

Dyslexia Resource Guide

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Additional resource documents will be added as available.

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Section IV Initial Screening

Early identification of students at risk for reading difficulties is critical in developing the appropriate instructional plan. “The best solution to the problem of reading failure is to allocate resources for early identification and prevention.” (Torgesen, 2000). Initial screening is the first step in identifying the students who are at risk for learning difficulties. Initial screening measures consist of short, informal probe(s) given to all students to identify those at risk or at some risk for not meeting grade-level standards. The initial screening of students shall be performed with fidelity and include without limitation (Ark. Code Ann. § 6-41-603):

1. Phonological and phonemic awareness;
2. Sound symbol recognition;
3. Alphabet knowledge;
4. Decoding skills;
5. Rapid naming; and
6. Encoding skills.

Who should be screened? According to Ark. Code Ann. § 6-41-603, a school district shall screen the following:

1. Each student in kindergarten through grade two (K-2);
2. Kindergarten through grade 2 (K-2) students who transfer to a new school and have not been screened;
3. Kindergarten through grade 2 (K-2) students who transfer from another state and cannot present documentation that the student has had similar screening;
4. A student in grade three or higher experiencing difficulty, as noted by a classroom teacher.

Exemptions:

1. Students with an existing dyslexia diagnosis.
2. Students with a sensory impairment such as blindness or a hearing impairment. See Appendix A: Glossary for more information.

The screening components may not be appropriate for students with severe cognitive limitations. It is recommended that school staff work closely with district administrators to determine if the screening is appropriate for each student. Careful consideration must be given to any decision to exclude a student from screening.

A school district shall screen each student in kindergarten through grade two (K- 2) and others required by the Arkansas Department of Education rule using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or an equivalent screener. Additional screening assessments will need to be administered to measure components that are not measured by DIBELS or the equivalent screener.

Personnel administering the screener should be trained in the screening tools. School resources and enrollment will influence individual district decisions about who should give and score the screening tools. Because the data will be used to help guide instruction, classroom teachers should participate in screening, scoring, and progress monitoring.

Beginning the fall of 2017, Arkansas public schools will use Istation, NWEA, or Renaissance STAR as their K-2 assessment to meet the requirements of Act 930 of 2017. The purpose of the K-2 assessment is to provide data pertaining to a student's performance levels in reading and mathematics, **not** to meet the requirements of A.C.A. § 6-41-603. However, some products may have subtests or tools that provide information for components required by the dyslexia law. The Educational Service Cooperative (ESC) Dyslexia Specialists can provide support in identifying the strengths and limitations of specific assessment tools. If your school is not affiliated with an ESC, contact the Arkansas Department of Education Dyslexia Specialist.

The performance criteria (i.e. cut-points, benchmarks) should be used to determine if the student is unlikely to achieve reading goals without receiving additional targeted intensive support. While results of the initial screening will likely identify struggling learners, they may not provide all of the information needed to develop an instructional plan, including appropriate interventions. Additional information is needed to pinpoint areas of basic early reading skills that need acceleration. This additional information would be gathered through the Level I Dyslexia Screener.

If the screener under subdivision (a)(1) of the law shows that a student is at risk, or at some risk then a level I dyslexia screener shall be administered (Ark. Code Ann. § 6-41-603). The level I dyslexia screener is described in Section V of the guide.

Initial Screening Tools	
Required Component	Possible Screening Tools
<p>Phonological and Phonemic Awareness</p> <p>- the ability to recognize and manipulate the sound system in spoken language</p>	<p>DIBELS: First Sound Fluency (FSF) (K)</p> <p>DIBELS: Phoneme Segmentation Fluency (PSF) (K)</p> <p>AIMSWEB: Phoneme Segmentation Fluency (K)</p> <p>Istation ISIP: Phonemic Awareness (K-1)</p> <p>NWEA Skills Checklist: Phonological Awareness & Phoneme Identification (K)</p> <p>NWEA Skills Checklist: Manipulation of Sounds (K-2)</p> <p>Core Literacy Library: Phoneme Segmentation Test (K-12)</p>
<p>Alphabet Knowledge</p> <p>- the ability to automatically recognize and name the 26 lowercase and 26 uppercase letters with ease and accuracy.</p>	<p>DIBELS: Letter Naming Fluency (LNF) (K-1)</p> <p>AIMSWEB: Letter Naming Fluency (LNF) (K-1)</p> <p>Lakeshore: Alphabet Letter Identification (K-1)</p> <p>NWEA Skills Checklist: Letter Identification (K-2)</p>
<p>Sound Symbol Recognition</p> <p>-to automatically produce sound(s) or grapheme names (grade level letters or letter clusters) during recognition, production, and/or writing tasks.</p>	<p>DIBELS: Nonsense Word Fluency (NWF) Correct Letter Sounds (CLS) (K-2)</p> <p>AIMSWEB: Letter Sound Fluency (K-1)</p> <p>Scholastic: CORE Phonics Survey (K-8)</p> <p>Istation ISIP: Letter Knowledge (K-1)</p> <p>NWEA Skills Checklist: Phonics: Matching Letters to Sounds & Decode: Consonant Blends and Digraphs (K-2)</p>
<p>Decoding Skills</p> <p>- to translate words, word parts, or nonwords into their corresponding pronunciation.</p>	<p>DIBELS: Nonsense Word Fluency (NWF) Whole Words Read (WWR)(K-2)</p> <p>DIBELS: Oral Reading Fluency (ORF) (1-6)</p> <p>AIMSWEB: Nonsense Word Fluency (K-1)</p> <p>FCRR: Oral Reading Fluency Passages (7-12)</p> <p>Ultimate Phonics Reading Test (K-12)</p>
<p>Rapid Naming</p> <p>- the ability to quickly name aloud a series of familiar items</p>	<p>Arkansas Rapid Naming Screener (AR-RAN)(K-2 based on times)(3-12 based on observed behaviors)</p>
<p>Encoding</p>	<p>Word Journeys: Kindergarten Inventory of Spelling (KIDS) (K)</p>

<p>- to translate spoken language into print.</p>	<p>Word Journeys: Developmental Spelling Analysis (DSA) Words Their Way: Primary Spelling Inventory (K-3) Words Their Way: Elementary Spelling Inventory (1-6) Words Their Way: Upper-Level Spelling Inventory (upper elementary, middle, high school, postsecondary) Istation ISIP: Spelling (1-2)</p>
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This list of initial screening tools is to be used as a resource for school districts to determine which screener or screeners will provide the most beneficial data for each subcomponent of literacy at each grade level. The Dyslexia Resource Guide Committee is in no way endorsing any of the screeners. The list is in no way all inclusive or to be considered as “approved” screeners.

Screening Options

If a student in K-2 indicates a deficit area on the initial screener, or if a teacher notices a student in grades 3-8 experiencing difficulty, additional screening is required. The additional screening, level I dyslexia screening or level II dyslexia screening, looks more in-depth at the individual components of reading and spelling to determine if the characteristics of dyslexia are present. For K-2 students, a level I screening using curriculum-based measures and/or informal diagnostic inventories or checklists for the required six areas of foundational literacy skills may be sufficient to determine if the child is demonstrating the characteristics of dyslexia.

Bypassing a level I dyslexia screening and proceeding to a level II dyslexia screening for older students could have many benefits. For older students, grades 3 and up, it may be more difficult to find age and grade appropriate curriculum based measures and informal diagnostic inventories or checklists for an accurate identification. Proceeding to a level II dyslexia screening using standardized norm referenced assessments allows a comparison of the student's performance on the individual components to other students the same age and grade. Administering a level II dyslexia screening for an older student, is more efficient use of the student's time and the assessment administrator's time. The level II dyslexia screening data, can provide solid justification for outlining an appropriate 504 service and accommodation plan.

Section V

Level I Dyslexia Screening

If the (initial) screener under subdivision (a)(1) of section 6-41-603 shows that a student is **at risk, or at some risk**, then a level I dyslexia screener shall be administered (Ark. Code Ann. § 6-41-603 (3)(A)). The level I dyslexia screening of a student shall be performed with fidelity and include the components listed under subdivision (a)(2) of this section (Ark. Code Ann. § 6-41-603 (3)). The level I dyslexia screening process shall include documentation of the components of literacy to include but not limited to the following:

1. Phonological and phonemic awareness;
2. Sound symbol recognition;
3. Alphabet knowledge;
4. Decoding skills;
5. Rapid naming; and
6. Encoding skills.

The level I dyslexia screening is a process of gathering additional information that should include progress monitoring data, work samples, formative literacy assessments, parent interviews, teacher questionnaires, early indicator checklists (Appendix D) and additional age and grade appropriate dyslexia screening tools for the six areas. The determination of existing characteristics of dyslexia should be based on multiple sources of data.

A school-based decision-making team should meet to review student records and progress, inform parents of concerns, and obtain parental consent when additional assessments are needed to determine if characteristics of dyslexia exist.

Both Ark. Code Ann. § 6-41-604(a) and Ark. Code Ann. § 6-41-605(a) indicate a determination that a student is exhibiting characteristics of dyslexia and the need for

dyslexia intervention services can be made through a level I dyslexia screening or a level II dyslexia screening.

The Luke Waites Center for Dyslexia and Learning Disorders at Texas Scottish Rite Hospital for Children created the *Characteristic Profile of Dyslexia* to aid in school-based identification of dyslexia. This profile provides five questions to consider when identifying student with characteristics of dyslexia. The questions are

1. Does the student demonstrate one or more of the primary reading characteristics of dyslexia in addition to a spelling deficit?
2. Are the reading and spelling difficulties the result of a phonological processing deficit?
3. Are the reading, spelling, and phonological processing deficits unexpected? Does the student demonstrate cognitive ability to support age-level academic learning?
4. Are there secondary characteristics of dyslexia evident in reading comprehension and written expression?
5. Does the student have strengths that could be assets? Are there coexisting deficits that may complicate identification and the response to intervention and may deserve further assessment and intervention?

The school-based decision-making team may use these five key questions to determine if the student needs dyslexia intervention services. The information gleaned from these questions reflects components of the definition of dyslexia as expressed in Ark. Code Ann. § 6-41-602. If the level I dyslexia screening conducted by the school district indicates a student exhibits characteristics of dyslexia (first three questions answered with a “yes”), the student shall be considered to be exhibiting the

characteristics of dyslexia and should be provided intervention services using a dyslexia program delivered with fidelity.

If a student's performance on an initial screener, level I screening, or level II dyslexia screening under [§ 6-41-603](#) indicates a need for dyslexia intervention services, the student's parent or legal guardian shall be:

- (1) Notified of the results of the dyslexia evaluation; and
- (2) Provided with information and resource material, including without limitation:
 - (A) The characteristics of dyslexia;
 - (B) Appropriate classroom interventions and accommodations for students with dyslexia; and
 - (C) The right of the parent or legal guardian to have the student receive an independent comprehensive dyslexia evaluation by a:
 - (i) Licensed psychological examiner;
 - (ii) School psychology specialist;
 - (iii) Licensed speech-language pathologist;
 - (iv) Certified dyslexia testing specialist; or
 - (v) Dyslexia therapist. (Ark. Code Ann. § 6-41-604 (a))

Additional information about the independent comprehensive evaluation can be found in Section VII.

Level I Screening Tools	
Required Component	Possible Screening Tools
Phonological and Phonemic Awareness	<ul style="list-style-type: none"> • CORE Literacy Library: Phonological Awareness Tests (See manual) • Phonological Awareness Skills Screener (PASS) (K-2 & struggling learners) • Phonological Awareness Skills Test (PAST)(Kilpatrick) (PreK - Adult)
Alphabet Knowledge	<ul style="list-style-type: none"> • Alphabet knowledge is the one component that has a ceiling or mastery level.
Sound Symbol Recognition	<ul style="list-style-type: none"> • College Station TX, Texas A&M: Quick Phonics Screener (K-6) • Scholastic: CORE Phonics Survey (K-8) • Houghton Mifflin: Phonics/Decoding Screening Test (1-6)
Decoding Skills	<ul style="list-style-type: none"> • Assessing Multiple Measures: CORE Phonics Survey (K-12) • Really Great Reading: Diagnostic Decoding Surveys (1, 2-12)
Rapid Naming	<ul style="list-style-type: none"> • Analysis of errors from initial screener
Encoding	<ul style="list-style-type: none"> • Unedited writing samples and unmemorized dictated spelling

This list of level I dyslexia screening tools is to be used as a resource for school districts to determine which screener or screeners will provide the most beneficial data for each subcomponent of literacy at each grade level. The Dyslexia Resource Guide Committee is in no way endorsing any of the screeners. The list is in no way all inclusive or to be considered as "approved" screeners.

Section VI

Level II Dyslexia Screening

The level II dyslexia screening is a more detailed process for identifying a pattern of strengths and weaknesses documenting the characteristics of dyslexia. The determination of existing characteristics may be based on performance criteria (i.e. cut-points, benchmarks) of the chosen assessments to be used as the level II dyslexia screening. Norm-referenced, diagnostic assessments designed to measure the underlying cause, characteristics, and outcomes should be administered to identify the characteristics of dyslexia. The specific skills to be tested include phonological awareness, rapid naming, word reading, decoding, fluency, spelling, and reading comprehension. Examples of screening tools may be found in Appendix G.

When reporting results of norm-referenced tests, standard scores should be used. Criterion-referenced and group achievement tests scores may be informative as historical or secondary information but are considered weaker dyslexia identification tools. Individual subtest scores should be used rather than composite or cluster scores because a skill is only as strong as the weakest subskill. For example, consider the Elision and the Blending subtest scores on the CTOPP-2 rather than the Phonological Awareness composite score.

The Luke Waites Center for Dyslexia and Learning Disorders at Texas Scottish Rite Hospital for Children created the *Characteristic Profile of Dyslexia* to aid in school-based identification of dyslexia. This profile provides five questions to consider when identifying students with characteristics of dyslexia. The questions are

1. Does the student demonstrate one or more of the primary reading characteristics of dyslexia in addition to a spelling deficit?

2. Are the reading and spelling difficulties the result of a phonological processing deficit?

Appendix G

Assembling a Battery for the Level 2: Dyslexia Screener

The Dyslexia Resource Guide cannot be considered a substitute for reading and understanding the manual of a test you are administering.

UNDERLYING CAUSE

PHONOLOGICAL AWARENESS

CTOPP-2 (Comprehensive Test of Phonological Processing-2) Phonological Awareness Composite - Elision, Blending Words and Phoneme Isolation or Sound Matching subtests make up this composite

PAT-2 (Phonological Awareness Test-2) - first six subtests

KTEA-3 (Kaufman Test of Educational Achievement - 3rd edition)

WRMT-III (Woodcock Reading Mastery Test III) - Phonological Awareness

WJ-IV (Woodcock-Johnson Tests of Oral Language-4th edition) - Segmentation and Sound Blending

RAPID NAMING

CTOPP-2 - Rapid Naming Composite

KTEA-3 - Rapid Automatized Naming, Letter Naming Facility, Object Naming Facility

WRMT-III - Rapid Automatic Naming

WJ-IV Tests of Oral Language - Rapid Picture Naming

RAN/RAS (Rapid Automatized Naming and Rapid Alternating Stimulus)

LETTER KNOWLEDGE

PAT-2 - Graphemes

WRMT-III - Letter Identification

WJ-IV (Woodcock-Johnson Tests of Achievement-4th edition) - Spelling of Sounds (Phoneme knowledge)

WIST (Word Identification and Spelling Test) – Sound-symbol knowledge

CHARACTERISTICS

DECODING

PAT-2 - Decoding

KTEA-3 - Nonsense Word Decoding

WIAT-III (Wechsler Individual Achievement Test-3rd edition) - Pseudoword Decoding

WJ-IV Ach - Word Attack

WRMT-III - Word Attack

WORD RECOGNITION

KTEA-3 - Letter & Word Recognition

WIAT-III - Word Reading

WJ-IV Ach - Letter-Word Identification

WRAT-4 (Wide Range Achievement Test-4th edition) - Reading

WRMT-III - Word Identification

WIST – Word identification

FLUENCY

Oral Reading Accuracy

GORT-5 (Gray Oral Reading Test-5th edition) - Accuracy score

Oral Reading Rate

GORT-5 - Rate score

Oral Reading Fluency (Rate and Accuracy as a Composite only)

KTEA-3 Word Recognition Fluency, Associational Fluency, Silent Reading Fluency

TOWRE-2 (Test of Word Reading Efficiency- 2nd edition) - Sight Word Efficiency, Phonemic Decoding Efficiency, and Total Word Reading Efficiency

WIAT-III - Oral Reading Fluency

WJ-IV Ach - Oral Reading Fluency, Sentence Reading Fluency

WRMT-III - Oral Reading Fluency

SPELLING

KTEA-3 – Spelling, Orthographic Processing Cluster - Spelling, Letter Naming Facility, and Word Recognition Fluency

TWS-5 (Test of Written Spelling-5th edition) - Spelling

WIAT-III - Spelling

WJ-IV Ach - Spelling and Spelling of Sounds (spelling nonsense words)

WRAT-4 - Spelling

WIST – Spelling

OUTCOMES

READING COMPREHENSION

GATES (Gates-MacGinitie Reading Tests) - Silent reading comprehension

GORT-5 - Oral reading comprehension

GSRT (Gray Silent Reading Tests) - Reading comprehension

KTEA-3 - Reading Comprehension

WIAT-III - Reading comprehension

WJ-IV Ach - Passage Comprehension

WRAT-4 - Sentence Comprehension

WRMT-III - Passage Comprehension

WRITTEN EXPRESSION

KTEA-3 Written Expression

TOWL-3 (Test of Written Language-3rd edition) - Overall writing quotient

WIAT-III - Written Expression

WJ-IV Ach - Writing Samples

Adapted from the Characteristic Profile of Dyslexia – Revised 7/2014, Texas Scottish Rite Hospital for Children