



## **TESTING FOR DYSLEXIA**

### **What is dyslexia?**

Dyslexia is often referred to as a language based learning disability. It is the most common form of learning disability. Approximately 15-20% of the population has a learning disability and The National Institutes of Health report that 60% to 80% of those with learning disabilities have problems with reading and language skills. *Individuals with dyslexia usually have difficulty with either receptive oral language skills, expressive oral language skills, reading, spelling, or written expression.*

Dyslexia varies in degrees of severity. The prognosis depends on the severity of the disability, specific patterns of strengths and weaknesses with the individual, and the appropriateness of the intervention. It is **not** a result of lack of motivation, sensory impairment, inadequate instruction, environmental opportunities, low intelligence, or other limiting conditions. It is a condition which is neurologically based and often appears in families. Individuals with dyslexia respond successfully to timely and appropriate intervention.

### **Why is an evaluation important?**

If you suspect dyslexia, it is important to have an evaluation to better understand the problem. Test results determine eligibility for special education services in various states, and they also determine eligibility for programs in colleges and universities. They provide a basis for making educational recommendations and determine the baseline from which remediation programs will be evaluated.

### **At what age should an individual be tested for dyslexia?**

Individuals may be tested for dyslexia at any age. Tests which are selected will vary according to the age of the individual. Young children may be tested for phonological processing, receptive and expressive language abilities, and the ability to make sound/symbol associations. When problems are

found in these areas remediation can begin immediately. A diagnosis of dyslexia need not be made in order to offer early intervention in reading instruction.

### **Who is qualified to make the diagnosis of dyslexia?**

Professionals who possess expertise in several disciplines are best qualified to make a diagnosis of dyslexia. The testing may be done by a single individual or by a team of specialists. A knowledge and background in psychology, reading, language and education is necessary. The tester must have knowledge of how individuals learn to read and why some people have trouble learning to read, and must also understand how to measure appropriate reading interventions is necessary to make recommendations.

### **What test is used to identify dyslexia?**

There is no one single test which can be used to test for dyslexia. A battery of tests must be administered. Tests should be chosen on the basis of their measurement properties and their potential to address referral issues. Various tests may be used but the components of a good assessment should remain constant. Tests which measure expressive oral language, expressive written language, receptive oral language, receptive written language, intellectual functioning, cognitive processing, and educational achievement must be administered.

### **What should an evaluation include?**

The expert evaluator will conduct a comprehensive assessment to determine whether the person's learning problems may be related to other disorders. Attention deficit hyperactivity disorder (ADHD), affective disorders (anxiety, depression), central auditory processing dysfunction, pervasive developmental disorders, and physical or sensory impairments are among the other causes of learning problems that a competent evaluator will consider in making the diagnosis of dyslexia.

The following elements should be included in an assessment for dyslexia:

- 1) a developmental, medical, behavioral, academic and family history,
- 2) a measure of general intellectual functioning
- 3) information on cognitive processing (language, memory, auditory processing, visual processing, visual motor integration, reasoning abilities, and executive functioning),
- 4) tests of specific oral language skills related to reading and writing success to include tests of phonological processing,
- 5) educational tests to determine level of functioning in basic skill areas of reading, spelling, written language, and math -- testing in reading/writing should include the following measures:
  - single word decoding of both real and nonsense words,
  - oral and silent reading in context (evaluate rate, fluency, comprehension and accuracy),
  - reading comprehension,
  - dictated spelling test,
  - written expression: sentence writing as well as story or essay writing,
- 6) a classroom observation, and a review of the language arts curriculum for the school-aged child to assess remediation programs which have been tried.

### **What happens after the evaluation?**

Discuss the test results with the individual who did the testing. You should receive a written report consisting of both the test scores as well as an explanation of the results of the testing. Administered tests should be specified. The strengths and weaknesses of the individual should be explained and specific recommendations should be made.

In the case of school-aged students, a team meeting should take place when the evaluation is completed. This meeting should include the student's teachers,

parents, and individuals who did the testing. When there is a reading problem, the report should suggest recommendations for specific intervention techniques. This instruction should be provided by skilled teachers, specifically trained in structured language, multisensory programs.

Dyslexic adults should receive specific suggestions for coping strategies and remediation. Additional help to implement these strategies and recommendations can also be considered. If the testing was done in connection with a current professional problem, the report should include specific suggestions for modifications and accommodations related to job performance.

### **How long does testing take?**

An average test battery will take approximately three hours. Sometimes it will be necessary to conduct the testing in more than one session, particularly in the case of a young child whose attention span is very short. The extent of the evaluation is based on clinical judgment.

### **Results of Testing**

Individuals with Disabilities Education Act (IDEA) provides for free testing and special education for children attending public school. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) provide protection against discrimination in federally funded programs for individuals who meet the criteria for qualification. This includes individuals diagnosed with dyslexia.

*The International Dyslexia Association (IDA) thanks Lorna Kaufman, Ph.D. for her assistance in the preparation of this fact sheet.*

### **Related Reading:**

Greene, Jane Fell, Ed.D. and Moats, Louisa Cook, Ed.D., Testing: Critical Components in the Identification of Dyslexia.

## **TESTING FOR DYSLEXIA**

### **Addendum: Commonly Used Measures for the Identification of Dyslexia**

<b>Elements to be included in assessment battery</b>	<b>Available Measures</b> <small>*indicates tests that must be administered by a trained professional</small>
<p><b>History:</b> Developmental Medical Academic Family History</p>	<p>This information should be obtained using a thorough interview with the primary caregiver and a review of academic records. A structured interview form or questionnaire that includes these areas may be beneficial (e.g. BASC Structured Developmental History (BASC:SDH)).</p>
<p><b>General Intellectual Functioning</b></p>	<p>*Wechsler Intelligence Scale for Children- 4<sup>th</sup> Ed (WISC-IV) *Woodcock-Johnson III Cognitive (WJ-III COG) *Stanford-Binet- 5<sup>th</sup> Ed (SB5)</p>
<p><b>Information on Cognitive Processing:</b> This includes: Language, memory, auditory processing, visual processing, visual-motor integration, reasoning abilities, and executive functioning</p>	<p>Cognitive processes are inferred through subtest patterns of intelligence tests if reported by the school psychologist. A discrepancy between scores on subtests or clusters of subtests suggests an area of specific weaknesses. (e.g., WISC-IV Verbal/Performance Scales significantly discrepant; within Verbal scale – high similarities (Verbal reasoning), low Arithmetic (working memory/concentration).</p> <p>Memory – WISC-IV: Working Memory Index WJ-III: Short-Term Memory Cluster Children’s Memory Scale (CMS) CELF-IV: Working Memory Index TAPS-R: Auditory Number/Word/Sentence Memory</p> <p>Visual Processing – WISC-IV: Perceptual Reasoning Index (Block Design subtest) SB-5: Visual-Spatial Processing Factor Test of Visual Motor Integration</p> <p>Reasoning – WISC-IV Verbal Reasoning and Perceptual Reasoning Indices WJ-III Fluid Reasoning Cluster SB5: Quantitative Reasoning Factor</p> <p>Executive Functioning – refers to attention (focus), organization (efficiency), and inhibition (seemingly insensitive/impulsive). Difficulties in these areas may be inferred through observation and interview.</p> <p>Specific tests for language and auditory processing are available In other areas of this supplement.</p>
<p><b>Specific Oral Language Skills Related to Reading/Writing Success</b></p>	<p><b>Tests of higher level language skills</b> related to language comprehension (semantics, syntax, morphology, and pragmatics): Comprehensive measures of higher-level language skills: *Clinical Evaluation of Language Fundamentals, 4<sup>th</sup> ed. (CELF-4). *Comprehensive Assessment of Spoken Language (CASL) Test of Language Development: Primary or Intermediate (TOLD:P3, TOLD:I3)</p>

	<p>Test of Adolescent and Adult Language, 3<sup>rd</sup> ed. (TOAL-3)  A measure of listening comprehension is often given to gain a general measure of language comprehension skills:  Woodcock Language Proficiency Battery – Revised (WLPB-R) –  Listening Comprehension subtest  Diagnostic Achievement Battery – 3<sup>rd</sup> edition (DAB-3) –  Story Comprehension subtest  Oral &amp; Written Language Scales (OWLS)  Listening Comprehension scale</p> <p><b>Tests of Auditory Processing/Phonological Awareness:</b>  Comprehensive Test of Phonological Processing (CTOPP)  Phonological Awareness Test (PAT)  Lindamood Auditory Conceptualization Test (LAC): measure of Phoneme sequencing and manipulation only  Test of Auditory Perceptual Skills-Revised (TAPS-R) – auditory discrimination  Wepman Auditory Discrimination Test</p>
<p><b><u>Educational Testing:</u></b>  <b>Word Reading and Decoding</b></p> <p><b>Fluency (speed and accuracy of letter naming through passage reading)</b></p> <p><i>Oral and Silent Reading in context: evaluate rate, accuracy, and comprehension</i></p> <p><b>Reading Comprehension</b></p>	<p>Wechsler Individual Achievement Test, 2<sup>nd</sup> ed. (WIAT-II)  Basic Reading and Pseudoword Decoding subtests  Woodcock Johnson III Achievement (WJ-III ACH)  Letter-Word Identification and Word Attack subtests  Woodcock Reading Mastery Test-Revised (WRMT-R)  Letter-Word Identification and Word Attack subtests  Decoding Skills Test (DST) – Phonic Patterns subtest  Informal Reading Inventories (IRI's): word lists  Bader Reading and Language Inventory-4<sup>th</sup> ed.  Ekwall/Shanker Reading Inventory-4<sup>th</sup> ed.</p> <p>Comprehensive Test of Phonological Processing (CTOPP) – Rapid Letter Naming  Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – Initial Sounds, Phonemic Segmentation, Nonsense Word (includes Letter-sound correspondences), Oral Reading (passages)  Test of Word Reading Efficiency (TOWRE) – real and nonsense words  Gray Oral Reading Test, 4<sup>th</sup> ed. (GORT-4)  Informal Reading Inventories (IRI's): Passages  Bader Reading and Language Inventory-4<sup>th</sup> ed.  Ekwall/Shanker Reading Inventory-4<sup>th</sup> ed.</p> <p>Wechsler Individual Achievement Tests, 2<sup>nd</sup> ed. (WIAT-II) – Reading Comprehension subtest (comprehension; rate/accuracy scores available)  Woodcock Johnson III Achievement (WJ-III ACH) – Passage Comprehension subtest (silent reading comprehension)  Woodcock Reading Mastery Test-Revised (WRMT-R) – Passage Comprehension (silent reading comprehension)</p>

<p><b>Spelling</b></p> <p><b>Written Expression</b></p> <p><b>Handwriting</b></p>	<p>Wechsler Individual Achievement Tests, 2<sup>nd</sup> ed. (WIAT-II) – Spelling Spelling subtest  Woodcock Johnson III Achievement (WJ-III ACH) – Spelling subtest  Test of Written Spelling, 4<sup>th</sup> ed. (TWS-4)  Developmental Spelling Analysis (DSA) in <i>Word Journeys</i> by Ganske  Informal Reading Inventories (IRI's): dictated spelling lists  Bader Reading and Language Inventory, 4<sup>th</sup> ed.  Ekwall/Shanker Reading Inventory, 4<sup>th</sup> ed.</p> <p>Test of Written Language, 3<sup>rd</sup> ed. (TOWL-III) – Sentence and Passage Writing  WIAT-II Written Expression subtest – Passage Writing  Oral and Written Language Scales (OWLS) – Sentence and Passage Writing</p> <p>Test of Handwriting Skills (THS)  Informal Reading Inventories (IRIs): Handwriting checklist  Bader Reading and Language Inventory, 4<sup>th</sup> ed.  Observations during spelling and written expression measures</p>
<p><b>Classroom Observation, Review of previous remediation strategies</b></p>	<p>Direct observations in classroom.</p> <p>Behavioral assessment measures if behavior or attention/concentration are a concern: Connors Rating Scales (teacher and parent versions), Behavior Assessment System for Children (BASC; teacher and parent rating scales)</p> <p>IRI's: contain student attitude and interest surveys as well as teacher referral and observation forms and checklists for interpreting student responses into plans for instruction.  Bader Reading and Language Inventory, 4<sup>th</sup> ed.  Ekwall/Shanker Reading Inventory, 4<sup>th</sup> ed.</p>
	<p><i>** Note to reviewers: The Tennessee Center for the Study and Treatment of Dyslexia has developed observational checklists that can be included if desired:</i></p> <p><i>Developmental Phases in Print Awareness</i>  <i>Developmental Phases in Linguistic and Reading Comprehension</i></p>

*The International Dyslexia Association (IDA) thanks Karen Jones McClane, Ed.S., CDS, Supervisor of Clinical Services, and Diane J. Sawyer, Ph.D., Director, Tennessee Center for the Study and Treatment of Dyslexia.*

©Copyright 2004, The International Dyslexia Association (IDA). IDA encourages the reproduction and distribution of this fact sheet. If portions of the text are cited, appropriate reference must be made. Fact sheets may not be reprinted for the purpose of resale.

**Testing For Dyslexia**  
**Reference List – by Test Name**

- Bader Reading and Language Inventory* (4<sup>th</sup> ed.). Bader, L. A. (2002). Upper Saddle River, NJ: Merrill Prentice Hall.
- Beery-Buktenica Developmental Test of Visual-Motor Integration* (5<sup>th</sup> ed.). Beery, K. E., Buktenica, N. A., & Beery, N. A. (2004). Austin, TX: Pro-Ed.
- Behavior Assessment System for Children*. Reynolds, C. R., & Kamphaus, R. W. (1992). Circle Pines, MN: American Guidance Service.
- Children's Memory Scale*. Cohen, M. (1997). San Antonio, TX: Psychological Corporation.
- Clinical Evaluation of Language Fundamentals* (4<sup>th</sup> ed.). Semel, E., Wiig, E. H., & Secord, W. A. (2003). San Antonio, TX: Harcourt.
- Comprehensive Assessment of Spoken Language*. Carrow-Woolfolk, E. (1999). Circle Pines, MN: American Guidance Service.
- Comprehensive Test of Phonological Processing*. Wagner, R. K., Torgesen, J. K., & Rashotte, C. A. (1999). Austin, TX: Pro-Ed.
- Conners' Rating Scales* (Rev. ed.). Conners, C. K. (1996). San Antonio, TX: Psychological Corporation.
- Decoding Skills Test*. Richardson, E., & DiBenedetto, B. (1985). Los Angeles, CA: Western Psychological Services.
- Developmental Spelling Analysis*. Ganske, K. (2000). In K. Ganske, *Word journeys: Assessment-guided phonics, spelling, and vocabulary instruction* (pp. 27-72). New York: The Guilford Press.
- Diagnostic Achievement Battery* (3rd ed.). Newcomer, P. L. (1999). Austin, TX: Pro-Ed.
- Dynamic Indicators of Basic Early Literacy Skills* (6<sup>th</sup> ed.). Good, R. H., & Kaminski, R. A. (Eds.). (2002). Eugene, OR: Institute for the Development of Educational Achievement. Available: <http://dibels.uoregon.edu/>.
- Ekwall/Shanker Reading Inventory* (4<sup>th</sup> ed.). Shanker, J. L., & Ekwall, E. E. (2000). Boston: Allyn and Bacon.
- Gray Oral Reading Tests* (4<sup>th</sup> ed.). Wiederhold, J. L., & Bryant, B. R. (2001). Itasca, IL: Riverside Publishing.
- Lindamood Auditory Conceptualization Test* (Rev. ed.). Lindamood, C. H., & Lindamood, P. C. (1979). Chicago, IL: Riverside Publishing Company.
- Oral & Written Language Scales*. Carrow-Woolfolk, E. (1995). Circle Pines, MN: American Guidance Service.
- Phonological Awareness Test*. Robertson, C., & Salter, W. (1997). East Moline, IL: LinguSystems.
- Stanford-Binet Intelligence Scales* (5<sup>th</sup> ed.). Roid, G. H. (2003). Itasca, IL: Riverside Publishing.

- Test of Adolescent and Adult Language* (3rd ed.). Hammill, D. D., Brown, V. L., Larsen, S. C., & Weiderholt, J. L. (1994). Austin, TX: Pro-Ed.
- Test of Auditory-Perceptual Skills* (Rev. ed.). Gardner, M. F. (1997). Austin, TX: Pro-Ed.
- Test of Early Language Development* (3<sup>rd</sup> ed.). Hresko, W. P., Herron, S. R., & Peak, P. K. (1999). Austin, TX: Pro-Ed.
- Test of Handwriting Skills*. Gardner, M. F. (1998). Austin, TX: Pro-Ed.
- Test of Language Development- Intermediate* (3<sup>rd</sup> ed.). Newcomer, P. L., & Hammill, D. D. (1997). Austin, TX: Pro-Ed.
- Test of Language Development- Primary* (3<sup>rd</sup> ed.). Newcomer, P. L., & Hammill, D. D. (1997). Austin, TX: Pro-Ed.
- Test of Word Reading Efficiency*. Torgesen, J. K., Wagner, R., & Rashotte, C. (1999). Austin, TX: Pro-Ed.
- Test of Written Language* (3<sup>rd</sup> ed.). Hammill, D. D., & Larsen, S. C. (1996). Austin, TX: Pro-ED.
- Test of Written Spelling* (4<sup>th</sup> ed.). Larsen, S. C., Hammill, D. D., & Moats, L. C. (1999). Austin, TX: Pro-Ed.
- Wechsler Individual Achievement Test-* (2<sup>nd</sup> ed.). Wechsler, D. (2001). San Antonio, TX: Psychological Corporation.
- Wechsler Intelligence Scale for Children- Integrated* (4<sup>th</sup> ed.). Wechsler, D. (2003). San Antonio, TX: Psychological Corporation.
- Wepman's Auditory Discrimination Test* (2<sup>nd</sup> ed.). Reynolds, W. M. (1997). Los Angeles: Western Psychological Services.
- Woodcock Johnson* (3<sup>rd</sup> ed.). Woodcock, R. W., McGrew, K. S., & Mather, N. (2001). Itasca, IL: Riverside.
- Woodcock Language Proficiency Battery* (Rev. ed.). Woodcock, R. W. (1991). Itasca, IL: Riverside.
- Woodcock Reading Mastery Test- Normative Update* (Rev. ed.). Woodcock, R. W. (1987, 1998). Circle Pines, MN: American Guidance Service.

**Testing For Dyslexia**  
**Reference List**

- Bader, L. A. (2002). *Bader Reading and Language Inventory* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Beery, K. E., Buktenica, N. A., & Beery, N. A. (2004). *The Beery-Buktenica Developmental Test of Visual-Motor Integration* (5<sup>th</sup> ed.). Austin, TX: Pro-Ed.
- Carrow-Woolfolk, E. (1995). *Oral & Written Language Scales*. Circle Pines, MN: American Guidance Service.
- Carrow-Woolfolk, E. (1999). *Comprehensive Assessment of Spoken Language*. Circle Pines, MN: American Guidance Service.
- Cohen, M. (1997). *Children's Memory Scale*. San Antonio, TX: Psychological Corporation.
- Conners, C. K. (1996). *Conners' Rating Scales* (Rev. ed.). San Antonio, TX: Psychological Corporation.
- Ganske, K. (2000). Assessing word knowledge: The developmental spelling analysis. In K. Ganske, *Word journeys: Assessment-guided phonics, spelling, and vocabulary instruction* (pp. 27-72). New York: The Guilford Press.
- Gardner, M. F. (1997). *Test of Auditory-Perceptual Skills* (Rev. ed.). Austin, TX: Pro-Ed.
- Gardner, M. F. (1998). *Test of Handwriting Skills*. Austin, TX: Pro-Ed.
- Good, R. H., & Kaminski, R. A. (Eds.). (2002). *Dynamic Indicators of Basic Early Literacy Skills* (6<sup>th</sup> ed.). Eugene, OR: Institute for the Development of Educational Achievement. Available: <http://dibels.uoregon.edu/>.
- Hammill, D. D., & Larsen, S. C. (1996). *Test of Written Language* (3<sup>rd</sup> ed.). Austin, TX: Pro-ED.
- Hammill, D. D., Brown, V. L., Larsen, S. C., & Weiderholt, J. L. (1994). *The Test of Adolescent and Adult Language* (3rd ed.). Austin, TX: Pro-Ed.
- Hresko, W. P., Herron, S. R., & Peak, P. K. (1999). *Test of Early Language Development* (3<sup>rd</sup> ed.). Austin, TX: Pro-Ed.
- Larsen, S. C., Hammill, D. D., & Moats, L. C. (1999). *Test of Written Spelling* (4<sup>th</sup> ed.). Austin, TX: Pro-Ed.
- Lindamood, C. H., & Lindamood, P. C. (1979). *The Lindamood Auditory Conceptualization Test* (Rev. ed.). Chicago, IL: Riverside Publishing Company.

- Newcomer, P. L. (1999). *Diagnostic achievement battery* (3rd ed.). Austin, TX: Pro-Ed.
- Newcomer, P. L., & Hammill, D. D. (1997). *Test of Language Development- Intermediate* (3<sup>rd</sup> ed.). Austin, TX: Pro-Ed.
- Newcomer, P. L., & Hammill, D. D. (1997). *Test of Language Development- Primary* (3<sup>rd</sup> ed.). Austin, TX: Pro-Ed.
- Reynolds, C. R., & Kamphaus, R. W. (1992). *Behavior Assessment System for Children*. Circle Pines, MN: American Guidance Service.
- Reynolds, W. M. (1997). *Wepman's Auditory Discrimination Test* (2<sup>nd</sup> ed.). Los Angeles: Western Psychological Services.
- Richardson, E., & DiBenedetto, B. (1985). *Decoding Skills Test*. Los Angeles, CA: Western Psychological Services.
- Robertson, C., & Salter, W. (1997). *The Phonological Awareness Test*. East Moline, IL: LinguSystems.
- Roid, G. H. (2003). *Stanford-Binet Intelligence Scales* (5<sup>th</sup> ed.). Itasca, IL: Riverside Publishing.
- Semel, E., Wiig, E. H., & Secord, W. A. (2003). *Clinical evaluation of language fundamentals* (4<sup>th</sup> ed.). San Antonio, TX: Harcourt.
- Shanker, J. L., & Ekwall, E. E. (2000). *Ekwall/Shanker Reading Inventory* (4<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Torgesen, J. K., Wagner, R., & Rashotte, C. (1999). *Test of Word Reading Efficiency*. Austin, TX: Pro-Ed.
- Wagner, R. K., Torgesen, J. K., & Rashotte, C. A. (1999). *Comprehensive Test of Phonological Processing*. Austin, TX: Pro-Ed.
- Wechsler, D. (2001). *Wechsler Individual Achievement Test-* (2<sup>nd</sup> ed.). San Antonio, TX: Psychological Corporation.
- Wechsler, D. (2003). *Wechsler Intelligence Scale for Children- Integrated* (4<sup>th</sup> ed.). San Antonio, TX: Psychological Corporation.
- Wiederhold, J. L., & Bryant, B. R. (2001). *Gray Oral Reading Tests* (4<sup>th</sup> ed.). Itasca, IL: Riverside Publishing.
- Woodcock, R. W. (1987, 1998). *Woodcock Reading Mastery Test- Normative Update* (Rev. ed.). Circle Pines, MN: American Guidance Service.

Woodcock, R. W. (1991). *Woodcock Language Proficiency Battery* (Rev. ed.). Itasca, IL: Riverside.

Woodcock, R. W., McGrew, K. S., & Mather, N. (2001). *The Woodcock Johnson* (3<sup>rd</sup> ed.). Itasca, IL: Riverside.

# Developmental Phases in Print Awareness

Child: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

- |   |            |
|---|------------|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Recognizes specific books by cover</li><li><input type="checkbox"/> Pretends to read books</li><li><input type="checkbox"/> Understands that books are handled in particular ways</li><li><input type="checkbox"/> Begins attending to specific print, such as letters in names</li><li><input type="checkbox"/> Uses increasingly purposeful scribbling</li><li><input type="checkbox"/> Occasionally seems to distinguish between drawing and writing</li><li><input type="checkbox"/> Produces some letter-like forms and scribbles with some features of English writing</li></ul> | Birth to 3 |
|---|------------|

- |  |       |
|--|-------|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Knows that alphabet letters are a special category of visual graphics that can be individually named</li><li><input type="checkbox"/> Recognizes print in local environment</li><li><input type="checkbox"/> Understands that the story is in the print, not the picture</li><li><input type="checkbox"/> Understands that different text forms are used for different types of print (e.g., a list for groceries is different than the list on a menu)</li><li><input type="checkbox"/> Displays reading and writing attempts, calling attention to self: "Look at my story."</li><li><input type="checkbox"/> Writes (scribbles) message as part of playful activity</li><li><input type="checkbox"/> Recognizes if the book is upside down</li></ul> | Pre-K |
|--|-------|

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Knows the parts of a book and their functions</li><li><input type="checkbox"/> Finds <u>front</u> and <u>back</u> of book</li><li><input type="checkbox"/> Understands that the story is in the print, not the picture</li><li><input type="checkbox"/> Knows where to start reading—top left</li><li><input type="checkbox"/> Knows direction to read—left-to-right; top-to-bottom</li><li><input type="checkbox"/> Points to each word while adult reads (voice-print match)</li><li><input type="checkbox"/> Shows you the <u>first</u> part of the story; the <u>last</u> part of the story</li><li><input type="checkbox"/> Demonstrates familiarity with a number of types or genres of texts (e.g., storybooks, expository texts, poems, newspapers, and everyday print such as signs, notices, labels)</li></ul> | K |
|---|---|

- |  |         |
|--|---------|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Understands you read the left page before the right</li><li><input type="checkbox"/> Understands and uses basic punctuation and capitalization</li><li><input type="checkbox"/> Finds a capital letter that corresponds to a lower case letter and vice versa</li><li><input type="checkbox"/> Knows when letters of a familiar word are out of order</li><li><input type="checkbox"/> Knows if a word is upside down</li><li><input type="checkbox"/> Produces a variety of types of compositions (e.g., stories, descriptions, journal entries) showing appropriate relationships between printed text, illustrations, and other graphics</li></ul> | Grade 1 |
|--|---------|

- Key: + always does (mastered)  
+/- sometimes does (instructional)  
- never does

Completed by: \_\_\_\_\_  
Position: \_\_\_\_\_ Date: \_\_\_\_\_

\*Adapted from Marie Clay's Concepts About Print Test and Starting Out Right, Burns, Griffin, & Snow, Eds. National Academy Press, Washington, DC.

# \*Developmental Phases in Linguistic and Reading Comprehension

Child: \_\_\_\_\_ Age: \_\_\_\_ Grade: \_\_\_\_\_

<input type="checkbox"/> Labels objects in books <input type="checkbox"/> Comments on characters in books <input type="checkbox"/> Uses new vocabulary and grammatical construction in own speech <input type="checkbox"/> Understands and follows oral directions <input type="checkbox"/> Is sensitive to some sequences of events in stories <input type="checkbox"/> When read to, connects information and events to real-life experiences <input type="checkbox"/> Questions and comments demonstrate understanding of the literal meaning of the story being read or told	Pre-K
--	-------

<input type="checkbox"/> "Reads" familiar texts using picture clues, memory for the story, and some familiar words, i.e., not necessarily verbatim from the print alone <input type="checkbox"/> Uses new vocabulary and grammatical constructions in own speech <input type="checkbox"/> Notices when simple sentences fail to make sense <input type="checkbox"/> Retells, reenacts, or dramatizes stories or parts of stories <input type="checkbox"/> Correctly answers questions about stories read aloud <input type="checkbox"/> Makes predictions based on illustrations or portions of stories	K
--	---

<input type="checkbox"/> Reads aloud with accuracy and comprehension any text that is appropriately designed for the grade level <input type="checkbox"/> Comprehends both fiction and nonfiction that is appropriately designed for the grade level <input type="checkbox"/> Shows evidence of expanding language repertoire, including increasingly appropriate use of standard, more formal language <input type="checkbox"/> Reads and understands simple written instructions <input type="checkbox"/> Predicts and justifies what will happen next in stories <input type="checkbox"/> Uses how, why, and what-if questions to discuss texts <input type="checkbox"/> Describes new information gained from texts in own words <input type="checkbox"/> Recognizes when simple sentences are incomplete or fail to make sense; notices when simple texts fail to make sense <input type="checkbox"/> Can answer simple written comprehension questions based on the material read	Grades 1-2
---	---------------

<input type="checkbox"/> Rereads sentences when meaning is not clear <input type="checkbox"/> Interprets information from diagrams, charts, and graphs <input type="checkbox"/> Recalls facts and details of texts <input type="checkbox"/> Reads nonfiction materials for answers to specific questions or for specific purposes <input type="checkbox"/> Takes part in creative responses to texts such as dramatizations, oral presentations/ fantasy play, etc. <input type="checkbox"/> Discusses similarities in characters and events across stories <input type="checkbox"/> Poses possible answers to how, why, and what-if questions	Grades 3 & Above
--	---------------------

Key: + always does (mastered)  
 +/- sometimes does (instructional)  
 - never does

Completed by: \_\_\_\_\_  
 Position: \_\_\_\_\_ Date: \_\_\_\_\_

\*Adapted from Starting Out Right, Burns, Griffin, Snow, Eds.; National Research Council, Washington, DC 1999

c:forms book/VI-16

*Developmental Phases in Linguistic and reading Comprehension*

© Center for the Study and Treatment of Dyslexia – 07/2000 May be copied for use in schools.