FOR EXAMINER USE ONLY

Early Form

Score Report

TOD™-E

unlocking potential

Tests of Dyslexia–Early

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Examinee Information

Child's name	Grade	Date of birth
TOD Sample	1st	07/10/2017
School/Setting	**Examiner**	**Administration date**
Wilson Elementary	V. Smith	01/17/2024
Reason for assessment		**Age at testing**
Limited progress in reading		6 years 6 months

Score Summary

Test number	Test name	Raw score		Standard score	Confidence interval: 90%	%ile rank	Equivalent: Child age	Descriptive range
		Raw score	Ability score					
1S	Picture Vocabulary	24	116	112	102 - 122	79	7:8 to 7:11	Above Average
2S	Letter and Word Choice	9	78	75	67 - 83	5	< Start age	Well Below Average
3Sa	Word Reading Fluency	7		80	74 - 86	9	5:0 to 5:3	Below Average
4E	Sounds and Pseudowords	11		84	78 - 90	14	5:4 to 5:7	Below Average
5E	Rhyming	16		96	90 - 102	39	6:0 to 6:5	Average
6E	Early Rapid Number and Letter Naming	22		72	63 - 81	3	< Start age	Well Below Average
7E	Letter and Sight Word Recognition	10		73	69 - 77	4	5:0 to 5:3	Well Below Average
8E	Early Segmenting	14		90	85 - 95	25	5:8 to 5:11	Average
9E	Letter and Sound Knowledge	22		91	86 - 96	27	6:0 to 6:5	Average

Descriptive ranges (based on standard scores): Significantly Below Average (69 and below); Well Below Average (70-79); Below Average (80-89); Average (90-109); Above Average (110-119); Well Above Average (120 and above).

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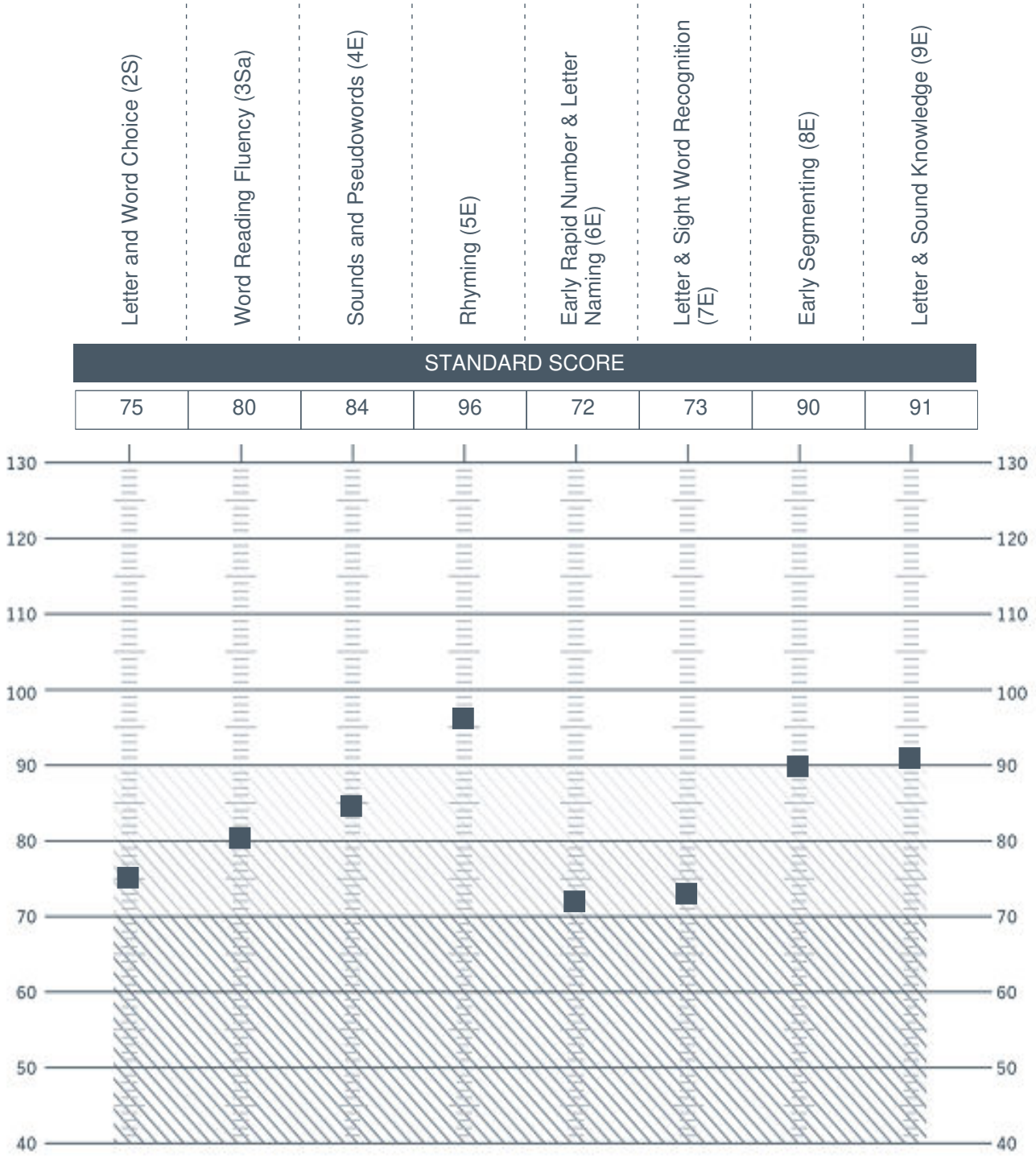
Standard Score Profile of Tests in the Early Dyslexia Diagnostic Index (EDDI)



Standard scores <90 are shaded in gray to indicate they are below average; the darker shading indicates greater skill deficits.

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Standard Score Comparisons of Tests in the EDDI

TOD test scores compared	Difference in standard scores	Significant difference	Percentage of sample with this difference
Early Rapid Number and Letter Naming vs. Early Segmenting	18	Yes	20%
Early Rapid Number and Letter Naming vs. Letter and Sound Knowledge	19	Yes	10%-15%
Letter and Sight Word Recognition vs. Early Segmenting	17	Yes	25%
Letter and Sight Word Recognition vs. Letter and Sound Knowledge	18	Yes	5%-10%
Letter and Word Choice vs. Early Segmenting	15	Yes	>25%
Letter and Word Choice vs. Letter and Sound Knowledge	16	Yes	20%
Letter and Word Choice vs. Rhyming	21	Yes	10%-15%
Rhyming vs. Early Rapid Number and Letter Naming	24	Yes	10%-15%
Rhyming vs. Letter and Sight Word Recognition	23	Yes	5%-10%
Sounds and Pseudowords vs. Letter and Sight Word Recognition	11	Yes	25%
Sounds and Pseudowords vs. Rhyming	12	Yes	>25%
Word Reading Fluency vs. Early Segmenting	10	Yes	>25%
Word Reading Fluency vs. Letter and Sound Knowledge	11	Yes	>25%
Word Reading Fluency vs. Rhyming	16	Yes	20%-25%

Comparisons that are significant are listed. Nonsignificant differences are not included in this table.

Early Dyslexia Diagnostic Index (EDDI), Early Reading and Spelling Index (ERSI), and Early Linguistic Processing Index (ELPI) Standard Scores

TOD Index	Sum of standard scores	Index standard score: Child age	Confidence interval: 90%	%ile rank	Descriptive range
Early Dyslexia Diagnostic Index	661	76	73 - 79	5	Well Below Average
Early Reading and Spelling Index	403	76	71 - 81	5	Well Below Average
Early Linguistic Processing Index	258	82	78 - 86	12	Below Average

Descriptive ranges (based on standard scores): Significantly Below Average (69 and below); Well Below Average (70-79); Below Average (80-89); Average (90-109); Above Average (110-119); Well Above Average (120 and above).

Probability of dyslexia based on EDDI standard score *	Very High Probability of Dyslexia

*Extremely Low (120 and above), Very Low (110-119), Low to Moderate (90-109), High (80-89), Very High (70-79), Extremely High (69 and below)

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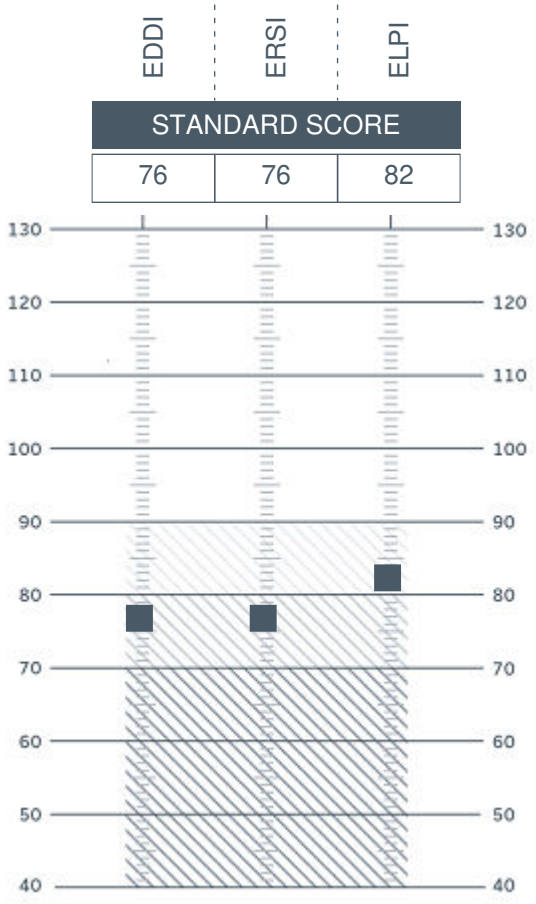
Standard Score Profile of EDDI, ERSI, and ELPI



Standard scores <90 are shaded in gray to indicate they are below average/high probability of dyslexia; the darker shading indicates greater skill deficits and higher probability of dyslexia.

Standard Score Comparisons of EDDI, ERSI, ELPI, and PV-S

Standard score	Difference in standard scores	Significant difference	Percentage of sample with this difference
Early Dyslexia Diagnostic Index vs. Picture Vocabulary	36	Yes	<1%
Early Linguistic Processing Index vs. Early Reading and Spelling Index	6	No	

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Score Summary of TOD-E Composites

TOD-E composite	Sum of standard scores	Composite standard score: Child age	Confidence interval: 90%	%ile rank	Descriptive range
Early Sight Word Acquisition	148	69	62 - 76	2	Significantly Below Average
Early Phonics Knowledge	175	86	80 - 92	18	Below Average
Early Basic Reading Skills	164	79	75 - 83	8	Well Below Average
Early Phonological Awareness	186	92	86 - 98	30	Average

Descriptive ranges (based on standard scores): Significantly Below Average (69 and below); Well Below Average (70-79); Below Average (80-89); Average (90-109); Above Average (110-119); Well Above Average (120 and above).

Standard Score Comparisons of TOD-E Composites and Indexes

TOD-E composite and index scores compared	Difference in standard scores	Significant difference	Percentage of sample with this difference
Early Basic Reading Skills vs. Early Phonological Awareness	13	Yes	>25%
Early Basic Reading Skills vs. Picture Vocabulary	33	Yes	<1%
Early Dyslexia Diagnostic Index vs. Early Phonological Awareness	16	Yes	5%-10%
Early Dyslexia Diagnostic Index vs. Early Phonics Knowledge	10	Yes	5%-10%
Early Linguistic Processing Index vs. Early Phonological Awareness	10	Yes	5%-10%
Early Linguistic Processing Index vs. Picture Vocabulary	30	Yes	1%-5%
Early Linguistic Processing Index vs. Early Sight Word Acquisition	13	Yes	>25%
Early Phonological Awareness vs. Picture Vocabulary	20	Yes	15%-20%
Early Phonics Knowledge vs. Picture Vocabulary	26	Yes	5%-10%
Early Reading and Spelling Index vs. Early Phonological Awareness	16	Yes	20%-25%
Early Reading and Spelling Index vs. Early Phonics Knowledge	10	Yes	10%
Early Reading and Spelling Index vs. Picture Vocabulary	36	Yes	<1%
Early Sight Word Acquisition vs. Early Basic Reading Skills	10	Yes	20%
Early Sight Word Acquisition vs. Early Phonological Awareness	23	Yes	5%-10%
Early Sight Word Acquisition vs. Early Phonics Knowledge	17	Yes	5%-10%
Early Sight Word Acquisition vs. Picture Vocabulary	43	Yes	<1%

Comparisons that are significant are listed. Nonsignificant differences are not included in this table.

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Standard Score Comparisons of Tests in TOD-E Composites

TOD test scores compared	Difference in standard scores	Significant difference	Percentage of sample with this difference
Letter and Sight Word Recognition vs. Letter and Sound Knowledge	18	Yes	5%-10%

Comparisons that are significant are listed. Nonsignificant differences are not included in this table.

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Interpretive Report

Results are based upon administration of tests from the TOD-E. All scores were obtained by comparing scores from each test, index, and composite to those of similar-age peers.

Picture Vocabulary

Picture Vocabulary (1S), a measure of receptive vocabulary knowledge, requires selecting one of four pictures that best depicts a word that the examiner presents orally. The standard score obtained on this test fell into the Above Average range. This score range indicates advanced receptive vocabulary knowledge.

Letter and Word Choice

Letter and Word Choice (2S), a measure of orthographic knowledge, requires selecting the correct letter or correct spelling of a word from four choices (e.g., *prak*, *park*, *karp*, *rakp*). The standard score obtained on this test fell into the Well Below Average range. This score range indicates very limited spelling skills and ability to recognize orthographic patterns.

Word Reading Fluency

Word Reading Fluency (3Sa), a measure of word reading rate, requires looking at a picture and then selecting the correct corresponding word from a row of four words as quickly as possible. The standard score obtained on this test fell into the Below Average range. This score range indicates limited reading rate at the single-word level.

Sounds and Pseudowords

Sounds and Pseudowords (4E), a measure of phonics knowledge, requires naming the sounds of letters and then reading phonically regular nonsense words. The standard score obtained on this test fell into the Below Average range. This score range indicates limited knowledge of sound–letter, or phoneme–grapheme, correspondences.

Rhyming

Rhyming (5E), a measure of phonological awareness, requires pointing to a picture that rhymes with a word and then producing a word that rhymes. The standard score obtained on this test fell into the Average range. This score range indicates average rhyming skills, an important phonological awareness ability.

Early Rapid Number and Letter Naming

Early Rapid Number and Letter Naming (6E), a measure of rapid automatized naming (RAN), requires rapidly retrieving and naming a random sequence of three numbers (*1*, *2*, *3*) and three letters (*A*, *B*, *C*) within 1 minute. The standard score obtained on this test fell into the Well Below Average range. This score range indicates very limited rapid automatized naming ability.

Letter and Sight Word Recognition

Letter and Sight Word Acquisition (7E), a measure of early basic reading skills, requires naming specific letters and reading basic sight words. The standard score obtained on this test fell into the Well Below Average range. This score range indicates very limited letter knowledge and early reading skills.

Early Segmenting

Early Segmenting (8E), a measure of phonological awareness, requires breaking apart compound words, syllables, and phonemes. The standard score obtained on this test fell into the Average range. This score range indicates average segmenting ability, an essential skill for spelling.

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Letter and Sound Knowledge

Letter and Sound Knowledge (9E), a measure of phoneme–grapheme knowledge, requires pointing to or saying the letter or letters that represent the first, last, and middle sounds in a word that the examiner presents orally. The standard score obtained on this test fell into the Average range. This score range indicates average phoneme–grapheme knowledge.

TOD-E Indexes

Early Dyslexia Diagnostic Index

The TOD-E Early Dyslexia Diagnostic Index (EDDI), derived from eight tests, provides a standard score that defines the probability of dyslexia. The EDDI standard score fell into the Well Below Average range and indicates the probability of dyslexia is Very High. This score indicates very limited performance on tests of linguistic processing and early reading and spelling skills.

Early Reading and Spelling Index

The TOD-E Early Reading and Spelling Index (ERSI) is derived from five tests that measure different aspects of beginning reading and spelling, such as letter and word recognition, word or sentence reading fluency, knowledge of phonics, letter and sight word recognition, and identification of sounds within words. These five factors assess basic foundational reading skills. The ERSI is part of the Early Dyslexia Diagnostic Index (EDDI) and can also be interpreted independently when an index of reading and spelling ability is needed. The ERSI standard score fell into the Well Below Average range and indicates very limited performance on tests of beginning reading/spelling.

Early Linguistic Processing Index

The TOD-E Early Linguistic Processing Index (ELPI) is derived from three tests that measure different aspects of basic linguistic processing skills, such as rhyming, early rapid letter naming, and segmenting skills. These three factors assess foundational linguistic processing abilities that underlie beginning reading. The ELPI is part of the Early Dyslexia Diagnostic Index (EDDI) and can also be interpreted independently when an index of linguistic processing risk factors is needed. The ELPI standard score fell into the Below Average range and indicates limited performance on tests of basic linguistic processing abilities.

TOD-E Composites

Early Sight Word Acquisition

The Early Sight Word Acquisition composite, a measure of phoneme–grapheme and orthographic knowledge, includes Letter and Word Choice (2S) and Letter and Sight Word Recognition (7E). The tasks in this composite require selecting the correct spelling of a word from four choices, naming specific letters, and reading high-frequency words. The standard score obtained on this composite fell into the Significantly Below Average range. This score range indicates extremely limited orthographic knowledge.

Early Phonics Knowledge

The Early Phonics Knowledge composite, a measure of knowledge of beginning phonics concepts, includes Sounds and Pseudowords (4E) and Letter and Sound Knowledge (9E). The tasks in this composite require naming the sounds of letters, reading phonically regular nonsense words, and identifying first, last, and middle sounds in words presented orally. The standard score obtained on this composite fell into the Below Average range. This score range indicates limited phoneme–grapheme knowledge.

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Early Basic Reading Skills

The Early Basic Reading Skills composite, a measure of knowledge of letter names, letter sounds, and high-frequency words, includes Letter and Sight Word Recognition (7E) and Letter and Sound Knowledge (9E). The tasks in this composite require naming specific letters, reading high-frequency words, and identifying the first, last, and middle sounds in words presented orally. The standard score obtained on this composite fell into the Well Below Average range. This score range indicates very limited early basic reading skills.

Early Phonological Awareness

The Early Phonological Awareness composite, a measure of two phonological awareness abilities, includes Rhyming (5E) and Early Segmenting (8E). The tasks in this composite require pointing to a picture that rhymes with a word and then producing a word that rhymes, and breaking apart compound words, syllables, and phonemes. The standard score obtained on this composite fell into the Average range. This score range indicates average early phonological ability in rhyming and segmenting.

TOD-E Comparisons

In addition to interpreting tests, indexes, and composites individually, it can be useful to compare them to each other. The Standard Score Comparisons charts display any possible comparisons that reach statistical significance. The charts also display the percentage of the standardization sample that had that specific difference. The less frequently a difference occurs, the more meaningful it is. This section will describe the differences that are most important for the diagnosis of dyslexia.

Early Dyslexia Diagnostic Index vs. Picture Vocabulary

The difference between the standard scores for the Early Dyslexia Diagnostic Index (EDDI) and the Picture Vocabulary test (PV-S) is significant. It occurred in less than 1% of the standardization sample and is therefore extremely rare.

Early Linguistic Processing Index vs. Early Reading and Spelling Index

The difference between the standard scores for the Early Reading and Spelling Index (ERSI) and the Early Linguistic Processing Index (ELPI) is not significant.