

Shaywitz DyslexiaScreen™



Student Information

Name

Jewet, Amy

ID

4927

Gender

Female

Date of Birth

10/10/2009

Age

7:11

Grade

1

Race/Ethnicity

Hispanic/Latino

English Language Learner (ELL/ESL)

Unknown

Test Information

Test Date

8/16/2017

School

George C. Yount

Teacher

Alexander, Rachel

Form

Form 1

Classification

At Risk for Dyslexia

Summary Results

The Shaywitz DyslexiaScreen is a teacher rating scale of language and academic risk factors that indicates whether a student may be at risk for dyslexia. The results of the Shaywitz DyslexiaScreen alone are not sufficient to diagnose or rule out dyslexia; however, the results provide a reliable and valid indication of risk for dyslexia based on teacher ratings.

The teacher ratings indicated risk for dyslexia on 12 out of 12 items: 4 items pertaining to language concerns and 8 items pertaining to academic concerns. Therefore, the results of the Shaywitz DyslexiaScreen suggest that Amy 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.

The information offered in this section shows several options for the next steps following screening. These options may be combined in a larger workflow that is recursive and “intervenes” at different times, or with different strategies, or within the context specific to the individual(s) being screened.

Based on the risk status classification for Amy, you may want to review and implement the following next steps:

Additional Screening

The Shaywitz DyslexiaScreen is a brief, teacher observation tool for screening individuals who may be at risk for dyslexia. Because multiple points of information for a screening process is best practice, individuals who are identified as “At Risk for Dyslexia” may also benefit from behavioral screening. Recommended assessments include the Wide Range® Achievement Test (5th ed.; WRAT5™, in press), the Woodcock Reading Mastery Tests™ (3rd ed.; WRMT™-III), and the Dyslexia Index Scores available in the Essentials of KTEA-3 and WIAT®-III Assessment (Breaux & Lichtenberger, 2017).

Further Assessment

For those identified as “at risk,” 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 phonics/letter knowledge, causes/correlates such as processing deficits, and risk factors such as family history. For more information and specific products that may fit each context, see Pearson’s dyslexia toolkit at www.pearsonclinical.com/dyslexia (<http://www.pearsonclinical.com/dyslexia>). These diagnostic assessments, 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 is given on the basis of a single screening measure. Once risk has been established through screening, immediate and focused intervention may help to mitigate or prevent persistent academic difficulties for some students. In addition, response to evidence based instruction is an important criterion for identifying dyslexia. For cases of dyslexia, intervention tools may include skill based objectives or goal statements, explicit and scripted activities, and broad evidence-based programs or strategies. Tools such as aimsweb+, or using growth scale values, can support an evidence-based approach to progress monitoring. For more information, see Pearson’s dyslexia toolkit at www.pearsonclinical.com/dyslexia (<http://www.pearsonclinical.com/dyslexia>).