DATA GATHERING

When evaluating a student for dyslexia, the collection of various data will provide information regarding factors that may be contributing to or primary to the student's struggles with reading and spelling. This data ensures that underachievement is not due to lack of appropriate instruction in reading and comes from various sources.

1 — informal

- vision/hearing screening
- teacher reports
- reading assessments
- report cards
- gifted/talented assessments
- samples of schoolwork
- parent conference notes
- universal screenings
- state assessments
- observations
- outside evaluation
- speech/language assessments
- attendance/grades
- parent/teacher survey

2 — language learners

- home language survey
- English proficiency assessments
- TELPAS
- interventions
- previous schooling/in or outside the United States
- type of language program model
- language of instruction

3 — formal

- Academic Skills
  - letter knowledge
  - word decoding
  - decoding unfamiliar words accurately
  - fluency
  - comprehension
  - spelling
- Cognitive Processes
  - phonological/phonemic awareness
  - rapid naming of symbols, letters, numbers
  - intelligence

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- Additional Areas
  - vocabulary
  - listening comprehension
  - verbal/written expression
  - handwriting
  - memory for letter/symbol sequences
  - math ability
  - phonological memory
  - verbal working memory
  - processing speed