



Dyslexia Screening and Acadience™ Reading

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Improving Academic Success for Students and Schools

Acadience Reading
is the new name for the DIBELS Next® assessment.

Acadience Math
is the new name for the DIBELS® Math assessment.

Acadience Data Management
is the new name for DIBELSnet®.

The assessments remain the same.
Benchmark goals stay the same.
Scores are interpreted in the same way.

SLD & Dyslexia Screening with Acadience Reading

Publications and Presentations

Dyslexia Screening and the Use of Acadience® Reading
Dynamic Measurement Group / October 2018

A hallmark of dyslexia is poor reading performance in the face of generally effective reading instruction (VanDerHeyden & Burns, 2017). Thus, one of the most definitive indications of dyslexia and risk for dyslexia is a combination of (1) severe low skills on measures of phonological processing including phonemic awareness and phonics and (2) a sustained lack of adequate progress in learning the basic early literacy skills when provided with generally effective instruction.

Using a single test to make important high-stakes decisions like the diagnosis of dyslexia is inconsistent with professional standards (AERA, APA, & NCME, 2016). However, Acadience Reading provides one of the best methods of identifying students who are at risk for early reading difficulties, including dyslexia, monitoring those students to determine whether they remain at risk, and identifying students who are not making adequate progress and should be referred for further assessment. Acadience Reading is specifically designed to be used within a comprehensive, school-wide model of literacy support designed to prevent reading failure. As early as kindergarten, Acadience Reading results predict the likelihood of students experiencing reading difficulty in the future, provide teachers with evidence-based instructional targets for instruction and intervention, and provide a means to evaluate progress toward those targets in time to modify instruction and intervention.

Acadience Reading supports students with dyslexia or who are at risk for dyslexia in the following four distinct ways:

1. Acadience Reading provides early screening for students with dyslexia or who are at risk for dyslexia: Acadience Reading provides an early warning system to teachers from the beginning of kindergarten and tracks progress through first grade and beyond. A child scoring Below or Well Below Benchmark on phonological and phonemic awareness, alphabet knowledge, or basic phonics skills provides the first piece of evidence that he or she may be at risk for dyslexia.
2. Acadience Reading provides early identification of students with dyslexia or who are at risk for dyslexia: Acadience Reading provides a powerful and efficient way to identify students at risk for dyslexia and to target instruction to reduce risk and prevent reading failure.

Figure 1. Classroom Report

NAME	LSP		WSP		READING COMPOSITE SCORE	
	Score	Level	Score	Level	Score	Score Level
Henderson, Cts	12	W (1)	18 (1)	W (1)	48 (1)	W (1) Well Below Benchmark



IDA Dyslexia Definition

“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.”

Adopted by the IDA Board of Directors, Nov. 12, 2002. Many state education codes, including New Jersey, Ohio and Utah, have adopted this definition. Learn more about how consensus was reached on this definition: [Definition Consensus Project](#)
Accessed 7/12/2019: <https://dyslexiaida.org/definition-of-dyslexia/>

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Dyslexia Screening and Acadience Reading

Definitive indicators of risk for dyslexia and other reading difficulties include a combination of

- (1) **severe low skills** on measures of accurate and fluent reading, word reading and decoding, and especially phonological processing including phonemic awareness and phonics, and
- (2) **sustained lack of adequate progress** in learning the basic early literacy skills,
- (3) when provided with **generally effective instruction**.

Other indicators of risk include

- (1) Rapid Automatized Naming (RAN)
- (2) Spelling

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(1) Severe Low Skills

(1) **severe low skills** on measures of accurate and fluent reading, word reading and decoding, and especially phonological processing including phonemic awareness and phonics.

- Low skills are assessed in the identify and validate need for support steps of the Outcomes Driven Model
- Indicators include Below or Well Below Benchmark skills on
 - ❑ Phonemic Awareness
 - ❑ Phonics and Alphabetic Principle
 - ❑ Word reading and decoding accuracy
 - ❑ Fluent reading
 - ❑ Reading comprehension

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(1) Severe Low Skills and Acadience Reading

At least Below Benchmark	Well Below Benchmark	Skill Area
		Phonemic Awareness: FSF, PSF
		Phonics and Alphabetic Principle: NWF CLS, NWF WWR
		Word reading and decoding accuracy: ORF Accuracy
		Fluent Reading: ORF Words Correct
		Reading Comprehension: ORF Retell, ORF Words Correct, Maze, Reading Composite

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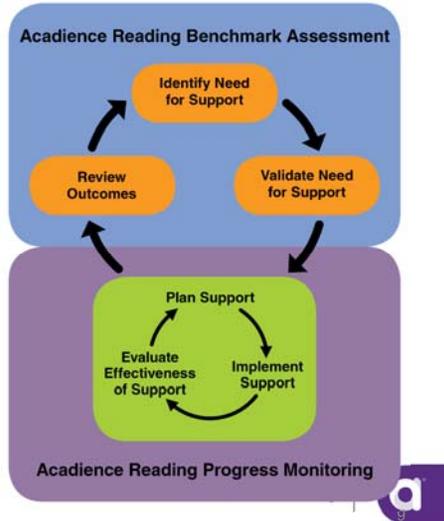


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ODM Steps 1 & 2: Identify and Validate Need for Support

Outcomes Driven Model Steps:

1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
5. Review outcomes.



(1) **severe low skills** on measures of accurate and fluent reading, word reading and decoding, and especially phonological processing including phonemic awareness and phonics.

School: Delight Valley Grade: First Grade, Beginning of Year Year: 2017-2018 Class: Edwards Grade 1		Classroom Report										Acadience Reading K-6	
NAME	STUDENT ID	LNF		PSF		NWF		WWR		READING COMPOSITE SCORE		Score Level	
		Score	National Percentile	Score	National Percentile	CLS	National Percentile	Score	National Percentile	Score	National Percentile		
Hernandez, Otis	13302014V1	12	2	19	11	9	5	0	17	40	3	Well Below Benchmark	
Sullivan, Evelyn	13252014V1	39	33	16	9	15	12	0	17	70	10	Well Below Benchmark	
Criz, Nathan	13702014V1	30	17	14	8	27	39	0	24	71	10	Well Below Benchmark	
Becker, Darla	13852014V1	24	9	35	31	23	29	1	40	82	16	Well Below Benchmark	
Price, Melvin	13952014V1	18	5	43	51	30	46	3	53	91	21	Well Below Benchmark	
Hawkins, Coy						21	23	0	17	92	22	Well Below Benchmark	
Collie, Tracy						22	26	1	40	97	26	Below Benchmark	
Lewis, Willy						28	42	0	17	97	26	Below Benchmark	
Boyd, Willie						44	74	11	79	106	34	Below Benchmark	
Warner, Abe						23	29	2	47	107	35	Below Benchmark	
Brady, Marnie						33	53	0	17	110	38	Below Benchmark	
Guerrero, Andre	13502014V1	46	52	44	54	21	23	0	17	111	39	Below Benchmark	
Phelps, Vicki	13102014V1	64	88	22								At Benchmark	
Walton, Alfred	13652014V1	34	23	65								At Benchmark	
Johnson, Gerard	13052014V1	65	89	51								Above Benchmark	
Singleton, Tyler	13152014V1	67	91	45								Above Benchmark	
Lopez, Angel	13452014V1	51	66	43								Above Benchmark	
Simmons, Herbert	13802014V1	78	97	35								Above Benchmark	
Gomez, Bradford	13002014V1	52	68	76	99	57	86	0	17	185	92	Above Benchmark	
Stevens, Frank	13902014V1	64	88	62	93	59	87	19	90	185	92	Above Benchmark	
GOAL					40		27		1		113		
AVERAGE		42.3		40.4		35.7		4.7		118.3			

Otis and Evelyn are at high risk for dyslexia or severe reading difficulty

Other students are at some risk

(1) Evidence of Severe Low Skills for Evelyn

At least Below Benchmark	Well Below Benchmark	Skill Area
✓	✓	Phonemic Awareness: FSF, PSF
✓	✓	Phonics and Alphabetic Principle: NWF CLS, NWF WWR
NA	NA	Word reading and decoding accuracy: ORF Accuracy
NA	NA	Fluent Reading: ORF Words Correct
NA	NA	Reading Comprehension: ORF Retell, ORF Words Correct, Maze, Reading Composite

(2) Sustained lack of adequate progress

Serious, stubborn, sustained lack of adequate progress in learning the basic early literacy skills or **adequate progress with intensive, resource heavy support.**

Below Typical Progress or Well Below Typical Progress on

- Phonemic Awareness
- Phonics and Alphabetic Principle
- Word reading and decoding accuracy
- Fluent reading
- Reading comprehension
- With progress monitoring and adjustments to instruction to meet the individual students' learning needs
- Or adequate progress only with highly intensive support



(2) Sustained lack of adequate progress and Acadience Reading

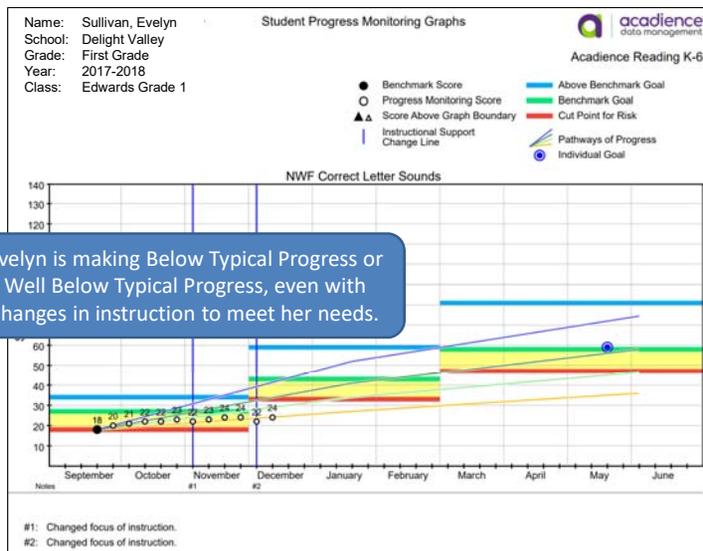
At least Below Typical Progress	Well Below Typical Progress	Skill Area
		Phonemic Awareness: FSF, PSF
		Phonics and Alphabetic Principle: NWF CLS, NWF WWR
		Word reading and decoding accuracy: ORF Accuracy
		Fluent Reading: ORF Words Correct
		Reading Comprehension: ORF Retell, ORF Words Correct, Maze, Reading Composite

Middle-of-Year Pathways of Progress Report

SCHOOL INFORMATION		MIDDLE OF YEAR COMPONENT SCORE PATHWAYS						MIDDLE OF YEAR OVERALL PATHWAY	
School: Delight Valley		Pathways of Progress™ Report						Acadience Reading K-6	
Grade: First Grade, Middle of Year		NWF Correct Letter Sounds		NWF Whole Words Read		ORF Words Correct		ORF Accuracy	
Year: 2017-2018		Score	Pathway	Score	Pathway	Score	Pathway	Score	Pathway
Class: Edwards Grade 1		Pathway		Pathway		Pathway		Pathway	
Name	Reading Composite Score	NWF Correct Letter Sounds Score	NWF Whole Words Read Score	ORF Words Correct Score	ORF Accuracy Score	Reading Composite Score	Pathway	Reading Composite Score	Pathway
Hernandez, Otis	40	33	0	6	46%	39	★★★	39	★★★
Sullivan, Evelyn	70	25	7	4	29%	36	★★	36	★★

- Evelyn and Otis are making similar progress in the middle of the year.
- Evelyn is making below typical progress given her initial skills on basic phonics skills.
- She is making well below typical progress in word reading and decoding.

(2) sustained lack of adequate progress in learning the basic early literacy skills,



(2) Evidence of Sustained lack of adequate progress for Evelyn

At least Below Typical Progress	Well Below Typical Progress	Skill Area
✓		Phonemic Awareness: FSF, PSF
✓		Phonics and Alphabetic Principle: NWF CLS, NWF WWR
✓	✓	Word reading and decoding accuracy: ORF Accuracy
✓	✓	Fluent Reading: ORF Words Correct
NA	NA	Reading Comprehension: ORF Retell, ORF Words Correct, Maze, Reading Composite

(3) when provided with generally effective instruction

The third defining indicator of risk for dyslexia and other reading difficulties is evidence that instruction is generally effective. For example,

- School Summary Report: Growing the green, shrinking the red and yellow.
- Summative Growth Report: Average or Above Average classroom reading progress.
- Effectiveness of Instructional Support Levels report: Especially the effectiveness of Below and Well Below Benchmark instruction.
- Group Progress Monitoring Graphs: Group instruction is generally effective for students with similar skills.



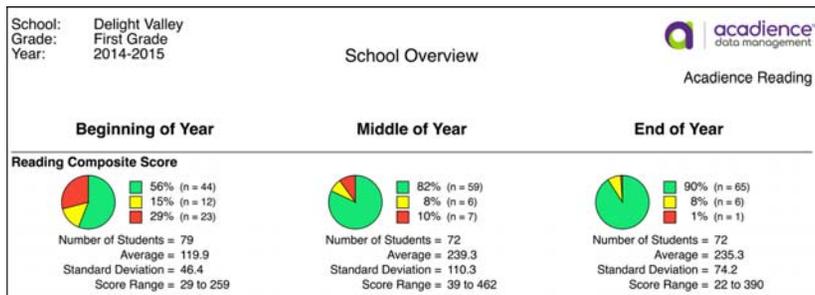
(3) Evidence of generally effective instruction for Evelyn

At Least Average classroom progress	Above average classroom progress	Skill Area/Benchmark Status
		Overall classroom progress
		Below Benchmark
		Well Below Benchmark
		Phonics and Alphabetic Principle: NWF CLS, NWF WWR



(3) when provided with generally effective instruction

- School-wide system of support is generally effective.



Summative Growth Report

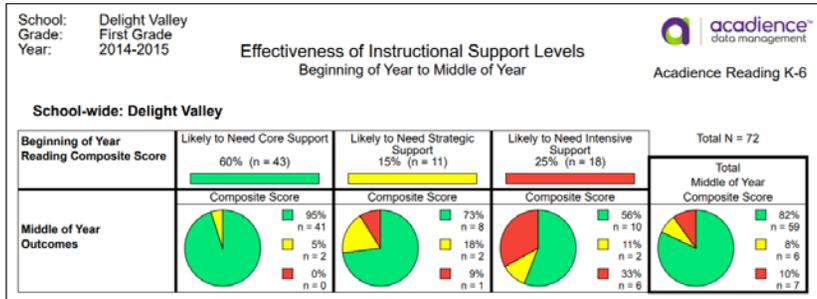
Classes	Total Students Included	Percent of Students in Pathway 3, 4, and 5	Classroom Reading Progress Percentile	Classroom Reading Progress Descriptor
First Grade				
Edwards Grade1	17	64.7% (n=11)	48	Average Classroom Reading Progress
Morris Grade1	16	81.3% (n=13)	79	Above Average Classroom Reading Progress

In the Edwards Grade 1 classroom, 65% of students are making typical progress or better which is average compared to other classrooms.



(3) when provided with generally effective instruction

- Tier 1, systems of support are generally effective.
- Tier 2, and Tier 3 systems of support are moderately effective: Goal is 80% reduce risk.

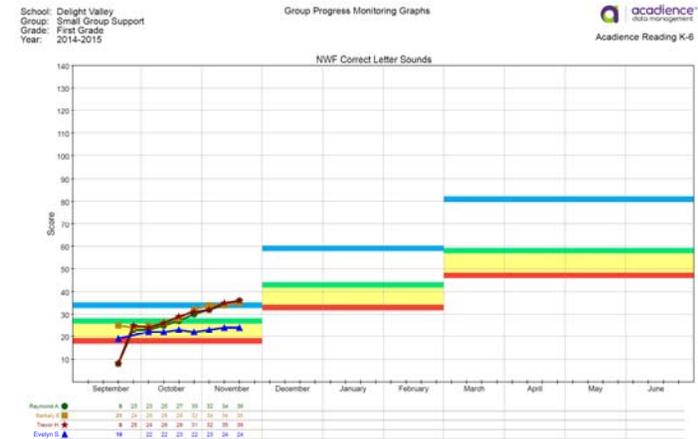


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(3) when provided with generally effective instruction

- Intervention group is generally effective for other students with similar skills.



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(3) Evidence of generally effective instruction for Evelyn

At Least Average classroom progress	Above average classroom progress	Skill Area/Tier
✓		Overall classroom progress
✓		Below Benchmark
✓		Well Below Benchmark
✓	✓	Phonics and Alphabetic Principle: NWF CLS, NWF WWR

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Other indicators of risk include

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- (2) Spelling

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The Purpose of Early Screening

The purpose of early screening is to do something about it with instruction and intervention.

Early intervention and prevention is key.

We can make the biggest difference for children at risk for dyslexia and other reading difficulties before there is a problem.

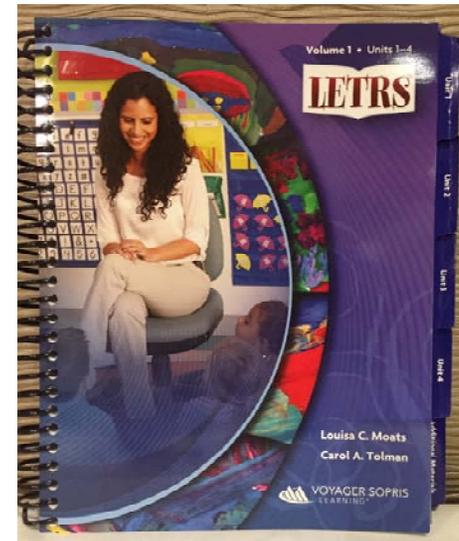
- Professional Development on what and how to teach the essential skills
- Explicit instruction.
- Targeted intensive intervention.

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Professional Development



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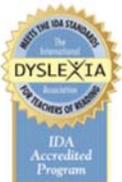
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Mount St. Joseph University



MOUNT ST. JOSEPH
UNIVERSITY
Reading Science Program

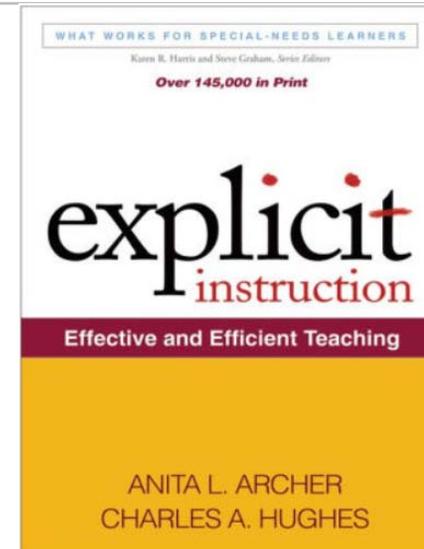
Mount St. Joseph University's Reading Science Program



Master's Degree
Dyslexia Certificate

Fully Online

Explicit Instruction



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Targeted intensive intervention

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Phonics Lesson Library™

The *Phonics Lesson Library™ (PLL)* is an extensive phonics interventional program that provides everything required for effective phonics lessons. To save teachers valuable time, all the planning and work is done for them!

Each of the 75 weekly lessons includes the following materials:

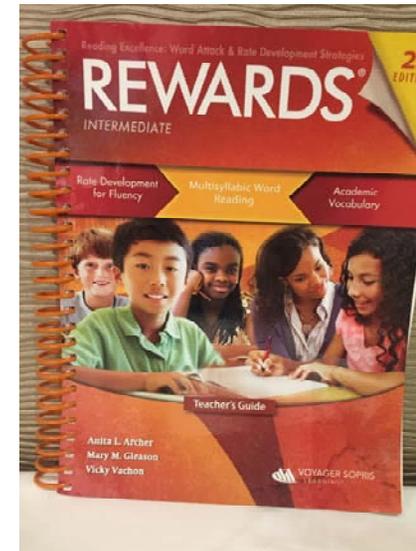
- Weekly lesson broken into a 5-day plan. Each full color lesson plans feature phonics chip movement in each lesson. Each daily lesson includes:
 - The steps to teach each day with the abbreviated "1 DOs" after initial introduction
 - Simple steps for teaching only that lesson
 - Estimate of time required to teach each step
 - Easy to spot symbols illustrating materials needed to teach each lesson
 - Phonics chip movement
- 3 decodable text passages per skill (Teacher and Student Versions)
- Word Lists
- Teacher word cards
- Student word cards for word sort
- Fluency Sheets
- Review Grids
- Thorough, clear, expanded lesson plans
- Comprehension Questions
- End of Lesson Assessments

The phonics lessons are broken into 3 parts: Basic, Advanced, and Multisyllabic. The following lessons are included in each part:

Click to Shop Visit our webstore and explore our Phonics Lesson Library.



Targeted intensive intervention

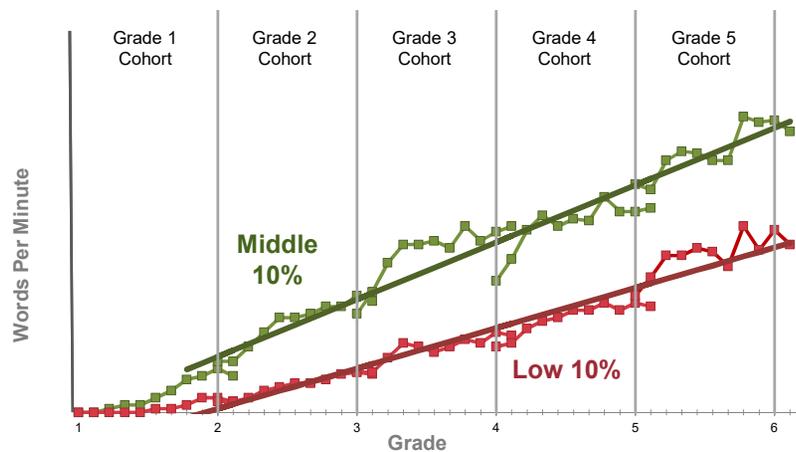


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The Power of Prevention



Good, R. H., Simmons, D. C., & Smith, S. B. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. *School Psychology Review*, 27, 740-753. [Joint publication with *Educational and Child Psychology*]



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Key Steps in Prevention

- ▶ Identify students *early*.
- ▶ Focus *instruction* on *essential early literacy skills*.
- ▶ Focus assessment on *indicators* of important *outcomes*.
- ▶ *Use* assessment information to *impact instruction* to *improve outcomes* for students.
 - * Benchmark goals
 - * Individual student learning goals
 - * Monitor progress
 - * Formative evaluation

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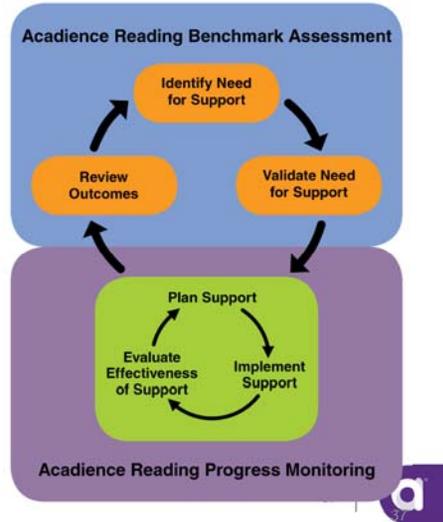


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Outcomes Driven Model

Outcomes Driven Model Steps:

1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
5. Review outcomes.



Reading is the point!

