



OKLAHOMA STATE DEPARTMENT OF EDUCATION

ISTATION

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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General Information for Administration

Setting:	Whole group
Method:	Assessment is administered online
Assessment Type:	Computer-adaptive assessment
Average Administration Time:	30 minutes

Remote Testing Guidance

Guidance for conducting Istation assessments remotely can be found here:
<https://www.istation.com/Home/EmpowerEducators>



Required 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	<ul style="list-style-type: none"> ● Listening Comprehension ● Phonemic Awareness ● Letter Knowledge ● Vocabulary
1 st grade	<ul style="list-style-type: none"> ● Phonemic Awareness ● Letter Knowledge ● Vocabulary ● Alphabetic Decoding ● Reading Comprehension ● Spelling
2 nd grade	<ul style="list-style-type: none"> ● Vocabulary ● Reading Comprehension ● Spelling ● Text Fluency
3 rd Grade	<ul style="list-style-type: none"> ● Vocabulary ● Reading Comprehension ● Spelling ● Text Fluency



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



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 in order 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

Istation Español provides assessment and instruction for Spanish-speaking students in grades K-5. An embedded feature that may be used is that directions for each reading subtest in ISIP Early Reading are presented in Spanish for a student whose first language is Spanish.

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

Students who are classified as Tier 2 across all subtests should be considered to be having 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(l)(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 Individualize Program of Reading Instruction (IPRI).**

Technical Guidance for RSA Universal Screener Istation – Imagination Station



		Beginning of Year (September)	Middle of Year (December)	Middle of Year (January)	End of Year (May)
Kinder	Well Below Benchmark	205	238	247	270
	Below Benchmark	234	270	279	307
	At Benchmark	253	290	300	328
1 st grade	Well Below Benchmark	276	291	297	317
	Below Benchmark	304	324	330	356
	At Benchmark	322	345	352	382
2 nd grade	Well Below Benchmark	330	344	348	367
	Below Benchmark	366	383	389	413
	At Benchmark	390	409	415	440
3 rd grade	Well Below Benchmark	377	389	392	402
	Below Benchmark	417	430	434	448
	At Benchmark	440	455	460	475
4 th grade	Well Below Benchmark	423	432	435	448
	Below Benchmark	461	472	476	490
	At Benchmark	486	497	501	517
5 th grade	Well Below Benchmark	452	459	461	470
	Below Benchmark	493	501	504	514
	At Benchmark	520	528	531	542