



2022 Dyslexia Implementation Information

Collecting and Using Assessment Data to Identify Characteristics of Dyslexia

The purpose of this document is to provide implementation guidance to districts and charter school to support Idaho code 33-1811.

DYSLEXIA ASSESSMENT ORGANIZER

This organizer is not an exhaustive list of all available skill measure assessments. **Not all measures listed within a skill area need to be included in an assessment administered to students.** A list of valid, reliable grade 4-5 screeners and K-5 diagnostic measures can be found on the [Identified Dyslexia Assessments](#).

Assessment Organizer

Skill	Definition	Measures
Phonological Awareness Skills	An awareness that spoken words are made up of individual sounds.	PSF- Phoneme Segmentation Fluency ISF- Initial Sound Fluency FSF- First Sound Fluency Rhyming Phonological Segmentation Phoneme Deletion & Blending
Phonemic Decoding Efficiency	The ability of children to recognize unfamiliar words, pseudo-words or non-words.	NWF- Non-sense word fluency AD- Alphabetic Decoding Word Decoding (CORE) Letter Sound Association Running Record Error Analysis
Rapid Automatic Naming (RAN)	The ability to quickly name aloud a series of familiar items (images, letters, numbers).	Pictures Letters Digits Colors
Encoding Ability	The process of hearing a sound and being able to write a symbol to represent that sound.	Spelling Spelling Curriculum Based Measure (CBM)

Skill	Definition	Measures
Sight Word Efficiency	The ability to rapidly, effortlessly and accurately recognize or decode words.	Word Reading Tests Word Identification

TER 1 & TIER 2 ASSESSMENT VS. DYSLEXIA EVALUATION

Idaho code 33-1811 is clear that tier 1 screening assessment is to be used to identify **characteristics of dyslexia**. Evaluation for dyslexia remains within the special education process and must adhere to the procedures laid out in the Idaho Special Education Manual and aligned to IDEA.

Screeener vs Evaluation ¹		
	Screening	Evaluation
Time	Brief and administered individually or in a group	Lengthy and administered individually
Type	Criterion Referenced; Curriculum based measures; Arbitrary cut-off points	Norm Referenced; standardized based on standard scores, percentiles, grade/age-based equivalencies
Focus	Specific skill areas	Extensive assessment of functioning (cognitive, academic, linguistic, motoric, behavioral)
Administered by	Teachers	Trained specialist (School Psychologist, LDT/C, Speech Language Therapist)
Reason	Determine students who are at risk and in need of general education remediation	Identify strengths and weaknesses within profile in order to determine classification for special educations placement and services

PROCESS FOR IDENTIFYING CHARACTERISTICS OF DYSLEXIA

Step 1 Fall 2022 : Administer a tier 1 screening assessment to K-5 students. IRI is to be used for the screening assessment administered to students in grades K-3. Grades 4-5 will be screened using a district identified assessment.

¹ Taken from: <https://dyslexiaida.org/universal-screening-k-2-reading/>

Step 2: Analyze data provided by the tier 1 screener for characteristics of dyslexia:

1. Is the student at risk for dyslexia based on the following characteristics?
 - a. Difficulties with accurate and/or fluent word recognition.
 - b. Poor spelling **and** decoding ability.
 - c. Deficit (low performance) in phonological awareness that is unexpected in relation to overall performance and the provision of classroom instruction.

Step 3: Administer tier 2 diagnostic measures to students K-5 whose tier 1 screening showed characteristics of dyslexia.

Step 4: Analyze data gathered from tier 2 diagnostic measures.

Step 5: Provide evidence-based intervention in alignment with the Idaho Comprehensive Literacy Plan and state Dyslexia Handbook (in development).

RESOURCES

[Screening for Dyslexia](#): This white paper provides an overview and insight into screening for dyslexia.

[Reading 101: A Guide to Teaching Reading and Writing](#): This article explains types of early reading assessments in depth, explains identifying skill gaps to target instruction, and provides profiles of struggling readers.

[Four Questions to Ask After Universal Screening](#): This infographic outlines a screening decision making framework for Dyslexia risk.

[Direct vs Multigate: Approaches to Predicting Risk of Reading Difficulty](#): This infographic compares different approaches to screening for fourth and fifth students.

[The Science of Reading: The Basics](#): What the science of reading is and is not.

[Dyslexia Within RTI](#): This guide supports identifying and providing instruction to students with characteristics of dyslexia.

International Dyslexia Association. (2018, March). Knowledge and Practice Standards for Teachers of Reading. Retrieved from <https://dyslexiaida.org/knowledge-and-practices/>

[Rapid Automatized Naming and Fluency: Orton Gillingham Academy](#): This article explains how to assess RAN ability and how a RAN deficit impacts reading.