

## Technical Guidance for RSA Screener

### **FAST – FastBridge Learning**

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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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### Remote Testing Guidance

**Guidance for conducting FAST assessments during the COVID-19 pandemic 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.**

### Assessment Administration

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

### Administration Time

FAST Early Reading – about 5 minutes per student  
aReading – 10-15 minutes (given as a group)  
CBMreading – about 5 minutes per student



## Required Assessment Components

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



## 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 1<sup>st</sup> grade scoring between the 16<sup>th</sup> percentile and the 40<sup>th</sup> percentile are considered to be at some risk for not meeting grade-level expectations. Students scoring at or below the 15<sup>th</sup> percentile are considered to be at high risk for not meeting grade-level expectations.

Students in 2<sup>nd</sup> grade and above scoring between the 21<sup>st</sup> percentile and the 40<sup>th</sup> percentile are considered to be at some risk for not meeting grade-level expectations. Students scoring at or below the 20<sup>th</sup> 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(I)(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 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 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).**

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		Beginning of Year	Middle of Year	End of Year
Kinder	10 <sup>th</sup> percentile	27	39	53
	25 <sup>th</sup> percentile	30	46	59
	40 <sup>th</sup> percentile	32	50	64
1 <sup>st</sup> grade	10 <sup>th</sup> percentile	24	31	37
	25 <sup>th</sup> percentile	28	43	54
	40 <sup>th</sup> percentile	33	52	66
2 <sup>nd</sup> grade	10 <sup>th</sup> percentile	437	452	462
	25 <sup>th</sup> percentile	458	471	478
	40 <sup>th</sup> percentile	490	498	503
3 <sup>rd</sup> grade	10 <sup>th</sup> percentile	460	470	474
	25 <sup>th</sup> percentile	478	489	494
	40 <sup>th</sup> percentile	490	498	<b>503</b>
4 <sup>th</sup> grade	10 <sup>th</sup> percentile	476	484	487
	25 <sup>th</sup> percentile	495	501	505
	40 <sup>th</sup> percentile	502	509	513
5 <sup>th</sup> grade	10 <sup>th</sup> percentile	488	495	497
	25 <sup>th</sup> percentile	503	509	512
	40 <sup>th</sup> percentile	513	517	520