

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.PD K.FR.15.PD K.FR.16.PD K.FR.17.PD | | 10 | 10 |
| Oral Reading Fluency (ORF) | | | | |
| Language Comprehension | | 10 | 10 | 10 |
| | <ul style="list-style-type: none"> Vocabulary | 10 | 10 | 10 |
| | <ul style="list-style-type: none"> Reading Fundamentals | | | |
| | <ul style="list-style-type: none"> Reading Literature | | | |
| | <ul style="list-style-type: none"> Reading Information | | | |
| Rapid Naming (RAN) | | * | | 1 |
| Additional Information | | | | |
| <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 | 1.FR.10.PD | 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"> Vocabulary | 10 | 10 | 10 |
| | <ul style="list-style-type: none"> Reading Fundamentals | | | |
| | <ul style="list-style-type: none"> Reading Literature | | | |
| | <ul style="list-style-type: none"> Reading Information | | | |
| Rapid Naming (RAN) | * | | 1 | |
| Additional Information | | | | |
| <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> | | | | |

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 |
| | <ul style="list-style-type: none"> Vocabulary | 2.V.1** 2.V.4 2.V.2** 2.V.5 2.V.3 2.V.6 | 15 | 15 |
| | <ul style="list-style-type: none"> Reading Fundamentals | 2.RC.2.RF** 2.RC.5.RF** | | |
| | <ul style="list-style-type: none"> 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 | | |
| | <ul style="list-style-type: none"> 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 | | |
| Additional Information | | | | |
| <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> | | | | |

Third Grade

| When Administered | | Screener Beginning of Year First 30 Days | Interim Middle of Year | Summative End of Year |
|--|--|--|---|--------------------------|
| Total Number of Items | | 36 | <p>Third graders transition to the ATLAS 3-10 Assessments for interim and summative administrations. Testlets will be available to assign for students.</p> | |
| Reporting Category/Component | Standards | | | |
| 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

Testlets will be required for students that flag on initial screener or interim assessments and meet the requirements of a level one screener. Screener, Interim, and Testlet data will be used to inform Individual Reading Plan (IRP).



| K-3 ELA CADENCE* | CAN BE USED TO REPORT HOME READING LEVEL | MEETS UNIVERSAL AND INITIAL SCREENING FOR DYSLLEXIA | 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 | For this component, if student flags, give the testlet. Begin instruction based on results. For progress monitoring, teacher may use an alphabet chart or flashcards and ask student to name each letter. | | | | |
| | Upper Case Letters | K.FR.4.CP | 26 | 2 | MS |
| | Lower Case Letters | K.FR.4.CP | 26 | 2 | MS |
| Sound/Symbol | For this component, if student flags, give the testlet. Begin instruction based on results. For progress monitoring, teacher may use an alphabet chart or flashcards and ask student to say the sound for each letter. | | | | |
| | Sound Symbol Recognition | K.FR.21.F | 26 | 3 | MS |

| | | | | | |
|--------------------|---|------------|----|---|-----------|
| Phonemic Awareness | <p>For this component, if student flags, begin administering testlets in the order below.</p> <ul style="list-style-type: none"> • Kindergarten, administer testlets aligned to kindergarten standards, then begin instruction based on analysis of testlet results • Grades 1 and 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 kindergarten standards. If the score is below 10/10, give the isolate sounds testlet. ○ Begin instruction based on analysis of testlet results | | | | |
| | 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 |
| Decoding | <p>For this component, if student flags, begin administering testlets in the order below.</p> <ul style="list-style-type: none"> • 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 and determine instruction based on data. <p>If student flags in second grade, alphabet knowledge and sound/symbol testlets may be administered to provide additional data.</p> | | | | |
| | 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 |
| Encoding | <p>For this component, if student flags, begin administering Testlets in the order below.</p> <ul style="list-style-type: none"> • If a student correctly answers 8/10, move to the next Testlet. • Continue this process until the student scores below 8/10 on grade level testlets. Discontinue administering Testlets and determine instruction based on data. <p>If student flags in second grade, phoneme segmentation testlets may be administered to provide additional data.</p> | | | | |
| | Encode CVC words | K.FR.14.PE | 10 | 3 | MS |
| | 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 | <p>For this component, if the student flags, administer testlets for reading literature, reading informational, and vocabulary for their grade level.</p> <ul style="list-style-type: none"> • Analyze the results and begin instruction. • Remaining testlet forms may be used for progress monitoring. | | | | |
| | 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 | For this component, if the student flags, administer testlets for reading literature, reading informational text and vocabulary for their grade level with Human Voice Recording (HVR). <ul style="list-style-type: none"> Analyze the results and begin instruction. Remaining testlet forms may be used for progress monitoring. | | | | |
| | 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) | 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. | | | |
| 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 |

Additional Information

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

- Testlet forms will be added on or before October 14, November 15, and February 17. As a result, by the end of the year the number of forms reflected in the chart above will be available in the system.
- Though testlets are intended to be administered after the screener or interim for students who flag, they may also be administered at the discretion of the teacher throughout the year to inform instruction, monitor progress, or for a student who lacks historical data.
- Testlets meet the requirement for a level one dyslexia screener.