

## FastBridge Solutions for Dyslexia

In recent years most U.S. states have passed legislation recommending or requiring schools to screen for dyslexia. Dyslexia "...is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities" (International Dyslexia Association [IDA], 2002). In order to know if a student might exhibit deficits associated with dyslexia, educators need the right data about the student's early reading skills. Illuminate Education's FastBridge® suite includes assessments that can be used for dyslexia screening.

### Dyslexia Screener Characteristics

Early universal screening is the best way for schools to identify students who might have dyslexia. An added benefit is that such screening will identify students with other reading problems as well. The IDA recommends that dyslexia screeners possess certain characteristics and FastBridge has a dyslexia screening solution that fulfills all of these needs.

Dyslexia Screener Characteristics	FastBridge Solution
• Quick Assessment	•
• Universal Screener	•
• Criterion Referenced	•
• Can be administered 3-4 times per year	•
• Targets assessment of discrete skills	•
• Can identify students who may be at risk	•
• Can indicate adequate progress in reading achievement	•
• Provides standardized directions for scoring	•
• Has established reliability and validity standards	•

### Reading Domains to Screen

The IDA has guidance about which specific reading skills to measure. These are derived from a very strong research base about the reading deficits that are most likely to predict a manifestation of dyslexia. As shown in the following table, FastBridge has measures that address all of the areas identified by the IDA, including phonological awareness and rapid automatic naming (RAN). All of the FastBridge dyslexia measures are timed and provide essential information about student automaticity with all aspects of reading development.

Reading Domains	FastBridge Measure
• Phoneme Segmentation	earlyReading: Word Segmenting
• Phoneme Blending	earlyReading: Word Blending
• Onset and Rime	earlyReading: Onset Sounds
• Rapid Automatic Naming	earlyReading: Letter Names
• Letter-Sound Association	earlyReading: Letter Sounds
• Phonological Memory	earlyReading: Nonsense Word Fluency
• Oral Vocabulary	earlyReading: Sentence Repetition
• Word Identification	earlyReading: Sight Words
• Oral Reading Fluency	CBMreading
• Reading Comprehension	CBMreading

## Screening Recommendations

The following table shows the recommended FastBridge screening measures for three universal screening periods each school year from kindergarten through Grade 3. For kindergarten and Grade 1, the screening measures include four of the earlyReading subtests. The subtest scores are combined to yield a Composite score. The specific subtests were selected on the basis of how much each one contributes to the instructional sequence for kindergarten and grade 1 as well as how well they predict later reading skills. The Composite includes CBMreading in the winter and fall of Grade 1 in order to measure how well students can read connected text. Then, CBMreading is used in the fall, winter, and spring of Grades 2 and 3 as the dyslexia screener because it incorporates all of the skills measured by the earlyReading subtests.

Grade	Fall	Winter	Spring
K	Concepts of Print	Onset Sounds	Letter Sounds
	Onset Sounds	Letter Sounds	Word Segmenting
	Letter Names	Word Segmenting	Nonsense Words
	Letter Sounds	Nonsense Words	Sight Words-50
1	Word Segmenting	Word Segmenting	Word Segmenting
	Nonsense Words	Nonsense Words	Nonsense Words
	Sight Words-150	Sight Words-150	Sight Words-150
	Sentence Reading	CBMreading	CBMreading
2	CBMreading	CBMreading	CBMreading
3	CBMreading	CBMreading	CBMreading

## Screening for All Reading Difficulties

The FastBridge dyslexia screening solution offers the significant benefit of providing data about all types of student reading difficulties. The scores and corresponding reports shed light on not only which students are struggling in reading, but also why they struggle. FastBridge reports include both criterion-referenced and norms-based comparisons of student performance. The criterion indicators indicate a student's relative risk of reading difficulties during the same and subsequent school years. There are four risk levels:

high risk
  some risk
  low risk
  Advanced

Students with scores in the high risk category might exhibit deficits consistent with dyslexia. For these students, educators can review each student's score profile in detail to learn the specific source of the reading difficulties. If needed, additional follow-up assessment with optional FastBridge assessments can provide more detail about a student's reading deficits. For students with scores at some risk, analysis of other types of reading difficulties can be conducted and then appropriate intervention provided. FastBridge offers a number of progress monitoring assessments that can be used to provide additional data about a student's reading skills as well as be used by students with dyslexia to document reading improvement. These same progress measures can be used with students with other types of reading difficulties. The combination of FastBridge dyslexia screening and evidence-based intervention with progress monitoring helps educators determine whether a student's reading difficulties are due to the lack of instruction or if a comprehensive evaluation for dyslexia is recommended.