

Screeners for Literacy Skills Associated with Dyslexia



Washington Office of Superintendent of
PUBLIC INSTRUCTION

A decision making guide to help schools and districts fulfill the newly required literacy screening

Getting Started



Guiding Questions

- What do you already have in place?
- What is your assessment administrative capacity?
- Which combination of assessments would be most beneficial for your students?
- What is your current capacity to include additional assessments?
- What is your budget?

Did You know...

For early implementation you can use LAP funds for one of these recommended screeners. You can request a demo from the screener contact.

What are the Skills Being Screened?

Phonemic Awareness

The ability to hear, identify, move or change the smallest units of sound in spoken words.

Phonological Awareness

Encompasses speech sounds, such as rhyming, alliteration, the number of words in a sentence, & the syllables within words.

Letter-Sound Knowledge

The sounds represented by letters of the alphabet & combinations of letters that make speech sounds.

Rapid Automated Naming Skills

The ability to quickly name aloud a series of familiar items, including letters, numbers, colors, & objects found in a classroom.

What is Included in the Legislation?

What is Dyslexia?

For Washington State, dyslexia means a specific learning disorder that is neurological in origin and that is characterized by unexpected difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities that are not consistent with the person's intelligence, motivation, and sensory capabilities.

Which Students Must Be Screened?

All students in grades K-2, starting in the 2021-22 school year.

What is Required to be Screened?

Rapid Automated Naming Skills (RAN), Phonemic Awareness, Phonological Awareness, and Letter-Sound Knowledge.

More Resources

OSPI Dyslexia Resource Page:

www.tinyurl.com/ospidyslexia

Assessment Usage and Guidelines:

www.tinyurl.com/ospidyslexiascreener

Other Early Learning from OSPI:

www.tinyurl.com/ospiearlylearning

How were these screening tools selected, & other FAQs:

www.tinyurl.com/ospidyslexiafaq

Who is on the Dyslexia Advisory Council:

www.tinyurl.com/ospidyslexiacouncil

For all other questions, contact: Dyslexia@k12.wa.us

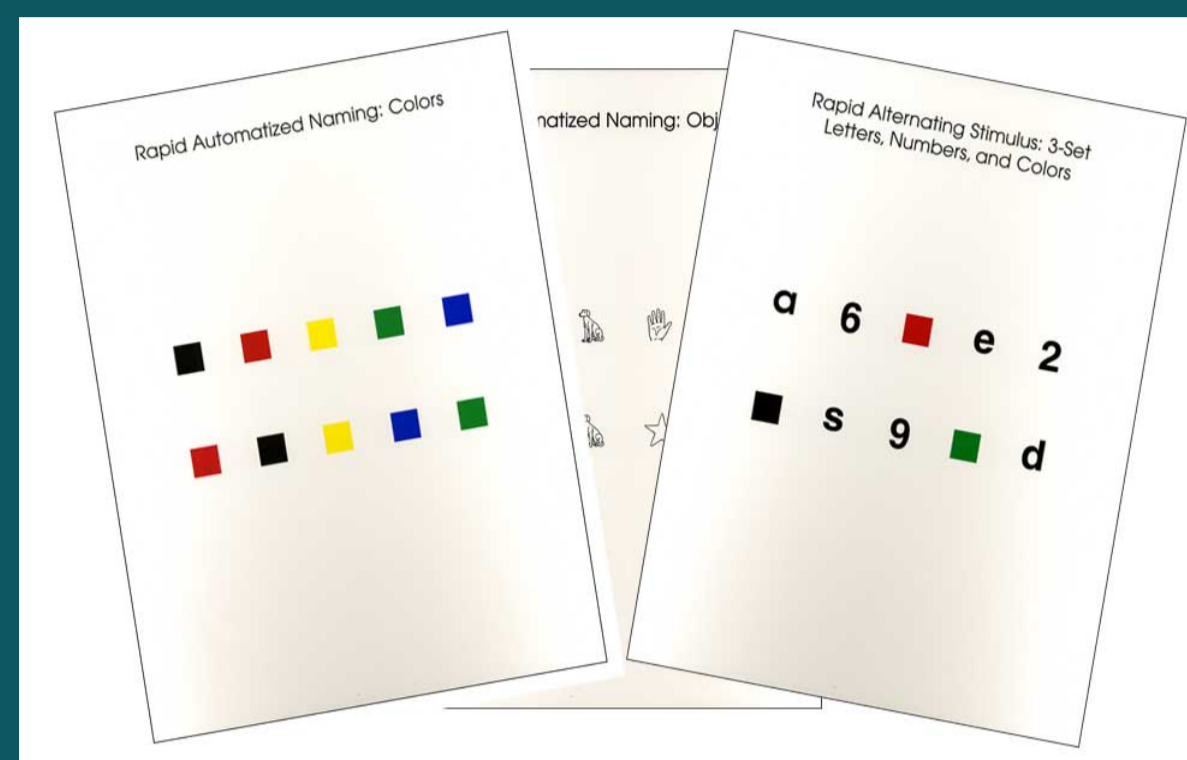
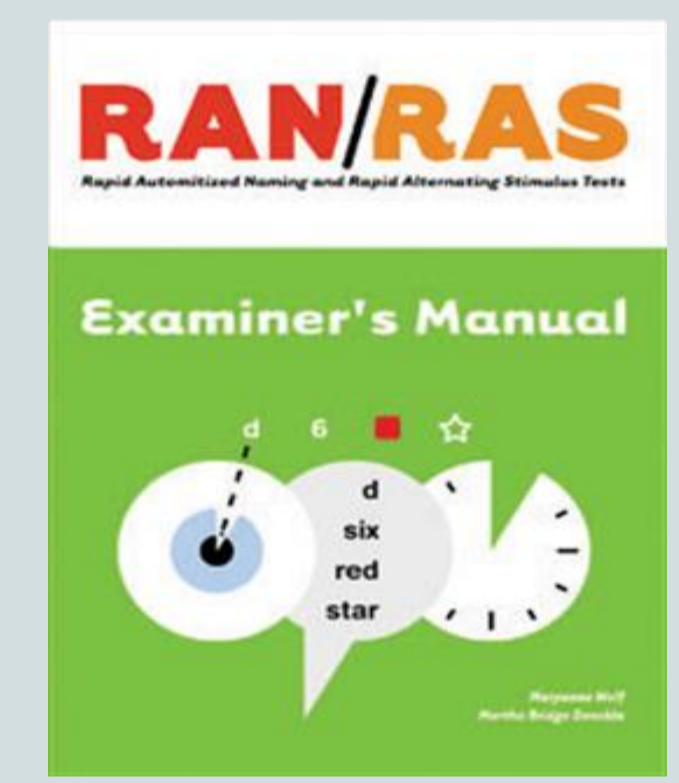
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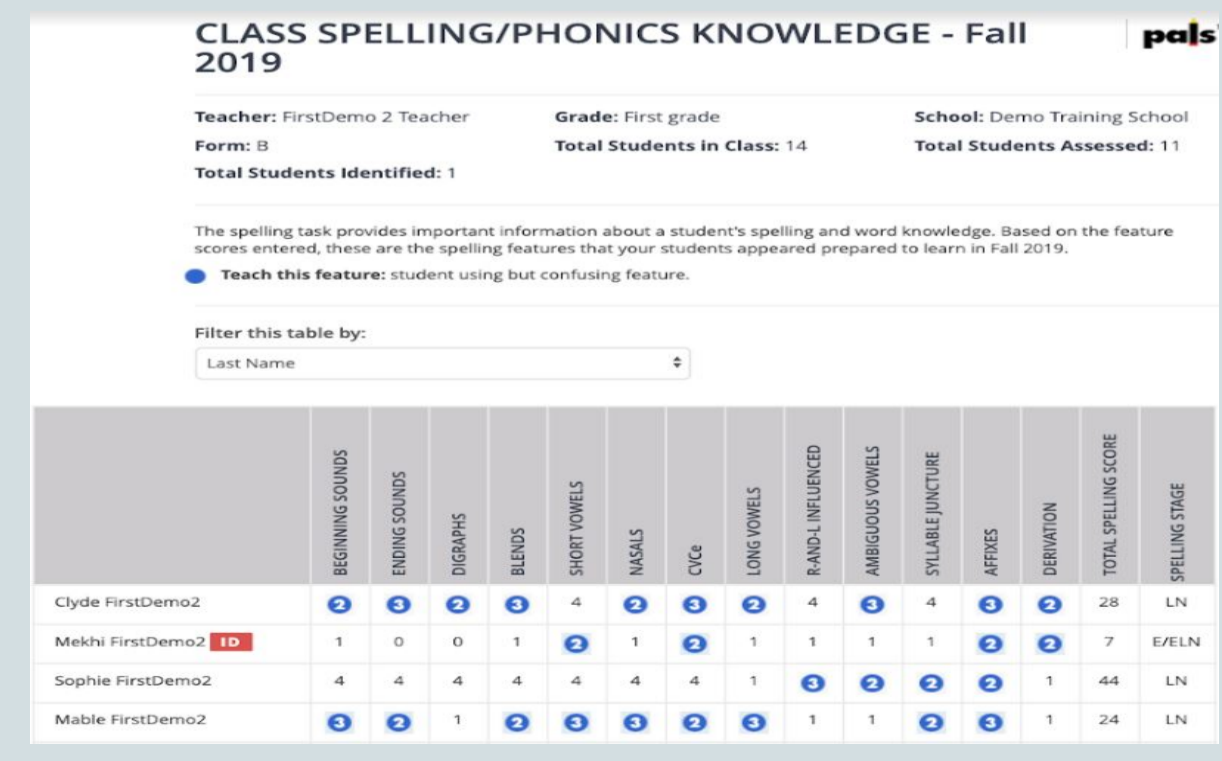
	Skills Assessed	Time to Assess Per Student	Modality	Initial Cost of Assessment	Cost of Professional Development
Gander	- Rapid Automated Naming (RAN)*	5 mins	Paper	\$\$ \$165 + 10% Shipping per set**	

GanderPublishing.com **Contact:**ganderpublishing.com/content/contact-us.asp

* RAN is a stand alone tool and should be purchased in addition to one of the tools below. This is not a skill to be pre-taught or remediated. ** Set includes: Examiner's Manual, 50 Examiner Record Forms, 1 set of 5 Card Packs

	Literacy Skills Assessed	Time to Assess Per Student	Modality	Initial Cost of Assessment	Cost of Professional Development
PALS by Illuminate	- Phonemic - Phonological - Letter-Sound	30 mins	Computer	\$\$-\$\$\$ \$162 - \$212 per class***	\$750/one 3 hour webinar \$1,200/three 2 hour webinars \$2,800/one day on site training

IlluminateEd.com **Contact:**dbuzard@illuminateed.com

*** Per class is an average of 25 students

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<h2>Renaissance</h2>	<h3>Literacy Skills Assessed</h3> <ul style="list-style-type: none"> - Phonemic - Phonological - Letter-Sound 	<h3>Time to Assess Per Student</h3> <p>5 mins</p>	<h3>Modality</h3> <p>Computer</p>	<h3>Initial Cost of Assessment</h3> <p>\$\$</p> <p>\$149 per class*</p>	<h3>Cost of Professional Development</h3> <p>\$2,900 per day for up to 30 (additional PD)</p>																																																																																								
<h3>Sub-Domain and Skill Set Scores</h3> <p>Ranging from 0-100, these scores estimate Marisa's percent of mastery on skills in each Star Early Literacy subdomain at a kindergarten level.</p> <table border="1"> <thead> <tr> <th>Sub-Domain</th> <th>Score</th> <th>Skill Set</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Alphabetic Principle</td> <td>93</td> <td>Phonics (continued)</td> <td>67</td> </tr> <tr> <td>Alphabetic Knowledge</td> <td>94</td> <td>Sound-Symbol Correspondence: Vowels</td> <td>63</td> </tr> <tr> <td>Alphabetic Sequence</td> <td>69</td> <td>Word Families/Rhyming</td> <td>67</td> </tr> <tr> <td>Letter Sounds</td> <td>88</td> <td>Consonant Blends (PH)</td> <td>69</td> </tr> <tr> <td>Print Concepts: Word Length</td> <td>93</td> <td>Consonant Digraphs</td> <td>67</td> </tr> <tr> <td>Print Concepts: Word Borders</td> <td>79</td> <td>Variant Vowel Sounds</td> <td>63</td> </tr> <tr> <td>Print Concepts: Letters and Words</td> <td>94</td> <td>Other Vowel Sounds</td> <td>66</td> </tr> <tr> <td>Print Concepts: Common Signs and Symbols</td> <td>91</td> <td>Word Building</td> <td>65</td> </tr> <tr> <td>Visual Discrimination</td> <td>93</td> <td>Structural Analysis</td> <td>60</td> </tr> <tr> <td>Letters</td> <td>95</td> <td>Words with Affixes</td> <td>68</td> </tr> <tr> <td>Identification and Word Matching</td> <td>84</td> <td>Syllabification</td> <td>66</td> </tr> <tr> <td>Phonemic Awareness</td> <td>68</td> <td>Compound Words</td> <td>54</td> </tr> <tr> <td>Rhyming and Word Families</td> <td>81</td> <td>Contractions</td> <td>65</td> </tr> <tr> <td>Blending Word Parts</td> <td>81</td> <td>Vocabulary</td> <td>68</td> </tr> <tr> <td>Blending Phonemes</td> <td>62</td> <td>Word Facility</td> <td>79</td> </tr> <tr> <td>Initial and Final Phonemes</td> <td>67</td> <td>Synonyms</td> <td>58</td> </tr> <tr> <td>Consonant Blends (PH)</td> <td>57</td> <td>Antonyms</td> <td>60</td> </tr> <tr> <td>Medial Phoneme Discrimination</td> <td>56</td> <td>Sentence-Level Comprehension</td> <td>63</td> </tr> <tr> <td>Phoneme Segmentation</td> <td>65</td> <td>Comprehension at the Sentence Level</td> <td>63</td> </tr> <tr> <td>Phoneme Isolation/Manipulation</td> <td>63</td> <td>Paragraph-Level Comprehension</td> <td>58</td> </tr> <tr> <td></td> <td></td> <td>Comprehension of Paragraphs</td> <td>58</td> </tr> </tbody> </table>						Sub-Domain	Score	Skill Set	Score	Alphabetic Principle	93	Phonics (continued)	67	Alphabetic Knowledge	94	Sound-Symbol Correspondence: Vowels	63	Alphabetic Sequence	69	Word Families/Rhyming	67	Letter Sounds	88	Consonant Blends (PH)	69	Print Concepts: Word Length	93	Consonant Digraphs	67	Print Concepts: Word Borders	79	Variant Vowel Sounds	63	Print Concepts: Letters and Words	94	Other Vowel Sounds	66	Print Concepts: Common Signs and Symbols	91	Word Building	65	Visual Discrimination	93	Structural Analysis	60	Letters	95	Words with Affixes	68	Identification and Word Matching	84	Syllabification	66	Phonemic Awareness	68	Compound Words	54	Rhyming and Word Families	81	Contractions	65	Blending Word Parts	81	Vocabulary	68	Blending Phonemes	62	Word Facility	79	Initial and Final Phonemes	67	Synonyms	58	Consonant Blends (PH)	57	Antonyms	60	Medial Phoneme Discrimination	56	Sentence-Level Comprehension	63	Phoneme Segmentation	65	Comprehension at the Sentence Level	63	Phoneme Isolation/Manipulation	63	Paragraph-Level Comprehension	58			Comprehension of Paragraphs	58
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<p>Renaissance.com/washington/ Contact: nicki.rickaby@renaissance.com</p>																																																																																													

<h2>University of Oregon DIBELS 8th Edition</h2>	<h3>Literacy Skills Assessed</h3> <ul style="list-style-type: none"> - Phonemic - Phonological - Letter-Sound 	<h3>Time to Assess Per Student</h3> <p>5 mins</p>	<h3>Modality</h3> <p>Paper</p>	<h3>Initial Cost of Assessment</h3> <p>\$</p> <p>\$125 per class*</p>	<h3>Cost of Professional Development</h3> <p>\$40 - \$49 per license/educator for yearlong online training</p>	
<p>Dibels.uoregon.edu/assessment/dibels/dibels-eighthedition Contact: support@dibels.uoregon.edu</p>						




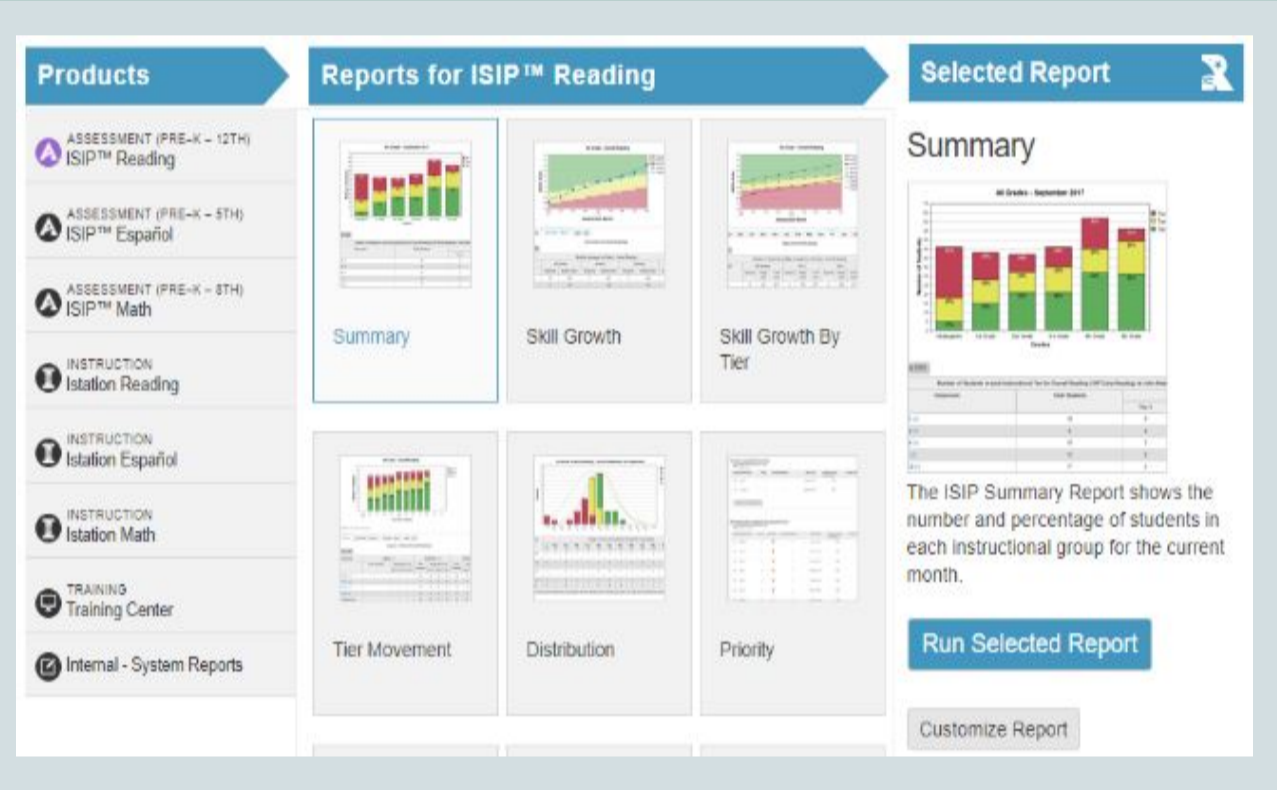
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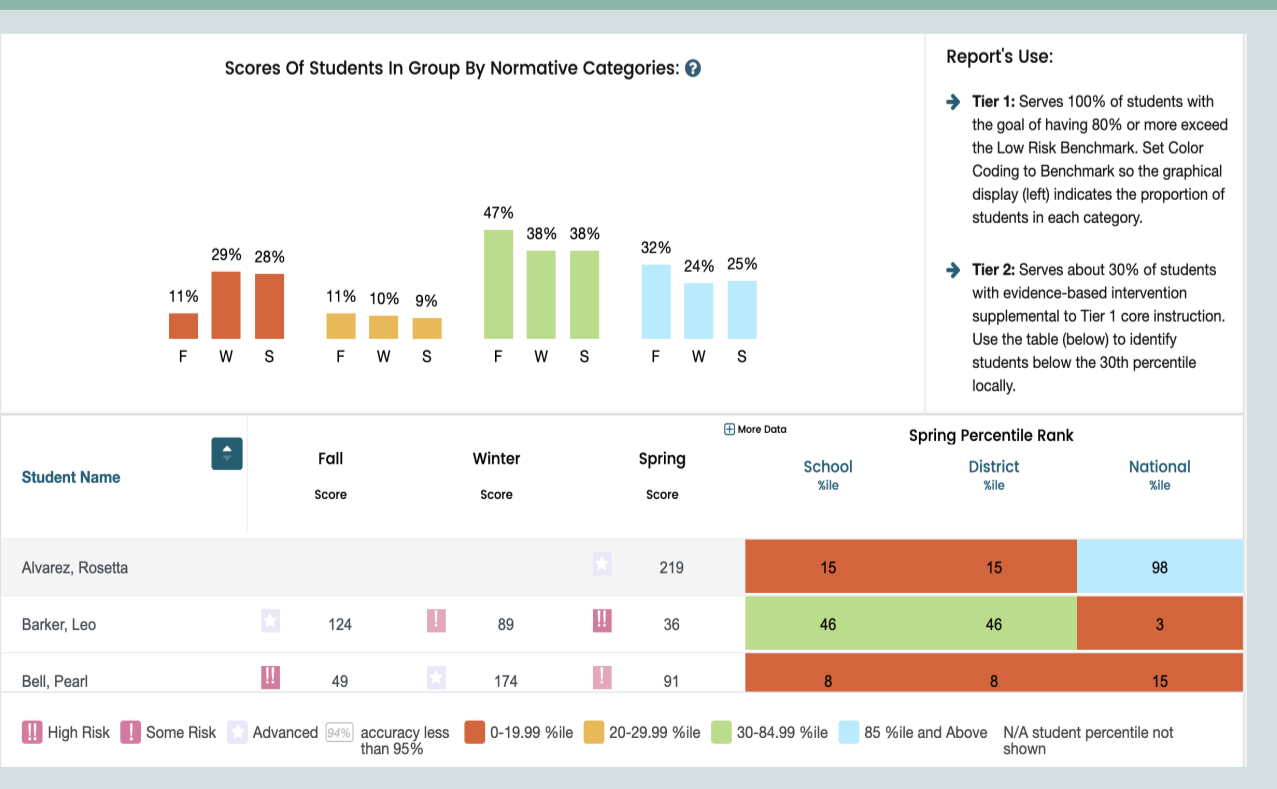
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I-Station	<ul style="list-style-type: none"> - Phonemic - Phonological - Letter-Sound 	 15 mins	 Computer	\$\$ \$148 per class*	\$2,800 per trainer, per visit \$550 Webinar	
Istation.com			Contact: csanders@istation.com			

	Literacy Skills Assessed	Time to Assess Per Student	Modality	Initial Cost of Assessment	Cost of Professional Development	
Fastbridge Learning	<ul style="list-style-type: none"> - Phonemic - Phonological - Letter-Sound 	 60 mins	 Computer	\$\$\$ \$187 per class*	\$6,000/day for 2 day in person \$1,000/district for online	
Fastbridge.com			Contact: aserrano@illuminateed.com			

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i-Ready	<ul style="list-style-type: none"> - Phonemic - Phonological - Letter-Sound 	<p>Average 25-35 mins</p>	<p>Computer</p>	<p>\$- \$\$</p> <p>\$4.80- \$6.00 per student*</p>	<p>\$1500 - \$2000 per session, depending on the number purchased</p>
<p>CurriculumAssociates.com/WashingtonEarlyScreening</p>					<p>Contact: CShier@cainc.com</p>

	Literacy Skills Assessed	Time to Assess Per Student	Modality	Initial Cost of Assessment	Cost of Professional Development
Acadience Reading K-6	<ul style="list-style-type: none"> - Phonemic - Phonological - Letter-Sound 	<p>3-8 mins</p>	<p>Paper</p>	<p>\$</p> <p>\$134 per class*</p>	<p>\$1500 per webinar - \$5,000/day for 2 day in person</p>
<p>voyagersopris.com/</p>					<p>Contact: marc.chambers@voyageropris.com</p>

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<p>MAP Reading Fluency</p>	<ul style="list-style-type: none"> - Phonemic - Phonological - Letter-Sound 	<p>20 mins*</p>	<p>Computer</p>	<p>\$</p> <p>\$6 per student</p>	<p>\$500 - \$3,500 depending on modality, up to 30 participants</p>	
<p>nwea.org/map-reading-fluency/ Contact: scott.griego@nwea.org</p>						

*20 minutes per class

	Literacy Skills Assessed	Time to Assess Per Student	Modality	Initial Cost of Assessment	Cost of Professional Development	
<p>Amira</p>	<ul style="list-style-type: none"> - Phonemic - Phonological - Letter-Sound 	<p>10 mins</p>	<p>Computer</p>	<p>\$\$\$</p> <p>\$9 per student</p> <p>\$144/per class**</p>	<p>2hr live "Getting Started" included with purchase. \$4200 for online coaching includes 8-30min. sessions for up to 5 participants</p>	
<p>hnhco.com/programs/amira Contact: janet.bales@hnhco.com</p>						

** Per class is an average of 25 students ♦This vendor offers a RAN/RAS assessment, which can be configured for all four criteria, but it is not yet recommended by the Dyslexia Advisory Council. The assessment from Gander Publishing is currently the only recommended RAN/RAS.


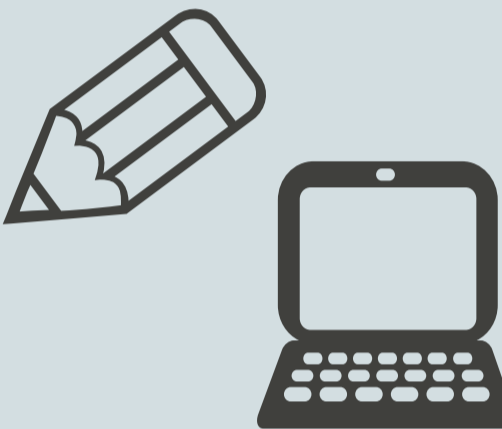
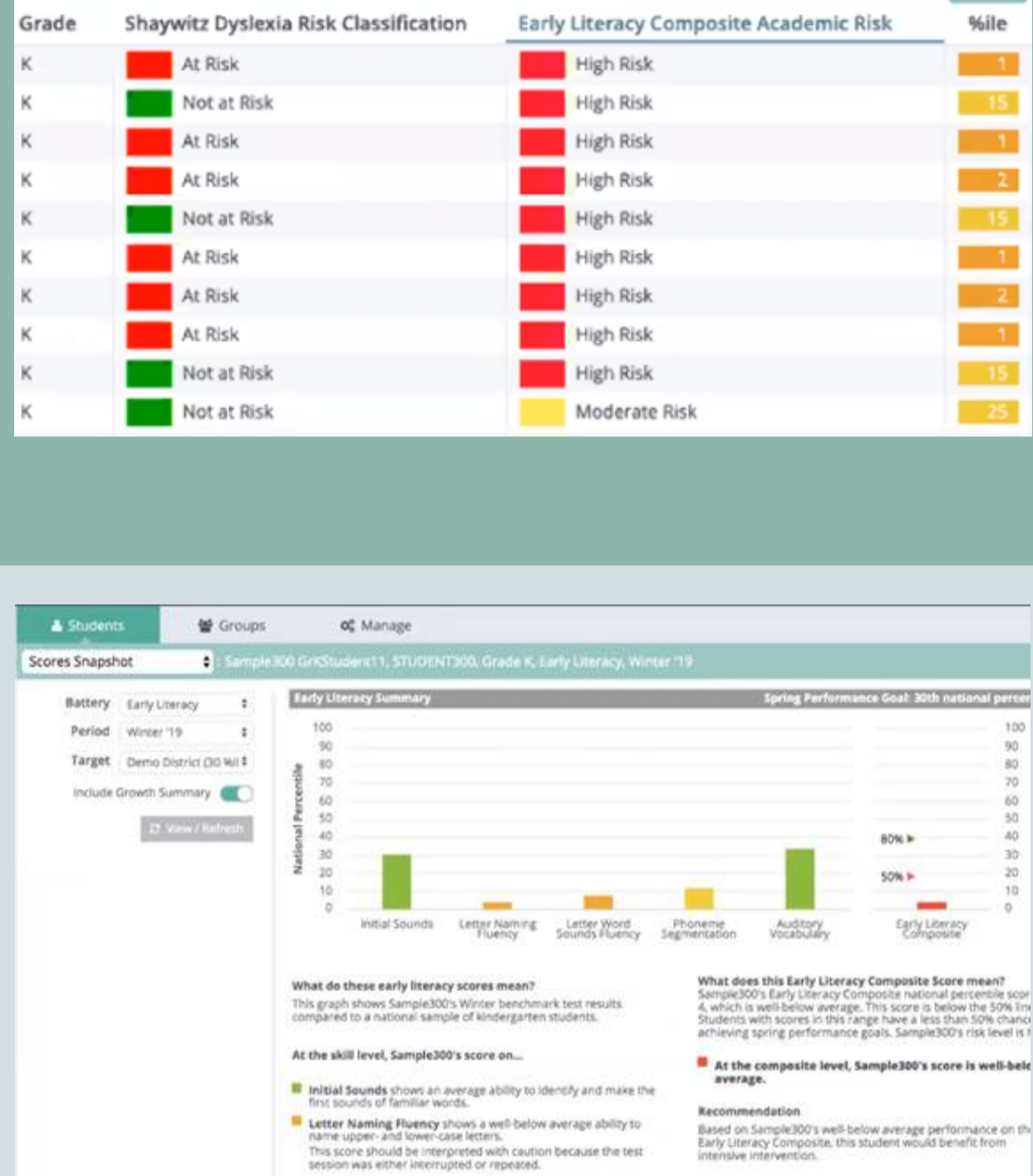


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<p>aimswebPlus</p>	<ul style="list-style-type: none"> - Phonemic - Phonological - Letter-Sound 	 <p>15-30 mins</p>	 <p>Paper & Computer</p>	<p>\$\$</p> <p>\$187 per class*</p>	<p>\$199 - \$5000 support packages</p> 

<https://www.pearsonassessments.com/content/school/global/clinical/us/en/campaign/aimswebplus-washington.html>

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Contact: Anise.Flowers@Pearson.com

	Literacy Skills Assessed	Time to Assess Per Student	Modality	Initial Cost of Assessment	Cost of Professional Development
<p>mCLASS</p>	<ul style="list-style-type: none"> - Phonemic - Phonological - Letter-Sound 		 <p>Computer</p>		

amplify.com/programs/mclass/

Contact: pmomsen@amplify.com

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