

Selecting A Universal Screener

This rubric is designed to help educators evaluate universal screening tools for use within the NJTSS Framework. No single tool is sufficient for all of the data-based decisions that schools must make (e.g., universal screening, ongoing/benchmark assessment, diagnostic assessment, progress monitoring, accountability/program evaluation). Therefore, it is imperative for schools to consider the purpose of the universal screening tool and its evidence base.

Universal Screening Tool Name: _____ Publisher: _____

Directions: For each criterion on the rubric, evaluate the screening tool, citing evidence for each criterion. If the criteria are present, give it a score of 1. If the criteria are not present, give it a score of 0.

Criteria	Evidence in Assessment Tool	Criteria Present (1)	Criteria Not Present (0)
Screening Tool Qualities	Brief		
	Good predictive validity		
	Good classification accuracy		
	Easy to administer and score		
	Standardized scoring rules		
	Valid and reliable		
	Available in multiple, equivalent forms		

Kindergarten	Phonological Awareness		
	Blending Onset-Rime		
	Phoneme Segmentation		
	Rapid Automatized Naming		
	Letter Naming Fluency		
	Letter-Sound Identification		
	Phonological Memory		
First Grade	Nonword Repetition		
	Phonemic Awareness		
	Phoneme Segmentation		
	Manipulation Tasks (Deletion, Substitution, & Reversal)		
	Rapid Automatized Naming		
	Letter Naming Fluency (Beginning of Year)		
	Sound-Letter Identification		
	Phonological Memory		
	Nonword Repetition		
	Oral Vocabulary		
	Word Recognition Fluency (Real Word Reading in Isolation)		
	Word Recognition Fluency (Nonsense Word Reading in Isolation)		
Second Grade	Oral Reading Fluency (Middle of Year)		
	Word Recognition Fluency (Real Word Reading in Isolation)		
	Word Recognition Fluency (Nonsense Word Reading in Isolation)		
	Oral Reading Fluency		
Reading Comprehension			

Data Management	Data can be disaggregated by student, class, grade, and school		
-----------------	--	--	--

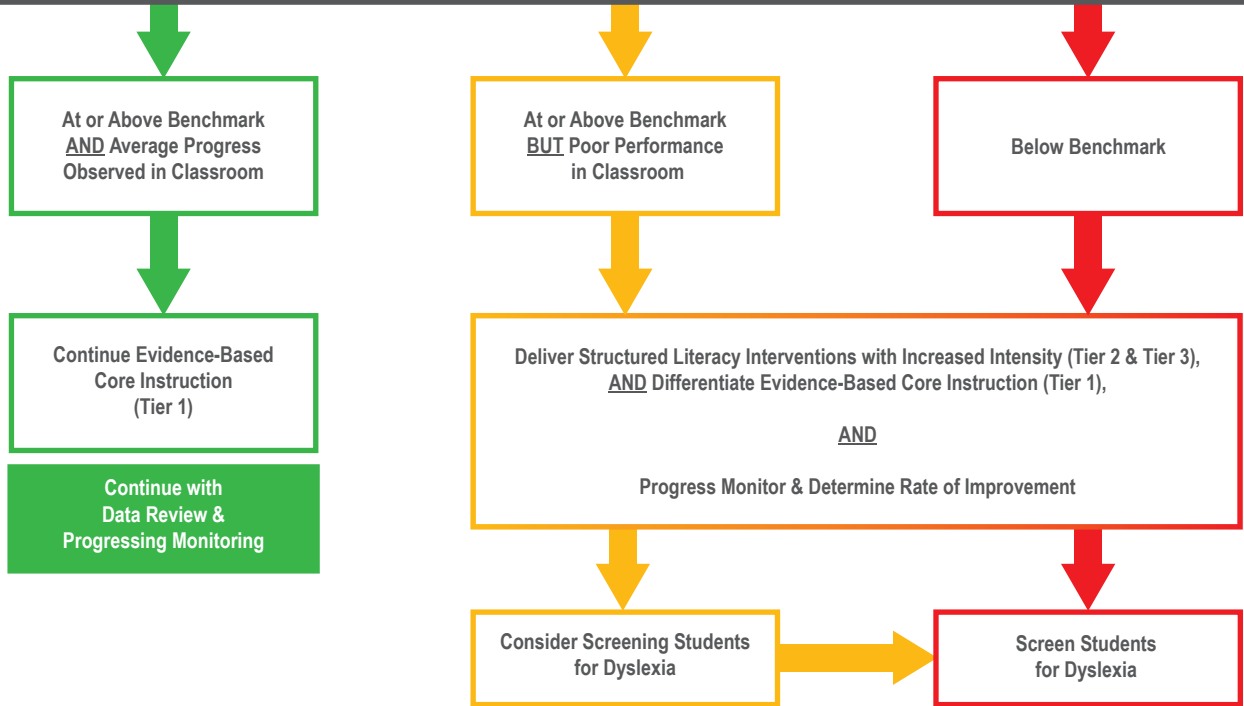
Training	Training on how to administer is available online or in-person		
----------	--	--	--

Total Criteria Present			
------------------------	--	--	--

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)

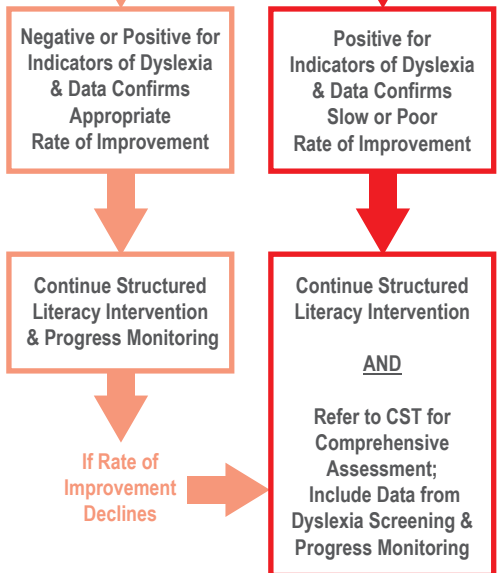


Screening for Dyslexia

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.