OKLAHOMA STATE DEPARTMENT OF EDUCATION

EXACT PATH

Technical Support
Universal Screening for Risk of Reading Difficulties, including Characteristics of Dyslexia

This guidance is based off information provided by the vendor and is provided to assist districts in quickly finding essential information for using this screening instrument to meet the requirements of the Strong Readers Act and screening for characteristics of dyslexia. Specific questions about the assessment should be directed to the vendor.

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General Information

Contact Information

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Administration Information

Setting	This assessment is administered both online and one-on-one.
Average Time	Grade K-1: 24 items taking approximately 15 minutes Grade 2-3: 39 items taking approximately 36-47 minutes
Characteristics of Dyslexia	Risk for characteristics of dyslexia is determined by combining the scores of the Exact Path Diagnostic, Oral Fluency Tasks, and the Rapid Automatic Naming (RAN) assessments.

Guidance for Testing Remotely

Guidance for conducting Exact Path assessments remotely is provided to Exact Path customers through the Test Administration Guide.

Assessment Administration

Grade Level Assessment Pathway

	Beginning of Year	Middle of Year	End of Year
Kindergarten	Administer **Exact Path Diagnostic and Letter Name Fluency** (LNF) assessments to all students. Write **SLIP and administer RAN** to students below the grade-level target. Combined scores of all assessments determine risk for characteristics of dyslexia	Administer **Exact Path Diagnostic and Word Reading Fluency** (WRF) assessments to all students. Students who are below target should also take the **Letter Name Fluency** (LNF). Adjust SLIP for students as needed. Write SLIP for students who have dropped below the grade-level target.	Administer **Exact Path Diagnostic and Word Reading Fluency** (WRF) assessments to all students. Students who are below target should also take the **Letter Name Fluency** (LNF).
1st Grade	Administer **Exact Path Diagnostic and Word Reading Fluency** (WRF) assessments to all students. Write **SLIP and administer RAN** to students below the grade-level target. Combined scores of all assessments determine risk for characteristics of dyslexia.	Administer **Exact Path Diagnostic and Oral Reading Fluency** (ORF) assessments to all students. Adjust SLIP for students as needed. Write SLIP for students who have dropped below the grade-level target.	Administer **Exact Path Diagnostic and Oral Reading Fluency** (ORF) assessments to all students.
2nd – 3rd Grade	Administer **Exact Path Diagnostic and Oral Reading Fluency** (ORF) assessments to all students. Write **SLIP and administer RAN** to students below the grade-level target. Combined scores of all assessments determine risk for characteristics of dyslexia.	Administer **Exact Path Diagnostic and Oral Reading Fluency** (ORF) assessments to all students. Adjust SLIP for students as needed. Write SLIP for students who have dropped below the grade-level target.	Administer **Exact Path Diagnostic and Oral Reading Fluency** (ORF) assessments to all students.

Special Considerations

Accommodations

Approved accommodations are those accommodations that are unlikely to change how the assessment functions. When approved accommodations are used, the scores can be reported and interpreted as indicated. Approved accommodations should be used only for students for whom the accommodations are necessary to provide an accurate assessment of student skills.

Time considerations: Students may pause and take a break, then resume testing at any time. Ideally, this would happen over no longer than three consecutive days.

Display settings: Students can adjust their screen to see the questions clearly through magnification and change of display settings, fonts, or text size.

Audio accommodations: Exact Path has three types of audio features: automatic read-aloud, prerecorded audio that can be played on-demand, and text-to-speech accommodations. Questions assessing K–1 skills are automatically read to students, regardless of a student's grade. For the reading test, automatic audio works according to the table below.

For some reading questions at the K–1 skill level, regardless of the student's grade, the student has the option to play recorded audio for passages and/or answer options by clicking a sound icon. Prerecorded audio appears only for passages and answer options when determined to be appropriate for the content of the item. For students in need of text-to-speech accommodations, audio controls are available that allow students to select any text and have it read to them.

Starting grade adjustment: For students working above or below their enrolled grade (as recorded in the Exact Path system), educators can adjust the starting grade for the first administered item. This may reduce student frustration caused by answering many questions that are too easy or too hard at the beginning of the test.

Visual accommodations are summarized below according to three categories: **blindness, color blindness, and low visual acuity**. For users with blindness, Edmentum's products require the support of a sighted assistant. To assist users with color blindness, we conduct grayscale testing to verify proper contrasts that can support users with monochromatic vision. We also use color coding only as a redundant cue.

The Exact Path Diagnostic includes audio support for instructional text, reducing or eliminating the need to read on-screen text. Our assessments do not have multiple, time-sensitive screen parts that compete for a learner's attention. Instead, the design allows learners with tunnel vision or related problems to focus on isolated screen parts.

The Exact Path Diagnostic has proven comfortable for learners with low visual acuity who do not require screen readers or screen magnifiers. However, screen magnifiers do help users follow mouse movements and magnify content. Edmentum provides support for screen readers and magnifiers to increase accessibility for visually impaired learners and teachers.

Special Considerations

In addition to read-aloud and text-to-speech options, students with visual impairments use a variety of software programs to assist in completing assignments. Edmentum recommends the use of third-party resources to supplement our accessibility features.

JAWS is a very common software tool for students with blindness. It reads the content of the computer screen aloud by using optical character recognition (OCR) and synthesized speech output. JAWS is increasingly compatible with more programs and websites, as more web designers include accessibility in their design. JAWS can also be configured to work with a refreshable braille display or braille terminal, a device that delivers and displays braille characters through round-tipped pins raised through holes in a flat surface. Screen readers, such as JAWS, gather and convert the content, sending it to the display for reading.

Students with visual impairments frequently use Kurzweil 1000 for its scanning capabilities. It uses OCR to read printed content and display it on-screen. Like JAWS, it provides speech output to read content aloud.

For individuals with low or limited vision, ZoomText magnifies screen content up to 24 times. Combined with the use of a large monitor, ZoomText can be an invaluable tool for visually impaired students.

English Learners

Teachers can make appropriate accommodations for ELs, such as providing a dictionary, helping to pronounce words, and offering any other accommodation students receive instructionally. However, teachers should not give substantive help interpreting text.

Exact Path has been awarded WIDA Prime V2 Correlation, indicating our ability to address English Learners' listening, speaking, reading, and writing needs. Exact Path includes built-in text-to-speech functionality, closed captions for videos, and highlighted vocabulary words with built-in tools for translation, definition, and audio support.

Using the Data to Determine Risk

Risk-Level Benchmarks

In a tiered assessment and instruction system, tiers are used to define the intensity of instruction needed for the students within each tier. Exact Path follows the traditional model of three instructional tiers, defined as follows:

- Tier 1 = Low Risk

  Students who score at or above the 40th percentile are on track to meet the end-of-year target and are least likely to need intervention. These students should continue to receive the general instructional program. Typically, the majority of students fall into this category.

- Tier 2 = Moderate Risk

  Students are not on track and have a moderate risk of not meeting the end- of-year target. These students require some type of intervention, often taking the form or supplemental small-group instruction.

- Tier 3 = High Risk

  Students are not on track and are typically well-below grade level. These students have a high risk of not meeting the end-of-year target without intensive, individualized instructional intervention.

The scores listed on the following chart are the National Percentile Ranks (PRs) determined by the required assessments listed above. **Students scoring below the Low Risk PR of 40 are considered at- risk for not meeting grade level reading expectations and should be placed on a Student Literacy Intervention Plan (SLIP).**

Determining Risk for Characteristics of Dyslexia

The Exact path screener uses scores from the Exact Path Diagnostic, Oral Fluency Tasks, and Rapid Automatized Naming (RAN) to provide information about a student's overall risk for dyslexia.

Risk for characteristics of dyslexia is determined based on the student's PR score as compared to the Exact Path benchmarks. **A student is considered to be at risk for characteristics of dyslexia when the scores meet the criteria defined below.**

It is important to recognize that screening for risk of characteristics of dyslexia is not the same as conducting a diagnostic evaluation. Students who are identified as being at risk for characteristics of dyslexia may require additional follow-up assessment to determine the source of reading difficulty, particularly if the student is not responding to appropriate, evidence-based interventions. Details about the assessments included in the Exact Path screener are shown in the following grade- level guidance below.

Data Benchmarks

		Beginning of Year	Middle of Year	End of Year	Fluency Task(s)
Kindergarten	High Risk	10th PR	10th PR	10th PR	LNF
	Moderate Risk	25th PR	25th PR	25th PR	LNF* & WRF
	Low Risk	**40th PR**	**40th PR**	**40th PR**	**LNF* & WRF**
1st grade	High Risk	10th PR	10th PR	10th PR	WRF
	Moderate Risk	25th PR	25th PR	25th PR	ORF
	Low Risk	**40th PR**	**40th PR**	**40th PR**	**ORF**
2nd grade	High Risk	10th PR	10th PR	10th PR	ORF
	Moderate Risk	25th PR	25th PR	25th PR	ORF
	Low Risk	**40th PR**	**40th PR**	**40th PR**	**ORF**
3rd grade	High Risk	10th PR	10th PR	10th PR	ORF
	Moderate Risk	25th PR	25th PR	25th PR	ORF
	Low Risk	**40th PR**	**40th PR**	**40th PR**	**ORF**

Determine Risk for Characteristics of Dyslexia

1. Administer the **Universal Screening** (Exact Path Diagnostic + Oral Fluency Task) to all students.

2. Students who score below the grade-level target (see chart above) must also be given the **RAN**.

   - If giving the RAN to students who do not meet the grade-level target, use the 50th percentile on the RAN as a target score.

   - If giving the RAN to all students in the grade level, use the 20th percentile on the RAN as a target score.

3. Students who are below the target on **both** the Universal Screening **and** the RAN are at **high risk** for characteristics of dyslexia.