

OKLAHOMA STATE DEPARTMENT OF EDUCATION



ACADIENCE READING + PAST supplement

Technical Support: Screening for
Characteristics of Dyslexia

This guidance is based off of 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 screening for characteristics of dyslexia. Specific questions about the assessment should be directed to the vendor.

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General Information

Administration Method:	Paper-pencil/orally with teacher or scored online with an approved touchscreen device
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Measure	Approximate Time to Administer
Acadience Universal Screening Battery	4-12 minutes depending on grade level and benchmark window
RAN*	30 seconds – 2 minutes
Spelling*	2 minutes

**May be appropriate above or below indicated grade dependent on student skill.*

For Acadience RAN, students complete two measures:

- RAN Objects plus
- either RAN Letters or RAN Numbers.

See [Acadience RAN Assessment Manual](#) (pp. 1-2) for more details.

In order to meet statutory requirements, the Phonological Awareness Screening Test (PAST) must also be given with the Acadience screener.

The PAST measures only phonemic awareness proficiency. Guidance for how to consider the PAST in relation to Acadience is provided below. Please see the Technical Guidance document for the PAST for more detailed information on this assessment.



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 official Acadience Reading scores (see Table below). Approved accommodations should be used only for students for whom the accommodations are necessary to provide an accurate assessment of student skills.

Accommodations Approved for Use with Acadience Reading

Approved Accommodations	Appropriate Measures
The use of student materials that have been enlarged or with larger print for students with visual impairments.	LNF, NWF, ORF, Maze, RAN, Spelling, WRD, CFOL
The use of colored overlays, filters, or lighting adjustments for students with visual impairments.	LNF, NWF, ORF, Maze, RAN, WRD, CFOL
The use of assistive technology, such as hearing aids and assistive listening devices (ALDs), for students with hearing impairments.	All
The use of a marker or ruler to focus student attention on the materials for students who are not able to demonstrate their skills adequately without one. It is good practice to attempt the assessment first without a marker or ruler and then retest with an alternate form of the assessment using a marker or ruler if needed.	LNF, NWF, ORF, Maze, RAN, CFOL

English Learners

Acadience Reading is designed to provide information about the progress of children in acquiring literacy skills for reading in English. For children who are learning to read in languages other than English, it would be most meaningful and appropriate to assess their acquisition of reading skills in the language in which they are being instructed.

In order 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.



Determining Risk for Characteristics of Dyslexia

Definitive indicators of risk for dyslexia and other reading difficulties include a combination of:

1. Difficulty with essential early literacy and reading skills on measures of accurate and fluent reading, word reading and decoding, and especially phonological processing including phonemic awareness and phonics, and
2. Sustained lack of adequate progress in learning the essential reading skills,
3. When provided with generally effective classroom instruction.

Other indicators of risk include low Rapid Automatized Naming (RAN) and low Spelling skills.

With respect to the essential early literacy and reading skills as well as the risk indicators RAN and Spelling, please see the chart included below. Assessors should first examine the Reading Composite Score (RCS)¹ and then examine component scores for critical early literacy skill areas (e.g., PSF, NWF, ORF, Maze) for specific areas of difficulty. Next, examine other risk indicators (e.g., RAN).

Students who fall within the Some-Risk category on the RAN Total score may be at higher risk of reading difficulties, especially if they are Below or Well Below Benchmark on the RCS. Students who are both in the At-Risk and Below or Well Below Benchmark on the RCS are likely to need intensive reading support to meet later goals. Finally, students who are both At-Risk on RAN and Well Below Benchmark on Acadience Reading measures will likely need additional and sustained explicit instruction.

With respect to lack of adequate progress, we recommend examining Acadience Reading progress monitoring data using Pathways of Progress. When students exhibit Below Typical Progress or Well Below Typical Progress using Acadience Reading Pathways of Progress that is indicative of risk for dyslexia.

For additional information about Acadience Reading and Dyslexia, please see the following resources:

- [Dyslexia Screening and The Use of Acadience Reading Whitepaper](#)
- [Acadience Learning Dyslexia Screening Worksheet](#)
- [Assessment of Dyslexia and Specific Learning Disabilities Handout.](#)

For additional information about Acadience Reading Pathways of Progress, please see [Acadience Reading K-6 Pathways Introduction](#).



Combining Data to Determine Risk

In order to determine risk for characteristics of dyslexia, see the chart below. This chart applies to all grade levels.

Composite	RAN	Spelling	PAST	Risk Level for Characteristics of Dyslexia
Below & Well Below Benchmark	Some Risk or At Risk	At Risk	Below levels listed for grade level	At-risk
Below & Well Below Benchmark	Some Risk or At Risk	At Risk	Met or above levels listed for grade level	At-risk
Below & Well Below Benchmark	Some Risk or At Risk	No Risk Indicator	Below levels listed above for grade level	Demonstrating reading difficulties, but NOT at-risk
Below & Well Below Benchmark	Some Risk or At Risk	No Risk Indicator	Met or above levels listed for grade level	Demonstrating reading difficulties, but NOT at-risk
Below & Well Below Benchmark	No Risk Indicator	At Risk	Below levels listed above for grade level	Demonstrating reading difficulties, but NOT at-risk
Below & Well Below Benchmark	No Risk Indicator	At Risk	Met or above levels listed for grade level	Demonstrating reading difficulties, but NOT at-risk



Kindergarten

Kindergarten students are only required to be screened for characteristics of dyslexia at the middle of the year (MOY). Expectations for other benchmark windows are provided for reference only.

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	Reading Composite Score*	RCS 25 or less	Below & Well Below Benchmark
	RAN	196 – 229	Some Risk
		230 or greater	At Risk
Spelling	<10 th percentile	At Risk	
Middle of Year (MOY)	Reading Composite Score*	RCS 121 or less	Below and Well Below Benchmark
	RAN	140 – 169	Some Risk
		170 or greater	At Risk
Spelling	<10 th percentile	At Risk	
End of Year (EOY)	Reading Composite Score*	RCS 118 or less	Below and Well Below Benchmark
	RAN	126 – 153	Some Risk
		154 or greater	At Risk
Spelling	<10 th percentile	At Risk	

*Note: The Reading Composite Score is a combination of multiple Acadience Reading scores and provides the best overall estimate of students' early literacy skills and/or reading proficiency.

Kindergarten students may be at risk for characteristics of dyslexia if not proficient on the following subtests on the **PAST** at MOY:

- Levels D1, D2, or none of the subtests

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)



1st Grade

1st grade students are only required to be screened for characteristics of dyslexia at the beginning of the year (BOY). Expectations for other benchmark windows are provided for reference only.

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	Reading Composite Score*	RCS 112 or less	Below & Well Below Benchmark
	RAN	139 – 164	Some Risk
		165 or greater	At Risk
Spelling	<10 th percentile	At Risk	
Middle of Year (MOY)	Reading Composite Score*	RCS 129 or less	Below and Well Below Benchmark
	RAN	97 – 123	Some Risk
		124 or greater	At Risk
Spelling	<10 th percentile	At Risk	
End of Year (EOY)	Reading Composite Score*	RCS 154 or less	Below and Well Below Benchmark
	RAN	86 – 110	Some Risk
		111 or greater	At Risk
Spelling	<10 th percentile	At Risk	

*Note: The Reading Composite Score is a combination of multiple Acadience Reading scores and provides the best overall estimate of students' early literacy skills and/or reading proficiency.

1st grade students may be at risk for characteristics of dyslexia if not proficient on the following subtests on the **PAST** at BOY:

- Levels D1, D2, E2, E3

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)



2nd Grade

2nd grade students are only required to be screened for characteristics of dyslexia at the beginning of the year (BOY). Expectations for other benchmark windows are provided for reference only.

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	Reading Composite Score*	RCS 140 or less	Below & Well Below Benchmark
	RAN	86 – 110	Some Risk
		111 or greater	At Risk
Spelling	<10 th percentile	At Risk	
Middle of Year (MOY)	Reading Composite Score*	RCS 189 or less	Below and Well Below Benchmark
	RAN	86 – 110	Some Risk
		111 or greater	At Risk
Spelling	<10 th percentile	At Risk	
End of Year (EOY)	Reading Composite Score*	RCS 237 or less	Below and Well Below Benchmark
	RAN	86 – 110	Some Risk
		111 or greater	At Risk
Spelling	<10 th percentile	At Risk	

*Note: The Reading Composite Score is a combination of multiple Acadience Reading scores and provides the best overall estimate of students' early literacy skills and/or reading proficiency.

2nd grade students may be at risk for characteristics of dyslexia if not proficient on the following subtests on the **PAST** at BOY:

- Levels F ,G, I or lower
- Note: Students do not have to be proficient on Level H

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)



3rd Grade

3rd grade students are only required to be screened for characteristics of dyslexia at the beginning of the year (BOY). Expectations for other benchmark windows are provided for reference only.

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	Reading Composite Score*	RCS 219 or less	Below & Well Below Benchmark
	RAN	86 – 110	Some Risk
		111 or greater	At Risk
Spelling	<10 th percentile	At Risk	
Middle of Year (MOY)	Reading Composite Score*	RCS 284 or less	Below and Well Below Benchmark
	RAN	86 – 110	Some Risk
		111 or greater	At Risk
Spelling	<10 th percentile	At Risk	
End of Year (EOY)	Reading Composite Score*	RCS 329 or less	Below and Well Below Benchmark
	RAN	86 – 110	Some Risk
		111 or greater	At Risk
Spelling	<10 th percentile	At Risk	

*Note: The Reading Composite Score is a combination of multiple Acadience Reading scores and provides the best overall estimate of students' early literacy skills and/or reading proficiency.

3rd grade students may be at risk for characteristics of dyslexia if not proficient on the following subtests on the **PAST** at 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)