**Maine Dyslexia Screening Project Evidence Documentation**

Include all evidence on this document, using hyperlinks when a response does not easily fit in a box.

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| **Necessary Components** | **Evidence Submission** |
| Screener incorporates measures to screen for phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding skills, rapid naming skills and encoding skills in Pre-K, Kindergarten, First and/or Second grade.  [Maine Revised Statute](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/DYSLEXIA%20LAW%2020-A.pdf) 20-A M.S.R. § 4701-B | Description from the vendor of how each area is addressed in the screener. |
| Screener includes a data dashboard that is easily accessible to teachers and shows the interconnectedness of the reading components. | Screen shot of data dashboard with no personally identifiable information (PII) of students. |
| Screener predicts student risk for characteristics of dyslexia if student does not meet grade-appropriate reading benchmarks. | Description of what is used in the screener to predict risk and identify if the risk indicator is normed or is an average. |
| Screener offers curriculum agnostic, evidence based instructional resource guidance. | Samples of evidence based ongoing instructional strategies, supports and resources for addressing identified student deficits |
| Screener includes parent reporting and communication capabilities. | Sample or screenshot of parent report or communication without student PII |
| Screener provides and/or supports data-driven workshops for educators to facilitate analysis, interpretation and intentional integration of student needs to address in instruction. | * Facilitator of workshop * Agenda * Sign in sheets * Dates of 3 data driven workshops * Number of educators using the screener * Percentage of teachers participating in all 3 data driven workshops (minimum 80%) |
| Screener allows student groups to be identified – these include and are not limited to English learners, students with specials needs, and students with a family history of dyslexia. | Screen shot of data dashboard with no PII |
| Screener is developmentally appropriate and highly engaging for students while ensuring valid and reliable data. | Screen shot of student screener testing example and documentation from the vendor that the screener is valid and reliable. |
| Administration time, analysis, and communication of results from screener can be completed in a timely and efficient manner. | * How long does the screener take for students to complete? * What types of reports/results are available for educators? * How quickly are results available for educators to use for instructional planning? |
| Option to administer screener is available for at least 3 times per year. | Documentation from the vendor |
| Participating educators agree to complete Maine Department of Education surveys. | List of educators using the screener and email addresses. |
| Is this your first year with this screener choice? | Please explain why you changed your selection if this is not your preferred screening choice. |

The SAU acknowledges that the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Screener meets the above criteria. The signature below is assurance that all components of the reimbursement program are met.

Vendor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Cost of Screener\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***\*Please attach copy of vendor invoice for reimbursement.***

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Superintendent (or SAU Representative) Signature Date