



Colorado Department of Education Dyslexia Pilot Project

Student Assessment Part 1: Universal Screening for Dyslexia

Presenters
Date



Session Objectives

Review

Review the purpose of universal screening and the importance of early screening for dyslexia.

Understand

Understand how universal screening is implemented within the dyslexia protocol.

Learn

Learn how universal screening data can help screen for indicators of dyslexia.



Part 1: Review of Universal Screening



Purposes of Different Types of Assessment

Assessment	Purpose
Universal Screening	Determine a student's risk for reading difficulty and the need for intervention
Progress Monitoring	Determine if progress is student adequate or if more (or different) intervention is required
Diagnostic	Identify a student's learning strengths and weaknesses and likely source of academic problems
Lesson Mastery	Identify lesson components where the student has demonstrated mastery of learning objectives.

What is Screening?

- A brief assessment of an important skill that are highly predictive of a later outcome.
- An assessment designed to quickly place students into one of two groups:
 1. Those who require intervention (at risk)
 2. Those who do not (not at risk)
- An aggregate of measures of specific skills that are highly correlated with broader measures of reading achievement.

Characteristics of Screening Tools

- A quick and targeted assessment comprised of individual measures of discrete skills that indicate whether students are at risk of reading difficulty
- Alternate equivalent forms so they can be administered three to four times a year
- Standardized directions for administration and scoring
- Have established reliability and validity standards



Importance of Early Screening

Dyslexia is a neurobiological disorder. Research has shown that brain plasticity decreases through childhood. It takes four times as long to intervene in fourth grade as it does in late kindergarten (NICHD) because of brain development and because of the increase in content for students to learn as they grow older. Children at risk for reading failure can be reliably identified even before kindergarten (Gaab, 2017). ... Struggling readers who do not receive early intervention tend to fall further behind their peers (Stanovich, 1986).

– International Dyslexia Association, 2017

Importance of Early Screening

- Universal screening assessments should comprise measures of the skills that are highly predictive of later reading success.
- Current research into the early identification of dyslexia suggests that children at risk for dyslexia can be screened early when intensive interventions are the most effective.
- Children at risk for reading failure can be readily screened as they enter kindergarten.

Screening Myths

- **MYTH:** Signs of dyslexia can be seen only after two to three years of reading instruction.
- **FACT:** While a diagnosis of dyslexia currently requires repeated failure learning to read, this does not mean that early signs of dyslexia cannot be observed in preschool (or possibly earlier). Deficits in phonological awareness, rapid automatized naming, verbal working memory, and letter knowledge have been shown to be robust precursors of dyslexia in children as young as age three (Puolakanaho et al., 2007).

(Gaab, 2017)

Screening Myths

- MYTH: Even with early screening, early intervention is not effective.
- FACT: Many reading interventions are designed for older children who have been struggling for some time. However, converging evidence shows that high-quality classroom reading instruction in early grades, and early interventions for at-risk students, (e.g., in a small group setting) is highly effective (Blachman et al., 2004).
 - E.G.,: A meta-analysis comparing intervention studies of at least 100 sessions reported **larger effect sizes in kindergarten and first grade** than in later grades.
 - Another meta-analysis revealed that when at-risk beginning readers received explicit and intensive instruction, 50 to 90% of them reached average reading performance levels (Torgesen, 2004).

(Gaab, 2017)



Part 2: Universal Screening Within the Dyslexia Protocol





Dyslexia Protocol Review

What is the dyslexia protocol?

- Screening and identification processes and intervention strategies for early identification of and support for students enrolled in kindergarten through third grade who may have dyslexia

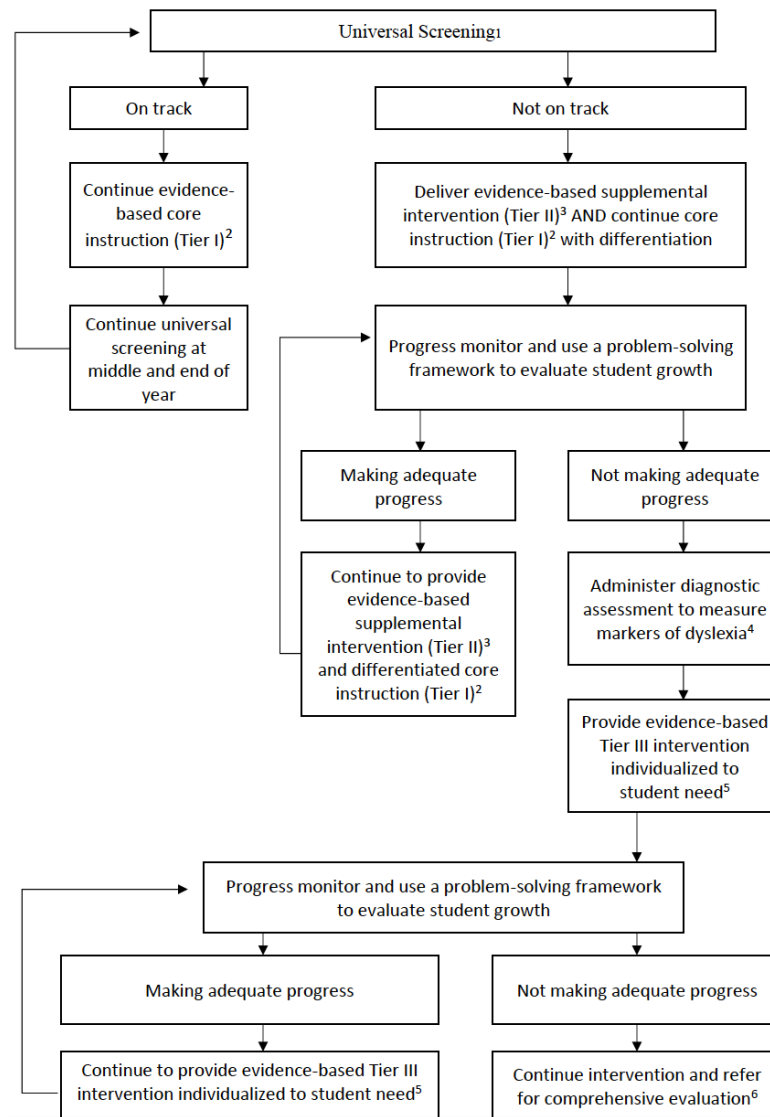




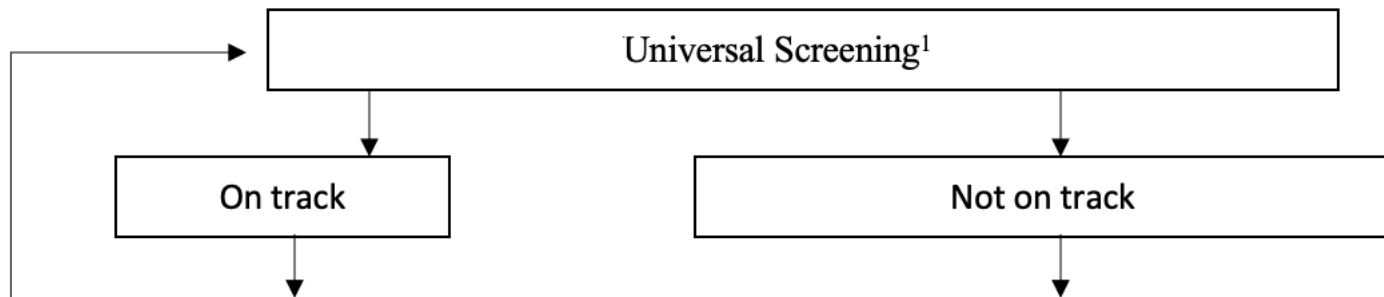
Dyslexia Protocol Review

What process will be used to support students who may have dyslexia?





Today's Focus: Universal Screening





Universal Screening

- Provided to all students within first two weeks of school (BOY) in K–3 (and two other times during the school year—MOY and EOY)
- Screening assessments must assess:
 - Phonological awareness
 - Letter naming
 - Phonics, including alphabetic understanding, alphabetic recoding, and reading fluency:
 - Letter-sound correspondence knowledge
 - Nonsense word decoding fluency
 - Real word decoding (regular and irregular words) fluency





Universal Screening

- Screening assessments should also assess at relevant grade levels:
 - Oral reading fluency in grade 1 and beyond
 - Spelling in grade 1 and beyond
 - Comprehension and/or vocabulary in grades 2 and 3
- Assessment format requires students to produce responses (as opposed to selecting from an array)





Universal Screening

- Purpose is to assess overall reading risk and determine who needs additional support
- Risk is determined using “benchmarks” (i.e., cut scores) that are built into the screening assessment or similar benchmarks selected by the state
 - Student are considered at risk based on a composite score below the the benchmark score in grades K-3, *or*
 - Performance on an any of the individual subtests on the screening assessment below the 25th %ile
- For the dyslexia pilot program, schools will use DIBELS 8th Edition or Acadience Reading





Part 3:

Next Steps After Universal Screening





Universal Screening: Next Steps

- Communication goes home to parents
 - Students who are determined to be at risk and will receive extra support (i.e., supplemental instruction)
- Address additional considerations for English Learners, as appropriate





Universal Screening: Next Steps

- Students who are “at risk” based on Universal Screening data will receive Supplemental (Tier II) instruction
- For the Dyslexia Pilot Project, this will be Enhanced Core Reading Instruction (ECRI)
 - Training will be provided on how to implement ECRI





Universal Screening: Next Steps

- Progress monitoring assessments will be administered at least monthly to all students at risk, and analyzed and interpreted using a data-based decision-making process
 - Training will be provided on data-based decision-making





Universal Screening: Next Steps

- *Diagnostic Assessment for Characteristics of Dyslexia* will be provided to students who are not making adequate progress in Supplemental instruction
- Data collected through Universal Screening can be used as part of this later diagnostic assessment
 - Early reading skills measured by DIBELS and Acadience subtests have a high degree of overlap with word-level reading skills that are the essential feature of dyslexia





Preview: Assessing Markers of Dyslexia

Marker	Data collected through...
Phonological awareness	Universal Screening
Phonics	Universal Screening
Decoding	Universal Screening
Oral Reading Fluency	Universal Screening
Spelling	Universal Screening or Diagnostic Assessment
Phonological memory	Diagnostic Assessment
Rapid Automated Naming	Diagnostic Assessment
Additional phonological awareness measures, as needed	Diagnostic Assessment





Wrap Up

- Questions
- Next Steps

