Slide 1

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Slide 2

Donna Berghauser
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- 10 years of experience in school-based and private practice settings
- Florida-licensed school psychologist
- Nationally certified school psychologist
- McLane Middle School's 2019 Ida S. Baker Diversity Educator of the Year

- Adjunct professor and graduate trainer
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Assessment Consultant

I am an assessment consultant with Western Psychological Services. I am a salaried employee and have no additional relevant financial interests or conflicts of interest related to this presentation.

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Slide 3

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The New Tests of Dyslexia (TOD): An Essential for Your Assessment Toolkit

Presented by WPS Assessment Consultant
Donna Berghauser, Psy.D., NCSP

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Slide 4

Learning Objectives

By actively engaging with the content of this session, participants will:

- Acquire knowledge and further understanding on the characteristics of and assessment considerations for dyslexia
- Identify key features of the Tests of Dyslexia (TOD), including its principles of use, administration procedures, scoring/interpretation guidelines and psychometric properties
- State the relevance of using the TOD for comprehensive evaluations

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Slide 5

*"Dyslexia is an **unexpected** difficulty in reading for an individual who has the intelligence to be a much better reader. Commonly due to a difficulty in phonological processing (**the appreciation of the individual sounds of spoken language**), it affects the ability of an individual to speak, read, spell, and many times learn a second language."*

Sally and Bennett Shaywitz

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Slide 6

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Definition of Dyslexia

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Slide 7

Definition of Dyslexia

International Dyslexia Association:

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Source: Adopted by the IDA Board of Directors, Nov. 12, 2002.

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Slide 8

SC ACT 213 (2018) & Dyslexia Handbook (2020)

- A **neurobiological** learning disability characterized by inefficient decoding, compromised fluency, and inadequate comprehension
- Difficulties typically result from a deficit in the **phonological component of language** that is often **unexpected** in relation to other cognitive abilities and the provision of effective classroom instruction
- **Secondary consequences** may include problems in reading comprehension and writing composition, as well as social and emotional impacts
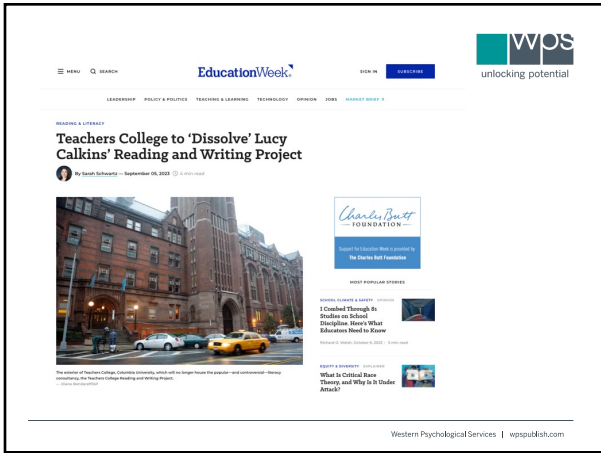
STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
MOLLY M. SPEARMAN
State Superintendent of Education

The South Carolina Dyslexia Handbook
A Guide to Early Literacy Development & Reading

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Education Week

READING & LITERACY

Teachers College to 'Dissolve' Lucy Calkins' Reading and Writing Project

By Sarah Schwartz — September 06, 2023

The exterior of Teachers College, Columbia University, which will no longer house the popular—and controversial—literacy consultancy, the Teachers College Reading and Writing Project.

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Slide 10

SC Dyslexia Handbook *(cont.)*

- Comprehensive and systematic assessment practices:
  - Universal screening to identify risk, intervention, and curriculum effectiveness
  - Progress monitoring to determine response
  - Diagnostic assessment to identify learning strengths and weaknesses, as well as underlying root causes
  - Summative assessment to valuate instructional outcomes

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Slide 11

SC Dyslexia Handbook *(cont.)*

Assessment Type	Description
Universal Screeners	• Brief, standardized and quick to grade • All students, three times a year • Benchmarks are used to predict later reading success
Diagnostic Assessments	• Deeply dive into one area • Students below benchmark • One-on-one assessment • Identify skills deficits and form intervention groups
Progress Monitoring	• Cycle of teaching, testing, regrouping … • Monitor only the targeted skill • Used to plan instructional support • Answer: Did it work? How do we know? Can we move to the next skill?

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Slide 12

Importance of Reading

- Early diagnosis of dyslexia is essential
- Reading difficulties are prevalent
  - 80% of all individuals with SLD
  - 5–8% of school population
- There is a need for universal screening of dyslexia
- There is a need for comprehensive evaluation to eliminate multiple tools and norm groups

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Characteristics of Dyslexia

- Primary reading/spelling characteristics of dyslexia:
  - Difficulty reading words in isolation
  - Difficulty accurately decoding unfamiliar words
  - Difficulty with oral reading (slow, inaccurate, or labored without prosody)
  - Difficulty spelling

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Characteristics of Dyslexia *(cont.)*

- The reading/spelling characteristics are most often associated with the following:
  - Segmenting, blending, and manipulating sounds in words (phonemic awareness)
  - Learning the names of letters and their associated sounds
  - Holding information about sounds and words in memory (phonological memory)
  - Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

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Characteristics of Dyslexia *(cont.)*

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

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English and Spanish Characteristics

Figure 3.6. Characteristics of Dyslexia in English and Spanish	
English	**Spanish**
Phonological awareness	Phonological awareness—may be less pronounced
Rapid naming	Rapid naming
Regular/irregular decoding	Decoding—fewer "irregular words" in Spanish
Fluency	Fluency—often a key indicator
Spelling	Spelling—may show fewer errors than in English, but still more than students that do not have dyslexia
Reading comprehension may be a weakness in both English and Spanish.	

(Texas Education Agency, 2021)

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English and Spanish *(cont.)*

- "Children who are learning English are just as likely to have dyslexia as their native-English speaking counterparts. Dyslexia might appear in the native language quite as vividly as it will when they attempt to learn English.., Educators must determine if dyslexia is a possibility, so the students' ability to verbally manipulate the sounds in their native languages, otherwise known as phonemic awareness, must be assessed. Brown (2008) suggested that **students with below average phonemic awareness in their native languages will have difficulty learning a new language. Identification of dyslexia in an English language learner (ELL) is a complicated procedure.** Many factors need to be ruled out. For example, the lack of opportunity to learn in native languages or the lack of home support in learning English needs to be investigated. Ortiz et al (2002) reported that ELL students who are struggling to learn English and have some foundation in reading in their native language should receive direct instruction that includes speech perception, phoneme awareness, and sound-symbol connections." (Hurley, 2014)

(South Carolina Department of Education, 2020)

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Common Risk Factors Associated with Dyslexia: Preschool

- Delay in learning to talk
- Difficulty with rhyming
- Difficulty pronouncing words (e.g., "pusgetti" for "spaghetti," "mawn lower" for "lawn mower")
- Poor auditory memory for nursery rhymes and chants
- Difficulty adding new vocabulary words
- Inability to recall the right word (word retrieval)
- Trouble learning and naming letters and numbers and remembering the letters in his/her name
- Aversion to print (e.g., doesn't enjoy following along if a book is read aloud)

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Common Risk Factors Associated with Dyslexia: Kindergarten and 1st Grade

- Difficulty breaking words into smaller parts, or syllables (e.g., "baseball" can be pulled apart into "base" "ball" or "napkin" can be pulled apart into "nap" "kin")
- Difficulty identifying and manipulating sounds in syllables (e.g., "man" sounded out as /m/ /ă/ /n/)
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words (reading single words in isolation)
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., "sed" for "said")

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Common Risk Factors Associated with Dyslexia: 2nd and 3rd Grade

- Difficulty recognizing common sight words (e.g., "to," "said," "been")
- Difficulty decoding single words
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., "after" spelled "eftr")
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics

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Common Risk Factors Associated with Dyslexia: 2nd and 3rd Grade *(cont.)*

- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression

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Common Risk Factors Associated with Dyslexia: 4th Through 6th Grade

- Difficulty reading aloud (e.g., fear of reading aloud in front of classmates)
- Avoidance of reading (particularly for pleasure)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., "big" instead of "enormous")
- Reliance on listening rather than reading for comprehension

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Common Risk Factors Associated with Dyslexia: Middle and High School

- Difficulty with the volume of reading and written work
- Frustration with the amount of time required and energy expended for reading
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Difficulty with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language

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Current Dyslexia Evaluations

- Use of Multiple Tests
  - Different norm samples
  - Different age and grade ranges
  - Different types of test scores
- Access to various tests

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Slides

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Tests of Dyslexia (TOD™)

Nancy Mather, PhD,   R. Steve McCallum, PhD,
Sherry Mee Bell, PhD, Barbara J. Wendling, MA

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TOD Uses

- Screen for reading and spelling difficulties
- Address screening, diagnosis/identification, and intervention-based assessment goals for individuals
- Provides empirical evidence linking the performance of an individual to the probability that the individual has dyslexia
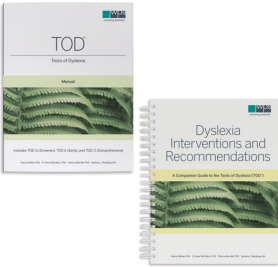- Addresses referral questions beyond dyslexia diagnosis

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TOD Components

- TOD-Screener
- TOD-Early
- TOD-Comprehensive
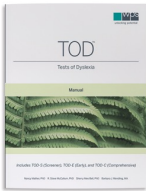- TOD Rating Scales
- TOD-Dyslexia Interventions and Recommendations

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Slide 28

TOD: Overview

- Ages 5 years, 0 months–89 years, 11 months
  - (Grade K–Adult)
- Administration Time:
  - TOD-S: 10-15 minutes
  - TOD-E: 20-35 minutes
  - TOD-C: 30-40 minutes
- Individual or Group* Administration
- Scoring: standard scores, percentile rank, confidence interval, and growth scores
- Screen and identify individuals with dyslexia
- Published: 2023

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Slide 29

Tests of Dyslexia (TOD) Tests

TOD-Screener	TOD-Early*	TOD-Comprehensive*
1. Picture Vocabulary+	1. Picture Vocabulary+	1. Picture Vocabulary+
2. Letter and Word Choice	2. Letter and Word Choice	2. Letter and Word Choice
3. Word Reading Fluency (Early) OR Question Reading Fluency (Comprehensive)	3. Word Reading Fluency	3. Question Reading Fluency
	4. Sounds and Pseudowords	4. Phonological Manipulation
	5. Rhyming	5. Irregular Word Spelling
	6. Early Rapid Number and Letter Naming	6. Rapid Letter Naming
	7. Letter and Sight Word Recognition	7. Pseudoword Reading
	8. Early Segmenting	8. Word Pattern Choice
	9. Letter and Sound Knowledge	9. Word Memory
		10. Picture Analogies
		11. Irregular Word Reading
		12. Oral Reading Efficiency
		13. Blending
		14. Segmenting
		15. Regular Word Spelling
		16. Silent Reading Efficiency
		17. Rapid Number and Letter Naming
		18. Letter Memory
		19. Rapid Pseudoword Reading
		20. Rapid Irregular Word Reading
		21. Symbol to Sound Learning
		22. Listening Vocabulary
		23. Geometric Analogies

Dyslexia Risk Index (DRI) = **Bold** Tests

Early Dyslexia Diagnostic Index (EDDI) = **Bold** Tests

Dyslexia Diagnostic Index (DDI) = **Bold** Tests

*If a child is in first or second grade, but does not read connected text, choose TOD-Early. If a child is in first or second grade, and reads connected text, choose TOD-Comprehensive.

+Picture Vocabulary is helpful in the interpretation of the EDDI and DDI.

Tests 10–23 in the TOD-Comprehensive are useful for additional diagnostic information and interpretation but are not required for the DDI.

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TOD Conceptual Framework: Main Components of a Dyslexia Evaluation

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Reading and Spelling Skills

- Reading and spelling skills measured by the TOD:
  - Sight Word Acquisition
    - Irregular word reading (untimed and timed)
  - Phonics Knowledge
    - Pseudoword reading (untimed and timed)
  - Spelling (regular and exception words)
  - Reading Rate (Oral Reading Fluency [timed])
  - Reading Comprehension Efficiency (timed passage reading with questions)

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Linguistic Processing Skills

- Linguistic processing skills measured by the TOD:
  - Phonological Awareness
    - Blending and Segmenting
    - Manipulation
  - Rapid Automatized Naming (RAN)
    - Letters
    - Numbers
  - Working Memory
  - Orthographic Processing
  - Visual–Verbal Paired-Associate Learning

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Vocabulary and Reasoning Skills

- Abilities that do not require reading or spelling
- Oftentimes, people with dyslexia have average or above average vocabulary and reasoning skills
- Comparing results from this domain with the other two can be useful in making a diagnosis of/identifying dyslexia

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TOD Users

- Examples of professionals likely to use the components:
  - Classroom teachers (TOD-S)
  - Reading specialists/interventionists/coaches
  - Special educators/educational diagnosticians
  - School psychologists/psychologists/neuropsychologists
  - Speech and Language Pathologists
  - Professionals/Paraprofessionals with training in assessment

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TOD Rating Scales

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TOD Rating Scales

- Grade K–Adult (ages 5 years, 0 months–89 years, 11 months)
- Online administration and scoring
  - Parent/Caregiver Form
    - English and Spanish versions
  - Teacher Form
  - Self Form (for TOD-C)
  - Yields T-Scores

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TOD Rating Scales *(cont.)*

- Items are designed to elicit relevant background/history and content focusing on:

  - Motivation for Reading
  - General Reasoning
  - Verbal Comprehension
  - Orthographic Processing
  - Phonological Awareness

  - Rapid Automatized Naming
  - Memory
  - Basic Reading Skills
  - Reading Fluency
  - Reading Comprehension
  - Spelling

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TOD-C Rating Scales

- **TOD-C Self-Rating Scale:** 39 items
  - *Because I read slowly, I have trouble understanding what I read* (Reading Fluency, Reading Comprehension)
- **TOD-C Teacher Rating Scale:** 34 items
  - *Can blend separate sounds to make a word (e.g., /m/ /a/ /t/ = mat)* (Phonological Awareness, Basic Reading Skills)
- **TOD-C Parent/Caregiver Rating Scale:** 34 items
  - *Gets confused by little words that look alike (e.g., was and saw; who and how)* (Orthographic Processing)

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TOD-E Rating Scales

- **TOD-E Teacher Rating Scale:** 32 items
  - *Can write most letters and a few simple words (e.g., A, B, C, I, see)* (Spelling)
- **TOD-E Parent/Caregiver Rating Scale:** 37 items
  - *Has trouble saying the alphabet in order* (Memory)

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TOD Rating Scales Dyslexia Risk Categories

Risk	Rating Scale T-Scores
Low to Moderate Risk* (About 84% of the population scores in this range)	59 and below
High Risk (About 14% of the population scores in this range)	60–69
Very High Risk (Less than 2% of the population scores in this range)	70 and above

*Low risk at lower end of range and moderate risk at higher end range.

Table 3.10: Risk for Dyslexia Based on Rating Scale *T-Scores*

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TOD-C Rating Scales Predict Group Membership

Reading Disability versus Matched Control

- Each of the TOD-C Rating Scales provides statistically significant improvement over chance in detecting reading disability status
- All three rating scales provide impressive correct diagnostic decisions, 77%, 82%, and 83% for the Parent/Caregiver, Teacher, and Self-Rating Scales, respectively
- TOD-C Rating Scales are credible predictors of students who have a learning disability in reading and, consequently, those who most likely have dyslexia

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Tests of Dyslexia—Screener

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TOD-Screener (TOD-S)

- Grade K–Adult (ages 5 years, 0 months–89 years, 11 months)
- Universal screener measuring reading fluency, orthographic processing, and vocabulary knowledge
  - Produces a Dyslexia Risk Index (DRI)
- Administration Time: 10-15 minutes
- Response Booklet:
  - Grades K–1
  - Grades 2–5
  - Grade 6–Adult
- Individual or group administration
  - Online option

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TOD-S *(cont.)*

1. Picture Vocabulary+
2. **Letter and Word Choice**
3. **Word Reading Fluency** (K–1) *or*
   Question Reading Fluency (Grade 2 and up)

Dyslexia Risk Index (DRI)
= **Bold** Tests

+Picture Vocabulary is useful in the DRI and EDDI interpretation.

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TOD-S Tests

Subtest	Description
1S: Picture Vocabulary	Examinee looks at four pictures and circles the one that best depicts a word that the examiner presents orally
2S: Letter and Word Choice	Examiner reads a letter or word aloud and the examinee circles the correct letter, or correctly spelled word, from a choice of four options (e.g., *A, O, K, M; prak, park, karp, rakp*).
3S: Word/Question Reading Fluency Part A: Grades K-1 (2 minutes) Part B: Grades 2 + (3 minutes)	Part A: Examinee looks at a picture and then circles the correct word from a row of four words as quickly as possible. Part B: Examinee reads questions silently and then circles the correct response from a row of four words as quickly as possible (e.g., What can we eat? *tree, ball, egg, shoe*).

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Test 1S: Picture Vocabulary

- Materials needed:
  - TOD-S Examiner's Manual
  - TOD-S Response Booklet
- Basal: None
- Ceiling: N/A; item set per grade level
- Scoring: 1 point per correct response

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Test 2S: Letter and Word Choice

- Materials needed:
  - TOD-S Examiner's Manual
  - TOD-S Response Booklet
- Basal: None
- Ceiling: N/A; item set per grade level
- Scoring: 1 point per correct response

| Sample A | N | B | G | P |
| Sample B | K | h | L | o |

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Test 3S: Word Reading Fluency Part A

- Grade K-1
- Materials needed:
  - TOD-S Examiner's Manual
  - TOD-S Response Booklet
- Basal: None
- Ceiling: N/A as timed (2 minutes)
- Scoring: 1 point per correct response

| | dog | bike | girl | cat |

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Test 3S: Question Reading Fluency

- Grade 2 and up
- Materials needed:
  - TOD-S Examiner's Manual
  - TOD-S Response Booklet
- Basal: None
- Ceiling: N/A as timed (3 minutes)
- Scoring: 1 point per correct response

Sample A	What is this animal?		dog	rabbit	boy	cat
Sample B	What has only two legs?		man	cat	dog	socks

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Tests of Dyslexia—Early

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TOD-Early

- Grades K–2 (ages 5 years, 0 months–9 years, 3 months)
  - Students not reading connected text
- 9 tests (includes 3 from the Screener)
- Gives a broader view of reading and spelling skills
- Measures basic reading skills, spelling, phonological processing, rapid automatized naming
- Individual administration

TOD
Tests of Dyslexia
Manual

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TOD-E Indexes

Early Reading and Spelling Index	Early Linguistic Processing Index
Letter and Word Choice	Rhyming
Word/Question Reading Fluency	Early Rapid Number and Letter Naming
Sounds and Pseudowords	Early Segmenting
Letter and Sight Word Recognition	
Letter and Sound Knowledge	
Early Dyslexia Diagnostic Index (EDI)	

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TOD-E Composites

Early Sight Word Acquisition	Early Phonics Knowledge	Early Basic Reading Skills	Early Phonological Awareness
Letter and Word Choice	Sounds and Pseudowords	Letter and Sight Word Recognition	Rhyming
Letter and Sight Word Recognition	Letter and Sound Knowledge	Letter and Sound Knowledge	Early Segmenting

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TOD-E Tests

Subtest	Description
4E. Sounds and Pseudowords	1. Examinee points to or says the number of the picture that begins with the sound the examiner says. 2. Examinee tells the sound that a letter makes. 3. Examinee reads aloud phonically regular nonsense words
5E. Rhyming	Examinee points to or says the number of a picture that rhymes with a word that the examiner presents orally. Examinee provides a rhyming word for a word that the examiner presents orally.

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TOD-E Tests

Subtest	Description
6E. Early Rapid Number and Letter Naming	Examinee is presented with rows of letters (A B C) and numbers (1 2 3) in a random sequence and must name as many as possible in 1 minute
7E. Letter and Sight Word Recognition	1. Examinee points to and then names specific letters 2. Examinee points to and then reads sight words
8E. Early Segmenting	1. Examinee breaks apart compound words 2. Examinee breaks multisyllabic words into syllables. 3. Examinee breaks words into phonemes.
9E. Letter and Sound Knowledge	The examinee points to or says the letter or letters that represent the first, last, or middle sound in words that the examiner presents

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Test 4E: Sounds and Pseudowords

- Materials needed:
  - TOD-E Easel
  - TOD-E Record Form
- Basal: 2 consecutive correct responses
- Ceiling: 4 consecutive errors
- Scoring: 1 point per correct response

S	**tig**
T	**ob**

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Test 5E: Rhyming

- Materials needed:
  - TOD-E Easel
  - TOD-E Record Form
- Basal: N/A
- Ceiling: 4 consecutive errors
- Scoring: 1 point per correct response

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Test 6E: Early Rapid Number and Letter Naming

- Materials needed:
  - TOD-E Easel
  - TOD-E Record Form
- Basal: Item 1
- Ceiling: N/A as timed (1 minute)
- Scoring: 1 point per correct response

A	3	C	1	2	B

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Test 7E: Letter and Sight Word Recognition

- Materials needed:
  - TOD-E Easel
  - TOD-E Record Form
- Basal: 2 consecutive correct responses
- Ceiling: 4 consecutive errors
- Scoring: 1 point per correct response

C	D	A
in	the	to

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Test 8E: Early Segmenting

- Materials needed:
  - TOD-E Easel
  - TOD-E Record Form
- Basal: 2 consecutive correct responses
- Ceiling: 4 consecutive errors
- Scoring: 1 point per correct response

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Test 9E: Letter and Sound Knowledge

- Materials needed:
  - TOD-E Easel
  - TOD-E Record Form

- Basal: N/A
- Ceiling: 3 consecutive errors on each part*
- Scoring: 1 point per correct response

	h	b	c

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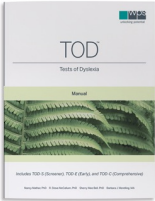
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Tests of Dyslexia—Comprehensive

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TOD-Comprehensive (TOD-C)

- Grade 1–Adult (ages 6 years, 0 months–89 years, 11 months)
  - Grade 1–2 reading connected text
- 23 total tests (includes 3 from TOD-S)
- Designed as a diagnostic assessment

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TOD-C Indexes

Reading and Spelling Index	Linguistic Processing Index
Letter and Word Choice	Phonological Manipulation
Word/Question Reading Fluency	Rapid Letter Naming
Irregular Word Spelling	Word Pattern Choice
Pseudoword Reading	Word Memory
Dyslexia Diagnostic Index (DDI)	

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TOD-C Composites

Sight Word Acquisition	Phonics Knowledge	Basic Reading Skills	Decoding Efficiency
Irregular Word Reading	Pseudoword Reading	Pseudoword Reading	Rapid Pseudoword Reading
Rapid Irregular Word Reading	Rapid Pseudoword Reading	Irregular Word Reading	Rapid Irregular Word Reading

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TOD-C Composites

Spelling	Reading Fluency	Reading Comprehension Efficiency
Irregular Word Spelling	Word/Question Reading Fluency	Question Reading Fluency
Regular Word Spelling	Oral Reading Efficiency	Silent Reading Efficiency

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TOD-C Composites

Phonological Awareness	Rapid Automatized Naming	Auditory Working Memory	Orthographic Processing
Phonological Manipulation	Rapid Letter Naming	Word Memory	Letter and Word Choice
Blending	Rapid Number and Letter Naming	Letter Memory	Word Pattern Choice
Segmenting			

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TOD-C Composites

Vocabulary	Reasoning	Vocabulary and Reasoning 2	Vocabulary and Reasoning 4
Picture Vocabulary	Picture Analogies	Picture Vocabulary	Picture Vocabulary
Listening Vocabulary	Geometric Analogies	Picture Analogies	Picture Analogies
			Listening Vocabulary
			Geometric Analogies

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TOD-C Tests

Subtest	Description
4C. Phonological Manipulation	Substitution: examinee changes a word, syllable, or phoneme to make a new word Deletion: examinee takes away a word, syllable, or phoneme to make a new word
5C. Irregular Word Spelling	Examiner orally presents words that contain irregular sound–symbol correspondences of increasing difficulty, and the examinee spells them in the Response Booklet
6C. Rapid Letter Naming	Examinee is presented with rows of confusable letters (e.g., *b, d, p*) in a random sequence and must name the letters as rapidly as possible in 1 minute
7C. Pseudoword Reading	Examinee says the sounds associated with letters and then reads aloud pseudowords

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TOD-C Tests (cont.)

Subtest	Description
8C. Word Pattern Choice	Examinee looks at a row of four letter groups (e.g., bho, wob, ohb, obh) and chooses the one that conforms to spelling patterns of typical of real English words
9C. Word Memory	Examinee listens to a string of words and then repeats the words in reverse order
10C. Picture Analogies	Examinee selects one of four response options that complete a picture analogy presented in an *A* is to *B* as *C* is to *?* matrix format
11C. Irregular Word Reading	Examinee first reads aloud letters and then words that contain irregular sound– symbol correspondences of increasing difficulty
12C. Oral Reading Efficiency	Examinee reads a grade-level passage aloud for 1 minute.

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TOD-C Tests (cont.)

Subtest	Description
13C. Blending	Examinee blends compound words, syllables, and phonemes to make a whole word
14C. Segmenting	Examinee breaks apart compound words, syllables, and phonemes.
15C. Regular Word Spelling	Examinee spells words presented orally by the examiner containing regular sound–symbol correspondences that increase in difficulty.
16C. Silent Reading Efficiency	Examinee silently reads passages of increasing difficulty and answers comprehension questions in the Response Booklet while being timed
17C. Rapid Number and Letter Naming	Examinee is presented with rows of three numbers and three uppercase letters (e.g., 9 3 E 6 F L) and must name them as quickly as possible in 1 minute

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TOD-C Tests (cont.)

Subtest	Description
18C. Letter Memory	Examinee listens to a string of letters and then repeats the letters in reverse order.
19C. Rapid Pseudoword Reading	Examinee says the sounds associated with letters and then reads nonsense words as quickly as possible in 1 minute
20C. Rapid Irregular Word Reading	Examinee reads aloud words that contain irregular sound–symbol correspondences of increasing difficulty in 1 minute
21C. Symbol to Sound	Examinee is presented with symbols that represent letter sounds and must blend the sounds into real words.
22C. Listening Vocabulary	Examinee says (or points to) one of four words that best answers a question that the examiner reads orally
23C. Geometric Analogies	Examinee selects one of four response options that completes a symbolic/abstract analogy presented in an *A* is to *B* as *C* is to *?* matrix format

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Test 4C: Phonological Manipulation

- Two Parts:
  - Substitution
  - Deletion
- Materials needed:
  - TOD-C Easel 1
  - TOD-C Record Form

- Basal: 2 consecutive correct responses
- Ceiling: 4 consecutive errors
- Scoring:
  - 1 point per correct response
  - Pauses for more than 5 seconds, score 0

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Test 5C: Irregular Word Spelling

- Materials needed:
  - TOD-C Easel 1
  - TOD-C Record Form
  - TOD-C Response Booklet

- Basal: 4 consecutive correct responses*
- Ceiling: 4 consecutive errors
- Scoring:
  - 1 point per correct response
  - Can repeat a word
  - Print or cursive acceptable

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Test 6C: Rapid Letter Naming

- Materials needed:
  - TOD-C Easel 1
  - TOD-C Record Form
  - Stopwatch/Timer

- Basal: N/A
- Ceiling: N/A as timed (1 minute)
- Scoring: 1 point per correct response

p	d	u	n	b	q

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Test 7C: Pseudoword Reading

- Materials needed:
  - TOD-C Easel 1
  - TOD-C Record Form

- Basal: 2 consecutive correct responses
- Ceiling: 5 consecutive errors
- Scoring:
  - 1 point per correct response
  - Pauses for more than 5 seconds, score item 0

S	tig
T	ob

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Test 8C: Word Pattern Choice

- Materials needed:
  - TOD-C Easel 1
  - TOD-C Record Form
  - TOD-C Response Booklet
  - Stopwatch/Timer

- Basal: Item 1
- Ceiling: N/A as timed (2 minutes)
- Scoring: 1 point per correct response

xc	im	bv	kq

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Test 9C: Word Memory

- Materials needed:
  - TOD-C Easel 1
  - TOD-C Record Form

- Basal: Item 1
- Ceiling: 5 consecutive errors
- Scoring:
  - 1 point per correct response
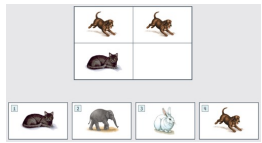 - Pauses for more than 5 seconds, score item 0

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Test 10C: Picture Analogies

- Materials needed:
  - TOD-C Easel 1
  - TOD-C Record Form

- Basal: Item 1
- Ceiling: 4 consecutive errors
- Scoring: 1 point per correct response

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Test 11C: Irregular Word Reading

- Materials needed:
  - TOD-C Easel 1
  - TOD-C Record Form

- Basal: 2 consecutive correct responses
- Ceiling: 4 consecutive errors
- Scoring: 1 point per correct response

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Test 12C: Oral Reading Efficiency

- Materials needed:
  - TOD-C Easel 1
  - TOD-C Record Form
  - Stopwatch/Timer

- Basal: N/A
- Ceiling: N/A as timed (1 minute)

- Scoring:
  - Number of words read correctly, Number of errors
  - Errors are substitutions and omissions
  - Word not read after 3 seconds, tell them the word and mark as incorrect

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Test 13C: Blending

- Materials needed:
  - TOD-C Easel 1
  - TOD-C Record Form
  - TOD-C Audio Recording

- Basal: 2 consecutive correct responses
- Ceiling: 4 consecutive errors
- Scoring: 1 point per correct response

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Test 14C: Segmenting

- Materials needed:
  - TOD-C Easel 1
  - TOD-C Record Form

- Basal: 2 consecutive correct responses
- Ceiling: 4 consecutive errors
- Scoring: 1 point per correct response

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Test 15C: Regular Word Spelling

- Materials needed:
  - TOD-C Easel 2
  - TOD-C Record Form
  - TOD-C Response Booklet

- Basal: 4 consecutive correct responses*
- Ceiling: 4 consecutive errors
- Scoring:
  - 1 point per correct response
  - Can repeat a word
  - Print or cursive acceptable

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Test 16C: Silent Reading Efficiency

- Materials needed:
  - TOD-C Easel 2
  - TOD-C Record Form
  - TOD-C Response Booklet
  - Stopwatch/Timer

- Basal: N/A
- Ceiling: N/A as timed
  - Grade 1-5   5 minutes
  - Grade 6+   8 minutes
- Scoring: 1 point per correct response

Sally has a new toy. It is a little car. It is red. She likes to ride in it.

A. Who has a new toy?
   A. Maria
   B. Jane
   C. Sally
   D. Sue

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Test 17C: Rapid Number and Letter Naming

- Materials needed:
  - TOD-C Easel 2
  - TOD-C Record Form
  - Stopwatch/Timer

- Basal: N/A
- Ceiling: N/A as timed (1 minute)
- Scoring:
  - 1 point per correct response
  - Pauses for more than 3 seconds, score 0

| 3 | E | 6 | F | L | 9 |

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Test 18C: Letter Memory

- Materials needed:
  - TOD-C Easel 2
  - TOD-C Record Form
- Basal: Item 1
- Ceiling: 5 consecutive errors

- Scoring:
  - 1 point per correct response
  - Pauses for more than 5 seconds, score 0
  - Cannot repeat item

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Test 19C: Rapid Pseudoword Reading

- Materials needed:
  - TOD-C Easel 2
  - TOD-C Record Form
  - Stopwatch/Timer

- Basal: Item 1
- Ceiling: N/A as timed (1 minute)
- Scoring:
  - 1 point per correct response
  - Skipped or mispronounced words are incorrect
  - Pauses for more than 3 seconds, score 0

ip
ab
san

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Test 20C: Rapid Irregular Word Reading

- Materials needed:
  - TOD-C Easel 2
  - TOD-C Record Form
  - Stopwatch/Timer

- Basal: Item 1
- Ceiling: N/A as timed (1 minute)
- Scoring:
  - 1 point per correct response
  - Skipped or mispronounced words are incorrect
  - Pauses for more than 3 seconds, score 0

is
I
me
so
she

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Test 21C: Symbol to Sound Learning

- Materials needed:
  - TOD-C Easel 2
  - TOD-C Record Form

- Basal: Item 1
- Ceiling: 5 consecutive errors
- Scoring:
  - 1 point per correct response
  - No response or incorrect response, score item 0

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Test 22C: Listening Vocabulary

- Materials needed:
  - TOD-C Easel 2
  - TOD-C Record Form
- Basal: 4 consecutive correct responses
- Ceiling: 4 consecutive errors
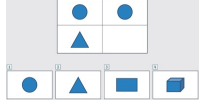- Scoring: 1 point per correct response

doll	ball	bat	top

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Test 23C: Geometric Analogies

- Materials needed:
  - TOD-C Easel 2
  - TOD-C Record Form
- Basal: Item 1
- Ceiling: 5 consecutive errors
- Scoring: 1 point per correct response

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TOD Interpretation

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Blueprint for the TOD

Composites	TOD-Screener	TOD-Early*	TOD-Comprehensive*
Reading and Spelling			
Sight Word Acquisition	Letter and Word Choice	Letter and Sight Word Recognition	Irregular Word Reading Rapid Irregular Word Reading [T]
Phonics Knowledge		Sounds and Pseudowords Letter and Sound Knowledge	Pseudoword Reading Rapid Pseudoword Reading [T]
Basic Reading Skills		Letter and Sight Word Recognition Letter and Sound Knowledge	Irregular Word Reading Pseudoword Reading
Decoding Efficiency			Rapid Irregular Word Reading [T] Rapid Pseudoword Reading [T]
Spelling	Letter and Word Choice		Irregular Word Spelling Regular Word Spelling
Reading Fluency	Word Reading Fluency [T] (or) Question Reading Fluency [T]		Oral Reading Efficiency [T]
Reading Comprehension Efficiency	Word Reading Fluency [T] (or) Question Reading Fluency [T]		Silent Reading Efficiency [T]
Linguistic Processing			
Phonological Awareness		Early Segmenting Rhyming	Phonological Manipulation Blending Segmenting
Rapid Automatized Naming		Early Rapid Number and Letter Naming [T]	Rapid Letter Naming [T] Rapid Number and Letter Naming
Auditory Working Memory			Word Memory Letter Memory
Orthographic Processing	Letter and Word Choice [T]		Word Pattern Choice [T]
Symbol to Sound Learning (Single Test)			Symbol to Sound Learning
Vocabulary and Reasoning			
Vocabulary	Picture Vocabulary		Listening Vocabulary
Reasoning			Picture Analogies Geometric Analogies

T = Timed   * = The 3 screening tests are the first 3 tests in the TOD-E and the TOD-C

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Interpretation

01 STEP	02 STEP	03 STEP	04 STEP	05 STEP
Interpret the Early Dyslexia Diagnostic Index (EDDI)/ Dyslexia Diagnostic Index (DDII)	Interpret the Linguistic Processing Index	Interpret the Reading and Spelling Index	Interpret the Composites	Interpret the individual tests

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Dyslexia Risk Index

- Letter and Word Choice and Word or Question Reading Fluency from the TOD-S yield the Dyslexia Risk Index (DRI).
  - Indicates the need for further evaluation
- DRI scores in the at-risk range suggest further testing is needed with the TOD-C or TOD-E.

Table 3.2 Risk for Dyslexia Based on Dyslexia Risk Index (DRI) Standard Score		
Risk	**Interpretive description**	**Standard Score range**
No or Low Risk	Above Average	110-130
Possible Risk*	Average	90–109
At-Risk	Below Average	89 and below

*Lower possible risk at high end of average range and higher possible risk at lower end of average range.

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(Early) Dyslexia Diagnostic Index

- TOD-C Dyslexia Diagnostic Index (DDI) and TOD-E Early Dyslexia Diagnostic Index (EDDI) both require administering 8 tests.
- Indicates the probability of dyslexia

Table 3.4. Probability of Dyslexia Based on Dyslexia Diagnostic Index (DDI) Standard Score		
Probability	**Interpretive description**	**Standard score range**
Extremely Low Probability (About 10% of the population scores in this range)	Well Above Average	120 and above
Very Low Probability (About 15% of the population scores in this range)	Above Average	110 – 119
Low to Moderately Probability* (About 50% of the population scores in this range)	Average	90 – 109
High Probability (About 15% of the population scores in this range)	Below Average	80 – 89
Very High Probability (About 8% of the population scores in this range)	Well Below Average	70 – 79
Extremely High Probability (About 2% of the population scores in this range)	Significantly Below Average	69 and below

*Low risk at high end of average range and moderate risk at lower end of average range.

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English Language Fluency

- The TOD was standardized on individuals who demonstrated fluency in English
  - Sample also included bilingual and multilingual individuals who were fluent in English
  - No significant differences in scores between monolingual English individuals and those who are bilingual, multilingual, and/or non-native English speakers
  - If an examinee does not exhibit sufficient English proficiency to learn and communicate in English, then it is not appropriate to base interpretation of the scores on the TOD norms, although the item responses can provide qualitative clinical information

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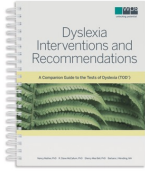
Dyslexia Interventions and Recommendations A Companion Guide to the Tests of Dyslexia

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A Companion Guide to the Tests of Dyslexia

- **Section 1.** Structured Literacy: An Approach to Intervention
- **Section 2.** Phonological/Phonemic Awareness
- **Section 3.** Moving from Speech to Print/Orthographic Mapping
- **Section 4.** Sight Word Acquisition
- **Section 5.** Phonics and Structural Analysis
- **Section 6.** Spelling
- **Section 7.** Reading Fluency
- **Section 8.** Vocabulary
- **Section 9.** Reading Comprehension
- **Section 10.** Accommodations
- **Section 11.** Self-Advocacy/Strengths/Transitions
- **Appendix:** Teaching Students with Dyslexia
- **Glossary of Terms**

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Organization of Each Section

- Provides an introduction to the skill area being presented
- Provides guidance on selecting recommendations and interventions including a general sequence of expected skill development
- Lists the TOD tests related to the skill area as well as related sections
- Provides a number of interventions ranging from beginning skill level to more advanced skill level
- Lists references

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Structured Literacy

Explicitly teaches systematic word identification and decoding strategies. This type of approach benefits most students but is critical for students with dyslexia.

Principles of Structured Literacy:
- Systematic and cumulative
- Explicit
- Diagnostic

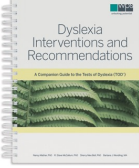Western Psychological Services | wpspublish.com

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Structured Literacy *(cont.)*

Provides explicit instruction in:
- Phonology
- Sound–symbol correspondences
- Syllables
- Morphology
- Syntax
- Semantics

Dyslexia Interventions and Recommendations

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Example of an Orthographic Mapping Intervention

Phoneme–Grapheme Mapping

Provide the student with daily practice in phoneme–grapheme mapping (Grace, 2007). Using enlarged graph paper and tokens, the student will first represent an orally presented word with tokens and then with letters underneath. The two questions posed are: *What do you hear? What do you write?* One token represents one sound. Follow this progression:
- Begin with regular words where the number of phonemes equals the number of graphemes
- Introduce words with consonant blends
- Introduce words with digraphs (written in one box)
- Introduce words with silent letters (e.g., *v-c-e*, *mb*)
- Introduce words with vowel digraphs (e.g., *oa*, *ee*)

Source: Grace, K. (2007). *Phonics and spelling through phoneme-grapheme mapping.* Voyager Sopris Learning

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Appendix

Teaching Students with Dyslexia
- Designed to be a handout to share with teachers
- Provides a general overview of the types of interventions, accommodations, and modifications that students with dyslexia often need
- The eight sections of the appendix also provide a framework for understanding the rationale for these interventions
- You may focus on just one section that applies to a certain student with a specific need or provide the entire appendix

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Psychometric Information

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Rating Scales: Standardization Sample

TOD-C Child Sample
- Parent/Caregiver Rating *n* = 997
- Teacher Rating *n* = 448
- Self-Rating *n* = 1,066

TOD-E
- Parent/Caregiver Rating *n* = 154
- Teacher Rating *n* = 142

TOD-C Adult Sample
- Self-Rating *n* = 267

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Rating Scales: Reliability

- TOD-C internal consistency: .94 to .97
- TOD-C inter-rater correlations among the scales range from .77 to .81

- TOD-E internal consistency: .95 to .97
- TOD-E inter-rater correlation (Parent/Caregiver to Teacher): .75

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Rating Scales: Validity

- Correlations between TOD-C Rating Scales and key scores from the TOD include:
  - Linguistic Processing Index ($r = -.42$ to $-.55$)
  - Reading and Spelling Index ($r = -.51$ to $-.84$)
  - Dyslexia Risk Index (derived from 2 screening tests) ($r = -.65$ to $-.71$);
  - Dyslexia Diagnostic Index (derived from 4 linguistic and 4 reading/spelling tests) ($r = -.64$ to $-.69$).

Note: Correlations are negative because the Rating Scales are scored in the opposite direction from the direct tests.

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TOD-C Classification Table for Parent Rating Scale Prediction of Reading LD

		Predicted		
		No Reading LD	Reading LD	Percentage Correct
Observed	No Reading LD	25	8	75.8
	Reading LD	7	26	78.8
Total				77.3

TOD-C Classification Table for Teacher Rating Scale Prediction of Reading LD

		Predicted		
		No Reading LD	Reading LD	Percentage Correct
Observed	No Reading LD	26	7	78.8
	Reading LD	5	28	84.8
Total				81.8

TOD-C Classification Table for Self-Rating Scale Prediction of Reading LD

		Predicted		
		No Reading LD	Reading LD	Percentage Correct
Observed	No Reading LD	28	5	84.8
	Reading LD	6	27	81.8
Total				83.3

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Table 5.27 Conditional Probability Analysis for Detection of Clinical Cases Using the TOD-S Dyslexia Risk Index (DRI)

Standard Score

Score

SS cutoff	Sensitivity	Specificity
70	.40	.99
75	.58	.99
80	.80	.99
85	.93	.96
90	.99	.87

Note. The analyzed sample included 179 clinically diagnosed children and 1,486 typically developing children.

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Table 5.28. Conditional Probability Analysis for Detection of Clinical Cases Using the TOD-C Dyslexia Diagnostic Index (DDI)

Standard Score

Score

SS cutoff	Sensitivity	Specificity
70	.40	.99
75	.54	.99
80	.78	.97
85	.94	.91
90	.99	.82

Note. The analyzed sample included 160 clinically diagnosed children and 1,285 typically developing children.

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Table 5.29. Conditional Probability Analysis for Detection of Clinical Cases Using the TOD-E Early Dyslexia Diagnostic Index (E-DDI)

Standard Score

Score

SS cutoff	Sensitivity	Specificity
70	.34	.99
75	.63	.99
80	.80	.99
85	.98	.94
90	.99	.84

Note. The analyzed sample included 21 clinically diagnosed children and 249 typically developing children.

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Standardization

- Standardization sample included 2,518 typically developing participants
  - 1,401 TOD-C child
  - 342 TOD-C adult
  - 342 TOD-E
  - 1,723 TOD-S Child
  - 347 TOD-S and TOD-C Adult
- Represented U.S. census in gender, Hispanic status, race, geographic region, household income, parents' educational level, and exceptionality status

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TOD Standardization Samples

- Standardization and clinical samples (Total; 2,518 participants)
  - TOD-S child sample: 1,723 (337 also in clinical sample)
  - TOD-S and TOD-C adult sample: 347 (64 also in clinical sample)
  - TOD-C child sample: 1,401 children (272 also in clinical sample)
  - TOD-E: 342 (70 also in clinical sample)
- Demographics match well to the U.S. Census figures; most of the match data show that samples exceed the guidelines (i.e., they are within 5% of the proportions shown within the most recent Census figures)

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Clinical Sample

- Clinical samples included:
  - Intellectual Disability
  - Developmental Disability
  - Autism spectrum disorder
  - ADHD
  - Language disorder
  - Reading disability/dyslexia
  - Speech disorder
  - Emotional or behavior disorder
  - Hearing impaired
  - Visually impaired
  - Other physical disability

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Reliability

- Internal consistency reliability of tests, indexes, and composites almost all > .80
- Test–retest reliability for all tests, indexes, and composites ranges from .70 to .97 (median .88); most effect sizes of change from first to second testing are small

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Reliability *(cont.)*

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- Internal consistency ranges for DRI, DDI, and EDDI
  - TOD-S: DRI, Children by grade, .81—.95, 9 of 13 > .92
  - TOD-S: DRI, Adults by 6 ages, .85—.94
  - TOD-C: DDI, Children by grade, .94—.98
  - TOD-C: DDI, Adults by age, .92—.96
  - TOD-E: EDDI, Children by grade, .97—.98

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Validity—Content Validity

- Developmental progression of means by age fits with expectations of skill growth and mastery. Some skills are mastered earlier (e.g., phonological awareness), and some continue to grow (e.g., vocabulary).
- Similar tests were more highly correlated than dissimilar tests (e.g., Phonemic Manipulation and Rapid Number and Letter Naming correlate at .30, while Regular Word Spelling and Irregular Word Spelling correlate at .81).

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Validity—Confirmatory Factor Analysis

- DDI and EDDI are supported as having good model fit.
- RSI/ERSI and LPI/ELPI are also supported as two indexes loading onto DDI and EDDI.
- Results support strength of index interpretation.

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Convergent Validity

- Most correlations between tests of similar constructs were moderate, indicating support for the measurement of the TOD tests. The convergent validity tests are:
  - TOD-C:
    - WJ IV Cognitive
    - WJ IV Achievement
    - CASL-2
    - CTOPP-2
    - TOWRE-2
    - TOC-2
    - UNIT-GAT
  - TOD-E:
    - WJ IV Achievement
    - CASL-2
    - CTOPP-2

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Detection of Ability and Skill Weakness (Sensitivity and Specificity)

- Sensitivity and specificity analyses examine how well a test categorizes individuals into groups at a certain score.
- At a cutoff score of 80:
  - The TOD-S Dyslexia Risk Index discriminates individuals with a reading disability from typically developing individuals with sensitivity of > = .80 and specificity of > = .99
  - The TOD-C Dyslexia Diagnostic Index does so with sensitivity of > = .78 and specificity of > = .97
  - The TOD-E Early Dyslexia Diagnostic Index does so with sensitivity of > = .80 and specificity of > = .99

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Before Using a New Test

- Study the manual and familiarize yourself with the kit's components and materials
- Ask a colleague or supervisor if you have questions
- Thoroughly practice giving and scoring the subtest items
- Administer the test to at least three persons before using it in a real situation
- Have an experienced practitioner observe your practice testing and review your scoring and interpretation

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TOD Updates

Join the mailing list to stay up to date on all things TOD, including discounts, case studies, events, and more.

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Resources

WPS Online Evaluation System
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WPS Video Resources
pages.wpspublish.com/webinars

WPS Content Hub
wpspublish.com/content-hub

Telepractice Page
wpspublish.com/telepractice-101

WPS YouTube Channel
youtube.com/channel/UCI7wzwKNIj5fKN83Idh_yLg

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