

DYSLEXIA DYSLEXIA SCREENERS SCREENERS



Compiled by State Dyslexia Network

October-2017

Dyslexia Screener Rubric

Screener:	Shaywitz DyslexiaScreen™
Overview:	<p>The Shaywitz DyslexiaScreen is an efficient, reliable, and user-friendly dyslexia screening tool for K-2 students who may be at risk for dyslexia. Created by Dr. Sally Shaywitz, a global leader in dyslexia, it emphasizes phonological, linguistic, and academic performance based on teacher observations, all in just a couple of minutes per student—as opposed to other measures which take up precious instructional time.</p>
Age Range:	Kinder – 2 nd Grade
Qualification Level:	<p>A Qualification Level B is required to purchase and interpret the results of the Shaywitz DyslexiaScreen via Pearson's Q-global system. To explain the results properly, the professional must have successfully completed formal coursework in assessment and understand the risks of mislabeling or making educational decisions about students on the basis of limited and imperfect data. More details on the specific Qualification Level B requirements can be found here. Training is available for Level B users on the appropriate use of this screener.</p> <p>Additionally, the Shaywitz DyslexiaScreen forms may be administered by teachers with a range of educational backgrounds, provided that they have taught the student referred for screening and have familiarity with the student's language and academic skill levels. Training and administration support is available for these non-Level B administrators.</p> <p>Educational institutions or organizations may purchase the universal screening application for mass screening efforts. This application is intended for the large-scale use of the screener and a Level B user will take responsibility for appropriate preparation of the teachers as needed and use of the results.</p>
Administration:	Digital administration and scoring
Scoring and Interpretation:	<p>The Shaywitz is a rating based screener, so it is filled out by teachers and does not require student participation. We recommend 6-8 weeks so the teacher can learn about the student to be able to accurately rate them. The test questions were found to effectively differentiate between at-risk and not at-risk for dyslexia. However, it's also good practice to make sure you have evidence of reading difficulty from performance measures or classroom artifacts.</p> <p>The screener is scored automatically once the items have been completed by the teacher and submitted. Results appears immediately and can be printed, saved, and/or shared with others. The results of the Shaywitz DyslexiaScreen for a particular student include a simple classification of <i>At Risk for Dyslexia</i> or <i>Not At Risk for Dyslexia</i>. This classification makes it easy for professionals to interpret and communicate results.</p>



Scoring Options: The Shaywitz DyslexiaScreen is available using Q-global, Pearson's secure web-based scoring and reporting platform that is accessible from any computer connected to the Internet. Additional information regarding Q-global technical requirements can be found at www.helloq.com . Screener Frequently Asked Questions (FAQs) are found in the About the Shaywitz DyslexiaScreen.pdf in the Q-global Resource Library.	
Completion Time:	
<ul style="list-style-type: none"> Administration takes less than 5 minutes per student 	
Features and Benefits:	
<ul style="list-style-type: none"> Quickly and easily identifies dyslexia risk Developed specifically for young students Administration takes less than 5 minutes per student Allows screening of individuals or groups Easy to use, teacher-friendly rating scale Digital administration, scoring, and reporting via Q-global or via the Universal Screening applicatio 	
Costs:	
Shaywitz DyslexiaScreen Q-global Individual Administration & Report	\$ 1.00
Shaywitz DyslexiaScreen Universal Screen Administration & Reports (500 minimum)	\$ 1.25
Resources: Staff and Materials:	
RTI Tiers:	
Publication Date: 2016	

Four Core Literacy Skills:

Alphabet Knowledge	
Concept of Word	
Letter Naming and Letter Sound	
Phonological Awareness	X

*SDS has emphasis on: 1. Phonological 2. Linguistic 3. Academic Performance



Shaywitz Q-global™ vs Universal Screening Application



	Q-global	Universal Screening Application
Purchase Qualifications	Level B	Educational institution or organization with a Level B contact
Usage Model	"Pay as you go"—using more administrations than you have purchased is not allowed.	"Pay as you go+"—you may use more administrations that you have purchased and Pearson will bill you at the end of the school year for additional administrations consumed.
Do purchased usages expire?	No, as long as the Q-global account is active.	No, as long as the Universal Screening account is active.
Price	\$1.00 per digital administration and report (no minimum) \$49.00 per digital manual	\$1.25 per digital administration (500 minimum purchase) Manual and all reporting included in price for administrators of the screening program.
Are Volume Discounts available?	No	No
Grade Range	K-2	K-2
Administration	Digital/Online	Digital/Online
Best for...	Individual or small group administration	Large group administration (targeted or universal screening)
Features	<ul style="list-style-type: none"> • On-screen administration with Teacher Guides on a separate downloadable .pdf resource • Individual report • Group report • Parent/Caregiver support handout 	<ul style="list-style-type: none"> • On-screen administration with embedded Teacher Guides for each item during administration • Full individual and group aggregated/disaggregated reporting functionality • Parent/caregiver support handout • Rostering capability • Email and screening progress communication tools between administrators and teachers



Dyslexia Screener Rubric

Screener: Predictive Assessment of Reading

Overview: The Predictive Assessment of Reading (PAR) measures a child's current level of reading skills. It also calculates an accurate prediction of present and future reading achievement. Once the gap between where the child is now, and where PAR predicts they will be at both the 3rd grade and 8th grade levels, PAR determines exactly which skills will need intervention for the child to become a strong reader, and provides suggested intervention strategies to strengthen the specific skills the child lacks, and it monitors progress.

Age Range: : PK-3

The PAR can be administered to preschool children (those expected to transition to kindergarten in the fall) beginning in the spring semester and administered to children in kindergarten through the 3 grade in the fall, winter, and spring.

Qualification Level: N/A (Anyone trained on the test) Teacher/Paraprofessional, etc.

Administration:

Individual Administration

12-15 minutes per student

Comes in an English and Spanish version.

Tests 4 basic skills: Letter-Word Calling, Picture Naming Vocabulary, Phonemic Awareness, Rapid Naming Fluency

Scoring and Interpretation:

Standard scores – Each skill area receives a score; then two overall composite scores are given; (1) the expected reading level on a current one-on-one test like the Woodcock-Johnson™; and (2) the predicted future 3rd grade and 8th grade reading scores (3rd grade based on WJ III and 8th grade based on Gates Macginitie™)

Remediation codes – These codes tell which skills should be the highest priority for remedial attention in order for reading skills to develop satisfactorily. Codes are provided for children in need of intervention, those reading at grade level, and those reading above current grade level.

Intensity codes – These codes tell how serious the need is for intervention and in what type of setting the student will best benefit (one-on-one, small group, whole class instruction)

Individual Tests:

Letter-Word Calling – looking at a word and pronouncing it correctly, either by sight (just knowing it) or by “sounding it out” (breaking the word “bat” into b-a-t, knowing the sound each letter makes, and blending the separate letters “b-a-t” together to make “bat”).

Picture Naming Vocabulary – looking at a picture of an object and saying the name of the object. It's a good way to measure a child's overall vocabulary or knowledge of word meanings. Vocabulary is the foundation of language itself and is essential for growth in reading beyond 1st grade.

Phonemic Awareness – understanding the individual sounds in a word. If a child has trouble learning to read, it's usually because of trouble with the sounds in words. The child may be able to hear and pronounce words correctly, but have difficulty taking the word apart into its individual sounds—for example, being able to say “ark” when asked to say “mark” without the “mmm” sound).

- Initial Consonants (Pre-K and K Only)

- Strip the First Sound
- Final Consonants (1-3 grade)
- Sound Deletion (2 grade and above)

Rapid Naming Fluency – quickly naming a string of familiar items on a page, such as a series of numbers or letters.

Scoring Options: Online scoring

Completion Time: 12-16 minutes

Features and Benefits:

- The PAR kit includes assessment stimulus cards, score sheets, progress monitoring materials to go along with an online platform that allows teachers to get and share student and classroom data with parents and other educators
- Provides data which shows the specific areas where the student needs the most instruction along with strategies to include in a classroom’s small-group time and whole classroom time.
- Reliability, validity are at (or near) 90% for all measures.
- PAR provides ideas and instruction for both whole class and small-group times allowing the teacher to plan appropriate strategies based on the information learned from the most recent testing results. Whole class instruction includes information for Transition Times, Teacher Talk Time, and Text Times; while small-group settings include instruction for phonological decoding and vocabulary building.
- English and Spanish
- PAR is unique in its inclusion of picture vocabulary as one of its subtests. PAR can be differentiated by its unique ability to provide the teacher with a diagnosis of the single or double deficit that must be corrected before the child will be able to advance. Based upon this global diagnostic profile, PAR provides the teacher with a strategy and a starter set of 20 minute scripted remediation lesson plans.

Costs: \$7.00 per student for annual subscription- includes all materials

Annual cost per student depends on number of students as follows:

1-250 students for \$7/student

251-500 students for \$6.50/student

501-1000 students for \$6.00/student

1001-2000 students for \$5.50/student

Inclusion of Four Core Literacy Skills

Alphabet Knowledge	
Concept of Word	x
Letter Naming and Letter Sound	x
Phonological Awareness	x

Dyslexia Screener Rubric

Screener: ISIP (I-Station Indicators of Progress)
Overview: ISIP is an online, computer-adapted assessment which allows for quick universal, group screening.
Age Range: Early Reading: grades PK-3 Advanced Reading: grades 4-8
Qualification Level: None
Administration: Computer-based
Scoring and Interpretation: Provides individual and group score summaries and print-outs. These provide an Overall Reading score and tier, as well as break-downs for subtests, based on the grade level. It is important to note the Text Fluency score is not figured into the Overall Reading score or Tier. Early Reading: Phonemic Awareness, Alphabet Knowledge & Skills (Letter Knowledge, Alphabetic Decoding, & Spelling), Connected Text Fluency (starting at EOY 1 st grade), Vocabulary, & Comprehension (Listening Comprehension or Reading Comprehension) <ul style="list-style-type: none">• PreK & K: Phonemic Awareness, Letter Knowledge, Vocabulary, Listening Comprehension• 1st: Phonemic Awareness, Letter Knowledge, Vocabulary, Alphabetic Decoding, Spelling, Reading Comprehension (and Text Fluency starting at EOY 1st grade)• 2nd & 3rd: Spelling, Vocabulary, Text Fluency, Reading Comprehension Advanced Reading: Word Analysis (Spelling), Fluency, Vocabulary, Reading Comprehension
Scoring Options: Online only Students will automatically complete progress monitoring assessment the first time they log in each month, but teachers can also perform an "On Demand Assessment" at any time (and in any domain). If LEAs want to have a measure for phonemic awareness and alphabetic decoding for students older than PK-1 st grade, teachers can perform an On Demand Assessment in these areas (but they likely will have to create a user account in the Early Reading if the student is beyond 3 rd grade).
Completion Time: 25-30 minutes, depending on the student (could take less time)
Features and Benefits: Teachers or Admin can log in and see how long students took for each question – if they are just clicking without reading the questions, this will be evident in this task analysis. The On Demand feature allows to have another measure if there is a question about validity of the results due to attention or other factors.

If students in 2nd or 3rd grade have scores for Phonemic Awareness, Alphabetic Decoding, and Letter Knowledge (and attention can be ruled out as a factor), this is an automatic red flag and cause for concern.

Costs:

The assessment (ISIP) is currently free of charge for grades 3-5, but the intervention (I-station) is not included in this. The teacher-directed lessons are free with the ISIP, and are excellent resources for intervention tied to specific student needs (as evidenced in the ISIP progress monitoring data).

IMPORTANT NOTE:

Only funding the assessment piece grades 3-8 this year (no longer funding PK-2, and next year, none of the grade levels will be funded).

Resources: Staff and Materials:

- Provides multiple reporting options (Executive Summary for administrative level, all the way down to classroom and student summary, skill growth, usage trends, priority reports, etc.)
- Allows teachers to group students according to needs demonstrated in progress monitoring results and even provides direct links to Teacher-Directed Lessons to address student deficits
- Allows teachers to log intervention notes/data per student or per student group

RTI Tiers:

Tiers 2 & 3

Publication Date:

Four Core Literacy Skills:

Alphabet Knowledge	X
Concept of Word	
Letter Naming and Letter Sound	X
Phonological Awareness	X

Dyslexia Screener Rubric

Screener: Dyslexia Early Screening Test-Second Edition (DEST-2)
Overview: The Dyslexia Early Screening Test-Second Edition (DEST-2) is a screening test that evaluates whether a student is experiencing difficulties in areas related to dyslexia. It consists of 12 subtests: Rapid Naming, Bead Threading, Phonological Discrimination, Postural Stability, Rhyme/Alliteration, Forward Digit Span, Digit Naming, Letter Naming, Sound Order, Shape Copying, Corsi Frog, and Vocabulary.
Age Range: 4 years 6 months to 6 years 5 months
Qualification Level: CL3
Administration: Individual Administration.
Norms: Based on UK population
Scoring and Interpretation: Manual Scoring and Computerized Scoring
Scoring Options: Manual Scoring and Computerized Scoring Program Provides an 'at risk quotient' (ARQ), Work out the numbers of – and – scores, and Visual Profile chart on Record form, useful to see strengths and weaknesses.
Completion Time: 30 minutes
Features: The DEST-2 Kit includes the Examiner's Manual, Envelope 1 (containing 7 subtest cards and sample permission letter), Envelope 2 (containing score keys), Forward Digit Span Tape, Sound Order Tape, Corsi Frog, Beads, Cord, Blindfold, Balance Tester, Scoring Software with manual, and 50 scoring sheets in a carrying case.
Costs: \$258.00 (Record Forms are \$81.50 for a package of 50)
Resources: Staff and Materials: Administrator, DEST-2 Kit, CD, CD Player, and pencils.
Publication Date: 2004

Inclusion of Four Core Literacy Skills

Alphabet Knowledge	
Concept of Word	
Letter Naming and Letter Sound	X
Phonological Awareness	X



Dyslexia Screener Rubric

Screener: Mindplay Universal Screener (formerly Reading Analysis and Prescription System (RAPS 360)
Overview: The Mindplay Universal Screener (RAPS360) is a 100% computerized diagnostic reading assessment program that automatically tests and diagnoses basic reading skills and weaknesses for a single student, a classroom, an entire school or a district's populations.
Age Range: K-12
Qualification Level: A
Administration: Mindplay Universal Screener is a web-based application that is a 100% computerized diagnostic reading assessment program that automatically tests and diagnoses reading skills and weaknesses. A computer lab setting can be used to test the entire class at the same time.
Scoring and Interpretation: Computerized- Students are ranked into Instructional levels: Critical, Approaching, and Meeting. Independent Grade level reading score is provided along with a fluency score if taken. A text Lexile measure is provided for the latest story completed. Mindplay Universal Screener was designed to analyze student responses and report on the five critical reading components of Phonemic Awareness, Phonics, Vocabulary, Comprehension and silent reading Fluency. In addition, Eye Tracking is also evaluated.
Scoring Options: Computerized
Completion Time: 15-30 minutes (will vary depending on the child; will adapt to student performance)
Features: The tests include: Comprehension Screening Assessment, Phoneme Segmentation, Word Meaning and Recognition Assessment, Phonics-Decoding/Encoding Assessment, Eye Tracking Assessment, Natural Fluency Assessment, Expected Fluency Screening, and the Pause-Assisted Fluency Assessment (Reading Connected Text Assessment). These assessments are grouped into three test sets that provide either detailed diagnostics or a quick progress check. Depending on the test set and student performance, students may take as few as one or as many as six assessment and diagnostic tests. Based on Orton-Gillingham methods.
Costs: The <i>MindPlay Universal Screener</i> program is both sold alone for schools that only want the assessment or who have their own reading intervention, or is included within <i>MindPlay Virtual Reading Coach®</i> , for schools that want a complete reading solution. Volume discounts will apply. Prices start at \$5 per student for annual licenses and volume pricing is available for schools to purchase <i>Universal Reading Screener</i> .
Resources: Staff and Ipad/Computers (Web- or network-based software); Program Administrator to manage teachers, students, and classes
Publication Date: Latest release was July 2017

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Inclusion of Four Core Literacy Skills

Alphabet Knowledge	X
Concept of Word	
Letter Naming and Letter Sound	X
Phonological Awareness	X



Dyslexia Screener Rubric

Screener: Istation's Indicators of Progress, Español (ISIP-S)
Overview: ISIP™, Istation's Indicators of Progress, Español (ISIP Español) is a web-delivered Computer Adaptive Testing (CAT) system that provides Continuous Progress Monitoring (CPM) by frequently assessing and reporting student ability in critical domains of Spanish early reading. The ISIP Español assessment is based on sound standards for educational testing and is guided by the latest publications used internationally through Early Grade Reading Assessment (EGRA) (SprengerCharolles et al., 2000). These foundational bases were used to design the framework utilized for item writing and editing. Designed for students in Pre-Kindergarten through Grade 3, who are receiving language arts reading instruction in Spanish, ISIP Español provides teachers and other school personnel with easy-to-interpret, web-based reports that detail student strengths and deficits and provide links to teaching resources. Use of this data allows teachers to more easily make informed decisions regarding each student's response to targeted reading instruction and intervention strategies.
Age Range: Grades PK-5 th grade
Qualification Level: n/a
Administration: Since this is computer based, the ISIP Español requires minimal teacher administration effort and requires no teacher/examiner testing or manual scoring.
Scoring and Interpretation: Computer scored
Scoring Options: n/a
Completion Time: 40 minutes or less
Features and Benefits: ISIP Español provides teachers and other school personnel with easy-to-interpret, web-based reports that detail student strengths and deficits and provide links to teaching resources. Use of this data allows teachers to more easily make informed decisions regarding each student's response to targeted reading instruction and intervention strategies.
Costs: \$5.95 per student
Resources: Staff and Materials: Web based teacher resources and technical support.
RTI Tiers:

Consistent with other reading assessments, Istation has defined a three-tier normative grouping, based on scores associated with the 20th and 40th percentiles. Students with a score above the 40th percentile for their grade are placed into Tier 1. Students with a score below the 20th percentile are placed into Tier 3. These tiers are used to guide educators in determining the level of instruction for each student. That is, students classified as:

- Tier 1 are performing at grade level.
- Tier 2 are performing moderately below grade level and in need of intervention.
- Tier 3 are performing seriously below grade level and in need of intensive intervention.

Publication Date:

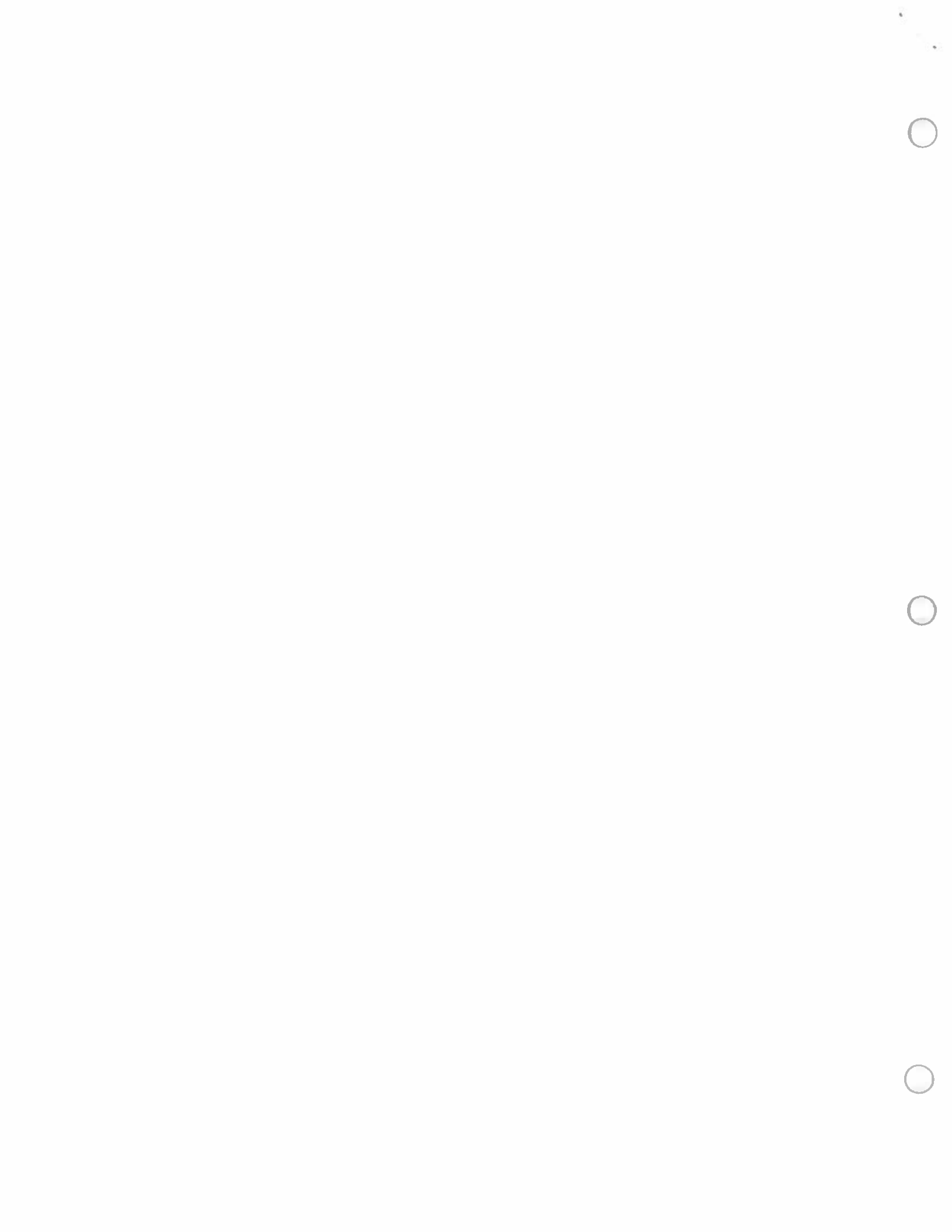
The norming samples were obtained as part of Istation's ongoing research in assessing reading ability. The samples were drawn from all enrolled ISIP Español users during the 2011-2012 school year.

Four Core Literacy Skills:

Alphabet Knowledge	
Concept of Word	
Letter Naming and Letter Sound (Symbol Sound)	X
Phonological Awareness	X

Dyslexia Screener Rubric

Screener: Texas Primary Reading Inventory (TPRI)
Overview: The TPRI is a tool to help K-3 teachers quickly assess the early reading skills of students. The reading concepts assessed on the TPRI are phonemic awareness, graphophonemic knowledge, reading accuracy, fluency, and comprehension. The oral language skill of listening comprehension is also assessed.
Age Range: K-3rd grade
Qualification Level: A
Administration: The Screening Section of the TPRI is a brief assessment designed to identify students who are most at risk for reading difficulties. Its primary purpose is to predict for teachers which of their students may need additional or intensive reading instruction in order to meet grade level goals. The Inventory Section is a diagnostic tool that provides information about students' specific strengths and challenges as readers. It gives teachers information about the specific instructional needs of their students so that they can match their teaching with these specific needs.
Scoring and Interpretation: What does it mean to score "D" or "SD"? "D" stands for "Developed" and "SD" stands for "Still Developing." The TPRI early reading assessment contains two sections: a Screening Section and an Inventory Section. Scores of D and SD on the Screening Section have a different meaning than scores of D and SD on tasks within the Inventory Section of the assessment. The Screening Section of the TPRI is a brief assessment for identification of students who may be at risk for reading difficulties. Its primary purpose is to predict for teachers which of their students may need additional or intensive reading instruction in order to meet their grade level goals. If a student scores SD overall on the screening, it indicates a need for further evaluation to determine if the student requires additional instruction. The Inventory Section of the TPRI gives teachers an opportunity to acquire more data to help match reading instruction with specific student needs. This additional information can assist teachers and administrators as they assemble educational resources and plan the most effective instruction possible for students. All portions



of the inventory are administered with students who score SD on the Screening Section. The Inventory Section of the assessment is a diagnostic tool which provides teachers with specific information about a student's strengths and weakness in the following areas:

- Book and Print Awareness
- Phonemic Awareness
- Graphophonemic Knowledge and Word Reading
- Reading Accuracy
- Reading Fluency
- Listening Comprehension
- Reading Comprehension

Scoring Options: Hand scored

Completion Time: Screening –Brief (5 minutes) Inventory- (approximately 15-30 minutes)

Features and Benefits: The reading concepts assessed on the TPRI are phonemic awareness, graphophonemic knowledge, reading accuracy, fluency, and comprehension. The oral language skill of listening comprehension is also assessed.

Costs: FREE

Resources: www.tpri.org

Staff and Materials:

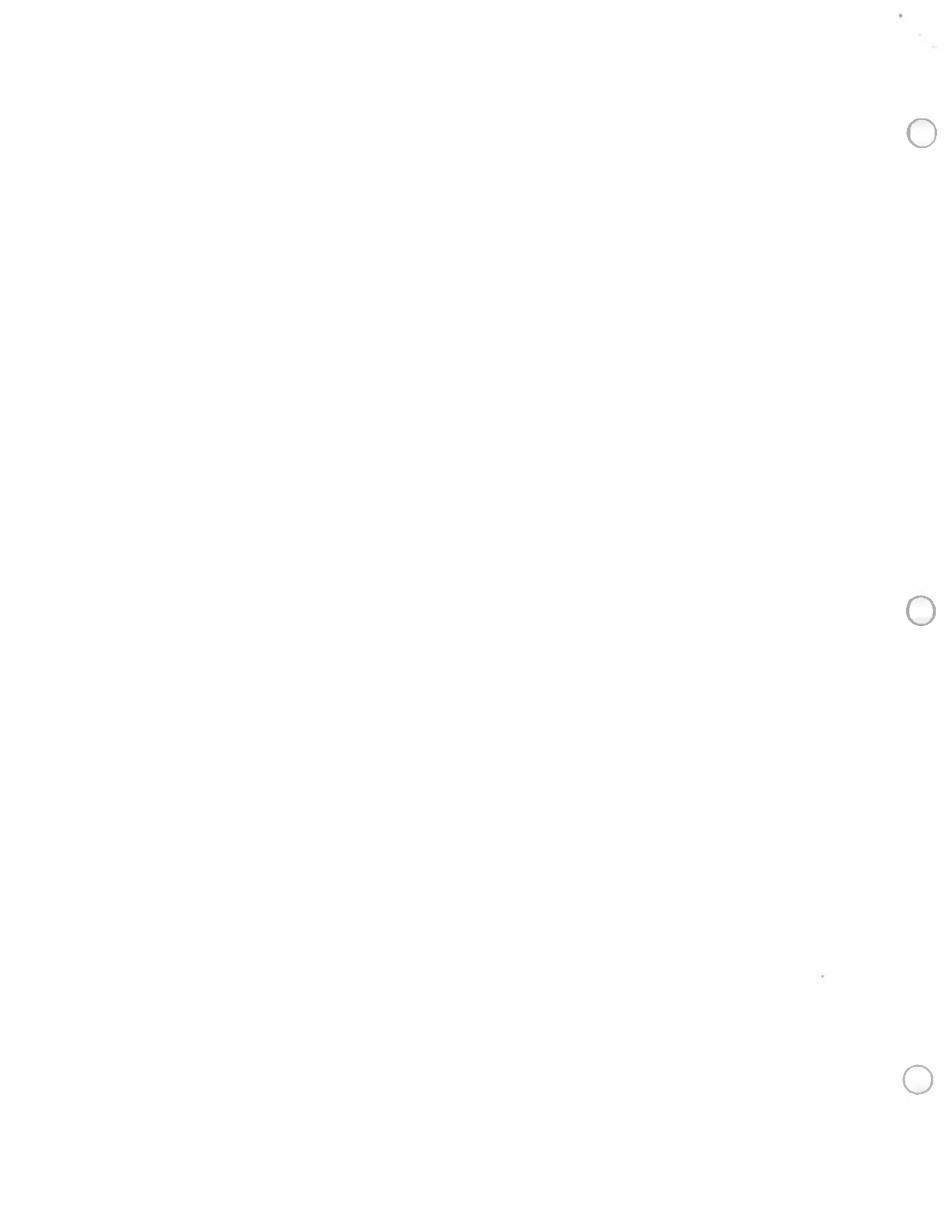
1. The Teacher's Guide containing introductory information about the instrument as well as directions for task administration
2. Copies of the Student Record Sheet (one per student to be assessed)
3. Depending on the grade level, materials such as alphabet letters, magnetic board, stop watch, reading comprehension story booklet and task cards

RTI Tiers: The Intervention Activities Guide provides Tier 2 and Tier 3 activities for reading interventions.

Publication Date: 2010-2014 (valid for use through 2018)

Four Core Literacy Skills:

Alphabet Knowledge	X
Concept of Word	X
Letter Naming and Letter Sound	X
Phonological Awareness	X



Dyslexia Screener Rubric

Screener: Colorado Learning Disabilities Questionnaire – Reading Subscale (CLDQ-R)
Overview: A screening tool designed to measure the risk of reading disability (i.e. dyslexia) in school-age children (Willcutt, Boada, Riddle, Chhabildas, DeFries & Pennington, 2011). Normative scores for this questionnaire were developed based on parent-reports of their 6-18 year old children, as well as actual reading testing of these children. Willcutt, et al. (2011) found that the CLDQ-R is only a screener and does not constitute a formal evaluation or diagnosis. (International Dyslexia Association, 2017) The CLDQ-R includes six items to which respondents respond using a 5-point Likert scale. The points for the ratings are tallied and are interpreted as indicating: minimal risk, moderate risk, or significant risk. The scale has been included in the IDA publication, <i>Dyslexia in the classroom: What every teacher needs to know for use by teachers.</i>
Age Range: School-age
Qualification Level: A
Administration: The CLDQ-R is an online inventory which could be filled out by a teacher, or parent, of the student.
Scoring and Interpretation: Feedback is provided noting immediately following completion of the inventory noting “minimal”, “moderate”, or “significant” risk.
Scoring Options: None
Completion Time: Brief
Features and Benefits: May be accessed online at https://dyslexiaida.org/screening-for-dyslexia/dyslexia-screener-for-school-age-children/
Costs: FREE
Resources: Will connect rater to additional resources to explore risk factors as well as potential “tutors” that may be able to assist with remediation.
RTI Tiers:
Publication Date: 2011



Dyslexia Screener Rubric

Screener: Measures of Academic Progress (MAP)
Overview: A norm-referenced measure of student growth over time. Provides detailed, actionable data about where each child is on his or her unique learning path. Discussed Lexile levels and developmental levels, could not find a break down for the Four Core Literacy Skills below.
Age Range: K-12
Qualification Level: A
Administration: Computer-based
Scoring and Interpretation: Computer-based
Scoring Options: Based on the RIT scale (Rasch unit) – Lexile level range of complexity
Completion Time: 15-30 minutes
Features and Benefits: Computer-based, brief
Costs: Could not find
Resources: Staff and Materials: Computer Program
RTI Tiers: Identifies struggling readers
Publication Date: Could not find

Four Core Literacy Skills:

Alphabet Knowledge	
Concept of Word	
Letter Naming and Letter Sound	
Phonological Awareness	



Dyslexia Screener Rubric

Screener: mCLASS: Reading 3D Text and Reading Comprehension
Overview: mCLASS:3D - TRC is a set of screening and progress monitoring measures for grades K-3.
Age Range: Grades K-3
Qualification Level: Testers will require 4-8 hours of training. Paraprofessionals can administer the test.
Administration: Individually administered using leveled readers. During this measure, students are asked to read a benchmark book and complete a number of follow-up tasks, which may include Oral Comprehension, Retelling, and/or Written Comprehension. Assessors observe and record the student's oral reading behaviors through the administration of TRC to determine reading accuracy, fluency and various comprehension components.
Scoring and Interpretation: While the student reads from the set of leveled readers, the teacher follows along on the handheld, tapping with the stylus to record the student's performance. The handheld software offers a pre-loaded class list indicating required assessment tasks, provides the teacher with directions and prompts to ensure standardized, accurate administration, and automates the precise timing requirements. Upon completion of each task, the handheld automatically calculates the student's score and provides a risk evaluation. Raw, and developmental benchmark scores are available. The raw score provided is the reading level of the student. Cut Points for each proficiency level is provided. Developmental benchmarks for each measure, grade, and time of year (beginning, middle, end) report each score as Above Proficient, Proficient, Below Proficient, or Far Below Proficient.
Scoring Options: Scored through a tablet only
Completion Time: mCLASS:3D - TRC takes 5 to 8 minutes to administer. Scoring time is 0 minutes.
Features and Benefits: See Costs
Costs: \$20.90 per student (includes \$8.90 platform subscription) \$300 for complete Amplify Atlas Edition Administration kit, which includes Teacher's Guide, and Student benchmark books.

<p>Each teacher administering mCLASS: Reading 3D needs a needs a tablet computer or smartphone which typically costs \$200-\$300 from national resellers.</p> <p>\$400 remote installation fee per campus. Includes telephone guidance through the installation of the software on teacher handhelds and desktop computers, troubleshooting, and verification of installation process.</p>
<p>Resources: Staff and Materials: Purchase of software per student, benchmark books, teacher/paraprofessional</p>
<p>RTI Tiers:</p>
<p>Publication Date:</p>

Four Core Literacy Skills:

Alphabet Knowledge	
Concept of Word	
Letter Naming and Letter Sound	
Phonological Awareness	

It is leveled readers for teachers to conduct running records and complete a miscue analysis.

Dyslexia Screener Rubric

<p>Screener: HMH Reading Inventory (formerly known as) Scholastic Reading Inventory</p>
<p>Overview: SRI is a computer-adaptive reading assessment that measures reading comprehension on the Lexile Framework for Reading. The foundational subtest assesses students' early literacy skills including: Phonological Awareness, Letter-Word Identification, Word Attack Skills, and Decoding.</p>
<p>Age Range: Kindergarten – 12th grade</p>
<p>Qualification Level: Testers will require 1-4 hours of training.</p>
<p>Administration: Computer and internet access required. It can be administered to an individual student or to a group.</p>
<p>Scoring and Interpretation: Scoring is automatic.</p>
<p>Scoring Options: Raw, standard, percentile, and composite scores are available. Grade equivalents, normal curve equivalents, stanines, and developmental benchmarks are also available.</p>
<p>Completion Time: SRI is intended to be non-timed and typically takes 20 - 30 minutes to complete.</p>
<p>Features and Benefits: Flexibility to administer across devices. Computer-adaptive so that each time a student is tested, he/she is presented with a unique set of questions.</p>
<p>Cost for year 1: \$2,950.00 for complete kit which includes 200 licenses per site with complete software program and six teacher's guides. Optional costs: \$39.00 for additional teacher manuals. \$299 for an Extension Plan which includes an additional 50 licenses. \$255 for Product Support plan per year per site. Cost for subsequent years: Perpetual license on server version, with no additional cost for program software.</p>
<p>Resources: Staff and Materials:</p>
<p>RTI Tiers:</p>
<p>Publication Date:</p>

Four Core Literacy Skills:

Alphabet Knowledge	Upper- and lower-case letter identification
Concept of Word	Sight words
Letter Naming and Letter Sound	Letter sounds Decoding nonwords
Phonological Awareness	Rhyme identification Initial, medial, and final sound identification



Dyslexia Screener Rubric

Screener: Woodcock Johnson III Diagnostic Reading Battery (WJ III DRB)
<p>Overview: The <i>Woodcock-Johnson® III Diagnostic Reading Battery</i> is a comprehensive measure of reading achievement. The <i>WJ III™ DRB</i> tests correspond to the five essential components of Reading First at either the cluster or test level. Several interpretative clusters are available. It has the capability to measure specific reading and reading-related strengths and weaknesses.</p>
Age Range: age 2 – 90 years
Qualification Level: Medium level
Administration: Individually
Scoring and Interpretation: provides age-based norms by month from ages 24 months to 19 years and by year from ages 2 to 90 years. And it provides grade-based norms for kindergarten through 12th grade, 2-year college, and 4-year college, including graduate school.
Scoring Options: Interpretive software is included in each test kit.
Completion Time: 5-10 minutes per test, 50-60 minutes total
Features and Benefits: The assessment measures phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.
<p>Costs: Woodcock-Johnson III Diagnostic Reading Battery (WJ III DRB) Complete Test Kit with carrying case - \$488.00. Additional Woodcock-Johnson III Diagnostic Reading Battery (WJ III DRB) Test Records and Response Booklets, Package of 25 \$105.00</p>
Resources: Staff and Materials: Individually administered, additional response booklets would need to be purchased
RTI Tiers: Ideal for identifying specific skill deficits that will be the focus of intervention curriculum in problem-solving models like Response to Intervention (RTI) per testing information.
Publication Date: Riverside Publishing – a subsidiary of Houghton Mifflin Harcourt, Copyright 2004

Four Core Literacy Skills:

Alphabet Knowledge	Not stated
Concept of Word	Yes
Letter Naming and Letter Sound	Not stated
Phonological Awareness	Yes

Disclaimer: I did not have an actual assessment, so the information obtained for this document, came from <http://www.hmhco.com/hmh-assessments/reading/wj-iii-drb>



Dyslexia Screener Rubric

Screener: Indicadores Dinamicos del Exito en la Lectura (IDEL)
Overview: Researched based formative assessment series designed to measure the basic early literacy skills of children learning to read in Spanish. IDEL measures are not a translation of DIBLES, although they are based on the same research based evidence of how children learn to read in alphabetic languages. IDEL carefully takes into account the linguistic structure of the Spanish language including the phonology, orthography, and syntax.
Age Range: Kinder – 3 rd grade
Qualification Level: students in the lowest 20 percent of a school district using local norms should be considered at risk
Administration: 3 times a year Individual Administration: <ul style="list-style-type: none">• Fluidez en Nombrar Letras (FNL: Letter Recognition) intended for most children from fall of kindergarten through fall of first grade• Fluidez en la Segmentacion de Fonemas (FSF: Phoneme Segmentation) for most children from beginning of kindergarten through spring of first grade• Fluidez an las Palabras sin Sentido (FPS: Nonsense Words) intended for most children from mid to end of kindergarten through the beginning of second grade.• Fluidez en la Lectura Oral (FLO: oral reading fluency)intended for most children from mid first grade through third grade• Fluidez en el uso de las palabras (FUP: Word Use fluency) intended for most children from fall of kindergarten through third grade
Scoring and Interpretation: Done by hand, results are upon completion of administration
Scoring Options: Hand
Completion Time: It is based on student's pacing. FNL: 1 minute or if child does not produce correct letter names in the first 10 letters FSF: 1 minute or if child does not produce correct segments in the first 5 words FPS: 1 minute or if child does not get any correct letter sounds in the first 5 words FLO: 1 minute or if child does not get any words correct in the 1 st row FUP: 1 minute
Features and Benefits: Scripted with examples
Costs: Each Classroom Set \$67.95 Administration and scoring Guide \$15.95 Each Benchmark Scoring Booklets Set of 25 \$30.95

Resources: Staff and Materials:
RTI Tiers: II and III
Publication Date: 2006

Four Core Literacy Skills:

Alphabet Knowledge	X
Concept of Word	X
Letter Naming and Letter Sound	X
Phonological Awareness (phoneme segmentation)	x

Dyslexia Screener Rubric

Screener: DIBELS Next [Dynamic Indicators of Basic Early Literacy Skills]
Overview: Assessment used to measure the acquisition of early literacy skills. Comprised of 6 measures used as indicators of early essential literacy skills. First Sound Fluency; Letter Naming Fluency; Phoneme Segmentation Fluency; Nonsense Word Fluency; DIBELS Oral Reading Fluency; and Daze (grades 3-6)
Age Range: K-6th
Qualification Level: No ABC. Can be trained through DMG [via author-led Training Institute, on-site workshops custom-designed for the organization, or online training]
Administration: Timed; most take one minute to administer. Individually administered (except for Daze, which can be given to a group). Scripted. Detailed marking and scoring procedures. FSF = name letters from a sheet; PSF = student says individual sounds in word spoken by assessor; NWF = student reads VC and CVC nonsense words from list; DORF = student reads a passage aloud and then is asked to retell what he/she read; Daze = student silently reads a passage in which some words are replaced by a multiple-choice box that includes the original word and two distractors and ten must select the word in each box best fitting the sentence meaning
Scoring and Interpretation: Information provided in downloadable manual.
Scoring Options: Hand. Can use Data Management Reporting System for instructional decision making.
Completion Time: Approximately 5 minutes (a couple more if Daze given)
Features and Benefits: Universal screening or benchmark assessment and/or progress monitoring. Include alternate forms. Appropriate for students learning to read in English.
Costs: After registering, assessment tools and materials are downloadable from website according to Educational Use Agreement terms.
Resources: Staff and Materials: Downloadable material
RTI Tiers: All
Publication Date: Manual updated 2012; benchmark goals and composite scores updated Sept 2016

Four Core Literacy Skills:

Alphabet Knowledge	
Concept of Word	
Letter Naming and Letter Sound	X
Phonological Awareness	X

Search Results

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Dyslexia

(<http://eps.schoolspecialty.com/landing/dyslexia>) Specific Language Disabilities and Dyslexia: Identify and Intervene Students with Specific Language Disabilities (SLD), including dyslexia, must be identified and provided with appropriate intervention. The most effective programs are phonics-ba...



Slingerland Form B: Grade 2 and Beginner 3 (12 Pack) - Part #: 221 - ISBN: 9780838802212

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Slingerland Pre-Reading Screening Procedures Teacher's Cards and Chart - Part #: 5231 - ISBN: 9780838852316

(<http://eps.schoolspecialty.com/products/literacy/learning-differences/pre-reading-screening-procedures/pricing/slingerland-pre-reading-screening-procedures-teach>) The Teacher's Cards and Chart for the Revised Pre-Reading Screening Procedures consist of 2 sets of 5" x 10" cards and 2 copies of a wall chart used in giving the tests. Part of the Slingerland Screen Test Series. These tests, for individuals or groups, identify childr...



Slingerland Pre-Reading Screening Procedures Teacher's Manual - Part #: 5229 - ISBN: 9780838852293

(<http://eps.schoolspecialty.com/products/literacy/learning-differences/pre-reading-screening-procedures/pricing/slingerland-pre-reading-screening-procedures-t-11>) The Teacher's Manual for the Revised Pre-Reading Screening Procedures provides instructions for administration of the test and evaluation of the results plus a detachable Key. Part of the Slingerland Screen Test Series. These tests, for individuals or groups, identify ...

Slingerland Screening Tests

Slingerland Pre-Reading Screening Procedures Test Booklet - Part #: 5228 - ISBN: 9780838852286

(<http://eps.schoolspecialty.com/products/literacy/learning-differences/pre-reading-screening-procedures/pricing/slingerland-pre-reading-screening-procedures-test>) The Revised Pre-Reading Screening Procedures are group tests that evaluate auditory, visual, and kinesthetic strengths in order to identify children who may have some form of dyslexia or specific language disability. They should be used with students who have had no introd...



Slingerland Form A: Grade 1 and Beginner 2 (12 Pack) - Part #: 220 - ISBN: 9780838802205

([http://eps.schoolspecialty.com/products/literacy/learning-differences/slingerland-screenings-tests/pricing/slingerland-form-a-grade-1-and-beginner-2-\(12-pack\)](http://eps.schoolspecialty.com/products/literacy/learning-differences/slingerland-screenings-tests/pricing/slingerland-form-a-grade-1-and-beginner-2-(12-pack))) Slingerland Screening Tests for Identifying Children with Specific Language Disability Form A is appropriate for students in first grade and beginning second grade. Each student booklet is 16 pages long. This is a package of 12 tests. Part of the Slingerland Screen Test...



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Slingerland Teacher's Manual, Form D - Part #: 246 - ISBN: 9780838802465

(<http://eps.schoolspecialty.com/products/literacy/learning-differences/slingerland-screenings-tests/pricing/slingerland-teacher-s-manual,-form-d>) The Teacher's Manual to accompany Slingerland Screening Tests for Identifying Children with Specific Language Disability Form D provides description of the tests, directions for administration, directions for and explanation of the scoring, information for evaluating an...



Slingerland Teacher's Manual, Forms A, B, C - Part #: 223 - ISBN: 9780838802236

(<http://eps.schoolspecialty.com/products/literacy/learning-differences/slingerland-screenings-tests/pricing/slingerland-teacher-s-manual,-forms-a,-b,-c>) The Teacher's Manual to accompany Slingerland Screening Tests for Identifying Children with Specific Language Disability Forms A, B, and C provides description of the tests, directions for administration, directions for and explanation of the scoring, information for eval...



Slingerland Form D: Grade 5 and 6 (12 Pack) - Part #: 245 - ISBN: 9780838802458

([http://eps.schoolspecialty.com/products/literacy/learning-differences/slingerland-screenings-tests/pricing/slingerland-form-d-grade-5-and-6-\(12-pack\)](http://eps.schoolspecialty.com/products/literacy/learning-differences/slingerland-screenings-tests/pricing/slingerland-form-d-grade-5-and-6-(12-pack))) The Slingerland Screening Tests for Identifying Children with Specific Language Disability Form D is appropriate for students in fifth and sixth grade. This is a package of 12 tests. Part of the Slingerland Screen Test Series. These tests, for individuals or groups, ide...

Slingerland Screening Tests

Slingerland Cards and Charts, Form A - Part #: 224 - ISBN: 9780838802243

(<http://eps.schoolspecialty.com/products/literacy/learning-differences/slingerland-screenings-tests/pricing/slingerland-cards-and-charts,-form-a>) The Charts and Cards for Form A include a set of cards used with Test 3 and a set of cards used with Test 5. There are 2 copies of a chart with a reading passage written in large bold letters. One side of each chart is written in manuscript, and the other side is written ...

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Pricing: Slingerland Screening Tests

Item	Pricing	Description
Slingerland Teacher's Manual, Forms A, B, C Item# 223 Grade(s) 1-4		The Teacher's Manual to accompany Slingerland Screening Tests for Identifying Children with Specific Language Disability Forms A, B, and C provides description of the tests, directions for administration, directions for and explanation of the scoring, information for evaluating and comparing performance, directions for individual auditory tests and storytelling, and screening suggestions. The \$24.10 appendices include a teacher observation and information inventory, and a parent questionnaire.
Slingerland Form A: Grade 1 and Beginner 2 (12 Pack) Item# 220 Grade(s) 1-2	\$44.45	Slingerland Screening Tests for Identifying Children with Specific Language Disability Form A is appropriate for students in first grade and beginning second grade. Each student booklet is 16 pages long.
Slingerland Cards and Charts, Form A Item# 224 Grade(s) 1-2	\$26.95	The Charts and Cards for Form A include a set of cards used with Test 3 and a set of cards used with Test 5. There are 2 copies of a chart with a reading passage written in large bold letters. One side of each chart is written in manuscript, and the other side is written in cursive.
Slingerland Form B: Grade 2 and Beginner 3 (12 Pack) Item# 221 Grade(s) 2-3	\$44.45	Slingerland Screening Tests for Identifying Children with Specific Language Disability Form B is appropriate for students in second grade and beginning third grade. Each student booklet is 16 pages long.
Slingerland Cards and Charts, Form B Item# 225 Grade(s) 2-3	\$26.95	The Charts and Cards for Form B include a set of cards used with Test 3 and a set of cards used with Test 5. There are 2 copies of a chart with a reading passage written in large, bold, manuscript letters.
Slingerland Form C: Grade 3 and Beginner 4 (12 Pack) Item# 222 Grade(s) 3-4	\$44.45	The Charts and Cards for Form C include a set of cards used with Test 3 and a set of cards used with Test 5. There are 2 copies of a chart with a reading passage written in large, bold, manuscript letters.
Slingerland Cards and Charts, Form C Item# 226 Grade(s) 3-4	\$26.95	The Charts and Cards for Form C include a set of cards used with Test 3 and a set of cards used with Test 5. There are 2 copies of a chart with a reading passage written in large, bold, manuscript letters.
Slingerland Teacher's Manual, Form D Item# 246 Grade(s) 5-6	\$19.30	The Teacher's Manual to accompany Slingerland Screening Tests for Identifying Children with Specific Language Disability Form D provides description of the tests, directions for administration, directions for and explanation of the scoring, information for evaluating and comparing performance, directions for individual auditory tests and storytelling, and screening suggestions. The appendices include a teacher observation and information inventory, a parent questionnaire, and a guide for reference in scoring.
Slingerland Form D: Grade 5 and 6 (12 Pack) Item# 245 Grade(s) 5-6	\$33.40	The Slingerland Screening Tests for Identifying Children with Specific Language Disability Form D is appropriate for students in fifth and sixth grade.
Slingerland Cards and Charts, Form D Item# 247 Grade(s) 5-6	\$30.70	The Charts and Cards for Form D include a set of cards used with Test 3 and a set of cards used with Test 5. There are 2 copies of two separate charts with reading passages written in large, bold, manuscript letters. Also included are directions for administering and a guide for reference in scoring.

These tests, for individuals or groups (Grades 1-6), identify children who may have dyslexia or specific language disability by identifying those unable to recall or pronounce words correctly or unable to express organized thoughts in spoken or written language.

All forms contain individual auditory tests to identify those unable to recall or pronounce words correctly or unable to express organized thoughts in their spoken or written language.

Forms evaluate:

- visual-motor coordination
- visual memory
- visual discrimination
- auditory-visual discrimination
- auditory memory-to-motor ability
- orientation in time and space (Form D)
- ability to express ideas in writing (Form D)

