



# Dyslexia Evaluation



**Texas  
Dyslexia  
Identification  
Academy**




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### A special thank you to the following individuals:

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## Community Considerations

- Limit technology distractions.
- Help your colleagues.
- Participate throughout the session.
- What is learned here, leaves here.



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## Texas Dyslexia Identification Academy Overview

- Module 1: Dyslexia Foundation: 
- **Module 2: Dyslexia Evaluation**
- Module 3: Considerations for English Language Learners (ELLs)
- Module 4: Interpreting Scores
- Module 5: Report Writing and Case Studies



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## Today's Objectives

- Understand why and when we assess for dyslexia
- Understand the processes for dyslexia assessment and the identification of dyslexia
- Understand related disorders



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**THE DYSLEXIA HANDBOOK**

REVISED 2014

Procedures Concerning Dyslexia and Related Disorders

TEXAS EDUCATION AGENCY • AUSTIN, TEXAS  
July 2014

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**Why?**

**Pages to check out:**

- 15    ▪ 16    ▪ 41
- 42    ▪ 46
- 62    ▪ 63

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**When?**

**Pages to check out:**

- 6        ▪ 15
- 13      ▪ 64
- 14

**How many times do you see the word "early" or "earlier"?**

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“Texas Education Code (TEC) §28.006, Reading Diagnosis, requires assessment of reading development and comprehension for all students in kindergarten, first grade, second grade, and as appropriate, seventh grade.”

*Dyslexia Handbook, p. 15*

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Students shall be assessed at the appropriate time.

*Dyslexia Handbook, p. 16*

Schools shall recommend assessment for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and spelling that is unexpected for the student’s age/grade **DATA**
- Characteristics and risk factors of dyslexia indicated in Chapter I: Definitions and Characteristics of Dyslexia **RED FLAGS**

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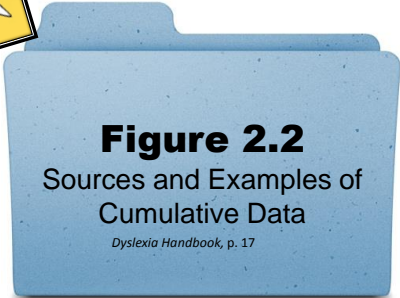
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Data Gathering



**Figure 2.2**  
Sources and Examples of Cumulative Data

*Dyslexia Handbook, p. 17*

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## Vision and Hearing



- “No children with learning difficulty should embark on the path of formal assessment without verification of their hearing and vision.”
- “Vision and hearing screenings are just that – quick checks that do not always identify children with impairments.”

Reading Assessment: Linking Language, Literacy, and Cognition by Melissa Lee Farrell, p.79  
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## Vision and Hearing Screening

Who should be screened?

- Those four years old by September 1<sup>st</sup>
- Kindergarteners within 120 days of admission
- Any other first-time entrants within 120 days of admission
- First-, third-, fifth-, and seventh-graders anytime within the school year



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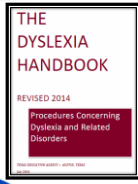

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## Environmental and Socioeconomic Factors

Handout #3

**Page to check out:**

**17**

**How do environmental and socioeconomic factors affect learning difficulties?**

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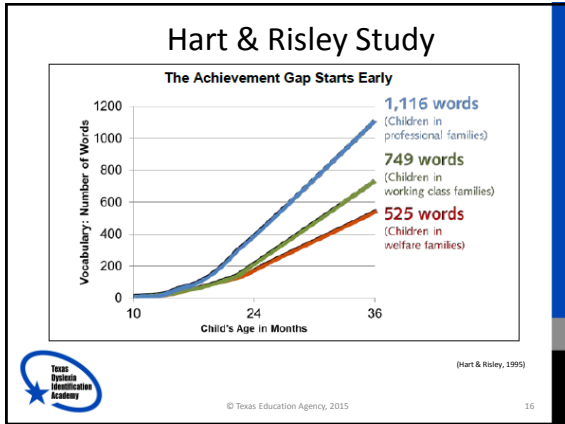
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Handout #2

Who?

504 IDEA

p. 18

Through the §504 process, the school completes the evaluation as outlined using the following procedures:

1. Notify parents/guardians of the proposal to assess student for dyslexia (§504).
2. Inform parents/guardians of their rights under §504.
3. Obtain permission from parents/guardians to assess the student for dyslexia.
4. Assess student, being sure that individuals/professionals who administer assessments have training in the evaluation of students for dyslexia and related disorders (19 TAC §74.28).<sup>17</sup>

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**1** Quantitative Formal

**+1** Qualitative Informal

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**2** View of Student Strengths, Difficulties

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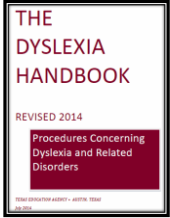
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### Tests and Other Evaluation Materials



**Page to check out:**

- **19**

**Why are reliability and validity important when using assessment tools?**



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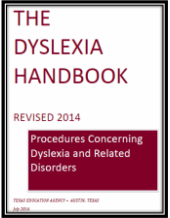
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### Tests and Other Evaluation Materials



**Page to check out:**

- **19**

**What criteria, beyond reliability and validity, must be considered for testing materials?**



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### Survey of Knowledge: Assessment and Reading

Handout #2



What is the primary purpose for including qualitative data during a dyslexia evaluation ?



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Handout #2

**Pages to check out:**  
▪ 20 and 21

**Figure 2.4**  
Areas for Assessment

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**Procedures for Identification**

Who?

504  
IDEA

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Handout #2

**Pages to check out:**  
▪ 22 and 23

**Figure 2.5**  
Questions To Be Considered

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## Pattern

Examples of patterns: leopard print, leopard, colorful dots, pixelated face.

## Formula

Examples of formulas:  $2x + 4 = 12$ ,  $2x = 12 - 4$ ,  $2x = 8$ ,  $x = \frac{8}{2}$ ,  $x = 4$ .  
 $2 + 2 = ?$

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## reminder

Professionals conducting assessment for the identification of dyslexia will need to look beyond scores on standardized assessments alone and examine the student's classroom reading performance, educational history, and early language experiences to assist with determining reading and spelling abilities and difficulties.

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## One More Thing!

# RELATED DISORDERS

*Dyslexia Handbook, page 8*

Handouts #4 & #5

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Handout  
#5

***Is the related disorder language-based at the level of phonology, word reading, and/or spelling?***



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***If the related disorder is language-based at the level of phonology, word reading, and spelling, does the related disorder manifest in “unexpectedness” when compared to the student’s other cognitive abilities, age, and grade?***



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***Does the student need instruction or intervention as a direct result of his or her related disorder ?***



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## Related Disorders

Handout #6

Related disorders are not the same as associated academic difficulties and other conditions (co-occurring disorders).

Students can have two different disorders, but they may not be related to each other.

While a student may have ADHD, specific developmental language disorders, etc., they are not considered to be related to dyslexia but may co-occur with dyslexia.



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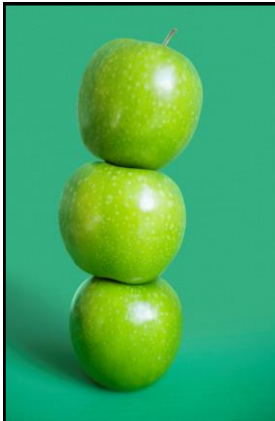
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## 3-Minute Pause

Handout #7



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## Last Thoughts

“Given that there is no perfect test of reading, it is the evaluator’s job to select tests and subtests that will address all potential areas of concern.”

“Evaluations, therefore, should not just be about the label, the score, or the percentile rank. Testing is not just about the numbers, and it should not be a mindless exercise in lining up scores in columns in reports. . . . The thoughtful interpretation of the findings is the heart of the evaluation.”



Melissa Farrell, *Reading Assessment*, p.62

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