

# Moore Public Schools

## RSA Screening for Characteristics of Dyslexia

### 2022-2023 Grade Level Guidance

1<sup>st</sup> – 3<sup>rd</sup> grade students are screened before the October Parent/Teacher Conference. Kindergarten will wait until January and review at the March Parent/Teacher conference. Students on an IEP are not excluded and must be screened. The only students who are exempt are those on track for OAAP.

#### Kindergarten

- Read the pages 2-5 below before beginning any screening.
- Use Middle of Year testing data to determine who needs screening.
- Screen students in the 1<sup>st</sup> -39<sup>th</sup> percentile (Not Benchmark) unless you have other concerns.
- When choosing the Rapid Naming screening assessment choose what the student is most familiar with (usually color or picture). Remember this is not a test of knowledge, we are looking at processing speed.
- Follow the Kindergarten Assessment Pathway on page 5.
- If a student scores “at risk”, review information at the March P/T Conferences and give them the state approved guidance.

#### 1<sup>st</sup> Grade

- Read pages 2-4, as well as, the 1<sup>st</sup> grade Assessment Pathway of this document before beginning.
- Use Beginning of the Year testing data to determine who needs screening.
- Screen students in the 1<sup>st</sup> -39<sup>th</sup> percentile (Not Benchmark) unless you have other concerns.
- When choosing the Rapid Naming screening assessment choose what the student is most familiar with (usually color or picture). Remember this is not a test of knowledge, we are looking at processing speed.
- If a student scores “at risk”, review information at the October P/T Conferences and provide parents with the state approved guidance.

#### 2<sup>nd</sup> Grade and 3<sup>rd</sup> Grade

- Read pages 2-4, as well as, the Grade Specific Assessment Pathway of this document before beginning.
- Use Beginning of the Year testing data to determine who needs screening.
- If a student scores below the 40<sup>th</sup> percentile on STAR Reading, they will need to take the STAR EL assessment.
- If they score at/above 40<sup>th</sup> percentile (Benchmark) you conclude screening and they are Not at Risk of Characteristics of Dyslexia.
- If they score below 40<sup>th</sup> percentile, you will then administer the Rapid Naming and Expressive Nonsense Words screenings as explained in the pages below.
- When choosing the Rapid Naming screening assessment choose what the student is most familiar with (usually color or picture). Remember this is not a test of knowledge, we are looking at processing speed.
- A student is “at risk” if either of these CBM screeners are below benchmark.
- If a student scores “at risk”, review information at the October P/T Conferences and provide parents with the state approved guidance.

**See Below for Grade Specific Screener Support**

## General Information For All Grade Levels

Administration Method:	Star CBM is administered individually by the teacher either in an online, paper, or blended online/paper setting.
Administration Time:	Star CBM measures take about 1 minute each to administer. Star Early Literacy, as a computer adaptive test (CAT) takes about 10-20 minutes to complete. Star Reading as a computer adaptive test (CAT), takes about 20-25 minutes to complete.  (Not every assessment is required during each administration.)

## Grade Level Assessment Pathway

To screen for characteristics of dyslexia, students must first take the Star Universal Screening Assessment.

- Students in kindergarten and 1<sup>st</sup> grade should begin with Star Early Literacy.
- By 2<sup>nd</sup> grade, students should use Star Reading.
- Students who score below the grade-level target will require additional testing through Star CBM. The subtests appropriate for the grade level are identified below.

There are **four options for Rapid Naming**. Teachers may select which skill is used. It should be a skill the student is already comfortable with as this assessment measures **processing speed rather than knowledge of the skill**. For example, if a student does not know the names of the colors used on the Rapid Color Naming, this is not a good option for the student. They would likely do better with the Rapid Picture Naming.

# Accessing the Screeners to Determine Risk for Characteristics of Dyslexia

Use the [Star Record Book](#) to view both Star Early Literacy, Star Reading, and Star CBM data on one dashboard.

Students scoring below 40 PR (red, yellow, or blue benchmark categories) on Star Early Literacy or Star Reading are considered at risk for reading difficulties. Students will need to be further assessed. After further assessment if they score below benchmark on required CBM Assessments students are considered **at risk for characteristics of dyslexia**.

Student	GL	Star Adaptive (English)			Star CBM		
		Date	Test Type	Score (PR / SS)	Date	Measure	Score (CPM)**
Alvarado, Josh	1	3/11/22	Early Literacy	96 / 967	11/9/21	Rapid Picture Naming	9
Anderson, Don	1	1/6/22	Reading	14 / 739	12/22/21	Rapid Picture Naming	88
Baker, Jeffrey	1	12/31/21	Early Literacy	6 / 706	12/1/21	Rapid Picture Naming	15
Beaulieu, Eileen	1	12/29/21	Early Literacy	75 / 856	12/22/21	Rapid Picture Naming	63
Begin, William	1	1/5/22	Early Literacy	1 / 637	9/29/21	Rapid Picture Naming	41
Bigby, James	1	1/5/22	Early Literacy	20 / 756	9/6/21	Passage Oral Reading - G1	15

Star CBM scores are shown in Correct Per Minute (CPM) while the colors represent benchmark categories:

- Green – At/Above Benchmark (40 PR and above)
- Blue – On Watch (20-39 PR)
- Red – Intervention (1-19 PR)

Latest Correct per Minute (CPM) Scores\*

Select a tile in the grid to start and score an assessment, and view assessment history. Select a student to view overall progress.

Foundations of Literacy  Rapid Automatic Naming

Student	GL	Rapid Color Naming Grades K - 3	Rapid Picture Naming Grades K - 3	Rapid Letter Naming Field Test** Grades K - 3	Rapid Number Naming Field Test** Grades K - 3
Allen, Jack	1	24	8	...	12 Field Test**
Bhat, Deepak	1	...	28	...	...
Castro, Aaron	1	...	47	...	...
Contreras, Damian	1	...	114	...	...
Hossain, Steven	1	...	63	...	...

Rapid Color Naming or Rapid Picture Naming measures display to identify potential risk.

[Star Diagnostic Report](#) for Star Early Literacy provides domain and skill-set information for individual students. This report can be used to view more detailed information on student performance for the Oklahoma required skills for dyslexia screening.

Choose *Star Early Literacy Subdomains* in the selection dropdown.

**Sub-Domain and Skill Set Scores**  
Ranging from 0-100, domain scores estimate Jeffrey's percent of mastery on skills in each domain at a first grade level.

Sub-Domain	Score	Sub-Domain	Score
<b>Alphabetic Principle</b>	81	<b>Phonics (continued)</b>	46
Alphabetic Knowledge	84	Sound-Symbol Correspondence: Vowels	39
➔ Alphabetic Sequence	53	➔ Word Families/Rhyming	48
Letter Sounds	77	➔ Consonant Blends (PH)	48
<b>Concept of Word</b>	76	➔ Consonant Digraphs	46
Print Concepts: Word Length	82	➔ Variant Vowel Sounds	40
➔ Print Concepts: Word Borders	57	➔ Other Vowel Sounds	44
Print Concepts: Letters and Words	87	➔ Word Building	43
Print Concepts: Common Signs and Symbols	85	<b>Structural Analysis</b>	37
Visual Discrimination	82	<b>Phonemic Awareness</b>	47
Letters	87	➔ Rhyming and Word Families	58
➔ Identification and Word Matching	65	➔ Blending Word Parts	65
		➔ Blending Phonemes	60
		Initial and Final Phonemes	35
		Consonant Blends (PA)	33
		Medial Phoneme Discrimination	37
		➔ Phoneme Segmentation	40
		➔ Phoneme Isolation/Manipulation	40
		<b>Phonics</b>	46
		Long Vowel Sounds	36
		➔ Short Vowel Sounds	48
		➔ Initial Consonant Sounds	69
		➔ Final Consonant Sounds	52
		➔ Sound-Symbol Correspondence: Consonants	53
		<b>Contractions</b>	39
		<b>Vocabulary</b>	47
		➔ Word Facility	60
		Synonyms	36
		Antonyms	39
		<b>Sentence-Level Comprehension</b>	39
		Comprehension at the Sentence Level	39
		<b>Paragraph-Level Comprehension</b>	36
		Comprehension of Paragraphs	36
		<b>Early Numeracy</b>	71
		Measurement	81
		➔ Number Object Correspondence	60
		Composing and Decomposing	78

You can also use [Star CBM](#) and [Star assessments](#) for goal setting and progress monitoring. For additional support, please contact customer service at 1-800-338- 4204.

## Kindergarten Assessment Pathway

- Begin with the Star Early Literacy Universal Screener.
- If the student scores below the 40<sup>th</sup> percentile (see table below), administer Rapid Naming assessment.

<b>Percentiles for Early Literacy (Universal Assessment)</b>			
<b>*Scaled Scores are estimates depending on the week you test, please follow the percentile ranking on the screening report.</b>			
	<b>Beginning of Year</b>	<b>Middle of Year</b>	<b>End of Year</b>
10 <sup>th</sup> percentile	621	666*	709
25 <sup>th</sup> percentile	662	702*	741
40 <sup>th</sup> percentile	689	730*	768

Choose one of the Rapid Naming assessments. The content should be familiar to the student to get valid results.

\*Rapid Color or Picture are preferred.

<b>Rapid Naming</b>	<b>At Risk</b>	<b>At/Above Benchmark</b>
<b>Rapid Color Naming *</b>	<b>0 to 32</b>	33 and above
<b>Rapid Picture Naming *</b>	<b>0 to 29</b>	30 and above
Rapid Letter Naming	<b>0 to 24</b>	25 and above
Rapid Number Naming	<b>0 to 32</b>	33 and above

# 1<sup>st</sup> Grade Assessment Pathway

- Begin with the Star Early Literacy Universal Screener.
- If the student scores below the 40<sup>th</sup> percentile (see table below), administer **Rapid Naming** and **Expressive Nonsense Word** assessments.

<b>Percentiles for Early Literacy (Universal Assessment)</b>			
<b>*Scaled Scores are estimates depending on the week you test, please follow the percentile ranking on the screening report.</b>			
	<b>Beginning of Year</b>	<b>Middle of Year</b>	<b>End of Year</b>
10 <sup>th</sup> percentile	690*	726	760
25 <sup>th</sup> percentile	730*	764	799
40 <sup>th</sup> percentile	751*	789	828

Choose one of the Rapid Naming assessments. The content should be familiar to the student to get valid results.

For all Rapid Naming assessments, the benchmark and at-risk cutoff scores are the same for all benchmark windows within a grade level.

<b>Rapid Naming</b>	<b>At Risk</b>	<b>At/Above Benchmark</b>
<b>Rapid Color Naming*</b>	<b>0 to 39</b>	40 and above
<b>Rapid Picture Naming*</b>	<b>0 to 37</b>	38 and above
Rapid Letter Naming	<b>0 to 39</b>	40 and above
Rapid Number Naming	<b>0 to 47</b>	48 and above

\*Preferred Assessments

<b>Expressive Nonsense Words</b>			
	<b>Beginning of Year</b>	<b>Middle of Year</b>	<b>End of Year</b>
Intervention	0 to 8	0 to 11	0 to 16
On Watch	9 to 12	12 to 15	17 to 20
At/Above Benchmark	13 and above	16 and above	21 and above

Students who score below the benchmark on any of the Star CBM screening assessments are considered demonstrating “at risk” for characteristics of dyslexia. Inform parents during October Conferences.

## 2<sup>nd</sup> Grade Assessment Pathway

- Begin with the Star Reading Universal Screener.
- If student scores below the 40<sup>th</sup> percentile on the beginning of year benchmark, administer the Star Early Literacy.
- If the student scores below the 40<sup>th</sup> percentile on Early Literacy, administer **Rapid Naming** and **Expressive Nonsense Word** assessments.
- If the student scores above the 40<sup>th</sup> percentile on Early Literacy, the student is showing a reading difficulty, but characteristics of dyslexia may not be the cause. The student may be struggling with language comprehension (e.g., vocabulary, syntax, comprehension). Screening is now complete; the student is NOT “at risk” of characteristics of Dyslexia.

**Choose one of the Rapid Naming assessments. The content should be familiar to the student to get valid results.**

Rapid Naming	At Risk	At/Above Benchmark
Rapid Color Naming*	<b>0 to 47</b>	48 and above
Rapid Picture Naming*	<b>0 to 45</b>	46 and above
Rapid Letter Naming	<b>0 to 58</b>	59 and above
Rapid Number Naming	<b>0 to 60</b>	61 and above

\* Preferred Assessment

Expressive Nonsense Words			
	Beginning of Year	Middle of Year	End of Year
Intervention	0 to 15	0 to 17	0 to 22
On Watch	16 to 23	18 to 27	23 to 32
At/Above Benchmark	24 and above	28 and above	33 and above

Students who score below the benchmark on any of the Star CBM screening assessments are considered demonstrating “at risk” for characteristics of dyslexia. Inform parents during October Conferences.

### 3<sup>rd</sup> Grade Assessment Pathway

- Begin with the Star Reading Universal Screener.
- If the student scores below the 40<sup>th</sup> percentile, administer Star Early Literacy.
- If the student scores below the 40<sup>th</sup> percentile on Early Literacy, administer **Rapid Naming** and **Expressive Nonsense Words** assessments.
- If the student scores above the 40<sup>th</sup> percentile on Early Literacy, the students is showing a reading difficulty, but characteristics of dyslexia may not be the cause. The student may be struggling with language comprehension (e.g., vocabulary, syntax, comprehension). Screening is now complete; the student is NOT “at risk” of characteristics of Dyslexia.

Choose one of the Rapid Naming assessments. The content should be familiar to the student to get valid results.

For all Rapid Naming assessments, the benchmark and at-risk cutoff scores are the same for all benchmark windows within a grade level.

Rapid Naming	At Risk	At/Above Benchmark
Rapid Color Naming*	0 to 50	51 and above
Rapid Picture Naming*	0 to 48	49 and above
Rapid Letter Naming	0 to 61	62 and above
Rapid Number Naming	0 to 67	68 and above

\* Preferred Assessment

Expressive Nonsense Words			
	Beginning of Year	Middle of Year	End of Year
Intervention	0 to 15	0 to 17	0 to 22
On Watch	16 to 23	18 to 27	23 to 32
At/Above Benchmark	24 and above	28 and above	33 and above

*Note: The above norms are for 2<sup>nd</sup> grade. For purposes of identifying difficulties in word recognition skills, students should be able to reach these benchmarks.*

Students who score below the benchmark on any of the Star CBM screening assessments are considered demonstrating “at risk” for characteristics of dyslexia. Inform parents during October Conferences. Follow protocol on the MPS Grade Level Guidance.