
From: DDMD <decodingdyslexiamd@gmail.com>
Sent: Wednesday, November 14, 2018 12:31 PM
To: Commission on Innovation and Excellence in Education
Cc: Karleen Spitulnik; MSPA Legislative; Janice Lepore; Amy Siracusano; Robin Szymanski; Decoding Dyslexia MD
Subject: Working Group 3, Element 3a, universal screening clarification request
Attachments: universal screening.element 3a, WG3 nov.142018 ddmd.docx; Screen & Intervene revised.pdf; screening instruments.pdf

Dear Commissioners,

Thank you for your attention to an early warning system for students who may struggle to attain grade level standards, particularly in reading.

Within the prevention framework suggested by Working Group 3, Element 3a specifically mentions early warning assessments, but does not specifically include universal reading screening.

SOLUTION

Please clarify the language to include universal screening in element 3a — suggested language is in the attached Word document.

Summary of Concerns/Rationale

- Research literature and best practices require universal screening as the first step in a prevention framework. We are happy to share the research base and put you in touch with the primary researchers in the field.
- Screening young children for risk factors is a proven, cost effective, first step in an early warning system. We are concerned that if universal screening is not explicitly included in element 3a, it could cause confusion about whether or not it is an important part of a prevention framework.
- The KRA (Kindergarten Readiness Assessment) was mentioned during today’s Kirwan Commission meeting as a “screener for dyslexia” — to our knowledge, the KRA is not a predictive universal reading screener, nor is it a valid/reliable predictor of dyslexia. There are a number of valid and reliable screening assessment that are predictive for at risk readers, including students with dyslexia. A sampling of those measures are attached (this is a partial list).
- 22+ states enacted laws to require reading screening — the Southern Region Education Board (SREB) has a list of the legislative measures and excellent information on screening here: [State Screening Requirements, SREB](#), [Dyslexia Policies in SREB States](#) (including MD) and [Dyslexia Policies Brief](#)
- Information is readily available from the National Center on Improving Literacy and the National Center on Response to Intervention if you would like to learn more about early screening and interventions and the research base.

We invite you to be our guests at the Reading Screening Symposium on December 8 at the University of Maryland and meet the experts who conduct research on early screening and how to identify dyslexia. Attached is an invitation - please RSVP to DecodingDyslexiaMD@gmail.com. Dyslexia screening tools were researched in Maryland in the 1970s by Dr. Martha Denckla with Kennedy Krieger — she will receive an award during the symposium and is a wealth of information on screening and its value as a preventative measure.

Thank you for your consideration.

Laura Schultz & Karleen Spitulnik
Decoding Dyslexia Maryland

Screen and Intervene: The Latest Research on Reading and Interventions

Saturday, December 8, 2018

9:00 AM - 3:00 PM

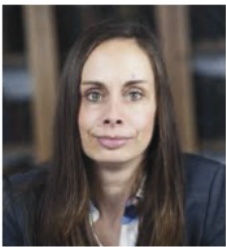
Location: The Colony Ballroom, Adele H. Stamp Student Union. University of Maryland, College Park, Maryland.

Morning coffee and luncheon included.

6 ALTA CEUs.

Registration: <https://bit.ly/2Pf6DAk>

REGISTER NOW



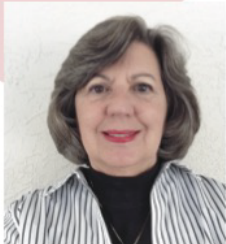
Dr. Nadine Gaab - Associate Professor of Pediatrics at the Boston Children's Hospital/Harvard Medical School.

Early identification of Dyslexia and Reading impairments: Whom should we screen? Where should we screen? How should we screen?



Dr. Fumiko Hoeft - Professor of Child & Adolescent Psychiatry and Weill Institute for Neurosciences; Director, UCSF Hoeft Developmental Cognitive Neuroscience Laboratory.

From early identification to prevention, and promoting resilience and compensatory skills in dyslexia and reading difficulties.



Sandra Dillon - Director, Multisensory Language Training Institute of New Mexico.

When Structured Literacy Isn't Enough: The Importance of Enhanced Training of Motor Skills to Remediate the Effects of Severe Dyslexia.



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Selection of Valid and Reliable Reading Screening Instruments



Screener	Name/Publisher	Grade	Skills Assessed						
			Phon Aw.	Letter Naming	Letter-sound Association	Oral Language	Decoding Non-words	Rapid Auto. Naming	Oral Reading Fluency
aimsweb	aimswebPlus (Pearson)	K-8	X	X	X		X		X
DIBELS 8th Edition	Dynamic Indicators of Basic Early Literacy Skills (University of Oregon) ¹	K-8	X	X	X		X	X	X
FAST	FastBridge earlyReading and CBMreading (FastBridge Learning)	PreK-8	X	X	X	X	X		X
IGDIs	Individual Growth and Development Indicators (IGDI Lab)	PreK	X		X	X			
PAR	Predictive Assessment of Reading (Red-e Set Grow)	PreK-3	X		X	X		X	
PELI	Preschool Early Literacy Indicator (DMG, Dynamic Measurement Group)	PreK	X	X		X			
RAN/RAS	Test of Rapid Automatic Naming/Rapid Alternating Stimulus SoprisWest	K-12		X				X	

¹ UO solely owns DIBELS and the paper/pencil version. Amplify is licensed to distribute the mobile version of DIBELS 8. See next page for additional information.

TPRI	Texas Primary Reading Inventory (Brookes Publishing)	K-3	X		X				X
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DIBELS Edition and Mode	2018-19	2019-20	2020-21	2021-22
DIBELS 6th Edition: Paper-pencil	Supported by University of Oregon			
DIBELS Next (7th Edition): Paper-pencil	Renamed Acadience Reading and provided by DMG.			
DIBELS Next (7th Edition): Mobile version	Renamed Acadience Reading, and provided by Amplify as mCLASS: DIBELS Next			
DIBELS 8th Edition: Paper-pencil	Provided by University of Oregon			
DIBELS 8th Edition: Mobile version		mCLASS: DIBELS 8th Edition, provided by Amplify		

November 14, 2018

To: Work Group 3

From: Decoding Dyslexia Maryland

RE: Universal Screening, comments on the Draft Dated 10/31/18

- Universal screening is part of a fully aligned instructional system. Valid and reliable screening instruments and processes can predict if a student will struggle to attain reading skills.
- Screening is a cost effective method to prevent reading failure and provide early interventions to support grade level reading attainment.
- Universal screening should be included in element 3a explicitly so there is no confusion about terminology and funding.
- The Commission is focused on preventing reading achievement gaps -- universal reading screening is a critical part of a prevention model.

SUGGESTED EDITS

Element 3a:

Develop a fully aligned instructional system, including curriculum frameworks, course syllabi and assessments, together with clear examples of standard setting work and ~~formative~~-assessments to ensure that students stay on track.

Deleted Formative because it limits the type of assessments used in an early warning system to “formative” only.

4. In the core subjects of English, math, science, and history/social studies, an assessment system designed to assess students’ acquisition of the qualities specified in the curriculum standards and frameworks must include: a. Summative assessments that meet federal requirements; b. Assessments (which may be State and/or local) that provide means by which to determine whether students have met the State CCR standard and “early warnings” (which includes universal screening informal diagnostics, progress monitoring) by which teachers and school leaders can identify those who are at risk for beginning to fall behind, which will enable them to work together more successfully to ~~diagnose~~-identify the issues and help get those students back on track to meet the CCR standard (See Working Group 2 recommendations on use of the school day and teachers’ time); and c. Evidence of meeting high school graduation requirements.

Thank you for your consideration,

Laura Schultz

Karleen Spitulnik

Decoding Dyslexia Maryland