Level I Dyslexia Screening
REVISED 12/2018

Level I Dyslexia Screener provides additional information about a student that receives an “at some risk” or “at risk” result from the Universal Screener. The level I dyslexia screening of a student shall perform with fidelity and include the components listed under Senate Enrolled Act 217 Chapter Section 1 (b). The level I Dyslexia Screening process shall include documentation of the components of literacy to include but not limited to the following:

1) Phonological and phonemic awareness;
2) Sound symbol recognition;
3) Alphabet knowledge;
4) Decoding skills;
5) Rapid naming; and
6) Encoding skills.

Process of Using the Level I Dyslexia Screener

The Level I Dyslexia Screening means a process, as determined by the school corporation or charter school, for gathering additional information to determine if characteristics of dyslexia are present.

This process may include data from the Level 1 Screener. Schools may find it helpful to gather additional information that includes other progress monitoring data, work samples, formative literacy assessment data, and additional age and developmentally appropriate dyslexia screening tools for the six areas. The determination of existing characteristics of dyslexia should be based on multiple sources of data.

The Level I Dyslexia Screener shall be used to gather additional information that will help the school team discriminate areas that need intervention and starts the process of gathering more data. The level I screeners are considered an informal diagnostic assessment that can also be used as part of progress monitoring.
Process of Gaining Information from a Level I Screener

A school-based decision making team will review the student records and progress, looking for patterns, indicators, if specific areas for assistance and areas of strength to build on. Prior to implementing any screener, the team informs the parents and obtains consents.

If a student’s performance on a Level I Dyslexia Screening indicates a need for dyslexia intervention services, the student’s parent or legal guardian shall be:

(1) Notified of the results of the dyslexia evaluation; and
(2) Provided with information and resource material, that cover the following topics:

(A) The characteristics of dyslexia;

(B) Appropriate classroom interventions and accommodations for students with dyslexia; and

(C) States that the parent may elect to have the student receive an educational evaluation by the school (Chapter 3 Section 1).
This list of level I dyslexia screening tools is to be used as a resource for school corporations and charter schools to determine which screener or screeners provide the most beneficial data for each subcomponent of literacy at each grade level. The Indiana Department of Education (IDOE) vetted and approved the list of screeners. IDOE is not endorsing any of the screeners. This is the list of approved screeners, and is not an all-inclusive list of screeners that IDOE received. Should a corporation or charter school wish to use a screener that is not approved by IDOE, it must describe how the screener meets the criteria listed below prior to approval by IDOE. These will be reviewed on a quarterly basis during the 2018-2019 school year, and on a yearly basis after that.

### Table 2: List of Approved Level I Screeners

**REVISED 12/2018**

<table>
<thead>
<tr>
<th>Required Component</th>
<th>Possible Screener Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological and Phonemic Awareness</td>
<td>DIBELS DeeP: Phonemic Awareness (K-5)</td>
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<tr>
<td></td>
<td>Phonological Awareness Screening Test (PAST) (Prek-Adult)</td>
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<tr>
<td></td>
<td>Phonological Awareness Skills Screener (PASS) (K-2 + struggling learners)</td>
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<tr>
<td></td>
<td>Gallistel-Ellis Test of Coding Skills (K-12)</td>
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<td></td>
<td>MindPlay-Phonemic Awareness Screener (K-12)</td>
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<tr>
<td></td>
<td>NWEA Skills Checklist: Phonemic Awareness Manipulation of Sounds (K-12) (Assigned based on need, not grade)</td>
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<tr>
<td></td>
<td>PALS: K-Rhyme, beginning sound awareness (K)</td>
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<tr>
<td></td>
<td>PALS 1-3: Blending, sound to letter (1-3)</td>
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<tr>
<td></td>
<td>PALS Plus: Blending, sound to letter (1-8)</td>
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<tr>
<td>Alphabet Knowledge</td>
<td>Alphabet knowledge is component with mastery level</td>
</tr>
<tr>
<td></td>
<td>Use errors from initial screener</td>
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<tr>
<td></td>
<td>May use:</td>
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<tr>
<td></td>
<td>PALS K: Alphabet Knowledge (K)</td>
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<tr>
<td></td>
<td>PALS 1-3: Alphabet Knowledge (1-3)</td>
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<tr>
<td></td>
<td>PALS Plus: Alphabet Knowledge (1-8)</td>
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</tbody>
</table>
| **Sound Symbol Recognition** | DIBELS DeeP: Phonics (K-5)  
College Station TX, Texas A&M: Quick Phonics Screener (K-6)  
Scholastic: CORE Phonics Survey (K-8)  
Gallistel-Ellis Test of Coding Skills (K-12)  
Houghton Mifflin-Phonics/Decoding Screening Test (1-6)  
MindPlay: Phonemic Awareness Screener (K-12)  
NWEA Skills Checklist-Phonics: Both Syllable Types Checklists (Vowel, digraphs/Dipthongs, CVC, CVCe, R-controlled) (K-12) *(Assigned based on need, not grade)*  
PALS K: Letter sounds, spelling (K)  
PALS 1-3: Letter sounds, spelling (1-3)  
PALS Plus: Letter sounds, spelling (1-8) |
| **Decoding Skills** | DIBELS Deep: Fluency (K-5)  
Reading Good Reading Diagnostic Survey (4-12)  
MindPlay: Fluency Screener (K-8)  
NWEA Skills Checklist: Other Decoding Checklists (Spelling Patterns/Word Families, Multi-Syllable Words, Affixes, Open/C+le) (K-12) *(Assigned based on need, not grade)*  
Really Good Reading: Diagnostic Decoding Surveys (1-12)  
PALS K: Concept of Word (K)  
PALS 1-3: Passage Reading (1-3)  
PALS Plus: Passage Reading (1-8) |
| **Rapid Naming** | Use errors from initial screener  
May Use:  
Rapid Automatic Naming (RAN) and Rapid Alternating Stimulus (RAS) (Use different trial from universal screener) (K-12) |
| **Encoding** | Use unedited writing samples or dictated spelling  
May Use:  
PALS K: Spelling (K)  
PALS 1-3: Spelling Inventory (1-3)  
PALS Plus: Spelling Inventory (1-8) |
The Level II Dyslexia Screening provides additional information for identifying a pattern of strengths and weaknesses documenting the characteristics of dyslexia. The determination of existing characteristics may be based on performance criteria (i.e., cut-scores, benchmarks) or norm-referenced, diagnostic assessment. Specific skills tested include phonological awareness, rapid naming, word reading, decoding, fluency, spelling, and reading comprehension.

When reporting results of norm-referenced tests, standard scores should be used. The data from these assessments can be used as a baseline for intervention and used to show student growth. For all assessments, individual subset scores should be used rather than composite or cluster scores. For example, consider the Ellison and Blending subtest scores on the CTOPP-2 rather than the phonological composite score.

In addition to the Level II screener data, schools may find it helpful to gather additional information that includes other progress monitoring data, work samples, formative literacy assessment data, and additional age and grade appropriate dyslexia screening tools of the six areas. The determination of existing characteristics of dyslexia should be based on multiple sources of data.

**Process of Gaining Information from a Level II Screener**

A school-based team will review the student records and progress monitoring data. The team will look for patterns, indicators, of specific areas of strength and need. This team may be comprised of the authorized reading specialist with training in dyslexia, the EL teacher or program administrator, the special education teacher, special education director, and the classroom teacher. Prior to implementing any screener, the team informs the parents and obtains consents.
If a student’s performance on a Level II Dyslexia Screening indicates a need for dyslexia intervention services, the student’s parent or legal guardian shall be:

(3) Notified of the results of the dyslexia evaluation; and

(4) Provided with information and resource material, that cover the following topics:

   (A) The characteristics of dyslexia;

   (B) Appropriate classroom interventions and accommodations for students with dyslexia; and

   (C) States that the parent may elect to have the student receive an educational evaluation by the school (Chapter 3 Section 1).
<table>
<thead>
<tr>
<th>Phonological and Phonemic Awareness</th>
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<tbody>
<tr>
<td>Feifer Assessment of Reading (FAR)</td>
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<tr>
<td>Test of Phonemic Awareness-2 (TOPA-2)</td>
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<tr>
<td>Comprehensive Test of Phonological Processing, 2nd Edition (CTOPP-2)-Phonological Awareness Composite-Elision, Blending Words and Phoneme Isolation or Sound Matching subtests make up this composite</td>
</tr>
<tr>
<td>Developmental Reading Assessment 2nd Edition (DRA-2)-Word Analysis</td>
</tr>
<tr>
<td>Phonological Awareness Test (PAT-2)-Phonics-First six subsets</td>
</tr>
<tr>
<td>Phonological Awareness Test (PAT-3)-Phonics-First six subsets</td>
</tr>
<tr>
<td>Brigance CIBS II-Word Analysis</td>
</tr>
<tr>
<td>Wechsler Individual Achievement Test-3rd edition (WIAT-III) -Early Reading Skills</td>
</tr>
<tr>
<td>Kaufman Test of Educational Achievement (KTEA-3)-Phonological Processing</td>
</tr>
<tr>
<td>A Language Processing Skills Assessment (TAPS-4)-Phonological Processing Composite</td>
</tr>
<tr>
<td>Test of Integrated Language and Literacy Skills (TILLS)-Phonological and Phonemic Awareness</td>
</tr>
<tr>
<td>Woodcock Reading Mastery Test III (WRMT-III)-Phonological Awareness</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Rapid Naming</th>
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<tbody>
<tr>
<td>Comprehensive Test of Phonological Processing, 2nd Edition (CTOPP-2)-Rapid Naming Composite</td>
</tr>
<tr>
<td>Kaufman Test of Educational Achievement (KTEA-3)-Rapid Automatized Naming, Letter Naming Facility, Object Naming Facility</td>
</tr>
<tr>
<td>Woodcock Johnson Mastery Test (WRMT-III)-Rapid Automatic Naming</td>
</tr>
</tbody>
</table>
- Woodcock Johnson (WJ-IV)-Tests of Oral Language-Rapid Picture Naming
- Rapid Automatic Naming (RAN) and Rapid Alternating Stimulus (RAS)
  (Use different trial from universal and level I)

**Letter Knowledge**
- Phonological Awareness Test (PAT-2)-Graphemes
- Woodcock Johnson Mastery Test (WRMT-III)-Letter Identification
- Woodcock-Johnson Tests of Achievement-4th edition (WJ-IV Ach)-Spelling of Sounds 
  (Phoneme knowledge)
- Word Identification and Spelling (WIST)-Sound-Symbol Knowledge
- Test of Integrated Language and Literacy Skills (TILLS)-Phonics

**Decoding**
- Phonological Awareness Test (PAT-2)-Decoding
- Phonological Awareness Test (PAT-3)-Decoding
- Kaufman Test of Educational Achievement (KTEA-3)-Nonsense Word Decoding
- Wechsler Individual Achievement Test-3rd edition-(WIAT-III)-Pseudoword Decoding
- Woodcock Johnson (WJ-IV Ach)-Word Attack
- Woodcock Johnson Mastery Test Revised (WRMT-R)-Word Attack

**Word Recognition**
- Kaufman Test of Educational Achievement (KTEA-3)-Letter-Word Recognition
- Welsher Individual Achievement Test (WIAT-III)-Word Reading
- Wide Range Achievement Test (WRAT-4)-Reading
- Word Identification and Spelling (WIST)-Word Identification
- Woodcock Johnson Mastery Test (WRMT-III)-Word Identification
• Woodcock Johnson Mastery Test Revised (WRMT-R)-Word Identification
• Brigance CIBS II-Word Recognition

Fluency
• Grey Oral Reading Fluency (GORT-5)-Accuracy Score and or Rate Score
• Developmental Reading Assessment (DRA 2)-Reading Fluency
• Woodcock Johnson Mastery Test (WRMT-III)-Word Attack
• Woodcock Johnson (WJ-IV Ach)-Oral Reading Fluency, Sentence Reading Fluency
• Woodcock Johnson Mastery Test Revised (WRMT-III)-Oral Reading Fluency
• Woodcock Johnson Mastery Test Revised (WRMT-R)-Oral Reading Fluency
• Brigance CIBS II-Oral Reading
• Test of Integrated Language and Literacy Skills (TILLS)-Written Discourse
• Test of Word Reading Efficiency-2nd Edition (TOWRE-2)-Sight Word Efficiency, Phonemic Decoding Efficiency, and Total Word Reading Efficiency

Spelling
• Kaufman Test of Educational Achievement (KTEA-3)-Spelling, Orthographic, Processing Cluster - Spelling, Letter Naming Facility, and Word Recognition Fluency
• Test of Written Spelling-5th edition (TWS-5)-Spelling
• Welsher Individual Achievement Test (WIAT-III)-Spelling-
• Woodcock Johnson (WJ-IV Ach)-Spelling and Spelling of Sounds (spelling nonsense words)
• Wide Range Achievement Test (WRAT-4)-Spelling
• Word Identification and Spelling (WIST)-Spelling
• Brigance CIBS II-Spelling
Written Expression

- Kaufman Test of Educational Achievement (KTEA-3)-Written Expression
- Test of Written Language (TOWL-3)-Overall Writing Quotient
- Welsher Individual Achievement Test (WIAT-III)-Written Expression
- Woodcock Johnson (WJ-IV Ach)-Writing Samples

This list of Level II Dyslexia Screening Tools is to be used as a resource for school corporations and charter schools to determine which screener or screeners will provide the most beneficial data for each subcomponent of literacy at each grade level. The Indiana Department of Education (IDOE) is in no way endorsing any of the screeners. This is the list of approved screeners. It is not all-inclusive.