WIIIP®

Woodcock-Johnson® IV

Interpretation and Instructional Interventions Program

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Dyslexia Report Guide

Woodcock
Johnson® IV

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Contents

About This Guide

Purpose

The *WJ IV Interpretation and Instructional Interventions Program™ (WIIIP®) Dyslexia Report Guide* provides information about resources for examiners using the Woodcock-Johnson® IV (WJ IV™) for dyslexia evaluations. The WIIIP includes dyslexia checklists and an option to create a dyslexia report. An overview of these dyslexia resources follows.

About the *WJ IV Interpretation and Instructional Interventions Program*

The WIIIP is an online program designed to help professional examiners create comprehensive psychological and educational reports based on the WJ IV. The WIIIP includes a number of checklists for gathering and documenting background information and observations that can be used to help interpret WJ IV test performance. The WIIIP Comprehensive Report provides an interpretive overview of all available WJ IV score comparison and discrepancy procedures. The WIIIP Dyslexia Report is a specialized report designed to help examiners interpret WJ IV by exploring the characteristics of dyslexia.

The WIIIP can be added to an examiner's online scoring and reporting account with the purchase of a WIIIP license. WIIIP licenses are sold individually or in tiers based on the number of users.

Getting More Help

If you need help beyond the information provided in this guide, please make use of the following resources:

- Your Riverside Insights® Assessment Consultant

- Riverside Insights Customer Service
  Email: inquiry@riversideinsights.com
  Phone: 1-800.323.9540

In Brief – About Parts of This Guide

This part of the guide provides the following key information for using the WJ IV Dyslexia Resources:

- Conceptual Framework for Dyslexia Assessment
- WJ IV Dyslexia Report
- Required and Optional Tests, Clusters, and Checklists
- Dyslexia Teacher and Parent Checklists

Conceptual Framework for Dyslexia Assessment

Dyslexia is characterized by impairments in accurate and/or fluent word recognition, spelling, and reading rate. Secondary difficulties may occur in reading comprehension, vocabulary development, and written expression. The decoding problems associated with dyslexia often result from deficits in the phonological component of language and are often unexpected in relationship to the person's other abilities. Other cognitive and linguistic contributors may include weaknesses in attention, orthographic processing, processing speed, working memory, rapid automatized naming, and visual-verbal paired associate learning. Strengths in other cognitive and linguistic skills that do not require reading, such as oral language and reasoning, may be present as well.

Procedures for the identification of dyslexia and reading disorders vary based on state and local practices. The WJ IV Dyslexia Report incorporates elements of both the traditional "Discrepancy Model" of learning disability identification as well as approaches based on analyses of patterns of strengths and weaknesses (PSW). Several comparison procedures help examiners determine if a student's reading, spelling, and writing skills are commensurate with his or her cognitive ability, broad oral language ability, and/or fund of acquired academic knowledge.

The PSW or "Third Method" models (e.g., Flanagan, Ortiz, & Alfonso, 2007; Flanagan et al., 2018; Hale & Fiorello, 2004; Naglieri, 1999) share common elements. When using third method approaches to identify dyslexia, examiners look for a deficit in reading with a corresponding deficit in a related cognitive or linguistic ability. In addition, these deficits would be discrepant from other achievement areas as well as other intact, nonreading-related cognitive skills. The cognitive and linguistic skills that may contribute to difficulties in word reading acquisition are compared to a student's overall levels of cognitive and language development to determine relative strengths and weaknesses. In contrast to the traditional discrepancy approach, where high scores on cognitive measures and low scores on achievement areas are expected, third method models seek to identify low scores on both an achievement area and a related cognitive or linguistic ability. For example, an individual with a deficit in basic reading skill would also have a deficit in a related ability, such as phonological processing or rapid automatized naming, which may be contributing to reading and spelling weaknesses.

WJ IV Dyslexia Report

The WJ IV Tests of Cognitive Abilities (WJ IV COG; Schrank, McGrew, & Mather, 2014), WJ IV Tests of Achievement (WJ IV ACH; Schrank, Mather, & McGrew, 2014a), and WJ IV Tests of Oral Language (WJ IV OL; Schrank, Mather, & McGrew, 2014b) provide a thorough assessment of the primary characteristics of dyslexia as well as cognitive and linguistic contributors. The assessment of dyslexia requires consideration of many factors beyond standardized test performance, including the student's developmental and family history, exposure to appropriate classroom instruction, and response to intervention. When used within the context of a comprehensive evaluation, the Dyslexia Report and Dyslexia Checklists can help examiners determine if their client demonstrates the characteristics of dyslexia and then plan interventions accordingly.

The WJ IV Dyslexia Report provides a conceptual framework that organizes WJ IV test results for the purpose of identifying characteristics of dyslexia. Scoring tables for the Dyslexia Report are organized by tests and clusters measuring primary and secondary areas of reading and spelling as well as other cognitive and linguistic skills that may or may not be impaired in cases of dyslexia.

Table 1 shows the WJ IV test and clusters measuring primary reading and spelling skills.

Table 1. Primary Areas of Reading and Spelling

Battery	Cluster/Test
WJ IV ACH	Basic Reading Skills
WJ IV ACH	Reading Fluency
WJ IV ACH	Reading Rate
WJ IV ACH	Phoneme-Grapheme Knowledge
WJ IV ACH	Spelling Test

Table 2 shows the WJ IV clusters assessing secondary reading and writing skills that may be impaired in cases of dyslexia.

Table 2. Secondary Reading and Writing Skills

Battery	Cluster
WJ IV ACH	Reading Comprehension
WJ IV ACH	Written Expression

Table 3 shows the WJ IV clusters measuring reasoning, oral language, and fund of academic knowledge. These abilities may not be impaired in individuals with dyslexia.

Table 3. Ability Measures

Battery	Cluster
WJ IV COG	Gf-Gc Composite
WJ IV OL	Oral Expression
WJ IV OL	Listening Comprehension
WJ IV OL/COG	Vocabulary
WJ IV ACH	Academic Knowledge

Table 4 shows the WJ IV clusters assessing cognitive and linguistic abilities that may contribute to the reading and spelling difficulties associated with dyslexia.

Table 4. Cognitive and Linguistic Abilities

Battery	Cluster
WJ IV COG	Auditory Processing
WJ IV COG	Short-Term Working Memory
WJ IV COG	Cognitive Processing Speed
WJ IV COG	Perceptual Speed
WJ IV COG	Cognitive Efficiency
WJ IV OL	Phonetic Coding
WJ IV OL/COG	Auditory Memory Span
WJ IV OL	Speed of Lexical Access

Required and Optional Tests and Clusters

To generate the WJ IV Dyslexia Report, examiners must enter the test scores necessary to generate at least one of the following ability clusters:

- *Gf-Gc* Composite (WJ IV COG)
- Academic Knowledge Cluster (WJ IV ACH)
- Broad Oral Language Cluster (WJ IV OL)

Examiners can choose to use all three clusters, but at least one is required to generate the Dyslexia Report. These clusters provide estimates of the individual's ability and do not require reading. Examiners are also required to enter test scores for the following test and clusters:

- Spelling Test (WJ IV ACH)
- Basic Reading Skills Cluster (WJ IV ACH)
- Phoneme-Grapheme Knowledge Cluster (WJ IV ACH)
- Reading Fluency Cluster (WJ IV ACH)

The Reading Fluency Cluster is required for all examinees ages 7 and older or Grade 2 and above.

Table 5 shows all required and optional tests and clusters for generating the Dyslexia Report.

Table 5. Required and Optional Tests and Clusters

Cluster	Test Cluster Composition	Test Battery	Required/Optional
Basic Reading Skills	• Letter-Word Identification • Word Attack	Achievement	**Required**
Reading Fluency	• Oral Reading • Sentence Reading Fluency	Achievement	**Required** (Examinees age 7 and older or Grade 2 and above)
Phoneme/Grapheme	• Word Attack • Spelling of Sounds	Achievement	**Required**
Gf-Gc Composite	• Oral Vocabulary • Number Series • General Information • Concept Formation	Cognitive	**Required** (At least one required from *Gf-Gc*, Broad Oral Language, or Academic Knowledge Clusters)
Broad Oral Language	• Picture Vocabulary • Oral Comprehension • Understanding Directions	Oral Language	**Required** (At least one required from *Gf-Gc*, Broad Oral Language, or Academic Knowledge Clusters)
Academic Knowledge	• Science • Social Studies • Humanities	Achievement	**Required** (At least one required from *Gf-Gc*, Broad Oral Language, or Academic Knowledge Clusters)
N/A	• Spelling Test	Achievement	**Required**
N/A	• Sound Awareness Test	Oral Language	Optional
Reading Rate	• Sentence Reading Fluency • Word Reading Fluency	Achievement	Optional
Reading Comprehension	• Passage Comprehension • Reading Recall	Achievement	Optional
Reading Comprehension (Extended)	• Passage Comprehension • Reading Recall • Reading Vocabulary	Achievement	Optional
Written Expression	• Writing Samples • Sentence Writing Fluency	Achievement	Optional
Short-Term Working Memory	• Verbal Attention • Numbers Reversed	Cognitive	Optional
Short-Term Working Memory (Extended)	• Verbal Attention • Numbers Reversed • Object-Number Sequencing	Cognitive	Optional

Cluster	Test Cluster Composition	Test Battery	Required/Optional
Perceptual Speed	• Letter-Pattern Matching • Number-Pattern Matching	Cognitive	Optional
Auditory Processing	• Phonological Processing • Nonword Repetition	Cognitive	Optional
Long-Term Retrieval	• Story Recall • Visual-Auditory Learning	Cognitive	Optional
Cognitive Efficiency	• Letter-Pattern Matching • Numbers Reversed	Cognitive	Optional
Cognitive Efficiency (Extended)	• Letter-Pattern Matching • Numbers Reversed • Verbal Attention • Number-Pattern Matching	Cognitive	Optional
Phonetic Coding	• Segmentation • Sound Blending	Oral Language	Optional
Speed of Lexical Access	• Rapid Picture Naming • Retrieval Fluency	Oral Language	Optional
Auditory Memory Span	• Sentence Repetition • Memory for Words	Oral Language	Optional
Oral Expression	• Picture Vocabulary • Sentence Repetition	Oral Language	Optional
Listening Comprehension	• Oral Comprehension • Understanding Directions	Oral Language	Optional
Vocabulary	• Picture Vocabulary • Oral Vocabulary	Oral Language Cognitive	Optional

Dyslexia Checklists

Examiners can use the following WIIIP checklists with the Dyslexia Report:

- *Dyslexia Evaluation Checklist: Parent Form*

- *Dyslexia Evaluation Checklist: Teacher Form*

- *Self-Report Checklist: Adolescent/Adult*

- *Classroom Behavior Observation Form*

- *Writing Evaluation Scale*

Dyslexia Evaluation Checklist: Parent Form

The Dyslexia Evaluation Checklist: Parent Form is intended for use by parents of school-age children. A child's mother, father, guardian, or other parent-surrogate can complete the checklist. Reports from two parents can be included if desired.

A developmental history of language and language-related reading skills is collected in Part A. Part B contains information about family history of reading, attention, and other related problems. Part C focuses on children's nonreading-related strengths and interests. In Part D, the parent is asked to provide more information about the child's demonstration of prereading skills. Questions are included about the child's early acquisition of skills such as rhyming, letter recognition, and letter-sound correspondence. Part E includes questions pertaining to word recognition, reading fluency, and the child's ability to complete homework assignments in a time-efficient manner. The checklist concludes with a section on spelling and writing skills that asks parents to appraise their child's spelling, handwriting, and overall written language skills.

Dyslexia Evaluation Checklist: Teacher Form

The Dyslexia Evaluation Checklist: Teacher Form can help integrate information provided by the child's teacher into the Dyslexia Report. This checklist includes seven parts:

- Part A: Oral Language Skills
- Part B: Nonreading Skills
- Part C: Basic Reading Skills
- Part D: Attitude Toward Reading
- Part E: Reading Proficiency and Comprehension
- Part F: Spelling and Writing Skills
- Part G: Additional concerns

In Part A, the teacher is asked to provide information about the child's oral language skills in the areas of rhyming, sound isolation, and word retrieval. Part B includes questions pertaining to the child's interests and engagement in activities that do not require reading. Part C deals with basic reading skills such as phonics, letter-sound correspondence, regular and irregular word reading, article substitution during reading, and the student's level of difficulty with reading multisyllabic words. Part D includes questions assessing the child's attitude towards reading. Part E focuses on the student's demonstration of problems with reading fluency and reading comprehension. Finally, Part F asks the teacher to provide information about a child's spelling and writing skills, such as his/her tendency to omit sounds when spelling words, overreliance on speech sounds when spelling, and spelling the same word in different ways.

Chapter three of the *WJ IV Interpretation and Instructional Interventions Program* Manual and Checklists (Schrank & Wendling, 2015) provides an overview of the other WIIIP checklists available for inclusion in the Dyslexia Report: *Self-Report Checklist: Adolescent/Adult, Classroom Behavior Observation Form*, and *Writing Evaluation Scale*.

Part 3   Dyslexia Report Elements

This part of the guide provides the following key information for using the Dyslexia Report:

- The types of information presented in the report

- A sample of the report with a description of report elements

The Dyslexia Report includes a dyslexia score profile and summarizes the individual's performance on primary and secondary areas of reading, spelling, and writing as well as the contributing cognitive and linguistic abilities. The report provides an interpretive overview that includes a narrative description of any comparison procedures that were part of the evaluation. Examiners can include information from the Dyslexia Teacher and Parent Checklists, as well as other WIIIP checklists. Interventions related to the individual's WJ IV test results can be generated and included in the report. A detailed description of the individual's performance on all WJ IV tests and clusters can be appended to the report.

The Dyslexia Report may be generated as a Word document that is fully editable and will allow the examiner to copy and paste text from the report into another document. The Dyslexia Report can also be exported into PDF or HTML format. For more information on how to print or export reports, see the Woodcock-Johnson online scoring and reporting user's guide.

Report Sample

Data in the report sample that follows are for illustrative purposes only.

Woodcock Johnson IV

Dyslexia Report

1 **Name:** Sample, Jason
Date of Birth: 09/11/2009
Age: 7 years, 8 months (COG)
  7 years, 8 months (OL)
  7 years, 8 months (ACHA)
Sex: Male
Date of Testing: 05/26/2017 (COG)
  05/26/2017 (OL)
  05/26/2017 (ACHA)

School: ABC Elementary (COG)
Teacher: Mrs. Houghton (COG)
Grade: 1.9

ID: 10002
Examiners: Mrs. Examiner

2 **Tests and Checklists Administered**
Woodcock-Johnson IV Tests of Cognitive Abilities
Woodcock-Johnson IV Tests of Oral Language
Woodcock-Johnson IV Tests of Achievement, Form A
Dyslexia Evaluation Checklist: Parent Form
Dyslexia Evaluation Checklist: Teacher Form
Classroom Behavior Observations
Writing Evaluation Scale

3 PURPOSE OF REPORT

This report organizes and presents Jason's assessment results and other relevant information in a manner that may be useful for determining whether he exhibits a profile that is consistent with the characteristics of dyslexia.

4 DYSLEXIA DEFINITIONS

International Dyslexia Association definition (IDA, 2002)

The most commonly used definition of dyslexia in the United States is the IDA definition which states: "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." (Adopted by the International Dyslexia Association Board of Directors, November 12, 2002)

Functional definition of dyslexia

Dyslexia affects reading at the single word level, reading fluency and rate, and spelling. In turn, these weaknesses 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 naming, and perceptual speed. Other abilities that do not require reading, such as general intelligence, reasoning, oral language, mathematics, and knowledge, are often unimpaired. In other words, the reading and spelling difficulties are often unexpected in relation to the person's other abilities.

5 DYSLEXIA EVALUATION CHECKLIST: TEACHER FORM

Mr. Jeff Davis, Jason's teacher, provided the following information regarding Jason's reading skills by completing the *Dyslexia Evaluation Checklist: Teacher Form* on March 12, 2018.

<u>Jason's Oral Language</u>
 Has difficulty rhyming words.
 Has difficulty isolating the first and/or last sound in one-syllable words.
 Has trouble pronouncing multisyllabic words.
 Has trouble retrieving words quickly.
 Often uses the wrong word when speaking or has difficulty recalling a word.
 Has difficulty following oral multi-step directions.

<u>Jason's Nonreading Skills</u>
 Has age-appropriate oral language skills.
 Is creative (loves to make up songs and jokes).
 Enjoys visual-spatial tasks (likes mazes).
 Enjoys activities that do not require reading (recess, music).

6 DYSLEXIA SCORE PROFILE

The table below presents a conceptual framework for interpreting Jason's performance on the WJ IV tests and clusters that assess primary reading and spelling skills. Difficulties in these areas may be associated with dyslexia. Scores appear in the table for tests and clusters that were administered.

Primary Areas of Reading and Spelling

Area Tested	Battery	Cluster/Test	SS	PR	SS Classification	RPI	Proficiency
Basic Reading Skills	WJ IV ACH	**Basic Reading Skills**	66	1	Very Low	1/90	Extremely Limited
		1: Letter-Word Identification	67	1	Very Low	0/90	Extremely Limited
		7: Word Attack	60	0.4	Very Low	4/90	Very Limited
Reading Fluency/ Rate	WJ IV ACH	**Reading Fluency**	68	2	Very Low	1/90	Extremely Limited
		8: Oral Reading	61	0.5	Very Low	1/90	Extremely Limited
		9: Sentence Reading Fluency	78	7	Low	1/90	Extremely Limited
		Reading Rate	75	5	Low	1/90	Extremely Limited
		9: Sentence Reading Fluency	78	7	Low	1/90	Extremely Limited
		15: Word Reading Fluency	76	5	Low	1/90	Extremely Limited
Spelling	WJ IV ACH	3: Spelling	69	2	Very Low	6/90	Very Limited
		16: Spelling of Sounds	71	3	Low	25/90	Limited
Phoneme-Grapheme Knowledge	WJ IV ACH	**Phoneme-Grapheme Knowledge**	67	1	Very Low	11/90	Very Limited
		7: Word Attack	60	0.4	Very Low	4/90	Very Limited
		16: Spelling of Sounds	71	3	Low	25/90	Limited

Adapted from Dyslexia Profile, © 2017 C. Proctor, N. Mather, T. Stephens-Pisecco, and L. E. Jaffe

Among the primary reading and spelling areas assessed, Jason's standard scores are within the low range for one cluster (Reading Rate) and three tests (Sentence Reading Fluency, Word Reading Fluency, and Spelling of Sounds); and within the very low range for three clusters (Basic Reading Skills, Reading Fluency, and Phoneme-Grapheme Knowledge) and four tests (Letter-Word Identification, Spelling, Word Attack, and Oral Reading).

7 INTERPRETATION

Primary Reading, Spelling, and Writing Difficulties

To determine whether Jason's reading performance is commensurate with his cognitive ability, the *Gf-Gc* Composite, Broad Oral Language, and Academic Knowledge clusters were administered. The *Gf-Gc* Composite is a combined measure of fluid reasoning and comprehension-knowledge. The Broad Oral Language cluster is a measure of oral language competency. The Academic Knowledge cluster is a measure of acquired knowledge in the areas of science, social studies, and humanities. Successful performance on these clusters does not require reading. These ability measures were then compared to his reading achievement results.

Primary Reading and Spelling Skills	Predictor of Ability to Learn When Reading is Not Required		
	Gf-Gc Composite	Broad Oral Language	Academic Knowledge
Basic Reading Skills	✓	✓	✓
Reading Fluency	✓	✓	✓
Reading Rate	✓	✓	✓
Phoneme-Grapheme Knowledge	✓	✓	Comparison Not available

✓ indicates that the primary reading and spelling skill is significantly lower than the ability measure used as the predictor, based on a 1 SD (*SEE*) cutoff.

Gf-Gc Composite/Reading Comparisons

Compared to Jason's intellectual level as measured by the *Gf-Gc* Composite, his Basic Reading Skills, Reading Fluency, Phoneme-Grapheme Knowledge, and Reading Rate scores are unexpectedly low.

Broad Oral Language/Reading Comparisons

Compared to Jason's level of oral language ability as measured by the Broad Oral Language cluster, his Basic Reading Skills, Reading Fluency, Phoneme-Grapheme Knowledge, and Reading Rate scores are unexpectedly low.

<u>Academic Knowledge/Reading Comparisons</u>

Compared to Jason's academic knowledge as measured by the Academic Knowledge cluster, his Basic Reading Skills, Reading Fluency, and Reading Rate scores are unexpectedly low.

<u>Spelling</u>

Spelling measured Jason's ability to write orally-presented words correctly. Jason's performance on Spelling is comparable to that of the average individual at age 5-8. His Spelling standard score is in the very low range (percentile rank of 2; standard score of 69). His spelling ability is Very Low (RPI of 6/90); he will probably find it extremely difficult to succeed on similar age-level spelling tasks.

Secondary Reading and Writing Difficulties

Some individuals with dyslexia experience secondary difficulties with reading comprehension and/or written expression. These skills are often significantly lower than other, unrelated skills and abilities. To determine whether Jason is experiencing secondary difficulties related to reading and writing, the Reading Comprehension and Written Expression clusters were administered. The following section provides information about how Jason's secondary reading and writing skills compare to other skills and abilities that do not require reading.

Secondary Reading and/or Writing Skills	Predictor of Ability to Learn When Reading is Not Required		
	Gf-Gc Composite	Broad Oral Language	Academic Knowledge
Reading Comprehension*	✓	✓	✓
Written Expression	✓	✓	✓

✓ indicates that the secondary reading and writing skill is significantly lower than the ability measure used as the predictor, based on a 1 SD (SEE) cutoff.
*The extended version of this cluster was administered.

<u>Gf-Gc Composite/Secondary Reading and Writing Comparisons</u>

Compared to Jason's intellectual level as measured by the Gf-Gc Composite, his Reading Comprehension and Written Expression cluster scores are unexpectedly low.

<u>Broad Oral Language/Secondary Reading and Writing Comparisons</u>

Compared to Jason's level of oral language ability as measured by the Broad Oral Language cluster, his Reading Comprehension and Written Expression cluster scores are unexpectedly low.

<u>Academic Knowledge/Secondary Reading and Writing Comparisons</u>

Compared to Jason's academic knowledge as measured by the Academic Knowledge cluster, his Reading Comprehension and Written Expression cluster scores are unexpectedly low.

Speed, Auditory Processing, Long-Term Storage and Retrieval, and Cognitive Efficiency clusters were administered and compared to his *Gf-Gc* Composite score.

Individuals with dyslexia may exhibit relative weaknesses in the cognitive-linguistic areas of phonetic coding, speed of lexical access, and auditory memory. These weaknesses may be unexpected given their overall oral language ability. To determine whether James exhibits this profile typical of an individual with dyslexia, the Phonetic Coding, Speed of Lexical Access, and Auditory Memory Span clusters were administered and compared to his Broad Oral Language cluster score.

Possible Contributing Cognitive Factors	Gf-Gc Composite
Short-Term Working Memory*	✓
Perceptual Speed	
Auditory Processing	
Long-Term Retrieval	✓
Cognitive Efficiency*	✓

Possible Contributing Linguistic Factors	Broad Oral Language
Phonetic Coding	
Speed of Lexical Access	
Auditory Memory Span	✓

✓ indicates that the cognitive-linguistic cluster score is significantly lower than the ability measure used as the predictor, based on a 1 *SD* (*SEE*) cutoff.

Compared to Jason's intellectual level as measured by the *Gf-Gc* Composite, his unexpectedly low scores on the Short-Term Working Memory, Long-Term Retrieval, and Cognitive Efficiency–Extended clusters suggests that weaknesses in these areas are possible contributing factors to his reading-related difficulties.

Compared to Jason's overall oral language ability as measured by the Broad Oral Language cluster, his unexpectedly low score on the Auditory Memory Span cluster suggests that a weakness in this area is a possible contributing factor to his reading-related difficulties.

8 SUMMARY

This report contains results from administration of the *Woodcock-Johnson IV*. Jason's profile of scores from the WJ IV can provide insight into the contributors to his reading and spelling difficulties. This report also contains information collected using the *Dyslexia Evaluation Checklist: Parent Form, Dyslexia Evaluation Checklist: Teacher Form, Classroom Behavior Observation Form*, and *Writing Evaluation Scale*. Collectively, this information represents some of the data to be considered when making a determination of dyslexia.

9 INSTRUCTIONAL RECCOMENDATIONS AND INTERVENTIONS

Jason may need explicit instruction in how to blend sounds together to pronounce words. Make a list of the letters, letter blends, and digraphs for which Jason knows the corresponding sounds and a list of those that he does not yet know. Begin by presenting the written letters for the consonants and ask Jason to make the sound for each letter. Proceed to letters that represent the vowels. Then assess his ability to pronounce letter blends and digraphs. Plan instruction for sounds that Jason could not produce smoothly. This procedure can be repeated several times until Jason is able to blend the speech sounds that correspond to letters, letter blends, and digraphs into words.

10 Appendix A: Detailed Interpretation of Clusters and Tests

This appendix provides information about each ability measure, including a description of Jason's developmental level, a comparison to age peers using a standard score range classification, and a description of his proficiency level.

WJ IV Tests of Cognitive Abilities

<u>Intellectual Ability</u>

The *Gf-Gc* Composite is a combined measure of Jason's lexical (word) knowledge; general cultural knowledge; and quantitative, deductive, and inductive reasoning. Jason's fluid and crystallized intellectual ability composite is comparable to those of the average student in grade 2.4. His composite standard score is in the average range (percentile rank of 65; standard score of 106).

Report Elements

The sample *Dyslexia Report* provides:

❶ **Demographic Information –** Content will reflect the specifics of your test administration.

❷ **Tests and Checklists Administered –** Identifies the WJ IV test batteries and checklists that were administered.

❸ **Purpose of Report –** Describes the purpose of the report, which is to organize and present assessment results in a manner useful for determining whether the examinee demonstrates characteristics of dyslexia.

❹ **Dyslexia Definitions –** This section includes the International Dyslexia Association (IDA, 2002) dyslexia definition and a functional definition of dyslexia.

❺ **WIIIP Checklists –** This section contains any WIIIP checklists that are selected for inclusion in the report.

❻ **Dyslexia Score Profile –** This section includes scoring tables and narrative describing results of comparisons between the examinee's ability, reading and spelling skills, and cognitive and linguistic measures.

❼ **Interpretation –** Includes scoring tables and narrative organized by primary areas of reading and spelling, secondary reading and writing skills, ability measures, and cognitive and linguistic abilities.

❽ **Summary –** Report summary of the tests and checklists administered.

❾ **Instructional Recommendations and Interventions –** Provides a list of suggested formative or evidenced-based interventions based on examinee's WJ IV test performance.

❿ **(Optional) Appendix A: Detailed Interpretation of Clusters and Tests –** Provides a detailed description of the examinee's performance on tests and clusters based on the individual's relative standing in relation to same-age or grade peers or his or her measured proficiency on the WJ IV.

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