



- **PI** Maria Luisa Gorno Tempini

- **RESEARCH GOAL** This is a validation study of a digital universal assessment to identify risk of reading challenges including dyslexia in the multilingual California context. UCLA LAB school is one of over 70 schools across the state participating in neuroscience-based research and development of an efficient, accurate, culturally and linguistically affirming tool.

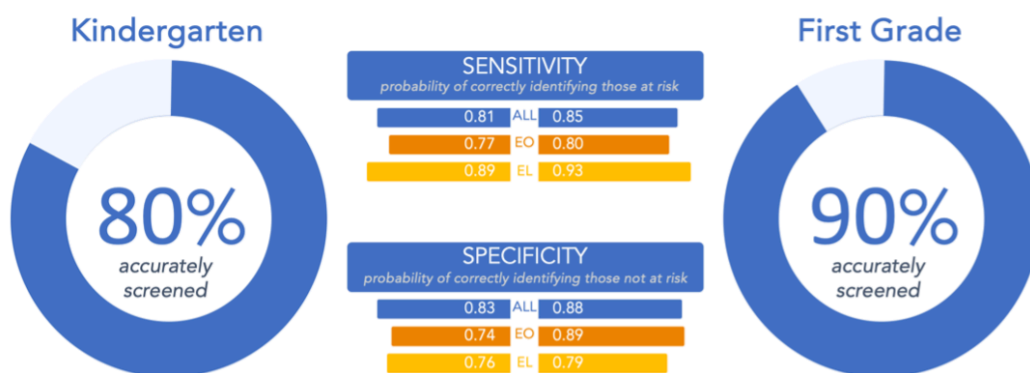
- **WHO** Since fall 2021, Multitudes has engaged over 12 thousand students in over thirty thousand sessions in three years of longitudinal study, **including 55 students in EC II - Primary II at the UCLA LAB school.** The diversity of our representative sample allows us to test this assessment tool for fairness and bias across communities.

- **WHAT** We are calibrating and validating literacy and language measures of **phonemic awareness, language and vocabulary, decoding, working memory, visual attention, rapid object naming, short term memory and concept knowledge.** Our aim is a universal screener that takes the whole reading brain into account.

- **RESULTS** Multitudes data analysis across the project reveals the sensitivity and specificity of our screening tool. Through this analysis and longitudinal study we continue to innovate and improve our accuracy and efficiency.

Model Performance

Risk is defined as scores at or below the 20th percentile (within sample) on the KTEA Letter and Word Recognition task



ALL = all students EO = [english only students](#) EL = [english learner students](#)

- **SUPPORTED BY** our LA based field research team including: Allan Silinsky, Jared Miller, Eli Phipps, Angela Barutyan, Mykaela Bajari, Carole Garcia, Melanie Gomez, Perrin Williams, Rosa Briceno, Emily Ortiz, and Anthony Pimentel