

# Easy to use, quick, & reliable.

- Identifies individuals at risk for dyslexia
- Screens individuals or groups
- Easy-to-use teacher-administered (K-3) or self-administered (Adolescents-Adults)
- Digital administration, scoring, and reporting



**Shaywitz**  
**DyslexiaScreen™**



**The Shaywitz DyslexiaScreen™** is an efficient, reliable, and user-friendly screening measure for individuals who may be at risk for dyslexia. Dr. Sally Shaywitz, a global leader in dyslexia, created this unique evidence-based screening tool. It emphasizes phonological, linguistic, and academic performance based on classroom teacher observations for students K-3 or as a self-rating for adolescents and adults, all in just a few minutes per person—unlike other measures which take up precious instructional time.

Waiting to identify dyslexia risk has far-reaching consequences both academically and behaviorally—consequences that can affect the individual's long-term success in school and in life. Recognizing these long-term effects, many schools, districts, and states are implementing plans to screen sooner.

**The Shaywitz DyslexiaScreen offers six forms at this time:**

- \* Form 0 – For teachers of students age 5:0 – 6:11 in Kindergarten
- \* Form 1 – For teachers of students age 6:0 – 7:11 in Grade 1
- \* Form 2 – For teachers of students age 7:0 – 8:11 in Grade 2
- \* Form 3 – For teachers of students age 8:0 – 9:11 in Grade 3
- \* Adolescent-Adult Form --For individuals ages 14–65
- \* Corrections Form – For incarcerated individuals ages 18–65

For the K-3 forms, the classroom teacher rates statements about a student's language and academic behaviors based on the frequency of the student's demonstration of each behavior. For the Adolescent-Adult and Corrections forms, the individual completes a self-rating for all the items, based on their own perceptions and history.

Results for a particular individual include a simple classification of "At Risk for Dyslexia" or "Not At Risk for Dyslexia." The rating results produce individual and/or group reports.

# Powerful attributes, psychometrically and administratively



## Psychometric Strength

**Screening Items**—Normed as part of the Connecticut Longitudinal Study (CLS) begun by Dr. Shaywitz in 1983. Dr. Shaywitz continues to follow 80% of the subjects in the Study. Pearson supported this longitudinal research with national validity studies in 2016, 2017, 2018, and 2019.

**Purpose**—Sort individuals, as early as Kindergarten, into two groups quickly, efficiently, and effectively—those at risk for dyslexia and those not at risk.

**Research Sample**—The CLS sample of students has been followed prospectively and longitudinally from school entry into adulthood for the purpose of studying the development of reading, learning, and attention. Results indicated achievement gaps between students with and without dyslexia are evident in Grade 1 and persist into adolescence, providing a strong, evidence-based rationale for identifying at-risk children and intervening as early as possible.\* Like the CLS, the national validity studies also collected data on typically-developing students as well as a reference group with dyslexia. This is critical in the definition of any dyslexia screener!

\*(Ferrer et al., 2007; Ferrer et al., 2010; Ferrer et al., 2015; Shaywitz et al., 1995; Shaywitz, Fletcher, Holahan, & Shaywitz, 1992; Shaywitz et al., 1999; , Fletcher, & Escobar, 1990)

For more information,  
contact us at **800.627.7271** or  
visit **[PearsonAssessments.com/Shaywitz](https://PearsonAssessments.com/Shaywitz)**

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## Administration & Scoring Options



Pearson's web-based scoring and reporting system that allows you to deliver and administer the K-3 and Adolescent-Adult Forms with convenience and security. Q-global delivers the screener on a simple-to-use, web-based interface for the administrator as well as the individual completing the assessment.



Integrated into the aimswebPlus system, use the K-3 forms alongside your academic reading benchmark system for a complete view of the student's performance—seamlessly! Then, consider the best practice of using multiple measures to make data-based decisions about next steps.



Review360 is a standalone universal screening tool that provides a robust, scalable screening solution for all six forms. This universal screening option features a comprehensive view of reporting, mass data entry, and fast classroom-level administration process.



The Corrections Form is integrated with GED Testing Service and Pearson VUE Test Centers.

*A comparison document, sample reports, and overview videos on the administration options are available at [PearsonAssessments.com/Shaywitz](https://PearsonAssessments.com/Shaywitz).*