

Dyslexia Screening Instrument

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First Name: _____ Middle Initial: _____

Last Name: _____ Grade: _____

Student I.D. _____ Date of Rating: ___/___/___

Date of Birth: ___/___/___ Age: _____ Gender: _____

School: _____

Rater's Name: _____

Rater's Title: _____

Comments: _____

ABOUT THE AUTHORS

Kathryn B. Coon is a state and nationally certified school psychologist with more than 30 years of experience in assessment and crisis intervention. The Louisiana School Psychological Association named her as Louisiana's "Outstanding School Psychologist of the Year" in 1982. She has served on the Louisiana Task Force on Dyslexia and has consulted with school districts throughout Louisiana.

Melissa M. Waguespack is the mother of two children with dyslexia and has been active in educational programs for people with dyslexia for more than 20 years. She has chaired the Louisiana Branch Committee for Adult Dyslexic Research and Education (CADRE) Board and served as the local educational representative on Louisiana's Task Force on Dyslexia. She has served as a dyslexia consultant with school districts in Louisiana and has been a board member of the Louisiana Branch of the Orton Dyslexia Society.

Mary Jo Polk has more than 30 years of teaching and consulting experience in both private and public schools in Texas. She is certified as an all-level reading specialist and in the area of language/learning disabilities. She has served as the dyslexia coordinator for the state of Texas and was the owner and director of Polk Educational Associates, an organization serving the educational needs of students, particularly those identified as having dyslexia. She has been a board member of the Dallas Branch of the Orton Dyslexia Society.

CHAPTER 2

Administration and Scoring

Using the Rating Form

A classroom teacher who has worked directly with the student for at least six weeks should complete the Rating Form. This will result in a rating that is more accurate because the teacher has observed the student over a lengthy period of time and can compare the student's performance to that of the student's classmates.

For an elementary student (grades 1–5), the preferred rater is the teacher who instructs the student in a variety of subjects. For a middle school or high school student (grades 6–12), the preferred rater is a reading, English, or language arts teacher who generally has more opportunity to observe the behaviors that are indicative of dyslexia.

The professional who is in charge of gathering information about the student should explain to the rater that the purpose of the Rating Form is to obtain an accurate picture of current student performance related to specific characteristics. The professional also should make sure the rater understands how to complete the Rating Form and what each statement describes. It should take no more than 15 to 20 minutes to complete a Rating Form.

The rater should complete the student information on the front of the Rating Form. Not all of the information is required for scoring, but it may be useful for record-keeping purposes.

The rater should read each statement on the back of the form carefully and rate the student on current performance, using the following 5-point scale:

- 1 Never exhibits
- 2 Seldom exhibits
- 3 Sometimes exhibits
- 4 Often exhibits
- 5 Always exhibits

Clarification of Some Statements in the Dyslexia Screening Instrument

The following statements may require some clarification:

- * Item 16—"Vocabulary of written composition is NOT equal to student's spoken vocabulary."

Most students with dyslexia have a larger spoken vocabulary than written vocabulary. They often have spelling difficulties and use the adaptive strategy of substituting more easily spelled words for more difficult words in written compositions. However, some people with dyslexia have a larger written vocabulary than spoken vocabulary because recalling the names of words is often a problem for them.

- * Item 17—"Poor organization of composition (Events are not in chronological order or any discernible order of organization)."

Many students with dyslexia have difficulty making outlines and ordering passages in a textbook, on a test, or in other work.

- * Item 25—"Cannot recall words, especially names."

Many students with dyslexia describe objects without naming them or substitute close, but inaccurate names for specified objects.

- * Item 31—"Can't repeat information."

Many students with dyslexia are unable to repeat the essence of a teacher's directions. This inability is more pronounced when the students are given a great deal of information to repeat or recall.

Scoring Program Software

The person entering the information from the Rating Form should read Chapter 3 first to become familiar with the Scoring Program Software. The Rating Form information should be entered and scored within 2 weeks of rating for an accurate assessment of current student functioning.

It takes about 2 minutes to enter the information and obtain the classification.

For a Rating Form to be considered valid for scoring, the following criteria must be met:

1. The student must be between 6 and 21 years old.
2. The student must be in one of grades 1 through 12.
3. No more than three statements may be left blank. Enter a zero if a statement is left blank on the Rating Form or if a number other than 1-5 is used. The program substitutes the average of the nonzero ratings for the zero ratings; if four or more statements have a zero rating, the software program cannot provide a classification.

After you have entered all numerical ratings, the Scoring Program Software runs the analysis and calculates an internal score that is used to classify the student's performance into one of four possible categories.

The Rating Form results may be classified as follows:

Passed

The score is most similar to the scores of students in the development sample who were not identified as having dyslexia. This classification indicates that the student does not appear to display the cluster of characteristics associated with dyslexia as measured by this screener. However, if the student was referred for screening because of academic problems he or she is experiencing, the school may want to gather additional information in accordance with state and district policies.

Failed

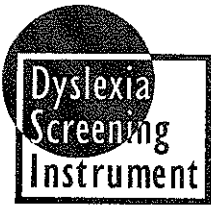
The score is most similar to the scores of students in the development sample who were identified as having dyslexia. This classification indicates that the student is at risk for dyslexia. Additional academic, cognitive, informal, and curriculum-based assessments should be done in accordance with state and district policies.

Inconclusive

The score is not similar enough to either group (i.e., students with or without dyslexia) from the development sample. This classification indicates that the student may or may not be at risk for dyslexia. The school may want to gather additional information in accordance with state and district policies.

Cannot Be Scored

There are more than three zero ratings. The program cannot analyze the ratings to provide a classification. Either the rater should rate those statements that have zero ratings or another teacher who is familiar with the student should complete a new Rating Form.



RATER: To what extent does the student exhibit these characteristics?

1-never exhibits 2-seldom exhibits 3-sometimes exhibits 4-often exhibits 5-always exhibits
(Please rate all statements.)

- ___ 1. Easily distracted
- ___ 2. Forgets assignments and/or loses papers
- ___ 3. Easily frustrated
- ___ 4. Low self-esteem
- ___ 5. Puts himself/herself down
- ___ 6. Falls apart under time limits and pressure
- ___ 7. Disorganized
- ___ 8. Knows material one day; doesn't know it the next day
- ___ 9. Knows class material but tests poorly
- ___ 10. Has difficulty with math (multiplication tables, keeping columns straight)
- ___ 11. Oral reading inaccurate
- ___ 12. Reverses letters and/or numbers
- ___ 13. Losing ground on achievement tests
- ___ 14. Poor directionality (up/down, left/right, over/under)
- ___ 15. Poor sequencing skills
- ___ 16. Vocabulary of written composition is NOT equal to student's spoken vocabulary
- ___ 17. Poor organization of composition (Events are not in chronological order or any discernible order of organization)
- ___ 18. Inadequate spelling for grade level
- ___ 19. Trouble following a series of directions
- ___ 20. Needs information repeated
- ___ 21. Poor handwriting
- ___ 22. Has trouble copying
- ___ 23. Unable to tell time, days of the week, months of the year
- ___ 24. Unable to keep place on page when reading
- ___ 25. Cannot recall words, especially names
- ___ 26. Production of smudged papers (erasures, mark-overs)
- ___ 27. Delay in verbal response
- ___ 28. Doesn't anticipate consequence of behavior
- ___ 29. Misplaces and loses personal items
- ___ 30. Can't stay on task
- ___ 31. Can't repeat information
- ___ 32. Has trouble with the alphabet (learning and/or saying)
- ___ 33. Is very literal/concrete in thinking

Classification

Passed

Failed

Inconclusive

Cannot Be Scored

Rater's signature: _____