

Dyslexia

Identification Folder

School Year

Campus

Grade Level

CONFIDENTIAL RECORDS

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The International Dyslexia Association defines “dyslexia” in the following way:

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

To re-order, contact:

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Procedures for Identification

When to Screen or Test:

- Both state and federal law emphasize early identification.
- Students enrolled in public schools shall be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times. The appropriate time depends upon multiple factors, including the student's reading performance; reading difficulties; poor response to supplemental, scientifically research based reading instruction; teacher's input; and/or input from the parents/guardians.
- A student does not have to fail classes and/or the state assessment in order to be assessed for dyslexia.

Request for Dyslexia Consideration Parent Staff

Procedure to be Performed Screening Evaluation

Screenings

Vision Screening

Date conducted: ____/____/____

Results: _____

Passed Failed

Hearing Screening

Date conducted: ____/____/____

Results: _____

Passed Failed

*If the student has not been screened or the student failed, the student's hearing and/or vision may need to be further evaluated.

Background

Was the student provided instruction that was appropriate in the area of reading?

Yes No

Is there a family history of dyslexia?

Yes No

Student Performance Data:

STUDENT GRADES (ATTACH HISTORY)														
6-Week Grading Period Option								9-Week Grading Period Option						
Subject	1	2	3	4	5	6	Final	Subject	1	2	3	4	Final	

ONGOING STUDENT ASSESSMENT Example: Reading Benchmark/Universal Screener such as: DIBELS, AIMSweb, Easy CBM, TPRI, or DRA				
	Screener (SD/D)	Accuracy Level	Fluency	Comprehension
BOY				
MOY				
EOY				
STATE ASSESSMENT (IF APPLICABLE)				
Reading	Mathematics	Writing	Science	Social Studies
READING/Writing COMMON BASED ASSESSMENTS (IF APPLICABLE)				
Date	Date	Date	Date	Date

Evaluation Determination:

Does the data show a pattern of low reading and spelling that is unexpected for the student in relation to the other cognitive abilities and provision of classroom instruction? (i.e., student exhibits academic and cognitive abilities for his/her age in the absence of print)

Yes No

If the answer is **yes**, student should be referred for a 504 dyslexia evaluation. If the answer is **no**, proceed to Language Comprehension section.

Language Comprehension:

Does the student have difficulty comprehending spoken words in the student's native language which is unexpected for his/her age and educational level?

Yes No

Does the student have a limited vocabulary in his/her native language which is unexpected for his/her age and educational level?

Yes No

If the answer is yes to either question above and the student has difficulties in the noted area(s) of reading and spelling, the committee members need to consider whether they suspect that the student may have a disability in need of special education and related services, and if so, make a referral for a special education evaluation.

Written Consent:

Written parental/guardian/adult consent must be obtained prior to conducting a dyslexia evaluation. Written consent will usually be obtained through the 504 evaluation procedures. The screening for dyslexia, including the screening for all students in kindergarten and first grade, does not require written consent. If the student is screened and is found to have the characteristics of dyslexia, the student needs to be formally evaluated which will require written consent.

If, however, it is suspected that the student may have a disability and needs special education and related services, the student must be referred for a full individual evaluation under special education. In this instance, written consent needs to be obtained through the special education procedures.

Written consent for evaluation was obtained _____ (Date)
 Procedural safeguards were provided on _____ (Date)

English Language Learners:

Student is an ELL Yes No

- Students that are ELLs need to be assessed in English and their native language to determine which language and form are most likely to yield accurate information reflective of the student's cognitive processes for basic understanding.

Areas to be Assessed:

Below are defined areas of reading and spelling that reflect the primary characteristics of dyslexia that need to be assessed. After screening and evaluation, mark each box that corresponds to the student's area(s) of weakness. The committee of knowledgeable persons must determine if a student's difficulties in noted area(s) of reading and spelling reflect a pattern of evidence for the primary characteristics of dyslexia, along with an unexpectedly low performance for the student's age and educational level of the primary areas of concern.

Descriptive Classification System:

Within Normal Limits is defined as +1 standard deviation, 15 points, from the normative mean of 100 (i.e., standard scores ranging from 85-115, inclusive).

Standard Score Range	<85	85-115	>115
Classification	Below Average	Average	Above Average

Dyslexia Assessment Date: _____

UNDERLYING CAUSE	Below Average	Average	Above Average
PRIMARY AREAS OF CONCERN			
Letter Knowledge (name and associated sound)			
Reading Words in Isolation			
Decoding Unfamiliar Words with Accuracy			
Oral Reading Fluency for Connected Text			
Reading			
Accuracy			
Spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)			
Phonemic Awareness (awareness of single segments of speech-phonemes)			
Phonological Awareness (awareness of all levels of the speech sound system)			
Rapid Naming of Symbols or Objects			
ADDITIONAL AREAS OF CONCERN			
Vocabulary			
Listening Comprehension			
Verbal Expression			
Written Expression			
Handwriting			
Memory for Letter or Symbol Sequence			
Mathematical Calculation/Reasoning			
Phonological Memory			

Dyslexia Determination:

(1). Are there any of the above areas of primary concern checked "below average"? (if no, the student does not meet criteria as a student with dyslexia.)

Yes No

(2). If yes, is the student's low reading and spelling due to a language difference, sociocultural factors, irregular attendance and/or a lack of appropriate and effective instruction?

Yes No

If no, the student qualifies as dyslexic.

Determination of Eligibility Under Section 504:

If the student was assessed under Section 504, the 504 committee can determine whether the student has dyslexia and by reason thereof, qualifies for 504 services. To make this determination, the committee must include members who are knowledgeable about the student, the assessments used, and the meaning of the collected data. The committee must draw from a variety of sources in the evaluation process so that the possibility of error is minimized. These sources and factors may include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior.

The committee members must also have knowledge regarding the reading process, dyslexia and related disorders, dyslexia instruction and district, state and federal guidelines for assessment.

Determination of Eligibility Under IDEA:

If the student has been referred for an evaluation under special education, a multidisciplinary team will conduct the evaluation in all areas of suspected disability, including a specific learning disability (SLD). Dyslexia is subsumed under the eligibility category of SLD. The IEP team will be responsible for determining eligibility for special education based upon the full individual evaluation.