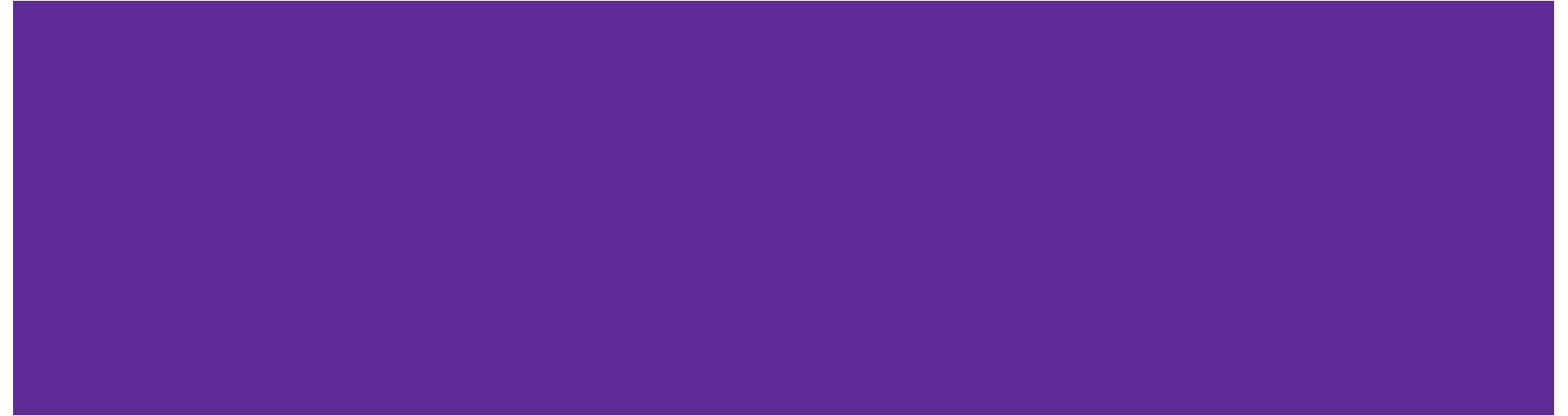


Universal Screening for Foundational Reading Skills and Dyslexia

Piedmont Unified School District
February 8, 2023



Foundational Reading Skills & Dyslexia Screening (10.12.22)

Grade Level	Assessment	Reading Skill
Kindergarten	<i>Core Phonics or other assessment</i>	Letters & Sound Identification
End-of-Kinder, 1st, 2nd + (as needed)	<i>Heggerty</i>	Phonemic Awareness
1st - 5th	<i>Words Their Way Spelling Inventory</i>	Phonics Spelling
Mid-Kinder, 1st-3rd	<i>Fountas and Pinnell Benchmark</i>	Decoding accuracy, Fluency, Reading Comprehension

District Response Timeline

- 10/12/22 Board meeting
- **10/25/22 District research and purchase of DIBELS**
- 11/9/22 Training #1 for teachers
- **11/28-12/22 Administration window - main components**
- 12/14/22 Training #2 for teachers
- **1/9-1/20/23 Additional dyslexia screening tests administered**
- 1/9-6/2/23 Instruction and progress monitoring of students

Foundational Reading Skills & Dyslexia Screening

Dynamic Indicators of Basic Early Literacy Skills



- Universal screening tool
- Short fluency measures
- Scientific, evidenced-based
- Early literacy skills
- Dyslexia screener
- Progress monitoring tools
- Online scoring

Teacher-administered assessment



Monitoring
Agency NWF

0:09

Exit

neg rab het fon im

< rab >

/r/	/a/	/b/

Whole Word 0/3

Touch screen



rit	neg	rop	sem
tid	det	rom	rab
rem	sut	tig	gan
nep	lig	rin	nen
tib	lan	lon	som
teb	fem	lep	sog
fod	mig	fut	mep
fim	pom	sud	wom
fom	dep	yed	rog
sug	mun	mab	dag
vut	yad	pag	wod
dob	fud	heb	vim
yem	leb	gug	vot
kun	yut	fep	wam
ber	vom	yag	wep

Printed materials

Measures at each grade level

Measure	Grade K	Grade 1	Grade 2	Grade 3	Grade 4-6
Letter Naming Fluency	✓	✓			LNF, PSF, NWF, WRF not available for 4th & 5th graders
Phonemic Segmentation Fluency	✓	✓			
Nonsense Word Fluency	✓	✓	✓	✓	
Word Reading Fluency	✓	✓	✓	✓	
Oral Reading Fluency		✓	✓	✓	✓
Maze (Basic Comprehension)			✓	✓	✓

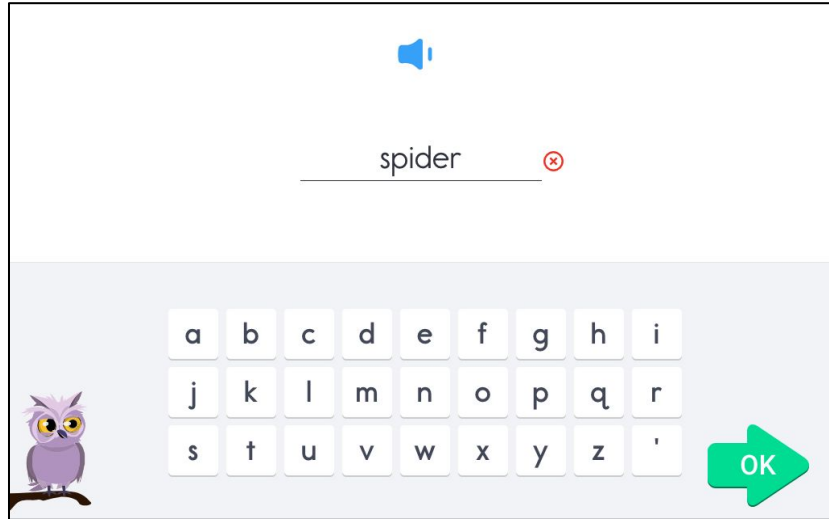
Benchmark categories

Status	Level	Likely to be performing at grade level at end of year?	Support Level
	Above Benchmark	Yes; negligible risk (90% or higher chance of meeting goal)	core
	At Benchmark	Yes; minimal risk (80% or higher chance of meeting goal)	core
	Below Benchmark	No; some risk (20% or higher chance of meeting goal)	strategic
	Well Below Benchmark	No; at risk (less than 20% chance of meeting goal)	intensive

	Letter Names	Phonemic Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency	Vocabulary	Spelling	Phonological Processing
Composite Goal 389	LNF Goal 57	PSF Goal 43	NWF-CLS Goal 52	NWF-WRC Goal 14	WRF Goal 17	ORF-Accu Goal 87%	ORF Goal 21	VOCAB Goal 19	SPELL Goal 29	RAN Goal 62
379 Below	53 Below	44 Benchmark	38 Well Below	8 Well Below	16 Below	83% Below	15 Below	“Below Benchmark” Composite score No further screening required		
390 Benchmark	60 Benchmark	28 Well Below	39 Well Below	11 Below	25 Benchmark	86% Below	30 Benchmark	“At Benchmark” Composite score No further screening required		
450 Above	50 Well Below	21 Well Below	74 Benchmark	23 Benchmark	83 Above	99% Benchmark	103 Above	“Above Benchmark” Composite score No further screening required		

mCLASS additional assessment measures (K-3) for Dyslexia screening

Spelling



The Spelling assessment interface features a blue speaker icon at the top center. Below it, the word "spider" is displayed on a line, followed by a red "X" icon. At the bottom left is a purple owl icon. In the center is a 3x9 grid of letter keys: Row 1 (a, b, c, d, e, f, g, h, i), Row 2 (j, k, l, m, n, o, p, q, r), and Row 3 (s, t, u, v, w, x, y, z, '). To the right of the grid is a green arrow button labeled "OK".

Rapid Automatized Naming (RAN)



The RAN assessment interface shows a sequence of numbers: 7, 9, 4, 1, and 6, each positioned above a horizontal line. To the right of the numbers are two vertically stacked empty circles. At the bottom left is a purple owl icon.

	Letter Names	Phonemic Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency	Vocabulary	Spelling	Phonological Processing	
Composite Goal 389	LNF Goal 57	PSF Goal 43	NWF-CLS Goal 52	NWF-WRC Goal 14	WRF Goal 17	ORF-Accu Goal 87%	ORF Goal 21	VOCAB Goal 19	SPELL Goal 29	RAN Goal 62	
374 Well Below	48 Well Below	35 Below	43 Below	6 Well Below	17 Benchmark	29% Well Below	2 Well Below	27 Benchmark	47 Benchmark	51 Benchmark	
376 Well Below	51 Below	28 Well Below	25 Well Below	7 Well Below	17 Benchmark	85% Below	22 Benchmark	27 Benchmark	30 Benchmark	66 Below	
366 Well Below	36 Well Below	28 Well Below	24 Well Below	7 Well Below	11 Well Below	60% Below	9 Well Below	—	42 Benchmark	40 Benchmark	
370 Well Below	25 Well Below	28 Well Below	39 Well Below	11 Below	15 Below	43% Well Below	6 Well Below	28 Benchmark	47 Benchmark	77 Well Below	!

DIBELS Results (Percentages)

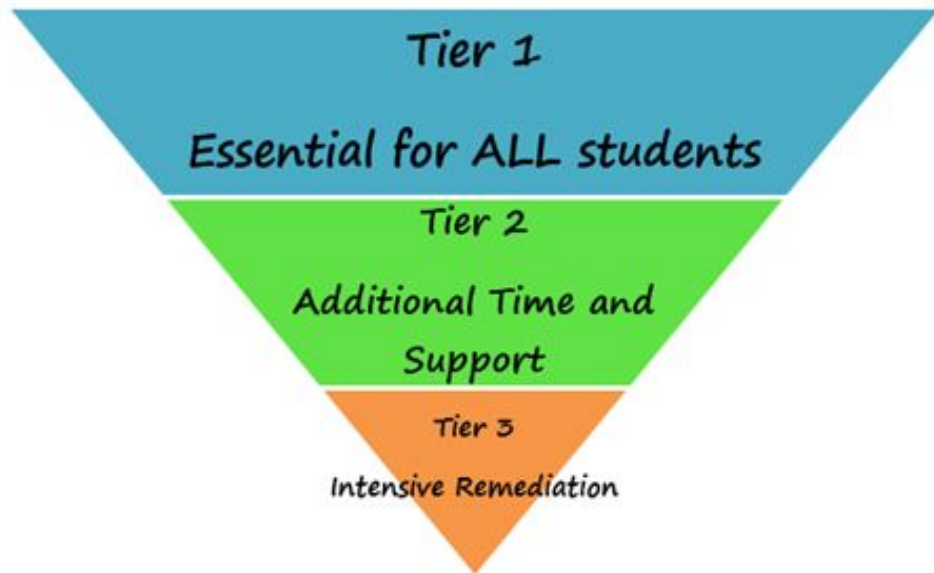
	Above Benchmark	At Benchmark	Below Benchmark	Well-Below Benchmark
Kindergarten	32%	33%	14%	21%
1st Grade	40%	35%	17%	8%
2nd Grade	59%	30%	6%	5%
3rd Grade	50%	29%	8%	13%

DIBELS Results (# of students)

	Above Benchmark	At Benchmark	Below Benchmark	Well Below FLAGGED
Kindergarten	45	46	20	To be assessed in the spring
1st Grade	58	50	24	2 /11
2nd Grade	90	46	9	1 /8
3rd Grade	69	41	11	5 /18

How will we use the DIBELS results?

Pyramid of Interventions



ASSESS
TEACH
MONITOR

District: D8 DSM District

School: D8 DSM School

Benchmark

Progress

Instruction

Home Connect

Andi Brown



Home



Print



Classes and Groups



Help



Log Out

District: D8 DSM District

School: D8 DSM School

Class/Group: Grade 1

Benchmark

Progress

Instruction

Home Connect



Amplify Reading



Intervention

Groups

Students

All Activities

Past Updates: 08/12/2022 14:21:01

Grade 1

Instructional recommendations - group

PHONEMIC AWARENESS

GROUP

2

Phonemic Awareness 5 Students

Emma A

Elijah C

Claire F

Kristi T

Allan T

Can segment some word parts.

Need to work on identifying first, middle, and last sounds in words with 3+ phonemes; continue building fluency in phoneme segmentation.

Activities



Name that Last Sound: Three Phonemes



Last Sound Word Match



What's the Secret? Last Sound in Three-Phoneme Words



Beginning or End?



Break Away! Final Sound Deletion



Slide Away: Final Sound Deletion



Move a Bear: Final Sound Deletion



Drive Away: Final Sound Deletion



Let's Build a Web: Final Sound Deletion

1 2 3 4 5 6 >

Click on Student Tab

Instructional recommendations - student

Groups

Students

All Activities

Grade 1

Name	Composite
Ashley, Emma	329 Below

Emma Ashley

Emma can segment some word parts. Emma needs to work on identifying first, middle, and last sounds in words with 3+ phonemes; continue building fluency in phoneme segmentation

Group(s):
Phonemic Awareness

Activities

Ralphie Rime words with initial blends

Put It Together

Lucky Dip

Alien Talk: Oral Blending Accuracy

Four Words, New Word

Name that Initial Sound: Four or More Phonemes

What's the Secret? First Sound in Four-Phoneme Words

Initial Sound Accuracy, Same Sound!

Map It, Zap It! First Sound Deletion

1

2

3

4

5

...

11

>



Phonemic Awareness: Orally Blend Words With Initial Blends

The purpose of this activity is for the student to practice orally blending words with initial consonant blends. You'll need a puppet for this activity.

Warm-Up



We are going to teach Ralphie, the puppet, to create a new word when adding another sound at the beginning of the word

Our job is to help Ralphie learn how to say those sounds together smoothly. When Ralphie speaks, I want you to listen to both word parts and then put them together.

Listen to this word: "lack" Now add "/b/" in front of it. Let's say it together. /b/ "lack." Say it faster, /b/ "lack." What's the new word?

Move the puppet's mouth for the two parts.



Let's try to do one together. What new word can we make when we add /t/ at the beginning of Ralphie's word, "rain?" Let's put them together.

If **Correct**: Fantastic. Ralphie was trying to say the word "train." Let's practice another one.

Correct: train

If **Incorrect**: Try it again with me: "/t/" ... "rain." Say it faster: /t/ "rain," "train."

Try to get a correct response before proceeding.



Now what if Ralphie said "/f/" ... "lock."? What word would he be trying to say?

If **Correct**: Great. Let's try some more words.

Correct: flock

If **Incorrect**: Say the first sound for me. And what's the word? Now say them together, really fast, without pausing.

Try to get a correct response before proceeding.

Word Bank



Ralphie says...
what's the word?

/f/ - lap

Correct: flap

/t/ - lat

Correct: flat

/s/ - lab

Correct: slab

/s/ - led

Correct: sled

/s/ - mug

Correct: smug

/s/ - nip

Correct: snip

/s/ - nap

Correct: snap

/t/ - lip

Correct: flip

/s/ - lit

Correct: slit

/s/ - kin

Correct: skin

/t/ - rap

Correct: trap

/b/ - led

Correct: bled

/s/ - pun

Correct: spun

//t - wig

Correct: twig

/d/ - rag

Correct: drag

/s/ - pot

Correct: spot

/c/ - lip

Correct: clip

/p/ - lan

Correct: plan

/t/ - ram

Correct: tram

/g/ - rin

Correct: grin

Universal Screening Timeline

- Beginning of the Year
 - Fall
- Middle of the Year
 - Winter
- End of the Year
 - Spring

***Dates TBD - in collaboration with teachers

Comments and questions?

