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Word level problems in Danish students assessed for dyslexia in higher education

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Since 2015, assessment for dyslexia in all educational levels in Denmark is based on the electronic *Ordblindetesten* (the dyslexia test), which targets phonological decoding. This test categorises students either as having dyslexia, and demonstrating inaccurate phonological coding, or as not having dyslexia. In higher education, 25% of students who request a diagnostic assessment of their literacy difficulties are categorised as not dyslexic. However, it is our clinical experience that a considerable number of these students have literacy problems similar to those who are classified as dyslexic. This study investigates whether *Ordblindetesten*'s classification is supported by statistical analyses of results from two word-reading tests and a spelling to dictation test of about 250 students tested with *Ordblindetesten* and about 250 control students who report no literacy difficulties. While we find an overall correlation between classifications made by *Ordblindetesten* and results from the other tests, a considerable number of students classified as not dyslexic show word level difficulties comparable to those of students classified as dyslexic. The poster discusses the findings and implications of this study.