

STEC Guidance Tests of Dyslexia (TOD) October 2024	
Authors:	Nancy Mather, PhD, R. Steve McCallum, PhD, Sherry Mee Bell, PhD, Barbara J. Wendling, MA.
Publisher:	Western Psychological Services (WPS)
Date of Standardisation:	2019-2021
Age Range:	5:0-89:11
Access Level:	<p>Open: <i>The components of the TOD can be used by a variety of clinicians and educators. For example, a classroom teacher may administer the TOD-Screener and complete the Teacher Rating Scale.</i></p> <p><i>Reading specialists, specialist teaching assessors, psychologists, and speech and language therapists are best suited to administer the TOD-Early or the TOD-Comprehensive due to their advanced coursework and experience with standardised tests.</i></p> <p><i>Interpreting test results requires a higher level of skill. For that reason, while a broader range of individuals can administer the test, interpreting results requires a knowledge of dyslexia and formal training in test administration, scoring, and interpretation. (Hogrefe website.)</i></p>
Cost	<p>Hogrefe: <i>TOD Combination Kit</i> [Includes TOD-Screener (TOD-S), TOD- Comprehensive (TOD-C) & TOD-Early (TOD-E)] - £1190 +VAT (British English);</p> <p><i>TOD Comprehensive Kit</i> [Includes TOD-Screener (TOD-S) & TOD-Comprehensive (TOD-C)] - £860+VAT (British English);</p> <p><i>TOD-Early</i> [Includes TOD-Screener (TOD-S) & TOD-Early (TOD-E)] - £615 + VAT (British English);</p> <p><i>TOD-Screener Print Kit</i>-£415 + VAT (British English);</p> <p><i>TOD- Screener Online Kit</i>-£425 + VAT (<u>Note</u>: US English).</p>

NB: This document is guidance. It should be read in conjunction with *thorough and detailed* reading of the TOD manual before administering the test.

Test Content: what tests does it include and what do they measure/evaluate?

What is its purpose?

'The Tests of Dyslexia (TOD) was developed to address the need for a psychometrically and theoretically sound means of assessing for dyslexia or a specific learning disability in reading. The TOD provides measures to address screening, diagnosis, and intervention-based assessment goals starting in kindergarten and extending through adulthood. It was designed to fulfil the need to be proactive in screening and identifying individuals with dyslexia. As a comprehensive assessment tool, it addresses three essential areas for the effective assessment of dyslexia:

1. **Screening:** *The TOD provides an efficient individual or group-administered screening measure to identify individuals who are at risk for reading difficulty.*
2. **Comprehensive individual assessment:** *The TOD provides a comprehensive individually administered battery of tests to identify individuals who have dyslexia, their strengths and weaknesses, and their reading-related skill areas most in need of intervention, as well as an accompanying intervention guide.*
3. **Behavioural information:** *The TOD includes co-normed self, parent/caregiver, and teacher rating scales that provide a quantitative score indicating risk of dyslexia, and qualitative information regarding reading, spelling, and related skills.’ (TOD Manual p. 1)*

What is its design?

To guide the design of the TOD, a conceptual framework that characterises the main components of dyslexia was developed. A comprehensive dyslexia assessment measures skills and abilities in three broad domains: reading and spelling, linguistic processing, and vocabulary and reasoning. The reading and spelling domain represents skills that are typically impacted negatively when an individual has dyslexia. The linguistic processing domain assesses abilities that underlie the development of reading and spelling skills. Poor performance on this domain indicates the individual is at risk for dyslexia. The vocabulary and reasoning domain assesses abilities that do not require reading or spelling. Comparing the results from this domain with results from the other two domains can be useful in making a diagnosis of dyslexia. (TOD Manual p. 2)

TOD Conceptual Framework: Main Components of a Dyslexic Evaluation		
Comprehensive Dyslexia Assessment		
Reading and Spelling Domain	Linguistic Processing Domain	Vocabulary and Reasoning Domain
Sight Word Acquisition	Phonological Awareness	Vocabulary
Phonics Knowledge	Rapid Automatised Naming	Reasoning
Basic Reading Skills	Auditory Working Memory	
Decoding Efficiency	Orthographic Processing	
Spelling	Visual-Verbal Paired-Associate Learning	
Reading Fluency		
Reading Comprehension Efficiency		

Factors That May Contribute to a Diagnosis of Dyslexia
Family history of reading/spelling difficulties
Comorbid conditions (e.g., speech/language impairments, attention-deficit/hyperactivity disorder [ADHD])
Motivation

The Clinical Pattern of Dyslexia Measured by the TOD:

Significant reading and spelling difficulties:

Difficulty reading nonsense word (pseudowords); difficulty reading irregular words; slow reading rate; poor spelling.

(Consider the student's age, prior reading interventions, and cognitive abilities. Twice-exceptional or high ability students may have reading scores in the Average range (standard scores = 90-109 in the TOD) but still perform well below expectations given their vocabulary and reasoning abilities).

Low performance on one or more measures of linguistic processing abilities:

Phonological awareness; rapid symbolic naming; auditory working memory; orthographic processing; visual-verbal paired associative learning. (Some students with dyslexia may not have low performance on any of the linguistic processing abilities that are measured by the TOD.)

Average or above performance on cognitive abilities:

Vocabulary; reasoning. (Many students with dyslexia will earn lower reading and spelling scores than they do on tests of cognitive ability (e.g., vocabulary and reasoning). Some students with dyslexia and another comorbid condition, such as a speech/language impairment, may not have such discrepancies.)

Additional Risk Factors gathered from rating scales and record review:

Family history; Speech/Language Impairments; difficulties identified by parent/caregiver(s), teacher(s), and/or self. (TOD Manual p.3).

Parallel forms?

No parallel forms are available.

What types of score does it offer?

TOD-S, TOD-C, and TOD-E: standard scores, percentile ranks, confidence intervals, age-equivalent, grade-equivalent, and growth scores are available for each of the TOD tests. Standard scores and confidence intervals are also available for index and composite scores. TOD also provides a means of determining the statistical and clinical significance of differences between the scores of tests that compose each index and composite, as well as between the index and composite scores: information showing how rare the differences are in the population is also provided.

TOD Rating Scales: norm-referenced T-scores, percentile ranks, and confidence intervals. (TOD Manual, p. 10)

TOD Components:

TOD Manual, TOD Norms Book (for hand scoring), TOD-S Administration Guide, TOD-S Scoring Sheet, TOD-S Response Booklets (Kindergarten-Grade 1, Grades 2-5, Grade 6-Adult), TOD-C Response Booklet (used for four tests), Test Easels (1 for TOD-E, 2 for TOD-C), Record Forms (for TOD-E & TOD-C), Rating Scales: 3 for TOD-C (Parent/Caregiver Rating, Teacher Rating, and Self-Rating Scales), 2 for TOD-E (Parent/Caregiver Rating & Teacher Rating Scales), 'Dyslexia Interventions and Recommendations: A Companion Guide to the Tests of Dyslexia (TOD)', Bag.

How is the TOD organised?

The TOD consists of three sets of direct assessment tests: the TOD-Screener (TOD-S) (Ages: 5:0 – 89:11), TOD-Comprehensive (TOD-C) (6:0 – 89:11), and TOD-Early (TOD-E) (5:0-9:3). The TOD-C includes three Rating Scales: Parent/Caregiver Rating, Teacher Rating, and Self-Rating Scales. TOD-E includes two Rating Scales: Parent/Caregiver Rating and Teacher Rating Scales. (The Rating Scales are available only on the WPS OES. They can be printed if a paper version is needed but must be scored online.)

TOD-Screener (TOD-S) (5:0-89:11): 3 tests. Materials needed: Response Booklet, Administration Guide, Scoring Sheet, Stopwatch.

TOD-Screener (TOD-S)		
Test Name	Ability or Skill Measured	Description
Picture Vocabulary (1S)	Receptive vocabulary knowledge (an individual's ability to know the meaning of a word they hear or read). Included to provide an estimate of expected reading performance based on oral vocabulary, as well as to help identify individuals with comorbid language disorders.	Selecting one of four pictures that best depicts a word that the examiner presents orally.
Letter and Word Choice (2S)	Ability to recognise letters and correctly spelled words	Selecting the correct letter or correct spelling of a word that the examiner says orally from four choices.
Either Word Reading Fluency (3Sa) (Grades K-1)	Reading automaticity under timed conditions.	Looking at a picture and selecting the correct word from among four words as quickly as possible, within a set time limit.
Or Question Reading Fluency (3Sb) (Grades 2-Adult)	Reading comprehension under timed conditions.	Reading questions silently and selecting the correct response from among four choices as quickly as possible, within a set time limit.

TOD-Screener (TOD-S) Index	
Index Name	Tests
TOD-S Dyslexia Risk Index (DRI) (Gives an estimate of risk for dyslexia. <u>Note:</u> <i>How to Use the TOD-S Dyslexia Risk Index (DRI)</i> (See TOD Manual pp. 78 & 79)	TOD-S Letter and Word Choice (2S) (measure of orthographic knowledge & spelling recognition) + either TOD-S Word Reading Fluency (3Sa) (timed measure of word reading rate) or TOD-S Question Reading Fluency (3Sb) (timed measure of text reading rate).

Note: The TOD-Screener (TOD-S) is available either as a paper kit or as a TOD-S Online kit; an electronic version in which the items in the appropriate Response Booklet are presented on-screen, using the appropriate Digital Administration Form, and the examinee selects the responses on-line. When administering the TOD-S digital, the examiner sends the link to the examinee when ready to begin and then reads the instructions from the TOD-S Administration Guide during administration. The examinee needs to use a desktop, laptop, or full-size tablet (not a mobile phone), and the examiner can use any device. (The

'WPS Remote Assessment Guidelines' state that the screen size of a tablet must be at least 9.7 inches measured diagonally, roughly the size of an iPad.)

TOD-Comprehensive (TOD-C) (6:0-89:11): 20 tests (for students who can read connected text or need a more comprehensive evaluation). TOD-S is administered *before* the TOD-C is administered.

Materials needed: Response Booklet, Test Easels, Record Form, Stopwatch, Digital Audio Recording.

TOD-Comprehensive (TOD-C)		
Test Name	Ability or Skill Measured	Description
Phonological Manipulation (4C)	Phonological awareness.	Two subtests: 1. <i>Substitution</i> : changing a word, syllable, or phoneme to make a new word; 2. <i>Deletion</i> : deleting a word, syllable, or phoneme to make a new word.
Irregular Word Spelling (5C)	Exception word spelling.	Spelling words that contain at least one irregular element.
Rapid Letter Naming (6C)	A rapid symbolic naming task that measures both fluency and retrieval.	Rapidly retrieving & naming a random sequence of six confusable letters within a set time limit.
Pseudoword Reading (7C)	Basic reading skills of applying both phonological and orthographic knowledge.	Saying sounds associated with letters, then reading aloud phonically regular nonsense words.
Word Pattern Choice (8C)	Orthographic knowledge of permissible ways that letters can be ordered in English words.	Quickly looking at a row of four letter groups and choosing the one that looks most like a real English word, within a set time limit.
Word Memory (9C)	Working memory.	Listening to a series of words and then repeating the words in reverse order.
Picture Analogies (10C)	Reasoning ability.	Selecting one of four options to complete a picture analogy presented in an <i>A is to B as C is to ?</i> matrix format.
Irregular Word Reading (11C)	Basic reading skills.	Reading aloud words of increasing difficulty that contain an irregular element that cannot be pronounced through the application of phonics alone.

Oral Reading Efficiency (12C)	Oral reading accuracy and efficiency.	Reading aloud a grade-level passage for a set time.
Blending (13C)	Phonological awareness.	Blending compound words, syllables, and phonemes to make a whole word. (Portions of this test require downloading an audio recording from the WPS Online Evaluation System (OES) or the WPS website (TOD Manual p.17)).
Segmenting (14C)	Phonological awareness.	Breaking apart compound words, syllables, and phonemes.
Regular Word Spelling (15C)	Spelling skills.	Spelling words of increasing difficulty that are phonically regular.
Silent Reading Efficiency (16C)	Comprehension efficiency.	Reading passages of increasing difficulty silently and answering comprehension questions within a set time limit.
Rapid Number and Letter Naming (17C)	A rapid symbolic naming task that measures both fluency and retrieval.	Rapidly naming a random sequence of three numbers and three uppercase letters within a set time limit.
Letter Memory (18C)	Working memory.	Listening to a series of letters and then repeating the letters in reverse order.
Rapid Pseudoword Reading (19C)	Automaticity of applying phonological and orthographic knowledge.	Reading aloud phonically regular nonsense words as quickly as possible within a set time limit.
Rapid Irregular Word Reading (20C)	Basic reading skills and reading rate.	Reading aloud words that contain an irregular element as quickly as possible within a set time limit.
Symbol to Sound Learning (21C)	Visual-verbal paired-associate learning (PAL). Measures both associative memory and retrieval. (Does not contribute to a composite).	Remembering novel associations between symbols and sounds and then blending the sounds together to form a real word.
Listening Vocabulary (22C)	Listening comprehension and receptive vocabulary knowledge.	Listening to a question and four possible one-word answers that the examiner presents orally, and then choosing the one word that best answers the question.

Geometric Analogies (23C)	Reasoning ability.	Selecting one of four options to complete a symbolic/abstract analogy presented in <i>an A is to B as C is to ?</i> matrix format.
TOD-C Composites		
Reading and Spelling Domain Composites		
Composite Name	Ability or Skill Measured	Tests
Sight Word Acquisition Composite	Recognition of words that contain an irregular element. It also measures an aspect of orthographic knowledge.	Irregular Word Reading (11 C) + Rapid Irregular Word Reading (20C)
Phonics Knowledge Composite	Application of phonics skills to pseudowords (nonsense words).	Pseudoword Reading (7C) + Rapid Pseudoword Reading (19C)
Basic Reading Skills Composite	Ability to apply phonics skills and ability to read irregular words.	Pseudoword Reading (7C) + Irregular Word Reading (11C)
Decoding Efficiency Composite	Automaticity with basic reading skills.	Rapid Pseudoword Reading (19C) + Rapid Irregular Word Reading (20C)
Spelling Composite	Knowledge of both regular words and irregular words.	Irregular Word Spelling (5C) + Regular Word Spelling (15C).
Reading Fluency Composite	Reading accuracy and reading rate.	Either TOD-S Word Reading Fluency (3Sa) or TOD-S Question Reading Fluency (3Sb) + TOD-C Oral Reading Efficiency (12C).
Reading Comprehension Efficiency Composite (Grade 2 and above)	Ability to comprehend text under timed conditions.	TOD-S Question Reading Fluency (3Sb) + TOD-C Silent Reading Efficiency (16C)
Linguistic Processing Domain Composites		
Composite Name	Ability or Skill Measured	Tests
Phonological Awareness Composite	Four different phonological awareness abilities.	Phonological Manipulation (4C) (substitution & deletion) + Blending (13C) + Segmenting (14C)
Rapid Automatised Naming Composite	Rapid symbolic naming by using confusable letters and numbers.	Rapid Letter Naming (6C) + Rapid Number and Letter Naming (17C)
Auditory Working Memory Composite	Working memory.	Word Memory (9C) + Letter Memory (18C)

Orthographic Processing Composite	Ability to recognise common spelling patterns quickly.	TOD-S Letter and Word Choice (2S) + TOD-C Word Pattern Choice (8C)
Vocabulary and Reasoning Domain Composites		
Composite Name	Ability or Skill Measured	Tests
Vocabulary Composite	Knowledge of word meanings.	Picture Vocabulary (1S) + Listening Vocabulary (22C)
Reasoning Composite	Reasoning ability.	Picture Analogies (10C) + Geometric Analogies (23C)
Vocabulary and Reasoning 2 Composite	<u>Note:</u> Can be used for a quick estimate of cognitive ability.	Picture Vocabulary (1S) + Picture Analogies (10C)
Vocabulary and Reasoning 4 Composite	<u>Note:</u> Can be used for a more robust measure of cognitive ability.	Picture Vocabulary (1S) + Picture Analogies (10C) + Listening Vocabulary (22C) + Geometric Analogies (23C)
TOD-C Indexes		
Index Name	Tests	
TOD-C Reading and Spelling Index (RSI) (measures several important reading and spelling skills).	TOD-S Letter and Word Choice (2S) (measure of orthographic knowledge & spelling recognition) + either TOD-S Word Reading Fluency (3Sa) (timed measure of word reading rate) or TOD-S Question Reading Fluency (3Sb) (timed measure of text reading rate) + TOD-C Irregular Word Spelling (5C) (measure of orthographic knowledge) + TOD-C Pseudoword Reading (7C) (measure of phonics skills).	
TOD-C Linguistic Processing Index (LPI) (measures several underlying skills that are predictive of reading and spelling difficulties).	Tests: Phonological Manipulation (4C) (measure of phonological awareness) + Rapid Letter Naming (6C) (measure of Rapid Symbolic Naming) + Word Pattern Choice (8C) (measure of orthographic processing) + Word Memory (9C) (measure of working memory).	
TOD-C Dyslexia Diagnostic Index (DDI) (A combination of the RSI & LPI tests. Helps to determine the probability or likelihood an examinee has dyslexia. <u>Note:</u> <i>How to Use the TOD-C Dyslexia Diagnostic Index (DDI)</i> . (See: TOD Manual pp. 80-81)	TOD-S Letter and Word Choice (2S) + either TOD-S Word Reading Fluency (3Sa) or TOD-S Question Reading Fluency (3Sb) + TOD-C Phonological Manipulation (4C) + TOD-C Irregular Word Spelling (5C) + TOD-C Rapid Letter Naming (6C) + TOD-C Pseudoword Reading (7C) + TOD-C Word Pattern Choice (8C) + TOD-C Word Memory (9C).	

TOD-Early (TOD-E) (5:0-9:3): 6 tests (appropriate for pre-readers or emerging readers, i.e a child who cannot read continuous text). TOD-S is administered *before* the TOD-E is administered. Materials needed: Test Easel, Record Form, Stopwatch.

TOD-Early (TOD-E)		
Test Name	Ability or Skill Measured	Description
Sounds and Pseudowords (4E)	Knowledge of sound-letter correspondences.	Three tasks: 1. Examiner says a sound and examinee says (or points to) the number of the picture that begins with that sound. 2. Examinee is shown a letter and is asked to tell the sound that the letter makes. 3. Examinee reads aloud phonically regular pseudowords.
Rhyming (5E)	Phonological awareness.	Examinee says (or points to) a picture that rhymes with a word the examiner presents orally. Later items ask the examinee to provide a rhyming word for a word that the examiner presents orally.
Early Rapid Number and Letter Naming (6E)	A rapid symbolic naming test that measures fluency.	Examinee is presented with rows of 3 uppercase letters and 3 numbers in a random sequence and is required to name as many as possible within a set time limit.
Letter and Sight Word Recognition (7E)	Early basic reading skills.	Two sections: 1. Examinee points to and provides the names of specific letters. 2. Examinee points to and reads basic sight words.
Early Segmenting (8E)	Ability to break apart words. (Phonological awareness.)	Three tasks that progress in difficulty: 1. Examiner orally presents a compound word, and the examinee says the two parts of the word. 2. Examiner orally presents a multisyllabic word, and the examinee says the syllables of the word. 3. Examiner orally presents a word, and the examinee says the phonemes of the word.
Letter and Sound Knowledge (9E)	Phoneme-grapheme knowledge	Three tasks: The examinee says (or points to) the letter or letters that represent the first, then the last, and then the middle sound in words that the examiner presents orally.

TOD-E Composites		
Reading and Spelling Domain Composites		
Composite Name	Ability or Skill Measured	Tests
Early Sight Word Acquisition Composite	Beginning knowledge of spelling patterns, letter names and high-frequency words.	TOD-S Letter and Word Choice (2S) + TOD-E Letter and Sight Word Recognition (7E)
Early Phonics Knowledge Composite	Knowledge of beginning phonics concepts, including letter sounds.	Sounds and Pseudowords (4E) + Letter and Sound Knowledge (9E)
Early Basic Reading Skills Composite	Mastery of early reading skills, including knowledge of letter names, letter sounds, and high-frequency words.	Letter and Sight Word Recognition (7E) + Letter and Sound Knowledge (9E).
Linguistic Processing Domain Composite		
Composite Name	Ability or Skill Measured	Tests
Early Phonological Awareness Composite	Two phonological awareness abilities: rhyming and segmenting.	Rhyming (5E) + Early Segmenting (8E)
TOD-E Indexes		
Index Name	Tests	
Early Reading and Spelling Index (ERSI) (Can help to determine whether a young child exhibits characteristics of dyslexia.)	TOD-S Letter and Word Choice (2S) (measure of orthographic knowledge & spelling recognition) + either TOD-S Word Reading Fluency (3Sa) (timed measure of word reading rate) or TOD-S Question Reading Fluency (3Sb) (timed measure of text reading rate) + TOD-E Sounds and Pseudowords (4E) (measure of early phonics knowledge) + TOD-E Letter and Sight Word Recognition (7E) (measure of knowledge of letter names and high-frequency words) + TOD-E Letter and Sound Knowledge (9E) (measure of knowledge of letter sounds).	
Early Linguistic Processing Index (ELPI)	Rhyming (5E) (measure of phonological awareness) + Early Rapid Number and Letter Naming (6E) (measure of Rapid Symbolic Naming) + Early Segmenting (8E) (measure of phonological awareness).	
Early Dyslexia Diagnostic Index (EDDI). <i>Note: How to Use the TOD-E Early Dyslexia Diagnostic Index (EDDI).</i> (See: TOD Manual pp. 82-83)	TOD-S Letter and Word Choice (2S) + either TOD-S Word Reading Fluency (3Sa) or TOD-S Question Reading Fluency (3Sb) + TOD-E Sounds and Pseudowords (4E) + Rhyming (5E) + TOD-E Early Rapid Number and Letter Naming (6E) + TOD-E Letter and Sight Word Recognition (7E) + TOD-E Early Segmenting (8E) + TOD-E Letter and Sound Knowledge (9E).	

Points to Consider:

- A total of 2,518 USA examinees ranging in age from 5 to 89 years were included in the TOD standardisation and validation samples.
- There are no nonword repetition, writing, and mathematics tests in the TOD, and no processing speed test, other than the rapid naming tests.
- There are a number of Americanisms in the TOD, especially in the TOD-S Response Booklet. However, the Publishers (WPS) have published British English TOD-S Response Booklets. A document, '*Recommendations for UK Users of the Tests of Dyslexia (TOD) Regarding Americanisms*' is available on the Hogrefe website about these and other Americanisms in the TOD-S, the TOD-C, and the digital TOD-S. This document should be read before administering the TOD. See: https://www.hogrefe.com/uk/shop/media/downloads/sample-reports/5506100_UKrecommendations_wki.pdf
- TOD-S should be administered before the TOD-C and TOD-E, as two of the TOD-S test scores (Letter and Word Choice (2S), and **either** Word Reading Fluency (3Sa) **or** Question Word Fluency (3Sb)) are used to calculate the Dyslexia Diagnostic Index (DDI) in the TOD-C, and the Early Dyslexia Diagnostic Index (EDDI) in the TOD-E.
- *The TOD-S yields the Dyslexia Risk Index (DRI). Because the TOD-S is a screener, it does not provide sufficient information to diagnose dyslexia. Instead, the results are considered an estimate of dyslexia "risk" that can indicate the need for a more in-depth observation, assessment, and ultimately the most appropriate instruction (TOD Manual p. 77).*
- *The TOD-C provides the Dyslexia Diagnostic Index (DDI), and the TOD-E provides the Early Dyslexia Diagnostic Index (EDDI). These indexes are more comprehensive than the TOD-S DRI, and thus can suggest the probability of dyslexia. The DDI and EDDI scores provide the most robust indicators of dyslexia. The Reading and Spelling and Linguistic Processing Indexes that make up the DDI and EDDI are also informative because they define the two critical components of dyslexia... (TOD Manual p.77)*
- To administer the TOD, follow the detailed administration, scoring procedures and instructions in Chapter 2 of the TOD Manual. *Note that the footnote to the 'Flowchart for TOD-C' on page 23 states that Average performance (standard scores in the TOD = 90-109) could still be a concern for a high-ability student, or one who has had intensive interventions. In addition, an examinee may earn a Well Below Average score (standard scores in the TOD = 70-79) on one or two of the tests that make up the DDI but still achieve a DDI, RSI, or LPI standard score of 90 or above. In these cases, it is recommended that you proceed to Step 3 to confirm that the low score(s) are valid areas of weakness. Also note that the footnote to the 'Flowchart for TOD-E' on page 24 states that Average performance (standard scores in the TOD = 90-109) could still be a concern for a high-ability student, or one who has had intensive intervention. In these cases, continue to Step 3. (Review the examinee's educational history.)*
- To interpret the TOD results, follow the detailed guidelines in Chapter 3 of the TOD Manual.
- Clarity of instructions: Clear instructions are given for each test in the 'TOD-S Administration Guide' for print and digital administration. Clear instructions are

also given in the TOD-E print and digital easels, and in the two TOD-C print and digital easels. The TOD-S, TOD-E and TOD-C Record Forms contain further clear instructions.

- Time taken: The three TOD-S tests take approximately 10-15 minutes to administer. Administering the first six TOD-C tests (in addition to the three TOD-S tests) required for the Dyslexia Diagnostic Index (DDI) takes approximately 30-40 minutes. *'It would not be typical to administer all 20 additional TOD-C tests. Instead, you would select additional tests to administer based on the purpose for further testing, which will determine the length of administration time.'*

'You would typically administer all six TOD-E tests (in addition to the three TOD-S tests), which are required for the Early Dyslexia Diagnostic Index (EDDI). Administering these six tests takes approximately 20-25 minutes.' (TOD Manual p. 16)

- Comment from the Publisher: *Only a portion of the TOD can be administered to focus on an area of suspected difficulty. Each TOD test yields its own standard score and can be interpreted independently, and most of the time, there will be a relevant composite score that can be generated from 2-3 tests.*
- Additional information provided about diagnosing SpLDs: There is extensive information about diagnosing dyslexia in the TOD Manual.
- Information provided in manual or other documents about observing and interpreting behaviours: There is a *'Test Observation Worksheet'* in the TOD-C and in the TOD-E Record Forms.
- Free online scoring is available for use with all TOD-S, TOD-C, and TOD-E print forms. Online scoring is quicker and easier than hand scoring, and less errors are likely to be made than with hand scoring. The printouts include tables showing whether there are significant differences between tests, composites, and indexes, and whether the significant differences are clinically meaningful. Free intervention reports are also available. (TOD Manual p.18).
- Test Descriptive Ranges for TOD Standard Scores for TOD-S, TOD-C and TOD-E do not conform to the current SASC Test descriptors (See: TOD Manual p.64).
- When administering the TOD-C or TOD-E remotely, the examiner needs either a desktop or a laptop as well as either the physical paper easel or a second screen. (The examinee's side of the digital easel needs to be shared through video calling, and the examinee should not see the examiner's side of the page which has the instructions on it. So, the examiner's instructions should be on a second screen, unless the examiner is using the instructions on the print easel.) The examinee should have either a laptop, a desktop, or a full-size tablet.
- The TOD Rating Scales can be used and scored, but they would need to be supplemented with other questions to fit in with the current SASC Report Formats.
- The online versions of the *'TOD Manual'*, the *'TOD Norms Book'*, and the *'Dyslexia Interventions and Recommendations: A Companion Guide to the Tests of Dyslexia (TOD)'* can only be accessed through the WPS online portal and they cannot be downloaded or printed.

TOD-S:

- TOD-S can be administered individually, or to a group only if they are using the same version of the Response Booklet.
- Scoring of some TOD-S tests manually using the Norms Book is not easy, as the Picture Vocabulary and the Letter and Word Choice tests involve converting raw scores to ability scores, which are then converted to standard scores.
- *If the TOD-S is used as a screener and the examinee is referred for a comprehensive assessment at a later point, you can still use these TOD-S scores within the TOD-C or TOD-E as long as the examinee is still within the same age-based normative reference group. However, if the examinee is in a new normative reference group, you must readminister the TOD-S, but only after a minimum of three months has passed since the prior administration. Pay attention to unexpected increases in Word or Question Reading Fluency (3Sa or 3Sb) test scores, which may represent practice effects resulting from the examinee remembering the items during readministration. (TOD Manual p.21)*
- Comment from the Publisher: *The TOD-S Response Booklet given should be based on Grade (or approximation based on age), but the decision to administer TOD-E or TOD-C would be based on ability to read connected text.*
- Comment from the Publisher: *Norms are only provided up to age 7 years 11 months for the TOD-S Word Reading Fluency Test (3Sa), which is in the TOD-S Grades K-1 Response Booklet. Norms are provided from 7 years 0 months for the TOD-S Question Reading Fluency Test (3Sb), which is in the TOD-S Grades 2-5 and in the TOD-S Grade 6-Adult Response Booklets.*

TOD-C:

- Materials needed: Response Booklet, Test Easels, Record Form, Stopwatch, Digital Audio Recording.
- The Rapid Naming tests are not easy to administer. The examinee is given a set time limit to do the tests, and the examiner has to turn pages on the easel, or change the screen if using the digital easel. In addition, the Rapid Letter Naming Test consists of confusable letters, which according to the Manual (page 68) *'...were selected because individuals with dyslexia often make letter orientation errors that persist and hamper both reading and spelling development and on letter naming tasks, even adults with dyslexia have longer fixation times and regressions than typical readers when the selected letters are confusing.'* So, these tests will require practice to become proficient before administering them.
- The examinee is given a set time limit to do the Rapid Pseudoword Reading and Rapid Irregular Word Reading tests, and the examiner has to turn pages on the easel, or change the screen if using the digital easel.
- Comment from the Publisher: *Use the child-age norms on Table B1 on pages 248-253 for students aged 18:0-18:11 who are still in School, including the summer before their final year. The adult norms (Table B7 on pages 414-419) for age 18 are intended for those individuals who have completed their secondary education, regardless of when during the year the test is given. The online scoring allows an assessor to select which normative group to use (child vs adult) for each individual.*
- Comments from Publisher about the TOD-C Oral Reading Efficiency (12C) test:

Unfortunately, we could not create age norms for the Oral Reading Efficiency test). (Spring is January-June and Fall is July-December.)

If an assessment is administered during the summer between school years, you would use the 'Grade' that the student will be starting in September. This information would be used when using the TOD Norms Book, and when using online scoring.

- Information provided in manual or other documents about observing and interpreting behaviours: There is a *'Test Observation Worksheet'* in the TOD-C Record Form, and in the TOD-E Record Form.