



## DIAGNOSTIC ASSESSMENT FOR DYSLEXIA

<b>Name:</b>	Child Name	<b>Date of Birth:</b>	July 3, 2011
<b>Date of Evaluation:</b>	November 4, 2023	<b>Chronological Age:</b>	12 years, 4 months
<b>Primary Language:</b>	English	<b>Grade:</b>	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 began walking at the age of 12 months and talking at the age of 18 months.

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 Scale

### 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

**Dyslexia Risk Index (DRI):** The DRI provides a standard score estimating the likelihood of dyslexia based on the TOD-S results. In this case, the score fell in the **At-Risk** range, indicating **Below Average** performance and a **moderate to significant** risk for dyslexia. This reflects **limited** foundational reading skills **and the need for further evaluation**. Based on these results, Child was administered relevant components of the TOD-C for additional assessment.

Tests of Dyslexia- Screener (TOD-S)			
Test: Index/Subtest	Standard Score	Percentile Rank	Descriptor
<b>Dyslexia Risk Index</b>	<b>73</b>	<b>4</b>	<b>At-Risk</b>
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 (DDI):** The DDI combines results from eight different assessments to generate a standard score reflecting the likelihood of dyslexia. This score provides one of the strongest indicators of whether dyslexia may be present. In this case, the standard score fell in the **Well Below Average** range, suggesting a **Very High** probability of dyslexia. This result reflects **very limited** performance in linguistic processing, as well as in reading and spelling skills.

**Reading and Spelling Index (RSI):** The RSI combines results from four assessments to evaluate key foundational reading skills, including letter/word knowledge, reading fluency, irregular word spelling, and pseudoword decoding. This index is included in the Dyslexia Diagnostic Index (DDI) but can also be used on its own to provide a snapshot of reading and spelling abilities. The obtained standard score fell in the **Well Below Average** range, indicating **very limited** performance in basic reading and spelling tasks.

**Linguistic Processing Index (LPI):** The LPI is based on four assessments that evaluate key aspects of linguistic processing, including phonemic awareness, rapid automatized naming, orthographic knowledge, and working memory—skills that are essential for developing foundational reading abilities. While the LPI contributes to the overall Dyslexia Diagnostic Index (DDI), it can also be considered on its own to assess linguistic processing risk factors. In this case, the standard score fell in the **Average** range, reflecting **average** performance on measures of linguistic processing.

Tests of Dyslexia- Comprehensive (TOD-C) Indexes			
Test: Index	Standard Score	Percentile Rank	Descriptor
Dyslexia Diagnostic	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:** This composite evaluates word recognition skills and includes Irregular Word Reading (11C) and Rapid Irregular Word Reading (20C). These tasks require the student to identify and read aloud words containing irregular spelling patterns under untimed and timed conditions. Orthographic knowledge also supports accurate word

recognition and spelling. The obtained standard score fell in the **Below Average** range, suggesting **limited** ability to accurately read words that contain irregular elements.

**Phonics Knowledge Composite:** This composite assesses the application of phonics skills and includes Pseudoword Reading (7C) and Rapid Pseudoword Reading (19C). These tasks require the student to read aloud phonically regular nonsense words under both untimed and timed conditions. The obtained standard score fell in the **Below Average** range, indicating limited ability to apply phonics skills to decode unfamiliar words.

**Basic Reading Skills Composite:** This composite evaluates two key aspects of word reading: applying phonics and recognizing words with irregular patterns. It includes Pseudoword Reading (7C) and Irregular Word Reading (11C). These tasks require reading aloud phonically regular pseudowords as well as words containing irregular elements. The obtained standard score fell in the **Below Average** range, indicating **limited** ability with foundational reading skills.

**Decoding Efficiency Composite:** This composite assesses the automaticity of basic word reading skills and includes Rapid Pseudoword Reading (19C) and Rapid Irregular Word Reading (20C). Both tasks are timed and require the student to read aloud quickly—first phonically regular pseudowords, then words containing irregular patterns. The obtained standard score fell in the **Below Average** range, indicating **limited** ability for fluent decoding of both nonsense words and words with irregular elements.

**Spelling Composite:** This composite evaluates orthographic knowledge and includes Irregular Word Spelling (5C) and Regular Word Spelling (15C). These tasks require the student to spell words containing irregular elements as well as words that follow standard English spelling rules. The obtained standard score fell in the **Significantly Below Average** range, indicating **extremely limited** spelling ability and orthographic knowledge.

**Reading Fluency Composite:** This composite evaluates reading accuracy and rate and includes Word or Question Reading Fluency (3S) and Oral Reading Efficiency (12C). Both tasks are timed, requiring the student to read and answer questions silently as well as read a grade-level passage aloud. The obtained standard score fell in the **Below Average** range, indicating **limited** reading accuracy and speed.

**Reading Comprehension Efficiency Composite:** This composite measures both reading speed and comprehension and includes Word or Question Reading Fluency (3S) and Silent Reading Efficiency (16C). It evaluates the student's ability to read passages silently and answer comprehension questions efficiently, reflecting how well they extract meaning from text under timed conditions. The obtained standard score fell in the **Average** range, indicating **average** reading comprehension efficiency.

Tests of Dyslexia- Comprehensive (TOD-C) Reading and Spelling Composites			
Test: Composite/Subtest	Standard Score	Percentile Rank	Descriptor
Sight Word Acquisition	87	19	Below Average
Phonics Knowledge	80	9	Below Average
Basic Reading Skills	82	12	Below Average
Decoding Efficiency	84	14	Below Average
Spelling	65	1	Significantly Below Average
Reading Fluency	82	12	Below Average
Reading Comprehension Efficiency	97	42	Average

## ***TOD-C Linguistic Processing Composites***

**Phonological Awareness Composite:** This composite evaluates four key phonological awareness skills—blending, segmenting, substitution, and deletion—and includes Phonological Manipulation (4C), Blending (13C), and Segmenting (14C). The obtained standard score fell in the **Average** range, indicating **average** phonological awareness abilities.

**Rapid Automatized Naming Composite:** This composite assesses naming speed and includes Rapid Letter Naming (6C) and Rapid Number and Letter Naming (17C). Both tasks are timed and require quickly retrieving and naming confusable letters as well as a mixed sequence of numbers and letters. The obtained standard score fell in the **Below Average** range, indicating **limited ability** with rapid automatized naming (RAN) skills.

**Auditory Working Memory Composite:** This composite evaluates the ability to hold information in immediate memory and manipulate it and includes Word Memory (9C) and Letter Memory (18C). Both tasks require listening to a sequence of words or letters and then repeating them in reverse order. The obtained standard score fell in the **Average** range, indicating **average** auditory working memory abilities.

**Orthographic Processing Composite:** This composite evaluates the ability to quickly recognize common English spelling patterns and includes Letter and Word Choice (2S) and the timed task Word Pattern Choice (8C). These tasks require selecting the correct letters or spelling of a word and identifying letter groups that resemble real English words. The obtained standard score fell in the **Below Average** range, indicating **limited** orthographic knowledge.

**Symbol to Sound Learning Test (21C):** This assessment measures paired-associate learning, requiring the student to remember new associations between symbols and sounds and then blend them to form real words. The obtained standard score fell in the **Above Average** range, indicating **advanced** ability to learn and retain symbol-sound associations—an important skill for early reading development.

<b>Tests of Dyslexia- Comprehensive (TOD-C) Reading and Spelling Composites</b>			
<b>Test: Composite/Subtest</b>	<b>Standard Score</b>	<b>Percentile Rank</b>	<b>Descriptor</b>
Phonological Awareness	93	32	Average
Rapid Automatized Naming	85	16	Below Average
Auditory Working Memory	103	58	Average
Orthographic Processing	83	13	Below Average
Symbol to Sound Learning	111	77	Above Average

## ***TOD-C Vocabulary and Reasoning Composites***

**Vocabulary Composite:** This composite assesses receptive vocabulary and includes Picture Vocabulary (1S) and Listening Vocabulary (22C). The tasks require selecting the picture that best represents a spoken word and listening to a question to choose the correct answer from four options. The obtained standard score fell in the **Below Average** range, indicating **limited** ability with receptive vocabulary and listening.

**Reasoning Composite:** This composite evaluates the ability to solve novel problems and includes Picture Analogies (10C) and Geometric Analogies (23C). These tasks require understanding the relationships between images and shapes to correctly complete the analogies. The obtained standard score fell in the **Above Average** range, indicating **advanced** reasoning skills.

**Vocabulary and Reasoning 2 Composite:** This composite assesses both receptive vocabulary and reasoning skills and includes Picture Vocabulary (1S) and Picture Analogies (10C). The tasks require selecting a picture that best represents a spoken word and identifying the relationship between pictures to complete an analogy. The obtained standard score fell in the **Average** range, indicating **average** receptive vocabulary and reasoning abilities.

**Vocabulary and Reasoning 4 Composite:** This composite provides a broad measure of receptive vocabulary, listening skills, and reasoning ability, and includes Picture Vocabulary (1S), Picture Analogies (10C), Listening Vocabulary (22C), and Geometric Analogies (23C). The tasks require selecting a picture that represents a spoken word, listening to a question and choosing the correct answer from four options, and understanding relationships between pictured items and shapes to solve analogies. The obtained standard score fell in the **Average** range, indicating **average** receptive vocabulary, listening skills, and reasoning abilities.

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

### ***TOD-C Score Summary***

Tests of Dyslexia- Comprehensive (TOD-C) Score Summary				
Test Number	Test Name	Standard Score	Percentile Rank	Descriptor
1S	Picture Vocabulary	79	8	Well Below Average
2S	Letter and Word Choice	61	0.5	Significantly Below Average
3Sb	Question Reading Fluency	91	27	Average
4C	Phonological Manipulation	86	18	Below Average
5C	Irregular Word Spelling	63	1	Significantly Below Average
6C	Rapid Letter Naming	83	13	Below Average
7C	Pseudoword Reading	80	9	Below Average
8C	Word Pattern Choice	112	79	Above Average
9C	Word Memory	97	42	Average
10C	Picture Analogies	107	68	Average
11C	Irregular Word Reading	88	21	Below Average
12C	Oral Reading Efficiency	72	3	Well Below Average
13C	Blending	97	42	Average
14C	Segmenting	102	55	Average
15C	Regular Word Spelling	70	2	Well Below Average
16C	Silent Reading Efficiency	104	61	Average
17C	Rapid Number and Letter Naming	90	25	Average
18C	Letter Memory	108	70	Average
19C	Rapid Pseudoword Reading	82	12	Below Average

20C	Rapid Irregular Word Reading	88	21	Below Average
21C	Symbol to Sound Learning	111	77	Above Average
22C	Listening Vocabulary	87	19	Below Average
23C	Geometric Analogies	123	94	Well 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, CERI ID #E180799