There is no one test or tool that encompasses all the recommended skills. This is **not** an inclusive or recommended list of screeners/programs. Any screening tool(s) selected must have evidence of adequate reliability and validity. Administration, scoring and interpretation should be completed in accordance with the directions, norms and cut points provided with the instrument.

Dyslexia Screening Organizer

KINDERGARTEN *Most Predictive Components for Screening			
Skill Components *Most Predictive Components for Screening	**Possible Screeners**	**Classroom Diagnostic-Next Steps**	**Explicit Instruction Based on Focused Student Need**
KINDERGARTEN Phonological/Phonemic Awareness*	**AIMSweb & AIMSweb Plus** PSF **DIBELS 6th and Next** ISF **DIBELS 6th and Next** PSF **DIBELS 8th** PSF **EasyCBM** Phonemic Awareness **FAST** **Phonological Awareness Skills Program (PASP)** **Predictive Assessment of Reading** (PAR) **Renaissance STAR Early Literacy** **Texas Primary Reading Inventory** (TPRI)	**Phonological Awareness Screening Test** (PAST) **Phonological Awareness Skills Screener** (PASS) **DRA2** (Word Analysis) **Cool Tools/FAIR** Informal Reading Assessments: Florida Center for Reading Research Phonological Memory - (non-word repetition oral with no visual cue) can be assessed with CELF, CTOPP-2	Task involving phonological manipulation up through advanced levels (see Guidance document) Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); Lips (Lindamood Bell); Wilson Fundations
KINDERGARTEN Letter Naming Fluency*	**AIMSweb & AIMSweb Plus** LNF **DIBELS 6th and Next** LNF **DIBELS 8th** LNF **EasyCBM** Letter Names **FAST** **Predictive Assessment of Reading** (PAR)		Explicit instruction using multi-sensory approaches linking letter to their names Peer Assisted Learning Strategies (PALS) Fuchs, Vanderbilt University

KINDERGARTEN Rapid Automatic Naming*	**AIMSweb Plus** **PRO-ED RAN/RAS** **Arkansas Rapid Naming Screener*****Students at this age will show evidence of issues in working memory and being able to easily remember names of objects, letters, digits or colors.*		*Although this component is not addressed in itself, supplemental practice for fluent working memory could be provided.*
KINDERGARTEN Sound Symbol*	**AIMSWeb & AIMSweb Plus** LSF **AIMSWeb** NWF **DIBELS 6**th and **Next** NWF **DIBELS 8**th NWF **Easy CBM** Letter Sounds and Word Fluency **FAST** **Predictive Assessment of Reading** (PAR) **Reading A-Z**: Alphabet Naming Assessment **Renaissance STAR Early Literacy** **Texas Primary Reading Inventory** (TPRI)	**Abecedarian Reading Assessment** Lakeshore: Alphabet Letter Knowledge Assessment (Free on website) **Cool Tools/FAIR** Informal Reading Assessments: Florida Center for Reading Research **DRA2** (Word Analysis)	Explicit instruction using multi-sensory approaches linking letter symbols to their sounds Explicit Instruction in Letter Naming: multisensory approach, visual discrimination, recognizing and forming letters - Child writes alphabet in both lower and upper case letters Program examples include Wilson Fundations, Neuhaus, Spire.
KINDERGARTEN Checklist of Characteristics	Optional **Shaywitz DyslexiaScreen**		

There is no one test or tool that encompasses all the recommended skills. This is **not** an inclusive or recommended list of screeners/programs. Any screening tool(s) selected must have evidence of adequate reliability and validity. Administration, scoring and interpretation should be completed in accordance with the directions, norms, and cut points provided with the instrument.

Dyslexia Screening Organizer

FIRST GRADE *Most Predictive Components for Screening			
Skill Components *Most Predictive for Screening	**Possible Screeners**	**Classroom Diagnostic-Next Steps**	**Explicit Instruction Based on Focused Student Need**
First Grade Phonological/Phonemic Awareness*	**AIMSweb & AIMSweb Plus** PSF **DIBELS 6th and NEXT** PSF **DIBELS 8th** PSF **EasyCBM** Phonemic Awareness **FAST** **Phonological Awareness Skills Program** (PASP) **Renaissance STAR Early Literacy** **Texas Primary Reading Inventory** (TPRI)	**Phonological Awareness Screening Test** (PAST) **Phonological Awareness Skills Screener** (PASS) **DRA2** (Word Analysis) **95% Group** Phoneme Substitution **Cool Tools/FAIR** Informal Reading Assessments: Florida Center for Reading Research **DRA2** (Word Analysis) Screener	Task involving phonological manipulation up through advanced levels (see Guidance document) Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); Lips (Lindamood Bell); Wilson Fundations
First Grade Letter Naming Fluency*	**AIMSweb** LNF **DIBELS 6th and NEXT** LNF **DIBELS 8th** LNF **EasyCBM** Letter Names	**DRA2** (Word Analysis)	Explicit instruction using multi-sensory approaches linking letter to their names
First Grade Rapid Automatic Naming*	**Arkansas Rapid Naming Screener** **Pro-Ed RAN/RAS** (Rapid Automatic Naming)		Although this component is not addressed in itself, supplemental practice for working memory could be provided in rapidly naming digits, letters, words, objects, or colors from an array

First Grade Phonics (Sound Symbol)*	**AIMSWeb & AIMSweb Plus** LSF/NWF **Assessment Lakeshore**: Alphabet Letter Knowledge Assessment ***Alphabet writing** **DIBELS 6th and Next** NWF **DIBELS 8th** NWF **EasyCBM** Letter Sounds **FAST** **Predictive Assessment of Reading** **Reading A-Z**: Alphabet Naming **Renaissance STAR Early Literacy** **Texas Primary Reading Inventory** (TPRI)	**Really Great Reading** Decoding Survey **CORE** Phonics Survey **95% Group PSI**: Phonics Screener for Intervention **DRA2** Word Analysis **Cool Tools/FAIR** Informal Reading Assessments: Florida Center for Reading Research	Explicit instruction using multi-sensory approaches linking letter symbols to their sounds Explicit and systematic instruction on letter-sound relationships, phonic blending and application within text. Explicit instruction addressing directionality, sequencing, and alphabetization Program examples include PALS (Peer Assisted Learning Strategies) Vanderbilt University
First Grade Reading Comprehension	**AIMSweb and AIMSwebPlus** **DIBELS 8th** MAZE **Renaissance STAR Early Literacy** **Oral vs. Silent Reading Comprehension: Students may be able to retell stories told orally but not retell what they have read themselves. Students' listening comprehension will likely be higher than oral and silent reading comprehension.	**Basic Reading Inventory, Jerry Johns** **Informal Reading Inventory, Roe &** **Burns** **DRA**	
First Grade Word Recognition Fluency	**AIMSweb Plus** **DIBELS 8th** WRF **EasyCBM** Word Fluency/Passage Fluency **FAST** **Renaissance STAR Early Literacy**	**Basic Reading Inventory (BRI), Jerry Johns** **Informal Reading Inventory (IRI), Roe & Burns**	
First Grade Orthography (Spelling)	**Monster** **Words Their Way** (Inventory not available)		
First Grade Checklist of Characteristics	Optional **Shaywitz DyslexiaScreen**		

There is no one test or tool that encompasses all the recommended skills. This is **not** an inclusive or recommended list of screeners/programs. Any screening tool(s) selected must have evidence of adequate reliability and validity. Administration, scoring and interpretation should be completed in accordance with the directions, norms, and cut points provided with the instrument.

Dyslexia Screening Organizer

SECOND GRADE *Most Predictive Components for Screening			
Skill Components *Most Predictive for Screening	**Possible Screeners**	**Classroom Diagnostic- Next Steps**	**Explicit Instruction Based on Focused Student Need**
Second Grade Phonological/ Phonemic Awareness*	**FAST** **Renaissance STAR Early Literacy** **Phonological Awareness Skills Program** (PASP) **Texas Primary Reading Inventor**y (TPRI)	**Phonological Awareness Skills Screener** (PASS); **Phonological Awareness Skills Test** (PAST); **DRA2** (Word Analysis) **95% Group** Phoneme Substitution Screener **Cool Tools/FAIR** Informal Reading Assessments: Florida Center for Reading Research	Task involving phonological manipulation up through advanced levels (see Guidance document) Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); Lips (Lindamood Bell); Wilson Fundations; REWARDS; RAVE-O; Language!
Second Grade Phonics/Word Recognition*	**DIBELS 6th** and **Next** NWF **DIBELS 8th** WRF **EasyCBM** Word Fluency **Renaissance STAR Early Literacy**	**Really Great Reading** Decoding Survey **CORE** Phonics Survey **95% Group PSI**: Phonics Screener for Intervention **DRA2** word Analysis **Cool Tools/FAIR** Informal Reading Assessments: Florida Center for Reading Research	Explicit and systematic instruction on letter-sound relationships, phonic blending, and application within text. Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); RAVE-O Wilson Fundations; REWARDS; Language!
Second Grade Orthography (Spelling)*	Student writing samples	**Words Their Way** Spelling (Inventory not available for purchase)	Explicit instruction in phonics

Second Grade Oral Reading Fluency*	**AIMSweb** R-CBM Oral **AIMSweb Plus** **DIBELS 6th** and **Next** ORF **DIBELS 8th** ORF **EasyCBM** Passage Fluency **Renaissance STAR Early Literacy** ***1 Minute Fluency*	**Cool Tools** Informal Reading Assessments: Florida Center for Reading Research Reading Passage **DRA2** Oral Reading **Basic Reading Inventory(BRI), Jerry Johns** **Informal Reading Inventory (IRI), Roe & Burns**	Explicit instruction in word identification, build sight vocabulary, phrasing, and fluency practice Program examples include: Read Well, Read Naturally, PALS, RAVE-O; Six Minute Solution
Second Grade Reading Comprehension*	**AIMSWeb** Maze **AIMSweb Plus** **DIBELS 8th** MAZE **EasyCBM** Reading Comprehension **Renaissance STAR Early Literacy** Curriculum Based Measures **Oral vs. Silent Reading Comprehension: Students may be able to retell stories told orally but not retell what they have read themselves. Students' listening comprehension will likely be higher than oral and silent reading comprehension.	**Cool Tools** Informal Reading Assessments: Florida Center for Reading Research	Explicit instruction in vocabulary and application of decoding within text. Explicit instruction in metacognitive reading strategies.
Second Grade Rapid Automatic Naming	***Students at this age will show evidence of issues in working memory and being able to easily remember names of objects, letters, words, digits or colors.* **RAN** (Rapid Automatic Naming)		Although this component is not addressed in itself, supplemental practice for working memory could be provided in rapidly naming digits, letters, words, objects, or colors from an array
Second Grade Checklist of Characteristics	Optional **Shaywitz DyslexiaScreen**		

There is no one test or tool that encompasses all the recommended skills. This is **not** an inclusive or recommended list of screeners/programs. Any screening tool(s) selected must have evidence of adequate reliability and validity. Administration, scoring and interpretation should be completed in accordance with the directions, norms, and cut points provided with the instrument.

Dyslexia Screening Organizer

THIRD GRADE *Most Predictive Components for Screening			
Skill Components *Most Predictive for Screening	Possible Screeners	Classroom Diagnostic- Next Steps	Explicit Instruction Based on Focused Student Need
Third Grade Phonics/Word Recognition*	**DIBELS 8th** NWF **EasyCBM** Word Fluency **FAST** **Renaissance STAR Early Literacy**	**Really Great Reading** Decoding Survey **CORE** Phonics Survey **95% Group PSI**: Phonics Screener for Intervention **DRA2** (Word Analysis) **95% Group** Phoneme Substitution Screener **Cool Tools** Informal Reading Assessments: Florida Center for Reading Research	Explicit and systematic instruction on letter-sound relationships, phonic blending and integrating the decoding within text.. Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); Wilson Fundations; REWARDS; LTRS; RAVE-O; Language!
Third Grade Orthography* (Spelling)	Student Writing Samples	**Words Their Way** Spelling (Inventory not available for purchase)	Explicit instruction in phonics
Third Grade Oral Reading Fluency*	**AIMSweb** R-CBM Oral Reading Passage **DIBELS 6th** and **Next** ORF **DIBELS 8th** ORF **EasyCBM** Passage Fluency	**Cool Tools** Informal Reading Assessments: Florida Center for Reading Research **DRA2** (Oral Reading) **Basic Reading Inventory** (BRI)	Explicit instruction in word identification, phonics, sight vocabulary, fluency practice Program examples include: Read Well, Read Naturally, RAVE-O; PALS, Six Minute Solution

Third Grade Reading Comprehension*	**AIMSWeb** Maze **AIMSweb Plus** **DIBELS Next** Daze **DIBELS 8ᵗʰ** Maze **EasyCBM** Reading Comprehension **Renaissance STAR Early Literacy** Curriculum Based Measures **Oral vs. Silent Reading Comprehension: Students may be able to retell stories told orally but not retell what they have read themselves. **Students' listening comprehension may likely be higher than oral and silent reading comprehension.	**Basic Reading Inventory(BRI), Jerry Johns** **Informal Reading Inventory (IRI), Roe & Burns** **Cool Tools** Informal Reading Assessments: Florida Center for Reading Research	Explicit instruction in vocabulary and linking decoding within text. Explicit instruction in metacognitive reading strategies.
Third Grade Phonological/ Phonemic Awareness*	**Phonological Awareness Skills Program** (PASP) **Renaissance STAR Early Literacy** **Texas Primary Reading Inventory** (TPRI)	**Phonological Awareness Skills Screener** (PASS); **Phonological Awareness Skills Test** (PAST); **DRA2** **Cool Tools** Informal Reading Assessments: Florida Center for Reading Research (Word Analysis)	Task involving phonological manipulation up through advanced levels (see Guidance document) Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); LTRS: Lips (Lindamood Bell); RAVE-O; Wilson Fundations; REWARDS; Language!
Third Grade Rapid Automatic Naming	***Students at this age will show evidence of issues in working memory and being able to easily remember names of objects, letters, words, digits or colors.* **RAN** (Rapid Automatic Naming)		Although this component is not addressed in itself, supplemental practice for working memory could be provided in rapidly naming digits, letters, words, objects, or colors from an array
Third Grade Checklist of Characteristics	Optional **Shaywitz DyslexiaScreen**		

There is no one test or tool that encompasses all the recommended skills. This is **not** an inclusive or recommended list of screeners/programs. Any screening tool(s) selected must have evidence of adequate reliability and validity. Administration, scoring and interpretation should be completed in accordance with the directions, norms, and cut points provided with the instrument.

Dyslexia Screening Organizer

4th - 12th GRADE *Most Predictive Components for Screening

Skill Components *Most Predictive for Screening	Possible Screeners	Classroom Diagnostic- Next Steps	Explicit Instruction Based on Focused Student Need
4th-12th Grade Phonics/Word Recognition		**Really Great Reading** Decoding Survey (through 12th grade) **CORE** Phonics Survey (through 12th grade) **95% Group PSI**: Phonics Screener for Intervention (through 8th grade) **DRA2** Word Analysis (through 12th grade) **Cool Tools/FAIR** Informal Reading Assessments: Florida Center for Reading Research (through 5th grade) **Basic Reading Inventory(BRI), Jerry Johns** **Informal Reading Inventory (IRI), Roe & Burns**	Explicit and systematic instruction on letter-sound relationships, phonic blending and integrating the decoding within text.. Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); Wilson Fundations; REWARDS; Language!
4th-12th Grade Orthography (Spelling)	Student Writing Samples	**Words Their Way** Spelling (Inventory not available for purchase)	Explicit instruction in phonics

4th-12th Grade Oral Reading Fluency	**AIMSweb** R-CBM Oral Reading Passage **AIMSweb Plus** **DIBELS 6th** and **Next** ORF (through grade 6) **DIBELS 8th** (through grade 8) **EasyCBM** Passage Fluency (through grade 6)	**Cool Tools/FAIR** Informal Reading Assessments: Florida Center for Reading Research (through 5th grade) **DRA2** (Oral Reading) **Basic Reading Inventory(BRI), Jerry Johns** **Informal Reading Inventory (IRI), Roe & Burns**	Explicit instruction in word identification, phonics, sight vocabulary, fluency practice Program examples include: Read Well, Read Naturally, PALS, Six Minute Solution
4th-12th Grade Reading Comprehension	**AIMSWeb** Maze **AIMSweb Plus** **DIBELS Next** Daze (through grade 6) **DIBELS 8th** Maze (through grade 8) **EasyCBM** Passage Fluency (through grade 6)	**Cool Tools/FAIR** Informal Reading Assessments: Florida Center for Reading Research Curriculum Based Measures (through 5th grade) **Basic Reading Inventory(BRI), Jerry Johns** **Informal Reading Inventory (IRI), Roe & Burns**	Explicit instruction in vocabulary and linking decoding within text. Explicit instruction in metacognitive reading strategies.
4th-12th Grade Phonological/ Phonemic Awareness*	**Phonological Awareness Skills Program** (PASP) **Texas Primary Reading Inventory** (TPRI)	**Phonological Awareness Skills Screener** (PASS); **Phonological Awareness Skills Test** (PAST); **DRA2** (Word Analysis) **Cool Tools/FAIR** Informal Reading Assessments: Florida Center for Reading Research (through 5th grade)	Task involving phonological manipulation up through advanced levels (see Guidance document) Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); Lips (Lindamood Bell); Wilson Fundations; REWARDS; Language!
4th-12th Grade Rapid Automatic Naming	*******Students at this age will show evidence of issues in working memory and being able to easily remember names of objects, letters, words, digits or colors.* **RAN** (Rapid Automatic Naming)		Although this component is not addressed in itself, supplemental practice for working memory could be provided in rapidly naming digits, letters, words, objects, or colors from an array
4th-12th Grade Checklist of Characteristics	optional		

Definitions for Screening Skill Components

Letter-Naming Fluency: automaticity of letter identification

Nonsense Word Reading: as a screener, gives insights to underlying phonological awareness and decoding abilities

Oral Reading Fluency: ability to read with speed, accuracy, and proper expression

Orthography: refers to the spelling system

Phonological Awareness: a broad term that captures many skills including but not limited to; rhyming, alliteration, isolation, blending, segmentation, deletion and substitution, prior to the introduction of print.

Phonemic Awareness: phonemes are the smallest units of sounds within the oral language. There are 26 letters (graphemes) and 44 phonemes (sounds) in the English language.

Phonics: introducing printed graphemes and their corresponding phonemes

Phonological Memory: holding sequences of sounds (letters and numbers) in short term memory from oral cues

Rapid Automatic Naming: retrieval of known information; such as colors, numbers or objects presented by visual cues

Reading Comprehension: ability to read and listen to text, process it, and understand its meaning

Sound/Symbol: relationship between isolated letters and their corresponding sound

Word Recognition Fluency: ability to verbally identify a familiar word within one second