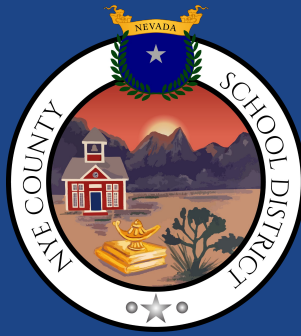




Dyslexia Screening

Action Item for the Nye County School District Board



Nevada Revised Statutes (NRS) Overview

According to NRS:

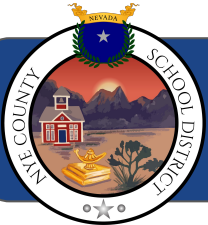
“Dyslexia” means a neurological learning disability characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities that typically result from a deficit in the phonological component of language.



Nevada Revised Statutes (NRS) Overview

The Nye County School District Board has a statutory obligation to prescribe, or approve, a screener for dyslexia.

The screener must be given to any student in K-3 who has indicators of dyslexia AND needs intervention.



Nevada Revised Statutes (NRS) Overview

Any approved screener must include the following 6 components

Phonological and phonemic awareness

Sound-symbol recognition

Alphabet knowledge

Decoding skills

Rapid naming skills (Rapid Automatized Naming or RAN)

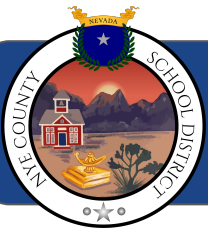
Encoding skills.



Current Status & Funding

The screener that was used in the 2025-2026 school year was NWEA Measures of Academic Progress (MAP) Reading Fluency Dyslexia Screener.

This screener was included as part of the Read by Grade 3 (RBG3) K-3 state assessment.

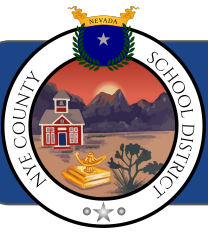


Current Status & Funding

Funding is not provided for a dyslexia screening tool.

The screening tool is used to confirm if indicators of dyslexia are present. This informs instructional practices and supports for early intervention.

It is NOT a diagnosis of dyslexia.



Recommendation for a Screener

i-Ready Assessment Suite

- i-Ready Inform (formerly i-Ready Diagnostic)
- i-Ready Literacy Tasks

Combined together creates a screening process to confirm if characteristics of dyslexia are present.



Recommendation for a Screener

i-Ready Assessment Suite for Dyslexia Screening				
Grade(s)	RBG3 Assessment	i-Ready Literacy Tasks - Winter/Spring Administration		
K	i-Ready Inform	i-Ready Letter Naming Fluency	i-Ready Psuedoword Fluency	i-Ready Rapid Automatized Naming - Objects
1 - 3		i-Ready Psuedoword Fluency	i-Ready Passage Reading Fluency	i-Ready Rapid Automatized Naming - Letters



Recommendation for a Screener

Student Name: _____

Homeroom Teacher: _____

Task Administrator: _____

Administration Date: _____

Total Correct in 60 Seconds: _____

b	s	m	t	r
n	f	d	a	g
c	h	y	w	o
p	z	i	x	j
k	u	q	e	v
m	o	r	h	n



RAPID AUTOMATIZED NAMING—LETTERS

i-Ready Literacy Tasks

Student Name: _____

Homeroom Teacher: _____

Task Administrator: _____

Administration Date: _____

Total Correct in 60 Seconds: _____

e	S	t	
t	A	e	
A	e	o	
S	o	S	M
o	e	M	C



PSEUDOWORD DECODING—FLUENCY

i-Ready Literacy Tasks

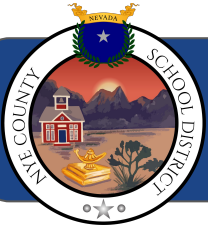
ig	ub	nam	fip
het	cug	bap	wem
...	...	...	...

Examples of LSF
Pseudoword Fluency
RAN
Fluency (1st grade)

A Year at a Pond

It is spring. The pond is full of life. Grass grows.
Bugs hum and birds sing. Frogs hop. Ducks sit
on the grass. A fox comes out of its home.

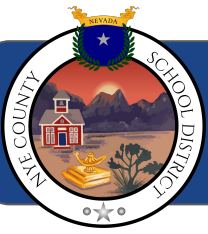
It is summer. The pond is busy. The grass is tall.
The water is warm. Frogs lay eggs. Baby ducks
hide in the grass. Mom calls them to the water.



Recommendation for a Screener

Teachers will review the results of the i-Ready Inform (Diagnostic) and Literacy Tasks to identify the risk level (*No Observed Risk*, *Some Risk*, or *At Risk*) using [Dyslexia Risk Screener Risk Classification Profiles](#).

Note: This is not a diagnosis, but a risk indicator.



Next Steps & Action Item

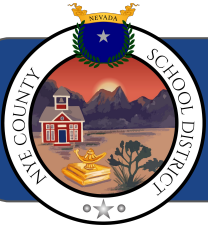
We recommend administering the dyslexia screener in the Spring. Rationale:

- Time
 - Training for teachers & Instructional Coaches
 - Tier 1 instruction
- Reduce risk factors & need for screening



Next Steps & Action Item

Are there any questions before proceeding with the motion?



Next Steps & Action Item

Formal Board Motion