Abstract:

The research study focuses on the development of new appropriate tools suitable for dyslexia assessment of primary school children (grades sixth to ninth), and a process of their pilot standardization. The inspiration was found in the existing tests for different age groups and methods used abroad. Four newly created tests were included into the test battery (test of visual perception, phonological manipulation, auditory segmentation and rapid automatized naming) as well as two already existing tests, which are a part of the validation study (test of auditory discrimination from Novak’s Diagnosis of specific learning disabilities battery and Symbol search subtest from Wechsler intelligence scale for children). The research group consisted of 155 students of primary school (grades sixth to ninth), 61 dyslectics and 94 intact students. The results between the intact group and the dyslexic group differed significantly in all tests. The test of phonological manipulation showed the strongest differentiation. The study includes a correlation analysis between the tests and norms created for both groups. The presented predictive model was able to correctly identify 77.4 % of "cases" in relation to the criterion dyslexic – intact group.