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### Dyslexia Screening Organizer

| KINDERGARTEN *Most Predictive Components for Screening        |   |  |  |
|---|---|--|--|
| Skill Components<br>*Most Predictive Components for Screening | Possible Screeners  | Classroom Diagnostic-<br>Next Steps  | Explicit Instruction Based on Focused<br>Student Need  |
| <b>KINDERGARTEN</b><br>Phonological/Phonemic Awareness*       | <b>DIBELS Next</b> First Sound Fluency<br><b>DIBELS Next</b> Phoneme Segmentation Fluency<br><b>AIMSweb &amp; AIMSweb Plus</b> Phoneme Segmentation Fluency<br><b>FAST</b><br><b>Texas Primary Reading Inventory (TPRI)</b><br><b>Predictive Assessment of Reading (PAR)</b><br><b>Renaissance STAR Early Literacy Phonological Awareness Skills Program - PASP</b> | <b>Phonological Awareness Screening Test (PAST)</b><br><b>Phonological Awareness Skills Screener (PASS)</b><br><b>DRA2 (Word Analysis)</b><br><b>Cool Tools/FAIR</b> Informal Reading Assessments: Florida Center for Reading Research<br><br>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)<br><br>Program examples include:<br>Literacy Resources Inc. (Heggerty);<br>Equipped for Reading Success (Kilpatrick); Lips (Lindamood Bell);<br>Wilson Foundations |
| <b>KINDERGARTEN</b><br>Letter Naming Fluency*                 | <b>DIBELS Next</b> Letter Naming Fluency<br><b>AIMSweb &amp; AIMSweb Plus</b> Letter Naming Fluency<br><b>Predictive Assessment of Reading (PAR)</b><br><b>FAST</b>   |  | Explicit instruction using multi-sensory approaches linking letter to their names<br><br>Peer Assisted Learning Strategies (PALS)<br>Fuchs, Vanderbilt University  |

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| <p><b>KINDERGARTEN</b><br/>Rapid Automatic Naming*</p>      | <p><b>PRO-Ed RAN/RAS</b><br/><b>AIMSweb Plus</b><br/><b>Arkansas Rapid Naming Screener**</b><i>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.</i></p>  |   | <p><i>Although this component is not addressed in itself, supplemental practice for fluent working memory could be provided.</i></p>   |
| <p><b>KINDERGARTEN</b><br/>Sound Symbol*</p>                | <p><b>AIMSweb &amp; AIMSweb Plus</b> Letter Sound Fluency<br/><b>AIMSweb</b> Nonsense Word Fluency<br/><b>DIBELS</b> Nonsense Word Fluency<br/><b>Predictive Assessment of Reading (PAR)</b><br/><b>Texas Primary Reading Inventory (TPRI)</b><br/><b>FAST</b><br/><b>Reading A-Z:</b> Alphabet Naming Assessment<br/><b>Renaissance STAR Early Literacy</b></p> | <p><b>Abecedarian Reading Assessment</b><br/>Lakeshore: Alphabet Letter Knowledge Assessment (Free on website)<br/><b>Cool Tools/FAIR</b> Informal Reading Assessments: Florida Center for Reading Research<br/><b>DRA2</b> (Word Analysis)</p> | <p>Explicit instruction using multi-sensory approaches linking letter symbols to their sounds</p> <p>Explicit Instruction in Letter Naming: multisensory approach, visual discrimination, recognizing and forming letters - Child writes alphabet in both lower and upper case letters</p> <p>Program examples include Wilson Foundations, Neuhaus, Spire.</p> |
| <p><b>KINDERGARTEN</b><br/>Checklist of Characteristics</p> | <p>Optional<br/><b>Shaywitz DyslexiaScreen</b></p>   |   |  |

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## Dyslexia Screening Organizer

| <b>FIRST GRADE</b> *Most Predictive Components for Screening |  |   |   |
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| <b>Skill Components</b><br>*Most Predictive for Screening    | <b>Possible Screeners</b>  | <b>Classroom Diagnostic-<br/>Next Steps</b>   | <b>Explicit Instruction Based on Focused<br/>Student Need</b>   |
| <b>First Grade</b><br>Phonological/Phonemic Awareness*       | <b>DIBELS</b> Phoneme Segmentation Fluency,<br><b>AIMSweb &amp; AIMSweb Plus</b> Phoneme Segmentation Fluency<br><b>FAST</b><br><br><b>Texas Primary Reading Inventory</b> (TPRI)<br><b>Renaissance STAR Early Literacy Phonological Awareness Skills Program - PASP</b> | <b>Phonological Awareness Screening Test</b> (PAST)<br><b>Phonological Awareness Skills Screener</b> (PASS)<br><b>DRA2</b> (Word Analysis)<br><b>95% Group</b> Phoneme Substitution<br><b>Cool Tools/FAIR</b> Informal Reading Assessments: Florida Center for Reading Research<br><b>DRA2</b> (Word Analysis) Screener | Task involving phonological manipulation up through advanced levels (see Guidance document)<br><br>Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); Lips (Lindamood Bell); Wilson Foundations |
| <b>First Grade</b><br>Letter Naming Fluency*                 | <b>DIBELS</b> Letter Naming Fluency<br><b>AIMSweb</b> Letter Naming Fluency  | <b>DRA2</b> (Word Analysis)   | Explicit instruction using multi-sensory approaches linking letter to their names   |
| <b>First Grade</b><br>Rapid Automatic Naming*                | <b>Arkansas Rapid Naming Screener</b><br><b>Pro-Ed RAN/RAS</b> (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   |

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| <p><b>First Grade</b><br/>Phonics<br/>(Sound Symbol)*</p>  | <p><b>AIMSweb &amp; AIMSweb Plus</b> Letter Sound Fluency<br/><b>AIMSweb &amp; AIMSweb Plus</b> Nonsense Word Fluency<br/><b>DIBELS</b> Nonsense Word Fluency<br/><b>Predictive Assessment of Reading (PAR)</b><br/><b>DIBELS</b> Nonsense Word Fluency<br/><b>FAST</b><br/><b>Texas Primary Reading Inventory (TPRI)</b><br/><b>Reading A-Z:</b> Alphabet Naming<br/><b>Renaissance STAR Early Literacy Assessment Lakeshore:</b> Alphabet Letter Knowledge Assessment<br/><i>**Alphabet writing</i></p> | <p><b>Really Great Reading</b> Decoding Survey<br/><b>CORE</b> Phonics Survey<br/><b>95% Group PSI:</b> Phonics Screener for Intervention<br/><b>DRA2</b> Word Analysis<br/><b>Cool Tools/FAIR</b> Informal Reading Assessments: Florida Center for Reading Research</p> | <p>Explicit instruction using multi-sensory approaches linking letter symbols to their sounds<br/>Explicit and systematic instruction on letter-sound relationships, phonic blending and application within text.<br/>Explicit instruction addressing directionality, sequencing, and alphabetization</p> <p>Program examples include PALS (Peer Assisted Learning Strategies) Vanderbilt University</p> |
| <p><b>First Grade</b><br/>Reading Comprehension</p>        | <p><b>AIMSweb and AIMSwebPlus</b><br/><b>Renaissance STAR Early Literacy</b></p> <p><i>**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.</i></p>   | <p><b>Basic Reading Inventory, Jerry Johns</b><br/><b>Informal Reading Inventory, Roe &amp; Burns</b><br/><b>DRA</b></p>   |  |
| <p><b>First Grade</b><br/>Word Recognition Fluency</p>     | <p><b>FAST</b><br/><b>AIMSweb Plus</b><br/><b>Renaissance STAR Early Literacy</b></p>   | <p><b>Basic Reading Inventory (BRI), Jerry Johns</b><br/><b>Informal Reading Inventory (IRI), Roe &amp; Burns</b></p>  |  |
| <p><b>First Grade</b><br/>Orthography (Spelling)</p>       | <p><b>Monster</b><br/><b>Words Their Way</b> (Inventory not available)</p>  |  |  |
| <p><b>First Grade</b><br/>Checklist of Characteristics</p> | <p>Optional<br/><b>Shaywitz DyslexiaScreen</b></p>  |  |  |

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## Dyslexia Screening Organizer

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

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| <p><b>Second Grade</b><br/>Oral Reading Fluency*</p>        | <p><b>DIBELS</b> Oral Reading Fluency<br/><b>AIMSweb</b> R-CBM Oral <b>AIMSweb Plus</b></p> <p><b>Renaissance STAR Early Literacy</b><br/><i>**1 Minute Fluency</i></p>   | <p><b>Cool Tools</b> Informal Reading Assessments: Florida Center for Reading Research<br/>Reading Passage<br/><b>DRA2</b> Oral Reading<br/><b>Basic Reading Inventory(BRI), Jerry Johns</b><br/><b>Informal Reading Inventory (IRI), Roe &amp; Burns</b></p> | <p>Explicit instruction in word identification, build sight vocabulary, phrasing, and fluency practice<br/>Program examples include: Read Well, Read Naturally, PALS, RAVE-O; Six Minute Solution</p> |
| <p><b>Second Grade</b><br/>Reading Comprehension*</p>       | <p><b>AIMSweb</b> Maze<br/><b>AIMSweb Plus</b><br/><b>Renaissance STAR Early Literacy</b><br/>Curriculum Based Measures<br/><i>**Oral vs. Silent Reading</i><br/>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.</p> | <p><b>Cool Tools</b> Informal Reading Assessments: Florida Center for Reading Research</p>  | <p>Explicit instruction in vocabulary and application of decoding within text. Explicit instruction in metacognitive reading strategies.</p>  |
| <p><b>Second Grade</b><br/>Rapid Automatic Naming</p>       | <p><i>**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.</i><br/><b>RAN</b> (Rapid Automatic Naming)</p>   |   | <p>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</p>      |
| <p><b>Second Grade</b><br/>Checklist of Characteristics</p> | <p>Optional<br/><b>Shaywitz DyslexiaScreen</b></p>  |   |   |

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### Dyslexia Screening Organizer

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

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| <p><b>Third Grade</b><br/>Reading Comprehension*</p>                | <p><b>AIMSweb</b> Maze<br/><b>AIMSweb Plus</b><br/><b>DIBELS</b> Daze<br/><b>Renaissance STAR Early Literacy</b><br/>Curriculum Based Measures<br/>**Oral vs. Silent Reading<br/>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.</p> | <p><b>Basic Reading Inventory(BRI), Jerry Johns</b><br/><b>Informal Reading Inventory (IRI), Roe &amp; Burns</b><br/><b>Cool Tools</b> Informal Reading Assessments: Florida Center for Reading Research</p>                               | <p>Explicit instruction in vocabulary and linking decoding within text.<br/>Explicit instruction in metacognitive reading strategies.</p>   |
| <p><b>Third Grade</b><br/>Phonological/<br/>Phonemic Awareness*</p> | <p><b>Texas Primary Reading Inventory (TPRI)</b><br/><b>Renaissance STAR Early Literacy Phonological Awareness Skills Program - PASP</b></p>   | <p><b>Phonological Awareness Skills Screener (PASS);</b><br/><b>Phonological Awareness Skills Test (PAST);</b><br/><b>DRA2</b><br/><b>Cool Tools</b> Informal Reading Assessments: Florida Center for Reading Research (Word Analysis)</p> | <p>Task involving phonological manipulation up through advanced levels (see Guidance document)<br/>Program examples include:<br/>Literacy Resources Inc. (Heggerty);<br/>Equipped for Reading Success (Kilpatrick); LTRS: Lips (Lindamood Bell); RAVE-O; Wilson Foundations; REWARDS; Language!</p> |
| <p><b>Third Grade</b><br/>Rapid Automatic Naming</p>                | <p><i>**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.</i><br/><b>RAN</b> (Rapid Automatic Naming)</p>  |  | <p>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</p>  |
| <p><b>Third Grade</b><br/>Checklist of Characteristics</p>          | <p>Optional<br/><b>Shaywitz DyslexiaScreen</b></p>   |  |   |



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### Dyslexia Screening Organizer

| 4th - 12th GRADE *Most Predictive Components for Screening |  |  |  |
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| Skill Components<br>*Most Predictive for Screening         | Possible Screeners   | Classroom Diagnostic-<br>Next Steps  | Explicit Instruction Based on Focused<br>Student Need  |
| <b>4th-12th Grade</b><br>Phonics/Word Recognition          | <b>DIBELS</b> Nonsense Word Fluency<br>(through 6th grade) | <b>Really Great Reading</b> Decoding Survey (through 12th grade)<br><b>CORE</b> Phonics Survey (through 12th grade)<br><b>95% Group PSI:</b> Phonics Screener for Intervention (through 8th grade)<br><b>DRA2</b> Word Analysis (through 12th grade)<br><br><b>Cool Tools/FAIR</b> Informal Reading Assessments: Florida Center for Reading Research (through 5th grade)<br><b>Basic Reading Inventory(BRI), Jerry Johns</b><br><b>Informal Reading Inventory (IRI), Roe &amp; Burns</b> | Explicit and systematic instruction on letter-sound relationships, phonic blending and integrating the decoding within text..<br><br>Program examples include:<br>Literacy Resources Inc. (Heggerty);<br>Equipped for Reading Success (Kilpatrick);<br>Wilson Foundations; REWARDS;<br>Language! |
| <b>4th-12th Grade</b><br>Orthography<br>(Spelling)         | Student Writing Samples                                    | <b>Words Their Way</b> Spelling (Inventory not available for purchase)   | Explicit instruction in phonics  |

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| <p><b>4th-12th Grade</b><br/>Oral Reading Fluency</p>                  | <p><b>DIBELS</b> Oral Reading Fluency<br/><b>AIMSweb</b> R-CBM Oral Reading Passage<br/><b>AIMSweb Plus</b></p>   | <p><b>Cool Tools/FAIR</b> Informal Reading Assessments: Florida Center for Reading Research (through 5th grade)<br/><b>DRA2</b> (Oral Reading)<br/><b>Basic Reading Inventory(BRI), Jerry Johns</b><br/><b>Informal Reading Inventory (IRI), Roe &amp; Burns</b></p> | <p>Explicit instruction in word identification, phonics, sight vocabulary, fluency practice</p> <p>Program examples include: Read Well, Read Naturally, PALS, Six Minute Solution</p>  |
| <p><b>4th-12th Grade</b><br/>Reading Comprehension</p>                 | <p><b>AIMSweb</b> Maze<br/><b>AIMSweb Plus</b><br/><b>DIBELS</b> Daze</p>   | <p><b>Cool Tools/FAIR</b> Informal Reading Assessments: Florida Center for Reading Research Curriculum Based Measures (through 5th grade)<br/><b>Basic Reading Inventory(BRI), Jerry Johns</b><br/><b>Informal Reading Inventory (IRI), Roe &amp; Burns</b></p>      | <p>Explicit instruction in vocabulary and linking decoding within text. Explicit instruction in metacognitive reading strategies.</p>  |
| <p><b>4th-12th Grade</b><br/>Phonological/<br/>Phonemic Awareness*</p> | <p><b>Texas Primary Reading Inventory (TPRI)</b><br/><b>Phonological Awareness Skills Program - PASP</b></p>  | <p><b>Phonological Awareness Skills Screener (PASS);</b><br/><b>Phonological Awareness Skills Test (PAST);</b><br/><b>DRA2</b> (Word Analysis)<br/><b>Cool Tools/FAIR</b> Informal Reading Assessments: Florida Center for Reading Research (through 5th grade)</p>  | <p>Task involving phonological manipulation up through advanced levels (see Guidance document)</p> <p>Program examples include: Literacy Resources Inc. (Heggerty); Equipped for Reading Success (Kilpatrick); Lips (Lindamood Bell); Wilson Foundations; REWARDS; Language!</p> |
| <p><b>4th-12th Grade</b><br/>Rapid Automatic Naming</p>                | <p><i>**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.</i><br/><b>RAN</b> (Rapid Automatic Naming)</p> |  | <p>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</p>   |
| <p><b>4th-12th Grade</b><br/>Checklist of Characteristics</p>          | <p>optional</p>   |  |  |

**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