

Why Screen? Which Screen? Promising New Screens



What is Screening?

According to the [Center on Response to Intervention for the American Institutes for Research](#), "Screening is conducted to identify or predict students who may be at risk for poor learning outcomes. Universal screening assessments are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status."

What Research-based Universal Screening Reading Assessments Should Teachers Use for Grades K-3 Students?

The importance of using a *research-based* screener cannot be overstated. In July 2014, the Connecticut State Department of Education (CSDE) identified research-based assessments that met standards for technical rigor and efficiency, and published the [Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments](#).

"For the school year commencing July 1, 2016, and each year thereafter, such assessments shall also assist in identifying, in whole or in part, students at risk for Dyslexia or other reading-related learning disabilities. As a critical component of a comprehensive, standards-aligned reading instructional program, districts will select an assessment for use as a universal screening ... For additional information, review the document entitled, '[Special Considerations for Dyslexia](#)'."

If you live outside of Connecticut, contact your State Department of Education to determine what screeners have been approved for use in your state and see this information from the [International Dyslexia Association](#). Peruse this [list](#) of early literacy assessments and screeners for dyslexia risk compiled by Gaab Lab staff. You can find different tabs for pre-readers and early readers, as well as which screeners are validated/peer-reviewed.

DIBELS 8 Training Workshops in Connecticut and Massachusetts

DIBELS 8 is among the CSDE-approved universal screening reading assessments. In partnership with Hill for Literacy, we are pleased to offer DIBELS 8 one-day training workshops in our Trumbull, CT office on December 3, 2019 and March 24, 2020.

For further information and to register, click on the flyer or [here](#).

DIBELS 8th Edition Workshops

CTL Center on Teaching & Learning

This one-day workshop will overview the DIBELS 8th Edition, developed by the Center on Teaching and Learning at the University of Oregon. DIBELS 8th Edition is a battery of short (one minute) fluency measures that can be used for universal screening, benchmark assessment, and progress monitoring in Kindergarten through 8th grade. DIBELS 8th Edition is more useful for more students in more grades than ever before. For title I schools, special education programs, students identified with dyslexia, and anyone focused on improving literacy for all students, DIBELS 8th Edition is the least invasive, and one of the most effective screening tools available. When you choose DIBELS 8th Edition as your assessment solution, you are trusting scientific evidence, research-based practices, and decades of experience in teaching and learning.

DIBELS 8th Edition discontinues a few old DIBELS subtests, revises other existing subtests, and introduces a new subtest:

- Letter Naming Fluency (LNF) now accounts for how frequently letters appear in both upper- and lower-case forms.
- Phonemic Segmentation Fluency (PSF) now accounts for both word frequency and the number of phonemes in a word.
- Nonsense Word Fluency (NWF) now accounts for the frequency of spelling patterns.
- Word Reading Fluency (WRF) is now part of the DIBELS assessment system.
- Oral Reading Fluency (ORF) only requires one passage per benchmark period and passages are now written by experienced authors.
- Maze passages are now written by experienced authors and include several other improvements.

Workshop Dates

LITERACY HOW OFFICES - TRUMBULL, CT
 Tuesday, December 3, 2019, 8:30am-4:00pm
 Tuesday, March 24, 2020, 8:30am-4:00pm

(\$51)
 \$150/person
 (discounts for groups of 5+ are available)

We hope you can join us! For more information and to register, please visit the HILL For Literacy website: www.HILLForLiteracy.org

Can't make the training dates? We can bring the workshop directly to your school or district!

Email info@hillforliteracy.org or call 888-860-0190 for more information.

HILL FOR LITERACY | 800 W. Cummings Park, Ste 3075, Wooster, OH 43081 | 888.860.0190 | info@hillforliteracy.org | www.hillforliteracy.org

Promising Screening Apps to Help ID Struggling Readers Early

"It's never too late to identify dyslexia ... but for every year after pre-kindergarten you wait, the effect of the intervention goes down by 25-50%."

Fumiko Hoeft, Director, UConn Brain Imaging Research Center

Hoeft and colleagues in the [AppRISE](#) (Application for Readiness in Schools and Learning Evaluation) Project have developed and are testing a universal screener that assesses school readiness and dyslexia risk in young learners of ages 3-8 in the form of a gamified app. Visit their [website](#) to learn how your school or district can participate in the validation process.

In neighboring Massachusetts, [Dr. Nadine Gaab and her team](#) are developing [The Early Literacy Screening App](#), which is projected to be released in 2020. "The goal is to identify, with a high degree of specificity, all children who struggle with reading, regardless of why they will struggle, as early as possible, and provide support for educators, parents, and health professionals through an easy-to-use, accessible platform," says Gaab.

Image retrieved from [International Dyslexia Association](#).