



# Indiana Universal Screening Worksheet: Non-Filtering Approach

Grade  
**2**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Students are identified as having risk factors for dyslexia based on multiple measures. When students score Below Level on a Literacy Task, they are assigned risk points. This worksheet walks you through the steps to determine a student's risk level.

## Step 1: Review student's Automaticity measures.

Is the student's **Rapid Automated Naming—Numbers** score Below Level? If yes, enter **1** point: \_\_\_\_\_

Is the student's **Letter Naming Fluency—Mixed-Case** score Below Level? If yes, enter **1** point: \_\_\_\_\_

**Total points Step 1:** \_\_\_\_\_

## Step 2: Review student's Phonological Processing measures.

Is the student's **Phoneme Segmentation** score Below Level? If yes, enter **2** points: \_\_\_\_\_

Is the student's **Letter Sound Fluency—Mixed-Case** score Below Level? If yes, enter **2** points: \_\_\_\_\_

Is the student's **Pseudoword Decoding—Fluency** score Below Level? If yes, enter **1** point: \_\_\_\_\_

Is the student's **Grade 2 Spelling and Encoding** score Below Level? If yes, enter **1** point: \_\_\_\_\_

**Total points from Step 2:** \_\_\_\_\_

## Step 3: Identify students who are At Risk or At Some Risk for dyslexia.

**At Risk for dyslexia:**

**Step 1** = 0 points *AND* **Step 2** = 4–6 points

**Step 1** = 1–2 points *AND* **Step 2** = 3–6 points

**At Some Risk for dyslexia:**

**Step 1** = 0 points *AND* **Step 2** = 3 points

**Step 1** = 1–2 points *AND* **Step 2** = 0–2 points

**Not At Risk for dyslexia:**

**Step 1** = 0 points *AND* **Step 2** = 0–2 points