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.
Psychometric Strength

Screener 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