

Valid and Reliable Measures that Screen Skills Predictive of Future Reading Ability¹

Screener	Name/Publisher	Grade	Skills Assessed						
			Phonological Awareness	Letter Naming	Letter-sound Association	Oral Language	Decoding Non-word	Rapid ² Automatic Naming RAN	Oral Reading Fluency
aimsweb	aimswebPlus (Pearson)	K-8	X	X	X		X		X
DIBELS 8	Dynamic Indicators of Basic Early Literacy Skills (U.Oregon ³ , Amplify)	K-8	X	X	X		X	X	X
FAST	FastBridge earlyReading and CBMreading (FastBridge Learning)	PreK-8	X	X	X	X	X		X
IGDI	Individual Growth and Development Indicators (IGDI Lab)	PreK	X		X	X			
PAR	Predictive Assessment of Reading (Red-e Set Grow)	PreK-3	X		X	X		X	

¹ Prepared by Decoding Dyslexia Maryland -- this is not a comprehensive list, but a selection of measures that screen essential skills that predict future reading ability.

² Rapid automatized naming (RAN) measures act as a microcosm of the reading system, providing an index of one's abilities to integrate multiple neural processes. RAN and phonological awareness are both robust early predictors of reading ability, and one or both are often impaired in people with dyslexia. The RAN task itself is a surface indicator of the efficiency of the underlying processes shared by naming and reading. (Norton, Wolf, Center for Reading and Language Research, Eliot-Pearson Department of Child Development, Tufts University)

³ [University of Oregon](#) handles the paper and pencil version & [Amplify](#) is licensed to distribute the mobile version. DMG (now Acadience) and Voyager Sopris also handle [DIBELS 6 and DIBELS Next](#). DIBELS Next is now called Acadience Reading from DMG.

RAN/RAS	Rapid Automatized Naming; Rapid Alternating Stimulus	K-12 Age 5-18.11						X	
TPRI	Texas Primary Reading Inventory (Brookes Publishing)	K-3	X		X				X

Resources	Federal & State Policies that Support Reading Screening in Maryland
	Accurate Decision Making within a Multi-tier System of Supports: Critical Areas in Tier I
	Tufts University Department of Child Study and Human Development, Screening for Reading Difficulties in Young Children (2 minute video)
	Evidence Based Practices for Grades K-5 , CEEDAR; Lane, H. (2014). <i>Evidence-based reading instruction for grades K-5</i> (Document No. IC-12). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center
	Maryland Career and College Readiness Standards, PK, K and Grade 1, & Appendix A: Reading Foundational Skills, p. 17-22
	Southern Region Education Board, Screening Requirements in SREB States

Contact Information:

Karleen Spitulnik, State Leader, Decoding Dyslexia Maryland (DDMD), 443-850-6493 k.spitulnik@verizon.net