



Arkansas Department of Education
Division of Learning Services

Universal Readiness Screener

FACT SHEET

August 2014

ACTAAP and Dyslexia Screening

This fact sheet is intended to provide information pertaining to screening for ACTAAP and A.C.A. § 6-41-601 Dyslexia as required by law.

Frequently Asked Questions

Which students are schools required to screen?

All students in K-2 must be screened each year. Students who are struggling readers in grades 3 and beyond must also be screened using a variety of formative assessments related to reading.

What assessments do we use to screen students?

DIBELS is one form of assessment that **must** be used. Both the governing rules for ACTAAP and Dyslexia state that DIBELS will be used as a screening instrument. Districts may choose other screening tools to use with DIBELS as long as all six components within A.C.A. § 6-41-601 are assessed.

Where can I get [DIBELS materials](https://dibels.uoregon.edu) and information?

The University of Oregon supports DIBELS and provides DIBELS Next and the 6th Edition of DIBELS free to schools for screening. The University of Oregon [DIBELS website](https://dibels.uoregon.edu) has a wealth of information regarding DIBELS and progress monitoring for schools. <https://dibels.uoregon.edu>

Who administers the initial screening for K-2 students?

It is a local school decision on who administers the screening.

When are we required to screen?

ACTAAP rules have required uniform screening for several years. The Dyslexia law expanded upon the ACTAAP rules and identifies specific areas that shall be screened. Schools are now required to provide initial universal screening in six areas for grades K-2 according to the Dyslexia law, and continuous monitoring of "at risk" students kindergarten and above.

What determines progress monitoring and intervention?

Intervention decisions should be based on a variety of classroom observations and formative assessments. It is recommended that students who score at risk in an area continue to progress monitor in that area. Schools should follow their Response to Intervention (RTI) plans to determine appropriate interventions and monitoring.

Are schools still responsible for Intensive Reading Intervention (IRI) plans?

Yes, an IRI is developed for any student in K-2 identified with substantial reading difficulties and based on statewide assessments or teacher observations. An IRI is an intervention plan for the student to address the deficit areas. Parents should be made aware of the need for an IRI based on their child's performance.

When should dyslexia therapy services be provided?

If a student scores at risk on the screening measures, and he or she is not making significant progress in the current tier of intervention, a committee may decide to recommend further testing, move the child to a higher tier of support, or to offer services by a dyslexia therapist based on the results of additional assessments.

Screening Requirements and Instruments

DIBELS is required as a reading readiness screener, however it does not screen all of the required six components. The following charts reflect screening instruments that may be used to screen the required components.

Kindergarten

Required Components	Screener
Phonological and Phonemic awareness	DIBELS - Phoneme Segmentation Fluency (PSF)
Sounds Symbol Recognition	DIBELS- Nonsense Word Fluency (NWF)
Alphabet knowledge	DIBELS- Letter Naming Fluency (LNF)
Decoding Skills	DIBELS – NWF meets this requirement
Rapid Naming Skills	AR Rapid Naming Screener
Encoding Skills	*Developmental Spelling Analysis (DSA)

First Grade

Required Components	Screener
Phonological and Phonemic awareness	DIBELS - Phoneme Segmentation Fluency (PSF)
Sounds Symbol Recognition	DIBELS- Nonsense Word Fluency (NWF)
Alphabet knowledge	DIBELS- Letter Naming Fluency (LNF)
Decoding Skills	DIBELS – NWF meets this requirement
Rapid Naming Skills	AR Rapid Naming Screener
Encoding Skills	*Developmental Spelling Analysis (DSA)

Second Grade

Required Components	Screener
Phonological and Phonemic awareness	DIBELS - Phoneme Segmentation Fluency (PSF) *Phonological Awareness Skills Screener (PASS)
Sounds Symbol Recognition	DIBELS- Nonsense Word Fluency (NWF)
Alphabet knowledge	DIBELS- Letter Naming Fluency (LNF)
Decoding Skills	DIBELS – Oral Reading Fluency (ORF)
Rapid Naming Skills	*AR Rapid Naming Screener
Encoding Skills	*Developmental Spelling Analysis (DSA)

DIBELS- Dynamic Indicator Basic Early Literacy Skills

* Recommended screener for required testing area

Where can I learn more?

For more information on this issue, visit: <http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/dyslexia>