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

Student: Daisy   ID#: 0000001   DOB: 05/20/07   Gr: 2nd

Campus: Anywhere ISD   Date of Assessment: 11/03/14

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._**

> **Commented [MR1]:** Bubbles below will aid Presenter to facilitate the tie-in between comments in evaluation with comments in data story.
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SPECIFIC REASON FOR REFERRAL:

Daisy has a history of academic and behavioral difficulties. Daisy currently has failing grades in reading/language arts with marginal grades noted in all other subjects. Daisy's history of behavior difficulties at school includes classroom disruptions, failure to follow adult directives, and aggression towards peers. Her current classroom teacher indicates that Daisy struggles with rhyming skills and sight word identification. Her Guided Reading level is A.

(Summary of data points 4, 6, 9)

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

A STAR literacy diagnostic report for the current school year (Fall- BOY) indicates that Daisy has not yet mastered the following skills: alphabetic principle, print awareness and rhyming. Daisy can identify letters and most sounds consistently. She has some difficulty identifying short vowel sounds and frequently confuses /b/ and /d/.

Daisy has received 12 weeks of computer-based and direct teach reading intervention. 8 weeks in the spring semester of 1st grade and 4 weeks for the current school year. Daisy's reading intervention consists of 30 minute lessons on the LEXIA system, 3 times per week (12 weeks total). LEXIA reports indicate minimal progress. 4 weeks ago, Daisy was added to a pull-out reading group which focuses on writing and comprehension skills. She participates in this group for 20 minutes daily, 5 days per week.

(Summary of data points 7-10)

PARENT INFORMATION:

Daisy's mother is aware of her problems in school and has noted that she also had learning problems growing up. Daisy's mother indicate that she is aware of her behavior difficulties at school and notes that Daisy "doesn't like school, especially reading". Daisy's older sister is served in special education for a specific learning disability in the areas of reading and writing.

(Summary of data points 15-16)

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

Daisy's reading group teacher indicates that she exhibits serious syntax, punctuation and spelling errors. Her writing is often illegible. The teacher also notes that Daisy can retell a story orally that has been read to her. But, if asked to read a story independently, she is unable to recall specific details or basic story elements.

(Data point 11)

(From data points 3 and 17)

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** – Daisy's vision is within normal limits, unaided based on a school vision screening obtained September 2014.
- ❑ **HEARING** – Explain: Daisy's hearing is also within normal limits, unaided based on a school hearing screening from September 2014.
- ❑ **HEALTH-RELATED CONCERNS** (*e.g., brain injury, disease, or surgery that interferes with learning*) – Explain: No significant physical or medical concerns are noted. Birth history is unremarkable and developmental milestones appear to have been met within expected timeframes.
- ❑ **ATTENDANCE** *(e.g., frequent change of schools or districts, irregular attendance, and/or frequent tardies, etc.)* – Explain: Daisy had a total of 13 absences in KG, 10 absences in 1st grade and currently has 5 absences in 2nd grade.

- ❑ **EXPERIENTIAL BACKGROUND** – Explain: Daisy has attended school since Kindergarten in Anywhere ISD.

EVALUATION SUMMARY AND PROFILE – TO BE COMPLETED BY DYSLEXIA 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 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]	WJ-III	❑ Composite X Subtest		80		
DECODING UNFAMILIAR WORDS ACCURATELY	WJ-III	❑ Composite X Subtest		88		
SPELLING – [An isolated difficulty in spelling would **NOT** be sufficient to identify dyslexia.]	WJ-III/Informal	❑ Composite X Subtest		65		

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?

Daisy was able to name the letters in random order, but does not know some sounds (phonemes) for some of the letters (g/j/w/e)

Reference data point 8 and standardized test results (WJ-III)

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]	WJ-III/ Informal	5-10	50%		<70*		
RATE – [Words correct per minute]	WJ-III/Informal	5-10			<70*		
OBSERVED PROSODY: [Pitch, tone, volume, emphasis, & rhythm]	Observation						
OTHER FLUENCY INDICATORS [specify]:	OBSERVATION				TEXT FLUENCY COULD NOT BE FORMALLY MEASURED		

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.
*The Reading Fluency subtest from the WJ-III was attempted, but was discontinued after administration of practice items. Anecdotal information from teachers is that Daisy's oral reading fluency is approximately 5-10 wcpm with poor accuracy. STAR Diagnostic reports indicate that Daisy is still working on phonological awareness and alphabetic principle skills.

*If using subtest scores rather than a composite score, what additional data exists to validate subtest scores?
STAR, informal observation, monitoring data from reading teacher (Guided reading level, running records)

Reference data points 8-10 and formal test results

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[1]	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
READING COMPREHENSION x Formal ❑ Informal	WJ-III	❑ Composite X Subtest		82		
MATHEMATICS X Formal ❑ Informal	WJ-III	❑ Composite X Subtest		89		
WRITTEN EXPRESSION [Formal + Informal writing samples]	WJ-III	❑ Composite X Subtest		71		

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

Daisy's reading group teacher indicates that she exhibits serious syntax, punctuation and spelling errors. Her writing is often illegible. Her writing samples from the WJ-III also indicated poor sentence structure awareness, poor letter formation and serious spelling deficits. Daisy was able to complete simple sentences by providing one or two words, but struggled when asked to generate sentences independently. Daisy's reading comprehension skills were also below average. She was able to provide a missing word to short written prompt but appeared to rely heavily on picture cues. Daisy was able to complete simple addition and subtraction problems. She did show evidence of difficulty in lining up number columns correctly with regrouping or multi-digit problems.

*If using subtest scores rather than a composite score, what additional data validates subtest scores? Her teacher also notes that Daisy can retell a story orally that has been read to her. But, if asked to read a story independently, she is unable to recall specific details or basic story elements.

Reference formal test results (WJ-III) and data points 11-14

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[1]**	**BELOW AVERAGE SS**	**AVERAGE SS**	**ABOVE AVERAGE SS**
PHONOLOGICAL AWARENESS	CTOPP-2	❑ Composite ❑ Subtest		81		
RAPID NAMING	CTOPP-2	❑ Composite ❑ Subtest		72		

Reference formal testing (CTOPP)

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[1]**	**BELOW AVERAGE SS**	**AVERAGE SS**	**ABOVE AVERAGE SS**
PHONOLOGICAL MEMORY ❑ Formal ❑ Informal	CTOPP-2	❑ Composite ❑ Subtest		78		
ORTHOGRAPHIC PROCESSING ❑ Formal ❑ Informal	Informal (spelling/sight words)	❑ Composite ❑ Subtest		poor		
VERBAL WORKING MEMORY ❑ Formal ❑ Informal		❑ Composite ❑ Subtest				
PROCESSING SPEED ❑ Formal ❑ Informal		❑ Composite ❑ Subtest				

Reference formal test results (CTOPP/WJ-III) and data points 9-12

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

Diagnostic screeners (LEXIA, STAR) support a history of struggling with basic phonological awareness skills. Teachers report difficulties with rhyming skills and consistently identifying vowel sounds. Teacher data also supports weaknesses in orthographic processing as evidenced by sight word recognition and spelling difficulties.

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

Data points 9-12

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 she or he is listening to) age and grade appropriate?					X Yes	☐ No
AREA EVALUATED	**ASSESSMENT INSTRUMENT**	**COMPOSITE OR SUBTEST***	**STANDARD ERROR OF MEASURE[1]**	**BELOW AVERAGE SS**	**AVERAGE SS**	**ABOVE AVERAGE SS**
LISTENING (ORAL) COMPREHENSION	WJ-III	X Composite Subtest			91	

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.

Reference formal test results (WJ-III)

QUALITATIVE DATA – Information from informal inventories, teacher(s), parent(s), and student.
Daisy's teachers indicate that she is sociable and talkative and appears to have well developed oral language skills. The teacher also notes that Daisy can retell a story orally that has been read to her.

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

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

AREA EVALUATED	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE[1]	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
READING COMPREHENSION	WJ-III	❏ Composite X Subtest		82		
MATH REASONING/CALCULATION	WJ-III/Informal	❏ Composite X Subtest		89	Average (calculation)	

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

AREA EVALUATED	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	STANDARD ERROR OF MEASURE[1]	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
ORAL EXPRESSION	WJ-III	X Composite ❏ Subtest			94	
VOCABULARY KNOWLEDGE	WJ-III	❏ Composite X Subtest		87		

QUALITATIVE DATA – Information from informal inventories, teacher(s), parent(s), and student.
<u>Teacher notes that Daisy loves to talk and is a "great storyteller." Her reading teacher also notes that Daisy can retell a story orally that has been read to her. But, if asked to read a story independently, she is unable to recall specific details or basic story elements. Daisy's teacher notes that she can perform basic math calculations but struggles with story problems.</u>

*If using subtest scores rather than a composite score, what additional data validates subtest scores?
<u>Teacher ratings, observations</u>

Reference formal test results (WJ-III) and data points 4, 6, 11, 13, and 14

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*.)

❑	**ATTENTION**	Describe: Attentional difficulties were noted during the testing sessions and are indicated by her teachers.
❑	**HANDWRITING**	Describe: Daisy struggles with letter formation and spacing. Her writing is often illegible.
❑	**FAMILY HISTORY OF READING DIFFICULTIES**	Describe: Daisy's mother and sister both report learning problems.
❑	**BEHAVIOR ISSUES**	Describe: Daisy has a history of behavioral difficulties including: classroom disruptions, failure to follow adult directives and aggression towards peers. Much of Daisy's behavior appears to be motivated by avoidance of difficult or non-preferred tasks.
❑	**MOTIVATION**	Describe: Daisy exhibits multiple avoidance behaviors particularly with reading and writing tasks. She prefers oral retell over reading and enjoys Art, Music and PE.
❑	**SPEECH ISSUES**	Describe: _____ _____
❑	**OTHER:**	Describe: _____ _____
❑	**OTHER:**	Describe: _____ _____

Data points 4-5

Data points 11-12

Data points 15-16

Data points 4-5

Data point 5

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

The data collected corroborates Daisy's historical difficulty with decoding, spelling, and written expression. The difficulties with phonological processing, rapid naming, phonological memory appear to be contributing to the academic difficulties described by Daisy's teachers. The data collected also indicates strengths with listening comprehension and oral expression.

The summary can be a brief review of the student's strengths and weaknesses and educational history. *Remember, the committee makes the recommendation for eligibility.*

DYSLEXIA EVALUATION COMPLETED BY:

Ms. Someone

_____
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.