

Level I Dyslexia Screening

Updated June 2020

All updates listed in red:

Northwest Evaluation Association (NWEA) Skills checklists screeners listed are given IN ADDITION to the universal level screeners.

School corporations and charter schools CANNOT CREATE their own assessment. ALL screeners SHALL be vetted and approved by the Indiana Department of Education (IDOE) before their use.

A level I screener is required as part of the level I screening process. This process shall include a level I screener, but MAY include other pieces of information helpful to determining a student's present level in preparation for their intervention.

Based on feedback from the field, NWEA Skills checklist is approved for first through twelfth grade. Kindergarten has been removed due to concerns over developmental appropriateness.

A 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 IC 20-35.5-1 (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 is part of a *process*. This process is determined by the school corporation or charter school, for gathering additional information to determine if characteristics of dyslexia are present.

This process shall include data from the Level 1 Screener, but 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.

Data from the universal screener and/or classroom work samples may be used in the decision process for the subset areas of alphabet knowledge, rapid naming, and encoding.

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, specific areas for assistance and areas of strength. Prior to implementing any screener, the team informs the parents and obtains consents.

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, the classroom teacher, and other staff that may be helpful in the decision making process including school psychologists and/or diagnosticians.

As stated in Chapter 3 Section 1 of Indiana Code, 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

Table 2: List of Approved Level I Screeners
Updated June 2020

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.

Level I Screeners	
Required Component	Possible Screener Tools
Phonological and Phonemic Awareness	<p>95% Group Phonological Awareness Screener for Intervention (PASI) (K-6)</p> <p>DIBELS DeeP: Phonemic Awareness (K-5)</p> <p>CORE Literacy Library: Multiple Measures: Assessing Reading: Phonological Segmentation, Phoneme Segmentation, AND Phoneme Deletion Tests (K-12)</p> <p><i>Heggerty Adding Phonemes Strand Assessment, Deleting Phonemes Strand Assessment, and Substituting Phonemes Strand Assessment in conjunction with kindergarten or first grade phonemic awareness Assessment based on time of year (baseline, mid-year, or end-of-year) (K-1)</i></p> <p><i>Heggerty Adding Phonemes Strand Assessment, Deleting Phonemes Strand Assessment, and Substituting Phonemes Strand Assessment (2-12+) (Use all three in addition to Heggerty 2nd Grade and above PA Intervention Screening from universal screener)</i></p> <p>Houghton Mifflin Harcourt iRead-Phonemic Awareness (K-8)</p> <p>Phonological Awareness Screening Test (PAST) (Prek-Adult)</p> <p>Phonological Awareness Skills Screener (PASS) (K-2 + struggling learners)</p> <p>Next Steps in Guided Reading Assessment: Phonological and Phonemic Awareness (K-2)</p> <p><i>MA Rooney Foundational Skills for Younger Learners: Phonemic Manipulation, Segmentation, and Blending (K-1)</i></p> <p>MA Rooney Quick Phonics Screener (QPS): Phonemic Awareness (2-12)</p>

	<p>MindPlay-Phonemic Awareness Screener (K-12)</p> <p>NWEA Skills Checklist: Phonemic Awareness Manipulation of Sounds in addition to universal screener assessments (Assessment includes: blending of sounds, substitution of sounds: beginning, middle, and end, deletion of sounds) (1-12) <i>(Assigned based on need, not grade)</i></p> <p>PALS: K-Rhyme, Beginning Sound Awareness (K)</p> <p>PALS Plus: Blending, Sound to Letter (1-8)</p>
<p>Alphabet Knowledge</p>	<p><u>Alphabet knowledge is component with mastery level</u></p> <p><u>Use errors from initial screener</u></p> <p><u>OR May Use:</u></p> <p>Houghton Mifflin Harcourt iRead-Letter-Word Identification (K-8)</p> <p>Institute for Multi-Sensory Education Beginning Reading Skills Assessment: Capital Letter and Lower Case Letter Recognition (K-3)</p> <p>Institute for Multi-Sensory Education Level 1-3 Screener: Alphabet Knowledge (K-3)</p> <p>MA Rooney Foundational Skills for Younger Learners: Alphabet Awareness, Letter Naming Fluency, Letter Formation (K-1)</p> <p>MA Rooney Quick Phonics Screener (QPS): Alphabet subset (2-12)</p> <p>PALS K: Alphabet Knowledge (K)</p> <p>PALS Plus: Alphabet Knowledge (1-8)</p> <p>Mind Play Alphabet Knowledge AND Letter Discrimination (2-12)</p> <p>PhonicsFIRST: Alphabet Upper & Lower Case-All Sections (K-3)</p>
<p>Sound Symbol Recognition</p>	<p>95% Group Phonics Screener for Intervention (PSI) (1-12)</p> <p>DIBELS DeeP: Phonics (K-5)</p> <p>CORE Literacy Library: Multiple Measures Assessing Reading: Letter Sounds: Consonant, long Vowels, and Short Vowels (K-12)</p> <p>College Station TX, Texas A&M: Quick Phonics Screener (K-6)</p> <p>Scholastic: CORE Phonics Survey (K-8)</p> <p>Gallistel-Ellis Test of Coding Skills (K-12)</p> <p>Houghton Mifflin Harcourt iRead-Word Attack (K-8)</p> <p>Houghton Mifflin-Phonics/Decoding Screening Test (1-6)</p> <p>Institute for Multi-Sensory Education Beginning Reading Skills Assessment: Sound Production (K-3)</p> <p>Institute for Multi-Sensory Education Level 1-3 Screener: Sound Symbol Relationship (K-3)</p> <p>MA Rooney Foundational Skills for Younger Learners: Sound Assessment (K-1)</p>

	<p>MA Rooney Quick Phonics Screener (QPS): Auditory Drill, Writing Portion (2-12)</p> <p>MindPlay: Phonics Screener (K-12)</p> <p>Next Steps in Guided Reading Assessment: Sound Knowledge (K-2)</p> <p>NWEA Skills Checklist-Phonics: in addition to universal screener assessments Both Syllable Types Checklists (Vowel, digraphs/Diphthongs, CVC, CVCe, R-controlled) (1-12) <i>(Assigned based on need, not grade)</i></p> <p>Orton-Gillingham Online Academy Informal Orton-Gillingham Coding Assessment: Letter Sound Assessment (K-12)</p> <p>PALS K: Letter Sounds, Spelling (K)</p> <p>PALS Plus: Letter Sounds, Spelling (1-8)</p> <p>Read Naturally Quick Phonics Screener (QPS) Third Edition (K-12)</p>
Decoding Skills	<p>CORE Literacy Library: Multiple Measures Assessing Reading: Reading and Decoding ALL Parts (K-12)</p> <p>DIBELS Deep: Fluency (K-5)</p> <p>Gallistel-Ellis Test of Coding Skills (K-12)</p> <p>Houghton Mifflin Harcourt iRead-Word Attack (K-8)</p> <p>Institute for Multi-Sensory Education Level 1-3 Screener: Decoding (K-3)</p> <p>MA Rooney Foundational Skills for Younger Learners: Sound Assessment, Nonsense Word Fluency, Pattern Based Words (K-1)</p> <p>MA Rooney Quick Phonics Screener (QPS): Word List (2-12)</p> <p>MindPlay: Phonics and Natural Fluency (K-12)</p> <p>Next Steps in Guided Reading Assessment: Grade level Reading Record: No Comprehension (K-2)</p> <p>NWEA Skills Checklist: Other Decoding Checklists in addition to universal screener assessments (Spelling Patterns/Word Families, Multi-Syllable Words, Affixes, Open/C+le) (1-12) <i>(Assigned based on need, not grade)</i></p> <p>Orton-Gillingham Online Academy Informal Orton-Gillingham Coding Assessment: Decoding Assessment (K-12)</p> <p>PALS K: Concept of Word (K)</p> <p>PALS Plus: Passage Reading (1-8)</p> <p>PhonicsFIRST: Basic Sounds, Phonetic Words, Red Words, Multisyllable Words, Pseudo Words (K-3)</p>

	<p>Reading Good Reading Diagnostic Survey (4-12) Really Great Reading: Diagnostic Decoding Surveys (1-12)</p>
<p>Rapid Naming</p>	<p><u>Use errors from initial screener</u></p> <p><u>OR May Use:</u> Rapid Automatic Naming (RAN) and Rapid Alternating Stimulus (RAS) (Use different trial from universal screener) (K-12) mClass with DIBELS Next AND 8th Edition: Rapid Automated Naming (K-3) MindPlay: Rapid Automatized Naming (K-12)</p>
<p>Encoding</p>	<p><u>May use unedited writing samples or dictated spelling</u></p> <p><u>OR May Use:</u> Gallistel-Ellis Test of Coding Skills (K-12) Institute for Multi-Sensory Education Level 1-3 Screener: Encoding (K-3) MA Rooney Foundational Skills for Younger Learners: Auditory Drills, Spelling Pattern Based Words (K-1) MA Rooney Quick Phonics Screener (QPS): Spelling Pattern-Based Words (2-12) mClass with DIBELS Next AND 8th Edition: Encoding (K-3) MindPlay: Spelling (nonsense and real words)Phonics Screener (encoding portion) (K-12) Next Steps in Guided Reading Assessment: Developmental Word Knowledge, by Grade (K-2) Orton-Gillingham Online Academy Informal Orton-Gillingham Coding Assessment: Encoding Assessment (K-12) PALS K: Spelling (K)</p>



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DEPARTMENT OF EDUCATION

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	PALS Plus: Spelling Inventory (1-8) PhonicsFirst: Basic Sounds, Phonetic Sounds, Red Words (K-3)
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Level II Dyslexia Screening REVISED

Updated 12.19

The Level II Dyslexia Screening provides additional information for identifying a pattern of strengths and weakness in some or all of the six subset areas associated with the characteristics of dyslexia. Level II screeners also further help school staff determine to what degree a student is “at risk” and “at some risk” for characteristics of dyslexia using norm-referenced, diagnostic assessment. Specific skills tested include phonological and phonemic awareness, rapid naming, word reading, decoding, fluency, and spelling.

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 Elision 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 in the six subset areas. The determination of the 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, or 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, the classroom teacher, and other staff that may be helpful in the decision the making process including school psychologists and/or diagnosticians. 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:

- (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).

Table 3: List of Approved Level II Screeners
Level II Screeners
REVISED 12.19

Phonological and Phonemic Awareness

- Feifer Assessment of Reading (**FAR**)- All Phonological Subsets (Completed and Scored Individually)
- Test of Phonemic Awareness-2 (**TOPA-2**)
- 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
- Developmental Reading Assessment 2nd Edition (**DRA-2**)-Word Analysis
- Phonological Awareness Test (**PAT-2**)-Phonics-First six subsets
- Phonological Awareness Test (**PAT-3**)-Phonics-First six subsets
- Brigance CIBS II-Word Analysis
- Wechsler Individual Achievement Test-3rd edition (**WIAT-III**) -Early Reading Skills
- Kaufman Test of Educational Achievement (**KTEA-3**)-Phonological Processing
- A Language Processing Skills Assessment (**TAPS-4**)-Phonological Processing Composite
- Test of Integrated Language and Literacy Skills (**TILLS**)-Phonological and Phonemic Awareness
- Woodcock Reading Mastery Test III (**WRMT-III**)-Phonological Awareness
- Woodcock-Johnson Test of Oral Language-4th Edition (**WJ-IV**)-Segmentation and Sound Blending
- Differential Ability Scales-2nd Edition (**DAS-2**) Phonological Processing

Rapid Naming

- Comprehensive Test of Phonological Processing, 2nd Edition (**CTOPP-2**)-Rapid Naming Composite
- Feifer Assessment of Reading (**FAR**)-Object Naming and Letter Naming
- Kaufman Test of Educational Achievement (**KTEA-3**)-Rapid Automated Naming, Letter Naming Facility, Object Naming Facility (Scored Individually)
- Woodcock-Johnson Mastery Test (**WRMT-III**)-Rapid Automatic Naming
- 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)
- Wechsler Intelligence Scale for Children-Fifth Edition (**WISC-V**) Naming Speed/Naming Speed Literacy
- Differential Ability Scales-2nd Edition (**DAS-2**) Rapid Naming

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
- Kaufman Test of Educational Achievement (**KTEA-3**) Letter Naming Facility
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Decoding

- Feifer Assessment of Reading (**FAR**)- Nonsense Word Decoding and Isolated Word Reading Fluency (Completed and Scored Individually)
- Kaufman Test of Educational Achievement (**KTEA-3**)-Nonsense Word Decoding
- Kaufman Test of Educational Achievement (**KTEA-3**)-Decoding Fluency
- Phonological Awareness Test (**PAT-2**)-Decoding
- Phonological Awareness Test (**PAT-3**)-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
- Woodcock-Johnson Mastery Test three (**WRMT-III**)-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
- **Woodcock-Johnson IV Tests of Achievement (WJ-IV Ach) Letter-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
- Feifer Assessment of Reading (**FAR**)-Oral Reading Fluency and Verbal Fluency (Completed and Scored Individually)
- Kaufman Test of Educational Achievement (**KTEA-3**)- Word Recognition 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
- Wechsler Individual Achievement Test (**WIAT-III**) Oral Reading Fluency

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
- Test of Early Written Language (**TEWL**)- 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.