

EOYA Reporting: KIDS

Field D59 Dyslexia Screener

Current grade (in KIDS) must be 05 Kindergarten, 06 1st Grade, or 07 2nd Grade

Approved Screeners

00 – Not Assessed

01 – AIMSweb or plus

02 – DIBELS

03 – easy CBM

04 – FASTBridge

05 – Other (Meets Rubric Requirements)

Field D60 – Dyslexia Subtest

00 – None

01 – Phoneme Segmentation Fluency (record spring score for Kindergarten)

02 – Nonsense Word Fluency (record spring score for 1st Grade)

03 – Oral Reading Fluency (record spring score for 2nd Grade – both accuracy and rate)

Field D61 – Dyslexia Spring Performance Level

0 – Not Assessed

1 – Below Benchmark

2 – At or above Benchmark

Notes

All entry into kids for the 2021-2022 school year are **required**. An example entry would be as follows:

KIDS # (name with # ex. Jose Lopez) and student Grade level 05 (Kindergarten)

FIELD D59 05 Other Screener (ex. Acadience)

FIELD D60 01 (Phoneme Seg.)

FIELD D61 02 (Above Benchmark)

***Systems should give nonsense word fluency to those students in second grade that do not pass the oral reading fluency assessment.

For more information, contact:

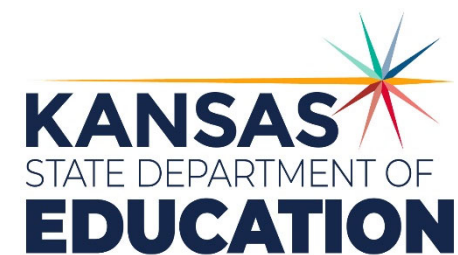


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Dyslexia Screening & EOYA



9/21/2021

Required Screeners Elementary

Kindergarten

- Letter Naming Fluency (F, W, S)
- Letter Word Sound Fluency* (F, W, S)
- Phoneme Segmentation Fluency (W, S)
- Nonsense Word Fluency (S)

First Grade

- Letter Word Sound Fluency (F)
- Phoneme Segmentation (F, W**, S)
- Nonsense Word Fluency (F, W, S)
- Oral Reading Fluency (W, S)

Second Grade

- Nonsense Word Fluency (F***)
- Oral Reading Fluency (F, W, S)

Third, Fourth, and Fifth Grade

- Oral Reading Fluency (F, W, S)

Required Screeners Middle School

Grades 6, 7, 8

All students receive a nationally normed reading comprehension assessment. (F, W, S)

- Any student falling below grade level in reading comprehension will receive an Oral Reading Fluency assessment
- Before administering the Oral Reading Fluency Assessment, decision teams must validate data and determine who needs reading intervention. We do not want to intervene on a student that had a bad testing day.
- Administer the ORF to those students that need it.
- Group students by need and provide evidence-based interventions.

Rationale for screening at all three testing windows: Reading difficulties and characteristics of dyslexia can be masked for adolescent readers. Screening is one way to detect skill deficits and provide timely intervention to improve reading outcomes for all students

Required Screeners High School

Grades 9, 10, 11, 12

All students receive a nationally normed reading comprehension assessment. (F, W, S)

- Any student falling below grade level in reading comprehension will receive an Oral Reading Fluency assessment.
- Before administering the Oral Reading Fluency Assessment, decision teams must validate data and determine who needs reading intervention. We do not want to intervene on a student that had a bad testing day.
- Administer the ORF to those students that need it.
- Group students by need and provide evidence-based interventions.

Rationale for screening at all three testing windows: Reading difficulties and characteristics of dyslexia can be masked for adolescent readers. Screening is one way to detect skill deficits and provide timely intervention to improve reading outcomes for all students.

