

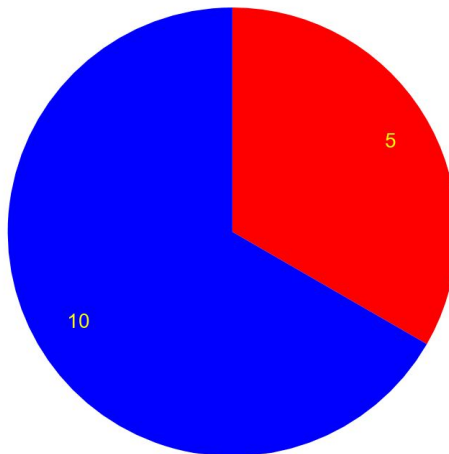
Early Reading Screening Practices in MD: **A Case for Change**

10 of 15 Maryland districts have a qualifying screening instrument in their inventory that can screen students' emergent literacy and early reading skills. No districts reported that they screen for early warning signs of dyslexia. The House version of 910 offers districts a road map to briefly assess pre-literacy and early literacy skills so that ALL students at risk for reading difficulties can get the help they need before they fail.

Districts with Qualifying Screeners Per HB 910

*No school district reported screening for dyslexia

- No Qualifying Screener
- Qualifying Screener



Screening Measures by County were collected by the [Task Force to Study the Implementation of a Dyslexia Education Program in Maryland, House Bill 278](#) and the actual responses are available [HERE](#). 10 counties did not respond to the survey (sent by the MD Association of Boards of Education representative on the Task Force). The Montgomery County Board of Education, in its support letter for HB 910, included a list of current screening instruments, which are included in the table below.

Summary of School Survey Responses (Calvert, Montgomery & Baltimore County are updated to reflect recent changes):

1. No school district reported screening for [rapid naming \(RAN\)](#) which is highly predictive for risks of reading difficulties like dyslexia.
2. 10 of 15 districts have a qualifying screening instrument on their shelf.
3. 5 districts do not report using a reading screening instrument for early literacy components of phonological awareness, phonemic awareness and/or phonics (Frederick, Harford, Montgomery, Somerset, Worcester)
4. 10 districts, including PG, Howard, Montgomery and Baltimore City, did not reply to the survey, but Montgomery County did report using several screening instruments in their letter of support for HB 910.
5. The reading proficiency rates for both PG and Baltimore City are included below.
6. Very few districts screen Pre-Kindergarten students for emergent literacy skills.
7. Very few districts have a universal screening policy.
8. Every district in Maryland has a spike in students referred to special education in 4th-10th grade.
9. 15% or fewer special education students read on or above grade level depending on the county.
10. 60% of ALL students in MD read below grade level (NAEP, PARCC)

What is Reading Screening? Federal Statute	<p><u>Federal Definition of Reading Screening</u></p> <p>Federal law (Every Student Succeeds Act [ESSA] & Individuals with Disabilities Education Act [IDEA]) define a screening reading assessment as an assessment that is :</p> <p>(i) valid, reliable, and based on scientifically based reading research; and</p> <p>(ii) a brief procedure designed as a first step in identifying children who may be at high risk for delayed development or academic failure and in need of further diagnosis of their need for special services or additional reading instruction.</p>
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Reading Screening, Best Practices	Current Reading Screening Practices in Maryland
<p>(i) valid, reliable, and based on scientifically based reading research</p> <p>(ii) a brief procedure designed as a first step in identifying children who may be at high risk for delayed development or academic failure and in need of further diagnosis of their need for special services or additional reading instruction.</p> <p>Evaluates early literacy skills that are predictive of reading success or risks for reading failure.</p>	<p>(i) evaluates children’s learning based on systematic observations by teachers of children performing academic tasks that are part of their daily classroom experience; and</p> <p>(ii) is used to improve instruction in reading, including classroom instruction.</p> <ul style="list-style-type: none"> • Do not always evaluate early literacy skills including those predictive of reading failure; • Are not brief assessments of emergent and early reading skills;
<p>Early Literacy Reading Screeners</p> <ul style="list-style-type: none"> • Dynamic Indicators of Basic Early Literacy (DIBELS Next) • Rapid Automatized Naming (RAN) • Predictive Assessment of Reading (PAR) • Readsters Reading Probes • Decoding Surveys (if they cover early literacy skills) 	<p>These are Not Early Literacy Reading Screeners:</p> <ul style="list-style-type: none"> • Fountas and Pinnell Benchmarking System • Running Records • Rigby Benchmark Kit • Harcourt Journeys Reading Fluency Assessment

Links:

- [Selecting a Universal Screener, International Dyslexia Association, Dr. Nadine Gaab](#)
- [Screening Tools Chart](#), Center on Response to Intervention
- [Screen & Intervene](#), Boston Children’s Hospital, Tufts University

Screening Tools Reported by 15 of 24 School Districts, 2015-2016 Task Force Survey

Anne Arundel County Public Schools				
Screening Instrument	 Screener Y/N	Grade levels	Comments	Diagnostic Instruments
DIBELS Dynamic Indicators of Basic Early Literacy	Yes	Students who fail to read are screened	DIBELS is a qualifying screening tool under HB 910 (house version) if used correctly to assess specific literacy skills for K and Grade 1 students. DIBELS alone would not be able to identify students at risk for dyslexia and would need to be paired at least, with a rapid naming assessment.	Fountas and Pinnell Benchmarking System
Baltimore County Public Schools				
Screening Instrument	 Screener Y/N	Grade levels	Comments	Diagnostic Instruments
Measures of Academic Progress (MAP) Decoding Surveys IRI, QRI DIBELS Next Spelling Inventory Running Records (Fountas & Pinnell) Kindergarten Readiness Assessment for selected students	No No Yes No No	All students are screened Unclear if there is a written universal screening policy and procedures by grade Unclear which grades are given what screeners	<ol style="list-style-type: none"> 1. DIBELS is valid, reliable, and predictive of reading risks if given early and in conjunction with an assessment of rapid naming. 2. New screeners do not include Rapid Automatic Naming subtest or assessment and would not screen for risks of dyslexia. 3. Running Records is not an acceptable screener. It allows a teacher to assess reading behavior as students read from developmentally appropriate texts. Running Records are used most often at the earlier stages of reading to monitor reading behavior and progress.” It cannot be used for students who cannot read. https://www.readinga-z.com/helpful-tools/about-running-records/ 4. The KRA is not an acceptable “screener” -- it is a readiness assessment that is 45 minutes. Adding Rapid Automatic Naming to the KRA may make it more valuable to teachers. 	IRI QRI MAP Running Records

			5. QRI, IRI are not meant to screen young students -- it is an inventory of reading and is described by the company as "informal diagnostic assessment"" The test requires the students to partake in word identification, oral reading tests, presenting their thoughts on the passage, along with answering questions related to the passages. Areas such as identification, fluency, and comprehension are targeted.	
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Calvert County Public Schools

Screening Instrument	Screener Y/N	Grade levels	Comments	Diagnostic Instruments
Early reading probes from Readsters to measure orthographic and phonological awareness	Yes	PK and K	The pre-reading probes appear to screen all pre-literacy areas that are predictive of reading success.	Referred to county reading specialist who may administer a battery of informal assessments.
Monitored using Beginning and Advanced Decoding Surveys	Yes	1-5		

Carroll County Public Schools

Screening Instrument	Screener Y/N	Grade levels	Comments	Diagnostic Instruments
Primary Literacy Assessment (PLA)	yes	All students including PK	1. PLA: early literacy reading screening, covers some elements of early literacy, but not all. Could not stand alone.	Fountas and Pinnell Benchmark system
Carroll County Phonics Assessment	Yes	End of K	2. Running Records: Do not screen early literacy domains	Comprehension Benchmark Assessment
Running Records	No	Students who continue to	3. No rapid naming screener for students w/ this deficit	Scholastic Reading Inventory

(Fountas & Pinnell)		struggle		
Cecil County Public Schools				
Screening Instrument	Screener Y/N	Grade levels	Comments	Diagnostic & Instruments
Emerging Literacy Survey	Yes	K	ELA : Screens for phonemic awareness (using LiPS to teach PA) but it is not normed.	NWEA MAP assessment
DIBELS	Yes	All students Grade 1	See DIBELS explanation above	
NWEA MAP assessment	No	2-8	MAP: MAP Skills is a skills mastery and progress monitoring assessment. It does not assess early literacy for PK or K.	
Charles County Public Schools				
Screening Instrument	Screener Y/N	Grade levels	Comments	Diagnostic Instruments
The ILA Initial Literacy Assessment	No	?	<p>Fountas and Pinnell Benchmarking System defined on the website: Benchmark Assessment System (BAS) “...identify each child’s instructional and independent reading levels according to the F&P Text Level Gradient™, A–Z and document their progress through one-on-one formative and summative assessments.</p> <ol style="list-style-type: none"> a. The Fountas & Pinnell Benchmark Assessment Systems provides teachers with precise tools and texts to observe and quantify specific reading behaviors, and then interpret and use that data to plan meaningful instruction. b. This most closely aligns with 20 U.S.C. § 6368(7) D - Classroom based reading assessments not screening. <p>2. Rigby Benchmark Kit. A benchmark kit is a standards measure - not a screener -- more closely aligns with a classroom based assessment.</p>	Rigby Benchmark Kit
Rigby Benchmark Kit	No			F&P Benchmark Assessment
Fountas and Pinnell assessment	No			
Spelling Inventory	?			
DIBELS	Yes			
Dorchester County Public Schools				

Screening Instrument	Screener Y/N	Grade levels	Comments	Diagnostic Instruments
DIBELS	Yes	unclear	<ol style="list-style-type: none"> 1. Unclear who is screened and in what grade and for what literacy components 2. Neither assessment includes rapid automatized naming tests (RAN) 	
Readsters	Yes			
Frederick County Public Schools				
Screening Instrument	Screener Y/N	Grade levels	Comments	Diagnostic Instruments
Fountas and Pinnell Benchmark System	No	K-5	<ol style="list-style-type: none"> 1. Unclear if this is universally done according to a system wide policy 2. Fountas and Pinnell does not screen early literacy domains 3. Running Records does not screen early literacy domains 	F&P Benchmark System
Running Records	No			Running Records
Garrett County Public Schools				
Screening Instrument	Screener Y/N	Grade levels	Comments	Diagnostic Instruments
Phonological Awareness Assessment	Yes	K-1	<ol style="list-style-type: none"> 1. Instruments selected based on “needs of the student” -- <i>how would a district know the needs of student if they are not universally screened to determine needs?</i> 2. Garrett schools have access to many instruments, some are valid and predictive for risks of reading failure, but none include rapid automatic naming, which reliably predicts risks for dyslexia. 3. PK is not addressed 4. Harcourt Journeys Comprehensive Screening Tool: this instrument looks at a student’s “mileage” through a curriculum and not at the underlying skill needed for reading based on the Essential Components of Reading Instruction 20 U.S.C. § 6368 (3) Section 3 and reflected in ESSA. This “screening tool” does not tell us who is at high risk for academic failure or in need of further assessment. 	Harcourt Journeys Oral Reading Fluency Assessment and Comprehensive Screening Tool
DIBELS	Yes	K-3		QRI
Harcourt Journeys Oral Reading Fluency Assessment	No	1-8		F&P Running Records
Harcourt Journeys Comprehensive Screening Tool	No	K-5		
Fountas and Pinnell Running Record Snapshot	No	Grades 1-5		

Qualitative Reading Inventory (QRI)	No	EOY K 1st grade	<p>5. QRI is an informal diagnostic assessment and not a screener. It assesses later literacy skills including phonics, fluency, vocabulary and comprehension. It would not be useful for pre-literate or early literacy skills. A school district could use the QRI as a “screener and informal diagnostic together” to assess reading skills where developmentally appropriate. Perhaps late K and first grade.</p> <p>6. Harcourt Journeys Comprehensive Screening Tool: 40 minutes; not a screener -- tests students' comprehension, vocabulary, language arts, phonics/decoding, and writing skills</p>	
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Harford County Public Schools

Screening Instrument	Screener Y/N	Grade levels	Comments	Diagnostic Instruments
Kindergarten Readiness Assessment	No	K	<ol style="list-style-type: none"> 1. Not predictive of reading risks for dyslexia as it does not include RAN. 2. The KRA is 45 minutes and would not qualify as a brief screener 3. SRI measures how well students read literature and expository texts of varying difficulties 	SRI: Scholastic Reading Inventory
Scholastic Reading Inventory	No			Fountas and Pinnell Brigance QRI

Montgomery County Public Schools

Screening Instrument	Screener Y/N	Grade levels	Comments	Diagnostic Instruments
Assessment Program in Primary Reading (mClass/APPR)	No	Late K+ Relies on reading skills.	<ol style="list-style-type: none"> 1. APPR: Screens for accuracy, fluency and reading comprehension. Does not screen early literacy components enumerated in the House version. 2. MIRL: measures accuracy, fluency and comprehension of a text, 4 times a year 3. The Written Response assessment 	All three instruments are informal diagnostic instruments that assess comprehension
Monitoring Instructional Reading Levels	No			

(MIRL) Written Response Assessment	No		measures comprehension through reading comprehension and written expression, assessed 3 times per year <i>Source: Montgomery County Public Schools support letter for House Bill 910, House version as amended</i>	
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St. Mary's County Public Schools

Screening Instrument	Screener Y/N	Grade levels	Comments	Diagnostic Instruments
DIBELS Next Comprehension component added to screening	Yes	K-5 All students are screened K-5	<ol style="list-style-type: none"> 1. DIBELS NEXT is a qualifying screening instrument if used properly but it cannot stand alone. 2. All students are screened but it is unclear if "all students" means all K or something else 3. RAN is not included and can reliably predict risks for dyslexia and reading difficulty 	

Somerset County Public Schools

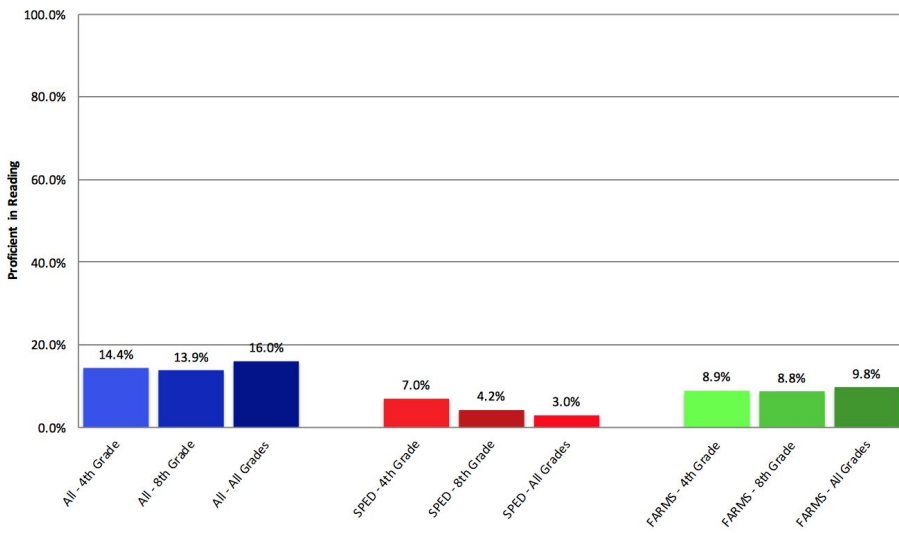
Screening Instrument	Screener Y/N	Grade levels	Comments	Diagnostic Instruments
Administer DRA to all students identified as "intensive" per DIBELS (but no longer use DIBELS for all students in K-5) 3x a year	No	Only students flagged as intensive by DIBELS receive a screener	<ol style="list-style-type: none"> 1. DRA is not a valid and reliable screener 2. Unclear how the district knows when to give a child DRA if no longer using a screening instrument like DIBELS 	DRA: diagnostic reading inventory
Modified Rigby Informal Reading Assessment 3x a year	No		Screened at four points during the Kindergarten school year using locally designed assessments that assess different aspects of early literacy/foundational reading skills.	Rigby

Worcester County Public Schools

Screening Instrument		Grade levels	Comments	Diagnostic Instruments

<p>Literacy Continuum developed by the county</p> <p>iReady</p>	<p>?</p> <p>No</p>	<p>All PK and K</p> <p>Grades 1-8</p>	<p>A Literacy Continuum: is an informal diagnostic of emerging and early reading skills that was developed by teachers and the Early Childhood Coordinator.</p> <p>IREADY: 45 Minutes per student; computer only; does not assess all areas of early literacy. iReady does not involve the teacher who is best suited to determine risks. The computer cannot determine, on its own, whether or not a child is at risk for reading failure b/c it cannot accurately assess oral language skills.</p> <p>District does not include a rapid naming test to determine risks for characteristic of dyslexia and is not a screener</p>	<p>A Literacy Continuum</p>
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Baltimore City - 2017 PARCC Scores
Percentage of Students Proficient in Reading
All, Special Education and FARMS Students



Prince George's County - 2017 PARCC Scores
Percentage of Students Proficient in Reading
All, Special Education and FARMS Students

