Overview of State Reading Screening Requirements, Practices and Research

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Selected State Reading Screening Requirements

More 35 states have some form of early reading screening requirement in place. Maryland has no requirements for early identification of students who may be at risk for reading failure at this time. Below is a table of selected state laws where reading screening for difficulties including dyslexia, is required.

12 States	Legal References	Requirements (Grade, screener, etc)	Year Enacted	Implementation Notes
Alabama	*Action Item No. G.2.c. Alabama State Board of Education, April 8, 2015*	Administrative Guidance Dyslexia, Screening p. 17 K Screening Includes: 1. Letter naming skill 2. Letter sound skill 3. Phoneme segmentation skill 4. Nonsense word fluency skill Examples of Dyslexia Screening Tools DIBELS, DIBELS Next, AIMSWeb, Easy CBM,	2015	Guidance is the result of State BOE adoption of a dyslexia resolution. Advisory board formed to create the guide. Unclear about enforcement or compliance. Appendix includes a list of tools on p. 39-42 with

		spelling, fluency and other assessments		links to websites.

Arkansas	COM 17-021	• Screen K-2 annually and 3+ if student shows difficulty
		• Screen transfers in K-2 and 3+
		• Screens for:
		  ○ Phonological and phonemic awareness;
		  ○ Sound symbol recognition;
		  ○ Alphabet knowledge;
		  ○ Decoding skills;
		  ○ Rapid naming skills; and
		  ○ Encoding skills
		• Instruments: DIBELS and RAN/RAS
		• Includes an AR-RAN screener
			2013	This is a law -- a legal requirements.
				
				Although it is Unfunded, no accountability, lack of fidelity in implementation, it is still a requirement and districts are legally liable to implement.
				
				Dyslexia Guidance,
				
				Pp. 19-28 and appendix, p. 59 for diagnostic dyslexia assessments

California	Assembly Bill 1369 CHAPTER 647	Requires the Superintendent of Public Instruction to develop program guidelines for dyslexia to be used to assist regular education teachers, special education teachers, and parents to identify and assess pupils with dyslexia, and to plan, provide, evaluate, and improve educational services, as defined, to pupils with dyslexia. The bill would require the Superintendent to disseminate the program guidelines through the State Department of Education's Internet Web site and to provide technical assistance regarding their use and implementation to specified persons (see notes for a copy of the final guidance w/ screening protocol) Dyslexia Guidance Document Appendix A: p. 99: Assessments Screeners include: • Skill surveys • Informal Reading Inventories (Texas Primary Reading Inventory, QRI, BRI) • DIBELS • AIMSWeb • PAR • Informal Spelling Inventory: Wilson Assessment for Decoding & Encoding (WADE) • Writing Samples	2017	The guidance document outlines screening protocols and best practices. It is unclear how districts will use the information. The good news is that the CA DOE created a best practice guide for its districts. The bad news: districts are not required to use the guidance. That said, most districts prefer to use a best practice guidance to avoid litigation so that may motivate CA districts to follow this protocol.
Colorado	Read Act	The READ Act requires use of an interim assessment to determine whether a student has a significant reading deficiency in grades K through 3. A request for Information (RFI) was initiated by the department to solicit reading interim assessment tools for inclusion on the Colorado State Board of Education Approved List of Interim Assessments, pursuant to C.R.S. 22-7-1209.	2012	Wide range of choice is provided to districts to choose a screener.

		In the fall of 2013, the department conducted a review process and submitted interim reading assessments to the State Board for approval to use with the READ Act for 2014 and in subsequent school years. Read more information about the approved interim READ Assessments.		
*Connecticut Joanne R. White, Education Consultant at joanne.white@ct.gov or 860-713-6751 Special education and SLD/Dyslexia Contact Dr. Patricia Anderson, Education Consultant at patricia.anderson@ct.gov or 860-713-6923	HB7254 §10-14t(a) Screening Overview	Sec. 4. Section 10-14t of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2015*): (a) On or before January 1, 2016, the Department of Education shall develop or approve reading assessments for use by local and regional boards of education for the school year commencing July 1, 2016, and each school year thereafter, to identify students in kindergarten to grade three, inclusive, who are below proficiency in reading, provided any reading assessments developed or approved by the department include frequent screening and progress monitoring of students. Such reading assessments shall (1) measure phonics, phonemic awareness, fluency, vocabulary, and comprehension (2) provide opportunities for periodic formative assessment during the school year, (3) produce data that is useful for informing individual and classroom instruction, including the grouping of students based on such data and the selection of instructional activities based on data of individual student response patterns during such progress monitoring, (4) be compatible with best practices in reading instruction and research, and (5) assist in identifying, in whole or in part, students at risk for dyslexia, as defined in section 1 and reading-related learning disabilities. Approved Universal Screening Reading Assessments List, 2017 1. AIMSWeb 2. DIBELS 3. DIBELS Next	Effec. July 1, 2016	Implemented through a guidance, but it is a mandate: http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/sld_dyslexia_lob_forum_102416.pdf Must be: -Norm Referenced -Admin 3x a year -Measure essential components of reading instruction list in the highlighted on left 1. Technical criteria specified in annual process to determine screener options 2. Universal Screening, Diagnostic, and Progress Monitoring, CT Dept. of Education, 2012
*Iowa	Iowa Code Section 279.68	• State funding for the early literacy initiative is provided through three budget units: the Early Warning System for Literacy, Successful Progression for Early Readers, and the Iowa Reading Research Center. • Law requires the provision of universal screening in reading for students in kindergarten through third grade; • Progress monitoring for students that exhibit a substantial deficiency in reading;	Enacted 2012, Screening effective August 1, 2014	Links: Approved Screeners The Law: 279.68 Early Literacy Implementation, Iowa Dept. of Education

		• Provision of intensive instruction for students that exhibit a substantial deficiency in reading, including 90 minutes daily of scientific, research-based reading instruction; • Notice to parents that a student exhibits a substantial deficiency in reading, including strategies the parents may use at home to help the student succeed; • Notice to parents of such a student's subsequent progress; • Provision of an evidence-based summer reading program for students that exhibit a substantial deficiency in reading (effective May 1, 2017); • Retention of any student that is not proficient in reading by the end of the third grade, did not attend the summer reading program, and does not qualify for a good cause exemption from the retention requirement (effective May 1, 2017).		Technical Assistance Guidance (see bottom of file for links to all other documents) Appendices -- list of approved screening tools
Mississippi	Section 37-173-15 of House Bill 1046	Mississippi Screener Mandates that each local school district screen students for dyslexia in the spring of Kindergarten and the fall of Grade 1 using a State Board of Education (SBE) approved screener Approved Screeners: • MS Dyslexia Therapy Assoc. Screener • MS Dyslexia Screener, Lexercise	Effec. July 1, 2017	
New Hampshire	HB 1644	All students, including English for speakers of other languages students, enrolling in New Hampshire's public schools shall be screened using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or an equivalent cost effective screener for the identification of characteristics that are associated with risk factors for dyslexia, related disorders, dyscalculia, and dysgraphia upon entering kindergarten or first grade, and at appropriate times thereafter, to monitor progress. Beginning in 2017, such screening shall be completed no later than November 30 of each school year. Dyslexia Resource Guide Lists Reading Risk Factors as: • Phonological and Phonemic Awareness • Sound Symbol Recognition • Alphabet Knowledge • Decoding Skills • Rapid Naming Skills • Comprehension	Effec. July 2016 Resource Guide: 2017	Implementation is proceeding through an Advisory Group that created a Dyslexia Implementation Dyslexia Resource Guide -- Assist by Carol Tolman

		Screeners Suggested Include: ● DIBELS Next ● AIMSWeb Plus ● Star: Computer Adapted Assessment ● PALS K and PALS 1-3 ● Using historical family data in combination with other screeners		
New Jersey	AB 3605/S 2442	Screening bill was a compromise that ended up with screening at end of 2nd grade. NJ DOE will released a guidance on dyslexia in 2017 and recommended a two step screening process (see next table for information on the dyslexia guidance). There is an existing video training for teachers on dyslexia and screening -- skip to 37:15 or view the powerpoint beginning on p. 29 for screening/RTI. K: PA, RAN, Called reading probes 1st: PA, RAN, Picture Naming Vocabulary, Spelling by Sound, Retell Fluency, and Word Use. NJ DOE guidance on dyslexia recommends a two step screening process. A universal screening for all kids (tools like AIMsweb, PAR, DIBELS) then a dyslexia screening for students not meeting those benchmarks or if teacher suspects based on classroom performance. This screening will look more closely at PA, RAN, Decoding, Spelling etc.	2012 2017	
Oregon Carrie Thomas Beck (503) 947-5833 Oregon Department of Education Dyslexia Specialist	SB 612 SB 1003	Screening for the risk factors of dyslexia or reading difficulties to begin 2018-19 school year. The screening administered to students in Kindergarten and must take into account the following factors: (A) Phonological awareness; (B) Rapid naming skills; (C) The correspondence between sounds and letters; and (D) Family history of difficulty in learning to read, if the student shows risk factors for reading difficulties, including dyslexia. Implementation on Screening: Organizing principles. The following organizing principles, based on guidance from experts in the field, lay the foundation for the OR implementation plan (excerpted from the Oregon Dyslexia Advisory Council Minutes):: 1. It is important to differentiate screening from identification.	2015 - SB 612 2017 - SB1003, Effective Jan. 1, 2018	Screening and Instructional Support Process, ODOE Oregon Dyslexia Advisory Council: Developed the screening protocol and other recommendations to implement the legislation. Dyslexia Screening Plan, 2016 and Dyslexia Screening Appendix, ODE

		2. The screening measures required by SB 612 can be used to screen for risk of reading difficulties, but these measures may or may not indicate dyslexia. 3. The most predictive measure of reading difficulties is letter sound knowledge in kindergarten. By the middle of 1st grade, it is word reading. 4. Traditional measures of Rapid Automatized Naming (RAN), measures of a child's ability to efficiently retrieve information from long-term memory and to execute a sequence of operations quickly and repeatedly, may be best used for identification purposes rather than for universal screening. 5. Letter Naming Fluency (LNF) is a form of rapid naming that is a strong predictor of reading difficulties. 6. Identifying if a student has dyslexia requires additional assessment. 7. To best serve students, educators need to be less concerned with the cause of reading difficulties and instead focus on providing intervention to those students who are identified as at risk. 8. It is critical to focus on providing intervention as quickly as possible to those students who are at risk for reading difficulties. 9. All reading difficulties should be addressed through providing multiple tiers of support that provide appropriate instruction by qualified individuals. 10. It is not wise to create a separate delivery system for students with dyslexia. Universal screeners should have (a) strong predictive validity; (b) classification accuracy; and (c) norm-referenced scoring (Dykstra et al., 2013, see resources table below for a link to the white paper) Universal screening systems with these characteristics that are currently in use in Oregon districts include AIMSweb, DIBELS 6th Edition, DIBELS Next, and easyCBM. EDITOR'S NOTE: The screeners listed above do not have a rapid automatized naming component but do include a Letter Naming Fluency component. RAN includes colors, shapes, letters and numbers. See the screener table below for more information on RAN/RAS. (p. 3, ODE Plan for Universal Screening for Risk		

		Factors of Dyslexia)		
Penn. Contact: Fran Warkomski, Consultant, PDOE	Act 69 Dyslexia Pilot Program w/ screening protocol	Dyslexia Screening and Early Intervention Fact Sheet Pilot Update, video	2014	Dyslexia Pilot operational for 2 years, 1 year remaining. Extension requested. Pilot coordinator reports that the results are encouraging.
Tennessee	PC 1058	(a)(1) The department of education shall develop procedures for identifying characteristics of dyslexia through the universal screening process required by the existing RTI^2 framework or other available means. The dyslexia screening procedures shall include ● phonological and phonemic awareness, sound symbol recognition ● alphabet knowledge ● decoding skills ● rapid naming ● encoding skills In grades K-8, districts should administer a nationally normed, skills-based universal screener as part of the universal screening process. Universal screeners are not assessments in the traditional sense. They are brief, informative tools used to measure academic skills in six general areas (i.e., basic reading skills, reading fluency, reading comprehension, math calculation, math problem solving, and written expression).	Effec. July 1, 2016	Draft Implementation Guidance P.12, Screening
Texas	HB 1886	Students enrolling in public schools in TX shall be tested for dyslexia and related disorders at appropriate times in accordance with a program approved by the State BOE. The program must include testing each student on enrollment in K and testing each student in the 1st grade at the end of the school year. From the Dyslexia Handbook: Schools collect data on all students to ensure that instruction is appropriate and scientifically based. Essential components of reading instruction are defined in section 1208(3) of the ESEA/NCLB as “explicit and systematic instruction in (A) phonemic	2017	Dyslexia Handbook, p. 13 lists screeners. List of TX Approved Screeners by grade PK+

		awareness; (B) phonics; (C) vocabulary development; (D) reading fluency, including oral reading skills; and (E) reading comprehension strategies." Any time (from kindergarten through grade 12) a student continues to struggle with one or more components of reading, schools must collect additional information about the student. State statute (Texas Education Code (TEC)) and rule (Texas Administrative Code (TAC)) text regarding selection and use of reading instruments for kindergarten, grade 1, grade 2, and grade 7 can be read at the following links: •Texas Education Code (TEC) §28.006. Reading Diagnosis •Texas Administrative Code (TAC) Chapter 101. Assessment, Subchapter FF. Commissioner's Rules Concerning Diagnostic Assessment, §101.6001.		

States with Screening Reports

State	Screening Protocols	Year
MD *(more detailed info on MD provided below)* Early Identification + appropriate and intensive evidence based interventions = prevention of reading and associated academic failure See screening protocol delineated in chart below.	See p. 70, Identification of Dyslexia and Struggling Readers: Methodologies and Age of Identification ● 2-step screening process recommended: a. Universal Screener for all students K-3 & subsequent grades where students show difficulty with reaching reading proficiency b. Additional informal diagnostic assessments administered to determine a student's specific area/s of weakness. ● Continuous Progress Monitoring ● Assessment of oral language and reading with standardized diagnostic instruments if necessary; ● Screening of new children who enroll in school; ● Communication among all disciplines, including parents (integrated) Who can administer: ● SLPs ● Teachers trained per the requirements of the screening tool	2016
Virginia DOE Dyslexia Screening Study Report	Screening Report Includes list of screeners and the areas they screen	2010

States with pending legislation or writing administrative regulations

States	Legal References	Requirements (Grade, screener, etc)	Year Enacted	Implementation Notes
Maryland	Not yet introduced	PK-1 and certain students in grades 2-12		Link to bill draft: https://docs.google.com/document/d/1wFP263nk7hJB1N6aw7s9hVJac_244GkkulZxMV_9X2o/edit?usp=sharing
Massachusetts		Screening: 1) phonemic awareness 2) rapid automatized naming 3) letter sound knowledge		
Texas		Recently passed a statewide screening requirement	2017	Implementation in progress

Maryland Dyslexia Task Force Report -- screening methodology

Identification of Dyslexia and Struggling Readers: Methodologies and Age of Identification, p. 70

Recommendation: The Task Force recommends universal early screening for all students, beginning in Kindergarten and proposes a systems-based approach to screening, identification, and instruction for struggling readers. The Task Force also recommends that when students do not make adequate progress beyond grade three and through high school, similar screening and diagnostic protocols be used to identify students who struggle with reading to determine the cause of the reading difficulties to inform individualized reading and writing intervention/s.

Recommended Screening Elements:

- Universal screener for all students
- Continuous progress monitoring
- Informal diagnostic strategies and instruments
- Assessment of oral language and reading performance with standardized diagnostic instruments
- The screening of new children who enroll in a school
- Communication among all disciplines, including parents
- Begin screening in Kindergarten; for students who show difficulty with rapid naming and retrieval tasks be given an assessment by a speech language pathologist to determine any oral language issues.
- Should fit easily within a multi-tiered system of supports: An example of a tiered level of instruction is: 1) enrichment 2) benchmark or grade level 3) strategic or below benchmark and 4) intensive
- Family history questionnaire should be used to determine a family history of dyslexia/reading difficulties

- School districts should adopt a transparent method to collect, track, and report data regarding the identification and subsequent provision of targeted instruction to students identified by the screener and informal assessments to track student progress and reduce the rate of reading failure. Mississippi has a form that schools fill out for reporting purposes.
- Training: Educators must be properly trained to enable school systems to implement the recommendations on screening. Training should include:
    - Administration of assessments;
    - Ongoing progress monitoring
    - Analysis of student performance on assessments
    - Curricular decisions based on data driven dialogue
    - Training should be an integral part of pre-service teacher education in MD colleges and universities
    - Until that time, MD school systems must be prepared to provide inservice training including coaching, to ensure educators increase their knowledge and skills to serve all students

Screener Requirements

1. Strong predictive ability and classification accuracy
2. Norm-referenced scores
3. Criterion-based cut points are acceptable to determine levels of risk
4. Quick to administer

Administration Frequency

1. Beginning
2. Middle
3. End of Year

SCREENING COMPONENTS LISTED BY GRADE

Column 1 **PK** **Components of Universal Early Screening**	**Column 2** **Kindergarten (include 1)**	**Column 3** **First Grade (include column 1 + 2 + 3)**	**Column 4** **Grades 2+ (include columns 1,2,3, 4)**
RAN	Rapid Automatized Naming (RAN) serial naming colors, letters and/or numbers: one time only	Upper and lower case letter names	One-minute normed oral reading fluency (Hasbrouck & Tindall, 2005; Hasbrouck & Tindall, 2006)
LSK	Phonological Awareness (PA) & Phonemic Processing ● Number of syllables in words ● Number of sounds in words ● Sound manipulation (elision) ● Rhyming ● Identification of sounds in words	Word Reading	Single word reading (nonsense and real words, grade level high-frequency words)

PA	Letter Sound Knowledge	Closed syllable nonsense and real words	
	Working Memory (WM) digit recall, letter-number sequencing - one time only	Dictation-letter writing (given a letter sound)	
	Parent Questionnaire: Reading Rockets	One minute normed oral reading fluency	
	Upper and lower case letter names		

Maryland's Task Force Recommended a 4-part methodology to identify reading difficulties:

1. Universal Screener to detect risk for reading difficulty, administered to all students in Kindergarten
2. Informal Diagnostic Assessments for students identified in universal screening as at risk for achieving reading competency -- this helps determine areas of challenge and solutions. Some informal universal screeners include diagnostics.
3. Progress Monitoring to determine intervention effectiveness and measure growth of the intervention; many of the screening instruments can also track progress (DIBELs/NEXT, AIMSWeb, PAR)
    a. Administered every 2 weeks
    b. Formal or informal assessment
    c. Areas of weakness must be targeted by the planned intervention
4. Formal Diagnostic Assessments are used to confirm IDEA eligibility and access to more intensive interventions such as specially designed instruction in structured literacy for a student with dyslexia.

List of Screening Instruments Commonly Used in the U.S.

Screeners	Notes
AIMSWeb and AIMSWeb Plus	AIMSWeb: k-1: Letter Naming Fluency, Letter Sound Fluency, Phonemic Segmentation Fluency, Nonsense Word Fluency AIMSWeb Plus: (still in beta testing) PA, Print Concepts (includes Letter Naming Fluency (LNF)), Phonics, Word Recognition and Fluency, Vocabulary Acquisition and Use, Comprehension and Fluency
PAST: Phonological Awareness Subtest	
PAR: Predictive Assessment of Reading ● Accurately measures the current level of reading skills ● Predicts present and future reading achievement ● Determines exactly which skills will need intervention for continued reading success.	Website: http://onlinepar.net Webinars What it Measures: Picture Naming Vocabulary — Looking at a picture of an object and saying the name of the object. It's a good way to measure a child's overall vocabulary or knowledge of word meanings. Vocabulary is the foundation of language itself and is

• Suggest intervention strategies. • Monitors progress OnlinePAR.net • PK-3 *See research section table for more information on PAR 1001-2000 students for $5.50/student	essential for growth in reading beyond 1st grade. Letter-Word Calling — Looking at a word and pronouncing it correctly, either by sight (just knowing it), or by "sounding it out" (breaking the word "bat" into b-a-t, knowing the sound each letter makes, and blending the separate letters "b-a-t" together to make "bat.") Phonemic Awareness — Understanding the individual sounds in a word. If a child has trouble learning to read, it's usually because of trouble with the sounds in words. The child may be able to hear and pronounce words correctly, but have difficulty taking the word apart into its individual sounds (for example, being able to say "ark" when asked to say "mark" without the "mmm" sound). Rapid Naming Fluency — Quickly naming a string of familiar items on a page, such as series of numbers, letters, colors or objects.
DIBELS DIBELS Next Brief Assessments: These are screening instruments - they do not tell you where to begin instruction on that there may be a problem or a risk factor for reading difficulties.	The Dynamic Indicators of Basic Literacy Skills (DIBELS) contains several "fluency" subtests, including letter-naming fluency (LNF), but this test uses all the upper and lowercase letters in one array and scores the number of letters correctly identified in one minute, a procedure that differs significantly from classic RAN tasks supported by research. Does not yet include Rapid Automatic Naming, but it is planned. Timeframe for screening -- minutes for each subtest What it measures
CTOPP-2: Comprehensive Test of Phonological Processing	Includes selected subtests for RAN, working memory, PA, Upper Arlington School District, OH uses CTOPP-2 as a screener, p. 9
RAN/RAS: Rapid Automatized Naming and Rapid Alternating Stimulus	"The RAN/RAS tests represent one of the most important predictors of reading ability across every writing system tested in the last three decades. Naming speed tests provide a quick, easily administered measure of the brain's underlying ability to connect visual and verbal processes. As such, they give a very basic index of present and future issues related to word-retrieval processes and the development of fluency in reading. RAN/RAS is also an excellent example of a skill that both predicts broad reading and is independent of each other subskills. It contributes unique information to the screening data, not available through any other assessment. Many screeners use some version of the original RAN, including PAR, but often differ on: the nature and number of stimuli to name; the administrative procedures with which the norms were collected; or, the added dimension of retrieving names from different categories in the RAS. The extensive data collected on the 2005 version of the classic RAN/RAS, which now includes genetic and brain imaging studies, assures that these three dimensions are incorporated in this screener" Steve Dykstra
TPRI: Texas Primary Reading Inventory	
FAST: CBM Reading	
FAST: Adaptive Reading	
STAR	Computer Assisted Assessment of Reading and Math -- very long, used in Rhode Island, suggested as a tool in CT. See Washington Post article from 2015
PALS and PALS+ (adding RAN component)	Used in VA -- created by VA university researchers; Is NOT norm referenced

TOWRE-2 Test of Word Reading Efficiency	Grades 2+
FAR -- Feifer Assessment of Reading	Grades 3-12
PEARL + family questionnaire	Insert rest of info UT: 800 K students, 600 followed longitudinally to end of first grade ● Reduce cultural and linguistic bias: 100% specificity, 100% sensitivity AZ: 232 K students, ⅓ hispanic, ⅓ native, ⅓ caucasian, 15% bilingual ● 99% specificity Reliable - can be implemented w/ fidelity across screening administrators Dynamic vs Static (DIEBELs is static): interactive, assess process, not product, looks at learning potential not current performance, considers how a child learns Dynamic portion: show how to read the words: this letter says /t/, say t; etc. do three, say for /t/ /a/ /d/ and then have child repeat the pattern. Then teaching the word, then mix up the taught words, then mix them up and see if kid can do this. Paper based, using in rural MI -- Central Michigan U They have a screening mobile health unit along with hearing PEARL: covers all components of PA including onset-rime), detect sounds in words,

Screening Assessments chart (screen capture) of PDF

Screen & Intervene -- Pre-K-2nd Grade

This website was created through a collaboration among the following individuals and institutions in an effort to disseminate information about science-based reading assessment and intervention. Workshops for professionals, families and community members are available. For more information, please contact Dr. Melissa Orkin atCrafting Minds, an outgrowth of the Tufts' Center for Reading and Language Research.

The Center for Reading and Language Research at Tufts University

The Gaab Lab at Boston Children's Hospital - Laboratories of Cognitive Neuroscience

Massachusetts General Hospital - Institute for Health Professions, Speech Language and Literacy Center

The Hill for Literacy

PA PIlot, Guidelines for Screening and Intervention

Measure	Peer-reviewed		Admin Time	Grades					Assessment Type		Skills Assessed							Form	Adaptive	Publisher
Name	Y/N	Reference		pK	K	1	2	3	Screen	PM	PA	Phonics	Fluency	Vocab	Comp	RAN	Ortho	Print/Digital	CAT/admin rules	
Aimsweb Test of Early Literacy	N		4 min	n	Y	Y	n	n	YES	YES	YES	YES	YES	no	no	no	YES	Print/Digital	Ceiling/Basal	Pearson
Basic Reading Inventory (BRI)	N		20 min	Y	Y	Y	Y	Y	YES	YES	YES	YES	no	no	YES	no	YES	Print	no	Kendall Hut Publishing
David Dyslexia Screener	N		5-10 min	n	Y	Y	Y	Y	YES	no								Digital	N/A	Davis Dyslexia Association International
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Y	Goffreda, Diperna, & Pedersen, 2009	2-6 min	n	Y	Y	Y	Y	YES	YES	YES	YES	YES	YES	YES	no	YES	Print/Digital	no	U.Oregon/DMG/Voyager Sopris
Dyslexia Quest	N		20 min	n	Y	Y	Y	Y	YES	YES	YES	no	no	no	no	no	no	Digital	no	NESSY Learning
Early Reading Assessment	N		10-15 min	Y	Y	Y	Y	n	YES	no	YES	YES	no	YES	no	YES	no	Print/Digital	no	Pro-Ed
Florida Assessments for Instruction in Reading (FAIR)	Y	Foorman et al., 2015	15 min	n	Y	Y	Y	Y	YES	YES	YES	YES	YES	YES	YES	no	YES	Digital	CAT	Florida Center for Reading Research/Just Read FL
Fast earlyReading (FAST)	N		5-10 min	Y	Y	Y	Y	Y	YES	YES	YES	YES	no	no	no	no	YES	Print	no	FastBridge Learning
Gallistel-Ellis Test (G-E)	Y	Gallistel & Elizabeth 1974	20 min	Y	Y	Y	Y	Y	YES	no	no	YES	no	no	no	no	no	Print	no	Montage Press
GL Dyslexia Screener	N		30 min	n	Y	Y	Y	Y	YES	no	YES	YES	no	YES	no	no	YES	Print/Digital	N/A	GL Education Group
Gates-MacGinitie Reading Tests Pre-Reading (GMRT PR)	N		75 min	n	Y	Y	n	n	YES	no	YES	YES	no	no	no	no	no	Print	no	HMH/Riverside
Group Reading Assessment and Diagnostic Evaluation (GRADE)- pK-3	Y	Snow, Lawrence, & White, 2009	45-90 min	Y	Y	Y	Y	Y	YES	no	YES	YES	YES	no	no	no	YES	Print/Digital	no	Pearson
Get Ready to Read! (GRTR)	Y	Phillips, Lonigan, Wyatt, 2009	<15 min	Y	Y	n	n	n	YES	no	YES	YES	no	no	no	no	YES	Print/Digital	no	National Center for Learning Disabilities
i-Ready	N		<60 min	n	Y	Y	Y	Y	YES	YES	YES	YES	YES	YES	YES	no	no	Digital	CAT	Curriculum Associates
International Dyslexia Association (IDA) Dyslexia Screener	N		2-3 min	n	Y	Y	Y	Y	YES	no								Digital	N/A	International Dyslexia Association
Istation Early Reading Assessment (ERA)	N		<40 min	Y	Y	Y	Y	Y	YES	YES	YES	YES	YES	YES	YES	no	no	Digital	CAT	Istation
Learning Ally Dyslexia Screener	N		<5 min	n	Y	Y	Y	Y	YES	no								Digital	N/A	Learning Ally
Lexercise Dyslexia Test	N		<10 min	Y	Y	Y	Y	Y	YES	no	YES	YES	no	no	no	no	YES	Digital	CAT	Lexercise
Lexia RAPID Assessment	N		30-60 min	n	Y	Y	Y	Y	YES	YES	YES	YES	YES	YES	YES	no	YES	Digital	CAT	Lexia Learning
Measures of Academic Progress (MAP)-Growth K-2	Y	Wang et al., 2013	<30 min	n	Y	Y	Y	n	YES	YES								Digital	CAT	NWEA
Phonological Awareness Literacy Screening (PALS) - K	Y	Invernizzi et. al., 2004	<25 min	n	Y	n	n	n	YES	YES	YES	YES	no	no	no	no	YES	Print	no	U.Virginia
Phonological Awareness Literacy Screening (PALS) - PreK	Y	Townsend & Konold, 2009	<25 min	Y	n	n	n	n	YES	YES	YES	YES	no	no	no	no	YES	Print	Ceiling/Basal	U.Virginia
Predictive Assessment of Reading (PAR)	Y	Wood et. al., 2005	15 min	Y	Y	Y	Y	n	YES	YES	YES	YES	YES	no	no	YES	YES	Digital	no	Red E Set Grow
Preschool Early Literacy Indicator (PELI)	Y	Bravo Aguayo & Kaminski, 2012	5-12 min	Y	n	n	n	n	YES	YES	YES	YES	no	YES	YES	no	YES	Print/Digital	no	U.Oregon/DMG/Voyager Sopris
Lucid Rapid Dyslexia Screening	N		15 min	Y	Y	Y	Y	Y	YES	no	YES	YES	no	no	no	no	no	Digital	no	LUCID Research
Really Great Reading (RGR) Pre-Decoding Survey	N		5-7 min	n	Y	Y	n	n	YES	YES	YES	YES	no	no	no	no	YES	Digital	Ceiling/Basal	Really Great Reading
STAR Early Literacy Test (SEL)	Y	Clemens et al., 2015	20 min	n	Y	Y	Y	Y	YES	YES	YES	YES	YES	YES	no	no	YES	Digital	CAT	Renaissance
Shawitz Dyslexia Screen	N		5 min	n	Y	Y	Y	n	YES	no	no							Digital	no	Pearson Clinical
Texas Primary Reading Inventory (TPRI)	Y	Foorman, Fletcher, Francis, 2004	20 min	n	Y	Y	Y	Y	YES	no	YES	YES	YES	YES	YES	no	YES	Print	no	UT Health Children's Learning Institute

Screening Research & Resources

Topic	Date	Link	Notes
Dyslexia Screening APP (in development) Lexasourous	2017	https://vector.childrenshospital.org/2017/04/30-minute-dyslexia-screening-test/ http://www.childrenshospital.org/accelerator/portfolio/developmental-dyslexia-screening-app Dr. Nadine Gaab	• Dr. Nadine Gaab is working with Boston Children's Innovation & Digital Health Accelerator (IDHA) to create a 30-minute mobile screening app for clinicians, teachers and parents. • Grade: As early as 4 • 30 minute screener • Screens for indicators of dyslexia • Once the screener is complete, parents will receive an overall score that measures the child's risk for developmental dyslexia along with essential deficit-specific risk resources. • Dr. Nadine Gaab, of Boston Children's Hospital, completed a recent study of more than 1,500 kindergartners in New England and identified six independent reading profiles, including three dyslexia risk profiles, and also showed that these reading profiles are remarkably stable over a two-year window – allowing it to be a predictive assessment for a future dyslexia diagnoses.

Neuroscience for reading, dyslexia	2015-2018	http://www.thegaablab.com/research.html The GAAB Lab for Developmental Neuroscience	Ongoing research on screening and how children learn to read
Screening Progress monitoring Early identification MTSS RTI	Summer 2017	International Dyslexia Association: Perspectives on Language and Literacy -- Focus on Response to Intervention, Problems, Promises, Progress The Selection and Use of Screening and Progress Monitoring Tools in Data-Based Decision Making Within an MTSS Framework, p. 34, *Jill M. Pentimonti, Melodee A. Walker, and Rebecca Zumeta Edmonds* How RTI Supports Early Identification of Students with Different Reading Profiles, Margie B. Gillis	Includes new research with authors including Margie Gillis, CT and Louisa Moats. In depth information on how to screen, processes and components of effective programs within an MTSS system. Problems and solutions included.
Arlington Public Schools, Virginia Audit of Dyslexia Program	2016	Review of Dyslexia Services for Arlington Public Schools Dr. Kelli Sandman-Hurley	Includes: Dyslexia Overview Components of Structured Literacy Screening MTSS/RTI
Screening Methods and Screeners	2015	David Kilpatrick (2015, p53), author of Essentials of Assessing, Preventing, and Overcoming Reading Difficulties	
Selecting Screening Instruments	2013	Focus on Predictive Validity, Classification Accuracy, and Norm-Referenced Scoring, Steven P. Dykstra, Ph.D.	• PAR: Predictive Assessment of Reading, some RAN/RAS but not as comprehensive • DIBELS/DIBELS Next, normed, progress monitoring • AIMSWeb - normed, progress monitoring • RAN/RAS: best predictive value on reading • PALS (includes progress monitoring, not norm referenced)
Phonemic Awareness	2010	http://www.readingfirst.virginia.edu/prof_dev/phonemic_awareness/assessment.html?fref=gc&dti=532298516811005	Reading First in Virginia: Professional Development VDOE & UVA Includes components of phonemic awareness by literacy development stage
Naming Speed Deficits/Dyslexia	2016	Tufts University: Center for Language and Reading Research:	Definition, indicators, interventions, screeners (DIBELS, AIMSWeb), references

FAQs		https://ase.tufts.edu/crlr/documents/FAQNamingSpeedDeficit.pdf	
Reading Gaps noticeable by 1st Grade	2015	Ferrer, et.al, 2015	The achievement gap between typical and dyslexic readers is evident as early as first grade, and this gap persists into adolescence. These findings provide strong evidence and impetus for early identification of and intervention for young children at risk for dyslexia. Implementing effective reading programs as early as kindergarten or even preschool offers the potential to close the achievement gap. *(J Pediatr 2015)*
Screening and Assessment	2011	Nancy Mather and Barbara J. Wendling in *Essentials of Dyslexia Assessment and Intervention*.	
Diagnostic Assessment	2013	Wagner, R. K., J. K. Torgesen, C. A. Rashotte, and N. A. Pearson. 2013. *Comprehensive Test of Phonological Processing,* 2nd ed. (CTOPP-2). Austin, TX: Pro-Ed.	
Early Reading Screening to avoid late identification	2016	Ozernov-Palchik, O., and N. Gaab. 2016. "Tackling the 'Dyslexia Paradox': Reading Brain and Behavior for Early Markers of Developmental Dyslexia." *Wiley Interdisciplinary Reviews: Cognitive Science* 7 (2): 156–76.	
Dyslexia Screening Resource	2015	Essential Concepts for Schools, Richard Selznick	
Screening Research	2011	Diehl, J. D., Frost, S. J., Mencl, W. E., & Pugh, K. R. (2011). Neuroimaging and the phonological deficit hypothesis. In S. Brady, D. Braze, & C. Fowler (Eds.), *In explaining individual difference in reading theory and evidence* (pp. 217–237). New York, NY: Psychology Press.	

Screening Research	2015	Identifying and Intervening with Beginning Readers Who Are At-Risk for Dyslexia Stephanie Al Otaiba, Carol McDonald Connor, Barbara Foorman, Christopher Schatschneider, Luana Greulich, and Jessica Folsom Sidler	"Researchers have shown us that we could greatly reduce reading disabilities if we identified (accurately and early) children who are at-risk for reading difficulties, and if we provided those children with evidence-based instruction immediately. Converging findings from over four decades of psychological and educational research show which instructional methods help most children learn to read (National Reading Panel, 2000)."
Screening Research/Best Practices		Universal Screening for Reading Problems: Why and How Should We Do This? RTI Network	Kindergarten Skills: "Children develop phonemic awareness, letter and sound knowledge, and vocabulary. In 1st and 2nd grades, they grow in phonemic spelling, decoding, word identification, and text reading. Thus, screening measures valid for beginning 1st graders (e.g., word identification fluency) differ from those valid for kindergarten (e.g., letter naming fluency) or 2nd grade students (e.g., oral reading skill)." Because it is user-friendly, the DIBELS assessment system is a frequent choice for a screening and progress-monitoring tool for RTI. Unfortunately, sensitivity and specificity levels for DIBELS are far from the ideal of 90% and 80%, respectively, for predicting reading outcomes measured by standardized tests. **Kindergarten** The most successful screening measures in kindergarten have used various combinations of Letter Naming Fluency, Letter Sound Identification, blending onset-rimes, phoneme segmentation, and sound repetition (Foorman et al., 1998; O'Connor & Jenkins, 1999). **1st Grade** The most successful screening measures for 1st grade students have used various combinations of Word Identification Fluency, Letter Naming Fluency, Letter Sound Identification, phoneme segmentation, sound repetition, vocabulary, and word identification fluency (Compton et al., 2007;

			Foorman et al., 1998; O'Connor & Jenkins, 1999).
Screening Tools, Instruments and Ratings		Universal Screening, RTI Action Network	Screening Tools Chart -- each screening with evidence of effectiveness for areas to be screened
PAR, PALS, TPRI Screeners Research		Center for the Study of Learning, Georgetown University (partners with schools in MD -- http://csl.georgetown.edu/partnering_schools/) Assessment for Early Identification: Tools to Identify K-2 Children at Risk for Reading Difficulty	PAR: The PAR is a brief (15 to 20 minutes) test for children as young as kindergarten, to predict future reading achievement out to grade 12. PAR has a high parallel forms reliability (reliability coefficient of .94) and PAR's predictions of concurrent reading scores are accurate to within 11 percentile points for 95% of children (technically, a validity coefficient of .90+). Future reading scores are accurately predicted within 16 points. The predictions are equally accurate within majority race, African-American, and Latino sub-populations. PAR's high accuracy derives from its ability to test those particular skills that extensive research has shown are central to early reading development. These are (1) Naming vocabulary: correctly naming common objects, from pictures; (2) Naming speed: speed of naming of letters or digits that are already known; (3) Phonemic awareness: recognition of specific sounds in a word; (4) Letter and word recognition: correctly pronouncing printed letters and words.
Why we screen for RAN and PA -- neurobiology/correlates of reading difficulty, dyslexia	2013 2012	Saygin, Z.*, **Norton, E. S.***, Osher, D., Beach, S. D., Cyr, A. B., Ozernov-Palchik, O., Yendiki, A., Fischl, B., Gaab, N., & Gabrieli, J. D. E. (2013). Tracking the roots of reading ability: White matter volume and integrity correlate with phonological awareness in pre-reading kindergarten children. *The Journal of Neuroscience*, 33(33), 13251-13258. DOI: 10.1523/JNeurosci.4383-12.2013 (*Authors contributed equally)	Studies from MIT, Gabrielli Lab https://gablab.mit.edu/index.php/research/14-sample-data-articles/106

		Norton, E. S., & Wolf, M. (2012). Rapid automatized naming (RAN) and reading fluency: Implications for understanding and treatment of reading disabilities. *Annual Review of Psychology, 63*, 427-452. DOI: 10.1146/annurev-psych-120710-100431. Norton Wolf	
What students need to know to learn to read -- particularly subgroups Recent Research	2014 2015	Phonological and Phonics Strands, Table Reading UniverseTM Understanding the Big Picture: A Professional Development Guide to Illustrate the Universe of Skills for a Structured Approach to Early Literacy Instruction Knowledge & Practice Standards for Teachers of Reading Elements and Principles of Structured Literacy Essential Components of Reading Instruction (NRP, IDEA, ESSA) Reading and the Brain: Stanford Research Study	• These are the elements required for all students to learn to read. • The information linked includes the principles of how to teach all learners including students at risk for reading difficulties, culturally and linguistically diverse students, students with reading disabilities like dyslexia and students living in poverty. • Reading Universe includes PA, Phonics, Fluency, Oral Language, Vocabulary, and Comprehension
School District in OH uses CTOPP to screen & structured literacy interventions		Upper Arlington School District: From Complaint to Compliance	Includes decision making guide for selecting structured literacy interventions for students based on the CTOPP-2 results

Opposition to Universal Reading Screening National Association of School Psychologists		Article Preview -- it is available in a pdf Four Dyslexia Screening Myths That Cause More Harm Than Good in Preventing Reading Failure and What You Can Do Instead VanDerHeyden, Amanda M., Burns, Matthew K., National Association of School Psychologists. Communique	"We suggest that poor reading performance should signal the need for screening. Screening then must combine controlled doses of instruction to rule out lack of instruction as a cause for poor reading performance." NASP
Nadine Gaab		It's a Myth that Young Children Cannot be Screened for Dyslexia	
Evidence for Reading Screening	RTI for Success	http://www.rti4success.org/resources/tools-charts/screening-tools-chart	Evidence and ratings for screeners
PA Pilot		http://pattan.net-website.s3.amazonaws.com/images/2014/08/11/Gu4DyslexiaScrnEI_LIPP.pdf	

Screening Instrument Evaluations

ountas and Pinnell Benchmarking ystem defined on the website : enchmark Assessment System AS)	.....identify each child's instructional and independent reading levels according to the &P Text Level Gradient™, A–Z and document their progress through one-on-one rmative and summative assessments. The Fountas & Pinnell Benchmark Assessment ystemsprovide teachers with precise tools and texts to observe and quantify specific reading ehaviors, and then interpret and use that data to plan meaningful instruction. This most closely igns with 20 U.S.C. § 6368(7) D - Classroom based reading assessments not screening.
eady (computer program)	ook at the iReady site while using the term "diagnostic" am not sure it fits the criteria - it is also a "standards monitor" and benchmark but a screening tool for eading, we know from scientifically based reading research like the studies done by the Gabrieli Lab, aab lab and others needs measures of key indicators for phonological processing, (Phonemic wareness, RAN and Letter sound Knowledge. This also in my opinion, aligns more closely with 20 .S.C. § 6368(7) D - Classroom based reading assessments not screening.

unning Records	cannot say this has any merit at all except to focus teachers on a product - It is at best 20 U.S.C. § 368(7) D - Classroom based reading assessments not screening."Running Records allow you to ssess reading behavior as students read from developmentally appropriate texts. They are used most ften at the earlier stages of reading to monitor reading behavior and progress." https://www.readinga-com/helpful-tools/about-running-records/ eachers spending time on this seems absurd to me. I just do not have the time to even begin on this pic but it is not in any way screening.
igby Benchmark Kit	gain we get it in the title: a benchmark kit is a standards measure - not a screener. 20 U.S.C. § 6368(7) - Classroom based reading assessments not screening.
arcourt Journeys Comprehensive creening Tool	arcourt Journeys curriculum and measures the curriculum benchmarks and standards. Again to screen e are not looking at a students mileage through a curriculum but at the underlying skill needed - for eading based on the ECORI (Essential Components of Reading Instruction) listed in 20 U.S.C. § 6368 8) Section 3 of the IDEA Reading definitions. This does not tell us who is at high risk for cademic failure or in need of further assessment. It may or may not be useful info for the eachers in general ... but it is not screening as defined by the law.
QRI, IRI :	This is not meant to be a screener for early grades PK, or K - maybe grade 1 - but it as an inventory of eading it is described by the company as " informal assessment" …." The test requires the students to artake in word identification, oral reading tests, presenting their thoughts on the passage, along with nswering questions related to the passages. Areas such as identification, fluency, and comprehension re targeted. The current version of the Qualitative Reading Inventory is the fifth edition and is regarded s an informal assessment for students and teachers alike." This is not a screener. 20 U.S.C. § 6368(7) - Classroom based reading assessments not screening.
haywitz Dyslexia Screener	ou did not ask about the Pearson version of the Shaywitz Dyslexia Screener which is a check list of uestions answered by teachers opinion not based on actual screening activity and data - so it is not a creener that fits this criteria either.