



OKLAHOMA STATE DEPARTMENT OF EDUCATION

FASTBRIDGE

Universal Screener Technical Support

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 the Reading Sufficiency act (RSA). Specific questions about the assessment should be directed to the vendor.

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Contact Information

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General Information for Administration

Group size:	Group & individual
Method:	Assessment is administered online and with a teacher
Assessment Type:	Curriculum-based measure and adaptive

Estimated administration time	
FAST Early Reading	About 5 minutes per student
aReading	10-15 minutes (given as a group)
CBMreading	About 5 minutes per student

Remote Testing Guidance

Guidance for conducting mCLASS DIBELS 8th edition 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.



Required 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).

Districts may also choose to use the Amplify Oral Language Screener in kindergarten through 2nd grade as an optional addition for more information.

	Beginning of Year	Middle of Year	End of Year
Kindergarten	Early Reading <ul style="list-style-type: none"> • Concepts of Print • Onset Sounds • Letter Names • Letter Sounds 	Early Reading <ul style="list-style-type: none"> • Onset Sounds • Letter Sounds • Word Segmenting • Nonsense Words 	Early Reading <ul style="list-style-type: none"> • Letter Sounds • Word Segmenting • Nonsense Words • Sight Words–50
1 st grade	Early Reading <ul style="list-style-type: none"> • Word Segmenting • Nonsense Words • Sight Words–150 • Sentence Reading 	Early Reading <ul style="list-style-type: none"> • Word Segmenting • Nonsense Words • Sight Words–150 • CBMreading 	Early Reading <ul style="list-style-type: none"> • Word Segmenting • Nonsense Words • Sight Words–150 • CBMreading
2 nd grade	<ul style="list-style-type: none"> • aReading • CBMreading 	<ul style="list-style-type: none"> • aReading • CBMreading 	<ul style="list-style-type: none"> • aReading • CBMreading
3 rd Grade and above	<ul style="list-style-type: none"> • aReading • CBMreading 	<ul style="list-style-type: none"> • aReading • CBMreading 	<ul style="list-style-type: none"> • aReading • CBMreading



Accommodations

Illuminate Education provides the following accommodations within FastBridge for students with and without disabilities. These accommodations are allowed for both screening and progress monitoring. Additional accommodations that are included in a student's Individualized Education Program (IEP) can be used as well. It is important to note that all FastBridge assessments were normed without accommodations. Although any accommodations included in a student's IEP are allowed, bear in mind that the student's score will be compared to norms and benchmarks that did not take the accommodations into account.

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.

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.



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 considered to be at some risk for not meeting grade-level expectations. Students scoring at or below the 15th percentile are considered to be 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 considered to be at some risk for not meeting grade-level expectations. Students scoring at or below the 20th percentile are considered to be 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(1)(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).**



		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
1 st grade	Well Below Benchmark	24	31	37
	Below Benchmark	28	43	54
	At Benchmark	33	52	66
2 nd grade	Well Below Benchmark	437	452	462
	Below Benchmark	458	471	478
	At Benchmark	469	481	490
3 rd grade	Well Below Benchmark	460	470	474
	Below Benchmark	478	489	494
	At Benchmark	490	498	503
4 th grade	Well Below Benchmark	476	484	487
	Below Benchmark	495	501	505
	At Benchmark	502	509	513
5 th grade	Well Below Benchmark	488	495	497
	Below Benchmark	503	509	512
	At Benchmark	513	517	520