Dyslexia Evaluation Report

Parent Report: Dyslexia Evaluation

Student	Jessinia Neilwart	**Grade**	Second Grade
School	Sunnybrook Elementary	**Date of Birth**	4/14/2019
Date(s) of Testing	April 6, 2026	**Age at Testing**	6 years, 11 months
Evaluator	Jeanne Rutgers, M.A., CALP, WDT		

Reason for Assessment

Jessinia was referred for a dyslexia evaluation due to ongoing difficulty with reading and concerns about her progress in school. Her family reported that she was late in developing speech, has had difficulty learning left and right, and has family members with dyslexia. These developmental and family-history factors, together with her current reading concerns, raised concern for an underlying reading disorder. The purpose of this evaluation was to better understand Jessinia's current reading, spelling, and related language skills and to determine whether her learning profile shows a pattern consistent with dyslexia.

Assessment Instruments Administered

Jessinia 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. Percentile ranks in this report were derived from standard scores using the typical standard score distribution and should be interpreted as approximations. No additional Woodcock-Johnson achievement scores were available at the time this draft was prepared.

Subtest Descriptions and Performance Descriptions

Picture Vocabulary. Picture Vocabulary is a measure of receptive vocabulary knowledge and requires selecting one of four pictures that depicts a word presented orally by the examiner.

Jessinia's standard score on this test fell in the above average range, indicating 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. *Jessinia's standard score on this test fell in the average range, indicating age-appropriate orthographic recognition when response choices are provided.*

Question Reading Fluency. Question Reading Fluency is a measure of reading rate and comprehension and requires reading questions silently and selecting the correct response as quickly as possible. *Jessinia's standard score on this test fell in the average range, indicating age-appropriate ability to read and answer simple questions efficiently.*

Phonological Manipulation. Phonological Manipulation is a measure of phonological awareness and working memory and requires substituting sounds and deleting sounds in words. *Jessinia's standard score on this test fell in the average range, indicating age-appropriate ability to delete and substitute sounds in words.*

Irregular Word Spelling. Irregular Word Spelling is a measure of exception-word spelling and requires spelling words that contain at least one element that is not spelled the way it sounds. *Jessinia's standard score on this test fell in the below average range, indicating weakness in recalling and spelling less predictable word forms.*

Rapid Letter Naming. Rapid Letter Naming is a measure of rapid automatized naming and requires quickly retrieving and naming a sequence of letters within a one-minute time limit. *Jessinia's standard score on this test fell in the above average range, indicating strong rapid access to overlearned visual-verbal information.*

Rapid Number and Letter Naming. Rapid Number and Letter Naming is a measure of rapid automatized naming and requires quickly retrieving and naming a mixed sequence of numbers and letters within one minute. *Jessinia's standard score on this test fell in the above average range, indicating strong rapid automatized naming efficiency.*

Pseudoword Reading. Pseudoword Reading is a measure of phonics skills and requires reading aloud phonetically regular nonsense words. *Jessinia's standard score on this test fell in the below average range, indicating difficulty applying phonics knowledge to unfamiliar printed words.*

Rapid Pseudoword Reading. Rapid Pseudoword Reading is a measure of automaticity with phonics and requires reading aloud phonetically regular nonsense words as quickly as possible within one minute. *Jessinia's standard score on this test fell in the well below average range, indicating a marked weakness in automatic phonics application and decoding fluency.*

Word Pattern Choice. Word Pattern Choice is a measure of orthographic knowledge and requires choosing the letter group that looks most like a real English word within a time limit. *Jessinia's*

standard score on this test fell in the average range, indicating age-appropriate recognition of common English letter patterns.

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 one minute. *Jessinia's standard score on this test fell in the below average range, indicating reduced automaticity when quickly retrieving irregular words.*

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 by phonics alone. *Jessinia's standard score on this test fell in the average range, indicating age-appropriate untimed recognition of irregular words.*

Oral Reading Efficiency. Oral Reading Efficiency is a measure of oral reading accuracy and efficiency and requires reading aloud a grade-level passage for one minute. *Jessinia's standard score on this test fell in the below average range, indicating reduced efficiency and automaticity when reading connected text aloud.*

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. *Jessinia's standard score on this test fell in the below average range, indicating reduced silent reading efficiency under time pressure.*

Blending. Blending is a measure of phonological awareness and requires putting together compound words, syllables, and phonemes and then pronouncing the whole word. *Jessinia's standard score on this test fell in the average range, indicating solid age-appropriate ability to blend sounds into words.*

Segmenting. Segmenting is a measure of phonological awareness and requires breaking apart compound words, syllables, and phonemes. *Jessinia's standard score on this test fell in the above average range, indicating a relative strength in breaking words apart into their phonological units.*

Word Memory. Word Memory is a measure of verbal working memory and requires listening to a series of words and then repeating the words in reverse order. *Jessinia's standard score on this test fell in the average range, indicating age-appropriate verbal working memory on this task.*

Letter Memory. Letter Memory is a measure of working memory and requires listening to a series of letters and then repeating them in reverse order. *Jessinia's standard score on this test fell in the average range, indicating age-appropriate 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 blending them to form real words. *Jessinia's standard score on this test fell in the average range, indicating age-appropriate ability to learn and retain novel sound-symbol associations.*

Listening Vocabulary. Listening Vocabulary is a measure of listening comprehension and receptive vocabulary knowledge and requires listening to a question and four choices and then choosing the correct response. *Jessinia's standard score on this test fell in the average range, indicating age-appropriate listening vocabulary and oral-language comprehension.*

Picture Analogies. Picture Analogies is a measure of reasoning ability and requires understanding the relationship between pictures in order to solve the analogy. *Jessinia's standard score on this test fell in the above average range, indicating strong visual reasoning on this task.*

Geometric Analogies. Geometric Analogies is a measure of reasoning ability and requires understanding the relationship between pictured shapes in order to solve the analogy. *Jessinia's standard score on this test fell in the above average range, indicating strong nonverbal reasoning ability.*

Regular Word Spelling. Regular Word Spelling is a measure of written spelling and requires spelling words that are phonologically regular and mostly spelled the way they sound. *Jessinia's standard score on this test fell in the below average range, indicating reduced accuracy when applying sound-symbol patterns in spelling.*

Subtest overview. Jessinia's scores show a clear split between skills that support reading and the ability to apply those skills efficiently to print. Her oral vocabulary, rapid naming, and reasoning skills ranged from average to above average, and segmenting was a relative strength. In contrast, the weakest part of her profile was phonological decoding of unfamiliar words, especially when speed and automaticity were required. Spelling and reading efficiency were also below age expectations. This pattern suggests that Jessinia may understand language and perform well on structured oral tasks while still struggling substantially with word-level reading, spelling, and fluent access to print in school.

Assessment Results Summary

Table 1. Summary of assessment results.

Test / Subtest	Standard Score	Percentile Rank	Descriptive Range
Picture Vocabulary	115	84	Above Average
Letter and Word Choice	92	30	Average
Question Reading Fluency	95	37	Average
Phonological Manipulation	101	53	Average
Irregular Word Spelling	89	23	Below Average
Regular Word Spelling	86	18	Below Average

Rapid Letter Naming	112	79	Above Average
Rapid Number and Letter Naming	115	84	Above Average
Pseudoword Reading	80	9	Below Average

Table 1 (continued).

Test / Subtest	Standard Score	Percentile Rank	Descriptive Range
Rapid Pseudoword Reading	75	5	Well Below Average
Word Pattern Choice	100	50	Average
Rapid Irregular Word Reading	87	19	Below Average
Irregular Word Reading	102	55	Average
Oral Reading Efficiency	87	19	Below Average
Silent Reading Efficiency	82	12	Below Average
Blending	109	73	Average
Segmenting	112	79	Above Average
Word Memory	97	42	Average
Letter Memory	101	53	Average
Symbol-to-Sound Learning	102	55	Average
Listening Vocabulary	98	45	Average
Picture Analogies	112	79	Above Average
Geometric Analogies	115	84	Above Average

Note. Percentile ranks are approximate values derived from standard scores. Age or grade equivalents were not available for this draft.

Subtest Performance Overview

Language and reasoning skills supported several parts of Jessinia's profile. Picture Vocabulary fell in the above average range, Listening Vocabulary fell in the average range, and both Picture Analogies and Geometric Analogies fell in the above average range. This pattern suggests that Jessinia brings meaningful oral-language and reasoning strengths to learning tasks.

Jessinia demonstrated adequate recognition of written patterns when choices were provided. Letter and Word Choice and Word Pattern Choice both fell in the average range, indicating that she can

often identify what looks correct when the response is visible. However, this pattern was stronger than her performance on tasks that required her to generate or decode print independently.

Decoding and word reading were the most vulnerable parts of the profile. Pseudoword Reading fell in the below average range and Rapid Pseudoword Reading fell in the well below average range, indicating substantial difficulty reading unfamiliar words and applying phonics efficiently. Irregular Word Reading was average, but Rapid Irregular Word Reading was below average, suggesting that Jessinia can recognize many familiar irregular words when she has enough time, yet automatic retrieval is less secure.

Reading fluency and efficiency were also weak. Question Reading Fluency was average, but Oral Reading Efficiency and Silent Reading Efficiency were both below average. This pattern suggests that Jessinia may be able to answer simple reading questions in a structured format while still struggling to read connected text accurately, smoothly, and efficiently in the classroom.

Phonological processing was not globally weak. Phonological Manipulation fell in the average range, Blending fell in the average range, and Segmenting fell in the above average range. These results indicate that Jessinia has enough underlying phonological awareness to support learning, but that she has more difficulty translating those skills into fluent decoding of print.

Spelling was an area of concern. Both Irregular Word Spelling and Regular Word Spelling fell in the below average range, suggesting that word-level spelling and orthographic encoding are less developed than expected. In contrast, Word Memory, Letter Memory, and Symbol-to-Sound Learning all fell in the average range, indicating that general short-term verbal memory and basic sound-symbol learning do not fully explain the severity of her reading weaknesses.

Rapid naming was a relative strength. Rapid Letter Naming and Rapid Number and Letter Naming both fell in the above average range. This is an important finding because it shows that Jessinia's reading difficulties are not best explained by slow retrieval of overlearned symbols alone. Instead, her profile points more specifically to difficulty applying phonological and orthographic knowledge to reading unfamiliar words and building automaticity with print.

Interpretation and Educational Impact

Jessinia's results show a meaningful and clinically important pattern. She demonstrated solid to strong oral-language, rapid naming, and reasoning abilities, along with adequate phonological awareness. At the same time, she showed clear weakness in pseudoword decoding, decoding automaticity, spelling, and reading efficiency. This pattern indicates that Jessinia has more difficulty applying her underlying language skills to printed words than would be expected based on her broader verbal and cognitive profile.

A particularly important feature of Jessinia's profile is the discrepancy between foundational skills and applied reading performance. For example, Segmenting was above average while Rapid

Pseudoword Reading was well below average. Rapid naming was above average, yet oral and silent reading efficiency were both below average. These differences suggest that Jessinia does not primarily struggle because of weak language or slow naming speed. Rather, she appears to have difficulty turning what she knows about sounds and symbols into accurate, efficient reading of unfamiliar words and connected text.

Jessinia's developmental history adds weight to this interpretation. Her family described delayed speech development, persistent confusion with left and right, and a family history of dyslexia. These features are commonly seen in students who later show reading disorders and help explain why her current academic struggles warrant careful intervention.

Educationally, this profile is likely to affect both accuracy and effort. Jessinia may read more slowly than peers, fatigue more quickly during reading tasks, and require considerably more support to decode new words, spell independently, and keep up during classroom literacy instruction. Because her oral language and reasoning are stronger than her reading and spelling, her understanding may be underestimated when instruction or assessment depends heavily on independent reading.

Taken together, the overall pattern is consistent with dyslexia, particularly a profile marked by weakness in phonological decoding, orthographic encoding, and reading automaticity despite adequate or stronger underlying language and reasoning skills.

Table 2. Clinically notable score discrepancies.

Compared Measures	Difference	Clinical Note
Rapid Pseudoword Reading vs. Segmenting	37 points	Strong phonological awareness is not translating into automatic decoding of unfamiliar words.
Pseudoword Reading vs. Rapid Number and Letter Naming	35 points	Naming speed is strong, but phonics application to print is substantially weaker.
Silent Reading Efficiency vs. Picture Vocabulary	33 points	Oral vocabulary outpaces silent reading efficiency and may mask academic impact.
Oral Reading Efficiency vs. Geometric Analogies	28 points	Reasoning ability is stronger than connected-text reading automaticity.

Summary of Strengths

Jessinia demonstrates several meaningful strengths that can support intervention. She has strong receptive vocabulary, strong visual and nonverbal reasoning, and unusually efficient rapid naming for letters and numbers. She also showed adequate to strong phonological awareness, especially for

segmenting. These strengths suggest that Jessinia has the language and learning capacity to respond well to explicit, well-structured intervention when instruction is matched to her reading needs.

Relative Strengths

- Strong receptive vocabulary and solid oral-language development.
- Above average rapid naming of letters and mixed number-letter arrays.
- Strong reasoning skills and a relative strength in phonological segmenting.

Primary Areas of Need

Jessinia's primary needs appear to be in phonological decoding, automaticity with unfamiliar words, spelling, and reading efficiency. While she can often demonstrate age-appropriate performance on oral-language or recognition-based tasks, she has much more difficulty when she must independently decode unfamiliar words, spell accurately, and sustain efficient reading of connected text. These weaknesses are likely to affect accuracy, stamina, confidence, and consistency in academic work.

Educational Impact

- Reading is likely to be slower, more effortful, and less automatic than expected, especially when Jessinia encounters unfamiliar words.
- Spelling may lag behind oral language and reasoning, leading to errors in both regular and irregular words.
- Classroom performance may appear inconsistent because oral responses and reasoning are stronger than independent reading and writing output.
- Tasks that require sustained reading of connected text may reduce comprehension simply because so much effort is going into decoding and fluency.
- Without support, Jessinia may become frustrated or avoidant during literacy activities because the work feels harder for her than for peers.

Recommendations for School

Instruction. Provide systematic, explicit, cumulative structured literacy instruction that includes phonemic awareness review, decoding, encoding, spelling, orthographic mapping, and connected-text practice. Because Jessinia's weakest scores were in pseudoword reading and decoding automaticity, instruction should emphasize accurate decoding of unfamiliar words and repeated practice until those skills become more automatic.

Classroom Supports. Preview vocabulary and text before reading assignments, break directions into smaller parts, and provide visual models for multi-step tasks. Offer supported oral reading, repeated reading, and guided practice with feedback so Jessinia can build confidence and accuracy without excessive performance pressure.

Accommodations. Provide extended time for reading-heavy work, reduce unnecessary emphasis on speed when the instructional goal is accuracy or comprehension, and consider text-to-speech or read-aloud support for grade-level material when appropriate. Reduced copying demands, alternative response formats, and teacher-provided models may also help ensure that her reading weaknesses do not mask what she knows.

Recommendations for Home

- Read aloud to Jessinia regularly and talk about stories and vocabulary so that her oral-language strengths continue to grow.
- Practice a small set of decodable words, spelling patterns, or taught word families at a time using short, positive review sessions.
- Encourage games and activities that reinforce sound-symbol mapping, blending, and segmenting in playful, high-success ways.
- Protect confidence by praising effort, strategy use, and growth rather than focusing on speed or perfection.

Closing Summary

Jessinia's results show a meaningful pattern of strengths and weaknesses. She demonstrates strong receptive vocabulary, rapid naming, and reasoning skills, as well as adequate phonological awareness. At the same time, she shows clear weaknesses in pseudoword decoding, decoding automaticity, spelling, and reading efficiency. The discrepancy between what she can do in oral or structured tasks and what she can do during independent word-level reading is clinically significant and helps explain her school struggles. When combined with her developmental history and family history of dyslexia, the results support the conclusion that Jessinia presents with a pattern consistent with dyslexia. Targeted structured literacy intervention, school supports, and appropriate accommodations are warranted.

Based on the overall pattern of test scores and background information available for this report, these results indicate a pattern consistent with dyslexia.

Sincerely,
Jeanne Rutgers, M.A., CALP, WDT
Evaluator