

Name: Gomaez, Ashley

Date of Birth: 08/22/2008

Age: 11 years, 4 months

Sex: Female

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

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

Teacher: Ms. Turner

Grade: 6.4

ID:

Examiners: Katy Genseke

TESTS ADMINISTERED

Woodcock-Johnson IV Tests of Cognitive Abilities

Woodcock-Johnson IV Tests of Oral Language

Woodcock-Johnson IV Tests of Achievement Form A and Extended

PURPOSE OF REPORT

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

DYSLEXIA DEFINITIONS

International Dyslexia Association definition (IDA, 2002)

The most commonly used definition of dyslexia in the United States is the IDA definition which states, "Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge." (Adopted by the International Dyslexia Association Board of Directors, November 12, 2002)

Functional definition of dyslexia

Dyslexia affects reading at the single word level, reading fluency and rate, and spelling. In turn, these weaknesses cause difficulties with reading comprehension and written expression. According to research, the major cognitive correlates of dyslexia include weaknesses in one or more of the following abilities: phonological awareness, orthographic awareness, memory, rapid naming, and perceptual speed. Other abilities that do not require reading, such as general intelligence, reasoning, oral language, mathematics, and knowledge, are often unimpaired. In other words, the reading and spelling difficulties are often unexpected in relation to the person's other abilities.

Dyslexia Report

DYSLEXIA SCORE PROFILE

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

Primary Areas of Reading and Spelling

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

Adapted from Dyslexia Profile, © 2017 C. Proctor, N. Mather, T. Stephens-Pisecco, and L. E. Jaffe

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

Dyslexia Report

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

Secondary Reading and Writing Skills

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

*The extended version of this cluster was administered.

Adapted from Dyslexia Profile, © 2017 C. Proctor, N. Mather, T. Stephens-Pisecco, and L. E. Jaffe

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