

Universal Screening for Risk Factors of Dyslexia OARs

581-002-1815 Universal Screening for Risk Factors of Dyslexia: Definitions

The following definitions apply to OAR 581-002-1815 through 581-002-1825:

“Developmental history” means information obtained in writing or through interviews with parents and other knowledgeable individuals that includes the following: the child’s meeting of developmental milestones related to speech and language; family and environmental factors; home and educational performance, and the display of characteristics of any additional learning or behavioral problems.

Statutory/Other Authority: ORS 326.726

Statutes/Other Implemented: ORS 326.726

581-002-1820 List of Approved Universal Screeners for Risk Factors of Dyslexia

- (1) The Oregon Department of Education shall develop a list of approved tests for universal screening for risk factors of dyslexia.
 - (2) To be included on the list of approved tests, the screener must:
 - (a) Have strong predictive validity, classification accuracy, and norm-referenced scoring;
 - (b) Include measures of all of the following areas at least once per year in kindergarten:
 - (A) Phonological awareness;
 - (B) Letter-sound correspondences; and
 - (C) Rapid naming.
 - (c) Include measures of all of the following areas at least once per year in first grade:
 - (A) Phonological awareness;
 - (B) Letter-sound correspondences;
 - (C) Rapid naming;
 - (D) Word or pseudo word reading fluency; and
 - (E) Oral reading fluency.
 - (d) Include options for progress monitoring measures; and
 - (e) Be cost effective.
 - (3) The Oregon Department of Education shall annually review and update the list.

Statutory/Other Authority: ORS 326.726

Statutes/Other Implemented: ORS 326.726

581-022-2445 Universal Screening for Risk Factors of Dyslexia

- (1) School districts must universally screen for risk factors of dyslexia in kindergarten using a screening test that is on the Department’s approved list referenced in 581-002-1820 and administering the measures in each area in 581-002-1820(2)(b) with fidelity as per guidelines of the test developers.
- (2) If a student first enrolls in a public school in Oregon for first grade, school districts must screen the student in first grade using a screening test that is on the Department’s approved list referenced in 581-002-1820 and administer the measures in each area in 581-002-1820 (2)(c) with fidelity as per guidelines of the test developers.

(3) A school district may petition the Superintendent of Public Instruction or their designee to request selection of a screening test that is not included on the Department's approved list. The written petition must specify the screening test the district proposes to use along with evidence that all of the criteria referenced in 581-002-1820 are met by the test. If it is determined that the test meets the criteria, the Superintendent of Public Instruction shall approve the request.

(4) If a student shows risk factors for reading difficulties, including dyslexia, school districts must screen for a family history of difficulty in learning to read.

(a) A student is determined to show risk factors for reading difficulty, including dyslexia, if:

(A) Based on test developer guidelines, the student shows risk on the universal screening test; and
(B) The student does not make adequate progress, as indicated by the progress monitoring measures aligned with the universal screener, as the result of evidence-based reading intervention provided in addition to regular core instruction.

(b) The screening for family history:

(A) Must be completed no later than the next universal screening period according to test developer guidelines if a child continues to show risk on the universal screening test. Students who first enroll in a public school in kindergarten or grade one at the final universal screening period of the school year and show risk on the universal screening test will be screened for family history of reading difficulties immediately following the universal screening;

(B) May be conducted verbally or in a written format;

(C) Will consist of asking a parent or guardian if an immediate biological family member has experienced difficulty in learning to read, write or spell;

(D) Will include questions related to the student's developmental history; and

(E) Will be completed and documented by the classroom teacher, data-review team member, or designee of the team.

(5) School districts must include students who are English learners in the universal screening for risk factors of dyslexia.

(a) School districts will screen students who are English learners:

(A) In the student's native language, if the language of literacy instruction is in the student's native language;

(B) In English, if the language of literacy instruction is English; or

(C) In the student's dominant language, if the student is in a dual immersion program.

(b) School districts may screen students who are English learners in English if a district does not have access to screeners in the student's native language other than Spanish.

(6) If a student enrolls in kindergarten or first grade in a public school in this state midyear, a school district must begin screening for risk factors of dyslexia no later than 30 school days following enrollment.

(7) This rule is effective in the 2018-2019 school year.

Statutory/Other Authority: ORS 326.726

Statutes/Other Implemented: ORS 326.726

581-002-1825 Waiver for Universal Screening of Risk Factors of Dyslexia in a Student's Native Language Other Than English and Spanish

(1) A school district may petition the Superintendent of Public Instruction or their designee for a waiver to allow the district to administer a screening for risk factors of dyslexia in a student's native language other than English and Spanish using a screening test that is not included on the Department's approved list.

(2) The Superintendent of Public Instruction or their designee, upon receipt of a waiver petition, will review the petition and may grant the waiver when:

(a) Districts select measures that:

(A) Assess each of the areas referenced in 581-002-1820 (2)(b) that has predictability for reading difficulty in that language in kindergarten;

(B) Assess each of the areas referenced in 581-002-1820 (2)(c) that has predictability for reading difficulty in that language in first grade;

(C) Include a fluency component; and

(D) May be administered at multiple times across the school year.

(b) The district includes an explanation of the process that will be used to develop benchmark goals for the measures.

(3) Waivers would remain in effect as long as the district continues to universally screen for risk factors of dyslexia in a student's native language other than English and Spanish.

Statutory/Other Authority: ORS 326.726

Statutes/Other Implemented: ORS 326.726