## TESTING FOR DYSLEXIA
### Measures That Must be used for the Identification of Dyslexia

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<th>Elements to be included in assessment battery</th>
<th>Available Measures</th>
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| **History:**  
  Developmental  
  Medical  
  Academic  
  Family History | This information should be obtained using a thorough interview with the primary caregiver and a review of academic records. A structured interview form or questionnaire that includes these areas may be beneficial (e.g. BASC Structured Developmental History (BASC:SDH)). |
| **General Intellectual Functioning** | *Wechsler Intelligence Scale for Children- 4th Ed (WISC-IV)  
*Woodcock-Johnson III Cognitive (WJ-III COG)  
*Stanford-Binet- 5th Ed (SB5) |
| **Information on Cognitive Processing:**  
  This includes: Language, memory, auditory processing, visual processing, visual-motor integration, reasoning abilities, and executive functioning | Cognitive processes are inferred through subtest patterns of intelligence tests if reported by the school psychologist. A discrepancy between scores on subtests or clusters of subtests suggests an area of specific weaknesses. (e.g., WISC-IV Verbal/Performance Scales significantly discrepant; within Verbal scale – high similarities (Verbal reasoning), low Arithmetic (working memory/concentration).  
Memory – WISC-IV: Working Memory Index  
WJ-III: Short-Term Memory Cluster  
Children’s Memory Scale (CMS)  
CELF-IV: Working Memory Index  
TAPS-R: Auditory Number/Word/Sentence Memory  
Visual Processing – WISC-IV: Perceptual Reasoning Index (Block Design subtest)  
SB-5: Visual-Spatial Processing Factor  
Test of Visual Motor Integration  
Reasoning – WISC-IV Verbal Reasoning and Perceptual Reasoning Indices  
WJ-III Fluid Reasoning Cluster  
SB5: Quantitative Reasoning Factor  
**Executive Functioning** – refers to attention (focus), organization (efficiency), and inhibition (seemingly insensitive/impulsive). Difficulties in these areas may be inferred through observation and interview.  
Specific tests for language and auditory processing are available in other areas of this supplement. |
| **Specific Oral Language Skills Related to Reading/Writing Success** | **Tests of higher level language skills** related to language comprehension (semantics, syntax, morphology, and pragmatics):  
Comprehensive measures of higher-level language skills:  
*Clinical Evaluation of Language Fundamentals, 4th ed. (CELF-4).  
*Comprehensive Assessment of Spoken Language (CASL)  
Test of Language Development: Primary or Intermediate (TOLD:P3, TOLD:I3) |
| Test of Adolescent and Adult Language, 3rd ed. (TOAL-3) | A measure of listening comprehension is often given to gain a general measure of language comprehension skills:  
Woodcock Language Proficiency Battery – Revised (WLPB-R) – Listening Comprehension subtest  
Diagnostic Achievement Battery – 3rd edition (DAB-3) – Story Comprehension subtest  
Oral & Written Language Scales (OWLS) – Listening Comprehension scale |
| --- | --- |
| **Tests of Auditory Processing/Phonological Awareness:**  
Comprehensive Test of Phonological Processing (CTOPP)  
Lindamood Auditory Conceptualization Test (LAC): measure of Phoneme sequencing and manipulation only  
Test of Auditory Perceptual Skills-Revised (TAPS-R) – auditory discrimination  
Wepman Auditory Discrimination Test |
| **Educational Testing:**  
**Word Reading and Decoding**  
Wechsler Individual Achievement Test, 2nd ed. (WIAT-II)  
Basic Reading and Pseudoword Decoding subtests  
Woodcock Johnson III Achievement (WJ-III ACH)  
Letter-Word Identification and Word Attack subtests  
Woodcock Reading Mastery Test-Revised (WRMT-R)  
Letter-Word Identification and Word Attack subtests  
Decoding Skills Test (DST) – Phonemic Patterns subtest  
Informal Reading Inventories (IRI’s); word lists  
Bader Reading and Language Inventory-4th ed.  
Ekwall/Shanker Reading Inventory-4th ed.  |
| **Fluency (speed and accuracy of letter naming through passage reading)**  
**Oral and Silent Reading in context: evaluate rate, accuracy, and comprehension**  
Comprehensive Test of Phonological Processing (CTOPP) – Rapid Letter Naming  
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – Initial Sounds, Phonemic Segmentation, Nonsense Word (includes Letter-sound correspondences), Oral Reading (passages)  
Test of Word Reading Efficiency (TOWRE) – real and nonsense words  
Gray Oral Reading Test, 4th ed. (GORT-4)  
Informal Reading Inventories (IRI’s): Passages  
Bader Reading and Language Inventory-4th ed.  
Ekwall/Shanker Reading Inventory-4th ed.  |
| **Reading Comprehension**  
Wechsler Individual Achievement Tests, 2nd ed. (WIAT-II) – Reading Comprehension subtest (comprehension; rate/accuracy scores available)  
Woodcock Johnson III Achievement (WJ-III ACH) – Passage Comprehension subtest (silent reading comprehension)  
Woodcock Reading Mastery Test-Revised (WRMT-R) – Passage Comprehension (silent reading comprehension) |
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<tr>
<th>Section</th>
<th>Measures</th>
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<td><strong>Spelling</strong></td>
<td>Wechsler Individual Achievement Tests, 2nd ed. (WIAT-II) – Spelling subtest</td>
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<td>Woodcock Johnson III Achievement (WJ-III ACH) – Spelling subtest</td>
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<td>Test of Written Spelling, 4th ed. (TWS–4)</td>
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<td>Developmental Spelling Analysis (DSA) in <em>Word Journeys</em> by Ganske</td>
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<td>Informal Reading Inventories (IRI’s): dictated spelling lists</td>
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<td>Bader Reading and Language Inventory, 4th ed.</td>
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<td><strong>Written Expression</strong></td>
<td>WIAT-II Written Expression subtest – Passage Writing</td>
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<td>Test of Written Language, 3rd ed. (TOWL-III) – Sentence and Passage Writing</td>
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<td>Oral and Written Language Scales (OWLS) – Sentence and Passage Writing</td>
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<tr>
<td><strong>Handwriting</strong></td>
<td>Test of Handwriting Skills (THS)</td>
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<td>Informal Reading Inventories (IRIs): Handwriting checklist</td>
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<td>Bader Reading and Language Inventory, 4th ed.</td>
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<td>Observations during spelling and written expression measures</td>
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<td><strong>Classroom Observation, Review of previous remediation strategies</strong></td>
<td>Direct observations in classroom.</td>
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<td>Behavioral assessment measures if behavior or attention/concentration are a concern: Connors Rating Scales (teacher and parent versions), Behavior Assessment System for Children (BASC; teacher and parent rating scales)</td>
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<td>IRI’s: contain student attitude and interest surveys as well as teacher referral and observation forms and checklists for interpreting student responses into plans for instruction.</td>
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