

District Dyslexia Program and Procedures



220 N 17th Street

Nederland, TX 77627

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NEDERLAND ISD DISTRICT DYSLEXIA PROGRAM PROCEDURES

[Adapted from The Dyslexia Handbook, 2024]

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Dyslexia Mission Statement and Program Goals

Nederland Independent School District strives to provide an exemplary dyslexia program for students enrolled in grades K – 12. Through a Multi-tiered System of Supports (MTSS) and Response to Intervention (RtI) process, NISD monitors students on a regular basis utilizing formal and informal observations, student data and other assessments including but not limited to the mCLASS, Star Renaissance Reading, benchmarks and/or written evidence of curriculum-based monitoring (CBM).a

Nederland Independent School District is committed to the development and implementation of a dyslexia program that addresses both Texas Education Code §38.003 and Texas Administrative Code §74.28.

Mission Statement

It is the mission of the Nederland ISD Dyslexia Program, in partnership with parents, teachers, and administrators, to educate and provide all students identified with dyslexia evidence-based instruction and academic support to prepare them to be successful, life-long learners, effective communicators, successful readers and writers, and conscientious citizens of society.

Program Goals

1. Screen, refer, and evaluate students in grades K – 12 who may be at-risk for dyslexia and related disorders at appropriate times
2. Implementation of evidence-based instructional treatment options to improve students' reading, spelling, oral and written expression, thus improving students' overall academic performance
3. Heighten student awareness of their strengths, thus gaining stronger confidence and self-esteem
4. Provide staff development that includes:
 - Characteristics of dyslexia
 - Assessment of Dyslexia
 - Intervention strategies and accommodations
5. Provide parent education that includes:
 - Characteristics of dyslexia and related disorders
 - Information on testing and the educational diagnosis of dyslexia
 - Effective strategies for parents to use at home with their child
 - Information on state assessment accommodations and/or accommodations allowed for post-secondary testing (PSAT/ACT/SAT)
6. Provide for parent and teacher communication and effective partnerships
7. Maintain support of students identified with dyslexia in all academic areas
8. Utilize appropriate technology for the support of students identified with dyslexia

Objective: all campuses, through the Multi-tiered System of Supports (MTSS), will identify students with dyslexia and related disorders and provide appropriate, individualized services.

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1. Definitions and Characteristics of Dyslexia

Definitions of Dyslexia

“Dyslexia” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

“Related disorders” include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

TEC §38.003(d)(1)-(2) (1995)

“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

International Dyslexia Association (2002)

Characteristics of Dyslexia

Students with dyslexia tend to experience difficulties in phonological awareness, reading words in isolation, reading fluency, and spelling. Secondary consequences include difficulty with reading comprehension and/or written expression. These difficulties are unexpected for the student’s age and educational level and are not the primary result of language differences. A family history of reading difficulties often exists as well.

Students may not exhibit all of the characteristics of dyslexia and may exhibit characteristics to differing degrees.

Primary Characteristics:

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored without inflection)
- Difficulty spelling

Reading and spelling characteristics are most often associated with:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

Consequences of dyslexia may include:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

The Dyslexia Handbook, 2024 pgs. 7-8

Common Risk Factors Associated with Dyslexia

The following characteristics identify risk factors associated with dyslexia at different stages or grade levels.

Preschool

- Delay in learning to talk
- Difficulty with rhyming
- Difficulty pronouncing words (e.g., “pusgetti” for “spaghetti,” “mawn lower” for “lawn mower”)
- Poor auditory memory for nursery rhymes and chants
- Difficulty adding new vocabulary words
- Inability to recall the right word (word retrieval)
- Trouble learning and naming letters and numbers and remembering the letters in his/ her name
- Aversion to print (e.g., doesn’t enjoy following along if a book is read aloud)

Kindergarten and First Grade

- Difficulty breaking words into smaller parts, or syllables (e.g., “baseball” can be pulled apart into “base” “ball” or “napkin” can be pulled apart into “nap” “kin”)
- Difficulty identifying and manipulating sounds in syllables (e.g., “man” sounded out as /m/ /ă/ /n/)
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words (reading single words in isolation)
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., “sed” for “said”)

Second Grade and Third Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty recognizing common sight words (e.g., “to,” “said,” “been”)
- Difficulty decoding single words
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., “after” spelled “eftr”)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression

Fourth Grade through Sixth Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty reading aloud (e.g., fear of reading aloud in front of classmates)
- Avoidance of reading (particularly for pleasure)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., “big” instead of “enormous”)
- Reliance on listening rather than reading for comprehension

Middle School and High School

Many of the previously described behaviors remain problematic along with the following:

- Difficulty with the volume of reading and written work
- Frustration with the amount of time required and energy expended for reading
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics

- Difficulty with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language

Postsecondary

Some students will not be identified as having dyslexia prior to entering college. The early years of reading difficulties evolve into slow, labored reading fluency. Many students will experience extreme frustration and fatigue due to the increasing demands of reading as the result of dyslexia. In making a diagnosis for dyslexia, a student's reading history, familial/genetic predisposition, and assessment history are critical. Many of the previously described behaviors may remain problematic along with the following:

- Difficulty pronouncing names of people and places or parts of words
- Difficulty remembering names of people and places
- Difficulty with word retrieval
- Difficulty with spoken vocabulary
- Difficulty completing the reading demands for multiple course requirements
- Difficulty with notetaking
- Difficulty with written production
- Difficulty remembering sequences (e.g., mathematical and/or scientific formulas)

The Dyslexia Handbook, 2024 pgs. 9-10

2. Screening

State Requirements

All kindergarten and first-grade public school students (must) be screened for dyslexia and related disorders. All students beyond first grade (must) be screened or tested as appropriate. (TEC §38.003)

Each school district (is required) to administer to students in kindergarten, first grade, and second grade a reading instrument to diagnose student reading development and comprehension. The district must also administer a reading instrument at the beginning of 7th grade to students who did not demonstrate reading proficiency on the 6th grade reading STAAR. (TEC §28.006)

School districts are required to notify parents/guardians of each student in kindergarten, first grade, or second grade who is determined to be at risk for dyslexia or other reading difficulties based on the results of the reading instruments. In accordance with TEC §28.006(g), an accelerated reading instruction program must be provided to these students.

The Dyslexia Handbook, 2024 pg. 13

Screening Instruments

K-2: mCLASS

School districts are required to choose a screening instrument either from the Commissioner's list of approved reading instruments or one that meets the required components laid out in TEC §28.006.

Nederland ISD currently uses the mCLASS assessment tool. This is a web-based program that meets the criteria set by the state of Texas for both the dyslexia screening tool and reading instrument.

Assessments are given 3 times per year; beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY). Testing windows are included in the district's annual testing calendar. Data regarding assessment results are stored in the shared Dyslexia drive on the NISD Google Drive network. All pertinent faculty shall have access to this drive. Those requiring access should contact the district Dyslexia Specialist.

These assessments may be given by the classroom teacher or an interventionist as scheduling allows. When available, the elementary interventionist team conduct mCLASS testing with students in grades K-2 at appropriate times. When this is not possible, assessment is the responsibility of the campus to complete.

All who administer mCLASS must be trained in the administration and interpretation process. Training records (certificates) are to be turned in to the district Dyslexia Specialist. Records will be kept and maintained by the district Dyslexia Specialist. Training is offered through mCLASS/Amplify with refresher training from NISD.

Figure 2.1

mCLASS Highlights	
1. 1-minute probes	7. Gives goals & next steps – helpful for RtI & IEPs
2. Based on DIBELS	8. Generates reports & parent letters
3. Administered 1:1 on iPad	9. Dyslexia indicator build in to report
4. Maze assessments (grades 2+) given on computer/iPad independently	10. Reports help with ability grouping
5. Tracks progress year to year	11. Library of activities
6. Progress monitoring & benchmarks	12. Available in Spanish (IDEL)

****See [Appendix A](#) for more information about mCLASS.****

Figure 2.2

Criteria for English and Spanish Screening Instruments	
Kindergarten	First Grade
<ul style="list-style-type: none"> Letter Sounds Knowledge or Letter Naming Fluency Phonological Awareness 	<ul style="list-style-type: none"> Word Reading Accuracy or Fluency Phonological Awareness

When conducting the screener, information should be noted regarding the student's behaviors observed during the administration of the instrument. Such behaviors are listed below.

Figure 2.3

Student Behaviors Observed During Screening
<ul style="list-style-type: none"> Lack of automaticity Difficulty sounding out words left to right Guessing Self-correcting Inability to focus on reading Avoidance behavior

The Dyslexia Handbook, 2024. Pg. 16

7th Grade: Star Renaissance Reading

Star Renaissance Reading is an online reading assessment administered to students independently. Any 7th grade student who did not pass the 6th-grade STAAR reading assessment must complete the Star Renaissance assessment during the first marking period of the school year. Star Renaissance data is shared with each middle school for the purposes of determining at-risk status for those students. Students who are reading below grade level based on the Star Renaissance report and also have classroom or historical data which supports a pattern of reading difficulty are considered to be at risk for dyslexia. Students who are determined to be at risk for reading difficulties must be offered accelerated reading instruction.

Star Diagnostic Report provides the student's grade level equivalence in grade and months (e.g., 3.7 = 3rd grade, 7th month). Star Renaissance also assigns risk categories based on performance. "At/Above Benchmark" (green) means that the student is able to read on or above grade-level and is not at risk. "On Watch" (blue) means that they read slightly below level and should be monitored to make sure this gap does not grow. "Intervention" (yellow) means the student is reading below grade level and maybe at risk for reading difficulty provided the classroom data support this conclusion. They may require intervention and/or assessment to improve outcomes. "Urgent Intervention" (red) means the student is reading significantly below grade level and are considered at risk for reading difficulty provided the classroom data support this conclusion. These students should be considered for assessment to determine if dyslexia is present. Intervention shall be provided for any student determined to be at risk while awaiting assessment results.

The district Dyslexia Specialist compiles a list of students annually who potentially need to be assessed and share them with the middle school ELAR teachers, principals, and counselors. Additional data shall be reviewed by these persons to determine if students in question are at risk for dyslexia or related disorders. Any students determined to be at risk are to be offered intervention and the referral process is initiated after consultation with the campus diagnostician. Data regarding assessment results are stored in the shared Dyslexia drive on the NISD Google Drive network. All pertinent faculty have access to this drive.

Screening Timelines

Figure 2.4

Dyslexia Screening Exception Codes

Code	Translation
1	Grade 1 Student Withdrew from the LEA On or Before January 31st (Grade 1 Dyslexia Screen Period End Date)
2	Kindergarten Student Withdrew from the LEA On or Before the Last Instructional Day of the School year (Kindergarten Dyslexia Screening Period End Date)
3	Grade 1 Student Enrolled in the LEA After January 31st (Grade 1 Dyslexia Screening Period End Date)
4	Student Currently Identified and Receives Dyslexia Services
5	Dyslexia Screening Inappropriate for the Child (Documented by ARD or 504 Committee)
6	Dyslexia Screening included in Special Education Evaluation or 504 Evaluation Process (Documented by ARD or 504 Committee)
7	Parent or Child Repeated Refusal for Dyslexia Screening (Documentation Required)
8	Student Absent During the Designated Dyslexia Screening and No Make-Up Provided During Screening Window (Constitutes Non-Compliance)
9	No Appropriately Trained and/or Qualified Individual in the LEA, as Required, to Conduct Dyslexia Screening (Constitutes Non-Compliance)
10	Technology Access or Failure (e.g., Software) Prevented the LEA from Screening the Student for Dyslexia (Constitutes Non-Compliance)
11	No Dyslexia Screening Instrument Available or No Screening Instrument Adopted by District-Level Committee (Constitutes Non-Compliance)
12	Other (Reason Not Listed Above; Documentation Required, Potential Non-Compliance)

In accordance with TEC §28.006 reading instruments are given to all students in grades K-2, and 7. These instruments are given in grades K-2 three times a year (beginning, middle, and end of the year). The results of these assessments should drive instruction. Seventh-graders who did not show proficiency on the 6th-grade STAAR reading assessment shall be administered the reading instrument at the beginning of the school year and offered an accelerated reading program. If a student is not screened, they must be coded in PEIMS based on the reason (see Figure 2.4 – Dyslexia Screening Exception Codes).

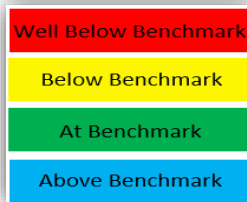
****Screening is an ONGOING process, not just a snapshot. All students should be monitored continuously for reading and writing difficulty.****

Interpreting Screening Results

Following each administration of the mCLASS Benchmark assessment the campus results are compiled by the district Dyslexia Specialist and shared with each campus. Decisions are then made by campus committees to determine which students are at risk for dyslexia or other reading difficulties.

There are 4 categories for student performance levels within mCLASS. These levels are color coded as seen below.

Figure 2.5



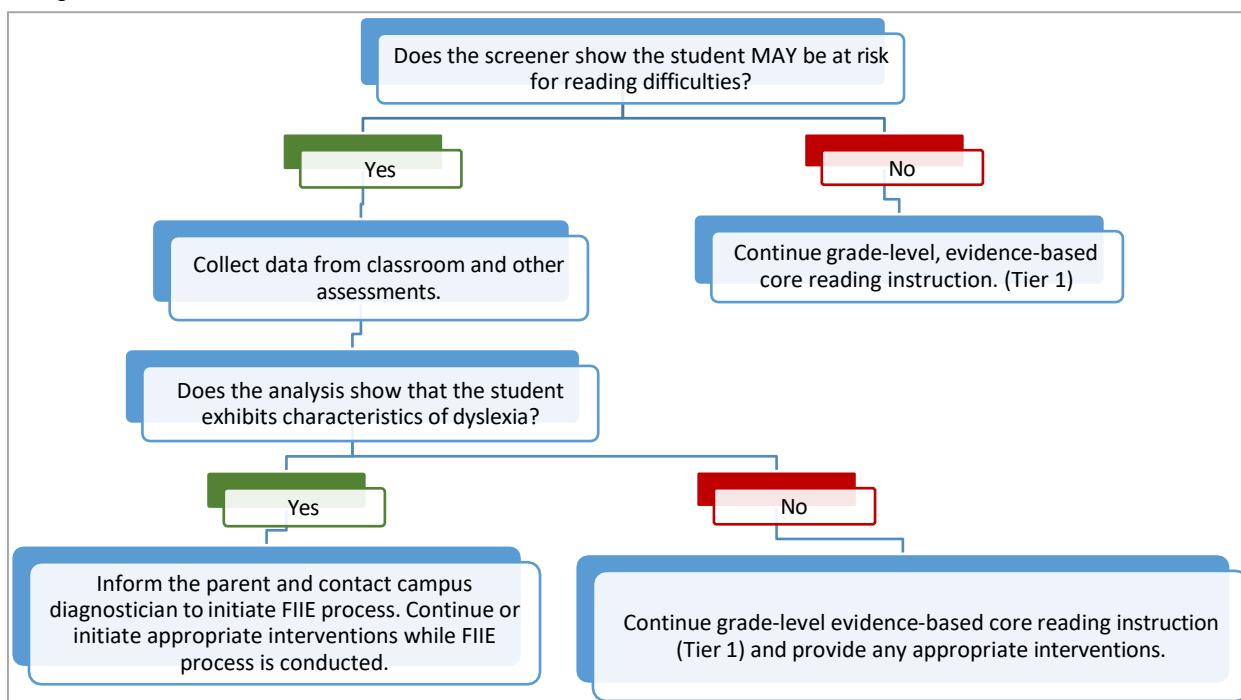
Students are considered at risk if the screening data indicates (by dyslexia indicator) or they are deficient in the areas based outlined in Figure 2.2. Students are coded in PEIMS based on this data. The campuses must then determine if the deficiencies are supported by classroom data and historical information available for the student to determine if evaluation is recommended. **Campus teams must meet to discuss whether or not all data support their risk category before determining whether or not to refer for testing.**

“Screening, by definition, should never be the final determination of whether a student has dyslexia.”

The Dyslexia Handbook, 2024 pg. 18

Screener Decision Making Flow Chart

Figure 2.6



The Dyslexia Handbook, pg. 20

Decisions should not be made based on one piece of information alone. Screenings are helpful, but they are only one piece of the puzzle. For assistance in making these decisions, contact your district Dyslexia Specialist or campus diagnostician.

Figure 2.7

Sources and Examples of Screening Data	
Quantitative Information	Qualitative Information
Results of – <ul style="list-style-type: none"> • Current screening instruments • Previous Screening instruments • Formal and informal classroom reading assessments • Additional brief and targeted skill assessments 	<ul style="list-style-type: none"> • Observations of student during screening • Other observations of student progress • Teacher observations • Parent/guardian input (e.g., family history, early language skills) • Current student work samples • Work samples from earlier grade(s) • Intervention history

The Dyslexia Handbook, 2024 pg. 19

Parents/guardians must be informed of screening results. The [Dyslexia Screener Results₁](#) is to be sent home when intervention only is recommended and the [Dyslexia Screener Results₂](#) is to be sent home when intervention and assessment are recommended.

PEIMS Coding

Following the universal screeners completed during the beginning of the school year (BOY), middle of the year (MOY), and end of the year (EOY) as well as the dyslexia screeners for kindergarten (EOY) and 1st grade (MOY), appropriate PEIMS coding will be completed by the district Dyslexia Specialist in collaboration with the district PEIMS Coordinator. PEIMS coding is accessed through the eSchoolPlus program.

Universal Screener Coding

Data from the Universal Screener (mCLASS) given at BOY, MOY, and EOY is to be recorded in eSchool demographics under “Early Literacy Indicator” for PEIMS reporting. The options are 01-Student is eligible for accelerated reading instruction (at-risk), 02- Student is not eligible for accelerated reading instruction (not at risk), or 03- Student was not assessed. This data is sent to TEA at appropriate times by the PEIMS Coordinator.

Dyslexia Screener Coding

The results of the dyslexia screener at MOY for 1st grade and by the EOY for kindergarten, must be recorded under the “Dyslexia Risk Code” in eSchool demographics. The options are 01-Screened and determined to be not at risk for dyslexia or related disorders, 02-Screened and determined to be at risk for dyslexia or related disorders, or 03-Not screened for dyslexia or related disorders. If a student is coded as 03, the reason for not screening must be indicated in the “Dyslexia Screening Exception Codes”. See Figure 2.4 for

the 12 reason codes. Reasons 1-4 are considered acceptable reasons for not screening. Reasons 5-7 might be compliant reasons, but must be backed with documentation. Reasons 8-12 are considered noncompliant reasons for not assessing.

3. Evaluation and Identification of Dyslexia

All decisions to assess must be data driven and made on a case-by-case basis. Evaluation of all students for which dyslexia is suspected must follow the Individuals with Disabilities Education Act (IDEA) guidelines for identification of students for special education services. Assessment may be requested at any time if a disability is suspected including dyslexia and related disorders. Evaluation is not to be delayed or denied because of implementation of the RtI process (see letter from the Office of Special Education Programs [OSEP] linked below).

<https://sites.ed.gov/idea/idea-files/osep-memo-11-07-response-to-intervention-rti-memo/>

If a student is to be evaluated for dyslexia or a related disorder, the assessment should encompass all areas of suspected disability.

A student may be referred at any point by a teacher, parent, or other person who works closely with the child. Screening data are to be used to determine those who are at risk for dyslexia or other reading difficulties.

Campus teams **should include the diagnostician and dyslexia interventionist** in conversations regarding possible referrals for dyslexia or related disorders.

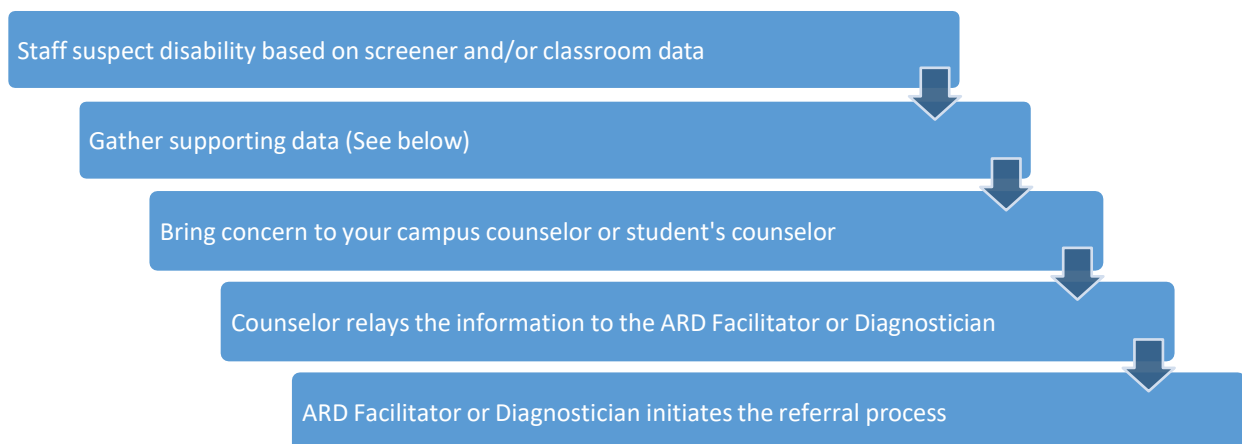
When a child is suspected of having dyslexia or related disorder under IDEA, the campus must provide the parents with the [Notice of Procedural Safeguards](#), copy or link to a current version of [The Dyslexia Handbook](#), information about [Texas Talking Books](#) and [Learning Ally](#).

Schools **must** recommend evaluation for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and spelling that is unexpected for the student's age/grade
- Characteristics and risk factors of dyslexia indicated in Chapter 1: Definitions and Characteristics of Dyslexia.

Process for Referring a Student for Evaluation

Figure 3.1



Data Collection

Data may be collected from various places. Eduphoria is a great place to pull historical data regarding the student's STAAR performance, benchmark grades, Star Renaissance reports, and TELPAS performance (Emergent Bilingual students [EB]). Other data may be found in the student's cumulative folder, orange literacy folder (elementary), LPAC documents (for EB students). Dyslexia interventionists will complete the [Reading Fluency Data](#) form to include in the referral packet.

The following are pertinent data to collect on a child suspected of having dyslexia:

- Performance data in the following areas
 - Phonological awareness
 - Phonic coding
 - Vocabulary
 - Language structure
 - Reading fluency
 - Reading comprehension
- Other academic data
 - Vision Screening
 - Hearing Screening
 - Teacher reports of classroom concerns
 - Classroom Reading Assessments
 - Accommodations or interventions provided
 - Academic progress reports (report cards)
 - Gifted/talented assessments
 - Samples of schoolwork
 - Parent conference notes
 - Results of kindergarten-grade 2 universal screening - **mCLASS**
 - K–2 reading instrument results (English and native language, if possible) – **Star Renaissance, HMH, Sight Words**
 - 7th-grade reading instrument results – **Star Renaissance**
 - State student assessment program results - **STAAR, TELPAS**
 - Observations of instruction provided to the student
 - Previous evaluations
 - Outside evaluations
 - Speech and language assessment
 - School attendance
 - Curriculum-based assessment measures
 - Instructional strategies provided and student's response to the instruction
 - Screening data
 - Parent survey
 - Teacher survey

Consideration must be given to **Socioeconomic Factors** and **Language Proficiency**.
An LPAC representative **must** be included when decisions are made regarding
Emergent Bilingual (EB) students.

Figure 3.2

Additional Data Sources for EB students
<ul style="list-style-type: none"> • Home Language Survey • Oral language proficiency test results • Texas English Language Proficiency Assessment System (TELPAS) information • Instructional interventions provided to address language needs • Information regarding previous schooling inside and/or outside the U.S. • Type of language program model provided and language of instruction

Formal Evaluation

When a formal evaluation for dyslexia is warranted, the areas outlined in the table below must be assessed.

Figure 3.3

Areas to be Assessed - Dyslexia		
Academic Skills	Cognitive Processes	Possible Additional Areas
<ul style="list-style-type: none"> • Letter knowledge (name and sound) • Reading words in isolation • Decoding unfamiliar words accurately • Reading fluency (rate, accuracy, and prosody) • Reading comprehension • Spelling 	<ul style="list-style-type: none"> • Phonological/phonemic awareness • Rapid naming of symbols or objects 	<ul style="list-style-type: none"> • Vocabulary • Listening comprehension • Verbal expression • Written expression • Handwriting • Memory for letter or symbol sequences (orthographic processing) • Mathematical calculation/reasoning • Phonological memory • Verbal working memory • Processing speed

The Dyslexia Handbook, 2024 pg. 29

The district Dyslexia Specialist may assist in formal assessment as their availability dictates. A service request must be submitted to the Special Education Director for approval to assign portions of the assessment to the Dyslexia Specialist. In such cases, the Dyslexia Specialist and campus diagnostician will work collaboratively. The Dyslexia Specialist will assess the areas listed under academic skills, cognitive skills, and those in bold print in the above table. They will also address handwriting concerns and observations. The diagnostician is responsible for data gathering, assessing the core cognitive areas, and any mathematics needing to be assessed. The Dyslexia Specialist will share assessment results and interpretations with the campus diagnostician to be included in the Full Individual Initial Evaluation (FIIIE).

****See The Dyslexia Handbook pages 36 & 39 for additional considerations for assessing EB students.****

Interpretation of Data and Evaluation

The Multidisciplinary Team (MDT), including the parent/guardian, completes the FIIE and determines if the student exhibits characteristics of dyslexia, explains the impact on access and progress to grade-level curriculum and then determines if the student has dyslexia.

The Annual Review and Dismissal (ARD) committee will review the FIIE and all available data to determine eligibility for special education and related services. To be eligible for special education services, a student must be diagnosed with a qualifying condition (disability) AND require specially designed instruction. If the student has a disability (dyslexia or related disorder) and needs dyslexia instruction, then they meet both prongs for identification for special education and an Individual Education Plan (IEP) will be put in place which includes goals addressing their areas of need.

The Dyslexia Handbook, 2024 pg. 31

Figure 3.4

Questions to Determine the Identification of Dyslexia
<ol style="list-style-type: none">1. Does the student exhibit any primary characteristics of dyslexia?<ol style="list-style-type: none">a. Difficulty with accurate and/or fluent word readingb. Poor spelling skillsc. Poor decoding ability2. Do these difficulties (typically) result from a deficit in the phonological component of language? (Average phonological scores alone do not rule out dyslexia.)3. Are these difficulties unexpected for the student's age in relation to their other abilities and provision of effective classroom instruction?

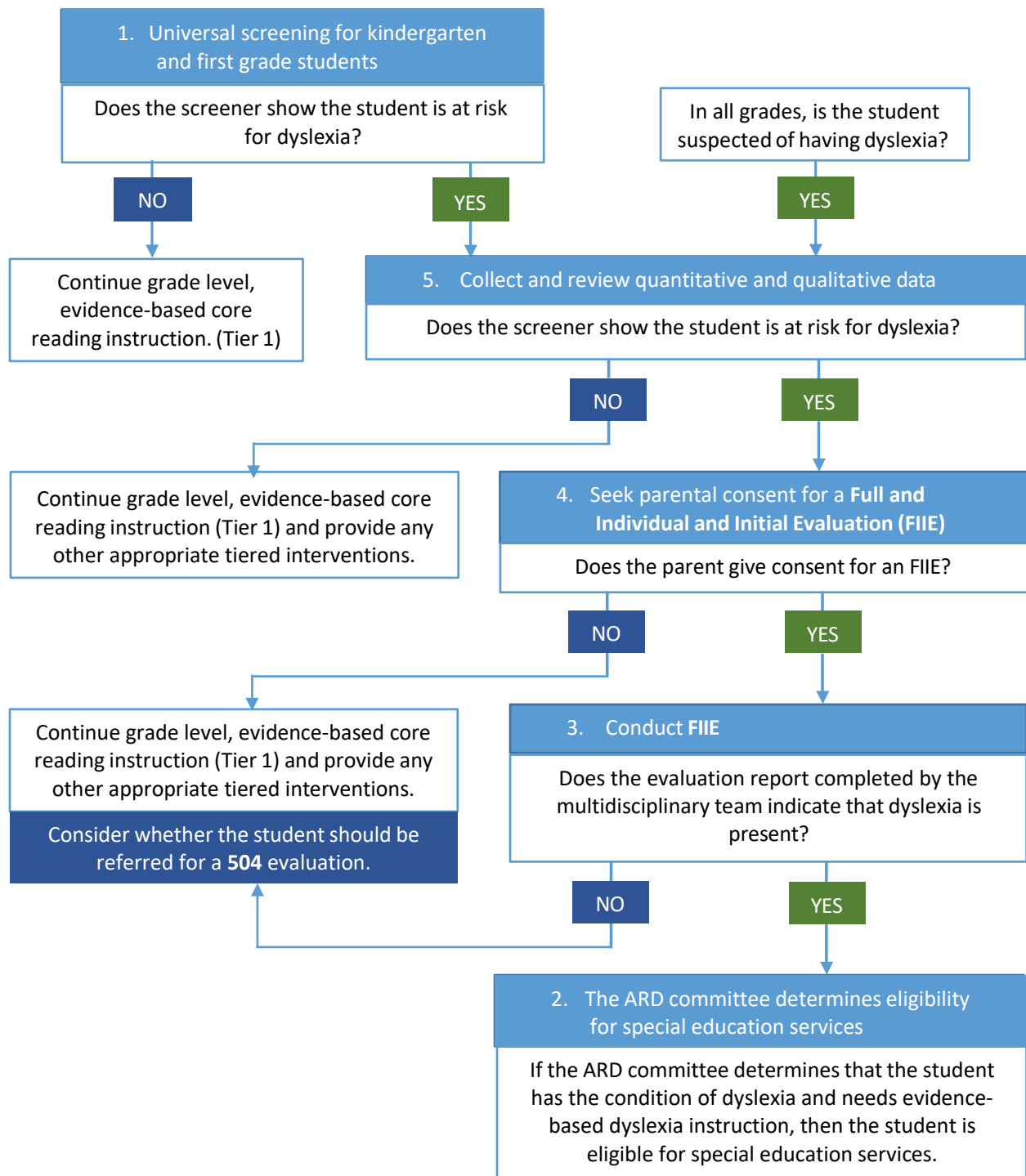
The Dyslexia Handbook, 2024 pg. 34

If the student is Emergent Bilingual, special consideration must be given to their language skills. Students who are more proficient in Spanish or have received the majority of their instruction in Spanish will benefit from a bilingual assessment. Bilingual assessments are performed by outside contractors and a service request must be placed with the NISD special education department. However, if the student is more proficient in English or the majority of their instruction has been in English, it may be appropriate to assess in English and input the evaluation results in the Culture-Language Interpretive Matrix (C-LIM) by assessment personnel to determine if the student's performance reflects a cultural and linguistic difference or if it is more likely due to a disability. The district Dyslexia Specialist can help with this process.

If the student is identified with dyslexia, but is not eligible for special education services, they may be eligible to receive accommodations under Section 504. Any student requiring an evidence-based dyslexia program must meet eligibility through IDEA (special education).

Figure 3.5

Pathway for the Identification and provision of Instruction for Students with Dyslexia



The Dyslexia Handbook, 2024 pg. 36

Transfer Students

Within State Transfer

The campus has a duty to take reasonable steps to obtain the child's records from the previous school district including:

- The IEP or 504 plan and supporting documents
- Any other records relating to the provision of special education or related services

If the child was in the process of being identified then the campus must coordinate with the previous school district to ensure the evaluation is completed promptly and appropriately. The NISD campus should adopt the timelines set out in the evaluation procedures from the previous district unless the campus is making sufficient progress to ensure the completion of the evaluation and the parent and campus agree to a specific timeline when the evaluation will be completed.

Summer Transfer

Regardless of where the student transfers from, if the receiving campus has obtained a copy of the IEP, the campus may adopt the existing IEP and implement it on the first day of school or hold an ARD committee meeting to revise the child's IEP for the first day of school. If extended school year services are required by the IEP, the ARD committee would need to meet as soon as possible after the completion of the report.

Transfers within the School Year

If the parent(s) or the previous district have verified the child was receiving dyslexia instruction through special education the receiving campus must ensure FAPE and provide comparable services to what the student received according to their IEP (if received) and either adopt the existing IEP or develop a new IEP. This must be done within 20 school days of receiving the IEP.

Out-of-State Transfers within the School Year

The ARD committee of the receiving campus must follow the guidelines for students transferring within the school year. They must determine whether or not a new evaluation is necessary and conduct that evaluation according to the evaluation procedures framework. If an evaluation is not necessary, they have 20 school days from the date of receiving the child's IEP to develop, adopt, and implement the new IEP.

While the campus is awaiting a copy of the student's IEP from their previous district, they have an obligation to implement comparable services to what the student received previously based on parent information.

4. Dyslexia Instruction

Dyslexia Interventionist's Role

Teachers who provide direct instruction for dyslexia must hold a valid teaching certificate for the grade levels they instruct and be trained in dyslexia as well as the chosen dyslexia program of NISD, Reading by Design (RBD). There are no dyslexia-specific certifications required by TEA. There is also no requirement for dyslexia teachers to hold special education certification unless the district requires it for the position. At this time, NISD does not require dyslexia teachers to obtain special education certification. It is up to the individual teacher to decide if that is a certification they would like to obtain.

Duties

The dyslexia teacher will:

- Deliver RBD to identified students with dyslexia and/or dysgraphia (if determined appropriate) only
- Instruct RBD with fidelity
- Maintain ratios and communicate with campus and administration if ratios grow to an unmanageable level
- Administer progress monitoring with fidelity including, but not limited to program mastery checks
- Communicate regularly with teachers, parents, and administration (campus and district)
- Collaborate with special education mentor for the drafting of PLAAFPs and Goals for special education students receiving direct dyslexia instruction.
- Assist in and/or conduct training at their assigned campus to facilitate instruction of classroom teachers on dyslexia as required by The Dyslexia Handbook
- Stay abreast of current research and development in dyslexia and research-based/evidence-based reading programs
- Assist district Dyslexia Specialist in dispersing information to teachers and parents
- Maintain all necessary student records
- Send progress reports home each 6 weeks
- Send or upload copies of progress reports to the district Dyslexia Specialist
- Comply with all federal, state, and district laws and policies
- Review dyslexia data
- Attend team meetings and trainings
- Assist district and campus personnel with dyslexia screenings and interpretation
- Assist campus RtI and assessment teams in the identification of students at risk for dyslexia
- Serve as a resource for campus faculty on matters of dyslexia and related disorders
- Provide necessary information and data to the district Dyslexia Specialist for reporting and auditing

Any student with a need for evidence-based dyslexia instruction must be served under special education. Evidence-based dyslexia instruction is considered specially designed instruction (SDI) as it differs from what grade-level students learn in the classroom, and therefore this program satisfies the second prong of special education eligibility and must be provided under special education.

Reading by Design

Nederland ISD uses the Reading by Design (RBD) program developed by Region 4. This program meets the required components of dyslexia instruction described in The Dyslexia Handbook.

****See [Appendix C](#) for more information on RBD components and fidelity statement.****

This program consists of 5 volumes and a supplemental level 0 for students who may not be ready for the content of level 1.

As per the program fidelity statement, RBD was developed to meet the standards set by state law. It is composed of lessons which include:

- **Phonological awareness** – the understanding that words are made of individual sounds that can be separated, put together, and changed
- **Sound-Symbol association** – connecting the speech sounds with written letters
- **Syllabication** – separating words into smaller parts with one vowel sound and recognizing the 6 basic syllable types in English; closed, open, vowel-consonant-e, r-controlled, vowel pair (vowel team), and final stable syllable
- **Orthography** – written spelling patterns and rules
- **Morphology** – how morphemes (the smallest word parts with meaning) are combined to form words.
- **Syntax** – sequence and function of words in sentences
- **Reading comprehension** – constructing meaning from text.
- **Reading fluency** – reading text with adequate speed (rate) and accuracy while maintaining comprehension. Also includes prosody (inflection).

Dyslexia instruction must be:

- **Simultaneous, multisensory (VAKT)** – skills are taught using all learning pathways in the brain (visual, auditory, kinesthetic [movement], and tactile) simultaneously in order to enhance memory and learning
- **Systematic and cumulative** – instruction follows the order of language (easiest skills are taught first and build up to more complex skills)
- **Explicit instruction** - all skills are explained and demonstrated one at a time by the teacher
- **Diagnostic teaching to automaticity** – teaching is prescriptive and individualized based on continuous assessment of the student's skills and needs. All skills are taught until they are automatic for the student
- **Synthetic instruction** – parts of language are taught and then students are taught how the parts work together
- **Analytic instruction** – the whole [word] is presented and students are taught how to break it down into its component parts

All teachers providing direct dyslexia instruction must be trained in dyslexia and RBD. Although evidence-based dyslexia instruction is implemented through special education, providers of dyslexia instruction are not required to be certified in special education.

Program Fidelity

Fidelity – (noun) the degree of exactness with which something is copied or reproduced

Where this program is concerned, fidelity is the degree to which the program is instructed as intended.

“The implementation of Reading by Design with fidelity is critical to the success of students.” (*Region 4 Fidelity Statement, 2022*)

“Placement decisions and program participation level should be made by the ARD committee. RBD is not intended to be grade-level specific nor does the content match specific grade-level TEKS. The program is designed to build foundational literacy skills at any grade level.” (*Region 4 Fidelity Statement, 2022*)

****See [Appendix C](#) for the RBD Fidelity Statement****

Fidelity Components

1. Groups meet 4-5 days per week.
2. Groups meet for 30-45 minutes per session
3. Groups should not exceed 6 students in elementary settings and 8 students in secondary settings.
4. Teachers must be trained by a regional education service center to utilize the program. They could also receive training from a trainer certified by Region 4 who is in good standing.

(See the Region 4 Fidelity Statement for more information regarding research support for these components.)

Exiting Reading by Design Intervention

It is imperative that decisions to exit are made carefully. Withdrawing intervention prematurely can have negative outcomes for the student. ****A student who reads accurately, but not fluently at grade level still requires intervention as their skills have not yet become automatic.**** Decisions regarding exiting RBD must be made by the ARD committee. (*Region 4 Fidelity Statement, 2022*)

The ARD committee should consider the following questions when deciding to exit a student from instruction:

1. What does the progress monitoring data show?
2. Is the student approximating grade level standards?
3. Has the student acquired the skills taught in the program?
4. Has the student maintained the progress made in the program and is able to apply learned skills automatically, effectively, and efficiently in the classroom?
5. Did the student successfully complete the entire intervention program (Mastery Check suggested standards are included within the program)

****See Dyslexia Program Exit Data in [Appendix B](#)****

It may be appropriate to dismiss the student from direct instruction for dyslexia (Specially Designed Instruction) before they complete the program if the student has met other criteria and has progressed to the point where the RBD instructional materials are commensurate with what students are learning in class. This decision should be made on an individual basis and not a blanket decision for all students.

The Dyslexia Program Exit Data form must accompany the ARD documents along with copies of supporting data and be included in the students' ARD folders. Failure on the part of the ARD committee to agree to dismissal from RBD will result in the student not exiting the program.

Instructional Accommodations

Students with dyslexia may benefit from instructional accommodations in the classroom. There is no set list of "dyslexia accommodations". Accommodations are determined by the individual student's areas of need. Some examples of possible classroom accommodations are:

- Copies of notes
- Note-taking assistance
- Additional time on class assignments and tests
- Reduced/shortened assignments (e.g., chunking assignments into manageable units, fewer items given on classroom tests or homework without eliminating concepts, or student planner to assist with assignments)
- Alternative test location that provides a quiet environment and reduces distractions
- Priority seating assignment
- Oral reading of directions or written material
- Word banks
- Audiobooks
- Text-to-speech
- Speech-to-text
- Electronic spellers
- Electronic dictionaries
- Formula charts
- Adaptive learning tools and features in software programs

This is not an exhaustive list and should not be blanketly applied to all students with dyslexia. Accommodations should be decided upon by ARD or Section 504 committee.

****See [Appendix B](#) for more information on accommodations based on areas of weakness****

State Testing

Not all accommodations are allowable on state assessments, however that should NOT be a deciding factor in whether or not to implement an accommodation with a student in class. Classroom instruction comes first. The students' classroom learning needs are the most important focus when making accommodation decisions.

Some accommodations allowed in the classroom could invalidate the results of state testing and are therefore not allowed on the state test. Campus teams should refer to TEA's allowable accommodations documents when determining which accommodations to put in place for state testing.

Students must meet eligibility requirements set by TEA for each accommodation recommended for state testing.

Any accommodations not listed in the allowable accommodations list must be submitted to TEA for approval well in advance of the testing windows.

Supplemental Programs

There are various resources and programs available through NISD that address reading and phonics. It is allowable to supplement the Reading by Design program with other programs and tools available, but they may not take the place of Reading by Design instruction.

Lexia

Lexia is an online program that is prescriptive, meaning that it puts the students through an assessment before placing them in the lesson that is most appropriate for them. It also spirals through skills until they are mastered. This program is great for helping students practice skills they need for reading. Once the student is placed into a lesson, a user license is assigned to them. Only students with licenses for the program are able to continue using it. If a student is unable to access lessons it may be that the campus has used up its allotted licenses. Check with the district Dyslexia Specialist to see if there might be licenses that can be freed up from children who are no longer using the program. Lexia is accessible through the Clever portal.

Lexia is an appropriate program to assign to students in the event that the campus dyslexia interventionist is unable to meet with them due to testing, ARD meetings, or absences.

Really Great Reading

Really Great Reading is the phonics program adopted for elementary phonics instruction. It has many evidence-based components that are great for struggling readers. However, this is the program used for tier 1 (classroom) instruction. As such, it should not be used for dyslexia instruction. It may not meet all criteria for dyslexia instruction and the dyslexia program used for dyslexia instruction should be different than classroom instruction in order to be considered specially designed instruction. However, it is acceptable to use manipulatives or instructional concepts from Really Great Reading to bolster the Reading by Design

program.

If there are any questions regarding the ability to use other programs in the dyslexia program contact the district Dyslexia Specialist.

5. Dysgraphia

Definition and Characteristics

“... Dysgraphia is best defined as a neurodevelopmental disorder manifested by illegible and/or inefficient handwriting due to difficulty with letter formation. This difficulty is the result of deficits in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms) (Berninger, 2015). Secondary consequences may include problems with spelling and written expression. The difficulty is not solely due to lack of instruction and is not associated with other developmental or neurological conditions that involve motor impairment.”

The Dyslexia Handbook, 2024 pg. 55

Characteristics of dysgraphia include:

- Variably shaped and poorly formed letters
- Excessive erasures and cross-outs
- Poor spacing between letters and words
- Letter and number reversals beyond early stages of writing
- Awkward, inconsistent pencil grip
- Heavy pressure and hand fatigue
- Slow writing and copying with legible or illegible handwriting (Andrews & Lombardino, 2014)

Additional consequences of dysgraphia may also include:

- Difficulty with unedited written spelling
- Low volume of written output as well as problems with other aspects of written expression

Dysgraphia is not:

- Evidence of a damaged motor nervous system
- Part of a developmental disability that has fine motor deficits (e.g., intellectual disability, autism, cerebral palsy)
- Secondary to a medical condition (e.g., meningitis, significant head trauma, brain trauma)
- Association with generalized developmental motor or coordination difficulties (Developmental Coordination Disorder)
- Impaired spelling or written expression with typical handwriting (legibility and rate) (Berninger, 2004)

Dysgraphia can be due to:

- Impaired feedback the brain is receiving from the fingers
- Weaknesses using visual processing to coordinate hand movement and organize the use of space
- Problems with motor planning and sequencing
- Difficulty with storage and retrieval of letter forms (Levine, 1999)

Handwriting incorporates multiple language processes. It is not just a motor skill. It requires motor skills to form letters on the page but it also requires auditory recognition of letter sounds, an ability to map those sounds to correct letters and spelling patterns, speech production of those sounds, and visual recognition of letter forms, word forms, and spelling patterns. For this reason, dysgraphia is best remediated with direct instruction in phonics as well as handwriting concurrently.

6. Evaluation and Identification of Dysgraphia

Identification of dysgraphia follows the Child Find procedures for an FIE under IDEA. Documentation of the following characteristics should be included in the evaluation:

- Slow or labored written work
- Poor formation of letters
- Improper letter slant
- Poor pencil grip
- Inadequate pressure during handwriting (too hard or too soft)
- Excessive erasures
- Poor spacing between words
- Poor spacing inside words
- Inability to recall accurate orthographic patterns for words (spelling patterns)
- “b” and “d” reversals beyond developmentally appropriate time (past 2nd grade)
- Inability to copy words accurately
- Inability of student to read what was previously written
- Overuse of short familiar words such as “big”
- Avoidance of written tasks
- Difficulty with visual-motor integrated sports or activities

TEA advises that evaluation for dysgraphia should be conducted if the student demonstrates the following:

- Impaired or illegible handwriting that is unexpected for the student’s age/grade
- Impaired handwriting that interferes with spelling, written expression, or both that is unexpected for the student’s age/grade

The Dyslexia Handbook, 2024 pg. 57

Figure 6.1

Sources and Examples of Cumulative Data - Dysgraphia	
<ul style="list-style-type: none"> • Vision screening • Hearing screening • Teacher reports of classroom concerns • Parent reports of concerns about handwriting, spelling, or written expression • Classroom handwriting assessments • Classroom spelling assessments • Samples of written work (e.g., journal, story responses, writing samples, etc.) • Accommodations or interventions provided • Academic progress reports (report cards) • Gifted/talented assessments • Samples of written schoolwork (timed & untimed) 	<ul style="list-style-type: none"> • Student assessment results (STAAR) • Observation of instruction provided to the student • Full Individual and Initial Evaluation • Outside evaluations • Speech and language assessment • School attendance • Curriculum-based assessment measures (benchmarks, classroom tests, etc.) • Instructional strategies provided and student’s response to the instruction • Universal screening • Parent survey • Teacher survey

The Dyslexia Handbook, 2024 pg. 58

Figure 6.2

Areas to be Assessed – Dysgraphia		
Academic Skills	Cognitive Processes	Possible Additional Areas
<ul style="list-style-type: none"> • Letter formation • Handwriting • Word/sentence dictation (timed and untimed) • Copying of text • Written expression • Spelling • Writing fluency (both accuracy and rate) 	<ul style="list-style-type: none"> • Memory for letter or symbol sequences (orthographic processing) 	<ul style="list-style-type: none"> • Phonological awareness • Phonological memory • Working memory • Letter retrieval • Letter matching

The Dyslexia Handbook, 2024 pg. 60

Formal assessment is not required in all areas. Evaluation procedures may include a review of informal data, observations, work samples, etc. The Writing Checklist (developed by Cherry Lee) is one example of a data source that may be used. This checklist may be administered by a classroom teacher, dyslexia specialist, special education teacher, or diagnostician. **See [Writing Checklist by Cherry Lee](#)**

Figure 6.3

Questions to Determine the Identification of Dysgraphia
<ul style="list-style-type: none"> • Do the data show the following characteristics and consequences of dysgraphia? <ul style="list-style-type: none"> ○ Illegible and/or inefficient handwriting with variably shaped and poorly formed letters ○ Difficulty with unedited written spelling ○ Low volume of written output as well as problems with other aspects of written expression • Do these difficulties (typically) result from a deficit in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms) • Are these difficulties unexpected for the student's age in relation to the student's other abilities and the provision of effective classroom instruction?

The Dyslexia Handbook, 2024 pg. 61

Dyslexia, dyscalculia, and dysgraphia are considered qualifying conditions for special education services under IDEA and these terms are appropriate to use within the evaluations, eligibility determinations, and IEP documents. This is addressed in the October 23, 2015 letter from the Office of Special Education and Rehabilitation Services (OSERS) (Dear Colleague: Dyslexia Guidance).

<https://sites.ed.gov/idea/idea-files/osep-dear-colleague-letter-on-ideaiep-terms/>

When determining services for a student with dysgraphia it is important to keep in mind how their needs would be best met. The RBD program may or may not be appropriate depending on what weaknesses need to be addressed. If specially designed instruction is not needed for the student's success, they may be eligible for services under Section 504.

7. Instruction for Students with Dysgraphia

Effective handwriting instruction should include the following:

- Show students how to hold a pencil.
- Model efficient and legible letter formation.
- Provide multiple opportunities for students to practice effective letter formation.
- Use scaffolds, such as letters with numbered arrows showing the order and direction of strokes.
- Have students practice writing letters from memory.
- Provide handwriting fluency practice to build students' automaticity.
- Practice handwriting in short sessions.

Students with Dysgraphia require the above strategies, however the intensity, frequency, and delivery of instruction may need to be adjusted. The RBD program includes all of these components and may be appropriate for a student with dysgraphia. Some students may require more intense intervention while others may not have a need for specially designed instruction at all. Decisions regarding services should be made based on each individual student's needs. Dysgraphia may occur independently or in conjunction with dyslexia.

Handwriting

Figure 7.1

Handwriting Hierarchy of Instruction	
Posture	Also known as "Watch Our Writing" (W.O.W.) <ul style="list-style-type: none"> • Feet are flat on the floor • Back is straight • Paper slanted so that the edge of the paper is parallel to the writing arm • Paper anchored with non-writing hand • Pencil grip and position correct
Grip	Normal tripod grip with pencil resting on first joint of middle finger with thumb and index fingers holding the pencil in place at a 45° angle. (Two fingers on top of the pencil with the pencil resting on the first joint of the ring finger is acceptable as well.)
Letter Formation	Emphasis placed in the following order: <ul style="list-style-type: none"> • Shape • Proportion • Size • Rhythm/fluency • Slant
Sequence	<ul style="list-style-type: none"> • Lower case letter first; Capitals as needed beginning with first letters of student name • Manuscript – group by stroke formation • Cursive – group by beginning approach stroke • Letters • Syllables • Words • Phrases • Sentences • Paragraphs

The Dyslexia Handbook, 2024 pg. 63-64

Spelling

Spelling and writing develop after oral language and reading skills. Instructions should be integrated with phonology and sound-symbol knowledge. Areas to address in instruction are:

- Phoneme-grapheme correspondence
- Letter order and sequence patterns, or orthographic conventions:
 - ☐ syllable types
 - ☐ orthographic rules
 - ☐ irregular words
- Position of a phoneme or grapheme in a word
- Meaning (morphology) and part of speech
- Language of origin (Moats, 2005)

The Dyslexia Handbook, 2024 pg. 73

Writing

Written expression difficulties are a possible secondary consequence of dysgraphia. Just as with dyslexia instruction, dysgraphia instruction must be simultaneous, multisensory, systematic and cumulative, explicit, and diagnostic teaching to automaticity.

Possible Dysgraphia Accommodations

Take the following into consideration when determining accommodations for dysgraphia:

- The rate of producing written work
- The volume of work to be produced (are they able to keep up with the demands of classwork)
- The complexity of the writing task
- The tools used to produce the written product
- The format of the product

Below are **examples** of classroom accommodations for students with dysgraphia. This is not an exhaustive list, nor is it intended to be implemented for all students.

- Allow more time for written tasks including note taking, copying, and tests
- Reduce the length requirements of written assignments
- Provide copies of notes or assign a note taking buddy to assist with filling in missing information
- Allow the student to audio record important assignments and/or take oral tests
- Assist student with developing logical steps to complete a writing assignment instead of all at once
- Allow the use of technology (e.g., speech to text software, etc.)
- Allow the student to use cursive or manuscript, whichever is most legible and efficient
- Allow the student to use graph paper for math, or to turn lined paper sideways, to help with lining up columns of numbers
- Offer an alternative to a written project such as an oral report, dramatic presentation, or visual media project

The Dyslexia Handbook, 2024 pg. 66-67

8. Role of District Dyslexia Specialist

The district Dyslexia Specialist's primary role is to ensure compliance within the dyslexia program. Their responsibilities include, but are not limited to:

Planning

Support the planning, coordination, and implementation of dyslexia curriculum

Coaching

Provide individualized feedback, coaching, and development to dyslexia interventionists

Monitoring

Support systems for monitoring dyslexia curriculum implementation and student progress

- Collect student progress reports
- Review student numbers monthly and document trends
- Maintain accurate PEIMS coding

Research

Research programs and analyze them to determine if they could be implemented in the district

Staff Development

Provide opportunities for staff development for teachers and administrative staff

Screening

Conduct/facilitate assessments and screenings, and assist campus staff in developing intervention plans for students

Program Coordination

Coordinate the dyslexia program throughout the district to ensure cohesiveness of training and program implementation

Communication

Promptly and effectively communicate with faculty, staff, administration, and parents

Collaboration

Work in collaboration with campus and district staff and administration

The district Dyslexia Specialist must also stay abreast of policies and laws pertaining to dyslexia, special education, and English Language Arts and Reading (ELAR) curriculum. They must remain current on assessment standards and program implementation. It is their duty to seek out training opportunities for the dyslexia team (all campus dyslexia interventionists), hold meetings with the dyslexia team, and provide needed training when appropriate. They will also implement parent training in dyslexia as required by The Dyslexia Handbook. The district Dyslexia Specialist is responsible for updating PEIMS data following the

beginning, middle, and end, of year screenings. They will work collaboratively on this data with the district PEIMS coordinator. They are also responsible for maintaining guiding documents and forms for the district as well as any data and resources for parents, teachers, and administrators. The Dyslexia Specialist is responsible for ensuring dyslexia teachers and their students have all necessary materials to instruct and learn. They are also required to manage the dyslexia budget and ensure all monies are spent appropriately.

9. Available Programs & Resources

NISD has access to and provides multiple programs and resources for dyslexia. Links are provided where possible.

Students

- **Lexia** – Phonics program online – Accessible through the Clever portal under “District Tools” on the NISD website
- **Learning Ally** – Web/app based audiobooks program – Accessible through the Clever portal under “District Tools” on the NISD website
- **Visor** – Chrome extension approved for use on student laptops – allows student to place a virtual colored overlay on the computer screen

Dyslexia Teachers

- **Livebinder** – Online binder of resources – email klsmith@nederlandisd.org for access code
- **Dyslexia Library** – Selection of books relating to dyslexia and reading – housed at the administration building. Contact the Dyslexia Specialist to borrow books.

Parents/Classroom Teachers

- **Dyslexia District** - Podcast for dyslexia and related information – available on Spotify, Apple Podcasts, and Audible
- **Dyslexia Newsletter** – Newsletter for parents and teachers about dyslexia with resources, testimonials, tips, and tons of information. Email klsmith@nederlandisd.org to sign up.

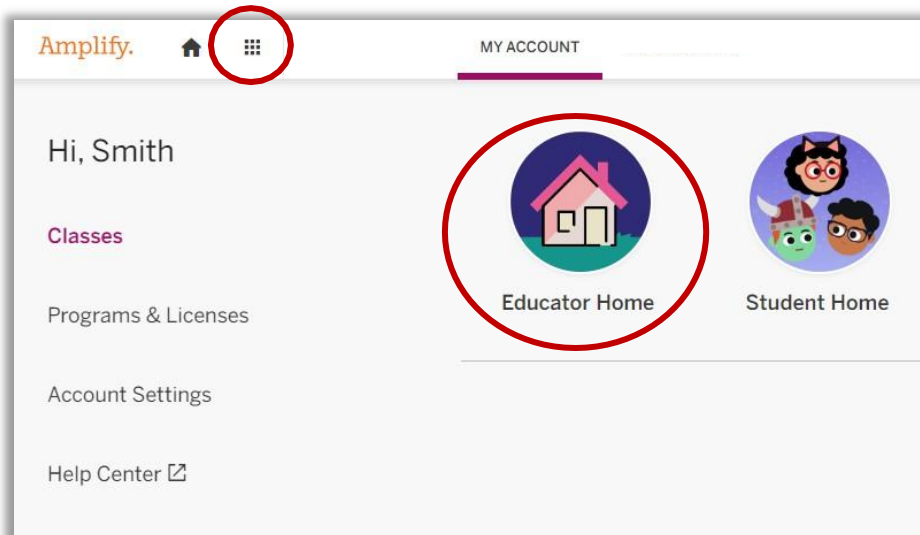
Appendix A: mCLASS

Logging in

Go to my.amplify.com. Select “Log In with Clever” and use your district login information to access mCLASS.

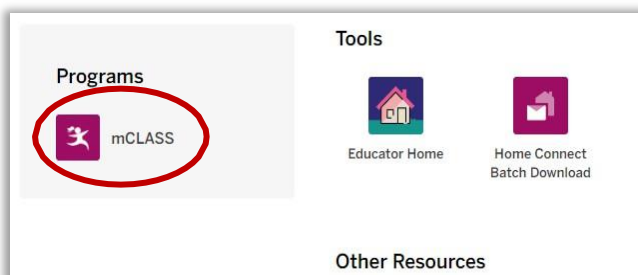


Once you are logged in, you will see a page that looks similar to the image below.



From this screen you can access resources, training, intervention, and print out Home Connect information to send home with your students. This is also where you can access the student portal and the PD Library. The “Educator Home” button on these two pages will bring you to a to-do list of helpful tips and resources.

Click on the icon that looks like 9 little squares or Educator Home (circled above). Select “mCLASS” from the list on the left.

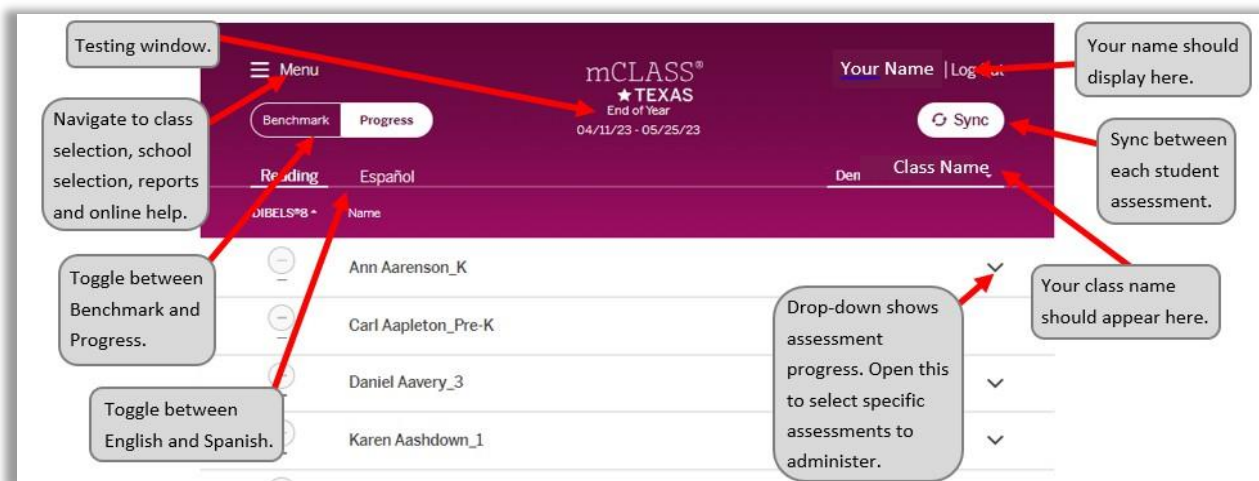


The mCLASS navigation page (pictured below) allows you access to reporting, assessment, and intervention.



Assessment

Once you have logged in and selected “Assessment” from the navigation page, you will be taken to a school selection page. Choose your campus and class and then click the “sync” button at the bottom of the screen. Once the program syncs you will be brought to a page that looks like the following image:

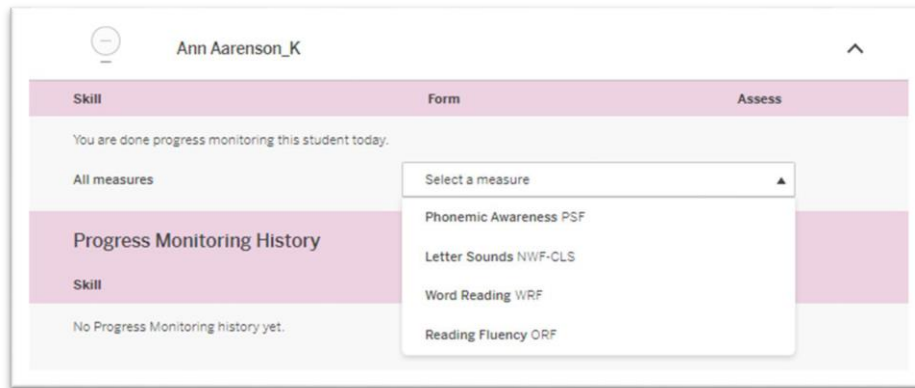


Once you select your assessment and student you will see the following dropdown for Benchmark testing:

Ann Aarenson_K			
DIBELS	BOY	MOY	EOY
Composite Score	367 Above	11 Paused	—
Letter Names LNF	49 Benchmark	Assess	Assess
Phonemic Awareness PSF	7 Benchmark	Assess	Assess
First Sound Isolation FSI	Optional	—	—
Letter Sounds NWF-CLS	9 Benchmark	195 Above	Assess
Decoding NWF-WRC	2 Benchmark	65 Above	—
Word Reading WRF	10 Benchmark	Assess	Assess

Conduct any assessments that show up dark blue with the word “Assess” on them.

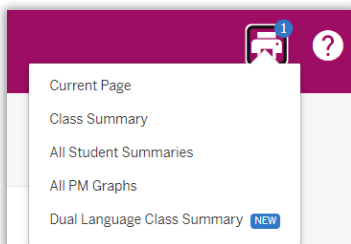
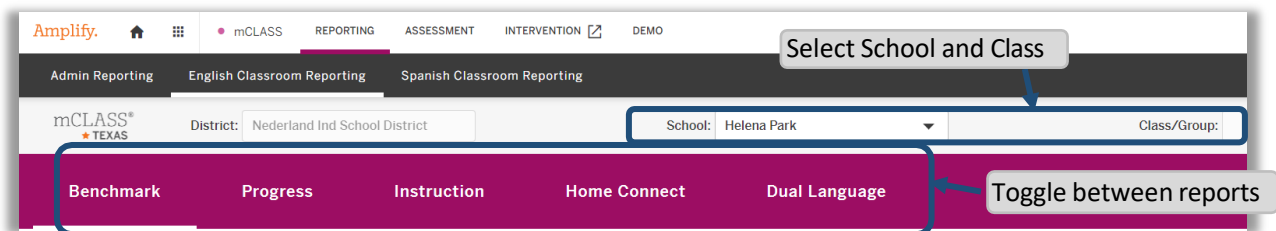
The dropdown menu for Progress Monitoring looks like this:



Select your measure to assess from the dropdown menu and conduct that assessment. The student's testing history (results) will display here once there is progress monitoring data for that student.

Reports

To print class summaries and student reports select the appropriate classroom reporting menu in the gray bar.



The print icon offers multiple options for printing reports.

DON'T FORGET!

- Keep a copy of BOY, MOY, and EOY benchmark reports in the students' Literacy Folders.
- Send progress reports home each 6 weeks for RtI.

Benchmark Goals for mCLASS

DIBELS® 8th Edition Benchmark Goals
Goals Updated: July 2020

	Kindergarten			First grade			Second grade			Third grade		
	B	M	E	B	M	E	B	M	E	B	M	E
Letter Naming Fluency (LNF)												
Green - Core Support	25+	37+	42+	42+	57+	59+	<div> Key: Bold: the minimum score needed for core support see legend for additional information </div>					
Yellow - Strategic Support	16 - 24	31 - 36	35 - 41	32 - 41	51 - 56	53 - 58						
Red - Intensive Support	0 - 15	0 - 30	0 - 34	0 - 31	0 - 50	0 - 52						
Blue - Core Support	15+	43+	53+	47+	57+	61+						
Green - Core Support	5 - 14	29 - 42	44 - 52	31 - 46	43 - 56	45 - 60						
Yellow - Strategic Support	1 - 4	23 - 28	37 - 43	19 - 30	34 - 42	37 - 44						
Red - Intensive Support	0	0 - 22	0 - 36	0 - 18	0 - 33	0 - 36						
Blue - Core Support	20+	36+	49+	47+	78+	87+	86+	103+	117+	121+	138+	141+
Green - Core Support	9 - 19	25 - 35	31 - 48	30 - 46	52 - 77	55 - 86	50 - 85	68 - 102	76 - 116	76 - 120	94 - 137	105 - 140
Yellow - Strategic Support	4 - 8	16 - 24	24 - 30	25 - 29	41 - 51	45 - 54	41 - 49	54 - 67	54 - 75	52 - 75	78 - 93	80 - 104
Red - Intensive Support	0 - 3	0 - 15	0 - 23	0 - 24	0 - 40	0 - 44	0 - 40	0 - 53	0 - 53	0 - 51	77	0 - 79
Nonsense Word Fluency (NWF) – Correct Letter Sounds (CLS)												
Blue - Core Support	20+	36+	49+	47+	78+	87+	86+	103+	117+	121+	138+	141+
Green - Core Support	9 - 19	25 - 35	31 - 48	30 - 46	52 - 77	55 - 86	50 - 85	68 - 102	76 - 116	76 - 120	94 - 137	105 - 140
Yellow - Strategic Support	4 - 8	16 - 24	24 - 30	25 - 29	41 - 51	45 - 54	41 - 49	54 - 67	54 - 75	52 - 75	78 - 93	80 - 104
Red - Intensive Support	0 - 3	0 - 15	0 - 23	0 - 24	0 - 40	0 - 44	0 - 40	0 - 53	0 - 53	0 - 51	77	0 - 79
Nonsense Word Fluency (NWF) – Words Recoded Correctly (WRC)												
Blue - Core Support	—	9+	13+	16+	26+	28+	25+	36+	39+	34+	46+	45+
Green - Core Support	1+	3 - 8	7 - 12	5 - 15	14 - 25	15 - 27	15 - 24	20 - 35	22 - 38	24 - 33	30 - 45	31 - 44
Yellow - Strategic Support	0	1 - 2	4 - 6	1 - 4	10 - 13	11 - 14	10 - 14	15 - 19	17 - 21	18 - 23	23 - 29	24 - 30
Red - Intensive Support	—	0	0 - 3	0	0 - 9	0 - 10	0 - 9	0 - 14	0 - 16	0 - 17	0 - 22	0 - 23
Word Reading Fluency (WRF)												
Blue - Core Support	—	10+	18+	20+	33+	50+	50+	63+	70+	60+	65+	70+
Green - Core Support	1+	4 - 9	10 - 17	12 - 19	17 - 32	25 - 49	26 - 49	36 - 62	43 - 69	40 - 59	50 - 64	55 - 69
Yellow - Strategic Support	0	1 - 3	6 - 9	8 - 11	14 - 16	17 - 24	18 - 25	23 - 35	27 - 42	30 - 39	40 - 49	47 - 54
Red - Intensive Support	—	0	0 - 5	0 - 7	0 - 13	0 - 16	0 - 17	0 - 22	0 - 26	0 - 29	0 - 39	0 - 46
Oral Reading Fluency (ORF) – Words Correct												
Blue - Core Support				35+	57+	76+	85+	117+	128+	105+	141+	136+
Green - Core Support				10 - 34	21 - 56	39 - 75	49 - 84	78 - 116	94 - 127	73 - 104	105 - 140	114 - 135
Yellow - Strategic Support				5 - 9	10 - 20	26 - 38	29 - 48	59 - 77	77 - 93	55 - 72	85 - 104	96 - 113
Red - Intensive Support				0 - 4	0 - 9	0 - 25	0 - 28	0 - 58	0 - 76	0 - 54	0 - 84	0 - 95
Oral Reading Fluency (ORF) – Accuracy												
Green - Core Support				67+	87+	91+	92+	96+	96+	96+	96+	96+
Yellow - Strategic Support				41 - 66	54 - 86	85 - 90	84 - 91	91 - 95	91 - 95	91 - 95	91 - 95	91 - 95
Red - Intensive Support				0 - 40	0 - 53	0 - 84	0 - 83	0 - 90	0 - 90	0 - 90	0 - 90	0 - 90
Maze												
Blue - Core Support							11.0+	14.5+	18.0+	15.0+	20.5+	22.5+
Green - Core Support							5.0 - 10.5	9.0 - 14.0	9.5 - 17.5	8.0 - 14.5	12.0 - 20.0	15.5 - 22.0
Yellow - Strategic Support							2.5 - 4.5	6.5 - 8.5	7.0 - 9.0	5.0 - 7.5	9.5 - 11.5	12.0 - 15.0
Red - Intensive Support							0 - 2.0	0 - 6.0	0 - 6.5	0 - 4.5	0 - 9.0	0 - 11.5
DIBELS Composite Score												
Blue - Core Support	332+	393+	450+	354+	424+	480+	361+	423+	474+	365+	427+	467+
Green - Core Support	306 - 331	371 - 392	420 - 449	330 - 353	389 - 423	441 - 479	329 - 360	389 - 422	439 - 473	332 - 364	393 - 426	442 - 466
Yellow - Strategic Support	280 - 305	356 - 370	406 - 419	321 - 329	377 - 388	427 - 440	316 - 328	373 - 388	421 - 438	314 - 331	377 - 392	424 - 441
Red - Intensive Support	243 - 279	318 - 355	352 - 405	300 - 320	340 - 376	380 - 426	286 - 315	326 - 372	366 - 420	268 - 313	308 - 376	348 - 423
	B	M	E	B	M	E	B	M	E	B	M	E

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Available: <https://dibels.uoregon.edu/>

	Fourth grade			Fifth grade			Sixth grade			Seventh grade			Eighth grade		
	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
Oral Reading Fluency (ORF) – Words Correct															
Blue - Core Support	131+	159+	159+	139+	149+	157+	151+	157+	160+	152+	161+	164+	142+	156+	159+
Green - Core Support	87 - 130	121 - 158	125 - 158	103 - 138	122 - 148	137 - 156	123 - 150	133 - 156	141 - 159	126 - 151	136 - 160	141 - 163	125 - 141	131 - 155	135 - 158
Yellow - Strategic Support	62 - 86	98 - 120	99 - 124	81 - 102	108 - 121	124 - 136	99 - 122	117 - 132	125 - 140	101 - 125	121 - 135	127 - 140	110 - 124	116 - 130	121 - 134
Red - Intensive Support	0 - 61	0 - 97	0 - 98	0 - 80	0 - 107	0 - 123	0 - 98	0 - 116	0 - 124	0 - 100	0 - 120	0 - 126	0 - 109	0 - 115	0 - 120
Oral Reading Fluency (ORF) – Accuracy															
Green - Core Support	96+	96+	96+	96+	96+	96+	96+	96+	96+	96+	96+	96+	96+	96+	96+
Yellow - Strategic Support	91 - 95	91 - 95	91 - 95	91 - 95	91 - 95	91 - 95	91 - 95	91 - 95	91 - 95	91 - 95	91 - 95	91 - 95	91 - 95	91 - 95	91 - 95
Red - Intensive Support	0 - 90	0 - 90	0 - 90	0 - 90	0 - 90	0 - 90	0 - 90	0 - 90	0 - 90	0 - 90	0 - 90	0 - 90	0 - 90	0 - 90	0 - 90
Maze															
Blue - Core Support	21.0+	23.5+	28.0+	20.0+	27.0+	29.5+	23.0+	30.5+	33.5+	25.5+	33.0+	38.5+	24.5+	32.0+	38.0+
Green - Core Support	14.5 - 20.5	16.5 - 23.0	17.0 - 27.5	13.5 - 19.5	17.0 - 26.5	21.0 - 29.0	14.5 - 22.5	19.5 - 30.0	26.5 - 33.0	20.0 - 25.0	24.5 - 32.5	29.5 - 38.0	20.0 - 24.0	26.0 - 31.5	28.0 - 37.5
Yellow - Strategic Support	11.0 - 14.0	13.0 - 16.0	14.0 - 16.5	10.5 - 13.0	14.5 - 16.5	18.0 - 20.5	12.5 - 14.0	15.0 - 19.0	20.5 - 26.0	15.5 - 19.5	18.0 - 24.0	24.5 - 29.0	16.5 - 19.5	19.5 - 25.5	24.5 - 27.5
Red - Intensive Support	0 - 10.5	0 - 12.5	0 - 13.5	0 - 10.0	0 - 14.0	0 - 17.5	0 - 12.0	0 - 14.5	0 - 20.0	0 - 15.0	0 - 17.5	0 - 24.0	0 - 16.0	0 - 19.0	0 - 24.0
DIBELS Composite Score															
Blue - Core Support	368+	431+	461+	370+	421+	469+	364+	411+	454+	358+	407+	450+	378+	434+	478+
Green - Core Support	331 - 367	399 - 430	442 - 460	336 - 369	394 - 420	449 - 468	336 - 363	386 - 410	435 - 453	336 - 357	385 - 406	430 - 449	361 - 377	404 - 433	452 - 477
Yellow - Strategic Support	310 - 330	380 - 398	421 - 441	313 - 334	380 - 393	436 - 448	313 - 335	370 - 385	419 - 434	315 - 335	374 - 384	417 - 429	345 - 360	391 - 403	437 - 451
Red - Intensive Support	257 - 309	297 - 379	337 - 420	234 - 312	274 - 379	314 - 435	216 - 312	256 - 369	296 - 418	228 - 314	268 - 373	308 - 416	232 - 344	372 - 390	312 - 436
	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E

Legend
Blue goal = Core support; Negligible risk (nearly all students in this range score at or above the 40th percentile rank on criterion measure)
Green range = Core support; Minimal risk Bold = the minimum score needed for core support (about 80% of students who score at or above the 40th percentile rank on criterion measure fall in this range or above)
Yellow range = Strategic support; Some risk (about 80% of students who score below the 40th percentile on criterion measure fall in this range or below)
Red range = Intensive support; At risk (about 80% of students who score below the 20th percentile on criterion measure fall in this range)

Appendix B: Forms

This section contains district created forms for the implementation of the Reading by Design program. These forms are to be used at appropriate times to accompany ARD documents and must be included in the students' ARD folders.

This space intentionally left blank.

Parent Contact Log

Student Name: _____ **ID #:** _____ **DOB:** _____

Parent Name:	Parent Name:
Cell Number:	Cell Number:
Work Number:	Work Number:
Email Address:	Email Address:
Mailing Address:	Mailing Address:

Communication

Date:	Person Contacted:	Method:	Result:	Notes:
		<input type="checkbox"/> Face-to-Face <input type="checkbox"/> Virtual Meeting <input type="checkbox"/> Phone <input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> Note	<input type="checkbox"/> Busy Signal <input type="checkbox"/> Left Message <input type="checkbox"/> # Disconnected <input type="checkbox"/> Follow Up Required Date: _____ <input type="checkbox"/> Other:	<input type="checkbox"/> Goal <input type="checkbox"/> Need <input type="checkbox"/> Concern
		<input type="checkbox"/> Face-to-Face <input type="checkbox"/> Virtual Meeting <input type="checkbox"/> Phone <input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> Note	<input type="checkbox"/> Busy Signal <input type="checkbox"/> Left Message <input type="checkbox"/> # Disconnected <input type="checkbox"/> Follow Up Required Date: _____ <input type="checkbox"/> Other:	<input type="checkbox"/> Goal <input type="checkbox"/> Need <input type="checkbox"/> Concern
		<input type="checkbox"/> Face-to-Face <input type="checkbox"/> Virtual Meeting <input type="checkbox"/> Phone <input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> Note	<input type="checkbox"/> Busy Signal <input type="checkbox"/> Left Message <input type="checkbox"/> # Disconnected <input type="checkbox"/> Follow Up Required Date: _____ <input type="checkbox"/> Other:	<input type="checkbox"/> Goal <input type="checkbox"/> Need <input type="checkbox"/> Concern

Parent Contact Log

Student Name: _____ **ID #:** _____ **DOB:** _____

Date:	Person Contacted:	Method:	Result:	Notes:
		<input type="checkbox"/> Face-to-Face <input type="checkbox"/> Virtual Meeting <input type="checkbox"/> Phone <input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> Note	<input type="checkbox"/> Busy Signal <input type="checkbox"/> Left Message <input type="checkbox"/> # Disconnected <input type="checkbox"/> Follow Up Required Date: _____ <input type="checkbox"/> Other:	<input type="checkbox"/> Goal <input type="checkbox"/> Need <input type="checkbox"/> Concern
		<input type="checkbox"/> Face-to-Face <input type="checkbox"/> Virtual Meeting <input type="checkbox"/> Phone <input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> Note	<input type="checkbox"/> Busy Signal <input type="checkbox"/> Left Message <input type="checkbox"/> # Disconnected <input type="checkbox"/> Follow Up Required Date: _____ <input type="checkbox"/> Other:	<input type="checkbox"/> Goal <input type="checkbox"/> Need <input type="checkbox"/> Concern
		<input type="checkbox"/> Face-to-Face <input type="checkbox"/> Virtual Meeting <input type="checkbox"/> Phone <input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> Note	<input type="checkbox"/> Busy Signal <input type="checkbox"/> Left Message <input type="checkbox"/> # Disconnected <input type="checkbox"/> Follow Up Required Date: _____ <input type="checkbox"/> Other:	<input type="checkbox"/> Goal <input type="checkbox"/> Need <input type="checkbox"/> Concern
		<input type="checkbox"/> Face-to-Face <input type="checkbox"/> Virtual Meeting <input type="checkbox"/> Phone <input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> Note	<input type="checkbox"/> Busy Signal <input type="checkbox"/> Left Message <input type="checkbox"/> # Disconnected <input type="checkbox"/> Follow Up Required Date: _____ <input type="checkbox"/> Other:	<input type="checkbox"/> Goal <input type="checkbox"/> Need <input type="checkbox"/> Concern
		<input type="checkbox"/> Face-to-Face <input type="checkbox"/> Virtual Meeting <input type="checkbox"/> Phone <input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> Note	<input type="checkbox"/> Busy Signal <input type="checkbox"/> Left Message <input type="checkbox"/> # Disconnected <input type="checkbox"/> Follow Up Required Date: _____ <input type="checkbox"/> Other:	<input type="checkbox"/> Goal <input type="checkbox"/> Need <input type="checkbox"/> Concern

Dyslexia Screening Results₁



[Date]

To the Parent/Guardian of: ___[Student name]_____

Texas Education Code §38.003(a) requires Texas public schools to screen each First Grade student for dyslexia and related disorders by January 31 and kindergarteners by the end of the school year. In accordance with this law, your child was screened using the mCLASS assessment program, which measured both academic skills and cognitive processes.

Based on the screening results and classroom data, your child is currently shown to be at risk for dyslexia or other reading difficulties. This screening is **not a full evaluation or diagnosis**, but does indicate your child may benefit from additional interventions.

As a result, your child is eligible to participate in the District's Response to Intervention (RtI) program. RtI is a multi-tiered system of support that provides high-quality instruction, frequent progress monitoring, and data-driven decision making.

At this time, your child is being considered for placement in:

- **Tier II:** Researched-based computer intervention and explicit small group instruction **2** times per week
- **Tier III:** Researched-based computer intervention and explicit small group instruction **3-4** times per week

This RtI assistance will begin on [Date] and continue through the end of the school year. The school will provide you with regular progress reports.

The RtI team will monitor your child's progress, and if further dyslexia testing is needed, the school will contact you to obtain consent.

Attached is information from the Texas Education Agency on RtI and your rights/responsibilities. Please let me know if you have any other questions.

If you have any questions or concerns, please call [Counselor Name], school counselor, at [Counselor Number].

Sincerely,

[Principal]

[Campus]

Resources for Parents

Talking Book Program: Texas State Library - <https://www.tsl.texas.gov/tbp/index.html>

TEA Dyslexia Handbook - <https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2024.pdf>

Nederland ISD Dyslexia Specialist

Kimberly Smith

(409)724-2391 x1241

klsmith@nederlandisd.org

Dyslexia Screening Results₂



[Date]

To the Parent/Guardian of: [Student name]

Texas Education Code §38.003(a) requires Texas public schools to screen each First Grade student for dyslexia and related disorders by January 31 and kindergarteners by the end of the school year. In accordance with this law, your child was screened using the mCLASS assessment program, which measured both academic skills and cognitive processes.

Based on the screening results and classroom data, your child is currently shown to be at risk for dyslexia or other reading difficulties. This screening is **not a full evaluation or diagnosis**, but does indicate your child may benefit from additional interventions and evaluation.

As a result, your child is being referred for a Full Individual Initial Evaluation.

Your child is currently receiving the following intervention:

You will be receiving information from the campus regarding the assessment process, your rights, and consent soon. The RtI team will continue to monitor your child's progress.

Attached is information from the Texas Education Agency on RtI and your rights/responsibilities. Please let me know if you have any other questions.

If you have any questions or concerns, please call [Counselor Name], school counselor, at [Counselor Number].

Sincerely,

[Principal]

[Campus]

Resources for Parents

Talking Book Program: Texas State Library - <https://www.tsl.texas.gov/tbp/index.html>

TEA Dyslexia Handbook - <https://tea.texas.gov/academics/special-student-populations/special-education/texas-dyslexia-handbook.pdf>

TEA Dyslexia Handbook Spanish - <https://tea.texas.gov/academics/special-student-populations/special-education/texas-dyslexia-handbook-2024-spanish.pdf>

Nederland ISD Dyslexia Specialist

Kimberly Smith

(409)724-2391 x1241

klsmith@nederlandisd.org

Reading Fluency Data

For Initial FIE Referral – Suspected Dyslexia

Interventionist: _____
 Student: _____

Grade: _____
 Date: _____

Passage Information			
Passage(s) Read:		Level(s)	

Results			
RATE		ACCURACY	
<i>Words Correct Per Minute</i>		<i>Percent Correct</i>	

Miscue Analysis			
Substitutions		Additions	
Omissions		Reversals	
Mispronunciations		Calling by 1 st /last letter	

Reading Style					
Letter-by-letter		Word-by-word		Chunked words	
				Whole word	

Prosody					
Choppy		Grouped phrases		Smooth	
				Disregard for punctuation	

Observations
<p><i>Include information regarding student conversation and observations made during reading.</i></p>

Nederland Independent School District



Dyslexia Program Exit Data

Decisions to exit a student from dyslexia intervention will be made by a 504 committee or ARD committee. When considering discontinuation criteria, it is important to ensure that an intervention does not end prematurely. The ARD Committee should consider the following:

Student _____ Campus _____ Grade _____
ID Number _____ Completed by _____ Date _____

Attach copies of data sources.

1. **What monitoring data show?**

	Met Requirements	Not Met Requirements
<input type="checkbox"/> Mastery Checks from Reading by Design (Mastery is determined by the RBD program. Please refer to the teacher instruction pages prior to the mastery checks for mastery percentage.)		
<input type="checkbox"/> Fluency probes (DIBELS)		
<input type="checkbox"/> Any additional fluency or monitoring data		

2. **Is the student approximating grade level standards?**

	YES	NO
<input type="checkbox"/> Star Renaissance		
<input type="checkbox"/> STAAR reading results		
<input type="checkbox"/> ELAR benchmark assessment results		
<input type="checkbox"/> Report card grades		
<input type="checkbox"/> Grade-level fluency probe (DIBELS)		

3. **Has the student acquired the skills taught in the program?**

	YES	NO
<input type="checkbox"/> Mastery checks		

4. **Has the student maintained the progress made in the program and is able to apply learned skills automatically, effectively, and efficiently in the classroom?**

	YES	NO
<input type="checkbox"/> If the student is not generalizing their skills to the classroom are their other factors involved? -attention difficulties -over-reliance on support -need for reinforcement of skills in the classroom -other factors _____		

5. **Did the student successfully complete the entire intervention program?**

	YES	NO
<input type="checkbox"/> Mastery checks		

A student exited from the District's Standard Protocol Dyslexia Instruction and placed on **Monitor Status** will continue to be monitored by the **Campus Dyslexia Interventionist** and may continue to require an Individual Accommodation Plan under 504 to be implemented in the general education classroom. All students must receive an annual review by either the Campus 504 Committee or ARD Committee to review student progress. A student on **Monitor Status** who begins to show regression may be referred for evaluation to determine if services need to be reinstated.



Dyslexia Program Progress Report

Student: _____ Campus: _____ Teacher: _____

1 st Marking Period	Star Renaissance	GE:			
Beginning Lesson: Ending Lesson:	DIBELS	Level: _____	Rate: _____	WCPM _____	Accuracy: _____ %
	Explanation of Progress:				
	Teacher Signature:				

2 nd Marking Period	Star Renaissance	GE:			
Beginning Lesson: Ending Lesson:	DIBELS	Level: _____	Rate: _____	WCPM _____	Accuracy: _____ %
	Explanation of Progress:				
	Teacher Signature:				

3 rd Marking Period	Star Renaissance	GE:			
Beginning Lesson: Ending Lesson:	DIBELS	Level: _____	Rate: _____	WCPM _____	Accuracy: _____ %
	Explanation of Progress:				
	Teacher Signature:				

4 th Marking Period	Star Renaissance	GE:			
Beginning Lesson: Ending Lesson:	DIBELS	Level: _____	Rate: _____	WCPM _____	Accuracy: _____ %
	Explanation of Progress:				
	Teacher Signature:				

5 th Marking Period	Star Renaissance	GE:			
Beginning Lesson: Ending Lesson:	DIBELS	Level: _____	Rate: _____	WCPM _____	Accuracy: _____ %
	Explanation of Progress:				
	Teacher Signature:				

6 th Marking Period	Star Renaissance	GE:			
Beginning Lesson: Ending Lesson:	DIBELS	Level: _____	Rate: _____	WCPM _____	Accuracy: _____ %
	Explanation of Progress:				
	Teacher Signature:				

RBD Skill Mastery – Progress Report

Reading by Design Progress Report

Volume 1			Volume 2			Volume 3			Volume 4			Volume 5		
1	i = /i/		1	Bridge Lesson		1	Bridge Lesson		1	Bridge Lesson		1	Bridge Lesson	
2	t = /t/		2	ck = /k/		2	er = /er/		2	Schwa /ə/		2	un-, non-, mis-	
3	p = /p/		3	VC'/CV		3	ir = /er/		3	Scribal o = /ə/		3	in-	
4	n = /n/		4	ng = /ng/, -ing		4	ur = /er/		4	V'/CCV		4	port, struct	
5	s = /s/		5	th = /th/ /th/		5	-er, -est, -en		5	au		5	ject, duct	
6	Review Lesson		6	ee = /ē/		6	Review Lesson		6	aw		6	pon, plic	
7	a = /ā/		7	Review Lesson		7	igh = /i/		7	Review Lesson		7	-ion	
8	s = /z/		8	n = /ng/		8	ai = /ā/		8	a = /au/		8	-able, -ible	
9	l = /l/		9	a-e = /ā/		9	ayi = /ā/		9	ea = /ē/		9	Review Lesson	
10	d = /d/		10	i-e = /i/		10	ar = /ar/		10	dge = /j/		10	a-, ab-, ad-	
11	f = /f/		11	o-e = /ō/		11	or = /or/		11	ge = /j/		11	dis-, de-, dys-	
12	Mastery Check		12	u-e = /ū/		12	Mastery Check		12	-ly, -y		12	cede, script	
13	h = /h/		13	Mastery Check		13	ar, or, after w = /er/		13	Mastery Check		13	spect, sect	
14	g = /g/		14	VC'/CV'		14	a after w = /ā/		14	ue = /ū/		14	form, flect	
15	o = /ō/		15	e-e = /ē/		15	[ble		15	ie = /ē/		15	-less	
16	k = /k/		16	y-e = /i/		16	[dle, [ple, [gle, [fle		16	VC'/CCV		16	Review Lesson	
17	c = /k/		17	c = /s/		17	[tle, [kle, [sle, [cle, [zle		17	VC'/CVV'		17	Mastery Check	
18	Review Lesson		18	g = /j/		18	Review Lesson		18	ie = /i/		18	sub-, super-	
19	m = /m/		19	Review Lesson		19	s[tle		19	Review Lesson		19	fore-, pre-, post-	
20	r = /r/		20	oo = /ō/ o		20	oi		20	[tion		20	fer, fac	
21	b = /b/		21	sh = /sh/		21	oy		21	[sion = /zhŭn		21	mit, mob, mis-	
22	e = /ē/		22	Open Syllables		22	mis-, un-		22	[sion = /shŭn		22	tract, rupt, vers	
23	y = /y/		23	a = /ā/, V'/CV		23	y = /ē/		23	[age, [ture		23	-ive	
24	Mastery Check		24	e = /ē/, V'/CV		24	ea = /ē/		24	-ful, re-		24	-ic, -or	
25	j = /j/		25	i = /i/, V'/CV		25	Mastery Check		25	Mastery Check		25	Review Lesson	
26	u = /ū/		26	Mastery Check		26	wh = /hw/		26	Wild Old Words		26	em-	
27	w = /w/		27	o = /ō/, V'/CV		27	ou		27	ei, ey = /ē/		27	inter-, mid-	
28	v = /v/		28	u = /ū/, V'/CV		28	ow		28	eu = /ū/		28	cept	
29	x = /ks/		29	y = /i/		29	VC'/V		29	ew = /ū/		29	dict, min	
30	Review Lesson		30	ch = /ch/		30	Wr, kn, gn, mb, mn		30	u-e, ue, u = /ū/		30	tend	
31	z = /z/		31	-ed = /ed/, /d/, /t/		31	Review Lesson		31	Review Lesson		31	-ous	
32	qu = /kw/		32	Review Lesson		32	Doubling Rule		32	ea = /ā/		32	Review Lesson	
33	Mastery Check		33	tch = /ch/		33	ow = /ō/		33	ei, ey = /ā/		33	Mastery Check	
			34	oo = /fōo/		34	oa = /ō/		34	igh = /ā/		34	trans, re-	
			35	-es		35	oe = /ō/		35	ou = /fōo/		35	anti-, con-	
			36	Mastery Check		36	Dropping Rule		36	ui = /fōo/		36	pro-, ex-	
						37	Mastery Check		37	Mastery Check		37	aud, ped	
									38	ph = /f/, ch = /k/		38	tend, sist	
									39	y = /i/ or /j/		39	-al, -ial	
									40	ch = /sh/		40	-ty, -ment, -ness	
									41	ti, ci = /sh/, si = /zh/		41	Review Lesson	
									42	Ough		42	tele, phon, photo	
									43	V/V		43	astro, bio, geo, logy	
									44	Mastery Check		44	cracy, hydra	
												45	graph, meter, micro, macro, scope	
												46	Lex, morph, phobia, therm	
												47	auto, chron, biblio	
												48	poly, sphere, hemi	
												49	Review Lesson	
												50	Mastery Check	

Phonemic Awareness			
Rhyming		Sound Segmentation	
Syllable Segmentation		Deletion of Sounds	
Phoneme Isolation		Addition of Sounds	
Blending		Substitution of Sounds	

Check mark = Able to perform the task accurately and consistently/meets mastery criteria set by RBD

Audio Resources Available to Students with Dyslexia or Other Reading Difficulties

In accordance with TEC §28.006 (g-2), Nederland ISD is notifying you of the **Talking Book Program (TBP)**, an audiobook resource that *may be* available to your child.

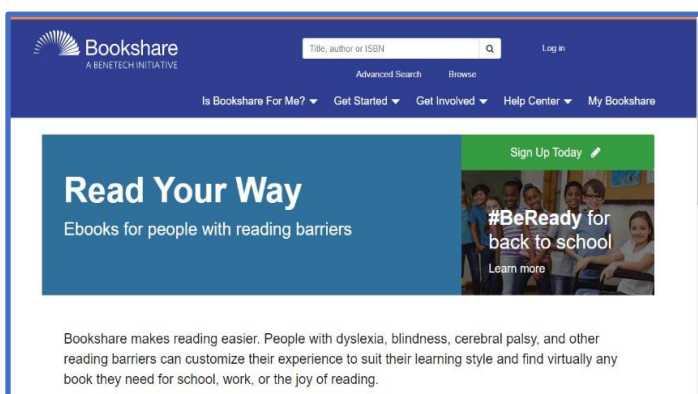
TEC §28.006 (g-2) requires school districts to notify the parents or guardians of students determined, on the basis of dyslexia screening or reading instrument results **to have dyslexia or a related disorder, or to be at risk for dyslexia or other reading difficulties**, to have access to the Talking Book Program (TBP) maintained by the [Texas State Library and Archives Commission](https://www.tsl.texas.gov/sites/default/files/public/tslac/tbp/application%20Disabilities%20Application%202019.pdf). The TBP provides students with reading disabilities the ability to borrow audiobooks free of charge, and it includes over 100,000 titles, hundreds of which are in Spanish.



Access the student application at this site:
<https://www.tsl.texas.gov/sites/default/files/public/tslac/tbp/application%20Disabilities%20Application%202019.pdf>

Contact 1-800-252-9605 for additional assistance.

Additional audiobook resources to consider are available from **Bookshare** and **Learning Ally**. For more information, you can access the websites listed below, call the customer service numbers, or contact your student's campus dyslexia instructor or campus 504 coordinator.



www.bookshare.org/cms/

or 1-650-644-3449



www.learningally.org

or 1-800-221-4792



TEXAS STATE LIBRARY
AND
ARCHIVES COMMISSION

What is the Texas Talking Book (Audio Book) Program?

The Talking Book Program is a free library service for people unable to read standard print because of a visual, physical, or reading disability. The Talking Book Program (TBP) is a division of the Texas State Library and Archives Commission. Since 1931, TBP has participated as a regional library of the National Library Service for the Blind and Physically Handicapped, a division of the Library of Congress.

Who is eligible?

Anyone with a valid Texas address who is unable to read standard print because of a visual, physical, or reading disability.

Eligible veterans receive priority service.

What does it cost?

Nothing. All TBP services and the use of playback equipment are free, including return postage.

What formats are available?

Books and magazines come in various formats, including: Downloads to a computer, transferable to a flash memory cartridge or thumb drive; Books and magazines in Braille, audio, and large print format are also available by mail.

How long can I keep books checked out?

You may borrow books for 45 days.

How do I get books?

Two ways. First, select from the 80,000 books and 50 magazines, complete an order form, and send it in. Second, talk with a Reader Consultant who can suggest other books as well as help order books and answer questions.

I speak and read Spanish better than English. Can I use Talking Books?

Yes. Some TBP staff members speak both Spanish and English. TBP's Web site, applications, and newsletters are in both languages. Many books and some magazines are available in Spanish.

What kinds of books to do you have?

Many. TBP has both fiction and non-fiction books in many categories including: mystery, romance, western, science fiction, history, biography, cookbooks, how-to books, and nutrition.

Can you help with other issues related to my disability?

Yes. The reference librarian at the Disability Information and Referral Center can answer questions about health and disability issues. Call toll-free at 1-800-252-9605.

How do I get started?

Complete an application and send it in. TBP will call you to set up an account. To learn more, contact the Talking Book Program.

- Call toll-free 1-800-252-9605
- Web site www.TexasTalkingBooks.org
- Email: tbp.services@tsl.texas.gov

Learning Ally Parent Information (English)



Parent Information Package

Your child has home access to the Learning Ally Audiobook Solution.

The Learning Ally Audiobook Solution includes textbooks, literature, popular fiction, and more—all the books your child needs to read for school and the ones they'll want to read for fun!

This packet provides you with instructions on how to log into the Learning Ally Audiobook Solution, how to use the Learning Ally Audiobooks app, and even a list of feature audiobooks.

If you need support using the Learning Ally Audiobook Solution, please contact Learning Ally by email, CustomerCare@LearningAlly.org or phone, **1-800-221-4792**.

LEARNINGALLY.ORG | 800-221-4792



THE LEARNING ALLY AUDIOBOOK SOLUTION

Access the Learning Ally Audiobook Solution



Access the Learning Ally Audiobook Solution

Learning Ally's human-read audiobooks can be accessed through a web app, through an app on your phone or tablet, or through a desktop app.

Web-Based/Browser	Mobile App	Desktop/Browser App
Web App Chrome Web Store	Apple App Store Google Play	Windows PC Mac

Log In With Your Username and Password

Your child's teacher selected how your child should log in to the Learning Ally Audiobook Solution.

☐ Log in with Learning Ally Credentials

Student Name:
Username:
Password:

☒ Log in with Single Sign-On (SSO) Credentials (e.g. Clever, ClassLink, Google SSO)

Student Name:

☒ Log in from the [Clever Portal](#). <--- Accessible from the "District Tools" menu on the NISD website: nederland.k12.tx.us

☐ Log in from the [ClassLink LaunchPad](#).

☐ Log in from the [Learning Ally Audiobook App using Clever](#).

☐ Log in from the [Learning Ally Audiobook App using ClassLink](#).

☐ Log in from the [Learning Ally Audiobook App using Google Single Sign-On](#).

LEARNINGALLY.ORG | 800-221-4792



THE LEARNING ALLY AUDIOBOOK SOLUTION

Guide to Getting Started with the Learning Ally Audiobooks App



Welcome to the Learning Ally Audiobooks app.
Follow these simple steps to begin your learning experience.

Installing Learning Ally Audiobooks

Install Learning Ally Audiobooks from your device's app store or from LearningAlly.org/app.

Are you installing Learning Ally Audiobooks in a school environment?

Check out our [IT Guide and System Requirements](#).

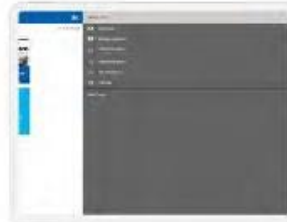
Using Learning Ally Audiobooks



1. Login in with your Learning Ally Username and Password. If your account is connected to a Single Sign On provider (SSO), select Sign On Through Your School Or District.



2. The bookshelf displays all of your audiobooks. Here you can view playback progress, download books, view audiobook formats and add new books.



3. To access your online bookshelf tap Add Books. Your browser will open to allow you to search for and add new books. To see your new books, go back to the app and select Update My Books.

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THE LEARNING ALLY AUDIOBOOK SOLUTION



4. Use the navigation bar to play/pause, move between levels, rewind, fast forward, adjust audio speed and access other options.



5. Add bookmarks and notes using the Add Bookmark & Notes icon. Use the device's keyboard or microphone, to type or dictate your notes.



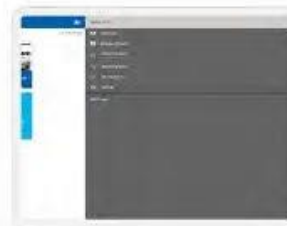
6. Use the in-app dictionary: Press and hold a word (mobile) or double click a word (computer). Highlight, take notes and review words on a vocab list.




7. Navigate through the table of contents, jump to a page, access saved notes, bookmarks and vocabulary and customize your reading experience.



8. Share individual or multiple bookmarks, notes, and vocab words through email or by downloading a text file.



9. To delete downloaded books select Manage My Books in the Profile Menu and then select  next to the book that you want to delete.

Controls and Preferences



Play



Pause



Go Forward



Go Back



Rewind



Fast Forward



Change Speed



Navigate Table of Contents



Go To Page



Place a Note and Bookmark



Retrieve Bookmarks, Vocabulary and Notes



Delete Book



Download Book



Change View Options



Shake Phone to Start and Stop Audio

FEATURED AUDIOBOOKS

GRADES K - 5



- NA994** *Islandborn*, Junot Diaz AD600L
NB464 *The Day You Begin*, Jacqueline Woodson AD980L
NB832 *Thirty Minutes Over Oregon: A Japanese Pilot's World War II Story*, Marc Tyler Nobleman 990L
NC084 *Melia and Jo*, Billy Aronson AD610

- NB608** *Wedgie And Gizmo vs. The Great Outdoors*, Suzanne Selfors 510L
NB760 *Dog Man: Brawl Of The Wild*, Dav Pilkey GN260L
NB959 *Monster Mayhem*, Christopher Eliopoulos GN150L
NB823 *First Generation: 36 Trailblazing Immigrants and Refugees Who Make America Great*, Sandra Neil Wallace 1050L

GRADES 6 - 8



- NA459** *The Last Kids on Earth*, Max Brallier 650L
NC064 *Lifeboat 12*, Susan Hood 610L
NB637 *Real Friends*, Shannon Hale GN290L
NB934 *Hope Solo - My Story*, Hope Solo 810L

- NB438** *My Family Divided: One Girl's Journey of Loss, Hope, and Home*, Diane Guerrero 730L
NB609 *The Parker Inheritance*, Varian Johnson 610L
NB296 *Podkin One-Ear*, Kieran Larwood 820L
NC201 *Theodore Boone: The Accomplice*, John Grisham 780L

GRADES 9 - 12



- NA297** *Persepolis: The Story of a Childhood* Marjane Satrapi GN380L
NA473 *La Belle Sauvage*, Philip Pullman HL770L
NC163 *Audacity*, Melanie Crowder 1120L
NA638 *I Am Not Your Perfect Mexican Daughter* Erika Sanchez HL730L

- NC107** *The Stranger in the Woods: The Extraordinary Story of the Last True Hermit*, Michael Finkel N/A
NC040 *Gunpowder Girls: The True Stories of Three Civil War Tragedies*, Tanya Anderson 1050L
NB606 *Dear Evan Hansen: The Novel*, Val Emmich HL590L
NA728 *The Boxer: The True Story of Holocaust Survivor Harry Haft*, Reinhard Kleist N/A

LEARNINGALLY.ORG | 800-221-4792

Learning Ally Parent Information (Spanish)



LA SOLUCIÓN DE AUDIOLIBROS DE LEARNING ALLY

Acceda los Audiolibros de Learning Ally



Acceda los Audiolibros de Learning Ally

Los audiolibros de Learning Ally se pueden acceder a través de una aplicación web, a través de una aplicación en su teléfono o tableta, o a través de una aplicación de su computadora de escritorio.

Navegador/Basado en Web	Aplicación Móvil	Aplicación de Escritorio
Aplicación Web Tienda virtual de Chrome	Tienda de aplicaciones de Apple Google Play	PC con Windows Mac

Inicia Sesión con tu Nombre de Usuario y Contraseña

El maestro de su hijo o hija seleccionó cómo debe iniciar sesión en los audiolibros de Learning Ally.

Inicie sesión con las credenciales de Learning Ally

Nombre del Estudiante:

Nombre de Usuario:

Contraseña:

X Inicie sesión con credenciales de inicio de sesión único (SSO) (por ejemplo, Clever, ClassLink, Google SSO)

Nombre del Estudiante:

X Inicie sesión desde [Clever Portal](#) <--- Accesible desde "District Tools" en el sitio web de NISD: nederland.k12.tx.us

Inicie sesión desde [ClassLink LaunchPad](#)

Inicie sesión desde [la aplicación Learning Ally Audiobook con Clever](#)

Inicie sesión desde [la aplicación Learning Ally Audiobook usando ClassLink](#)

Inicie sesión desde [la aplicación Learning Ally Audiobook mediante el inicio de sesión único de Google](#)

LEARNINGALLY.ORG | 800-221-4792

LA SOLUCIÓN DE AUDIOLIBROS DE LEARNING ALLY

Guía de inicio con la aplicación Learning Ally Audiobook



Le damos la bienvenida a la aplicación de Learning Ally Audiobooks. Siga estos sencillos pasos para dar inicio a su experiencia educativa.

Cómo instalar Learning Ally Audiobooks

Instale Learning Ally Audiobooks desde la tienda de aplicaciones de su dispositivo o [LearningAlly.org/app](https://learningally.org/app).

¿Está instalando Learning Ally Audiobooks en un entorno escolar?
Vea nuestra [IT Guide](#) (Guía de tecnología informática) y [System Requirements](#) (Requisitos de sistema).

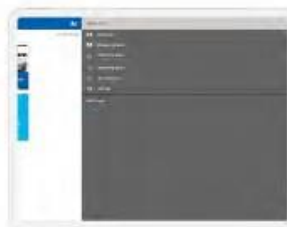
Cómo usar Learning Ally Audiobooks



1. Inicie sesión con su nombre de usuario y contraseña de Learning Ally. Si su cuenta está conectada a un proveedor de autenticación única (Single Sign On; SSO), seleccione Sign On Through Your School Or District (Iniciar sesión mediante su escuela o distrito).



2. En el estante aparecerán todos sus libros en audio. Aquí puede ver el progreso de la reproducción, descargar libros, ver formatos de los libros en audio y añadir libros nuevos.



3. Para acceder a su estante en línea, pulse Add Books (Añadir libros). Su navegador se abrirá para permitirle buscar y añadir libros nuevos. Para ver sus libros nuevos, regrese a la aplicación y seleccione Update My Books (Actualizar mis libros).

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LA SOLUCIÓN DE AUDIOLIBROS DE LEARNING ALLY



4. Use la barra de navegación para reproducir/ pausar, moverse entre los niveles, retroceder, avanzar rápidamente, ajustar la velocidad del audio y acceder a otras opciones.



5. Añada marcadores y notas usando el icono Add Bookmark & Notes (Añadir marcador y notas). Use el teclado o micrófono del dispositivo para teclear o dictar sus notas.



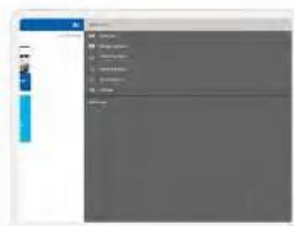
6. Use el diccionario integrado en la aplicación: Presione una palabra (en un móvil) y manténgala presionada o haga doble clic sobre una palabra (en una computadora). Resalte, tome notas y revise las palabras en una lista de vocabulario.




7. Navegue por el índice, pase a una página, acceda a las notas, los marcadores y el vocabulario guardados y personalice su experiencia de lectura.

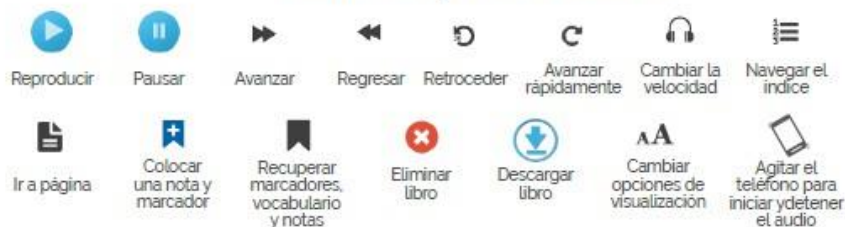


8. Comparta múltiples marcadores, notas y palabras de vocabulario por correo electrónico o descargando un archivo de texto.



9. Para eliminar libros que ya haya descargado, seleccione Manage My Books (Administrar mis libros) en el menú Profile (Perfil) y después seleccione la  ubicada junto al libro que desea eliminar.

Controles y Preferencias



LEARNINGALLY.ORG | 800-221-4792

AUDIOLIBROS DESTACADOS

GRADOS K - 5



NA994 *Islandborn*, Junot Diaz AD600L

NB464 *The Day You Begin*, Jacqueline Woodson AD980L

NB832 *Thirty Minutes Over Oregon: A Japanese Pilot's World War II Story*, Marc Tyler Nobleman 990L

NC084 *Melia and Jo*, Billy Aronson AD610

NB608 *Wedgie And Gizmo vs. The Great Outdoors*, Suzanne Selfors 510L

NB760 *Dog Man: Brawl Of The Wild*, Dav Pilkey GN260L

NB959 *Monster Mayhem*, Christopher Eliopoulos GN150L

NB823 *First Generation: 36 Trailblazing Immigrants and Refugees Who Make America Great*, Sandra Neil Wallace 1050L

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NC064 *Lifeboat 12*, Susan Hood 610L

NB637 *Real Friends*, Shannon Hale GN290L

NB934 *Hope Solo - My Story*, Hope Solo 810L

NB438 *My Family Divided : One Girl's Journey of Loss, Hope, and Home*, Diane Guerrero 730L

NB609 *The Parker Inheritance*, Varian Johnson 610L

NB296 *Podkin One-Ear*, Kieran Larwood 820L

NC201 *Theodore Boone: The Accomplish*, John Grisham 780L

GRADOS 9 - 12



NA297 *Persepolis: The Story of a Childhood*, Marjane Satrapi GN380L

NA473 *La Belle Sauvage*, Philip Pullman HL770L

NC163 *Audacity*, Melanie Crowder 1120L

NA638 *I Am Not Your Perfect Mexican Daughter*, Erika Sanchez HL730L

NC107 *The Stranger in the Woods: The Extraordinary Story of the Last True Hermit*, Michael Finkel N/A

NC040 *Gunpowder Girls : The True Stories of Three Civil War Tragedies*, Tanya Anderson 1050L

NB606 *Dear Evan Hansen: The Novel*, Val Emmich HL590L

NA728 *The Boxer: The True Story of Holocaust Survivor Harry Haft*, Reinhard Kleist N/A

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Writing Checklist by Cherry Lee

Writing Checklist

Student ID/Name: _____ Grade: _____ Date: _____ Person completing form: _____

Step 1: Gather two to three authentic writing samples for review. Note date and subject area where work was completed.

Step 2: Rate student's performance relative to same-age peers by placing a check in the appropriate boxes below.

Areas	Impaired	Below Average	Average	Above Average	Superior
Handwriting					
Spelling					
Written Expression					
Oral Language					
Self-Management Skills					

Step 3: Check concerns (relative to same age peers) below. If not observed, write N/O.

- ☐ Demonstrates poor stamina and/or frustration when writing (circle appropriate observations)
- ☐ Demonstrates an awkward or unusual pencil grip and/or wrist position when writing
- ☐ Complains about hand discomfort when writing
- ☐ Makes a significant number of spelling errors on grade level words
- ☐ Erases excessively
- ☐ Writes unfinished letters
- ☐ Produces generally illegible writing
- ☐ Makes irregular/inconsistent letter sizes/formations/slant (circle appropriate observations)
- ☐ Demonstrates difficulty tracing or staying in the lines
- ☐ Writes letters/words with irregular spacing
- ☐ Writes with a mixture of upper and lower-case letters (inappropriately)
- ☐ Writes with inconsistent pressure (i.e. - too light/dark, pencil tears in paper from heavy pressure)
- ☐ Misuses lines and margins
- ☐ Writes too small or too large for reading (circle one)
- ☐ Makes letter and/or number reversals (*reversals are common for students in Kinder- end of first grade)
- ☐ Writes unusually slowly or appears to be rushing or racing
- ☐ Has difficulty taking notes and/or copying from the board or worksheets
- ☐ Has difficulty getting thoughts on to paper
- ☐ Writing lacks punctuation, capitalization, paragraph indentation (consider grade level expectations)
- ☐ Other/anecdotal notes:

Writing Screener: English

Student ID/Name: _____ Grade: _____ Date: _____ Person completing form: _____

Key:

E = evaluator or person completing screener/ *Words in italics are to be provided (read) to student*

LPM = letters per minute; WPM = words per minute

Table for Determining Writing Speed

To determine the number of words written per minute, time student for one minute and add up all letters composed (letter reversals can be counted but note writing difficulties anecdotally). Divide the number of letters written per minute by five to obtain the number of words written per minute. Note that fluency for written production may be slightly slower than rate for sentence copy or dictation tasks.

FORMULA: _____ LPM ÷ 5 = _____ WPM

Grade Level	1	2	3	4	5	6	7	8
Words Per Minute	4-5	6-7	7-10	8-13	10-15	12-17	14-20	16-23

References:

Amundson, S. J. (1995). *Evaluation tool of children's handwriting*. O.T.Kids, P.O. Box 1118, Homer, Alaska 99603.

Graham, S. (1990). The role of production factors in learning disabled students' compositions. *Journal of Educational Psychology*, 82, 781-791.

Graham, S., Berninger, V., Weintraub, N., & Shafer, W. (1998). Development of handwriting speed and legibility in grades 1-9. *Journal of Educational Research*, 92, 42-52.

Task 1: Name and Date (K-12th)

E: *Please write your first and last name on the line.* (Indicate/point where to write name; prompt student to write last name if he/she only writes first.)

Task 2: Alphabet Sequence (K-12th) _____ LPM ÷ 5 = _____ WPM

E: *When I say go, please print the letters of the alphabet in lowercase and in order. If you finish before I tell you to stop, start over. If you do not know how to form the letter in lowercase, write it in uppercase. If you don't know a letter, you can skip it and go on to the next. You will have one minute.* (Say go & start timer; if student pauses for more than five seconds on a letter, ask him to go to the next letter he/she knows.)

- Take notes below on alphabet sequence performance:

Task 3: Best Sentence Copy (K-12th) _____ LPM ÷ 5 = _____ WPM

E: *Please look at this sentence.* (Point to sentence on student page: The quick brown fox jumps over a lazy dog.) *When I say go, copy the sentence in your best handwriting. If you finish before I tell you to stop, start over and rewrite the sentence.* (Say go & start timer.)

- Take notes below on sentence copy performance:

Task 4: Sentence Dictation (1st-12th)

E: Listen to the following sentence. I will say it twice. Now repeat the sentence. (If student is unable to repeat sentence, repeat sentence or dictate sentence in two phrases.) Write the sentence using your best handwriting. You may write in print or cursive, which ever you prefer.

1st-2nd:

- Little dogs sniff the wet grass. (6 words)
- The cats drink milk in the morning. (7 words)
- My best friend likes to eat pancakes. (7 words)
- We swing and slide at the park. (7 words)

3rd-6th:

- The hikers found a sparkling pond and decided to take a quick swim. (13 words)
- The pioneer family loaded the wagon with supplies and prepared to head west. (13 words)
- Giant pandas are native to China and feast on bamboo to survive. (12 words)
- People depend on the earth's natural resources that are in danger of being destroyed. (14 words)

7th-12th:

- The paramedic persisted as he scaled the extremely steep incline in treacherous weather to locate the missing hiker. (18 words)
- The inexperienced mechanic attempted to repair the massive engine at the automotive shop without success. (15 words)
- My drama teacher insists on additional practices before Saturday's matinee performance in the high school auditorium. (16 words)
- The catastrophic hurricane approached the Florida coastline, ravaged the delicate ecosystems, and flooded thousands of structures. (16 words)

- Take notes below on sentence dictation performance:

Task 5: Writing Prompt: _____LPM ÷ 5 = _____WPM

Student provides information orally and then writes down narrative. If student has difficulty verbalizing information, orally scaffold the prompt to help students expand (what, who, why, where, when). Provide five minutes for student to write. Note where student is at exactly one minute into timed writing, but do not interrupt the writing process. DO NOT provide spelling for any words.

E: Tell me about _____. Now write down what you just shared. You may write in print or cursive. You will have five minutes. (Say go & start timer.)

- A time you baked or cooked something with your mom or dad
- A time something funny happened in your classroom
- A sport you play
- A hobby or talent you have
- A time something unexpected happened
- A recent vacation or family outing
- Your favorite video, movie, or board game
- What you did for your last birthday
- Your dog/cat/hamster

As student writes, consider handwriting proficiency, legibility, stamina, sequence of ideas, syntax, mechanics, and verbal abilities compared to writing abilities.

Take notes below on writing performance:

Task 6: Spelling

Consider using the DeCoste Writing Protocol or TPRI Spelling Inventory to collect spelling data or use the encodable lists below:

DeCoste, D. (2014) *DeCoste WRITING Protocol Evidence-Based Research to Make Instructional and Accommodation Decisions*. Volo, Illinois: Don Johnson.

TPRI or Tejas-Lee: <https://www.tpri.org/index.html>

1st-2nd:

1. Tub
2. Blast
3. Ramp
4. Sting
5. Looking
6. Flipped
7. Born
8. Shapes
9. Chick
10. Bottle

3rd-6th:

1. Rainy
2. Points
3. Happening
4. Carefully
5. Judged
6. Lightening
7. Shaking
8. Persisted
9. Thursday
10. Vision

7th-12th:

1. Domesticated
2. Contagious
3. Recommended
4. Psychology
5. Solidified
6. Clarification
7. Justified
8. Dangerously
9. Suspension
10. Effectiveness

Task 7: Number Sequence (optional):

Ask students to write numbers from 1-20 on the line.

Graphomotor Observational Notes:

- Handedness:
- Grip:
- Legibility:
- Letter size/formation/slant:
- Line Anchoring:
- Reversals/Directionality:

Additional DATA

- Parent Input/Family History:
- Outside Reports:
- Teacher Checklist:
- Writing Samples:
- Benchmark/CBM Scores:
- STAAR Scores:
- RTI/MTSS documentation:
- TELPAS:
- Attendance:
- Student Perceptions of Writing:

Writing Rubric: Writing Screener					
Areas	Impaired	Below Average	Average	Above Average	Superior
Name Writing					
Alphabet Sequence					
Sentence Copy					
Sentence Dictation					
Written Expression					
Spelling					
Other					

Writing Rubric 1 – holistic					
Areas	Impaired	Below Average	Average	Above Average	Superior
Handwriting					
Spelling					
Written Expression					
Oral Language					
Reading Comprehension					
Self-Management					
Other					

Writing Rubric 2 – holistic					
Areas	Impaired	Below Average	Average	Above Average	Superior
Letter Formation					
Letter Size					
Spacing b/t words & w/in words					
Pencil Grip					
Alphabet Fluency					
Sentence Copy					
Sentence Dictation					
Punctuation/Capitalization					
Written Expression					
Spelling					
Verbal Abilities					
Decoding					
Reading Fluency					
Reading Comprehension					
Self-Perception of Writing Skills					

Student Name: _____

Alphabet Sequence

Copy the Sentence

The quick brown fox jumps over a lazy dog.

Sentence Dictation

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Spelling List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Number Sequence

Linking Cognitive Weaknesses to Accommodations

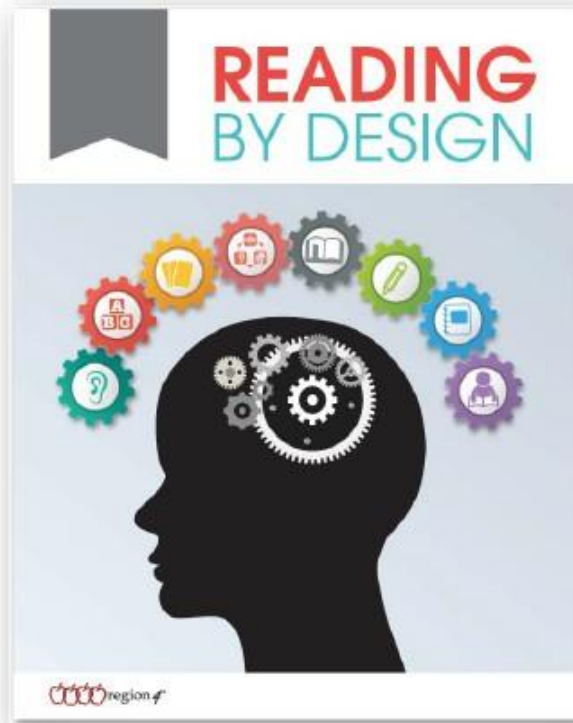
Linking CHC to Intervention Tool

STUDENT:	Cognitive Ability Factor	Related Achievement Normative Weaknesses	Relationship to Academic Learning	RECOMMENDED INSTRUCTIONAL INTERVENTIONS	RECOMMENDED ACCOMMODATIONS
	<p>Comprehension-Knowledge (Gc) is a person's level of acquired knowledge, including field knowledge obtained through life experiences, school, and work.</p> <p>Gc Cluster Score/Ave: _____</p> <p><input type="checkbox"/> Weakness (≤ 84)</p> <p><input type="checkbox"/> Within Normal Limits (85-115)</p> <p><input type="checkbox"/> Strength (≥ 116)</p> <p><input type="checkbox"/> Uninterpretable</p>	<p>SS _____</p> <p><input type="checkbox"/> Reading Comprehension</p> <p><input type="checkbox"/> Language Development (LD)</p> <p><input type="checkbox"/> Lexical Knowledge (VL)</p> <p><input type="checkbox"/> Listening Ability (VL)</p> <p><input type="checkbox"/> Math Problem Solving</p> <p><input type="checkbox"/> Lexical Knowledge (VL)</p> <p><input type="checkbox"/> Written Expression</p> <p><input type="checkbox"/> Language Development (LD)</p> <p><input type="checkbox"/> Lexical Knowledge (VL)</p> <p><input type="checkbox"/> General Information (KO)</p> <p><input type="checkbox"/> Oral Expression</p> <p><input type="checkbox"/> Language Development (LD)</p> <p><input type="checkbox"/> Lexical Knowledge (VL)</p> <p><input type="checkbox"/> General Information (KO)</p> <p><input type="checkbox"/> Listening Comprehension</p> <p><input type="checkbox"/> Language Development (LD)</p> <p><input type="checkbox"/> Lexical Knowledge (VL)</p> <p><input type="checkbox"/> Listening Ability (VL)</p> <p><input type="checkbox"/> General Information (KO)</p>	<p>Gc has a strong and consistent relationship to reading, writing, and math, such as learning vocabulary, answering factual questions, and comprehending oral/written language, all of which are highly predictive of academic success.</p>	<ul style="list-style-type: none"> • Create a language and experience rich environment. • Relate new information to acquired knowledge. • Assess prior knowledge before introducing new topics or concepts. • Provide frequent exposure and practice to words. • Pre-teach relevant vocabulary/background information. • Develop words consciousness, the awareness of and interest in words and their meanings. • Provide explicit vocabulary instruction such as the meaning of common prefixes, suffixes, and root words. Incorporate interests and prior knowledge experiences into instructional activities. • Provide clear and concise language when presenting concepts. • Check for understanding to ensure comprehension. 	<ul style="list-style-type: none"> • Provide resources to help students participate in class discussion. • Provide prompts to enhance written expression. • Seat student close to instructor to enhance monitoring of comprehension.
	<p>Long-Term Retrieval (Glr) is the ability to take and store a variety of information (ideas, names, concepts) in one's mind, then later retrieve it quickly and easily using association.</p> <p>Gc Cluster Score/Ave: _____</p> <p><input type="checkbox"/> Weakness (≤ 84)</p> <p><input type="checkbox"/> Within Normal Limits (85-115)</p> <p><input type="checkbox"/> Strength (≥ 116)</p> <p><input type="checkbox"/> Uninterpretable</p>	<p>SS _____</p> <p><input type="checkbox"/> Basic Reading Skills</p> <p><input type="checkbox"/> Naming Facility (NA)</p> <p><input type="checkbox"/> Reading Fluency</p> <p><input type="checkbox"/> Naming Facility (NA)</p> <p><input type="checkbox"/> Associative Memory (MA)</p> <p><input type="checkbox"/> Reading Comprehension</p> <p><input type="checkbox"/> Associative Memory (MA)</p> <p><input type="checkbox"/> Ideational Fluency (FI)</p> <p><input type="checkbox"/> Written Expression</p> <p><input type="checkbox"/> Ideational Fluency (FI)</p> <p><input type="checkbox"/> Math Calculations</p> <p><input type="checkbox"/> Listening Comprehension</p> <p><input type="checkbox"/> Meaningful Memory</p>	<p>Glr has a significant relationship with reading, math and writing, especially during early stages of skill acquisition, such as organizing for retrieval, strategizing for recall, and learning and retrieving information.</p>	<ul style="list-style-type: none"> • Teach memory aids such as verbal mediation or rehearsal and mnemonic strategies. • Provide over-learning through review and repetition. • Provide a list of steps that will help organize learning behavior and facilitate recall. • Provide multisensory learning using visual, kinesthetic, vocal, and auditory channels. • Emphasize concept mastery understood instead of rote memory for rote information in grading rubrics. • Check to ensure that the student has retained sufficient information for independent work. • Provide immediate feedback. 	<ul style="list-style-type: none"> • Limit the amount of information to be learned during an instructional session. • Provide reference sheets, a calculator during math computation. • Use graphic organizers to reinforce associations between concepts.

Cognitive Ability Factor	Related Achievement Normative Weaknesses	Relationship to Academic Learning	Recommended Instructional Interventions	Recommended Accommodations
Visual-Spatial Thinking (G_V) is the ability to think about and generate, perceive, analyze, synthesize, store, retrieve, manipulate, transform, and think with visual patterns and stimuli. G_C Cluster Score/Ave: _____ <input type="checkbox"/> Weakness (≤ 84) <input type="checkbox"/> Within Normal Limits (85-115) <input type="checkbox"/> Strength (≥ 116) <input type="checkbox"/> Uninterpretable	<input type="checkbox"/> Basic Reading Skills <input type="checkbox"/> Orthographic Processing <input type="checkbox"/> Reading Fluency <input type="checkbox"/> Orthographic Processing <input type="checkbox"/> Math Problem Solving SS _____	G_V has some relationship to reading fluency and higher level math, such as using patterns and designs, sensing spatial orientation and boundaries, and noting visual detail.	<ul style="list-style-type: none"> Provide multisensory learning using visual, kinesthetic, vocal, and auditory channels. Use manipulatives during instruction. Use language to describe visual forms of information as they are manipulated. Provide copying, tracing, and drawing activities. Provide verbal description of graphics and visually-based concepts. Use color coding to illustrate steps. 	<ul style="list-style-type: none"> Provide spatial and sequential guides. Provide visual markers to indicate starting location and organize information. Provide graphic organizers to organize information.
Auditory Processing (G_A) is the ability to perceive, analyze, and synthesize patterns among auditory stimuli (sounds) and to discriminate subtle nuances in patterns of sound and speech when presented under distortion conditions. G_C Cluster Score/Ave: _____ <input type="checkbox"/> Weakness (≤ 84) <input type="checkbox"/> Within Normal Limits (85-115) <input type="checkbox"/> Strength (≥ 116) <input type="checkbox"/> Uninterpretable	<input type="checkbox"/> Basic Reading <input type="checkbox"/> Phonetic Coding: Analysis (PC-A) <input type="checkbox"/> Phonetic Coding: Synthesis (PC-S) <input type="checkbox"/> Listening Comprehension <input type="checkbox"/> Phonetic Coding: Analysis (PC-A) <input type="checkbox"/> Phonetic Coding: Synthesis (PC-S) SS _____	G_A has a significant relationship to reading, especially during early stages of skill acquisition, such as acquiring phonics, sequencing sounds, listening, learning foreign language, and musical skills.	<ul style="list-style-type: none"> Provide direct explicit, systematic instruction. Provide phonological awareness activities such as rhyming, alliteration, imitation, songs. Provide explicit, instruction in sound discrimination, blending, and segmentation. Emphasize sound-symbol associations when teaching decoding and spelling. Provide visual aids, such as notes or study guides for listening activities. Provide assistance with note taking. Accompany oral information with visual materials. Check for comprehension after directions are given. 	<ul style="list-style-type: none"> Provide a well managed classroom with control of extraneous activities that create auditory distractions and competing background noise. Provide a peer assistant or buddy to assist with information when the student does not understand an oral communication. Provide preferential seating that supports monitoring of student comprehension.
Fluid Reasoning (G_F) is the type of thinking an individual may use when faced with a relatively new task that cannot be performed automatically; a problem solving type of intelligence. G_C Cluster Score/Ave: _____ <input type="checkbox"/> Weakness (≤ 84) <input type="checkbox"/> Within Normal Limits (85-115) <input type="checkbox"/> Strength (≥ 116) <input type="checkbox"/> Uninterpretable	<input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Induction (I) <input type="checkbox"/> General Sequential Reasoning (RG) <input type="checkbox"/> Math Calculations <input type="checkbox"/> General Sequential Reasoning (RG) SS _____	G_F has a significant relationship to higher level skills in reading, writing, and math, such as problem solving, drawing inferences, mental flexibility.	<ul style="list-style-type: none"> Teach problem-solving techniques in the context in which they are most likely to be applied. Provide over-learning through repetition and multiple reviews of concepts. Use concrete objects and manipulatives to develop conceptual understanding. Use metacognitive skills, such as reflective discussions, thought journals, and self-questioning techniques. Use think-alouds, guided practice, and feedback. Use multiple and complex systems of retrieval and integration, such as compare, classify, abstract, induce, deduct, analyze perspectives. Monitor for understanding. 	<ul style="list-style-type: none"> Provide assistance in a timely manner. Provide assistance with functions throughout a task such as when there are changes in task demands. Seat the student next to a peer helper who can provide assistance. Use graphic organizers to analyze relationships, such as cause and effect, compare and contrast, classification schemes, and sequential order.
G_C Cluster Score/Ave: _____ Weakness (≤ 84) Within Normal Limits (85-115) Strength (≥ 116) Uninterpretable	<input type="checkbox"/> Math Problem Solving <input type="checkbox"/> General Sequential Reasoning (RG) <input type="checkbox"/> Induction (I) <input type="checkbox"/> Quantitative Reasoning (RQ) <input type="checkbox"/> Written Expression <input type="checkbox"/> Induction (I) <input type="checkbox"/> General Sequential Reasoning (RG) <input type="checkbox"/> Listening Comprehension <input type="checkbox"/> Induction (I)	Transferring and generalizing, and thinking conceptually		

Cognitive Ability Factor	Related Achievement Normative Weaknesses	Relationship to Academic Learning	Recommended Instructional Interventions	Recommended Accommodations
<p>Processing Speed (Gs) is the ability to fluently and automatically perform cognitive tasks, especially when under pressure to maintain focused attention and concentration.</p> <p>Gs Cluster Score/Ave: _____</p> <p><input type="checkbox"/> Weakness (≤ 84)</p> <p><input type="checkbox"/> Within Normal Limits (85-115)</p> <p><input type="checkbox"/> Strength (≥ 116)</p> <p><input type="checkbox"/> Uninterpretable</p>	<p>SS _____</p> <p><input type="checkbox"/> Basic Reading</p> <p><input type="checkbox"/> Perceptual Speed (P)</p> <p><input type="checkbox"/> Reading Fluency</p> <p><input type="checkbox"/> Perceptual Speed (P)</p> <p><input type="checkbox"/> Math Calculations</p> <p><input type="checkbox"/> Perceptual Speed (P)</p> <p><input type="checkbox"/> Math Problem Solving</p> <p><input type="checkbox"/> Perceptual Speed (P)</p> <p><input type="checkbox"/> Written Expression</p> <p><input type="checkbox"/> Perceptual Speed (P)</p>	<p>Gs has a significant relationship to reading, writing, and math, especially during early stages of learning, such as completing assignments on time, processing information quickly, taking timed tests, and copying from the board.</p>	<ul style="list-style-type: none"> • Provide oral discussions. • Provide activities to increase rate and fluency, such as flash cards or speed drills through educational software. • Provide strategies that improve the rate of task completion. • Encourage the student to self-monitor progress, such as graph for reading fluency, writing fluency, and math computation fluency. 	<ul style="list-style-type: none"> • Shorten directions • Provide lecture outlines such as a formatted script notes in which key words can be added. • Limit/structure copying. • Consider individualizing test taking, such as small group. • Provide extra time for reading. • Provide extra time to process. • Provide extra time to complete assignments.
<p>Short-Term Memory (Gsm) is the ability to apprehend and hold information in one's mind and then use it within a few seconds; includes working memory (ability to attend to, process, and respond to information).</p> <p>Gc Cluster Score/Ave: _____</p> <p><input type="checkbox"/> Weakness (≤ 84)</p> <p><input type="checkbox"/> Within Normal Limits (85-115)</p> <p><input type="checkbox"/> Strength (≥ 116)</p> <p><input type="checkbox"/> Uninterpretable</p>	<p>SS _____</p> <p><input type="checkbox"/> Basic Reading</p> <p><input type="checkbox"/> Working Memory (MW)</p> <p><input type="checkbox"/> Reading Comprehension</p> <p><input type="checkbox"/> Working Memory (MW)</p> <p><input type="checkbox"/> Math Calculations</p> <p><input type="checkbox"/> Working Memory (MW)</p> <p><input type="checkbox"/> Math Problem Solving</p> <p><input type="checkbox"/> Working Memory (MW)</p> <p><input type="checkbox"/> Written Expression</p> <p><input type="checkbox"/> Working Memory (MW)</p> <p><input type="checkbox"/> Oral Expression</p> <p><input type="checkbox"/> Memory Span (MS)</p> <p><input type="checkbox"/> Listening Comprehension</p>	<p>Gsm has a significant relationship to reading, writing, and math (working memory in particular), such as attending/following directions, recalling sequences, memorizing actual information, listening and comprehending, and taking notes.</p>	<ul style="list-style-type: none"> • Teach strategies to increase understanding and retention of concepts such as self talk, and creating lists of procedures or steps. • Teach memory strategies such as chunking, verbal rehearsal, and visual imagery. • Gain the student's attention before stating a direction. • Encourage asking for directions or information to be repeated if not understood or remembered. • Keep oral directions short and simple. • Have the student repeat or paraphrase directions. • Provide visual aids such as written directions for assignments. • Provide over-learning through review and repetition. • Check understanding of concepts through practice and talk-alouds. • Provide immediate feedback. 	<ul style="list-style-type: none"> • Provide visual guides during oral presentations. • Provide lecture notes or arrange for peer-shared notes. • Provide study guides to be completed during pauses in presentation. • Seat the student in a location away from distractions in order to optimize attention. • Provide extra time to copy information. • Read written directions aloud. • Use graphic organizers to reinforce associations between concepts.
	<p>_____</p> <p><input type="checkbox"/> Memory Span (MS)</p> <p><input type="checkbox"/> Working Memory (MW)</p>			

Appendix C: Reading by Design



Reading by Design: An Individualized Literacy Intervention

Region 4 Education Service Center (ESC)
7145 West Tidwell Road
Houston, Texas 77092



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State Board of Education-Approved Procedures Concerning Dyslexia

The Dyslexia Handbook – Revised 2018: Procedures Concerning Dyslexia and Related Disorders contains the State Board of Education-approved procedures concerning dyslexia and related disorders. The Texas Education Agency (TEA) provides guidelines for school districts to follow as they identify and provide services for students with dyslexia.

Once it has been determined that a student has dyslexia, the school district or charter school shall provide an appropriate instructional program for the student as required in Texas Education Code (TEC) §38.003(b):

“In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder” (The Dyslexia Handbook – Revised 2018: Procedures Concerning Dyslexia and Related Disorders, p. 39).

The following procedures must be followed (The Dyslexia Handbook – Revised 2018: Procedures Concerning Dyslexia and Related Disorders):

- Instructional decisions for students with dyslexia must be made by a committee (§504 or ARD) that is knowledgeable about the instructional components and approaches for students with dyslexia (p. 39).
- Each school must provide students identified with dyslexia access to an instructional program that meets requirements in 19 TAC §74.28(c) (p.39).
- Districts shall purchase or develop an evidence-based reading program for students with dyslexia and related disorders that incorporates all the components of instruction and instructional approaches described in *The Dyslexia Handbook – Revised 2018: Procedures Concerning Dyslexia and Related Disorders* (p. 39).

Reading by Design Overview

The Region 4 ESC Reading by Design Program is a systematic, multisensory set of instructional routines which include content and pedagogically appropriate practices compiled from sources, such as *Foundations for Literacy: Structures and Techniques for Multisensory Teaching of Basic Written English Language Skills* by Aylett Royall Cox (1980). This program is aligned with research-based practices for developing literacy and is designed for students with basic reading difficulties, such as dyslexia. This intervention follows an intensive, explicit, and cumulative design for remediation of reading and writing skills at all grade levels. Reading by Design includes all of the components of instruction and instructional approaches supported through research as cited in the *The Dyslexia Handbook – Revised 2018: Procedures Concerning Dyslexia and Related Disorders* (pp. 40-41).



Reading by Design Program Components

The following section outlines the *Critical, Evidence-Based Components of Dyslexia Intervention* (pp. 40-41) included in *The Dyslexia Handbook – Revised 2018: Procedures Concerning Dyslexia and Related Disorders* aligned with the Region 4 ESC Reading by Design Program:

- **Phonological Awareness**
 - **Phonological Awareness:** The purpose of the phonological awareness activities is to foster development in the understanding of the internal linguistic structure of words. These activities are broken into four developmental levels: word, syllable, onset–rime, and phoneme. As students progress through the levels, they learn to blend, segment, and manipulate words, syllables, onsets–rimes, and phonemes through various activities.
 - **Application - Auditory Discrimination:** Students detect initial, medial, and final sounds in spoken language.
 - **Spelling Deck:** The Spelling Deck cards contain the spelling rules and regular sound–symbol patterns in the program. The teacher says the phoneme and instructs students to echo, name, and write the associated grapheme. The Spelling Deck is reviewed daily and is designed to move sound–symbol recognition toward automaticity.
 - **Spelling:** Students are taught how to scientifically spell words by applying the appropriate spelling rules and by mastering the phoneme-grapheme correspondence. Words are divided into 3 categories, phonetic words (complete sound-symbol relationship), rule words (affixes added) and structural analysis words (spelling by morpheme).
 - **Introduction of a New Concept:** Auditory discovery is used in the introduction of a new concept. Students listen to words that contain the new concept and identify the phoneme that is similar in all the discovery words.
- **Sound-Symbol Association**
 - **Alphabet Activities:** The alphabet activities promote development in alphabetic knowledge of letter names and letter shapes. The Alphabet Arc is used to match the letters of the alphabet with increased fluency and automaticity. In addition, students learn how to use the alphabet as a sequencing tool to transfer to dictionary skills. Knowledge of the letter names and shapes serves as a prerequisite for the mastery of sound–symbol association (alphabetic principle).



- **Reading Deck:** The Reading Deck cards include the letter name, key word, and sound represented by the letter or letters on the card. The Reading Deck is divided into sections: consonants; vowels (closed syllable and open syllable); consonant combination; vowel-consonant-e syllable; vowel pair syllable; vowel-r syllable; final stable syllable; and special situation. Only those graphemes that have been taught are reviewed daily; this review is designed to move from sound–symbol recognition to automaticity.
- **Spelling Deck:** The Spelling Deck cards contain the spelling rules and regular sound–symbol patterns in the program. The teacher says the phoneme and instructs students to echo, name, and write the associated grapheme. The Spelling Deck is reviewed daily and is designed to move sound–symbol recognition toward automaticity.
- **Spelling:** Students are taught how to scientifically spell words by applying the appropriate spelling rules and by mastering the phoneme-grapheme correspondence. Words are divided into 3 categories, phonetic words (complete sound-symbol relationship), rule words (affixes added) and structural analysis words (spelling by morpheme).
- **Linkages:** Students link the letter to sound as they skywrite and complete the linkage boxes tracing with fingers and writing utensils. This practice moves the student explicitly from gross to fine motor formation of letters.
- **Introduction of a New Concept:** Auditory, visual, and kinesthetic discovery are used in the introduction of new concepts. Graphemes are linked with sounds and with key words which aids students with retaining the sounds. New learning is explicitly tied to old learning.
- **Syllabication:** Sequential introduction of the six basic types of syllables in the English language occur in the part of the lessons. The syllable types include: closed, open, vowel consonant-e, vowel-r, vowel pair, and final stable. Rules for dividing multisyllabic words into individual syllables are directly taught and practiced in relation to the word structure.
- **Reading Application:** Students learn to code words to provide kinesthetic and visual cues for pronunciation. As repeated practice with coding allows for automatic recognition of syllables, students will read without manually coding all words. Accuracy in reading is stressed, and students read all words or sentences silently before reading aloud. Students read with phonemes and graphemes that have been introduced through the new concept. First words are read, then phrases, sentences, and decodable texts. In this section of the lesson, students are also taught a structured process for syllable division.



- **Orthography**

- **Reading Deck:** The Reading Deck cards include the letter name, key word, and sound represented by the letter or letters on the card. The Reading Deck is divided into sections: consonants; vowels (closed syllable and open syllable); consonant combination; vowel-consonant-e syllable; vowel pair syllable; vowel-r syllable; final stable syllable; and special situation. Only those graphemes that have been taught are reviewed daily; this review is designed to move from sound-symbol recognition to automaticity.
- **High Frequency Words:** The high frequency word deck is reviewed daily. The deck includes irregular words that do not follow the regular pattern(s) of the English language, as well as, words that follow regular patterns that are used most frequently in the English language. These words are learned as units and are reviewed to build automaticity with recognition.
- **Spelling Deck:** The Spelling Deck cards contain the spelling rules and regular sound-symbol patterns in the program. The teacher says the phoneme and instructs students to echo, name, and write the associated grapheme. The Spelling Deck is reviewed daily and is designed to move sound-symbol recognition toward automaticity.
- **Spelling:** Students are taught how to scientifically spell words by applying the appropriate spelling rules and by mastering the phoneme-grapheme correspondence. Words are divided into 3 categories, phonetic words (complete sound-symbol relationship), rule words (affixes added) and structural analysis words (spelling by morpheme).
- **Linkages:** Students link the letter to sound as they skywrite and complete the linkage boxes tracing with fingers and writing utensils. This practice moves the student explicitly from gross to fine motor formation of letters.
- **Introduction of a New Concept:** Auditory, visual, and kinesthetic discovery are used in the introduction of new concepts. Graphemes are linked with sounds and with key words which aids students with retaining the sounds. New learning is explicitly tied to old learning.
- **Morphology:** Throughout Reading by Design, affixes (prefixes and suffixes) are introduced. Students not only learn how to code affixes, but also learn the meanings of the different affixes and how they impact the overall meaning words. Volume 5 of Reading by Design is dedicated to studying morphological awareness, introducing Latin and Greek roots and reinforcing the relationship of roots for word reading, spelling, and meaning.



- **Morpheme Deck:** The Morpheme Deck contains common affixes and roots that appear in multisyllabic words. The Morpheme Deck includes information on the etymology of the morpheme, the definition of the morpheme, and derivative spellings for the morphemes.
- **Introduction of New Morphemes:** Auditory, visual, and kinesthetic discovery are used in the introduction of new morphemes. New learning is explicitly tied to old learning.
- **Reading Application:** Explicit instruction of new learning is modeled and explained before students apply the new learning in text. This practice includes reading words with the morphemes and applying knowledge of the morpheme to different tasks prior to application to connected text on individual student reading levels.
- **Spelling:** Students are explicitly taught the regularity of the orthographic patterns and affixes of the English language with systematic, regular review. The purpose of this practice is for students to apply the current and previously taught morphemes and spelling rules.
- **Syntax** (sentence structure), **semantics** (ways that language conveys meaning), and **pragmatics** (how to use language in a particular context).
 - **Components of Language:** Students will work on a variety of activities in the components of language, beginning with listening comprehension and interactive writing that progresses to fluency, reading comprehension, and independent writing. A progression of genres from nursery rhymes to expository text will expose students to a variety of text structures. Weekly repeated readings of the text with different targeted lessons will foster the development of accurate and fluent word recognition, oral language development, background knowledge, syntax, and use of strategies to aid reading comprehension.
 - **Reading Application:** Students learn to code words to provide kinesthetic and visual cues for pronunciation. As repeated practice with coding allows for automatic recognition of syllables, students will read without manually coding all words. Accuracy in reading is stressed, and students read all words or sentences silently before reading aloud. Students read with phonemes and graphemes that have been introduced through the new concept. First words are read, then phrases, sentences, and decodable texts. In this section of the lesson, students are also taught a structured process for syllable division.



- **Riddle:** Students listen to riddles linking new phonemes to graphemes. Students must listen and understand clues that reveal the answer (key word) to the riddle.
- **Reading Comprehension**
 - **Components of Language:** Students will work on a variety of activities in the components of language, beginning with listening comprehension and interactive writing that progresses to fluency, reading comprehension, and independent writing. A progression of genres from nursery rhymes to expository text will expose students to a variety of text structures. Weekly repeated readings of the text with different targeted lessons will foster the development of accurate and fluent word recognition, oral language development, background knowledge, syntax, and use of strategies to aid reading comprehension.
 - **Reading Application:** Students learn to code words to provide kinesthetic and visual cues for pronunciation. As repeated practice with coding allows for automatic recognition of syllables, students will read without manually coding all words. Accuracy in reading is stressed, and students read all words or sentences silently before reading aloud. Students read with phonemes and graphemes that have been introduced through the new concept. First words are read, then phrases, sentences, and decodable texts. In this section of the lesson, students are also taught a structured process for syllable division.
- **Reading Fluency**
 - **Reading Application:** Students learn to code words to provide kinesthetic and visual cues for pronunciation. As repeated practice with coding allows for automatic recognition of syllables, students will read without manually coding all words. Accuracy in reading is stressed, and students read all words or sentences silently before reading aloud. Students read with phonemes and graphemes that have been introduced through the new concept. First words are read, then phrases, sentences, and decodable texts. In this section of the lesson, students are also taught a structured process for syllable division.
 - **High Frequency Words:** The High-Frequency Word Deck contains words that frequently appear in text and should be coded by sight. Some of these words are irregular and have uncommon sound–symbol relationships that cannot be phonetically decoded. The High-Frequency Word Deck is reviewed daily for automaticity.
 - **Spelling Deck:** The Spelling Deck cards contain the spelling rules and regular sound–symbol patterns in the program. The teacher says the phoneme and instructs students to echo, name, and write the associated grapheme. The



Spelling Deck is reviewed daily and is designed to move sound–symbol recognition toward automaticity.

- **Reading Deck:** The Reading Deck cards include the letter name, key word, and sound represented by the letter or letters on the card. The Reading Deck is divided into sections: consonants; vowels (closed syllable and open syllable); consonant combination; vowel-consonant-e syllable; vowel pair syllable; vowel-r syllable; final stable syllable; and special situation. Only those graphemes that have been taught are reviewed daily; this review is designed to move from sound–symbol recognition to automaticity.
- **Alphabet Activities:** The alphabet activities promote development in alphabetic knowledge of letter names and letter shapes. The Alphabet Arc is used to match the letters of the alphabet with increased fluency and automaticity. In addition, students learn how to use the alphabet as a sequencing tool to transfer to dictionary skills. Knowledge of the letter names and shapes serves as a prerequisite for the mastery of sound–symbol association (alphabetic principle).

Delivery of Reading by Design Program

The following section outlines the *Delivery of Dyslexia Instruction* (pp. 41-42) included in *The Dyslexia Handbook – Revised 2018: Procedures Concerning Dyslexia and Related Disorders* aligned with the Region 4 ESC Reading by Design Program:

- **Simultaneous, Multisensory (VAKT)**
 - Reading by Design teaches reading, writing, spelling, and verbal and written expression by engaging the visual, auditory, and kinesthetic modalities simultaneously (i.e., mirrors, skywriting, sound boxes, syllable boards, linkages).
- **Systematic and Cumulative**
 - The Reading by Design lesson format is systematic and the scope and sequence is sequential and cumulative. It progresses from the syllable types (i.e. closed syllable, open syllable, vowel-consonant-e syllable, vowel pair syllable, final stable syllable and vowel-r syllable) through structural analysis of multisyllabic words, including morphological awareness.
- **Explicit Instruction**
 - The Reading by Design lesson format is explicitly taught by the teacher through direct instruction, modeling, guided practice, and independent practice.



- **Diagnostic Teaching to Automaticity**
 - Students enter the Reading by Design Program based on the initial dyslexia assessment data and the specific learning needs for each individual student. Reading by Design contains review lessons and Mastery Checks throughout each of the five volumes of the intervention to ensure adequate student progress and learning.
- **Synthetic Instruction**
 - Reading by Design presents the parts of the alphabetic language that teach how the word parts work together to form a whole during the new learning, syllabication practice, and reading application.
- **Analytic Instruction**
 - Reading by Design teaches how whole words may be broken into component parts (i.e. syllables, morphemes) during new learning, syllabication practice, reading application, and extended reading passage practice.

Research-based Instruction

The research that supports dyslexia instruction can be found in the *Dyslexia Handbook – Revised 2018: Procedures Concerning Dyslexia and Related Disorders* beginning on page 46. These data sources support the components and instructional techniques used in the Reading by Design program and can be reviewed using the link below.

State Laws Related to Dyslexia

The state laws in regards to dyslexia instruction can be found in the *Dyslexia Handbook – Revised 2018: Procedures Concerning Dyslexia and Related Disorders* on page 99. The requirements laid out by the legislation supports the use of the Reading by Design program and can be reviewed using the link below.

Link to Dyslexia Handbook:

<https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539627235>.



Reading by Design Fidelity Statement



Fidelity Statement

Reading by Design®

Region 4 Education Service Center's dyslexia intervention, *Reading by Design: An Individualized Reading Intervention*, is a systematic, multisensory approach aligned with research-based practices for developing literacy and is designed for students with basic reading difficulties, such as dyslexia. This intervention follows an intensive, explicit, and cumulative design for remediation of reading and writing skills at all grade levels.

Implementation of *Reading by Design* with fidelity is critical to the success of students. According to the National Center on Intensive Intervention, "Fidelity refers to how closely prescribed procedures are followed and, in the context of schools, the degree to which educators implement programs, assessments, and implementation plans the way they were intended." (National Center on Intensive Intervention, Retrieved February 2022, <https://intensiveintervention.org/implementation-intervention/fidelity>)

The Dyslexia Handbook states, "...because effective intervention requires highly structured and systematic delivery, it is critical that those who provide intervention for students with dyslexia be trained in the program used and that the program is implemented with fidelity." (Texas Education Agency 2021, 43)

Student progress should also be considered. Progress monitoring should include measuring and recording growth. Decisions about student placement and increasing intensity of program participation should be made by the Admission, Review and Dismissal (ARD) or 504 Committee.

Reading by Design is not intended to be grade-level specific nor does the content match specific grade-level TEKS. The program is designed to build foundational literacy skills for students at any grade level.

Reading by Design Fidelity Components:

- I. Groups meet 4 to 5 days per week.
- II. Groups meet for 30–45 minutes per session.
- III. Groups should not exceed six students in elementary settings and eight students in secondary settings.
- IV. Teachers must be trained by a regional education service center to utilize the program. They could also receive training from a trainer certified by Region 4 who is in good standing.

Fidelity Component Research:

- I. **Groups meet 4 to 5 days per week.**

Reading instruction must be delivered with great intensity. Optimally, a child who is struggling to read should be in a group no larger than four to five students with an instructor. The child should receive this specialized reading instruction 4 to 5 days a week. A larger group will greatly undermine the possibility of success, since they will have far fewer opportunities to interact with their teacher and therefore will often lose interest or attention during the long pauses between being called on. (Shaywitz 2020, 282; Texas Education Agency, 2021, 49)

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II. Groups meet for 30–45 minutes per session.

It is recommended students complete one lesson per day. In order to complete all required components daily, 45 minute sessions are more realistic in meeting this goal.

Although the amount of instructional intervention a student requires to make progress varies, research suggests the following ranges for elementary students:

Length and frequency of intervention: 30–120 minutes per day. Secondary students who struggle with reading might need more time in intensive intervention to make progress. (Vaughn et al. 2012)

III. Groups should have a maximum number of six students in elementary settings and eight students in secondary settings.

*Reading instruction must be delivered with great intensity. Optimally, a child who is struggling to read should be in a group **no larger than four to five students with an instructor**. (Shaywitz 2020, 282; Texas Education Agency, 2021, 51)*

Research shows smaller teacher-to-student ratios (such as 1:3) are more effective than large groups (such as 1:10). (Vaughn and Linan-Thompson 2003; Texas Education Agency, 2021, 52)

IV. Teachers must be trained by a regional educational service center to utilize the program. They could also receive training from a trainer certified by Region 4 and is currently in good standing.

*In addition, because effective intervention requires highly structured and systematic delivery, it is critical that those who provide intervention for students with dyslexia be **trained in the program** used and that the program is implemented with fidelity. (Texas Education Agency 2021, 43)*

*Professional practitioners, including **teachers or therapists**, should have had specific preparation in the prevention and remediation of language-based reading and writing difficulties. Teachers and therapists should be able to state and provide documentation of their credentials in the prevention and remediation of language-based reading and writing difficulties, including program-specific training recommended for the use of specific programs. (International Dyslexia Association 2009; Texas Education Agency 2021, 53)*

*In order to provide effective intervention, school districts are encouraged to employ **highly trained individuals** to deliver dyslexia instruction. Teachers, such as reading specialists, master reading teachers, general education classroom teachers, or special education teachers, who provide dyslexia intervention for students are not required to hold a specific license or certification. However, these educators must **at a minimum have additional documented dyslexia training aligned to 19 TAC §74.28(c) and must deliver the instruction with fidelity**. (Texas Education Agency 2021, 44) For students not responding to an*

instructional program, adjustments, such as changes to instructional time or frequency, should be considered.

Additional Guidance from *The Dyslexia Handbook*:

Shaywitz outlines the following essentials for a successful reading intervention and effective early intervention program:

One of the most common errors in teaching a child with dyslexia to read is to withdraw prematurely instruction that seems to be working. Dyslexia is a lifelong condition and requires ongoing intervention and support to ensure that not only the child's accuracy, but also their fluency improves enough that they are reading accurately as well as rapidly and with good prosody. CAUTION: A child who is reading accurately but not fluently at grade level still requires intensive reading instruction. (Shaywitz 2020, 283–284)

Exiting Reading by Design Intervention

Decisions to exit a student from dyslexia intervention will be made by an ARD committee. When considering discontinuation criteria, it is important to ensure that an intervention does not end prematurely. The ARD Committee should consider the following:

- 1- *What does progress monitoring data show?*
- 2- *Is the student approximating grade level standards?*
- 3- *Has the student acquired the skills taught in the program?*
- 4- *Has the student maintained the progress made in the program and is able to apply learned skills automatically, effectively, and efficiently in the classroom?*
- 5- *Did the student successfully complete the entire intervention program? (Mastery Check suggested standards are included within the program.)*

Virtual Instruction Guidance

*Although teaching dyslexia intervention lessons in a virtual environment is not ideal, students must receive intervention regardless of their current setting. Furthermore, *The Dyslexia Handbook* outlines the standards for implementation of dyslexia intervention programs with fidelity. The criteria for Standard Protocol Dyslexia Instruction are listed as:*

- *"evidence-based and effective for students with dyslexia;*
- *taught by an appropriately trained instructor; and*
- *implemented with fidelity."* (Texas Education Agency 2021, 39)

Please note that the introduction to new material from *Reading by Design* is only possible with the explicit, systematic instruction from an appropriately trained instructor. Fidelity of instruction necessitates teacher and student interaction for active engagement of the student and immediate feedback and progress monitoring from the teacher. Therefore, when teaching *Reading by Design* lessons remotely, every effort should be made to maintain the fidelity of the lesson through live sessions on virtual platforms and, when necessary, incorporating the use of digital tools to provide multisensory and engaging lessons.

Recorded lessons, including recordings of teachers using the reading deck, are not recommended since the necessary interaction with students would be missing, therefore nullifying the fidelity of the program.

For additional information, please contact your regional education service center or e-mail R4Dyslexia@esc4.net

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Signature: _____

Print Name: _____

Date: _____

*Please return this signed document to _____ by _____.
(Supervisor Name) (Date)

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Appendix D: Sources of Laws and Rules for Dyslexia Identification and Instruction

NISD is bound by the laws and rules for Dyslexia identification and instruction as set forth by the Texas Education Agency (*including Texas Education Codes and the Dyslexia Handbook*), the Department of Education, as well as state and federal laws pertaining to students with disabilities.

Texas Education Codes Pertaining to Dyslexia:

[TEC §38.003](#), [TEC §38.0031](#), [TEC §28.006](#), [TEC §7.028\(b\)](#), [TEC §21.044](#), [TEC §21.054](#), [TEC §51.9701](#)

For information on the above policies, please visit <https://statutes.capitol.texas.gov/?link=ED>

Texas Administrative Codes Pertaining to Dyslexia:

[TAC §74.28](#)

For information on the above policy, please visit <https://tea.texas.gov/about-tea/laws-and-rules/sboe-rules-tac>

The Dyslexia Handbook – Updated 2024

English - <https://tea.texas.gov/academics/special-student-populations/special-education/texas-dyslexia-handbook.pdf>

Spanish - <https://tea.texas.gov/academics/special-student-populations/special-education/texas-dyslexia-handbook-2024-spanish.pdf>

Appendix A (English) - <https://tea.texas.gov/sites/default/files/dyslexia-handbook-appendix-updated-questions.pdf>

Appendix A (Spanish) - <https://tea.texas.gov/sites/default/files/dyslexia-handbook-appendix-updated-questions-spanish.pdf>

Section 504 of the Rehabilitation Act of 1973 (Federal Law – selected portions)

[34 C.F.R. Part 104](#)

Sec. 104.4 – Discrimination Prohibited

Subpart D – Preschool, Elementary & Secondary

Sec. 104.31 – Application of Subpart D

Sec. 104.32 – Location and Notification (Child Find)

Sec. 104.33 – Free Appropriate Public Education

Sec. 104.34 – Educational Setting

Sec. 104.35 – Evaluation and Placement

Sec. 104.36 – Procedural Safeguards

Sec. 104.37 – Nonacademic Services

Sec. 104.38 – Preschool and Adult Education Programs

Sec. 104.39 – Private Education Programs

Americans with Disabilities Act Amendments Act of 2008

[ADA as amended](#)

Sec. 12102 – Definition of Disability

Sec. 12103 – Additional Definitions

Individuals with Disabilities Education Act (Federal Law)

[34 C.F.R. part 300](#) (selected portions)

Subpart A – General

Sec. 300.8 – Child with a Disability

“In IDEA, dyslexia is considered one of a variety of etiological foundations for specific learning disability (SLD).”

“The IDEA evaluation requirements for SLD eligibility in 34 C.F.R. §300.309(a)(1) specifically designate the following areas for a learning disability in reading: basic reading skills (dyslexia), reading fluency skills, and/or reading comprehension.”

“The October 23, 2015 letter from the Office of Special Education and Rehabilitative Services (OSERS) (Dear Colleague: Dyslexia Guidance) states that dyslexia, dyscalculia, and dysgraphia are conditions that could qualify a child as a child with a specific learning disability under the IDEA. The letter further states that there is nothing in the IDEA that would prohibit the use of the terms *dyslexia*, *dyscalculia*, and *dysgraphia* in the IDEA evaluation, eligibility determinations, or IEP documents.”

The Dyslexia Handbook, 2024

School Board Policies Addressing Dyslexia

NISD School Board Policies: Dyslexia and Section 504

[NISD Board Policies](#)

EHB Legal: [Curriculum Design – Special Programs](#)

EKC Legal: [Testing Programs – Reading Assessment](#)

BQ Legal: [Planning and Decision-Making Process](#)

EHBC Legal: [Special Programs – Compensatory and Accelerated Services](#)

EIE Legal: [Academic Achievement – Retention and Promotion](#)

EKB Legal: [Testing Programs – State Assessments](#)

FB Legal and FB Local: [Equal Educational Opportunity – Section 504](#)

Appendix E: Compliance and Legal Issues for the Campus and Dyslexia Teacher

Dyslexia Compliance Monitoring Indicators

School districts across the state of Texas are required to participate in cyclical monitoring from the Texas Education Agency. This includes the dyslexia program. There are seven domains that are monitored for compliance and audited every three years.

Domain – 1: Procedures

The board of trustees of a school district must ensure that procedures for identifying a student with dyslexia or related disorder and procedures for providing appropriate instructional services to the student are implemented in the district. [19 TAC §74.28(a), TEC §28.006, TEC §38.003]

Documentation

- Written policies are uploaded to the Legal Framework and available on the district website.
- Written board policies are uploaded to the Legal Framework and available on the district website.
- Policies are given to dyslexia interventionists in the district to ensure successful implementation.

Domain-2: Communications

A parent education program must be implemented to inform parents/guardians of students with dyslexia and related disorders. [19 TAC §74.28(h)(l)]

Documentation

- Monthly newsletters
- New parent informational sheet given at 504/ARD meetings
- District Dyslexia Brochure
- District Website
- Lunch & Learn, Podcast, and other like activities to engage parents and inform them of important information regarding dyslexia as outlined in The Dyslexia Handbook.

Domain – 3: Screening

Districts must ensure that dyslexia screenings are administered at appropriate times throughout the school year by qualified persons trained in the assessment tool. Parents must be notified of results and given information about the Texas Talking Books program as well as The Dyslexia Handbook. TEC §28.006(g)(g-2), TEC §38.003(a), 19 TAC §74.28(c)(d)(e)(f)(i)(m), TEC §21.054(b)

Documentation

- Assessment windows are included in the district testing calendar.
- Training records for screening tools are kept and maintained by administration.
- Parent letter is sent home following screening results for any student found to be at risk of dyslexia or reading difficulties.
- Screening results are sent to campuses and maintained and analyzed by administration.

- Screening results analysis is shared with campuses.
- Intervention and/or assessment documentation is maintained by the campus and used in decision making.

Domain – 4: Reading Instrument

Districts must ensure that appropriate reading instruments are administered three times a year to all students in grades K-2. A reading instrument must also be administered to any 7th grade student who was not proficient on the 6th grade STAAR Reading assessment. Notifications are sent to parents regarding students who are found to be at risk for reading difficulty and available programs to help their child. Reading instrument results are applied to instruction. 19 TAC §74.28(d)(m)(j), TEC §28.006(c)(c-1)(c-2)(d)(2)(g)(g-1)(g-2)

Documentation

- Assessment windows are included in the district testing calendar.
- Parent letter is sent home following screening results for any student found to be at risk of reading difficulties.
- Intervention and/or assessment documentation is maintained by the campus and used in decision making.

Domain – 5: Evaluation and Identification

The district has written procedures implemented consistently across all sites for evaluating, identifying, monitoring, and serving students with dyslexia and related disorders including dysgraphia. TEC §28.006(g)(g-1) TEC §38.003(a)(b)(b-1) 19 TAC §74.28(b)(c)(d)(e)(f)(i)(m)

Documentation

- Evaluation and identification procedures for dyslexia and related disorders is uploaded to the Legal Framework as part of NISD's policies and procedures.
- Copies of referrals to evaluate, parent consent for evaluate, and parent notifications of The Dyslexia Handbook and Texas Talking Books are maintained on campus and at administration as part of the required ARD/504 meeting documentation.
- Classroom data and screening results is maintained and updated by the classroom teacher.

Domain – 6: Instruction

The district provides evidence-based reading instruction with the required components. Instruction is given by teachers trained in instructional strategies described in The Dyslexia Handbook. 19 TAC §74.28(a)(c)(e) TEC §38.003(b)

Documentation

- Reading by Design is the current evidence-based Standard Protocol Dyslexia Instruction program used in NISD.
- Training records of all Dyslexia Interventionists are kept on file at administration.
- Professional development opportunities are offered to Dyslexia Interventionists and all teachers who serve students with dyslexia or related disorders annually.
- Dyslexia Interventionist schedules are collected and ARD/504 documentation is reviewed by administration to ensure that services are delivered in accordance with the program's design.

Domain – 7: Progress Monitoring

Student progress through the Standard Protocol Dyslexia Instruction program is documented and monitored by Dyslexia Interventionists. Student general school progress is monitored by classroom teachers and

interventionists. The district ensures that student accommodations/modifications are implemented as documented in the ARD/504.

Documentation

- Mastery checks and 6-weeks progress reports are maintained by the Dyslexia Interventionists with copies sent home and to the administration building.
- Modifications/Accommodations are logged by the classroom teachers and interventionists to ensure implementation.

