OKLAHOMA STATE DEPARTMENT OF EDUCATION

ISTATION
+ 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.

August 2022

Contact Information

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General Information

Administration Method:	Administered online as a group
Administration Time:	20-30 minutes

In order to meet statutory requirements, the Phonological Awareness Screening Test (PAST) and Rapid Automatized Naming (RAN) must also be given with the Istation screener for students scoring below the 40th percentile. The PAST measures only phonemic awareness proficiency. ISIP Rapid Automatized Naming (RAN) is designed to measure processing speed, an important early indicator that can help identify students at risk of reading difficulties, namely dyslexia. Kindergarten through third grade students make recordings of themselves naming familiar symbols (pictures, letters, and numbers) as quickly as they can without making mistakes. Teachers can then listen to these recordings and score them at their convenience. Once submitted, both a scaled score and a percentile score is produced. Please see the Technical Guidance documents for the PAST and RAN for more detailed information on this assessment.

Skills Assessed by Grade Level

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

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.

- **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.**

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.

Understanding Risk Indicators

How to use this report

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

- Students with **zero or one risk indicators have a low risk** of reading difficulties but may still benefit from intervention in key areas.
- Students with **two risk indicators have a moderate risk** of reading difficulties.
- Students with **three risk indicators have a high risk** of reading difficulties.

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

Risk Ratings

Number of Risk Indicators	Risk Rating
3	High
2	Moderate
0 or 1	Low

Close

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 Istation 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

Do all three of the Rapid Naming 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 the student is low in 2 out of 3 RAN indicators, then the student is considered to be at-risk for difficulty in this area.**

Rapid Naming	At Risk	At/Above Benchmark
Rapid Picture Naming	**Below 40th percentile**	40th percentile and above
Rapid Letter Naming	**Below 40th percentile**	40th percentile and above
Rapid Number Naming	**Below 40th percentile**	40th percentile and above

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)

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

Istation	RAN	PAST	Risk Level
Below 40th %ile	Two or more **below** the 40th %ile	**Below** levels listed above	**At-risk** for characteristics of dyslexia
Below 40th %ile	Two or more **below** the 40th %ile	**Met or above** levels listed	**At-risk** for characteristics of dyslexia
Below 40th %ile	Two or more **above** the 40th %ile	**Below** levels listed above	Demonstrating reading difficulties, but **NOT** at-risk for characteristics of dyslexia

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.
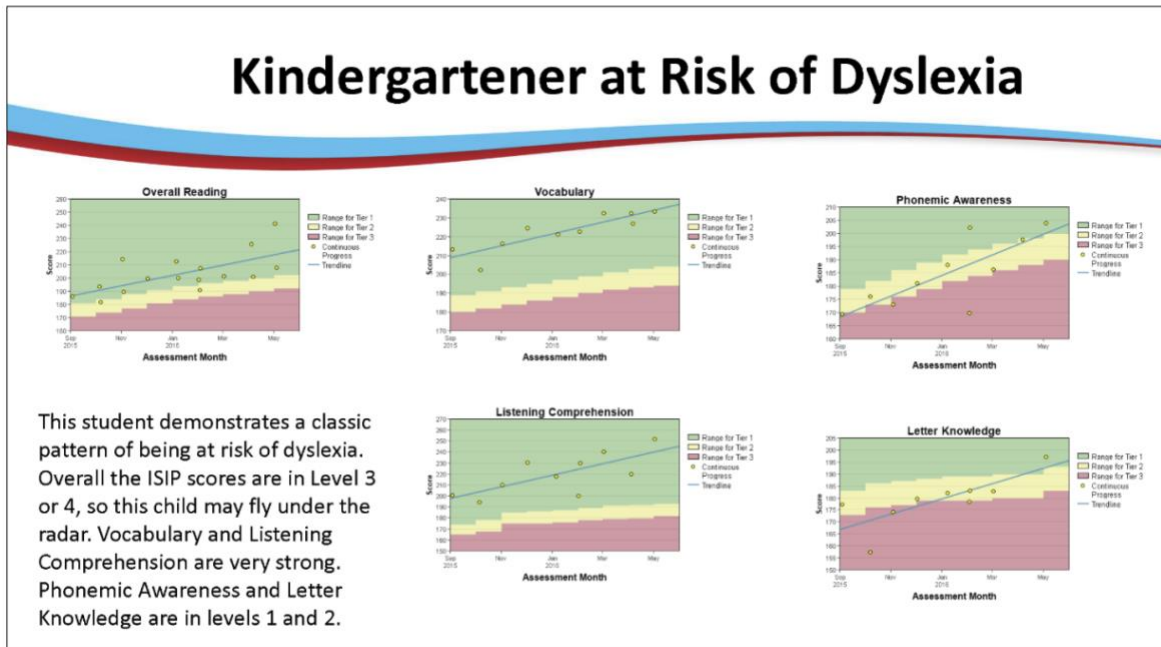

Figure 4. Sample ISIP scores indicating that a student may be at risk for dyslexia.

1st Grade 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 Istation Universal Assessment				
	Beginning of Year (September)	Middle of Year (December)	Middle of Year (January)	End of Year (May)
10th percentile	276	291	297	317
25th percentile	304	324	330	356
40th percentile	322	345	352	382

Do all three of the Rapid Naming assessments. The content should be familiar to the student to get valid results.

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

Rapid Naming	At Risk	At/Above Benchmark
Rapid Picture Naming	**Below 40th percentile**	40th percentile and above
Rapid Letter Naming	**Below 40th percentile**	40th percentile and above
Rapid Number Naming	**Below 40th percentile**	40th percentile and above

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)

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

Istation	RAN	PAST	Risk Level
Below 40th %ile	Two or more **below** the 40th %ile	**Below** levels listed above	**At-risk** for characteristics of dyslexia
Below 40th %ile	Two or more **below** the 40th %ile	**Met or above** levels listed	**At-risk** for characteristics of dyslexia
Below 40th %ile	Two or more **above** the 40th %ile	**Below** levels listed above	Demonstrating reading difficulties, but **NOT** at-risk for characteristics of dyslexia

First Grade

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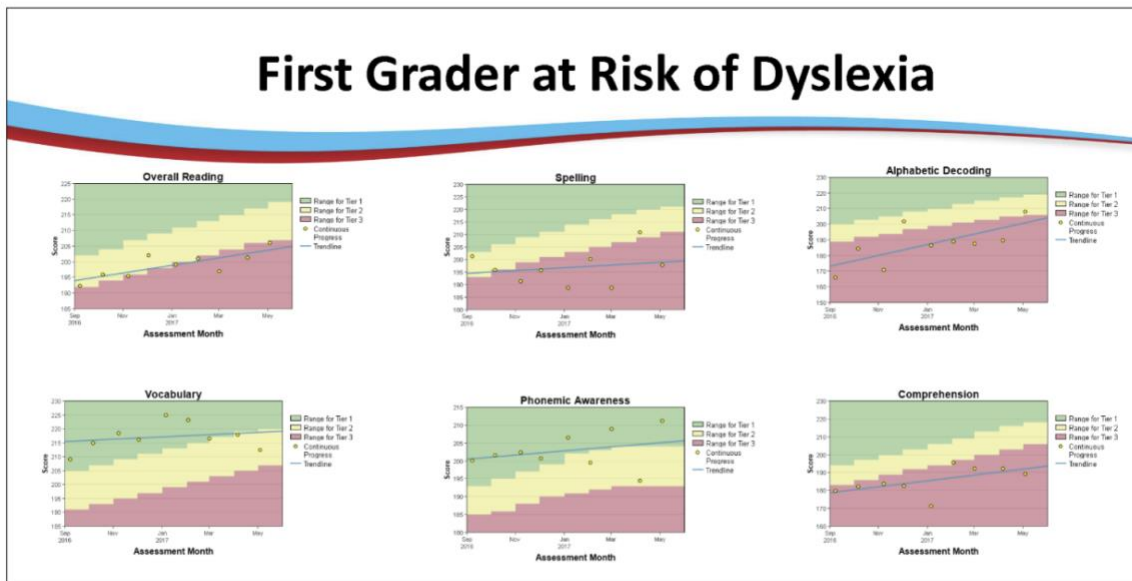- Vocabulary percentile may be lower in first grade than in kindergarten.

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

2ⁿᵈ Grade 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 Istation Universal Assessment				
	Beginning of Year (September)	**Middle of Year (December)**	**Middle of Year (January)**	**End of Year (May)**
10ᵗʰ percentile	330	344	348	367
25ᵗʰ percentile	366	383	389	413
40ᵗʰ percentile	390	409	415	440

Do all three of the Rapid Naming 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 the student is low in 2 out of 3 RAN indicators, especially in letters, then the student is considered to be at-risk for difficulty in this area.**

Rapid Naming	At Risk	At/Above Benchmark
Rapid Picture Naming	**Below 40ᵗʰ percentile**	40ᵗʰ percentile and above
Rapid Letter Naming	**Below 40ᵗʰ percentile**	40ᵗʰ percentile and above
Rapid Number Naming	**Below 40ᵗʰ percentile**	40ᵗʰ percentile and above

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)

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

Istation	RAN	PAST	Risk Level
Below 40ᵗʰ %ile	Two or more **below** the 40ᵗʰ %ile	**Below** levels listed above	**At-risk** for characteristics of dyslexia
Below 40ᵗʰ %ile	Two or more **below** the 40ᵗʰ %ile	**Met or above** levels listed	**At-risk** for characteristics of dyslexia
Below 40ᵗʰ %ile	Two or more **above** the 40ᵗʰ %ile	**Below** levels listed above	Demonstrating reading difficulties, but **NOT** at-risk for characteristics of dyslexia

Second Grade

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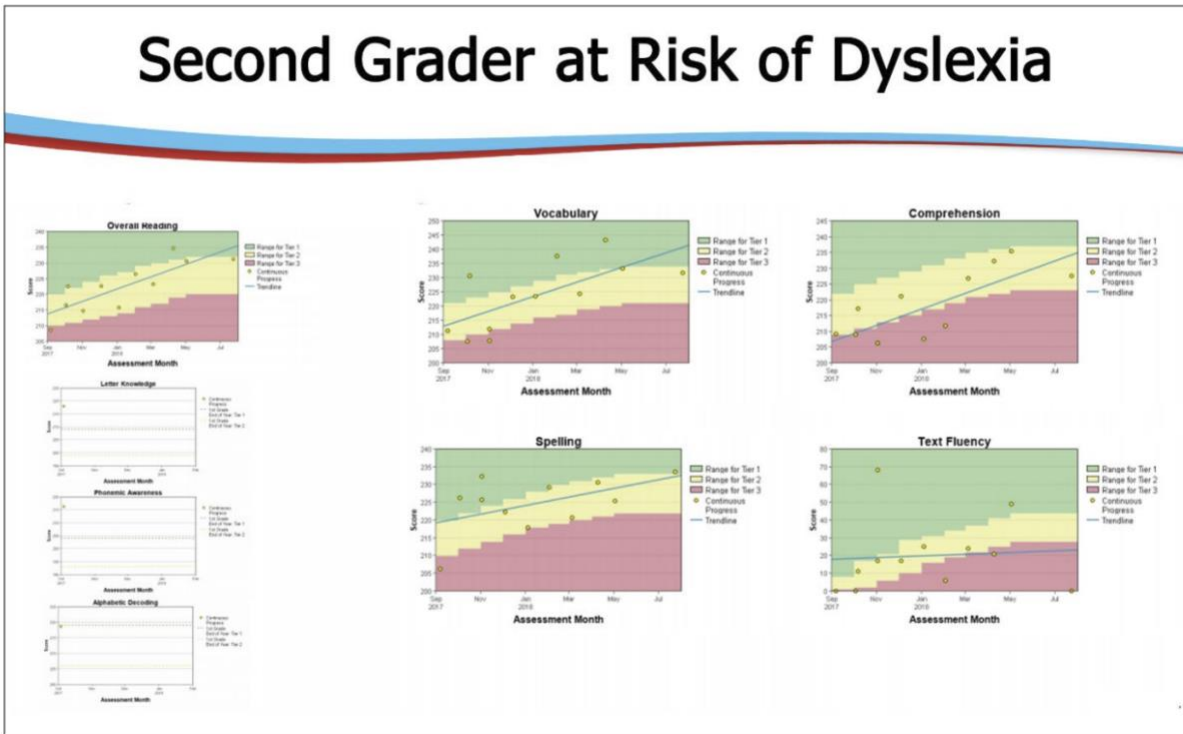
- The student may gate down into Alphabetic Decoding.

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

3rd Grade 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 Istation Universal Assessment				
	Beginning of Year (September)	**Middle of Year (December)**	**Middle of Year (January)**	**End of Year (May)**
10th percentile	377	389	392	402
25th percentile	417	130	434	448
40th percentile	440	455	460	475

Do all three of the Rapid Naming 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 the student is low in 2 out of 3 RAN indicators, especially in letters, then the student is considered to be at-risk for difficulty in this area.**

Rapid Naming	At Risk	At/Above Benchmark
Rapid Picture Naming	**Below 40th percentile**	40th percentile and above
Rapid Letter Naming	**Below 40th percentile**	40th percentile and above
Rapid Number Naming	**Below 40th percentile**	40th percentile and above

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)

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

Istation	RAN	PAST	Risk Level
Below 40th %ile	Two or more **below** the 40th %ile	**Below** levels listed above	**At-risk** for characteristics of dyslexia
Below 40th %ile	Two or more **below** the 40th %ile	**Met or above** levels listed	**At-risk** for characteristics of dyslexia
Below 40th %ile	Two or more **above** the 40th %ile	**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.
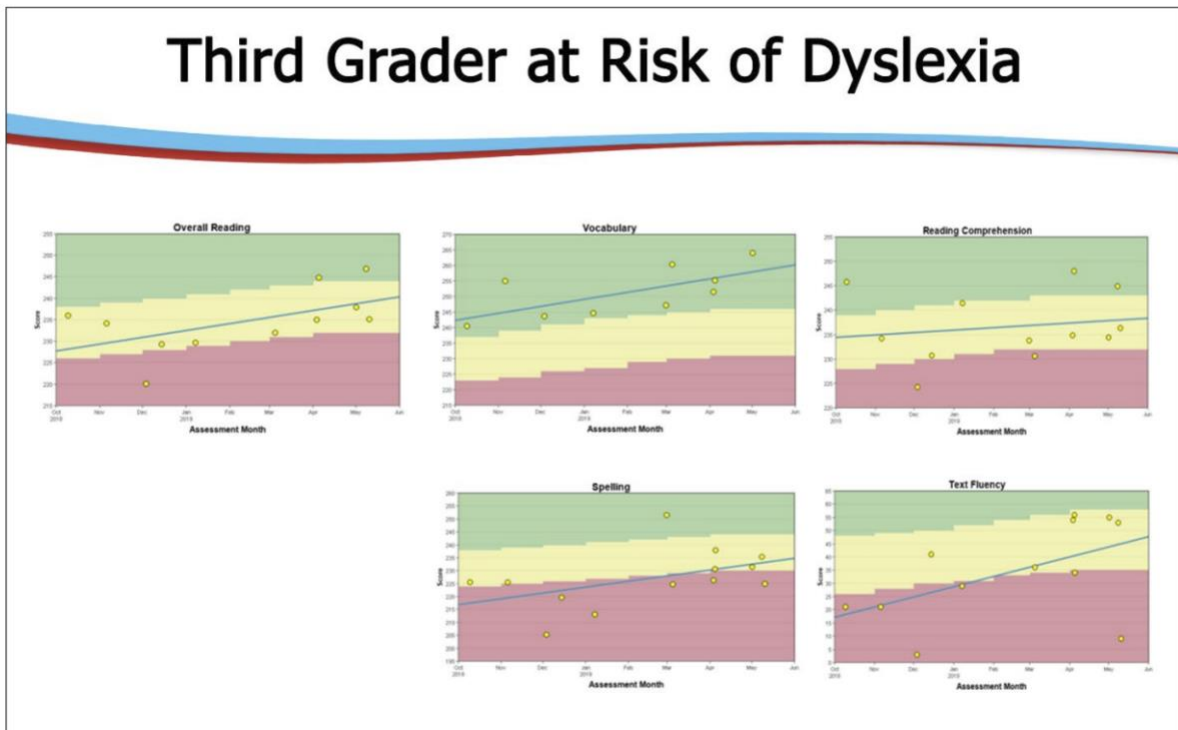

Figure 7. Sample ISIP scores indicating that a student may be at risk for dyslexia.