

## Reading and Dyslexia Screening Components and Instruments in SREB States

State	Required Screening Components	Screening Instruments	References
<b>Alabama</b>	<p><b>Dyslexia-specific screening components:</b></p> <p><b>K:</b> Letter naming, letter sounds, phoneme segmentation, and nonsense word fluency</p> <p><b>1st - 12th:</b> word reading accuracy, spelling, nonsense word decoding, and sight word efficiency</p>	<p>State provides the following as <i>examples</i>:</p> <p><b>Kindergarten:</b> DIBELS NEXT or DIBELS 6th Edition, AIMSweb, EasyCBM</p> <p><b>1st – 12th:</b> TOWRE-2, Lexercise Z Screener, CORE, San Diego Quick Assessment, TWS-5, Diagnostic Spelling Test, Developmental Spelling Analysis, MASI-R; grade-level reading passages obtained from InterventionCentral.org, DIBELS or ReadWorks</p>	<p><a href="#">Alabama Dyslexia Resource Guide</a></p>
<b>Arkansas</b>	<p><b>Universal screening must include</b> phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming skills, and encoding skills.</p> <p><b>Dyslexia evaluation must include</b> phoneme blending and segmentation, rapid naming, letter knowledge, decoding, word recognition, oral reading fluency (rate and accuracy), spelling, and reading comprehension.</p>	<p>Universal screening must use DIBELS or equivalent. Dyslexia evaluation may use data from the universal screening, as well as additional norm-referenced assessments. <i>Examples</i> of these include (see Dyslexia Resource Guide, Appendix G, for more details):</p> <p><b>Phonological awareness:</b> CTOPP-2, PAT-2, KTEA-3, WRMT-III, WJ-IV</p> <p><b>Rapid naming:</b> CTOPP-2, KTEA-3, WRMT-III, WJ-IV, RAN/RAS</p> <p><b>Letter knowledge:</b> PAT-2, WRMT-III, WJ-IV, WIST</p> <p><b>Decoding:</b> PAT-2, KTEA-3, WIAT-III, WJ-IV Ach, WRMT-III</p> <p><b>Word recognition:</b> KTEA-3, WIAT-III, WJ-IV Ach, WRAT-4, WRMT-III, WIST</p> <p><b>Fluency:</b> GORT-5, KTEA-3, TOWRE-2, WIAT-III, WJ-IV Ach, WRMT-III</p> <p><b>Spelling:</b> KTEA-3, TWS-5, WIAT-III, WJ-IV Ach, WRAT-4, WIST</p> <p><b>Comprehension:</b> GATES, GORT-5, GSRT, KTEA-3, WIAT-III, WJ-IV Ach, WRAT-4, WRMT-III</p> <p><b>Written expression:</b> KTEA-3, TOWL-3, WIAT-III, WJ-IV Ach</p>	<p><a href="#">Act 1294 (2013) and AR Admin. Code § 6-41-603</a></p> <p><a href="#">Arkansas Dyslexia Resource Guide</a></p>

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<b>Louisiana</b>	<p><b>Required universal reading screening in K-3</b> must assess the following skills:</p> <p><b>Kindergarten:</b> initial sound fluency  <b>1st Grade:</b> word identification fluency  <b>2nd Grade:</b> oral reading fluency  <b>3rd Grade:</b> comprehension</p>	<p><b>Districts choose one tool for each grade level screening from approved options; for 2018-19 these are:</b></p> <p><b>Kindergarten:</b> DIBELS Next First Sound Fluency, STEEP Initial Sound Fluency, or STEP First Sounds</p> <p><b>1st:</b> DIBELS Next Nonsense Word Fluency-CLS, STEEP Nonsense Word Fluency, or STEP Reading Record</p> <p><b>2nd:</b> DIBELS Next Oral Reading Fluency, STEEP Oral Reading Fluency, or STEP Reading Rate/Fluency</p> <p><b>3rd:</b> DIBELS Daze, STEEP Advanced Literacy, or STEP Comprehension</p>	<p><a href="#">Louisiana Bulletin 1903</a></p> <p><a href="#">K-3 Literacy Assessment Guidance for 2018-19</a></p> <p><a href="#">Fall 2017 K-3 Reading Report</a></p>
<b>Mississippi</b>	<p><b>Required universal reading screening in K-3</b> must assess the following skills:</p> <p><b>Kindergarten:</b> phonological awareness, including phoneme segmentation and blending; letter naming fluency, letter-sound association, listening comprehension (recommended), word recognition fluency (recommended), and vocabulary (recommended)</p> <p><b>1st Grade:</b> phoneme manipulation, segmentation, and blending; letter naming fluency, letter-sound association, phonological memory, word recognition fluency (accuracy and rate), oral reading fluency (accuracy and rate), and vocabulary (recommended)</p>	<p><b>Approved K-3 reading screening instruments as of April 2018:</b> FAST Adaptive Reading, FAST CBM Reading, and FAST earlyReading English; i-Ready, iStation Indicators of Progress, mCLASS Reading 3D, MAP, MAP Growth, STAR Early Literacy, and STAR Reading</p> <p><b>2017-18 state-approved dyslexia screeners:</b> Mississippi Dyslexia Therapy Association Dyslexia Screener for Kindergarten and First Grade; Lexercise online Mississippi Dyslexia Screener</p>	<p><a href="#">Mississippi Approved List of Dyslexia Screeners</a></p> <p><a href="#">Mississippi K-3 Reading Screener Guidance, rev. April 2018</a></p>

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<b>Mississippi (continued)</b>	<p><b>2nd Grade:</b> word identification (real and nonsense words), oral reading fluency, reading comprehension, and vocabulary (recommended)</p> <p><b>3rd Grade:</b> word identification, oral reading fluency, reading comprehension, and vocabulary</p> <p><b>Required dyslexia-specific screening for all kindergarten and 1st grade students</b> must assess phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, encoding skills, and rapid naming</p>		
<b>North Carolina</b>	<p><b>Required universal reading screening in K-3</b> must assess oral language, phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension.</p>	<p>State currently provides access to mClass Reading 3D diagnostic assessments for all schools; Reading 3D uses DIBELS Next and Text Reading Comprehension assessments</p>	<p><a href="#">North Carolina Statutes §115C-83.6</a></p> <p><a href="#">NC Read to Achieve guide, pp. 14-17</a></p> <p><a href="#">NC Read to Achieve support site - Reading 3D FAQs</a></p> <p><a href="#">mClass Reading 3D site</a></p>
<b>Oklahoma</b>	<p><b>Required universal reading screening in K-3</b> must assess phonemic awareness, phonics, reading fluency, vocabulary, and comprehension</p>	<p>State provides a list of instruments approved by the Board of Education each year. Thirteen options are approved for the 2018-19 academic year. Six options are approved for the 2019-20 academic year: AIMSweb Plus, Formative Assessment System for Teachers (FAST), iStation, MAP Suite, mClass: DIBELS Next, and STAR Early Learning Assessment System.</p>	<p><a href="#">OK Code §70-1210.508</a></p> <p><a href="#">Reading Sufficiency Act Study (2017)</a></p> <p><a href="#">2018-19 Approved Screening Instruments</a></p> <p><a href="#">2019-20 Approved Screening Instruments</a></p>

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<b>Tennessee</b>	<p><b>For universal reading screening, state recommends:</b></p> <p><b>K and 1st:</b> letter and sound identification, segmentation, and blending</p> <p><b>1st and up:</b> word reading accuracy/decoding within text, oral reading fluency</p> <p><b>2nd and up:</b> curriculum-based measures of writing measuring correct word sequences and spelling</p> <p><b>Dyslexia screening</b> must include phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding skills, rapid naming, and encoding skills.</p>	<p>The Tennessee RTI guide specifies that universal screening should use a nationally normed, skills-based screening instrument.</p> <p><b>Suggested screening vendors that meet state criteria for universal screening in reading:</b> AIMSweb, EasyCBM, and DIBELS.</p> <p><b>Examples of skill-specific instruments for dyslexia screening:</b> DIBELS, AIMSweb, easyCBM, PASS, CTOPP-2, PAT-2, WIST, PWRS, QRI-5, TOWRE-2, DSA, Words Their Way Spelling Inventory, RAN/RAS</p>	<p><a href="#">TN Code §49-1-229</a></p> <p><a href="#">TN Dyslexia Resource Guide</a></p> <p><a href="#">TN RTI Framework</a></p>
<b>Texas</b>	<p><b>Required universal reading screening in K-2</b> must assess the following skills:</p> <p><b>K:</b> must assess phonological/phonemic awareness and phonics/word recognition; 10 approved options available for 2014-18 (plus 4 Spanish options) (see Commissioner's list)</p> <p><b>1st:</b> must assess phonological/phonemic awareness, phonics/word recognition, and text comprehension; 12 approved options available for 2014-18 (plus 4 Spanish options)</p> <p><b>2nd:</b> must assess phonics/word recognition and text comprehension; 12 approved options available for 2014-18 (plus 3 Spanish options)</p>	<p>Approved reading screening instruments through the 2018-19 school year are:</p> <p><b>Kindergarten:</b> DIBELS Next, easyCBM, iStation TRC, mCLASS Reading 3D, MAP, PAPI, PALS, RAPS 360, TPRI, WJ-III DRB, Tejas LEE, IDEL, ISIP-S, and PAPI-S</p> <p><b>1st Grade:</b> DIBELS Next, easyCBM, iStation TRC, mCLASS Reading 3D, MAP, PAPI, PALS, RAPS 360, SRI, STAR Reading, TPRI, WJ-III DRB, Tejas LEE, IDEL, ISIP-S, PAPI-S</p> <p><b>2nd Grade:</b> DIBELS Next, easyCBM, iStation TRC, mCLASS Reading 3D, MAP, PAPI, PALS, RAPS 360, SRI, STAR Reading, TPRI, WJ-III DRB, Tejas LEE, IDEL, ISIP-S</p>	<p><a href="#">2014-18 Commissioner's List of Reading Instruments</a></p> <p><a href="#">Texas Education Code §28.006</a></p> <p><a href="#">Texas Dyslexia Handbook, rev. 2014</a></p>

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<b>Texas (continued)</b>	<p><b>Dyslexia areas for assessment:</b> phonological/phonemic awareness, letter names, letter sounds, reading words in isolation, decoding, reading fluency (rate and accuracy), reading comprehension, spelling, and rapid naming</p>		
<b>Virginia</b>	<p><b>Required reading screening in K-3</b> must include phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Instruments must include assessment of the core deficits of dyslexia, such as phonological awareness and alphabet knowledge.</p> <p><b>PALS-K assesses:</b> rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, concept of word, and word recognition</p> <p><b>PALS 1-3 (PALS Plus) screening level assesses:</b> spelling, word recognition, and letter sounds (required in fall of 1st grade only).</p> <p>Additional skills that can be assessed by PALS Plus for students not meeting benchmarks at the universal screening level: oral reading accuracy, oral reading fluency and rate, oral reading comprehension, alphabet recognition, letter sounds, concept of word, sound-to-letter correspondence, and blending.</p>	<p>All schools are provided with University of Virginia-developed PALS screening tools at no charge.</p>	<p><a href="#">PALS and Reading First document</a></p> <p><a href="#">PALS instrument Technical Reference documents</a></p> <p><a href="#">Virginia Specific Learning Disability Supplementary Guide: Dyslexia: Frequently Asked Questions</a></p> <p><a href="#">Early Intervention Reading Initiative assessment schedule</a></p> <p><a href="#">Virginia Department of Education EIRI Information page</a></p>

*Note: Only states requiring screening are listed.*