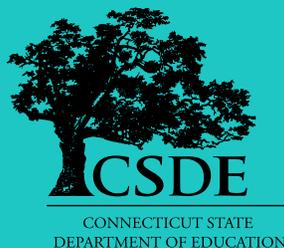




SLD/Dyslexia Assessment Resource Guide



Connecticut State Department of Education
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SLD/Dyslexia Assessment Resource Guide

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<http://www.ct.gov/sde/slddyslexia>



Contents

Preface..... 1

Acknowledgments..... 2

Introduction..... 3

Assessment Options for Reading-Related Component Skills..... 7

Appendix A: Glossary of Terms 12

Appendix B: List of Assessments..... 13

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Preface

Connecticut's Specific Learning Disabilities (SLD)/Dyslexia Assessment Resource Guide was created in response to requests from educators and administrators from local education agencies (LEAs) seeking information about appropriate assessment options for the identification of SLD/Dyslexia and other reading-related learning disabilities. The *Guide* was prepared by the State Education Resource Center (SERC) in collaboration with the Connecticut State Department of Education (CSDE) and Connecticut experts in reading disabilities. The content in the *Guide* evolved from Dr. Louise Spear-Swerling's publication, *The Power of RTI and Reading Profiles: A Blueprint for Solving Reading Problems* (2015), which identifies research-based reading-related abilities and assessments appropriate for evaluating reading component skills. Analysis of reading component skills is critical when a student is struggling to learn to read and/or when SLD or SLD/Dyslexia is suspected. Dr. Spear-Swerling's [original content](#) (p. 92) is reprinted on SERC's website with permission of the author and the publisher.

Connecticut's SLD/Dyslexia Assessment Resource Guide enhances Dr. Spear-Swerling's work in several ways. It includes assessment options for written expression, an integral component of literacy; updates tests and subtests to reflect the most recently revised versions; and expands the assessment options for each reading-related component skill. The *Guide* also includes the Connecticut Department of Education's [Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments](#), merging them as assessment examples within their respective reading-related components.

A July 15, 2016 memo from Commissioner Dianna Wentzell to the Superintendent of Schools announced that effective September 2016, the assessments and tools within the CSDE's [Approved Menu of Researched-based Grades K-3 Universal Screening Reading Assessments](#) may also be used as the screening reading assessments to screen in whole or in part for students at risk of SLD/Dyslexia as defined in Section 10-14t of the Connecticut General Statutes. CSDE approved these universal screening reading assessments for use by local and regional boards of education for the school year commencing July, 1 2016, and each school year thereafter, to identify students in kindergarten to grade three who are below proficiency in reading, including students at risk of having SLD/Dyslexia and other reading-related learning disabilities. The universal screening reading assessments listed in Section 1 of the CSDE menu (Curriculum Based Measures – General Outcome Measures) are the most appropriate assessments for use as screening tools in grades K-3 for students at risk of SLD/Dyslexia because they assess the specific skill areas involved in learning to read. The assessments listed in Section 2 (Computer Adaptive Assessments) may be used as screening measures for SLD/Dyslexia but they might not be as thorough since they concurrently measure a number of component reading skills and as such do not necessarily address all of the critical reading skill areas for every student.

Connecticut's SLD/Dyslexia Assessment Resource Guide supports the integration of general education and special education systems for the benefit of all students who are below proficiency in reading. LEAs are encouraged to use the *Guide* as a resource to explore their district's capacity to screen for students at risk for SLD/Dyslexia as well as other reading-related learning disabilities, monitor the progress of students receiving reading intervention, and conduct a comprehensive evaluation when SLD/Dyslexia is suspected.

Acknowledgments

Connecticut's SLD/Dyslexia Assessment Resource Guide prepared by **Donna D. Merritt, Ph.D.**, Consultant, State Education Resource Center (SERC)

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Introduction

Educational assessment is an ongoing process of gathering and analyzing data to improve students' learning and teachers' instruction by identifying students' strengths and targeted areas of need that require additional, differentiated, or specialized instruction. Assessment is also an integral part of the special education process of determining the presence of a disability. The appropriate identification of all disabilities, including a Specific Learning Disability (SLD)/ Dyslexia, requires a comprehensive evaluation process completed by the student's planning and placement team (PPT), which includes qualified professionals and the parent of the child. This process determines the student's Present Levels of Academic Achievement and Functional Performance, which, as stated in [Connecticut's IEP Manual and Forms](#) (2015), "should be used to provide a holistic view of the student through a variety of means, including current classroom-based assessments, district and/or state assessments, and classroom-based observations..." and "... which includes parent, student and general education teacher input in all relevant areas. The determination of the student's present levels of performance should use a variety of technically sound assessment tools and strategies to gather academic and functional information" (p. 8).

- *Connecticut's SLD/Dyslexia Assessment Resource Guide* was developed to support PPT efforts to design and implement a comprehensive evaluation process for students suspected of having a reading disability. A description of the process of designing a comprehensive evaluation for students suspected of having an SLD is detailed in Connecticut's [2010 Guidelines for Identifying Children with Learning Disabilities](#), which is a valuable resource for professionals interested in learning more about assessment and instruction that is beyond the scope of this *Guide*. More information about SLD/Dyslexia, including CSDE's working definition of dyslexia as resulting "... from a significant deficit in phonological processing (i.e., a persistent difficulty in the awareness of and ability to manipulate the individual sounds of spoken language)," is available in the [SLD/Dyslexia Frequently Asked Questions](#) document prepared by CSDE. This resource also provides guidance to PPTs regarding who can identify a child with this disability and information regarding an individualized evaluation and appropriate instruction for a child suspected of having SLD/Dyslexia.

Elements of *Connecticut's SLD/ Dyslexia Assessment Resource Guide*

Connecticut's SLD/Dyslexia Assessment Resource Guide seeks to support a comprehensive analysis of a student's strengths and areas of concern in relation to the various research-based components of reading, oral language, spelling, and written language. Component skills are identified and defined in a glossary of terms presented in Appendix A. The *Guide* provides examples of technically sound screening measures and tests and subtests that can support a comprehensive evaluation of these component skills for identification and/or instructional purposes. The results of a comprehensive evaluation can inform a PPT's determination of a student's present levels of academic and functional performance and, when indicated, appropriate identification of SLD/Dyslexia. A list of the screening measures, tests, and subtests included in this *Guide* is provided in Appendix B with links to online reference information. Neither SERC nor CSDE endorse any particular test or subtest listed in this *Guide*.

Format of Connecticut's SLD/Dyslexia Assessment Resource Guide

Universal screening reading assessments are marked in the *SLD/Dyslexia Assessment Resource Guide* with an asterisk (*) and are included along with tests and subtests within each relevant component area of reading, oral language, spelling, and written language. Most of the universal screening reading assessments from CSDE's approved menu are included, with the exception of *i-Ready*, the *NWEA Measures of Academic Progress (MAP)* and *STAR*. These computer-adaptive assessments are not referenced in the *Guide* as they concurrently measure a number of component reading skills in comparison to an individual test or subtest that focuses on assessing a specific skill area. Since it is difficult to isolate the component areas of reading being measured in these assessments, they have been omitted from this *Guide*. However, PPTs may find *i-Ready*, *NWEA* and *STAR* data useful in determining a student's present levels of academic performance and screening for students who are below proficiency in reading.

In addition to assessment tools appropriate for identifying the presence of the phonological processing aspects of reading, the *Guide* also includes assessment tools useful in determining present levels of academic performance in other component reading skills, as identified by the National Reading Panel (2000), such as fluency, vocabulary, and comprehension. Additional test and subtest options are also offered to assess spelling, written expression, and oral language comprehension and expression. These literacy domains should be assessed within a comprehensive evaluation for SLD/Dyslexia and can provide valuable information to the student's PPT when differentiating between SLD/Dyslexia and other disability categories (e.g., Speech and Language Impairment).

Limitations of Connecticut's SLD/Dyslexia Assessment Resource Guide

Connecticut's SLD/Dyslexia Assessment Resource Guide has some limitations. It does not include the breadth of general education "diagnostic assessments" as described in [Using Scientific Research-Based Interventions: Improving Education for All Students](#) (CSDE, 2008) that could be "... used both by general educators and specialists to clarify and target the difficulties of individual students when the information provided by universal common assessments is not sufficient to do so" (p. 20). Also, it is not intended to provide an exhaustive list of all tests and subtests that could be used to screen, identify, or provide instructional data regarding a student with SLD/Dyslexia.

Using Connecticut's SLD/Dyslexia Assessment Resource Guide

A comprehensive evaluation of a student suspected of having a disability is an ***individualized process that cannot be prescriptive***. Qualified professionals will find the *Guide* useful in isolating and evaluating those component reading skills (and other areas of oral language and literacy) that are presenting as areas of concern for a student suspected of having a reading disability, including SLD/Dyslexia.

PPTs are reminded that there is no single "best" or "approved" diagnostic battery. Many different assessment measures can tap into the same construct, such as that of phonological processing. Teams should consider which reliable and valid measures are available to them; which measures they have been properly trained to administer, score, and interpret; and which measures are most suitable for their student population. Also, teams should have a range of measures available to them to ensure that they are able to adequately develop a comprehensive evaluation for students referred for evaluation.

In selecting assessment tools, it is important to review the demographic information about the normative sample of the targeted test to determine if the student being assessed shares comparable characteristics, culture, and language background as the subjects in the sample. Comprehensive assessment of English learners (ELs) suspected of having a reading disability is a complex process and requires determining the student's oral language proficiency as a first step. A guidance document prepared by the Connecticut Administrators of Programs for English Language Learners (CAPELL) entitled [*English Language Learners and Special Education: A Resource Handbook*](#) (2011) can support PPT teams in this process. Additional information on this topic is also included in Connecticut's [*2010 Guidelines for Identifying Children with Learning Disabilities*](#) and other state eligibility guidelines.

Many of the assessment tools in the *Guide* measure specific component skills. However, it is also important for the assessment process to include broad measures of reading comprehension, written expression, listening comprehension, and communication (e.g., collecting and analyzing a spontaneous language sample). When these two types of assessments are considered in conjunction with each other, the results can help teachers pinpoint why a particular student might be struggling in a broad area such as reading comprehension. This allows teachers to target instruction for that student more effectively. Information gleaned from a variety of assessment sources can provide valuable information for PPTs to consider in determining disability-related needs that require specialized instruction via special education.

When the information from all assessments is considered by a PPT, patterns of evidence reflecting data consistencies or inconsistencies will emerge. Qualified professionals will need to analyze a student's evaluation results in relation to *what* each test or subtest is measuring and *how* the student is being assessed (Farrall, 2012). This involves examining the response requirements of the test (e.g., single words vs. sentences; oral vs. written), the testing format or structure provided (e.g., open-ended vs. cloze vs. multiple choice), and the types of supports or cues offered (e.g., pictures, allowing reference to the text as the student responds to a question). Synthesizing all of this information will yield a more comprehensive perspective of a student's individual strengths and areas of need and will support appropriate identification and the process of determining a student's need for specialized instruction.

For More Information

Connecticut's SLD/Dyslexia Assessment Resource Guide will be updated periodically as new information becomes available. For questions or feedback regarding the *Guide*, please contact Dr. Donna Merritt, SERC Consultant, at merritt@ctserc.org or Dr. Patricia Anderson, CSDE Education Consultant and CSDE Contact for SLD/Dyslexia at patricia.anderson@ct.gov.

Most of the assessments presented in the *Guide* are available at the SERC Library and can be borrowed for review. To find a specific assessment click on the [Complete A-Z Listing](#).

SLD/Dyslexia resources, including professional learning opportunities on SLD/Dyslexia, ranging from introductory/awareness-level information to comprehensive/advanced-level content are available at: <http://www.ctserc.org/index.php/dyslexia>. Please call 860-632-1485 for additional information.

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Assessment Options for Reading-Related Component Skills

Most of the assessments presented in the *Guide* are available at the SERC Library and can be borrowed for review. To find a specific assessment click on the [Complete A-Z Listing](#).

Letter/Word Recognition (real words)

*AIMSweb Tests of Early Literacy or Reading**

- Letter Naming Fluency
- Oral Reading Fluency

*Dynamic Indicators of Basic Early Literacy Skills, 6th Edition (DIBELS)**

- Letter Naming Fluency
- Oral Reading Fluency

*Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next)**

- Oral Reading Fluency

Gallistel-Ellis Test of Coding Skills

Kaufman Test of Educational Achievement, 3rd Edition (KTEA-3)

- Letter and Word Recognition (both timed and untimed subtests)

Test of Word Reading Efficiency, 2nd Edition (TOWRE-2)

- Sight Word Efficiency (timed)

Wechsler Individual Achievement Test, 3rd Edition (WIAT-III)

- Word Reading (timed)

Wide Range Achievement Test, 4th Edition (WRAT-4)

- Word Reading

Word Identification and Spelling Test (WIST)

- Word Identification

Woodcock-Johnson Tests of Achievement, 4th Edition (WJ-IV)

- Letter-Word Identification (untimed)

Word Decoding (pseudowords)

*AIMSweb Tests of Early Literacy or Reading**

- Nonsense Word Fluency

*Dynamic Indicators of Basic Early Literacy Skills, 6th Edition (DIBELS)**

- Nonsense Word Fluency

*Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next)**

- Nonsense Word Fluency

Gallistel-Ellis Test of Coding Skills

Kaufman Test of Educational Achievement, 3rd Edition (KTEA-3)

- Nonsense Word Decoding (both timed and untimed subtests)

Phonological Awareness Test 2 (PAT-2)

- Decoding Section (untimed)

Test of Integrated Language and Literacy Skills (TILLS)

- Nonword Reading

Test of Word Reading Efficiency, 2nd Edition (TOWRE-2)

- Phonetic Decoding Efficiency (timed)

Wechsler Individual Achievement Test, 3rd Edition (WIAT-III)

- Pseudoword Decoding (timed)

Word Identification and Spelling Test (WIST)

- Word Identification

Woodcock-Johnson Tests of Achievement, 4th Edition (WJ-IV)

- Word Attack (untimed)

Phonological Processing (phonological awareness, phonological memory, and rapid naming)

*AIMSweb Tests of Early Literacy or Reading**

- Letter Sound Fluency
- Phoneme Segmentation Fluency

Comprehensive Test of Phonological Processing, 2nd Edition (CTOPP-2)

- Phonological Awareness, Phonological Memory, and/or Rapid Naming quotients

Dynamic Indicators of Basic Early Literacy Skills, 6th Edition (DIBELS)*

- Phoneme Segmentation Fluency

Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next)*

- Phoneme Segmentation Fluency

Dynamic Screening for Phonological Awareness (DSPA)

Kaufman Test of Educational Achievement, 3rd Edition (KTEA-3)

- Phonological Awareness

Lindamood Auditory Conceptualization Test, 3rd Edition (LAC-3)

Phonological Awareness Test 2 (PAT-2)

- Phonological Awareness Section

Test of Auditory Perceptual Skills, 3rd Edition (TAPS-3)

- Word Discrimination
- Phonological Segmentation
- Phonological Blending

Test of Integrated Language and Literacy Skills (TILLS)

- Phonemic Awareness
- Nonword Repetition

Test for Auditory Comprehension of Language, 4th Edition (TACL-4)

- Grammatical Morphemes

Test of Phonological Awareness, 2nd Edition (TOPA-2+)

The Phonological Awareness Profile

Word Identification and Spelling Test (WIST)

- Sound-Symbol Knowledge

Woodcock-Johnson Tests of Achievement, 4th Edition (WJ-IV)

- Sound Awareness

Woodcock-Johnson Tests of Cognitive Abilities, 4th Editions (WJ-IV)

- Phonological Processing

Woodcock-Johnson Tests of Oral Language, 4th Edition (WJ-IV)

- Segmentation
- Sound Blending

Woodcock-Johnson Tests of Oral Language, 4th Edition (WJ-IV)

- Rapid Picture Naming
- Retrieval Fluency

Rapid Automatized Naming (RAN) and Rapid Alternating Stimulus (RAS) Tests

Text Reading Accuracy (oral)

AIMSweb Tests of Early Literacy or Reading*

- MAZE Fluency

Gray Oral Reading Test, 5th Edition (GORT-5)

- Accuracy

Wechsler Individual Achievement Test, 3rd Edition (WIAT-III)

- Oral Reading Fluency – Accuracy Score

Woodcock-Johnson Tests of Achievement, 4th Edition (WJ-IV)

- Oral Reading

Text Reading Fluency/Rate (oral or silent)

Gray Oral Reading Test, 5th Edition (GORT-5)

- Rate (oral)
- Fluency (oral)

Wechsler Individual Achievement Test, 3rd Edition (WIAT-III)

- Oral Reading Fluency-Rate Score (oral)
- Oral Reading Fluency Composite (oral)

Test of Integrated Language and Literacy Skills (TILLS)

- Reading Fluency (oral)

Woodcock-Johnson Tests of Achievement, 4th Edition (WJ-IV)

- Sentence Reading Fluency (silent)

Reading Comprehension (sentence and text level)

*Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next)**

- DAZE Fluency

Gray Oral Reading Test, 5th Edition (GORT-5)

- Comprehension (passage reading and question answering)

Kaufman Test of Educational Achievement, 3rd Edition (KTEA-3)

- Reading Comprehension (match word to picture/passage reading and question answering)
- Reading Comprehension (passage reading and question answering)

Test of Integrated Language and Literacy Skills (TILLS)

- Reading Comprehension

Test of Reading Comprehension, 4th Edition (TORC-4)

Woodcock-Johnson Tests of Achievement, 4th Edition (WJ-IV)

- Passage Comprehension

Oral Language – Receptive Vocabulary

Peabody Picture Vocabulary Test, 4th Edition (PPVT-4)

Montgomery Assessment of Vocabulary Acquisition (MAVA)

Receptive One-Word Picture Vocabulary Test, 4th Edition (ROWPVT-4)

Test for Auditory Comprehension of Language, 4th Edition (TACL-4)

- Vocabulary

Wechsler Individual Achievement Test, 3rd Edition (WIAT-III)

- Receptive Vocabulary

Woodcock-Johnson Tests of Cognitive Abilities, 4th Edition (WJ-IV)

- Picture Recognition

Oral Language – Expressive Vocabulary

Expressive One-Word Picture Vocabulary Test, 4th Edition (EOWPVT-4)

Language Processing Test, Elementary (LPT)

Montgomery Assessment of Vocabulary Acquisition (MAVA)

The Word Test – Elementary, 3rd Edition

The Word Test – Adolescent, 2nd Edition

Wechsler Individual Achievement Test, 3rd Edition (WIAT-III)

- Expressive Vocabulary

Test of Integrated Language and Literacy Skills (TILLS)

- Vocabulary Awareness

Woodcock-Johnson Tests of Cognitive Abilities, 4th Editions (WJ-IV)

- Oral Vocabulary

Woodcock-Johnson Tests of Oral Language, 4th Edition (WJ-IV)

- Picture Vocabulary
- Oral Vocabulary

Oral Language – Broad Comprehension Skills (sentence and text-level)

Clinical Evaluation of Language Fundamentals, 5th Edition (CELF-5)

- Receptive Language Composite (varied formats)

Clinical Evaluation of Language Fundamentals, 5th Edition, Metalinguistics (CELF-5 Metalinguistics)

Kaufman Test of Educational Achievement, 3rd Edition (KTEA-3)

- Listening Comprehension

Test of Adolescent and Adult Language, 4th Edition (TOAL-4)

Test of Early Language Development, 3rd Edition (TELD-3)

Test of Integrated Language and Literacy Skills (TILLS)

- Listening Comprehension

Test of Language Development - Primary, 4th Edition
(TOLD-4)

- Listening Composite

Test of Language Development - Intermediate, 4th Edition (TOLD-I-4)

Test of Narrative Language

Test for Auditory Comprehension of Language, 4th Edition (TACL-4)

- Elaborated Phrases and Sentences

The Listening Comprehension Test, 2nd Edition

The Listening Comprehension Test, Adolescent

Wechsler Individual Achievement Test, 3rd Edition
(WIAT-III)

- WIAT-III Oral Discourse Comprehension (listening and answering questions)

Woodcock-Johnson Tests of Achievement, 4th Edition
(WJ-IV)

- Oral Comprehension (cloze)

Wide Range Achievement Test, 4th Edition (WRAT-4)

- Sentence Comprehension

**Oral Language – Broad Expressive Skills
(sentence and text-level)**

Clinical Evaluation of Language Fundamentals, 5th Edition (CELF-5)

- Expressive Language Composite (varied formats)

Clinical Evaluation of Language Fundamentals, 5th Edition, Metalinguistics (CELF-5 Metalinguistics)

Language Processing Test, Elementary, 3rd Edition
(LPT-3)

Test of Adolescent and Adult Language, 4th Edition
(TOAL-4)

Test of Early Language Development, 3rd Edition
(TELD-3)

Test of Integrated Language and Literacy Skills (TILLS)

- Story Retelling
- Delayed Story Retelling

Test of Language Development - Primary, 4th Edition
(TOLD-4)

- Speaking Composite

Test of Language Development - Intermediate, 4th Edition (TOLD-I-4)

Test of Narrative Language

The Expressive Language Test, 2nd Edition

Woodcock-Johnson Tests of Cognitive Abilities, 4th Edition (WJ-IV)

- Story Recall

Oral Language – Pragmatics

Clinical Evaluation of Language Fundamentals, 5th Edition (CELF-5)

- Pragmatics Profile
- Pragmatics Activity Checklist

Clinical Evaluation of Language Fundamentals, 5th Edition, Metalinguistics (CELF-5 Metalinguistics)

Test of Integrated Language and Literacy Skills (TILLS)

- Social Communication

Social Language Development Test – Elementary

Social Language Development Test - Adolescent

Test of Pragmatic Language, 2nd Edition (TOPL-2)

Spelling

Gallistel-Ellis Test of Coding Skills

Kaufman Test of Educational Achievement, 3rd Edition
(KTEA-3)

- KTEA-II Spelling

Test of Written Language, 4th Edition (TOWL-4)

- TOWL-4 Spelling

Test of Integrated Language and Literacy Skills (TILLS)

- Nonword Spelling

Wechsler Individual Achievement Test, 3rd Edition
(WIAT-III)

- Spelling

Wide Range Achievement Test, 4th Edition (WRAT-4)

- Spelling

Word Identification and Spelling Test (WIST)

- Spelling

Woodcock-Johnson Tests of Achievement, 4th Edition
(WJ-IV)

- Spelling

Written Expression

Test of Early Written Language, 3rd Edition (TEWL-3)

Test of Written Language, 4th Edition (TOWL-4)

Wechsler Individual Achievement Test, 3rd Edition
(WIAT-III)

- Written Language Subtests

Woodcock-Johnson Tests of Achievement, 4th Edition
(WJ-IV)

- Sentence Writing Fluency
- Writing Samples

Appendix A: Glossary of Terms

Letter Recognition - The ability to recognize and name written letters of the alphabet with ease and accuracy.

Oral Language: Broad Comprehension (sentence and text level) - The ability to understand the intended meaning of sentences or texts (e.g., stories).

Oral Language: Broad Expressive Skills (sentence and text level) - The ability to produce coherent language in sentences and texts (e.g., summaries, descriptions).

Oral Language: Expressive Vocabulary - The ability to produce or retrieve individual words.

Oral Language: Pragmatics - The ability to understand and use social communications skills appropriate for the context, the topic of conversation, and the culture of the speaker and listener.

Oral Language: Receptive Vocabulary - The ability to comprehend individual words.

Phonological Processing - The ability to give attention to and manipulate the sound structure of oral language, which can involve being able to focus on the individual sounds of words in sentences, syllables in multisyllabic words, or phonemes, the smallest linguistic unit of sound.

Reading Comprehension: Sentence and Text Level - The ability of readers to understand what they are reading as they are reading; a complex multi-dimensional process.

Spelling - The ability to translate spoken words into printed symbols in the correct sequence.

Text Reading Accuracy (oral) - The ability to orally read connected text accurately.

Text Reading Fluency Rate (oral or silent) - The ability to read connected texts quickly and accurately with a natural intonation.

Word Decoding (pseudowords) - Applying knowledge of letter-sound relationships and letter patterns to correctly read unfamiliar words, often assessed using nonsense words.

Word Recognition (real words) - The ease, automaticity, and accuracy with which a skilled reader is able to read individual words.

Written Expression - The ability to compose coherent sentences and text, including appropriate conventions such as correct spelling, grammar, and organization of ideas; a complex multidimensional process.

Appendix B: List of Assessments

Select from the list below a screening measure or test listed in Connecticut's SLD/Dyslexia Assessment Resource Guide to access additional information from the publisher.

[AIMSweb Tests of Early Literacy or Reading](#)

[Clinical Evaluation of Language Fundamentals, 5th Edition \(CELF-5\)](#)

[Clinical Evaluation of Language Fundamentals, 5th Edition, Metalinguistics \(CELF-5 Metalinguistics\)](#)

[Comprehensive Test of Phonological Processing, 2nd Edition \(CTOPP-2\)](#)

[Dynamic Indicators of Basic Early Literacy Skills, 6th Edition \(DIBELS\)](#)

[Dynamic Indicators of Basic Early Literacy Skills Next \(DIBELS Next\)](#)

[Dynamic Screening for Phonological Awareness \(DSPA\)](#)

[Expressive One-Word Picture Vocabulary Test, 4th Edition \(EOWPVT-4\)](#)

[Expressive Vocabulary Test, 2nd Edition \(EVT-2\)](#)

[Gallistel-Ellis Test of Coding Skills](#)

[Gray Oral Reading Test, 5th Edition \(GORT-5\)](#)

[Kaufman Test of Educational Achievement, 3rd Edition \(KTEA-3\)](#)

[Language Processing Test, Elementary, 3rd Edition \(LPT-3\)](#)

[Lindamood Auditory Conceptualization Test, 3rd Edition \(LAC-3\)](#)

[Montgomery Assessment of Vocabulary Acquisition \(MAVA\)](#)

[Peabody Picture Vocabulary Test, 4th Edition \(PPVT-4\)](#)

[Phonological Awareness Test 2 \(PAT-2\)](#)

[Rapid Automatized Naming \(RAN\) and Rapid Alternating Stimulus \(RAS\) Tests](#)

[Receptive One-Word Picture Vocabulary Test, 4th Edition \(ROWPVT-4\)](#)

[Social Language Development Test – Elementary](#)

[Social Language Development Test – Adolescent](#)

[Test of Adolescent and Adult Language, 4th Edition \(TOAL\)](#)

[Test of Auditory Perceptual Skills, 3rd Edition \(TAPS-3\)](#)

[Test of Early Language Development, 3rd Edition \(TELD-3\)](#)

[Test of Early Written Language, 3rd Edition \(TEWL-3\)](#)

[Test of Integrated Language and Literacy Skills \(TILLS\)](#)

[Test of Phonological Awareness, 2nd Edition \(TOPA-2+\)](#)

[Test of Reading Comprehension, 4th Edition \(TORC-4\)](#)

[Test of Word Reading Efficiency, 2nd Edition \(TOWRE-2\)](#)

[Test for Auditory Comprehension of Language, 4th Edition \(TACL-4\)](#)

[Test of Language Development - Intermediate, 4th Edition \(TOLD-I-4\)](#)

[Test of Language Development - Primary, 4th Edition \(TOLD-4\)](#)

[Test of Narrative Language](#)

[Test of Pragmatic Language, 2nd Edition \(TOPL-2\)](#)

[Test of Written Language, 4th Edition \(TOWL-4\)](#)

[The Expressive Language Test, 2nd Edition](#)

[The Listening Comprehension Test, 2nd Edition](#)

[The Listening Comprehension Test, Adolescent](#)

[The Word Test – Elementary, 3rd Edition](#)

[The Word Test – Adolescent, 2nd Edition](#)

[Wechsler Individual Achievement Test, 3rd Edition \(WIAT-III\)](#)

[Wide Range Achievement Test, 4th Edition \(WRAT-4\)](#)

[Word Identification and Spelling Test \(WIST\)](#)

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