

When a student is not making adequate progress in reading, despite best practices, high quality instruction, and scientific research-based reading interventions, the student may be referred to the Response to Intervention (RtI) Team by a teacher, counselor, parent, guardian, or other person who is knowledgeable about the student's academic development. **Note: Any student living within the San Antonio ISD boundaries but is either home schooled or attends private school is not eligible for dyslexia screening or assessment.**

The Response to Intervention (RtI) Team will collect formal and informal data and work samples and forward all required documents to the central office dyslexia coordinator for analysis and recommendations.

Following is a list of possible assessment tools which may be used to identify students with characteristics of dyslexia:

- KBIT2
- Comprehensive Test of Nonverbal Intelligence (C-TONI)
- Woodcock-Johnson III Tests of Achievement (WJ-III)
- Woodcock Language Proficiency Battery (WLPB-R)
- Clinical Evaluation of Language Fundamentals-4 (CELF-4)
- Gray Oral Reading Test-4 (GORT-4)
- Comprehensive Test of Phonological Processing (CTOPP)
- Test of Phonological Awareness in Spanish (TPAS)
- Test of Written Spelling (TWS)
- Test of Word Reading Efficiency (TOWRE)
- Decoding Skills Test (DST)
- Ekwall/Shanker Reading Inventory
- Student work samples submitted by the RtI Team

Upon analysis of the student's data, instructional recommendations for reading will be provided. The campus dyslexia committee will meet to review the recommendations and to determine the appropriate student services.