

Dyslexia Assessment Report

Student Name: _____ ID#: _____ Grade: _____

School: _____ Date: _____ DOB: _____

Family Interview: (List relevant factors.)

Student Profile: (List categories that are significantly below grade level or age expectancy.)

(List categories that are on grade level and/or strengths.)

Listed below are the characteristics that a student must demonstrate in order to qualify as a student with dyslexia according to Bulletin 1903 (the Louisiana Law for the Education of Dyslexia Students) and instruments that could aid in the identification of these students. Check appropriate answers.

___Yes ___No **The student has adequate intelligence demonstrated through performance in the classroom appropriate for the student's age or on standardized measures of cognitive ability.**

Assessment Instruments:

- LEAP/ITBS Scores (Standardized Test Scores)
- Report Card (Student meets most standards and benchmarks in other academic areas.)
- Otis-Lennon School Ability Test (OLSAT, 2nd grade)
- Pupil Appraisal Evaluation Information (within three years)
- Other _____

-AND-

___Yes ___No **The student must demonstrate at least 5 of the following 6 characteristics:**

1. Lack of phonological awareness

Assessment Instruments:

- Gallestel-Ellis Test of Coding Skills (GE)
- Review ITBS Scores (Reading)
- DIBELS – Criteria: The student has made limited or no progress between 1st and 2nd grades or between 2nd and 3rd grades. **(Assess with DIBELS Initial Sound Fluency and/or Phoneme Segmentation Fluency)**
- Other _____

2. Common error patterns in reading and learning behaviors

Assessment Instruments:

- Gates
- Developmental Reading Assessment (DRA)
- DIBELS – Criteria: The student has made limited or no progress between 1st and 2nd grades or between 2nd and 3rd grades. **(Assess with DIBELS Nonsense Word Fluency and/or Oral Reading Fluency)**

- Dolch Sight Word List
- Brigance (comprehension, oral reading, word recognition)

Error patterns include:

- ___ Reading decoding inaccuracies in single words and nonsense words
- ___ Slow reading rate
- ___ Omissions or substitutions of small words (e.g., a/the, of/for/from, three/there)
- ___ Reduced awareness of patterns in words
- ___ Difficulties generalizing word and language patterns

3. Language (oral or written, receptive or expressive) simplistic or poor in relation to other abilities

Assessment Instruments:

- Writing Samples
- Journals
- Informal writing samples (Informal Folder Profile)
- Language Screening (if completed by the Speech Therapist)
- DIBELS – Criteria: The student has made limited or no progress between 1st and 2nd grades or between 2nd and 3rd grades. **(Asses with DIBELS oral reading and retell fluency)**

4. Errors in spontaneous spelling

Assessment Instruments:

- Spelling Tests
- Journals
- Informal writing samples (Informal Folder Profile)
- GE

5. Spontaneous written language simplistic or poor in comparison with spoken language

Assessment Instruments:

- Writing samples
- Journals
- Informal writing samples (Informal Folder Profile)

6. Poor organization and mechanics in spontaneous written language

Assessment Instruments:

- Writing samples
- Journals
- Informal writing samples (Informal Folder Profile)

Based on the Dyslexia Assessment, the student demonstrates characteristics of dyslexia and is eligible for **Multisensory Structured Language Program**.
 does not demonstrate characteristics of dyslexia.

SIGNATURES

 Screening Specialist / Date

 Teacher / Date

 SAT/504 Chairperson / Date

NOTE: DIBELS may be used as part of the Dyslexia Assessment and Report.
 Copy: Section 504 Coordinator, Act 1120 Screening Folder and/or Yellow Tracking Folder