

### Characteristics of Dyslexia Rubric

Student Name		ID Number	
School		Date of Birth	
Grade		Age	

#### Universal Screening Results

*Skills in bold are required; others are recommended.*

Skills	Well Below Expectation	Below Expectation	Meets Expectation	Above Expectation	Notes/Explanation (Description of Strengths and Weaknesses):
<b>Phonemic awareness (K-3+)</b>					
Blending (K-1)					
Substituting (K)					
Segmenting (1-3+)					
Manipulating (1-3+)					
Other:					
<b>Phonological awareness (K-3+)</b>					
Phonological memory / nonsense word repetition (K-1)					
Other:					
<b>Sound symbol recognition / Letter-sound association (K-1)</b>					
<b>Alphabet knowledge / Letter naming fluency (K-1)</b>					
<b>Decoding / Phonics (K-3+)</b>					
Nonsense words					
Real words					
<b>Rapid naming (K-3+)</b>					
<b>Spelling / Encoding skills (K-3+)</b>					
<b>Oral Reading Fluency (1-3+)</b>					
Rate					
Accuracy					
Reading Comprehension (2-3+)					

### Guiding Questions for School MTSS Team and/or SST

#### Factors for Consideration

*Determination should consider all factors; no single factor may be considered inclusionary or exclusionary.*

<b>Attendance -</b> Does the student have a history of adequate attendance?	<input type="checkbox"/> Yes	<input type="checkbox"/> No Describe:
<b>Educational History -</b> Is there evidence that the student has had consistent school enrollment and adequate access to instruction and/or intervention?	<input type="checkbox"/> Yes	<input type="checkbox"/> No Describe:
<b>English Learner Considerations –</b> Is the student currently identified as an English learner?  If yes, identify the student's level of English language proficiency (ELP): _____.  When available, identify the student's ELP growth: Low/Typical/High	<input type="checkbox"/> Yes	<input type="checkbox"/> No  Level of ELP:  <input type="checkbox"/> Low <input type="checkbox"/> Typical <input type="checkbox"/> High
<b>Other -</b> (Including, but not limited to family and developmental history)	Describe:	

#### Progress Monitoring – Informs Data-Based Decision-Making

Skill(s) Targeted for Intervention:	Has the student made progress on Tier 1, Tier 2, and/or Tier 3 instruction and interventions (if applicable)?  <input type="checkbox"/> Yes <input type="checkbox"/> No							
Progress toward Grade-level Expectation:								
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%; background-color: #f4a460;">Well Below</td> <td style="width: 25%; background-color: #fce4d6;">Below</td> <td style="width: 25%;">Meets</td> <td style="width: 25%;">Above</td> </tr> <tr> <td style="background-color: #fce4d6;"></td> <td style="background-color: #fce4d6;"></td> <td></td> <td></td> </tr> </table>		Well Below	Below	Meets	Above			
Well Below	Below	Meets	Above					
<input type="checkbox"/> Additional Data are needed to determine Progress/Response to Intervention.  Team may wish to discontinue Rubric completion until a later date: _____	Notes:							

<p>Is the student performing within the average range, meeting grade level ELA Foundations standards, and/or making adequate academic progress in order to meet standards by the end of the year? Provide supporting evidence.</p>	<input type="checkbox"/> Yes Describe:	<input type="checkbox"/> No Describe:
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<b>General Learner Profile</b>
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<b>Area</b>	<b>Description of Performance -</b> Describe qualitative and quantitative data and evidence.
<b>Math Problem-Solving</b>	
<b>Mathematic Computation</b>	
<b>Listening Comprehension</b>	
<b>Oral Expression</b>	
<b>Spelling</b>	
<b>Written Expression</b>	
<b>Behavioral</b>	
<b>Attention</b>	
<b>Other (Adaptive, etc.)</b>	
<b>Reading</b>	<i>See screening and progress monitoring data above; additional information if applicable:</i>

**Determination of whether a student is considered as having “characteristics of dyslexia”**

**According to the above information, does the team consider the child a student who demonstrates characteristics of dyslexia?\***

- Yes**
- No**
- Determination cannot be made at this time with the available data.**

*\*This is not a determination of whether an educational disability is suspected and/or if there is a need for special education services based on the State of Georgia’s eligibility criteria. If a referral for special education evaluation needs to be considered by the SST, district Child Find procedures should be initiated and followed in compliance with the law.*

**Explanation of Team Determination and Plan of Action:**

**Team Members**

Name	Title	Agree/Disagree with Team Decision	Signature

**Additional Guidance and Information for School Teams:**

**Georgia has adopted the following definition of Dyslexia from the International Dyslexia Association (IDA):**

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and 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.

**In summary, Dyslexia is:**

- A specific learning disability that is neurological in origin. Neurological differences result in an underlying challenge with the phonological component of language. This core challenge results in academic weaknesses in:
  - Accurate and fluent word recognition,
  - Spelling, and
  - Decoding.
  - Students often have additional academic weaknesses in reading comprehension, but not necessarily.
  - These difficulties with reading are unexpected because of the child's level of cognition.
  - These difficulties are unexpected because the child has participated in effective classroom instruction and intervention.

**Universal Screening** must be conducted utilizing a Qualified Dyslexia Screening Tool.

The Qualified Dyslexia Screening Tool(s) must include, at a minimum, the following components:

- (i) Phonological and phonemic awareness;
- (ii) Sound symbol recognition;
- (iii) Alphabet knowledge;
- (iv) Decoding skills;
- (v) Rapid naming or reading fluency for students with some reading ability; and
- (vi) Encoding skills.