

Four Questions to Ask After Universal Screening

Screening for dyslexia risk should be part of a decision-making framework that answers four fundamental questions.

1. Is the student at risk for dyslexia or not meeting important pre-reading and reading goals expected for the grade level?

Reading assessments can screen students for dyslexia or reading difficulties, and the data can help determine the level of reading risk students face.

Students with moderate to high risk for dyslexia should be provided with evidence-based instruction and intervention that focuses on explicit instruction in phonemic awareness and phonics. Schools and families should discuss whether students should be formally assessed for dyslexia based on the data indicating risk.

2. Is the student making enough reading progress to read proficiently and reach important reading goals?

Frequent reading assessments can monitor students' progress toward overall proficient reading and important reading goals.

These assessments can help determine if students are responding adequately to evidence-based instruction and interventions or if instruction and interventions should be modified or intensified.

3. Is the student reading with sufficient proficiency to meet grade-level reading expectations and important reading goals?

Overall assessments can determine if students are reading proficiently and are reaching important reading goals.

4. For students not making adequate reading progress despite intervention, what additional intervention approaches have the best chance of improving the rate of reading progress?

Diagnostic assessments can provide detailed information about students' reading skills for the purpose of developing and implementing individualized interventions for students.