

# Dyslexia Screen Rubric



## Screening Tool Rubric

### Overview

The path to leading the world in the success of each student depends on the ability to read at grade level. When students enter kindergarten, teachers should be keenly aware of each child's oral language ability and ability to learn the written language of English.

Dyslexia is defined as *"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."* (International Dyslexia Association, 2002)

In accordance with the Kansas State Board of Education vote in November 2019, all schools must screen students for dyslexia or characteristics of dyslexia. Common characteristics around reading that some children may display include: segmenting, blending, and manipulating sounds, learning names of letters and their associated sounds, holding information about sounds and words in memory, rapidly recalling the names of letters of

the alphabet. All of these characteristics impede a student's ability to comprehend written text at grade level.

The early identification of individuals with characteristics of dyslexia will have a significant impact on their future academic success. Therefore, it is imperative that we *catch them before they fail* through the screening process.

The Kansas State Department of Education has developed this rubric to help schools adhere to the recommendations set forth by the State Board of Education. This completed rubric shall be published and used in accountability measures in KESA and for EOYA reporting.

Screening tools must be reliable and valid to identify students at risk of reading difficulties. **Reliable** screeners refer to the consistency with which a tool classifies from one administration to the next. A tool is considered reliable if it produces the same results when administering the test under different conditions, at different times, or using different forms of the test. **Validity** is a measure of how well a given scale measures what it actually intends to measure, leaving nothing out and including nothing extra. In the case of reading screeners, it is validity that indicates how completely and accurately the assessment captures the reading performance of all students who take it.

## Rubric

Description	Yes	No
All students in Kindergarten were screened in Letter Naming Fluency <ul style="list-style-type: none"> <li>Fall (F), Winter (W), Spring (S)</li> </ul>		
All students in grades K – 1 were screened in Letter Word Sounds. <ul style="list-style-type: none"> <li>Kindergarten – F, W, S</li> <li>1<sup>st</sup> Grade – F</li> </ul>		
All Students in grades K - 1 were screened in Phoneme Segmentation. <ul style="list-style-type: none"> <li>Kindergarten – W, S</li> <li>1<sup>st</sup> Grade – F, W, S</li> </ul>		
All students in grades K –2* were screened in Nonsense Word. <ul style="list-style-type: none"> <li>Kindergarten – S</li> <li>1<sup>st</sup> Grade, F, W, S</li> <li>2nd Grade F*</li> </ul>		
All students in grades 1 – 5 were screened in Oral Reading Fluency. <ul style="list-style-type: none"> <li>1<sup>st</sup> Grade W, S</li> <li>2<sup>nd</sup> – 5<sup>th</sup> Grades F, W, S</li> </ul>		
All students in grades 6 – 12, not reading at benchmark on a nationally normed reading comprehension assessment were screened using an Oral Reading Fluency assessment.		
Was the screener reliable?		
<b>*NWF see Appendix A</b>		

The screening programs listed below are not **required or recommended screeners** for dyslexia by KSDE. The screeners listed below are what most schools in Kansas use. Your system may select any screener, as long it screens for the items in the table to the left.

Enter the name of the screener used in your school(s):

School Name	Screener Name	Sub-test Used

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## Appendix A

### Subtest Skills Defined

**Letter Naming Fluency (LNF)** – A one-minute timed assessment to screen the student's ability to name the letter on a page, both upper and lower case, in random order. Letter naming fluency identifies a student at possible risk of reading difficulties. This measure is highly predictive of reading success through grade 1. The screener your school chooses must:

- screen for the above skills
- use valid and reliable measures
- allow for intervention and progress monitoring of letter naming skill

If the screener being used meets the above requirements, then it is considered approved for LNF.

**Letter Word Sounds Fluency (LWSF)** – A one-minute timed assessment to screen the student's ability to make letter sounds, make the sounds of two-letter combinations, and read aloud consonant-vowel-consonant (CVC) words. This task is similar to the general developmental progression from letter-sound correspondence to oral word reading. Letter word sounds fluency can also measure the level of automaticity of the skills named above. The screener your school chooses must:

- screen for the above skills
- use valid and reliable measures
- allow for intervention and progress monitoring of letter word sound skills

If the screener being used meets the above requirements, then it is considered approved for LWSF. Some alternate screeners include Letter Sound Fluency and First Sound Fluency.

**Phoneme Segmentation Fluency (PSF)** – A one-minute timed assessment that assesses the student's ability to segment three- and four-phoneme words into their individual phonemes fluently. The PSF measure is an excellent predictor of later reading achievement. The PSF task is administered by the examiner orally presenting words of three or four phonemes and then the student verbally produces the individual phonemes in each word. For example, if the examiner says "cat" and the student says "/k/ /a/ /t/", he or she segmented the word correctly. The screener your school chooses must:

- screen for the above skills
- use valid and reliable measures
- allow for intervention and progress monitoring of phoneme segmentation skills

If the screener being used meets the above requirements, then it is considered approved for PSF.

**Nonsense Word Fluency (NWF)** – A one-minute timed assessment that assesses the student's ability to utilize the alphabetic principle. The alphabetic principle is the ability to associate sounds with letters and use these sounds to form words; therefore, the alphabetic principle is a prerequisite to word identification. It has two parts: alphabetic understanding and phonological blending. In alphabetic understanding, letters represent sounds in words. In phonological blending, letter sounds can be blended together; and knowledge of the systematic relationships between letters and phonemes can be used to read/decode words. The screener your school chooses must:

- screen for the above skills
- use valid and reliable measures
- allow for intervention and progress monitoring of nonsense word fluency

If the screener being used meets the above requirements, then it is considered approved for NWF.

*\*If the screener your system uses does not have a valid and reliable screening tool for NWF in 2<sup>nd</sup> grade then follow this procedure. After giving the second grade ORF, those second-grade students not reaching benchmark (according to your testing system) should be given the NWF. Systems would need to use the Spring 1<sup>st</sup> Grade NWF screener to those students needing further screening.*

**Oral Reading Fluency (ORF)** – A one-minute timed assessment that assesses accuracy and fluency with connected text. The ability to effortlessly translate letters to sounds and sounds to words is the hallmark of reading with automaticity. The fluent reader is one whose decoding processes are automatic, requiring no conscious attention to the details of words in the text. Such capacity then enables readers to allocate their attention to the comprehension and meaning of text. The screener your school chooses must:

- screen for the above skills
- use valid and reliable measures
- allow for intervention and progress monitoring of oral reading fluency

If the screener being used meets the above requirements, then it is considered approved for ORF.

## Appendix B

### Critical Screening Elements

***\*Screening products listed are those approved entirely by school districts. The KSDE plays no part in advising or approving local assessments. The products are listed here merely as courtesy examples of assessments used. This list is not complete or exhaustive.***

Screening Component:	Grade Levels to Be Screened:	Other Subtests That May Measure This:	Products approved by school districts*
Letter Naming Fluency (LNF)	Kindergarten Fall (F), Winter (W), Spring (S)		DIBELS 8 <sup>th</sup> Ed. FASTBridge AIMS+ easyCBM Acadience StarCBM
Letter Word Sound Fluency (LWSF)	Kindergarten and Fall 1 <sup>st</sup> Grade  Kindergarten – F, W, S 1 <sup>st</sup> Grade – F	Letter sound fluency Word reading fluency Sight word fluency First sound fluency	DIBELS 8 <sup>th</sup> Ed. (NWF, WRF) Acadience (NWF) FASTBridge (LS, WS, SW, NW) AIMS+ (LWSF, NWF) easyCBM (LS, WRF) Star CBM
Phoneme Segmentation Fluency	Kindergarten First Grade  Kindergarten – W, S 1 <sup>st</sup> Grade – F, W, S	Word Segmenting Phoneme Segmentation	DIBELS 8 <sup>th</sup> Ed. Acadience FASTBridge AIMS+ easyCBM STAR CBM
Nonsense Word Fluency	Kindergarten, First Grade, Second Grade  Kindergarten – S 1 <sup>st</sup> Grade, F, W, S 2nd Grade F*	<b>*NWF – see Appendix A for more information regarding 2<sup>nd</sup> grade</b>	DIBELS 8 <sup>th</sup> Ed. Acadience FASTBridge AIMS+ STAR CBM
Oral Reading Fluency	1 – 5 <sup>th</sup> Grades First Grade – W, S 2 <sup>nd</sup> – 5 <sup>th</sup> – F, W, S	cbmReading Passage Reading Fluency	DIBELS 8 <sup>th</sup> Ed. (1 <sup>st</sup> -8 <sup>th</sup> ) Acadience (Winter 1 <sup>st</sup> -9 <sup>th</sup> ) FASTBridge (1 <sup>st</sup> - 12 <sup>th</sup> ) AIMS+ (1 <sup>st</sup> -12 <sup>th</sup> ) easyCBM (1 <sup>st</sup> -6 <sup>th</sup> ) Star CBM
Comprehension Measure (Kansas MTSS recommendation)	6-12, used as a “gate” to determine if ORF should be given to students demonstrating risk in grades 6-12	aReading Maze Daze Reading Comprehension Multiple Choice Reading comprehension	DIBELS 8 <sup>th</sup> Ed. (2 <sup>nd</sup> -8 <sup>th</sup> ) Acadience (3 <sup>rd</sup> -9 <sup>th</sup> ) AIMS+ (2 <sup>nd</sup> -8 <sup>th</sup> ) FASTBridge (1 <sup>st</sup> -12 <sup>th</sup> ) easyCBM (2 <sup>nd</sup> -6 <sup>th</sup> ) STAR Reading (9 <sup>th</sup> – 12 <sup>th</sup> ) NWEA MAP (9 <sup>th</sup> – 12 <sup>th</sup> )