Level I Dyslexia Screening
Revised July 2021

A Level I Dyslexia Screener provides additional information about a student that receives an "at risk" or "at some risk" result from the Universal Screener. The Level I Dyslexia Screening of a student shall include the components listed under IC 20-35.5-1 (b) as well as documentation of the components of literacy, including the following:

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

Using the Level I Dyslexia Screener

IC 20-35.5-1-4 states the Level I Dyslexia Screening is part of a process. This process is, as determined by the school corporation or charter school, for gathering additional information to determine if characteristics of dyslexia are present. **This process must 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, additional assessment data, and additional age- and developmentally-appropriate dyslexia screening tools for the six areas listed above. The determination of the characteristics of dyslexia should be based on multiple sources of data.

The Level I Dyslexia Screener should be used to gather additional information that will help the school team determine areas of need and start the process of providing targeted intervention in an explicit, systematic, sequential, cumulative, diagnostic, and multisensory manner. The Level I Dyslexia Screener is 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 informing the intervention.

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 2022-2023 school year.

Dyslexia Screener Timeline

House Enrolled Act 1514 (2021) changed 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.

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. This team may be comprised of an authorized reading specialist with training in dyslexia, an English learner (EL) teacher or program administrator, a special education teacher, a special education director, a classroom teacher, and other staff that may be helpful in the decision-making process (i.e., school psychologists and diagnosticians).

Prior to implementing any screener, the team must inform the parents and obtain consent. As stated in IC 20-35.5-3-1, if a student's performance on a Level I Dyslexia Screener indicates a need for dyslexia intervention services, the student's parent or legal guardian must 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 1: List of Approved Level I Screeners
Revised July 2021

This list of Level I Dyslexia Screeners should be used as a resource for corporations and charter schools to determine which screener provides 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. However, IDOE is not endorsing any of the screeners.

If a corporation or charter school wishes to use a screener that is not currently approved by IDOE, that corporation or charter school must submit a request to IDOE for consideration prior to approval. Approval is not guaranteed.

Level I Screeners	
Required Component	**Possible Screener Tools**
Phonological and Phonemic Awareness	95% Group Phonological Awareness Screener for Intervention (PASI) (K-6) DIBELS DeeP: Phonemic Awareness (K-5) CORE Literacy Library: Multiple Measures: Assessing Reading: Phonological Segmentation, Phoneme Segmentation, AND Phoneme Deletion Tests (K-12) Phonological Awareness Screening Test (PAST) (Prek-Adult) Phonological Awareness Skills Screener (PASS) (K-2 + struggling learners) MA Rooney Foundational Skills for Younger Learners: Phonemic Manipulation, Segmentation, and Blending (K-1) MA Rooney Quick Phonics Screener (QPS): Phonemic Awareness (2-12) 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) *(Assigned based on need, not grade)* PALS: K-Rhyme, Beginning Sound Awareness (K) PALS Plus: Blending, Sound to Letter (1-8)
Sound Symbol Recognition	95% Group Phonics Screener for Intervention (PSI) (1-12) DIBELS DeeP: Phonics (K-5) CORE Literacy Library: Multiple Measures Assessing Reading: Letter Sounds: Consonant, long Vowels, and Short Vowels (K-12) College Station TX, Texas A&M: Quick Phonics Screener (K-6) Gallistel-Ellis Test of Coding Skills (K-12)

	Institute for Multi-Sensory Education Beginning Reading Skills Assessment: Sound Production (K-3) Institute for Multi-Sensory Education Level 1-3 Screener: Sound Symbol Relationship (K-3) MA Rooney Foundational Skills for Younger Learners: Sound Assessment (K-1) MA Rooney Quick Phonics Screener (QPS): Auditory Drill, Writing Portion (2-12) NWEA Skills Checklist-Phonics: in addition to universal screener assessments Both Syllable Types Of Checklists (Vowel, digraphs/Dipthongs, CVC, CVCe, R-controlled) (1-12) *(Assigned based on need, not grade)* Orton-Gillingham Online Academy Informal Orton-Gillingham Coding Assessment: Letter Sound Assessment (K-12) PALS K: Letter Sounds, Spelling (K) PALS Plus: Letter Sounds, Spelling (1-8)
Alphabet Knowledge	**Alphabet knowledge is component with mastery level** **Use errors from universal screener OR may screen subset with:** Institute for Multi-Sensory Education Beginning Reading Skills Assessment: Capital Letter and Lower-Case Letter Recognition (K-3) Institute for Multi-Sensory Education Level 1-3 Screener: Alphabet Knowledge (K-3) MA Rooney Foundational Skills for Younger Learners: Alphabet Awareness, Letter Naming Fluency, Letter Formation (K-1) MA Rooney Quick Phonics Screener (QPS): Alphabet subset (2-12) PALS K: Alphabet Knowledge (K) PALS Plus: Alphabet Knowledge (1-8)
Decoding Skills	CORE Literacy Library: Multiple Measures Assessing Reading: Reading and Decoding ALL Parts (K-12) DIBELS Deep: Fluency (K-5) Gallistel-Ellis Test of Coding Skills (K-12) Houghton Mifflin Harcourt iRead-Word Attack (K-8)

	Institute for Multi-Sensory Education Level 1-3 Screener: Decoding (K-3) MA Rooney Foundational Skills for Younger Learners: Sound Assessment, Nonsense Word Fluency, Pattern Based Words (K-1) MA Rooney Quick Phonics Screener (QPS): Word List (2-12) 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) *(Assigned based on need, not grade)* Orton-Gillingham Online Academy Informal Orton-Gillingham Coding Assessment: Decoding Assessment (K-12) PALS K: Concept of Word (K) PALS Plus: Passage Reading (1-8)
Rapid Naming	**Use errors from universal screener OR may use a screener listed, if not already used as a universal screener**: 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) 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) 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	**May use unedited writing samples or dictated spelling or schools may use the following screener:** 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) Orton-Gillingham Online Academy Informal Orton-Gillingham Coding Assessment: Encoding Assessment (K-12) PALS K: Spelling (K) PALS Plus: Spelling Inventory (1-8)

Level II Dyslexia Screening

Revised July 2021

The Level II Dyslexia Screener 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 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 tests, standard scores should be used. The data from these assessments can be used as a baseline for intervention. Composite scores provide overall indicators of student abilities for overall literacy skills. Sub-scores provide granular detail related to specific content and skills where intervention may be needed. Both scores should be considered and used to inform action that supports student growth.

In addition to the Level II Dyslexia 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 characteristics of dyslexia should be based on multiple sources of data.

Process of Gaining Information from a Level II 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. This team may be comprised of an authorized reading specialist with training in dyslexia, an English learner (EL) teacher or program administrator, a special education teacher, a special education director, a classroom teacher, and other staff that may be helpful in the decision-making process (i.e., school psychologists and diagnosticians).

Prior to implementing any screener, the team must inform the parents and obtain consent. If a student's performance on a Level II Dyslexia Screener 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

List of Approved Level II Screeners

Revised July 2021

Level II Screeners	
Required Component	**Possible Screener Tools**
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 Wechsler Individual Achievement Test 4th Edition (**WIAT-IV**) Phonemic Proficiency

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 Automatized 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
Decoding Skills	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. Wechsler Individual Achievement Test 4th Edition (**WIAT-IV**)- Pseudoword Decoding
Word Recognition	Kaufman Test of Educational Achievement (**KTEA-3**)-Letter-Word Recognition Welsher Individual Achievement Test (**WIAT-Ill**)-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 Wechsler Individual Achievement Test 4th Edition (**WIAT-IV**)- 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 Wechsler Individual Achievement Test 4th Edition (**WIAT-IV**)- Oral Reading Fluency & Orthographic Fluency and Decoding 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 Wechsler Individual Achievement Test 4th Edition (**WIAT-IV**)- Orthographic Choice & 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 Wechsler Individual Achievement Test 4th Edition (**WIAT-IV**)-Essay Composition