



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**

**FASTBRIDGE  
+ 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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## Contact Information

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## General Information

<b>Administration Method:</b>
earlyReading screening and progress monitoring subtests are given individually. Paper-pencil/orally with teacher recording student answers using a web-connected device. earlyReading is a curriculum-based measure.
CBMreading screening and progress monitoring assessments are given individually. Paper-pencil/orally with teacher recording student answers using a web-connected device.
CBMreading is a curriculum-based measure.
aReading assessments are given as a group on the computer. This assessment is computer adaptive assessment administered online.

<b>Administration Time:</b>
earlyReading: roughly 5 minutes per student
CBMreading: roughly 5 minutes per student
aReading: roughly 20 minutes per student

**In order to meet statutory requirements, the Phonological Awareness Screening Test (PAST) must also be given with the FastBridge screener.** The PAST measures only phonemic awareness proficiency. Guidance for how to consider the PAST in relation to FastBridge is provided below. Please see the Technical Guidance document for the PAST for more detailed information on this assessment.



### 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 dyslexia is determined based on the student’s score as compared to the FastBridge benchmarks. **A risk for 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 dyslexia risk is not the same as conducting a diagnostic evaluation. Students who are identified as being at risk for dyslexia require additional follow up assessment in order to determine the source of reading difficulty and whether intervention is recommended. Details about the assessments included in the FastBridge dyslexia screener are shown in the following chart.



## Kindergarten

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	earlyReading <ul style="list-style-type: none"> <li>• Concepts of Print</li> <li>• Onset Sounds</li> <li>• Letter Names</li> <li>• Letter Sounds</li> </ul>	Composite: 28 (15 <sup>th</sup> percentile)	High Risk
Middle of Year (MOY)	earlyReading <ul style="list-style-type: none"> <li>• Onset Sounds</li> <li>• Letter Sounds</li> <li>• Word Segmenting</li> <li>• Nonsense Words</li> </ul>	Composite: 42 (15 <sup>th</sup> percentile)	High Risk
End of Year (EOY)	earlyReading <ul style="list-style-type: none"> <li>• Letter Sounds</li> <li>• Word Segmenting</li> <li>• Nonsense Words</li> <li>• Sight Words—50</li> </ul>	Composite: 56 (15 <sup>th</sup> percentile)	High Risk

Kindergarten students may be at risk for characteristics of dyslexia if not proficient on the following subtests on the **PAST** at **Middle of Year (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)

earlyReading	PAST	Risk Level
High Risk (at or below 15 <sup>th</sup> %ile)	<b>Below</b> levels listed above	<b>At-risk</b> for characteristics of dyslexia
High Risk (at or below 15 <sup>th</sup> %ile)	<b>Met or above</b> levels listed	<b>At-risk</b> for characteristics of dyslexia
Between 16 <sup>th</sup> – 40 <sup>th</sup> %ile	<b>Met or above</b> levels listed	Demonstrating reading difficulties, but <b>NOT</b> at-risk for characteristics of dyslexia



## 1<sup>st</sup> Grade

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	earlyReading <ul style="list-style-type: none"> <li>• Word Segmenting</li> <li>• Nonsense Words</li> <li>• Sight Words—150</li> <li>• Sentence Reading</li> </ul>	Composite: 25 (15 <sup>th</sup> percentile)	High Risk
Middle of Year (MOY)	earlyReading <ul style="list-style-type: none"> <li>• Word Segmenting</li> <li>• Nonsense Words</li> <li>• Sight Words—150</li> <li>• CBM Reading</li> </ul>	Composite: 36 (15 <sup>th</sup> percentile)	High Risk
End of Year (EOY)	earlyReading <ul style="list-style-type: none"> <li>• Word Segmenting</li> <li>• Nonsense Words</li> <li>• Sight Words—150</li> <li>• CBM Reading</li> </ul>	Composite: 44 (15 <sup>th</sup> percentile)	High Risk

1<sup>st</sup> 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 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)

earlyReading	PAST	Risk Level
High Risk (at or below 15 <sup>th</sup> %ile)	<b>Below</b> levels listed above	<b>At-risk</b> for characteristics of dyslexia
High Risk (at or below 15 <sup>th</sup> %ile)	<b>Met or above</b> levels listed	<b>At-risk</b> for characteristics of dyslexia
Between 16 <sup>th</sup> – 40 <sup>th</sup> %ile	<b>Met or above</b> levels listed	Demonstrating reading difficulties, but <b>NOT</b> at-risk for characteristics of dyslexia



## 2<sup>nd</sup> Grade Risk Scores for Characteristics of Dyslexia

Assessment	Risk Level	Fall	Winter	Spring
aReading	High Risk (15 <sup>th</sup> %ile)	445	462	469
	Some Risk (40 <sup>th</sup> %ile)	469	481	490
CBMreading	High Risk (15 <sup>th</sup> %ile)	22	46	66
	Some Risk (40 <sup>th</sup> %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.

2<sup>nd</sup> 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 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)

CBMReading	aReading	PAST	Risk Level
High Risk	High Risk	<b>Below</b> levels listed above	<b>At-risk</b> for characteristics of dyslexia
High Risk	High Risk	<b>Met or above</b> levels listed	<b>At-risk</b> for characteristics of dyslexia
High Risk	Some Risk	<b>Below</b> levels listed above	<b>At-risk</b> for characteristics of dyslexia
High Risk	Some Risk	<b>Met or above</b> levels listed	<b>At-risk</b> for characteristics of dyslexia
Some Risk	High Risk	<b>Below</b> levels listed above	<b>At-risk</b> for characteristics of dyslexia
Some Risk	High Risk	<b>Met or above</b> levels listed	<b>At-risk</b> for characteristics of dyslexia
Some Risk	Some Risk	<b>Below</b> levels listed above	Demonstrating reading difficulties, but <b>NOT</b> at-risk for characteristics of dyslexia
Some Risk	Some Risk	<b>Met or above</b> levels listed	Demonstrating reading difficulties, but <b>NOT</b> at-risk for characteristics of dyslexia



### 3<sup>rd</sup> Grade Risk Scores for Characteristics of Dyslexia

Assessment	Risk Level	Fall	Winter	Spring
aReading	High Risk (15 <sup>th</sup> %ile)	468	477	483
	Some Risk (40 <sup>th</sup> %ile)	490	48	503
CBMreading	Some Risk (40 <sup>th</sup> %ile)	51	75	90
	High Risk (15 <sup>th</sup> %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.

3<sup>rd</sup> 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	<b>Below</b> levels listed above	<b>At-risk</b> for characteristics of dyslexia
High Risk	High Risk	<b>Met or above</b> levels listed	<b>At-risk</b> for characteristics of dyslexia
High Risk	Some Risk	<b>Below</b> levels listed above	<b>At-risk</b> for characteristics of dyslexia
High Risk	Some Risk	<b>Met or above</b> levels listed	<b>At-risk</b> for characteristics of dyslexia
Some Risk	High Risk	<b>Below</b> levels listed above	<b>At-risk</b> for characteristics of dyslexia
Some Risk	High Risk	<b>Met or above</b> levels listed	<b>At-risk</b> for characteristics of dyslexia
Some Risk	Some Risk	<b>Below</b> levels listed above	Demonstrating reading difficulties, but <b>NOT</b> at-risk for characteristics of dyslexia
Some Risk	Some Risk	<b>Met or above</b> levels listed	Demonstrating reading difficulties, but <b>NOT</b> at-risk for characteristics of dyslexia



### 4<sup>th</sup> Grade (not required; provided for reference)

Assessment	Risk Level	Fall	Winter	Spring
aReading	High Risk (15 <sup>th</sup> %ile)	484	493	496
	Some Risk (40 <sup>th</sup> %ile)	502	509	513
CBMreading	High Risk (15 <sup>th</sup> %ile)	84	101	113
	Some Risk (40 <sup>th</sup> %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 characteristics of dyslexia.**

CBMreading Risk Level	aReading Risk Level	Combined Dyslexia Risk Level
High Risk	High Risk	At-Risk
High Risk	Some Risk	At-Risk
Some Risk	High Risk	At-Risk





**5<sup>th</sup> Grade (not required; provided for reference)**

Assessment	Risk Level	Fall	Winter	Spring
aReading	High Risk (15 <sup>th</sup> %ile)	496	501	504
	Some Risk (40 <sup>th</sup> %ile)	513	517	520
CBMreading	High Risk (15 <sup>th</sup> %ile)	100	114	127
	Some Risk (40 <sup>th</sup> %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.

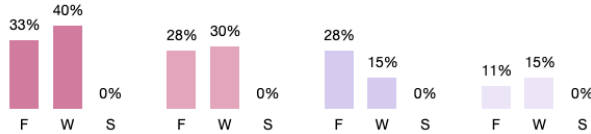
**How to combine CBMreading and aReading risk levels to identify students at risk for characteristics of dyslexia.**

CBMreading Risk Level	aReading Risk Level	Combined Dyslexia Risk Level
High Risk	High Risk	At-Risk
High Risk	Some Risk	At-Risk
Some Risk	High Risk	At-Risk



## 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.

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