** CDE: Essential Components for Assessment

Reading Component	Possible Deficits/Strengths	Assessments
**Phonological Decoding (reading words by sounding out) Accuracy and Fluency Phonological Encoding (spelling words by sounding out)	Students with dyslexia have trouble using phonics to sound out words. Some students may be able to decode words but will do it slowly which causes problems in developing sight vocabulary as well as reading text. Spelling of unfamiliar or pseudo-words is often not phonetically accurate.	Most commonly used achievement tests. FAR, PAL II, Test of Word Reading Efficiency 2 Most commonly used achievement tests. WJIV Spelling of Sounds
**Word Identification (reading isolated words) Accuracy and Fluency	Students with dyslexia are often stronger at reading real words than reading pseudo-words (as above). Often they will decode first and/or last sounds and then guess at word based on knowledge. Some students may be accurate but they don't have automatic word recognition.	Most commonly used achievement tests. FAR Test of Word Reading Efficiency 2 Test of Silent Word Reading Efficiency
**Text Reading Fluency Accuracy and Fluency	Students' word reading accuracy may be stronger when reading text as they can use context to guess at words (particularly students with strong language skills). Often their rate will be low, however, because of a lack of automatic word reading.	Most commonly used achievement tests. Gray Oral Reading Test-5 Oral reading fluency measures - DIBELS - AIMSweb - EASY CBM
**Text Reading Comprehension (look back or not)	Students with dyslexia and strong language skills can perform adequately on reading comprehension tasks, particularly when they can look back at the text. However, their reading process is arduous and not effective for school based text comprehension.	Most commonly used achievement tests. Gray Oral Reading Test-5 Gray Silent Reading Test Maze passages
Handwriting	Dysgraphia is often a co-occurring condition with dyslexia.	PAL II WIAT III Alphabet Writing Fluency Tests of Handwriting Skills R
**Spelling	Students' spelling provides information about their orthographic knowledge, their store of known sight words and their encoding skills.	Most commonly used achievement tests.
Morphological Awareness	Students with dyslexia often do not take advantage of morphological information such as why the same "sounds" are spelled in different ways.	Speech and language tests PAL II FAR
Reading Related Cognitive Processes		
Verbal Ability	Students with dyslexia often have strengths in verbal areas. However, as they get older vocabulary skills may decline due to lack of	Most cognitive batteries.

	reading. Some researchers suggest that in order to consider dyslexia a student's verbal ability should be within the average range or significantly different from reading skills.	
Oral Language	Students with dyslexia may have a history of speech and language problems. Oral language deficits can impact the development of reading skills.	Oral language clusters on achievement tests. Language specific tests (e.g.CELF) Vocabulary tests
Listening Comprehension	A student's ability to understand oral language provides a guideline for expectations for text comprehension. Students with dyslexia usually show stronger listening comprehension than reading comprehension.	Most commonly used achievement tests.
** Phonological Processing (Accuracy and automaticity)	Weaknesses in phonological processing, more specifically phonemic awareness, is the most common area of deficit for students with dyslexia. Some students may be accurate but will be lacking fluency.	Some cognitive/achievement tests include phonological processing tasks (e.g. DAS, KABC). Process specific tests such as Comprehensive Test of Phonological Processing 2, Test of Phonological Skills. PAL II, FAR
** Naming Speed	Students with dyslexia may also show deficits in quickly accessing name codes for information such as colors, numbers and letters.	Included as part of some comprehensive batteries (DAS, WISC V, KTEA 3). Comprehensive Test of Phonological Processing 2 PAL II, FAR
Orthographic Processing: (ability to store letter patterns in words)	Students may show a lack of knowledge about how letters go together in words and weakness in the ability to remember letter patterns.	PAL II FAR Test of Orthographic Competence
Verbal Memory Contextual material vs. Non-contextual	Students with dyslexia often do better at recalling contextual material (stories, sentences) than non-contextual material (letters, numbers). Phonological memory (memory for items by their "sound") is often weak.	Most cognitive batteries. Wide Range Assessment of Memory and Learning 2
Processing Speed	If students have weakness in overall processing speed, not just naming speed, it will likely be pervasive across other areas.	Most cognitive batteries
Working Memory – particularly verbal	Students with dyslexia sometimes show deficits in verbal working memory which impacts their ability to develop a "fund" of sight words and may also impact their comprehension.	WISC V , DAS 2, WJIV Wide Range Assessment of Memory and Learning 2