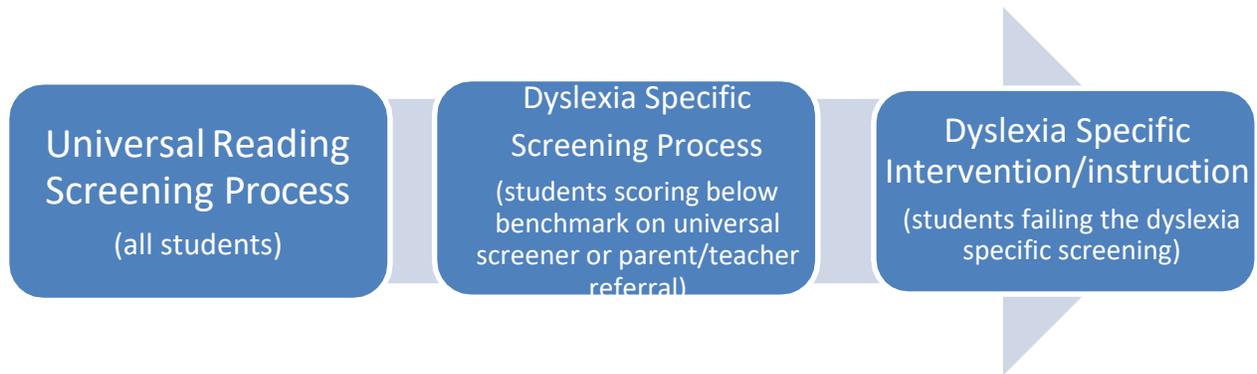


PST Guidelines Regarding Dyslexia Grades 1-12



IF	THEN
<p>Student scores below benchmark on universal reading screener (K-5th Easy CBM, 6th - 10th Scantron, 11th and 12th ACT) AND teacher observations including the <i>Dyslexia Teacher Observation Checklist</i> reflect a need for further assessment</p> <p>Use a desktop computer when administering Lexercise to prevent students from viewing errors during testing.</p> <p>*Administer Dyslexia screening Process in order listed. If student passes first 2 assessments, STOP. The student has passed because he or she must fail 3 of 4 to fail the screener.</p>	<p>Administer Dyslexia Specific Screening Process in order listed below. If student passes first 2 assessments, the student has passed because he or she must fail 3 of 4 to fail the screener. Grades 1-12:</p> <p>***For students in Grades 1-6, please send Parent Notification Letter prior to completing screening.</p> <p>Step 1- Accuracy On Grade Level Text (Use grade level benchmarks at the appropriate grade level)</p> <p>Step 2- Spelling Skills (Spell to Write and Read Assessment modified for SC Schools- attached)</p> <p>Step 3- Phonemic Decoding (Lexercise Free Dyslexia Test online- Z-Screener) http://www.lexercise.com/tests/dyslexia-test</p> <p>Step 4- Sight Word Reading (Lexercise Free Dyslexia Test online- San Diego Quick Assessment) http://www.lexercise.com/tests/dyslexia-test</p>
<p>Student fails 3 of 4 dyslexia specific screening assessments. He or she is identified as exhibiting characteristics of Dyslexia.</p>	<p>The PST will review all data including dyslexia specific screening data and determine *dyslexia specific intervention/accommodation needs. Data, dyslexia specific intervention plan and monthly progress reports will be shared with parents.</p>
<p>Student passes dyslexia specific screening by passing 2 or more of the dyslexia specific assessments. He or she is not identified as exhibiting characteristics of Dyslexia.</p>	<p>The PST will review all data and determine intervention needs. Data, intervention/accommodations plan and monthly progress reports will be shared with parents.</p>
<p>Student has a diagnosis of Dyslexia from an outside agency</p>	<p>The PST will review all data including dyslexia specific screening data from outside agency and determine *dyslexia specific intervention/accommodation needs. Data, dyslexia specific intervention plan and monthly progress reports will be shared with parents.</p>

***Dyslexia Specific Intervention** must be provided by a teacher that has completed training in the appropriate implementation of the evidence based, dyslexia specific intervention being provided. Examples of evidence based, dyslexia specific interventions used in our district are S.P.I.R.E, Orton Gillingham, MindPlay, IMSE and MSLE. Contact your administrator or program area specialist to locate a trained teacher in your school.

Grade Level Benchmarks for Universal Screeners

Grade Level	Percentile & Below	Assessment
K	Below 25 th Percentile/<1622	TBD
1 st	Below 20 th Percentile	Raz-Kids Passage
2 nd -5 th	Below 20 th Percentile	Easy CBM ORF
6 th	Below 25 th Percentile/<2584	Scantron-Rdg 5 th Grade
7 th	Below 25 th Percentile/<2669	Scantron-Rdg 6 th Grade
8 th	Below 25 th Percentile/<2745	Scantron-Rdg 7 th Grade
9 th	Below 25 th Percentile/<2819	Scantron-Rdg 8 th Grade
10 th	Below 25 th Percentile/<2822	Scantron-Rdg 9 th Grade
11 th	15 & Below	PreACT Reading-10 th Grade
12 th	15 & Below	ACT Reading 11 th Grade

Shelby County Spelling Screener for Beginning of 1st Grade

Administering Directions:

Ask students to number their paper from 1-10. Call out the first word. Have the students repeat the word. Read the sentence containing the word aloud. Have students write the word. Then go to the next word and repeat the process for all of the words.

- | | |
|---------|------------------------------------|
| 1. sip | I need a <u>si</u> p of water. |
| 2. fun | School is <u>fu</u> n. |
| 3. got | I <u>go</u> t to buy new shoes. |
| 4. van | My mom drives a <u>va</u> n. |
| 5. beg | My dog can <u>be</u> g. |
| 6. zap | Lightning can <u>za</u> p a tree. |
| 7. led | Beth <u>le</u> d the group to P.E. |
| 8. mud | I like to play in the <u>mu</u> d. |
| 9. rob | It is wrong to <u>ro</u> b. |
| 10. fit | My new clothes <u>fi</u> t. |

Scoring Directions:

Note: For beginning 1st Grade only, you are scoring for each specific **sound** spelled correctly. There are 30 sounds in the above 10 words.

*For Example: sip /s/ /i/ /p/ has three correct sounds
/s/ /k/ /p/ has only two correct sounds*

A student must have at least 18 out of 30 sounds correct to pass this assessment.

Shelby County Spelling Screener for Beginning of 2nd Grade

Administering Directions: Ask students to number their paper from 1-13. Call out the first word. Have the students repeat the word. Read the sentence containing the word aloud. Have students write the word. Then go to the next word and repeat the process for all of the words.

- | | |
|------------|------------------------------------|
| 1. zap | Lightning can <u>zap</u> a tree. |
| 2. led | Beth <u>led</u> the group to P.E. |
| 3. mud | I like to play in the <u>mud</u> . |
| 4. rob | It is wrong to <u>rob</u> . |
| 5. fit | My new clothes <u>fit</u> . |
| 6. clap | I <u>clap</u> my hands. |
| 7. shed | She <u>shed</u> a tear. |
| 8. frog | The frog jumped. |
| 9. path | Stay on the <u>path</u> |
| 10. fist | The baby made a <u>fist</u> . |
| 11. chug | I can <u>chug</u> my milk. |
| 12. thick | The milkshake is <u>thick</u> . |
| 13. splash | I can <u>splash</u> in a puddle. |

Scoring Directions: A student must have at least a 7 out of 13 correct to pass this assessment.

Diagnostic Spelling Scale for Grades 3-12 Modified for Shelby County Schools

Based on *Diagnostic Spelling Scale: Appendix B* © Wanda Sanseri

WHO → Administer this screener to students in grades 3-12 as part of Shelby County Schools dyslexia screener (as indicated by need).

HOW → Read these directions word for word: *“I will dictate each spelling word, read a sentence containing that word, and then say the word again. You may not be able to spell all the words correctly, but do your best. I cannot give you any hints. We are testing for what you already know, not teaching you at this time. If there are words that you have no idea how to spell, you may simply draw a line. Be sure to dot your I’s and cross your T’s.”*

Only administer the words indicated below for each grade level.

SCORE → Count the number of words that the student was able to correctly spell (including correct letter formation). Use the scale below to determine whether or not a student passed or failed this screener.

Grade Level	Words to administer	Number Correct to Pass Screener
3rd Grade	Number 1-15	9
4th Grade	Number 1-20	12
5th Grade	Number 10-25	10
6th Grade	Number 10-29	12
7th Grade	Number 10-32	14
8th Grade	Number 10-36	16
9th Grade	Number 10-40	19
10th Grade	Number 10-44	21
11th Grade	Number 10-48	23
12th Grade	Number 10-50	25

Diagnostic Spelling Test, Spell to Read and Write

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Modified for Shelby County Schools

Word	Sentence	Word	Sentence
1. go	I will <i>go</i> to the store.	26. employ	Dad's boss wanted to <i>employ</i> my brother.
2. last	The <i>last</i> person in line will shut the door.	27. connection	Is there a <i>connection</i> between the season and my allergy?
3. will	<i>Will</i> you help me please?	28. entertain	Jan will <i>entertain</i> our guest.
4. all	<i>All</i> of the clouds are stormy today.	29. publication	There will be a <i>publication</i> of the news.
5. over	The concert will be <i>over</i> soon.	30. treasure	Dan tried to dig for <i>treasure</i> .
6. hot	The <i>hot</i> sands burned my feet.	31. piece	He had a <i>piece</i> torn from his pants.
7. his	Tell Mike <i>his</i> papers are ready.	32. therefore	Debt creates bondage; <i>therefore</i> , I will not be in debt.
8. led	He <i>led</i> the way to the meeting.	33. official	The <i>official</i> report arrived today.
9. spent	She <i>spent</i> all her money.	34. concern	A kind person shows <i>concern</i> for others.
10. spring	<i>Spring</i> blossoms decorate the trees.	35. various	I enjoy cooking and <i>various</i> other activities.
11. card	Write your words on a 3x5 <i>card</i> .	36. relief	The rain came as a <i>relief</i> after the drought.
12. blue	The sky is painted <i>blue</i> .	37. foreign	A <i>foreign</i> student from Japan visited us.
13. mail	We wait for each day's <i>mail</i> delivery.	38. association	A wise man avoids <i>association</i> with trouble.
14. stamp	Do you have a <i>stamp</i> from Japan?	39. discussion	The <i>discussion</i> stimulated my thinking.
15. within	I will read <i>within</i> the time allowed.	40. career	Teaching is a satisfying <i>career</i> .
16. body	Exercising made my <i>body</i> ache.	41. athletic	<i>Athletic</i> training is useful in sports.
17. provide	Parents <i>provide</i> for their children.	42. disease	Germs cause <i>disease</i> .
18. born	I was <i>born</i> in June.	43. convenient	The store on the corner is <i>convenient</i> .
19. suffer	We often <i>suffer</i> for wrong choices.	44. familiar	The girl looked <i>familiar</i> .
20. rule	I know a spelling <i>rule</i> .	45. accommodate	This room can <i>accommodate</i> many people.
21. elect	We will <i>elect</i> a president..	46. parliament	<i>Parliament</i> was formed to restrain the king.
22. request	May I please <i>request</i> a favor?	47. acquaintance	Paul was only an <i>acquaintance</i> .
23. address	My mailing <i>address</i> will change.	48. physician	He went to the <i>physician</i> when he was ill.
24. nearly	I <i>nearly</i> dropped the flower vase.	49. appropriate	That song was not <i>appropriate</i> for school.
25. carried	The waves <i>carried</i> the bottle.	50. occurrence	A comet is an unusual <i>occurrence</i> .

DYSLEXIA SCREENING AND NEEDS ASSESSMENT PROFILE

Grades 1-12

Student: _____

Grade: _____

School: _____

Date of Screening: _____

Participants in Team Meeting: _____

Date of Team Meeting: _____

Date Results Shared with Parents: _____

Reason for Screening: Please indicate if student was identified through district Universal Screener or through parent referral.

Parent Referral: _____ Date of Referral: _____ Universal Screener: _____

<p>Universal Screener: K-5th Easy CBM 6th-10th- Scantron 11th-12th- ACT Reading</p>	<p style="text-align: center;">Score/Percentile Rank:</p> Easy CBM Score: ___ Percentile Rank: _____ Scantron Score: ___ Percentile Rank: _____ ACT Reading Score: ___ Percentile Rank: _____
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Tool	Pass	Fail
Accuracy on Grade Level Text (Easy CBM or Read Works Passage) \leq 92% failing		
Spelling Skills (Spell to Write & Read modified)		
Phonemic Decoding (Lexercise)		
Sight Word Reading (Lexercise)		

If the student's scores are in the "Failed" column for three of the four screening indicators, the student should be referred to the PST for determination of needed intervention services including dyslexia-specific intervention, accommodations, and assistive technology as appropriate.

Evidence-Based Dyslexia-Specific Intervention

Program	Beginning Date	# Days per week	Duration each day	Teacher administering intervention

Accommodations: _____

Assistive Technology: (Name/describe app or software needed)

Text to Speech/Speech to Text _____

Ebook Support _____

**Parent Notification for Dyslexia Screener
Grades 1-6**

Student: _____ **Grade:** 1 2 3 4 5 6

School: _____ **Date:** _____

Dear Parent,

Shelby County Schools provides a dyslexia screener for students who are exhibiting reading difficulties. This screener helps to identify difficulty with decoding, spelling and word recognition. Students who are identified through the screener as needing extra help will be provided a dyslexia specific intervention. This instruction is provided in the general education setting. The tools used for the short screener include a reading fluency passage, spelling assessment and online Lexercise screener.

If you would **not** wish to have your child screened at this time, please sign and return this form by the following date: _____ The form only has to be returned if you **do not want** your child screened. If you have any questions you may contact : _____ at the following number: _____.

_____ I do not give permission for my child to be screened for a dyslexia specific intervention at this time.

Parent Signature

Date