The Danish Dyslexia Test
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The Danish National dyslexia test. Validity of a wide-range, web-based test for dyslexia

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Is dyslexia characterized by the same core phonological difficulty across all educational levels?

• The Danish Ministry of Education wanted a national procedure for determining whether students qualify as dyslexic,
• applicable to students from Grade 3 onwards.
• Problems to address:
  • Transitions: information did not follow the student.
  • Lack of standardized test at many levels.
  • Divergence definition of dyslexia.
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.”

IDA, 2002
Same operational definition at all levels

• Benefits
  • Simplify transitions for dyslexics.
  • Consistent operational definition of dyslexia makes dyslexia easier to understand for all.

• Challenge: Validity across levels
  • Concern that dyslexia manifests itself in different ways at different levels.
    • How persistent are phonological coding difficulties?
Questions addressed

• Applied wording
  • Is it possible to assess dyslexia reliably with a wide-range test across all educational levels?

• General insights wording
  • Are students who receive special support in reading characterized by the same phonological coding difficulties across all educational levels?
Criteria for external validation

• Fit with current provision of remedial teaching
  • Will the test score differentiate those who already receive support from those that do not?

• Fit with reading difficulties with actual course materials
Method - Participants

Participants from 10 different educational groups

**Primary/secondary school**
- Grade 3, 5, 7, 9

**Upper secondary education**
- Vocational education
- Technical/commercial upper secondary
- Upper secondary school

**Higher education**
- Short-cycle higher education (e.g. IT professional)
- Medium-cycle higher education (e.g. teacher, BSc engineering)
- Long-cycle higher education (e.g. biology, economics)
Method - Participants

Randomly sampled participants (total) 1264

Of which received special support in reading 78

Oversampled participants who received special support in reading 300

Total number of participants 1564
Procedure and measures

• The same computerized test for all.
• Self-explanatory (supervision is necessary).
• Two different tests of phonological coding.
• Time limited.
Non-word spelling
Find the appropriate spelling
Pseudo-homophone reading
Find the non-word, that sounds like a real word

Nemlig ("namely")
The Dyslexia Test score

• Scores from the two phonological coding tests:
  • Number of correct per minute.
  • Correction for wrong answers.

• The dyslexia test score:
  • Scaled: Grade 9 mean = 100 (SD = 15)
  • The mean of the two phonological coding scores.
Results: Grade 9 (with oversampling)

No special support

Special support in reading

Phonological coding score

Number of students

Phonological coding score

No special support

Special support in reading

Phonological coding score

Number of students
Results Grade 9 (with oversampling)

- No special support
- Special support in reading

The graph shows the distribution of phonological coding scores among students. The x-axis represents the number of students, while the y-axis represents the phonological coding score. The red line indicates the threshold for special support in reading.
Results across educational levels (with oversampling)
Results across educational levels (with oversampling)

Special support in reading?  
- Yes
- No

Box plots showing dyslexia scores across different educational levels.
### Validity and reliability across levels

<table>
<thead>
<tr>
<th>Educational level</th>
<th>Area under the curve</th>
</tr>
</thead>
<tbody>
<tr>
<td>G3</td>
<td>.85</td>
</tr>
<tr>
<td>G5</td>
<td>.93</td>
</tr>
<tr>
<td>G7</td>
<td>.97</td>
</tr>
<tr>
<td>G9</td>
<td>.97</td>
</tr>
<tr>
<td>Vocational</td>
<td>.75</td>
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<td>.89</td>
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<tr>
<td>Upper secondary</td>
<td>.94</td>
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<td>Short-cycle HE</td>
<td>.90</td>
</tr>
<tr>
<td>Medium-cycle HE</td>
<td>.95</td>
</tr>
<tr>
<td>Long-cycle HE</td>
<td>.96</td>
</tr>
</tbody>
</table>
Is the dyslexia score relevant for educational outcome?

Follow-up study: Vocational students (basic commercial program)

- Correlation between dyslexia score and comprehension of written course materials:
  - $r = .57$
- All (except one) students qualifying as dyslexic had unsatisfactory comprehension of course material texts.
Conclusions

- A wide-range measure of decoding can be a valid marker of dyslexia across many educational levels.
- The dyslexia scale differentiated between those who receive special support and those that did not.
- Dyslexia was characterized by the same decoding difficulties from G3 and up.
- This allows a simple definition of dyslexia, that is easy to explain.