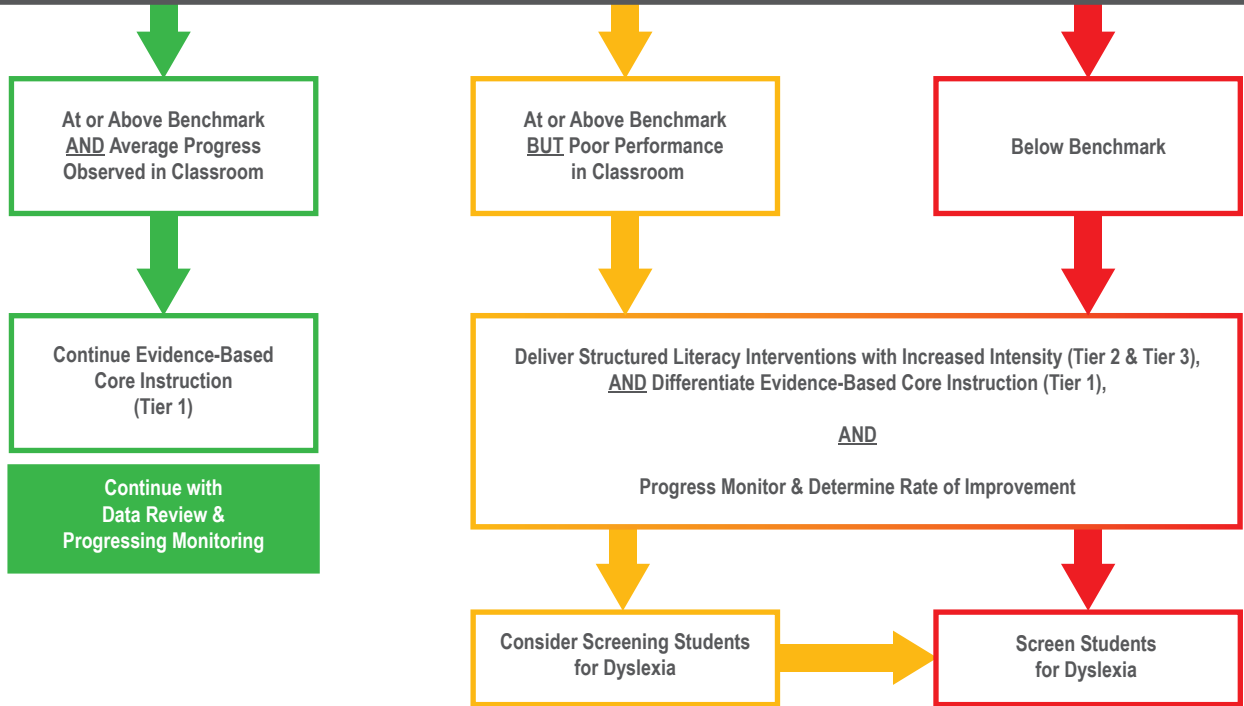


# Screening for Dyslexia Flowchart

## Universal Screening & Data Review

(Including but not limited to teacher observation, formative assessment, standardized assessments, parent input, and the potential indicators of dyslexia checklist)

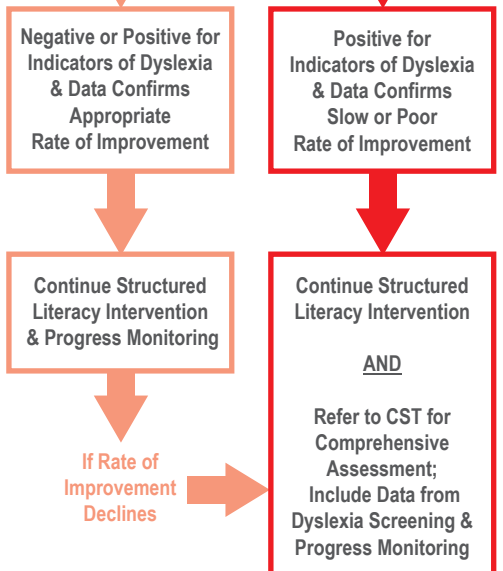


## Screening for Dyslexia

Screen for Age-Appropriate Skills in:

- Phonological/Phonemic Awareness
- Rapid Automatic Naming
- Sound-Letter Identification
- Phonological Memory
- Word Recognition Fluency (Real Word Reading)
- Word Recognition Fluency/Decoding (Nonsense Word Reading)
- Encoding (Spelling)
- Oral Reading Fluency
- Oral Vocabulary vs Written Vocabulary
- Listening Comprehension vs Reading Comprehension

See the Universal Screening & Early Dyslexia Identification section of this handbook for more details.



A referral to the school district Child Study Team can be made at any point if a disability is suspected. If dyslexia is identified, a discussion regarding the impact of the reading disability on the student's learning and expected rate of improvement is warranted to determine if the student is eligible for special education supports & services under IDEA and/or Section 504 of the Rehabilitation Act of 1973, as amended.