



**PsychEd**  
Services

# DYSLEXIA EVALUATION GUIDE



**2021 - 2022**

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## 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 it persists past second 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 seven may have dyslexia, though, not yet apparent. 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 Oral: Phonetic Coding Composite

### RAPID NAMING

- AimswebPlus: 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



## VERBAL WORKING MEMORY

- CTOPP-2: Phonological Memory Composite
- RABC II: 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

## BASIC READING

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

- AimswebPlus: Letter Word Sounds Fluency (K-1st only)
- \*Batería IV Ach: Basic Reading Skills Cluster
- FAR: Nonsense Word Decoding
- KTEA-3: Decoding Composite
- WIAT-4: Basic Reading & Decoding Composites
- WJ-IV Ach: Basic Reading Composite
- WMLS: 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
- RABC-II NU: Learning Composite
- RABC 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
- WRAML 3: Story Memory subtests, Verbal Learning subtests

## READING FLUENCY

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

- AimswebPlus: Word Reading Fluency (K-1st only)
- AimswebPlus: Nonsense Word Fluency (K-1st only)
- AimswebPlus: Oral Reading Fluency (Grades 2-3)
- AimswebPlus: Silent Reading Fluency (Grades 4-12)
- \*Batería IV Ach: Reading Fluency Cluster
- DIBELS 8th Ed.: 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/non-word 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.  
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- Feifer, S. G. (2015). *The neuropsychology of reading disorders: An introduction to the FAR [PowerPoint Slides]*. School Neuropsychology Institute.
- 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.