

Fluency scores can be obtained through curriculum-based measures.

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

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\*If using subtest scores rather than a composite score, what additional data exists to validate subtest scores?

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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		<input type="checkbox"/> Composite <input type="checkbox"/> Subtest				
<b>MATHEMATICS</b> <input type="checkbox"/> Formal <input type="checkbox"/> Informal		<input type="checkbox"/> Composite <input type="checkbox"/> Subtest				
<b>WRITTEN EXPRESSION</b> [Informal writing samples]		<input type="checkbox"/> Composite <input type="checkbox"/> Subtest				

**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?

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**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		<input type="checkbox"/> Composite <input type="checkbox"/> Subtest				
RAPID NAMING		<input type="checkbox"/> Composite <input type="checkbox"/> Subtest				

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		<input type="checkbox"/> Composite <input type="checkbox"/> Subtest				
ORTHOGRAPHIC PROCESSING <input type="checkbox"/> Formal <input type="checkbox"/> Informal		<input type="checkbox"/> Composite <input type="checkbox"/> Subtest				
VERBAL WORKING MEMORY <input type="checkbox"/> Formal <input type="checkbox"/> Informal		<input type="checkbox"/> Composite <input type="checkbox"/> Subtest				
PROCESSING SPEED <input type="checkbox"/> Formal <input type="checkbox"/> Informal		<input type="checkbox"/> Composite <input type="checkbox"/> Subtest				

**QUALITATIVE DATA** – Information from early reading screeners (e.g., TPRI, DIBELS, etc.), reading and spelling inventories, information from the teacher(s) and parent(s).

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\*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. 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		<input type="checkbox"/> Composite <input type="checkbox"/> Subtest				

**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.

**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?


**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		<input type="checkbox"/> Composite <input type="checkbox"/> Subtest				
MATH REASONING		<input type="checkbox"/> Composite <input type="checkbox"/> Subtest				

**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

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<b>ORAL EXPRESSION</b>		<input type="checkbox"/> Composite				
		<input type="checkbox"/> Subtest				
<b>VOCABULARY KNOWLEDGE</b>		<input type="checkbox"/> Composite				
		<input type="checkbox"/> Subtest				

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

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\*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.  
*(The Dyslexia Handbook – Revised 2014: Procedures Concerning Dyslexia and Related Disorders, pg. 11.)*

<input type="checkbox"/>	<b>ATTENTION</b>	Describe: _____
<input type="checkbox"/>	<b>HANDWRITING</b>	Describe: _____
<input type="checkbox"/>	<b>FAMILY HISTORY OF READING DIFFICULTIES</b>	Describe: _____
<input type="checkbox"/>	<b>BEHAVIOR ISSUES</b>	Describe: _____
<input type="checkbox"/>	<b>MOTIVATION</b>	Describe: _____
<input type="checkbox"/>	<b>SPEECH ISSUES</b>	Describe: _____
<input type="checkbox"/>	<b>OTHER:</b>	Describe: _____
<input type="checkbox"/>	<b>OTHER:</b>	Describe: _____

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

**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  
 Region 10 ESC – Dyslexia

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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