

Revised Report of the
Subcommittee on Screening and
Evaluation Process
to the
Legislative Task Force on Dyslexia

CHAIRPERSON: Senator Bruce Givens

OTHER MEMBERS: Sarah Brinkley, Tally Fleming, and Jennifer Knight

STUDY TOPIC(S)

- Identify valid and reliable screening and evaluation assessments and protocols and the appropriate personnel to administer such assessments.

January 2019

Revised Report of the Subcommittee on Screening and Evaluation Process

Conclusions:

Recommendations include:

- The Kansas State Board of Education (KSBE) should require every school district to use a multi-tiered system of supports (MTSS) to screen and identify students with characteristics of dyslexia; the Kansas Education Systems Accreditation model should be amended to require districts to implement a rigorous MTSS approach subject to external review;
- KSBE should develop and provide to school districts criteria for vetting and approving tools and materials for screening and assessing students for dyslexia and characteristics of dyslexia;
- KSBE should develop dyslexia screening resources similar to those developed by the Indiana Department of Education (stored at <https://www.doe.in.gov/literacy/dyslexia-screeners>, retrieved November 1, 2018);
- The Legislature should provide funding for all districts to train appropriate staff on dyslexia and recognizing dyslexia;
- The Legislature should provide Level I screeners (as described in *Indiana Department of Education Level I and Level II Screeners*, attached as Appendix C), or sufficient additional funding for the purpose of acquiring Level I screeners, to all school districts; and
- The receipt of new funding for dyslexia training and dyslexia screeners by school districts should be conditioned upon the district implementation of a rigorous MTSS with fidelity, as assessed by the KSBE.

Proposed Legislation: None

BACKGROUND

Sub. for HB 2602 (2018) established the Legislative Task Force on Dyslexia, charged with advising and making recommendations to the Governor, Legislature, and State Board of Education regarding matters concerning the use of evidence-based practices for students with dyslexia. Specifically, the bill states the recommendations and resource materials shall:

- Research and recommend evidence-based reading practices to address dyslexia or characteristics of dyslexia for use by schools;
- Research and recommend high-quality pre-service and in-service professional development activities to address reading difficulties like dyslexia, including identification of dyslexia and effective reading interventions to be

used in schools and applicable degree programs;

- Study and examine current state and federal law, rules and regulations, and the implementation of such laws and rules and regulations that affect students with dyslexia; and
- Identify valid and reliable screening and evaluation assessments and protocols that can be used, as well as the appropriate personnel to administer such assessments, in order to identify children with reading difficulties, such as dyslexia or the characteristics of dyslexia.

Task Force Chairperson Jim Porter created four subcommittees to study each of the four components of the Task Force's charge and to provide recommendations to the full Task Force.

SUBCOMMITTEE ACTIVITIES

After members were assigned to the Subcommittee on Screening and Evaluation Process, the Subcommittee met Tuesday, August 21, and discussed various dyslexia screening tools and protocols, as well as possible recommendations to the full Task Force.

The Subcommittee met again on October 24 and discussed the use of multi-tiered system of support (MTSS) for screening for dyslexia and adopted tentative recommendations to the full Task Force.

The Subcommittee met again on January 3 and revised its recommendations to the full Task Force.

CONCLUSIONS AND RECOMMENDATIONS

The Subcommittee recommends the Kansas State Board of Education (KSBE) require every

school district to use MTSS to screen students for dyslexia, consistent with the document produced by the Kansas Department of Education, "Addressing Dyslexia within MTSS" (Appendix A). The Subcommittee further recommends each school district be required to post details concerning its MTSS-based dyslexia screening processes on its website with contact information for parents seeking more information and that the Kansas Education Systems Accreditation model be updated to require a rigorous MTSS approach.

The Subcommittee does not recommend any specific tool, product, or set of tools or products to be used as the dyslexia screening instrument for Kansas students. Rather, the Subcommittee recommends the KSBE develop guidance and criteria to be used by school districts in considering and evaluating what screening tools and protocols should be used. KSBE's guidance should include information for appropriately incorporating such screening tools into MTSS systems used by school districts.

The Subcommittee recommends KSBE use the set of dyslexia screening resources developed by the Indiana Department of Education as a model for developing dyslexia screening resources for Kansas school districts. The Subcommittee specifically recommends a flowchart similar to the Indiana Dyslexia Screener Flowchart (Appendix B) be developed and provided to school districts and the flowchart incorporate information for the use of screening tools in MTSS systems.

The Subcommittee further recommends the Legislature provide funding to school districts for the training of staff on dyslexia and recognizing dyslexia. The Subcommittee also recommends the Legislature provide funding to school districts for the acquisition of Level I dyslexia screeners, as described in Appendix C. The receipt of such funding should be conditioned upon a district's implementation of a rigorous MTSS system, subject to review by the KSBE.



According to the International Dyslexia Association (2018), dyslexia is “a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.” Dyslexia is specifically cited in the implementing regulations of the IDEA and in the Kansas Special Education for Exceptional Children Act, under the definition of specific learning disability.

The following table provides information on how the Kansas MTSS process addresses some of the facts and recommendations from The International Dyslexia Association and researchers of dyslexia.

What We Know: Prevention and Early Intervention	Kansas MTSS and Alignment
<ul style="list-style-type: none"> Dyslexia, by definition, is a word level reading disorder (Fletcher, et al., 2018). Of the components needed for word-level reading – letter sound knowledge, phonological blending, phonemic awareness, and phonological long-term memory – the difficulties experienced with those with the dyslexic pattern can be narrowed down to some combination of the first three.” (Kilpatrick, 2017). 	<ul style="list-style-type: none"> As part of Kansas MTSS, students needing intervention are given universal screening and formal/informal diagnostic assessments to ensure students at-risk for phonemic awareness and other word level difficulties receive intervention early. After screening, all students are immediately placed in pre-determined evidence-based interventions according to their need. Students who are missing these critical early literacy skills are placed in interventions focused on developing letter-sound knowledge, phonemic blending, and phonemic awareness.
<ul style="list-style-type: none"> Dyslexia is treatable with early intervention. It is heritable, but the neural systems are malleable both in development and in instructional response (Fletcher, et al., 2018). Early intervention or additional direct instruction should begin as early as kindergarten for struggling readers (Lowell, 2014). Over 20 studies that combine neuroimaging before and after reading intervention across the age span who have benefited from a year’s worth of targeted instruction start to resemble those of children who have never had any difficulty reading (Fletcher, et al., 2018). 	<ul style="list-style-type: none"> Kansas MTSS begins in preschool. Universal screening and intervention are provided early to ensure all children (preschool through grade 12) receive appropriate reading instruction according to their skill needs in a timely manner. In an MTSS, the universal screening data (reading accuracy and fluency scores) and the diagnostic process are used to group students according to their needs and targeted instructional focus. This method provides an efficient method to determine and appropriate instructional match to meet students’ needs. (PreK-12 Reading Structuring Guide, 2018)
<ul style="list-style-type: none"> For 70-90% of poor readers, prevention and early intervention programs that combine instruction in phoneme awareness, phonics, fluency, and reading comprehension strategies and that are taught by well-trained teachers can increase reading skills to average reading levels (Torgesen, 1997). 	<ul style="list-style-type: none"> In addition to a research-based core, students in PreK-3 receive targeted skill based instruction for supplemental intervention or comprehensive interventions for students with intensive needs.
What We Know: Identification of Student Needs	Kansas MTSS and Alignment
<ul style="list-style-type: none"> Dyslexia or any learning disability should not be identified in the absence of documentation of adequate instruction (Fletcher, et al., 2018). It is possible to identify potential reading problems in young children even before the problems turn into reading failure. This can be done by assessing students three times a year using screening assessments that assess predictive reading skills (ex: curriculum-based measures). (IDA, 2017). Research (Fuchs, Deno, & Mirkin, 1984) shows that students with reading difficulties make stronger reading gains when teachers use Curriculum Based Measurement-Reading Assessments (CBM-R). CBMs help teachers amend instruction until effective and give the clearest picture of students’ ongoing reading growth (IDA, 2007). 	<ul style="list-style-type: none"> In Kansas MTSS, schools are asked to evaluate the effectiveness of core curriculum and instructional practices. The process of finding students who are at-risk for reading difficulty is part of the Kansas Multi-Tier System of Supports and Alignment (MTSS) framework. Schools trained in Kansas MTSS are adequately prepared to screen students 3 times a year with a Curriculum-Based Measurement (CBM) and identify students with reading difficulties and target students’ word level reading difficulties, which are characteristics of dyslexia.

<ul style="list-style-type: none"> Careful progress monitoring and analysis of student performance are the key elements of a scientific approach to instruction that has the most promise to meet the unique needs of students with dyslexia (IDA, 2007). 	<ul style="list-style-type: none"> Frequent progress monitoring for students receiving supplemental (Tier 2) and intense (Tier 3) instruction is a critical component of Kansas MTSS. Regular adjustments are made to interventions based on student progress. The most frequent adjustments should involve group size and time (intensity), but may also involve a change of teacher or program. (PreK-12 Reading Structuring Guide, 2018)
<p style="text-align: center;">What We Know: Treatment</p>	<p style="text-align: center;">Kansas MTSS and Alignment</p>
<ul style="list-style-type: none"> The effectiveness of treatment depends on whether it addresses the relevant causes (Seidenberg, 2017). Research supports explicit, comprehensive and differentiated approaches at the classroom and supplemental (Tier 2) level (Fletcher, et al., 2018). “Traditional service models are ineffective. What we should be doing is screening, preventing, remediating, and accommodating through a multi-tiered system of supports (MTSS).” (Fletcher, 2018). 	<ul style="list-style-type: none"> As part of MTSS Structuring and Implementation training, schools learn about reading science and the most effective instructional approaches to treating reading difficulties and how to match the focus of intervention to student needs. Multi-tiered instructional approaches begin with screening and progress monitoring in the context of strong core instruction and supplemental instruction and, if needed, intensive intervention.
<ul style="list-style-type: none"> The educational needs of these students can often be met in the general education classroom (least restrictive environment), which should be tried first according to IDEA (Berninger & Wolf, 2009). We must focus on instruction and amplify the role of general education as a primary source of prevention (Fletcher, et al., 2018). 	<ul style="list-style-type: none"> Core instruction provided to all students in the building should be consistent with research-based practices and the district allocation of instructional minutes. Differentiation of core curriculum is considered at Tier 1 for all students (PreK-12 Reading Structuring Guide, 2018). An understanding of reader development, the five areas of reading, and how reading skills are acquired is essential when considering a school’s curriculum materials. This knowledge will assist schools in ensuring that the highest-quality curriculum is selected and that the essential components are addressed through Tier 1 (core), Tier 2, and Tier 3 curricula (PreK-12 Reading Structuring Guide, 2018). Kansas MTSS should not delay a student from receiving special education evaluation and students can be referred at any time in the process (Systems Implementation Guide, 2018).
<ul style="list-style-type: none"> Individuals with dyslexia require intense, precisely focused instruction (IDA, 2007). If a child has dyslexia, the child needs specialized instruction in phonology, oral reading accuracy and fluency for single words and passages, and written spelling (Berninger & Wolf, 2009). The word recognition skills of many students with identified reading disabilities can be normalized with effective interventions (Foorman and Al Otaiba, 2009). 	<ul style="list-style-type: none"> For supplemental and intensive support to be provided in grades PreK-3, curriculum materials must be selected that focus on skill-based instruction. Skill-based refers to the five essential areas of reading; phonemic awareness, phonics, fluency, vocabulary, and comprehension. Intervention curricula at Tier 2 and Tier 3 should be different from core curriculum and provide targeted and/or comprehensive intervention support, depending on the need of the student (Systems Implementation Guide, 2018).

KSDE (*Kansas State Department of Education*) has policies and procedures in effect to ensure that all children with exceptionalities and in need of special education and related services are identified, located, and evaluated. This includes children who attend public or private schools, are home schooled, are highly mobile including migrant and homeless, or are wards of the State. The child find requirement for schools applies to children ages birth through 21. Child find in Kansas involves a developmental screening process for children from birth to age 5, and a general education intervention process for children from kindergarten through age 21. As an agency, the Kansas State Department of Education (KSDE) encourages the use of a multi-tiered system of support for all children, encompassing school-wide support for both academic and behavioral competencies. (KSDE Kansas Special Education Services Process Handbook, 2011 pg. 21). The use of MTSS or any other process should not be used to delay an initial evaluation for special education. The school will make a referral for an initial evaluation whenever it is suspected that a child may be a child with an exceptionality to determine eligibility for special education and related services. At any time, a parent may request an initial evaluation under IDEA.

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Dyslexia Screener Flowchart

Updated 10/2018

A School corporation or charter school hires an “authorized reading specialist trained in dyslexia...who has completed training in a dyslexia program approved by the department” [Chapter 1. Sec. 2(a)].

Note: At any time a parent or teacher can request an educational evaluation of the student.

UNIVERSAL SCREENER
School corporation/charter school must:
-Select and include in reading plan IDOE-approved universal screener as a predictive assessment to measure dyslexia risk factors.
-Conduct screenings on all students who qualify as described in Chapter 2 Section 6 of SEA 217

This screener is a predictive measure that provides a snapshot of the student. It does NOT give specific information on what to work on or where to begin an intervention.

Students that show they are not at risk or some risk continue in the general education classroom with evidence-based practices for learning.

Schools are not required to administer the universal screener if the parent objects or student is already receiving intervention services for dyslexia [Chapter 2 Sec. 8 (a)].

DO NOT PASS UNIVERSAL SCREENER
Students who do not pass the screener and are at risk or at some risk for dyslexia on the universal screener [Chapter 2. Sec. 3].

Please see the guidance documents on giving the universal screener to special education and English language learners

PARENT PERMISSION AND NOTIFICATION
School corporations/charter school **shall** obtain parent permission. [Chapter 2. Sec. 8 (b)]
Note: it is the recommendation of the Indiana Department of Education that the school receives **informed written consent** from the student's parent.

Chapter 3 Section 1 of SEA 217 states that if the students' performance on the initial dyslexia screening, level I dyslexia screening, or level II dyslexia screening under IC 20-35.2 indicates a need for dyslexia intervention the school corporation or charter school **shall**:
(1) Notify the student's parent of the results of the dyslexia screening.
(2) Provide the student's parents with information and resource material that includes
(A) Characteristics of dyslexia
(B) Appropriate classroom interventions and accommodations for students with dyslexia.
(C) A statement that the parent may elect to have the student receive an educational evaluation by the school.

If parents **do not** consent, do **not** conduct Level I or Level II screener

Note: based on age and intensity of students' need schools may go directly to a battery of Level II screeners

Schools shall update parents on the student's progress and need for screeners and interventions

LEVEL I
The school corporation/charter school will need more information on how to provide student support, so it **shall conduct the level I screener process** to help identify areas that need intervention and starts the process of gathering more data.
This is the process of gathering more data through informal diagnostic screeners that can be used for progress monitoring and help to decide on interventions. [Chapter 2. Sec. 3]

LEVEL II
If additional information is needed or the school staff **needs to know the student's strengths and weakness**, the school **may conduct Level II screeners**. [Chapt 2. Sec. 4 (a)(b)] Level II screeners are a battery of norm-referenced assessments that are considered both formal and diagnostic. The level II screeners must include components from Chapter 2 Sec. 2 of SEA 2017. The data from these assessments can be used as a baseline for intervention and used show student growth.

RTI
Uses the “response to intervention process” to meet students needs [Chapter 2. Sec. 7] with:
(1) Explicit, direct instruction that is systematic, sequential and cumulative, following a logical plan of presenting alphabetic principles and targeting the specific needs of the student without presuming prior skills or knowledge,
(2) Individualized instruction to meet the specific needs of the student in a setting that uses intensive, highly concentrated instruction methods and materials that maximize student engagement,
(3) Meaning-based instruction directed at purposeful reading and writing with an emphasis on comprehension and composition,
(4) Instruction that incorporates the simultaneous use of two or more sensory pathways during teacher's presentations and student practice, and
(5) Other instructional approaches as determined appropriate” [Chapter 4, Sec.1].

Based on the screener scores, schools may consider these items during the RTI process:
-The student is taught in a small group or individual instruction
-Number of intervention sessions
-Length of intervention sessions
-Who is conducting the intervention
-The depth of study of each topic

Level I Dyslexia Screening

Level I Dyslexia Screener provides additional information about a student that receives an “at some risk” or “at risk” result from the Universal Screener. The level I dyslexia screening of a student shall perform with fidelity and include the components listed under Senate Enrolled Act 217 Chapter Section 1 (b). 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.

Process of Using the Level I Dyslexia Screener

The Level I Dyslexia Screening means a *process*, as determined by the school corporation or charter school, for gathering additional information to determine if characteristics of dyslexia are present.

This process may include data from the Level 1 Screener. Schools may find it helpful to gather additional information that includes other progress monitoring data, work samples, formative literacy assessment data, and additional age and developmentally appropriate dyslexia screening tools for the six areas. The determination of existing characteristics of dyslexia should be based on multiple sources of data.

The Level I Dyslexia Screener shall be used to gather additional information that will help the school team discriminate areas that need intervention and starts the process of gathering more data. The level I screeners are considered an informal diagnostic assessment that can also be used as part of progress monitoring.

Process of Gaining Information from a Level I Screener

A school-based decision making team will review the student records and progress, looking for patterns, indicators, if specific areas for assistance and areas of strength to build on. Prior to implementing any screener, the team informs the parents and obtains consents.

If a student's performance on a Level I Dyslexia Screening 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, that cover the following topics:
 - (A) The characteristics of dyslexia;
 - (B) Appropriate classroom interventions and accommodations for students with dyslexia; and
 - (C) States that the parent may elect to have the student receive an educational evaluation by the school (Chapter 3 Section 1).

Table 2: List of Approved Level I Screeners

This list of level I dyslexia screening tools is to be used as a resource for school corporations and charter schools to determine which screener or screeners provide the most beneficial data for each subcomponent of literacy at each grade level. The Indiana Department of Education (IDOE) vetted and approved the list of screeners. IDOE is not endorsing any of the screeners. This is the list of approved screeners, and is not an all-inclusive list of screeners that IDOE received. Should a corporation or charter school wish to use a screener that is not approved by IDOE, it must describe how the screener meets the criteria listed below prior to approval by IDOE. These will be reviewed on a quarterly basis during the 2018-2019 school year, and on a yearly basis after that.

Level I Screeners	
Required Component	Possible Screener Tools
Phonological and Phonemic Awareness	<p>DIBELS Deep: Phonemic Awareness (K-5)</p> <p>Phonological Awareness Screening Test (PAST) (Prek-Adult)</p> <p>Phonological Awareness Skills Screener (PASS) (K-2 + struggling learners)</p> <p>Gallistel-Ellis Test of Coding Skills (K-12)</p> <p>MindPlay-Phonemic Awareness Screener (K-12)</p> <p>NWEA Skills Checklist: Phonemic Awareness Manipulation of Sounds (K-12) (<i>Assigned based on need, not grade</i>)</p> <p>PALS: K-Rhyme, beginning sound awareness (K)</p> <p>PALS 1-3: Blending, sound to letter (1-3)</p> <p>PALS Plus: Blending, sound to letter (1-8)</p>
Alphabet Knowledge	<p>Alphabet knowledge is component with mastery level</p> <p>Use errors from initial screener</p> <p><u>May use:</u></p> <p>PALS K: Alphabet Knowledge (K)</p> <p>PALS 1-3: Alphabet Knowledge (1-3)</p> <p>PALS Plus: Alphabet Knowledge (1-8)</p>

<p>Sound Symbol Recognition</p>	<p>DIBELS Deep: Phonics (K-5) College Station TX, Texas A&M: Quick Phonics Screener (K-6) Scholastic: CORE Phonics Survey (K-8) Gallistel-Ellis Test of Coding Skills (K-12) Houghton Mifflin-Phonics/Decoding Screening Test (1-6) MindPlay: Phonemic Awareness Screener (K-12) NWEA Skills Checklist-Phonics: Both Syllable Types Checklists (Vowel, digraphs/Diphthongs, CVC, CVCe, R-controlled) (K-12) <i>(Assigned based on need, not grade)</i> PALS K: Letter sounds, spelling (K) PALS 1-3: Letter sounds, spelling (1-3) PALS Plus: Letter sounds, spelling (1-8)</p>
<p>Decoding Skills</p>	<p>DIBELS Deep: Fluency (K-5) Reading Good Reading Diagnostic Survey (4-12) MindPlay: Fluency Screener (K-8) NWEA Skills Checklist: Other Decoding Checklists (Spelling Patterns/Word Families, Multi-Syllable Words, Affixes, Open/C+le) (K-12) <i>(Assigned based on need, not grade)</i> Really Good Reading: Diagnostic Decoding Surveys (1-12) PALS K: Concept of Word (K) PALS 1-3: Passage Reading (1-3) PALS Plus: Passage Reading (1-8)</p>
<p>Rapid Naming</p>	<p>Use errors from initial screener <u>May Use:</u> Rapid Automatic Naming (RAN) and Rapid Alternating Stimulus (RAS) (Use different trial from universal screener) (K-12)</p>
<p>Encoding</p>	<p>Use unedited writing samples or dictated spelling <u>May Use:</u> PALS K: Spelling (K) PALS 1-3: Spelling Inventory (1-3) PALS Plus: Spelling Inventory (1-8)</p>

Level II Dyslexia Screening

The Level II Dyslexia Screening provides additional information for identifying a pattern of strengths and weakness documenting the characteristics of dyslexia. The determination of existing characteristics may be based on performance criteria (i.e. cut-scores, benchmarks) offer dyslexia characteristics as do norm-referenced, diagnostic assessment. Specific skills tested include phonological awareness, rapid naming, word reading, decoding, fluency, spelling, and reading comprehension.

When reporting results of norm-referenced tests, standard scores should be used. The data from these assessments can be used as a baseline for intervention and used to show student growth. For all assessments, individual subset scores should be used rather than composite or cluster scores. For example, consider the Ellison and Blending subtest scores on the CTOPP-2 rather than the phonological composite score.

In addition to the level II screener data, schools may find it helpful to gather additional information that includes other progress monitoring data, work samples, formative literacy assessment data, and additional age and grade appropriate dyslexia screening tools of the six areas. The determination of existing characteristics of dyslexia should be based on multiple sources of data.

Process of Gaining Information from a Level II Screener

A school-based team will review the student records and progress monitoring data. The team will look for patterns, indicators, of specific areas of strength and need. This team may be comprised of the authorized reading specialist with training in dyslexia, the EL teacher or program administrator, the special education teacher, special education director, and the classroom teacher. Prior to implementing any screener, the team informs the parents and obtains consents.

If a student's performance on a Level II Dyslexia Screening indicates a need for dyslexia intervention services, the student's parent or legal guardian shall be:

- (3) Notified of the results of the dyslexia evaluation; and

- (4) Provided with information and resource material, that cover the following topics:
- (A) The characteristics of dyslexia;
 - (B) Appropriate classroom interventions and accommodations for students with dyslexia; and
 - (C) States that the parent may elect to have the student receive an educational evaluation by the school (Chapter 3 Section 1).

Table 2: List of Approved Level II Screeners Vetted and Approved

Level II Screeners

Phonological and Phonemic Awareness

- Feifer Assessment of Reading (**FAR**)
- Test of Phonemic Awareness-2 (**TOPA-2**)
- Comprehensive Test of Phonological Processing, 2nd Edition (**CTOPP-2**)-
Phonological Awareness Composite-Elision, Blending Words and Phoneme Isolation
or Sound Matching subtests make up this composite
- Developmental Reading Assessment 2nd Edition (**DRA-2**)-Word Analysis
- Phonological Awareness Test (**PAT-2**)-Phonics-First six subsets
- Phonological Awareness Test (**PAT-3**)-Phonics-First six subsets
- Brigance CIBS II-Word Analysis
- Wechsler Individual Achievement Test-3rd edition (**WIAT-III**)-Early Learning-Early
Reading Skills
- Kaufman Test of Educational Achievement (**KTEA-3**)-Phonological Processing
- A Language Processing Skills Assessment (**TAPS-4**)-Phonological Processing
Composite
- Test of Integrated Language and Literacy Skills (**TILLS**)-Phonological and
Phonemic Awareness
- Woodcock Reading Mastery Test III (**WRMT-III**)-Phonological Awareness
- Woodcock-Johnson Test of Oral Language-4th Edition (**WJ-IV**)-Segmentation and
Sound Blending

Rapid Naming

- Comprehensive Test of Phonological Processing, 2nd Edition (**CTOPP-2**)-Rapid Naming
Composite
- Kaufman Test of Educational Achievement (**KTEA-3**)-Rapid Automated Naming, Letter
Naming Facility, Object Naming Facility

- Woodcock Johnson Mastery Test (**WRMT-III**)-Rapid Automatic Naming
- Woodcock Johnson (**WJ-IV**)-Tests of Oral Language-Rapid Picture Naming
- Rapid Automatic Naming (RAN) and Rapid Alternating Stimulus (RAS)
(Use different trial from universal and level I)

Letter Knowledge

- Phonological Awareness Test (**PAT-2**)-Graphemes
- Woodcock Johnson Mastery Test (**WRMT-III**)-Letter Identification
- Woodcock-Johnson Tests of Achievement-4th edition (**WJ-IV Ach**)-Spelling of Sounds
(Phoneme knowledge)
- Word Identification and Spelling (**WIST**)-Sound-Symbol Knowledge
- Test of Integrated Language and Literacy Skills (**TILLS**)-Phonics

Decoding

- Phonological Awareness Test (**PAT-2**)-Decoding
- Phonological Awareness Test (**PAT-3**)-Decoding
- Kaufman Test of Educational Achievement (**KTEA-3**)-Nonsense Word Decoding
- Wechsler Individual Achievement Test-3rd edition-(**WIAT-III**)-Pseudoword
Decoding
- Woodcock Johnson (**WJ-IV Ach**)-Word Attack
- Woodcock Johnson Mastery Test Revised (**WRMT-R**)-Word Attack

Word Recognition

- Kaufman Test of Educational Achievement (KTEA-3)-Letter & Word Recognition
- Welsher Individual Achievement Test (**WIAT-III**)-Word Reading
- Wide Range Achievement Test (**WRAT-4**)-Reading
- Word Identification and Spelling (**WIST**)-Word Identification

- Woodcock Johnson Mastery Test (**WRMT-III**)-Word Identification
- Woodcock Johnson Mastery Test Revised (**WRMT-R**)-Word Identification
- Brigance CIBS II-Word Recognition

Fluency

- Grey Oral Reading Fluency (**GORT-5**)-Accuracy Score and or Rate Score
- Developmental Reading Assessment (**DRA 2**)-Reading Fluency
- Woodcock Johnson Mastery Test (**WRMT-III**)-Word Attack
- Woodcock Johnson (**WJ-IV Ach**)-Oral Reading Fluency, Sentence Reading Fluency
- Woodcock Johnson Mastery Test Revised (**WRMT-III**)-Oral Reading Fluency
- Woodcock Johnson Mastery Test Revised (**WRMT-R**)-Oral Reading Fluency
- Brigance CIBS II-Oral Reading
- Test of Integrated Language and Literacy Skills (**TILLS**)-Written Discourse
- Test of Word Reading Efficiency-2nd Edition (**TOWRE-2**)-Sight Word Efficiency, Phonemic Decoding Efficiency, and Total Word Reading Efficiency

Spelling

- Kaufman Test of Educational Achievement (**KTEA-3**)-Spelling, Orthographic, Processing Cluster - Spelling, Letter Naming Facility, and Word Recognition Fluency
- Test of Written Spelling-5th edition (**TWS-5**)-Spelling
- Welsher Individual Achievement Test (**WIAT-III**)-Spelling-
- Woodcock Johnson (**WJ-IV Ach**)-Spelling and Spelling of Sounds (spelling nonsense words)
- Wide Range Achievement Test (**WRAT-4**)-Spelling
- Word Identification and Spelling (**WIST**)-Spelling
- Brigance CIBS II-Spelling

Written Expression

- Kaufman Test of Educational Achievement (**KTEA-3**)-Written Expression
- Test of Written Language (**TOWL-3**)-Overall Writing Quotient
- Welsher Individual Achievement Test (**WIAT-III**)-Written Expression
- Woodcock Johnson (**WJ-IV Ach**)-Writing Samples

This list of Level II Dyslexia Screening Tools is to be used as a resource for school corporations and charter schools to determine which screener or screeners will provide the most beneficial data for each subcomponent of literacy at each grade level. The Indiana Department of Education (IDOE) is in no way endorsing any of the screeners. This is the list of approved screeners. It is not all-inclusive.