**Hour 3 handout**

**Assessments and Accommodations**

|  |
| --- |
| **As exhibited by the case study in this video of Yosef, can a student be both**  **Gifted and Dyslexic? Yes or No \_\_\_\_\_\_\_\_\_\_\_\_** |

**TITLE**

In Michelle’s case study, what domain of Phonology and Rapid Naming did she score the lowest in and what was her score? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* After reviewing all of the case studies presented and revisiting Michelle’s post-intervention data, Turn and Talk: Think about how Michelle’s pre-intervention scores in Academics and Phonology/Rapid Naming relate to her Ability Score and what that indicates. Also, discuss the positive change in Michelle’s Phonology and Rapid Naming scores after 3 years of direct, explicit, cumulative, and systematic instruction.

|  |
| --- |
| **What are the two allowable state testing accommodations for students who have an official, clearly stated diagnosis of dyslexia from a psychologist, psychometrist,**  **or speech language pathologist?** |
|  |
|  |
| Can a student who has a diagnosis of dyslexia and IEP or 504 Plan have other accommodations as identified by their respective team(s)? Yes or No |

See the Dyslexia Support Guide/Handbook for additional classroom accommodation suggestions at <https://mdek12.org/OAE/OEER/Dyslexia>

Other Notes:

Session 2 Hour 3 Handout – Assessments and Accommodations

|  |
| --- |
| **What process does State Board Policy 41.1 guide? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

* MTSS is a framework for effective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-based problem solving that is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-informed, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-based and flexible enough to meet the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the behavioral needs of all students.

|  |
| --- |
| **If a school does not have a dyslexia therapist, who is responsible for looking at all available data including dyslexia screeners and/or evaluation reports/diagnosis to develop and carry our Tier II and Tier III interventions?** |
|  |
|  |

|  |
| --- |
| **According to Dr. Sally Shaywitz, what are three neural mechanisms of reading?** |
|  |
|  |
|  |

Other Notes: