

Reading Sufficiency Act: Dyslexia Screening Assessment Recommendations

Oklahoma State Board of Education
June 24, 2021



OKLAHOMA
Education



Reading Sufficiency Act: Legislative Requirements

Beginning the 2022-2023 school year and for each school year thereafter, any student enrolled in kindergarten, first, second or third grade in a public school in this state who is assessed through the Reading Sufficiency Act pursuant to [Section 1210.508C of Title 70](#) of the Oklahoma Statutes and who is not meeting grade-level targets in reading after the beginning-of-the-year assessment shall be screened for dyslexia. Screening also may be requested for a student by his or her parent or guardian, teacher, counselor, speech-language pathologist or school psychologist.

70 O.S. § 1210.520 (A)

Defining a Dyslexia Screening Assessment

A screening is a process that helps to identify students who are ***at risk*** for not meeting grade-level learning goals. The Dyslexia Screening Assessment is not intended to diagnose dyslexia.

Screening assessments should be brief, easy to administer, valid and reliable, as well as timely and informative.

National Center on Improving Literacy (2019)

Dyslexia Screener: Background

- In 2020, HB 2804 passed requiring students who are performing below grade-level targets on the universal screening assessment at the beginning of the year to participate in a screening assessment to identify the risk for dyslexia.
- This statute requests that the Oklahoma State Board of Education approve a list of screening assessments for this purpose by July 2021.

Dyslexia Screening Assessment Review Team

- The screening review team consisted of twenty-one educational professionals from across the state
- Members of the screening review team included:

Classroom Teachers	Reading Specialists
Special Education Teachers	Curriculum Coordinators
Principals	School Psychologists
Speech-Language Pathologists	Special Education Directors
- Fourteen school districts were represented

Dyslexia Screening Assessment Review Process

1. Established baseline criteria for the selection of dyslexia screening assessments
2. Selection of screening review team and provision of training to ensure common understanding of reliability and validity of assessments
3. Receipt of nine submissions for review
4. Consensus was achieved by the screening review team for the final recommendations of screening assessments for consideration by the State Board of Education

Criteria for Dyslexia Screening Assessment

Components of the dyslexia screening assessment identified in the statute:

- Phonological awareness
- Advanced phonemic awareness
- Sound symbol recognition
- Alphabet knowledge
- Decoding skills
- Encoding skills
- Rapid naming
- Developmental language

Criteria for Dyslexia Screening Assessment - 2

To ensure quality assessments meet the needs of Oklahoma districts, ten categories were identified for the scoring guide for dyslexia screening assessments.

- Purpose of Screener
- Evidence of Reliability
- Evidence of Validity
- Required Skills Assessed
- Administration Requirements
- Accommodations Identified
- Data Management
- Family Resources
- Support for Administration
- Professional Development

Recommended Dyslexia Screening Assessments

1. Acadience Learning, Inc.	Acadience*	RSA companion
2. Amplify	mCLASS® DIBLES 8 th Edition*	RSA companion
3. Houghton Mifflin Harcourt	Amira	Recommended
4. Illuminate	FastBridge*	RSA companion
5. Imagination Station	Istation*	RSA companion
6. NWEA	MAP Reading Fluency™	RSA companion
7. Renaissance	Star CBM	RSA companion

**Screening tool recommended but will require the use of the Phonological Awareness Screening Test (PAST) in tandem.*

Timeline

- **2021-2022**

Districts will have the opportunity review and choose a Dyslexia Screening Assessment to work in concert with the Universal Screener.

- **2022-2023**

Dyslexia screening initial implementation year

Implementation Support

- Support districts in developing an implementation plan.
- Create and update documents that provide guidance to districts.
- Ensure OSDE staff are educated on the effective implementation of approved screening assessments in order to provide support to districts.



Oklahoma State Department of Education Guidance for Dyslexia Screening

Background

In accordance with [70 O.S. § 1210.520](#), beginning the 2022-2023 school year and for each school year thereafter, any student enrolled in kindergarten, first, second or third grade in a public school in this state who is assessed through the Reading Sufficiency Act pursuant to [Section 1210.508C of Title 70](#) of the Oklahoma Statutes and who is not meeting grade-level targets in reading after the beginning-of-the-year assessment shall be screened for dyslexia. The dyslexia screener is administered to identify risk for dyslexia.

The dyslexia screening of students shall be performed with fidelity and include without



Oklahoma State Department of Education Information on the Characteristics of Dyslexia for Families

Universal Reading and Dyslexia Screening

Identification of students at risk for reading difficulties is critical to developing an appropriate instructional plan.

- The universal reading screening is a brief assessment given to all students to identify students at risk for not meeting grade-level reading standards.
- Oklahoma students who do not meet the beginning-of-the-year benchmark in Kindergarten, First Grade, Second Grade, and Third Grade on the universal screener will be administered a dyslexia screener to gauge potential risk factors for dyslexia in accordance with [70 O.S. § 1210.520](#).

Dyslexia Defined

Dyslexia refers to a learning disability that affects reading. Dyslexia is not due to a problem with vision but rather a problem within language. <https://dyslexiaida.org/ida-dyslexia-handbook/>

The [Oklahoma Dyslexia Handbook](#) states that “Dyslexia affects reading at the single word level, reading fluency and rate, and spelling. In turn, these weaknesses cause difficulties with reading comprehension and written expression. Other abilities that do not require reading, such as general intelligence, reasoning, oral language, mathematics, and knowledge, are often unimpaired. In other words, the reading and spelling difficulties are often unexpected in relation to the person’s other abilities.” (Mather & Wendling, 2014).

Risk Factors for Dyslexia

Students who ultimately may be identified with dyslexia may have difficulties with speech sounds, acquiring vocabulary, and/or learning the rules of language. Other risk factors include:

- History of language delay
- Family history of reading difficulty or learning disorders
- Difficulty with verbal memory
- Difficulty with rapid naming

General Education Classroom Interventions

ness;

ach Local Education Agency (LEA) in accordance with the
oard of Education pursuant to subsection B of this section and
including policies and information developed relating to
n students for characteristics of dyslexia. Screening also may
is or her parent or guardian, teacher, counselor, speech-
ychologist.

g the screener should be trained in the screening tool(s)
oard of Education’s approved dyslexia screening list. Data
ion; therefore, it is beneficial for classroom teachers to
nd progress monitoring.

District Reporting Requirements

Beginning June 30, 2023, and for each year thereafter, school districts shall provide the following data to the State Department of Education:

1. The number of students by grade level in grades K-3rd who were screened;
2. The number of students who were newly identified as having characteristics of dyslexia;
3. The process or tools used to evaluate student progress;
4. The number of trained school system personnel or licensed professionals used to administer the qualified dyslexia screening tool;
5. The number of students who were participating in interventions *within* the school setting and the number of students participating in interventions *outside* the school setting; and
6. The programs used by districts for intervention within the school setting.