**DYSLEXIA PROFILE**

Name Date of Birth ID

School Grade Date

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| The [name of state] Education Code [§ statute number] [or country] defines dyslexia in the following way: | | | | | | | |
| **International Dyslexia Association Definition (2002)**Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge. | | | | | | | |
| Authors’ note: Dyslexia affects reading at the single word level, reading fluency and rate, and spelling. In turn, these deficits cause difficulties with reading comprehension and written expression. According to research, the major cognitive correlates of dyslexia include weaknesses in one or more of the following abilities: phonological awareness, orthographic awareness, memory, rapid automatized naming, and processing speed. Other abilities, such as general intelligence, reasoning, oral language, mathematics, and knowledge, that do not require reading, are often unimpaired. In other words, the reading and spelling difficulties are often unexpected in relation to the student’s other abilities.  **Section I: Summary**  **A. Primary and Secondary Reading, Spelling, and Writing Difficulties**  Check the areas of concern. | | | | | | | |
| **Primary Reading and Spelling Difficulties** | | | | | **Secondary Reading and Writing Difficulties** | | |
| Letter-sound associations  Letter names  Letter sounds  Basic reading skills  Sight word identification  Phonics (nonword/word decoding)  Reading fluency and rate  Spelling  in isolation  in context | | | | | Reading comprehension  Written expression | | |
| **B. Linguistic Processing: Risk Factors**  Check the areas that are possible risk factors. | | | | | | | |
| Phonological awareness1  Blending  Segmentation  Manipulation | Orthographic awareness2 | | | Memory  Working memory  Associative memory | | Rapid automatized naming  Processing speed | |
| **C. Ability to Learn When Reading is Not Required**  Check the areas that are significantly higher than the individual’s reading and spelling skills. | | | | | | | |
| **Cognitive Abilities**  General intelligence  Reasoning | | **Oral Language**  Oral expression  Listening comprehension  Vocabulary3 | **Mathematics**  Calculation  Problem solving | | | | **Knowledge**  General knowledge3  Academic knowledge3 |

**D. At-Risk Indicators**

Check the areas below that are additional at-risk factors.

Family history   Early speech-language issues

# Committee Consideration

Data demonstrate characteristics of dyslexia.  Data demonstrate characteristics of dyslexia; however, these characteristics

Data do not demonstrate characteristics of dyslexia. would not be consistent with [State] guidelines for the identification of dyslexia.

**Evaluator(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Section II: Scores**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Area Tested** | | **Battery** | **Test**  **Date** | **Cluster/Test** | **Low/Below**  **Average**  **SS <40-89**  **PR <1-24** | **Average**  **SS 90-110**  **PR 25-75** | **High/Above Average**  **SS 111>**  **PR 76>** |
| **Primary Reading and Spelling Difficulties** | Letter-Sound  Associations | Informal |  | **Letter names: Poor Typical Advanced**  Case: Lower \_\_\_\_ /26  Upper \_\_\_\_/26  **Letter sounds**: **Poor Typical Advanced**  Consonants \_\_\_  Vowels \_\_\_ |  |  |  |
| Basic Reading Skills |  |  | **Word Identification** |  |  |  |
|  |  |  |  |  |
|  | **Phonics** |  |  |  |
|  |  |  |  |  |
| Reading Fluency/Rate |  |  | **Reading Fluency/Rate** |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Spelling |  |  | **Spelling in Isolation** |  |  |  |
|  |  |  |  |  |
|  | **Spelling in Context**: **Poor Typical Adv.** |  |  |  |
|  |  |  |  |  |
| **Secondary Reading**  **and Writing Difficulties** | Reading  Comprehension |  |  | **Reading Comprehension** |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Written Expression |  |  | **Written Expression** |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Primary and Secondary Reading and Writing Difficulties/Comments** | | | | | | | |
|  | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Area Tested** | | **Battery** | **Test**  **Date** | **Cluster/Test** | **Low/Below**  **Average**  **SS <40-89**  **PR <1-24** | **Average**  **SS 90-110**  **PR 25-75** | **High/Above Average**  **SS 111>**  **PR 76>** |
| **Cognitive and Linguistic Abilities: Possible Contributing Factors** | Phonological  Awareness1 |  |  | **Blending** |  |  |  |
|  |  |  |  |  |
|  | **Segmentation** |  |  |  |
|  |  |  |  |  |
|  | **Manipulation** |  |  |  |
|  |  |  |  |  |
| Orthographic Awareness2 |  |  | **Exception Word Reading** |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | **Exception Word Spelling** |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Memory |  |  | **Working Memory** |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | **Associative Memory** |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Rapid Automatized Naming |  |  | **Rapid Automatized Naming (RAN)** |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Processing Speed |  |  | **Processing Speed** |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Cognitive and Linguistic Abilities: Possible Contributing Factors/Comments** | | | | | | | | |
|  | | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Area Tested** | | **Battery** | **Test**  **Date** | **Cluster/Test** | **Low/Below**  **Average**  **SS <40-89**  **PR <1-24** | **Average**  **SS 90-110**  **PR 25-75** | **High/Above**  **Average**  **SS 111>**  **PR 76>** |
| **Ability to Learn When Reading is Not Required** | General Intelligence |  |  | **General Intelligence** |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Reasoning |  |  | **Reasoning** |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Oral Language |  |  | **Oral Expression** |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | **Listening Comprehension** |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | **Vocabulary**3 |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Mathematics |  |  | **Math Calculation** |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | **Math Problem Solving** |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Knowledge |  |  | **General Knowledge**3 |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | **Academic Knowledge**3 |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Ability to Learn When Reading is Not Required/Comments** | | | | | | | |
|  | | | | | | | |

|  |
| --- |
| **Determination of Characteristics of Dyslexia for Committee Consideration/Additional Comments** |
|  |

1. If the student exhibits reading and spelling difficulties and currently has average phonological/phonemic awareness, review the student’s history to determine if there is evidence of previous interventions with phonological/phonemic awareness. Prior effective instruction in phonological/phonemic awareness may remediate these skills in isolation. Thus, average phonological awareness scores alone do not rule out the existence of dyslexia. Ongoing phonological awareness deficits can also be exhibited in word reading and/or spelling.
2. A weakness in orthographic awareness can be a significant contributing factor to dyslexia. Orthographic awareness is often assessed through tests of irregular word reading and spelling. A person’s recognition and retrieval of orthographic patterns may be ascertained by analysis of the patterns of responses, as well as the scores, on measures of exception word reading and spelling. Students with a weakness in orthographic awareness are more successful in reading and spelling phonically regular words than irregular words and tend to spell irregular words the way they sound, rather than the way they look.
3. Consider that as a person grows older, limited reading affects the development of vocabulary and knowledge.