OKLAHOMA STATE DEPARTMENT OF EDUCATION

ISTATION

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.

September 2023

Istation: Imagination Station
Screening Technical Guidance

General Information

Contact Information

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Administration Information

Setting	Istation is administered online.
Average Time	30 minutes
Characteristics of Dyslexia	To meet statutory requirements, advanced phonemic awareness (phoneme manipulation) must be assessed as appropriate. To meet this requirement with Istation, 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 Istation 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 Istation assessments remotely can be found here: https://www.istation.com/Home/EmpowerEducators.

Assessment Administration

Assessment Components

Istation follows a continuum of learning that, research indicates, is predictive of later reading success. Skills build upon skills, and the sequence of subtests builds upon prior subtests. As skills of lower-level difficulty are eliminated from the test battery, more difficult skills that rely on achievement of the prior skills are added.

Because Istation incorporates computer-adaptive algorithms, students are administered items of increasing difficulty until either an appropriate level of ability is established, or it is determined through other higher-level subtests that skill mastery has been achieved. Thus, defaults are only a starting point. Once Istation calibrates to the performance ability of a particular student, each subsequent test relies on the previous calibrations to determine with which items to begin subsequent administrations.

The following chart lists the subtests used by default for each grade level:

Kindergarten	- Listening Comprehension - Phonemic Awareness - Letter Knowledge - Vocabulary
1st grade	- Phonemic Awareness - Letter Knowledge - Vocabulary - Alphabetic Decoding - Reading Comprehension - Spelling
2nd grade	- Vocabulary - Reading Comprehension - Spelling - Text Fluency
3rd Grade	- Vocabulary - Reading Comprehension - Spelling - Text Fluency

Assessment Administration

Skills Assessed by Grade Level

Kindergarten	1st Grade
• Phonemic Awareness • Alphabet Knowledge • Alphabetic Decoding • Listening Comprehension • Vocabulary • Rapid Automatized Naming*	• Phonemic Awareness • Alphabet Knowledge • Alphabetic Decoding • Reading Comprehension • Spelling • Text Fluency • Vocabulary • Oral Reading Fluency** • Rapid Automatized Naming*
2nd Grade	**3rd Grade**
• Reading Comprehension • Spelling • Vocabulary • Text Fluency • Oral Reading Fluency** • Rapid Automatized Naming*	• Reading Comprehension • Spelling • Vocabulary • Text Fluency • Oral Reading Fluency** • Rapid Automatized Naming*

* Research suggests delaying utilization of RAN assessment for kindergarten until mid-year.
** Separate **optional** assessment

- Students no longer receive the early reading subtests once their overall score has met a pre-determined threshold. These subtests may be administered On-Demand if needed in any grade.

- Students begin to receive Text Fluency after their score has met a pre-determined threshold.

- Text Fluency, Oral Reading Fluency and RAN do not count towards the overall score.

- RAN norms are populated after teacher scores assessment.

Special Considerations

Accommodations

Accommodations are changes in procedures or materials that are only available to students who have an Individualized Education Program (IEP) or 504 plan. Accommodations may be embedded (provided digitally within Istation) or non-embedded (provided non-digitally at the local level).

Accommodation	Availability	Description	Applicable Assessments
Spoken audio	Embedded	The student may choose to hear text read aloud and/or repeated when appropriate.	ISIP Early Reading: Beginning Sounds, Phonemic Blending, Vocabulary, Spelling ISIP Advanced Reading: Vocabulary, Spelling
Fingerspelling	Non-embedded	An assessment administrator may fingerspell letters for the student to identify.	ISIP Early Reading: Letter Knowledge, Spelling
Lip-speech reading	Non-embedded	To ensure word parts are provided for a student who is deaf or hard of hearing, an assessment administrator may speak text content to the student.	ISIP Early Reading: Alphabetic Decoding, Phonemic Awareness
Magnification (Interactive whiteboards)	Non-embedded	A teacher may project the assessment onto an interactive whiteboard to support a student with limited fine motor skills or low vision.	All
Magnification (ZoomText software)	Non-embedded	A student may use ZoomText software to magnify assessment items with automatic scrolling of the screen when the mouse is moved.	All
Screen duplication/ screen casting	Non-embedded	To facilitate the provision of other accommodations, the assessment may be duplicated on a second monitor.	All
Scribe	Non-embedded	To support a student with limited fine-motor skills, an assessment administrator may select the student's answer choice/response during the assessment.	All
Sign language interpretation	Non-embedded	A human sign language interpreter may translate test content into sign language in an individual or small group setting for a student who is deaf or hard of hearing.	ISIP Early Reading: Listening Comprehension, Phonemic Awareness, Alphabetic Decoding, Letter Knowledge, Spelling
Touch screen overlay	Non-embedded	For a student with limited motor skills, a USB touch screen can be applied to monitors, which acts like a standard pointing device.	All
Visual phonics	Non-embedded	When testing the sound for a student who is deaf or hard of hearing, a proctor may provide a visual cue to the student.	ISIP Early Reading: Letter Knowledge, Alphabetic Decoding, Phonemic Awareness, Spelling

Special Considerations

Timing

When the timer is turned off, the score is no longer norm-referenced and is not valid for the purposes of the RSA. For a student who has a documented extended time accommodation, an assessment administrator may select the untimed assessment feature to gain more accurate information about a student's strong and weak skills. In this case, the student should be considered as having a reading difficulty and be placed on an Individualized Program of Reading Instruction (IPRI). The data from the untimed assessment can inform the areas which should be addressed through the IPRI.

English Learners

ISIP Early Reading has an embedded feature that includes directions in Spanish for for each reading subtest for students whose first language is Spanish.

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 descriptors are provided by Imagination Station, Inc. to assist in interpreting student scores. For more in-depth explanation, please refer to the Istation Technical Manual provided by the publisher.

Istation has defined a three-tier normative grouping based on indices associated with the 20th and 40th percentiles. Students with an index above the 40th percentile for their grade are placed into Tier 1. Students with an index at or below the 20th percentile are placed into Tier 3. These tiers are used to guide educators in determining the level of instruction for each student. That is, students classified as:

- Tier 1 (above the 40th percentile) are on track and performing at grade level.

- Tier 2 (between 21st and 40th percentile) are at some risk, are performing moderately below grade level, and need intervention.

- Tier 3 (20th percentile and below) are at risk, are performing seriously below grade level, and need intensive intervention.

Students who are classified as Tier 2 across all subtests should be considered to have comprehensive reading difficulties and should receive Tier 3 instruction.

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 Istation, students must have a composite score of 475 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 show the Overall Reading Ability Index scores determined by the required assessments listed above. The scores listed in the table reflect the grade-level target scores. **Students scoring below this 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 At-Risk Report can be used to identify students who may be at-risk for reading difficulties such as dyslexia, dysgraphia, learning disorders in reading comprehension, and other reading difficulties. These risk indicators are associated with reading difficulties, and they are provided at the subtest level to better distinguish the types of skills that may need intervention or remediation.

Fall Benchmark	Winter Benchmark	Spring Benchmark	

ISIP™ Early Reading Benchmark Results for September

Name	Number of Risk Indicators	Risk Rating	Risk Indicators
	0	Low	
	1	Low	• Text Fluency <= 20th percentile
	0	Low	
	0	Low	
	2	Moderate	• Reading Comprehension <= 35th percentile • Text Fluency <= 20th percentile
	0	Low	
	0	Low	
	0	Low	
	0	Low	
	0	Low	
	0	Low	
	2	Moderate	• Spelling <= 30th percentile • Text Fluency <= 20th percentile

This report can be filtered by the number of risk indicators or by specific risk indicators to help teachers identify students who need close monitoring or intensive intervention.

In First Grade Fall: Students with 0-2 risk indicators are at low risk. While they may need some additional intervention in key areas, they are at a low risk for a learning difficulty.

All other grades and benchmark windows:

- **Students with 0-1 risk indicators are at a low risk. While they may need some additional intervention in key areas, they are at a low risk for a learning difficulty.**

- **Students in first and second grade with 2 risk indicators are at a moderate risk, and students with 3 or more risk indicators are at a high risk.**

Using the Data to Determine Risk

If students are at a moderate or high risk, teachers should closely monitor their performance on the ISIP assessment and on classroom assignments and activities. Students who do not respond to consistent, intensive intervention may need to be considered for additional evaluation.

ISIP™ Reading Risk Report

In **1st, 2nd, and 3rd grades, ISIP™ Reading** assesses foundational skills associated with success in reading, including letter-sound relationships, letter naming, phonological awareness, encoding or spelling, fluency, vocabulary, and comprehension. If a student is struggling in any of these areas, it may indicate that they are at risk for dyslexia, dysgraphia, disorders in reading comprehension, and other reading difficulties.

Students with multiple risk indicators face a higher risk of having reading difficulties. If low scores are consistent with prior history and classroom performance, then these students will need close monitoring and appropriate intervention. If the student does not respond to intervention, the student may need to be considered for additional evaluation.

RISK RATINGS		
Fall of 1st Grade	**Winter, Spring 1st Grade 2nd & 3rd Grade**	**Rating**
4 or More Indicators	3 Indicators	High
3 Indicators	2 Indicators	Moderate
0-2 Indicators	0-1 Indicators	Low

Data Benchmarks

Universal Screening: Grade Level Targets

		Beginning of Year (September)	Middle of Year (December)	Middle of Year (January)	End of Year (May)
Kinder	Well Below Benchmark	207	240	247	273
	Below Benchmark	234	270	280	307
	At Benchmark	**253**	**290**	**300**	**329**
1st grade	Well Below Benchmark	276	291	297	317
	Below Benchmark	304	324	330	356
	At Benchmark	**322**	**345**	**352**	**382**
2nd grade	Well Below Benchmark	330	344	348	367
	Below Benchmark	366	383	389	413
	At Benchmark	**390**	**409**	**415**	**440**
3rd grade	Well Below Benchmark	377	389	392	402
	Below Benchmark	417	430	434	448
	At Benchmark	**440**	**455**	**460**	**475**
4th grade	Well Below Benchmark	423	432	435	448
	Below Benchmark	461	472	476	490
	At Benchmark	**486**	**497**	**501**	**517**
5th grade	Well Below Benchmark	452	459	461	470
	Below Benchmark	493	501	504	514
	At Benchmark	**520**	**528**	**531**	**542**

Data Benchmarks

Kindergarten Assessment Pathway

Begin with the Istation Universal Screener.

If the student scores below the 40th percentile (see table below), administer Rapid Naming assessment.

Percentiles for Early Literacy (Universal Assessment)				
	Beginning of Year (September)	Middle of Year (December)	Middle of Year (January)	End of Year (May)
10th percentile	205	238	247	270
25th percentile	234	270	279	307
40th percentile	253	290	300	328

Administer all three of the Rapid Naming (RAN) assessments. The content should be familiar to the student to get valid results.

For all Rapid Naming assessments, the benchmark and at-risk cutoff scores are the same for all benchmark windows within a grade level. **If a student is low in 2 out of 3 RAN indicators, the student is at-risk for difficulty in this area.**

Rapid Naming	At Risk	Lower Risk
Rapid Picture Naming	**At or below the 29th percentile or a score of 90 or below**	Above the 29th percentile, or a score of 91 or higher
Rapid Letter Naming	**At or below the 29th percentile or a score of 90 or below**	Above the 29th percentile, or a score of 91 or higher
Rapid Number Naming	**At or below the 29th percentile or a score of 88 or below**	Above the 29th percentile, or a score of 89 or higher

To determine risk for characteristics of dyslexia, see the chart below:

Istation	RAN	Risk Level
Below 40th percentile	Two or more **that fall in the "at risk" categories**	**At-risk** for characteristics of dyslexia
Below 40th percentile	Two or more **that are above the "at risk" categories**	Demonstrating reading difficulties but **has a lower risk** for characteristics of dyslexia. *No further action needed at this time.

Data Benchmarks

Kindergarten

- The student scores higher on Listening Comprehension than on Phonemic Awareness and Letter Knowledge.

- The student scores lower on Phonemic Awareness and Letter Knowledge.

- Some students at risk of reading difficulties will do well on Vocabulary, depending on their home environment.
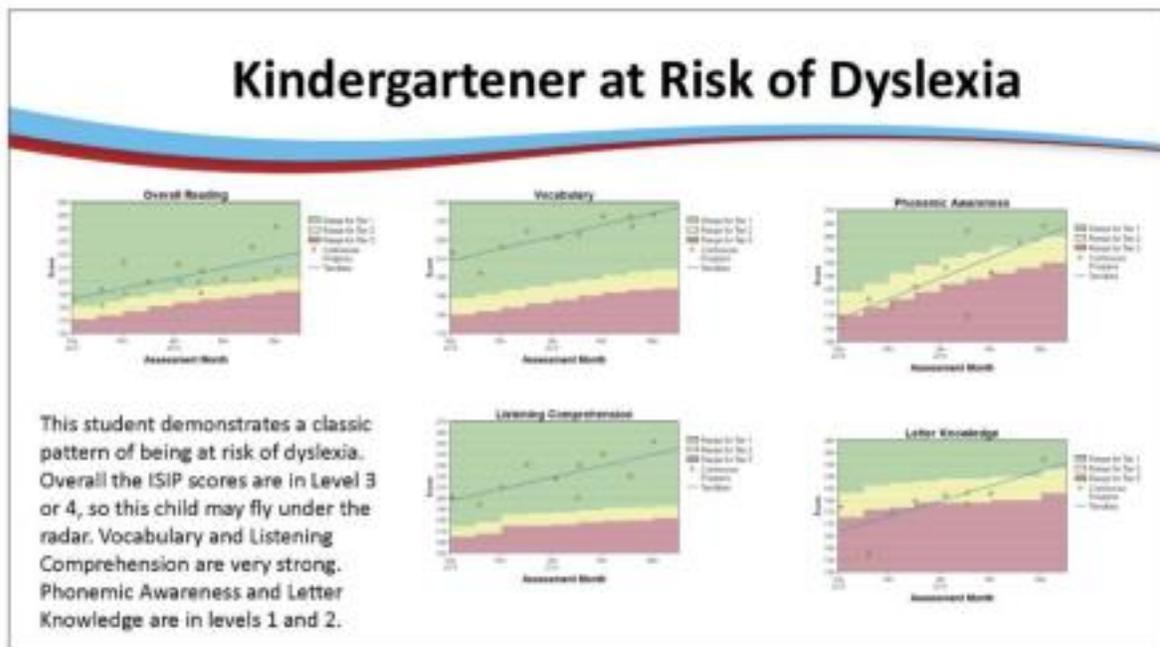

Figure 4. Sample ISIP scores indicating that a student may be at risk for dyslexia.

Data Benchmarks

1st Grade Assessment Pathway

Begin with the Istation Universal Screener. Use the Reading Risk Report to find students who demonstrate risk.

If the student scores below **3 or more indicators in the fall**, administer the Rapid Naming assessment.

In **winter and spring**, administer Rapid Naming if:

The student scores below **2 or more** indicators on the following:
- Alphabetic Decoding
- Spelling
- Reading Comprehension

OR

The student is continuing to receive the following subtests:
- Phonemic Awareness
- Letter Knowledge
- Letter Sounds

Percentiles that Indicate Risk in Early Literacy (Universal Assessment)				
	Beginning of Year (September)	**Middle of Year (December)**	**Middle of Year (January)**	**End of Year (May)**
Alphabetic Decoding	<306 =/< 30th %ile	<344 =/< 42nd %ile	<351 =/< 42nd %ile	<379 =/< 42nd %ile
Spelling	<300 =/< 30th %ile	<345 =/< 42nd %ile	<352 =/< 42nd %ile	<379 =/< 42nd %ile
Reading Comprehension	<285 =/< 35th %ile	<325 =/< 42nd %ile	<330 =/< 42nd %ile	<362 =/< 42nd %ile
Phonemic Awareness	<327 =/< 45th %ile	Still receiving Phonemic Awareness		
Letter Recognition	<324 =/< 45th %ile	Still receiving Letter Recognition		
Letter Sounds	<334 =/< 45th %ile	Still receiving Letter Sounds		

Data Benchmarks

Administer all three of the Rapid Naming (RAN) assessments. The content should be familiar to the student to get valid results.

For all Rapid Naming assessments, the benchmark and at-risk cutoff scores are the same for all benchmark windows within a grade level. **If a student is low in 2 out of 3 RAN indicators, the student is at-risk for difficulty in this area.**

Rapid Naming	At Risk	At/Above Benchmark
Rapid Picture Naming	**Percentile =/<29th or Score =/<90**	Percentile >29th Or Score >91
Rapid Letter Naming	**Percentile =/<29th or Score =/<90**	Percentile >29th Or Score >91
Rapid Number Naming	**Percentile =/<20th or Score =/<88**	Percentile >20th Or Score >89

To determine risk for characteristics of dyslexia, see the chart below:

Istation	RAN	Risk Level
3 or more indicators showing risk	Two or more indicators that fall in the at-risk category	**At-risk** for characteristics of dyslexia
3 or more indicators showing risk	Two or more indicators that are **above t**he at-risk category	Demonstrating reading difficulties, but **NOT** at-risk for characteristics of dyslexia

Data Benchmarks

First Grade

- Student scores low on Alphabetic Decoding, Phonemic Awareness, Spelling, and Comprehension.
  - Poor readers and students at risk of dyslexia will not gate out of Phonemic Awareness and Letter Knowledge by the winter benchmark.
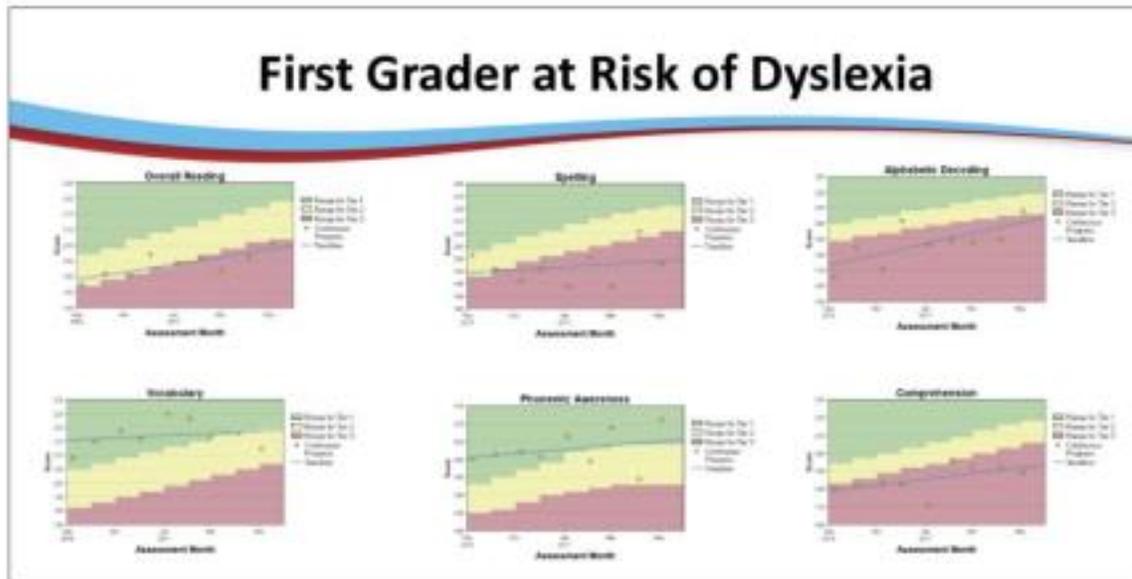- Vocabulary percentile may be lower in first grade than in kindergarten.

First Grader at Risk of Dyslexia

Figure 5. Sample ISIP scores indicating that a student may be at risk for dyslexia.

Data Benchmarks
2nd Grade Assessment Pathway

Begin with the Istation Universal Screener. Use the Reading Risk Report to find students who demonstrate risk.

If the student scores below **2 or more indicators** administer the Rapid Naming assessment.

Percentiles for Early Literacy (Universal Assessment)				
	Beginning of Year (September)	**Middle of Year (December)**	**Middle of Year (January)**	**End of Year (May)**
Spelling	<372 =/< 30th %ile	<387 =/< 30th %ile	<395 =/< 30th %ile	<407 =/< 30th %ile
Reading Comprehension	<387 =/< 35th %ile	<406 =/< 35th %ile	<412 =/< 35th %ile	<433 =/< 35th %ile
Text Fluency	<17 =/< 20th %ile	<21 =/< 20th %ile	<22 =/< 20th %ile	<44 =/< 40th %ile

Administer all three of the Rapid Naming (RAN) assessments. The content should be familiar to the student to get valid results.

For all Rapid Naming assessments, the benchmark and at-risk cutoff scores are the same for all benchmark windows within a grade level. **If a student is low in 2 out of 3 RAN indicators, the student is at-risk for difficulty in this area.**

Rapid Naming	At Risk	At/Above Benchmark
Rapid Picture Naming	**Percentile =/<29th or Score =/<90**	Percentile >29th Or Score >91
Rapid Letter Naming	**Percentile =/<29th or Score =/<90**	Percentile >29th Or Score >91
Rapid Number Naming	**Percentile =/<20th or Score =/<88**	Percentile >20th Or Score >89

To determine risk for characteristics of dyslexia, see the chart below:

Istation	RAN	Risk Level
2 or more indicators showing risk	Two or more indicators that fall in the at-risk category	**At-risk** for characteristics of dyslexia
2 or more indicators showing risk	Two or more indicators that are **above t**he at-risk category	Demonstrating reading difficulties, but **NOT** at-risk for characteristics of dyslexia

Data Benchmarks

Second Grade

- Student scores lower on Comprehension and Spelling.
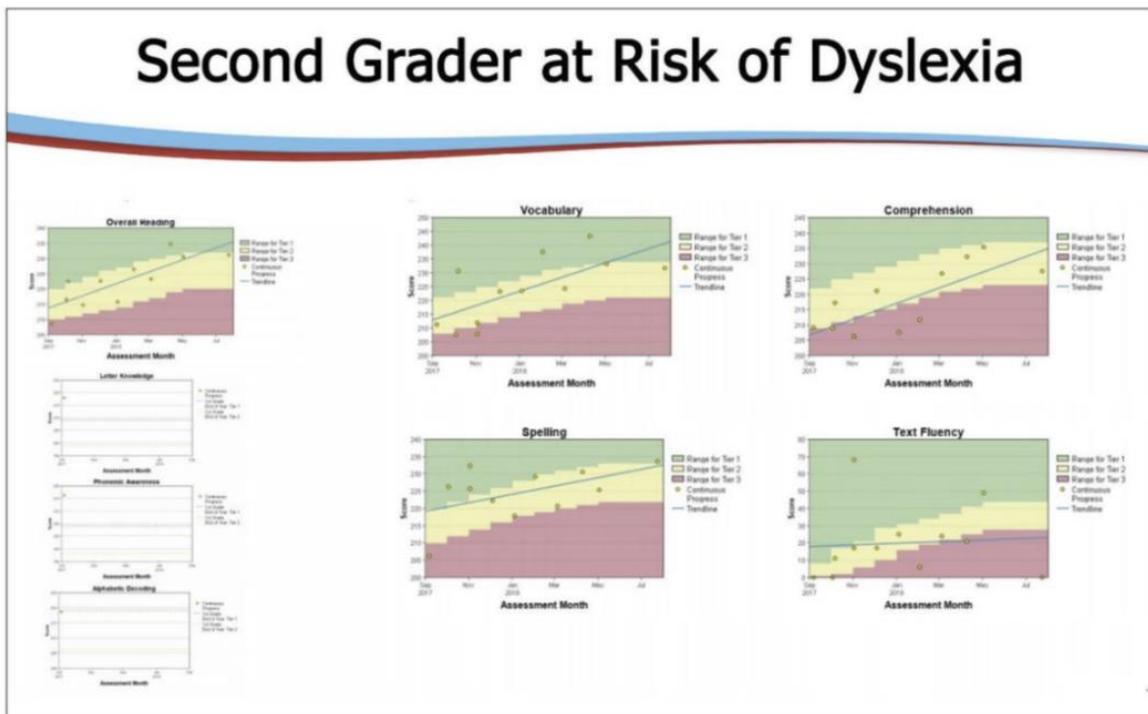- The student may gate down into Alphabetic Decoding.

Figure 6. Sample ISIP scores indicating that a student may be at risk for dyslexia.

Data Benchmarks

3rd Grade Assessment Pathway

Begin with the Istation Universal Screener. Use the Reading Risk Report to find students who demonstrate risk.

If the student scores below **2 or more indicators** administer the Rapid Naming assessment.

Percentiles for Early Literacy (Universal Assessment)				
	Beginning of Year (September)	**Middle of Year (December)**	**Middle of Year (January)**	**End of Year (May)**
Spelling	<414 =/< 30th %ile	<425 =/< 30th %ile	<428 =/< 30th %ile	<442 =/< 30th %ile
Reading Comprehension	<438 =/< 37th %ile	<452 =/< 37th %ile	<455 =/< 37th %ile	<465 =/< 35th %ile
Text Fluency	<44 =/< 35th %ile	<49 =/< 35th %ile	<51 =/< 35th %ile	<53 =/< 30th %ile

Administer all three of the Rapid Naming (RAN) assessments. The content should be familiar to the student to get valid results.

For all Rapid Naming assessments, the benchmark and at-risk cutoff scores are the same for all benchmark windows within a grade level. **If a student is low in 2 out of 3 RAN indicators, the student is at-risk for difficulty in this area.**

Rapid Naming	At Risk	At/Above Benchmark
Rapid Picture Naming	**Percentile =/<29th or Score =/<90**	Percentile >29th Or Score >91
Rapid Letter Naming	**Percentile =/<29th or Score =/<90**	Percentile >29th Or Score >91
Rapid Number Naming	**Percentile =/<20th or Score =/<88**	Percentile >20th Or Score >89

Third grade students may be at-risk for characteristics of dyslexia if they are not proficient on the following subtests on the **Phonological Awareness Screening Test (PAST)** at the beginning of the 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)

Data Benchmarks

To determine risk for characteristics of dyslexia, see the chart below:

Istation	RAN	PAST	Risk Level
2 or more indicators showing risk	Two or more indicators that fall in the at-risk category	**Below** levels listed above	**At-risk** for characteristics of dyslexia
2 or more indicators showing risk	Two or more indicators that fall in the at-risk category	**Met or above** levels listed	**At-risk** for characteristics of dyslexia
2 or more indicators showing risk	Two or more indicators that are **above t**he at-risk category	**Below** levels listed above	Demonstrating reading difficulties, but **NOT** at-risk for characteristics of dyslexia

Third Grade

- Student scores lower on Comprehension and Spelling.

- If Vocabulary was high in earlier grades, it may start to fall behind and slip in percentile rank. Vocabulary may continue to be an overall strength.
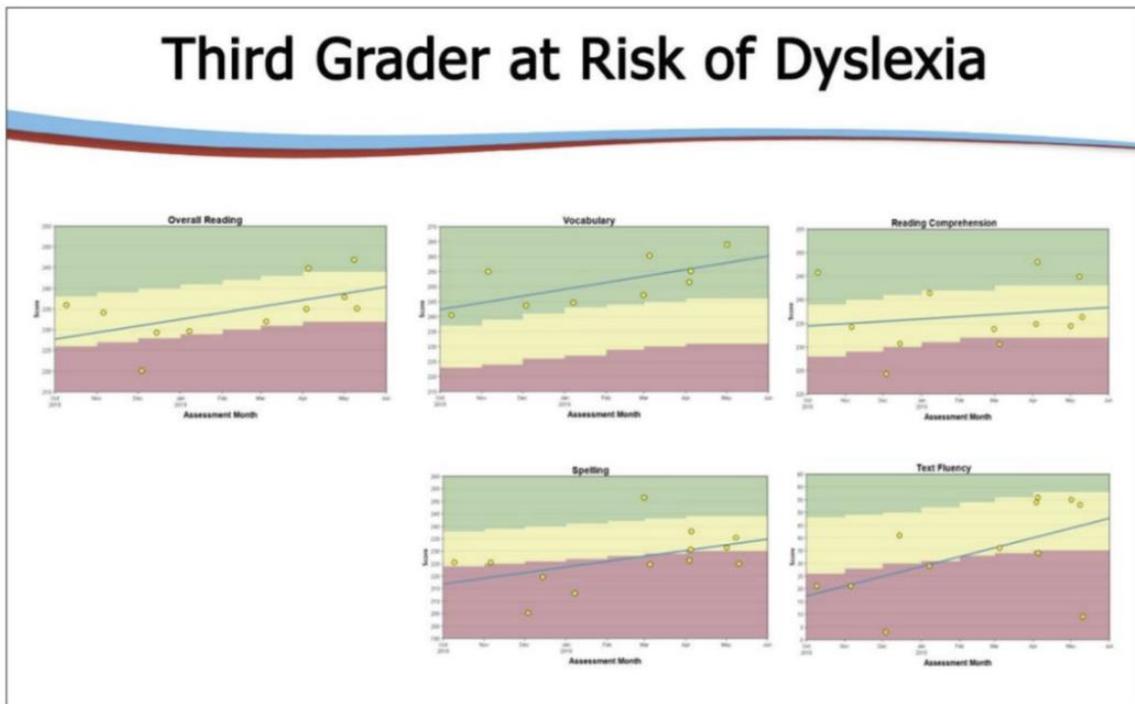

Figure 7. Sample ISIP scores indicating that a student may be at risk for dyslexia.