

Technical Guidance for RSA Screener

Acadience – Dynamic Measurement Group, Inc.



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).

Contact Information

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Updated: July, 2019

Assessment Administration

Group size: Group Individual
Type: Curriculum-based measure Adaptive
Method: Paper-pencil / Oral Online

Administration Time

Times provided are estimates determined by the publisher.

	Beginning of Year	Middle of Year	End of Year
Kindergarten	4 minutes per student	8 minutes per student	6 minutes per student
1 st grade	6 minutes per student	9 minutes per student	9 minutes per student
2 nd grade	9 minutes per student	7 minutes per student	7 minutes per student
3 rd Grade and above	7 minutes per student 5 minutes group	7 minutes per student 5 minutes group	7 minutes per student 5 minutes group



Required Assessment Components

The following subtests are used to determine the composite score and guide instructional decisions.

Phonemic Awareness	First Sound Fluency Phoneme Segmentation Fluency	FSF PSF
Alphabetic Principle and Basic Phonics	Letter Name Fluency Nonsense Word Fluency - Correct Letter Sounds - Word Words Read	LNF NWF
Advanced Phonics and Word Attack Skills	Oral Reading Fluency - Accuracy	ORF
Accurate and Fluent Reading of Connected Text	Oral Reading Fluency - Accuracy - Correct Words Per Minute	ORF
Reading Comprehension	Maze Oral Reading Fluency - Correct Words Per Minute - Retell Total/Qualify of Response	Maze ORF
Vocabulary and Language Skills	Word Use Fluency-Revised	WUF-R

	Beginning of Year	Middle of Year	End of Year
Kindergarten	<ul style="list-style-type: none"> ● FSF ● LNF ● WUF-R 	<ul style="list-style-type: none"> ● FSF ● LNF ● PSF ● NWF ● WUF-R 	<ul style="list-style-type: none"> ● LNF ● PSF ● NWF ● WUF-R
1 st Grade	<ul style="list-style-type: none"> ● LNF ● PSF ● NWF ● WUF-R 	<ul style="list-style-type: none"> ● NWF ● ORF ● WUF-R 	<ul style="list-style-type: none"> ● NWF ● ORF ● WUF-R
2 nd Grade	<ul style="list-style-type: none"> ● NWF ● ORF ● WUF-R 	<ul style="list-style-type: none"> ● ORF ● WUF-R 	<ul style="list-style-type: none"> ● ORF ● WUF-R
3 rd Grade and above	<ul style="list-style-type: none"> ● WUF-R ● ORF ● Maze 	<ul style="list-style-type: none"> ● WUF-R ● ORF ● Maze 	<ul style="list-style-type: none"> ● WUF-R ● ORF ● Maze



Grade Level Benchmarks

Scores below are the composite scores determined by the required assessments listed above. The composite score listed in the table reflect the benchmark score. **Students scoring below this score are considered at-risk for not meeting grade level reading expectations, and should be placed on an Academic Progress Plan (APP).**

The following descriptors are provided by Acadience to assist in interpreting student scores. For more in-depth explanation, please refer to the Acadience Technical Manual provided by the publisher.

At or Above Benchmark. For students who score At or Above Benchmark, the overall likelihood of achieving subsequent reading goals is approximately 80% to 90%. These students are likely to need effective core instruction to meet subsequent early literacy and/or reading goals.

Below Benchmark. For students with scores between the benchmark goal and the cut point for risk, the overall likelihood of achieving subsequent early literacy/reading goals is approximately 40% to 60%. These students are likely to need strategic support to ensure their achievement of future goals. Strategic support generally consists of carefully targeted supplemental support in specific skill areas in which students are having difficulty.

Well Below Benchmark. For students who score below the cut point for risk, the overall likelihood of achieving subsequent early literacy/reading goals is low, approximately 10% to 20%. These students are identified as likely to need intensive support. Intensive support refers to interventions that incorporate something more or something different from the core curriculum or supplemental support.

First, second, or third grade students who meet the end-of-year third grade benchmark score are eligible for promotion to fourth grade.

	Beginning of Year	Middle of Year	End of Year
Kindergarten	26	122	119
1 st Grade	113	130	155
2 nd Grade	141	190	238
3 rd Grade	220	285	330
4 th Grade	290	330	391
5 th Grade	357	372	415