OKLAHOMA STATE DEPARTMENT OF EDUCATION

FASTBRIDGE

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 Reading Sufficiency Act (RSA) and screening for characteristics of dyslexia. Specific questions about the assessment should be directed to the vendor.

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FastBridge: Renaissance Learning, Inc.
Screening Technical Guidance

General Information

Contact Information

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Administration Information

Setting	Some components of the assessment are administered 1:1 with a teacher and others are completed by the student on a computer.	
Average Time	FAST Early Reading	About 5 minutes per student
	aReading	10-15 minutes (given as a group)
	CBMreading	About 5 minutes per student
Characteristics of Dyslexia	To meet statutory requirements, advanced phonemic awareness (phoneme manipulation) must be assessed as appropriate. To meet this requirement with FastBridge, the Phonological Awareness Screening Test (PAST) must also be given for students in 3rd grade for additional data. Guidance for how to consider the PAST in relation to FastBridge is provided below.	

Grade Level Assessment Pathway

	Beginning of Year	Middle of Year	End of Year
Kindergarten	Administer Universal screening to all students. Use results to guide instruction. *Results are reported on the RSA Survey: Beginning of Year report.	Administer Universal screening to all students. Write IPRI and administer dyslexia screening to students below the grade-level target.	Administer Universal screening to all students.
1st -3rd Grade	Administer Universal screening to all students. Write IPRI and administer dyslexia screening to students below the grade-level target.	Administer Universal screening to all students. Adjust IPRI for students as needed. Write IPRI for students who have dropped below the grade-level target.	Administer Universal screening to all students.

Guidance for Testing Remotely

Guidance for conducting FastBridge assessments remotely can be found here: https://blog.fastbridge.com/blog/remote-screening-progress-monitoring-101
Current customers can find additional guidance when logged into the FastBridge system within the knowledge base.

Assessment Administration

Assessment Components

According to the vendor's submission for state approval, the subtests indicated below should be administered in each grade level. The same tests for each grade level should be used in each screening window (beginning, middle, and end of year).

	Beginning of Year	Middle of Year	End of Year
Kindergarten	Early Reading • Concepts of Print • Onset Sounds • Letter Names • Letter Sounds	Early Reading • Onset Sounds • Letter Sounds • Word Segmenting • Nonsense Words	Early Reading • Letter Sounds • Word Segmenting • Nonsense Words • Sight Words–50
1st grade	Early Reading • Word Segmenting • Nonsense Words • Sight Words–150 • Sentence Reading	Early Reading • Word Segmenting • Nonsense Words • Sight Words–150 • CBMreading	Early Reading • Word Segmenting • Nonsense Words • Sight Words–150 • CBMreading
2nd grade	• aReading • CBMreading	• aReading • CBMreading	• aReading • CBMreading
3rd Grade & above	• aReading • CBMreading	• aReading • CBMreading	• aReading • CBMreading

Special Considerations

Accommodations

All FastBridge assessments are normed without accommodations. **Students must take the assessment without accommodations to meet RSA grade-level targets or for promotion decisions.** 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.

To meet the requirements for promotion through Pathway 2 with the screening assessment, the student must be able to meet the end-of-year 3rd-grade target in English.

Using the Data to Determine Risk

Grade Level Targets

The following information is provided by FastBridge Learning to assist in interpreting student scores. For more in-depth explanation, please refer to the FAST Technical Manual provided by the publisher.

Students in kindergarten and 1st grade scoring between the 16th percentile and the 40th percentile are at some risk for not meeting grade-level expectations. Students scoring at or below the 15th percentile are at high risk for not meeting grade-level expectations.

Students in 2nd grade and above scoring between the 21st percentile and the 40th percentile are at some risk for not meeting grade-level expectations. Students scoring at or below the 20th percentile are at high risk for not meeting grade-level expectations.

First, second, or third grade students who meet the end-of-year third grade-level target score are eligible for promotion to fourth grade. **For FAST, students must have a composite score of 503 to meet this option.** According to state statute 70 O.S. § 1210.508C(I)(1), "after a student has demonstrated proficiency through a screening instrument, the district shall provide notification to the parent or guardian of the student that they have satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention."

The scores listed on the following chart are the Reading Composite Scores determined by the required assessments listed above. The composite scores listed in the table reflect the grade-level target scores. **Students scoring below the At Benchmark Score are considered at-risk for not meeting grade level reading expectations and should be placed on an Individualized Program of Reading Instruction (IPRI).**

Using the Data to Determine Risk

Determining Risk for Characteristics of Dyslexia

The FastBridge dyslexia screener utilizes several universal assessments for reading to provide information about a student's overall risk for dyslexia. The assessments included in the screener include aReading, CBMreading, and earlyReading. 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 the assessments included in the FastBridge dyslexia screener are shown in the following grade-level guidance below.

Data Benchmarks

Universal Screening: Grade Level Targets

		Beginning of Year	Middle of Year	End of Year
Kinder	Well Below Benchmark	27	39	53
	Below Benchmark	30	46	59
	At Benchmark	**32**	**50**	**64**
1st grade	Well Below Benchmark	24	31	37
	Below Benchmark	28	43	54
	At Benchmark	**33**	**52**	**66**
2nd grade	Well Below Benchmark	437	452	462
	Below Benchmark	458	471	478
	At Benchmark	**469**	**481**	**490**
3rd grade	Well Below Benchmark	460	470	474
	Below Benchmark	478	489	494
	At Benchmark	**490**	**498**	**503**
4th grade	Well Below Benchmark	476	484	487
	Below Benchmark	495	501	505
	At Benchmark	**502**	**509**	**513**
5th grade	Well Below Benchmark	488	495	497
	Below Benchmark	503	509	512
	At Benchmark	**513**	**517**	**520**

Data Benchmarks

Kindergarten Assessment Pathway

Kindergarten students should be assessed at the beginning, middle and end of the year. The beginning of the year results should be used to guide classroom and small group instruction. An Individualized Program of Reading Instruction (IPRI) and consideration for risk of characteristics of dyslexia is not required until the middle of the year.

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	earlyReading • Concepts of Print • Onset Sounds • Letter Names • Letter Sounds	Composite: 28 (15th percentile)	High Risk
Middle of Year (MOY)	earlyReading • Onset Sounds • Letter Sounds • Word Segmenting • Nonsense Words	Composite: 42 (15th percentile)	High Risk
End of Year (EOY)	earlyReading • Letter Sounds • Word Segmenting • Nonsense Words • Sight Words—50	Composite: 56 (15th percentile)	High Risk

earlyReading	Risk Level
High Risk (at or below 15th %ile)	**At-risk** for characteristics of dyslexia
Between 16th – 40th %ile	Demonstrating reading difficulties, but **NOT** at-risk for characteristics of dyslexia

Data Benchmarks

1st Grade Assessment Pathway

First grade students should be assessed at the beginning, middle and end of the year. The results should be used to guide classroom and small group instruction. The beginning of year results should also be used to determine risk for characteristics of dyslexia. An Individualized Program of Reading Instruction (IPRI) should be written for students not meeting the grade-level target at the beginning or middle of the year.

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	earlyReading • Word Segmenting • Nonsense Words • Sight Words—150 • Sentence Reading	Composite: 25 (15th percentile)	High Risk
Middle of Year (MOY)	earlyReading • Word Segmenting • Nonsense Words • Sight Words—150 • CBM Reading	Composite: 36 (15th percentile)	High Risk
End of Year (EOY)	earlyReading • Word Segmenting • Nonsense Words • Sight Words—150 • CBM Reading	Composite: 44 (15th percentile)	High Risk

earlyReading	Risk Level
High Risk (at or below 15th %ile)	**At-risk** for characteristics of dyslexia
Between 16th – 40th %ile	Demonstrating reading difficulties, but **NOT** at-risk for characteristics of dyslexia

Data Benchmarks

2nd Grade Assessment Pathway

Second grade students should be assessed at the beginning, middle and end of the year. The results should be used to guide classroom and small group instruction. The beginning of year results should also be used to determine risk for characteristics of dyslexia. An Individualized Program of Reading Instruction (IPRI) should be written for students not meeting the grade-level target at the beginning or middle of the year.

Assessment	Risk Level	Fall	Winter	Spring
aReading	High Risk (15th %ile)	445	462	469
	Some Risk (40th %ile)	469	481	490
CBMreading	High Risk (15th %ile)	22	46	66
	Some Risk (40th %ile)	56	84	101

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.

CBMReading	aReading	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

Data Benchmarks

3rd Grade Assessment Pathway

Third grade students should be assessed at the beginning, middle and end of the year. The results should be used to guide classroom and small group instruction. The beginning of year results should also be used to determine risk for characteristics of dyslexia. An Individualized Program of Reading Instruction (IPRI) should be written for students not meeting the grade-level target at the beginning or middle of the year.

Assessment	Risk Level	Fall	Winter	Spring
aReading	High Risk (15th %ile)	468	477	483
	Some Risk (40th %ile)	490	48	503
CBMreading	High Risk (15th %ile)	51	75	90
	Some Risk (40th %ile)	87	110	125

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.

3rd grade 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)

CBMReading	aReading	PAST	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

Data Benchmarks

4th Grade

Fourth grade students 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 an Individualized Program of Reading Instruction (IPRI).

Assessment	Risk Level	Fall	Winter	Spring
aReading	High Risk (15th %ile)	484	493	496
	Some Risk (40th %ile)	502	509	513
CBMreading	High Risk (15th %ile)	84	101	113
	Some Risk (40th %ile)	115	133	147

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.

How to combine CBMreading and aReading risk levels to identify students at risk for reading difficulties.

CBMReading	aReading	PAST	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

Data Benchmarks

5th Grade

Fourth grade students 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 an Individualized Program of Reading Instruction (IPRI).

Assessment	Risk Level	Fall	Winter	Spring
aReading	High Risk (15th %ile)	496	501	504
	Some Risk (40th %ile)	513	517	520
CBMreading	High Risk (15th %ile)	100	114	127
	Some Risk (40th %ile)	132	149	162

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.

How to combine CBMreading and aReading risk levels to identify students at risk for reading difficulties.

CBMReading	aReading	PAST	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

Data Benchmarks

Sample CBMReading Group Report

Scores Of Students In Group By Benchmark Categories: ⊙

Report's Use:

→ **Tier 1:** Serves 100% of students with the goal of having 80% or more exceed the Low Risk Benchmark. Set Color Coding to Benchmark so the graphical display (left) indicates the proportion of students in each category.

→ **Tier 2:** Serves about 30% of students with evidence-based intervention supplemental to Tier 1 core instruction. Use the table (below) to identify students below the 30th percentile locally.

⊞ More Data

Student Name	Fall Score		Winter Score	Spring Score	Winter Percentile Rank School %ile	District %ile	National %ile
	84	⭐	132		98	90	82
	⭐ 99	⭐	131		97	89	82
	⭐ 112	⭐	120		94	83	74
			105		89	73	61
	64		88		84	61	45
	63		87		81	60	43
	‼ 49	‼	81		77	55	37
	‼ 43	‼	77		72	52	34
	56	‼	68		64	46	27
	59	‼	66		63	44	25
	‼ 17	‼	56		55	38	19
	‼ 30	‼	54		53	37	18
	‼ 21	‼‼	26		38	23	7
	‼‼ 6	‼‼	26		38	23	7
	‼‼ 5	‼‼	11		22	11	2
	‼‼ 2	‼‼	8		17	9	1
	‼‼ 2	‼‼	6		11	5	1
	‼‼ 6	‼‼	5		8	3	1
	‼‼ 1	‼‼	4		6	2	1
		‼‼	4		N/A	N/A	1

‼‼ High Risk ‼ Some Risk low risk ⭐ Advanced 94% accuracy less than 95%   N/A student assessed outside the screening window