

DYSLEXIA PROFILE
(For use with the WJ IV¹)

Name _____ Date of Birth _____ ID _____
School _____ Grade _____ Testing Date _____

The [name of state] Education Code [§ statute number] [or country] defines dyslexia in the following way:

International Dyslexia Association Definition (2002)

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.

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

Section I: Summary

A. Primary and Secondary Reading, Spelling, and Writing Difficulties

Check the areas of concern.

Primary Reading and Spelling Difficulties	Secondary Reading and Writing Difficulties
<input type="checkbox"/> Letter-sound associations <input type="checkbox"/> Letter names <input type="checkbox"/> Letter sounds <input type="checkbox"/> Basic reading skills <input type="checkbox"/> Sight word identification <input type="checkbox"/> Phonics (nonword/word decoding) <input type="checkbox"/> Reading fluency and rate <input type="checkbox"/> Spelling <input type="checkbox"/> in isolation <input type="checkbox"/> in context	<input type="checkbox"/> Reading comprehension <input type="checkbox"/> Written expression

B. Cognitive and Linguistic Abilities: Possible Contributing Factors

Check the areas that are possible contributing factors.

<input type="checkbox"/> Phonological awareness ² <input type="checkbox"/> Auditory processing <input type="checkbox"/> Phonetic coding	<input type="checkbox"/> Orthographic awareness ³	<input type="checkbox"/> Memory <input type="checkbox"/> Auditory memory span <input type="checkbox"/> Short-term working memory <input type="checkbox"/> Associative memory	<input type="checkbox"/> Rapid naming <input type="checkbox"/> Processing speed
--	--	---	--

C. Ability to Learn When Reading is Not Required

Check the areas that are significantly higher than the individual's reading and spelling skills.

Cognitive Abilities	Oral Language	Mathematics	Knowledge
<input type="checkbox"/> General intelligence <input type="checkbox"/> Reasoning	<input type="checkbox"/> Oral expression <input type="checkbox"/> Listening comprehension <input type="checkbox"/> Vocabulary ⁵	<input type="checkbox"/> Math calculation skills <input type="checkbox"/> Math problem solving	<input type="checkbox"/> General information ⁴ <input type="checkbox"/> Academic knowledge ⁴

D. At-Risk Indicators

Check the areas below that are additional at-risk factors.

☐ Family history ☐ Early speech-language concerns

Committee Consideration

☐ Data demonstrate characteristics of dyslexia. ☐ Data demonstrate characteristics of dyslexia; however, these characteristics would not be consistent with [State] guidelines for the identification of dyslexia.
☐ Data do not demonstrate characteristics of dyslexia.

Evaluator(s) _____ Date: _____

Section II: Scores
(For use with the WJ IV¹)

Area Tested		Battery	Cluster/Test	Standard Score	Percentile Rank	SS/PR Classification	RPI ⁶
Primary Reading and Spelling Difficulties	Letter-Sound Associations	Informal	Letter names: <input type="checkbox"/> Poor <input type="checkbox"/> Typical <input type="checkbox"/> Advanced Case: Lower ____/26 Upper ____/26 Letter sounds: <input type="checkbox"/> Poor <input type="checkbox"/> Typical <input type="checkbox"/> Advanced Consonants ____ Vowels ____				
	Basic Reading Skills	WJ IV ACH	Test 1: Letter-Word Identification				____/90
			Test 7: Word Attack				____/90
	Reading Fluency/Rate	WJ IV ACH	Reading Fluency				____/90
			Test 8: Oral Reading				____/90
			Test 9: Sentence Reading Fluency				____/90
			Reading Rate				____/90
			Test 9: Sentence Reading Fluency				____/90
			Test 15: Word Reading Fluency				____/90
	Spelling	WJ IV ACH	Test 3: Spelling				____/90
			Test 16: Spelling of Sounds				____/90
			Spelling in Context: <input type="checkbox"/> Poor <input type="checkbox"/> Typical <input type="checkbox"/> Adv. (Test 6: Writing Samples)				
	Phoneme - Grapheme Knowledge	WJ IV ACH	Phoneme-Grapheme Knowledge				____/90
			Test 7: Word Attack				____/90
			Test 16: Spelling of Sounds				____/90
Secondary Reading and Writing Difficulties	Reading Comprehension	WJ IV ACH	Reading Comprehension				____/90
			Test 4: Passage Comprehension				____/90
			Test 12: Reading Recall				____/90
			Test 17: Reading Vocabulary (Ext.)				____/90
	Written Expression	WJ IV ACH	Written Expression				____/90
			Test 6: Writing Samples				____/90
			Test 11: Sentence Writing Fluency				____/90

Area Tested		Battery	Test Date	Cluster/Test	Standard Score	Percentile Rank	SS/PR Classification	RPI ⁶	
Cognitive and Linguistic Abilities: Possible Contributing Factors	Phonological Awareness ²	WJ IV COG		Auditory Processing				___/90	
				Test 5: Phonological Processing				___/90	
				Test 12: Nonword Repetition				___/90	
		WJ IV OL		Phonetic Coding				___/90	
				Test 3: Segmentation				___/90	
				Test 7: Sound Blending				___/90	
		WJ IV ACH		Test 9: Sound Awareness				___/90	
				Test 7: Word Attack ⁴				___/90	
	Orthographic Awareness ³	WJ IV COG		Test 16: Spelling of Sounds ⁴				___/90	
				Test 4: Letter-Pattern Matching				___/90	
		WJ IV ACH		Test 11: Number-Pattern Matching				___/90	
				Test 1: Letter-Word Identification				___/90	
				Test 3: Spelling				___/90	
				Test 7: Word Attack ⁴				___/90	
		Memory	WJ IV OL		Test 16: Spelling of Sounds ⁴				___/90
					Auditory Memory Span				___/90
	WJ IV COG			Test 5: Sentence Repetition				___/90	
				Test 18: Memory for Words				___/90	
				Short-Term Working Memory				___/90	
				Test 3: Verbal Attention				___/90	
				Test 10: Numbers Reversed				___/90	
				Test 16: Object-Number Sequencing (Ext.)				___/90	
	Rapid Naming	WJ IV OL		Associative Memory					
				Test 13: Visual-Auditory Learning				___/90	
				Speed of Lexical Access				___/90	
	Processing Speed	WJ IV OL		Test 4: Rapid Picture Naming				___/90	
				Test 8: Retrieval Fluency				___/90	
				Cognitive Processing Speed				___/90	
		WJ IV COG		Test 4: Letter-Pattern Matching				___/90	
				Test 17: Pair Cancellation				___/90	
				Perceptual Speed				___/90	
				Test 4: Letter-Pattern Matching				___/90	
			Test 11: Number–Pattern Matching				___/90		
Cognitive and Linguistic Abilities: Possible Contributing Factors/Comments									

Area Tested	Battery	Cluster/Test	Standard Score	Percentile Rank	SS/PR Classification	RPI ⁶
Ability to Learn When Reading is Not Required		WJ IV COG	General Intellectual Ability (GIA)			___/90
			Test 1: Oral Vocabulary (<i>Gc</i>)			___/90
			Test 2: Number Series (<i>Gf</i>)			___/90
			Test 3: Verbal Attention (<i>Gwm</i>)			___/90
			Test 4: Letter-Pattern Matching (<i>Gs</i>)			___/90
			Test 5: Phonological Processing (<i>Ga</i>)			___/90
			Test 6: Story Recall (<i>Glr</i>)			___/90
			Test 7: Visualization (<i>Gv</i>)			___/90
	Reasoning and Knowledge	WJ IV COG	Test 15: Analysis-Synthesis			
			Gf-Gc Composite			___/90
			Test 1: Oral Vocabulary (<i>Gc</i>)			___/90
			Test 2: Number Series (<i>Gf</i>)			___/90
			Test 8: General Information (<i>Gc</i>)			___/90
			Test 9: Concept Formation (<i>Gf</i>)			___/90
	Oral Language	WJ IV OL	Oral Expression			___/90
			Test 1: Picture Vocabulary			___/90
			Test 5: Sentence Repetition			___/90
			Listening Comprehension			___/90
			Test 2: Oral Comprehension			___/90
			Test 6: Understanding Directions			___/90
			Vocabulary⁵			___/90
			Test 1: Picture Vocabulary			___/90
		WJ IV COG	Test 1: Oral Vocabulary			___/90
	Mathematics	WJ IV ACH	Math Calculation Skills			___/90
			Test 5 Calculation			___/90
			Test 10: Math Facts Fluency			___/90
			Math Problem Solving			___/90
			Test 2: Applied Problems			___/90
			Test 13: Number Matrices			___/90
	Knowledge	WJ IV COG	Test 8: General Information ⁵			___/90
		WJ IV ACH	Academic Knowledge⁵			___/90
			Test 18: Science			___/90
			Test 19: Social Studies			___/90
			Test 20: Humanities			___/90

Determination of Characteristics of Dyslexia for Committee Consideration/Additional Comments

1. The Dyslexia Profile was adapted for use with the Woodcock-Johnson IV Tests of Cognitive Ability, Tests of Achievement, and Tests of Oral Language.
2. If the student exhibits reading and spelling difficulties and currently has average phonological/phonemic awareness, review the student's history to determine if there is evidence of previous interventions with phonological/phonemic awareness. Prior effective instruction in phonological/phonemic awareness may remediate these skills in isolation. Thus, average phonological awareness scores alone do not rule out the existence of dyslexia. Ongoing phonological awareness deficits can also be exhibited in word reading and/or spelling.
3. A weakness in orthographic awareness can be a significant contributing factor to dyslexia. Orthographic awareness is often assessed through tests of irregular word reading and spelling. A person's recognition and retrieval of orthographic patterns may be ascertained by analysis of the patterns of responses, as well as the scores, on measures of exception word reading and spelling. Students with a weakness in orthographic awareness are more successful in reading and spelling phonically regular words than irregular words and tend to spell irregular words the way they sound, rather than the way they look.
4. Test 7: Word Attack and Test 16: Spelling of Sounds are measures of phonics decoding and encoding skills (sounding out or spelling unfamiliar or nonsense words using blending and letter-sound correspondences). They are not pure phonological awareness tasks because they involve letters; however, both phonological and orthographic awareness are both required to read and spell nonsense words.
5. Consider that as a person grows older, limited reading affects the development of vocabulary and knowledge.
6. The Relative Proficiency Index (RPI) is derived from a mathematical prediction based on the normative data. It predicts a person's expected percentage of proficiency for tasks that the comparison group (age or grade) would perform with 90 percent proficiency. The RPI is recorded as two numbers separated by a slash (/). The first number is the person's expected level of proficiency; the second number is always 90, the criterion of mastery. For example, Jeremy's Word Attack score of 47/90 indicates that when reading unfamiliar words at grade level, his proficiency is likely to be 47% when his average age- or grade-peer's proficiency would be 90%. The following table presents the level of proficiency and the instructional implications of some possible RPI ranges when the person is doing grade- or age-level work (Mather & Jaffe, 2016).

RPI	Proficiency	Instructional Implications
67/90 to 82/90	Limited to Average	Difficult
82/90 to 95/90	Average	Manageable

RPI	Proficiency	Instructional Implications
95/90 to 98/90	Average to Advanced	Easy
98/90 to 100/90	Advanced	Very Easy

Reference: Mather, N., & Jaffe, L. (2016). *Woodcock-Johnson IV: Recommendations, reports, and strategies*. Hoboken, NJ: John Wiley & Sons.