Dyslexia Screening & Evaluation Flow Chart

1. **Tier I Instruction & Universal Screening for All Students**
   - Screening data and performance on target or at benchmark?
     - Yes → **Tier I Instruction**
     - No → **Instructional Diagnostic Assessment**

2. **Instructional Diagnostic Assessment**
   - Tier I + Tier II/III Intervention Driven by Screening & Diagnostic Data
     - Progress Monitoring Frequency matches intensity:
       - Tier II is monthly (at least)
       - Tier III is weekly
     - Reference Intensive Intervention Practice Categories Checklist & Decision-making Rules

3. **Intervention Considerations or Changes Driven by Progress Monitoring Data & Decision-Making Rules**
   - Consider CLDQ-R; checklist of dyslexia characteristics; family history of reading difficulties
   - Is gap closing?
     - No → Intensify or change intervention & increase progress monitoring frequency.
     - Yes → Intensify again & refer for evaluation

4. **Evaluation Process**
   - Is dyslexia present?
     - Yes → Continue on-going Problem Solving; Intervene as Data Indicates;
     - Implement/Continue Intervention/Plan with Fidelity
     - No → Continue Data-Driven Intervention

5. **Are SpEd resources necessary?**
   - Yes → Develop an Individualized Education Plan
   - No → Develop a 504 Plan

6. **Is specially designed instruction necessary?**
   - Yes → Consider eligibility for special education resources/services
   - No → Continue Data-Driven Intervention

7. **Is gap closing?**
   - No → Continue; guide future decisions by decision-making rules & guides for intensive intervention
   - Yes → Guide continued intervention planning and decisions by decision-making rules and guidelines for intensification

8. **Consider CLDQ-R; checklist of dyslexia characteristics; family history of reading difficulties**

9. **Intensify or change intervention & increase progress monitoring frequency.**

10. **Intensify again & refer for evaluation**

11. **Continue**