Students should be assessed on the following skills:
Reading Accuracy
Sight Word Efficiency
Phonemic Decoding Efficiency
Written Spelling

What assessment should I use for each skill?

Reading Accuracy
Use MASI-R Oral Reading Fluency Measures beginning on page 77 in Assessing Reading Multiple Measures: For All Educators Working to Improve Reading Achievement 2nd Edition.

Sight Word Efficiency
Use the San Diego Quick Assessment of Reading Ability beginning on page 68 in Assessing Reading Multiple Measures: For All Educators Working to Improve Reading Achievement 2nd Edition.

Phonemic Decoding Efficiency (Decoding Nonsense Words)
Use Core Phonics Survey beginning on page 45 in Assessing Reading Multiple Measures: For All Educators Working to Improve Reading Achievement 2nd Edition.

Written Spelling
Use Words Their Way Spelling Inventory in Assessing Reading Multiple Measures: For All Educators Working to Improve Reading Achievement 1st Edition. ***Included at the end of this document

What assessment do I administer first?
The Reading Accuracy assessment should be administered first. Choose a passage from the MASI-R Oral Reading Fluency Measures beginning on page 77 in Assessing Reading Multiple Measures: For All Educators Working to Improve Reading Achievement 2nd Edition. The passage should not be timed. However, the student should be allowed to read for at least one minute. ***Remember this is reading accuracy not reading rate. If the student reads with less than 92% accuracy, the dyslexia screener process should be continued with assessments for sight word efficiency, phonemic decoding efficiency and written spelling.
Dyslexia Screening Assessment  
Grades 1 – 12

What will be my next steps?
If the student reads with less than 92% accuracy, the dyslexia screener process should be continued with assessments for sight word efficiency, phonemic decoding efficiency and written spelling.

1. Administer the San Diego Quick Assessment of Reading Ability beginning on page 68 in Assessing Reading Multiple Measures: For All Educators Working to Improve Reading Achievement 2nd Edition. (This assessment measures sight word efficiency.)

2. Administer the Core Phonics Survey beginning on page 45 in Assessing Reading Multiple Measures: For All Educators Working to Improve Reading Achievement 2nd Edition. (This assessment measures phonemic decoding efficiency/decoding nonsense words)

Please use the table below to determine the parts that should be given.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade-12th Grade</td>
<td>Parts A - L</td>
<td>Parts A - L</td>
<td>Parts A - L</td>
</tr>
</tbody>
</table>

3. Administer the Words Their Way Spelling Inventory at the end of this document.

How do I score the assessments?
If the student scores intensive or frustration level on 3 of the 4 skills assessed the student should be referred to the PST team for determination of needed interventions included dyslexia specific interventions and accommodations.

The scoring guides in the book Reading Multiple Measures: For All Educators Working to Improve Reading Achievement 2nd Edition should be used to determine the level scored on the following assessments.

1. MASI-R Oral Reading Fluency Measures – page 77
2. San Diego Quick Assessment of Reading Ability- page 68
3. Core Phonics Survey – page 45
4. The scoring guide for each spelling assessment is located at the bottom of the spelling assessment.
# Tuscaloosa County School System

**DYSLEXIA SCREENING AND NEEDS ASSESSMENT PROFILE**

**Grades 1 - 12**

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date of Birth:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Date of Screening:</td>
<td></td>
</tr>
</tbody>
</table>

**Participants in Team Meeting:**

**Date of Team Meeting:**

**Date Results/Plan Shared with Parents:**

## Tool

<table>
<thead>
<tr>
<th>Skill Assessed</th>
<th>High Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intensive/Frustration Level</td>
</tr>
<tr>
<td></td>
<td>Moderate Risk</td>
</tr>
<tr>
<td></td>
<td>Low Risk</td>
</tr>
<tr>
<td></td>
<td>Benchmark/Independent Level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tool</th>
<th>Skill Assessed</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Diego Quick Assessment</td>
<td>Sight Word Efficiency</td>
<td></td>
</tr>
<tr>
<td>Core Phonics Inventory</td>
<td>Phonemic Decoding Efficiency</td>
<td></td>
</tr>
<tr>
<td>Word Their Way</td>
<td>Written Spelling</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level Passage</th>
<th>Skill Assessed</th>
<th>Frustration Reading Level &lt;92%</th>
<th>Instructional Reading Level 92 – 98%</th>
<th>Independent Reading Level 99- 100%</th>
</tr>
</thead>
</table>

If the student’s scores are in the High Risk or Frustration Level 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**

<table>
<thead>
<tr>
<th>Name of Intervention</th>
<th>Level</th>
<th>Schedule</th>
<th>Group Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dyslexia –Specific Intervention</td>
<td>S.P.I.R.E.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Accommodations:**

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

**Text to Speech:**

**Speech to Text:**

**Dyslexia-Specific Classroom Strategies (Tier 1 or Tier 2 supports)**
Students should be assessed on the following skills:
Letter Naming Fluency
Letter Sound Fluency
Phonemic Segmentation Fluency
Nonsense Word Fluency

What assessment should I use for each skill?
DIBELS Next

How do I score the assessments?
If the student scores intensive or frustration level on 3 of the 4 skills assessed the student should be referred to the PST team for determination of needed interventions included dyslexia specific interventions and accommodations.

DIBELS NEXT
Letter Naming Fluency – Use recommended goals
Letter Sound Fluency- Use Former Goals
Phonemic Segmentation Fluency Use Former Goals -
Nonsense Word Fluency- Use Former Goals
Tuscaloosa County School System
DYSLEXIA SCREENING AND NEEDS ASSESSMENT PROFILE
Kindergarten

Student: __________________________ Date of Birth: ________ Grade: ______
School: __________________________ Date of Screening: __________________

Participants in Team Meeting: __________________________________________
Date of Team Meeting: ________ Date Results/Plan Shared with Parents: ____________

Dyslexia-Specific Screening for students in kindergarten should not be conducted prior to December of the kindergarten year (winter benchmark).

<table>
<thead>
<tr>
<th>Tool</th>
<th>Skill Assessed</th>
<th>Well-Below Benchmark</th>
<th>Below Benchmark</th>
<th>At or Above Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIBELS</td>
<td>Letter Naming Fluency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIBELS</td>
<td>Letter Sound Fluency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIBELS</td>
<td>Phoneme Segmentation Fluency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIBELS</td>
<td>Nonsense Word Fluency</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If the student’s scores are well-below benchmark 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

<table>
<thead>
<tr>
<th>Name of Intervention</th>
<th>Level</th>
<th>Schedule</th>
<th>Group Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dyslexia-Specific Intervention</td>
<td>S.P.I.R.E.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Accommodations: __________________________________________

Assistive Technology: (Name/describe app, extension, or software needed)
Text to Speech: ___________________________________________

Speech to Text: ___________________________________________

Dyslexia-Specific Classroom Strategies (Tier 1 or Tier 2 supports) __________________________

____________________________________
Spelling Screener for 1st Grade

Administering Directions:
Ask students to number their paper from 1-9. 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 sip of water.  sip
2. fun  School is fun.  fun
3. got  I got to buy new shoes.  got
4. van  My mom drives a van.  van
5. beg  My dog can beg.  beg
6. zap  Lightning can zap a tree.  zap
7. led  Beth led the group to P.E.  led
8. mud  I like to play in the mud.  mud
9. rob  It is wrong to rob.  rob

Scoring Directions:

<table>
<thead>
<tr>
<th>Number Correct</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-9</td>
<td>Benchmark</td>
</tr>
<tr>
<td>4-6</td>
<td>Strategic</td>
</tr>
<tr>
<td>0-3</td>
<td>Intensive</td>
</tr>
</tbody>
</table>
Spelling Screener for 2nd Grade

Administering Directions:
Ask students to number their paper from 1-11. 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. bed  I hopped out of bed this morning.    bed
2. ship  The ship sailed around the island.    ship
3. drive  I learned to drive a car.        drive
4. bump  That is quite a bump you have on your head.  bump
5. when  When will you come back?     When
6. train  I rode the train to the next town.    train
7. closet  I put the clothes in the closet.    closet
8. chase  We can play run and chase with the cats.    chase
9. float  I can float on the water with my new raft.  float
10. beaches  The sandy beaches are crowded in the summer beaches
11. preparing  I am preparing for the big game. preparing

Scoring Directions:

<table>
<thead>
<tr>
<th>Number Correct</th>
<th>Level</th>
</tr>
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<tbody>
<tr>
<td>8-11</td>
<td>Benchmark</td>
</tr>
<tr>
<td>5--7</td>
<td>Strategic</td>
</tr>
<tr>
<td>0-4</td>
<td>Intensive</td>
</tr>
</tbody>
</table>
Spelling Screener for 3rd Grade

Administering Directions:
Ask students to number their paper from 1-12. 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. bed I hopped out of bed this morning. bed
2. ship The ship sailed around the island. ship
3. drive I learned to drive a car. drive
4. bump That is quite a bump you have on your head. bump
5. when When will you come back? When
6. train I rode the train to the next town. train
7. closet I put the clothes in the closet. closet
8. chase We can play run and chase with the cats. chase
9. float I can float on the water with my new raft. float
10. beaches The sandy beaches are crowded in the summer. beaches
11. preparing I am preparing for the big game. preparing
12. popping We are popping popcorn to eat at the movies. popping

Scoring Directions:

<table>
<thead>
<tr>
<th>Number Correct</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>Benchmark</td>
</tr>
<tr>
<td>5-8</td>
<td>Strategic</td>
</tr>
<tr>
<td>0-4</td>
<td>Intensive</td>
</tr>
</tbody>
</table>
Spelling Screener for 4th Grade

Administering Directions:
Ask students to number their paper from 1-15. 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. bed  I hopped out of bed this morning.  bed
2. ship  The ship sailed around the island. ship
3. drive  I learned to drive a car. drive
4. bump  That is quite a bump you have on your head. bump
5. when  When will you come back? when
6. train  I rode the train to the next town. train
7. closet  I put the clothes in the closet. closet
8. chase  We can play run and chase with the cats. chase
9. float  I can float on the water with my new raft. float
10. beaches  The sandy beaches are crowded in the summer. beaches
11. preparing  I am preparing for the big game. preparing
12. popping  We are popping popcorn to eat at the movies. popping
13. cattle  The cowboy rounded up the cattle. cattle
14. caught  I caught the ball. caught
15. inspection  The soldiers polished their shoes for inspection. inspection

Scoring Directions:

<table>
<thead>
<tr>
<th>Number Correct</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-15</td>
<td>Benchmark</td>
</tr>
<tr>
<td>7-10</td>
<td>Strategic</td>
</tr>
<tr>
<td>0-6</td>
<td>Intensive</td>
</tr>
</tbody>
</table>
Spelling Screener for 5th Grade

Administering Directions:
Ask students to number their paper from 1-18. 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. bed I hopped out of bed this morning.    bed
2. ship The ship sailed around the island.    ship
3. drive I learned to drive a car.    drive
4. bump That is quite a bump you have on your head.    bump
5. when When will you come back?    when
6. train I rode the train to the next town.    train
7. closet I put the clothes in the closet.    closet
8. chase We can play run and chase with the cats.    chase
9. float I can float on the water with my new raft.    float
10. beaches The sandy beaches are crowded in the summer.    beaches
11. preparing I am preparing for the big game.    preparing
12. popping We are popping popcorn to eat at the movies.    popping
13. cattle The cowboy rounded up the cattle.    cattle
14. caught I caught the ball.    caught
15. inspection The soldiers polished their shoes for inspection.    inspection
16. puncture I had a puncture in my bicycle tire.    puncture
17. cellar I went down to the cellar for a can of paint.    cellar
18. pleasure It was a pleasure to listen to the choir sing.    pleasure

Scoring Directions:

<table>
<thead>
<tr>
<th>Number Correct</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-18</td>
<td>Benchmark</td>
</tr>
<tr>
<td>8-13</td>
<td>Strategic</td>
</tr>
<tr>
<td>0-7</td>
<td>Intensive</td>
</tr>
</tbody>
</table>
Spelling Screener for 6th Grade

Administering Directions:
Ask students to number their paper from 1-20. 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. confident I am confident that we can win the game.
2. civilize They had the idea that they could civilize the forest people.
3. flexible She was so flexible that she could cross her legs behind her head.
4. opposition the coach said the opposition would give us a tough game.
5. emphasize In conclusion, I want to emphasize the most important points.
6. confusion There was confusion when there was a power failure.
7. pleasure It was our pleasure to have you come over.
8. resident Mr. Squires has been a resident of this town for over forty years.
9. puncture Joan saw the puncture in her bicycle tire.
10. confidence I have confidence in Donna.
11. fortunate We were fortunate to have gotten back safely.
12. decorator The decorator helped me choose furniture for my living room.
13. opposition The coach said the opposition would give us a tough game.
14. prosperity During this period of prosperity, our income increased dramatically.
15. succession He fired several shots in rapid succession.
16. emphasize In conclusion, I want to emphasize the most important points.
17. correspond President Obama must correspond with many people each day.
18. commotion The audience heard the commotion backstage.
19. propellant The booster rocket is fueled by a liquid propellant.
20. hilarious John thought the comedian was absolutely hilarious.

Scoring Directions:
Scoring Directions:

<table>
<thead>
<tr>
<th>Number Correct</th>
<th>Level</th>
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<tbody>
<tr>
<td>15-20</td>
<td>Benchmark</td>
</tr>
<tr>
<td>9-14</td>
<td>Strategic</td>
</tr>
<tr>
<td>0-8</td>
<td>Intensive</td>
</tr>
</tbody>
</table>
Spelling Screener for 7th Grade

Administering Directions:
Ask students to number their paper from 1-22. 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. confusion  There was confusion when there was a power failure.
2. pleasure  It was our pleasure to have you come over.
3. resident  Mr. Squires has been a resident of this town for over forty years.
4. puncture  Joan saw the puncture in her bicycle tire.
5. confidence  I have confidence in Donna.
6. fortunate  We were fortunate to have gotten back safely.
7. decorator  The decorator helped me choose furniture for my living room.
8. opposition  The coach said the opposition would give us a tough game.
9. prosperity  During this period of prosperity, our income increased dramatically.
10. succession  He fired several shots in rapid succession.
11. emphasize  In conclusion, I want to emphasize the most important points.
12. correspond  President Obama must correspond with many people each day.
13. commotion  The audience heard the commotion backstage.
14. propellant  The booster rocket is fueled by a liquid propellant.
15. hilarious  John thought the comedian was absolutely hilarious.
16. criticize  The boss will criticize you for your work.
17. indictment  The attorney general made the indictment based on the grand jury’s findings.
18. reversible  Terry wears a reversible coat in the winter.
19. category  I will put the bottles in one category and the cans in another.
20. adjourn  The meeting will adjourn at five o’clock.
21. excerpt  I am going to read one excerpt from this chapter.
22. camouflage  The soldier wore camouflage to avoid detection.

Scoring Directions:

<table>
<thead>
<tr>
<th>Number Correct</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-22</td>
<td>Benchmark</td>
</tr>
<tr>
<td>10-16</td>
<td>Strategic</td>
</tr>
<tr>
<td>0-9</td>
<td>Intensive</td>
</tr>
</tbody>
</table>
Administering Directions:
Ask students to number their paper from 1-22. 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. confusion  There was confusion when there was a power failure.
2. pleasure  It was our pleasure to have you come over.
3. resident  Mr. Squires has been a resident of this town for over forty years.
4. puncture  Joan saw the puncture in her bicycle tire.
5. confidence  I have confidence in Donna.
6. fortunate  We were fortunate to have gotten back safely.
7. decorator  The decorator helped me choose furniture for my living room.
8. opposition  The coach said the opposition would give us a tough game.
9. prosperity  During this period of prosperity, our income increased dramatically.
10. succession  He fired several shots in rapid succession.
11. emphasize  In conclusion, I want to emphasize the most important points.
12. correspond  President Obama must correspond with many people each day.
13. commotion  The audience heard the commotion backstage.
14. propellant  The booster rocket is fueled by a liquid propellant.
15. hilarious  John thought the comedian was absolutely hilarious.
16. criticize  The boss will criticize you for you work.
17. indictment  The attorney general made the indictment based on the grand jury’s findings.
18. reversible  Terry wears a reversible coat in the winter.
19. category  I will put the bottles in one category and the cans in another.
20. adjourn  The meeting will adjourn at five o’clock.
21. excerpt  I am going to read one excerpt from this chapter.
22. camouflage  The soldier wore camouflage to avoid detection.

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>17-22</td>
<td>Benchmark</td>
</tr>
<tr>
<td>10-16</td>
<td>Strategic</td>
</tr>
<tr>
<td>0-9</td>
<td>Intensive</td>
</tr>
</tbody>
</table>
**Spelling Screener for 9th – 12th Grade**

**Administering Directions:**
Ask students to number their paper from 1-24. 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. confusion There was **confusion** when there was a power failure.
2. pleasure It was our **pleasure** to have you come over.
3. resident Mr. Squires has been a **resident** of this town for over forty years.
4. puncture Joan saw the **puncture** in her bicycle tire.
5. confidence I have **confidence** in Donna.
6. fortunate We were **fortunate** to have gotten back safely.
7. decorator The **decorator** helped me choose furniture for my living room.
8. opposition The coach said the **opposition** would give us a tough game.
9. prosperity During this period of **prosperity**, our income increased dramatically.
10. succession He fired several shots in rapid **succession**.
11. emphasize In conclusion, I want to **emphasize** the most important points.
12. correspond President Obama must **correspond** with many people each day.
13. commotion The audience heard the **commotion** backstage.
14. propellant The booster rocket is fueled by a liquid **propellant**.
15. hilarious John thought the comedian was absolutely **hilarious**.
16. criticize The boss will **criticize** you for your work.
17. indictment The attorney general made the **indictment** based on the grand jury’s findings.
18. reversible Terry wears a **reversible** coat in the winter.
19. category I will put the bottles in one **category** and the cans in another.
20. adjourn The meeting will **adjourn** at five o’clock.
21. excerpt I am going to read one **excerpt** from this chapter.
22. camouflage The soldier wore **camouflage** to avoid detection.
23. civilize They had the idea that they could **civilize** the forest people.
24. inspection The soldiers polished their shoes for **inspection**.

**Scoring Directions:**

<table>
<thead>
<tr>
<th>Number Correct</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-24</td>
<td>Benchmark</td>
</tr>
<tr>
<td>12-17</td>
<td>Strategic</td>
</tr>
<tr>
<td>0-11</td>
<td>Intensive</td>
</tr>
</tbody>
</table>