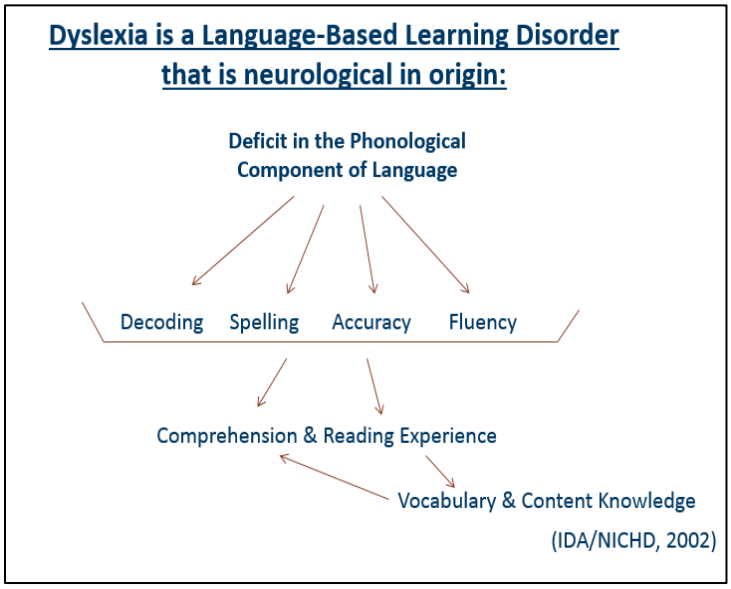
Screening and Identifying Characteristics of Dyslexia

Early identification of struggling readers is one of five requirements described in Minnesota Statutes, section 120B.12. Minnesota's reading intervention law states that each school district must screen students identified as not reading at grade level for characteristics of dyslexia. School districts must also annually report a summary of the district's efforts to screen and identify students with characteristics of dyslexia.

It is not necessary to create a separate screening process to identify students with characteristics of dyslexia. The goal is to embed dyslexia screening within a Multi-tiered System of Support (MTSS). Integrating data from screening, progress monitoring and response to evidence-based instruction and intervention provides the greatest accuracy for identifying struggling readers as well as students with characteristics of dyslexia.



As defined in statute, and illustrated by the graphic to the left, the reading difficulties experienced by students with dyslexia stem from a "deficit in the phonological component of language." Difficulties with phonological processing, including the ability to distinguish and manipulate the sounds in words, are linked with persistent difficulties with decoding, spelling, accuracy and fluency. These difficulties lead to reduced reading experience and comprehension, which in turn have a negative impact on students' vocabulary and content knowledge that further reduces reading experience and comprehension.

As stated in Minnesota Statutes, section 125A.56, "a student identified as being unable to read at grade level under section 120B.12, must be provided with alternate instruction under this subdivision that is multisensory, systematic, sequential, cumulative, and explicit." For a student with dyslexia or characteristics of dyslexia, the effect of early explicit and systematic instruction to address foundational reading deficits in phonemic awareness and phonics can be life altering. A delay of even one year can be costly to both the student and the school.

It is important to note that screening scores alone **do not** identify which students have characteristics of dyslexia.[1] However, universal screening, using one of the screening tools identified by the Minnesota Department of Education (MDE; see box and Appendix A), is a critical first step in this process. This document provides guidance on how to use universal screening results with additional data to identify characteristics of dyslexia.

List of Universal Screening Tools for Identifying Characteristics of Dyslexia

- AIMSweb
- DIBELS and Acadience Reading
- FAST Bridge Early Reading
- STAR Early Literacy

For complete details about the suggested screening tools, please see Appendix B.

Guidance for Screening

Step 1: Universal Screening. In addition to identifying students who are not reading at grade level, or who demonstrate foundational reading deficits, the universal screeners listed also measure skills relevant for identifying characteristics of dyslexia. Specifically, school teams should look at student performance in the following areas:

- **Letter Naming Fluency** is an approximation of Rapid Automatized Naming (RAN), which is a strong predictor of reading fluency.
- **Phonemic Awareness** tasks such as deleting and substituting sounds in words are highly predictive in identifying characteristics of dyslexia.
- **Word Reading Fluency** using a word list, especially nonsense words, is a strong indicator of decoding skill as it eliminates the student's ability to rely on memory or context clues.
- **Oral reading fluency** is highly correlated with decoding skills but does not provide sufficient information about phonemic awareness or decoding deficits.

The skills listed above will be appropriate at different ages and stages of development. Most of the screeners listed will have their own formula for cut-offs and decision rules. Regardless of the specific cut-off off points for any one screener, students must be able to perform the skills listed with *accuracy and automaticity* in order to become proficient readers. Automatic is defined as effortless or the ability to respond in under two seconds.

Universal screening is the first step in identifying students who are not reading at grade level and require intervention. However, scores alone cannot distinguish students with limited exposure to print from students with dyslexia. If students are flagged as having difficulty with one or more of the skills listed above, schools are encouraged to collect additional diagnostic information to verify characteristics of dyslexia (as described in Step 2).

[1] *See also* Navigating the School System When a Child is Struggling with Reading or Dyslexia: Frequently Asked Questions.

Step 2: Collect Additional Diagnostic Information to verify which students demonstrate characteristics of dyslexia. This additional data should provide sufficient verification that universal screening scores are valid indicators of risk. This step requires school teams to collect additional data through other means as suggested below:

For students in **grade three or higher** who demonstrate a reading difficulty, teachers should assess students' accuracy and automaticity in phonemic awareness, decoding and word recognition as well as oral reading fluency and spelling. Please refer to the list of suggested screeners to identify tools that are valid and reliable for students in grade three and higher.

A. Teacher assembled assessment data such as:

- Skill Inventories including oral language, phonemic awareness, phonics and spelling. Error analysis informs which skill inventories are needed.
- Rapid Automatized Naming (RAN).
- Teacher observations of learning.

B. Response to Instruction

- Response to prior instruction and/or intervention.
- Response to other services (early childhood special education, speech-language services, private tutoring, etc.).

C. Child and Family History

- The child has been evaluated or diagnosed with dyslexia.
- A close relative has reading difficulties or diagnosed dyslexia. This is one of the strongest predictors that a student presenting with low performance on screening needs both differentiated core instruction and intensive interventions regardless of age.

For a sample teacher checklist that integrates universal screening and other sources of data to verify characteristics and determine instructional needs, see the *Teacher Checklist for Characteristics of Dyslexia* document in Appendix A.

Step 3: Integrate Data: The number of students identified with the characteristics of dyslexia will be specific to each district's locally determined process. The integration of data will inform not only reporting of characteristics, but also the intensity of instruction that will be needed. A student identified with characteristics of dyslexia will need explicit, systematic instruction in one or more of the following areas: phonemic awareness, phonics and spelling. Studies have shown that interventions delivered with sufficient intensity at the earliest possible stage reduces the need for long-term services as well as costs for interventions.

Note: Screening and intervention cannot be used to deny or delay a formal evaluation when there is a suspicion of disability and when specially designed instruction and accommodations are necessary to continue developing reading skills. See Minnesota Statutes, section 125A.56 for requirements for evaluation.

The following table illustrates how screening data can be integrated to determine which students have characteristics of dyslexia and the appropriate level of intervention. This table provides some guidance; however, not all possible data configurations are represented.

Table 1. Example of How to Integrate Data to Determine if a Student has Characteristics of Dyslexia

Corroborating data	Tier 1	Tier 1 and monitor	Tier 2 and monitor	Tier 2 or 3	Tier 3, refer for evaluation
Universal screening results	●	◐	◐	◐ or ○	○
Family history (lack of data is not definitive)	NA	●	●	◐	○
Child tested or diagnosed	NA	●	●	Unknown or ○	Unknown or ○
Teacher data corroborates low screening scores	NA	●	◐	◐	○
Poor Response to Intervention and history of prior services	NA	NA	NA or ◐	◐	○
Which students are reported as having **Characteristics of Dyslexia** in Read Well by Grade 3 Report	Not reported	Not reported	Not reported if student responds to instruction If student is not responding, report	Report	Report

● *No concerns, scores at or above expectations.* ◐ *A mix of concerns, scores above and below expectations*.
○ *Clear concerns with multiple scores falling below expectations.*

Submitting Findings from Screening into the Read Well Data Plan

The number of students identified with characteristics of dyslexia will be locally determined from each district's screening process, **not state guidance.** Districts will specify their locally determined screening process and data collection efforts in their local literacy plan. The plan is to be made public and accessible for parents and public stakeholders. There is no state target or expectation for how many students will be reported.

District efforts to identify and intervene early and effectively will lead to higher rates of reading proficiency. Research indicates that measuring phonemic awareness and phonics skills, and addressing identified deficits through explicit, systematic instruction, leads to improved reading outcomes. For many students with characteristics of dyslexia, early identification and effective intervention will prevent the cascade of reading difficulties illustrated and described previously (on page 1). Therefore, the number of students identified with characteristics of dyslexia is likely to change as core instruction and early interventions become more effective.

There is no evidence that students will "grow out of" dyslexia or that reading will "click" with extra time and exposure to text. Students with characteristics of dyslexia will not respond to more of the same evidence-based instruction that may work for other students.

Students with characteristics of dyslexia require explicit, systematic instruction and sufficient practice to achieve accuracy and automaticity in phonemic awareness, decoding and word recognition.

Mastery of these foundational reading skills is essential to improving oral reading fluency and comprehension. When reading is choppy, effortful and inaccurate, students have to focus on word-level reading and decoding, rather than the content and meaning of the text. In this way, improved word-level accuracy and automaticity can enhance both oral reading fluency and reading comprehension.

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Appendix A: Teacher Checklist for Characteristics of Dyslexia

This checklist has been designed to support educators as they identify characteristics of dyslexia; however, it is not intended to make a diagnosis. This checklist should be used to consolidate multiple sources of information. This checklist should be completed within six weeks of the first universal screening. The summary statements will help teams determine next instructional steps and match intensity of instruction to the data indicating "how worried we should be."

The characteristics are organized into categories that match the Four Part Processing Model of Word Recognition (Figure 1). This model illustrates the underlying processes involved in word recognition and decoding. This data informs what needs to be a target for further intervention.

When completing this checklist consider all the sources of data you have including observations of the student during instruction, history of scores from screening, formative assessment, summative assessment, progress monitoring, and work samples. Information from parent report, student report and prior education and tutoring are all valuable sources of data to use when completing this checklist.

Given that students with characteristics of dyslexia may have very strong cognitive ability, reasoning skills or academic strengths in other areas, teachers are encouraged to use the notes section to describe student strengths. The teacher should add information to this checklist for every student who falls in the at-risk range on universal screening.

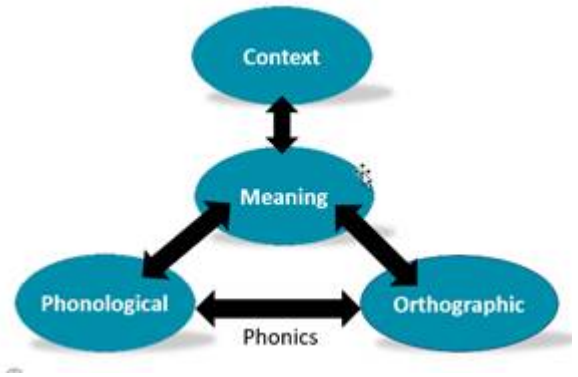

Figure 1. Four Part Processing Model of Word Recognition based on work of Seidenberg and McClelland. Graphic above is from Language Essentials for Teachers of Reading and Spelling (LETRS). This model is used as a foundation for assessment and to guide instructional planning.

Results from Universal Screening

	Listening and Reading Comprehension	Phonemic Awareness	Decoding, Oral Reading Fluency Spelling for later elementary grades	Rapid Automatized Naming (RAN)
Scores and assessment measure	Northwest Evaluation Association (NWEA) Minnesota Comprehensive Assessment (MCA)	Phoneme blending, deletion, substitution	Oral Reading Fluency (ORF) (benchmark) Nonsense word fluency Word Reading	Letter Naming Fluency

Language Indicators: Context and Meaning-Making

Indicators of Language Difficulties	Mark concerns with X	Notes: Consider describing frequency, context, what supports are helpful.
Struggles to learn and retain words such as names of colors, shapes, others' names		
Difficulty finding the right word. Student relies on descriptions, pointing, or use of imprecise language (says "stuff" or "thing"). Speech is interrupted with pauses to find right word, needs extra time to respond to questions.		
Confuses words that sound alike, such as saying "tornado" for volcano, or "lotion" for ocean		
Struggles to accurately and efficiently process orally presented information. Student may stare intently at the speaker or use visual cues to support understanding when oral information is provided too quickly or when there is "too much language" for the student to follow. Student may look around the classroom to follow what peers are doing.		
Mispronunciation of long, unfamiliar, or complicated words (e.g., says "aminal" for animal or "calerpitter" for caterpillar)		
Difficulty remembering multi-step directions or sequences (ABCs, days of the week, months)		
Relates stories in a disorganized manner that is hard for the listener to follow		

Complete a statement summarizing language Indicators. In place of the italicized text, insert the indicators marked. Multiple indicators suggest the need to consult with a speech and language pathologist. Be sure that the indicators exemplify where performance is unexpected compared to that of typically developing peers who have received same amount of instruction. ***For English learners (EL)*** note differences between student and EL peer group.

Suggested language for summary statement: Given *(list indicators of language difficulties)* and *(current performance relative to expectations and peers)* the student requires additional instruction and practice. The following instructional strategies and supports will be used to improve performance *(breaking directions down, extra think time, use of objects or manipulatives in learning or communicating, etc.).*

Phonemic Awareness: Mapping Sounds within Words

Indicators of Phonemic Awareness Difficulties	Mark concerns with X	Notes: Consider results of error analysis, skill inventories, observation. Indicate if there are difficulties with specific sounds.
Difficulty identifying initial, medial or final sound of a word	☐ Accuracy ☐ Automaticity[1]	
Struggles to identify or create rhyming words, does not enjoy rhyming	☐ Accuracy ☐ Automaticity	
Unable to break words into separate speech sounds ('cat' has three sounds /c/ /ă/ /t/). *Note: EL learner's first language may break words into syllables rather than phonemes (e.g., Spanish). Document student differences relative to EL peer group.*	☐ Accuracy ☐ Automaticity	
Difficulty deleting or substituting phonemes during phonemic awareness activities	☐ Accuracy ☐ Automaticity	

Complete the phonemic awareness summary statement. In place of the italicized text, insert the indicators marked**.** Be sure that the indicators exemplify where performance is unexpected compared to that of typically developing peers who have received same amount of instruction. ***For English Learners,*** it is important to be explicit about opportunities to practice with phonemes. EL students may require more practice due to phonemic differences across languages. While slow acquisition of phonemic awareness from EL students does not necessarily indicate characteristics of dyslexia, it is an indicator of the need for more instruction and practice.

Suggested language for summary statement: Given *(list indicators of phonemic awareness difficulties)* and *(current performance relative to expectations and peers)* the student requires additional instruction and practice with the following specific skills *(insert phonemic awareness skills to be addressed in the next six weeks)* using explicit, systematic instruction. The following instructional strategies and supports will also be used to improve performance *(finger tapping the sounds/phonemes, markers/tokens, mirrors, reference to articulatory features of sounds, etc.).* Progress will be monitored (*weekly or bi-weekly)* using *(list progress monitoring tool).*

[1] Automaticity means within two seconds. It is important to measure consolidated skills and not compensatory skills. The goal is to measure what is effortless (Kilpatrick, 2015).

Orthography: Mapping Sounds to Letters

Indicators of Orthographic Difficulties	Mark concerns with X	Note: Consider error analysis, observations, spelling inventories, etc. Note specific sounds that are difficult.
Doesn't know letters in own name (first or last)	☐Accuracy ☐Automaticity	
Confuses similar-looking letters (directionality)	☐Accuracy ☐Automaticity	
Difficulty learning or recalling letter sounds (despite repeated practice)	☐Accuracy ☐Automaticity	
Difficulty with fluent/automatic naming of letters	☐Accuracy ☐Automaticity	
Misspellings indicate not all sounds are represented or errors are not phonetic (make note in phonemic awareness that this skill is missing)	☐Accuracy ☐Automaticity	
Misspellings are phonetically correct (all sounds are represented) but with the wrong graphemes (letters/patterns)	☐Accuracy ☐Automaticity	
Misspellings show student isn't using morphemes correctly (e.g., 'wacht' for watched)	☐Accuracy ☐Automaticity	
Student struggles with letter formation. Note which graphemes and/or other issues related to spacing.	☐Accuracy ☐Automaticity	
Spells same word multiple ways within the same document. May even misspell a word the student can see or refer to on the board or worksheet.		
Limits writing to words student can spell (note differences between oral language and written work)		
Written responses are limited in length and detail compared to what would be provided in an oral response.		

Complete the orthographic mapping summary statement. Given *(indicators of orthographic difficulties)* and *(current performance relative to expectations and peers)* the student requires additional instruction and practice with the following specific skills *(insert orthographic skills to be addressed in the next six weeks)* using explicit, systematic instruction. The following instructional strategies and supports will also be used to improve performance *(use of finger tapping, boxing the syllable, mnemonics, etc.).* Progress will be monitored (*weekly or bi-weekly)* using *(list progress monitoring tool).*

Decoding

Indicators of Decoding Difficulties	Mark concerns with X	Note: Consider error analysis, skill inventories, and observations. Include explicit instruction, strategies, etc. that make it better.
Student's word reading errors: • show no connection to the sounds of the letters (reads "rabbit" as "bunny") • substitutes similar-looking words (reads "luck" as "lunch") • makes wild guesses at words (may use first letter) • relies heavily on the context or pictures in a story to "read" (e.g., student may look up at the ceiling to "figure out" a word)		
Reads letters out of sequence (e.g., reads 'saw' as 'was' or 'from' as 'form)		
Difficulty holding letter sounds in mind when decoding (e.g., may sound out 'p-i-n' and then say "pick"		
Mixes up or omits small function words when reading (e.g., the, to, of, if, for)		
Frequently misreads common high frequency words even after practice (e.g., when, where, there, went, they, their, been, to, does, said, what)		
Reads or sounds out a word and then doesn't recognize that word later in the text		
Decoding is accurate but slow and labored (not automatic or fluent) • Student is reading sound by sound with difficulty blending • Student is reading word by word but choppy and hesitant		

Complete the decoding summary statement. Given *(indicators of decoding difficulties)* and *(current performance relative to expectations and peers)* the student requires additional instruction and practice with the following specific skills *(insert decoding skills to be addressed in the next six weeks)* using explicit, systematic instruction. The following instructional strategies and supports will also be used to improve performance *(use of finger tapping, boxing the syllable, dividing off morphemes, following with finger while sounding out the words,* etc.*)* Progress will be monitored (*weekly or bi-weekly)* using *(list progress monitoring tool).*

Educational Experiences

Indicators Additional Instruction is Necessary	Date (s)	What were the results?
Speech-language difficulties during early childhood		
Student repeated a course, grade, or service		
Student was ***referred*** for services: speech-language, special education, Title 1 services, Alternative Delivery of Instructional Supports and Services (ADSIS) etc.		
Student ***received / is receiving*** services: speech-language services or additional reading instruction		
Organizational time, study halls, other supports have been provided to help student keep up with workload and complete assignments.		
Instruction provided outside of school (tutoring or efforts provided by the family)		
Student was ***evaluated*** for special education or a 504 plan		
Student has ***qualified*** for special education or a 504 plan		
Additional relevant experiences not listed above		

Complete educational experiences summary statement. Given *(list student experience indicators)* the student demonstrates an ongoing need for additional interventions and supports such as *(please list interventions, supports and strategies that will be used).*

Child and Family History

Child and Family History Indicators	Mark concerns with X	Note information relevant for planning intervention frequency, duration, intensity.
A family member has reading or spelling difficulties (may or may not have a formal diagnosis)		
Student has been evaluated or diagnosed with dyslexia, specific learning disorder or reading disorder		
Student has been evaluated or diagnosed with a speech or language disorder or demonstrates speech-language difficulties requiring intervention		

Child and Family History Indicators	Mark concerns with X	Note information relevant for planning intervention frequency, duration, intensity.
Student has been evaluated or diagnosed with ADHD or has difficulty sustaining attention		
Parents have discussed concerns with the school regarding student's difficulties with reading, language and/or attention		

Complete child and family history summary statement. Family history is one of the strongest predictors of dyslexia. Data on family history along with slow or delayed progress in accurate and automatic phonemic awareness, orthographic mapping, and phonics should absolutely lead to targeted and explicit systematic, and sequential instruction. Waiting or providing a balanced reading intervention is not supported by research.

Given *(list relevant child and family history)* it is likely that the student needs *(list effective strategies)* in order to make progress in core instruction.

Student Experiences

Student Experience Indicators	Mark concerns with X	Notes
Student complains of physical illness or actively avoids reading (puts head down, find excuses to stop or distract from task, multiple breaks during reading and writing, etc).		
Student expresses how hard reading is for them compared to others (siblings, students, etc.)		
Student complains of being stupid/dumb		
It takes multiple times longer for student to complete reading or homework assignments compared to siblings and peers		
Student prefers audio supported text / apps when available		
Additional relevant information from conferences with student and parent not listed above		

Complete student experience summary statement: Student experiences are important in identifying the impact of reading difficulties. Indicators from this list should be used to support selection of technology and accommodations that improve performance across the day. Data may also indicate the need for emotional supports to reduce anxiety and avoidance of reading tasks.

Given *(list student experience indicators)* it is likely that the student needs *(list effective strategies)* in order to make progress in core instruction.

Summary Problem Statement to Bring to the Team

Students with characteristics of dyslexia most often have phonemic awareness deficits that create a cascade of difficulties in decoding and orthography (i.e., spelling). Although we are not providing a diagnosis of dyslexia, we have recognized the following skills require additional explicit instruction.

Insert the following summary statements here: phonemic awareness, orthography, and decoding.

- Given *(list indicators of phonemic awareness difficulties)* and *(current performance relative to expectations and peers)* the student requires additional instruction and practice with the following specific skills *(insert phonemic awareness skills to be addressed in the next six weeks)* using explicit, systematic instruction. The following instructional strategies and supports will also be used to improve performance *(finger tapping the sounds/phonemes, markers/tokens, mirrors, reference to articulatory features of sounds, etc.).* Progress will be monitored (*weekly or bi-weekly)* using *(list progress monitoring tool).*

- Given *(indicators of orthographic difficulties)* and *(current performance relative to expectations and peers)* the student requires additional instruction and practice with the following specific skills *(insert orthographic skills to be addressed in the next six weeks)* using explicit, systematic instruction. The following instructional strategies and supports will also be used to improve performance *(use of finger tapping, boxing the syllable, mnemonics, etc.).* Progress will be monitored (*weekly or bi-weekly)* using *(list progress monitoring tool).*

- Given *(indicators of decoding difficulties)* and *(current performance relative to expectations and peers)* the student requires additional instruction and practice with the following specific skills *(insert decoding skills to be addressed in the next six weeks)* using explicit, systematic instruction. The following instructional strategies and supports will also be used to improve performance *(use of finger tapping, boxing the syllable, dividing off morphemes, following with finger while sounding out the words, etc).* Progress will be monitored (*weekly or bi-weekly)* using *(list progress monitoring tool).*

How Worried Should We Be? Given language indicators, child and family history and student experiences *(insert indicators)* the team believes that:

- *the student requires intensive intervention and/or*
- *technology and audio supported text should be provided across the day to support reading comprehension.*
- *a referral for a 504 plan and accommodations (for daily work and standardized testing) are justified*
- *a referral for a special education evaluation should be initiated*

Given all the information provided at this time, we are proposing *(list services)* to be provided *(number of times per week)* times per week for *(number of minutes)* minutes per session.

We will monitor progress by *(list what data will be graphed)* and document additional learnings *(such as retention, progress towards the goal, level of explicitness needed*) to determine if and when additional evaluation or changes to intervention are needed.

We will be reviewing the data and student progress (*name skill, weekly/bi-weekly)*. If in *(number of weeks)* weeks, progress *(insert decision rule)* has not been made we will convene a meeting to discuss next steps.

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Appendix B: List of Universal Screening Tools for Identifying Characteristics of Dyslexia 2019-20

Tool	Publisher Contact Information	Grades	Subtests	Administration Time	Progress Monitoring	Cost / Notes
aimswebPlus: Early Literacy K-1 Composite aimswebPLUS replaces aimsweb in the 2019-2020 school year.	Pearson www.aimsweb.com Customer Support: 866-313-6194	Pre-K through grade 1	Letter Naming Fluency Print Concepts Letter Word Sound Fluency Initial Sounds Auditory Vocabulary Phoneme Segmentation Word Reading Fluency Written Expression Oral Reading Fluency Silent Reading Fluency Reading comprehension	Depends on how many measures are used	Yes	$4.50 per student per year (includes online data management and reporting system).
aimswebPlus: 2-6 Composite		grades 2-6 Kids enter data, auto scoring	Letter Naming Oral Reading Fluency	Depends on how many measures are used	Yes	

Tool	Publisher Contact Information	Grades	Subtests	Administration Time	Progress Monitoring	Cost / Notes
Dynamic Indicators of Basic Literacy Skills (DIBELS) DIBELS 8th Edition will be the only version available for the 2020-2021 school year. It will replace DIBELS 6th and DIBELS Next (7th edition). DIBELS Next has been rebranded as Acadience Reading (see information below).	University of Oregon DIBELS 8th Edition, released August 2018, is offered exclusively by University of Oregon DIBELS Data System. www.dibels.uoregon.edu General Support Email support@dibels.uoregon.edu Customer Support: 888-497-4290	grades K-8	DIBELS 8th Edition: Letter Naming Fluency Phonemic Segmentation Fluency Nonsense Word Fluency Word Reading Fluency Oral Reading Fluency Maze Passages	3-7 minutes	Yes	Materials are free and the data system is $1 per student.
mCLASS DIBELS (mobile version) Amplify will continue to support mCLASS DIBELS Next through the 2020-2021 school year. Amplify will begin supporting mCLASS DIBELS 8th Edition in the 2019-2020 school year.	Amplify Education, LLC www.amplify.com Customer Support: 212-213-8177	grades K-8	DIBELS 8th Edition: Letter Naming Fluency Phonemic Segmentation Fluency Nonsense Word Fluency Word Reading Fluency Oral Reading Fluency Maze Passages	3-7 minutes	Yes	$14.90 per student (includes online administration platform, reporting and data management system).

Tool	Publisher Contact Information	Grades	Subtests	Administration Time	Progress Monitoring	Cost / Notes
Acadience Reading (Formerly known as DIBELS Next)	Dynamic Measurement Group www.acadiencelearning.org Customer Support: 888-943-1240	grades K-6	First Sound Fluency Letter Naming Fluency Phoneme Segmentation Fluency Nonsense Word Fluency Oral Reading Fluency Maze Passages	3-8 minutes	Yes	Measures available for free download through the website. Annual cost for the data management service is $1 per student per year.
FAST earlyReading and CBMreading	FastBridge Learning www.fastbridge.org info@fastbridge.org Customer Support: 612-254-2534	n/a	Concepts of Print Letter Naming Onset Sounds Letter Sounds Word Blending Word Segmentation Nonsense Words Decodable Real Words Sight Words 150 Oral Reading Fluency	>10 minutes	n/a	Annual subscription cost of $7 per student includes access to all FAST assessments and data management with a variety of reports.
STAR Early Literacy	Renaissance www.renaissance.com Customer Support: 800-338-4204	Pre-K through grade 3	Concepts of Print Phonological awareness Phonics Word recognition Fluency Vocabulary	5-15 minutes	Yes	Pricing Varies

Appendix C: Recommended Universal Screening Tool List Criteria and Selection Process (2019-20)

1. **Screening Tool Requirement**: The screening tool measures indicators of dyslexia in the elementary grades as described in Minnesota Department of Education (MDE) screening guidance. Indicators must include: phonemic awareness, decoding (real or nonsense words), letter-naming fluency and oral reading fluency. Subtests will vary by grade level.
2. **Use in Minnesota**: Demonstrated use in Minnesota as indicated by self-reported submissions in compliance with Minnesota Statutes, section 120B.12.
3. **Criteria for Administration**: The screening tool can be administered by a wide range of staff following standardized administration procedures. Specific licensure such as reading specialist, speech-language pathologist, school psychologist, etc., is not required.
4. **Adequate Validity, Reliability and Classification Accuracy**: The screening tool must have adequate evidence of classification accuracy. In addition, the tool must demonstrate adequate validity or reliability as reported by the vendor or a national organization providing annual review of assessment instruments (e.g., Center on Response to Intervention).
5. **Norming Population Defined**: The screening tool manual includes an explanation of the population used to norm the screening tool. Districts are encouraged to review this information to determine if the norming population matches their student population.
6. **Timeline of Review**: Revision of the MDE list is completed annually to add any additional screening tools using this process. This review will begin in October of each year. Results will be finalized by January of the following year.
7. **Process Review**: This process will be reviewed annually.