

TOD™

Tests of Dyslexia

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

Name	Date of birth	Date of testing	Age at testing
TOD Sample	01/15/2018	01/25/2024	6 years 0 months

Test name	Test abbreviation	Intervention number	Recommended interventions
Letter and Word Choice	LWC	10	Begin with spelling consonant-vowel-consonant (CVC) words. Have the student practice spelling words by first changing the beginning sound (e.g., <i>hat, bat, sat</i>) and then changing the ending sound (e.g., <i>bat, bag, ban</i>). Eventually progress to changing the medial vowel sound (e.g., <i>hit, hot, hut, hat</i>).
		288	When the student tries to spell an irregular word, draw attention to the irregular element, or the “hard part” of the word. Explain that some words in the English language have an irregular part that cannot be sounded out. This part of the word has to be memorized. For example, in the word <i>said</i> , the irregular part is the <i>ai</i> , whereas the <i>s</i> and the <i>d</i> make their regular sounds.
Picture Vocabulary	PV	5	Be aware that limited progress in reading has affected the student’s vocabulary development over time. Provide opportunities to increase the student’s vocabulary in oral language contexts, such as reading books aloud and participating in class discussions.
		284	When teaching the student vocabulary words, provide practice with the words in several different contexts. Asking the student to memorize a word with a definition will be ineffective for long-term retention. Instead, have the student write sentences with the words, make webs with the word and other words with similar meanings, and determine synonyms and antonyms for the word. Ensure the student understands the meaning of the definition so that they can associate the new word with a word they already know.
Word Reading Fluency	WRF	52	Have the student practice reading lists of high-frequency words. Time the student for 1 minute and on a bar graph, record the number of words read. Have the student keep practicing the list until the words are read quickly. On a subsequent day, use the same words in the list but in a different order.

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Early Segmenting	ESEG	7	Before presenting the written word, have the student orally segment the word into phonemes (individual speech sounds). Say: "Tell me all the sounds you hear in the word <i>branch</i> ." Next, show the student the printed word and ask what letter or letters make a certain sound: "What letters make the /ch/ sound? What letters make the /br/ sound?"
Letter and Sight Word Recognition	LSW	3	Ask the student to make up a short story that you write down. Read the story first and then ask the student to read it back to you. Create flash cards or a word list for any words that the student does not read fluently.
Letter and Sound Knowledge	LSK	7	Before presenting the written word, have the student orally segment the word into phonemes (individual speech sounds). Say: "Tell me all the sounds you hear in the word <i>branch</i> ." Next, show the student the printed word and ask what letter or letters make a certain sound: "What letters make the /ch/ sound? What letters make the /br/ sound?"
Rhyming	RHY	35	Explain that when words rhyme, the last parts are often spelled the same. Orally present words that rhyme (e.g., <i>hat, mat, sat</i>) and ask the student to identify the part that rhymes. Next show the printed words and underline the rhyming part. Identify and practice with other words that share this same rhyming spelling pattern.
Sounds and Pseudowords	SPW	39	Explain to the student the concept of the alphabetic principle (the basic understanding that the speech sounds [phonemes] of a language are represented by letters and letter combinations [graphemes]). The first step in learning to read is to learn the relationships between these sounds and letters; the second step is to pronounce the word by blending (merging together) the sounds that are represented by the letters.

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Test name	Test abbreviation	Intervention number	Recommended interventions
Blending	BLN	22	Do not focus on letter names when working with the student on spelling. Instead, focus on letter sounds through slow, careful articulation of regular words. Pronounce a word slowly; repeat the word, separating the phonemes; and then write down the graphemes to match the phonemes. (A phoneme is an individual speech sound; a grapheme is the letter or letter combination that represents a single speech sound.) Point to each grapheme and ask the student to say the sound of each grapheme and then to pronounce the whole word. Place the focus of instruction on analyzing spoken words into their sounds and then matching these sounds to the graphemes.
Irregular Word Reading	IWR	3	Ask the student to make up a short story that you write down. Read the story first and then ask the student to read it back to you. Create flash cards or a word list for any words that the student does not read fluently.
Irregular Word Spelling	IWS	1	After a spelling test, have the student use a spellchecker to check spellings. Score the test after the student has had an opportunity to correct any errors; alternatively, assign two scores: one for the original test and one for after the test has been checked with the spellchecker.
Listening Vocabulary	LV	5	Be aware that limited progress in reading has affected the student’s vocabulary development over time. Provide opportunities to increase the student’s vocabulary in oral language contexts, such as reading books aloud and participating in class discussions.
Oral Reading Efficiency	ORE	11	Choose books or topics that are of interest to the student and that are at an appropriate instructional level. Have the student read aloud 10–15 minutes a day and provide immediate corrective feedback on all errors. Ensure that the student can pronounce high-frequency words that they are likely to encounter in various contexts.
Phonological Manipulation	PHM	10	Begin with spelling consonant-vowel-consonant (CVC) words. Have the student practice spelling words by first changing the beginning sound (e.g., <i>hat, bat, sat</i>) and then changing the ending sound (e.g., <i>bat, bag, ban</i>). Eventually progress to changing the medial vowel sound (e.g., <i>hit, hot, hut, hat</i>).

Test name	Test abbreviation	Intervention number	Recommended interventions
Pseudoword Reading	PWR	3	Ask the student to make up a short story that you write down. Read the story first and then ask the student to read it back to you. Create flash cards or a word list for any words that the student does not read fluently.
Rapid Irregular Word Reading	RIW	36	Explain to the student that irregular, or exception, words have a part that does not follow the usual sound–symbol correspondence rules. Many common words, such as <i>said</i> , <i>are</i> , and <i>was</i> , are examples. Draw attention to the irregular part of a word by writing the letters larger and/or using a different color ink. For example, in the word <i>said</i> , print the <i>ai</i> larger or in a different color.
Rapid Pseudoword Reading	RPW	12	Combine phonics instruction with a reading program that includes decodable text. (Phonics is an instructional reading method for teaching students the relationships between the individual speech sounds and the letter or letters that represent these sounds and how to apply these sound–symbol correspondences to reading and spelling. Decodable text is reading material that includes words with regular sound–symbol correspondences and that is used to practice the application of common phonic elements.) Irregular words are introduced carefully with a great deal of repetition and review. Practice in reading decodable text will help the student learn how to apply newly learned skills in text.
Regular Word Spelling	RWS	1	After a spelling test, have the student use a spellchecker to check spellings. Score the test after the student has had an opportunity to correct any errors; alternatively, assign two scores: one for the original test and one for after the test has been checked with the spellchecker.
Segmenting	SEG	7	Before presenting the written word, have the student orally segment the word into phonemes (individual speech sounds). Say: “Tell me all the sounds you hear in the word <i>branch</i> .” Next, show the student the printed word and ask what letter or letters make a certain sound: “What letters make the /ch/ sound? What letters make the /br/ sound?”
Silent Reading Efficiency	SRE	2	After reading a question, ask the student to determine if the answer (a) is apparent in the immediate text; (b) requires using background information from the text or the reader; or (c) requires going beyond the information that is presented in the text.
Symbol to Sound Learning	SSL	23	Do not have the student attempt to learn sight words through visual rote memorization. (Sight words are regular or irregular words that a reader recognizes immediately without needing to use decoding strategies.) Instead, teach the student how to acquire sight words through the process of orthographic mapping (the process of assigning individual speech sounds [phonemes] to the letters that represent those sounds [graphemes]). Teach the student how to make connections between the phonemes in words and the related graphemes. Even after many exposures, the student may continue to use a blending strategy to pronounce even simple words. (Blending is merging together sounds or parts of words to create spoken words.) Provide sufficient practice so that words can eventually be retrieved as sight words from memory.
Word Pattern Choice	WPC	37	Explain to the student that there are three types of words: (a) words that are regular and are spelled exactly as they sound (sound words such as <i>cat</i> and <i>swim</i>); (b) words that are not regular but have a frequent spelling pattern that must be memorized (think words such as <i>would</i> and <i>night</i>); and (c) words that are irregular and include a part of the word that must be memorized (see words such as <i>said</i> and <i>they</i>). Explain to the student that irregular words are often the most difficult to read and spell and that these words will require extra practice to master.