

Name: Gomaez, Ashley

Date of Birth: 08/22/2008

Age: 11 years, 4 months

Sex: Female

Date of Testing: 01/05/2020 (COG)
01/02/2020 (OL)
01/01/2020 (ACHA)

School: Huntley Middle School (COG)
Huntely Middle School (OL)

Teacher: Ms. Turner

Grade: 6.4

ID:

Examiners: Katy Genseke

TESTS ADMINISTERED

Woodcock-Johnson IV Tests of Cognitive Abilities

Woodcock-Johnson IV Tests of Oral Language

Woodcock-Johnson IV Tests of Achievement Form A and Extended

PURPOSE OF REPORT

This report organizes and presents Ashley's assessment results and other relevant information in a manner that may be useful for determining whether she exhibits a profile that is consistent with the characteristics of dyslexia.

DYSLEXIA DEFINITIONS

International Dyslexia Association definition (IDA, 2002)

The most commonly used definition of dyslexia in the United States is the IDA definition which states, "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." (Adopted by the International Dyslexia Association Board of Directors, November 12, 2002)

Functional definition of dyslexia

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

Dyslexia Report

DYSLEXIA SCORE PROFILE

The table below presents a conceptual framework for interpreting Ashley's performance on the WJ IV tests and clusters that assess primary reading and spelling skills. Difficulties in these areas may be associated with dyslexia. Scores appear in the table for tests and clusters that were administered.

Primary Areas of Reading and Spelling

| Area Tested | Battery | Cluster/Test | SS | PR | SS Classification | RPI | Proficiency |
|----------------------------|-----------|-----------------------------------|-----|------|-------------------|-------|--------------------|
| Basic Reading Skills | WJ IV ACH | Basic Reading Skills | 53 | <0.1 | Very Low | 1/90 | Extremely Limited |
| | | 1: Letter-Word Identification | <40 | <0.1 | Very Low | 0/90 | Extremely Limited |
| | | 7: Word Attack | 82 | 12 | Low Average | 54/90 | Limited |
| Reading Fluency / Rate | WJ IV ACH | Reading Fluency | <40 | <0.1 | Very Low | 0/90 | Extremely Limited |
| | | 8: Oral Reading | 69 | 2 | Very Low | 16/90 | Very Limited |
| | | 9: Sentence Reading Fluency | <40 | <0.1 | Very Low | 0/90 | Extremely Limited |
| | | Reading Rate | 51 | <0.1 | Very Low | 0/90 | Extremely Limited |
| | | 9: Sentence Reading Fluency | <40 | <0.1 | Very Low | 0/90 | Extremely Limited |
| | | 15: Word Reading Fluency | 71 | 2 | Low | 0/90 | Extremely Limited |
| Spelling | WJ IV ACH | 3: Spelling | 78 | 7 | Low | 23/90 | Very Limited |
| | | 16: Spelling of Sounds | 96 | 39 | Average | 86/90 | Average |
| Phoneme-Grapheme Knowledge | WJ IV ACH | Phoneme-Grapheme Knowledge | 87 | 20 | Low Average | 73/90 | Limited to Average |
| | | 7: Word Attack | 82 | 12 | Low Average | 54/90 | Limited |
| | | 16: Spelling of Sounds | 96 | 39 | Average | 86/90 | Average |

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Among the primary reading and spelling areas assessed, Ashley's standard scores are within the average range for one test (Spelling of Sounds). Ashley's standard scores are within the low average range for one cluster (Phoneme-Grapheme Knowledge) and one test (Word Attack); within the low range for two tests (Spelling and Word Reading Fluency); and within the very low range for three clusters (Basic Reading Skills, Reading Fluency and Reading Rate) and three tests (Letter-Word Identification, Oral Reading and Sentence Reading Fluency).

Dyslexia Report

The table below presents a conceptual framework for interpreting Ashley's performance on the WJ IV tests and clusters that assess secondary reading and writing skills. Difficulties in these areas may be associated with dyslexia. Scores appear in the table for tests and clusters that were administered.

Secondary Reading and Writing Skills

| Area Tested | Battery | Cluster/Test | SS | PR | SS Classification | RPI | Proficiency |
|-----------------------|-----------|-------------------------------|-----|----|-------------------|-------|--------------------|
| Reading Comprehension | WJ IV ACH | Reading Comprehension* | 85 | 16 | Low Average | 71/90 | Limited to Average |
| | | 4: Passage Comprehension | 66 | 1 | Very Low | 17/90 | Very Limited |
| | | 12: Reading Recall | 75 | 5 | Low | 57/90 | Limited |
| | | 17: Reading Vocabulary | 117 | 88 | High Average | 98/90 | Advanced |
| Written Expression | WJ IV ACH | Written Expression | 107 | 69 | Average | 94/90 | Average |
| | | 6: Writing Samples | 93 | 32 | Average | 78/90 | Limited to Average |
| | | 11: Sentence Writing Fluency | 124 | 95 | Superior | 99/90 | Advanced |

*The extended version of this cluster was administered.

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Among the secondary reading and/or writing skills assessed, Ashley's standard scores are within the superior range for one test (Sentence Writing Fluency); and within the high average range for one test (Reading Vocabulary). Ashley's standard scores are within the average range for one cluster (Written Expression) and one test (Writing Samples). Ashley's standard scores are within the low average range for one cluster (Reading Comprehension-Extended); within the low range for one test (Reading Recall); and within the very low range for one test (Passage Comprehension).

SAMPLE REPORT ONLY

Dyslexia Report

The table below presents a conceptual framework for interpreting Ashley's performance on the WJ IV tests and clusters that measure reasoning, oral language, and knowledge. These abilities may *not* be impaired for individuals with dyslexia. Scores appear in the table for tests and clusters that were administered.

Ability Measures

| Area Tested | Battery | Cluster/Test | SS | PR | SS Classification | RPI | Proficiency |
|-------------------------|-----------------------|--------------------------------|-----|-------------|-------------------|--------------------|---------------------|
| Reasoning and Knowledge | WJ IV COG | Gf-Gc Composite | 87 | 20 | Low Average | 76/90 | Limited to Average |
| | | 1: Oral Vocabulary | 110 | 74 | Average | 95/90 | Average to Advanced |
| | | 2: Number Series | 98 | 44 | Average | 87/90 | Average |
| | | 8: General Information | 91 | 28 | Average | 78/90 | Limited to Average |
| | | 9: Concept Formation | 69 | 2 | Very Low | 17/90 | Very Limited |
| Oral Language | WJ IV OL | Oral Expression | 71 | 3 | Low | 32/90 | Limited |
| | | 1: Picture Vocabulary | 66 | 1 | Very Low | 29/90 | Limited |
| | | 5: Sentence Repetition | 81 | 10 | Low Average | 36/90 | Limited |
| | | Listening Comprehension | 80 | 10 | Low Average | 67/90 | Limited to Average |
| | | 2: Oral Comprehension | 95 | 38 | Average | 86/90 | Average |
| | | 6: Understanding Directions | 69 | 2 | Very Low | 41/90 | Limited |
| | Vocabulary | 86 | 17 | Low Average | 74/90 | Limited to Average | |
| | 1: Picture Vocabulary | 66 | 1 | Very Low | 29/90 | Limited | |
| | WJ IV COG | 1: Oral Vocabulary | 110 | 74 | Average | 95/90 | Average to Advanced |
| Knowledge | WJ IV COG | 8: General Information | 91 | 28 | Average | 78/90 | Limited to Average |
| | WJ IV ACH | Academic Knowledge | 113 | 80 | High Average | 97/90 | Average to Advanced |
| | | 18: Science | 113 | 80 | High Average | 97/90 | Average to Advanced |
| | | 19: Social Studies | 115 | 84 | High Average | 98/90 | Advanced |
| | | 20: Humanities | 105 | 62 | Average | 94/90 | Average |

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Among the WJ IV ability measures administered, Ashley's standard scores are within the high average range for one cluster (Academic Knowledge) and two tests (Science and Social Studies). Ashley's standard scores are within the average range for five tests (Oral Vocabulary, Number Series, General Information, Oral Comprehension and Humanities). Ashley's standard scores are within the low average range for two clusters (Gf-Gc Composite and Listening Comprehension) and one test (Sentence Repetition); within the low range for two clusters (Broad Oral Language and Oral Expression); and within the very low range for three tests (Concept Formation, Picture Vocabulary and Understanding Directions).

Dyslexia Report

The table below presents a conceptual framework for interpreting Ashley's performance on the WJ IV tests and clusters that measure cognitive and linguistic abilities that may contribute to the reading and spelling difficulties characteristic in individuals with dyslexia. Scores appear in the table for tests and clusters that were administered.

Cognitive and Linguistic Abilities

| Area Tested | Battery | Cluster/Test | SS | PR | SS Classification | RPI | Proficiency |
|--------------------------|------------------------------|-----------------------------------|------------------------------|---------|-------------------|---------------------|---------------------|
| Phonological Awareness | WJ IV COG | Auditory Processing | | | | | |
| | | 5: Phonological Processing | 96 | 39 | Average | 87/90 | Average |
| | | 12: Nonword Repetition | | | | | |
| | WJ IV OL | Phonetic Coding | 91 | 27 | Average | 79/90 | Limited to Average |
| | | 3: Segmentation | 78 | 8 | Low | 35/90 | Limited |
| 7: Sound Blending | | 110 | 75 | Average | 96/90 | Average to Advanced | |
| | | 9: Sound Awareness | 60 | 0.4 | Very Low | 24/90 | Very Limited |
| Orthographic Awareness | WJ IV COG | 4: Letter-Pattern Matching | <40 | <0.1 | Very Low | 0/90 | Extremely Limited |
| | | 11: Number-Pattern Matching | | | | | |
| | WJ IV ACH | 1: Letter-Word Identification | <40 | <0.1 | Very Low | 0/90 | Extremely Limited |
| | | 3: Spelling | 78 | 7 | Low | 23/90 | Very Limited |
| | | 7: Word Attack | 82 | 12 | Low Average | 54/90 | Limited |
| | | 16: Spelling of Sounds | 96 | 39 | Average | 86/90 | Average |
| Memory | | Auditory Memory Span | | | | | |
| | WJ IV OL | 5: Sentence Repetition | 81 | 10 | Low Average | 36/90 | Limited |
| | WJ IV COG | 18: Memory for Words | | | | | |
| | | Short-Term Working Memory | 119 | 90 | High Average | 98/90 | Advanced |
| | | 3: Verbal Attention | 110 | 75 | Average | 96/90 | Average to Advanced |
| | | 10: Numbers Reversed | 122 | 93 | Superior | 99/90 | Advanced |
| | | | 16: Object-Number Sequencing | | | | |
| | | Associative Memory | | | | | |
| WJ IV COG | 13: Visual-Auditory Learning | | | | | | |
| Rapid Automatized Naming | WJ IV OL | Speed of Lexical Access | 44 | <0.1 | Very Low | 5/90 | Very Limited |
| | | 4: Rapid Picture Naming | <40 | <0.1 | Very Low | 0/90 | Extremely Limited |
| | | 8: Retrieval Fluency | 105 | 63 | Average | 93/90 | Average |
| Processing Speed | WJ IV COG | Cognitive Processing Speed | | | | | |
| | | 4: Letter-Pattern Matching | <40 | <0.1 | Very Low | 0/90 | Extremely Limited |
| | | 17: Pair Cancellation | | | | | |
| | | Perceptual Speed | | | | | |
| | | 4: Letter-Pattern Matching | <40 | <0.1 | Very Low | 0/90 | Extremely Limited |
| | | 11: Number-Pattern Matching | | | | | |
| Cognitive Efficiency | WJ IV COG | Cognitive Efficiency | 64 | 1 | Very Low | 9/90 | Very Limited |
| | | 3: Verbal Attention | 110 | 75 | Average | 96/90 | Average to Advanced |
| | | 4: Letter-Pattern Matching | <40 | <0.1 | Very Low | 0/90 | Extremely Limited |
| | | 10: Numbers Reversed | 122 | 93 | Superior | 99/90 | Advanced |
| | | 11: Number-Pattern Matching | | | | | |

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