(Template Only, please customize to your district)

Date: Grade: Kindergarten

Dear Parents/Guardians of:

In addition to the legal requirements by Texas State law (TEC §38.003 and TAC §74.28) to administer a dyslexia screener to all kindergarten students (by the end of the school year) and 1st grade students (by January 31), State law (TEC §28.006) requires all kindergarten through 2nd grade students to be administered reading and math instruments for the use in identifying difficulties in reading development and comprehension, as well as signs of dyslexia, and difficulties in basic numeracy skills.

The reading and math instruments for K-2nd are administered at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY).

(Insert your assessment instrument description here, if different from example.)

Example: The TX-KEA has been created to develop and validate a kindergarten entry assessment that can be reliably administered by kindergarten teachers in Texas at the beginning of the school year. It covers multiple child development domains to provide a holistic understanding of each student and better informs kindergarten teachers about the children in their classes, helping them to design differentiated instruction to meet students’ needs and share information with families. This assessment has been designed for use by educators to screen children’s school readiness upon their entry into kindergarten. This point-in-time snapshot of each student’s competencies will inform instruction and identify whether additional diagnostic assessment is needed.

When a student’s TX-KEA scores identify areas of concern, and the reading instrument results have identified multiple areas that are still developing, this could be a sign of reading difficulties, including dyslexia. For those students whose TX-KEA results show they could be at risk for dyslexia, we have collected additional data and information to assist in identifying those students needing further dyslexia evaluations.

Your child’s scores did identify areas of concern and additional data and information was collected to obtain further information. According to the data we gathered we would like to provide the following to your child:

* **Additional targeted instruction in the areas of weaknesses**. The school is NOT proposing formal testing for dyslexia at this time.
* **Formal dyslexia evaluation IS being proposed for your child**. Additional targeted instruction will continue to be provided for your child during this time.

Attached you will find your child’s scores on the reading instrument, an informational brochure on dyslexia, and information about resources including the [Texas Dyslexia Handbook](https://tea.texas.gov/academics/special-student-populations/special-education/texas-dyslexia-handbook.pdf) and the [Talking Books Program](https://www.tsl.texas.gov/tbp/index.html). If formal testing is being requested for your child, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will be contacting you about the testing and to answer any questions you may have about the process. If formal testing is NOT being recommended at this time, additional targeted instruction will be provided. If you have any question or concerns regarding your child’s scores or the reading instrument used, please feel free to contact us. We appreciate your support and helping us with your child’s reading progress.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal/Administrator Reading Teacher

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dyslexia Specialist/Provider of Instruction