

READ for Parents

12 February 2025, 7pm to 8:30pm

Charting Success: Cognitive and Achievement Performance Summary (CAPS) with Brenda Peters

Resources

[Psychometric Conversion Table](#)

Catts, H.W. Simple View of Reading: Advancements and False Impressions
<https://files.eric.ed.gov/fulltext/EJ1191985.pdf>

CHC: The Cattell-Horn-Carroll theory integrates multiple models of intelligence to provide a more comprehensive understanding of cognitive abilities. This theory emphasizes the distinction between fluid and crystallized intelligence, showing how these types contribute differently to overall cognitive performance.

Flanagan, D.F., & Dison, S. G. The Cattell-Horn-Carroll Theory of Cognitive Abilities. 22 January 2014 <https://doi.org/10.1002/9781118660584.e5e0431>

[Differences between Norm Referenced and Criterion Referenced Scores](#)

Guidance about Dyslexia from Federal Government:

[Letter from federal government regarding ‘dyslexia’ from 2015:](#)
<https://ldanj.org/wp-content/uploads/2020/06/US-Letter-Guidance-Letter-on-dyslexia-10-2015.pdf>

Hoover, W. A., & Tunmer, W. E. (2018). The Simple View of Reading: Three Assessments of Its Adequacy. Remedial and Special Education, 39(5), 304-312.
<https://doi.org/10.1177/0741932518773154>

NHedp- Implementation Guidance- Screening and Intervention for Risk Factors for Dyslexia and Related Disorders
<https://nhdoe.instructure.com/courses/177>

NHed website for Special education:
<https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-student-support>

NH Procedural Safeguards for our families:

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/procedural-safeguards-december-2024.pdf>

https://www.thereadingleague.org/wp-content/uploads/2020/06/13-14_Kilpatrick.pdf

[Writing Rope by Joan Sedita Keys to Literacy](#)

[Language Literacy Network](#)

[Pearson- Glossary of Assessment Terms](#)

Reading Rockets- Simple View of Reading

<https://www.readingrockets.org/topics/about-reading/articles/simple-view-reading>

Simple View of Reading: Three Assessments of its Adequacy by Hoover, Tunmer

<https://journals.sagepub.com/doi/abs/10.1177/0741932518773154>

[Spell Links information](#)

WADE- Wilson Assessment of Decoding and Encoding

https://store.wilsonlanguage.com/wilsonreadingsystem/assessmentsupportingwrs/custitem_wilson_reading_system/WADE

WISC V

GAI: The General Ability Index (GAI) is a composite ability score for the Wechsler Intelligence Scale for Children—Fourth Edition (WISC–IV) that minimizes the impact of tasks involving working memory and processing speed.

[Woodcock Johnson V \(Cog\) Breadth of test. Less specificity.](#)

[WIAT 4](#)

[KTEA 3](#)

[CTOPP 2](#)

[GORT 5](#)

[TOWRE 2](#) (four versions that can also be used for progress monitoring)

Definitions:

Scaled Scores

Specific Learning Disability- <https://sites.ed.gov/idea/regs/b/a/300.8/c/10/i>

(i) General. Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

(ii) Disorders not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Specific Learning Disorder-

DSM-5- Dyslexia falls under Specific Learning Disorder which impairment in reading

Dyslexia- <https://dyslexiaida.org/definition-of-dyslexia/>

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."

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

Simple View of Reading

Hoover, W. A., & Tunmer, W. E. (2018). The Simple View of Reading: Three Assessments of Its Adequacy. *Remedial and Special Education, 39*(5), 304-312.

<https://doi.org/10.1177/0741932518773154>

Scarborough's Reading Rope

Tools/Recommendations:

WADE ~ criterion references

FRY words for reading and spelling (spell first 300 and read first 1000)

FRY are the most common

Audiobooks

- Learning Ally
- Bookshare

Tips and Tricks. Interest in Tips and Tricks is high. Yes, the tips and tricks for tutors during COVID was fun! yeahhh please DO that wkshopm we call all use tios or i dint think we'd be on 7 pm to 9pm. Thank you! These workshops are a great review!

Questions

- Can you review how you found Suzie's GAI index?
 - The GAI is calculated automatically through the raw score, distribution, age, and grade when factored in with each: Verbal Comprehension, Visual Spatial Ability, Fluid Reasoning.
- Can you please show the scan slide again for tips and tricks?
- What are your thoughts on " spelling tests on Fridays? I note it causes such stress on students. I do " apply words " that are similar to words on " spelling pattern " lists" as an assessment then on Friday to match mainstream classes on Fridays.
- So apply words with the pattern??
- Do you teach heart words?
- Fry v Dolch?
 - FRY are most common words
- In the school environment it seems there is a need for cognitive deficit to get SLD. Is CTOPP OK to use as a cognitive deficit ? I am talking about a student who has a processing speed deficit- I believe but doesn't show up in WISC V?
- Any suggestions on getting a good decoder, even with nonsense word over the fluency hump?
 - Sound by Sound readers by Linda Farrell
 - [Www. readsters.com](http://www.readsters.com)
- Could the weight of the subtest scores lead to a misleading composite score that allows for kids to slip through the cracks?
 - Yes, absolutely. When you combine them together to get the composite score, it may turn average however there is a discrepancy and weakness on one subtest area.
- As a tutor who specializes in teaching students with dyslexia, Am I allowed to give these assessments, or do they have to be given by a medical professional/psychologist? It depends on the test, NHED dyslexia guide shows what is required to do the tests. <https://nhdoe.instructure.com/courses/177>, page 33 Qualifications level. (it depends is the answer)

- The tests are broken out into levels ABCD
 - A can be done by anyone
 - B can be done by case managers and those with advanced graduate instruction in statistics and assessment
 - Some tests can be delegated for specific staff- ex.) reading specialists
 - C- (including intelligence tests) can be done by SAIF and School Psychologists
- Why is it suggested that we use the descriptions from the same test measure?
 - Tests use different labeling systems. Use one because it can be difficult for those following along hearing different labels for similar scores. Whichever one you choose- stick with it.
- If scaled scores are less specific do they have less integrity? Even when converted to standard scores?
 - No, I don't think so. They are intended to be converted to composite scores. Scaled scores are very informative as well to show patterns of similarities or differences.
 -
- It is very challenging for students to decode, but it comes along, but encoding with consistently, with rule application, all critical for them to write, is very across the board challenging k to 5. "across the board"
 - Encoding always falls behind decoding. Encoding comes along better with direct, systematic, instruction. Students must learn the 6 syllable types, division patterns, affixes and associated spelling rules, and the generalizations for the various vowel teams.
- The situation Brenda is describing, where an intelligent child with dyslexia passes under the radar, is it one that you find happens more often with girls, boys, or spread pretty evenly among the sexes?
 - Spread evenly among the genders. However, as a private evaluator, many clients are above the 50th percentile
- Thoughts on spelling assessments on Fridays?
 - Spelling assessments should be focused on the direct instruction for spelling that students are receiving.
 - Students should be given a list of personal Fry words for spelling. -Work through a list of 15 at a time, have students work through practicing 3-4 words at a time. Student should practice 3x in a row, 4th time spell independently.

Thank YOU and Affirmations

LOVE the way you described processing speed and working memory in the strands of the reading rope!!!!

Interested in a Tips and Tricks Webinar 'Club'? Join Brenda Peters and other professionals to discuss and share tips and tricks related to assessment!