

# 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.

Cid's classification of **At Risk for Dyslexia** means that Cid might have dyslexia. Further testing may be needed.

### **What is Dyslexia?**

Reading is complex. It requires our brains to connect letters to sounds, put those sounds in the right order, and pull the words together into sentences and paragraphs we can read and comprehend.

People with dyslexia have trouble matching the letters they see on the page with the sounds those letters and combinations of letters make. And when they have trouble with that step, all the other steps are harder. Individuals with dyslexia struggle to read fluently, spell words correctly and learn a second language, among other challenges. But these difficulties have no connection to their overall intelligence. In fact, people with dyslexia often have strong reasoning abilities.

With the right supports, individuals with dyslexia can overcome their academic difficulties.

## Strategies for Families and/or Caregivers

There are a number of activities that you and your professional team can do so that your child can get an early start on improving his or her reading. The following activities can be fun and easy to add into your daily life. If you already do some of these things, you could consider doing them more often or in a new way.

- Read aloud together every day. Find at least 10 minutes to spend together (e.g., after a meal or before sleeping) that becomes part of your daily routine. Choose familiar and new books. When choosing books, you want some books to be easy, some “just right,” and some more challenging. You can also take turns reading. Both reading and being read to reinforces how words sound and the importance of pace and expression. You could say, “Let’s take turns. I’ll read this page, and you read the next one.”
- During reading aloud times, encourage “sounding out” a whole word. It’s important to encourage readers to try to put all the sounds together into a word that makes sense. Learning to bring sounds together into words more quickly and confidently can give readers more time to think about the overall meaning of what they are reading. If your reader is struggling, you can say, “Try making the sound of each letter first. Then say the word.” Or ask, “Which parts of the word do you know?”
- Make a game of breaking words into syllables and then individual sounds. If a particular topic or category is exciting (e.g., animals, a particular sport), related words might be a good area to try. Practicing listening for individual sounds at the beginning, middle, and end of words can help when trying to read new and unfamiliar words. You might say, “Football. Let’s clap out the syllables. Foot...ball. Now let’s break those parts into sounds. F...oo...t...b...a...ll. Wow! Two syllables, but six sounds.”
- Have fun with a blending game. Say individual sounds and push them together into a word. Remember to say the letter sounds, not the letter names. You can say, Listen to this: c...a...t. Can you push those together and tell me the word? Let’s try it together. C...a...t. C.a.t. Cat. Now you try, b...u...s. Push that word together. What is it?
- Try making “time to rhyme.” Young children especially might enjoy seeing how many rhyming words you can think of together. This can be done in lots of different places (e.g., at the store, on the bus). Making rhyming words is good practice for listening carefully to the sounds within words and being able to produce them more easily. You might say, “Look! There’s a car! Hmm...let’s see. What rhymes with car? A rhyming word has the same sounds at the end. Far...jar...star.”
- Find one time during each week to practice writing letters and words. Your child can practice writing letters in order, for example, or writing the letters of family names, pets, or other favorite items. You can have your child copy words from books, or write messages or letters to friends or family. You can also find pictures to generate ideas for words to write. You can say, “Let’s make our shopping list. Can you write down the words I point to on this paper?”

*Note.* A Spanish version of Strategies for Families and/or Caregivers is also available.