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# Use of the *Woodcock-Johnson® V* for the Assessment of Dyslexia

*Carla M. Proctor, PhD, LDT*

*Nancy Mather, PhD*

*The purposes of this paper are to (a) describe the useful features of the* Woodcock-Johnson V (*WJ V™; McGrew, Mather, LaForte, & Wendling 2025) that may be included in an evaluation for dyslexia, (b) present the WJ V Dyslexia Profile of Scores, and (c) describe the WJ V Dyslexia Test Set. The WJ V includes three core batteries that are conormed and can be used together or independently. The core batteries include the* Woodcock-Johnson V Tests of Cognitive Abilities (*WJ V COG; McGrew, Mather, & LaForte, 2025), the* Woodcock-Johnson V Tests of Achievement (*WJ V ACH; Mather et al., 2025a), and the Virtual Test Library (VTL; Mather et al., 2025b). The paper begins with a brief discussion of the characteristics and definitions of dyslexia and then describes how the various clusters and tests of the WJ V may be used in the WJ V Dyslexia Profile of Scores and the WJ V Dyslexia Test Set to assist in organizing assessment data and diagnosing dyslexia. The WJ V Dyslexia Profile of Scores provides an overview of the characteristics of dyslexia, the possible contributing factors, and highlights an examinee's strengths. The WJ V Dyslexia Profile of Scores was developed from the WJ IV Dyslexia Profile of Scores, including concepts presented in* Essentials of Dyslexia: Assessment and Intervention (*Mather & Wendling, 2024) and* The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders (*Texas Education Agency, 2024a).*

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# Use of the *Woodcock-Johnson® V* for the Assessment of Dyslexia

## What Is Dyslexia?

The word dyslexia comes from the Greek words *dys*, meaning "impaired," and *lexia*, meaning "word." Dyslexia is a disorder of neurological origin that is manifested in deficiencies in word-level reading skills, reading rate, and spelling (Mather & Wendling, 2024; Shaywitz & Shaywitz, 2020; Vellutino & Fletcher, 2007). The difficulty pronouncing printed words in turn affects the speed or rate of reading.

Parents and educators may be puzzled by the difference between a specific learning disability and dyslexia. In fact, dyslexia is one of the disorders included under the broader category of "specific learning disabilities" in schools that warrants services through special education (Mather & Wendling, 2024; Shastry, 2007). The American Psychiatric Association (APA) recognizes dyslexia as an alternative term for the diagnosis of a specific learning disorder with impairment in reading (315.00; F81.0) in the *Diagnostic and Statistical Manual of Mental Disorders* (5th ed., text rev.; DSM-5-TR; APA 2022). In some states, dyslexia is referred to as a "specific reading disability." As noted, dyslexia refers to a pattern of learning difficulties characterized by weaknesses in accurate or fluent word reading and poor spelling. The DSM-5-TR also notes, "If dyslexia is used to specify this particular pattern of difficulties, it is important also to specify any additional difficulties that are present, such as difficulties with reading comprehension or math reasoning" (APA, 2022).

### Definitions

Definitions of dyslexia guide the process of assessment for identification. Most definitions identify it as a "neurobiological disorder," which means that differences in the brain affect the development of reading and spelling skills. The most commonly used definition for dyslexia in the United States is from the International Dyslexia Association. This definition was revised and board approved on October 22, 2025 (IDA, 2025) and states:

> Dyslexia is a specific learning disability characterized by difficulties in word reading and/or spelling that involve accuracy, speed, or both and that vary depending on the orthography. These difficulties occur along a continuum of severity and persist even with instruction that is effective for the individual's peers. The causes of dyslexia are complex and involve combinations of genetic, neurobiological, and environmental influences that interact throughout human development. Underlying difficulties with phonological and morphological processing are common but not universal, and early oral language weaknesses often foreshadow literacy challenges. Secondary consequences include reading comprehension problems and reduced reading and writing experience that can impede growth in language, knowledge, written expression, and overall academic achievement. An individual's psychological well-being and employment opportunities may also be affected. Although identification of and targeted instruction for dyslexia are important at any age, language and literacy support before and during the early years of education is particularly effective.

This revised definition describes dyslexia as a neurobiological, language-based learning disorder that originates from a basic problem in phonological and morphological processing and affects reading and writing (IDA, 2025).

Other international definitions of dyslexia expand upon the cognitive factors that may contribute to the disability. For example, the British Dyslexia Association uses the following revised definition developed from the results of a Delphi study (Holden et al., 2025, p. 3):

Dyslexia is a set of processing difficulties that affect the acquisition of reading and spelling.

In dyslexia, some or all aspects of literacy attainment are weak in relation to age, standard teaching and instruction, and level of other attainments.

Across all languages, difficulties in reading fluency and spelling are key markers of dyslexia.

Dyslexic difficulties exist on a continuum and can be experienced to various degrees of severity.

The nature and developmental trajectory of dyslexia depends on multiple genetic and environmental influences.

Dyslexia can affect the acquisition of other skills, such as mathematics, reading comprehension or learning another language.

The most commonly observed cognitive impairment in dyslexia is a difficulty in phonological processing (i.e., in phonological awareness, phonological processing speed, or phonological memory). However, phonological difficulties do not fully explain the variability that is observed.

Working memory, processing speed and orthographic skills can contribute to the impact of dyslexia.

Dyslexia frequently co-occurs with one or more other developmental difficulties, including developmental language disorder, dyscalculia, ADHD, and developmental coordination disorder.

For the purpose of this paper, dyslexia is characterized as follows:

Dyslexia is a specific learning disability characterized by persistent difficulties in word reading (affecting accuracy, speed, or both) and spelling, which may vary depending on the nature of the written language system. These difficulties often reflect performance at the lower end of a continuum of literacy skill and occur despite access to evidence-aligned instruction that is effective for an individual's peers. However, individuals with dyslexia may not always be present at the lower end of a literacy skill continuum due to compensatory strengths, high cognitive ability, or effective early intervention.

Dyslexia is neurobiological in origin and involves a dynamic interplay of genetic and environmental influences. Common contributing factors include weaknesses in phonological, orthographic, and morphological processing. Additionally, deficits in rapid automatized naming (RAN), processing speed, and working memory may also be present and may contribute to fluency difficulties. These linguistic and cognitive factors vary across individuals and language systems.

Among the secondary consequences of dyslexia are difficulties in reading comprehension, written expression, and limited reading experience, which may lead to reduced vocabulary development, slower academic progress, and challenges to psychological well-being and vocational opportunities. These consequences can be as impactful as the core literacy difficulties and should be considered in both evaluation and instructional support planning.

These primary characteristics and secondary consequences, as well as related linguistic and cognitive weaknesses, are often unexpected in relation to effective classroom instruction in reading, adequate sociocultural opportunities, and an individual's ability to learn when reading is not required.

Although identification and targeted instruction are important at any age, language and literacy support before and during the early years can be particularly effective in improving outcomes and mitigating the long-term effects of dyslexia.

An evaluation for dyslexia includes assessment in the primary reading and spelling areas that are characteristic of dyslexia: letter identification, letter/sound associations, sight word identification, phonics (decoding), reading fluency and rate, and spelling. The evaluation also may include secondary areas, such as reading comprehension and written expression, that may be affected by dyslexia. To make an accurate diagnosis, the evaluator or evaluation team must also consider a student's family and school history, teacher reports, self-reports, social and emotional status, and current classroom performance.

The diagnosis of dyslexia is further complicated in certain cases, such as when English is not the student's first language or when the student is gifted in other areas. Dyslexia occurs across all languages; however, it affects individuals differently depending on the characteristics of the language they speak and read. The nature of the writing system, or orthography, impacts the reading process. Thus, the characteristics of dyslexia in languages other than English may differ. For example, in a shallow or transparent written language (i.e., one that has predictable letter/sound correspondences) such as Finnish, Spanish, or German, decoding may not be a significant indicator of dyslexia. Phonological awareness is easily developed in transparent orthographies and/or languages with simple syllable structures. Students with dyslexia who have been or are being taught to read and write using a language with a shallow orthography may be able to decode real words and nonwords adequately. Thus, for these students, a slow reading rate is more characteristic of dyslexia than is poor phonological processing (Alvarado & Bilingual Special Education Network of Texas, 2011; Hoeft et al., 2015; Mather & Wendling, 2024; Provazza et al., 2022).

Gifted students with dyslexia, often referred to as twice-exceptional learners, are often not diagnosed appropriately because they may excel in some subject areas, including reading comprehension. Strengths in oral language, knowledge, and reasoning may enable them to compensate for weak decoding and encoding skills. They may skip or misread many words of a textual passage but still understand the gist. Their decoding difficulties are often attributed to carelessness, inattention, or limited motivation; therefore, their dyslexia is often overlooked (Uhry & Clark, 2005). When evaluating gifted students for dyslexia, examiners must determine to what extent the discrepancies between the student's strengths and weaknesses cause frustration and interfere with the full development of the student's abilities (Silverman, 2009, 2013). Relative weaknesses that are unexpected when compared to the person's average-to-superior relative strengths can also suggest the existence of dyslexia, even in the absence of below average scores on standardized tests (Shaywitz & Shaywitz, 2020; Silverman, 2013). Thus, a gifted student with dyslexia may obtain reading accuracy scores in the average range, particularly if the student has received systematic interventions.

# Types of Scores for Interpretation

Chapter 6 of the WJ V Examiner's Manual (Mather, Wendling, Snader, & Jeantete, 2025) provides a comprehensive framework for interpreting scores derived from the WJ V assessment system. It outlines four hierarchical levels of interpretive information:

- Qualitative (Level 1): Includes observations and response patterns seen during testing that are useful for understanding a student's behavior and for instructional planning.
- Level of Developmental (Level 2): Includes age and grade equivalents, indicating the examinee's level of developmental.
- Proficiency (Level 3): Includes the Relative Proficiency Index (RPI) and instructional zones that predict how well an examinee will perform on tasks that are of average difficulty for their age or grade peers.
- Relative Standing in a Group (Level 4): Includes standard scores and percentile ranks that compare an individual's performance to that of peers.

The $W$ score, a Rasch-based equal-interval scale centered at 500, serves as the foundation for many derived scores. The RPI, expressed as a ratio (e.g., 60/90), indicates how likely examinees are to be successful on tasks that typical peers perform with 90% proficiency. This score is particularly useful for instructional planning.

The WJ V Dyslexia Profile of Scores allows evaluators to input standard scores, percentile ranks, and relative proficiency index scores for the various clusters and tests administered. To facilitate interpretation, standard scores and/or percentile ranks are inserted in separate columns for low/below average, average, or high/above average scores. Table 1 displays the WJ V classification labels for both standard scores and percentile ranks.

**Table 1.**

*WJ V Classifications of Standard Score and Percentile Rank Ranges*

| Standard Score Range | Percentile Rank Range | WJ V Classification |
|---|---|---|
| 131 and above | 98 to >99 | Very Superior |
| 121 to 130 | 92 to 97 | Superior |
| 111 to 120 | 76 to 91 | High Average |
| 90 to 110 | 25 to 75 | Average |
| 80 to 89 | 9 to 24 | Low Average |
| 70 to 79 | 3 to 8 | Low |
| 69 and below | <1 to 2 | Very Low |

In contrast to the norm-referenced standard scores, criterion-referenced scores provide functional information by measuring a student's performance against a fixed set of predetermined criteria or learning standards that are used to evaluate whether students have acquired a specific body of knowledge or skill set. The relative proficiency index (RPI) is a criterion-referenced score that predicts a student's level of proficiency on tasks that typical age or grade peers would perform with 90% proficiency. For example, an RPI of 55/90 on the Letter-Word Identification test indicates that the student demonstrated 55% proficiency on a task that average age or grade peers would perform with 90% accuracy. The RPI can document a performance deficit that may not be apparent based on peer comparison scores (standard scores; Mather & Jaffe, 2016). Table 2 indicates the instructional implications of the RPI classifications.

**Table 2.**
*Instructional Implications of the Relative Proficiency Index*

| RPI[a] | Instructional Implications |
|---|---|
| 100/90 | extremely easy |
| 98/90 to 100/90 | very easy |
| 95/90 to 98/90 | easy |
| 82/90 to 95/90 | manageable |
| 67/90 to 82/90 | difficult |
| 24/90 to 67/90 | very difficult |
| 3/90 to 24/90 | extremely difficult |
| 0/90 to 3/90 | nearly impossible |

[a] Note that there is some category overlap at the tails of the RPI ranges. For example, an RPI of 67/90 corresponds with both the "difficult "and "very difficult" instructional implications.

# Standard and Extended Cluster Scores

Clusters from both the *Woodcock-Johnson V* (WJ V) Standard and Extended test batteries are represented in the WJ V Dyslexia Profile of Scores, shown in Figure 1. The following section describes the specific clusters and tests included in the WJ V Dyslexia Profile of Scores.

# Primary Reading and Spelling Achievement Areas

Dyslexia is most evident in the foundational skills required for reading and spelling, particularly in the abilities to connect sounds with letters and apply phonics to the pronunciation and spelling of unfamiliar words. The Primary Reading and Spelling Achievement Areas highlight key achievement domains that are commonly impacted in individuals with dyslexia.

# Figure 1.
*Scores for Primary Reading and Writing Difficulties*

## WJ V Dyslexia Profile of Scores

| Area Tested | | Battery | Test Date | Cluster/Test/CHC Broad Ability | Low/Below Average SS <40–89 PR <1–24 | Average SS 90–110 PR 25–75 | High/Above Average SS >111 PR >76 | RPI[7] |
|---|---|---|---|---|---|---|---|---|
| **Primary Reading and Spelling Difficulties** | **Letter-Sound Knowledge** | Informal Assessment | | *Letter-Sound Knowledge*[2] | | | | |
| | | | | *Letter Names*[2]** <br> ☐ Limited ☐ Typical ☐ Advanced <br> Case: Lower ___/26  Upper ___/26 | | | | |
| | | | | *Letter Sounds*[2]** <br> ☐ Limited ☐ Typical ☐ Advanced <br> Consonants___  Vowels___ | | | | |
| | **Basic Reading Skills** | WJ V ACH | | **Basic Reading Skills (Grw)**[3] | | | | __/90 |
| | | | | Letter-Word Identification (Grw)[3] | | | | __/90 |
| | | | | Word Attack (Grw, Ga)[3] | | | | __/90 |
| | **Reading Fluency** | WJ V ACH | | **Reading Fluency (Grw)** | | | | __/90 |
| | | | | Word Reading Fluency (Gs, Grw) | | | | __/90 |
| | | | | Sentence Reading Fluency (Gs, Grw) | | | | __/90 |
| | | | | Oral Reading (Grw)* | | | | __/90 |
| | **Spelling** | WJ V ACH | | **Spelling Skills (Grw, Ga)**[3, 4] | | | | __/90 |
| | | | | Spelling (Grw)[3] | | | | __/90 |
| | | | | Spelling of Sounds (Ga, Grw)[3, 4] | | | | __/90 |
| | | | | *Spelling in Context*[2] | | | | |
| | | | | Class Work Samples[2]** <br> ☐ Limited ☐ Typical ☐ Advanced | | | | |
| | | | | Written Language Samples (Grw)[2]** <br> ☐ Limited ☐ Typical ☐ Advanced | | | | |
| | | | | Sentence Writing Accuracy (Grw)[2]** <br> ☐ Limited ☐ Typical ☐ Advanced | | | | |
| | **Phoneme-Grapheme Knowledge** | WJ V ACH | | **Phoneme-Grapheme Knowledge (Grw, Ga)**[4] | | | | __/90 |
| | | | | Word Attack (Grw, Ga)[4] | | | | __/90 |
| | | | | Spelling of Sounds (Ga, Grw)[4] | | | | __/90 |

\* Single Tests
\*\* Qualitative Observation Ratings[5]
*Italicized* clusters and tests indicate informal measure

## Letter-Sound Knowledge

In order to learn to read, the beginning reader must have full knowledge of the connections between phonemes (the individual speech sounds of our language) and graphemes (the printed letters that represent these sounds). The insight that letters are used to represent sounds is often referred to as the *alphabetic principle*. This letter-sound knowledge provides the foundation for the development of word identification and spelling. Weaknesses in letter-sound knowledge impede development in word decoding, reading fluency, and spelling (Mather & Wendling, 2024). Informal measures of letter-sound knowledge require the student to identify the names and sounds of randomly ordered letters of the alphabet. The WJ V ACH Letter-Word Identification (naming letters) and Word Attack (identifying letter sounds) tests begin with items measuring this basic knowledge.

## Basic Reading Skills

Basic reading skills include both sight word reading and phonics. Sight-word reading involves recognizing real words at once, without an analysis of the sounds or parts. Phonics involves the application of sound-letter correspondences to pronounce unfamiliar words. This ability to apply phoneme-grapheme (sound-letter) relationships to reading is typically measured by having students read and spell nonsense words (sometimes called nonwords or pseudowords) that conform to English spelling patterns. The WJ V ACH Basic Reading Skills cluster includes Letter-Word Identification and Word Attack that measure real and nonsense word reading.

## Reading Fluency

*Reading fluency* is often described as the bridge between basic reading skills and reading comprehension (Shaywitz & Shaywitz, 2020). The ability to read fluently requires reading words accurately and easily, reading with sufficient speed, and reading with expression (prosody). These skills facilitate the understanding of what is being read (National Reading Panel, 2000). The WJ V ACH measures accuracy, rate, and prosody. The WJ V ACH Reading Fluency cluster includes Word Reading Fluency and Sentence Reading Fluency. The Word Reading Fluency and Sentence Reading Fluency tests are both timed and read silently. An additional test, Oral Reading, allows the evaluator to assess prosody (expression).

## Spelling

Spelling, or encoding, involves many of the same skills as reading, such as using phoneme-grapheme associations and common orthographic spelling patterns; however, spelling is much more difficult because it requires the writer to reproduce the entire word rather than just recognize it. Spelling requires a student to mentally segment the word into sounds, retrieve the appropriate grapheme used to represent each sound, and then produce the word. The two WJ V ACH tests that directly assess spelling are Spelling (spelling real words) and Spelling of Sounds (spelling nonsense words). Spelling is also assessed in the context of sentences on the Sentence Writing Accuracy test. Although spelling is not penalized on the Sentence Writing Fluency and Written Language Samples tests, the types of errors a student makes in context may also be observed.

## Phoneme-Grapheme Knowledge

The WJ V ACH Phoneme-Grapheme Knowledge cluster is particularly relevant to the diagnosis of dyslexia. This cluster includes the Word Attack and Spelling of Sounds tests, both of which measure facility with nonsense words. Many students with dyslexia have trouble applying phonics to both reading and spelling.

# Secondary Reading and Writing Achievement Areas

The primary characteristics of dyslexia may result in secondary academic difficulties in the areas of reading comprehension and written expression. Figure 2 depicts these difficulty areas.

*Figure 2.*
*Scores for Secondary Reading and Writing Difficulties.*

**WJ V Dyslexia Profile of Scores**

| Area Tested | | Battery | Test Date | Cluster/Test/CHC Broad Ability | Low/Below Average SS <40–89 PR <1–24 | Average SS 90–110 PR 25–75 | High/Above Average SS >111 PR >76 | RPI[7] |
|---|---|---|---|---|---|---|---|---|
| Secondary Reading and Writing Difficulties | Reading Comprehension | WJ V ACH | | **Reading Comprehension (Grw)** | | | | __/90 |
| | | | | Passage Comprehension (Grw, Gc) | | | | __/90 |
| | | | | Paragraph Reading Comprehension (Grw, Gc)[6] | | | | __/90 |
| | Written Expression | WJ V ACH | | **Written Expression (Grw)**[5] | | | | __/90 |
| | | | | Sentence Writing Fluency (Gs, Grw) | | | | __/90 |
| | | | | Written Language Samples (Grw)[5] | | | | __/90 |

## Reading Comprehension

Difficulties with letter-sound associations, decoding, rate, and/or prosody of reading may adversely impact reading comprehension. The WJ V ACH Reading Comprehension cluster includes Passage Comprehension and Paragraph Reading Comprehension. Because many students with dyslexia have average or advanced oral language abilities, their performance often improves with increased context and meaning. Thus, a common pattern for students with dyslexia is that the student scores higher on the Paragraph Reading Comprehension test (longer passages) than on the Passage Comprehension test (sentences). Furthermore, students with dyslexia would score higher on all of these tests than they would on measures of basic reading skills and reading fluency. The scores on tests in the Reading Comprehension cluster may fall within the average or above average range, depending on prior interventions and the student's other cognitive and linguistic abilities.

## Written Expression

Difficulties with spelling may negatively impact written expression. Thus, written expression is not a primary problem of dyslexia, but spelling difficulties can affect the accuracy, fluency, and clarity of text the student produces (Moats & Dakin, 2008). The WJ V ACH Written Expression cluster includes Sentence Writing Fluency and Written Language Samples. A common pattern on the WJ V ACH writing tests for students with dyslexia is that the student scores from highest to lowest on tests in the following order: Written Language Samples > Sentence Writing Fluency > Spelling > Spelling of Sounds.

# Cognitive and Linguistic Abilities: Possible Contributing Factors

The reading and spelling difficulties that students with dyslexia encounter often stem from weaknesses in underlying cognitive and linguistic abilities. Possible contributing factors include weaknesses in phonological processing, orthographic awareness, memory, rapid automatized naming, and processing speed. Figure 3 depicts several of the cognitive and linguistic abilities that can affect reading and spelling development.

In postsecondary evaluations, persistent deficits in RAN and orthographic processing remain among the most robust indicators of dyslexia. As demonstrated in the case of a high-achieving university student, severe RAN deficits (e.g., SS = 60; PR <1) and impaired orthographic knowledge significantly impacted her reading fluency and spelling, despite her average to above-average oral language and reasoning skills (Schneider & Mather, 2025).

**Figure 3.**
*Scores for Cognitive Ability and Linguistic Processing Difficulties*

**WJ V Dyslexia Profile of Scores**

| Area Tested | | Battery | Test Date | Cluster/Test/CHC Broad Ability | Low/Below Average SS <40–89 PR <1–24 | Average SS 90–110 PR 25–75 | High/Above Average SS >111 PR >76 | RPI[7] |
|---|---|---|---|---|---|---|---|---|
| **Cognitive and Linguistic Abilities: Possible Contributing Factors** | **Phonological Processing**[2] | WJ V VTL | | **Phonological Awareness (Ga)**[3] | | | | __/90 |
| | | | | Sound Blending (Ga)[3] | | | | __/90 |
| | | | | Segmentation (Ga)[3] | | | | __/90 |
| | | | | **Phonological Manipulation (Ga)**[3] | | | | __/90 |
| | | | | Sound Deletion (Ga)[3] | | | | __/90 |
| | | | | Sound Substitution (Ga)[3] | | | | __/90 |
| | | | | Sound Reversal (Ga)[3]* | | | | __/90 |
| | | WJ V COG | | **Phonemic Retrieval Fluency (Gr)**[3] | | | | __/90 |
| | | WJ V VTL | | Rapid Phoneme Naming (Gr, Ga)[3] | | | | __/90 |
| | | WJ V COG | | Phonemic Word Retrieval (Gr)[3] | | | | __/90 |
| | | WJ V VTL | | Nonsense Word Repetition (Ga, Gwm)[3]* | | | | __/90 |
| | **Orthographic Awareness**[3, 4] | | | ***Orthographic Awareness***[6] | | | | |
| | | WJ V COG | | Number-Pattern Matching (Gs)[6] | | | | __/90 |
| | | | | Letter-Pattern Matching (Gs)[6] | | | | __/90 |
| | | WJ V ACH | | Letter-Word Identification (Grw)[6] | | | | __/90 |
| | | | | Word Attack (Grw, Ga)[6] | | | | __/90 |
| | | | | Spelling (Grw)[6] | | | | __/90 |
| | | | | Spelling of Sounds (Ga, Grw)[6] | | | | __/90 |

**WJ V Dyslexia Profile of Scores**

| Area Tested | | Battery | Test Date | Cluster/Test/CHC Broad Ability | Low/Below Average SS <40–89 PR <1–24 | Average SS 90–110 PR 25–75 | High/Above Average SS >111 PR >76 | RPI[7] |
|---|---|---|---|---|---|---|---|---|
| Cognitive and Linguistic Abilities: Possible Contributing Factors | Memory | | | **Auditory Working Memory Capacity (Gwm)** | | | | __/90 |
| | | WJ V COG | | Verbal Attention (Gwm) | | | | __/90 |
| | | | | Numbers Reversed (Gwm) | | | | __/90 |
| | | WJ V VTL | | **Auditory Memory Span (Gwm)** | | | | __/90 |
| | | | | Memory for Words (Gwm) | | | | __/90 |
| | | | | Sentence Repetition (Gwm) | | | | __/90 |
| | | WJ V COG | | **Long-Term Storage (Gl)** | | | | __/90 |
| | | | | Story Recall (Gl) | | | | __/90 |
| | | | | Story Comprehension (Gl) | | | | __/90 |
| | | WJ V VTL | | Animal-Number Sequencing (Gwm)* | | | | __/90 |
| | | | | Understanding Directions (Gwm, Gf)* | | | | __/90 |
| | Rapid Automatized Naming | WJ V VTL | | **RAN–Reading (Gs, Gr)** | | | | __/90 |
| | | | | Rapid Picture Naming (Gs, Gr) | | | | __/90 |
| | | | | Rapid Letter Naming (Gs, Gr) | | | | __/90 |
| | | | | Rapid Phoneme Naming (Gr, Ga) | | | | __/90 |
| | Processing Speed | WJ V COG | | **Cognitive Processing Speed (Gs)** | | | | __/90 |
| | | | | Number-Pattern Matching (Gs) | | | | __/90 |
| | | | | Letter-Pattern Matching (Gs) | | | | __/90 |
| **Cognitive and Linguistic Abilities: Possible Contributing Factors—Comments** | | | | | | | | |

* Single tests

## Phonological Processing

Learning to read and spell depends on the student's ability to perceive and manipulate the individual sounds in the words of printed language. A critical first step for students is to become aware that speech can be divided or segmented into a series of discrete sounds, which is an aspect of early phonological awareness. Weaknesses in phonological awareness contribute to weaknesses in word recognition, word decoding, and spelling. The WJ V measures phonological processing through several clusters and tests in the *Woodcock-Johnson V Virtual Test Library* (WJ V VTL; Mather et al., 2025b)—Phonological Awareness (Sound Blending and Segmentation) and Phonological Manipulation (Sound Deletion and Sound Substitution).

Two notes of caution are relevant. First, if the student exhibits reading and spelling difficulties and currently has average phonological/phonemic processing, evaluators should review the student's history to determine if there is evidence of previous interventions with phonological/phonemic awareness. Previous effective instruction in these areas may

remediate phonological awareness skills in isolation. Thus, average phonological awareness scores alone do not rule out the existence of dyslexia. Ongoing weaknesses in phonological processing can also be exhibited in word reading and/or spelling (Texas Education Agency, 2024a, p. 7). Evaluators also should be cautious when evaluating students who are bilingual. These students may not have dyslexia but instead may have weaknesses in phonological awareness because of a lack of exposure and instruction in English language sounds (Texas Education Agency, 2024b, p. 32).

## Orthographic Awareness

Orthography is the system of printed symbols that are used to represent a spoken language. Orthographic awareness involves the ability to decode and encode visual representations, including letters, letter patterns, numbers, and punctuation. It includes the ability to picture and hold the appearance of a letter, letter string, or word in the mind. Orthographic awareness facilitates memory of word patterns to assist with quick and effortless pronunciation and spelling. Thus, orthographic awareness is fundamental to both reading and spelling (Georgiou et al., 2021; Mather & Wendling, 2024). The WJ V assesses orthographic awareness through WJ V COG Number-Pattern Matching and Letter-Pattern Matching and WJ V ACH Letter-Word Identification, Word Attack, Spelling, and Spelling of Sounds.

## Memory

Memory is the ability to store and retrieve information. Memory span involves the ability to listen to and then repeat information verbatim within a few seconds. Working memory involves the ability to hold information in immediate awareness while manipulating or transforming the information in some way. Both working memory and memory span are related to reading development (Dehn, 2011, 2015). The WJ V COG includes Verbal Attention and Numbers Reversed, which combine to form the Auditory Working Memory cluster. The WJ V VTL contains Memory for Words and Sentence Repetition, which combine to form the Auditory Memory Span cluster, and the Animal-Number Sequencing and Understanding Directions tests. The WJ V COG also includes the Long-Term Storage cluster (Story Recall and Story Comprehension).

## Rapid Automatized Naming

Rapid automatized naming (RAN) refers to the ability to rapidly retrieve the names of familiar objects or symbols. Weaknesses in rapid automatized naming are related to weaknesses in reading accuracy, reading rate, and reading comprehension. In kindergarten and first grade, early naming speed deficits are good predictors of students who will struggle with reading fluency further on in school (Araújo et al., 2015; Wolf, 2007; Wolf & Bowers, 2000). This may be because both naming speed and reading involve multiple perceptual, lexical, and motoric processes. Both RAN and reading tasks require the quick integration of visual-verbal information. The smooth integration of contributions from visual (orthographic symbols), verbal (phonological labels and sounds), and attentional (conscious effort) systems is essential for skilled reading (Neuhaus & Swank, 2002). The WJ V VTL includes the RAN–Reading cluster (Rapid Picture Naming, Rapid Letter Naming, and Rapid Phoneme Naming).

Both working memory and RAN are core cognitive correlates of dyslexia. Verbal working memory is a unique predictor of reading achievement (Dehn, 2011, 2015), and RAN deficits are predictive of reading fluency issues across languages (Araújo & Faísca, 2019). Both of these abilities should be included in comprehensive evaluations of dyslexia (van Viersen et al., 2016).

### Processing Speed

Processing speed refers to the speed of input (e.g., perception), speed of output (e.g., motor response), and the speed of integrating these processes. Perceptual speed is a combined measure of orthographic and numeric visual perceptual discrimination ability under timed conditions (Schrank et al., 2016). Evidence of perceptual speed deficits has been noted on both linguistic and nonlinguistic tasks for individuals with dyslexia (Shanahan et al., 2006). Weaknesses in processing and perceptual speed are directly related to weaknesses in reading accuracy, reading rate, and reading comprehension (Mather & Wendling, 2024). The WJ V COG includes the Cognitive Processing Speed cluster (Number-Pattern Matching and Letter-Pattern Matching).

### The Value of Cognitive Tests

Cognitive tests, including intelligence assessments, can play a critical role in identifying the specificity and unexpectedness of dyslexia—two foundational concepts (Mather & Schneider, 2023). These tests help differentiate dyslexia from global developmental delays, intellectual disabilities, and other comorbid conditions such as ADHD and developmental language disorders (Snowling et al., 2020; Willcutt et al., 2007). Cognitive tests are also useful when using a Patterns of Strengths and Weaknesses (PSW) approach. A PSW approach identifies dyslexia by analyzing a student's unique cognitive profile, comparing areas of strength with areas of weakness (Flanagan et al., 2013; Hale et al., 2010). This method aligns well with the CHC theory of intelligence and supports individualized intervention planning (McCloskey et al., 2012). While Response to Intervention (RTI) is valuable for early support, it should not replace comprehensive evaluations. RTI alone may fail to identify students with dyslexia, especially those who do not meet arbitrary cutoffs (Balu et al., 2015). Federal guidelines emphasize that RTI data must be supplemented with standardized assessments and clinical judgment (DOE, 2006; OSEP, 2011).

Cognitive testing is especially valuable for identifying twice-exceptional learners—students who are gifted but also have dyslexia. These individuals may have scores in the average range on reading tests, masking their difficulties; however, their reading performance is significantly below what would be expected given their level of intelligence (Hancock et al., 2016; Shaywitz & Shaywitz, 2020). In these cases, IQ–achievement discrepancy models are often more appropriate for diagnosing dyslexia (Pennington et al., 2019). Bell et al. (2015) noted that even though twice-exceptional students appear to be achieving at an average level or getting by in the classroom, their performance may be far below what would be predicted based on their overall intellectual ability level.

# Ability to Learn Independent of Reading

One of the hallmarks of dyslexia is that the primary and secondary characteristics and weaknesses in the related cognitive and linguistic risk factors are often unexpected in relation to other cognitive and achievement abilities: in other words, the ability to learn independent of reading. These developmental differences can be determined by comparing a student's strengths to their reading and spelling development. Areas of strength may include general intelligence, reasoning and knowledge, oral language, vocabulary, mathematics, and/or academic knowledge. Figure 4 depicts areas to consider when establishing both the unexpectedness and the unique strengths of an individual.

**Figure 4.**

*Scores Not Related to Reading: Possible Strengths*

**WJ V Dyslexia Profile of Scores**

| Area Tested | | Battery | Test Date | Cluster/Test/CHC Broad Ability | Low/Below Average SS <40–89 PR <1–24 | Average SS 90–110 PR 25–75 | High/Above Average SS >111 PR >76 | RPI[7] |
|---|---|---|---|---|---|---|---|---|
| **Ability to Learn When Reading Is Not Required** | **Cognitive Abilities** | WJ V COG | | **General Intellectual Ability (GIA)** | | | | __/90 |
| | | | | Oral Vocabulary (Gc)[5] | | | | __/90 |
| | | | | Matrices (Gf) | | | | __/90 |
| | | | | Spatial Relations (Gv) | | | | __/90 |
| | | | | Story Recall (Gl) | | | | __/90 |
| | | | | Semantic Word Retrieval (Gr) | | | | __/90 |
| | | | | Verbal Attention (Gwm) | | | | __/90 |
| | | | | Number-Pattern Matching (Gs) | | | | __/90 |
| | | | | Verbal Analogies (Gc, Gf)[5] | | | | __/90 |
| | | WJ V COG | | **Gf-Gc Composite** | | | | __/90 |
| | | | | Oral Vocabulary (Gc)[5] | | | | __/90 |
| | | | | Matrices (Gf) | | | | __/90 |
| | | | | Verbal Analogies (Gc, Gf)[5] | | | | __/90 |
| | | | | Analysis-Synthesis (Gf) | | | | __/90 |
| | | WJ V COG | | **Fluid Reasoning (Gf)** | | | | __/90 |
| | | | | Matrices (Gf) | | | | __/90 |
| | | | | Analysis-Synthesis (Gf) | | | | __/90 |
| | | | | Concept Formation (Gf)* | | | | __/90 |
| | **Oral Language** | WJ V ACH | | **Oral Expression (Gc, Gl)**[5] | | | | __/90 |
| | | | | Picture Vocabulary (Gc)[5] | | | | __/90 |
| | | | | Oral Language Samples (Gl, Gc)[5] | | | | __/90 |
| | | | | **Listening Comprehension (Gc)**[5] | | | | __/90 |
| | | | | Oral Comprehension (Gc)[5] | | | | __/90 |
| | | | | Story Comprehension (Gl)[5] | | | | __/90 |
| | | | | **Vocabulary (Gc)**[5] | | | | __/90 |
| | | | | Picture Vocabulary (Gc)[5] | | | | __/90 |
| | | | | Academic Vocabulary (Gc)[5] | | | | __/90 |
| | **Mathematics** | WJ V ACH | | **Math Calculation Skills (Gq)** | | | | __/90 |
| | | | | Calculation (Gq) | | | | __/90 |
| | | | | Math Facts Fluency (Gs, Gq) | | | | __/90 |
| | | | | **Math Problem Solving (Gq)** | | | | __/90 |
| | | | | Applied Problems (Gq) | | | | __/90 |
| | | | | Math Problem Identification (Gq, Gf) | | | | __/90 |

**Figure 4.** *(cont.)*
*Scores Not Related to Reading: Possible Strengths*

**WJ V Dyslexia Profile of Scores**

| Area Tested | | Battery | Test Date | Cluster/Test/CHC Broad Ability | Low/Below Average SS <40–89 PR <1–24 | Average SS 90–110 PR 25–75 | High/Above Average SS >111 PR >76 | RPI[7] |
|---|---|---|---|---|---|---|---|---|
| Ability to Learn When Reading Is Not Required | Knowledge | WJ V COG | | **Comprehension-Knowledge (Gc)[5]** | | | | __/90 |
| | | | | Oral Vocabulary (Gc)[5] | | | | __/90 |
| | | | | Verbal Analogies (Gc, Gf)[5] | | | | __/90 |
| | | WJ V ACH | | **Academic Applications (Grw, Gq)[5]** | | | | __/90 |
| | | | | Passage Comprehension (Grw, Gc)[5] | | | | __/90 |
| | | | | Applied Problems (Gq)[5] | | | | __/90 |
| | | | | Written Language Samples (Grw)[5] | | | | __/90 |
| | | | | **Academic Knowledge (Gc)[5]** | | | | __/90 |
| | | | | Academic Vocabulary (Gc)[5] | | | | __/90 |
| | | | | Academic Facts (Gc)[5] | | | | __/90 |
| **Ability to Learn When Reading Is Not Required—Comments** | | | | | | | | |
| | | | | | | | | |

\* Single tests

## General Intelligence

General intelligence represents overall cognitive performance. The WJ V COG includes the General Intellectual Ability (GIA) cluster that consists of eight tests, each of which measures a Cattell-Horn-Carroll (CHC) ability: Oral Vocabulary (Gc), Matrices (Gf), Spatial Relations (Gv), Story Recall (Gl), Semantic Word Retrieval (Gr), Verbal Attention (Gwm), Number-Pattern Matching (Gs), and Verbal Analogies (Gc, Gf). These abbreviations stand for the following CHC abilities:

Gc: Comprehension-knowledge—knowledge of language and culture

Gf: Fluid reasoning—the ability to engage in novel problem solving

Gv: Visual processing—the ability to think with patterns and designs

Gl: Learning efficiency—the ability to learn, store, and consolidate new information in long-term memory

Gr: Retrieval fluency—the ability to retrieve verbal and nonverbal information from long-term memory

Gwm: Working memory—the ability to hold and transform information

Gs: Cognitive processing speed—the ability to perform simple symbolic tasks quickly

Generally, many individuals with dyslexia will have strengths in Gc, Gf, and Gv but weaknesses in one or more of these CHC abilities: Gwm, Gs, Ga, and/or Glr. Typically, the more areas of weakness a student exhibits, the greater difficulty the student will have learning to read and spell.

*Note.* Ga: Auditory processing, the ability to hear and manipulate speech sounds, is measured within the WJ V VTL and described in the Phonological Awareness section of this paper.

### Reasoning and Knowledge

Reasoning (Gf) and knowledge (Gc) are the two highest-order factors of general intelligence. The WJ V COG provides a Gf-Gc Composite score composed of two tests of fluid reasoning (Gf) (Matrices and Analysis-Synthesis) and two tests of comprehension-knowledge (Gc), also referred to as crystallized intelligence, (Oral Vocabulary and Verbal Analogies).

### Oral Language

Oral language includes verbal comprehension, listening ability, and lexical knowledge (word knowledge or vocabulary) (Mather et al., 2025a). Oral language clusters in the WJ V ACH include Oral Expression (Picture Vocabulary and Oral Language Samples), Listening Comprehension (Oral Comprehension and Story Comprehension), and Vocabulary (Picture Vocabulary and Academic Vocabulary).

### Mathematics

Mathematics achievement (quantitative knowledge ability) includes both computational and problem-solving skills. The WJ V ACH includes the Math Calculation Skills cluster (Calculation and Math Facts Fluency) and the Math Problem Solving cluster (Applied Problems and Math Problem Identification).

### Academic Knowledge

Knowledge (Gc) includes language-based academic knowledge. The WJ V COG provides the Comprehension-Knowledge cluster (Oral Vocabulary and Verbal Analogies). The WJ V ACH provides the Academic Applications cluster (Passage Comprehension, Applied Problems, and Written Language Samples) and the Academic Knowledge cluster (Academic Vocabulary and Academic Facts).

## Summary

The WJ V Dyslexia Profile of Scores offers a structured and comprehensive framework for identifying the characteristics of dyslexia by integrating achievement levels with cognitive and linguistic data. By organizing test results across primary and secondary reading and spelling domains, as well as across relevant cognitive-linguistic risk factors, the profile helps evaluators pinpoint students' specific areas of strengths and weaknesses. When used in conjunction with qualitative data and professional judgment, the WJ V Dyslexia Profile of Scores becomes a powerful tool for organizing WJ V test results, informing the selection of accommodations and interventions, and supporting student success.

## WJ V Comparison Procedures

The WJ V also provides several comparison procedures that help an examiner document specific strengths and weaknesses. These comparisons are essential for identifying patterns of strengths and weaknesses and for supporting eligibility decisions for special education services (Mather et al., 2025a).

The two main types of comparisons are:

- Intra-Ability Comparison Base-Rate Procedures: These include Intra-Cognitive, Intra-Achievement, and Academic Skills/Fluency/Applications comparisons. The predictor is the average standard score from a pooled set of clusters, helping to identify relative strengths and weaknesses within a domain.
- Ability/Achievement Comparison Base-Rate Procedures: These compare a single cluster standard score (e.g., GIA, Gf-Gc Composite, Oral Language, or Academic Knowledge) to an achievement cluster score. This method is particularly useful for determining whether a student's performance is significantly different from what would be predicted based on their cognitive abilities.

These procedures leverage the conormed structure of the WJ V batteries, offering a powerful and user-friendly framework for comparing and interpreting assessment results.

## WJ V Comparisons for Dyslexia Evaluations

For dyslexia evaluations, the four most relevant comparison procedures are: (a) comparing the WJ V COG Gf-Gc Composite cluster to the WJ V ACH Basic Reading Skills, Phoneme-Grapheme Knowledge, Reading Fluency, and Spelling Skills clusters; (b) comparing the WJ V ACH Oral Language cluster to the same four WJ V ACH clusters; (c) comparing the WJ V ACH Academic Knowledge cluster to these same four WJ V ACH clusters; and (d) comparing the WJ V ACH Academic Skills, Academic Fluency, and Academic Applications clusters to each other. Students with dyslexia often have higher scores on measures of oral language, knowledge, and reasoning and thus often have differences between these abilities and their reading and spelling skills. The presence of a significant gap between intellectual ability and reading-related skills continues to be a hallmark of dyslexia in adults (Schneider & Mather, 2025; Shaywitz & Shaywitz, 2020).

Figure 5 illustrates the WJ V comparisons for dyslexia evaluations, including (a) comparing the WJ V COG Gf-Gc Composite cluster to the WJ V ACH Basic Reading Skills, Phoneme-Grapheme Knowledge, Reading Fluency, and Spelling Skills clusters; (b) comparing the WJ V ACH Oral Language cluster to the same four WJ V ACH clusters; (c) comparing the WJ V ACH Academic Knowledge cluster to these same four WJ V ACH clusters; and (d) comparing the WJ V ACH Academic Skills, Academic Fluency, and Academic Applications clusters to each other.

**Figure 5.**
*WJ V Comparisons for Dyslexia Evaluations*

**Gf-Gc Composite/Achievement**
The Gf-Gc Composite vs. Achievement is often a critical comparison for dyslexia, as it contrasts reasoning and knowledge (fluid and crystallized abilities) with acquired academic skills. Significant differences may indicate unexpected underachievement relative to cognitive ability.

| Area Tested | Earned SS | Predicted SS | Difference | *Z* Score | PR (Base Rate) | Interpretation |
|---|---|---|---|---|---|---|
| Basic Reading Skills | | | | | | |
| Phoneme-Grapheme Knowledge | | | | | | |
| Reading Fluency | | | | | | |
| Spelling Skills | | | | | | |

*Notes.* The predictor for each target cluster score is the average of the examinee's earned standard score on the Gf-Gc Composite cluster.
The difference score significance is based on ±1.50 *SD* (*SEE*).

### Oral Language/Achievement

The Oral Language vs. Achievement comparison is essential for identifying individuals whose oral language abilities are higher than their reading abilities. This comparison can also help detect language-based weaknesses, particularly in verbal comprehension.

| Area Tested | Earned SS | Predicted SS | Difference | *Z* Score | PR (Base Rate) | Interpretation |
|---|---|---|---|---|---|---|
| Basic Reading Skills | | | | | | |
| Phoneme-Grapheme Knowledge | | | | | | |
| Reading Fluency | | | | | | |
| Spelling Skills | | | | | | |

*Notes.* The predictor for each target cluster score is the average of the examinee's earned standard score on the Oral Language cluster.
The difference score significance is based on ±1.50 *SD* (*SEE*).

### Academic Knowledge/Achievement

Similar to the Oral Language vs. Achievement comparison, Academic Knowledge vs. Achievement compares knowledge to reading and spelling achievement.

| Area Tested | Earned SS | Predicted SS | Difference | *Z* Score | PR (Base Rate) | Interpretation |
|---|---|---|---|---|---|---|
| Basic Reading Skills | | | | | | |
| Phoneme-Grapheme Knowledge | | | | | | |
| Reading Fluency | | | | | | |
| Spelling Skills | | | | | | |

*Notes.* The predictor for each target cluster score is the average of the examinee's earned standard score on the Oral Language cluster.
The difference score significance is based on ±1.50 *SD* (*SEE*).

### Academic Skills/Fluency/Applications

On this comparison, many individuals with dyslexia obtain higher scores on the Academic Applications cluster than on the Academic Skills and/or Academic Fluency clusters.

| Area Tested | Earned SS | Predicted SS | Difference | *Z* Score | PR (Base Rate) | Interpretation |
|---|---|---|---|---|---|---|
| Academic Skills | | | | | | |
| Academic Fluency | | | | | | |
| Academic Applications | | | | | | |

*Notes.* The predictor for each target cluster score is the average of the examinee's standard scores on the other two clusters.
The difference score significance is based on ±1.50 *SD* (*SEE*).

## WJ V Dyslexia Test Set

As a simpler alternative to the WJ V Dyslexia Profile of Scores, the WJ V Dyslexia Test Set is a more condensed tool designed for both screening and evaluation. The WJ V Dyslexia Test Set includes only tests and clusters from the WJ V ACH and the WJ V VTL. If desired, an examiner can add tests from the WJ V COG to the WJ V Dyslexia Test Set to provide additional information about a student's underlying cognitive processes.

## Core Reading Assessments

The initial phase of evaluation focuses on identifying a student's reading difficulties using four key tests in two essential clusters.

- The Letter-Word Identification and Word Attack tests in the Basic Reading Skills cluster assess basic reading skills.
- The Sentence Reading Fluency and Word Reading Fluency tests in the Reading Fluency cluster measure reading speed and automaticity.

If weaknesses are found, examiners can administer additional tests to obtain the Phoneme-Grapheme Knowledge and Spelling Skills clusters.

## Linguistic Risk Factors

To capture the underlying factors that can contribute to dyslexia, the Dyslexia Test Set includes clusters that measure:

- Phonological Awareness
- Phonological Manipulation
- Rapid Automatized Naming (RAN)
- Auditory Memory Span

Figure 6 illustrates the WJ V Dyslexia Test Set that uses measures from the WJ V ACH and WJ V VTL.

*Figure 6.*
*WJ V Dyslexia Test Set*

**WJ V Dyslexia Test Set**

| Area Tested | Cluster | SS | PR | RPI | Test Name | SS | PR | RPI[7] |
|---|---|---|---|---|---|---|---|---|
| **Basic Reading Skills and Reading Fluency** | Basic Reading Skills | | | __/90 | Letter-Word Identification (Grw) | | | __/90 |
| | | | | | Word Attack (Grw, Ga)[a] | | | __/90 |
| | Reading Fluency | | | __/90 | Sentence Reading Fluency (Gs, Grw) | | | __/90 |
| | | | | | Word Reading Fluency (Gs, Grw) | | | __/90 |
| **Phonics Knowledge and Spelling** | Phoneme-Grapheme Knowledge | | | __/90 | Word Attack (Grw, Ga) | | | __/90 |
| | | | | | Spelling of Sounds (Ga, Grw)[a] | | | __/90 |
| | Spelling Skills | | | __/90 | Spelling (Grw) | | | __/90 |
| | | | | | Spelling of Sounds (Ga, Grw) | | | __/90 |
| **Linguistic Risk Factors** | Phonological Awareness* | | | __/90 | Sound Blending (Ga) | | | __/90 |
| | | | | | Segmentation (Ga) | | | __/90 |
| | Phonological Manipulation* | | | __/90 | Sound Deletion (Ga)[b] | | | __/90 |
| | | | | | Sound Substitution (Ga)[b] | | | __/90 |
| | RAN–Reading* | | | __/90 | Rapid Picture Naming (Gs, Gr) | | | __/90 |
| | | | | | Rapid Letter Naming (Gs, Gr) | | | __/90 |
| | | | | | Rapid Phoneme Naming (Gr, Ga) | | | __/90 |
| | Auditory Memory Span* | | | __/90 | Memory for Words (Gwm) | | | __/90 |
| | | | | | Sentence Repetition (Gwm) | | | __/90 |
| **Vocabulary** | Vocabulary | | | __/90 | Picture Vocabulary (Gc) | | | __/90 |
| | | | | | Academic Vocabulary (Gc) | | | __/90 |
| **Reading Fluency** | Single Tests | | | | Oral Reading (Grw) | | | __/90 |
| **Phonological Processing/Memory** | | | | | Nonsense Word Repetition (Ga, Gwm)* | | | __/90 |

\* WJ V VTL
[a] Word Attack and Spelling of Sounds each contribute to two clusters.
[b] Sound Deletion is recommended for examinees ages 5 to 11, and Sound Substitution is recommended for examinees ages 6 to 12. The platform will, however, allow the examiner to administer these two tests to examinees outside the recommended age ranges.

# WJ V COG Additions

In addition to using the WJ V Dyslexia Test Set to assess the core reading and linguistic dyslexia risk factors, examiners also may use WJ V COG measures to assess additional dyslexia risk factors. These additional WJ V COG measures include Auditory Working Memory Capacity, Cognitive Processing Speed, Phonemic Retrieval Fluency, Cognitive Efficiency, Comprehension-Knowledge, and Visual-Auditory Learning. These domains, drawn from the WJ V COG and WJ V VTL batteries, can provide deeper insight into a student's ability to process, store, and retrieve language-based information. Assessing these areas enhances diagnostic precision and supports individualized intervention planning, especially for students with complex profiles or for twice-exceptional students.

Additional measures from the WJ V COG enhance the diagnostic power of the WJ V Dyslexia Test Set by evaluating cognitive processes that influence reading and language development. Key clusters presented in Figure 6 include:

- Auditory Working Memory Capacity: Assessed by the Verbal Attention and Numbers Reversed tests, this cluster evaluates a student's ability to hold and manipulate auditory information, which is critical for decoding and comprehension.
- Cognitive Processing Speed: Measured by the Number-Pattern Matching and Letter-Pattern Matching tests, this cluster reflects how quickly a student can process visual information, which is essential for fluent reading.
- Phonemic Retrieval Fluency: Includes Phonemic Word Retrieval and Rapid Phoneme Naming, which assess the speed and accuracy of accessing phonological information.
- Cognitive Efficiency: Uses the Verbal Attention and Number-Pattern Matching tests to assess working memory and processing speed by evaluating how efficiently a student can process and respond to information.
- Comprehension-Knowledge: Measures vocabulary by using the Oral Vocabulary and Verbal Analogies tests to help determine whether reading difficulties are unexpected relative to verbal knowledge and reasoning.
- Visual-Auditory Learning: A single test that assesses associative learning and memory, which are important for mastery of symbol-sound correspondences.

Figure 7 illustrates the addition of WJ V COG measures to the WJ V Dyslexia Test Set.

*Figure 7.*
Addition of WJ V COG Measures
to the WJ V Dyslexia Test Set

| Area Tested | Cluster | Test Name | SS | PR | RPI[7] |
|---|---|---|---|---|---|
| **Additional Linguistic Risk Factors** | Auditory Working Memory Capacity | Verbal Attention (Gwm) | | | __/90 |
| | | Numbers Reversed (Gwm) | | | __/90 |
| | Cognitive Processing Speed | Number-Pattern Matching (Gs) | | | __/90 |
| | | Letter-Pattern Matching (Gs) | | | __/90 |
| | Phonemic Retrieval Fluency | Phonemic Word Retrieval (Gr) | | | __/90 |
| | | Rapid Phoneme Naming (Gr, Ga)* | | | __/90 |
| | Cognitive Efficiency | Verbal Attention (Gwm) | | | __/90 |
| | | Number-Pattern Matching (Gs) | | | __/90 |
| **Vocabulary** | Comprehension-Knowledge | Oral Vocabulary (Gc) | | | __/90 |
| | | Verbal Analogies (Gc, Gf) | | | __/90 |
| **Associative Learning** | Single Test | Visual-Auditory Learning (Gv, Gf) | | | __/90 |

* WJ V VTL

# Additional Testing

Depending on whether the referral question involves memory, math, or oral language, additional tests from the WJ V COG, ACH, or VTL can be administered. This flexibility ensures that the evaluation is tailored to the student's unique profile and educational needs.

For older students, in addition to the WJ V, comprehensive evaluations often include additional assessments, such as the *Test of Word Reading Efficiency–Second Edition* (TOWRE-2; Torgesen et al., 2012) for timed word reading, the *Tests of Orthographic Competence–Second Edition* (TOC-2; Mather et al., 2022) for orthographic knowledge, and/or the *Tests of Dyslexia*® (TOD; Mather et al., 2024) for additional data from tests and rating scales. These assessments can provide additional information to assist with both diagnosis and intervention planning.

# Conclusion

The WJ V has been described as a transformative tool for evidence-based assessment practices in the digital age that provides measures of phonological awareness, rapid automatized naming, and memory functions critical for dyslexia evaluations (Flanagan et al., 2025). The WJ V has been described as a transformative tool for evidence-based assessment practices in the digital age that provides measures of phonological awareness, rapid automatized naming, and memory functions critical for dyslexia evaluations (Flanagan et al., 2025).

The WJ V Dyslexia Profile and WJ V Dyslexia Test Set were designed to offer a comprehensive, research-based framework for identifying dyslexia. They not only pinpoint reading difficulties but also uncover the cognitive and linguistic factors contributing to them. When combined with qualitative data, such as family history and teacher and parent input, the profile and test set support accurate diagnosis and effective intervention planning. Although the WJ V provides useful qualitative and quantitative information, the diagnosis of dyslexia involves more than just the interpretation of performance on standardized tests. To make an accurate diagnosis, the evaluator or evaluation team must also consider family and school history, teacher reports, self-reports, social and emotional status, and current classroom performance. In addition, the evaluation team must understand the characteristics of dyslexia. Because of successful prior interventions, a student with dyslexia may not currently require special services, or the student may need an accommodation plan rather than an Individualized Education Program (IEP). In another case, a parent may decide to provide interventions through a private facility or tutoring rather than through a public school. These types of decisions should be discussed and considered by a well-informed multidisciplinary school team. Regardless of whether or not a student is deemed eligible for services and/or accommodations, the evaluation should provide solid recommendations that are designed to enhance the student's reading and spelling development. The WJ V Dyslexia Profile of Scores and the WJ V Dyslexia Test Set can assist professionals in targeting specific areas for these interventions.

Additional information about the WJ V and interventions for dyslexia can be found in *Essentials of the Woodcock-Johnson V* (LaForte et al., in press) and *Essentials of Dyslexia: Assessment and Interventions* (Mather & Wendling, 2024).

# Appendices

Appendix A provides a blank WJ V Dyslexia Profile of Scores. Appendix B provides the WJ V comparisons for dyslexia evaluations, including (a) comparing the WJ V COG Gf-Gc Composite cluster to the WJ V ACH Basic Reading Skills, Phoneme-Grapheme Knowledge, Reading Fluency, and Spelling Skills clusters; (b) comparing the WJ V ACH Oral Language cluster to the same four WJ V ACH clusters; (c) comparing the WJ V ACH Academic Knowledge cluster to these same four WJ V ACH clusters; and (d) comparing the WJ V ACH Academic Skills, Academic Fluency, and Academic Applications clusters to each other. Appendix C provides a blank WJ V Dyslexia Test Set and a blank WJ V Dyslexia Test Set with the additional WJ V COG tests. Appendix D provides a Sample Case using the WJ V Dyslexia Test Set. Permission is granted to reprint these documents for use with individual students.

# Appendix A

## WJ V DYSLEXIA PROFILE OF SCORES

Name _____     Date of Birth _____     ID _____

School _____     Grade _____     Date _____

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

**International Dyslexia Association (2025) Definition**
Dyslexia is a specific learning disability characterized by difficulties in word reading and/or spelling that involve accuracy, speed, or both and vary depending on the orthography. These difficulties occur along a continuum of severity and persist even with instruction that is effective for the individual's peers. The causes of dyslexia are complex and involve combinations of genetic, neurobiological, and environmental influences that interact throughout development. Underlying difficulties with phonological and morphological processing are common but not universal, and early oral language weaknesses often foreshadow literacy challenges. Secondary consequences include reading comprehension problems and reduced reading and writing experience that can impede growth in language, knowledge, written expression, and overall academic achievement. Psychological well-being and employment opportunities may also be affected. Although identification and targeted instruction are important at any age, language and literacy support before and during the early years of education is particularly effective.

**Authors' Note:** 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 linguistic risk factors of dyslexia include weaknesses in one or more of the following abilities: phonological awareness, orthographic awareness, memory, rapid automatized naming, and processing speed. Other abilities, such as general intelligence, reasoning, oral language, mathematics, and knowledge, that do not require reading are often intact. In other words, the reading and spelling difficulties are often unexpected in relation to the student's other abilities.

### Section I: Summary (For use with the WJ V[1])
### A. Primary and Secondary Reading, Spelling, and Writing Difficulties (Check the areas of concern.)

| Primary Reading and Spelling Difficulties | | Secondary Reading and Writing Difficulties |
|---|---|---|
| ☐ *Letter-Sound Knowledge*[2] <br>   ☐ *Letter names*[2] <br>   ☐ *Letter sounds*[2] <br> ☐ **Basic Reading Skills**[3] <br>   ☐ Letter-Word Identification[3] <br>   ☐ Word Attack[3] <br> ☐ **Phoneme-Grapheme Knowledge**[4] <br>   ☐ Word Attack[4] <br>   ☐ Spelling of Sounds[4] <br> ☐ **Reading Fluency** <br>   ☐ Word Reading Fluency <br>   ☐ Sentence Reading Fluency <br> ☐ Oral Reading* | **Spelling**[2, 3, 4] <br> ☐ **Spelling Skills**[3, 4] <br>   ☐ Spelling[3] <br>   ☐ Spelling of Sounds[3, 4] <br> ☐ **Phoneme-Grapheme Knowledge**[4] <br>   ☐ Word Attack[4] <br>   ☐ Spelling of Sounds[4] <br> ☐ *Spelling in Context*[2] <br>   ☐ *Class Work Samples*[2] <br>   ☐ *Written Language Samples*[2] <br>   ☐ Sentence Writing Accuracy[2] | **Reading Comprehension** <br> ☐ **Reading Comprehension** <br>   ☐ Passage Comprehension <br>   ☐ Paragraph Reading Comprehension <br> ☐ **Written Expression**[5] <br>   ☐ Sentence Writing Fluency <br>   ☐ Written Language Samples[5] |

### B. Cognitive and Linguistic Abilities: Possible Contributing Factors (Check the areas that are possible contributing factors.)

| Phonological Processing[3] | Orthographic Awareness[6] | Memory | Rapid Automatized Naming (RAN) | Processing Speed |
|---|---|---|---|---|
| ☐ **Phonological Awareness**[3] <br>   ☐ Sound Blending[3] <br>   ☐ Segmentation[3] <br> ☐ **Phonological Manipulation**[3] <br>   ☐ Sound Deletion[3] <br>   ☐ Sound Substitution[3] <br> ☐ **Phonemic Retrieval Fluency**[3] <br>   ☐ Phonemic Word Retrieval[3] <br>   ☐ Rapid Phoneme Naming[3] <br> ☐ Sound Reversal[3]* <br> ☐ Nonsense Word Repetition[3]* | ☐ Number-Pattern Matching[6] <br> ☐ Letter-Pattern Matching[6] <br> ☐ Letter-Word Identification[6] <br> ☐ Word Attack[6] <br> ☐ Spelling[6] <br> ☐ Spelling of Sounds[6] | ☐ **Auditory Working Memory Capacity** <br>   ☐ Verbal Attention <br>   ☐ Numbers Reversed <br> ☐ Visual Working Memory <br> ☐ **Auditory Memory Span** <br>   ☐ Memory For Words <br>   ☐ Sentence Repetition <br> ☐ **Long-Term Storage** <br>   ☐ Story Recall <br>   ☐ Story Comprehension <br> ☐ Animal-Number Sequencing* <br> ☐ Understanding Directions* | ☐ **RAN–Reading** <br>   ☐ Rapid Number Naming <br>   ☐ Rapid Letter Naming <br>   ☐ Rapid Phoneme Naming | ☐ **Cognitive Processing Speed** <br>   ☐ Number-Pattern Matching <br>   ☐ Letter-Pattern Matching |

### C. Ability to Learn When Reading Is Not Required (Check the areas that are significantly higher than the individual's basic reading and spelling skills.)

| Cognitive Abilities | Oral Language[5] | Mathematics | Knowledge |
|---|---|---|---|
| ☐ General Intellectual Ability <br> ☐ Gf-Gc Composite <br> ☐ Fluid Reasoning | ☐ Oral Expression[5] <br> ☐ Listening Comprehension[5] <br> ☐ Vocabulary[5] | ☐ Math Calculation Skills <br> ☐ Number Concepts <br> ☐ Math Problem Solving | ☐ Comprehension-Knowledge[5] <br> ☐ Academic Applications[5] <br> ☐ Academic Knowledge[5] |

### D. At-Risk Indicators (Check the areas below that are additional at-risk factors.)
☐ Family history    ☐ Early speech-language issues

### E. Committee Consideration (Check the appropriate box. Sign and date the form.)
☐ Data demonstrate characteristics of dyslexia.    ☐ Data demonstrate characteristics of dyslexia; however, these characteristics
☐ Data do not demonstrate characteristics of dyslexia.    are not consistent with [State] guidelines for the identification of dyslexia.

**Evaluator(s)** _____     _____     **Date:** _____

1

## Section II: Scores

| Area Tested | | Battery | Test Date | Cluster/Test/CHC Broad Ability | Low/Below Average SS <40–89 PR <1–24 | Average SS 90–110 PR 25–75 | High/Above Average SS >111 PR >76 | RPI[7] |
|---|---|---|---|---|---|---|---|---|
| **Primary Reading and Spelling Difficulties** | **Letter-Sound Knowledge** | Informal Assessment | | *Letter-Sound Knowledge*[2] | | | | |
| | | | | *Letter Names*[2]** ☐ Limited ☐ Typical ☐ Advanced Case: Lower ___/26   Upper ___/26 | | | | |
| | | | | *Letter Sounds*[2]** ☐ Limited ☐ Typical ☐ Advanced Consonants ___   Vowels ___ | | | | |
| | **Basic Reading Skills** | WJ V ACH | | **Basic Reading Skills (Grw)**[3] | | | | __/90 |
| | | | | Letter-Word Identification (Grw)[3] | | | | __/90 |
| | | | | Word Attack (Grw, Ga)[3] | | | | __/90 |
| | **Reading Fluency** | WJ V ACH | | **Reading Fluency (Grw)** | | | | __/90 |
| | | | | Word Reading Fluency (Gs, Grw) | | | | __/90 |
| | | | | Sentence Reading Fluency (Gs, Grw) | | | | __/90 |
| | | | | Oral Reading (Grw)* | | | | __/90 |
| | **Spelling** | WJ V ACH | | **Spelling Skills (Grw, Ga)**[3,4] | | | | __/90 |
| | | | | Spelling (Grw)[3] | | | | __/90 |
| | | | | Spelling of Sounds (Ga, Grw)[3,4] | | | | __/90 |
| | | | | *Spelling in Context*[2] | | | | |
| | | | | Class Work Samples[2]** ☐ Limited ☐ Typical ☐ Advanced | | | | |
| | | | | Written Language Samples (Grw)[2]** ☐ Limited ☐ Typical ☐ Advanced | | | | |
| | | | | Sentence Writing Accuracy (Grw)[2]** ☐ Limited ☐ Typical ☐ Advanced | | | | |
| | **Phoneme-Grapheme Knowledge** | WJ V ACH | | **Phoneme-Grapheme Knowledge (Grw, Ga)**[4] | | | | __/90 |
| | | | | Word Attack (Grw, Ga)[4] | | | | __/90 |
| | | | | Spelling of Sounds (Ga, Grw)[4] | | | | __/90 |
| **Secondary Reading and Writing Difficulties** | **Reading Comprehension** | WJ V ACH | | **Reading Comprehension (Grw)** | | | | __/90 |
| | | | | Passage Comprehension (Grw, Gc) | | | | __/90 |
| | | | | Paragraph Reading Comprehension (Grw, Gc)[6] | | | | __/90 |
| | **Written Expression** | WJ V ACH | | **Written Expression (Grw)**[5] | | | | __/90 |
| | | | | Sentence Writing Fluency (Gs, Grw) | | | | __/90 |
| | | | | Written Language Samples (Grw)[5] | | | | __/90 |

**Primary and Secondary Reading and Writing Difficulties—Comments**

| Area Tested | | Battery | Test Date | Cluster/Test/CHC Broad Ability | Low/Below Average SS <40–89 PR <1–24 | Average SS 90–110 PR 25–75 | High/Above Average SS >111 PR >76 | RPI[7] |
|---|---|---|---|---|---|---|---|---|
| Cognitive and Linguistic Abilities: Possible Contributing Factors | Phonological Processing[2] | WJ V VTL | | **Phonological Awareness (Ga)**[3] | | | | __/90 |
| | | | | Sound Blending (Ga)[3] | | | | __/90 |
| | | | | Segmentation (Ga)[3] | | | | __/90 |
| | | | | **Phonological Manipulation (Ga)**[3] | | | | __/90 |
| | | | | Sound Deletion (Ga)[3] | | | | __/90 |
| | | | | Sound Substitution (Ga)[3] | | | | __/90 |
| | | | | Sound Reversal (Ga)[3]* | | | | __/90 |
| | | WJ V COG | | **Phonemic Retrieval Fluency (Gr)**[3] | | | | __/90 |
| | | WJ V VTL | | Rapid Phoneme Naming (Gr, Ga)[3] | | | | __/90 |
| | | WJ V COG | | Phonemic Word Retrieval (Gr)[3] | | | | __/90 |
| | | WJ V VTL | | Nonsense Word Repetition (Ga, Gwm)[3]* | | | | __/90 |
| | Orthographic Awareness[3, 4] | | | ***Orthographic Awareness***[6] | | | | |
| | | WJ V COG | | Number-Pattern Matching (Gs)[6] | | | | __/90 |
| | | | | Letter-Pattern Matching (Gs)[6] | | | | __/90 |
| | | WJ V ACH | | Letter-Word Identification (Grw)[6] | | | | __/90 |
| | | | | Word Attack (Grw, Ga)[6] | | | | __/90 |
| | | | | Spelling (Grw)[6] | | | | __/90 |
| | | | | Spelling of Sounds (Ga, Grw)[6] | | | | __/90 |
| | Memory | WJ V COG | | **Auditory Working Memory Capacity (Gwm)** | | | | __/90 |
| | | | | Verbal Attention (Gwm) | | | | __/90 |
| | | | | Numbers Reversed (Gwm) | | | | __/90 |
| | | WJ V VTL | | **Auditory Memory Span (Gwm)** | | | | __/90 |
| | | | | Memory for Words (Gwm) | | | | __/90 |
| | | | | Sentence Repetition (Gwm) | | | | __/90 |
| | | WJ V COG | | **Long-Term Storage (Gl)** | | | | __/90 |
| | | | | Story Recall (Gl) | | | | __/90 |
| | | | | Story Comprehension (Gl) | | | | __/90 |
| | | WJ V VTL | | Animal-Number Sequencing (Gwm)* | | | | __/90 |
| | | | | Understanding Directions (Gwm, Gf)* | | | | __/90 |
| | Rapid Automatized Naming | WJ V VTL | | **RAN–Reading (Gs, Gr)** | | | | __/90 |
| | | | | Rapid Picture Naming (Gs, Gr) | | | | __/90 |
| | | | | Rapid Letter Naming (Gs, Gr) | | | | __/90 |
| | | | | Rapid Phoneme Naming (Gr, Ga) | | | | __/90 |
| | Processing Speed | WJ V COG | | **Cognitive Processing Speed (Gs)** | | | | __/90 |
| | | | | Number-Pattern Matching (Gs) | | | | __/90 |
| | | | | Letter-Pattern Matching (Gs) | | | | __/90 |
| **Cognitive and Linguistic Abilities: Possible Contributing Factors—Comments** | | | | | | | | |
| | | | | | | | | |

3

| | Area Tested | Battery | Test Date | Cluster/Test/CHC Broad Ability | Low/Below Average SS <40–89 PR <1–24 | Average SS 90–110 PR 25–75 | High/Above Average SS >111 PR >76 | RPI[7] |
|---|---|---|---|---|---|---|---|---|
| **Ability to Learn When Reading Is Not Required** | **Cognitive Abilities** | WJ V COG | | **General Intellectual Ability (GIA)** | | | | __/90 |
| | | | | Oral Vocabulary (Gc)[5] | | | | __/90 |
| | | | | Matrices (Gf) | | | | __/90 |
| | | | | Spatial Relations (Gv) | | | | __/90 |
| | | | | Story Recall (Gl) | | | | __/90 |
| | | | | Semantic Word Retrieval (Gr) | | | | __/90 |
| | | | | Verbal Attention (Gwm) | | | | __/90 |
| | | | | Number-Pattern Matching (Gs) | | | | __/90 |
| | | | | Verbal Analogies (Gc, Gf)[5] | | | | __/90 |
| | | WJ V COG | | **Gf-Gc Composite** | | | | __/90 |
| | | | | Oral Vocabulary (Gc)[5] | | | | __/90 |
| | | | | Matrices (Gf) | | | | __/90 |
| | | | | Verbal Analogies (Gc, Gf)[5] | | | | __/90 |
| | | | | Analysis-Synthesis (Gf) | | | | __/90 |
| | | WJ V COG | | **Fluid Reasoning (Gf)** | | | | __/90 |
| | | | | Matrices (Gf) | | | | __/90 |
| | | | | Analysis-Synthesis (Gf) | | | | __/90 |
| | | | | Concept Formation (Gf)* | | | | __/90 |
| | **Oral Language** | WJ V ACH | | **Oral Expression (Gc, Gl)[5]** | | | | __/90 |
| | | | | Picture Vocabulary (Gc)[5] | | | | __/90 |
| | | | | Oral Language Samples (Gl, Gc)[5] | | | | __/90 |
| | | | | **Listening Comprehension (Gc)[5]** | | | | __/90 |
| | | | | Oral Comprehension (Gc)[5] | | | | __/90 |
| | | | | Story Comprehension (Gl)[5] | | | | __/90 |
| | | | | **Vocabulary (Gc)[5]** | | | | __/90 |
| | | | | Picture Vocabulary (Gc)[5] | | | | __/90 |
| | | | | Academic Vocabulary (Gc)[5] | | | | __/90 |
| | **Mathematics** | WJ V ACH | | **Math Calculation Skills (Gq)** | | | | __/90 |
| | | | | Calculation (Gq) | | | | __/90 |
| | | | | Math Facts Fluency (Gs, Gq) | | | | __/90 |
| | | | | **Math Problem Solving (Gq)** | | | | __/90 |
| | | | | Applied Problems (Gq) | | | | __/90 |
| | | | | Math Problem Identification (Gq, Gf) | | | | __/90 |
| | **Knowledge** | WJ V COG | | **Comprehension-Knowledge (Gc)[5]** | | | | __/90 |
| | | | | Oral Vocabulary (Gc)[5] | | | | __/90 |
| | | | | Verbal Analogies (Gc, Gf)[5] | | | | __/90 |
| | | WJ V ACH | | **Academic Applications (Grw, Gq)[5]** | | | | __/90 |
| | | | | Passage Comprehension (Grw, Gc)[5] | | | | __/90 |
| | | | | Applied Problems (Gq)[5] | | | | __/90 |
| | | | | Written Language Samples (Grw)[5] | | | | __/90 |
| | | | | **Academic Knowledge (Gc)[5]** | | | | __/90 |
| | | | | Academic Vocabulary (Gc)[5] | | | | __/90 |
| | | | | Academic Facts (Gc)[5] | | | | __/90 |

| Ability to Learn When Reading Is Not Required—Comments |
| --- |
| |

* Single tests
** Qualitative Observation Ratings[5]
*Italicized* clusters and tests indicate informal measures.

| Determination of Dyslexia Characteristics for Committee Consideration—Additional Comments |
| --- |
| |

# Appendix A *(cont.)*

## Footnotes

1. The WJ V Dyslexia Profile (Proctor & Mather, 2025) was adapted from the WJ IV Dyslexia Profile by C. Proctor, N. Mather, T. Stephens-Pisecco, and L. E. Jaffe (2017, May).

2. Qualitative observation ratings of "limited," "typical," and "advanced" as they pertain to letter names, letter sounds, and spelling in context are subjective assessments of a student's letter knowledge in isolation and spelling abilities when they are writing within sentences, paragraphs, or longer pieces of text. The ratings in regard to spelling abilities go beyond simply identifying correctly or incorrectly spelled words in isolation and consider how spelling impacts the overall clarity and fluency of the writing.

3. If a student exhibits reading and spelling difficulties and currently has average phonological/phonemic awareness, the examiner should review the student's history to determine if there is evidence of previous interventions addressing 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.

4. Word Attack and Spelling of Sounds are measures of phonic decoding and encoding skills (sounding out or spelling pseudowords using blending and letter-sound correspondences). They are not pure phonological awareness tasks because they involve letters, so both phonological and orthographic awareness are required.

5. As an individual grows older, limited reading affects the development of vocabulary and knowledge.

6. 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 assessed by analyzing 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 at reading and spelling phonically regular words than they are at reading and spelling irregular words. These students tend to spell irregular words the way the words sound, rather than the way they look.

7. 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 pseudowords at grade level, his proficiency is likely to be 47%, whereas his average age- or grade-peers' proficiency would be 90%. The following table presents the level of proficiency and the instructional implications of some possible RPI ranges when the individual is doing grade- or age-level work.

| RPI | Proficiency | Instructional Implications |
|---|---|---|
| 100/90 | Very Advanced | extremely easy |
| 98/90 to 100/90 | Advanced | very easy |
| 95/90 to 98/90 | Average to Advanced | easy |
| 82/90 to 95/90 | Average | manageable |
| 67/90 to 82/90 | Limited to Average | difficult |
| 24/90 to 67/90 | Limited | very difficult |
| 3/90 to 24/90 | Very Limited | extremely difficult |
| 0/90 to 3/90 | Extremely Limited | nearly impossible |

# Appendix B: WJ V Comparisons for Dyslexia Evaluations

## Gf-Gc Composite/Achievement

| Area Tested | Earned SS | Predicted SS | Difference | *Z* Score | PR (Base Rate) | Interpretation |
|---|---|---|---|---|---|---|
| Basic Reading Skills | | | | | | |
| Phoneme-Grapheme Knowledge | | | | | | |
| Reading Fluency | | | | | | |
| Spelling Skills | | | | | | |

*Notes.* The predictor for each target cluster score is the average of the examinee's earned standard score on the Gf-Gc Composite cluster.
The difference score significance is based on ±1.50 *SD* (*SEE*).

## Oral Language/Achievement

| Area Tested | Earned SS | Predicted SS | Difference | *Z* Score | PR (Base Rate) | Interpretation |
|---|---|---|---|---|---|---|
| Basic Reading Skills | | | | | | |
| Phoneme-Grapheme Knowledge | | | | | | |
| Reading Fluency | | | | | | |
| Spelling Skills | | | | | | |

*Notes.* The predictor for each target cluster score is the average of the examinee's earned standard score on the Oral Language cluster.
The difference score significance is based on ±1.50 *SD* (*SEE*).

## Academic Knowledge/Achievement

| Area Tested | Earned SS | Predicted SS | Difference | *Z* Score | PR (Base Rate) | Interpretation |
|---|---|---|---|---|---|---|
| Basic Reading Skills | | | | | | |
| Phoneme-Grapheme Knowledge | | | | | | |
| Reading Fluency | | | | | | |
| Spelling Skills | | | | | | |

*Notes.* The predictor for each target cluster score is the average of the examinee's earned standard score on the Oral Language cluster.
The difference score significance is based on ±1.50 *SD* (*SEE*).

## Academic Skills/Fluency/Applications

| Area Tested | Earned SS | Predicted SS | Difference | *Z* Score | PR (Base Rate) | Interpretation |
|---|---|---|---|---|---|---|
| Academic Skills | | | | | | |
| Academic Fluency | | | | | | |
| Academic Applications | | | | | | |

*Notes.* The predictor for each target cluster score is the average of the examinee's standard scores on the other two clusters.
The difference score significance is based on ±1.50 *SD* (*SEE*).

# Appendix C

**WJ V Dyslexia Test Set With WJ V ACH and WJ V VTL**

| Area Tested | Cluster | SS | PR | RPI | Test Name | SS | PR | RPI[7] |
|---|---|---|---|---|---|---|---|---|
| **Basic Reading Skills and Reading Fluency** | Basic Reading Skills | | | __/90 | Letter-Word Identification (Grw) | | | __/90 |
| | | | | | Word Attack (Grw, Ga)[a] | | | __/90 |
| | Reading Fluency | | | __/90 | Sentence Reading Fluency (Gs, Grw) | | | __/90 |
| | | | | | Word Reading Fluency (Gs, Grw) | | | __/90 |
| **Phonics Knowledge and Spelling** | Phoneme-Grapheme Knowledge | | | __/90 | Word Attack (Grw, Ga)[a] | | | __/90 |
| | | | | | Spelling of Sounds (Ga, Grw)[a] | | | __/90 |
| | Spelling Skills | | | __/90 | Spelling (Grw) | | | __/90 |
| | | | | | Spelling of Sounds (Ga, Grw)[a] | | | __/90 |
| **Linguistic Risk Factors** | Phonological Awareness* | | | __/90 | Sound Blending (Ga)* | | | __/90 |
| | | | | | Segmentation (Ga)* | | | __/90 |
| | Phonological Manipulation* | | | __/90 | Sound Deletion (Ga)[b] | | | __/90 |
| | | | | | Sound Substitution (Ga)[b] | | | __/90 |
| | RAN–Reading* | | | __/90 | Rapid Picture Naming (Gs, Gr)* | | | __/90 |
| | | | | | Rapid Letter Naming (Gs, Gr)* | | | __/90 |
| | | | | | Rapid Phoneme Naming (Gr, Ga)* | | | __/90 |
| | Auditory Memory Span* | | | __/90 | Memory for Words (Gwm)* | | | __/90 |
| | | | | | Sentence Repetition (Gwm)* | | | __/90 |
| **Vocabulary** | Vocabulary | | | __/90 | Picture Vocabulary (Gc) | | | __/90 |
| | | | | | Academic Vocabulary (Gc) | | | __/90 |
| **Reading Fluency** | Single Tests | | | | Oral Reading (Grw) | | | __/90 |
| **Phonological Processing/Memory** | | | | | Nonsense Word Repetition (Ga, Gwm)* | | | __/90 |

\* WJ V VTL
[a] Word Attack and Spelling of Sounds each contribute to two clusters.
[b] Sound Deletion is recommended for examinees ages 5 to 11, and Sound Substitution is recommended for examinees ages 6 to 12. The platform will, however, allow the examiner to administer these two tests to examinees outside the recommended age ranges.

# Appendix C *(cont.)*

## WJ V Dyslexia Test Set With WJ V COG

| Area Tested | Cluster | SS | PR | RPI | Test Name | SS | PR | RPI[7] |
|---|---|---|---|---|---|---|---|---|
| **Basic Reading Skills and Reading Fluency** | Basic Reading Skills | | | __/90 | Letter-Word Identification (Grw) | | | __/90 |
| | | | | | Word Attack (Grw, Ga)[a] | | | __/90 |
| | Reading Fluency | | | __/90 | Sentence Reading Fluency (Gs, Grw) | | | __/90 |
| | | | | | Word Reading Fluency (Gs, Grw) | | | __/90 |
| **Phonics Knowledge and Spelling** | Phoneme-Grapheme Knowledge | | | __/90 | Word Attack (Grw, Ga)[a] | | | __/90 |
| | | | | | Spelling of Sounds (Ga, Grw)[a] | | | __/90 |
| | Spelling Skills | | | __/90 | Spelling (Grw) | | | __/90 |
| | | | | | Spelling of Sounds (Ga, Grw)[a] | | | __/90 |
| **Linguistic Risk Factors** | Phonological Awareness* | | | __/90 | Sound Blending (Ga)* | | | __/90 |
| | | | | | Segmentation (Ga)* | | | __/90 |
| | Phonological Manipulation* | | | __/90 | Sound Deletion (Ga)[b] | | | __/90 |
| | | | | | Sound Substitution (Ga)[b] | | | __/90 |
| | RAN–Reading* | | | __/90 | Rapid Picture Naming (Gs, Gr)* | | | __/90 |
| | | | | | Rapid Letter Naming (Gs, Gr)* | | | __/90 |
| | | | | | Rapid Phoneme Naming (Gr, Ga)* | | | __/90 |
| | Auditory Memory Span* | | | __/90 | Memory for Words (Gwm)* | | | __/90 |
| | | | | | Sentence Repetition (Gwm)* | | | __/90 |
| **Vocabulary** | Vocabulary | | | __/90 | Picture Vocabulary (Gc) | | | __/90 |
| | | | | | Academic Vocabulary (Gc) | | | __/90 |
| | Single Tests | | | | Oral Reading (Grw) | | | __/90 |
| | | | | | Nonsense Word Repetition (Ga, Gwm) | | | __/90 |
| **Additional Linguistic Risk Factors** | Auditory Working Memory Capacity** | | | | Verbal Attention (Gwm)** | | | __/90 |
| | | | | | Numbers Reversed (Gwm)** | | | __/90 |
| | Cognitive Processing Speed** | | | | Number-Pattern Matching (Gs)** | | | __/90 |
| | | | | | Letter-Pattern Matching (Gs)** | | | __/90 |
| | Phonemic Retrieval Fluency | | | | Phonemic Word Retrieval (Gr)** | | | __/90 |
| | | | | | Rapid Phoneme Naming (Gr, Ga)* | | | __/90 |
| | Cognitive Efficiency** | | | | Verbal Attention (Gwm)** | | | __/90 |
| | | | | | Number-Pattern Matching) Gs)** | | | __/90 |
| **Vocabulary** | Comprehension-Knowledge** | | | | Oral Vocabulary (Gc)** | | | __/90 |
| | | | | | Verbal Analogies (Gc, Gf)** | | | __/90 |
| | Single Test** | | | | Visual-Auditory Learning (Gv, Gf)** | | | __/90 |

\* WJ V VTL
\*\* WJ V COG
[a] Word Attack and Spelling of Sounds each contribute to two clusters.
[b] Sound Deletion is recommended for examinees ages 5 to 11, and Sound Substitution is recommended for examinees ages 6 to 12. The platform will, however, allow the examiner to administer these two tests to examinees outside the recommended age ranges.

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# Appendix D: Sample Case

**Student:** Alan Downing
**School:** Country Day School

### Referral

Ms. Margo Downing referred her son, Alan, for a re-evaluation. Ms. Downing wanted an updated evaluation that would include appropriate recommendations for her son's educational needs in his current setting, as well as in a future postsecondary setting.

### Background Information

Alan is a sophomore at Country Day School, a private charter school in Arizona, where he has earned mostly *B*s and *C*s. Teachers' semester reports indicate that Alan is cooperative but can lose concentration, depending on his level of interest in the task. His World History teacher noted, "Alan has a tendency to 'drift' a bit during class, but when he is engaged and focused on a topic, his vocabulary is phenomenal."

In 4th grade, Alan was assessed for a possible learning disability. The evaluation indicated that he has a specific learning disability in reading (dyslexia). Difficulties were noted in his word reading, spelling, and slow performance on timed tests. Major recommendations included:

- Intensive tutoring by a highly trained reading teacher with expertise in methodologies for students with dyslexia
- Extended time on standardized tests and in-class tests and assignments, as needed
- Reduced homework load

Alan received small-group reading instruction from 4th to 6th grade. Instruction was then discontinued, and he was provided with an accommodation plan.

### Tests Administered

**WJ V Dyslexia Test Set**
Tests were scored with age norms.

**WJ V Dyslexia Test Set**
Specific tests from the WJ V Tests of Achievement (WJ V ACH), the WJ V Virtual Test Library (WJ V VTL), and the WJ V Tests of Cognitive Abilities (WJ V COG) were administered to complete the WJ V Dyslexia Test Set. Figure 1 presents Alan's results.

# Appalndix D *(cont.)*

*Figure 1.*
Alan's Scores on the Tests in the
WJ V Dyslexia Test Set

### WJ V Dyslexia Test Set With WJ V COG Tests

| Area Tested | Cluster | SS | PR | RPI | Test Name | SS | PR | RPI[7] |
|---|---|---|---|---|---|---|---|---|
| **Basic Reading Skills and Reading Fluency** | Basic Reading Skills | 83 | 13 | 47/90 | Letter-Word Identification (Grw) | 83 | 13 | 33/90 |
| | | | | | Word Attack (Grw, Ga) | 83 | 13 | 62/90 |
| | Reading Fluency | 74 | 4 | 12/90 | Sentence Reading Fluency (Gs, Grw) | 80 | 9 | 49/90 |
| | | | | | Word Reading Fluency (Gs, Grw) | 73 | 4 | 2/90 |
| **Phonics Knowledge and Spelling** | Phoneme-Grapheme Knowledge | 82 | 11 | 64/90 | Word Attack (Grw, Ga) | 83 | 13 | 62/90 |
| | | | | | Spelling of Sounds (Ga, Grw) | 83 | 13 | 65/90 |
| | Spelling Skills | 5 | 1 | 12/90 | Spelling (Grw) | 66 | 1 | 5/90 |
| | | | | | Spelling of Sounds (Ga, Grw) | 73 | 4 | 24/90 |
| **Linguistic Risk Factors** | Phonological Awareness | 110 | 75 | 97/90 | Sound Blending (Ga) | 108 | 70 | 96/90 |
| | | | | | Segmentation (Ga) | 110 | 74 | 97/90 |
| | Phonological Manipulation | 85 | 15 | 65/90 | Sound Deletion (Ga) | 84 | 15 | 64/90 |
| | | | | | Sound Substitution (Ga) | 85 | 15 | 66/90 |
| | RAN–Reading | 60 | <1 | 25/90 | Rapid Picture Naming (Gs, Gr) | 75 | 5 | 45/90 |
| | | | | | Rapid Letter Naming (Gs, Gr) | 62 | <1 | 12/90 |
| | | | | | Rapid Phoneme Naming (Gr, Ga) | 68 | 2 | 26/90 |
| | Auditory Memory Span | 84 | 14 | 59/90 | Memory for Words (Gwm) | 82 | 12 | 49/90 |
| | | | | | Sentence Repetition (Gwm) | 88 | 21 | 68/90 |
| **Vocabulary** | Vocabulary | 117 | 87 | 98/90 | Picture Vocabulary (Gc) | 117 | 87 | 98/90 |
| | | | | | Academic Vocabulary (Gc) | 117 | 87 | 97/90 |
| **Reading Fluency** | Single Test | | | | Oral Reading (Grw) | 86 | 17 | 54/90 |
| **Phonological Processing/Memory** | Single Test | | | | Nonsense Word Repetition (Ga, Gwm) | 84 | 15 | 64/90 |

Alan's performance on the WJ V Dyslexia Test Set reveals a profile consistent with dyslexia. His scores indicate significant challenges in basic reading skills, reading fluency, and spelling. His most pronounced difficulty was on the Reading Fluency test, where his Relative Proficiency Index (RPI) of 12/90 suggests that tasks requiring rapid word recognition are nearly impossible for him. Similarly, his Spelling Skills cluster yielded an RPI of 12/90, indicating that spelling at grade level is extremely difficult for him.

These results reflect hallmark characteristics of dyslexia, including:
- Slow and effortful word reading
- Difficulty with spelling and phoneme-grapheme correspondence
- Weak rapid naming (RAN) abilities
- Challenges with phonological manipulation and auditory memory

Despite these challenges, Alan demonstrates strong oral vocabulary, with an RPI of 98/90 on the Vocabulary cluster. This strength suggests that his comprehension and verbal reasoning are intact and can be leveraged to support learning. His ability to blend and segment sounds is also relatively strong, likely due to prior reading instruction, although tasks requiring manipulation of sounds and working memory remain areas of concern.

The discrepancy between Alan's verbal strengths and his reading and writing weaknesses has important implications for learning. He may struggle to access grade-level content independently through reading and may require alternative methods of instruction and assessment to demonstrate his knowledge.

# Appendix D *(cont.)*

## Pattern of Strengths and Weaknesses

### Academic Weaknesses

1. Basic Reading and Reading Fluency

Alan's scores in Letter-Word Identification, Word Attack, and Reading Fluency are significantly below average. His Reading Fluency score is particularly low, with an RPI of 12/90 and a percentile rank of 4, indicating that rapid word recognition is nearly impossible for him. This impacts his ability to read grade-level text efficiently and independently.

2. Spelling Skills

Alan's spelling abilities are also markedly weak. His Spelling Skills cluster yielded an RPI of 12/90 and a percentile rank of 1. Error analysis shows that his spelling attempts are often close to the target word but that he typically omits one or more letters, which suggests that Alan has difficulty with phoneme-grapheme correspondence and orthographic memory.

3. Rapid Automatized Naming (RAN)

Alan's scores in the RAN–Reading cluster are among the lowest in his profile. These tasks measure the speed at which he can name familiar items, such as letters and phonemes. His performance here is consistent with his low reading fluency and reflects a core deficit often seen in individuals with dyslexia.

4. Phonological Manipulation and Auditory Memory Span

While Alan can blend and segment sounds well, he struggles with tasks that require manipulating sounds (e.g., deletion and substitution) and holding auditory information in working memory. These weaknesses were evident in his Phonological Manipulation and Auditory Memory Span scores, which are below average and suggest difficulty with more complex phonological processing.

### Academic and Cognitive Strengths

1. Vocabulary

Alan's strongest area is Vocabulary, with an RPI of 98/90 and a percentile rank of 87. This indicates that he has a rich verbal lexicon and strong language comprehension skills. His vocabulary strength is a valuable asset and can be leveraged to support reading comprehension and content learning.

2. Phonological Awareness

Alan demonstrates solid skills in Sound Blending and Segmentation, with RPIs at or above 96/90. These foundational phonological skills suggest that he has benefited from previous reading instruction and that further structured literacy intervention may be effective.

3. Sentence Repetition

Alan's performance on Sentence Repetition tasks is relatively stronger than his performance on other auditory memory tasks, which suggests that he may benefit from instructional strategies that use sentence-level context to support memory and learning.

### Sample Recommendations

1. Eligibility for Services

Alan should continue to qualify for services under the category of Specific Learning Disability (SLD) in Reading (Dyslexia). His persistent difficulties in reading and spelling significantly impact his academic performance.

2. Extended Time Accommodations

Alan should receive double time on all written exams, standardized tests, and in-class assignments. This accommodation is necessary due to his slow reading rate and processing speed.

3. Assistive Technology

Alan should be provided with a C-Pen or similar text-to-speech device to support decoding and comprehension of multisyllabic and unfamiliar words. Additional tools such as speech-to-text software should be considered for written assignments.

4. Oral Assessments

Oral evaluations should be used to assess Alan's understanding in subjects that rely heavily on reading and writing. This would allow him to demonstrate his knowledge without being limited by his dyslexia.

5. Structured Literacy Instruction

Alan would benefit from ongoing structured literacy intervention using a program designed for students with dyslexia. Instruction should be explicit, systematic, and multisensory, focusing on phonics, decoding, and fluency.

6. Spelling Support

Alan should receive help reviewing and reinforcing spelling rules, including study of affixes and root words.

Alan should be encouraged to use spell checkers and predictive text tools on all written assignments.

7. Homework Adjustments

Alan's volume of homework should be reduced, especially assignments requiring extensive reading or writing, to minimize fatigue and frustration.

8. Leverage Strengths

To capitalize on Alan's strong vocabulary and verbal comprehension, oral language activities, discussions, and verbal reasoning tasks should be incorporated into his instruction.

9. Progress Monitoring

Alan's progress in reading, spelling, and fluency should be monitored regularly to ensure that interventions are effective and to adjust support as needed.

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