Why Standardized Tests Cannot Be Used to Deny Wilson/OG Instruction

## Student Progress Must Be Measured by a Body of Evidence – Not a Single Score

## 1. Standardized Tests Don’t Capture Dyslexia Growth

* Timed, print-heavy, speed-based tests underestimate dyslexic students.
* Progress in decoding, comprehension, and confidence through Wilson/OG may not show up on these tests right away.
* International Dyslexia Association: standardized tests often underestimate the growth of dyslexic learners.

## 2. Law Requires Multiple Measures

* IDEA (20 U.S.C. § 1414; 34 C.F.R. § 300.304): schools must use a variety of assessment tools and strategies.
* Reliance on one standardized test violates federal requirements.
* Wilson mastery checks, lesson completion, and teacher reports count as valid data.

## 3. Meaningful Progress ≠ Percentile Ranking

* Endrew F. v. Douglas County (137 S. Ct. 988, 2017): IEPs must enable progress “appropriate in light of the child’s circumstances.”
* Moving from illiteracy to independent reading is legally and educationally significant progress, even if scores remain low.

## 4. Evidence-Based Instruction Must Continue

* Wilson/OG are peer-reviewed, research-based interventions.
* Federal law requires instruction based on such methods “to the extent practicable” (34 C.F.R. § 300.320(a)(4)).
* Districts cannot discontinue Wilson/OG just because standardized scores don’t yet match grade-level peers.

## 5. Known Fact: Dyslexic Students Test Poorly

* Test anxiety, slower processing speed, and fluency demands skew results.
* Standardized tests are widely recognized as poor indicators of actual progress for dyslexic learners.

## ✅ Bottom Line:

Standardized tests are one piece of data—they cannot override curriculum-based evidence, documented Wilson progress, and observable growth. Discontinuing Wilson instruction on test score grounds would violate IDEA and best practice.