

## Dyslexia

Dyslexia is often very difficult to diagnose, making it imperative that a professional who has expertise in several disciplines OR a team of professionals in several disciplines administer appropriate tests to reach a dyslexia diagnosis. Often, the diagnosis is reached only after a complete “rule-out” of other disabilities or disorders is conducted. The professional(s) should have a knowledge and background in reading, language, psychology, and education. The examiner must know how individuals learn to read and why some people have trouble learning to read. The professional(s) should have experience in diagnosing and/or working with dyslexic clients.

**All tests should be age appropriate and must be a current edition or proven edition for dyslexia diagnosis.**

1. A measure of general intellectual functioning (such as *Woodcock-Johnson III Tests of Cognitive Abilities* )
2. A measure of oral and written language skills (such as *the Clinical Evaluation of Language Fundamentals; the Comprehensive Assessment of Spoken Language; the Oral and Written Language Scales: Written Expression; the Peabody Picture Vocabulary Test*)
3. A measure of reading ability (such as *the Comprehensive Test of Phonological Processing; Gray Oral Reading Tests; Gray Silent Reading Tests; the Nelson –Denny Reading Test; the Woodcock Reading Mastery Tests*)
4. A measure of academic achievement (such as *the Woodcock Johnson III Tests of Achievement; the Weschler Individual Achievement Test; or if the student is under the age of 25, the Kaufman Test of Educational Achievement* )
5. A medical, behavioral, developmental, academic, and family history

A written report, on letterhead, with all test scores, explanations of testing, and specific diagnosis with a rule-out summary, specific weaknesses and strengths identified that relate to postsecondary learning, and recommendations for accommodations should be included in the submitted report. The report should be as current as possible—no older than five years.