

Student Literacy Profile

Timothy N. Odegard
Erin Alexander
Melinda Hirschmann
Jennifer Flipse



*Tennessee Center for the
Study and Treatment of Dyslexia*

MIDDLE TENNESSEE STATE UNIVERSITY



I AM *true* **BLUE**

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Student Literacy Profile
200 N. Baird Lane
Murfreesboro, TN 37132

Student Literacy Profile: Overview and Directions for Use

The Student Literacy Profile is a tool that school teams can use to compile available data about a student's literacy skills. Use it to reveal which areas of literacy development are strengths or weaknesses for a particular student to guide the identification of targets for reading instruction and intervention. The profile tool also supports the identification of students with characteristics of dyslexia.

Student Literacy Profile: Summary of Skills

Background Information

Reading Instruction – At the top of the form, document the core reading instruction being provided to the student. Record if a student is receiving intervention (e.g., through special education or through Tier 2 or 3 of the RTI framework) and provide a brief summary of the type of instruction and/or intervention being delivered. Be sure to document the skill(s) being targeted in an intervention (e.g., decoding, reading fluency, reading comprehension, etc.). Then, ensure that any skills deficits identified through the profile tool are being addressed in the instruction and/or intervention a student is receiving.

Family History – Reading disabilities tend to run in families, and research indicates that a family history of reading struggles is a risk factor that can signal children who are at elevated risk for reading difficulties and dyslexia. If a student has a family history of reading and/or spelling difficulties (regardless of whether a formal diagnosis was given), the student is at increased risk for having a reading disability and his or her reading progress should be carefully monitored.

Literacy Skills

Use this section of the tool to document observed strengths and weaknesses in literacy skills using different sources of information. This section is subdivided into areas of skill development. The **Academic Language Skills** section captures aspects of language that support comprehension. The **Reading Skills** section captures information pertaining to word reading skills that must be in place to support reading comprehension. The **Spelling** section is included because spelling deficits, which are a characteristic of dyslexia, often accompany word reading deficits. The **Phonological Processing** section captures aspects of phonology that have been documented to support reading development. Deficits in phonological processing are associated with dyslexia.

Observational Information – In this column, document parent (P) and teacher (T) observations of the student's literacy skills in the home or school setting. Place a minus sign (-) in cells that correspond to areas of concern. Place a plus sign (+) in cells that correspond to areas that are not a concern. If multiple teachers disagree on whether an area should be marked as an area of concern, both symbols could be used (+/-).

Curriculum Embedded Measurement (CEM) – In this column, record a student's literacy skills as captured by assessments included as part of core reading instruction and/or intervention. Curriculum embedded measurements are informal or formal tests teachers give students to check their understanding and mastery of skills that were recently taught. Information obtained from these assessments is invaluable because it is directly linked to the specific instruction being provided to a child. As such, they are an important way to gauge how well a child is learning concepts and skills being taught as part of instruction and/or intervention. Place a minus sign (-) in a cell if a student is not demonstrating proficiency in the identified area. Place a plus sign (+) in the cell if the student is demonstrating proficiency in that skill.

Curriculum Based Measurement (CBM) – In this column, document the results of Curriculum Based Measures, which are brief, skills-based assessments often used to document literacy skills development.

These measures differ from curriculum embedded measures in that they are not directly linked to the instruction a child is receiving. They measure a child's ability to apply the skills that he or she should be learning.

Curriculum based measurements are commonly administered to all students within a grade three times a year as part of a **universal screening process**. Collecting these measurements helps educators to get a snapshot of their students and to identify which students are struggling and are at risk of continued and future reading problems.

Students who are receiving interventions may be administered these measures more frequently as part of **progress monitoring**. Curriculum based measurements allow teachers to plan instruction and to determine how a student is performing in relation to specified performance standards (i.e., benchmarks). Curriculum based measurements can be normed based on a national or a local sample, which allows comparison of a student's performance to the average student in his or her grade.

A minus sign (-) should be placed in a cell if a student's test score in a particular area is below the criterion (i.e., benchmark) set for the grade, and a plus sign (+) should be used if the student's test score meets or exceeds the criterion set for the grade.

Literacy Skills, cont'd

Norm Referenced Measures – In this column, summarize information from individually administered tests of achievement and other skills such as vocabulary and phonological processing. This type of test captures a student's performance at one point in time across a larger set of areas of achievement and literacy skills than is typically collected through curriculum embedded measures or curriculum based measures. These test scores allow for the comparison of a student to a national sample of students of the same age or grade. Scores are typically reported as standard scores and percentile ranks and are accompanied by a label such as average, above average, or below average. A minus sign (-) should be placed in a cell if a student's test score in a particular area is below average, and a plus sign (+) should be used if the student's test score is in the average range or above.

Please note: Schools may not have information from each of these categories for every area or skill listed on the Student Literacy Profile. Place N/A in those cells for which data is not available. Although it is not always necessary to obtain data for each of the listed skills, when deficits are identified, it is important that the skills that support those deficits are investigated to detect any sub-skills weaknesses that should become instructional targets. For example, if a student is not proficient on measures of reading comprehension, the team should collect additional information about the student's skills in listening comprehension and reading fluency. Deficits in one or both of these areas may be contributing to the student's difficulties with reading comprehension. If a student has reading fluency deficits, the team should collect information to determine if there are underlying weaknesses in word reading or decoding accuracy. Any underlying skill weaknesses that are discovered should be addressed with direct instruction.

Student Literacy Profile: Parent / Teacher Observation

Exclusionary Factors

The exclusionary factors listed here are provided for school teams to consider multiple factors that may be contributing to a student's lack of progress in reading. For example, a student with an uncorrected vision problem may need glasses. Students with characteristics of dyslexia may be evaluated for a Specific Learning Disability at parent request and/or when data indicates lack of adequate progress in an evidenced-based intervention. Students who are eligible for special education under the Intellectual Disability category or the Emotional Disturbance category may still display difficulties in literacy skill areas that need to be addressed with instruction. Regardless of the primary reason(s) for a student's lack of progress and whether or not a student qualifies for special education services, the student should still be provided with appropriate empirically validated, grade-level direct instruction and intervention to address any and all literacy skills deficits.

Surveying Risk

Colorado Learning Difficulties Questionnaire-Reading Subscale (CLDQ-R) – The CLDQ-R is a screening tool designed to measure risk of reading disability (particularly, dyslexia) in school-age children (Willcutt, Boada, Riddle, Chhabildas, DeFries, & Pennington, 2011). This scale may be completed based on parent and/or teacher responses. While this tool does not provide a formal evaluation or diagnosis, it can be used to help identify students who are at risk of reading problems and who may require reading interventions. Schools may also use this tool to support identification of students with characteristics of dyslexia.

Identifying Characteristics of Dyslexia

The Student Literacy Profile may be used to identify students who display characteristics of dyslexia. Characteristics of dyslexia are identified with an asterisk (*) and are shaded on the Student Literacy Profile. Students do not have to present with deficits in all of these areas in order to display characteristics of dyslexia. These characteristics are identified in the definition of dyslexia from the International Dyslexia Association (IDA):

“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.” (Adopted by the IDA Board of Directors, November 12, 2002)

*School teams should refer to dyslexia laws specific to their state, which may have varying requirements related to how characteristics of dyslexia should be identified.

Student Literacy Profile: Summary of Skills

Date: _____		Grade: _____		Observational Information	Curriculum Embedded Measurement (CEM)	Curriculum Based Measurement (CBM)	Norm Referenced Measure
Student Name: _____							
Reading Instruction: _____ _____ _____							
Is the student currently receiving intervention?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	P	T		
If yes, please indicate:		<input type="checkbox"/> Special Education	<input type="checkbox"/> Tier 2				
Is there a family history of reading / spelling difficulties?		<input type="checkbox"/> Yes	<input type="checkbox"/> No				

ACADEMIC LANGUAGE SKILLS					
Vocabulary: Non-Reading measure					
Vocabulary: Reading measure (When word reading deficits are documented, use a non-reading measure.)					
Listening Comprehension (When deficient, assess vocabulary.)					

READING SKILLS					
Reading Comprehension (When deficient, assess listening comprehension and reading fluency.)					
* Reading Fluency - Rate: wcpm (When deficient, assess word reading and decoding efficiency.) ⌚					
* Reading Fluency - Accuracy (When deficient, assess word reading and decoding efficiency.) ⌚					
* Word Reading Efficiency (When deficient, assess word reading accuracy.) ⌚					
* Phonological Decoding Efficiency (When deficient, assess decoding accuracy.) ⌚					
* Word Reading Accuracy					
* Phonological Decoding Accuracy					

* SPELLING					

PHONOLOGICAL PROCESSING					
Δ Phonological Awareness					
Δ Phonological Memory					
Δ Rapid Automatized Naming ⌚					

<p>Place + in those cells for areas that the student demonstrates proficiency</p> <p>Place - in those cells for areas that the student does not demonstrate proficiency</p> <p>Place N/A in those cells for areas that data is unavailable</p>	<p>⌚ Denotes a timed test</p> <p>P Represents Parent</p> <p>T Represents Teacher</p>
<p>* Characteristics of dyslexia are marked with an asterisk. Students with characteristics of dyslexia do not have to present with deficits in all of the marked areas.</p>	
<p>Δ Phonological processing areas associated with dyslexia</p>	

Use this graphic organizer to compile available data and information about a student's literacy skills into one location. The resulting snapshot will reveal a pattern of strengths and weaknesses related to the student's literacy development. This information can be used to identify skills deficits to guide instructional decisions, and it can be used to support the identification of students with characteristics of dyslexia.

Although it is not always necessary to obtain data for each of the listed skills, when deficits are identified, it is important that the skills that support those deficits are investigated to detect any sub-skills weaknesses that should become instructional targets.

Student Literacy Profile: Parent / Teacher Observation

Exclusionary Factors

Reflecting on the student's background and educational experience, consider the following influences on educational performance to ensure they are ruled out as primary reasons for the student's present difficulties with reading achievement. Any item that receives a 'no' response should be further investigated as a potential primary factor for the student's reading difficulties.

Consider the following in relation to the student:

- Yes No Consistent school attendance?
- Yes No Appropriate core reading instruction?
- Yes No Hearing , visual acuity & motor function within normal limits?
- Yes No Proficiency with English language?
- Yes No Has an Intellectual Disability been ruled out?
- Yes No Has an Emotional Disturbance been ruled out?

Colorado Learning Difficulties Questionnaire- Reading Subscale (CLDQ-R)

The Colorado Learning Disabilities Questionnaire (CLDQ-R) is a screening tool designed to measure risk of reading disability (i.e., dyslexia) in school-age children (Willcutt, Boada, Riddle, Chhabildas, DeFries & Pennington, 2011). Parents and teachers can use this scale to provide additional developmental observations to complement the student's skills assessments. It is not a formal evaluation or diagnosis. This information will further support school-based identification of characteristics of dyslexia.

Read each statement and decide how well it describes the child. Circle the appropriate number. Be sure to select a response for every statement.

	Never/ not at all	Rarely/ a little	Sometimes	Frequently/ quite a bit	Always/ a great deal
1. Has difficulty with spelling	1	2	3	4	5
2. Has/had difficulty learning letter names	1	2	3	4	5
3. Has/had difficulty learning phonics (sounding out words)	1	2	3	4	5
4. Reads slowly	1	2	3	4	5
5. Reads below grade level	1	2	3	4	5
6. Requires extra help in school because of problems in reading and spelling	1	2	3	4	5

Scoring: Add up the circled numbers and record that as the **Total Score:** _____

Minimal Risk (<16)

The score indicates that there is little in the child's developmental history to indicate that he/she is at risk for a reading disability (dyslexia). However, if concerns about the child's progress remain, further investigation and assessment by the school team is warranted to determine the nature of the difficulties.

Moderate Risk (16-21)

The score indicates that there are features of the child's developmental history (e.g., difficulty learning letters, required extra reading help) that may be consistent with a reading disability (dyslexia). Dyslexia is characterized by slow and/or effortful reading, difficulty sounding out words, and problems with spelling. A school evaluation is recommended in order to examine the nature of these difficulties.

Significant Risk (>21)

The score indicates that there are several features of the child's developmental history (e.g., difficulty learning letters, required extra reading help) that are consistent with a reading disability (dyslexia). Dyslexia is characterized by slow and/or effortful reading, difficulty sounding out words, and problems with spelling. A formal evaluation is strongly recommended in order to determine appropriate instructional programming and supports for the child's reading progress.