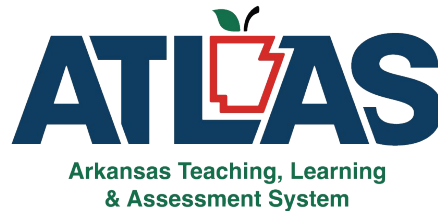


ATLAS K-3 BOY Screener Guidance



Beginning of the Year Protocol for Administering Literacy Testlets 2024-25

Guidance for Middle and End of Year Assessments Coming Soon



Purpose of the Screener

The purpose of K-3 assessments is to **assess foundational skills in literacy, help drive instructional decisions, and support students** who do not meet grade level foundational skills.

The beginning of the year (BOY) literacy screener shall determine students who demonstrate **readiness or risk** in the following foundational reading skills: Phonological and Phonemic Awareness, Sound Symbol Recognition, Alphabet Knowledge, Decoding, Rapid Naming, Encoding and Language Comprehension.



What is the difference between a screener and standardized assessment?

The purpose of the K-3 Literacy Screener is to...

1. Determine **readiness to receive grade-level instruction**.
2. Signal need for any **further diagnostic testing** that may be needed.

The K-3 literacy screener...

✓ **DOES** identify students that are behind

✗ **DOES NOT** serve the same purpose as a summative end of year state assessment

✓ **DOES** help differentiate between students that need interventions or additional support and those that do not

✗ **DOES NOT** diagnose dyslexia or other learning disabilities

✓ **DOES** provide information about the students to guide instruction

✗ **DOES NOT** act as a substitute for a formal evaluation as part of the eligibility process for special education placement



How to Assign Testlets

Testlet Administration

Testlets can be administered at **various points throughout the day**. These short assessments may fit well into the following parts of the day. The following example illustrates potential times during the school day a teacher could administer a testlet.

Important: Grade-level core instruction should occur every day.

Time	Activity	Testlet Administration
8:00 AM - 8:15 AM	Morning Meeting & Attendance	✓
8:15 AM - 9:45 AM	Literacy	✓ <i>Small Groups</i>
9:45 - 10:00 AM	Recess	
10:00 - 11:00 AM	Math	
11:00 - 11:30 AM	Science	
11:30 - 12:00 PM	Lunch	
12:00-12:30 PM	Intervention Block	✓
12:30 - 1:00 PM	Social Studies	
1:00 - 1:45 PM	Art/Music/PE	
1:45 - 2:45 PM	Centers/Small Groups	✓
2:45 - 3:00 PM	Read Aloud	

How to Administer a Testlet

The screenshot shows the ATLAS Teachers and Test Administrators dashboard. At the top, there is a navigation bar with links for Home, Students and Families, Teachers and Test Administrators, Technology Coordinators, ATLAS Assessments, and Resources. Below the navigation bar is the ATLAS logo and the text "Arkansas Teaching & Learning Assessment System". The main heading is "Teachers and Test Administrators" with a sub-heading "Educator resources and system access for ATLAS grades 3-10 and K-12 English language proficiency assessments." There is an "Announcements" section with a "GENERAL" announcement titled "Upcoming iPadOS 18.0 Release" dated "Sep 8, 2024". The announcement text states: "In anticipation of iPadOS 18.0's upcoming release on Monday, September 16, CAI recommends disabling iPadOS automatic updates." Below the announcement is a "Find More" button. At the bottom of the dashboard, there are three main sections: "Preparing for Testing", "Administering Tests", and "After Testing". The "Administering Tests" section is highlighted with a green box and contains a card for "Operational Test Administration" with a description: "Create and manage operational test sessions from any web browser."

The screenshot shows the ATLAS Test Administration interface. At the top, there is the ATLAS logo and the text "Arkansas Teaching & Learning Assessment System". The main heading is "Test Administration". Below the heading are three buttons: "Operational Session ID", "Select Tests", "Student Lookup", and "Approvals". Below these buttons is a blue bar with the text "Operational Test Selection". Below the blue bar is the heading "Choose a testing category" and the text "Then select one or more tests. You can switch categories by using the button in". Below the text are two yellow buttons with arrows: "ATLAS Screener" and "ATLAS Testlets". The "ATLAS Testlets" button is highlighted with a green box.

Testlet Components

– ATLAS Literacy Testlets

+ Alphabet Knowledge

+ Sound/Symbol

+ Phonemic Awareness

+ Decoding

+ Encoding

+ Language Comprehension and Vocabulary

+ Reading/Language Comprehension and Vocabulary

+ Oral Reading Fluency

+ Rapid Naming (RAN)

One Component Expanded

Operational Test Selection

Filter By: ⚙️ Add Filter

Phonemic Awareness

Isolate initial, medial, and final sounds Form A

Blend CVC words (real and nonsense) - K Form A

Segment CVC words - K Form A

Blend four-five individual sounds to create one-syllable words - Grade 1 Form A

Segment four-five individual sounds to create one-syllable words - Grade 1 Form A

Phoneme Addition and Substitution Form A

Operational Session ID
AR-0C3D-23



Stop Session

Refresh Page

Menu

Operational Test Selection



Filter By: **Add Filter**

1 Tests Selected

Clear All

ATLAS Literacy Testlets

Alphabet Knowledge

Sound/Symbol

Phonemic Awareness

Isolate initial, medial, and final sounds Form A

Blend CVC words (real and nonsense) - K Form A

Segment CVC words - K Form A

Blend four-five individual sounds to create one-syllable words - Grade 1 Form A

Segment four-five individual sounds to create one-syllable words - Grade 1 Form A

Phoneme Addition and Substitution Form A

Decoding

Decode CVC words Form A

Decode CVC words Form B

ATLAS Testlets

Isolate initial, medial, and final sounds Form A

Session Settings

Select Test Reason

Back

Start Operational Session

Scoring Hand-Scored Testlets

Reporting

Tests To Score Secure File Center Alerts Help Demo User

Dashboard Generator > Dashboard

Performance Distribution, by Test Group: Demo District 9999

Sorted by: Date Last Taken

ATLAS Summative ELA
Grades Tested: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Tests Taken: 7,333 Date Last Taken: 05/24/2025

Percent	Count
19%	1.3k
27%	1.9k
29%	2.1k
25%	1.8k

ATLAS Summative Mathematics
Grades Tested: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Tests Taken: 8,234 Date Last Taken: 05/22/2025

Percent	Count
48%	3.9k
24%	1.9k
22%	1.8k
6%	494

ATLAS Summative Science
Grades Tested: 3, 4, 5, 6, 7, 8, 10
Tests Taken: 6900 Date Last Taken: 05/20/2025

Percent	Count
27%	1.8k
34%	2.3k
23%	1.6k
16%	1.1k

FLA Testlets
Grades Tested: Testlets
Tests Taken: 246 Date Last Taken: 04/03/2025

Data cannot be aggregated together for this group of tests.

Mathematics Testlets
Grades Tested: Testlets
Tests Taken: 246 Date Last Taken: 03/29/2025

Data cannot be aggregated together for this group of tests.

ATLAS Interim ELA
Grades Tested: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Tests Taken: 916 Date Last 10/24/2024

Percent	Count
22%	198
28%	252
24%	220
27%	246

ATLAS Interim Mathematics
Grades Tested: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Tests Taken: 916 Date Last Taken: 10/20/2024

Percent	Count
31%	284
48%	440
15%	137
6%	55

ATLAS Screener Literacy
Grades Tested: K, 1, 2, 3
Tests Taken: 750 Date Last 10/11/2024

Percent	Count
55%	413
45%	337

Features & Tools

Reporting Options
Change Reporting Time Period

Download & Print
Download Student Results Print

Test Options
Manage Test Reasons Set Student Setting on Item View

Roster Settings
Add Roster View/Edit Roster

Upload Roster

Connections
API Manager

Scoring Hand-Scored Testlets

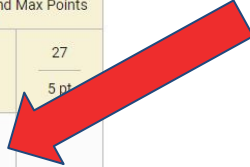
Scoring Mode

Dashboard > Test Scoring

Change School

Grade 2 ELA Screener Test (Unassigned) to score for Demo School 1, 2024-2025

<input type="checkbox"/> Submit	Student	Student ID	Date Taken	Item To Score	
				Item Numbers and Max Points	
				21 4 pt	27 5 pt
<input type="checkbox"/>	[REDACTED]	[REDACTED]	8/30/2024 10:45:54 AM	Not Scored	
<input type="checkbox"/>	[REDACTED]	[REDACTED]	9/9/2024 11:48:49 AM	Scored	5



This score is machine-suggested and should be reviewed.

Submit Score(s)

Rows per page: 10 2 Items: < 1 of 1 >

Scoring Hand-Scored Testlets

Grade 2 ELA Screener Test

Student: Lastname, Firstname

Grade 2 Screener ORF Question

Scoring Criteria	Count/Time	Condition Code
Duration	Duration in seconds <input type="text"/> Save Cancel	<input type="text" value="None"/> Blank Technological Issue Indiscernible speech Off Topic Insufficient response None

Scoring Note

User	Date	Note
+ Add Note		

Mispronounced: 0 Skipped: 0
Total Errors: 0
Accuracy Rate: 100.00%

ORF Passage

Click once to mark as mispronounced, twice to mark as skipped, and a third time to clear.
Alt + Click on a sentence to mark as mispronounced, twice to mark as skipped, and a third time to clear.

student setting(s)
OFF

Testlet Guidance by Grade Level

What Reading Components Are Measured and When

	Kindergarten			First Grade			Second Grade			Third Grade		
	B	M	E	B	M	E	B	M	E	B	M	E
Phonemic Awareness*	X	X	X	X	X	X	X					
Alphabet Knowledge*	X	X	X	X								
Rapid Naming*			X		X							
Sound Symbol Recognition*		X	X	X	X	X						
Decoding*		X	X	X	X	X	X	X	X	X		
Encoding*		X	X	X	X	X	X	X	X	X		
Oral Reading Fluency					X	X	X	X	X	X		
Language Comprehension*	X	X	X	X	X	X						
Reading Comprehension							X	X	X	X		

*Dyslexia initial screening requirement

Kindergarten Alphabet Knowledge Updates

DESE has determined it is best to remove Alphabet Knowledge (Letter ID) scores from the BOY 2024 administration.

DESE has implemented changes to the functionality of these items and anticipates that Letter ID will be included in the mid-year administration.

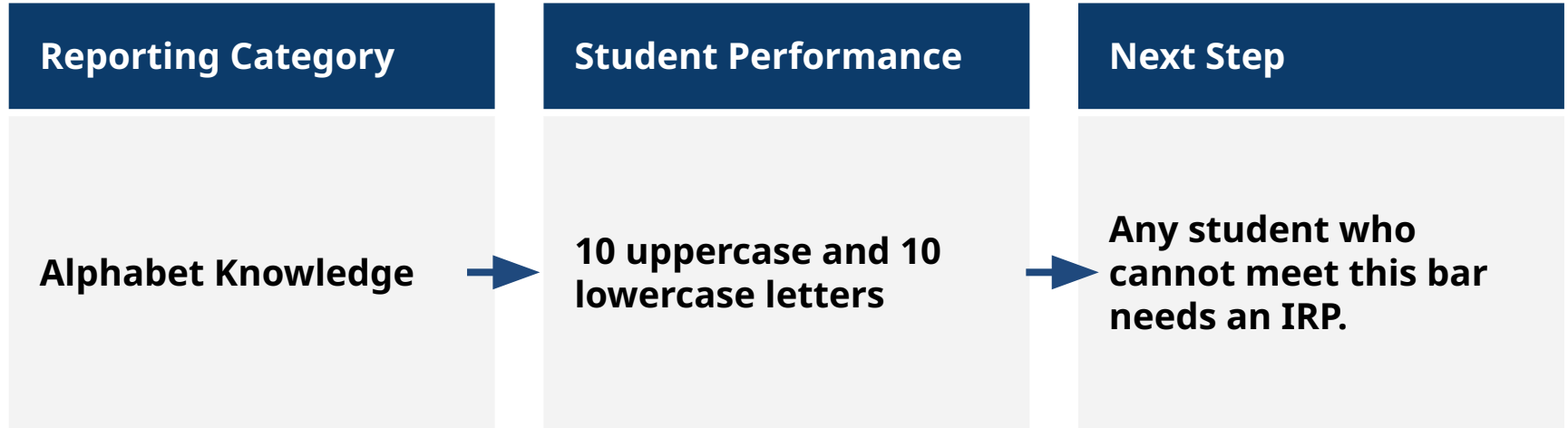
Alphabet Knowledge Screening Process:

- **Readminister** using a random order letter identification assessment with uppercase and lowercase letters.
 - **If already administered** and progress monitored, use the data to develop **IRPs**.
 - **If not yet administered**, promptly complete an alphabet knowledge assessment (from HQIM or another reliable source). Use the data to develop **IRPs**.
- **Readiness for grade-level instruction:** Students can name **10 uppercase and 10 lowercase letters**.
 - Scoring below this indicates **risk** and should be included in the IRP.

Note: *Alphabet knowledge is the only component that should be considered in kindergarten in developing an Individual Reading Plan (IRP) for K students. Results for Phonemic Awareness and Language Comprehension should be used for supporting core instruction.*



Kindergarten Decision Tree



Individual Reading Plans

When should IRPs be developed?

- If a student demonstrates risk on any testlet (a score below 8 of 10), create an IRP
- Use BOY curriculum-based measures and testlet results to determine goals and identify grade level progress and expectations.
- Classroom teacher begins tier 2 intervention
- If a student flags for risk in the current and previous year, the intervention should be intensified

1st Grade Alphabet Knowledge & Sound Symbol Knowledge

DESE has determined it is best to remove Alphabet Knowledge (Letter ID) and Sound Symbol Knowledge scores from the BOY 2024 administration.

DESE has implemented changes to the functionality of these items and anticipates that Letter ID and Sound Symbol Recognition will be included in the mid-year administration.

Alphabet Knowledge Screening Process	Sound Symbol Screening Process
Readminister using a random order letter identification assessment with uppercase and lowercase letters.	Readminister using a sound/symbol assessment with all letters in random order. Ask the most common sound for all 26 letters.
<ul style="list-style-type: none">● If already administered and progress monitored, use the data to develop IRPs.● If not yet administered, promptly complete an alphabet knowledge assessment (from HQIM or another reliable source) and use the data to develop IRPs.	
Readiness for grade-level instruction: Students can <u>name</u> 26 uppercase and 26 lowercase letters.	Readiness for grade-level instruction: Students can <u>say the most common sound</u> for all 26 letters (short vowel sounds).
Scoring below “readiness” as shown above indicates risk and should be included in the IRP.	

1st to 3rd Grade General Testlet Guidance - IRP Needed

- Administer testlets **aligned to previous grade level standards**
 - For example, if a 1st grade student flags in encoding, give encoding testlets aligned to kindergarten standards.
- If a student **flags in all reporting categories**, prioritize
 - Foundational Skills Testlets: Phonemic Awareness, Decoding and Encoding
- **How to administer testlets:**
 - Use Testlet Guidance in Appendix A for specifics on what to administer.
 - If a student **answers at least 8 of 10 correctly**, then move to the next testlet in that category.
 - Continue this process **until the student scores below 8 of 10**. Discontinue administering testlets in that category, and create an IRP goal based on data from that testlet.
 - This means the student will be supported through Core Instruction and additional intervention indicated in the IRP.

Note: If a student becomes outwardly frustrated, pause administration and determine if student can take the assessment at another time. If the student is not able to take the assessment, then a score of 0 out of 10 is recorded.



1st to 3rd Grade General Testlet Guidance

- For each risk area, if a student meets readiness criteria by scoring 8 or above on all previous grade level testlets; a goal for the IRP is not required.
- Support the student through core instruction in whole and small group settings.
- These students should be monitoring through curriculum-based measures to ensure they continue to meet grade level expectations.
- During the Middle of Year administration, be sure to monitor student performance.

Phonemic Awareness

Grade Level Guidance	
K	Administer testlets aligned to Kindergarten standards
1	Administer testlets aligned to Kindergarten standards
2	Administer testlets aligned to first grade standards <ul style="list-style-type: none">• If the score on the blending testlet is below 8/10 administer the blending testlet aligned to Kindergarten standards• If the score on the segmenting testlet is below 8/10, administer the segmenting testlet aligned to K standards.<ul style="list-style-type: none">○ If the score is below 10/10 give the isolate sounds testlet

Testlets Available	
Testlet Name	Grade Level Standard
Isolate initial, medial and final sounds	K
Blend CVC words, real and nonsense	K
Segment CVC words	K
Blend 4-5 sounds to create one syllable words	1
Segment 4-5 sounds to create one syllable words	1

Decoding

Grade Level Guidance

1

For this component, if student flags, administer testlets for kindergarten.

- If a student correctly answers 8/10, move to the next testlet.
- Continue this process until the student scores below 8/10. Discontinue administering testlets, analyze results, create a goal for the IRP and begin instruction.

2

Administer testlets for first grade and use the guidance above. Additionally, alphabet knowledge and sound/symbol testlets may be administered to provide additional data.

Testlets Available

Testlet Name	Standard
Decode CVC words	K.FR.9.PD
Decode one-syllable words with consonant digraphs	K.FR.10.PD
Decode one-syllable words with short vowels and consonant blends	1.FR.4.PD
Decode one-syllable words with vowel-r patterns	1.FR.4.PD
Decode one-syllable words with consonant digraphs and trigraphs	1.FR.5.PD
Decode one-syllable words with common vowel teams and VCe	1.FR.6.PD
Decode one-syllable words with diphthongs	1.FR.7.PD
Decode words with inflectional suffixes	1.FR.11.PD
Decode two-syllable words with short vowels	1.FR.9.PD

Encoding

Grade Level Guidance

1

For this component, if student flags, administer testlets for kindergarten.

- If a student correctly answers 8/10, move to the next testlet.
- Continue this process until the student scores below 8/10. Discontinue administering testlets, analyze results, create a goal for the IRP and begin instruction..

2

Administer testlets for first grade and use the guidance above. Additionally, phoneme segmentation testlets may be administered to provide additional data.

Testlets Available

Testlet Name	Standard
Encode CVC words	K.FR.14.PE
Encode one-syllable words with short vowels and consonant cluster	1.FR.12.PE
Encode one-syllable words with consonant digraphs and short vowel patterns	1.FR.13.PE
Encode one syllable words with VCe	1.FR.17.PE
Encode one-syllable words with the most common spellings for final long vowel sounds	1.FR.19.PE
Encode one-syllable words with common vowel teams	2.FR.13.PE
Encode words with vowel -r	1.FR.18.PE
Encode two-syllable words with short vowels	2.FR.7.PE
Encode two-syllable words with VCe patterns	2.FR.9.PE
Encode two-syllable words with medial long vowel teams	3.FR.6.PE
Encode two-syllable words with vowel-r patterns	3.FR.7.PE

Language Comprehension and Vocabulary

Grade Level Guidance	
All	<p>For this component, if student flags, administer the testlet for the grade level for Reading Literature.</p> <ul style="list-style-type: none">Analyze the results, create a goal for the IRP, and begin instruction.Remaining testlet forms may be used for progress monitoring.



Testlets Available
Testlet Name
Reading Literature - K
Reading Information - K
Vocabulary - K
Reading Literature - Grade 1
Reading Information - Grade 1
Vocabulary - Grade 1

Reading Comprehension and Vocabulary

Grade Level Guidance

All

For this component, if student flags, administer the testlet for the grade level for Reading Literature with Human Voice Recording (HVR).

- Analyze the results, create a goal for the IRP, and begin instruction.
- Remaining testlet forms may be used for progress monitoring.

Testlets Available

Testlet Name

 Reading Literature - Grade 2

Reading Information - Grade 2

Vocabulary - Grade 2

 Reading Literature - Grade 3

Reading Information - Grade 3

Vocabulary - Grade 3

Oral Reading Fluency

Grade Level Guidance

2-3

For this component, if student flags, give the grade level testlet and score for accuracy, rate, and expression to determine where to begin instruction.

Testlets may be given for progress monitoring.

Testlets Available

Testlet Name	Standard
Oral Reading Fluency - K	K.FR.22.F
Oral Reading Fluency - Grade 1	1.RF.24.F
Oral Reading Fluency - Grade 2	2.FR.18.F
Oral Reading Fluency - Grade 3	3.FR.11.F

Rapid Naming (RAN)

Grade Level Guidance

All

For this component, if student flags, there is no additional testlet.

Testlets Available

Testlet Name

**Phonological Processing: Rapid
Automatized Naming**

Individual Reading Plans

When should IRPs be developed?

- If a student demonstrates risk on any testlet (a score below 8 of 10), create an IRP
- Use BOY curriculum-based measures and testlet results to determine goals and identify grade level progress and expectations.
- Classroom teacher begins tier 2 intervention
- If a student flags for risk in the current and previous year, the intervention should be intensified

Dyslexia

How do RTI Teams assess the need for additional screening

Kindergarten

- Use a **variety of data points** (progress monitoring, CBMs, and testlets) to identify literacy deficits in **alphabet knowledge** and **phonemic awareness**.
- Consider **language comprehension and vocabulary** deficits as they can lead to reading comprehension issues.
- Early identification ensures **targeted intervention** before more intensive services are needed.
- **RTI Team's Role:** The RTI team should assess the need for **intense intervention** or **dyslexia services**.
-

First Grade

- Use a **variety of data points** to identify deficits in **phonemic awareness, decoding, spelling** to predict future reading success.
- Consider **language comprehension and vocabulary** deficits as they can lead to reading comprehension issues.
- Early identification ensures **targeted intervention** before more intensive services are needed.
- **RTI Team's Role:** The RTI team should assess the need for **intense intervention** or **dyslexia services**.

Second Grade

- Use a **variety of data points** to identify deficits in **decoding, spelling, and oral reading fluency** to predict reading success.
- Consider **reading comprehension and vocabulary**, as deficits can lead to long-term reading difficulties.
- **Intensive intervention** helps address weaknesses before they escalate.
- **RTI Team's Role:** The RTI team should assess the need for **intense intervention** or **dyslexia services**.

Dyslexia Screening: BOY Indicators of Risk by Grade Level

Early and grade-specific screening is essential for identifying students at risk for dyslexia, allowing for timely interventions that target foundational reading skills.

Grade Level	Student Areas of Struggle
Kindergarten	<ul style="list-style-type: none">• Phonemic awareness• Alphabet knowledge
1st Grade	<ul style="list-style-type: none">• Decoding/Word recognition• Spelling
2nd Grade	<ul style="list-style-type: none">• Decoding/Word recognition• Spelling• Oral reading fluency
3rd - 12th Grade	Students experiencing difficulty should be administered the following: <ul style="list-style-type: none">• Oral Reading Fluency – Administer DIBELS or Acadience• Spelling – Administer (any)<ul style="list-style-type: none">○ Developmental Spelling Assessment○ Primary Spelling Inventory○ Elementary Spelling Inventory○ Upper-Level Spelling Inventory



Factors that heighten the urgency for dyslexia screening

- **K-3:** Family history of reading difficulties or dyslexia
- **Kindergarten:** Deficits in emergent print skills despite participation in an academic preschool program
- **1st - 3rd:** Information gained from teacher and parent information regarding items on the Early Indicator Checklist
- **1st - 3rd:** Patterns of performance from previous and current interventions, focusing on progress made, any regressions, and the intensity of the interventions.

Important:

- The absence of these factors should not delay or prevent the identification process.
- There is not a pre-determined amount of time that data should be collected before determining if a student needs more intense intervention. This means a student does not have to be in a cycle of RTI for any period of time to be considered in the identification process.



Survey for Questions

<https://bit.ly/K-3Exit>

