



Beautiful Minds LEARNING CENTER

Christina Ables, MS, SLDS, IMC
www.beautifulmindslc.com
christina@beautifulmindslc.com
(352) 403-2002
FL DOE #1008972

DIAGNOSTIC ASSESSMENT FOR DYSLEXIA

Name:	Child Name	Date of Birth:	July 3, 2011
Date of Evaluation:	November 4, 2023	Chronological Age:	12 years, 4 months
Primary Language:	English	Grade:	7th

Reason for Referral

Child Name is a 12-year-old male residing in Bushnell, FL. He was referred for a dyslexia evaluation because his mother is concerned about his struggle with reading and spelling. She reports it is hard for him to read and spell on grade level.

Background information

According to the Student and Family History Form completed by Child's mother, Child was born full-term with no problems in utero. No other medical issues are reported for Child.

There is a family history of learning difficulties reported on the Student and Family History Form, including ADHD with Child's father, reading problems with Child's mother, and speech/language delay in Child's siblings.

Also listed on the form was Child's educational history. He repeated a grade level and currently receives structured literacy help. He currently exhibits the following difficulties: letter or number reversals, difficulty reading and spelling words, poor reading comprehension, and needs extra time to complete reading, spelling, or writing tasks.

Tests Administered

- Tests of Dyslexia - Screener (TOD-S)
- Tests of Dyslexia - Comprehensive (TOD-C)
- TOD-C Parent/Caregiver and Self-Rating Scales

Testing Observations

Testing was conducted in two sessions, **1½ to 2½** hours in length each. All sessions were conducted via Zoom with a stable internet connection and optimal electronic devices. Child was cooperative and seemed to put forth strong effort during both sessions of testing. Brain breaks were taken as needed throughout the testing sessions. Child seemed to remain calm throughout testing. Results are considered accurate and valid.

Assessment Results

TESTS OF DYSLEXIA - SCREENER (TOD-S)

The TOD-S is a norm-referenced screener comprised of three tests that can be administered to individuals in kindergarten through adulthood or ages 5-89 years old. It provides a Dyslexia Risk Index (DRI), which can help determine whether a more in-depth assessment is needed. Scores are expressed as a standard score scaled to a mean of 100 and a standard deviation of 15 using either age-based or grade-based norms. **Age-based norms** were used to determine all scores in this screener.

Standard Score Descriptive Ranges	
Well Above Average	120 and above
Above Average	110-119
Average	90-109
Below Average	80-89
Well Below Average	70-79
Significantly Below Average	69 and below

Picture Vocabulary: Picture Vocabulary (1S), a measure of receptive vocabulary knowledge, requires selecting one of four pictures that best depicts a word that the examiner presents orally. The standard score obtained on this test fell into the **Well Below Average** range, indicating **very limited** receptive vocabulary.

Letter and Word Choice: Letter and Word Choice (2S), a measure of orthographic knowledge, requires selecting the correct letter or correct spelling of a word from four choices (e.g., prak, park, karp, rakp). The standard score obtained on this test fell into the **Significantly Below Average** range, indicating **extremely limited** spelling skills and ability to recognize orthographic patterns.

Question Reading Fluency: Question Reading Fluency (3Sb), a measure of reading rate and comprehension, requires reading questions silently and selecting the correct response from among four choices as quickly as possible. The standard score obtained on this test fell into the **Average** range, indicating an **average** ability to read and answer questions quickly.

Dyslexia Risk Index: The Dyslexia Risk Index (DRI) provides a standard score that estimates the risk for dyslexia based on the results of the TOD-S. The obtained DRI fell in the **Below Average** range. This score indicates **below average** performance and **moderate to significant** risk for dyslexia. It indicates **limited** basic reading skills **and the need for further assessment**. Based on this information, Child was administered all components of the TOD-C.

Tests of Dyslexia- Screener (TOD-S)			
Test: Index/Subtest	Standard Score	Percentile Rank	Descriptor
Dyslexia Risk Index	73	4	At-Risk
Picture Vocabulary	79	8	Well Below Average
Letter and Word Choice	61	0.5	Significantly Below Average
Question Reading Fluency	91	27	Average

TESTS OF DYSLEXIA - COMPREHENSIVE (TOD-C)

The TOD-C is a norm-referenced assessment designed to provide a comprehensive dyslexia assessment for individuals in early elementary school through adulthood. It is an individually administered series of tests that include scores from the TOD-S and is a measure of reading normed for individuals ages 6-89 years old or grades 1 through adulthood. **Age-based norms** were used to determine all scores in this assessment. Index, composite, and subtest scores are expressed as a standard score scaled to a mean of 100 and a standard deviation of 15.

Standard Score Descriptive Ranges	
Well Above Average	120 and above
Above Average	110-119
Average	90-109
Below Average	80-89
Well Below Average	70-79
Significantly Below Average	69 and below

TOD-C Indexes

Dyslexia Diagnostic Index: The Dyslexia Diagnostic Index (DDI), derived from eight tests, provides a standard score that defines the probability of dyslexia. This is the most robust indication of whether or not dyslexia is present. The DDI standard score fell in the **Well Below Average** range and indicates that the probability of dyslexia is **Very High**. This score indicates **very limited** performance on tests of linguistic processing and reading and spelling skills.

Reading and Spelling Index: The Reading and Spelling Index (RSI), derived from four tests, measures different aspects of foundational reading skills, such as letter/word knowledge, reading fluency, irregular word spelling, and nonsense word reading. The RSI is part of the Dyslexia Diagnostic Index (DDI) and can also be interpreted independently when an index of

reading and spelling ability is needed. The RSI standard score fell in the **Well Below Average** range and indicates **very limited** performance on tests of basic reading/spelling.

Linguistic Processing Index: The Linguistic Processing Index (LPI), derived from four tests, measures different aspects of linguistic processing, such as phonemic awareness, rapid automatized naming, orthographic knowledge, and working memory. These four factors are foundational for acquiring basic reading skills. The LPI is part of the Dyslexia Diagnostic Index (DDI) and can also be interpreted independently when an index of linguistic processing risk factors is needed. The LPI standard score fell in the **Average** range and indicates **average** performance on tests of linguistic processing.

Tests of Dyslexia- Comprehensive (TOD-C)			
Test: Index	Standard Score	Percentile Rank	Descriptor
Dyslexia Diagnostic Index	76	5	Well Below Average
Reading and Spelling	70	2	Well Below Average
Linguistic Processing	92	30	Average
Probability of dyslexia based on DDI standard score			Very High Probability of Dyslexia

TOD-C Reading and Spelling Composites

Sight Word Acquisition Composite: The Sight Word Acquisition composite, a measure of word recognition skills, includes Irregular Word Reading and Rapid Irregular Word Reading. The tasks in this composite require recognizing and reading aloud words that have an irregular element under untimed and timed conditions. Orthographic knowledge also plays a role in word recognition and spelling. The standard score obtained on this composite fell into the **Below Average** range. This score range indicates **limited** ability to read words that contain an irregular element.

Tests of Dyslexia- Comprehensive (TOD-C)			
Test: Composite/Subtest	Standard Score	Percentile Rank	Descriptor
Sight Word Acquisition	87	19	Below Average
Irregular Word Reading	88	21	Below Average
Rapid Irregular Word Reading	88	21	Below Average

Phonics Knowledge Composite: The Phonics Knowledge composite, a measure of the application of phonics skills, includes Pseudoword Reading and Rapid Pseudoword Reading. The tasks in this composite require reading aloud pseudowords that are phonically regular under untimed and timed conditions. The standard score obtained on this composite fell into the **Below Average** range. This score range indicates **limited** ability to apply phonics skills for reading nonsense words.

Tests of Dyslexia- Comprehensive (TOD-C)			
Test: Composite/Subtest	Standard Score	Percentile Rank	Descriptor
Phonics Knowledge	80	9	Below Average
Rapid Pseudoword Reading	82	12	Below Average
Pseudoword Reading	80	9	Below Average

Basic Reading Skills Composite: The Basic Reading Skills composite, a measure of two aspects of word reading (applying phonics and reading words with an irregular element), includes Pseudoword Reading and Irregular Word Reading. The tasks in this composite require reading aloud pseudowords that are phonically regular and reading aloud words that have an irregular element. The standard score obtained on this composite fell into the **Below Average** range. This score range indicates **limited** basic reading skills.

Tests of Dyslexia- Comprehensive (TOD-C)			
Test: Composite/Subtest	Standard Score	Percentile Rank	Descriptor
Basic Reading Skills	82	12	Below Average
Pseudoword Reading	80	9	Below Average
Irregular Word Reading	88	21	Below Average

Decoding Efficiency Composite: The Decoding Efficiency composite, a measure of automaticity with basic reading skills, includes Rapid Pseudoword Reading and Rapid Irregular Word Reading. The tasks in this composite are both timed and require quickly reading aloud pseudowords that are phonically regular and then words that have an irregular element. The standard score obtained on this composite fell in the **Below Average** range. This score range indicates **limited** automaticity of decoding skills for nonsense words and words with an irregular element.

Tests of Dyslexia- Comprehensive (TOD-C)			
Test: Composite/Subtest	Standard Score	Percentile Rank	Descriptor
Decoding Efficiency	84	14	Below Average
Rapid Pseudoword Reading	82	12	Below Average
Rapid Irregular Word Reading	88	21	Below Average

Spelling Composite: The Spelling composite, a measure of orthographic knowledge, includes Irregular Word Spelling and Regular Word Spelling. The tasks in this composite require spelling words that have an irregular element and words that follow the spelling rules of English. The standard score obtained on this composite fell into the **Significantly Below Average** range. This score range indicates **extremely limited** spelling ability and orthographic knowledge.

Tests of Dyslexia- Comprehensive (TOD-C)			
Test: Composite/Subtest	Standard Score	Percentile Rank	Descriptor
Spelling	65	1	Significantly Below Average
Irregular Word Spelling	63	1	Significantly Below Average
Regular Word Spelling	70	2	Well Below Average

Reading Fluency Composite: The Reading Fluency composite, a measure of reading accuracy and rate, includes Question Reading Fluency and Oral Reading Efficiency. The tasks in this composite, both timed, require reading and answering questions silently and reading a grade-level passage orally. The standard score obtained on this composite fell into the **Below Average** range. This score range indicates **limited** reading accuracy and rate.

Tests of Dyslexia- Comprehensive (TOD-C)			
Test: Composite/Subtest	Standard Score	Percentile Rank	Descriptor
Reading Fluency	82	12	Below Average
Question Reading Fluency	91	27	Average
Oral Reading Efficiency	72	3	Well Below Average

Reading Comprehension Efficiency Composite: The Reading Comprehension Efficiency composite, a measure of rate and reading comprehension, includes Question Reading Fluency and Silent Reading Efficiency. It assesses both speed and accuracy in processing and understanding text. This composite evaluates the ability to read passages silently and answer comprehension questions quickly, reflecting the ability to extract meaning from written content under timed conditions. The standard score obtained on this composite fell into the **Average** range. This score indicates **average** reading comprehension efficiency.

Tests of Dyslexia- Comprehensive (TOD-C)			
Test: Composite/Subtest	Standard Score	Percentile Rank	Descriptor
Reading Comprehension Efficiency	97	42	Average
Question Reading Fluency	91	27	Average
Silent Reading Efficiency	104	61	Average

TOD-C Linguistic Processing Composites

Phonological Awareness Composite: The Phonological Awareness composite, a measure of four different phonological awareness abilities (blending, segmenting, substitution, and deletion), includes Phonological Manipulation, Blending, and Segmenting. The standard score obtained on this composite fell into the **Average** range. This score range indicates **average** phonological awareness abilities.

Tests of Dyslexia- Comprehensive (TOD-C)			
Test: Composite/Subtest	Standard Score	Percentile Rank	Descriptor
Phonological Awareness	93	32	Average
Phonological Manipulation	86	18	Below Average
Blending	97	42	Average
Segmenting	102	55	Average

Rapid Automatized Naming Composite: The Rapid Automatized Naming composite, a measure of naming speed, includes Rapid Letter Naming and Rapid Number and Letter Naming. The tasks in this composite, both timed, require rapidly retrieving and naming confusable letters and a random mix of three numbers and three letters. The standard score obtained on this composite fell into the **Below Average** range. This score range indicates **limited** rapid automatized naming (RAN) ability.

Tests of Dyslexia- Comprehensive (TOD-C)			
Test: Composite/Subtest	Standard Score	Percentile Rank	Descriptor
Rapid Automatized Naming	85	16	Below Average
Rapid Letter Naming	83	13	Below Average
Rapid Number and Letter Naming	90	25	Average

Auditory Working Memory Composite: The Auditory Working Memory composite, a measure of the ability to hold information in immediate memory and then manipulate it, includes Word Memory and Letter Memory. The tasks in this composite require listening to a series of words or letters and then repeating them in reverse order. The standard score obtained on this composite fell into the **Average** range. This score range indicates **average** working memory.

Tests of Dyslexia- Comprehensive (TOD-C)			
Test: Composite/Subtest	Standard Score	Percentile Rank	Descriptor
Auditory Working Memory	103	58	Average
Word Memory	97	42	Average
Letter Memory	108	70	Average

Orthographic Processing Composite: The Orthographic Processing composite, a measure of the ability to recognize common English spelling patterns quickly, includes Letter and Word Choice and a timed task, Word Pattern Choice. The tasks in this composite require choosing the correct letter or spelling of a word and selecting the letter group that looks most like a real English word. The standard score obtained on this composite fell into the **Below Average** range. This score range indicates **limited** orthographic knowledge.

Tests of Dyslexia- Comprehensive (TOD-C)			
Test: Composite/Subtest	Standard Score	Percentile Rank	Descriptor
Orthographic Processing	83	13	Below Average
Letter and Word Choice	61	0.5	Significantly Below Average
Word Pattern Choice	112	79	Above Average

TOD-C Vocabulary and Reasoning Composites

Vocabulary: The Vocabulary composite, a measure of receptive vocabulary, includes Picture Vocabulary and Listening Vocabulary. The tasks in this composite require selecting one of four

pictures that best represents a word presented orally and listening to a question and choosing the correct response from among four options. The standard score obtained on this composite fell into the **Below Average** range. This score range indicates **limited** receptive vocabulary and listening ability.

Reasoning: The Reasoning composite, a measure of the ability to solve novel problems, includes Picture Analogies and Geometric Analogies. The tasks in this composite require understanding the relationship between the pictured items and shapes in order to solve the analogy. The standard score obtained on this composite fell into the **Above Average** range. This score range indicates **advanced** reasoning ability.

Vocabulary and Reasoning 2: The Vocabulary and Reasoning 2 composite, a combined measure of receptive vocabulary and reasoning ability, includes Picture Vocabulary and Picture Analogies. The tasks in this composite require choosing a picture that best represents a word presented orally and understanding the relationship between pictures to solve the analogy. The standard score obtained on this composite fell into the **Average** range. This score range indicates **average** receptive vocabulary and reasoning ability.

Vocabulary and Reasoning 4: The Vocabulary and Reasoning 4 composite, a comprehensive combined measure of receptive vocabulary and reasoning ability, includes Picture Vocabulary, Picture Analogies, Listening Vocabulary, and Geometric Analogies. The tasks in this composite require choosing a picture that best represents a word presented orally, listening to questions with four response options and choosing an answer, and understanding the relationship between pictures of items and shapes to solve analogies. The standard score obtained on this composite fell into the **Average** range. This score range indicates **average** receptive vocabulary, listening ability, and reasoning ability.

Tests of Dyslexia- Comprehensive (TOD-C)			
Test: Composite/Subtest	Standard Score	Percentile Rank	Descriptor
Vocabulary	80	9	Below Average
Reasoning	118	88	Above Average
Vocabulary and Reasoning 2	91	27	Average
Vocabulary and Reasoning 4	98	45	Average
Picture Vocabulary	79	8	Well Below Average
Picture Analogies	107	68	Average
Listening Vocabulary	87	19	Below Average
Geometric Analogies	123	94	Well Above Average

Additional Tests

Symbol to Sound Learning: Symbol to Sound Learning (21C), a measure of paired-associate learning, requires remembering novel associations between symbols and sounds and then blending those to form real words. The standard score obtained on this test fell into the **Above**

Average range. This score range indicates **advanced** ability to learn and retain the association between symbols and sounds, an important early reading skill.

Tests of Dyslexia- Comprehensive (TOD-C)			
Test: Composite/Subtest	Standard Score	Percentile Rank	Descriptor
Symbol to Sound Learning	111	77	Above Average

TOD-C PARENT AND SELF-RATING SCALES

TOD-C Parent/Caregiver Rating Scale

Child's mother completed the TOD-C Parent/Caregiver Rating Scale which rates degrees of difficulty from NONE to MAJOR with subsets of Vocabulary and Reasoning, Linguistic Risk Factors, Reading and Spelling, and other Contributing Factors. She indicated a minor degree of difficulty with **general reasoning**. She indicated some degree of difficulty with **verbal comprehension, phonological processing, orthographic processing, memory, reading fluency, reading comprehension, spelling, motivation for reading, and attention**. She further indicated a major degree of difficulty with **basic reading skills**.

Her ratings yielded a *T*-score of **65** and a percentile of **93**, indicating a **High Risk** for dyslexia.

TOD-C Self- Rating Scale

Child completed the Self-Rating Scale which rates degrees of difficulty from NONE to MAJOR with subsets of Vocabulary and Reasoning, Linguistic Risk Factors, Reading and Spelling, and other Contributing Factors. He indicated a minor degree of difficulty with **verbal comprehension, general reasoning, orthographic processing, memory, basic reading skills, reading fluency, reading comprehension, and motivation for reading**. He also indicated some degree of difficulty with **phonological processing and spelling**.

His ratings yielded a *T*-score of **51** and a percentile of **54**, indicating a **Low to Moderate Risk** for dyslexia.

Summary

Child is a hard working and well-mannered 12 year old student experiencing significant reading and spelling difficulties. He repeated one grade level and has a family history of reading difficulties. His performance on the TOD-S yielded a Dyslexia Risk Index (DRI) of At-Risk for dyslexia. He was thus given the TOD-C for further testing.

Child's score on the Dyslexia Diagnostic Index (DDI) is in the Well Below Average range, indicating a Very High Probability of Dyslexia. His score on the Reading and Spelling Index (RSI) was also Well Below Average, further supporting a Dyslexia diagnosis. His Average score on the

Linguistic Processing Index (LPI) yielded a standard score of 92 and a percentile rank of 30, falling in a borderline average range with Below Average beginning at a standard score of 89. The LPI subtests revealed Below Average performance on Phonological Manipulation, Rapid Letter naming and Significantly Below Average performance on Letter and Word Choice, which are difficulties commonly associated with dyslexia. In addition, phonological tasks such as blending and segmenting are improved through structured literacy intervention, which could produce higher scores for these tests in the Phonological Awareness composite. Child has been receiving structured literacy intervention.

Child's scores on the Reasoning composite subtests fell in the Above Average range, revealing an advanced reasoning ability. Further, the difference between the standard scores for the Dyslexia Diagnostic Index (DDI) and the Vocabulary and Reasoning 4 composite (VR4) is significant, occurring in 5% to 10% of the standardization sample, which is considered to be very uncommon. This discrepancy reveals that Child's reasoning abilities are advanced in comparison to reading and spelling abilities, which rules out other causes for reading and spelling difficulties, such as intellectual disability (ID).

It is important to note that Child's Vocabulary composite revealed scores in the Below Average range. Specifically, the Picture Vocabulary test produced a score in the Well Below Average range and the Listening Vocabulary test produced a score in the Below Average range. Attaining low scores on the Vocabulary composite with higher scores on the Reasoning composite can be indicative of a language disorder. Therefore, it is possible that Child may also have a developmental language disorder (DLD) co-occurring with dyslexia.

In summary, the results of this testing, as well as information from the TOD-C Rating Scales, **are consistent with a diagnosis of dyslexia, a type of specific learning disability (SLD)**. Further evaluation with a speech and language pathologist is warranted to determine whether a DLD diagnosis is also appropriate.

Recommendations

1. According to the International Dyslexia Association, Structured Literacy is the recommended approach for helping students with dyslexia be able to decode words in an explicit and systematic manner. (<https://dyslexiaida.org/effective-reading-instruction/>). It is recommended that Child continues receiving structured literacy instruction.
2. In addition to explicit instruction, it is best for Child to spend time listening to audiobooks on his grade level to help increase his vocabulary knowledge and have access to grade-level content.
3. Provide Child with decodable texts in line with his structured literacy program to help solidify decoding skills.
4. Allow Child to use speech to text accommodations for lengthy writing assignments in order to provide practice in the process of writing and eliminate the roadblocks that come with spelling difficulties.

5. Allow Child to have extended time on standardized testing.

Suggested Accommodations:

- Small Group testing
- Extended time
- Preferential seating
- Repeat oral directions
- Break down assignments into smaller tasks
- Speech to text software for written assignments
- Text to speech software for required reading
- Answers dictated to a scribe

Christina Ables, MS, SLDS, IMC
Structured Literacy Dyslexia Specialist (C-SLDS)
FL DOE Certified ESE, Elementary Ed, Reading
FL DOE #1008972, CERID ID #E180799