Renaissance

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Using FastBridge to Meet the Strong Readers Act and Dyslexia Screening Guidelines in Oklahoma

Overview

This document follows guidance from the Strong Readers Act and Dyslexia Screening resources. Specifically, Renaissance provides information on how FastBridge (earlyReading, aReading, and CBMreading) meets Oklahoma's screening requirements for students in Grades K-3. Students in fourth grade and above may be screened as determined by the district.

Universal Screening

According to the Oklahoma Strong Readers Act, all students in grades K-3 must be screened for the acquisition of reading skills at the beginning, middle, and end of each school year with approved screening and dyslexia screening tools. Table 1 shows the assessments that should be used at each grade level. The same tests for each grade level should be used in each screening window, however subtests administered in kindergarten and grade 1 will change throughout the year. Schools and districts can set screening windows that meet scheduling needs across the school year.

Table 1: FastBridge assessments for universal screening

Grade	Beginning of Year	Middle of Year	End of Year
Kindergarten	earlyReading • Concepts of Print • Onset Sounds • Letter Names • Letter Sounds	earlyReading • Onset Sounds • Letter Sounds • Word Segmenting • Nonsense Words	earlyReading • Letter Sounds • Word Segmenting • Nonsense Words • Sight Words–50
Grade 1	earlyReading • Word Segmenting • Nonsense Words • Sight Words–150 • Sentence Reading	earlyReading • Word Segmenting • Nonsense Words • Sight Words–150 • CBMreading	earlyReading • Word Segmenting • Nonsense Words • Sight Words–150 • CBMreading
Grade 2	aReading CBMreading	aReading CBMreading	aReading CBMreading
Grade 3 and above	aReading CBMreading	aReading CBMreading	aReading CBMreading

Special considerations for accommodations

All FastBridge assessments are normed without accommodations. **Students must take the assessment without accommodations to meet Strong Readers grade level targets.** Use of accommodations changes the validation of scores.
Accommodations may be used as outlined below for additional information to guide instruction.

FastBridge provides the following accommodations within the assessment for students with and without disabilities. These accommodations are allowed for both screening and progress monitoring to gain information to guide instruction. Additional accommodations that are included in a student's Individualized Education Program (IEP) can be used as well.

Paper and Pencil Assessment Formats

Both earlyReading and CBMreading are available in examiner computer-entry as well as paper and pencil formats. Either version can be used without violating the standardized administration procedures. These equivalent formats are not considered accommodations.

Allowed Accommodations

The following accommodations are allowed for all FastBridge assessments:

- Magnification
- Sound amplification
- Extra breaks
- Preferential seating and use of quiet space
- Proxy responses
- Students with different needs or abilities may take the computer-based assessments on a tablet-type device to facilitate screen optimization
- Extended time is allowed for the following reading assessments only:
    - earlyReading
    - Concepts of Print
    - Onset Sounds
    - Word Rhyming
    - Word Blending
    - Word Segmenting

English Learners

earlyReading and CBMreading are both available in Spanish forms. These can be used to gain more information as to the instructional needs of the student and to help identify if the difficulty is with reading skills or language acquisition.

Benchmarks and Cut Scores

To match state data and meet legislative requirements, a district administrator in the software should customize the benchmarks for earlyReading, aReading, and CBMreading. Each subtest needs to be customized with the benchmarks aligned with state requirements. Table 2 outlines state defined benchmarks for all grade levels.

Table 2: Oklahoma defined benchmarks

Benchmark	Percentile Rank	
Tier 1 Core Instruction	40–99 PR	The OKDOE requires Tier 1 to be divided into two benchmark categories (+Differentiation and Core Instruction). For some FastBridge assessments, only three benchmark categories can be set in the software. To account for this, **an extract will be provided** by FastBridge for each district to submit data to OKDOE.
Tier 1 + Differentiation	26–39 PR	
Tier 2 Supplemental Instruction	11–25 PR	
Tier 3 Intensive Intervention	1–10 PR	

Table 3 lists the grade-level target scores that align with each benchmark. These are the scores that should be entered when customizing benchmarks in the software. Universal screening results should be used to guide classroom and small-group instruction. Students scoring below the benchmark score are considered at-risk for not meeting grade level reading expectations and should be placed on a Student Literacy Intervention Plan (SLIP).

Table 3: Universal screening grade level targets

	Benchmark	BOY	MOY	EOY
Note: Color representation in FastBridge reporting follows the default benchmarks in the software and does not represent the OKDOE required benchmarks.				
Kindergarten earlyReading	Tier 3 Intensive Intervention (High Risk)	28	40	53
	Tier 2 Supplemental Instruction (Some Risk)	30	47	60
	Tier 1 Differentiation and Core (Low Risk)			
Grade 1 earlyReading	Tier 3 Intensive Intervention (High Risk)	24	32	39
	Tier 2 Supplemental Instruction (Some Risk)	29	44	55
	Tier 1 Differentiation and Core (Low Risk)			
Grade 2 aReading	Tier 3 Intensive Intervention (High Risk)	439	455	464
	Tier 2 Supplemental Instruction (Some Risk)	459	472	479
	Tier 1 Differentiation and Core (Low Risk)	469	481	490
Grade 2 CBMreading	Tier 3 Intensive Intervention (High Risk)	16	36	56
	Tier 2 Supplemental Instruction (Some Risk)	37	67	85
	Tier 1 Differentiation and Core (Low Risk)	56	84	101
Grade 3 aReading	Tier 3 Intensive Intervention (High Risk)	462	471	476
	Tier 2 Supplemental Instruction (Some Risk)	479	489	494
	Tier 1 Differentiation and Core (Low Risk)	490	498	503
Grade 3 CBMreading	Tier 3 Intensive Intervention (High Risk)	39	62	78
	Tier 2 Supplemental Instruction (Some Risk)	70	94	108
	Tier 1 Differentiation and Core (Low Risk)	87	110	125

Determining Risk for Characteristics of Dyslexia

Data from the BOY universal screening results should also be used to provide information about a student's overall risk for dyslexia. In some grades one assessment is used and in others two are combined to provide the most accurate information.

Risk for characteristics of dyslexia is determined based on the student's score as compared to the FastBridge benchmarks. **A risk for characteristics of dyslexia is identified when a student's score falls below the 15th percentile as compared with the FastBridge national norms. This is also labeled as High Risk in the FastBridge system.**

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 cut scores used to identify students at risk for dyslexia are provided in Tables 4–7 on the following pages.

Table 4: Kindergarten and Grade 1 cut scores for risk of dyslexia

Grade	Assessment	Composite (15th percentile)		
		BOY	**MOY**	**EOY**
Kindergarten	earlyReading	28	42	56
Grade 1	earlyReading	25	36	44
earlyReading risk levels				
High Risk (at or below 15th percentile)		**At-risk** for characteristics of dyslexia		
Some Risk (between 16th and 40th percentile)		Demonstrating reading difficulties, but **NOT** at-risk for characteristics of dyslexia.		

For the identification of students at risk for dyslexia in grades 2 and above, a combination of CBMreading words correct per minute (WPM) fluency score and the aReading scaled score is recommended. This is done by using the combined risk levels from each assessment to generate an overall dyslexia risk score as described in the table below. By equally weighting CBMreading and aReading the composite risk score gives equal weighting to two key indicators of dyslexia risk, oral reading fluency and comprehension.

- High Risk (at or below or 15th percentile)
- Some Risk (between 16th and 40th percentile)

Table 5: Grade 2 cut scores for risk of dyslexia

Grade	Assessment	Composite (15th percentile)		
		BOY	**MOY**	**EOY**
Grade 2	aReading (High Risk 15th %ile)	445	462	469
	aReading (Some Risk 40th %ile)	469	481	490
	CBMreading (High Risk 15th %ile)	22	46	66
	CBMreading (Some Risk 40th %ile)	56	84	101
CBMreading	**aReading**	**Overall risk level**		
High Risk	High Risk	**At-risk** for characteristics of dyslexia		
High Risk	Some Risk	**At-risk** for characteristics of dyslexia		
Some Risk	High Risk	**At-risk** for characteristics of dyslexia		
Some Risk	Some Risk	Demonstrating reading difficulties, but **NOT** at-risk for characteristics of dyslexia.		

Grade 3 students may be at risk for characteristics of dyslexia if not proficient on the following subtests on the **PAST** at **Beginning of Year (BOY):**
- Levels D – L (anything lower than M)

Based on the PAST instructions, proficiency is determined by:
- Levels D – E: All items are correct and automatic (under 2 seconds)
- Levels F – M: 4 out of 5 items are correct and automatic (under 2 seconds)

Table 6: Grade 3 cut scores for risk of dyslexia

Grade	Assessment	Composite (15th percentile)		
		BOY	**MOY**	**EOY**
Grade 3	aReading (High Risk 15th %ile)	468	477	483
	aReading (Some Risk 40th %ile)	490	498	503
	CBMreading (High Risk 15th %ile)	51	75	90
	CBMreading (Some Risk 40th %ile)	87	110	125

CBMreading	aReading	PAST	Overall risk level
High Risk	High Risk	**Below** levels listed above	**At-risk** for characteristics of dyslexia
High Risk	High Risk	**Met or above** levels listed	**At-risk** for characteristics of dyslexia
High Risk	Some Risk	**Below** levels listed above	**At-risk** for characteristics of dyslexia
High Risk	Some Risk	**Met or above** levels listed	**At-risk** for characteristics of dyslexia
Some Risk	High Risk	**Below** levels listed above	**At-risk** for characteristics of dyslexia
Some Risk	High Risk	**Met or above** levels listed	**At-risk** for characteristics of dyslexia
Some Risk	Some Risk	**Below** levels listed above	Demonstrating reading difficulties, but **NOT** at-risk for characteristics of dyslexia.
Some Risk	Some Risk	**Met or above** levels listed	Demonstrating reading difficulties, but **NOT** at-risk for characteristics of dyslexia.

Students in grade 4 and grade 5 who are promoted through exemption or the Student Reading Proficiency Team must continue to receive intervention supports until they demonstrate on-grade-level reading on a screening assessment. Interventions should be documented through either an Individualized Education Program (IEP) or a Student Literacy Intervention Plan (SLIP).

Table 7: Grade 4 and Grade 5 cut scores for risk of dyslexia

Grade	Assessment	Composite (15th percentile)		
		BOY	**MOY**	**EOY**
Grade 4	aReading (High Risk 15th %ile)	484	493	496
	aReading (Some Risk 40th %ile)	502	509	513
	CBMreading (High Risk 15th %ile)	84	101	113
	CBMreading (Some Risk 40th %ile)	115	133	147
Grade 5	aReading (High Risk 15th %ile)	496	501	504
	aReading (Some Risk 40th %ile)	513	517	520
	CBMreading (High Risk 15th %ile)	100	114	127
	CBMreading (Some Risk 40th %ile)	132	149	162

CBMreading	aReading	PAST	Overall risk level
High Risk	High Risk	**Below** levels listed above	**At-risk** for characteristics of dyslexia
High Risk	Some Risk	**Below** levels listed above	**At-risk** for characteristics of dyslexia
Some Risk	High Risk	**Below** levels listed above	**At-risk** for characteristics of dyslexia
Some Risk	Some Risk	**Below** levels listed above	Demonstrating reading difficulties, but **NOT** at-risk for characteristics of dyslexia.

Family Reporting

Parent and guardian notification is required when the student reaches or exceeds the 60th PR. FastBridge provides the FastBridge Family Report Overview for family communication. This report is available in both English and Spanish. It is a one-page report and is designed to answer the following questions:

- How is my child doing?
- How does my child compare with other students?
- How has my child changed over time?