

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 Approved for 2023-2024 MIS01 Reporting	<ul style="list-style-type: none"> • Acadience • AimsWeb • DIBELS • FastBridge • Star CBM • Other* (SY 2023-2024 only)
 Screener Approval for 2024-2025 and beyond DPI is currently accepting vendor applications for the approved screener list.	<p>All dyslexia screening tools, including those temporarily listed during the 2023-24 school year, must undergo review through an application process. The following vendors have been contacted and asked to complete the application form to remain on the approved list:</p> <ul style="list-style-type: none"> • Acadience/DIBELSnext • aimswebPLUS • Amplify - DIBELS8/mCLASS • HHM - Amira • Renaissance - FastBridge & STAR <p>If you do not see your dyslexia screening tool on the list, you can reach out to the vendor and encourage them to apply through the Dyslexia Screener Tool Vendor Application .</p> <p>The forms will be reviewed in February for approval in March. Another round of approvals will happen with forms submitted by June for approval in July. This will ensure the lists are ready for the 2024-25 school year.</p>
Annual District Reporting Process 2023-2024	<p>The 2023-2024 MIS01 school approval report completed by each district contains a dropdown menu listing five screeners (listed above) identified by members of the 2019-2023 North Dakota Dyslexia Pilot Program. Districts using another tool for universal dyslexia screening may select “other” and enter the name of the tool.</p> <p>*Note: The 2024-2025 report will not have an “other” option. Following the development and application of the state dyslexia screener vetting process, only approved tools will be accepted on the report.</p>



Questions & Answers	<p>Q: Is Amira an approved dyslexia screener? A: Amira must be submitted as “other” in the current process. It will undergo vetting to determine the 2024-2025 approval status.</p> <p>Q: Will a screener I enter as “other” be automatically reviewed by DPI? A: No. Vendors must submit their screener for review. Districts must contact their vendor and ask them to submit the review information if they want it to be considered.</p> <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 members of a group (In this case, those seven years of age or younger in school) to help identify students who are 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 together 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, through the screening process may be identified with skill deficits that require intervention but can be remediated through early and intensive instruction. A screening approach is proactive, helping students before they fail.</p>
Guidance	The NDDPI Dyslexia webpage provides links to resources and professional development related to selecting and using screeners.