

Using Data to Screen For Dyslexia

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National Center on
INTENSIVE INTERVENTION
at the American Institutes for Research® ■



2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE





2023 OSEP Leadership and Project Directors' Conference



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(Authority: 20 U.S.C. 1221e-3 and 3474)

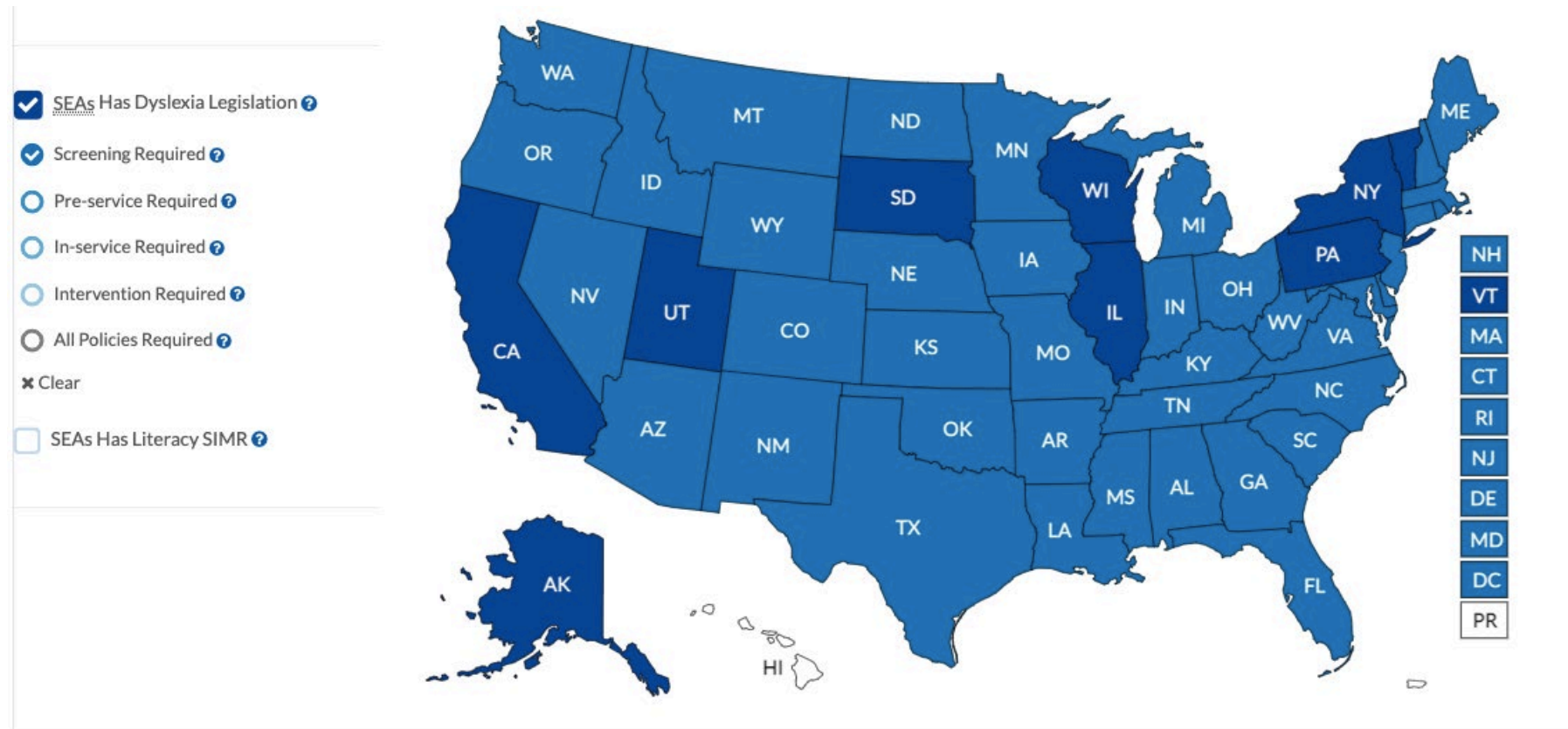
Agenda

- Dyslexia definition & legislation
- Selection of dyslexia screening tools
- Best practices for screening procedures
- Implementation of an MTSS framework to support dyslexia screening & decision making



Current Challenges

- Legislation and Definition



Current Challenges

- Legislation and Definition

“Dyslexia is a specific learning disability that is neurological 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 the growth of vocabulary and background knowledge.”



Current Challenges

- Legislation and Definition

Word reading	Written expression	Phonological memory	Oral language	Comprehension	Rapid naming	Onset rime	Family history
1. Decoding	9. Encoding	12. Phonological memory	14. Fluency	17. Comprehension	20. Alphabet knowledge	22. Onset rime	23. Family history
2. Fluency	10. Spelling	13. Nonsense word repetition	15. Oral language	18. Reading comprehension	21. Rapid naming		
3. Phonics	11. Written expression		16. Vocabulary	19. Oral/linguistic comprehension			
4. Letter-sound (or sound-symbol) correspondence							
5. Phonemic awareness							
6. Phonological awareness							
7. Word reading							
8. Sight word reading							




Current Challenges

• Legislation and Definition

What is Dyslexia?

Dyslexia is a brain-based learning disability that specifically impairs a person's ability to read.




Dyslexia is Brain-Based

The affected brain areas are associated with detection and processing of sounds and their corresponding letters.

Children born with the neurological impairments associated with dyslexia are more likely than other children to have family members with the impairment. Many, but not all, of these children will eventually experience reading difficulties.

Dyslexia Impairs the Ability to Read

Difficulty with phonological awareness inhibits the ability to effectively decode letters into blendable sounds to form words. A fundamental phonological processing problem may "block" access to other more advanced aspects of reading, such as word reading and comprehension.



Dispelling Myths About Dyslexia

Dyslexia does not imply the individual cannot read. People with dyslexia can learn to read with evidence-based explicit instruction, but may still have to put forth more effort.

Dyslexia does not otherwise impact the brain structure or functioning, or the intellectual, imaginative, or emotional capabilities of the individual.

Individuals with dyslexia do not necessarily see and write letters or words backwards.

For more information about dyslexia please visit ImprovingLiteracy.org

National Center on Improving Literacy

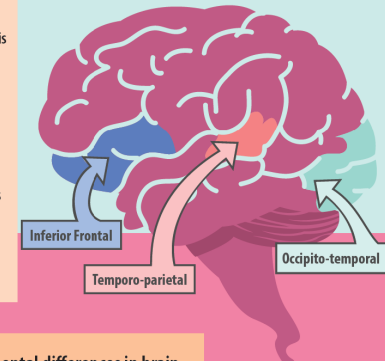
NCILiteracy@gmail.com | ImprovingLiteracy.org | [@NCILiteracy](https://twitter.com/NCILiteracy) | [@improvingliteracy](https://www.facebook.com/improvingliteracy)

The research reported here is funded by awards to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award # 5283D160003). The opinions expressed are those of the authors and do not represent views of OESE, OSEP, or the U.S. Department of Education.

Neurological Considerations for Dyslexia

Neuroimaging research suggests that individuals with dyslexia – compared to individuals without – may have fundamental differences in brain regions linked with reading and language. These differences are primarily, although not completely, noted in the left hemisphere of the brain.

Depicted here is a two-dimensional image of the left hemisphere of the brain, which is associated with many language related skills. As noted with arrows, the temporo-parietal regions have been shown to support the integration of phonology and orthographical patterns. The occipito-temporal region, also often called the visual-word-form area, supports the rapid identifications of letters and words. Activation patterns in the inferior frontal regions have also been linked with language related skills.



Studies report fundamental differences in brain development and activation patterns between individuals with dyslexia and those without.

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MYTHS VS. FACTS

Breaking down the truth about dyslexia.

MYTH	FACT
All students with dyslexia demonstrate the same problems with reading.	Dyslexia exists on a continuum, and students with dyslexia demonstrate different levels of difficulty learning to read.
Dyslexia is a vision problem, which causes people to read backward or mix up b and d.	Dyslexia is a brain-based disorder associated with impairments in the brain regions associated with manipulation of sounds, not vision.
People with dyslexia cannot learn to read.	Reading may require significantly more effort and academic support for someone with dyslexia, but these students can learn to read!
Intelligent people cannot have dyslexia.	Dyslexia impacts individuals with a range of cognitive skills and with average to above average intelligence. Some individuals with dyslexia have well above average abilities in problem solving and creativity. However, these above average skills do not exist because an individual has dyslexia.
All students with dyslexia will perform poorly on tests of phonological processing.	While many students with or at risk for dyslexia get low scores on phonological processing tests, approximately 25-30% of these students will do fine on these measures. This is why it is important to collect multiple sources of data to identify all students who are demonstrating word reading difficulties, and to provide appropriate evidence-based reading instruction.
We can predict who will respond to instruction.	Research is still ongoing regarding which specific intervention is best for students with or at risk for dyslexia. All students who have or are at risk for dyslexia should receive evidence-based reading instruction, and their progress should be monitored over time. Carefully evaluating students' response to instruction over time is one of the best ways to determine whether the instruction being provided meets the student's needs or other instructional programs or supports are needed.
There is a silver bullet to remediate dyslexia.	Providing students with dyslexia with evidence-based reading instruction and the necessary supports to succeed in school systems within a school system. Schools should: <ul style="list-style-type: none"> • Provide high-quality, evidence-based reading instruction to all students with or at risk for dyslexia. • Intensely supports for students who need them to succeed and implement interventions for students with dyslexia. • Continue to nurture students' interests and strengths to help them become successful learners.

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Commonalities Across Definitions of Dyslexia

Miclak, J., & Fletcher, J. M. (2020). The critical role of instructional response for identifying dyslexia and other learning disabilities. *Journal of Learning Disabilities, 53*(5), 343-353.

COMMON DEFINITIONS

- INTERNATIONAL DYSLLEXIA ASSOCIATION** (Lyon et al., 2003)
- BRITISH DYSLLEXIA ASSOCIATION** (BDA, 2007)
- THE ROSE REPORT** (Rose, 2009)
- INTERNATIONAL CLASSIFICATION OF DISEASES-10** (WHO, 2013)
- FIRST STEP ACT** (H.R.5682 - FIRST STEP ACT, 2018)

CORE DIMENSIONS OF DYSLLEXIA

Origin | Attributes | Instructional Factors

Miclak and Fletcher (2020) identified shared dimensions derived from common definitions of dyslexia including:

- Origin:** Dyslexia is a brain-based disorder that is frequently associated with difficulties in phonological processing, cognitive processing, or both.
- Attributes:** Dyslexia is characterized by difficulties in foundational skills that involve the ability to read and spell words accurately and fluently. It also involves unexpected difficulties in reading in relation to other cognitive abilities.
- Instructional Factors:** Dyslexia and the reading difficulties associated with it are not the result of lack of access or exposure to phonics instruction.

References

British Dyslexia Association. (2007). Definition of Dyslexia. <https://www.actiondyslexia.co.uk/view-article/Defining-Dyslexia>

H.R.5682 - FIRST STEP ACT. (2018, May 23) retrieved from <https://www.congress.gov/bills/115th-congress/house-bill/5682/text>

Lyon, G. R., Shaywitz, S. E., & Shaywitz, B. A. (2003). A definition of dyslexia. *Annals of Dyslexia, 53*, 1-14.

Rose, J. (2009). Identifying and teaching children and young people with dyslexia and literacy difficulties. <http://www.thedyxlexia-spldtrist.org.uk/media/downloads/final/the-rosereport-129493674.pdf>

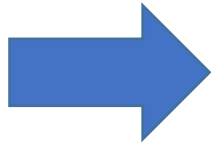
World Health Organization. (2013). The ICD-10 classification of mental and behavioral disorders: Clinical descriptions and diagnostic guidelines.

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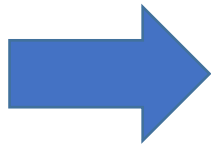
Why Screen for Dyslexia?

Early reading
intervention



Reduction for the risk of reading problems in general - and specifically word-level reading issues epitomized by dyslexia

Early screening



First step for preventative intervention – paramount importance for states, districts, & schools take action to improve services for students with disabilities



Selection of Screening Tools: Skills

Grade	Skills
Kindergarten	<ul style="list-style-type: none">• Phonological and phonemic awareness• Rapid automatic naming tasks (letter naming fluency)• Letter-sound association• Phonological memory
First	<ul style="list-style-type: none">• Phoneme awareness & segmentation• Letter manipulation• Nonword repetition• Oral vocabulary• Word recognition fluency
Second	<ul style="list-style-type: none">• Word ID (real or nonsense)• Oral reading fluency• Reading comprehension



Selection of Screening Tools: Quality

Essential to select screening tools that:

- Accurately classify risk
 - Key to avoid both false positives and false negatives
- Are reliable and valid
 - Key to avoid unreliable scores or screeners that lack validity due to methods not being sensitive to the risk characteristics associated with dyslexia



Spotlight on the Academic Screening Tools Chart



Legend

- Convincing evidence
- ◐ Partially convincing evidence
- Unconvincing evidence
- Data unavailable
- ◻ Disaggregated data available

FILTER RESULTS

Subject

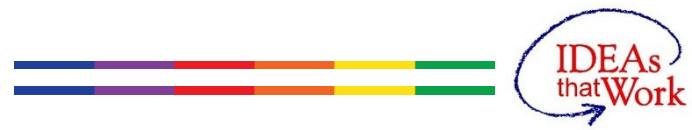
- Reading
- Mathematics

Grade

- Pre-K
- Elementary (K-5)
- Middle School (6-8)
- High School (9-12)

[Apply Filters](#) [Show Advanced Filters](#) [Clear Filters](#)

Compare Tools		Reset Chart		Classification Accuracy	Technical Standards	Usability Features
All	Title	Area	Grade	<u>Classification Accuracy</u> Fall	<u>Classification Accuracy</u> Winter	<u>Classification Accuracy</u> Spring
<input type="checkbox"/>	Acadience Math	Composite	Grade 2	◐	◐	◐
<input type="checkbox"/>	Acadience Math	Composite	Grade 3	◐	◐	◐
<input type="checkbox"/>	Acadience Math	Composite	Grade 4	◐	◐	◐



Definition of Screening

- The National Center on Intensive Intervention defines screening as a process using tools with convincing evidence of classification accuracy, reliability, and validity to identify students who demonstrate risk for poor learning outcomes and may benefit from intervention to meet their academic, social, emotional, and/or behavioral needs.






Tools Chart Structure & Review Criteria

- The tools chart includes three tabs
 1. Classification Accuracy
 2. Technical Standards
 3. Usability Features

Note: Presence on the chart does not indicate NCII endorsement.

Legend

-  Convincing evidence
-  Partially convincing evidence
-  Unconvincing evidence
-  Data unavailable




^d Disaggregated data available

[View Chart Resources](#)



Classification Accuracy

- Ratings are provided for classification accuracy across 3 points of the year (Fall, Winter, Spring) for up to 2 criteria

Classification Accuracy	Technical Standards	Usability Features
<u>Classification Accuracy</u> <u>Fall</u>	<u>Classification Accuracy</u> <u>Winter</u>	<u>Classification Accuracy</u> <u>Spring</u>
		

Remember: Click on the header for more information about each of these areas were rated.



Technical Standards

- Reliability
- Validity
- Sample Representativeness
- Bias Analysis Conducted

Remember: Click on the header for more information about each of these areas were rated.

Classification Accuracy		Technical Standards	Usability Features
<u>Reliability</u>	<u>Validity</u>	<u>Sample Representativeness</u>	<u>Bias Analysis Conducted</u>
—	●	Regional without Cross-Validation	No



Usability Features

- Administration Format
- Administration & Scoring Time
- Scoring Format
- Types of Decision Rules
- Evidence Available for Multiple Decision Rules
- Usability Study

Classification Accuracy		Technical Standards		Usability Features
<u>Admin Format</u>	<u>Admin & Scoring Time</u>	<u>Scoring Format</u>	<u>Types of Decision Rules</u>	<u>Evidence Available for Multiple Decision Rules</u>
Individual Group	3 minutes	Manual	Benchmark Goals	Yes



Implementation Information

Acadience Math Composite

Summary

- ⬇ Descriptive Information
- ⬇ Acquisition & Cost
- ⬇ Training & Technical Support
- ⬇ Administration

Descriptive Information

Please provide a description of your tool:

Acadience Math is a screening and progress monitoring assessment used to measure math skills. The Acadience Math screening measures are efficient indicators of math skills. For each grade and time of year, the Acadience Math component measures that correlate highly with later outcomes are combined to form a Math Composite Score. The component measures used in the Composite Score depend upon grade and time of year. The Composite Score is the best overall predictor of later outcomes and conveys that all of the aspects of math proficiency are critical.

The tool is intended for use with the following grade(s).

- Preschool / Pre-Kindergarten Fourth grade Ninth grade

For implementation information click the title, area, grade or informant

All	Title	Area	Grade	Class
<input type="checkbox"/>	Acadience Math	Composite	Grade 2	
<input type="checkbox"/>	Acadience Math	Composite	Grade 3	



Dig Deeper Into the Data

Reliability

Grade	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Rating	—	—	—	—	—

Legend  Convincing evidence  Partially convincing evidence  Unconvincing evidence  Data unavailable  Disaggregated data available

*Offer a justification for each type of reliability reported, given the type and purpose of the tool.

*Describe the sample(s), including size and characteristics, for each reliability analysis conducted.

*Describe the analysis procedures for each reported type of reliability.

*In the table(s) below, report the results of the reliability analyses described above (e.g., internal consistency or inter-rater reliability coefficients).



Type of Reliability	Age / Grade	n	Median Coefficient	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
---------------------	-------------	---	--------------------	-------------------------------------	-------------------------------------

Results from other forms of reliability analysis not compatible with above table format:

Manual cites other published reliability studies:

<input type="checkbox"/>	Acadience Math	Composite	Grade 2
<input type="checkbox"/>	Acadience Math	Composite	Grade 3

Click on the rating bubble to view the additional data used by reviewers to determine the rating

Classification Accuracy	Technical Standards	Usability Features	
<u>Reliability</u>	<u>Validity</u>	<u>Sample Representativeness</u>	<u>Bias Analysis Conducted</u>
—		Regional without Cross-Validation	No
—		Regional without Cross-Validation	No



Advanced Filtering

- Looking for something specific? Use the advanced filtering to narrow your search

FILTER RESULTS

Subject <input type="checkbox"/> Reading <input type="checkbox"/> Mathematics	Grade <input type="checkbox"/> Pre-K <input type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle School (6-8) <input type="checkbox"/> High School (9-12)	
Purchasing Considerations <input type="checkbox"/> Free <input type="checkbox"/> One time cost <input type="checkbox"/> Annual cost <input type="checkbox"/> Training cost	Training Considerations <input type="checkbox"/> Training not required <input type="checkbox"/> Training required and offered <input type="checkbox"/> Training required and not offered	Administration Format <input type="checkbox"/> Computer/tablet administered individually <input type="checkbox"/> Computer/tablet group administered <input type="checkbox"/> Educator administered individually <input type="checkbox"/> Educator group administered
Admin & Scoring Time <input type="checkbox"/> 1 – 5 minutes <input type="checkbox"/> 6 – 10 minutes <input type="checkbox"/> 11 – 30 minutes <input type="checkbox"/> 31+ minutes	Technology Requirements <input type="checkbox"/> Computer or tablet required <input type="checkbox"/> Internet required <input type="checkbox"/> Additional tech required <input type="checkbox"/> No tech required	Subgroup Information <input type="checkbox"/> Disaggregated data available



Using Tools Chart to Select Dyslexia Screeners

- Tools Charts provide information on:
 - Skills included in screeners – ensures screening for the right skills at the right time to accurately assess risk for dyslexia
 - Ability of tool to accurately classify risk – ensures both false positives and negatives are avoided
 - Reliability and validity of tool – ensures avoidance of unreliable scores or screeners that lack validity



Tools and Tech for Screening Procedures



CBM at Home

The screenshot shows the 'CBM at Home' website interface. At the top, there is a navigation bar with tabs for 'Home', 'Grade Selection', 'Instructional Video', 'Test Materials', and 'Risk for Reading Difficulties'. Below the navigation bar, the main heading 'CBM at Home' is displayed in large white letters with a house icon above the 'H'. A central video player shows a 'Welcome to CBM at Home' message with a play button. To the left of the video, there are logos for 'QMI' (Florida Center for Reading Research, Florida State University) and 'CTL' (Center on Teaching & Learning). To the right, it says 'Funding provided by:' followed by logos for 'Reach Every Reader' and the 'National Center on Improving Literacy'. A 'NEXT' button is visible at the bottom right of the video player. The bottom of the page features a colorful illustration of houses in red, orange, yellow, green, blue, and purple.



CBM at Home

Home Grade Selection Instructional Video Test Materials Risk for Reading Difficulties

Español|English

Choose a Grade

K 1 2 3

NEXT



CBM at Home

The screenshot displays a website interface with a navigation bar at the top containing: Home, Grade Selection, **Instructional Video**, Test Materials, and Risk for Reading Difficulties. Below the navigation bar, there are two video thumbnails. The left thumbnail is titled 'LNF Instructional Video' and features the text 'Testing Your Child with the Letter Naming CBM'. The right thumbnail is titled 'Entering Child's Score LNF' and features the text 'Entering Your Child's Score'. Both thumbnails include a play button icon, a search icon, a 'Copy link' icon, and a 'Watch on YouTube' button. At the bottom of the video area, there is a row of colorful house icons in red, orange, yellow, green, blue, purple, and pink. A white button labeled 'NEXT' is positioned above the blue house icon.



CBM at Home

Home
Grade Selection
Instructional Video
Test Materials
Risk for Reading Difficulties

Follow these steps to test your child and learn about their risk for reading difficulties.

Before Testing

- Gather print or electronic testing materials, a pencil, and a timer.
- Make sure child is sitting a comfortable distance from the text.

PRINTABLE INSTRUCTIONS AND MATERIALS

During Testing

- Read the bolded directions below to your child.

Here are some letters (point to child's page). When I say 'Begin', start here and go across the page. Tell me the name of each letter. If you come to a letter you don't know, I'll tell it to you. Ready? Begin.

- Start your timer after you say begin.
- Time your child for **60 seconds** (1 minute) while they read.
- Follow along, and mark incorrect letters with a slash (/).

If your child...	What to do
Names a letter incorrectly	Mark (/) through the letter
Skips letter(s)	Mark (/) through the letter
Pauses for 3 seconds	Tell child the letter
Says a letter sound	Say "Tell me the letter name, not its sound "
Corrects themselves in 3 seconds	Count as correct

After Testing

- Use your mouse and highlight letters named on the list to the right. Start with the first letter on the list, and highlight until the last letter your child named in 60 seconds. After highlighting the content, press the "Generate Letter Count" button.

n	t	F	K	W	R	Q	x	a	c	X
Y	i	m	N	V	q	M	r	p	v	f
o	T	J	l	b	e	C	Z	U	D	S
B	g	y	L	s	E	u	P	w	k	d
O	A	G	j	z	H	h	l	M	K	B
J	j	F	s	Q	Y	u	v	g	D	S
o	c	l	y	W	H	G	f	C	k	r
E	l	x	e	A	t	R	P	h	N	a
Z	d	q	V	m	q	z	b	n	X	T
p	L	U	i	O	N	R	c	Q	t	x

Generate Letter Count
0 Letter(s) -
 0 Error(s)

= 0 Letters per Minute

NEXT



CBM at Home

Home Grade Selection Instructional Video Test Materials Risk for Reading Difficulties

Español|English

Please Input Score

Risk Predictions Green Score

Interpreting Your Child's Score

Watch on YouTube

Resources

National Center on Improving Literacy
Literacy Skills Checklist: Get personalized resource recommendations based on your child's reading skills.
Supporting Your Child's Literacy Development Toolkit: Tutorials, infographics, and resources for supporting your child's reading development.
"Advocating for My Child's Literacy Needs" Literacy Brief: Learn how to work with your child's school to support your child's reading development.

FLORIDA CENTER FOR READING RESEARCH
At-Home Learning guide: List of technology-based and printable resources for supporting your child's reading and other academic skills.
Student Center Activities: Short reading activities targeting different important early reading skills.

¡Colorín colorado!
Bilingual resources for parents and families of English language learner.

CONTACT AND TECHNICAL INFORMATION



CBM at Home

Inicio Selección de grado Videos instructivos Materiales de prueba Riesgo de dificultades de lectura

Español|English

MBC en el Hogar

Traído a usted por:

QMI Quantitative Methodology & Innovation

FLORIDA CENTER FOR READING RESEARCH
FLORIDA STATE UNIVERSITY

CTL Center on Teaching & Learning

MBC en el hogar Intro

Copy link

Bienvenidos a
MBC en el
Hogar

Watch on YouTube

Fondos proporcionados por:

Reach Every Reader

National Center on Improving Literacy

CONTINUAR



Academic Screening Tools Chart Selector

Academic Screening Tools Chart Selector

Tools Chart | Definitions

Grade Selection: K 1 2 3

Screener Type: Reading Math

Table View Criteria: 8 items selected

FILTER CRITERIA

Download Table

File Name: untitled

Download

Screeners Table: Grade K Math & Reading

Screener Name	Cost	Additional Scoring Time	Administration Time	Predictive Validity	Concurrent Validity	Reliability	Classification Accuracy	
							Estimate	Time Point
Acadience Reading (aka DIBELS Next)	\$0.00	1 min(s)	5 min(s)	0.48	0.40	0.83	0.79	Fall
DIBELS 8th Edition - Composite	\$0.00	5 min(s)	0 min(s)	0.76	0.85	0.84	0.87	Fall
DIBELS 8th Edition - Letter Naming Fluency	\$0.00	1 min(s)	2 min(s)			0.83	0.85	Fall
DIBELS 8th Edition - Nonsense Word Fluency Correct Letter Sounds	\$0.00	1 min(s)	2 min(s)			0.90	0.82	Fall
DIBELS 8th Edition - Phonemic Segmentation Fluency	\$0.00	1 min(s)	2 min(s)			0.85	0.79	Fall
DIBELS 8th Edition - Word Reading Fluency	\$0.00	1 min(s)	2 min(s)			0.91	0.87	Winter
FastBridge - earlyReading Composite	\$7.50		7 min(s)	0.83	0.67	0.83	0.95	Fall
Imagine Learning		0 min(s)	45 min(s)	0.53	0.59	0.88	0.75	Fall
i-Ready® Diagnostic	\$6.00	0 min(s)	45 min(s)	0.88	0.88	0.81	0.79	Fall
iSTEEP - Initial Sound Fluency	\$2.00	0 min(s)	1 min(s)	0.72	0.76	0.88	0.82	Fall
iSTEEP - Letter Sound Fluency	\$2.00	0 min(s)	1 min(s)	0.70	0.68	0.92	0.89	Fall
iSTEEP - Word Identification Fluency	\$2.00	0 min(s)	1 min(s)	0.71	0.73	0.92	0.92	Spring
Lexia RAPID Assessment	\$7.20	0 min(s)	40 min(s)	0.71		0.94	0.84	Fall
MAP® Growth™		0 min(s)	45 min(s)	0.71		0.80	0.77	Fall
MAP® Reading Fluency™		0 min(s)	20 min(s)	0.43	0.46	0.83	0.82	Fall



Academic Screening Tools Chart Selector

Sidebar

Grade Selection

K 1 2 3

Screener Type

Reading Math

Table View Criteria

8 items selected

Select All Deselect All

- Cost
- Additional Scoring Time
- Administration Time
- Predictive Validity
- Concurrent Validity
- Reliability
- Classification Accuracy Estimate
- Classification Accuracy Time Point

Screener Table: Grade K Math & Reading

Screener Name	Cost	Additional Scoring Time	Administration Time	Predictive Validity	Concurrent Validity	Reliability	Classification Accuracy	
							Estimate	Time Point
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DIBELS 8th Edition - Nonsense Word Fluency Correct Letter Sounds	\$0.00	1 min(s)	2 min(s)			0.90	0.82	Fall
DIBELS 8th Edition - Phonemic Segmentation Fluency	\$0.00	1 min(s)	2 min(s)			0.85	0.79	Fall
DIBELS 8th Edition - Word Reading Fluency	\$0.00	1 min(s)	2 min(s)			0.91	0.87	Winter



Academic Screening Tools Chart Selector

Sidebar

Grade Selection

K 1 2 3

Screener Type

Reading Math

Table View Criteria

4 items selected

FILTER CRITERIA

Download Table

File Name:

Download

Screeners Table: Grade K Reading

Screener Name	Cost	Reliability	Classification Accuracy	
			Estimate	Time Point
Acadience Reading (aka DIBELS Next)	\$0.00	0.83	0.79	Fall
DIBELS 8th Edition - Composite	\$0.00	0.84	0.87	Fall
DIBELS 8th Edition - Letter Naming Fluency	\$0.00	0.83	0.85	Fall
DIBELS 8th Edition - Nonsense Word Fluency Correct Letter Sounds	\$0.00	0.90	0.82	Fall
DIBELS 8th Edition - Phonemic Segmentation Fluency	\$0.00	0.85	0.79	Fall
DIBELS 8th Edition - Word Reading Fluency	\$0.00	0.91	0.87	Winter
FastBridge - earlyReading Composite	\$7.50	0.83	0.95	Fall
i-Ready® Diagnostic	\$6.00	0.81	0.79	Fall
Imagine Learning		0.88	0.75	Fall
iSTEEP - Initial Sound Fluency	\$2.00	0.88	0.82	Fall
iSTEEP - Letter Sound Fluency	\$2.00	0.92	0.89	Fall
iSTEEP - Word Identification Fluency	\$2.00	0.92	0.92	Spring
Lexia RAPID Assessment	\$7.20	0.94	0.84	Fall
MAP® Growth™		0.80	0.77	Fall
MAP® Reading Fluency™		0.83	0.82	Fall
mCLASS: Reading 3D	\$20.90	0.81	0.83	Fall
Phonological Awareness Literacy Screening (PALS) - PALS for Kindergarten	\$5.50	0.95	0.74	Fall
TPRI Early Reading Assessment		0.88	0.98	Fall

Previous 1 Next



Academic Screening Tools Chart Selector

Sidebar

Grade Selection

K 1 2 3

Screeener Type

Reading Math


Table View Criteria

4 items selected

FILTER CRITERIA

Download Table

File Name: Best Screening Table Ever

 Download

	A	B	C	D	E	F
1	Screeener Name	Links	Cost	Reliability	Classification Accuracy Estimate	Classification Accuracy Time Point
2	Acadience Reading (aka DIBELS Next)	https://charts.intensiveintervention.o	0	0.83	0.79	Fall
3	DIBELS 8th Edition - Composite	https://charts.intensiveintervention.o	0	0.84	0.87	Fall
4	DIBELS 8th Edition - Letter Naming Fluency	https://charts.intensiveintervention.o	0	0.83	0.85	Fall
5	DIBELS 8th Edition - Nonsense Word Fluency Correct Letter	https://charts.intensiveintervention.o	0	0.9	0.82	Fall
6	DIBELS 8th Edition - Phonemic Segmentation Fluency	https://charts.intensiveintervention.o	0	0.85	0.79	Fall
7	DIBELS 8th Edition - Word Reading Fluency	https://charts.intensiveintervention.o	0	0.91	0.87	Winter
8	FastBridge - earlyReading Composite	https://charts.intensiveintervention.o	7.5	0.83	0.95	Fall
9	Imagine Learning	https://charts.intensiveintervention.o	NA	0.88	0.75	Fall
10	i-Ready® Diagnostic	https://charts.intensiveintervention.o	6	0.81	0.79	Fall
11	iSTEEP - Initial Sound Fluency	https://charts.intensiveintervention.o	2	0.88	0.82	Fall
12	iSTEEP - Letter Sound Fluency	https://charts.intensiveintervention.o	2	0.92	0.89	Fall
13	iSTEEP - Word Identification Fluency	https://charts.intensiveintervention.o	2	0.92	0.92	Spring
14	Lexia RAPID Assessment	https://charts.intensiveintervention.o	7.2	0.94	0.84	Fall
15	MAPÂ® Growthâ„¸	https://charts.intensiveintervention.o	NA	0.8	0.77	Fall
16	MAPÂ® Reading Fluencyâ„¸	https://charts.intensiveintervention.o	NA	0.83	0.82	Fall
17	mCLASS: Reading 3D	https://charts.intensiveintervention.o	20.9	0.81	0.83	Fall
18	Phonological Awareness Literacy Screening (PALS) - PALS fo	https://charts.intensiveintervention.o	5.5	0.95	0.74	Fall
19	TPRI Early Reading Assessment	https://charts.intensiveintervention.o	NA	0.88	0.98	Fall



Adolescent Assessment of Literacy

AAL Logo Home Assessment Your Score Resources Downloads

Welcome

Welcome to the Adolescent Assessment of Literacy or AAL. This assessment has been specially developed to assess the literacy of students from the 4th to the 8th grade. When you are ready follow the links below to either take the computer based version of AAL or download a paper and pencil version with instructions on administration. After completing the assessment follow the link labeled 'Test Scores' below or in the navbar at the top of the page. Thank you.

[Get Started](#)



Adolescent Assessment of Literacy

1

Take the Assessment

To navigate to the assessment click this link or press the get started button above. You can also navigate to the assessment using the navbar at the top of the page.

2

Interpret Your Score

After completing the assessment and receiving your score, navigate to the your score page. This page will help you understand what your score means.

3

Discover Resources

After interpreting your score you may discover a need for further intervention. Navigate to the resources page from the navbar at the top of the page for helpful links to get you started.





Lead for Literacy (L4L) Center

- Building capacity of **elementary school and district leaders** to *recognize* evidence-based literacy practices and to *facilitate* their implementation through *identifying* and *supporting* instruction and intervention programming and professional development, including coaching.



Our Focus: “Evidence-based”...

- Literacy skills and concepts
- Leadership skills



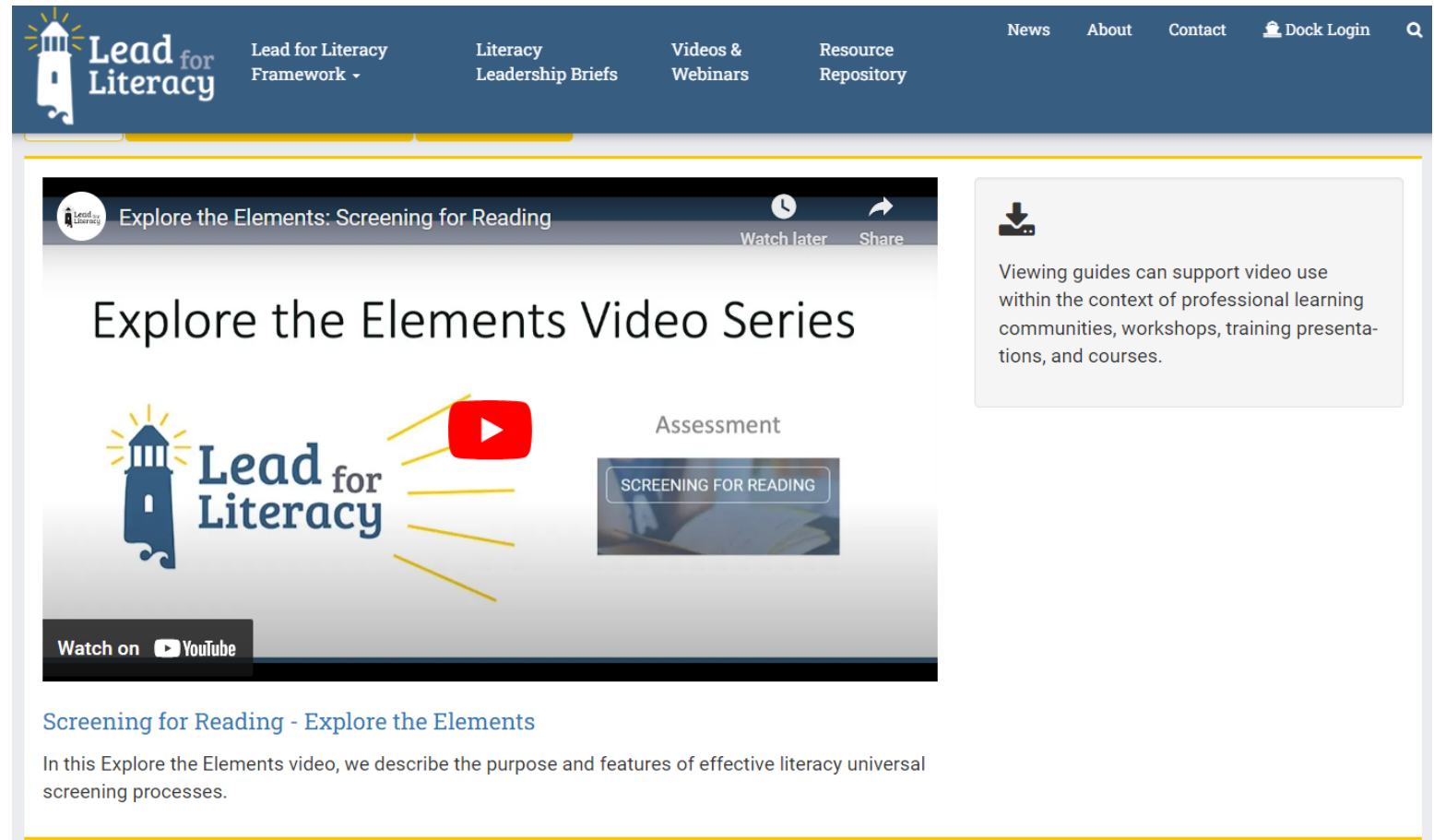
Lead for Literacy Framework



Explore the Elements video series

Assessment videos:

- Screening for Reading
- Monitoring Reading Progress



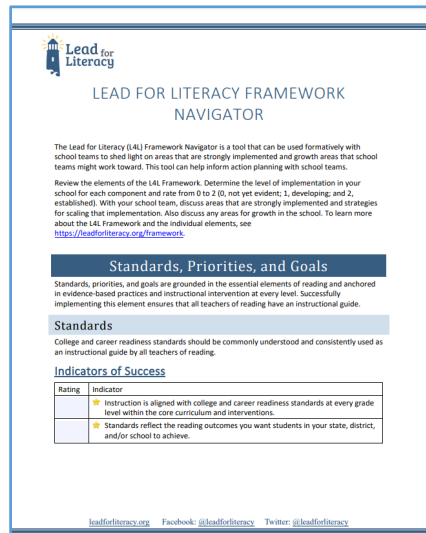
The screenshot shows the Lead for Literacy website interface. At the top, there is a navigation bar with the following items: 'Lead for Literacy Framework', 'Literacy Leadership Briefs', 'Videos & Webinars', 'Resource Repository', 'News', 'About', 'Contact', and 'Dock Login'. The main content area features a video player titled 'Explore the Elements: Screening for Reading'. The video player includes a play button, 'Watch later', and 'Share' options. Below the video player, there is a section titled 'Assessment' with a button labeled 'SCREENING FOR READING'. A 'Watch on YouTube' button is also visible. To the right of the video player, there is a download icon and a text box that reads: 'Viewing guides can support video use within the context of professional learning communities, workshops, training presentations, and courses.'



Resource Spotlight

Lead for Literacy (L4L) website

- Presents the L4L Framework with supporting videos, the L4L Framework Navigator, Literacy Leadership Briefs, and other great literacy resources.
- <https://leadforliteracy.org>



L4L Framework Navigator

The Lead for Literacy Framework Navigator is a tool that can be used formatively with school teams to shed light on areas that are strongly implemented and growth areas that school teams might work toward. This tool can help inform action planning with school teams.

<https://leadforliteracy.org/framework-navigator>



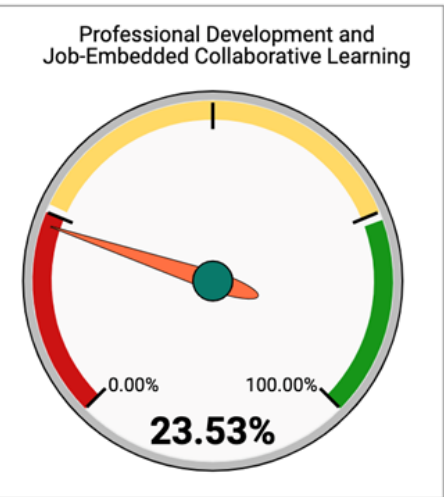
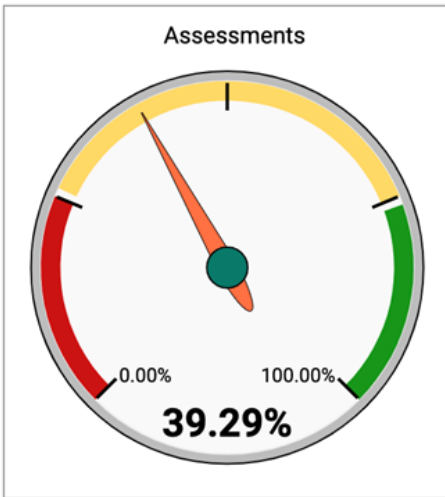
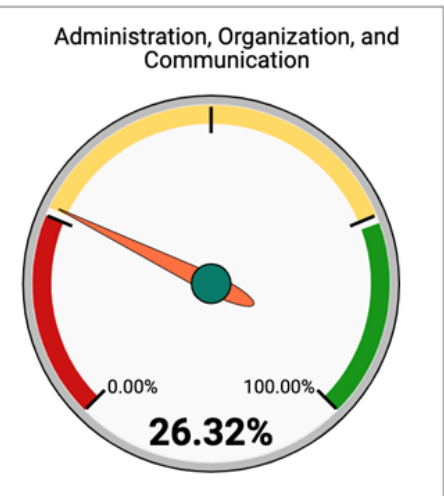
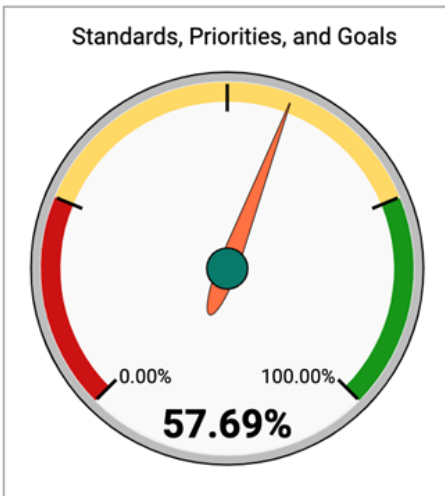
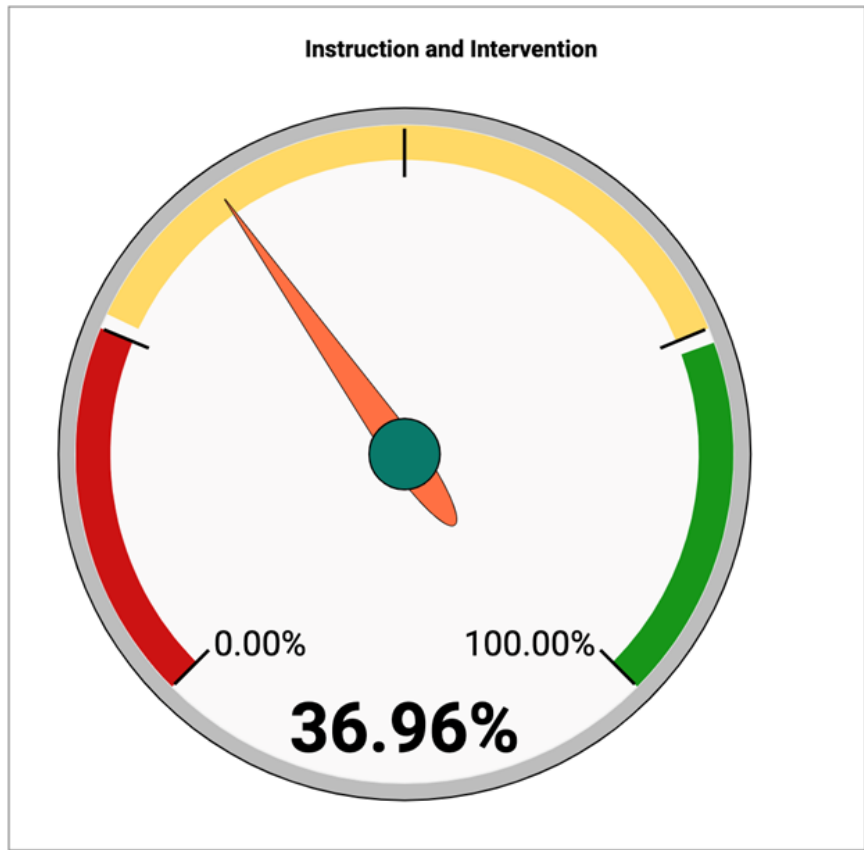


Framework Navigator: Assessment

Please rate each of the following: 0 (not yet evident); 1 (developing); 2 (established)

RATING			INDICATOR OF SUCCESS
0	1	2	
Types of Assessments			
			Teachers in your school use a balanced combination of formative, summative, and diagnostic assessment tools.
			Assessment tools are valid and reliable.
Screening for Reading			
			Screening assessments are used to identify students at risk for poor reading.
			Reading screening assessments are administered two or three times per year to all students
			Families are involved in the screening process and understand how to interpret the data for their child.
Monitoring Reading Progress			
			Progress monitoring assessments are used to evaluate whether students are responding to instruction and intervention and to set learning goals and intervention accordingly.
			Progress monitoring assessments are administered to students receiving intervention at regular intervals (biweekly for Tier II; weekly for Tier III).

Framework Navigator: Systems Check



Standards, Priorities, and Goals	57.69%
Administration, Organization, and Communication	26.32%
Instruction and Intervention	36.96%
Assessments	39.29%
Professional Development and Job-Embedded Collaborative Learning	23.53%
Total Average	36.76%



Resource Spotlight

- Individuals with Disabilities Education Act (IDEA) website
 - Brings together IDEA information and resources from the Department and its grantees.
 - <https://sites.ed.gov/idea/>
- IDEAS That Work
 - For information from research to practice initiatives funded by OSEP that address the provisions of IDEA and ESSA. This website includes resources, links, and other important information relevant to OSEP's research to practice efforts.
 - <https://osepideasthatwork.org/>





2023 OSEP Leadership and Project Directors' Conference



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(Authority: 20 U.S.C. 1221e-3 and 3474)