

DISCLAIMER: The assessments/screeners for dyslexia risk and early literacy milestones provided in this sheet are a compilation of "everything out there" that the research team could find. It is our best attempt at a comprehensive list. If you know of an early literacy assessment or screener that you think that we should add to this list, or if you believe that any of the information in this sheet is inaccurate, please reach out to us at gaablab@childrens.harvard.edu. We are updating the list constantly.

Please read the instructions and further resources below **BEFORE** you access the different tabs:

There is not one screener that fits all schools or school districts. Here are a few criteria that are important to consider:

a) Student population: Does your school/school district have many students from low socio-economic status (SES) backgrounds? If so, it is important to make sure that your screener contains oral language measures since children from low SES may develop poor reading skills because of their language environment at home/in their community or low oral language abilities.

b) Oral Language Skills: (e.g. low vocabulary or low oral sentence comprehension). Does your school/district have many English language learners? For these students it will be important to consider screeners that assess oral language skills as well as pre-reading skills that are minimally biased by language skills (e.g. nonword repetition). Furthermore, the norms of most screeners (if normed at all) are from monolingual English speakers. ELL students can be compared to other ELL students but will often be 'at-risk' when compared to a non-ELL norm group. However, it is important that these students will be screened as well since ELL students with developmental dyslexia or reading impairments are often identified late (if at all).

c) Personnel available for screening and interpretation: Some screeners require intensive training and a time-intensive one-on-one administration and/or scoring/interpretation protocol. This requires a significant training protocol and resources.

d) Sensitivity/Specificity: No screener is perfect and will correctly identify all children at risk without false alarms (children who are identified as being at risk by the screener but who are not truly at-risk) and misses (children who are not identified by the screener but are in fact at-risk).

We further recommend eight key characteristics when determining an optimal screening battery for an individual classroom, school, or district. The first letters of these characteristics spell the acronym SCREENED:

For more information, please read ["It's a Myth That Young Children Cannot Be Screened For Dyslexia"](#)

Short
Comprehensive
Resourceful
Early
ESL/Dialect Inclusion
Neurobiology/Genetics
Evidence-based Response to Screening
Developmentally Appropriate