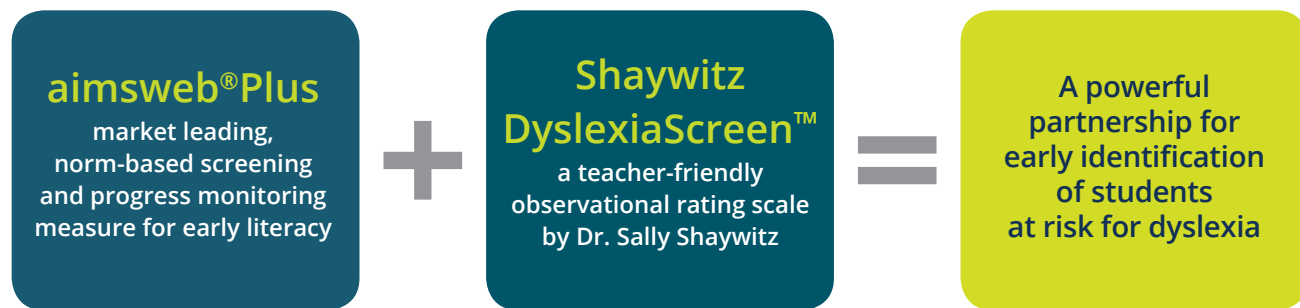


Screening Compliance with the TX Dyslexia Handbook

In accordance with the new Texas Dyslexia Handbook requirements that were revised and approved by TEA late 2018, Pearson Assessments supports your needs for dyslexia screening. Visit [PearsonAssessments.com/DyslexiaToolkit](https://www.pearsonassessments.com/DyslexiaToolkit) and explore our Pearson Dyslexia Toolkit to find appropriate tools for screening and intervention/instruction to help more children meet reading benchmarks.

Early screening is key for student success



Universal screening

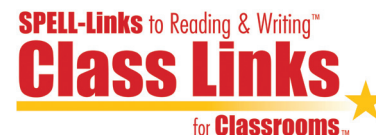
- The Handbook requires a list of areas to measure students' language and reading skills in the screening phase. Use **aimsweb®Plus** measures to comply with all of those areas listed in the Handbook (see next page for details).
- A true dyslexia screener should have an underlying data set that includes a specific population of those with dyslexia to be a valid and reliable screener. The **Shaywitz DyslexiaScreen™** provides an additional layer of guidance to support your decisions.



What's next?

Intervention and instruction!

- SPELL-Links
- SPELL-Links Class Links for Classrooms
- DRA™3 (coming in August!)



Texas Screening Requirements & Pearson Assessments:

(Handbook, page 12)



Handbook Requirement	Kindergarten		First Grade		Both K and 1: Shaywitz DyslexiaScreen aimswebPlus
	English	Spanish	English	Spanish	
Phonological Awareness	LWSF Letter Word Sound Fluency	SSS Spanish Syllable Segmentation	LWSF Letter Word Sound Fluency	SSS Spanish Syllable Segmentation	
Phonemic Awareness	PS Phoneme Segmentation	SSS Spanish Syllable Segmentation	PS Phoneme Segmentation	SSS Spanish Syllable Segmentation	
Sound-Symbol Recognition	LWSF Letter Word Sound Fluency	SLSF Spanish Letter Sound Fluency	LWSF Letter Word Sound Fluency	SLSF Spanish Letter Sound Fluency	
Letter Knowledge	LNF Letter Naming Fluency	SLNF Spanish Letter Naming Fluency	LNF Letter Naming Fluency	SLNF Spanish Letter Naming Fluency	
Decoding Skills	WRF/NWRF Word Reading Fluency/Nonsense Word Reading Fluency	SSRF Spanish Syllable Reading Fluency	WRF/NWRF Word Reading Fluency/Nonsense Word Reading Fluency	SSRF Spanish Syllable Reading Fluency	
Spelling	SP Spelling	SSP Spanish Spelling	SP Spelling	SSP Spanish Spelling	
Listening Comprehension	LC Listening Comprehension	SLC Spanish Listening Comprehension	LC Listening Comprehension	SLC Spanish Listening Comprehension	
Reading Rate			ORF Oral Reading Fluency	SORF Spanish Reading Fluency	
Reading Accuracy			ORF Oral Reading Fluency	SORF Spanish Reading Fluency	

Recommendations, within the guidelines of the Handbook, about timing and use of different measures:

1. Letter Naming Fluency (LNF) is currently assessed in Kindergarten (Fall, Winter, Spring) with continued monitoring in Grade 1, so make sure to do LNF from AW+ throughout the year in Kindergarten.
2. Both Letter Word Sound Fluency and Phonemic Segmentation are only benchmarked in Kindergarten (W, S) and Gr.1 in (F). This is appropriate from a developmental and process standpoint, and it complies with the TX Dyslexia Handbook. Customers who want to monitor at later windows in Grade 1 should follow the AW+ benchmarking plan and then monitor in the next season and use the Shaywitz DyslexiaScreen for an additional measure.
3. The Shaywitz DyslexiaScreen manual recommends 6–8 weeks of instruction with a student before a teacher completes a rating. This is especially true in Kindergarten with the diversity of PreK experiences across children. Kindergarten screening with the Shaywitz screener as late as December or early January is acceptable.

Reach out to Anise Flowers (anise.flowers@pearson.com) or Rob Dyson (robert.dyson@pearson.com) to learn more.