Dyslexia is part of the overall reading conversation!

Pearson

For many education professionals, dyslexia awareness, in the context of overall reading performance, is steadily growing across school districts.

Our reading tools are organized around key functions of your work: screening, assessment, intervention/instruction, and progress monitoring. These distinct functions, crafted into an efficient process and delivered expertly, provide teachers and students with the best possible outcomes. See some examples of our tools below:

Screen. Aimsweb®Plus features skill-based measures and a robust underlying data set that contribute to reading success, along with Shaywitz DyslexiaScreen®, an evidence-based screener for students at risk for dyslexia.

Intervene. SPELL-Links Class Links for Classrooms delivers high-quality, hands-on instruction to structured literacy goals

Assess. Developmental Reading Assessment™, Third Edition (DRA™3) analyzes oral reading and reading comprehension providing a deeper understanding of students areas of strength as well as their instructional needs.

Monitor. AimswebPlus and DRA3 provide a complete, ongoing view of a student's reading skills and developing reading behaviors.

How might these tools work together? Here's one example:

STEP 1 Use aimswebPlus to screen for overall reading skills and skill development.

STEP 2 Use Shaywitz DyslexiaScreen to screen for dyslexia risk.

STEP 3 Use DRA3 to observe and guide students through personalized reading skill development.

STEP 4 Use SPELL-Links Class Links for Classrooms to empower students to independently apply structured literacy strategies to reading, writing, and spelling every day.

STEP 5 Come full circle back to aimswebPlus or DRA3 for progress monitoring

Used by both Shaywitz DyslexiaScreen and DRA3, teacher observations have been shown to contribute valid information about student performance, especially when combined with clinical and classroom assessments (Gallant, 2017; Snowling et al., 2011; Wood-Groves & Choi, 2017). By contrast, aimswebPlus uses direct assessment of student performance as a complementary means of understanding and planning for reading instruction.

Screen

Assess

Intervene

Monitor

How might this look in your district?

Here's how aimswebPlus, DRA3, and the Shaywitz DyslexiaScreen can be used universally and/or in targeted ways by education professionals working in school districts across the country.

Story 1: All students, all views

In this scenario, K–5 teachers administer aimswebPlus to all of their students in the fall, establishing a baseline of student performance. The administrators and teachers use those data points across classrooms in the beginning of the year to identify students at risk of not meeting their spring targets. After six to eight weeks of instruction, all K-3 students are administered the Shaywitz DyslexiaScreen, integrated within aimswebPlus. So easy! This fulfills the new state mandate for universal dyslexia screening and offers access to the Aggregate Risk Report—setting aimswebPlus and Shaywitz data side-by-side for the same students. For students at risk on both aimswebPlus and Shaywitz, teachers and administrators know to "drop everything" and immediately begin more intensive interventions. For students at risk on one or the other, teachers can investigate further about each group of students with RTI/MTSS team members to explore the best way to address these students' needs, which may be the same or slightly different from those students at risk on both measures. Looking at every student in the fall gives a comprehensive view and allows "what's next?" discussions to happen for each subgroup of students.

Meanwhile, teachers are also working through each student's DRA3 profile as school begins. Individual time looking at reading behaviors gives the teacher powerful insights to classroom instruction and differentiation needs. Using the DRA3 as a benchmark in reading performance helps to not only determine independent and instructional levels for every student, but also helps teachers personalize instruction, create small groups according to skill level, and identify children in need of more support.

With this comprehensive start to the year for all students, education teams harness aimswebPlus and DRA3 to monitor progress and ensure that at-risk students are responding to individualized interventions throughout the year. They also can use these tools to assess whether their core curriculum is effective.

Throughout the year, data can be collected frequently and analyzed on an ongoing basis. Key reports, based on the audience, can be provided during parent-teacher conferences and administrative meetings. Even better, goals and interventions can be adapted as needed!

Story 2: Follow the (universal) data for all students learning to read

Identify students at risk of not meeting their spring targets. After six to eight weeks of instruction, all K-3 students are administered the Shaywitz DyslexiaScreen, integrated within aimswebPlus. Why not right in the beginning of the year? The teacher needs time to get to know the student academically. This extra time gives them more examples of each student's typical behavior and makes their ratings far less subjective as they see multiple examples of performance every day! This fulfills the new state mandate for universal dyslexia screening and offers access to the Aggregate Risk Report—setting aimswebPlus and Shaywitz data side-by-side for the same students.

With these universal data points in-hand, the "What's next?" conversation can begin. For students at risk on both aimswebPlus and Shaywitz, teachers and administrators know to "drop everything" and immediately begin more intensive interventions. For students at risk on one or the other, teachers can investigate

further about each group of students with RTI/ MTSS team members to explore quickly how to address these students' needs, which may be the same or slightly different from those students at risk on both measures.

In this case, if they decide that for every student with any risk indicator on either measure, the teacher will complete a DRA3 profile. For those students at risk, this will give a deeper view of each student's reading behaviors and helps to plan targeted instruction needs in a Tier 2 context. A DRA3 Focus for Instruction— an individual plan to address each readers' needs—can be completed.

This scenario highlights a powerful "1-2 punch" for setting up classrooms early in the year. Throughout the year, data can be collected frequently and analyzed on an ongoing basis. Key reports, based on the audience, can be provided during parent-teacher conferences and administrative meetings. This scenario will provide a systematic approach for data-based decision making so that every student is receiving the appropriate level of support.

Story 3: A "root cause analysis" approach

In this scenario, K–3 teachers administer DRA3 to all of their students in the fall to establish a baseline of student reading behaviors. From these assessment data details, they plan interventions in the classroom, place students in initial reading groups, and use DRA3 in the context of the general education reading curriculum.

Unfortunately, some students do not make progress in reading or advance through DRA levels. What is happening for each of these struggling readers? Professionals know the importance of getting to the root cause of

a problem, so at this point administrators and teachers go "under the hood" to understand how individual skills may or may not be contributing to each student's reading difficulties.

The teachers now administer the appropriate aimswebPlus benchmarks to the students who have fallen behind expectations in reading level and classroom curriculum progress. They also administer the Shaywitz DyslexiaScreen to this same group to evaluate the risk of dyslexia. This process also offers access to the Aggregate Risk Report—setting aimswebPlus and Shaywitz data side-by-side for the same students.

So, what's next? Using the "under-the-hood" data, the education team can identify more clearly where the students are struggling with the integrated reading task. This allows re-grouping of students with similar underlying difficulties and/or a more intensive, explicit classroom-wide approach to reading instruction, such as SPELL-Links Class Links for Classrooms supplemental word study program. Whether used with a whole classroom (perhaps in place of an existing spelling curriculum) or with small groups of struggling readers, a strong program acknowledges the interplay of reading, writing, and spelling as students learn to master sounds, letters, and words.

The power of getting to the crux of the issue for any particular student lies heavily in accurate data interpretation, an understanding of the reading science, and the team's experience with a vast number of students. The iterative nature of screening and benchmarking through the year works, as long as the team takes the time to review the data and take decisive action.

Learn more at PearsonAssessments.com/Education

800-627-7271 | PearsonAssessments.com

Pearson