



**Dyslexia Screening Protocol**

**Step 1**

During the fall, individual universal screening such as the **DIAL 4**, is designed to identify Kindergarten students who may be at risk and in need of further diagnostic assessment. Screening occurs in three areas:

- Motor
- Concepts
- Language

Individual benchmarking in Fountas and Pinnell occurs for students in grades one and two during the fall and for Kindergarten during winter.

**Step 2-**

Using data from Kindergarten, grade 1 and grade 2 fall screening, students who demonstrate one or more potential indicators of dyslexia or other reading disabilities are assessed further using AIMS Web Plus. The chart below outlines those areas that may be screened during each window.

**Kindergarten AIMS Benchmark Screening Early Literacy Measures\***

<b><u>Fall Window</u></b> <b><u>September 9-October 15</u></b>	<b><u>Winter Window</u></b> <b><u>January 1- February 1</u></b>	<b><u>Spring Window</u></b> <b><u>May 1- June 1</u></b>
Intervention team to screen students identified at risk according to DIAL 4 PC IS LWSF LNF	IS	IS
	LWS	LWS
	LNF	LNF
	PS	PS
	NWF	NWF
		WRF

\* NJTSS best practice screening measures to identify students potentially at risk for future reading failure.

**PC**-Print Concepts **IS**- Initial Sounds **LWSF**- Letter Word Sounds Fluency **LNF**- Letter Naming Fluency **NWF**- Nonsense Word Fluency **PS**- Phonemic Segmentation **WRF**- Word Reading Fluency

**Progression of AIMS PLUS Benchmark Assessments\***

<b>Grade</b>	<b>Fall</b> <b>September 9- October 15</b>	<b>Winter</b> <b>January 1- February 1</b>	<b>Spring</b> <b>May 1- June 1</b>
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<b>1 Reading</b>	<b>PS</b>	<b>NWF</b>	<b>NWF</b>
	<b>NWF</b>	<b>WRF</b>	<b>WRF</b>
	<b>LWSF</b>	<b>ORF</b>	<b>ORF</b>
	<b>WRF</b>		
	<b>ORF</b>		

<b>Grade</b>	<b>Fall September 9- October 15</b>	<b>Winter January 1- February 1</b>	<b>Spring May 1- June 1</b>
<b>2 Reading</b>	<b>VOC</b>	<b>VOC</b>	<b>VOC</b>
	<b>RC</b>	<b>RC</b>	<b>RC</b>
	<b>ORF</b>	<b>ORF</b>	<b>ORF</b>

\* NJTSS best practice screening measures to identify students potentially at risk for future reading failure.

### **Step 3**

Students whose scores fall below benchmark on AIMS are automatically screened using the Shaywitz Dyslexia screen per the flow chart on the subsequent page.

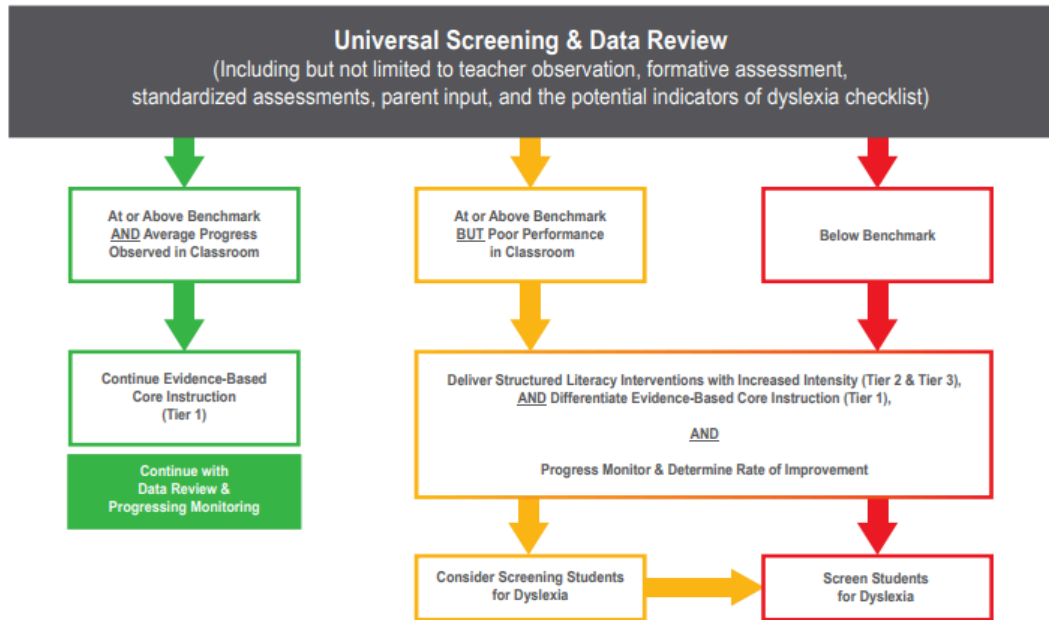
The Shaywitz screen is a classroom teacher rating of a student’s language and academic behaviors based on the frequency of the student’s demonstration of each behavior.

Consideration is also given to screening students who are performing at benchmark but display classroom performance that does not align with benchmark data.

Please see flowchart on the next page for details.

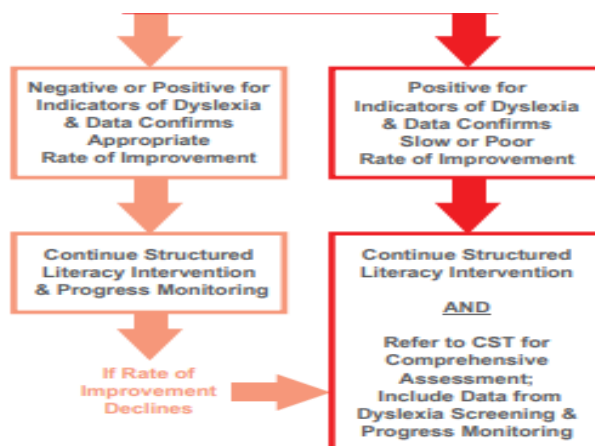


### Screening for Dyslexia Flowchart



According to the chart above, teachers in grades K-2 will Complete the Shaywitz Dyslexia Screen. Classroom teacher rates statements about a student’s language and academic behaviors based on the frequency of the student’s demonstration of each behavior.

The screen is also a part of the CST referral process:



A referral to the school district Child Study Team can be made at any point if a disability is suspected. If dyslexia is identified, a discussion regarding the impact of the reading disability on the student’s learning and expected rate of improvement is warranted to determine if the student is eligible for special education supports & services under IDEA and/or Section 504 of the Rehabilitation Act of 1973, as amended.