



Updates to the Texas Dyslexia Handbook: We've got you covered!

What's new?

The updates to the Dyslexia Handbook include a reduction in the number of skills that must be included on the instrument used by LEAs to screen for dyslexia.

**mCLASS® Texas
DIBELS® 8 and IDEL
assess the updated
skills required for
dyslexia screening**

Updated criteria for English and Spanish screening instruments

Kindergarten
Letter Sound Knowledge or Letter Naming Fluency
Phonological Awareness
Grade 1
Word Reading Accuracy or Fluency
Phonological Awareness

mCLASS® Texas DIBELS® 8 and IDEL

Skill	Universal Screening Measures English (DIBELS)	Universal Screening Measures Español (IDEL)
Letter Knowledge	Letter Naming Fluency (K & G1)	Fluidez en Nombrar (K & G1)
Phonological Awareness	Phoneme Segmentation Fluency (K & G1)	Fluidez en la Segmentación de Fonemas (K & G1)
Letter Sound Symbol Recognition Decoding Skills	Nonsense Word Fluency (K & G1) Word Reading Fluency (K & G1)	Fluidez en las Palabras sin Sentido (K & G1)
Reading Rate & Accuracy	Oral Reading Fluency (G1)	Fluidez en la Lectura Oral (G1)

University of Oregon research

The individual DIBELS 8 screening measures are validated using established measures (TOWRE-2 and CTOPP-2) of the specific skills that are indicative of dyslexia risk or the symptoms of dyslexia.



Dyslexia	Symptom Measures	D8 Measures
Specific word reading difficulty	Rapid Naming	LNF
	Phonological Awareness	PSF
	Alphabetic Principle	NWF
	Word Reading	WRF and ORF

Risk indicator

In order for the risk indicator to populate, a composite score must be calculated by giving all the measures plus RAN or Spelling. If the composite score is Well Below Benchmark **and** RAN or Spelling results are also Well Below Benchmark, the risk indicator will display as a “flag” next to student names to identify students at risk for reading difficulties, including those associated with dyslexia.

Beginning of Year																					
Grade 1 Last Name, First Name	Composite Goal 331	Letter Names		Phonemic Awareness		Letter Sounds		Decoding		Word Reading		Reading Accuracy		Reading Fluency		Vocabulary		Spelling		Phonological Processing	
		LNF Goal 51	PSF Goal 39	NWF-CLS Goal 42	NWF-WRC Goal 8	WRF Goal 15	ORF-Accu Goal 67%	ORF Goal 21	VOCAB Goal 23	SPELL Goal 23	RAN Goal 62										
Ashley, Emma	329 Below	40 Well Below	33 Below	25 Below	3 Below	8 Below	67% Benchmark	16 Below	—	—	—										
Baldwin, Freddie	344 Benchmark	52 Benchmark	38 Below	44 Benchmark	8 Benchmark	17 Benchmark	88% Benchmark	21 Benchmark	—	—	—										
Bell, Jon	317 Well Below	24 Well Below	21 Well Below	16 Well Below	1 Below	7 Well Below	38% Well Below	6 Below	9 Well Below	22 Below	224 Well Below										
Bush, Tami	359 Above	53 Benchmark	44 Benchmark	50 Above	11 Benchmark	22 Above	93% Benchmark	43 Above	—	—	—										

For more information, email texas@amplify.com
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