



## **Dyslexia Working Group**

### **April 20, 2020 Meeting Summary**

#### **Time and Location**

3:00 to 5:00

Zoom ID #- 737-062-7819

#### **Attendees**

**Dyslexia Working Group (DWG) Members:** Alex Christy, Kathleen Collins, Amanda Harris, Karen Leopold, Kathy McCall, Laura Santerre-Lemmon, Jamie Brackney, Tamara Durbin, and Jennifer Urbach

**Colorado Department of Education Staff:** Melissa Colman, Alex Frazier, Ellen Hunter

**Meeting Facilitator:** Debbie Hunsaker, STRIVE Consulting

#### **Meeting Objectives**

- To learn about adjustments to READ Act implementation this spring based on the impact of COVID
- Review final recommendations for screening assessments
- Review and discuss final recommendations for the reading battery components of a Comprehensive Diagnostic Assessment for Dyslexia Identification
- Establish initial recommendations for alignment of comprehensive assessment system to support **Comprehensive Diagnostic Assessment for Dyslexia identification**

#### **Meeting Activities**

##### ***Launch Activity***

*CDE opening and sharing*

Melissa Colman gave an update on the READ Act and COVID impact. She reported that the timeline for schools to apply to be part of the dyslexia pilot schools has been delayed based on the COVID outbreak.

The DWG asked questions and provided feedback during the meeting.

## ***Standards of Quality and Scope of Work***

### ***Review***

The facilitator discussed the norms for virtual meeting and reviewed several things from past meetings. The progression of recommendations (initial, substantial, final) was presented. Initial, substantial and final recommendations the DWG has made for both the screening and comprehensive assessments.

### ***Subcommittee Presentations: Comprehensive small working group share out***

The small working groups shared out on the following items. For each item, the entire DWG was offered the opportunity to ask clarifying questions.

- Recommended reading battery (finalizing from previous meeting). The DWG came to a consensus recommendation.
- Screening and percentile ranges
- Progress monitoring
- Increasingly comprehensive assessment from general through special education
- Consideration of comorbidities

### ***Family history considerations***

In March, the DWG discussed the implications and challenges of recommending that schools ask one or two simple question as part of the screener during events schools are already conducting such as kindergarten entry, home language questioner/screener, family night or school registration. They determined that they need additional information including the need to stay simple for schools to manage. A small working group presented pros and cons of both options. The DWG came to consensus that family history should be part of the comprehensive diagnostic assessment for identification; the details of which are below.

*Option selected by consensus:* Seek information about family history of reading difficulties when a concern in reading development arises or at time of comprehensive assessment for identification of dyslexia.

### ***Final Recommendations***

The DWG moved from substantial recommendations to final recommendations for the dyslexia reading battery measures for comprehensive diagnostic assessment for dyslexia identification. The DWG recommend the assessments include the measures listed below with specific assessment examples that asses each measure.

- Phonological processing (e.g., Comprehensive Test of Phonological Processing (CTOPP-2))
  - Phonological awareness, phonological memory
- Rapid naming (e.g., CTOPP-2 Rapid Naming subtests)
- Single-word and nonword tasks

- Untimed (e.g., Woodcock Johnson (WJ-IV) Letter Word-ID & Word Attack; Wechsler Individual Achievement Test (WIAT III) Word Reading & Pseudoword Decoding)
- Timed (e.g., Test of Word Reading Efficiency (TOWRE-2) Sight Word Efficiency, Phonemic Decoding Efficiency)
- Complex paragraph-level tasks – reading fluency (e.g., Gray Oral Reading Test (GORT-5) Fluency)
- Spelling (e.g., WJ-IV Spelling, WIAT-III Spelling) & Letter Knowledge for younger students
- Other available measures
  - WIAT-III & Kaufman Test of Educational Achievement (KTEA-3) now have “Dyslexia Index Scores” for screening purposes
  - WIAT-IV (release date Fall 2020) – to include additional fluency measures
- *Associated domains considered and assessed throughout process* – e.g., expressive language, oral & reading comprehension, written expression, attention/executive function, mathematics, fine-motor, social/emotional