BPS Screening Tools for Dyslexia

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Research, Evaluation & Assessment
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Identifying Dyslexia

- The key symptoms of dyslexia are problems with decoding or single word reading and/or poor reading fluency and poor spelling.
- Phonological weaknesses or disorders, specific language-based difficulties, are usually the underlying cause of the literacy problems associated with dyslexia.
- Comprehension may be impaired and writing skills will suffer if spelling is not mastered.
- Language and vocabulary problems can cause comprehension difficulties that can become more severe over time as academic demands increase.
- Poor readers may have weak vocabulary and background knowledge caused by reading less than average readers.

https://dyslexiaida.org/dyslexia-assessment-what-is-it-and-how-can-it-help/
# BPS Kindergarten Literacy Domains Assessed

<table>
<thead>
<tr>
<th>Tool</th>
<th>Phonological Awareness</th>
<th>Alphabetic Principle</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Word Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEKA (Fall)</td>
<td>Beginning Sounds, Rhyming Letter Sounds</td>
<td>Letter Names, Letter Sounds</td>
<td>Oral Comprehension</td>
<td>Oral Vocabulary</td>
<td>Concept of a word, Sight Words</td>
</tr>
<tr>
<td>BAS (Winter)</td>
<td></td>
<td></td>
<td>Comprehension of connected text, Identify Instructional Level</td>
<td></td>
<td>Accuracy &amp; Fluency</td>
</tr>
</tbody>
</table>

Note: Writing and spelling are assessed at the classroom level
## BPS Grade 1
### Literacy Domains Assessed

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<tr>
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<th>Vocabulary</th>
<th>Word Recognition / Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPG (fall and spring)</td>
<td>Beginning Sounds, Rhyming, Letter Sounds</td>
<td>Letter Names</td>
<td>Comprehension of connected text</td>
<td>Vocabulary for K-5 levels</td>
<td>N/A</td>
</tr>
<tr>
<td>BAS (fall and winter)</td>
<td></td>
<td>Comprehension of connected text, Identify Instructional Level, Self Correction</td>
<td></td>
<td></td>
<td>Accuracy &amp; Fluency (Oral Reading Rate)</td>
</tr>
</tbody>
</table>

Note: Writing and spelling are assessed at the classroom level
### Grades 2-5

#### Literacy Domains Assessed

<table>
<thead>
<tr>
<th>Tool</th>
<th>Phonological Awareness</th>
<th>Alphabetic Principle</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Word Recognition / Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAP (fall and spring)</td>
<td>Beginning Sounds, Rhyming, Letter Sounds</td>
<td>Letter Names</td>
<td>Comprehension of connected text</td>
<td>Vocabulary for K-8 levels</td>
<td>N/A</td>
</tr>
<tr>
<td>BAS (fall and spring)</td>
<td></td>
<td></td>
<td>Comprehension of connected text, Identify Instructional Level, Self Correction</td>
<td>Accuracy &amp; Fluency (Oral Reading Rate)</td>
<td></td>
</tr>
</tbody>
</table>

Note: Writing and spelling are assessed at the classroom level
Additional Assessments for Dyslexia

• Students who are below the 25th percentile on MAP reading and one grade level below on the BAS, have the following follow-up assessments:
  1) PRESS (U of M) Phonemic Awareness Inventory with phoneme segmentation, blending, and sound manipulation
  2) CORE (Consortium on Reaching Excellence) measures letter names, sounds, ability to read short vowel words and pseudo-words, low frequency spellings, and multi-syllabic words
BEKA: Standardized Assessment Used for Multiple Purposes

1. Summative Assessment for determining the success of pre-k interventions.
2. Screener at the beginning of the year for assisting differentiated instruction.
3. Benchmark for pathway analysis and Milestone Metrics including narrowing the achievement gap.
4. Pre-test for identifying teachers who “beat the odds” and to give “value-added” feedback.
   
   https://www.youtube.com/watch?v=O-e7xLs7_j4
   https://www.youtube.com/watch?v=0Sv9H8ULvUg

5. Tool for communicating with families.
ALL BEKA Assessors are trained with standard instructions
Bloomington Early Kindergarten Assessment (BEKA) Numeracy Items – Correlation with Grade 1 Fall MPG Math

**NUMBER COUNTING**  \( r_{xy} = .512 \)
- Score 1 point for each number in sequence – up to 31.
- Stop when a mistake is made and record highest correct number.  

____/31

**COUNTING OBJECTS**  \( r_{xy} = .436 \)
- Score 1 point for each correct set.
- _____ apples (3)  _____ watermelon (8)  _____ carrots (15)  

_____/3

**PATTERNS**  \( r_{xy} = .445 \)
- Score 1 point for each correct pattern.
- _____ AB pattern (scissors)  _____ABC pattern (ball)  _____ AAB pattern (red, circle, or ball)  

_____/3

**NUMBER RECOGNITION**  \( r_{xy} = .436 \)
- Score 1 point for each number named correctly. (Put a slash through incorrect/unknown numbers)
- 4  2  0  6  3  5  1  8  10  7  12  11  9  15  19  13  18  17  20  16  14  

_____/21

**NUMBER SEQUENCE**  \( r_{xy} = .536 \)
- Score 1 point for each number in correct sequence [Circle correct sequence(s)]
- 4, 5, 8, 11, 13, 16, 21  

_____/7

**SIMPLE ADDITION**  \( r_{xy} = .526 \)
- Score 1 point if answer is correct: 4+2 = 6  

_____/1
LETTER RECOGNITION $r_{xy} = .474$
Score 1 point for each letter named correctly. (Put a slash through incorrect/ unknown letters)
- m p b s t a h e d c n i j f v l y r x g w o z k q u

SOUND RECOGNITION $r_{xy} = .484$
Score 1 point for each sound produced correctly. (Put a slash through incorrect/ unknown sounds)
- m p b s t a h e d c n l j f v l y r x g w o z k q u

BEGINNING SOUNDS $r_{xy} = .425$
Score 1 point for each correct response. (check √ correct beginning sound)

SIGHT WORDS $r_{xy} = .565$
Score 1 point for each correct response. (check √ correct word)
- the ____ at ____ and ____ of____
- see ____ in ____ is ____ on ____
- you ____ it ____ like ____ go ____
- do ____ my ____ can ____ am ____
- me ____ we ____ no ____ up ____


Bloomington Early Kindergarten Assessment (BEKA)
Literacy Items – Correlation with Grade 1 Fall MPG Reading

CONCEPTS OF PRINT $r_{xy} = .521$
Score 1 point for each correct response. (check √ each correct concept)
• Shows front of the book _____
• Shows where to begin reading _____
• Shows left to right _____
• Shows return sweep _____
• Counts number of words _____  _____/5

RHYMING WORDS $r_{xy} = .488$
Score 1 point for each correct response. (check √ each correct word)
• 1) cat, sat, _____ 2) hop, top, _____ 3) bug, hug, _____
• 4) men, ten _____ 5) wig, dig, _____ 6) beat, meat, _____  _____/6

ORAL COMPREHENSION $r_{xy} = .529$
• Transfer score from bottom of comprehension score sheet.  _____/21

• Total Literacy $r_{xy} = .626$

• Total Numeracy $r_{xy} = .632$ Note: These are restricted range estimates
District Raw Score Distribution of BEKA Literacy

50-79 = Partially Proficient

57.1%

80-135 = Proficient

33.5%

< 50 = “Not Proficient”

19.4%
BEKA Literacy Strand Proficiency Cut Scores

• Total Literacy
  – Alphabetic Principal (Letters + Concepts of Print) = 49
    • Upper Case Proficiency = 24
    • Lower Case Proficiency = 22
    • Concepts of Print = 3
  – Phonological Awareness (Sounds + Rhyming) = 20
    • Beginning Sounds= 4
    • Rhyming = 3
    • Letter/Sound Recognition = 13
  – Language (Sight Words + Oral Comprehension) = 14
    • Sight Words = 1
    • Oral Comprehension = 13
BEKA Literacy Strand Proficiency

<table>
<thead>
<tr>
<th>Percent Proficient</th>
<th>Washburn</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabetic</td>
<td>46.2%</td>
<td>57.6%</td>
</tr>
<tr>
<td>Phonological</td>
<td>52.3%</td>
<td>55.5%</td>
</tr>
<tr>
<td>Language</td>
<td>60.0%</td>
<td>56.5%</td>
</tr>
</tbody>
</table>
Other Tools for Dyslexia Screening

• See the National Center for Intensive Interventions for tools that meet standards of technical adequacy
  – https://charts.intensiveintervention.org/chart/academic-screening