Universal Screener Information:
Who is screened, who is exempt, choosing a screener, administration of the screener, screener performance, and universal screener list

All students Grades K-2 are required to be screened for dyslexia, (according to Senate Enrolled Act No. 217) beginning in the 2019-2020 school year. The Indiana Department of Education's (IDOE) role is to provide the information in this tool.

Early identification of students "at some risk" or "at risk" for dyslexia is critical for the development of early and appropriate interventions to support the student before they begin to fall behind their peers.

The universal screener is an assessment for understanding students' literacy performance, both strengths and areas of concern. Universal screeners focus on specific areas and are typically brief, but determined those students who are "at some risk" or "at risk. Universal screeners which are used for the initial screening of students shall include the following, as determined to be developmentally appropriate for each student:

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

Who should be screened?
SEA 217 Chapter 2 Section 6 states. the universal screener will be given to the following students:
1) In Kindergarten, grade 1, and grade 2
2) When a student in Kindergarten, grade 1, and grade 2:
   a. Transfers to a new school; and
   b. Has not been screened previously during the school year;
3) When a student in grade 3 or higher has difficulty, as noted by a classroom teacher, in:
   a. Phonological and phonemic awareness
   b. Sound symbol recognition
   c. Alphabet knowledge
   d. Decoding skills
   e. Rapid naming skills and
   f. Encoding skills
4) When a student from another state enrolls for the first time in kindergarten, grade 1, and grade 2 in Indiana unless the students presents documentation that the student

a. Had the dyslexia screening or a similar screening during the school year; or
b. Is exempt from the screening

Exemptions from being screened:
A school corporation or charter school is not required to administer a universal screener (Chapter 2 Section 8 to a student if the:

1) Parent of the student objects to the screening; or
2) Student is receiving intervention services for dyslexia.

Choosing a Screener
In the law, the IDOE approves the dyslexia screening tools. An extensive review determined that there is not a single screener that assesses all six required subsets. A combination of several screeners will address all subsets. Instead, districts will need to select several screeners to address all subsets. IDOE provides two tools to assist in this process: 1) Arkansas Rapid Automized Naming Screener and 2) "Tracking Our Selected Universal Screeners" with an example. These are located on the dyslexia website and in the Indiana Dyslexia Resource Guide.

Administering Screeners
Personnel administering the screener must be trained to implement the specific tools in a valid and reliable manner. This requires communicating with the publisher of the screener to receive training and setting aside time and money fort attending screening training. School resources and student enrollment will influence individual Corporation's decision about who should give and score the screening tools. Because the data will be sued to help guide instruction, it is recommended that classroom teachers and those that work directly with students during literacy instruction participate in screening, scoring, and progress monitoring.

Screener Performance
The performance criteria (i.e. cut-points, benchmarks) from the Universal Screener will determine if the student is unlikely to achieve reading goals without additional targeted intensive support. Universal screeners are predictive assessment that measure risk factors for dyslexia through a "snapshot" of the student's reading. The results may not provide the details needed to develop an instructional plan of appropriate interventions. To gain more detailed information the student is given a Level I Dyslexia Screener as explained in "Level I Screener Information" found in the Dyslexia website and in the Indiana Dyslexia Resource Guide. If additional diagnostic information is needed, a Level II screener is administered as described in Level II Screener Information.

Table 1: Universal Screeners: IDOE Vetted and Approved

The IDOE reviewed these screeners and found them to be acceptable in terms of reliability and validity, ease of use for those conducting the screening, brief, screen the required component, and developmentally appropriate for the grade.

Universal screeners are considered a predictive assessment to measure dyslexia risk factors that provide a snapshot of the student. It does NOT give specifics on what to work on or where to begin an intervention.

Universal Screeners	
Required Component	Possible Screening Tools
Phonological and Phonemic Awareness- the ability to recognize and manipulate the sound system in spoken language	-DIBELS NEXT: First Sound Fluency (K) -DIBELS 6th Edition: Initial Sound Fluency (K) -DIBELS 6th Edition: Phoneme Segmentation Fluency (K-2) -DIBELS NEXT: Phoneme Segmentation Fluency (K-2) -AIMSweb: Phoneme Segmentation Fluency (K-1) -Predictive Assessment of Reading (PAR) (K-1) -Istation ISIP: Phonemic Awareness (K-1) -NWEA Skills checklist: Phonological Awareness & Phoneme Identification (K) -NWEA Skills Checklist; Manipulation of Sounds (K-2) -STAR: A Computer Adaptive Assessment- Rhyming, blending, segmenting, initial, final, and medial phonemes, adding/substituting phonemes (K-2) -PALS-K: Rhyme, beginning sound awareness -PALS 1-3: Blending, sound to letter -PALS Plus: Blending, sound to letter
Alphabet Knowledge-the ability to automatically recognize and name the 26 lowercase and 26 uppercase letters with ease and accuracy.	-DIBELS 6th Edition: Letter Naming Fluency (K-2) -DIBELS NEXT: Letter Naming Fluency (K-2) -AIMSweb: Letter Naming Fluency (K-1) -NWEA Skills Checklist: Letter Identification (K-2) -STAR: A Computer Adaptive Assessment-Letters, alphabetic sequence (K-2) -PALS-K: Alphabet Knowledge (K) -PALS 1-3: Alphabet Knowledge (1-3) -PALS Plus: Alphabet Knowledge (1-8)
Sound Symbol Recognition-to automatically produce sound(s) or grapheme names (grade level letters or letter clusters) during recognition, production, and/or writing tasks.	-DIBELS 6th Edition: Nonsense Word Fluency (K-2) -DIBELS NEXT: Nonsense Word Fluency (K-2) -AIMSweb: Letter Sound Fluency (K-1) -Istation: ISIP: Letter Knowledge (K-1) -NWEA Skills Checklist: Phonics: Matching Letters to Sound (K-2) -STAR: A Computer Adaptive Assessment- Sound/Symbol correspondence (K-2) -PALS-K: Letter sounds, spelling (K) -PALS 1-3: Letter sounds, spelling (1-3)

	-PALS Plus: Letter sounds, spelling (1-8)
Decoding Skills- to translate words, word parts, or nonwords into their corresponding pronunciation.	-DIBELS 6th Edition: Oral Reading Fluency (K-2) -DIBELS NEXT: Oral Reading Fluency (DORF) (1-6) -AIMSweb: Nonsense Word Fluency (K-1) -NWEA Skills Checklist: Consonant Blends and Diagraphs (K-2) -PALS-K Concept of Word (K) -PALS 1-3: Passage Reading (1-3) -PALS Plus: Passage Reading (1-8) - (DESD) Decoding-Encoding Screener for Dyslexia (1-8)
Rapid Naming- the ability to quickly name aloud a series of familiar items	-Arkansas Rapid Automized Naming Screener (K-2 based on time, 3-12 observed behavior)
Encoding- to translate spoken language into print.	-Istation Indicators of Early Progress (ISIP): Spelling (K-3) -Istation Advanced Reading (AR) Spelling Computer-adapted (4-8) - (DESD™) Decoding-Encoding Screener for Dyslexia -Word Journey: Kindergarten Inventory of Spelling (K) -Word Journeys: Developmental Spelling Analysis (1-6) -Words Their Way: Primary Spelling Inventory (K-3) -Words Their Way: Elementary Spelling Inventory (1-6) -Words Their Way: Upper-Level Spelling Inventory (upper elementary, middle, high school, postsecondary) -PALS K: Spelling (K) -PALS 1-3: Spelling Inventory (1-3) -PALS Plus: Spelling Inventory (1-8)