

Dyslexia Assessment Student Profile
(For Committee use in the Identification of dyslexia)

Name: _____ Date of Birth: _____ Date: _____
 Home Language: _____ Campus: _____ Grade: _____
 Date of vision screening: _____ Date of hearing screening: _____ Attendance: _____
 Circle if applicable: _____ Special Education/Speech _____ ESL/Bilingual _____

Question 1: Is there a deficit in *one or more* of the primary characteristics of dyslexia?
 [Is there an indicator documented in the below average range? Keep in mind standard error of measure for scores that fall within the lower limits of the average range.]

Word Reading

Date	Assessment Instrument	Composite or Subtest	Standard Score	Below Average	Average	Above Average

Word Decoding

Date	Assessment Instrument	Composite or Subtest	Standard Score	Below Average	Average	Above Average

Written Spelling

[An isolated deficit in spelling would not be sufficient to identify dyslexia]

Date	Assessment Instrument	Composite or Subtest	Standard Score	Below Average	Average	Above Average

Fluency

[Note: A deficit in reading rate alone would not be sufficient to identify dyslexia unless there is evidence in the student's history that indicates difficulties with reading accuracy at the word level]

Date	Assessment Instrument		Standard Score	Below Average	Average	Above Average	WCPM *	Level *
		Rate						
		Accuracy						
		Rate						
		Accuracy						

* Scores obtained through curriculum based measures. Rate (words correct per minute), and accuracy level based on percent of words read correctly (independent, instructional, frustration) should be indicated.

Question 2: Is there a deficit in phonological processing?
 [Is there an indicator documented in the below average range? Keep in mind standard error of measure for scores that fall within the lower limits of the average range. See note below for specific considerations related to phonological awareness]

Date	Assessment Instrument	Composite or Subtest	Standard Score	Below Average	Average	Above Average
		Phonological Awareness *				
		Phonological Memory				
		Rapid Naming				

- * If phonological awareness is within the average range, please consider the following:
- If a cluster score is used, look at the individual subtests to determine consistency of scores
 - Has the student received intervention that may have normalized the score? If so, there should be evidence of a prior weakness in phonological awareness

Question 3: Is there evidence of unexpectedness?
 As the committee reviews **ALL** of the data including assessment results, ask the following question: "Are deficits indicated in the primary characteristics of dyslexia **and** in phonological processing **unexpected**?" See the following pages for areas to consider.

Consideration - Is the student's listening comprehension (ability to comprehend what he or she is listening to) stronger than deficit areas indicated in Question 1 and Question 2? Is listening comprehension stronger than the student's reading comprehension?

Date	Assessment Instrument	Area Evaluated	Standard Score	Below Average	Average	Above Average
		Listening Comprehension*				

* Attention or memory issues may impact (lower) the score; additional data can help substantiate possible difficulties such as teacher observations, parent observations, report card, parent-teacher conference documentation, etc.

Consideration - Is the student's reading comprehension stronger than deficit areas indicated in Question 1 and Question 2?

Date	Assessment Instrument	Area Evaluated	Standard Score	Below Average	Average	Above Average
		Reading Comprehension				

Consideration - Is the student's verbal ability stronger than deficit areas indicated in Question 1 and Question 2?

Date	Assessment Instrument	Area Evaluated	Score	Below Average	Average	Above Average
	Example: CogAT	Verbal Ability				

Consideration - Do any or all of the following areas below indicate stronger skills when compared to the deficit areas indicated in Question 1 and Question 2?

	Below average	Average	Above Average
Report card grades:			
Science			
Social studies			
Math			
Teacher observations:			
Ability to learn orally, or in the absence of print			
Science			
Social Studies			
Math			

Name _____

	Below average	Average	Above Average
Vocabulary Knowledge			
Comprehends information read to him/her			

Additional documentation of unexpectedness: _____

Committee Decision - Based on ALL data reviewed and gathered during the assessment process:

_____ the student **DOES** meet the TEA guidelines for dyslexia identification.

_____ the student **DOES NOT** meet the TEA guidelines for dyslexia identification.

Committee Members:

position

signature

position

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position

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