Disclosure

Roland Good is a co-owner of Acadience Learning Inc. (ALI)

ALI is an educational company that is dedicated to supporting success for children and schools. ALI was founded by Roland Good and Ruth Kaminski, authors of DIBELS® 6th Edition, DIBELS Next® and all earlier versions of DIBELS. ALI receives revenue from the publication of our assessments, professional development, and the operation of the Acadience Data Management System and Acadience Learning Online. Acadience Reading K-6 (formerly published as DIBELS Next®) is available for free download and photocopying for educational purposes at acadiencelearning.org

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

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.
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.

Outcomes Driven Model:
Identify and Validate Need for Support

Outcomes Driven Model Steps:
1. Identify need for support.
2. Plan and implement support.
3. Validate need for support.
4. Evaluate and modify support.
5. Review outcomes.

Dyslexia Screening with Acadience Reading

Dyslexia Screening and the Use of Acadience® Reading

Outcomes Driven Model Steps:
1. Identify need for support.
2. Plan and implement support.
3. Evaluate effectiveness of support.
4. Implement support.
5. Review outcomes.

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.
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

### 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.

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### 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.

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Assessing Essential Early Literacy and Reading Skills with Acadience Reading

<table>
<thead>
<tr>
<th>Essential Early Literacy and Reading Skill</th>
<th>Acadience Reading K-6 Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>First Sound Fluency (FSF)</td>
</tr>
<tr>
<td></td>
<td>Phoneme Segmentation Fluency (PSF)</td>
</tr>
<tr>
<td>Alphabetic Principle and Basic Phonics</td>
<td>Nonsense Word Fluency (NWF)</td>
</tr>
<tr>
<td></td>
<td>- Correct Letter Sounds</td>
</tr>
<tr>
<td></td>
<td>- Whole Words Read</td>
</tr>
<tr>
<td>Advanced Phonics and Word Attack Skills</td>
<td>Oral Reading Fluency (ORF)</td>
</tr>
<tr>
<td></td>
<td>- Accuracy</td>
</tr>
<tr>
<td>Accurate and Fluent Reading of Connected Text</td>
<td>Oral Reading Fluency (ORF)</td>
</tr>
<tr>
<td></td>
<td>- Words Correct</td>
</tr>
<tr>
<td></td>
<td>- Accuracy</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>Oral Reading Fluency (ORF)</td>
</tr>
<tr>
<td></td>
<td>- Words Correct</td>
</tr>
<tr>
<td></td>
<td>- Retell Maze</td>
</tr>
<tr>
<td></td>
<td>Reading Composite Score</td>
</tr>
</tbody>
</table>
(1) Difficulty with essential reading skills on measures of phonological processing including phonemic awareness, phonics and the alphabetic principle.

Otis and Evelyn are below the 20th percentile on PSF and NWF. Other students are at some risk.

(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

(1) Difficulty with Essential Reading Skills: Evelyn

<table>
<thead>
<tr>
<th>Substantial difficulty</th>
<th>Some difficulty</th>
<th>Skill Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Phonemic Awareness: Acadience Reading Phoneme Segmentation Fluency</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Phonics and Alphabetic Principle: Acadience Reading Nonsense Word Fluency - CLS</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Word reading and decoding accuracy</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Fluent Reading</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Reading Comprehension</td>
<td></td>
</tr>
</tbody>
</table>

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.

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

<table>
<thead>
<tr>
<th>Severe Lack of Adequate Progress</th>
<th>Lack of Adequate Progress</th>
<th>Lack of adequate progress in an essential early literacy and reading skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics and Alphabetic Principle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word reading and decoding accuracy</td>
<td></td>
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</tr>
<tr>
<td>Fluent Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(2) Serious lack of adequate progress on essential reading skills

Lack of adequate progress

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

Severe lack of adequate progress

- Progress below the 20th 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:
- Below Typical Progress
- Well Below Typical Progress

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

Middle-of-Year Pathways of Progress Report

<table>
<thead>
<tr>
<th>Name</th>
<th>Sullivan, Evelyn</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Delight Valley</td>
</tr>
<tr>
<td>Grade</td>
<td>First Grade</td>
</tr>
<tr>
<td>Year</td>
<td>2017-2018</td>
</tr>
<tr>
<td>Class</td>
<td>Edwards Grade 1</td>
</tr>
</tbody>
</table>

Evelyn is making below typical progress or well below typical progress, even with changes in instruction to meet her needs.

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

Severe Lack of Adequate Progress
- Phonemic Awareness
- Phonics and Alphabetic Principle
- Word Reading and Decoding Accuracy
- Fluent Reading
- Reading Comprehension

Lack of Adequate Progress
- *Based on out-of-level intervention and progress monitoring using Phoneme Segmentation Fluency as a measure of Phonemic Awareness
(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,

a) Evidence that the school is generally effective in getting more and more students on track for adequate reading outcomes.

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

c) Evidence that students who are likely to need strategic and intensive support are generally increasing their skills and reducing their risk.

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

(3) Evidence of generally effective instruction

<table>
<thead>
<tr>
<th>Strong Evidence</th>
<th>Moderate Evidence</th>
<th>Generally Effective Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>School is generally effective in improving outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom is generally effective in supporting adequate progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generally effective core support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generally effective strategic support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generally effective intensive support</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

(3) Evidence of generally effective instruction: Evelyn's School

a) 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.

### School Overview

<table>
<thead>
<tr>
<th>School: Delight Valley First Grade 2014-2015</th>
<th>Grade: First Grade 2014-2015</th>
</tr>
</thead>
</table>

#### Beginning of Year

- Number of Students: 79
- Average: 119.0
- Standard Deviation: 45.4
- Score Range: 29 to 259

#### Middle of Year

- Number of Students: 79
- Average: 129.3
- Standard Deviation: 45.4
- Score Range: 29 to 259

#### End of Year

- Number of Students: 79
- Average: 130.3
- Standard Deviation: 45.4
- Score Range: 29 to 259
(3) Evidence of generally effective instruction: Evelyn

<table>
<thead>
<tr>
<th>Strong Evidence</th>
<th>Moderate Evidence</th>
<th>Skill Area/Benchmark Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td></td>
<td>School is generally effective in improving outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classroom is generally effective in supporting adequate progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Generally effective core support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Generally effective strategic support</td>
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<tr>
<td></td>
<td></td>
<td>Generally effective intensive support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intervention group is generally effective for students with similar instructional needs</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Classes</th>
<th>Total Students Included</th>
<th>Percent of Students in Pathway 3, 4, and 5</th>
<th>Classroom Reading Progress Percentile</th>
<th>Classroom Reading Progress Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edwards Grade1</td>
<td>17</td>
<td>64.7% (n=11)</td>
<td>48</td>
<td>Average Classroom Reading Progress</td>
</tr>
<tr>
<td>Morris Grade1</td>
<td>16</td>
<td>61.3% (n=13)</td>
<td>79</td>
<td>Above Average Classroom Reading Progress</td>
</tr>
</tbody>
</table>

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

(3) Evidence of generally effective instruction: 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%).

School-wide: Delight Valley

Effectiveness of Instructional Support Levels Beginning of Year to Middle of Year

- 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%).
### Evidence of generally effective instruction: *Evelyn*

<table>
<thead>
<tr>
<th>Strong Evidence</th>
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<th>Skill Area/Benchmark Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>🥇</td>
<td></td>
<td>School is generally effective in improving outcomes</td>
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<td></td>
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<tr>
<td>🥇</td>
<td></td>
<td>Generally effective intensive support</td>
</tr>
<tr>
<td>🥇</td>
<td></td>
<td>Intervention group is generally effective for students with similar instructional needs</td>
</tr>
</tbody>
</table>

- 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:

1. **Severe low 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 basic early literacy skills,
3. when provided with **generally effective instruction**.

**Other indicators of risk** include:

1. Rapid Automatized Naming (RAN)
2. Spelling
Other indicators of risk

<table>
<thead>
<tr>
<th>Substantial Difficulty</th>
<th>Some Difficulty</th>
<th>Risk Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Rapid Automatized Naming</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spelling Difficulty</td>
</tr>
</tbody>
</table>

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
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

---

**Explicit Instruction Improves Outcomes**  
"How well I teach = How well they learn"  

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**#1 Fan Boy**
How well they learn = How well we taught

Example of Rewards targeting Multisyllabic Word Reading

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

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

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
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 3rd largest effect on student achievement out of 138 possible influences.

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.

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.

Reading is the point!
Acadience Resources

- Find assessment resources on the Acadience website
  acadiencelearning.org
- Want to get started?
  Contact Acadience customer service at
  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:

1. **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 …

<table>
<thead>
<tr>
<th>Evidence of severe difficulty</th>
<th>Evidence of some difficulty</th>
<th>No evidence of difficulty</th>
<th>Not applicable</th>
<th>Essential early literacy and reading skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Phonemic Awareness</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Phonics and Alphabetic Principle</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Word reading and decoding accuracy</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Fluent Reading</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Reading Comprehension</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Evidence of severe lack of adequate progress</th>
<th>Evidence of some lack of adequate progress</th>
<th>No evidence of lack of adequate progress</th>
<th>Not applicable</th>
<th>Lack of adequate progress in an essential early literacy and reading skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Phonemic Awareness</td>
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<tr>
<td>☐</td>
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<td>☐</td>
<td>Phonics and Alphabetic Principle</td>
</tr>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Reading Comprehension</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Strong evidence of generally effective instruction</th>
<th>Moderate evidence of generally effective instruction</th>
<th>No evidence of generally effective instruction</th>
<th>Not applicable</th>
<th>Generally effective instruction on essential early literacy and reading skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>School is generally effective in improving outcomes</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Classroom is generally effective in supporting adequate progress</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Generally effective core support</td>
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<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Intervention group is generally effective for students with similar instructional needs</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Evidence of substantial difficulty</th>
<th>Evidence of some difficulty</th>
<th>No evidence of difficulty</th>
<th>Not applicable</th>
<th>Risk indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Rapid Automatized Naming (RAN)</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Spelling</td>
</tr>
</tbody>
</table>

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