



# Dyslexia screening guidance for NYC teachers

## What is a risk flag indicator?




A risk flag indicator appears next to a student's name if they meet the criteria within the mCLASS system for being considered at-risk for reading difficulties, including dyslexia. This indicator is designed to provide educators with information at-a-glance about the number of students who need additional instructional support to meet grade-level proficiency benchmarks.

## What does it mean for a student to have this risk flag?

This indicator appears for students who, in English, perform in the Well Below Benchmark range on the mCLASS DIBELS 8 composite score (a calculation of their weighted subtest scores)

and measures of phonological processing (RAN) and encoding (or spelling) or who, in Spanish, perform in the Well Below Benchmark range on the mCLASS Lectura composite score and on subtests of letter naming fluency, letter sound fluency, and word reading. These students may need additional instructional support to become successful readers.

## How do we know that a student has a risk flag?

In teacher reporting, students who are identified as “at risk” based on the criteria have the Risk Indicator  displayed to the right of their name in the Benchmark Class Summary report within mCLASS.

Grade 1 Last Name, First Name	Composite Goal 331	LNF Goal 51	PSF Goal 39	NWF-CLS Goal 42	NWF-WRC Goal 8	WRF Goal 15	ORF-Accu Goal 67%	ORF Goal 21	VOCAB Goal 23	SPELL Goal 23	RAN Goal 62
Student 1	329 Below	40 Well Below	33 Below	25 Below	3 Below	8 Below	67% Benchmark	16 Below	—	—	—
Student 2	345 Benchmark	52 Benchmark	55 Above	44 Benchmark	8 Benchmark	17 Benchmark	88% Benchmark	21 Benchmark	—	—	—
Student 3	317 Well Below	24 Well Below	21 Well Below	16 Well Below	1 Below	7 Well Below	38% Well Below	6 Below	9 Well Below	22 Below	224 Well Below
Student 4	359 Above	53 Benchmark	44 Benchmark	50 Above	11 Benchmark	22 Above	93% Benchmark	43 Above	—	—	—
Student 5	313 Well Below	37 Well Below	16 Well Below	13 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	—	—	—
Student 6	330 Below	49 Below	33 Below	24 Well Below	1 Below	14 Below	59% Below	13 Below	—	—	—

Educators can use the additional information collected from these measures to develop and implement targeted interventions for at-risk students

Grade 1 Last Name, First Name	Composite Goal 434	FNL Goal 40	QQ	FSS Goal 48	FSL Goal 42	LSS Goal 36	FEP Goal 28	FLO-Prec Goal 92%	FLO Goal 28
Student 1	408 Well Below	41 Benchmark	—	61 Benchmark	45 Benchmark	23 Well Below	12 Well Below	Discont'd	Discont'd
Student 2	384 Well Below	27 Well Below	—	58 Benchmark	30 Well Below	5 Well Below	2 Well Below	Discont'd	Discont'd
Student 3	396 Well Below	23 Well Below	—	64 Benchmark	22 Well Below	20 Well Below	17 Well Below	Discont'd	Discont'd
Student 4	480 Above	41 Benchmark	—	49 Benchmark	35 Well Below	52 Above	50 Above	93% Benchmark	74 Above
Student 5	390 Well Below	10 Well Below	—	55 Benchmark	28 Well Below	13 Well Below	20 Well Below	Discont'd	Discont'd
Student 6	440 Benchmark	27 Well Below	—	44 Below	41 Below	39 Benchmark	35 Benchmark	90% Below	36 Benchmark
Student 7	371 Well Below	12 Well Below	—	55 Benchmark	11 Well Below	3 Well Below	0 Well Below	Discont'd	Discont'd

## Does this risk flag mean that a student is dyslexic?

No, the risk flag means that the student is at risk for reading difficulties—including dyslexia—and needs intensive intervention support to be on track to becoming a successful reader. The risk flag helps educators and caregivers to understand that a child needs extra instruction and support to be successful. It does **not** mean that the student is dyslexic or will eventually be diagnosed with dyslexia.

When students receive the extra instructional support needed to learn the skills they need, they may no longer be identified as at-risk; this change in risk status should be confirmed with data from the next benchmark assessment.

Dyslexia diagnosis requires a comprehensive evaluation conducted by a team of professionals with input from caregivers. It includes additional more in-depth assessments, observations, and other methods of information gathering to obtain a deep understanding of the difficulties a student is having, why the student is having them, and what instructional supports the student needs.

The purpose of a universal dyslexia screener, such as mCLASS, is to provide an early indication of which students are at risk for reading difficulties so that additional support can be provided. Students who continue to exhibit risk after receiving intervention may need further evaluation.

## Is this included in communication to parents?

The risk indicator is not included in communication to parents, as we do not want to alarm families unnecessarily. Instead, parents are provided with information about the type of instructional support their child needs (based on the composite score), their scores on each subtest and a description of the skill each subtest measures, and several suggested activities they can do at home to support their child’s literacy development. The intent of the Home Connect letters is to provide parents with an asset-based description of the early literacy skills students do have and recommendations for supporting the development of those skills.

## What does it mean if they are at risk in only one language or both languages?

For emergent bilingual students who are being assessed in English and Spanish, it is important to interpret the Risk Indicator in the context of the student’s language profile and exposure to literacy instruction in both languages.

Table 3: Likelihood of Risk for Dyslexia in Spanish and/or English Based on Student Performance and Student Language Profile								
Student Language Profile	Dyslexia Risk		Dyslexia Risk		Dyslexia Risk		Dyslexia Risk	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
	No	No	No	Yes	Yes	Yes	Yes	No
Primary Language English	Likely not at risk for dyslexia.		Difficulty in Spanish literacy only. May be due to learning a new language. Likely not at risk for dyslexia.		Likely at risk for dyslexia.		Difficulty in English literacy only. Student may have difficulty with specific skills in English. Likely not at risk for dyslexia.	
Primary Language Spanish	Likely not at risk for dyslexia.		Difficulty in Spanish literacy only. May have difficulty with specific Spanish skills. Likely not at risk for dyslexia.		Likely at risk for dyslexia.		Difficulty in English literacy only. May be due to learning a new language. Likely not at risk for dyslexia.	
Balanced Bilingual	Likely not at risk for dyslexia.		Difficulty in Spanish literacy only. May need to work on transferring English literacy skills to Spanish. Likely not at risk for dyslexia.		Likely at risk for dyslexia.		Difficulty in English literacy only. May need to work on transferring Spanish literacy skills to English. Likely not at risk for dyslexia.	

Because research indicates that students at risk for dyslexia are likely to exhibit difficulties with key skills in both languages, interpreting Table 3 is straightforward: if a student exhibits risk for dyslexia in English and Spanish, they are likely at risk for dyslexia, but if they do not demonstrate risk in either language they are likely not at risk for dyslexia. In the table, we present recommendations for instructional next steps for students who are flagged as at risk for dyslexia in English but not in Spanish or vice versa.

# What are the next steps for supporting students with this risk flag?

Consult the recommendations in the **Instruction Tab** across languages.

BenchmarkProgressInstructionHome ConnectDual Language

GroupsStudentsAll Activities

Skill Name

Phonemic Awareness

Letter Sounds

Decoding

Advanced Decoding

Oral Reading Fluency and Accuracy

Comprehension

All available activities for small group and individual instruction are displayed by skill area. Select a skill name to see associated activities.

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Activities

Building and Decoding Words with consonant digraphs - th

Building and Decoding Words with Consonant Digraphs - sh

Building and Decoding Words with Consonant Digraphs - ch

Building and Decoding Words with Consonant Digraphs - ph

Building and Decoding Words with Consonant Digraphs - kn

Building and Decoding Words with Consonant Digraphs - wr

Building and Decoding Words with -ar

Building and Decoding Words with -ir

Building and Decoding Words with -or

Building and Decoding Words with Consonant Digraphs - wh

Building and Decoding Words with Consonant Digraphs - ng

Building and Decoding Words with -er

Building and Decoding Words with -or

## Multilingual learners

For multilingual learners that have assessment results in English and Spanish and exhibit risk in either language, it is important to consider whether there is an opportunity to leverage strengths in one language to support growth in the other for a particular skill. Consult **Cross-Linguistic Transfer** guidance from the **Dual Language Report** for strategies.

GroupsStudentsAll Activities

Skills/Resources

Conceptos de texto impreso

Conciencia fonológica

Sonidos de letras

Decodificación

Fluidez y precisión de lectura

Vocabulario

Comprensión básica

Comprensión avanzada

Recursos para maestros

All available activities for student small group and individual instruction are displayed by skill area; materials for educators are in Recursos para maestros. Select a tab at the left to view the associated activities or resources below.

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Activities

Tarjetas de la suerte: ma, me, mi, mo, mu

Tres en raya con que, qui, gue, gui

Yo tengo, ¿quién tiene? Conexión de letra y sonido

Identificar y leer palabras con b y v

Identificar y leer palabras con los diptongos ia, ie, io

Leer un texto que tiene sílabas con la letra p

Leer sílabas

Bingo con sílabas trabadas

Identificar y leer palabras con los dígrafos ch y ll

Identificar y leer palabras con c, s, z, x

Identificar y leer palabras con los diptongos ui, uy e iu

Leer oraciones con que, qui, gue, gui

Memoria con dígrafos

Juego de mesa: sílabas con c y g

Identificar y leer palabras con ca, co, cu, k, que, qui

Identificar y leer palabras con r, rr

Leer oraciones con ma, me, mi, mo, mu

Leer un texto que tiene sílabas con que, qui, gue, gui, oñe oñi

Amplify.

For more information, visit  
amplify.com/programs/mclass.