



A School-age Diagnostic Assessment for Language Disorder and Dyslexia



Accurately identifies language disorder and dyslexia.

Psychometric analyses of the DYMOND reveal that it has over 90% sensitivity and specificity for identification of language learning and decoding learning abilities in schoolage children (5;0-14;5).



Reduces test bias for culturally and linguistically diverse students.

DYMOND™ uses a dynamic assessment approach that helps accurately identify language learning disorders (e.g., DLD) and decoding learning disorders (e.g., dyslexia), regardless of factors such as race/ethnicity, socioeconomic status, cultural and linguistic diversity, age, or sex.



Helps identify strengths and weaknesses and informs intervention targets.

DYMOND™ provides information on a student's strengths and weaknesses across multiple language and literacy subskills, including discourse complexity, sentence complexity, word-level complexity, inferential reasoning, and reading ability.



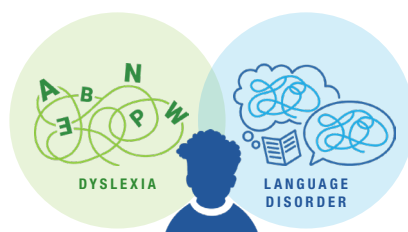
Valid, reliable, and efficient.

DYMOND™ has strong evidence of validity and reliability with a culturally and linguistically diverse sample of over 1,400 children from across the U.S. Language disorder and dyslexia can each be identified in approximately 10 minutes.

DYMOND™ is a new standardized and norm-referenced dynamic assessment of language and reading designed to identify language disorder and/or dyslexia in students in kindergarten through eighth grade.

DYMOND™ is the first ever standardized, norm-referenced dynamic assessment of language and reading. It has strong evidence of validity and reliability with a diverse, large normative sample of kindergarten through eighth grade students across the U.S. The primary purpose of DYMOND™ is to help identify developmental language disorder (DLD) and dyslexia. Most standardized, norm-referenced tests of language and reading only provide information on what a child can currently do. While this information is valuable, it can be difficult to make valid decisions as to whether a child has a language disorder or dyslexia using this static data. The valid determination of a disorder can be confounded by many extraneous variables, including socioeconomic status, multilingualism, cultural diversity, and lack of experience or exposure to the test content or procedures. Dynamic assessment can help mitigate these confounding variables by measuring a student's ability to learn. Because language disorder and dyslexia are learning disabilities, the measurement of a student's learning potential will clearly reveal such weaknesses.

Two ways to use DYMOND™

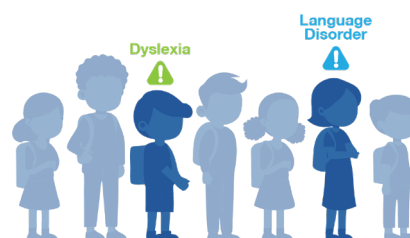


Diagnostic Assessment for DLD and Dyslexia

- Identify students who have DLD and/or Dyslexia
- Help determine eligibility for special education
- Differentiate difference from disorder
- Identify strengths, weaknesses, and intervention targets

WHO: Students (K-8) referred for special education eligibility

EXAMINERS: Individuals who have specialized training in assessment, evaluation, and diagnosis of language and/or reading disorders.



Tier 1 Screening for DLD and Dyslexia

- Determine risk for DLD and Dyslexia among all students, regardless of cultural and linguistic background
- Fulfill legislative requirements
- Reduce over-identification

WHO: All students (K-8)

EXAMINERS: Educators trained to administer DYMOND™ (e.g., general education teacher).

The 4 Subtests of the DYMOND

- Dynamic Assessment of Narrative Discourse
- Dynamic Assessment of Inferential Word Learning
- Dynamic Assessment of Decoding
- Rapid Automatized Naming

Reliability Summary

- Our point-by-point inter- and intra-rater analyses for the subtests of DYMOND™ have yielded agreements **at or above 90%** across multiple examiners with varying degrees of education and experience in administering and scoring standardized tests.
- Fidelity of administration has consistently been **at or above 95%** for all subtests.

Validity Summary

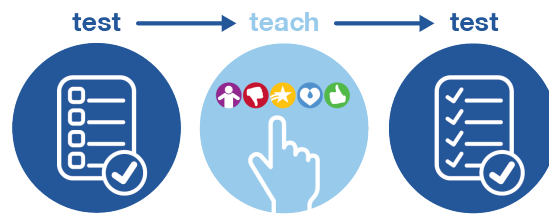
- Analyses of the sensitivity and specificity of DYMOND™ with over 1450 students indicate that the Decoding and Language subtests yield **sensitivity and specificity above 90%**, and that these results can be obtained after a brief testing process (ranging from 15 to 25 minutes).
- Across linguistically and culturally diverse students DYMOND™ yielded **sensitivity and specificity above 90%**, indicating limited assessment bias and excellent diagnostic accuracy for a diverse group of students.



For more information or a full list of research articles, visit LanguageDynamicsGroup.com

Dynamic Assessment

DYMOND™ uses an innovative assessment approach referred to as dynamic assessment. Using a test-teach-test format, DYMOND™ measures a student's ability to a) learn how to produce more complex oral narrative discourse, b) learn how to infer the meaning of unfamiliar words, and c) learn how to decode nonsense words. In a single testing session, examiners assess gains from pretest to posttest as well as the student's response to evidence-based instruction. The effects of teaching on a student's language and decoding are observed and measured, and the results reveal how difficult it is for a student to learn those skills. DYMOND™ also includes a Rapid Automatized Naming subtest which adds to the diagnostic accuracy of the assessment.



Technical Information

The norms for DYMOND™ were calculated from a nationally representative sample of over 1450 typically developing kindergarten through eighth grade students from the U.S. who did not have a language or decoding learning disorder. The sensitivity and specificity data for DYMOND™ were calculated by including all children with a language or decoding disorder and a matching sample of children without a language or decoding disorder. Sensitivity and specificity were calculated by including all of the children with language/decoding disorder and all of the children without language/decoding disorder in the analyses. Logistic regression and ROC analyses provided sensitivity and specificity data, which was over 90%. These analyses were conducted with subgroups of students who met various demographic criteria. Such analyses also revealed that the sensitivity and specificity of DYMOND™ was not meaningfully different across any of the demographic variables examined. Estimates of the overall reliability of DYMOND™, relative to several different methods used to measure reliability (inter- and intra-rater reliability, fidelity of test administration, and internal consistency reliability) strongly suggest that DYMOND™ has minimal test error and that examiners can have confidence in its results. Detailed information on the psychometric characteristics of DYMOND™ are provided in the manual.

