Alabama Dyslexia Resource Guide

Section 4

DYSLEXIA-SPECIFIC SCREENING PROCESS

The results of reading screenings conducted in schools across the state as part of the school's RtI framework will be used to determine students' need for dyslexia-specific screenings. Additionally, students will be provided with dyslexia-specific screenings upon teacher or parent request.

It is recommended that students who score below benchmark expectations on the school's reading screening will participate in dyslexia-specific screening to determine need for dyslexia-specific intervention and dyslexia services. Dyslexia-specific screening will allow the student to demonstrate essential word-level or basic reading skills as outlined below.

Dyslexia-specific screening for students in Grades 1-12 will provide the student with an opportunity to demonstrate:

1. Accuracy of word reading in on-grade-level text
2. Spelling skills
3. Phonemic decoding efficiency skills (decoding nonsense words)
4. Sight word reading efficiency skills

If the student achieves standard scores below benchmark expectations on three of four screening skill indicators, the student will be determined to have failed the dyslexia-specific screening. The Problem Solving Team will review all available data including dyslexia-specific screening data and determine student intervention needs.

If a student in Grades 1-2 has failed the reading screening utilized by the school, available performance information in the areas of nonsense word fluency and oral reading fluency may be used in the place of phonemic decoding efficiency and accuracy of word reading in on-grade-level text.

Kindergarten students who fail the reading screening in the fall should be provided with tiered intervention as determined by the Problem Solving Team. Dyslexia-specific screening for students in kindergarten should not be conducted prior to December of the kindergarten year (winter benchmark period). Dyslexia-specific screening for students in kindergarten will provide the student with an opportunity to demonstrate:

1. Letter naming skill
2. Letter sound skill
3. Phoneme segmentation skill
4. Nonsense word fluency skill

If the student achieves standard scores below benchmark expectations on three of four screening skill indicators, the student will be determined to have failed the dyslexia-specific screening. The Problem Solving Team will review all available data, including dyslexia-specific screening data, and determine student intervention needs.

APPENDIX A

Examples of Dyslexia Screening Tools

Examples of Phonemic Decoding Assessments

Test of Word Reading Efficiency 2 (TOWRE-2)
http://www.proedinc.com/customer/productview.aspx?id=5074
    Phonemic Decoding Efficiency (PDE) Subtest
        Administration time less than one minute
        Norm-referenced

Lexercise Online Assessment - Z Screener - Free
- http://www.lexercise.com/tests/dyslexia-test
- For students in Grades K-11
- Criterion-referenced with benchmark expectations

CORE Phonics Survey (Included in Assessing Reading Multiple Measures: For All Educators Working to Improve Reading Achievement, 2nd edition)
- For students in Grades K-12
- Criterion-referenced with benchmark expectations
- May be ordered from Amazon.com

Examples of Sight Word Reading Assessments

Test of Word Reading Efficiency 2 (TOWRE-2)
http://www.proedinc.com/customer/productview.aspx?id=5074
    Sight Word Efficiency (SWE) Subtest
- Administration time less than one minute
- Norm-referenced
- For students in Grades 1-12

San Diego Quick Assessment (Included in Assessing Reading Multiple Measures: For All Educators Working to Improve Reading Achievement (2nd edition)
- For students in Grades K-11
- Criterion-referenced with benchmark expectations
- May be ordered from Amazon.com

San Diego Quick Assessment (Included in Lexercise Online Assessment) - Free
- http://www.lexercise.com/tests/dyslexia-test
- For students in Grades K-11
- Criterion-referenced with benchmark expectations

CORE Graded High Frequency Word Survey (Included in Assessing Reading Multiple
Measures: For All Educators Working to Improve Reading Achievement (2ⁿᵈ
edition)

- For students in Grades K-4
- Criterion-referenced with benchmark expectations
- May be ordered from Amazon.com

Examples of Spelling Assessments

Test of Written Spelling – 5 (TWS-5)

- http://www.proedinc.com/customer/productView.aspx?ID=5214
- Administer in 5-10 minutes
- Norm-referenced
- For students in Grades 1-12
- Cost – less than $130

Diagnostic Spelling Test – Spell to Read and Write (free download)

- www.bhibooks.net/f/**Spelling**_Diagnostic_**Test**_1.pdf
- Criterion-referenced
- For students in Grades 1-12
- Available for free download

*Developmental Spelling Analysis (*included in *Word Journeys, Second Edition:*
Assessment-Guided Phonics, Spelling, and Vocabulary Instruction)

- Available from Amazon
- Criterion-referenced
- For students in Grades 1-12
- Cost--less than $30

Examples of Passage Reading Assessments

Multi-Level Academic Skills Inventory, Revised (MASI-R) Oral Reading Fluency
Measures (Included in Assessing Reading Multiple Measures: For All Educators
Working to Improve Reading Achievement (2ⁿᵈ edition)

- Passages for Grades 1-6
- Criterion-referenced with benchmark expectations ($\geq$ 90% accuracy)
- May be ordered from Amazon.com
- Cost – less than $50

Grade-level reading accuracy/fluency passages can be created at Intervention Central
(http://www.interventioncentral.org/teacher-resources/oral-reading-fluency-passages-generator)

- Passages for Grades 1-12 may be created (Free)
- Criterion-referenced with benchmark expectations ($\geq$ 90% accuracy)

Grade-level passages are also available within *DIBELS*

- Passages for Grades 1-6
- Criterion-referenced with benchmark expectations ($\geq$ 90% accuracy)

ReadWorks

http://www.readworks.org/

- Provides research-based, leveled non-fiction and literary passages directly to educators.
- Uses lexiles to determine reading levels
  .

Examples of Letter Naming Skill Assessments

DIBELS NEXT or DIBELS 6th edition – Letter Naming Fluency
https://dibels.uoregon.edu/

AIMSWEB – Letter Naming Fluency

- http://www.aimsweb.com/assessments/features/assessments/test-of-early-literacy

Easy CBM – Letter Naming Fluency

- https://www.easycbm.com
- Free for classroom use

Examples Letter-Sound Skill Assessments

DIBELS NEXT or DIBELS 6th edition - First Sound Fluency

- https://dibels.uoregon.edu/

AIMSWEB – Letter-Sound Fluency

- http://www.aimsweb.com/assessments/features/assessments/test-of-early-literacy

Easy CBM – Letter-Sound Fluency

- https://www.easycbm.com
- Free for classroom use

Examples Phoneme Segmentation Skill Assessments

DIBELS NEXT or DIBELS 6th edition – Phoneme Segmentation Fluency

- https://dibels.uoregon.edu/

AIMSWEB – Phoneme Segmentation Fluency

- http://www.aimsweb.com/assessments/features/assessments/test-of-early-literacy

Easy CBM – Phoneme Segmentation Fluency
- https://www.easycbm.com
- Free for classroom use

Examples Nonsense Word Fluency Skill Assessments

DIBELS NEXT or DIBELS 6th edition – Nonsense Word Fluency
- https://dibels.uoregon.edu/

AIMSWEB – Nonsense Word Fluency
- http://www.aimsweb.com/assessments/features/assessments/test-of-early-literacy

Easy CBM – Nonsense Word Fluency
- https://www.easycbm.com
- Free for classroom use

APPENDIX B

DYSLEXIA SCREENING AND NEEDS ASSESSMENT PROFILE
Grades 1-12

Student:_____ Date of Birth:_____ Grade:_____

School:_____ Date of Screening:_____

Participants in Team Meeting: _____

Date of Team Meeting: _____ Date Results/Plan Shared with Parents: _____

Tool	Skill Assessed	High Risk (SS Below 80 or Percentile < 10 or >1 grade level below or Intensive)	Moderate Risk (SS 80-89 or Percentile 11-24 or <1 grade level below or Strategic)	Low Risk (SS >90 or Percentile >25 or On grade level or Benchmark)
	Sight Word Efficiency			
	Phonemic Decoding Efficiency			
	Written Spelling			

	Skill Assessed	Frustration Reading Level <92%	Instructional Reading Level (92-98%)	Independent Reading Level 99-100%
Grade Level Passage	Reading Accuracy			

If the student's scores are in or below the moderate risk or Frustration Reading Level column (gray boxes above) for three of the four screening indicators, the student should be referred to the PST for determination of needed intervention services including dyslexia specific intervention, accommodations, and assistive technology as appropriate

Evidence-Based Dyslexia-Specific intervention

	Name of Intervention	Level	Schedule	Group Size
Dyslexia-Specific Intervention				

Accommodations:_____

Assistive Technology: (Name/describe app, extension, or software needed)
Text to Speech: _____
Speech to Text:_____

Dyslexia-Specific Classroom Strategies (Tier 1 supports): _____
_____
_____

APPENDIX C

DYSLEXIA SCREENING AND NEEDS ASSESSMENT PROFILE
Grades 1-12 (with student data and PST recommendations)

Student:___Danny Dyslexia____ Date of Birth:___9/26/2007___ Grade:__**2**__

School:___**Got Dyslexia Covered Elem**__ Date of Screening:_____**8/15/2016**_____

Participants in Team Meeting: **2nd grade PST members including Danny's teacher**

Date of Team Meeting: **8/18/2016**___ Date Results/Plan Shared with Parents: __**8/20/2016**_

Tool	Skill Assessed	High Risk (SS Below 80 or Percentile ≤ 10 or ≥1 grade levels below or Intensive)	Moderate Risk (SS 80-89 or Percentile 11-24 or <1 grade level below or Strategic)	Low Risk (SS ≥90 or Percentile ≥25 or On grade level or Benchmark)
SDQA	Sight Word Efficiency	First grade		
CORE Phonics Survey	Phonemic Decoding Efficiency	62 correct (intensive)		
DST	Written Spelling			7 correct GL 2.1

	Skill Assessed	Frustration Reading Level <92%	Instructional Reading Level (92-98%)	Independent Reading Level 99-100%
Grade Level Passage	Reading Accuracy	80% accuracy		

If the student's scores are in or below the moderate risk or Frustration Reading Level column (gray boxes above) for three of the four screening indicators, the student should be referred to the PST for determination of needed intervention services including dyslexia specific intervention, accommodations, and assistive technology as appropriate

Evidence-Based Dyslexia-Specific intervention

	Name of Intervention	Level	Schedule	Group Size
Dyslexia-Specific Intervention	SPIRE	1	M-F 8-9	5

Accommodations: Extended time,

Assistive Technology: (Name/describe app or software needed)
Text to Speech: Bookshare
Speech to Text:

Dyslexia-Specific Classroom Strategies (Tier 1 supports): Multisensory strategies for phonological awareness, phonics, syllable knowledge, morphology, handwriting, spelling, and vocabulary.

DYSLEXIA SCREENING AND NEEDS ASSESSMENT PROFILE
Grades 1-12 (with student data and PST recommendations)

Student:___Debbie Dyslexia____   Date of Birth:___9/26/2003___ Grade:___6___

School:___**Got Dyslexia Covered Middle**___ Date of Screening:____**8/15/2016**____

Participants in Team Meeting:__5th **grade PST members including Debbie's teacher(s)**

Date of Team Meeting: **8/18/2016**____Date Results/Plan Shared with Parents: __**8/20/2016**

Tool	Skill Assessed	High Risk (SS Below 80 or Percentile ≤ 10 or ≥1 grade levels below or Intensive)	Moderate Risk (SS 80-89 or Percentile 11-24 or <1 grade level below or Strategic)	Low Risk (SS ≥90 or Percentile ≥25 or On grade level or Benchmark)
SDQA	Sight Word Efficiency	3rd grade		
CORE Phonics Survey	Phonemic Decoding Efficiency	80 correct (Intensive)		
DST	Written Spelling	17 correct GL 3.4		

	Skill Assessed	Frustration Reading Level <92%	Instructional Reading Level (92-98%)	Independent Reading Level 99-100%
Grade Level Passage	Reading Accuracy	65% accuracy		

If the student's scores are in or below the moderate risk or Frustration Reading Level column (gray boxes above) for three of the four screening indicators, the student should be referred to the PST for determination of needed intervention services including dyslexia specific intervention, accommodations, and assistive technology as appropriate

Evidence-Based Dyslexia-Specific intervention

	Name of Intervention	Level	Schedule	Group Size
Dyslexia-Specific Intervention	SPIRE	3	M-F 1-2	5

Accommodations: Extended time,

Assistive Technology: (Name/describe app or software needed)
Text to Speech: Read and Write for Google Chrome, Bookshare
Speech to Text: Read and Write for Google Chrome

Dyslexia-Specific Classroom Strategies (Tier 1 supports): Small group differentiated teaching strategies in all content classes.

DYSLEXIA SCREENING AND NEEDS ASSESSMENT PROFILE
Grades 1-12 (with student data and PST recommendations)

Student:___Diane Dyslexia___   Date of Birth:___9/26/2001___ Grade:___**9**___

School:___**Got Dyslexia Covered High**___   Date of Screening:___**8/15/2016**___

Participants in Team Meeting: 9th **grade PST members including Diane's teacher(s)**

Date of Team Meeting: **8/18/2016**___   Date Results/Plan Shared with Parents: ___**8/20/2016**

Tool	Skill Assessed	High Risk (SS Below 80 or Percentile ≤ 10 or ≥1 grade levels below or Intensive)	Moderate Risk (SS 80-89 or Percentile 11-24 or <1 grade level below or Strategic)	Low Risk (SS ≥90 or Percentile ≥25 or On grade level or Benchmark)
TOWRE 2	Sight Word Efficiency		SS - 85	
TOWRE 2	Phonemic Decoding Efficiency		SS - 82	
TWS 5	Written Spelling	SS - 74		

	Skill Assessed	Frustration Reading Level <92%	Instructional Reading Level (92-98%)	Independent Reading Level 99-100%
Grade Level Passage	Reading Accuracy	73% accuracy		

If the student's scores are in or below the moderate risk or Frustration Reading Level column (gray boxes above) for three of the four screening indicators, the student should be referred to the PST for determination of needed intervention services including dyslexia specific intervention, accommodations, and assistive technology as appropriate

Evidence-Based Dyslexia-Specific intervention

	Name of Intervention	Level	Schedule	Group Size
Dyslexia-Specific Intervention	REWARDS	Secondary	M-F Intervention block (45 min)	15

Accommodations: Extended time,

Assistive Technology: (Name/describe app or software needed)
Text to Speech: Read and Write for Google Chrome, Bookshare
Speech to Text: Read and Write for Google Chrome

Dyslexia-Specific Classroom Strategies (Tier 1 supports): Small group differentiated teaching strategies in all content areas.

APPENDIX D

SAMPLE DYSLEXIA SCREENING AND NEEDS ASSESSMENT PROFILE
Kindergarten (mid-year and end of year)

Student: _____Date of Birth: _____Grade: K

School: _____ Date of Screening: _____

Participants in Team Meeting:_____

Date of Team Meeting: _____Date Results/Plan Shared with Parents: _____

TOOL	Early Literacy Skill	Well-Below Benchmark	Below Benchmark	At or Above Benchmark
	Letter Naming Fluency			
	Letter Sound Fluency			
	Phoneme Segmentation Fluency			
	Nonsense Word Fluency			

If the student's scores are below benchmark or well-below benchmark (gray boxes) in three of these screening indicators, the student should be referred to the PST for determination of needed intervention services including dyslexia specific intervention, accommodations, and assistive technology as appropriate.

Evidence-Based Dyslexia-Specific intervention

	Name of Intervention	Level	Schedule	Group Size
Dyslexia-Specific Intervention **				

Accommodations:
_____
_____
_____

Assistive Technology: (Name/describe app or software needed)
Text to Speech: _____
Speech to Text _____
Other_____

Dyslexia-specific Classroom Strategies (Tier 1 supports): _____
_____
_____

APPENDIX E

SAMPLE DYSLEXIA SCREENING AND NEEDS ASSESSMENT PROFILE
Kindergarten (mid-year and end of year) with student data

Student: __Daisy Dyslexia____   Date of Birth: 9/26/2006 Grade: K

School: _Happy Valley Elementary____   Date of Screening: 1/15/2015

Participants in Team Meeting: Brittain, Beason, Green, Luke , Johnson

Date of Team Meeting: 1/24/2015   Date Results/Plan Shared with Parents: 1/24/2015

TOOL	Early Literacy Skill	Well-Below Benchmark	Below Benchmark	At or Above Benchmark
DIBELS 6th ed	Letter Naming Fluency	15		
	Letter Sound Fluency			
DIBELS 6th ed	Phoneme Segmentation Fluency	11		
DIBELS 6th ed	Nonsense Word Fluency	5		

If the student's scores are below benchmark or well-below benchmark (gray boxes) in three of these screening indicators, the student should be referred to the PST for determination of needed intervention services including dyslexia specific intervention, accommodations, and assistive technology as appropriate.

Evidence-Based Dyslexia-Specific intervention

	Name of Intervention	Level	Schedule	Group Size
Dyslexia-Specific Intervention **	Sounds Sensible	SPIRE Pre-Level	5 x per week 45 min	<6

Accommodations: preferential seating

Assistive Technology: (Name/describe app or software needed) – for the iPad – ABC Pocket Phonics, Sound Beginnings, Hairy Letters

Dyslexia-Specific Classroom Strategies (Tier 1 supports): Multisensory strategies for phonological awareness, phonics, and handwriting