



DYSLEXIA EVALUATION GUIDE

When to assess for dyslexia?

Referral concerns include difficulties with one or all of the following: phonemic awareness, sounding out words/decoding, sight word recognition, spelling, reading fluency, and accuracy. Letter reversals are normal unless they persist past 2nd grade (if the student has had more exposure to text, then it is normal to see reversals subside in first grade) (Brooks, 2011).

Young children under the age of 7 may have dyslexia, though it may not be apparent yet. Screening of rapid automatic naming and phonemic awareness may help to identify children at risk so early intervention can take place.

What areas are important to assess as part of a dyslexia evaluation? Tools to use?

Best practice is to get at least two measures (or one composite) under each area. If subtest scores are discrepant, then be sure to follow up with a third test in that area (Flanagan et al., 2013).

Always, always, always be sure to listen to the student read connected text aloud for a dyslexia evaluation. The BEST tool is YOUR diagnostic ear! If we don't do our own academic assessment, we can use the teacher's data and confer with them (Feifer, 2015).

**Spanish tests*

Phonemic/Phonological Awareness

aimswebPlus: Initial Sounds (K-1st only)
aimswebPlus: Phoneme Segmentation (K-1st only)
*Batería IV: Procesamiento fonético
CTOPP-2: Phonological Awareness Composite, Alternate Phonological Awareness Composite
*DIBELS 8th Edition: Phonemic Segmentation Fluency (CBM) (K-1st only)
FAR: Phonemic Awareness, Positioning Sounds
*IDEL 7th Edition: Fluidez en la Segmentación de Fonemas (K-1st only)
KTEA-3: Phonological Processing
TAPS-4: Phonological Processing Composite
*TAPS-3: SBE: Basic Phonological Skills Composite (Spanish)
WIAT-4: Phonemic Proficiency
WJ-IV Cog: Phonological Processing
WJ-IV OL: Phonetic Coding Composite



Rapid Naming

AimswestPlus: Letter Naming Fluency (K-1st only)
*Batería IV: Rapidez en la identificación de dibujos
CTOPP-2: Rapid Symbolic Naming Composite
*DIBELS 8th Edition: Letter Naming Fluency (K-1st only)
*IDEL 7th Edition: Fluidez en Nombrar Letras (K-1st only)
FAR: Rapid Automatic Naming
KTEA-3: Object Naming Facility, Letter Naming Facility
WISC-V: Naming Speed Index
WJ-IV OL: Rapid Picture Naming

Basic Reading

**Ideal to obtain a measure of both word identification & nonsense word reading*

aimswestPlus: Letter Word Sounds Fluency (K-1st only)
FAR: Nonsense Word Decoding
KTEA-3: Decoding Composite
WIAT-4: Basic Reading & Decoding Composites
WJ-IV Ach: Basic Reading Composite
WMLS III: Letter-Word Identification
TERA-4: General Reading Index

Orthographic Skills

DAS-II: Matching Letter-Like Forms subtest
DTLA-5: Nonverbal Memory Composite
FAR: Orthographic Processing
FAR: Visual Perception
FAW: Dyslexia Index
KTEA-3: Orthographic Processing Composite (Word Recognition Fluency, Spelling, Letter Naming Facility)
TOC: Orthographic Ability Index, Spelling, Accuracy Index, Spelling Speed Index
TOWRE-2: Total Word Reading Efficiency Index
WIAT-4: Orthographic Processing (Orthographic Fluency, Spelling); Orthographic Processing Extended (Orthographic Fluency, Spelling Orthographic Choice)
WJ-IV Ach: Spelling
WJ-IV Ach: Spelling of Sounds
WJ-IV Cog: Letter-Pattern Matching

Long-Term Recall

ChAMP: Instructions subtests, Lists subtests
FAR: Verbal Fluency, Word Recall
FAW: Retrieval Fluency
KABC-II NU: Learning Composite
KABC-II NU: Delayed Recall Composite
KTEA-3: Associational Fluency
WISC-V: Symbol Translation subtests
WJ-IV Cog: Visual-Auditory Learning
WJ-IV OL: Retrieval Fluency
WRAML3: Story Memory subtests, Verbal Learning subtests

Verbal Working Memory

CTOPP-2: Phonological Memory Composite
KABC-II NU: Sequential Composite
TAPS-4: Auditory Memory Composite
WISC-V: Auditory Working Memory Composite
WJ-IV Cog: Auditory Memory Span Composite
WJ-IV Cog: Short-Term Working Memory Composite
WJ-IV OL: Sentence Repetition, Understanding Directions
WRAML 3: Visual Working Memory, Verbal Working Memory

Reading Fluency

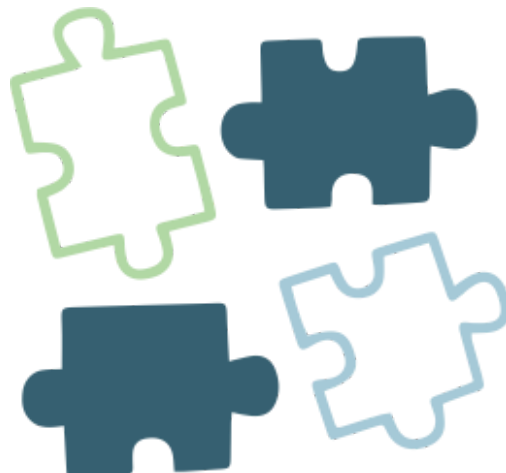
**Ideal to obtain a measure of fluency word reading/decoding in isolation and within context*

aimswestPlus: Word Reading Fluency (K-1st only)
aimswestPlus: Nonsense Word Fluency (K-1st only)
aimswestPlus: Oral Reading Fluency (Grades 2nd-3rd)
aimswestPlus: Silent Reading Fluency (Grades 4th-12th)
*Batería IV: Reading Fluency Cluster
DIBELS 8th Edition: Nonsense Word Fluency, Word Reading Fluency, Oral Reading Fluency
FAR: Irregular Word Reading Fluency, Isolated Word Reading Fluency, Oral Reading Fluency
GORT-5: Rate & Accuracy Combined
*IDEL: Fluidez en la Lectura Oral, Fluidez en las Palabras sin Sentido, Fluidez en el Uso de las Palabras
KTEA-3: Reading Fluency Composite
WIAT-4: Reading Fluency Composite
WJ-IV Ach: Reading Fluency Cluster
WJ-IV Ach: Reading Rate Cluster



What are the dyslexia subtypes?

1. Dysphonetic/Deep subtype (Feifer & Nader, 2015)
 - Problems applying phonological rules due to a deficit in phonological processing; this subtype is often reflected by weaknesses in basic reading skills, especially pseudowords/nonword reading.
 - Observations: student will typically guess words based on the initial letter rather than attempt to sound out, replaces words with visually similar words, reads quickly but makes many errors in accuracy.
2. Surface /Dyseidetic subtype (Feifer & Nader, 2015)
 - Problems with the rapid and automatic recognition of words in print. This subtype demonstrates processing deficits in either rapid automatic naming, orthographic processing, and/or morphological awareness (word roots). Academically, surface dyslexia manifests in slow reading fluency, low sight word vocabulary, difficulties reading irregular words, and spelling errors.
 - Observations: student laboriously sounds out words, letter by letter, sound by sound; methodical reader; multiple errors on phonologically irregular words; tends to spell phonetically; letter reversal errors past a developmentally appropriate age.
3. Mixed subtype (Feifer & Nader, 2015)
 - Most severe form of dyslexia. Multiple reading deficits characterized by impaired phonological and orthographic processing. Problems are usually reflected in poor basic reading skills, poor reading fluency, and unusual spelling errors. Secondary reading comprehension challenges may also be present.
 - Observations: Student exhibits a mix of both visual and phonological errors in reading, exhibits bizarre spelling errors that are not phonetically readable or visually recognizable.





REFERENCES

Brooks, A. D., Berninger, V. W., & Abbott, R.D (2011). Letter naming and letter writing reversals in children with dyslexia: Momentary inefficiency in the phonological and orthographic loops of working memory, *developmental neuropsychology*, 36(7), 847-868.
<https://doi.org/10.1080/87565641.2011.606401>

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Feifer, S. G. & Nader, R. G. (2015). *Feifer assessment of reading: Professional manual*. PAR, Inc.

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of cross-battery assessment, third edition*. John Wiley & Sons, Inc.