**DIFFERENTIAL DIAGNOSIS OF DYSLEXIA**

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| Student Name: | Evaluator: |

**Profile Analysis-Mandatory**

This form provides a framework for considering whether a child who meets eligibility criteria under the category of Specific Learning Disabled in the areas of reading and/or written language also demonstrates a diagnosis profile associated with dyslexia. All components listed below must be addressed and professional judgment and observation must be utilized throughout this process.

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| **Test Results** | **Clinical Guidance** | **Assessment Used** |
| **General Intelligence**  Full Scale  General Intellectual Ability  General Conceptual Ability  Mental Processing Index, etc.  **Date Administered:**  **Overall Composite** **%** | General Intellectual ability is within the average range or higher.  Yes  No | WISC IV  DAS-II  KABC-II  WJ-IV Cognitive:  SB-5  Other: |
| **Phonological Processing (1 or more scores)**  Rhyming, Isolation, Deletion, Substitution  Blending, Segmentation, Phonological Memory, Rapid Naming  **Date Administered:**  **SS      ,      %ile**  **SS      ,      %ile** | Phonological skills below average range when considering SEM.  Yes  No | **Phonological Processing**  CTOPP-2  TOPA-2  KTEA-3  TPAT  RAN/RAS  LAC-3  Other |
| **\*\*READING AND SPELLING**  **Date Administered:**  **Silent Reading Ability** **(1 Test** **Required)**  SS      ,      %ile  **Word Recognition** **(2 Tests Required)**  SS      ,      %ile  SS      ,      %ile  **Word Analysis**: **Pseudoword Decoding** **(1 Test)**  SS      ,      %ile  **Spelling ( 2 Tests Required)**  SS      ,      %ile  SS      ,      %ile  **Reading Comprehension (2 Factors)**  SS      ,      %ile  SS      ,      %ile | **Silent reading rate** may be low to below average especially as the student increases in age and encounters complex text.  **Word Recognition, Word Analysis and/or Spelling** are in the **low to below average** range when considering SEM.  **Reading Comprehension** may or may not be below average  Yes  No | **Silent Reading**  TOSWRF,  TOSREC  Nelson Denny-Rate  Other  **Word Recognition**  WJ-IV Letter-Word Identification  WIAT-III Word Reading  KTEA-3 Letter word Recognition  WIST Word Identification  **Word Analysis/Pseudo-Decoding**  WJ-IV Word Attack  WIAT III Pseudo-word Decoding  KTEA-3 Nonsense Word Decoding  Other  **Spelling**  WJ-IV Spelling  WIST Spelling  WIAT III Spelling  Other  **Reading Comprehension**  WJ-IV Reading Comprehension  WIAT III Reading Comprehension  KTEA-3 Reading Comprehension  Gray Silent Reading Test  Other |
| **ADDITIONAL PROCESSING MEASURES TO SUPPORT DYSLEXIA PROFILE**   |  |  |  |  | | --- | --- | --- | --- | |  | **SS** |  | **%ile** | | Working Memory |  |  |  | | Long-term Memory |  |  |  | | Processing Speed |  |  |  | | Fluid Reasoning |  |  |  | | Orthographic Processing |  |  |  | | Executive Functions |  |  |  | | Auditory Processing |  |  |  | | Attention |  |  |  | | **Other:** |  |  |  | | General processing skills are below average when considering SEM.  Yes  No  Deficits do not have to be identified in every area. Choosing which area(s) should be assessed is based on profile analysis in order to support any areas of weakness identified during the current evaluation or through the referral information. | WJ IV Cognitive  Other |