
Exploring The New Jersey Dyslexia Handbook: A Guide to Early Literacy Development & Reading Struggles

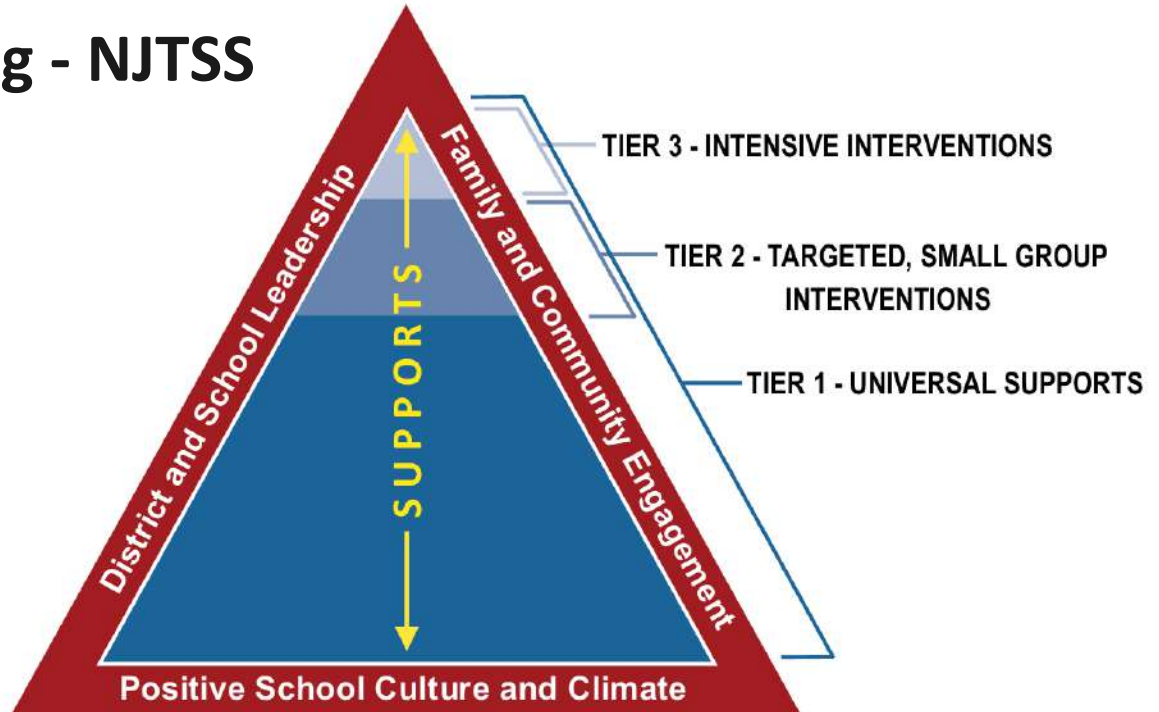
Session 2

The New Jersey Dyslexia Handbook
A Guide to Early Literacy Development & Reading Struggles



September 2017

Universal Screening - NJTSS





Universal Screening - NJTSS

- Screening for all K-3 students in the beginning, middle, and end of school year; regardless of student performance
- Identifies students at-risk for future reading failure and in need of Tier 2 or 3 interventions
- Provides information regarding the effectiveness of the Tier 1 core instruction
- Provides information on skill-specific needs relative to the 5 components of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension



Universal Screening

Family History of Reading Disorder or Dyslexia

Kindergarten:

Phonological Awareness
Rapid Automatic Naming
Sound-Letter Identification
Phonological Memory

First Grade:

Phonemic Awareness
Rapid Automatic Naming
Sound-Letter Identification
Phonological Memory
Oral Vocabulary
Word Recognition Fluency
Oral Reading Fluency (Middle of Year)

Second Grade:

Word Reading
Real and Nonsense Words
Oral Reading Fluency
Reading Comprehension

Activity:

Choosing Your Screening Tools

- Classification Accuracy
- Predictive Validity

⇒ **TOOL:** Selecting A Universal Screener

⇒ **TOOL:** NJTSS Screening Mapping and Analysis

⇒ **TOOL:** NJTSS Screening Action Plan

Selecting A Universal Screener

This rubric is designed to help educators evaluate universal screening tools for use within the NJTSS Framework. No single tool is sufficient for all of the data-based decisions that schools must make (e.g., universal screening, ongoing/benchmark assessment, diagnostic assessment, progress monitoring, accountability/program evaluation). Therefore, it is imperative for schools to consider the purpose of the universal screening tool and the evidence base.

Universal Screening Tool Name: _____ Publisher: _____

Directions: For each criterion on the rubric, evaluate the screening tool, citing evidence for each criterion. If the criteria are present, give it a score of 1. If the criteria are not present, give it a score of 0.

Criteria	Evidence in Assessment Tool	Criteria Present (1)	Criteria Not Present (0)
Screening Tool Quality	Valid		
	Good predictive validity		
	Good classification accuracy		
	Easy to administer and score		
	Standardized scoring rules		
	Valid and reliable		
Available in multiple equivalent forms			
Phonological Awareness			

Screening Mapping and Analysis

In the area of reading, several early literacy skills that can be rapidly assessed have been found through rigorous research to be important predictors of students' later reading performance. The skills that should be assessed for each student are shaded by the specific skills at each time of year at each grade for Kindergarten-Grade 3.

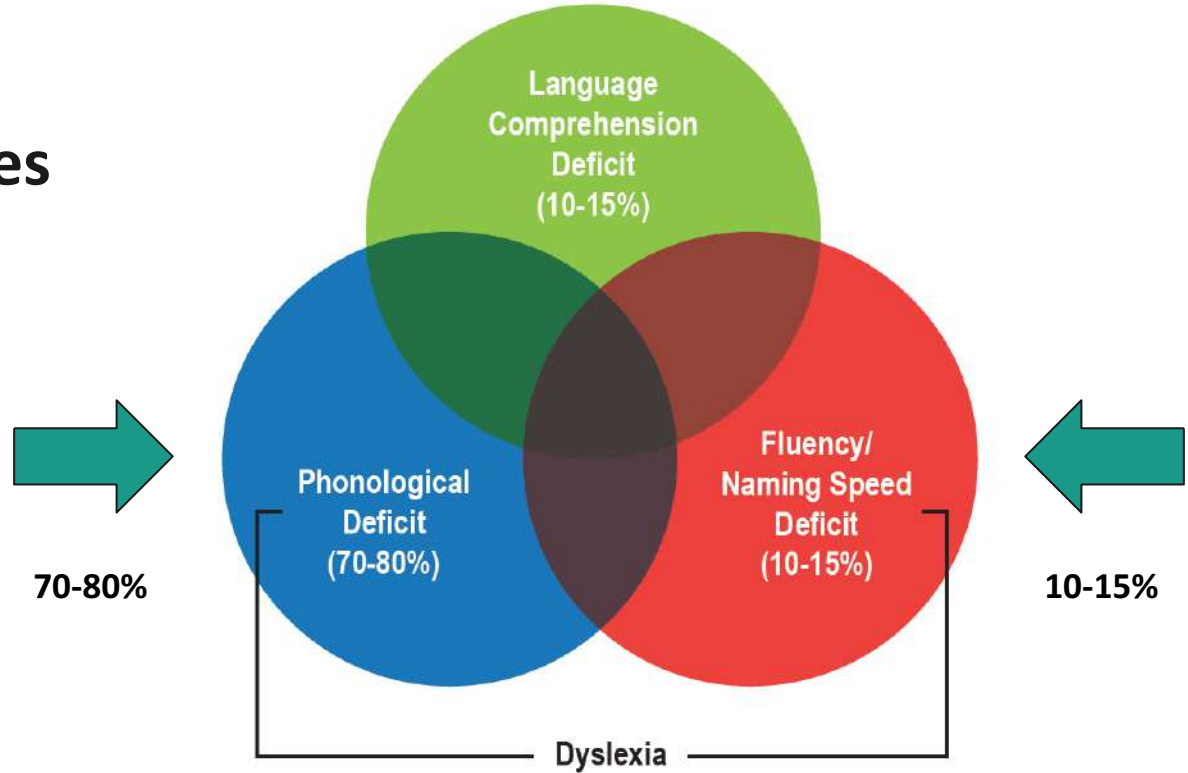
		Letter Naming Fluency	Phonological Awareness	Phonics	Oral Reading Fluency (rate and accuracy)	Comprehension (retell*)	ELL Language Proficiency**
K	Fall						
	Winter						
Grade 1	Fall						
	Winter						
Grade 2	Fall						
	Winter						
Grade 3	Fall						
	Winter						

*Some screening tools include a measure for knowledge of vocabulary words in context within comprehension.
**It is important to consider students for whom English is a second language; whether performance is a reflection of reading proficiency or language proficiencies.

NJ Department of Education - Selecting A Universal Screener
07/18/2015

Developmental Reading Disabilities

Subtypes of Reading Disability





Early Dyslexia Screening

Kindergarten through Grade 2:

- Universal screening data
- Continuum of phonological awareness skills
- More thorough look at word recognition skills including decoding and encoding (spelling) skills
- Oral reading fluency (accuracy and rate)
- Oral vocabulary skills compared to written vocabulary skills

Typical Age	Skill Domain
4	Recognize rhyme, alliteration
5	Recognize and produce rhyme, phoneme matching, count, pronounce, blend and segment syllables (NJSL.S.ELA-Literacy.RF.K2.A, NJSL.S.ELA-Literacy.RF.K3.A, NJSL.S.ELA-Literacy.RF.K2.B)
5.5	Onset-rime awareness, initial consonant isolation (NJSL.S.ELA-Literacy.RF.K2.C)
6	Phoneme blending, segmentation (simple) (NJSL.S.ELA-Literacy.RF.K2.D, NJSL.S.ELA-Literacy.RF.12.B)
6.5	Phoneme segmentation, blending, substitution (NJSL.S.ELA-Literacy.RF.K2.E, NJSL.S.ELA-Literacy.RF.12.B, NJSL.S.ELA-Literacy.RF.12.D)
7	Initial and final sound deletion
8	Deletion with blends
9	Longer and more complex deletion tasks (NJSL.S.ELA-Literacy.RF.12.B)



Dyslexia Screening

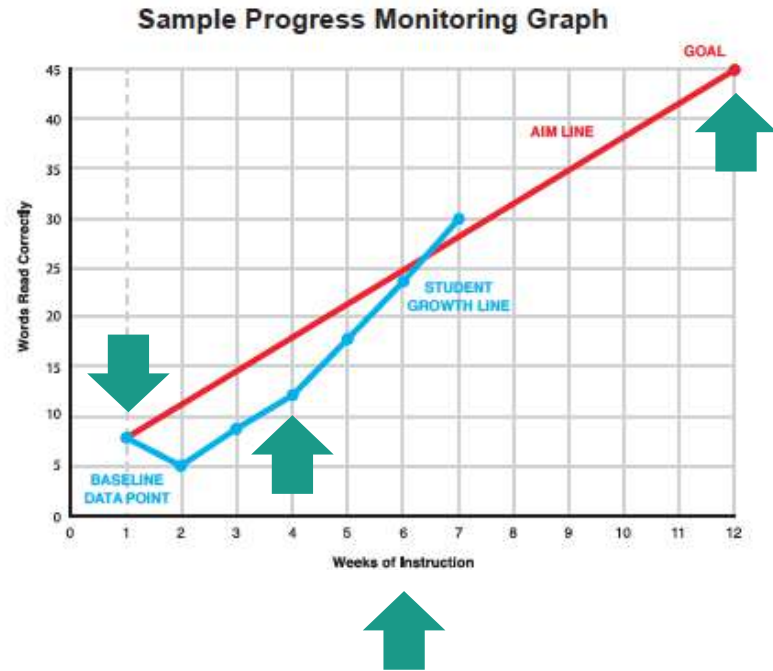
Third Grade and Beyond:

- Review of district benchmark and statewide assessments
- Oral reading fluency (accuracy and rate)
- Encoding (spelling) skills
- Listening comprehension skills compared to reading comprehension skills

Progress Monitoring

The student's response to intervention:

- Progress should be monitored frequently, at least monthly, but ideally weekly or biweekly (Fuchs & Fuchs, 2006)
- Should be monitored with age appropriate measures
- Should be measured in comparison to set goals, with scores plotted on a line graph, and data analyzed based on national norms when available



Thank You!

Reminder: Complete the activities included here and then tune in for Session 3

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