Dyslexia/SLD-Reading:
Possible Components of Comprehensive Evaluation

Background Information
- Birth history, family history, developmental history including speech and language, early educational history, risk factors associated with dyslexia, early screening and benchmark assessments of literacy, hearing/vision screenings

Documentation and Analysis of Response to Intervention Data (Rate of Learning)
- Instructional response data using reliable and valid progress monitoring measures demonstrating response to increasingly intense interventions and supports provided with fidelity
- Student work samples

Phonological Processing (Precursor Skills)
- Phonological Awareness (e.g., rhyming, segmenting, blending, manipulation)
- Phonological Working Memory (e.g., nonword repetition, auditory working memory)
- Phonological Retrieval (e.g., rapid automatic naming)

Oral Language
- Listening comprehension, oral expression, and vocabulary

Word Reading
- Decoding (nonsense words)
- Word Recognition (reading both phonetically regular and irregular words, usually in list form)

Oral Reading Fluency
- Accurate and fluent oral reading at the single word, sentence, and paragraph level

Spelling / Encoding
- Mentally segmenting a word and using phoneme-grapheme knowledge to reproduce the word in writing; can include spelling both real (phonetically regular and irregular) and nonsense words

*Reading Comprehension**
- Ability to derive meaning from text; can include accurate recall of text, answering literal/inferential questions about passages read, and single-word reading vocabulary

*Written Expression**
- Can include writing at the sentence and paragraph levels, as well as writing fluency

*Speech-Language Evaluation***
- An evaluation relevant to the assessment of dyslexia conducted by a speech-language pathologist

*Mathematics***
- Math calculation, math problem solving, and math fluency
- Examine strengths and weaknesses to determine any language- or reading-related supports needed

Other Areas as Appropriate
- Each student referred is entitled to a full and individual evaluation that is sufficiently comprehensive to identify all the student's special education and related service needs. If other disabilities are suspected or already confirmed, additional evaluation tools may be necessary (e.g., cognitive assessment, other academic areas, behavior rating scales, occupational or physical therapy evaluation).

** Denotes a secondary academic area often negatively affected by dyslexia*
***Denotes a supplemental evaluation area to aid in developing a comprehensive treatment plan for a student with dyslexia*