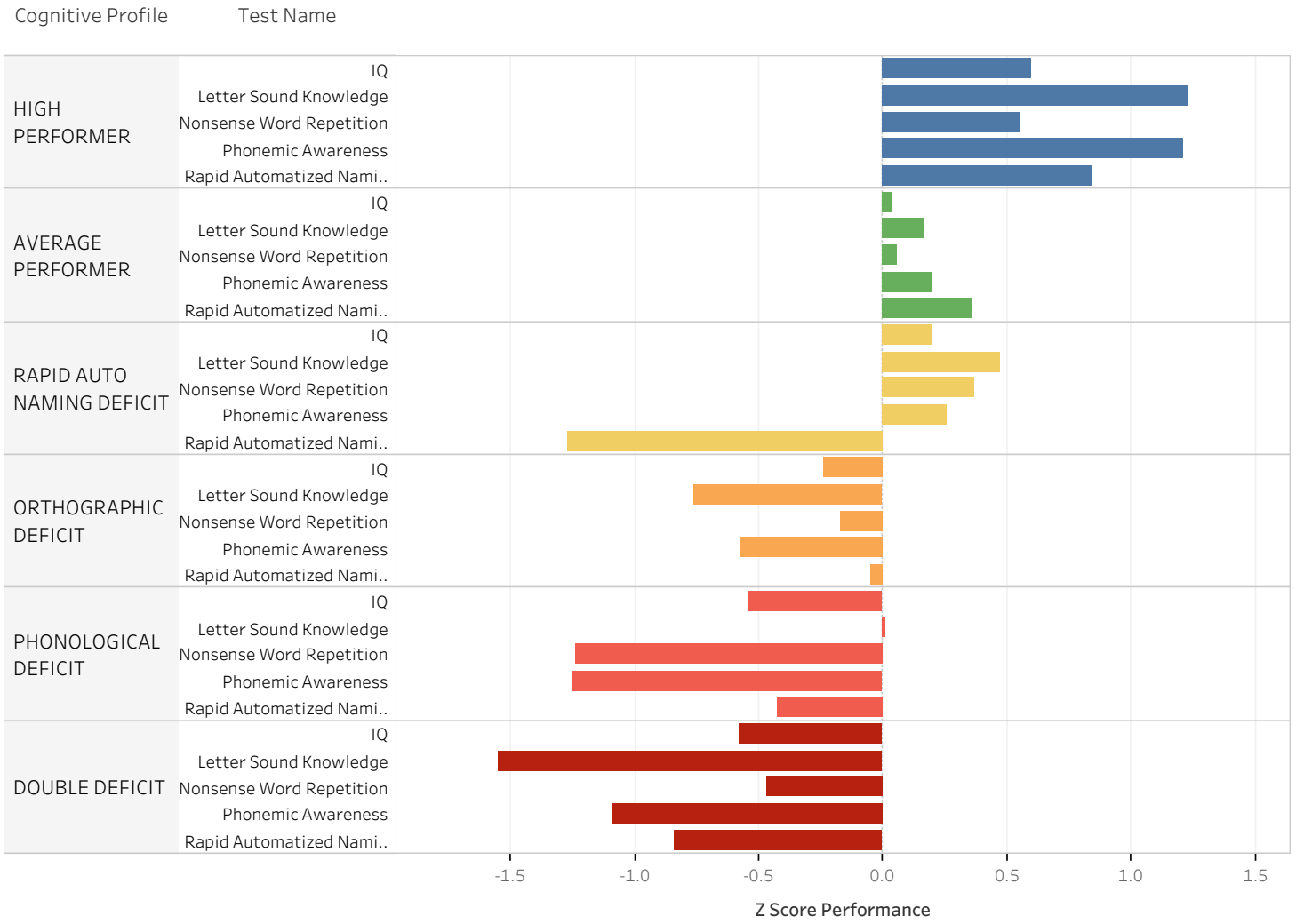


Six Distinct Types of Cognitive Profiles of Early Reading



PROFILES

Six cognitive profiles emerged as a result of analysis of tests given to 1215 pre-k and kindergarten students from 20 schools. These profiles are considered the strongest pre-literacy predictors of dyslexia.

TESTS

Intelligence Quotient (IQ)

A series of standardized tests to assess overall intelligence.

Letter Sound Knowledge

Knowledge of the letters or groups of letters which represent the individual speech sounds in language.

Nonsense Word Repetition

Matches the phonological component of word learning, and correlates with measures of phonological working memory.

Phonemic Awareness

The ability to notice, think about, and work with the individual sounds in words.

Rapid Automatized Naming

The ability to quickly name aloud a series of familiar items.

Z-SCORE PERFORMANCE

A numerical measurement used in statistics of a value's relationship to the mean (average) of a group of values in terms of [standard deviations](#) from the mean. If a Z-score is 0, it indicates that the data point's score is identical to the mean score. A Z-score of 1.0 would indicate a value that is one standard deviation from the mean. Z-scores may be positive or negative, with a positive value indicating the score is above the mean and a negative score indicating it is below the mean. (<https://www.investopedia.com/terms/z/zscore.asp>)

Study data courtesy of Ola Ozernov-Palchik et al "Longitudinal stability of pre - reading skill profiles of kindergarten children: Implications for early screening and theories of reading" <https://onlinelibrary.wiley.com/doi/abs/10.1111/desc.12471>