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**Title: The Study of the Pedagogical Assessment Indicators of Reading Difficulty in 6-11 -year Old Students with Dyslexia**

**Introduction:**

The study presented in the paper was motivated by the fact that there was no checklist available in the Georgian educational space for assessing reading difficulties (dyslexia) that would allow for the early identification of this problem. As part of the study, we reviewed 11 forms (checklists) of dyslexia assessment indicators used in the educational systems of various countries. Since the purpose was to develop a checklist of indicators for assessing reading difficulties (dyslexia), we selected relevant questions designed for educators and based our analysis on them to create an assessment tool with practical importance.

**Methodology:**

The study used quantitative research and expert analysis. The data collection process included:

* Reviewing and analyzing existing checklists.
* Organizing dyslexia assessment indicators thematically.
* Structuring the checklist by grouping related questions, identifying overlapping questions, conducting expert reviews, and addressing language-specific needs for Georgia.

**Selection of study participants:**

Targeted and random.

Target group – control group – random sampling (305 students).

**Study participants:**

* Teachers who teach from the first to the fifth grade or special education teachers who have diagnosed students with reading disorder/dyslexia.
* Teachers who teach from the first to the fifth grade whose the students were randomly selected.

**Conclusion**

* Within the framework of our study, it has been confirmed that using the instrument developed by our team – the checklist of dyslexia assessment indicators, consisting of 49 questions, it is possible to identify students aged 6-11 with dyslexia/reading difficulties;
* The ability to perform phonological analysis is the primary resource for effective reading instruction. It is advisable to focus on the development of this skill from an early, preschool age;
* The main difficulties for fifth-grade students with dyslexia are phonological analysis, limited vocabulary, and oral speech. The least pronounced difficulties are related to linguistic problems such as perception, context, and reading comprehension;
* For the first, second, third, and fourth-grade students with dyslexia, phonological analysis remains the leading problem. Limited vocabulary/oral speech and orthographic difficulties also pose nearly equal challenges.