



## LS009: Assessment of Dyslexia and Specific Learning Disabilities

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National Association of  
School Psychologists (NASP)  
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### Presenter



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### Disclosure

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Additional information about ALI is available at <https://acadiencelearning.org/>.

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### Learner Objectives

*This session will help participants in the following ways:*

1. At the conclusion of this workshop participants will be able to obtain and interpret data-based evidence of (a) poor essential reading and early literacy skills, (b) lack of adequate progress, and (c) despite generally effective reading instruction.
2. At the conclusion of this workshop participants will be able to monitor progress and establish individual student learning goals that are (a) ambitious, (b) meaningful, and (c) attainable.
3. At the conclusion of this workshop participants will be able to use direct assessment of academic skills and data-based evidence of the effectiveness of the instructional context to increase the accuracy of decisions and reduce bias for students from diverse backgrounds.

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## Take-Away Big Ideas

1. Screening decisions for dyslexia should occur in the context of a decision-making model that emphasizes
  - ✓ Prevention
  - ✓ Early Intervention
  - ✓ Remediation
2. Good decisions improve outcomes for students.
  1. Prioritize things we can do something about.
  2. Do something about them.
3. It's not enough to evaluate the student, we must also evaluate the instruction the student is receiving.

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## Dyslexia Screening with Acadience Reading

WHITEPAPER

### Dyslexia Screening and the Use of Acadience™ Reading



A hallmark of dyslexia is poor reading performance in the face of generally effective reading instruction (VanDerHeyden & Burns, 2017). Thus, one of the most definitive indications of dyslexia and risk for dyslexia is a combination of (1) severe low skills on measures of phonological processing including phonemic awareness and phonics and (2) a sustained lack of adequate progress in learning the basic early literacy skills when provided with generally effective instruction.

Using a single test to make important high-stakes decisions like the diagnosis of dyslexia is inconsistent with professional standards (AERA, APA, & NCME, 2014). However, Acadience Reading provides one of the best methods of identifying students who are at risk for early reading difficulties, including dyslexia, monitoring those students to determine whether they remain at risk, and identifying students who are not making adequate progress and should be referred for further assessment. Acadience Reading is specifically designed to be used within a comprehensive, school-wide model of literacy support designed to prevent reading failure. As early as kindergarten, Acadience Reading results predict the likelihood of students experiencing reading difficulty in the future, provide teachers with evidence-based instructional targets for instruction and intervention, and provide a means to evaluate progress toward those targets in time to modify instruction and intervention.

Acadience Reading supports students with dyslexia or who are at risk for dyslexia in the following four distinct ways:

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acadience VOYAGER SOPRIS LEARNING

[voyagersopris.com/dyslexia](http://voyagersopris.com/dyslexia)

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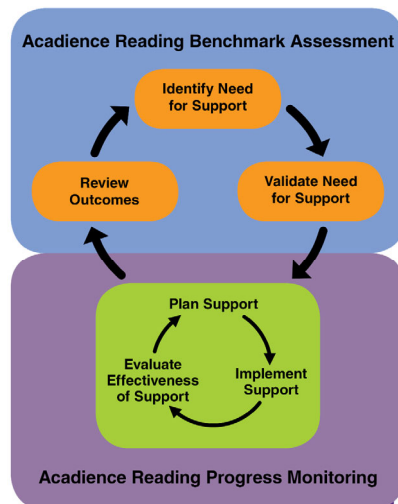
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## Outcomes Driven Model: Identify and Validate Need for Support

### Outcomes Driven Model Steps:

1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
5. Review outcomes.

Dyslexia screening and support should occur within a prevention and early intervention model.



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## IDA Dyslexia Definition

“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

Adopted by the IDA Board of Directors, Nov. 12, 2002. Many state education codes, including New Jersey, Ohio and Utah, have adopted this definition. Learn more about how consensus was reached on this definition: [Definition Consensus Project](https://dyslexiaida.org/definition-of-dyslexia/). Accessed 3/10/2020: <https://dyslexiaida.org/definition-of-dyslexia/>

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## Dyslexia Screening

**Definitive indicators** of risk for dyslexia and other reading difficulties include a combination of

1. **Difficulty with essential reading skills** on measures of accurate and fluent reading, word reading and decoding, and especially phonological processing including phonemic awareness and phonics, and
2. **Sustained lack of adequate progress** in learning the essential reading skills,
3. When provided with **generally effective classroom instruction**.

**Other indicators** of risk include

- (1) Rapid Automatized Naming (RAN)
- (2) Spelling

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## (1) Difficulty with Essential Reading Skills

Substantial difficulty	Some difficulty	Essential Early Literacy and Reading Skill
		Phonemic Awareness
		Phonics and Alphabetic Principle
		Word reading and decoding accuracy
		Fluent Reading
		Reading Comprehension

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## (1) Difficulty with Essential Reading Skills

### Some difficulty

- Below the 40<sup>th</sup> percentile on a high-quality measure of the essential reading skill.
- Below benchmark** on the Acadience Reading measure of the essential reading skill.

Below Benchmark / Likely to Need Strategic Support

### Substantial difficulty

- Below the 20<sup>th</sup> percentile on a high-quality measure of the essential reading skill.
- Well Below Benchmark** on the Acadience Reading measure of the essential reading skill.

Well Below Benchmark / Likely to Need Intensive Support

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## Assessing Essential Early Literacy and Reading Skills with Acadience Reading

Essential Early Literacy and Reading Skill	Acadience Reading K-6 Measure
Phonemic Awareness	First Sound Fluency (FSF) Phoneme Segmentation Fluency (PSF)
Alphabetic Principle and Basic Phonics	Nonsense Word Fluency (NWF) - Correct Letter Sounds - Whole Words Read
Advanced Phonics and Word Attack Skills	Oral Reading Fluency (ORF) - Accuracy
Accurate and Fluent Reading of Connected Text	Oral Reading Fluency (ORF) - Words Correct - Accuracy
Reading Comprehension	Oral Reading Fluency (ORF) - Words Correct - Retell Maze Reading Composite Score

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## (1) Difficulty with essential reading skills on measures of phonological processing including phonemic awareness, phonics and the alphabetic principle.

School: Delight Valley  
Grade: First Grade, Beginning of Year  
Year: 2017-2018  
Class: Edwards Grade 1

Classroom Report

Acadience data management

Acadience Reading K-6

Legend: Above Benchmark / Likely to Need Core Support (Green), At Benchmark / Likely to Need Core Support (Yellow), Below Benchmark / Likely to Need Strategic Support (Orange), Well Below Benchmark / Likely to Need Intensive Support (Red)

NAME	STUDENT ID	PSF	NWF	READING COMPOSITE SCORE
Hernandez, Otis	13302014V1	12	19	11
Sullivan, Evelyn	13252014V1	39	33	16
Cruz, Nathan	13702014V1	30	17	14
Becker, Darla	13852014V1	24	9	35
Price, Melvin	13952014V1	18	5	43
Hawkins, C.				
Cotter, Traci				
Lewis, Wilfr				
Boyd, Willie				
Warner, Ab				
Brady, Marni				
Guerrero, Andre	13502014V1	46	52	44
Phelps, Vicki	13102014V1	64	88	22
Walton, Alfred	13652014V1	34	23	65
Johnson, Gerard	13052014V1	65	89	51
Singleton, Tyler	13152014V1	67	91	45
Lopez, Angel	13452014V1	51	66	43
Simmons, Herbert	13802014V1	78	97	35
Gomez, Bradford	13002014V1	52	68	76
Stevens, Frank	13902014V1	64	88	62
GOAL		40	27	1
AVERAGE		42.3	40.4	35.7

Otis and Evelyn are below the 20<sup>th</sup> percentile on PSF and NWF.

Other students are at some risk

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## (1) Difficulty with Essential Reading Skills: Evelyn

Substantial difficulty	Some difficulty	Skill Area
✓		Phonemic Awareness: Acadience Reading Phoneme Segmentation Fluency
✓		Phonics and Alphabetic Principle: Acadience Reading Nonsense Word Fluency - CLS
NA		Word reading and decoding accuracy
NA		Fluent Reading
NA		Reading Comprehension

NA: At the beginning of first grade, many students are not yet reading for meaning, at an adequate rate, and with a high degree of accuracy.

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## (2) Serious lack of adequate progress on essential reading skills

**Evidence of serious, stubborn, sustained lack of adequate progress** in learning the essential reading skills or **adequate progress only with intensive, resource heavy support.**

Based on frequent progress monitoring in

- ☐ Phonemic Awareness
- ☐ Phonics and Alphabetic Principle
- ☐ Word reading and decoding accuracy
- ☐ Fluent reading
- ☐ Reading comprehension
- ☐ With adjustments to instruction to meet the individual students' learning needs
- ☐ Or adequate progress only with intensive support

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## (2) Serious lack of adequate progress on essential reading skills

Severe Lack of Adequate Progress	Lack of Adequate Progress	Lack of adequate progress in an essential early literacy and reading skill
		Phonemic Awareness
		Phonics and Alphabetic Principle
		Word reading and decoding accuracy
		Fluent Reading
		Reading Comprehension

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## (2) Serious lack of adequate progress on essential reading skills

### Lack of adequate progress

- Progress below the 40<sup>th</sup> percentile of progress compared to other students with the same initial skills.
- Below Typical Progress using Acadience Reading Pathways of Progress.

Rate of progress compared to students with similar initial skills:  
Below Typical Progress 2 ★★

### Severe lack of adequate progress

- Progress below the 20<sup>th</sup> percentile of progress compared to other students with the same initial skills.
- Well Below Typical Progress using Acadience Reading Pathways of Progress.

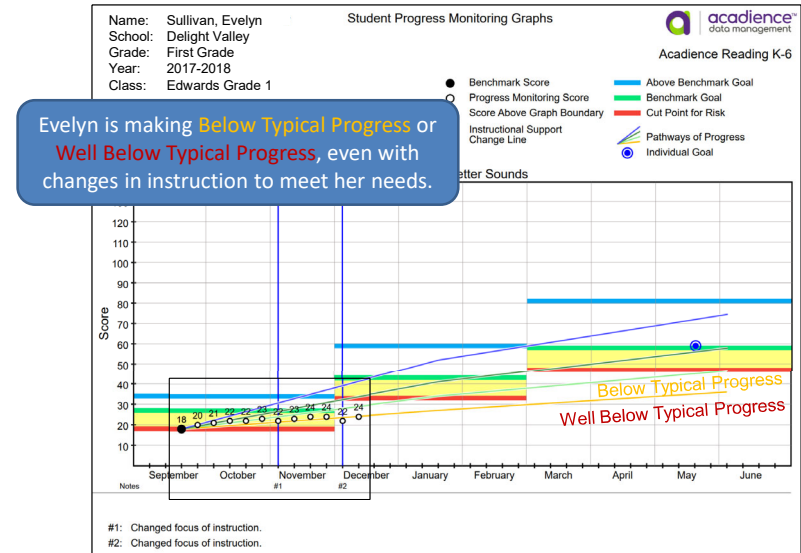
Rate of progress compared to students with similar initial skills:  
Well Below Typical Progress 1 ★

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## (2) Serious lack of adequate progress on essential reading skills,



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## (2) Serious lack of adequate progress Middle-of-Year Pathways of Progress Report

School: Delight Valley	Pathways of Progress™ Report				Acadience <sup>®</sup> data management	
Grade: First Grade, Middle of Year					Acadience Reading K-6	
Year: 2017-2018						
Class: Edwards Grade 1						
Name	BEGINNING OF YEAR	MIDDLE OF YEAR COMPONENT SCORE PATHWAYS				MIDDLE OF YEAR OVERALL PATHWAY
	Reading Composite Score	NWIF Correct Letter Sounds Score	NWIF Whole Words Read Score	ORF Words Correct Score	ORF Accuracy Score	Reading Composite Score
Hernandez, Otis	40 □	33 □	0 □	6 □	46% □	39 □ ★★
Sullivan, Evelyn	70 □	25 □	7 □	4 □	29% □	36 □ ★★

- Evelyn is making below typical progress given her initial skills on basic phonics skills.
- She is making well below typical progress in word reading and decoding and in fluency.

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## (2) Serious lack of adequate progress on essential reading skills: Evelyn

Severe Lack of Adequate Progress	Lack of Adequate Progress	Beginning-of-year to middle-of-year lack of adequate progress in essential skill area
	✓*	Phonemic Awareness
	✓	Phonics and Alphabetic Principle
✓		Word Reading and Decoding Accuracy
✓		Fluent Reading
NA		Reading Comprehension

\*Based on out-of-level intervention and progress monitoring using Phoneme Segmentation Fluency as a measure of Phonemic Awareness

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### (3) Evidence of generally effective instruction

The third defining indicator of risk for dyslexia and other reading difficulties is evidence that classroom instruction or intervention is generally effective. For example,

- Evidence that the school is generally effective in getting more and more students on track for adequate reading outcomes.
- Evidence that students in the classroom are generally making adequate reading progress.
- Evidence that students who are likely to need strategic and **intensive support** are generally increasing their skills and reducing their risk.
- Intervention group is generally effective for students with similar instructional needs.

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### (3) Evidence of generally effective instruction

Strong Evidence	Moderate Evidence	Generally effective instruction
		School is generally effective in improving outcomes
		Classroom is generally effective in supporting adequate progress
		Generally effective core support
		Generally effective strategic support
		<b>Generally effective intensive support</b>
		Intervention group is generally effective for students with similar instructional needs

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### (3) Evidence of generally effective instruction

Strong Evidence	Moderate Evidence	Generally Effective Instruction
		School is generally effective in improving outcomes
		Classroom is generally effective in supporting adequate progress
		Generally effective core support
		Generally effective strategic support
		<b>Generally effective intensive support</b>
		Intervention group is generally effective for students with similar instructional needs

Note. Strong evidence of generally effective instruction is good for the school, but indicates that a student's learning difficulties are more likely to be the result of dyslexia or a severe learning disability.

In the absence of generally effective instruction, we are not sure if learning difficulty is due to a lack of opportunity to learn.

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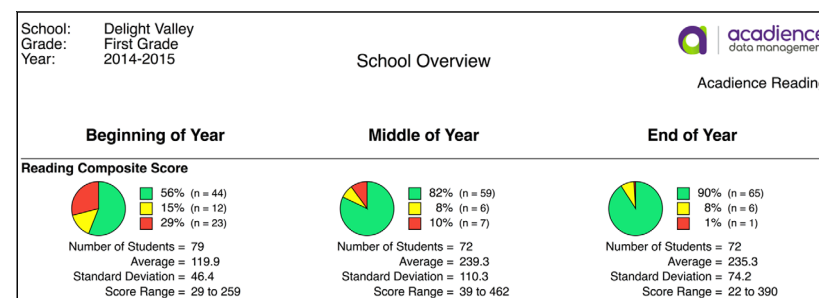


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### (3) Evidence of generally effective instruction:

*Evelyn's School*

- Evidence that the **school** is generally effective in getting more and more students on track for adequate reading outcomes.
  - Ex., School Overview Report: Growing the green, shrinking the red and yellow.



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### (3) Evidence of generally effective instruction: *Evelyn*

Strong Evidence	Moderate Evidence	Skill Area/Benchmark Status
✓		School is generally effective in improving outcomes
		Classroom is generally effective in supporting adequate progress
		Generally effective core support
		Generally effective strategic support
		<b>Generally effective intensive support</b>
		Intervention group is generally effective for students with similar instructional needs

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### (3) Evidence of generally effective instruction: *Evelyn's classroom*

b) Evidence that students in the **classroom** are generally making adequate reading progress.

- Ex., Summary Growth Report: Average would be moderate evidence, Above average strong evidence

Classes	Total Students Included	Percent of Students in Pathway 3, 4, and 5	Classroom Reading Progress Percentile	Classroom Reading Progress Descriptor
<b>First Grade</b>				
Edwards Grade1	17	64.7% (n=11)	48	Average Classroom Reading Progress
Morris Grade1	16	81.3% (n=13)	79	Above Average Classroom Reading Progress

In the Edwards Grade 1 classroom, 65% of students are making typical progress or better which is average compared to other classrooms.

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### (3) Evidence of generally effective instruction: *Evelyn*

Strong Evidence	Moderate Evidence	Skill Area/Benchmark Status
✓		School is generally effective in improving outcomes
	✓	Classroom is generally effective in supporting adequate progress
		Generally effective core support
		Generally effective strategic support
		<b>Generally effective intensive support</b>
		Intervention group is generally effective for students with similar instructional needs

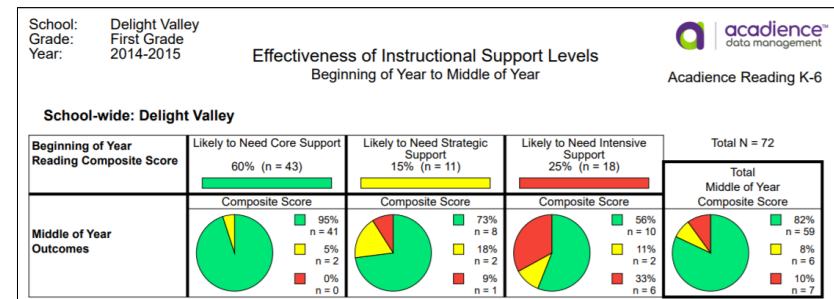
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### (3) Evidence of generally effective instruction *systems of support in Evelyn's School*

- Core systems of support is generally effective: Goal is 95% stay green.
- Strategic and Intensive systems of support are moderately effective: Goal is 80% reduce risk (moderate evidence 60%).



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### (3) Evidence of generally effective instruction: *Evelyn*

Strong Evidence	Moderate Evidence	Skill Area/Benchmark Status
✓		School is generally effective in improving outcomes
	✓	Classroom is generally effective in supporting adequate progress
✓		Generally effective core support
	✓	Generally effective strategic support
	✓	<b>Generally effective intensive support</b>
		Intervention group is generally effective for students with similar instructional needs

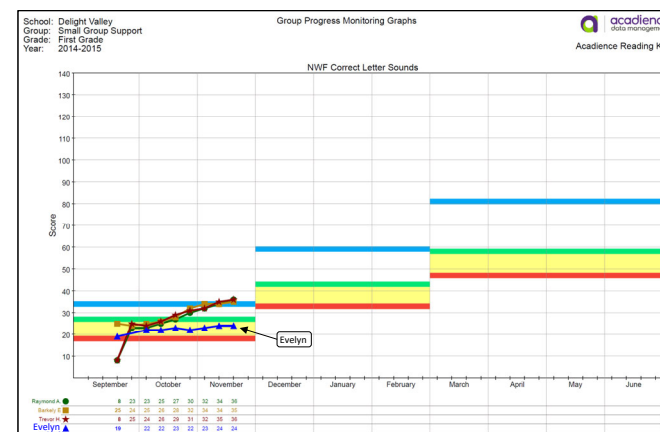
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### (3) Evidence of generally effective instruction

- Intervention group is generally effective for students with similar instructional needs.



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### (3) Evidence of generally effective instruction: *Evelyn*

Strong Evidence	Moderate Evidence	Skill Area/Benchmark Status
✓		School is generally effective in improving outcomes
	✓	Classroom is generally effective in supporting adequate progress
✓		Generally effective core support
	✓	Generally effective strategic support
	✓	Generally effective intensive support
✓		Intervention group is generally effective for students with similar instructional needs

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### Dyslexia Screening and Acadience Reading

**Definitive indicators of risk** for dyslexia and other reading difficulties include a combination of

- severe low skills** on measures of accurate and fluent reading, word reading and decoding, and especially phonological processing including phonemic awareness and phonics, and
- sustained lack of adequate progress** in learning the basic early literacy skills,
- when provided with **generally effective instruction**.

**Other indicators of risk** include

- Rapid Automatized Naming (RAN)
- Spelling

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# Other indicators of risk

Substantial difficulty	Some difficulty	Risk Indicator
		Rapid Automatized Naming
		Spelling Difficulty



# Acadience RAN Introduction and Overview

## Acadience RAN

Rapid Automatized Naming = quickly and accurately naming repeated sets of familiar items

- functions as a predictor of reading skills
- difficulties with RAN don't impact reading as much as difficulties with phonological processing
- no known way to directly improve RAN



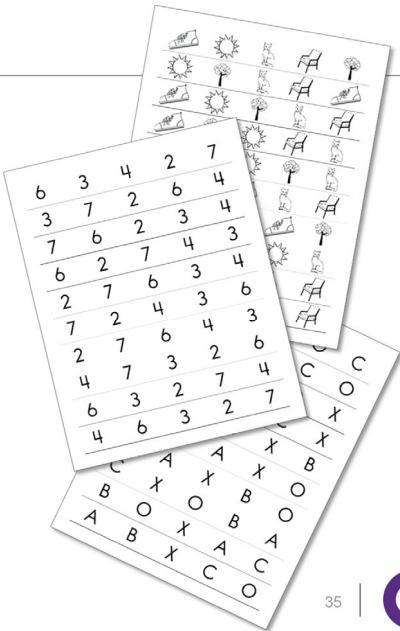
# Acadience RAN

## RAN Objects

## RAN Letters

- RAN Numbers  
(alternate to RAN Letters)

## Spanish Version



# Acadience Spelling Introduction and Overview

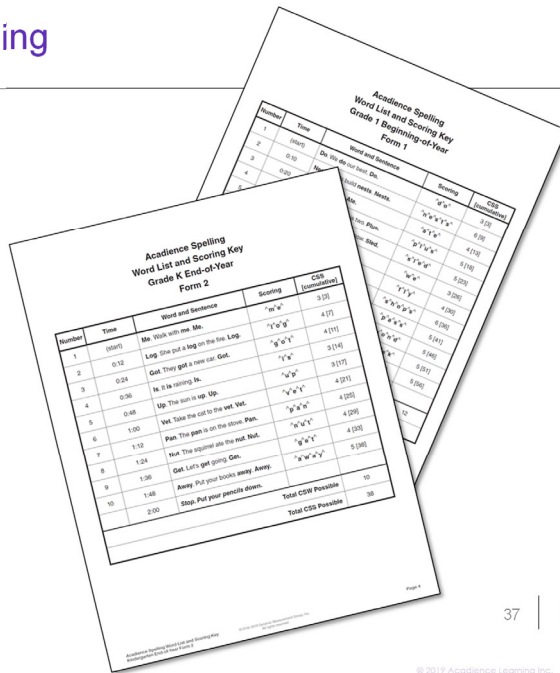
## Acadience Spelling

- functions as a General Outcome Measure
- provides a broad indication of a student's overall level of spelling skills
- assists educators in finding students who have low spelling skills compared to other students
- serves as an indicator of academic progress



## Acadience Spelling

Materials for  
Kindergarten &  
First Grade



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## The Purpose of Early Screening

The primary purpose of early screening for dyslexia is to **do something about it** with instruction and intervention.

➤ **Prevention** and **early intervention** are key.

We can make the biggest difference for children at risk for dyslexia and other reading difficulties **before there is a problem**. How?

- Explicit teaching.
- Targeted intensive intervention.
- Individual student learning goals, progress monitoring, modify instruction based on student progress.
- Professional Development on what and how to teach the essential skills

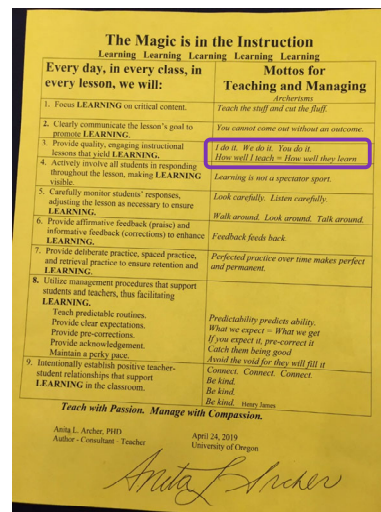
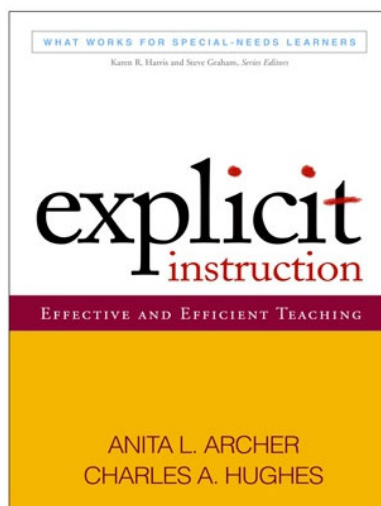
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## Explicit Instruction Improves Outcomes

*“How well I teach = How well they learn”*



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## #1 Fan Boy

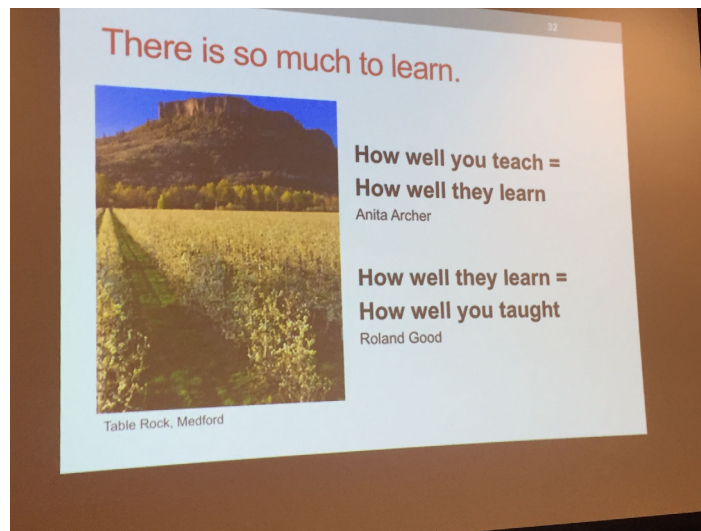


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## How well they learn = How well we taught



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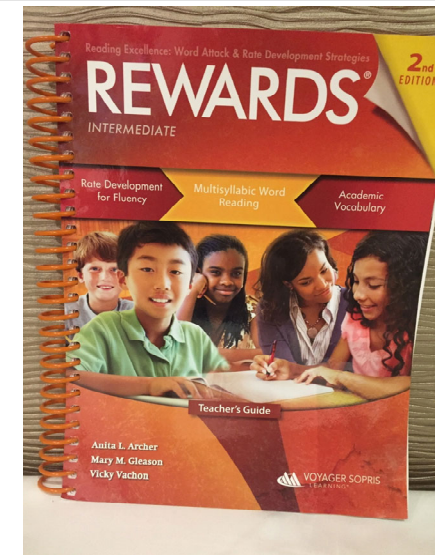
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## Targeted Intensive Intervention Improves Outcomes

### Essential Skills to Target:

- ☐ Phonemic Awareness
- ☐ Phonics and
- ☒ Alphabetic Principle
- ☒ Word reading and decoding accuracy
- ☐ Fluent reading
- ☐ Reading comprehension

For example, Rewards targeting Multisyllabic Word Reading



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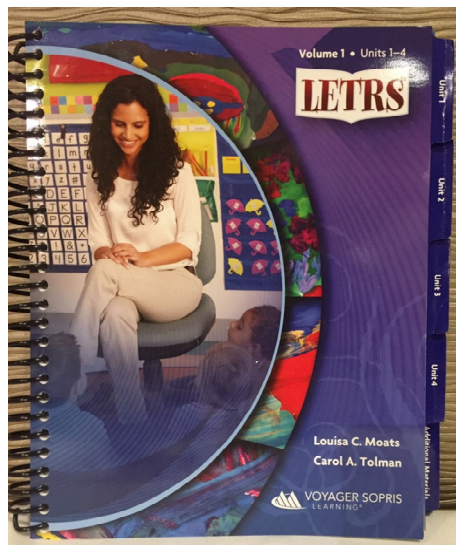


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## Professional Development: What and How to Teach Essential Skills to Improve Outcomes

Why are these Essential Skills and how can we teach them?

- ☐ Phonemic Awareness
- ☐ Phonics and Alphabetic Principle
- ☐ Word reading and decoding accuracy
- ☐ Fluent reading
- ☐ Reading comprehension



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## Key Steps in Prevention and Early Intervention

- ▶ Identify students who need support **early**.
- ▶ Focus **instruction** on **essential reading skills**.
- ▶ Focus assessment on **indicators** of important **essential outcomes**.
- ▶ **Use** assessment information to **impact instruction** to **improve outcomes** for students.
  - \* Benchmark goals
  - \* Individual student learning goals
  - \* Monitor progress
  - \* Formative evaluation

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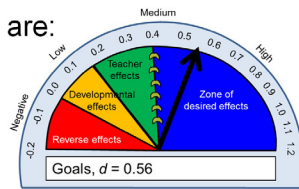
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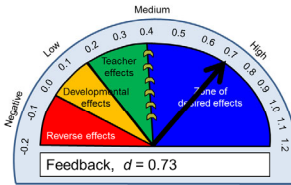
## Individual Student Learning Goals Improve Outcomes

Desirable *Goals* are:

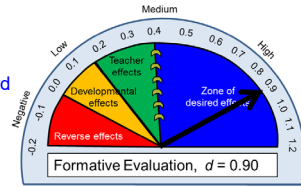
Meaningful,  
Attainable,  
Ambitious



Feedback to teachers & students: Is what we are doing working?



Progress Monitoring and Formative evaluation is the 3<sup>rd</sup> largest effect on student achievement out of 138 possible influences.



(Hattie, 2009)

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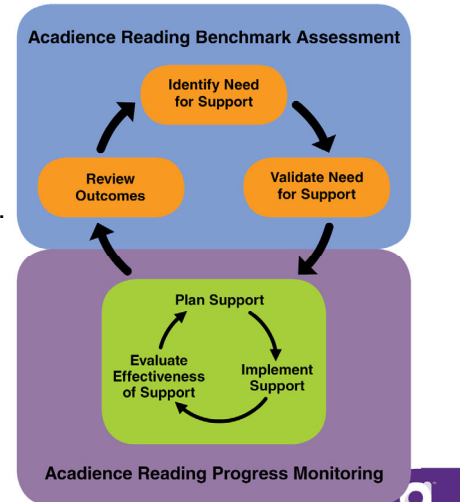


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## Outcomes Driven Model

Outcomes Driven Model Steps:

1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
5. Review outcomes.



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## Take-Away Big Ideas

1. Screening decisions for dyslexia should occur in the context of a decision-making model that emphasizes
  - ✓ Prevention
  - ✓ Early Intervention
  - ✓ Remediation
2. Good decisions improve outcomes for students.
  1. Prioritize things we can do something about.
  2. Do something about them.
3. It's not enough to evaluate the student, we must also evaluate the instruction the student is receiving.

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## Reading is the point!



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## Acadience Resources

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- Find assessment resources on the Acadience website  
[acadiencelearning.org](http://acadiencelearning.org)
- Want to get started?  
Contact Acadience customer service at  
[info@acadiencelearning.org](mailto:info@acadiencelearning.org)
- Free training on Pathways of Progress  
<https://www.acadiencetraining.org/>



## Dyslexia Screening Worksheet

**Definitive indicators** of risk for dyslexia and other reading difficulties include a combination of

- Difficulty with essential early literacy and reading skills** on measures of reading comprehension, accurate and fluent reading, word reading and decoding, and especially phonological processing including phonemic awareness and phonics, and ...

Evidence of <b>severe</b> difficulty	Evidence of <b>some</b> difficulty	No evidence of difficulty	Not applicable	Essential early literacy and reading skill
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Phonemic Awareness
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Phonics and Alphabetic Principle
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Word reading and decoding accuracy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fluent Reading
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading Comprehension

- Sustained lack of adequate progress** in learning the essential early literacy and reading skills, ...

Evidence of <b>severe</b> lack of adequate progress	Evidence of <b>some</b> lack of adequate progress	No evidence of lack of adequate progress	Not applicable	Lack of adequate progress in an essential early literacy and reading skill
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Phonemic Awareness
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Phonics and Alphabetic Principle
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Word reading and decoding accuracy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fluent Reading
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading Comprehension

- When provided with **generally effective classroom instruction**.

<b>Strong</b> evidence of generally effective instruction	<b>Moderate</b> evidence of generally effective instruction	<b>No</b> evidence of generally effective instruction	Not applicable	Generally effective instruction on essential early literacy and reading skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School is generally effective in improving outcomes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Classroom is generally effective in supporting adequate progress
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Generally effective core support
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Generally effective strategic support
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Generally effective intensive support
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Intervention group is generally effective for students with similar instructional needs

**Other indicators** of risk including (a) Rapid Automatized Naming (RAN) and (b) Spelling.

Evidence of <b>substantial</b> difficulty	Evidence of <b>some</b> difficulty	No evidence of difficulty	Not applicable	Risk indicator
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Rapid Automatized Naming (RAN)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Spelling