

DYSLEXIA EVALUATION REPORT

Student: _____ ID #: _____ DOB: _____
Campus: _____ Gr.: _____
Evaluator: _____ Date of Assessment: _____

BACKGROUND INFORMATION

SPECIFIC REASON FOR REFERRAL

PREVIOUS EVALUATION

Has the student been previously evaluated (medical, psychiatric, educational, psychological, speech/hearing, etc.)? No Yes

Evaluating clinic, agency or professional information:

Date: _____

Diagnosis: _____

Determination: _____

FAMILY HISTORY

Is there a family history of learning difficulties? Yes No

Comments

What is the primary language spoken at home?

OTHER SERVICES

Has the student participated in any of the following academic programs? Yes No

Dual Language	ESL	Spanish Immersion	Rtl	Program of Choice	Gifted & Talented	SpEd	504
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DATA SOURCES

Teacher Questionnaire

Parent Questionnaire

504 Referral Recommendation

504 Consent

The following factors were considered and excluded as primary contributors to student's reading and spelling difficulties (The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders- 2018 Update, pgs. 26 and 31)

FACTORS COMMENTS

Vision

Hearing

Health related

Attendance

I. ACADEMIC SKILLS- AREAS FOR EVALUATION

Three decision points must be considered when making an educational determination of dyslexia. Scores are reported as standard scores.

The pattern of weaknesses presented for a student with dyslexia will reflect one or more difficulties with low performance for the student's age and educational level in the following academic areas:

AREA EVALUATED	EVALUATION INSTRUMENT	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
Word attack	WRMT-III			
Word identification	WRMT-III			
Reading fluency (oral)	GORT-5			
Rate	GORT-5			
Accuracy	GORT-5			
Written spelling	TWS-5			
Passage comprehension	WRMT-III			
Reading comprehension	GORT-5			
Alphabet/letter-sound association	Informal			
Does the student exhibit difficulty-reading words in isolation with automaticity?			Yes _____	No _____
Does the student exhibit difficulty with reading accuracy or rate when reading connected text?			Yes _____	No _____
Does the student exhibit difficulty with written spelling? <i>An isolated difficulty in spelling is not sufficient to identify dyslexia.</i>			Yes _____	No _____
Does the student exhibit difficulty with reading comprehension?			Yes _____	No _____

II. COGNITIVE PROCESSES UNDERLYING ACADEMIC WEAKNESSES-AREAS FOR EVALUATION

Academic difficulties in reading and written spelling are typically the result of a deficit in Phonological/phonemic awareness for a student identified with dyslexia. The student may demonstrate difficulties in the following areas:

AREA EVALUATED	EVALUATION INSTRUMENT	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
Phonological awareness	CTOPP-2			
Elision	CTOPP-2			
Blending words	CTOPP-2			
Phoneme isolation	CTOPP-2			
Phonological memory	CTOPP-2			
Rapid naming	CTOPP-2			
Does the student exhibit a deficit in phonological processing?			Yes _____	No _____

If the assessment data does not indicate a deficit in phonological processing, it is important to examine the student's history to determine evidence of earlier difficulties with phonological/phonemic awareness and/or history of implementation of appropriate intervention strategies. If the student has received appropriate intervention that may have normalized some scores, consider: previous instruction may remediate phonological skills in isolation, but average phonological awareness scores alone **DO NOT** rule out dyslexia. Ongoing phonological processing deficits can be exhibited in word reading and/or spelling. When determining phonological awareness deficits, subtest scores should be considered, including discreet phonological awareness skills, instead of limiting interpretation to composite scores since a deficit in even one skill will limit reading progress. (The Dyslexia Handbook - Revised 2018: Procedures Concerning Dyslexia and Related Disorders, para. 32.)

Does the student's academic history reflect difficulties with phonological/phonemic awareness? Yes _____ No _____

Does the student's file document intervention strategies addressing phonological processing? Yes _____ No _____

III. UNEXPECTEDNESS- AREAS FOR EVALUATION

The profile of assessment data for the student identified with dyslexia presents difficulties in decision Points I and II that are *unexpected* in relation to the student's cognitive abilities (the ability to learn in the absence of print) and the provision of effective classroom instruction.

AREA EVALUATED	EVALUATION INSTRUMENT	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
Listening comprehension	WRMT-III			
Other				
Does the student have the ability to learn in the absence of print?		Yes _____	No _____	
Does the data reflect an <i>"unexpected"</i> reading difficulty in relation to the student's other abilities?		Yes _____	No _____	

CO-EXISTING COMPLICATIONS

COMPLICATION	COMMENTS
Attention	
Behavior	
Handwriting	
Speech	
Other	
TEST BEHAVIOR OBSERVED	

DETERMINATION

Based on the above information and The Dyslexia Handbook, Revised 2018 guidelines, the § 504 committee must determine whether or not the student exhibits a weakness in word reading and spelling. The committee then determines whether or not these difficulties are unexpected in relation to the student’s other cognitive abilities, social factors, language difference, irregular attendance, or lack of appropriate and effective instruction. “The student may exhibit strengths in areas such as reading comprehension, listening comprehension, math reasoning or verbal ability yet still have difficulty with reading and spelling. Therefore, it is not one single indicator but a preponderance of evidence of data (both formal and informal) that provides the committee with evidence for whether these difficulties are unexpected.”

BASED ON FORMAL AND INFORMAL DATA THERE IS A PREPONDERANCE OF EVIDENCE THAT [DOES/DOES NOT] SUPPORT THE IDENTIFICATION OF DYSLEXIA.

THE ROLE OF § 504/ARD COMMITTEE

This report is presented to the §504 Committee/ARD Committee for consideration.

If there is a preponderance of evidence that **supports** the identification of dyslexia, the [§ 504/ARD] Committee must determine whether the student has a disability under §504. A student is disabled under §504 if the physical or mental impairment (dyslexia) substantially limits one or more major life activities, such as the specific activity of reading (34 C.F.R. §104.3(j)(1)). Additionally, the Section 504 committee, in determining whether a student has a disability that substantially limits the student in a major life activity (reading), must not consider the ameliorating effects of any mitigating measures that student is using.

If the evidence **does not support the identification** of dyslexia, but the student has another condition or disability that substantially limits the student, eligibility for §504 services related to the student’s other condition or disability should be considered.

(The Dyslexia Handbook, Texas Education Agency, Revised 2018, para p. 33)

DYSLEXIA EVALUATION COMPLETED BY

Signature of Dyslexia Evaluator

Date

Signature of Dyslexia Evaluator

Date