Shaywitz DyslexiaScreen™

Shaywitz DyslexiaScreen Adolescent-Adult Form
Individual Report
Sally E. Shaywitz, MD

Student Information

ID:	121212
Name:	Student A
Sex:	Male
Birth Date:	05/05/2005
Age:	17:4
Grade:	11
Race/Ethnicity:	Hispanic
English Language Learner (ELL/ESL):	

Test Information

Test Date:	09/27/2022
School:	
Teacher:	
Form:	Adolescent-Adult

Additional Comments:

[4.1 / RE1 / QG1]

P Pearson

Score Summary

Classification
At Risk for Dyslexia

SUMMARY RESULTS

This test is called the Shaywitz DyslexiaScreen™ Adolescent-Adult Form. It is a self-rating scale of language and academic risk factors that indicates whether the examinee may be at risk for dyslexia.

The examinee's ratings indicated risk for dyslexia on 9 out of 10 items pertaining to language and academic concerns. To be classified as "At Risk for Dyslexia", the ratings must indicate a sufficient level of risk on enough items to meet the cut score. The results of the Shaywitz DyslexiaScreen suggest that Student A is At Risk for Dyslexia.

SUGGESTED NEXT STEPS

Effective screening, whether with an individual or a group, requires a clear understanding of the *purpose* of screening, the *properties* of a screener, and the knowledge of best practices on the possible *next steps* following a screening event.

Based on the risk status classification for Student A, consider reviewing and implementing the following next steps.

Additional Screening

The Shaywitz DyslexiaScreen is a brief tool for screening individuals who may be at risk for dyslexia. Because it is best practice to collect information about an individual from multiple perspectives in the screening process, individuals may also benefit from behavioral screening. Recommended assessments include the Wide Range™ Achievement Test (5th ed.; WRAT5™), the Woodcock Reading Mastery Tests (3rd ed.; WRMT™-III), and the Dyslexia Index Scores available in the Kaufman Test of Educational Achievement™ (3rd ed.; KTEA™-3) and Wechsler Individual Achievement Test® (4th ed.; WIAT®-4).

Further Assessment

For those identified as At Risk for Dyslexia, a common path forward after screening is a comprehensive diagnostic evaluation. In the case of dyslexia, formal and informal assessments using this deeper process may assess symptoms such as reading fluency, causes/correlates such as processing deficits, and risk factors such as family history. For more information and specific assessment tools that evaluate these symptoms and others, see Pearson's dyslexia toolkit at www.PearsonAssessments.com/Dyslexia. These diagnostic assessment results, plus screening and academic data, should be used collectively to make instructional, diagnostic, or intervention decisions.

Intervention & Progress Monitoring

Professionals and caregivers may choose to move directly from screening into more rigorous instruction or intervention. This may be acceptable as long as no formal diagnosis has been made on the basis of a single screening measure. Once risk has been identified through screening, immediate and focused intervention may help to mitigate or prevent persistent academic difficulties for some individuals. In addition, response to evidence-based instruction is an important criterion for identifying dyslexia and monitoring progress. Intervention tools may include skill-based objectives or goal statements, explicit and scripted activities, and broad evidence-based programs or strategies. Tools such as aimswebPlus or growth scale values can support an evidence-based approach to progress monitoring. For more information, see Pearson's dyslexia toolkit at www.PearsonAssessments.com/Dyslexia.