

Frequently Asked Questions: Dyslexia Screening and Interventions

WHO/WHAT SHOULD BE SCREENED? BY WHOM? WHEN?

Which students must be screened according to E2SSB 6162?

All students in grades K-2, starting in school year 2021-22. Receipt of additional support and supplemental services does not remove the requirement for screening of each student.

If a K-2 student is new to the school district, should the student be screened?

Yes, all K-2 students should be administered a literacy screening that indicates typical literacy development or weaknesses associated with dyslexia.

When should students in grades K-2 be screened?

See the [Recommended Grade Band and Literacy Skills Timeline Matrix](#)

What literacy skills are being screened in grades K-2? *

The OSPI and the Dyslexia Advisory Council have recommended literacy screening tools assess the following skills, as required by statute:

- *Phonemic Awareness*: the ability to hear, identify, move, or change the sounds of the smallest units of sound in spoken words.
- *Phonological Awareness*: this awareness encompasses speech sounds, such as rhyming, alliteration, the number of words in a sentence, and the syllables within words.
- *Letter Sound Knowledge*: the sounds represented by the letters of the alphabet. (This also includes combinations of letters that represent speech sounds.)
- *Rapid Automated Naming*: the ability to quickly name aloud a series of familiar items. This includes letters, numbers, colors, and objects found in a classroom. *Please note the skills assessed during this assessment cannot be pre-taught or remediated.

When and how often should schools administer the Rapid Automated Naming Assessment?

All kindergarten and first grade students should be administered the Rapid Automated Naming Assessment (RAN) in January of kindergarten and the first-grade year.

If a student enrolls in the school after the January assessment window, the student should be administered the RAN within 4 weeks of their enrollment to the school or at the next assessment window.



Who should administer the literacy screening assessment?

The Dyslexia Advisory Council recommends that the certificated classroom teacher of record administer the literacy screening tool to inform classroom instruction and potential interventions.

Should students who are acquiring English Language, be screened in English*?

The Dyslexia Advisory Council on February 22, 2021, endorsed the recommendations of the Dual Language Steering and Bilingual Education Advisory Committees to use the WIDA English Language Development assessments and proficiency levels to determine when an English learner will be administered the literacy screener in English. [Screening Guidance for Multilingual English Learners](#)

OTHER CONCERNS ABOUT SCREENING TOOLS AND SUPPORT

Are the recommended literacy screening tools culturally responsive?

To the best of their ability, based on the information provided by vendors, the Dyslexia Advisory Council selected literacy screening tools that were piloted with diverse student groups and demonstrated valid and reliable outcomes for all students.

How can students in grades 3 and above be supported?

The Dyslexia Advisory Council's recommendations for supporting students in grades 3 and above are listed here. [Grade 3 and Above – Best Practices](#)

How is the Dyslexia Advisory Council supporting implementation of Early Screening of Dyslexia?

During the 2019-20 school year, the Dyslexia Advisory Council developed and OSPI released resources to support families, educators, and districts. During 2021-22, the DAC will review school district implementation of screenings and their use of multitiered systems of support and report to OSPI with updates on recommendations for best practices. [DAC Screening Tools and Best Practices](#)

Will there be professional learning about Dyslexia in the coming year?

Yes, OSPI is currently offering free online professional learning for educators and administrators. The professional learning will be available through Spring 2022. More details can be found by searching for "dyslexia" and "explicit" in [PD Enroller](#).

MULTIPLE SCREENERS, CHOICES, AND OTHER INFORMATION

Why didn't the Dyslexia Advisory Council select a Dyslexia screener?

An individual must be evaluated for dyslexia. The Dyslexia Advisory Council recommended Literacy Screening Tools are to be administered to "indicate typical literacy development and or weaknesses associated with dyslexia."

If my district selects a different literacy screening tool than those on the recommended list, how can I verify it meets the expectations of the statute?

[RCW 28a.320.260](#) requires the following criteria: Satisfy developmental and academic criteria that indicate typical literacy development or dyslexia, considering typical child neurotypical development, including:

- Validity and reliability
- Identify areas of weakness highly predictive of future reading challenges, including:
 - phonological awareness, phonemic awareness, and letter sound knowledge
 - rapid naming of letters, numbers, colors, and objects

Will there be cut scores for the Dyslexia Advisory Council Recommended Literacy Screening Tools?

No, the Dyslexia Advisory Council is deferring to the cut scores of each vendor's recommended literacy screening tool.

Can my district use a different literacy screening tool than those recommended by the Dyslexia Advisory Council? *

Yes. Please review the LAP funding for more information related to selecting an alternative assessment that meets the expectations of the law.

*LAP base funds may not be used to purchase an alternative screening tool.

What is the name for the selected Literacy Screening Tools?

See [Crosswalk for Screening Tools](#).

FUNDING OF SCREENING TOOLS

What funding is available to meet the K-2 screening and intervention law?

In accordance with [LAP Emergency Rules](#), LAP base funds may be used for the following activities related to K-2 screening and intervention:

- Screening: Purchasing a screening tool recommended by the Dyslexia Advisory Council

- Funding professional learning related to administering the recommended screening tool with integrity
- Intervention: Purchasing an evidence-based, multisensory literacy intervention curriculum
- Funding professional learning related to delivering the multisensory literacy intervention curriculum with integrity
- Funding supplemental supports for students who are not meeting academic standards in basic skill areas, such as literacy

LAP high poverty funds, which stay with the school that generated them, may not be used to meet the K-2 screening and intervention requirements of [RCW 28A.320.260](#).

If my LEA uses LAP base funds to meet the K-2 screening and intervention requirements, do we have to complete the LAP End-of-Year Report in EDS?

Yes. If LEAs use LAP base funds to meet K-2 screening and intervention requirements, the amount spent should be reported in the base section of the Expenditures Tab. LEAs should create a sub-code for funds associated with these costs.

Moreover, LEAs should submit individual student data (assessment, enrollment, growth, types of supports) for students who are provided LAP-funded supplemental support throughout the school year.

If LEAs use LAP base funds to pay for professional development related to administering a recommended screener or multisensory intervention curriculum, they should report this in the Professional Development section of the Services Tab.

Is it allowable to purchase a literacy screening tool each year or multiple times over the next five years?

OSPI recommends that districts use the same literacy screening tool for multiple years to successfully implement the new tool and ensure educator understanding.

Districts that elect to purchase a new tool every year will not be provided additional funds through LAP or other programs.

SCHOOL AND DISTRICT REPORTING

What scores need to be collected to aid interventions? How often should they be used for formative assessment?

[RCW 28A.300.700\(b\)](#) requirements include, "Identify indicators and areas of weakness that are highly predictive of future reading difficulty, including phonological awareness, phonemic awareness, rapid naming skills, letter sound knowledge..." The [Recommended Grade Band and](#)

[Literacy Skills Timeline Matrix](#) shows fall, January, early spring, and late spring as suggested times to assess for student progression on these skills.

What scores need to be collected for end of the year reporting?

Districts should track the literacy screening for students in grades K-2 in their Student Information System (SIS). Additionally, districts will need to report these data to CEDARS in the 2021-22 school year. Student Services File (V) in the [CEDARS Data Manual](#) outlines what districts must report. For additional assistance, please contact your District CEDARS Administrator.

EVALUATIONS, INTERVENTIONS, AND COMMUNICATIONS

Who evaluates students for Specific Learning Disabilities (SLD), including dyslexia?

Evaluations for special education eligibility under the Individuals with Disabilities Education Act (IDEA) is coordinated through a special education referral with the school administrator, student support team, or district special education program.

Do students with dyslexia automatically receive an Individualized Education Program (IEP)?

No, the literacy screening tool identifies if there is a risk for reading difficulty and potential need for intervention. The [OSPI Special Education Page](#) addresses the requirements and activities necessary for a student to be eligible under IDEA and receive an IEP.

Should the certificated classroom teacher of record tell a parent or family member their student has dyslexia?

No.

The literacy screening tools are assessing the following skills: phonemic awareness, phonological awareness, letter sound knowledge, and rapid automatized naming. The screener results may show weaknesses associated with dyslexia.

Therefore, the certificated classroom teacher of record should work together with the student support team or district special education program to determine if further assessments and or interventions are needed to ensure successful outcomes for the student.

What resources are available to implement Multi-Tiered Systems of Support (MTSS)?

See the resources available on the OSP web page: [OSPI K-12 Multi-tiered System of Supports](#) and the National Center for Intensive Intervention (NCII): [National Center for Intensive Interventions @ AIR](#)

What is the protocol for screening K-2 students who are home-schooled or attend a private school?

Private-school and full-time home-schooled students are exempt from K-2 screening. If a request is made by the family and/or school, the district may decide to include private-school and full-time home-schooled students in their K-2 screening. Students who are enrolled (both part-time and full-time) in the district should be included in K-2 screening. However, their families can refuse participation like they can for summative state testing.

What information can be shared with parents and families about the process?

Parents/guardians should become aware of the four components that, when weak, often show correlation with dyslexia. Distributing the fact sheet—[Screening Information for Parents/Families](#)--can help schools/districts with this communication.

The actual intervention referral comes from the MTSS Team, and this information is meant to include parents/guardians in the process. The information is on page 6 of the [Implementation Guide](#).