

Brookeland Independent School District  
187 Wildcat Brookeland Texas 75931  
409-698-2413

Charlotte Odom: Principal  
Stacy Gillis: Counselor  
Tammy Gilbert: Screener for Dyslexia

**Staff member or Grade Level team is responsible for completion of this section:**

Student: \_\_\_\_\_

Campus: **Brookeland ISD Elementary**

ID#: \_\_\_\_\_

DOB: \_\_\_\_\_

Gr: \_\_\_\_\_

Evaluation for: **Dyslexia Screening**

\_\_\_\_ ARD Committee

**The person requesting Dyslexia screening is responsible for completion of this section**  
**SPECIFIC REASON FOR REFERRAL:** \_\_\_\_\_

**School Nurse is responsible for completion of this section:**

Health Information	Results	Additional Information if needed.
Vision		
Hearing		
Health concerns that may impact learning.		

**PEIMS Clerk is responsible for completion of this section:**

**Attendance Information**

**Include information on attendance, grade retentions, school/district changes, frequent tardies, intervention history, etc.**

**Staff member or Grade Level team is responsible for completion of this section:**

**Previous Screening Information**

<b>Data Source</b>	<b>Results</b>	<b>Peer Comparison Score</b>
CLI (Circles, Texas KEA, TPRI)		
Star Early Literacy		
Renaissance Star Reading		
Quick Phonics Screener: Lowercase Letter Names		
Quick Phonics Screener: Lowercase Letter Sounds		
Reading WCPM		
Renaissance Star Math		
Dyslexia Screening Data Results for Grade K		
Dyslexia Screening Data Results for Grade 1		
Dyslexia Screening Data Results for Grade 2		

**Staff Member or Grade Level Team responsible for completion of this section:**

**Parent Information (See Parent Packet)**

**Teacher Information is to be completed by  
 TEACHER OF RECORD**

**Math Teacher of record is responsible for completion of this section:**

**Classroom Observation**

**Observer Name: \_\_\_\_\_ Position: Math Teacher**

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**ELA/Reading Teacher of record is responsible for completion of this section:**  
**Classroom Observation**

**Observer Name :** \_\_\_\_\_ **Position: ELA Teacher**

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**Science Teacher of record is responsible for completion of this section:**  
**Classroom Observation**

**Observer Name:** \_\_\_\_\_ **Position: Science Teacher**

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**Social Studies Teacher of record is responsible for completion of this section:**  
**Classroom Observation**

**Observer Name:** \_\_\_\_\_ **Position: Social Studies Teacher**

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**RTI Math Teacher of record is responsible for completion of this section:**  
**Classroom Observation**

**Observer Name:** \_\_\_\_\_ **Position: RTI Math Teacher**

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**RTI Reading Teacher of record is responsible for completion of this section:**  
**Classroom Observation**

**Observer Name:** \_\_\_\_\_ **Position: RTI Reading Teacher**

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**Art Teacher of record is responsible for completion of this section:**  
**Classroom Observation**

**Observer Name:** \_\_\_\_\_ **Position: Art Teacher**

**Physical Education Teacher of record is responsible for completion of this section:**

**Classroom Observation**

Observer Name: \_\_\_\_\_

Position: PE Teacher

**Complete All Information**

**ELA/Reading and or RTI Staff member(s) responsible for completion of this section:**

**Qualitative and Quantitative Data Primary Characteristics of Dyslexia**

Skill	Instrument	Class Average	Student Average	Above, Average, Below	Staff Member Initials
<b>Word Reading Grade Level Text</b>	Adopted Curriculum				
	Free Reading Passages				
Notes					

**ELA/Reading and or RTI Staff member(s) responsible for completion of this section:**

Skill	Instrument	Class Average	Student Average	Above, Average, Below	Staff Member Initials
<b>Decoding Unfamiliar Words Accurately</b>	New Sight Words				
	New words from Adopted Curriculum				
	Cold / Hot Reading of Word List or				

	Passages				
Notes					

**Screener Staff member(s) responsible for completion of this section:**  
**ELA/Reading and or RTI Staff member(s) responsible for completion of this section:**

Skill	Instrument	Class Average	Student Average	Above, Average, Below	Staff Member Initials
<b>Spelling</b>	Phonics Adopted Curriculum				
Notes					

**ELA/Reading and or RTI Staff member(s) responsible for completion of this section:**  
**Qualitative and Quantitative Data Fluency**

Skill	Instrument	Class Average	Student Average	Above, Average, Below	Staff Member Initials
<b>Word Accuracy</b>	Adopted Curriculum				
Notes					

Skill	Instrument	Class Average	Student Average	Above, Average, Below	Staff Member Initials
<b>Word Rate</b>	Adopted Curriculum				
Notes					

Skill	Instrument	Class Average	Student Average	Above, Average, Below	Staff Member Initials

<b>Passage Accuracy</b>	Adopted Curriculum				
<i>Notes</i>					

<b>Skill</b>	<b>Instrument</b>	<b>Class Average</b>	<b>Student Average</b>	<b>Above, Average Below</b>	<b>Staff Member Initials</b>
<b>Passage Rate</b>	Adopted Curriculum				
<i>Notes</i>					

<b>Skill</b>	<b>Instrument</b>	<b>Class Average</b>	<b>Student Average</b>	<b>Above, Average Below</b>	<b>Staff Member Initials</b>
<b>Passage Rate</b>	Adopted Curriculum/ Observations				
<i>Notes</i>					

<b>Skill</b>	<b>Instrument</b>	<b>Class Average</b>	<b>Student Average</b>	<b>Above, Average, Below</b>	<b>Staff Member Initials</b>
<b>Irregular Word Reading</b>	Sight Words Adopted Curriculum				
<i>Notes</i>					

<b>Skill</b>	<b>Instrument</b>	<b>Class Average</b>	<b>Student Average</b>	<b>Above, Average, Below</b>	<b>Staff Member Initials</b>

<b>Rapid Naming</b>	Adopted Curriculum				
<i>Notes</i>					

**Qualitative and Quantitative Data Secondary Consequences of Dyslexia**  
**Staff members or Grade Level Team responsible for completion of this section:**

<b>Skill</b>	<b>Instrument</b>	<b>Class Average</b>	<b>Student Average</b>	<b>Above, Average, Below</b>	<b>Staff Member Initials</b>
<b>Vocabulary Knowledge</b> <b>Synonyms</b> <b>Antonyms</b> <b>Homophone</b> <b>Homograph</b> <b>Figurative Language</b>	Adopted Curriculum				
<i>Notes</i>					

<b>Skill</b>	<b>Instrument</b>	<b>Class Average</b>	<b>Student Average</b>	<b>Above, Average, Below</b>	<b>Staff Member Initials</b>
<b>Print Knowledge</b>	Adopted Curriculum				
<i>Notes</i>					

<b>Skill</b>	<b>Instrument</b>	<b>Class Average</b>	<b>Student Average</b>	<b>Above, Average, Below</b>	<b>Staff Member Initials</b>
<b>Reading Comprehension</b>	Adopted Curriculum				

<i>Notes</i>		
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Skill	Instrument	Class Average	Student Average	Above, Average, Below	Staff Member Initials
<b>Silent Reading Fluency: Comprehension</b>	Adopted Curriculum				
<i>Notes</i>					

Skill	Instrument	Class Average	Student Average	Above, Average, Below	Staff Member Initials
<b>Written Expression</b>	Adopted Curriculum				
<i>Notes</i>					

Skill	Instrument	Class Average	Student Average	Above, Average, Below	Staff Member Initials
<b>Phonemic Awareness</b> a. Rhyming b. Blending c. Segmenting d. Manipulation	Adopted Curriculum				
<i>Notes</i>					

Skill	Instrument	Class Average	Student Average	Above, Average, Below	Staff Member Initials
<b>Letter Knowledge</b>	Adopted Curriculum				



<i>Qualitative Data</i>		
<i>Notes</i>		

**Unexpectedness Areas for Assessment**

**Grade Level Team and or Staff member(s) responsible for completion of this section:**

<b>Skill</b>	<b>Instrument</b>	<b>Class Average</b>	<b>Student Average</b>	<b>Above, Average, Below</b>	<b>Staff Member Initials</b>
<b>Listening Comprehension</b>	Adopted Curriculum				
<i>Notes</i>					

**Math and or RTI Staff member(s) responsible for completion of this section:**

<b>Skill</b>	<b>Instrument</b>	<b>Class Average</b>	<b>Student Average</b>	<b>Above, Average, Below</b>	<b>Staff Member Initials</b>
<b>Math Reasoning</b>	Adopted Curriculum				
<i>Notes</i>					

**Grade Level Team and or Staff member(s) responsible for completion of this section:**

<b>Skill</b>	<b>Instrument</b>	<b>Class Average</b>	<b>Student Average</b>	<b>Above, Average, Below</b>	<b>Staff Member Initials</b>
<b>Oral Expression</b>	Adopted Curriculum				
<i>Qualitative Data</i>					
<i>Notes</i>					

**Grade Level Team and or Staff member(s) responsible for completion of this section:**

<b>Skill</b> *Possible Additional Area	<b>Instrument</b>	<b>SS &amp; RPI</b>	<b>SEM</b>	<b>Observations</b>	<b>Staff Member Initials</b>

<b>Handwriting</b>	Work Samples Adopted Curriculum				
<i>Note</i>					

**All DATA below will be complete after Formal Screening is completed by Tammy Gilbert.**

**Qualitative and Quantitative Data Fluency**

Skill	Instrument	Standard Score	Observations	Staff Member Initials
<b>Word Accuracy 3 words correctly in 60 seconds  Isolated Word Reading</b>	FAR			
<i>Qualitative Data</i>				
Standard Score from Composite:				
Notes:				

Skill	Instrument	Observations	Staff Member Initials
<b>Word Rate</b> <b>Isolated Word Reading</b>	FAR		
<i>Qualitative Data</i>			
Standard Score from Composite: Subtest:			
Notes:			

Skill	Instrument	Observations	Staff Member Initials
<b>Decoding Unfamiliar Words Accurately Nonsense Word</b>	TPRI Quick		
<i>Qualitative Data</i>			
Standard Score from Composite:		Subtest:	
Notes:			

Skill	Instrument	Observations	Staff Member Initials
<b>Passage Accuracy (Story 1)</b>	FAR		

(Story 2)	TPRI		
(Story 1) (Story 2)			
<b>Oral Reading Fluency</b>			
<i>Qualitative Data</i>			
Standard Score from Composite:		Subtest:	
Notes:			

Skill	Instrument	Observations	Staff Member Initials
Passage Rate (Story 1) (Story 2)	FAR		
(Story 1) (Story 2)	TPRI		
<b>Oral Reading Fluency</b>			
<i>Qualitative Data</i>			

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Standard Score from Composite:	Subtest:
Notes:	

Skill	Instrument	Observations	Staff Member Initials
<b>Passage Prosody</b>	Observation FAR TPRI		
<i>Qualitative Data</i>			

Standard Score from Composite:	Subtest:
Notes:	

Skill	Instrument	Observations	Staff Member Initials

<b>Rapid Naming of Letter Automatic Naming</b>	FAR Texas KEA TPRI Quick Phonics Screener		
<i>Qualitative Data</i>			

FAR Standard Score from Composite: Subtest:  
 Texas KEA  
 TPRI  
 Quick Phonics Screener: Standard Score from Composite:  
 Quick Phonics Screener: Subtest:

Notes:

<b>Skill</b>	<b>Instrument</b>	<b>Observations</b>	<b>Staff Member Initials</b>
<b>Rapid Naming of letter sounds</b> <b>Automatic Naming</b>	FAR Texas KEA TPRI Quick Phonics Screener		
<i>Qualitative Data</i>			

FAR Standard Score from Composite: Subtest:  
 Texas KEA: Standard Score from Composite: Subtest:  
 TPRI: Standard Score from Composite: Subtest:  
 Quick Phonics Screener: Standard Score from Composite: Subtest:

Notes:

Skill	Instrument	Observations	Staff Member Initials
<b>Rapid Naming of symbols</b> <b>Automatic Naming</b>	FAR		
<i>Qualitative Data</i>			
FAR Standard Score from Composite: Texas KEA Standard Score from Composite:		Subtest: Subtest:	Standard Score: Standard Score:
Notes:			

Skill	Instrument	Observations	Staff Member Initials
<b>Verbal Fluency</b>	FAR Texas KEA		
<i>Qualitative Data</i>			
FAR Standard Score from Composite: Texas KEA Standard Score from Composite:		Subtest: Subtest:	Standard Score: Standard Score:
Notes:			

Skill	Instrument	Observations	Staff Member Initials
<b>Visual Perception</b>	FAR		
<i>Qualitative Data</i>			
Standard Score from Composite:		Subtest:	

Notes:

Skill	Instrument	Observations	Staff Member Initials
<b>Positioning Sounds</b>	FAR Texas Kea TPRI Quick Phonics Screener		
<i>Qualitative Data</i>			

FAR Standard Score from Composite: Subtest:  
 Quick Phonics Screener Standard Score from Composite: Subtest:  
 Texas KEA Screener Standard Score from Composite: Subtest:  
 TPRI Screener Standard Score from Composite: Subtest:

Notes:

Skill	Instrument	Observations	Staff Member Initials
<b>Orthographic Processing</b>	FAR		
<i>Qualitative Data</i>			

Standard Score from Composite: Subtest:

Skill	Instrument	Observations	Staff Member Initials



<b>Morphological Processing</b>	FAR		
<i>Qualitative Data</i>			
Standard Score from Composite:		Subtest:	

Skill	Instrument	Observations	Staff Member Initials
<b>Silent Reading Fluency: Comprehension</b>	FAR		
<i>Qualitative Data</i>			
Standard Score from Composite:		Subtest Standard Score:	

Skill	Instrument	Observations	Staff Member Initials
<b>Silent Reading Fluency: Comprehension</b>	TPRI		
<i>Qualitative Data</i>			
Standard Score from Composite:		Subtest Standard Score:	

Skill	Instrument	Observations	Staff Member Initials
<b>Spelling</b>	TWS 5		
<i>Qualitative Data</i>			

Standard Score from Composite:	Subtest Standard Score:
Notes:	

Skill	Instrument	Observations	Staff Member Initials
<b>Spelling</b>	Texas KEA		
<i>Qualitative Data</i>			
Standard Score from Composite:		Subtest Standard Score:	
Note:			

Skill	Instrument	Observations	Staff Member Initials
<b>Spelling</b>	TPRI		
<i>Qualitative Data</i>			
Standard Score from Composite:		Subtest Standard Score:	
Notes:			

Skill  *Possible Additional Area	Instrument	Observations	Staff Member Initials
<b>Vocabulary Knowledge Semantic Concepts</b>	FAR		
<i>Qualitative Data</i>			
Standard Score from Composite:		Subtest Standard Score:	
Notes:			

### Underlying Difficulties

Skill	Instrument	Observations	Staff Member Initials
<b>Letter Knowledge</b>	FAR Texas KEA TPRI Quick Phonics Screener		
<i>Qualitative Data</i>			
Standard Score from Composite:		Subtest:	
Standard Score from Composite:		Subtest:	
Notes:			

Skill	Instrument	Observations	Staff Member Initials
<b>Phonemic Awareness</b> a.Rhyming b.Blending c.Segmenting d.Manipulation	FAR		
<i>Qualitative Data</i>			
Standard Score from Composite:		Subtest:	
Notes:			

Phonological processing, letter naming, letter word recognition

Skill: *Possible Additional Area	Instrument	Observations	Staff Member Initials
<b>Phonological Memory</b> a.Phonemic Awareness b.Nonsense Word Decoding c.Isolated Word Reading Fluency d.Oral Reading Fluency e.Position of Sounds	FAR		
<i>Qualitative Data</i>			
Standard Score from Composite:		Subtest:	
Notes:			

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Fluency Index Phonological processing, letter naming, letter word recognition

Skill: *Possible Additional Area	Instrument	Observations	Staff Member Initials
<b>Fluency Index</b> <b>a.Rapid Naming</b> <b>b.Verbal Fluency</b> <b>c.Visual Perception</b> <b>d.Irregular Word Reading</b> <b>e.Orthographic Processing</b>	FAR		
<i>Qualitative Data</i>			
Standard Score from Composite:		Subtest:	
Notes:			

### Possible Unexpectedness Areas for Assessment

Skill: *Possible Additional Area	Instrument	Observations	Staff Member Initials
<b>Listening Comprehension</b>	FAR, Texas KEA, and/or TPRI story and question at grade level		
<i>Qualitative Data</i>			
Standard Score from Composite:		Subtest:	

Notes:

Skill: *Possible Additional Area	Instrument	Observations	Staff Member Initials
<b>Math Reasoning</b>	Renaissance Star		
<i>Qualitative Data</i>			

Standard Score from Composite: \_\_\_\_\_ Subtest: \_\_\_\_\_

Notes:

Skill: *Possible Additional Area	Instrument	Observations	Staff Member Initials
<b>Oral Expression</b>	FAR Texas KEA TPRI		
<i>Qualitative Data</i>			

Standard Score from Composite: \_\_\_\_\_ Subtest: \_\_\_\_\_

Notes:

Skill:*Possible Additional Area	Instrument	Observations	Staff Member Initials
<b>Processing Speed Word Recall Letter Recognition</b>	FAR  Quick Phonics Screener		

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<i>Qualitative Data</i>		
FAR Standard Score from Composite:		FAR Subtest:
Quick Phonics Screener Standard Score from Composite:		Quick Phonics Screener Subtest:
Notes:		

<b>Skill:</b> *Possible Additional Area	<b>Instrument</b>	<b>Observations</b>	<b>Staff Member Initials</b>
<b>Handwriting</b>	Work Samples TWS 5		
<i>Qualitative Data</i>			
Standard Score from Composite:		Subtest:	
Notes:			

**Qualitative and Quantitative Data Secondary Consequences of Dyslexia**

<b>Skill</b>	<b>Instrument</b>	<b>Observations</b>	<b>Staff Member Initials</b>
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<b>Reading Comprehension</b> <b>a.Semantic Concepts</b> <b>b.Word Recall</b> <b>c.Print Knowledge</b> <b>d. Morphological Processing</b> <b>e.Silent Reading Fluency: Comprehension</b>		
<i>Qualitative Data</i>		
Standard Score from Composite:		Subtest:
Notes:		

**Texas Code of Dyslexia**

Texas Education Code (TEC) §38.003 defines dyslexia and related disorders in the following way: “Dyslexia” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity. “Related disorders” include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability. TEC §38.003(d)(1)-(2) (1995)  
<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003>

While discussing the data, did the child indicate weaknesses or strengths in the areas listed in the Dyslexia Handbook. Refer to the Dyslexia Handbook to lead the grade level team discussion.

<u><b>Strengths</b></u>	<u><b>Weakness</b></u>	<u><b>Unexpected</b></u>
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**Date of Meeting and Report given:** \_\_\_\_\_

Below record the Committees decision for \_\_\_\_\_ based on the data presented \_\_\_\_\_.

\_\_\_\_\_ Yes, there is data that indicates \_\_\_\_\_ has shown the possible condition or tendencies of dyslexia.

\_\_\_\_\_ At this time, there is not enough evidence in the data that confirms \_\_\_\_\_ has shown the Possible condition or tendencies of dyslexia.

\_\_\_\_\_ The data collected concerning \_\_\_\_\_ will be submitted for more evaluations.

\_\_\_\_\_ Even though there is data that indicates \_\_\_\_\_ has shown the possible condition or tendencies of dyslexia. I, \_\_\_\_\_, the parent or guardian of \_\_\_\_\_, do not wish for her to attend the pull-out class that focuses on skills to help with the condition or tendencies of dyslexia at this current time.

I, \_\_\_\_\_, understand that I may contact Mr. Stacy Gillis at 409.698.2413, if I have any concerns about the student's accommodations.

Comments or notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Write in or check the committee's decision)

**504 DYSLEXIA Team Members**  
**DYSLEXIA EVALUATION COMPLETED BY:** \_\_\_\_\_

Diagnostician: \_\_\_\_\_

**504 Coordinator:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**Parent/Guardian:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**Parent/Guardian:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**Other:** \_\_\_\_\_ **Other:** \_\_\_\_\_