3 Steps for Using FAST earlyReading™ for Dyslexia Screening

1 Assess to identify students at risk in grades PreK-3.

earlyReading includes 12 quick, evidence-based subtests that screen for literacy skills affected most by dyslexia. These include:

Phonemic Awareness	Phonics & Decoding	Fluency	Other
Onset Sounds Word Rhyming Word Blending Word Segmenting	Letter Sounds Decodable Words Nonsense Words	Sight Words Sentence Reading Letter Names	Oral Repetition Concepts of Print

Administer 4 subtests at least 3 times every year to match reading and skills development. Use 3 different subtests each screening period; keep one constant throughout the year.

Fall Screening	Winter Screening	Spring Screening
Concepts of Print Word Rhyming Decodable Words Letter Sounds	Word Blending Nonsense Words Sight Words Letter Sounds	Word Segmenting Sentence Reading Letter Names Letter Sounds

2 Address student needs through small-group instruction and intervention.

Instant group and individual reports use benchmark standards to determine students at-risk for dyslexia and other reading difficulties.
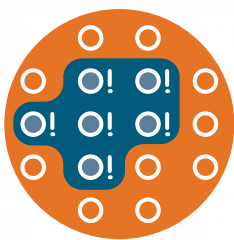
The Composite score in the report below is a measure of overall achievement. The subtest scores measure individual skills.

View Errors	Teacher's Name: Hansen, Courtney Nicole							
	Student Name	Composite ▲	LS	OS	CP	LN	NW	WS
☐	Abdi, Mason	24 ‼	0 ‼	0 ‼	1 ‼	0 ‼		
☐	Mullaly, Emily	26 ‼	2 !	2 ‼	4 ‼	3 ‼		
☐	MILLER, Isabella	27 ‼	1 !	3 ‼	5 ‼	2 ‼		
☐	Adams, Cesar	28 ‼	19	16	12	40		
☐	Campos Campos, Riley	29 ‼	0 ‼	8 !	6 ‼	12 !		
☐	Kitzinger, Jamison	29 ‼	0 ‼	7 !	5 ‼	4 ‼		

When screening is complete, meet with grade-level teams to:

Review screening reports

Identify at-risk students

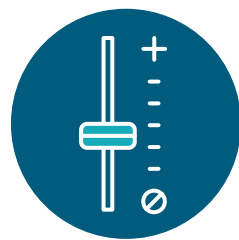**Determine necessary interventions**

3 Monitor student growth with frequent progress monitoring.

There are 9 earlyReading measures available for progress monitoring.

Administer progress monitoring weekly with students receiving interventions.

Review data between screenings to determine when to end or intensify intervention.

Use FAST for Dyslexia Screening

There's a growing concern around the lack of early, intensive interventions for students with potential reading problems, particularly dyslexia. In response, states have proposed dyslexia legislation at an unprecedented pace. If you're using FAST earlyReading for screening and progress monitoring, you're probably meeting many state dyslexia requirements.

If you aren't, contact us to learn more about how you can use FAST to screen early for potential reading difficulties, including dyslexia, and apply data-driven interventions to prevent small skill deficits from becoming large achievement gaps.