Universal Screener Information
Revised July 2021

Update

Data from the dyslexia screener programs informs actions that directly impact student learning. Assessment data must be valid (accurate and trustworthy) and reliable (consistent across student groups and over time) if it will be used to support meaningful action. If scores are not accurate and trustworthy, they should not be used to inform action.

The Indiana Department of Education (IDOE) recently established higher standards for validity and reliability of dyslexia screeners to best support that meaningful action. The establishment of higher standards resulted in fewer Universal and Level I dyslexia screener approvals for school year 2021-2022 as well as higher levels of confidence in data from approved assessment programs.

This reduced list, in conjunction with the screeners on the formative assessment list, will allow for more continuity in setting benchmarks for "at risk" and "at some risk" scores between schools and identifying struggling readers.

Grandfathered Approved Screeners

Schools that have an established contract to use a screener from the previously published November 2020 list of approved screeners may continue to use these screeners through the 2021-2022 school year. Schools that have not yet established a screener for the upcoming school year must choose from this revised list. All schools must transition to the new approved list by school year 2022-2023.

Dyslexia Screener Timeline

House Enrolled Act 1514 (2021) changes the timeline for administering the Universal and Level I dyslexia screener. The law states, "If a student is determined to be at risk, or at some risk, for dyslexia after a screening under section 1 of this chapter [which outlines the universal screening process], the school corporation or charter school shall administer a Level I dyslexia screening of the student **within ninety (90) days of date the student's school year commences."** This timeline is based on 90 school days, **not** calendar days. This means both Universal and Level I dyslexia screeners, when applicable, must be administered in the first 90 school days of the year. This enables schools to start the intervention earlier in the school year.

Overview

All students in grades kindergarten through two are required to be screened for dyslexia (IC 20-35.5, *et seq.).* IDOE's role is to provide the list of approved screeners.

Early identification of students "at risk" or "at some 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 determine those students who are "at risk" or "at some risk." Universal screeners are used for the initial screening of students, and 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

Table 1: Universal Screeners: IDOE Vetted and Approved
Revised July 2021

Universal Screeners	
Required Component	**Possible Screening Tools**
Phonological and Phonemic Awareness - the ability to recognize and manipulate the sound system in spoken language. *Note: May use a Phonological and Phonemic Awareness from any screener for a student in <u>grades three through 12</u> as needed and available.*	Acadience Reading**:** Phoneme Segmentation Fluency (K-2) First Sound Fluency (K) *Note: First Sound Fluency is optional, but recommended for K* Aimsweb: Phoneme Segmentation Fluency (K-1) AimswebPlus: Phoneme Segmentation (K-1) AimswebPlus: Initial Sounds (K) Note: Required to give initial sounds AND phoneme segmentation in K Classworks Universal Screener: Phonemic Awareness (3-6) CORE Assessing Reading: Multiple Measures: Phoneme Segmentation Test (K-12) FAST: Adaptive Reading, CMB Reading, and early Reading English (three screeners administered as a suite) (K-5) Fastbridge Learning: earlyReading: Onset Sounds, Word Rhyming (PreK-3) i-Ready: Phonological/Phonemic Awareness (K-12) *(Set developmental level to assess this skill in K-2)* Istation ISIP: Phonemic Awareness (K-1) Lexercise Mississippi Dyslexia Screener: Phoneme Segmentation Fluency (K-1) **mCLASS with DIBELS:** DIBELS NEXT: Phoneme Segmentation Fluency (K-2) DIBELS NEXT: First Sound Fluency (K) *Note: First Sound Fluency is optional, but recommended for K* DIBELS 8th Edition: Phoneme Segmentation Fluency (K-2) NWEA Skills Checklist: Phonological Awareness & Phoneme Identification Assessments (<u>Assessment will include all parts listed:</u> rhyming, identifying number of syllables, blending, initial consonant blend, final consonant sounds, middle vowel sounds) (K-12) NWEA MAP Reading Fluency Foundational Skills: Phonemic Awareness (K-5)

	NWEA MAP Fluency Dyslexia Screener: Phonemic Awareness (K-3)

Renaissance STAR Early Literacy: Phonemic awareness rhyming, blending, segmenting, initial, final, and medial phonemes, adding/substituting phonemes (K-2)

STAR CBM Reading: Phoneme Segmentation (K-1)

University of Oregon:
DIBELS 6th Edition: Phoneme Segmentation Fluency (K-2)
DIBELS 6th Edition: Initial Sound Fluency (K)
  Note: Initial Sound Fluency is optional, but recommended for K
DIBELS NEXT: Phoneme Segmentation Fluency (K-2)
DIBELS NEXT: First Sound Fluency (K)
  Note: First Sound Fluency is optional, but recommended for K
DIBELS 8th Edition: Phoneme Segmentation Fluency (K-1) |
| **Sound Symbol Recognition -** to automatically produce sound(s) or grapheme names (grade level letters or letter clusters) during recognition, production, and/or writing tasks.

Note: May use phonics portion from any screener for a student in <u>grades three through 12</u> as needed and available. | Acadience Reading: Nonsense Word Fluency (K-2)

Aimsweb: Letter Sound Fluency (K-1)

AimswebPlus: Letter Word Sound Fluency (K-1)

Classworks Universal Screener: Phonics (K-6)

CORE Assessing Reading: Multiple Measures: Letter Sounds: Consonant, long Vowels, and Short Vowels (K-12)

FAST: Adaptive Reading, CMBReading, and earlyReading English (three screeners administered as a suite) (K-5)

Fastbridge Learning: earlyReading: Letter Sounds (PreK-3)

i-Ready: Sound Symbol Recognition (K-12)
(Set developmental level to assess this skill in K-2)

Istation: ISIP: Letter Knowledge (4-8)

Lexercise Mississippi Dyslexia Screener: Sound Symbol Recognition (K-1) AND Letter-Sound Assessment (K-12)

mCLASS with DIBELS:
DIBELS NEXT: Nonsense Word Fluency (K-2)
DIBELS 8th Edition: Nonsense Word Fluency (K-3)

NWEA Skills Checklist: Phonics: Matching Letters to Sound
(Assessment will include all parts listed: consonants, vowels, letter |

	knowledge, letter-sound fluency, build words: one letter, silent one syllable word reading) (K-12) NWEA MAP Reading Fluency Foundational Skills: Sound-Symbol Recognition/Phonics (K-5) NWEA MAP Fluency Dyslexia Screener: Sound-Symbol Recognition/Phonics (K-3) Renaissance STAR: Early Literacy: Sound/Symbol correspondence, phonics (K-2) STAR CBM Reading: Letter Sounds (K), Expressive nonsense words (1-2) **University of Oregon:** DIBELS 6th Edition: Nonsense Word Fluency (K-2) DIBELS NEXT: Nonsense Word Fluency (K-2) DIBELS 8th Edition: Nonsense Word Fluency (K-3)
Alphabet Knowledge - recognizing, naming, writing, and identifying the sounds of the letters in the English alphabet. *Note: May use letter naming from any screener for a student in <u>grades three through 12</u> as needed and available.*	Aimsweb: Letter Naming Fluency (LNF) (K-1) AimswebPlus: Letter Naming Fluency (K-1) Acadience Reading: Letter Naming Fluency (LNF) (K-2) CORE Assessing Reading: Multiple Measures: Letter Names Upper and Lowercase (K-12) FAST: Adaptive Reading, CMBReading, and earlyReading English (three screeners administered as a suite) (K-5) Fastbridge Learning: earlyReading: Letter Names (PreK-3) Lexercise Mississippi Dyslexia Screener: Alphabet Knowledge (K-1) i-Ready: Alphabet Knowledge (K-12) *(Set developmental level to assess this skill in K-2* **mCLASSwith DIBELS:** DIBELS NEXT: Letter Naming Fluency (LNF) (K-2) DIBELS 8th Edition: Letter Naming Fluency (K-2) NWEA Skills Checklist: Letter Identification (<u>Assessment will include all parts listed</u>: upper case and lower case) (K-12) *(Must give in K-2)* NWEA MAP Reading Fluency Foundational Skills: Alphabet Knowledge (K-5)

	NWEA MAP Fluency Dyslexia Screener: Alphabet Knowledge (K-3) Renaissance STAR: Early Literacy: Letters, alphabetic sequence, visual discrimination (K-2) STAR CBM Reading: Letter Naming (K) **University of Oregon:** DIBELS 6th Edition: Letter Naming Fluency (LNF) (K-2) DIBELS NEXT: Letter Naming Fluency (LNF) (K-2) DIBELS 8th Edition: Letter Naming Fluency (K-1)
Decoding Skills - to translate words, word parts, or nonwords into their corresponding pronunciation. *Note: May use decoding portion from any screener for a student in <u>grades three through 12</u> as needed and available.*	**Acadience Reading:** Nonsense Word Fluency (K) Oral Reading Fluency (DORF) (1-6) (No Retell) Aimsweb: Nonsense Word Fluency (K-1) Classworks Universal Screener: Decoding (3-6) CORE Literacy Library: Multiple Measures Assessing Reading: Reading and Decoding ALL Parts (K-12) FAST: Adaptive Reading, CMBReading, and earlyReading English (three screeners administered as a suite) (K-5) Fastbridge Learning: earlyReading: Decodable Word Reading (PreK-3) i-Ready: Decoding (K-12) *(Set developmental level to assess this skill in K-2)* Istation: ISIP: Letter Knowledge (K-1) Lexercise Mississippi Dyslexia Screener: Sound Symbol Recognition (K-1) AND Letter-Sound Assessment (K-12) **mCLASS with DIBELS:** DIBELS NEXT: Nonsense Word Fluency (K) DIBELS NEXT: Oral Reading Fluency (DORF) (1-6) (No Retell) DIBELS 8th Edition: Nonsense Word Fluency (K) DIBELS 8th Edition: Oral Reading Fluency (1-8) (No Retell) NWEA Skills Checklist: Consonant Blends and Diagraphs Assessment (Assessment will include all listed**:** initial and final blend, initial and final digraphs) (K-12)

	NWEA MAP Reading Fluency: Oral Reading Fluency- Separate screener, given in conjunction with Foundational Skills Based on grade level (K-3)
	NWEA MAP Reading Fluency Foundational Skills: Decoding (K-5)
	NWEA MAP Fluency Dyslexia Screener: Decoding (K-3)
	Renaissance STAR Early Literacy: Decoding Skills, phonics (K-2)
	San Diego Quick Assessment (K-11) AND Z-Screener (K-12) (In conjunction with Lexercise Mississippi Dyslexia Screeners listed)
	STAR CBM Reading: Receptive nonsense words (K), Passage Oral Reading (1-6)
	University of Oregon: DIBELS 6th Edition: Nonsense Word Fluency (K) DIBELS 6th Edition: Oral Reading Fluency (DORF) (1-6) (No Retell) DIBELS NEXT: Nonsense Word Fluency (K) DIBELS NEXT: Oral Reading Fluency (DORF) (1-6) (No Retell) DIBELS 8th Edition: Nonsense Word Fluency (K) DIBELS 8th Edition: Oral Reading Fluency (1-8) (No Retell)
Rapid Naming - the ability to quickly name aloud a series of familiar items.	Acadience Reading: Acadience RAN (K-1) Arkansas Rapid Automatized Naming Screener (K-2 based on time, 3-12 observed behavior) DIAL-4: Concept Area Rapid Naming (PreK-K) Fastbridge Learning: earlyReading: English Letter Naming (K-3) i-Ready RAN Companion Task (K-2) *Varies by time of year and grade for specific screener* Lexercise Mississippi Dyslexia Screener: Rapid Automatized Screener (K-1) **mCLASS with DIBELS**: mCLASS with DIBELS Next: Rapid Automatized Naming (K-3) mCLASS with DIBELS 8th Edition: Rapid Automatized Naming (K-3) NWEA MAP Fluency Dyslexia Screener: Rapid Automatized Naming (K-3)

	Predictive Assessment of Reading (PAR): Rapid Naming Fluency (K-3) Rapid Automatic Naming and Rapid Alternating Stimulus Test (RAN & RAS) (Choose different trial per grade) (K-12) STAR CBM Reading: Rapid Color Naming (K-3)
Encoding Skills - to translate spoken language into print. *Note: May use encoding portion from any screener for a student in <u>grades three through 12</u> as needed and available.*	Classworks Universal Screener: Encoding (3-6) Fastbridge: AUTOreading Encoding i-Ready: Encoding Companion Task (1-2) Lexercise Mississippi Dyslexia Screener: Spelling (K-1) **mCLASS with DIBELS:** mCLASS with DIBELS Next: Encoding (K-3) mCLASS with DIBELS 8th Edition: Encoding (K-3) NWEA MAP Fluency Foundational Skills: Encoding. Based on grade level (K-5) NWEA MAP Fluency Dyslexia Screener: Decoding (K-3) Word Journey: Kindergarten Inventory of Developmental Spelling (KIDS) (K) Word Journeys: Developmental Spelling Analysis (DSA) (1-6) Words Their Way PreK-K: Kindergarten Spelling Inventory (KSI) (K) Words Their Way: Primary Spelling Inventory (PSI) (K-3) Words Their Way: Elementary Spelling Inventory (ESI) (1-6) Words Their Way: Upper-Level Spelling Inventory (upper elementary, middle, high school, postsecondary) Word Study Inventory: Developmental Word Knowledge Inventory (K-2) (See testing protocol for words to assess)

Additional Information

IDOE reviewed these screeners and found them to be acceptable in terms of reliability and validity, ease of use for those conducting the screening, length, components screened and appropriateness for each grade. Universal screeners are considered a predictive assessment to

measure dyslexia risk factors that provide a snapshot of the student's literacy skills. It does NOT detail the student's precise deficits or where to begin an intervention.

Who should be screened?
IC 20-35.5-2-6 states the universal screener will be given to the following students:
1) In kindergarten, grade one and two
2) When a student in kindergarten, grade one, and grade two:
   a. Transfers to a new school; and
   b. Has not been screened previously during the school year;
3) When a student in grade three 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 one, and grade two in Indiana unless the student 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:
IC 20-35.5-2-8 states that a school corporation or charter school is not required to administer a universal screener if the:
1) Parent of the student objects to the screening; or
2) Student is receiving intervention services for dyslexia.

For information on giving the universal screener to special education and English language learners, please consult the guidance documents available on IDOE's Dyslexia webpage.

Choosing a Screener
By law, IDOE is responsible for approving the dyslexia screening tools. There are some screeners that cover all six subsets, but many screeners only cover some of the six subsets. A combination of several screeners will be needed to address all subsets. IDOE provides two tools to assist in this process: 1) the Arkansas Rapid Automized Naming Screener (provided to schools at no cost) and 2) the "Universal Screener Planning Checklist" with an example. These are located on the IDOE Dyslexia webpage 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 may require setting aside time and funding for attending screening training.

School resources and student enrollment will influence individual corporations' decisions about who should give and score the screening tools. Because the data will be used to help guide instruction, it may be useful for those who work directly with students during literacy instruction to 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, those who are considered "at risk" and "at some risk." Universal screeners are a predictive assessments that measures 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 on the IDOE Dyslexia webpage and in the Indiana Dyslexia Resource Guide. If additional diagnostic information is needed, a Level II screener may be administered.