

# Fall 2024 Beginning of the Year (BOY) Guidance: Kindergarten

## Individual Reading Plans (IRP) and Early Identification of Risk for Characteristics of Dyslexia

### Why is screening important in early grades?

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. See Appendix A for K-3 assessment blueprints.

### **BOY 2024 Screener Administration Information: Important for BOY**

In response to feedback from the field regarding the functionality of the Alphabet Knowledge (Letter ID) questions, DESE has determined it is best to remove those scores from the 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.

At the BOY, results for Phonemic Awareness, and Language Comprehension will be provided for each student for informational purposes. **Alphabet knowledge is the only component that should be considered in kindergarten for developing an Individual Reading Plan (IRP) for K students.** Results for PA and Language Comprehension should be used for supporting core instruction.

### **Alphabet Knowledge Screening Information:**

This category administered in the ATLAS system will need to be readministered by school staff using a letter identification assessment with all capital and lowercase letters in random order.

- If an alphabet knowledge assessment **has been** administered and progress monitored, these data should be used to develop IRPs.
- If an assessment **has not been** administered, administer an alphabet knowledge assessment promptly. This could be an assessment from one's HQIM or other source. Any student who can name 10 uppercase and 10 lowercase letters demonstrates readiness for grade-level instruction. Scoring below this threshold indicates risk and should be included in a student's IRP.

### What are my next steps after administering the BOY Testlets and other SoR Aligned Sources?

Create an Individual Reading Plan (IRP) for all students with a risk indicator on the Alphabet Knowledge screener using beginning of the year curriculum-based assessment measures (CBM) from HQIM or other sources to determine the goals and identify grade level progress expectations. Teachers begin tier 2 intervention in small group settings; tier 2 interventions would mean intensifying core instruction through dosage (increased frequency) or extended time in small group settings.

Routinely analyze progress monitoring data to determine progress or the lack thereof for students with IRPs. Use CBMs and/or testlets provided in ATLAS to progress monitor. The routine for analyzing data should be based on the cycle of progress monitoring in one's HQIM.

If a student is repeatedly not responding to intervention, look to the guidance below for more intense intervention to be provided by a trained interventionist in the district adopted structured literacy program.

### How to develop Individual Reading Plans:

- IRP's will be auto populated in the ATLAS portal for all students. Schools should review available data to determine if goals and progress monitoring are needed for individual students. See Appendix B for directions on developing the IRP in the ATLAS portal.
- If a student can name less than 10 upper and 10 lower case letters, create a goal in the IRP that addresses each deficit area.
- Use BOY CBM and testlet results to determine goals and identify grade level progress and expectations.
- Classroom teacher begins tier 2 intervention; tier 2 interventions would mean intensifying core instruction through dosage (increased frequency) or extended time in small group settings.

### How do Response to Intervention (RTI) teams assess the need for intense interventions?

Teams should use a variety of data points when determining the intervention needs for a student. Student progress monitoring results from CBMs and testlets may reflect indicators of component-based significant literacy deficits.

For Example: a student demonstrates a positive response to instruction in alphabet knowledge but little to no response to instruction in phonemic awareness. Based on data from progress monitoring, this student would receive intensified intervention for phonemic awareness in a structured literacy program.

*This is the point where the RTI Team should have a process for determining identification for intense intervention or dyslexia services. Further guidance regarding processes for identification will be out soon.*

### When should teams consider screening for risk of reading difficulties, including dyslexia?

Early screening in kindergarten helps identify students at risk for reading difficulties before they begin decoding and spelling. Assessing emergent print skills, such as alphabet knowledge and phonemic awareness, predicts future reading success. At this grade, screening alphabet knowledge and phonemic awareness skills identifies students at risk for reading difficulties including dyslexia.

For the beginning of the year, the emergent comprehension skills of vocabulary and listening comprehension are essential for reading success; deficits in these areas potentially lead to reading comprehension challenges. Early identification and intervention aim to address weaknesses before they require more intensive interventions later.

### Weaknesses that may indicate risk for literacy deficits including dyslexia:

When a student shows signs of difficulty in phonemic awareness and alphabet knowledge as indicated by curriculum-based measures or other assessments, it suggests the need for screening for risk of dyslexia-related characteristics.

Factors that may heighten the urgency for identification include:

- Family history of reading difficulties or dyslexia
- Deficits in emergent print skills despite participation in an academic preschool program

**Important:** The absence of these factors should not delay or prevent the identification process. Furthermore, 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.

# Beginning of the Year (BOY) Guidance: First Grade

## Individual Reading Plans (IRP) and Early Identification of Characteristics of Dyslexia

### Why is screening important in early grades?

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. See Appendix A for K-3 assessment blueprints.

### **BOY 2024 Screener Administration Information: Important for BOY**

In response to feedback from the field regarding the functionality of the Alphabet Knowledge (Letter ID) and Sound Symbol Knowledge, DESE has determined it is best to remove those scores from the 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.

At the BOY, results for Phonemic Awareness, Decoding, Encoding, and Language Comprehension will be provided for each student in the ATLAS portal. Alphabet Knowledge, Sound Symbol Recognition, Phonemic Awareness, Decoding, Encoding, and Language Comprehension should be considered in developing an Individual Reading Plan (IRP).

### **Alphabet Knowledge Screening Information:**

This category administered in the ATLAS system will need be to be readministered by school staff using a letter identification assessment with all uppercase and lowercase letters in random order. This could be an assessment from one's HQIM or other source. Any student who can name 26 uppercase and 26 lowercase letters demonstrates readiness for grade-level instruction. Scoring below this threshold indicates risk and should be included in a student's IRP

- If alphabet knowledge (Letter ID) and sound symbol assessments **have been** administered and progress monitored, these data should be used to develop IRPs.
- If an alphabet knowledge and sound symbol assessments **have not been** administered, administer an alphabet knowledge and a sound symbol assessment promptly. This could be an assessment from one's HQIM or other source. Any student who can name 26 uppercase and 26 lowercase letters and can say the most common sound for each of the 26 letters demonstrates readiness for grade-level instruction. Scoring below this threshold indicates risk and should be included in a student's IRP.

### **Sound/Symbol Screening:**

This category administered in the ATLAS system will need be to be readministered by school staff using a sound/symbol assessment with all letters in random order. This could be an assessment from one's HQIM or other source. To determine sound/symbol knowledge, ask the most common sound (short vowel sounds) for each of the 26 letters.

Any student who can say the most common sound for all 26 letters demonstrates readiness for grade-level instruction. Scoring below this threshold indicates risk and should be included in a student's IRP.

### What are my next steps after administering the BOY ATLAS Screener?

Teams should review the screener results for any student who flags for risk in Phonemic Awareness, Decoding, or Encoding based on the BOY screener. Testlets should be administered based on reporting categories flagged.

- If a student **flags in all reporting categories**, prioritize Foundational Skills Testlets: Phonemic Awareness, Decoding, and Encoding.
- If a student **flags in individual reporting categories**, administer K testlets for that category until a student reaches grade level benchmark or the discontinue rule. Individual testlets include Phonemic Awareness, Decoding, Encoding, and Language Comprehension.

### Individual Testlets: **Grade 1, administer testlets aligned to kindergarten standards only.**

**For Phonemic Awareness**, if a student flags, begin administering testlets for the previous grade level in the order shown in Appendix A.

**For Decoding**, if a student flags, begin administering testlets for the previous grade level in the order shown in Appendix A.

**For Encoding**, if a student flags, begin administering testlets for the previous grade level in the order shown in Appendix A.

**For Language Comprehension**, if a student flags, begin administering testlets for reading literature with human voice recording in the order shown in Appendix A. *Note - Language Comprehension testlets are grade level.*

### How to administer testlets for each reporting category:

- 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.
- If the student meets readiness criteria, the student will be supported through core instruction in whole and small group settings.
- *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 upon submission.

### What are my next steps after administering the BOY Testlets and other SoR Aligned Sources?

Teams should use a variety of data points when determining the intervention needs for a student. Individual Reading Plans should be developed for all students not meeting indicated benchmarks to write goals and identify grade level progress expectations. IRP's may be completed in the ATLAS portal.

*Note: Using BOY curriculum-based assessment measures (CBM) from HQIM to determine grade level expectations is a best practice.*

Teachers shall begin tier 2 intervention in small group settings; tier 2 interventions would mean intensifying core instruction through dosage (increased frequency) or extended time in small group settings.

See the detailed guidance below regarding the development of IRPs.

### How to develop Individual Reading Plans:

## BOY Guidance: IRP and Screening for Risk

- IRP's will auto populate in the ATLAS portal for all students. Schools should review available data to determine if goals and progress monitoring are needed for individual students. See Appendix B for directions on developing the IRP in the ATLAS portal.
- If a student scores below 8 of 10 in any reporting category on the testlet, create an IRP that addresses each deficit area.
- Use BOY CBM and testlet results to determine goals and identify grade level progress and expectations.
- Classroom teacher begins tier 2 intervention; tier 2 interventions would mean intensifying core instruction through dosage (increased frequency) or extended time in small group settings.
- If a student flags for risk in the current and previous year, the intervention should be intensified. This student's plan for intervention should be developed by a team of educators to determine if the student needs additional services.

### How do RTI teams assess the need for intense interventions?

Assessing print skills, such as phonemic awareness, decoding and spelling predicts future reading success. Screening in first grade helps identify students who are not responding to core instruction and may be at risk for reading difficulties, including dyslexia.

For the BOY, language comprehension skills and vocabulary are essential for reading success; deficits in these areas potentially lead to reading comprehension challenges. Early identification and intervention aim to address weaknesses before they require more intensive interventions later.

*This is the point where the RTI Team should have a process for determining identification for intense intervention or dyslexia services. Further guidance regarding processes for identification will be out soon.*

### What are the key considerations when planning for intensive interventions at the beginning of the school year for first grade?

Student progress monitoring results from CBMs and testlets may reflect indicators of component-based significant literacy deficits.

For Example: a student demonstrates a positive response to instruction in decoding but little to no response to instruction in encoding. Based on data from progress monitoring, this student would receive intensified intervention for encoding in a structured literacy program.

### When should teams consider dyslexia screening in first grade?

At this grade, dyslexia is primarily characterized by challenges in word reading and spelling. Screening for these key traits begins as students develop their emergent print skills, which is essential for fostering decoding, reading, and spelling abilities. The objective of screening and identification is to offer students timely, targeted interventions, preventing foundational reading issues from escalating over time.

#### Weakness that may indicate risk of characteristics of dyslexia:

When a student shows signs of difficulty in decoding, word recognition, and spelling as indicated by curriculum-based measures or other assessments, it suggests the need for screening for dyslexia-related characteristics.

Any of these deficit areas may exist alone but may also be accompanied by a deficit in phonemic awareness, alphabet knowledge, and/or sound symbol recognition.

Factors that may heighten the urgency for identification in the overall approach used to assess the characteristics of dyslexia include:

- Family history of reading difficulties or dyslexia
- Information gained from teacher and parent information regarding items on the Early Indicator Checklist

## BOY Guidance: IRP and Screening for Risk

- 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. Furthermore, 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.

# Beginning of the Year (BOY) Guidance: Second Grade

## Individual Reading Plans (IRP) and Early Identification of Characteristics of Dyslexia

### Why is screening important in early grades?

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 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, Fluency, and Language Comprehension. See Appendix A for K-3 assessment blueprints.

### What are my next steps after administering the BOY ATLAS Screener?

At the BOY, results for Phonemic Awareness, Decoding, Encoding, Oral Reading Fluency (ORF), and Reading Comprehension will be provided for each student. Teams should review the screener results for any student who flags for risk in Phonemic Awareness, Decoding, Encoding or ORF based on the BOY screener. Testlets should be administered based on reporting categories flagged.

- If a student **flags in all reporting categories**, prioritize Foundational Skills testlets: Phonemic Awareness, Decoding, and Encoding. Use rate and accuracy information from the Oral Reading Fluency screener and testlet data to determine tier 2 interventions.
- If students flag on **individual reporting categories**, administer testlets for that category until a student reaches grade level benchmark or the discontinue rule. Reading Comprehension results should be used for informational and instructional purposes, and testlets are available for Reading Comprehension for progress monitoring as needed.

### Individual Testlets: **Grade 2, administer testlets aligned to 1st grade standards.**

Individual testlets include Phonemic Awareness, Decoding, Encoding, Oral Reading Fluency (ORF), and Reading Comprehension.

**For Phonemic Awareness**, if student flags, begin administering testlets for the previous grade level in the order shown in Appendix A.

**For Decoding**, if student flags, begin administering testlets for the previous grade level in the order shown in Appendix A.

**Important:** If student flags in second grade, alphabet knowledge and sound/symbol testlets may be administered to provide additional data.

**For Encoding**, if student flags, begin administering testlets for the previous grade level in the order shown in Appendix A.

## BOY Guidance: IRP and Screening for Risk

**Important:** If student flags in second grade, phoneme segmentation testlets and sound/symbol testlets may be administered to provide additional data.

**For Language Comprehension**, if a student flags, begin administering testlets for reading literature with human voice recording in the order shown in Appendix A.

**Important:** Language Comprehension testlets are grade level.

**For Oral Reading Fluency**, A sizable number of students are showing potential risk on the Beginning-of-Year (BOY) screener in second grade. For some of these students, further screening is necessary to determine if they are truly at risk or ready to progress. Please see the next steps outlined below for how to proceed.

If a student flags **only** in Oral Reading Fluency (ORF) in second grade, administer a testlet or curriculum-based measure from HQIM or another Science of Reading-aligned source.

- **Analyze student scores** for accuracy and rate using screener results and curriculum-based measures:
- **If a student is accurate** but demonstrates a slower rate, ensure the student is getting more repetitions orally reading passages; monitor progress across the school year.

### **Support for deficits in rate only would occur in:**

- Core instruction
- Small group instruction (core)

- **If a student is not accurate**, administer a testlet or curriculum-based measure from HQIM to determine needs in decoding accuracy. Check for student application of decoding skills in isolation and ability to transfer to phrases and passage format using curriculum-based measures.

### **Support for deficits in accuracy would occur in:**

- Core instruction
- Small group instruction (core)
- Additional support through the IRP focused on decoding accuracy and transfer to oral reading fluency.

### **How to administer testlets for each reporting category:**

- If a student answers at least 8 of 10 correctly, then move to the next testlet.
- Continue this process until the student scores below 8 of 10. Discontinue administering testlets in that category.
- If the student meets readiness criteria, the student will be supported through core instruction in whole and small group settings.
- 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 upon submission.

### **What are my next steps after administering the BOY Testlets and other SoR Aligned Sources?**

Teams should use a variety of data points when determining the intervention needs for a student. Individual Reading Plans should be developed for all students not meeting indicated benchmarks to write goals and identify grade level progress expectations. IRP's may be completed in the ATLAS portal.

*Note: Using BOY curriculum-based assessment measures (CBM) from HQIM to determine grade level expectations is a best practice.*

Teachers shall begin tier 2 intervention in small group settings; tier 2 interventions would mean intensifying core instruction through dosage (increased frequency) or extended time in small group settings.

See the detailed guidance below regarding the development of IRPs.

### How to develop Individual Reading Plans:

- IRP's will auto populate in the ATLAS portal for all students. Schools should review available data to determine if goals and progress monitoring are needed for individual students. See Appendix B for directions on developing the IRP in the ATLAS portal.
- If a student scores below 8 of 10 in any reporting category on the testlet, create a goal in the IRP that addresses each deficit area.
- Use BOY CBM and testlet results to determine goals and identify grade level progress and expectations.
- Classroom teacher begins tier 2 intervention; tier 2 interventions would mean intensifying core instruction through dosage (increased frequency) or extended time in small group settings.
- If a student flags for risk in the current and previous year, the intervention should be intensified. This student's plan for intervention should be developed by a team of educators to determine if the student needs additional services.

### How do RTI teams assess the need for intense interventions?

Teams should use a variety of data points when determining the intervention needs for a student. Assessing decoding, spelling and oral reading fluency predicts future reading success. Screening in second grade helps identify students who are not responding to core instruction and may be at risk for reading difficulties, including dyslexia.

For the BOY, reading comprehension skills and vocabulary are essential; deficits in these areas potentially lead to reading challenges. Early identification and intervention aim to address weaknesses before they require more intensive interventions later.

*This is the point where the RTI Team should have a process for determining identification for intense intervention or dyslexia services. Further guidance regarding processes for identification will be out soon.*

### What key considerations should the RTI Team keep in mind when planning for intensive interventions at the beginning of the school year for second grade?

Student progress monitoring results from CBMs and testlets may reflect indicators of component-based significant literacy deficits.

- For Example: a student demonstrates a positive response to instruction in decoding, but little to no response to fluency. Based on data from progress monitoring, this student would receive intensified intervention for fluency in a structured literacy program.

### When should teams consider dyslexia screening in second grade?

At this grade, dyslexia is primarily characterized by challenges in word reading, spelling, and fluency. Screening for these key traits begins as students develop decoding, reading, and spelling abilities. The objective of screening and identification is to offer students timely, targeted interventions, preventing foundational reading issues from escalating over time.

### Weakness that may indicate risk of characteristics of dyslexia:

When a student shows signs of difficulty in decoding, word recognition, spelling, or oral reading fluency, as indicated by curriculum-based measures or other assessments, it suggests the need for screening for dyslexia-related characteristics.

Any of these deficit areas may exist alone but may also be accompanied by a deficit in phonemic awareness, alphabet knowledge, and/or sound symbol recognition.

Factors that may heighten the urgency for identification in the overall approach used to assess the characteristics of dyslexia include:

- Family history of reading difficulties or dyslexia
- Information gained from teacher and parent information regarding items on the Early Indicator Checklist
- Identify patterns of performance from previous and current interventions, focusing on progress made, any regressions, and the intensity of the interventions.



**BOY Guidance: IRP and Screening for Risk**

**Important:** The absence of these factors should not delay or prevent the identification process. Furthermore, there is not a determined amount of time that data should be collected before determining if a student needs more intense intervention.

# Beginning of the Year (BOY) Guidance: Third Grade

## Individual Reading Plans (IRP) and Early Identification of Characteristics of Dyslexia

### Why is screening important in early grades?

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, Fluency, and Language Comprehension. See Appendix A for K-3 assessment blueprints.

In third grade, if a student flags at risk in decoding or encoding, administer testlets. Use rate and accuracy information from the Oral Reading Fluency screener and testlet data to determine tier 2 interventions.

**Individual testlets: Grade 3, administer testlets aligned to 2nd grade standards.** Individual testlets aligned to 2<sup>nd</sup> grade skills include Decoding, Encoding, Oral Reading Fluency (ORF), and Reading Comprehension.

**For Decoding**, if student flags, begin administering testlets for the previous grade level in the order shown in Appendix A.

**Important:** If a third-grade student shows difficulty with decoding, administer alphabet knowledge and sound/symbol testlets to gather additional data.

**For Encoding**, if student flags, begin administering testlets for the previous grade level in the order shown in Appendix A.

**Important:** If student flags for encoding in third grade, phoneme segmentation testlets may be administered to provide additional data.

### How to Administer Testlets in Each Reporting Category:

- If a student correctly answers 8 of 10, then move to the next testlet.
- Continue this process until the student scores below 8 of 10. Discontinue administering testlets in that category.
- If the student meets readiness criteria, the student will be supported through core instruction in whole and small group settings.
- 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 upon submission.

**For Oral Reading Fluency**, A sizable number of students are showing potential risk on the Beginning-of-Year (BOY) screener in third grade. For some of these students, further screening is necessary to determine if they are truly at risk or ready to progress. Please see the next steps outlined below for how to proceed.

If a student flags **only** in Oral Reading Fluency (ORF) in third grade, administer a testlet or curriculum-based measure from HQIM or another Science of Reading-aligned source.

- **Analyze student scores** for accuracy and rate using screener results and curriculum-based measures:
- **If a student is accurate** but demonstrates a slower rate, ensure the student is getting more repetitions orally reading passages; monitor progress across the school year.

### Support for deficits in rate only would occur in:

- Core instruction
- Small group instruction (core)

## BOY Guidance: IRP and Screening for Risk

- **If a student is not accurate**, administer a testlet or curriculum-based measure from HQIM to determine needs in decoding accuracy. Check for student application of decoding skills in isolation and ability to transfer to phrases and passage format using curriculum-based measures.

### **Support for deficits in accuracy would occur in:**

- Core instruction
- Small group instruction (core)
- Additional support through the IRP focused on decoding accuracy and transfer to oral reading fluency.

## **How to develop Individual Reading Plans:**

- Individual Reading Plans (IRP) will auto populate in the ATLAS portal for all students. Schools should review available data to determine if goals and progress monitoring are needed for individual students. See Appendix B for directions on developing the IRP in the ATLAS portal.
- If the students demonstrate risk on any testlet (a score below 8 of 10), create goals in the Individual Reading Plan (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; tier 2 interventions would mean intensifying core instruction through dosage (increased frequency) or extended time in small group settings.

## **When should teams consider dyslexia screening in third through twelfth grades?**

A school district shall screen any student in grades three through twelve (3-12) experiencing difficulty as documented by a classroom teacher, a parent or legal guardian of the student, or another individual with knowledge of the student's academic performance. Teams should use a variety of data points when determining if level II dyslexia screening is needed.

Students experiencing difficulty should be administered the following:

- Oral Reading Fluency – Administer DIBELS or Acadience
- Spelling – Administer Developmental Spelling Assessment (DSA) or the Primary Spelling Inventory (K-3), Elementary Spelling Inventory (1<sup>st</sup>- Upper elementary), Upper-Level Spelling Inventory (Upper Elementary - High School) (PSI, ESI, USI) from Words Their Way.

### **Weakness that may indicate risk of characteristics of dyslexia:**

When a student shows signs of difficulty in decoding, word recognition, spelling, or oral reading fluency, as indicated by curriculum-based measures or other assessments, it suggests the need for screening for dyslexia-related characteristics.

Any of these deficit areas may exist alone but may also be accompanied by a deficit in phonemic awareness, alphabet knowledge, and/or sound symbol recognition.

Factors that may heighten the urgency for identification in the overall approach used to assess the characteristics of dyslexia include:

- Family history of reading difficulties or dyslexia
- Information gained from teacher and parent information regarding items on the Early Indicator Checklist
- Identify 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. Furthermore, there is not a determined amount of time that data should be collected before determining if a student needs more intense intervention.

**Important:** If a student exhibits deficits in fluency or spelling following a screening, administer a level II dyslexia screening as outlined in the Arkansas Dyslexia Resource Guide.

## APPENDIX A

Kindergarten

When Administered		Screener Beginning of Year First 30 Days	Interim Middle of Year	Summative End of Year
Total Number of Items		22	42	43
Reporting Category/Component	Standards			
Alphabet Knowledge	K.FR.4.CP**	2	2	2
Phonemic Awareness	K.FR.5.PA** K.FR.6.PA** K.FR.7.PA**	10	10	10
Sound/Symbol	K.FR.21.F		1	1
Decoding	K.FR.9.PD K.FR.10.PD K.FR.11.PD		10	10
Encoding	K.FR.14.PE K.FR.15.PE K.FR.16.PE K.FR.17.PE		10	10
Oral Reading Fluency (ORF)				
Language Comprehension		10	10	10
	<ul style="list-style-type: none"> <li>Vocabulary</li> </ul>	10	10	10
	<ul style="list-style-type: none"> <li>Reading Fundamentals</li> </ul>			
	<ul style="list-style-type: none"> <li>Reading Literature</li> </ul>			
	<ul style="list-style-type: none"> <li>Reading Information</li> </ul>			
Rapid Naming (RAN)	*			1
<b>Additional Information</b>				
<p>*This is a required dyslexia screening component, and will not be included in the overall scale score.                      **Standard assessed on screener                      The ATLAS K-3 includes all of the components of the screener and progress monitoring as required by law.</p>				

First Grade

When Administered		Screener Beginning of Year First 30 Days	Interim Middle of Year	Summative End of Year
Total Number of Items		43	43	42
Reporting Category/Component	Standards			
Alphabet Knowledge	K.FR.4.CP**	2		
Phonemic Awareness	K.FR.6.PA** K.FR.7.PA** 1.FR.1.PA** 1.FR.2.PA**	10	10	10
Sound/Symbol	K.FR.21.F	1	1	1
Decoding	K.FR.9.PD** K.FR.10.PD** 1.FR.4.PD** 1.FR.5.PD 1.FR.6.PD 1.FR.7.PD 1.FR.8.PD 1.FR.9.PD 1.FR.11.PD	10	10	10
Encoding	K.FR.14.PE** 1.FR.12.PE** 1.FR.17.PE 1.FR.13.PE** 1.FR.18.PE 1.FR.14.PE** 1.FR.19.PE 1.FR.15.PE 1.FR.20.PE 1.FR.16.PE 1.FR.21.PE	10	10	10
Oral Reading Fluency (ORF)	1.RF.24.F		1	1
Language Comprehension		10	10	10
	<ul style="list-style-type: none"> <li>Vocabulary</li> </ul>	10	10	10
	<ul style="list-style-type: none"> <li>Reading Fundamentals</li> </ul>			
	<ul style="list-style-type: none"> <li>Reading Literature</li> </ul>			
	<ul style="list-style-type: none"> <li>Reading Information</li> </ul>			
Rapid Naming (RAN)	*		1	

Additional Information

\*This is a required dyslexia screening component, and will not be included in the overall scale score.

\*\*Standard assessed on screener

The ATLAS K-3 includes all of the components of the screener and progress monitoring as required by law.

Second Grade

When Administered		Screener Beginning of Year First 30 Days	Interim Middle of Year	Summative End of Year
Total Number of Items		46	36	36
Reporting Category/Component	Standards			
Alphabet Knowledge				
Phonemic Awareness	1.FR.1.PA** 1.FR.2.PA**	10		
Sound/Symbol				
Decoding	1.FR.4.PD** 2.FR.1.PD 1.FR.5.PD** 2.FR.2.PD 1.FR.6.PD** 2.FR.3.PD 1.FR.9.PD** 2.FR.4.PD 2.FR.5.PD	10	10	10
Encoding	1.FR.12.PE** 2.FR.6.PE 1.FR.13.PE** 2.FR.7.PE 1.FR.17.PE** 2.FR.9.PE 1.FR.18.PE** 2.FR.10.PE 1.FR.19.PE** 2.FR.13.PE	10	10	10
Oral Reading Fluency (ORF)	2.FR.18.F	1	1	1
Reading Comprehension		15	15	15
• Vocabulary	2.V.1** 2.V.4 2.V.2** 2.V.5 2.V.3 2.V.6	15	15	15
• Reading Fundamentals	2.RC.2.RF** 2.RC.5.RF**			
• Reading Literature	2.RC.7.RL** 2.RC.10.RL 2.RC.8.RL** 2.RC.11.RL 2.RC.9.RL 2.RC.12.RL			
• Reading Information	2.RC.13.RI** 2.RC.16.RI** 2.RC.14.RI 2.RC.17.RI 2.RC.15.RI 2.RC.18.RI			
<b>Additional Information</b>				
**Standard assessed on screener The ATLAS K-3 includes all of the components of the screener and progress monitoring as required by law.				

**Third Grade**






When Administered		Screener Beginning of Year First 30 Days	Interim Middle of Year	Summative End of Year
Total Number of Items		36		
Reporting Category/Component	Standards			<p><b>Third graders transition to the ATLAS 3-10 Assessments for interim and summative administrations. Testlets will be available to assign for students.</b></p>
Alphabet Knowledge				
Phonemic Awareness				
Sound/Symbol				
Decoding	1.FR.4.PD** 3.FR.1.PD 1.FR.5.PD** 3.FR.3.PD 2.FR.1.PD** 3.FR.2.PD 2.FR.4.PD** 2.FR.5.PD**	10		
Encoding	2.FR.7.PE** 3.FR.4.PE 2.FR.9.PE** 3.FR.5.PE 2.FR.10.PE** 3.FR.6.PE 2.FR.13.PE** 3.FR.7.PE 2.FR.16.PE** 3.FR.8.PE	10		
Oral Reading Fluency (ORF)	3.FR.11.F	1		
Reading Comprehension		15		
• Vocabulary	3.V.1 3.V.4 3.V.2 3.V.5 3.V.3 3.V.6	15		
• Reading Fundamentals	3.RC.2.RF** 3.RC.3.RF**			
• Reading Literature	3.RC.7.RL** 3.RC.10.RL** 3.RC.8.RL** 3.RC.11.RL** 3.RC.9.RL** 3.RC.12.RL**			
• Reading Information	3.RC.13.RI** 3.RC.16.RI** 3.RC.14.RI** 3.RC.17.RI** 3.RC.15.RI** 3.RC.18.RI**			
<p>*This is a required dyslexia screening component, and will not be included in the overall scale score.                      **Standard assessed on screener                      The ATLAS K-3 includes all of the components of the screener and progress monitoring as required by law.</p>				



**Diagnostic Testlets Progression 2024-2025**

Please see the list below of the testlets that will be available in the ATLAS test delivery system.



 K-3 ELA CADENCE*	 CAN BE USED TO REPORT HOME READING LEVEL	 MEETS UNIVERSAL AND INITIAL SCREENING FOR DYSLEXIA	 REQUIRED GRADES	 NUMBER OF ITEMS**
Screener <i>Within first 30-Days</i>		✓	K, 1, 2, & 3	21-46
K-2 Interim <i>Mid-Year</i>	✓	✓	K, 1 & 2 <i>3rd Graders may take ATLAS 3-10</i>	21-36
Summative <i>End of Year</i>	✓	✓	K, 1 & 2 <i>3rd Graders will take ATLAS 3-10</i>	21-42
Testlets <i>Given as needed</i>		MEETS LEVEL 1 SCREENING	K, 1, 2, & 3 <i>Only for identified students</i>	

\*Each assessment measures grade level standards including those required for screening.

\*\*See blueprint for standards assessed at each administration.

Reporting Category/Component	Testlet Name/Skills	Standards	Items per form	# of forms	Scored Machine (MS) Human (HS)
Alphabet Knowledge	Upper Case Letters	K.FR.4.CP	26	2	MS
	Lower Case Letters	K.FR.4.CP	26	2	MS
Sound/Symbol	Sound Symbol Recognition	K.FR.21.F	26	3	MS
Phonemic Awareness	Isolate initial, medial, and final sounds	K.FR.5.PA	10	1	MS
	Blend CVC words (real and nonsense)	K.FR.6.PA	10	3	MS
	Segment CVC words	K.FR.7.PA	10	3	MS
	Blend four-five individual sounds to create one-syllable words	1.FR.1.PA	10	3	MS
	Segment four-five individual sounds to create one-syllable words	1.FR.2.PA	10	3	MS

<b>Decoding</b>	Decode CVC words	K.FR.9.PD	10	3	2 MS/1 HS
	Decode one-syllable words with consonant digraphs	K.FR.10.PD	10	3	2 MS/1 HS
	Decode one-syllable words with short vowels and consonant blends	1.FR.4.PD	10	3	2 MS/1 HS
	Decode one-syllable words with vowel-r patterns	1.FR.4.PD	10	2	1 MS/1 HS
	Decode one-syllable words with consonant digraphs and trigraphs	1.FR.5.PD	10	2	1 MS/1 HS
	Decode one-syllable words with common vowel teams and VCe	1.FR.6.PD	10	3	2 MS/1 HS
	Decode one-syllable words with diphthongs	1.FR.7.PD	10	2	1 MS/1 HS
	Decode words with inflectional suffixes	1.FR.11.PD	10	2	1 MS/1 HS
	Decode two-syllable words with short vowels	1.FR.9.PD	10	2	1 MS/1 HS
	Decode two-syllable words with VCe patterns	2.FR.4.PD	10	2	1 MS/1 HS
	Decode two-syllable words with long vowel teams	1.FR.6.PD	10	2	1 MS/1 HS
	Decode two-syllable words with vowel-r patterns or consonant -le	2.FR.4.PD	10	2	1 MS/1 HS
	<b>Encoding</b>	Encode CVC words	K.FR.14.PE	10	3
Encode one-syllable words with short vowels and consonant cluster		1.FR.12.PE	10	3	MS
Encode one-syllable words with consonant digraphs and short vowel patterns		1.FR.13.PE	10	3	MS
Encode one syllable words with VCe		1.FR.17.PE	10	3	MS
Encode one-syllable words with the most common spellings for final long vowel sounds		1.FR.19.PE	10	1	MS

	Encode one-syllable words with common vowel teams	2.FR.13.PE	10	3	MS
	Encode words with vowel -r	1.FR.18.PE	10	3	MS
	Encode two-syllable words with short vowels	2.FR.7.PE	10	3	MS
	Encode two-syllable words with VCe patterns	2.FR.9.PE	10	3	MS
	Encode two-syllable words with medial long vowel teams	3.FR.6.PE	10	3	MS
	Encode two-syllable words with vowel-r patterns	3.FR.7.PE	10	3	MS
Language Comprehension and Vocabulary	Reading Literature - K		10	3	MS
	Reading Information - K		10	3	MS
	Vocabulary - K		10	2	MS
	Reading Literature - Grade 1		10	3	MS
	Reading Information - Grade 1		10	3	MS
	Vocabulary - Grade 1		10	2	MS
Reading Comprehension and Vocabulary	Reading Literature - Grade 2		10	3	MS
	Reading Information - Grade 2		10	3	MS
	Vocabulary - Grade 2		10	2	MS
	Reading Literature - Grade 3		10	3	MS
	Reading Information - Grade 3		10	3	MS
	Vocabulary - Grade 3		10	2	MS
Oral Reading Fluency (ORF)	Oral Reading Fluency - K	K.FR.22.F	1	3	HS

	Oral Reading Fluency - Grade 1	1.RF.24.F	1	3	HS
	Oral Reading Fluency - Grade 2	2.FR.18.F	1	3	HS
	Oral Reading Fluency - Grade 3	3.FR.11.F	1	3	HS
Rapid Naming (RAN)	For this component, if student flags, there is no additional testlet.				
	Phonological Processing: Rapid Automatized Naming	*	1 (48)	2	HS