



Dyslexia Evaluation Report

Parent Report: Dyslexia Evaluation

Student	Sawyer Hendrick	Grade	High School
School	Rydell Highschool	Date of Birth	4/14/2009
Date(s) of Testing	January 15, 2025	Age at Testing	15 years, 9 months
Evaluator	Jeanne Rutgers, M.A., CALP, WDT		

Reason for Assessment

Sawyer was referred for a dyslexia assessment due to unexpected difficulty in high school science and foreign language classes. Although he has historically been a strong student, homework has tended to take longer than it does for same-age peers, and he has shown some ongoing difficulty in science coursework. The purpose of this evaluation was to better understand Sawyer’s literacy profile, identify relative strengths and areas of need, and guide instructional planning and support.

Assessment Instruments Administered

Sawyer was administered the Tests of Dyslexia, an assessment battery designed to evaluate skills commonly associated with dyslexia risk and literacy development, including orthographic mapping, phonological awareness, decoding, word reading, spelling, rapid naming, reading efficiency, memory, and related reasoning skills.

At the time of this evaluation, concerns centered on the increasing language demands of secondary coursework, particularly in classes that require accurate reading of unfamiliar academic vocabulary, efficient decoding of multisyllabic words, and retention of new terminology.

Assessment Instruments Administered: Subtest Descriptions and Performance

Picture Vocabulary

Picture Vocabulary is a measure of receptive vocabulary knowledge and requires selecting one of four pictures that best depicts a word presented orally by the examiner. Sawyer Hendrick's performance fell in the

Above Average range. Standard Score: 110, Percentile Rank: 75, This score indicates advanced receptive vocabulary knowledge.

Letter and Word Choice

Letter and Word Choice is a measure of orthographic knowledge and requires selecting the correct letter or correctly spelled word from four choices. Sawyer Hendrick's performance fell in the Below Average range. Standard Score: 82, Percentile Rank: 12, This score indicates below-expected orthographic knowledge and suggests that choosing or confirming the correct spelling pattern is more effortful than expected.

Question Reading Fluency

Question Reading Fluency is a measure of reading rate and comprehension and requires reading questions silently and selecting the correct response from four choices. Sawyer Hendrick's performance fell in the Average range. Standard Score: 91, Percentile Rank: 27, This score indicates age-appropriate efficiency when reading and answering short written questions, although performance is not a particular strength relative to Sawyer's higher language and reasoning skills.

Phonological Manipulation

Phonological Manipulation is a measure of phonological awareness and working memory and requires substituting and deleting sounds in words. Sawyer Hendrick's performance fell in the Below Average range. Standard Score: 85, Percentile Rank: 16, This score indicates below-expected phonological manipulation ability, suggesting that holding and changing sounds in words is less efficient than expected.

Irregular Word Spelling

Irregular Word Spelling is a measure of exception word spelling and requires spelling words that contain at least one irregular element that is not spelled the way it sounds. Sawyer Hendrick's performance fell in the Above Average range. Standard Score: 112, Percentile Rank: 79, This score indicates advanced knowledge of irregular spelling patterns, suggesting good retention of many familiar word forms.

Regular Word Spelling

Regular Word Spelling is a measure of written spelling and requires spelling phonetically regular words that are generally spelled the way they sound. Sawyer Hendrick's performance fell in the Average range. Standard Score: 105, Percentile Rank: 63, This score indicates age-appropriate ability to spell phonologically regular words accurately.

Rapid Letter Naming

Rapid Letter Naming is a measure of rapid automatized naming and requires quickly retrieving and naming a random sequence of six visually confusable letters (b, d, p, q, n, u) within one minute. Sawyer Hendrick's performance fell in the Average range. Standard Score: 92, Percentile Rank: 30, This score indicates age-appropriate rapid access to overlearned letter names.

Rapid Number and Letter Naming

Rapid Number and Letter Naming is a measure of rapid automatized naming and requires quickly retrieving and naming a random sequence of three numbers (3, 6, 9) and three letters (e, f, l) within one minute. Sawyer Hendrick's performance fell in the Average range. Standard Score: 90, Percentile Rank: 25, This score indicates age-appropriate rapid automatized naming efficiency.

Pseudoword Reading

Pseudoword Reading is a measure of phonics skills and requires reading aloud phonetically regular nonsense words. Sawyer Hendrick's performance fell in the Below Average range. Standard Score: 89, Percentile Rank: 23, This score indicates below-expected decoding of unfamiliar phonetic word forms, suggesting that reading novel words is less efficient than expected.

Rapid Pseudoword Reading

Rapid Pseudoword Reading is a measure of automaticity within phonics and requires reading aloud phonetically regular nonsense words as quickly as possible within a one-minute time limit. Sawyer Hendrick's performance fell in the Below Average range. Standard Score: 82, Percentile Rank: 12, This score indicates below-expected automaticity with phonics, suggesting that rapid decoding of unfamiliar words is a meaningful area of weakness.

Irregular Word Reading

Irregular Word Reading is a measure of exception word reading and requires reading aloud words that contain an irregular element that cannot be pronounced through phonics rules alone. Sawyer Hendrick's performance fell in the Well Above Average range. Standard Score: 122, Percentile Rank: 93, This score indicates a very advanced ability to recognize and read irregular words, suggesting strong compensation through vocabulary knowledge and exposure to familiar print forms.

Rapid Irregular Word Reading

Rapid Irregular Word Reading is a measure of exception word reading and requires quickly reading aloud words that contain an irregular element within a one-minute time limit. Sawyer Hendrick's performance fell in the Above Average range. Standard Score: 110, Percentile Rank: 75, This score indicates advanced automatic recognition of irregular word forms.

Word Pattern Choice

Word Pattern Choice is a measure of orthographic knowledge and requires quickly examining a row of four letter groups and selecting the one that looks most like a real English word within a two-minute time limit. Sawyer Hendrick's performance fell in the Average range. Standard Score: 93, Percentile Rank: 32, This score indicates age-appropriate recognition of English orthographic patterns.

Oral Reading Efficiency

Oral Reading Efficiency is a measure of oral reading accuracy and efficiency and requires reading a grade-level passage aloud for one minute. Sawyer Hendrick's performance fell in the Average range. Standard Score: 95, Percentile Rank: 37, This score indicates age-appropriate connected-text reading accuracy and efficiency.

Silent Reading Efficiency

Silent Reading Efficiency is a measure of reading rate and comprehension and requires reading passages of increasing difficulty and answering questions within a time limit. Sawyer Hendrick's performance fell in the Average range. Standard Score: 95, Percentile Rank: 37, This score indicates age-appropriate silent reading rate and comprehension for connected text.

Blending

Blending is a measure of phonological awareness and requires combining compound words, syllables, and phonemes to pronounce a whole word. Sawyer Hendrick's performance fell in the Below Average range. Standard Score: 87, Percentile Rank: 19, This score indicates below-expected ability to blend sounds and word parts into whole words, pointing to weakness in foundational phonological processing.

Segmenting

Segmenting is a measure of phonological awareness and requires breaking apart compound words, syllables, and phonemes. Sawyer Hendrick's performance fell in the Below Average range. Standard Score: 84, Percentile Rank: 14, This score indicates below-expected ability to segment words into smaller sound units, another area of weakness in phonological processing.

Word Memory

Word Memory is a measure of verbal working memory and requires listening to a series of words and repeating them in reverse order. Sawyer Hendrick's performance fell in the Average range. Standard Score: 109, Percentile Rank: 73, This score indicates age-appropriate verbal working memory for words.

Letter Memory

Letter Memory is a measure of working memory and requires listening to a series of letters and repeating them in reverse order. Sawyer Hendrick's performance fell in the Above Average range. Standard Score: 115, Percentile Rank: 84, This score indicates advanced working memory for letter sequences.

Symbol-to-Sound Learning

Symbol-to-Sound Learning is a measure of paired associative learning and requires remembering novel associations between symbols and sounds and then blending them to form real words. Sawyer Hendrick's performance fell in the Below Average range. Standard Score: 89, Percentile Rank: 23, This score indicates below-expected paired-associate learning for linking symbols and sounds, which may make acquisition of unfamiliar patterns less efficient.

Listening Vocabulary

Listening Vocabulary is a measure of listening comprehension and receptive vocabulary and requires listening to a question and four response choices and then selecting the best answer. Sawyer Hendrick's performance fell in the Above Average range. Standard Score: 115, Percentile Rank: 84, This score indicates advanced listening vocabulary and oral language comprehension.

Picture Analogies

Picture Analogies is a measure of reasoning ability and requires understanding relationships between pictures in order to solve analogies. Sawyer Hendrick's performance fell in the Well Above Average range. Standard Score: 122, Percentile Rank: 93, This score indicates very advanced nonverbal reasoning.

Geometric Analogies

Geometric Analogies is a measure of reasoning ability and requires understanding relationships among pictured shapes in order to solve analogies. Sawyer Hendrick's performance fell in the Above Average range. Standard Score: 119, Percentile Rank: 90, This score indicates advanced abstract visual reasoning.

Results Summary

Assessment Results Summary Chart

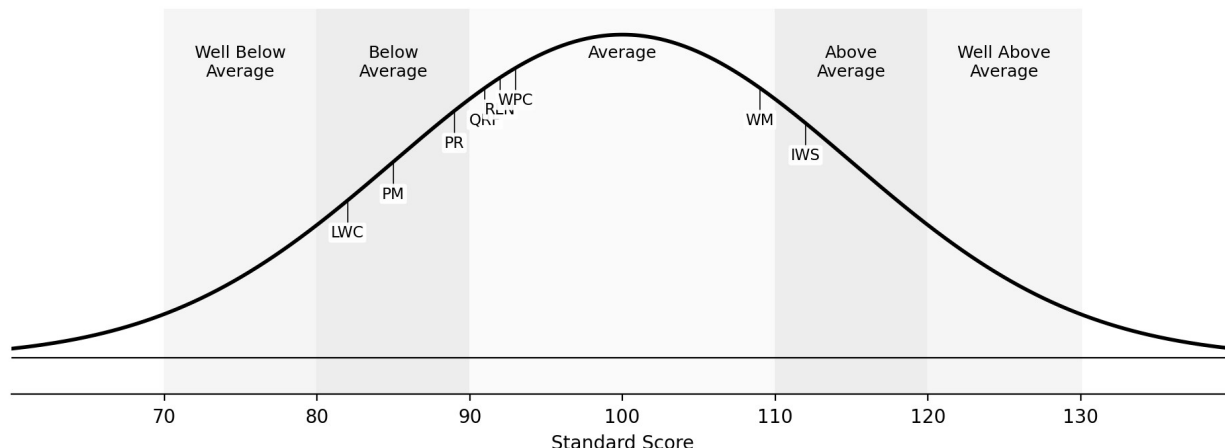
Test / Subtest	Standard Score	Percentile Rank	Descriptive Range
Picture Vocabulary	110	75	Above Average
Letter and Word Choice	82	12	Below Average
Question Reading Fluency	91	27	Average
Phonological Manipulation	85	16	Below Average
Irregular Word Spelling	112	79	Above Average
Regular Word Spelling	105	63	Average
Rapid Letter Naming	92	30	Average
Rapid Number and Letter Naming	90	25	Average
Pseudoword Reading	89	23	Below Average
Rapid Pseudoword Reading	82	12	Below Average
Irregular Word Reading	122	93	Well Above Average
Rapid Irregular Word Reading	110	75	Above Average
Word Pattern Choice	93	32	Average
Oral Reading Efficiency	95	37	Average
Silent Reading Efficiency	95	37	Average
Blending	87	19	Below Average
Segmenting	84	14	Below Average
Word Memory	109	73	Average
Letter Memory	115	84	Above Average
Symbol-to-Sound Learning	89	23	Below Average
Listening Vocabulary	115	84	Above Average
Picture Analogies	122	93	Well Above Average
Geometric Analogies	119	90	Above Average

Note. Percentile ranks shown in this sample report are approximate conversions based on standard scores.

Dyslexia Diagnostic Index Profile Chart

The Dyslexia Diagnostic Index consists of eight subtests that focus on domains commonly affected by dyslexia, including orthography, phonological processing, rapid naming, decoding, and memory. Sawyer's scores on these measures show an uneven profile, with relative weakness in orthographic choice and phonological manipulation alongside stronger performance on irregular word spelling and word memory.

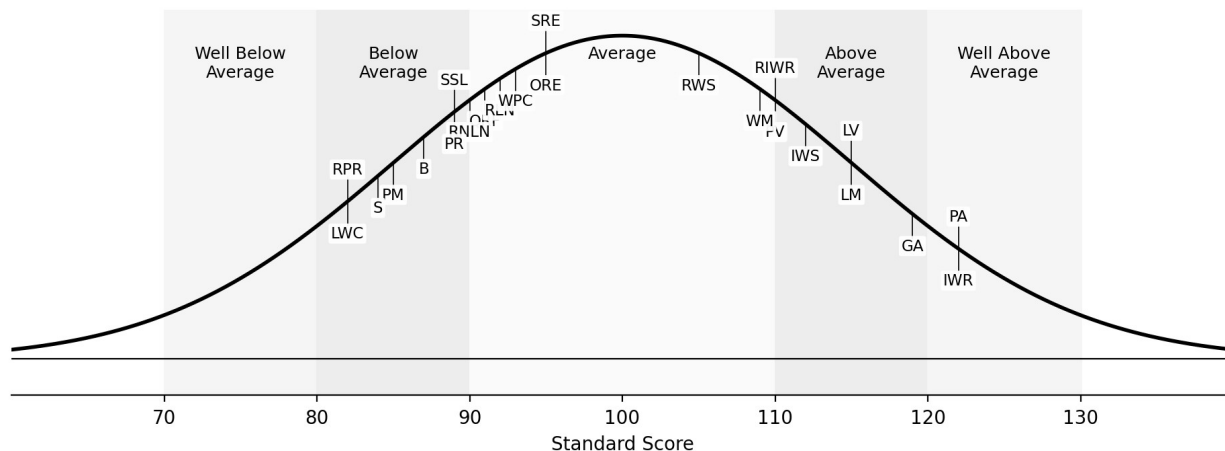
Figure 1. Bell curve profile of scores included in the Dyslexia Diagnostic Index.



Key: LWC = Letter and Word Choice; QRF = Question Reading Fluency; PM = Phonological Manipulation; IWS = Irregular Word Spelling; RLN = Rapid Letter Naming; PR = Pseudoword Reading; WPC = Word Pattern Choice; WM = Word Memory.

Standard Score Bell Curve

Figure 2. Bell curve profile of all administered standard scores using the same standard-score performance bands.



Key: PV = Picture Vocabulary; LWC = Letter and Word Choice; QRF = Question Reading Fluency; PM = Phonological Manipulation; IWS = Irregular Word Spelling; RWS = Regular Word Spelling; RLN = Rapid Letter Naming; RNLN = Rapid Number and Letter Naming; PR = Pseudoword Reading; RPR = Rapid Pseudoword Reading; IWR = Irregular Word Reading; RIWR = Rapid Irregular Word Reading; WPC = Word Pattern Choice; ORE = Oral Reading Efficiency; SRE = Silent Reading Efficiency; B = Blending; S = Segmenting; WM = Word Memory; LM = Letter Memory; SSL = Symbol-to-Sound Learning; LV = Listening Vocabulary; PA = Picture Analogies; GA = Geometric Analogies.

Interpretation and Educational Impact

Summary of Strengths

Sawyer demonstrates a number of meaningful strengths that help support learning. His oral vocabulary and listening comprehension are strong, and his reasoning abilities are a clear asset. He also showed strong performance on irregular word reading and spelling tasks, suggesting that he has developed useful compensatory strategies for familiar print patterns.

- Strong oral language and listening vocabulary.
- Advanced reasoning skills and strong memory for letter sequences.
- Strong recognition and reading of familiar irregular word forms.

Primary Areas of Need

Sawyer's primary areas of need appear to be in phonological processing, decoding of unfamiliar words, and automaticity with phonics-based reading. Below-average performance on Letter and Word Choice, Phonological Manipulation, Pseudoword Reading, Rapid Pseudoword Reading, Blending, Segmenting, and Symbol-to-Sound Learning suggests that novel word analysis and sound-based processing are less efficient than would be expected given his overall verbal ability and reasoning strengths.

Educational Impact

This pattern is likely to affect coursework that relies heavily on accurate reading of unfamiliar terminology, multisyllabic academic vocabulary, and rapid retrieval of sound-symbol information. In practice, Sawyer may do well in many classroom situations but still require more time, repetition, and explicit instruction when learning new technical language, particularly in science and foreign language classes. His stronger vocabulary, reasoning, and memory skills may help compensate for these weaknesses, which can make the underlying literacy difficulty less obvious without careful assessment.

Recommendations for School

Instruction

- Provide explicit, systematic structured literacy instruction targeting phonological processing, decoding of unfamiliar words, multisyllabic word reading, and orthographic pattern recognition.
- Include repeated practice to build automaticity with phonics-based decoding and rapid recognition of unfamiliar academic vocabulary while maintaining accuracy.
- Pair accuracy work with supported fluency practice so Sawyer can build efficiency without sacrificing comprehension or confidence.
- Teach morphology directly, including roots, prefixes, suffixes, and spelling changes when adding endings, so that Sawyer can use word structure to support reading in science and other vocabulary heavy classes.
- Although Sawyer is in high school, he would still benefit from phonological awareness programs such as Kilpatrick's Equipped for Reading Success.

Classroom Supports

- Reduce unnecessary time pressure when the goal is to measure knowledge rather than speed.
- Provide structured support for multi-step assignments so literacy demands do not overshadow content mastery.

Accommodations

- Extended time on classroom tests, quizzes, and written assignments when reading rate affects performance.
- Access to text-to-speech, word-processing tools, spell-check, and teacher-approved spelling supports for longer reading and writing tasks.
- Reduced penalty for spelling errors when spelling is not the primary skill being assessed.
- Option to have directions, passages, or technical vocabulary read aloud when appropriate and consistent with instructional goals.
- Chunk longer assignments into smaller parts with interim deadlines and feedback.
- Allow Sawyer to take American Sign Language as his foreign language requirement.

Recommendations for Home

- Read and discuss high-interest academic texts aloud when appropriate so oral language and comprehension continue to support reading development.
- Practice target vocabulary, word parts, and unfamiliar word patterns in short, consistent sessions using multisensory techniques.
- Reread manageable texts to build fluency, confidence, and automatic word recognition.

Closing Summary

Sawyer's results show an uneven but meaningful literacy profile. He demonstrates strong vocabulary, reasoning, and memory skills, along with strong performance on familiar irregular word tasks. At the same time, he shows relative weakness in phonological processing, decoding of unfamiliar words, and rapid phonics-based reading.

Sawyer's test scores are consistent with mild dyslexia, with the greatest impact seen in phonological processing and efficient decoding of novel word forms. These relative weaknesses are likely to become more apparent in classes that place heavy demands on technical vocabulary, multisyllabic words, and fast independent reading.

Sincerely,

Jeanne Rutgers, M.A., CALP, WDT

Evaluator