

TOD-C™

Tests of Dyslexia–Comprehensive

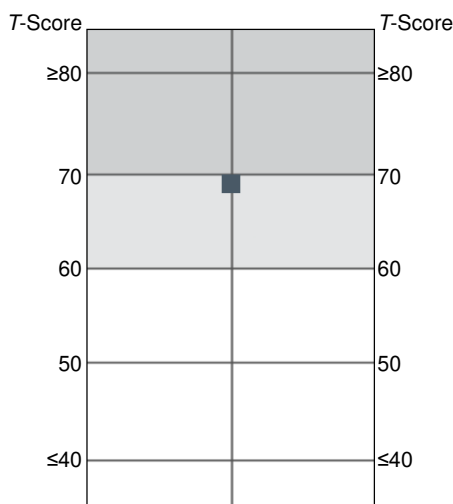
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Examinee Information

Individual's name	Date of birth	Age at testing
TOD Sample	01/20/2016	8 years 0 months
School	Grade	Administration date
Wilson Elementary	3rd	01/15/2024
Rater's name	Relationship to individual	
G. Brown	Parent	

Score Profile

TOD Total Score Results


Total Raw Score: 82
T-score: 69

- ≥70 T: **Very High**
- 60 T-69 T: **High**
- ≤59 T: **Low to Moderate**

Category	Degree of Difficulty			
Vocabulary and Reasoning	None	Minor	Some	Major
VC = Verbal Comprehension			X	
GR = General Reasoning	X			
Linguistic Risk Factors				
PP = Phonological Processing			X	
OP = Orthographic Processing			X	
RAN = Rapid Automatized Naming *				
ME = Memory			X	
Reading and Spelling				
BRS = Basic Reading Skills				X
RF = Reading Fluency				X
RC = Reading Comprehension		X		
SP = Spelling			X	
Contributing Factors				
MoR = Motivation (for Reading)				X
A = Attention			X	

 * **Note:** Category not measured on this form.

Confidence Interval: 90%	%ile	Risk Level
65 - 73	97	High Risk

The Rating Scale T-score indicates a High Risk for dyslexia. Considerable specific difficulties in reading, spelling, and related skill areas are likely present. Item-level responses, as well as additional data from TOD tests, will be helpful in understanding the specific areas of difficulty.

Background Information

The individual...	Response
1. Has a family history of reading difficulties. If yes, please check all that apply. If other relative, please specify:	Yes Father
2. Has had an educational, medical, or behavioral diagnosis. If yes, please specify:	No
3. Has a history of vision problems.	No
4. Has a history of ear infections or tubes in ears.	No
5. Received/received speech and/or language services.	Yes
6. Received/received additional reading support services in school.	Yes
7. Received/received extra outside tutoring for reading.	Yes
8. Has repeated (or is repeating) a grade.	No

Item Responses

The individual...	Response	(Score)	Category
1. Has oral language abilities (such as listening and speaking) similar to or better than those of others in the same grade.	3	(2)	VC
2. Has an oral vocabulary (e.g., understands the meanings of words used in conversation) similar to or better than that of others in the same grade.	3	(2)	VC
3. Has reasoning abilities (e.g., solves problems, uses strategies, seems able to figure out how to do new things) similar to or better than those of others in the same grade.	4	(1)	GR
4. Mispronounces some words when speaking.	3	(3)	PP
5. Demonstrates word-finding difficulties (e.g., uses imprecise language, talks around the word, uses fillers such as um, uh).	4	(4)	VC
6. Reads slowly.	4	(4)	RF
7. Lacks interest in reading (e.g., doesn't choose reading during free time, makes negative comments about reading).	4	(4)	MoR
8. Has trouble pronouncing some longer words when reading.	4	(4)	BRS, PP
9. Confuses letters that look alike (e.g., i and d).	4	(4)	OP
10. Prefers other activities to reading (e.g., art, music, sports).	4	(4)	MoR
11. Spends time at home reading for pleasure.	1	(4)	MoR
12. Would rather listen to a book than read it.	4	(4)	MoR

13.	Gets confused by little words that look alike (e.g., washers, whetters).	3	(3)	OP
14.	Would rather work on math problems than read a book.	3	(3)	MoR
15.	Takes a long time to do homework that requires reading.	4	(4)	RF
16.	Needs help with homework that requires reading.	4	(4)	RF
17.	Reads with good expression (e.g., uses appropriate speed, varies voice, pays attention to punctuation).	1	(4)	RF
18.	Reads with understanding.	3	(2)	RC
19.	Has trouble spelling words that are not spelled like they sound (e.g., once, about).	4	(4)	ME, OP, SP
20.	Has trouble recalling how to spell basic high-frequency words (e.g., to, look, the).	2	(2)	ME, OP, SP
21.	Has trouble spelling words that are spelled like they sound (e.g., full, but).	3	(3)	ME, PP, SP
22.	Produces different spellings for the same word.	3	(3)	SP
23.	Needs extra support to manage time and organize materials.	3	(3)	A
24.	Has trouble planning and completing tasks.	3	(3)	A
25.	Has trouble understanding directions.	2	(2)	VC
26.	Can repeat back information just heard, such as a telephone number.	3	(2)	ME

Item Response Key:

- 1 = Strongly Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree

- Missing response

* Default value was used for missing response.

Note: Raw Score values in parentheses reflect item input for most items, and represent reverse scoring for the following items: 1, 2, 3, 11, 17, 18, 26.

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