

Shaywitz DyslexiaScreen™



Student Information

Name Banks, Cid

ID 2525126

Gender Male

Date of Birth 01/10/2015

Age 6:3

Grade K

Race/Ethnicity
Other/Unknown

**English Language
Learner (ELL/ESL)**
No

Test Information

Test Date 04/12/2021

School Valwood Elementary

Teacher Inky, Monica

Forms Form 0

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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 10 out of 10 items: 6 items pertaining to language concerns and 4 items pertaining to academic concerns. Therefore, the results of the Shaywitz DyslexiaScreen suggest that Cid 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.

There are several options for the next steps following a 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) who have been screened.

Based on the risk status classification for Cid, consider reviewing and implementing 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 it is best practice to collect information about an individual from multiple perspectives in the screening process, individuals identified as “At Risk for Dyslexia” may also benefit from behavioral screening. Recommended assessments include the Wide Range® Achievement Test (WRAT®), the Woodcock Reading Mastery Tests™ (WRMT™), and the Dyslexia Index Scores developed for the Kaufman Test of Educational Achievement™ (KTEA™) and the Wechsler Individual Achievement Test® (WIAT®).

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 assessment tools that evaluate these symptoms and others, see Pearson’s dyslexia toolkit at www.PearsonAssessments.com/Dyslexia. These diagnostic assessment results, 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 has been made on the basis of a single screening measure. Once risk has been identified 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 and monitoring progress. Intervention tools may include skill-based objectives or goal statements, explicit and scripted activities, and broad evidence-based programs or strategies. Tools such as aimswebPlus or growth scale values can support an evidence-based approach to progress monitoring. For more information, see Pearson’s dyslexia toolkit at www.PearsonAssessments.com/Dyslexia.