DYSLEXIA REFERRAL CHECKLIST MANUAL
FIRST GRADE

WHAT IS DYSLEXIA?

a. There are numerous definitions of dyslexia. However, most of the definitions include references to difficulty learning to read and spell. The Texas Education Code (TEC) §38.003 defines dyslexia as....

- "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity. "Related disorders" include disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

b. The International Dyslexia Association (2002) describes dyslexia in the following way....

- Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

While broad definitions like those included above can be used to help parents understand dyslexia, educators in Texas are required to follow laws and guidelines around dyslexia screening and intervention.

WHAT ARE THE REQUIREMENTS FOR IDENTIFYING STUDENTS WITH DYSLEXIA IN TEXAS?

Federal Law	State Law	State Implementation
Rehabilitation Act of 1973, Section 504 as amended in 2008 (Section 504), the Americans with Disabilities Amendments Act and the Individuals with Disabilities Education Act (IDEA).	HB 1886 Texas Administrative Code §74.28 Texas Education Code §38.003(a) - screened for dyslexia at the end of the school year of each student in kindergarten and each student in the first grade.	Dyslexia Handbook Adopted 2018. This update implements statutory requirements added by 85th Texas Legislature

The above referenced Dyslexia Handbook does an excellent job of summarizing the characteristics of dyslexia.

a. Students identified as having dyslexia typically experience primary difficulties in phonological awareness, including phonemic awareness and manipulation, single word reading, reading fluency, and spelling. Consequences may include difficulties in reading comprehension and/or written expression. These difficulties in phonological awareness are unexpected for the student's age and educational level and are not primarily the result of language difference factors. Additionally, there is often a family history of similar difficulties.

b. Reading/Spelling characteristics of dyslexia:

- Difficulty reading words in isolation

- Difficulty accurately decoding unfamiliar words

- Difficulty with oral reading (slow, inaccurate, or labored without prosody) • Difficulty spelling

c. Reading/Spelling characteristics are most often associated with the following:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)

- Learning the names of letters and their associated sounds

- Holding information about sounds and words in memory (phonological memory)

- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

d. Consequences of dyslexia might include

- Variable difficulty with aspects of reading comprehension

- Variable difficulty with aspects of written language

- Limited vocabulary growth due to reduced reading experiences

e. In early elementary school (i.e., kindergarten and first grade), characteristics of dyslexia might include the following:

- Difficulty breaking words into smaller parts, or syllables (e.g., "baseball" can be pulled apart into "base" "ball" or "napkin" can be pulled apart into "nap" "kin")

- Difficulty identifying and manipulating sounds in syllables (e.g., "man" sounded out as /m/ /ă/ /n/)

- Difficulty remembering the names of letters and recalling their corresponding sounds

- Difficulty decoding single words (reading single words in isolation)

- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., "sed" for "said")

(Note: Please remember that students with dyslexia display differences in the degree of impairment across these characteristics and may not exhibit all of the characteristics included)

a. Changes to the state laws/education code.

- In the last legislative session, the State Board of Education (SBOE) introduced amended rules in the Texas Administrative Code (TAC) §74.28, Students with Dyslexia and Related Disorders.

b. The change in rules speaks primarily to the evaluation and identification of a student with dyslexia or related disorders. In addition, the new rule includes guidelines for screening for Kindergarten and First Grade students.

c. Essentially, the new rules specify that children need to be screened for dyslexia.

d. Screening is defined as a universal measure administered to all students by qualified personnel to determine which students are at risk for dyslexia or reading difficulties and/or a related disorder. Screening is not a formal evaluation.

- TEC §38.003(a) requires students to be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. Screening must occur at the end of the school year of each student in kindergarten and each student in the first grade.

e. Regardless of the primary language of the student, instruments used to screen for dyslexia and other reading difficulties must address the skills in Figure 2.2 of the Dyslexia Handbook, which include:

- Phonological Awareness

- Phonemic Awareness

- Sound-Symbol Recognition

- Letter Knowledge

- Decoding Skills

- Spelling

- Reading Rate

- Reading Accuracy

- Listening Comprehension

f. While the selected screening instrument will be expected to measure each of the skills identified above, it is important that individuals who administer the screening instrument document student behaviors observed during the administration of the instrument. A list

of behaviors that may be observed during the administration of the screening and which should be documented are included in Figure 2.3 of the Dyslexia Handbook:

- Lack of automaticity

- Difficulty sounding out words left to right

- Guessing

- Self-Correcting

- Inability to focus on reading

- Avoidance behavior

(Note: These student behaviors might look quite different in children who are in kindergarten, first, or second grade. For instance, first and second grade students might lack automaticity in terms of reading a list of words, while a kindergarten student might struggle with automaticity in relation to naming letters and/or letter sounds.)

RESOURCES TO ENSURE COMPLIANCE:
The Children's Learning Institute (CLI) and Texas Education Agency's (TEA) Response.

a. Through a collaborative research effort funded through the Department of Education, CLI and TEA partnered to develop the Texas Kindergarten Entry Assessment (TX-KEA). TX-KEA was originally designed to be a one-time comprehensive screener to be used at the BOY. However, with funding from The Brown Foundation, TX-KEA now includes ongoing Kindergarten progress monitoring for three time points (BOY, MOY, EOY).

b. While not specifically designed to be a dyslexia screener, CPM First Grade subtests evaluate many of skills considered to be important for early reading (e.g., Vocabulary, Decoding, Rapid Word Reading, and Spelling). Therefore, CPM First Grade subtests can certainly provide educators with information surrounding whether or not children are likely to be struggling readers.

c. In addition to subtests contained with the CPM First Grade Assessment System, the CLI Engage platform also contains subtests from the Texas Primary Reading

Inventory (TPRI) and its Spanish complement (Tejas LEE) also cover a range of skills that are important for early reading.

d. Given that TEC stipulates that all first-grade students must be screened for dyslexia, stakeholders began to work to find ways to leverage existing resources to meet the needs of school districts.

e. One of the benefits of the collaboration between the CLI and TEA was the launch of a comprehensive professional development, assessment, and quality improvement platform: CLI Engage. (www.cliengage.org). This digital delivery system allows for cost-effective administration of universal screening/progress monitoring measures in public and charter schools across Texas. Additionally, through data sharing agreements with TEA, assessments developed by the Children's Learning Institute can be compared to state data that delineates which children were served in 504 plans or classified as a Special Education student. Finally, scores from CLI designed assessments can be compared to already existing datasets (e.g., CIRCLE Progress Monitoring measures in pre-K, K, and 1st grade, as well as STAAR assessment results in 3rd grade). Comparing results from the assessments developed by the CLI to state datasets across multiple years can provide both CLI and TEA with ongoing information about the validity and usefulness of measures designed to determine which children are at most risk for dyslexia.

f. Given the mandate of recent legislation, the CLI and TEA are currently introducing the Dyslexia Referral Checklist.

DYSLEXIA REFERRAL CHECKLIST DESCRIPTION

The Dyslexia Referral Checklist (DRC) is a questionnaire developed for Kindergarten, First, and Second grade students that builds a link between direct assessment of early reading skills (e.g., universal screening and progress monitoring measures) and classroom observations. The DRC has versions designed for use in Kindergarten, First Grade, and Second Grade. The DRC was designed following an evaluation of the Texas Essential Knowledge and Skills (TEKS) domains and the Texas Education Agency's Dyslexia Handbook (2018).

Item content within the DRC evaluates areas considered important for early reading (e.g., language based skills, letter and letter sound knowledge, phonological awareness, phonemic awareness, decoding, and spelling). In addition, one multi-part item asks teachers to

document whether or not universal screening/progress monitoring assessment data has indicated that a child might be at risk.

SOURCES OF INFORMATION TO CONSIDER

As is suggested in the Dyslexia Handbook, teachers are advised to utilize both quantitative and qualitative information when attempting to determine if a child would benefit from a more comprehensive assessment of reading skills. In fact, the Dyslexia Handbook (2018) suggests teachers utilize multiple sources of data to evaluate reading skills (see below).

Figure 2.4. Sources and Examples of Screening Data	
Quantitative Information	Qualitative Information
Results of- • Current screening instruments • Previous Screening instruments • Formal and informal classroom reading assessments • Additional brief and targeted skill assessments	• Observations of student during screening • Other observations of student progress • Teacher observations • Parent/guardian input (e.g., family history, early language skills) • Current student work samples • Work samples from earlier grade(s) • Intervention history

While teachers are encouraged to consider multiple sources of data prior to rating individual students using the DRC, the measure was not designed to be tied to a specific universal screening/progress monitoring measure. That is, districts could use alternative screeners already in adopted use. In short, the DRC items have been constructed to cut across measures and look at component skills necessary for students to make adequate reading progress.

DEALING WITH SUBJECTIVITY OF RATING SCALES

As the DRC was being constructed, the CLI had the opportunity to conduct a focus group with Dyslexia Specialists. Many dyslexia specialists recognized that districts would require assistance in terms of meeting new legislative mandates for dyslexia screening. In addition, dyslexia specialists recognized that teachers play a critical role in the referral

process. However, professionals who reviewed the DRC recognized that one of the limitations of the measure surrounded the fact that the questionnaire data is subjective. In other words, what some teachers, school districts, or even dyslexia specialists see as being concerning, might not be worrisome to others. Using rating scales to evaluate reading skills without carefully considering other data would be irresponsible. However, there is value in a systematic method of collecting data about teacher perceptions of the reading skills of children. It is also important to remember that the DRC was NOT designed to be the only piece of information that is used to determine if children should participate in a more comprehensive evaluation of their reading skills. Teachers and districts would be encouraged/mandated to evaluate results from formal and informal screening assessments, classroom observations, parent reports, and work samples. In order to deal with subjectivity inherent in rating scales in general, an example of some of the types of common rating biases are described below.

- Leniency-- evaluating the skills of most children positively without strong evidence.

- Tendency toward the middle-- a tendency to choose the midpoint of a rating scale

- Severity-- a child might struggle in one area of literacy (e.g., phonemic awareness) and is rated negatively across most/all aspects of literacy skill development.

- Halo-- a tendency to rate skills as being high based upon one positive attribute

While no rating scale, or test for that matter, is perfect, teachers are encouraged to remember learning to read is a multidimensional process. That is, children can be strong in some skill areas while displaying a relative weakness in another area (e.g., weak phonological processing skills but excellent letter recognition skills). This is especially true in young children who have not participated in high quality educational programs. Early reading behaviors should be rated in relation to state and district standards surrounding what is expected during each grade.

GUIDE TO RATING ANCHORS

After considering the pros and cons of different rating scale options (e.g., far below grade level to far above grade level), a decision was made to use anchors similar to what TEA uses to describe STAAR performance. The following anchors will be used to describe children's early literacy/reading skills:

- Masters Grade Level- performance in this category indicates that the student is expected to succeed in the next grade with little or no academic intervention.

- Meets Grade Level- performance in this category indicates that students have a high likelihood of success in the next grade but might need some short-term, targeted academic intervention.

- Approaches Grade Level- performance in this category indicates that students are likely to succeed in the next grade with targeted academic intervention.

- Did Not Meet Grade Level- performance in this category indicates that students are unlikely to succeed in the next grade without significant, ongoing academic intervention.

EXPLANATION OF SCORING

In most of the Dyslexia Referral Checklist items, there are four possible ratings (i.e., Did not meet grade level expectations, Approaches grade level expectations, Meets grade level expectations, Masters grade level expectations).

- Ratings of "Did not meet grade level expectations" receive a risk level score of 2.
- Ratings of "Approaches grade level expectations" receive a risk level score of 1.
- Ratings of "Meets or Masters grade level expectations" each receive a risk level score of 0.

A similar strategy is used in the 2 questions in the Observable section. These 2 questions utilize different anchors (i.e., Never, Rarely, Often, Almost Always).

- Ratings of "Almost Always" receive a risk level score of 2.
- Ratings of "Often" receive a risk level score of 1.
- Ratings of "Rarely" or "Never" receive a risk level score of 0.

Items that document the results of screening assessment are scored differently than the previous items.

- "High Risk Observed" scores receive a risk level score of 2. High Risk is defined as when a student has not responded to Tier 1 or Tier 2 intervention support. At this point, the classroom teacher/referral committee might be considering pursuing an evaluation under IDEA or Section 504

- "Some Risk Observed" scores receive a risk level score of 1. In this case, students have not responded as well as classmates to Tier 1 instruction and would likely benefit from Tier 2 intervention and ongoing monitoring.

- Ratings of "No Risk" or "Monitoring (Tier 1)" and "Not Assessed" will receive a risk level score of 0.

(Note: The "Not Assessed" rating was included because it is recognized that not all universal screening/progress monitoring measures evaluate all domains. Not Assessed ratings might also represent that a classroom teacher did not complete universal progress monitoring measures for some reason (e.g., sensory impairment, behavioral difficulties, etc.). In short, the Dyslexia Referral Committee, teacher, and school administrators (e.g., Special Ed Coordinator) on each campus will be responsible for evaluating all data to determine if a more comprehensive evaluation is required. The Dyslexia Referral Checklist should be seen as one piece of information to help determine if a more comprehensive evaluation is necessary.)

CUT OFF SUGGESTIONS

The CLI and TEA recognize that with any new instrument there will be a learning curve in relation to cut off criteria. In reality, the Dyslexia Referral Checklist will become a stronger instrument over time as data is collected and analyzed by TEA, the CLI, and local school districts. As TEA and the CLI are committed to continuing this work, it is hoped that districts will use the suggested cutoff scores described below to have meaningful conversations about whether or not students who receive high-risk scores would benefit from more comprehensive assessment of their reading skills. In March of 2020, the Dyslexia Referral Checklist was distributed to approximately 40 stakeholders (e.g., Dyslexia Specialists, TEA officials, and content experts). Twenty individuals answered a question about cut score determination. When averaged together, most raters recommended that students who receive a score of 32 or greater should be considered for further evaluation to rule out reading differences. Children who would be considered to be at the greatest risk (i.e., most severe rating on each item) would receive a Risk Score of 50 points.

NOTES ON ELL CHILDREN

It is recognized that many of the skills important for reading in Spanish or English are quite similar. For instance, research recognizes that children learning to read in either language benefit when they have well-developed language, phonological awareness, and letter knowledge/letter sound skills. Therefore, many of the items contained in the DRC work equally well for children learning to read Spanish or English. However, there are some subtle differences in which vowel-consonant combinations children learn first when being taught to read and spell. Five items (i.e., 6, 7, 9, 10, and 13) of the DRC-1st include different Spanish examples for items evaluating phonological awareness, decoding and spelling skills. The rest of the content is identical for Spanish and English versions of the DRC-K. Given that the 2021 academic year is essentially a pilot project, the cut off score for Spanish and English versions is identical (i.e., score of 32 or more should be considered to be at-risk).
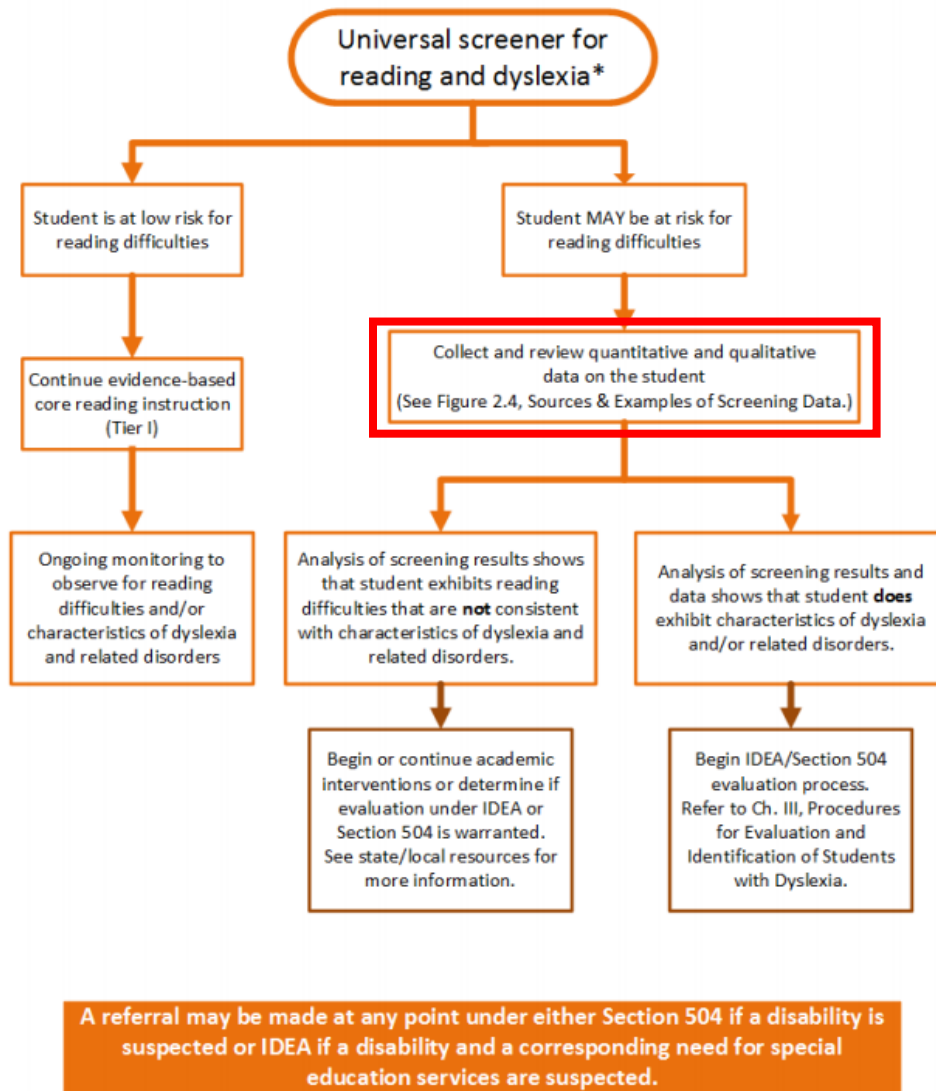
NEXT STEPS

Fortunately, the TEA Dyslexia Handbook provides teachers and school districts with a wealth of information surrounding how to best respond to students where a suspicion of dyslexia exists. Figure 2.5 of the 2018 Texas Dyslexia Handbook provides a graphic representation of how the screening and referral process should occur. The Dyslexia Referral Checklist, along with universal screening for reading and dyslexia should be used to help guide school committees to determine how to intervene to help students. As previously mentioned, data that should be considered might include results of current and previous screening measures, formal and informal classroom reading assessments, additional brief and targeted skill assessments, observable behaviors during screening, other observations of student progress, parent/guardian input, work samples, and intervention history.

Results of the DRC should be used to supplement information gathered to determine if a more comprehensive evaluation for dyslexia or Special Education services would be warranted. Results from the DRC should be considered to fit in the "Collect and review quantitative and qualitative data on the student" (i.e., highlighted by a red rectangular box below). Essentially, school districts have the option of utilizing subtests on the Engage platform (e.g., CPM First Grade and/or TPRI/Tejas LEE) or subtests from other assessment systems in use to guide DRC First Grade ratings. Thus, the DRC is an important piece of data that allows teachers to document their concerns about reading difficulties in a systematic way.

The Dyslexia Referral Team within a school/district then brings all of the information together. Professionals move through the decision tree (bottom of the right-hand side of figure). If a referral committee believes data indicates a child DOES exhibit characteristics of dyslexia, then initiation of the IDEA/Section 504 evaluation should begin. If analysis of all of the information considered in figure 2.4 shows that the student exhibits reading difficulties that are NOT consistent with characteristics of Dyslexia or a related disorder, then districts should begin or continue academic intervention (e.g., Tier 2) and continue to monitor student progress to determine if an evaluation might be needed in the future.

A. FIGURE 2.5: UNIVERSAL SCREENING AND DATA REVIEW FOR READING RISK

Figure 2.5

Universal Screening and Data Review for Reading Risk

Universal screener for reading and dyslexia*

Student is at low risk for reading difficulties

Student MAY be at risk for reading difficulties

Collect and review quantitative and qualitative data on the student
(See Figure 2.4, Sources & Examples of Screening Data.)

Continue evidence-based core reading instruction (Tier I)

Ongoing monitoring to observe for reading difficulties and/or characteristics of dyslexia and related disorders

Analysis of screening results shows that student exhibits reading difficulties that are **not** consistent with characteristics of dyslexia and related disorders.

Analysis of screening results and data shows that student **does** exhibit characteristics of dyslexia and/or related disorders.

Begin or continue academic interventions or determine if evaluation under IDEA or Section 504 is warranted. See state/local resources for more information.

Begin IDEA/Section 504 evaluation process. Refer to Ch. III, Procedures for Evaluation and Identification of Students with Dyslexia.

A referral may be made at any point under either Section 504 if a disability is suspected or IDEA if a disability and a corresponding need for special education services are suspected.

*Testing and screening in accordance with TEC §28.006 and §38.003(a)

(Note: This image was retrieved from page 17 of "The Dyslexia Handbook" (2018 update), by the Texas Education Agency,)

B. 1ST GRADE DYSLEXIA REFERRAL CHECKLIST

Instructions: Please consider your observations of children's behaviors within the classroom and school to complete this checklist. Read each item and evaluate whether a behavior is:

KEY
- **Did Not Meet Grade Level Expectations - 2 Points**
- **Approaches Grade Level - 1 Point**
- **Meets Grade Level Expectations - 0 Points**
- **Masters Grade Level Expectations - 0 Points (purple)**

STUDENT NAME:				
TEACHER NAME:	DATE:			
LANGUAGE/COMPREHENSION:	2 points	1 point	0 points	0 points
1. During conversation with adults, the student is able to use and understand a range of vocabulary words that identify actions, directions, positions, sequences, categories, and locations.				
2. During classroom conversations and/or book reads, the student listens actively, asks relevant questions to clarify information, and can answer questions using multiple word phrases.				
3. Student is able to work collaboratively with others following rules of classroom discussion, including listening to others, speaking when recognized, and making appropriate contributions to classroom conversation.				
LETTER KNOWLEDGE & SOUND-SYMBOL RECOGNITION:				
4. Student is able to identify all letter names and letter sounds.				
PHONOLOGICAL & PHONEMIC AWARENESS:				
5. Student is able to produce a series of rhyming words.				
6. Student is readily able to blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends (e.g., what words do these sounds make /st/-/o/-/p/?). For Spanish Speaking students the item example would be changed to Student is readily able to blend spoken phonemes to form one-syllable words, including consonant blends (e.g., ¿Qué palabra hacen estos sonidos /fl/-/a/-/n/?).				

KEY
- **Did Not Meet Grade Level Expectations – 2 Points**
- **Approaches Grade Level – 1 Point**
- **Meets Grade Level Expectations – 0 Points**
- **Masters Grade Level Expectations – 0 Points (purple)**

PHONOLOGICAL & PHONEMIC AWARENESS (cont.)	2 points	1 point	0 points	0 points
7. Student is able to recognize a change in a spoken word when a phoneme is added (e.g., what word do you get when you add /t/ to the end of bell) and/or removed (what is slip without /s?). For Spanish Speaking students the item example would be changed to Student is able to recognize a change in a spoken word when a phoneme is added (e.g., ¿Qué palabra obtienes cuando agregas /p/ al principio de ala?) y/o eliminas(¿Qué es blanco sin /l/?).				
8. Student is able to segment one-syllable words of 3-5 phonemes including words with initial and/or final blends.				
DECODING, READING, AND READING COMP				
9. Student is able to correctly decode words with initial and final consonant blends, digraphs, and trigraphs (e.g., VC, CVC, CCVC, and CCCVC patterns. For Spanish Speaking students the item example would be changed to Student is able to correctly spell syllables with consonant blends and digraphs (e.g., CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV).				
10. Student is able to use knowledge of base words to decode common compound words, contractions, and words with inflectional endings (e.g., -ed, -s, and –es). For Spanish Speaking students the item example would be changed to Student is able to use knowledge of base words to decode common compound words and words with inflectional endings (e.g., -s, -es, -an/-en).				
11. Student is able to read at least 100 high-frequency words from a research-based list.				
12. Student is able to generate and answer questions and generate questions before, during, and after reading.				
SPELLING/WRITING:				
13. Student is able to correctly spell words with initial and final consonant blends, digraphs, and trigraphs (e.g., VC, CVC, CCVC, and CCCVC patterns. For Spanish Speaking students the item example would be changed to. Student is able to correctly spell syllables with consonant blends and digraphs (e.g., CCV and CCVC)				
14. Student is able to correctly spell high-frequency words from a research-based list.				

Instructions: Please consider your observations of children's behaviors within the classroom and school to complete this checklist. Read each item and evaluate whether a behavior is:

KEY
- **Almost Always-2 Points**
- **Often-1 Point**
- **Rarely-0 Points**
- **Never-0 Points (purple)**

STUDENT NAME:				
TEACHER NAME:	DATE:			
OBSERVABLES:	2 points	1 point	0 points	0 points
15. When reading or attempting to read words in isolation or grade level texts, the student displays a lack of fluency (e.g., hesitant, often guesses, or frequently self-corrects).				
16. When engaged in reading activities alone or in a small-group setting, the student appears to display an inability to focus and/or engages in avoidance behaviors.				

Instructions: Please consider your observations of children's behaviors within the classroom and school to complete this checklist. Read each item and evaluate whether a behavior is:

KEY
- **"High Risk Observed" scores receive a risk level score of 2.** High Risk is defined as when a student has not responded to Tier 1 or Tier 2 intervention support. At this point, the classroom teacher/referral committee might be considering pursuing an evaluation under IDEA or Section 504
- **"Some Risk Observed" scores receive a risk level score of 1.** In this case, students have not responded as well as classmates to Tier 1 instruction and would likely benefit from Tier 2 intervention and ongoing monitoring.
- **Ratings of "No Risk" or "Monitoring (Tier 1) will receive a risk level score of 0.**
- **"Not Assessed" (in purple) will receive a risk level score of 0.**

STUDENT NAME:				
TEACHER NAME:		DATE:		
INCORPORATING RESULTS OF SCREENING ASSESSMENTS Universal screening (i.e., direct assessment) has indicated that the student is at risk for reading difficulties across the following domains.	2 points	1 point	0 points	0 points
17. Phonological Awareness				
18. Phonemic Awareness				
19. Sound-Symbol Recognition				
20. Letter Knowledge				
21. Decoding Skills				
22. Spelling				
23. Reading Rate				
24. Reading Accuracy				
25. Listening Comprehension				

***(*Note: After completing the assessment, tally up the points from each column and add them together. If the student receives a score of 32 or greater, they should be considered for further evaluation to rule out reading difficulties. If you enter the scores online through CLI Engage, the score will automatically update and provide total results.*)

C. FIRST GRADE DYSLEXIA REFERRAL CHECKLIST

ANCHOR EXPLANATION

LANGUAGE/COMPREHENSION		
1. During conversation with adults, the student is able to use and understand a range of vocabulary words that identify actions, directions, positions, sequences, categories, and locations.	*Masters Grade Level Expectations*	During conversation, the student appears to use and understand vocabulary words that identify actions, directions, positions, sequences, categories, and locations in a manner that appears to be more advanced than peers.
	Meets Grade Level Expectations	During conversation, the student appears to use and understand grade level vocabulary words that identify actions, directions, positions, sequences, categories, and locations in a manner that is similar to peers.
	Approaches Grade Level Expectations	During conversation, the student appears to use and understand a range of grade level vocabulary but might occasionally struggle using higher level vocabulary (e.g., actions, directions, positions, sequences, categories, and locations). Student occasionally struggles knowing less common objects and concepts.
	Did Not Meet Grade Level Expectations	Student routinely struggles using higher level vocabulary to identify actions, directions, positions, sequences, categories, and locations. While the student might use appropriate vocabulary to name common objects, the student is more likely to struggle knowing less common objects or concepts.
2. During classroom conversations and/or book reads, the student listens actively, asks relevant questions to clarify information, and can answer questions using multiple word phrases.	*Masters Grade Level Expectations*	During classroom conversations, the student is able to listen actively, ask relevant questions, and can answer questions using multiple-word phrases in a manner that is more advanced than most peers.
	Meets Grade Level Expectations	During classroom conversations, the student is usually able to listen actively, ask relevant questions, and can answer questions using multiple-word phrases in a manner that is similar to peers.
	Approaches Grade Level Expectations	During classroom conversations, the student occasionally struggles listening activity, might occasionally ask irrelevant questions, and sometimes has trouble answering questions using multiple-word phrases.
	Did Not Meet Grade Level Expectations	During classroom conversations, the student frequently struggles listening activity, frequently asks irrelevant questions, and often has difficulty answering questions using multiple-word phrases.
3. Student is able to work collaboratively with others following rules of classroom	*Masters Grade Level Expectations*	Student is easily able to work collaboratively with others and follows rules of classroom discussion (e.g., listening to others, speaking when recognized, and making appropriate contributions to the conversation). The student's ability to engage in appropriate classroom discussion is more advanced than peers.

discussion, including listening to others, speaking when recognized, and making appropriate contributions to classroom conversation.	*Meets Grade Level Expectations*	Student is usually able to work collaboratively with others and follows rules of classroom discussion (e.g., listening to others, speaking when recognized, and making appropriate contributions to the conversation). However, the student might occasionally need adult encouragement to follow rules of classroom discussion.
	Approaches Grade Level Expectations	Student is sometimes able to work collaboratively with others and follow rules of classroom discussion (e.g., listening to others, speaking when recognized, and making appropriate contributions to the conversation). However, the student often needs encouragement and reminders to follow rules of classroom conversation.
	Did Not Meet Grade Level Expectations	Student often struggles to work collaboratively with others and follow rules of classroom discussion. The student might speak without being recognized, make comments about topics not under discussion, and needs frequent reminders to listen to peers.

LETTER KNOWLEDGE & SOUND-SYMBOL RECOGNITION

4. Student is able to identify all letter names and letter sounds.	*Masters Grade Level Expectations*	Student is able to fluently recall all upper and lower case letter names and letter sounds (i.e., able to identify letter names and sounds accurately without hesitation).
	Meets Grade Level Expectations	Student knows almost all letter names letter sounds (e.g., incorrectly naming 1-2 letter names or sounds). In addition to occasionally misidentifying a few letter names or sounds (e.g., 3), the student might take time thinking or hesitate when naming a few letter names or sounds).
	Approaches Grade Level Expectations	The student occasionally incorrectly labels several (e.g., 4 or more) letter names and/or letter sounds. In addition, letter name/sound fluency is lacking.
	Did Not Meet Grade Level Expectations	The student misidentifies a number of letter names and/or sounds (e.g., 5 or more). In addition, letter name/sound fluency is lacking.

PHONOLOGICAL & PHONEMIC AWARENESS

5. Student is able to produce a series of rhyming words.	*Masters Grade Level Expectations*	Student is easily able to produce a series of rhyming words when asked (e.g., frog, log, dog, bog, hog, fog, nog).
	Meets Grade Level Expectations	Student is able to produce some rhyming words when asked (e.g., frog, log, dog). However, the recall of rhyming words is not automatic (e.g., takes additional time and/or hesitates when asked).

	Approaches Grade Level Expectations	The student might be able to provide one or two rhyming word when asked. In addition, the student is likely to make several mistakes when completing the task.
	Did Not Meet Grade Level Expectations	The student is unable to consistently produce rhyming words when asked.
6. Student is readily able to blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends (e.g., what words do these sounds make /st/-/o/-/p/?). **For Spanish Speaking students the item example would be changed to Student is readily able to blend spoken phonemes to form one-syllable words, including consonant blends (e.g., ¿qué palabra hacen estos sonidos /fl/-/a/-/n/?).**	*Masters Grade Level Expectations*	Student is readily able to blend spoken phonemes to form one-syllable words including initial and/or final consonant blends. The student's performance on this task is better than peers.
	Meets Grade Level Expectations	Student is able to blend spoken phonemes to form one-syllable words including initial and/or final consonant blends. However, the student might occasionally make mistakes when attempting to blend less common/harder phonemes.
	Approaches Grade Level Expectations	Student is infrequently able to blend spoken phonemes to form one-syllable words including initial and/or final consonant blends. The task is obviously difficult for the student.
	Did Not Meet Grade Level Expectations	The student is unable to blend spoken phonemes to form one-syllable words including initial and/or final consonant blends. The student might not respond or guess randomly when asked to blend spoken phonemes.
7. Student is able to recognize a change in a spoken word when a phoneme is added (e.g., what word do you get when you add /t/ to the end of bell) and/or removed (what is slip without /s).	*Masters Grade Level Expectations*	Student is easily able to recognize a change in a spoken word when a phoneme is added or removed. The student is able to accurately complete these types of tasks in a manner that is more advanced than peers.
	Meets Grade Level Expectations	Student is generally able to recognize a change in a spoken word when a phoneme is added or removed. However, the student might occasionally answer incorrectly or guess when the sounds being manipulated are more difficult.
	Approaches Grade Level Expectations	The student occasionally is able to recognize a change in a spoken word when a phoneme is added or removed. However, the child is likely to make mistakes or guess when sounds being manipulated are more difficult.

For Spanish Speaking students the item example would be changed to Student is able to recognize a change in a spoken word when a phoneme is added (e.g., ¿Qué palabra obtienes cuando agregas /p/ al comienzo de ala?) y/o eliminas (¿qué es blanco sin /l/?).	*Did Not Meet Grade Level Expectations*	The student struggles recognizing a change in a spoken word when a phoneme is added or removed. The child frequently makes mistakes and randomly guesses even when working with easier items.
8. Student is able to segment one-syllable words of 3-5 phonemes including words with initial and/or final blends.	*Masters Grade Level Expectations*	Student is easily able to segment one-syllable words of 3-5 phonemes including words with initial and/or final blends. The student's skill in this area seems advanced compared to peers.
	Meets Grade Level Expectations	Student is often able to segment one-syllable words of 3-5 phonemes including words with initial and/or final blends. The student might occasionally struggle segmenting longer/more complicated words.
	Approaches Grade Level Expectations	Student is occasionally able to segment one-syllable words of 3-5 syllables including words with initial and/or final blends. The student typically struggles segmenting longer/more complicated words.
	Did Not Meet Grade Level Expectations	Even though provided with ongoing instruction, the student struggles segmenting one-syllable words of 3-5 phonemes.

DECODING, READING, AND READING COMP

9. Student is able decode words accurately in isolation and in context by understanding common vowel-consonant combinations: (e.g., VC, CVC, CCVC, CVCC, and CVCCC).	*Masters Grade Level Expectations*	Student is quite competent and almost always able to decode words fluently in isolation and in context by understanding common vowel-consonant combinations (e.g., e.g., VC, CVC, CCVC, CVCC, and CVCCC). Decoding skills appear to be more advanced than peers.
	Meets Grade Level Expectations	Student is usually able to decode words fluently in isolation and in context by understanding common vowel-consonant combinations (e.g., e.g., VC, CVC, CCVC, CVCC, and CVCCC). Student might occasionally have difficulty decoding some of the less common vowel-consonant combinations.
	Approaches Grade Level Expectations	Student is sometimes able to decode words fluently in isolation and in context by understanding common vowel-consonant combinations (e.g., e.g., VC, CVC, CCVC, CVCC, and CVCCC).

For Spanish Speaking students the item example would be changed to Student is able decode words accurately in isolation and in context by understanding common syllable patterns: (e.g., CV, CVCC.)		Student typically has difficulty decoding some of the more complex vowel-consonant combinations. In addition, the student's decoding skills appear to be somewhat less well developed than peers.
	Did Not Meet Grade Level Expectations	Student is rarely, if ever, able to decode words fluently in isolation and in context by understanding common vowel-consonant combinations (e.g., e.g., VC, CVC, CCVC, CVCC, and CVCCC). Decoding skills appear to be far behind peers.
10. Student is able to use knowledge of base words to decode common compound words, contractions, and words with inflectional endings (e.g., -ed, -s, and –es). For Spanish Speaking students the item example would be changed to Student is able to use knowledge of base words to decode common compound words and words with inflectional endings (e.g., -s, -es, -an/-en).	*Masters Grade Level Expectations*	Student is almost always able to use knowledge of base words to decode common compound words, contractions, and words with inflectional endings (e.g., -ed, -s, and –es). Decoding skills appear to be much better developed than most peers.
	Meets Grade Level Expectations	Student is usually able to use knowledge of base words to decode common compound words, contractions, and words with inflectional endings (e.g., -ed, -s, and –es). Decoding skills appear to be in line with peers and grade expectations.
	Approaches Grade Level Expectations	Student is rarely able to use knowledge of base words to decode common compound words, contractions, and words with inflectional endings (e.g., -ed, -s, and –es). Decoding skills are clearly less well developed than peers.
	Did Not Meet Grade Level Expectations	Student is unable to use knowledge of base words to decode common compound words, contractions, and words with inflectional endings (e.g., -ed, -s, and –es). Decoding skills are well behind peers and grade expectations.
11. Student is able to read at least 100 high-frequency words from a research-based list.	*Masters Grade Level Expectations*	Student is able to read at least 100 high-frequency words from a research based list fluently without self-corrections.
	Meets Grade Level Expectations	Student is able to read at least 90 of 100 high-frequency words from a research-based list without mistakes. However, the student might lack fluency and need to sound out some words letter by letter.
	Approaches Grade Level Expectations	Student is able to read less than half of a list of 100 high-frequency words from a research-based list. In addition, reading fluency appears to lag behind peers. Student occasionally misreads or guesses at words.

	Did Not Meet Grade Level Expectations	Student correctly reads less than 20 of 100 high-frequency words from a research-based list. In addition, when reading the student is always hesitant, halting, and struggles reading even simple words accurately.
12. Student is able to generate and answer questions and generate questions before, during, and after reading.	*Masters Grade Level Expectations*	When reading independently (or in a group setting), the student is quite adept at generating and answering questions related to the text before, during, and after reading.
	Meets Grade Level Expectations	When reading independently (or in a group setting), the student is usually adept at generating and answering questions related to the text before, during, and after reading.
	Approaches Grade Level Expectations	When reading independently (or in a group setting), the student is occasionally adept at generating and answering questions related to the text before, during, and after reading. The student sometimes asks, or answers, questions in a manner that demonstrates a lack of understanding of the text.
	Did Not Meet Grade Level Expectations	When reading independently (or in a group setting), the student struggles generating and answering questions related to the text before, during, and after reading. The student might fail to ask, or answer, questions due to a lack of understanding of the text.

SPELLING/WRITING

13. Student is able to correctly spell words with initial and final consonant blends, digraphs, and trigraphs (e.g., VC, CVC, CCVC, and CCCVC patterns. **For Spanish Speaking students the item example would be changed to Student is able to correctly spell syllables with consonant blends and digraphs (e.g., CCV and CCVC).**	*Masters Grade Level Expectations*	Student is competent and almost always able to correctly spell words with common spelling patterns (e.g., VC, CVC, and CCVC).
	Meets Grade Level Expectations	Student is usually able to correctly spell words with common spelling patterns (e.g., VC, CVC, CCVC, and CCCVC).
	Approaches Grade Level Expectations	Student is occasionally able to correctly spell words with common spelling patterns (e.g., VC, CVC, CCVC, and CCCVC). However, student is just as likely to incorrectly spell words with common spelling patterns.
	Did Not Meet Grade Level Expectations	Student almost always incorrectly spells words with common spelling patterns (e.g., VC, CVC, CCVC, and CCCVC).
	Masters Grade Level Expectations	Student is competent and often able to correctly spell high-frequency words from a research-based list. Student's spelling skills are apparent even when spelling unfamiliar words (i.e., words that haven't been emphasized in class).

14. Student is able to correctly spell high-frequency words from a research-based list.	*Meets Grade Level Expectations*	Student is usually able to correctly spell high-frequency words from a research-based list. The student might sometimes struggle spelling less familiar words (i.e., words that haven't been emphasized in class).
	Approaches Grade Level Expectations	Student is sometimes able to correctly spell high-frequency words from a research-based list. The student typically struggles spelling less familiar words (i.e., words that haven't been emphasized in class).
	Did Not Meet Grade Level Expectations	Student almost always incorrectly spells high-frequency words from a research-based list. The student rarely spells words correctly and misspelled words are not close phonetic approximations.

OBSERVABLES

15. When reading or attempting to read words in isolation or grade level texts, the student displays a lack of fluency (e.g., hesitant, often guesses, or frequently self-corrects).	Almost Always	Student is never able to read words or text fluently. When reading, the student is always hesitant, halting, and struggles reading even simple words accurately.
	Often	Student is rarely able to read words, or text, fluently. When reading, the student will often misread or guess at words. Student often becomes tentative or hesitant when asked to read words and/or text.
	Rarely	Student is typically able to read with reasonable fluency but sometimes struggles or becomes flustered when reading less than familiar words/text. Student might occasionally become tentative or hesitant when asked to read challenging words/text.
	Never	Student never displays a lack of fluency and reading skills seem advanced for grade level.
16. When engaged in reading activities alone or in a small-group setting, the student appears to display an inability to focus and/or engages in avoidance behaviors.	Almost Always	Student almost always struggles focusing and remaining engaged when attempting to read words or grade level text. In addition, avoidant behaviors are observed when reading (e.g., looking away, giving up, or complaining).
	Often	Student often struggles focusing and remaining engaged when reading words or grade level text. In addition, avoidant behaviors are sometimes observed when reading (e.g., looking away, giving up, or complaining).
	Rarely	Student rarely has difficulty focusing and remaining actively engaged when reading. However, focus and engagement might wane slightly when attempting to read challenging text.
	Never	Student never struggles focusing and remaining actively engaged when reading. Focus and engagement is maintained even when attempting to read challenging text.

INCORPORATING RESULTS OF SCREENING ASSESSMENTS

Universal screening (i.e., direct assessment) has indicated that the student is at risk for reading difficulties across the following domains.	Domain	Risk Level			
	17. Phonological Awareness	High Risk Observed	Some Risk Observed	No Risk or Monitoring	Not Assessed
	18. Phonemic Awareness	High Risk Observed	Some Risk Observed	No Risk or Monitoring	Not Assessed
	19. Sound-Symbol Recognition	High Risk Observed	Some Risk Observed	No Risk or Monitoring	Not Assessed
	20. Letter Knowledge	High Risk Observed	Some Risk Observed	No Risk or Monitoring	Not Assessed
	21. Decoding Skills	High Risk Observed	Some Risk Observed	No Risk or Monitoring	Not Assessed
	22. Spelling	High Risk Observed	Some Risk Observed	No Risk or Monitoring	Not Assessed
	23. Reading Rate	High Risk Observed	Some Risk Observed	No Risk or Monitoring	Not Assessed
	24. Reading Accuracy	High Risk Observed	Some Risk Observed	No Risk or Monitoring	Not Assessed
	25. Listening Comprehension	High Risk Observed	Some Risk Observed	No Risk or Monitoring	Not Assessed

NOTES:
- High Risk Observed: Student has not responded to Tier 1 instruction or Tier 2 intervention support. Recommend evaluation under IDEA or Section 504.
- Some Risk Observed: Student has not responded as well as classmates to Tier 1 instruction and would likely benefit from Tier 2 Intervention and ongoing monitoring.
- No Risk Observed: Student appears to be making adequate progress with current Tier 1 instruction and progress will continue to be monitored.
- Not Assessed: Student was not screened for Dyslexia.

References:

Texas Education Agency. "19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading." Texas Education Agency - 19 TAC Chapter 110. 2017. http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html.

Texas Education Agency. THE DYSLEXIA HANDBOOK. 2018. https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook_Approved_Accomodated_12_11_2018.pdf.