

Dyslexia Universal Screening Approval Guidance

This guidance document assists with the interpretation of [NDCC 15.1-32-26](#) subsection 3.a, which states that “school districts shall, **for enrolled children seven years of age and younger, provide a universal screening for dyslexia including core components of phonemic awareness, decoding, and spelling, which must be approved by the superintendent of public instruction.**”

The following information is to assist in identifying **approved dyslexia universal screening tools**.

Screeners Currently Approved for MIS01 Reporting	<ul style="list-style-type: none"> • Amira Learning – Amira • Amplify Education, Inc. – mClass Dibels 8th Edition • Curriculum Associates, LLC – i-Ready • Lexia Voyager Sopris - Acadience • NWEA Houghton Mifflin Harcourt - MAP Reading Fluency • Pearson – aimswebPlus • Renaissance Learning, Inc. - FastBridge • Renaissance Learning, Inc. - Star CBM
 Screener Approval Process	<p>Vendors may submit a dyslexia screening tool for review at any time using the ND Dyslexia Screening Tool Application. A team will review the applications twice yearly, in February and June. Any updates to the list will be published on the NDDPI dyslexia website in March and July. Screeners approved in March of 2024 or later do not need to be resubmitted. Once approved, the screener remains on the list until further notice.</p>
Annual District Reporting Process	<p>The MIS01 school approval report completed by each district contains a dropdown menu listing approved screeners. District representatives will select the district’s approved tool.</p>
Questions & Answers	<p>Q: Does each K-3 building have to submit a report? A: No. The MIS01 is completed at the district level.</p> <p>Q: What is the purpose of a universal dyslexia screener? A: It is a quick assessment process given to all group members (In this case, those seven years of age or younger in school) to help identify students likely to struggle with grade-level reading. There are specific early literacy skills that can predict future reading success.</p> <p>Q: What are schools expected to do with the results? A: Educators should learn how to evaluate the results by knowing which skill sets can indicate dyslexia characteristics. They can look deeper at the individual skill scores or administer additional assessments for at-risk students. This information can be used to design appropriate instruction and intervention support.</p> <p>Q: Will a dyslexia screener diagnose students with dyslexia? A: No. A screener will identify students struggling with skills that indicate proficiency in reading. A dyslexia diagnosis can only be made by specialists trained to do so. A team approach includes trained medical and school personnel working to review the indicators and develop a course of action to support the student.</p> <p>Q: Isn’t this a lot of work for just a few students? A: No. Screeners are fast, especially considering the lifetime of challenges a person with dyslexia faces. It is estimated that 15% or more of the population has dyslexia, and early intervention is the most effective way to support the acquisition of reading skills. Additionally, many more students, though not dyslexic, may be identified with skill deficits through the screening process, which may require intervention but can be remediated through early and intensive instruction. A screening approach is proactive, helping students before they fail.</p>
Guidance	<p>The NDDPI Dyslexia webpage provides links to resources and professional development related to selecting and using screeners.</p>