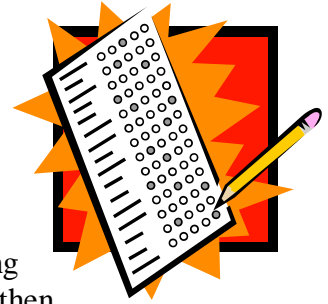


How are students referred and tested for dyslexia?



If it is determined that a student, who has been identified as having primary difficulties in reading, writing, and/or spelling, is not progressing academically as would be expected given age and demonstrated ability, then the school may consider continued evaluation in the area of dyslexia. The STAT (Student-Teacher Assistance Team) on each campus may consider the student and will review:

- the student's UNEXPECTED lack of appropriate academic progress,
- the student's having adequate intelligence, the ability to learn,
- the student's lack of progress not being due to factors such as language difference, inconsistent attendance, and lack of experiential background,
- the student's receiving appropriate conventional instruction,
- and the student's exhibiting characteristics associated with dyslexia.

North East ISD will assess the areas of learning related to dyslexia which have been identified by the Texas Education Agency. Depending upon the student's age and stage of reading development, the following are the areas related of reading that may be assessed.

- ✓ Reading single words in isolation;
- ✓ Word Decoding (real and nonsense words);
- ✓ Phonological Awareness;
- ✓ Letter Knowledge (names and associated sounds);
- ✓ Rapid Naming;
- ✓ Fluency and Accuracy;
- ✓ Reading Comprehension; and/or
- ✓ Spelling



Based on the student's academic difficulties and characteristics, additional areas that can be assessed include vocabulary, written expression, handwriting, and mathematics. For non-English speakers who struggle to read in their native language, similar measures in the student's language would be used as appropriate. This may mean that the dyslexia personnel work with the bilingual staff to administer the measures and determine if the student performance is lower than what would be expected for the student's age and grade level.