



Universal Literacy and Dyslexia Screeners and Diagnostic Assessments: Why we need both

Learning Intentions:

1. Define the characteristics and purpose of universal screeners.
2. Define the characteristics and purpose of diagnostic assessments.
3. Recognize when to use each and how to use the data to drive instructional decisions.

Universal Literacy and Dyslexia Screeners

Administered to all students three times a year, the Universal Literacy and Dyslexia screeners provides a standardized, reliable and valid avenue to identify students who may need additional support. They assess the skills that best predict later reading achievement. The skills are determined to be indicators of the essential early literacy skills.

Characteristics and purpose:

- Brief
- Each skill subset is timed
- Administration of screener is scripted
- Given to students individually
- Administered three times a year
- Provides student-level and system level information
- Highlights students and/or systems that are at risk
- Measures effectiveness of Tier I instruction
- Does **not** diagnose nor qualify students for Special Education
- Does **not** provide enough information on students' needs to guide instruction or interventions



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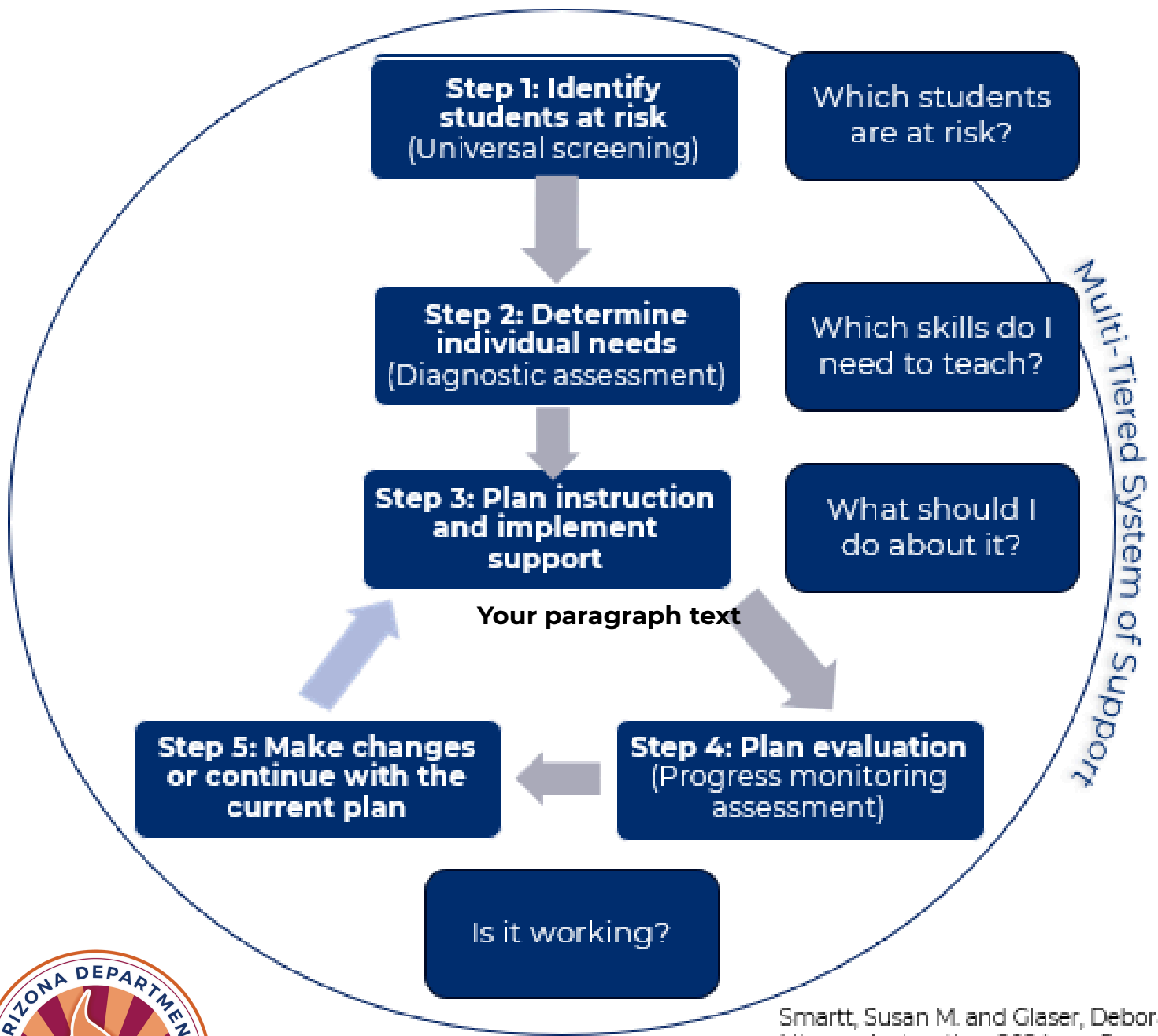
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Diagnostic Assessments

Administered to students that have been flagged as high risk based on Universal Literacy and Dyslexia Screener. These detailed assessments are used to identify students' strengths and weaknesses. This comprehensive data is used to make informed decisions in planning effective interventions and drives instructional decisions.

Characteristics and purpose:

- Administered individually
- Designed to identify an individuals' strengths and weaknesses in the areas of phonological awareness, phonics, vocabulary, comprehension, and fluency.
- Not norm-referenced
- Identifies skills that need to be explicitly taught
- Is not administered universally (to all students)
- Does not diagnose nor qualify students for Special Education



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Diagnostic Tools Guidance