

Psychometric Assessment (IQ tests) Research

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Perspectives on dyslexia

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The discrepancy definition

Until recently, the typical definition of dyslexia involved a discrepancy between an IQ score and a reading score. If the IQ score was found to be significantly higher than the reading score, then this discrepancy was used as an index of dyslexia. This definition has been discredited for a variety of reasons. A detailed discussion on this topic can be found elsewhere (5). The IQ test measures vocabulary, verbal memory and specific knowledge, and these are skills that may be deficient in the dyslexic. Therefore, the IQ score may be an inadequate measure of the so-called intellectual potential of a dyslexic. In addition, a number of studies (6–9) in different countries have found that there are no differences in children who have reading problems between those who have a discrepancy between IQ and reading scores and those who do not. These findings suggest that a discrepancy between IQ and reading scores is not necessary to indicate dyslexia, and that a low score on a reading test is, in fact, an indication of a reading problem. There is evidence to suggest that a child's IQ score does not predict his or her ability to benefit from remediation.