



Using *i-Ready* for Literacy Universal Screening

Curriculum Associates Guidance Brief | September 3, 2025

Recent Updates: Additional language provided to explain the relationship between *i-Ready Literacy Tasks* for Phonological Awareness and the screening model.

Guidance Overview

In the Connecticut State Department of Education's (CSDE) [Revised Menu of Grades K-3 Literacy Universal Screening Assessments](#), *i-Ready* is approved for a limited pilot with the Stamford Public Schools. During this pilot period, Stamford Public Schools will utilize the *i-Ready Assessment* suite to identify students in Grades K-3 with reading difficulties. These assessments measure all state-required skills for literacy universal screening and are grounded in the latest research and thinking in the field of early literacy screening. The following sections provide step-by-step guidance on how educators in Stamford Public Schools can utilize *i-Ready* to meet state requirements. For the most up to date information on using *i-Ready* for this piloted use, please see the [Connecticut State Uses Page](#).

Useful Document Shortcuts

[Guidance Summary](#)

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[Appendix A: Documentation of How *i-Ready Assessment* Meets State Needs](#)

[Appendix B: Frequently Asked Questions](#)

NOTE: The *i-Ready* adaptive assessment refers to the online computer adaptive *i-Ready Diagnostic*. This assessment is in the process of being formally renamed to more clearly convey its scope and purpose. Once this change is finalized, documentation will be updated to reflect this. The assessment itself remains unchanged.

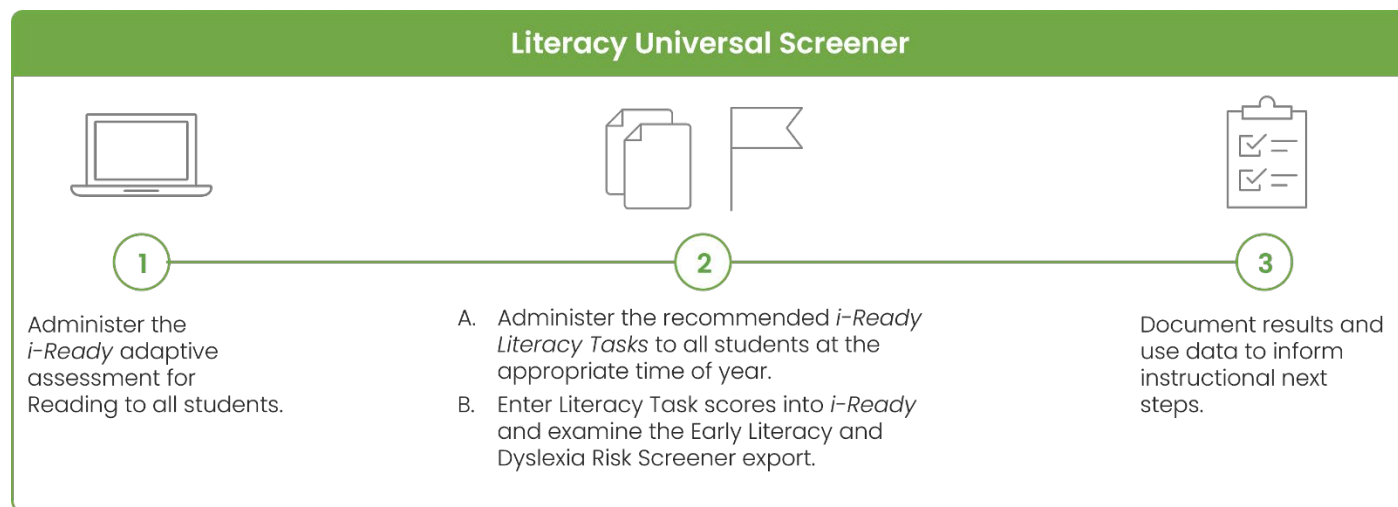
Guidance Summary

Authority	Connecticut State Department of Education
Law/ Code/ Guidance	Section 10-14t(a) of the Connecticut General Statutes; Revised Approved Menu of Research-based K-3 Literacy Universal Screening Assessments 2025-26
Goal of Screening	"Produce data that is useful for informing individual and classroom instruction, including the grouping of students based on such data and the selection of instructional activities based on data of individual student response patterns during such progress monitoring...and assist in identifying, in whole or in part, students at risk for dyslexia" (Section 10-14t(a) of the Connecticut General Statutes).

Grades and Assessments	<p>All students will take the <i>i-Ready</i> adaptive assessment for Reading and <i>i-Ready Literacy Tasks</i> as a part of the Early Literacy and Dyslexia Risk Screener. The following section outlines the assessments that are recommended for students in each grade. Times of year are noted as fall (F), winter (W), and spring (S). For information on how <i>i-Ready Assessments</i> assess all required skills in Connecticut, see Appendix A.</p> <p>Grade K Literacy Universal Screening <i>i-Ready</i> adaptive assessment for Reading (F/W/S) <i>i-Ready Literacy Task</i> for Phonological Awareness Phoneme Segmentation Fluency (F/W/S)* <i>i-Ready Literacy Task</i> for Letter Naming Fluency of Mixed-Case Letters (F/W/S) <i>i-Ready Literacy Task</i> for Rapid Automatized Naming of Objects (F/W/S) <i>i-Ready Literacy Task</i> for Pseudoword Decoding—Fluency (W/S)</p> <p>Grade 1: Literacy Universal Screening <i>i-Ready</i> adaptive assessment for Reading (F/W/S) <i>i-Ready Literacy Task</i> for Phonological Awareness Phoneme Segmentation Fluency (F/W/S)* <i>i-Ready Literacy Task</i> for Grade 1 Word Recognition Fluency (F) <i>i-Ready Literacy Task</i> for Grade 1 Passage Reading Fluency (W/S) <i>i-Ready Literacy Task</i> for Rapid Automatized Naming of Objects (F) <i>i-Ready Literacy Task</i> for Rapid Automatized Naming of Letters (W/S) <i>i-Ready Literacy Task</i> for Pseudoword Decoding—Fluency (F/W/S)</p> <p>Grades 2 and 3: Literacy Universal Screening <i>i-Ready</i> adaptive assessment for Reading (F/W/S) <i>i-Ready Literacy Task</i> for Grade 2/3 Passage Reading Fluency (F/W/S) <i>i-Ready Literacy Task</i> for Rapid Automatized Naming of Letters (F/W/S) <i>i-Ready Literacy Task</i> for Pseudoword Decoding—Fluency (F/W/S)</p> <p>*Literacy Task should be administered to measure state-required skills but will not factor into Dyslexia Risk Screening results.</p>
Times of Year	Students should be screened three times per year .
How to Identify Students	<p>Step 1: Administer the <i>i-Ready</i> adaptive assessment for Reading to all students.</p> <p>Step 2A: Administer the recommended <i>i-Ready Literacy Tasks</i> to all students at the appropriate time of year.</p> <p>Step 2B: Enter Literacy Task scores into <i>i-Ready</i> and examine the Early Literacy and Dyslexia Risk Screener export.</p> <p>Step 3: Document results and use data to inform instructional next steps.</p>

Screening Process

To meet state screening requirements using *i-Ready*, it is recommended that educators follow the steps below. This guidance is not intended to supersede any state or local provisions.



Step 1: Administer the *i-Ready* adaptive assessment for Reading to all students.

All students in Grades K–3 should take the adaptive assessment up to three times a year during the fall, winter, and spring testing windows. For information on how to assign the adaptive assessment, please see [FAQ: How do I assign or cancel a Diagnostic](#) on Success Central.

The Connecticut State Department of Education provides assessment windows for K–3 Literacy Assessments in the [memorandum on Connecticut Summative Assessment Calendar for 2025–26](#). These windows, as well as *i-Ready*’s norming windows, are displayed in the following tables.

CSDE K–3 Literacy Assessment Windows

Fall	Winter	Spring
September 8 th , 2025–October 17 th , 2025	December 8 th , 2025–February 6 th , 2026	April 20 th , 2026–June 5 th , 2026

***i-Ready* Norming Windows**

Fall	Winter	Spring
Beginning of the school year until November 15	November 16–March 1	March 2 until the end of the school year



Important: To receive Foundational Literacy Benchmarks and Dyslexia Risk Factor Indicators, the *i-Ready* adaptive assessment for Reading and all required *i-Ready* Literacy Tasks must be administered within the **same *i-Ready* norming window**.

Step 2A: Administer the recommended *i-Ready Literacy Tasks* to all students at the appropriate time of year.

Administer the tasks listed in the following table to all students in Grades K–3 for literacy universal screening. The following tasks can be scored **digitally** using the information on **page 3** of [FAQ: Administering Literacy Tasks Digitally](#), or manually using the information in [FAQ: How do I enter data for Benchmark Literacy Tasks?](#) For more information on how to use Literacy Tasks within *i-Ready*, see [FAQ: Using i-Ready Universal Literacy Screening and Dyslexia Risk Factor Screening](#).

i-Ready Literacy Tasks for Literacy Universal Screening

Grade	Fall	Winter	Spring
K	Phonological Awareness— Phoneme Segmentation Fluency* (Form 1)	Phonological Awareness— Phoneme Segmentation Fluency* (Form 2)	Phonological Awareness— Phoneme Segmentation Fluency* (Form 3)
	Letter Naming Fluency of Mixed- Case Letters (Form 1)	Letter Naming Fluency of Mixed- Case Letters (Form 2)	Letter Naming Fluency of Mixed- Case Letters (Form 3)
	Rapid Automatized Naming of Objects (Form 1)	Rapid Automatized Naming of Objects (Form 2)	Rapid Automatized Naming of Objects (Form 3)
		Pseudoword Decoding—Fluency (Form 2)	Pseudoword Decoding—Fluency (Form 3)
1	Phonological Awareness— Phoneme Segmentation Fluency* (Form 1)	Phonological Awareness— Phoneme Segmentation Fluency* (Form 2)	Phonological Awareness— Phoneme Segmentation Fluency* (Form 3)
	Grade 1 Word Recognition Fluency (Form 1)	Grade 1 Passage Reading Fluency (Form 2)	Grade 1 Passage Reading Fluency (Form 3)
	Rapid Automatized Naming of Objects (Form 4)	Rapid Automatized Naming of Letters (Form 2)	Rapid Automatized Naming of Letters (Form 3)
	Pseudoword Decoding—Fluency (Form 4)	Pseudoword Decoding—Fluency (Form 5)	Pseudoword Decoding—Fluency (Form 6)
2	Grade 2 Passage Reading Fluency (Form 1)	Grade 2 Passage Reading Fluency (Form 2)	Grade 2 Passage Reading Fluency (Form 3)
	Rapid Automatized Naming of Letters (Form 1)	Rapid Automatized Naming of Letters (Form 2)	Rapid Automatized Naming of Letters (Form 3)
	Pseudoword Decoding—Fluency (Form 7)	Pseudoword Decoding—Fluency (Form 8)	Pseudoword Decoding—Fluency (Form 9)
3	Grade 3 Passage Reading Fluency (Form 1)	Grade 3 Passage Reading Fluency (Form 2)	Grade 3 Passage Reading Fluency (Form 3)
	Rapid Automatized Naming of Letters (Form 1)	Rapid Automatized Naming of Letters (Form 2)	Rapid Automatized Naming of Letters (Form 3)
	Pseudoword Decoding—Fluency (Form 10)	Pseudoword Decoding—Fluency (Form 11)	Pseudoword Decoding—Fluency (Form 12)

*Literacy Task should be administered to measure state-required skills but will not factor into Dyslexia Risk Screening results.



Important: Literacy Task form versions are comparable and can be administered outside of recommendations to receive screening results if needed. For example, form 1 of Grade 2 Passage Reading Fluency can be used in the fall, winter, or spring of Grade 2, if needed.

Step 2B: Enter Literacy Task scores into *i-Ready* and examine the Early Literacy and Dyslexia Risk Screener export.

All Literacy Task scores must be entered into *i-Ready* in order to receive student placement levels. If administered digitally, Literacy Task results will automatically be saved as a benchmark record. If administered manually, results from the tasks will need to be manually entered into *i-Ready*. For additional guidance, see [how to enter Benchmark Task data](#).

After scores are entered, educators will pull the Early Literacy & Dyslexia Risk Screener export to evaluate students' Dyslexia Risk Screening results. For the Dyslexia Risk Factor Screening Result, students will receive a placement of At Risk, Some Risk, or No Observed Risk. Please see [FAQ: Early Literacy and Dyslexia Risk Screener Export](#) for directions on how to access this information.

Examining Results

Z

Dyslexia Risk Factor
Screening Result

No Observed Risk

No Observed Risk

If a student is identified as displaying No Observed Risk, educators should evaluate the student's results on the Foundational Literacy Benchmark to determine if targeted instruction is appropriate.

Z

Dyslexia Risk Factor
Screening Result

Some Risk

Some Risk

If a student is identified as displaying Some Risk, they may need intervention and seasonal monitoring. For more information on screening results, see [Appendix B](#).

Z

Dyslexia Risk Factor
Screening Result

At Risk

At Risk

If a student is identified as At Risk, they may need intensive intervention and monthly (or more frequent) monitoring. For more information on screening results, see [Appendix B](#).



IMPORTANT: The *i-Ready* Dyslexia Risk screener is intended to identify students exhibiting risk factors associated with dyslexia to inform interventions. This assessment does not provide a formal diagnosis of dyslexia.

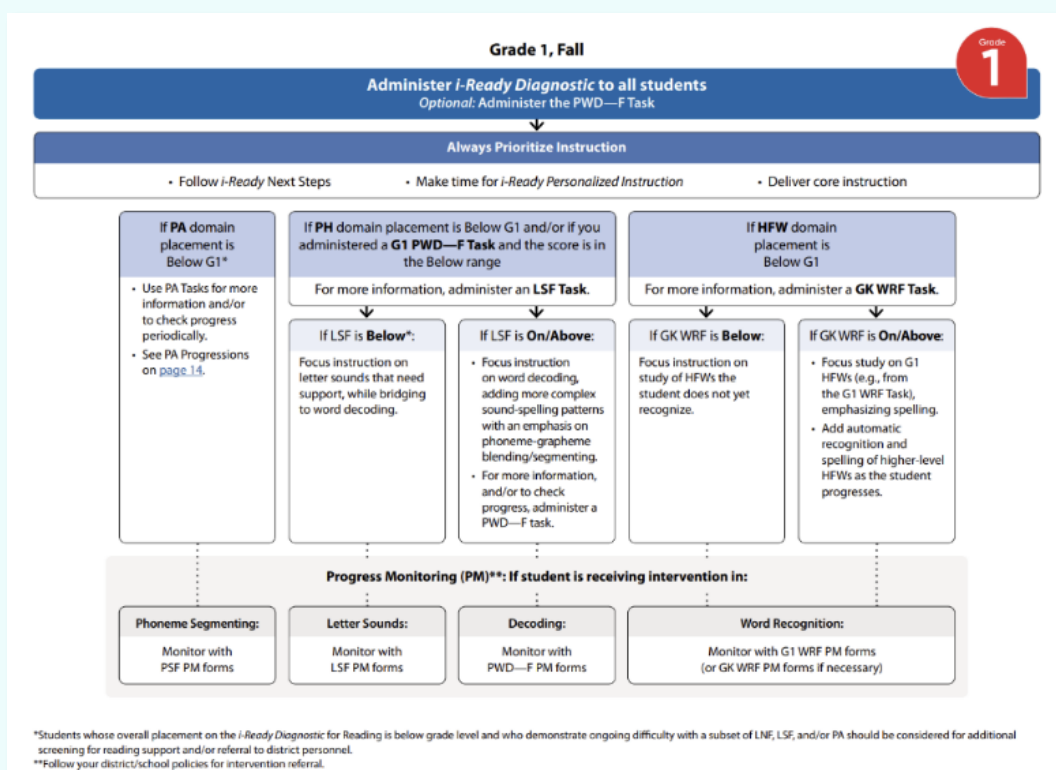
Step 3: Document results and use data to inform instructional next steps.

After the screening process is complete, educators should evaluate their students' results. The results from the screening process can assist districts in determining if a student is at risk for reading difficulties. For identified students, educators may consider administering additional diagnostic assessments to determine instructional priorities, and progress monitoring measures to track students' response to instruction. For information on how *i-Ready* can support this, see [Next Steps After Screening](#).

Next Steps After Screening

Diagnostic Assessments

Though not required by [Section 10-14t\(a\)](#) of the Connecticut General Statutes, additional *i-Ready Benchmark Literacy Tasks* can be administered to gain deeper insights into students' performance on foundational literacy skills and inform instructional next steps. To help with this, [i-Ready Literacy Tasks: Progressions](#) provides educators with recommendations on how to dig deeper into students' areas of need, depending upon their performance on the adaptive assessment and fluency task results. Recommendations for additional benchmark and progress monitoring forms are provided for Grades K–3, as well as Grades 4+, and are segmented by time of year.



[i-Ready Literacy Tasks: Progressions](#)

Progress Monitoring

Though not required as part of the screening process, educators may wish to monitor students' progress in areas identified by the Early Literacy and Dyslexia Risk Screener. Educators with an *i-Ready Reading* license can utilize the assessments found in the following table to monitor key early literacy skills at no additional cost.

To monitor progress in...	Administer...
Phonological Awareness	Phoneme Segmentation—Fluency Progress Monitoring Literacy Tasks
Phonics and Decoding	Letter Sound Fluency Progress Monitoring Literacy Tasks
	Pseudoword Decoding—Fluency Progress Monitoring Literacy Tasks
Word Recognition	Word Recognition Fluency Progress Monitoring Literacy Tasks
Oral Reading Fluency	Passage Reading Fluency Progress Monitoring Literacy Tasks
Comprehension	Use an <i>i-Ready</i> Tool for Instruction for informal progress monitoring purposes and/or grade-appropriate Passage Reading Fluency Progress Monitoring Tasks.

For more information on how to use Literacy Tasks for Progress Monitoring, please see the following FAQs, or contact your Partner Success Manager.

Creating a Progress Monitoring Period

[How do I create a Progress Monitoring Period?](#)

Administering Progress Monitoring Tasks Digitally

[How do I launch Digital Administration for a Progress Monitoring Period?](#)

Entering Baseline Progress Monitoring Data

[How do I enter Baseline Data for Progress Monitoring Literacy Tasks?](#)

Entering Progress Monitoring Data

[How do I enter Progress Monitoring data for manual administration of Passage Reading Fluency?](#)

Viewing Progress Monitoring Results

[How do I view student Progress Monitoring results?](#)

Appendix A. Documentation of How *i-Ready Assessment* Meets State Needs

The table below describes how *i-Ready Assessments* can be used to screen students in Grades K–3. Skills are measured by a combination of the *i-Ready* adaptive assessment and *i-Ready Literacy Tasks*.

Grade K

State Requirement	How It's Measured by <i>i-Ready Assessments</i>	Fall	Winter	Spring
Phonological and Phonemic Awareness	<i>i-Ready</i> adaptive assessment for Reading Phonological Awareness domain	X	X	X
	<i>i-Ready Literacy Task</i> for Phonological Awareness—Phoneme Segmentation Fluency*	T	T	T
Phonics	<i>i-Ready</i> adaptive assessment for Reading Phonics domain	X	X	X
	<i>i-Ready Literacy Task</i> for Pseudoword Decoding—Fluency		T	T
Vocabulary	<i>i-Ready</i> adaptive assessment for Reading Vocabulary domain	X	X	X
Comprehension	<i>i-Ready</i> adaptive assessment for Reading Comprehension domain	X	X	X
Rapid Automatic Name (RAN) or Letter Name Fluency	<i>i-Ready Literacy Task</i> for Rapid Automatized Naming—Objects	T	T	T
	<i>i-Ready Literacy Task</i> for Letter Naming Fluency—Mixed Case Letters	T	T	T

X = *i-Ready* adaptive assessment; T = 1:1 administered *i-Ready Literacy Task*.

*Literacy Task should be administered to measure state-required skills but will not factor into Dyslexia Risk Screening results.

Grade 1

State Requirement	How It's Measured by <i>i-Ready Assessments</i>	Fall	Winter	Spring
Phonological and Phonemic Awareness	<i>i-Ready</i> adaptive assessment for Reading Phonological Awareness domain	X	X	X
	<i>i-Ready Literacy Task</i> for Phonological Awareness—Phoneme Segmentation Fluency*	T	T	T
Phonics	<i>i-Ready</i> adaptive assessment for Reading Phonics domain	X	X	X
	<i>i-Ready Literacy Task</i> for Pseudoword Decoding—Fluency	T	T	T
Fluency	<i>i-Ready Literacy Task</i> for Grade 1 Word Recognition Fluency	T		
	<i>i-Ready Literacy Task</i> for Grade 1 Passage Reading Fluency		T	T
Vocabulary	<i>i-Ready</i> adaptive assessment for Reading Vocabulary domain	X	X	X
Comprehension	<i>i-Ready</i> adaptive assessment for Reading Comprehension domain	X	X	X
Rapid Automatic Name (RAN) or Letter Name Fluency	<i>i-Ready Literacy Task</i> for Rapid Automatized Naming—Objects	T		
	<i>i-Ready Literacy Task</i> for Rapid Automatized Naming—Letters		T	T

X= *i-Ready* adaptive assessment; T = 1:1 administered *i-Ready Literacy Task*.

*Literacy Task should be administered to measure state-required skills but will not factor into Dyslexia Risk Screening results.

Grade 2

State Requirement	How It's Measured by <i>i-Ready Assessments</i>	Fall	Winter	Spring
Phonological and Phonemic Awareness	<i>i-Ready</i> adaptive assessment for Reading Phonological Awareness domain	X*	X*	X*
Phonics	<i>i-Ready</i> adaptive assessment for Reading Phonics domain	X	X	X
	<i>i-Ready Literacy Task</i> for Pseudoword Decoding—Fluency	T	T	T
Fluency	<i>i-Ready Literacy Task</i> for Grade 2 Passage Reading Fluency	T	T	T
Vocabulary	<i>i-Ready</i> adaptive assessment for Reading Vocabulary domain	X	X	X
Comprehension	<i>i-Ready</i> adaptive assessment for Reading Comprehension domain	X	X	X
Rapid Automatic Name (RAN) or Letter Name Fluency	<i>i-Ready Literacy Task</i> for Rapid Automatized Naming—Letters	T	T	T

X = *i-Ready* adaptive assessment; T = 1:1 administered *i-Ready Literacy Task*.

*The *i-Ready* adaptive assessment is a computer-adaptive assessment. Grade 2 students who demonstrate sufficient expectations in Phonics will not be served the Phonological Awareness domain. However, the Phonics domain includes items that target Phonological Awareness skills that bridge to letter sounds. If a direct assessment of Phonological Awareness is desired, educators can administer the *i-Ready Literacy Task* for Phonological Awareness—Phoneme Manipulation or Phoneme Segmentation.

Grade 3

State Requirement	How It's Measured by <i>i-Ready Assessments</i>	Fall	Winter	Spring
Phonics	<i>i-Ready</i> adaptive assessment for Reading Phonics domain	X*	X*	X*
	<i>i-Ready Literacy Task</i> for Pseudoword Decoding—Fluency	T	T	T
Fluency	<i>i-Ready Literacy Task</i> for Grade 3 Passage Reading Fluency	T	T	T
Vocabulary	<i>i-Ready</i> adaptive assessment for Reading Vocabulary domain	X	X	X
Comprehension	<i>i-Ready</i> adaptive assessment for Reading Comprehension domain	X	X	X
Rapid Automatic Name (RAN) or Letter Name Fluency	<i>i-Ready Literacy Task</i> for Rapid Automatized Naming—Letters	T	T	T

X = *i-Ready* adaptive assessment; T = 1:1 administered *i-Ready Literacy Task*.


*The *i-Ready* adaptive assessment is a computer-adaptive assessment. Grade 3 students who demonstrate meeting sufficient expectations in vocabulary and comprehension will not be assessed in the Phonics or High-Frequency Words domain. Grade 3 students are also not assessed in Phonological Awareness, though there are items in the Phonics domain that target Phonological Awareness skills that bridge to letter sounds. Educators may choose to administer the *i-Ready Literacy Task for Passage Reading Fluency* to determine how well the student is integrating foundational reading skills (including phonological processing, decoding, and automatic word recognition) to read grade-level text. Educators needing to assess students in additional foundational skills areas can also administer the following: for Phonics, *i-Ready Literacy Task for Pseudoword Decoding Fluency*; for High Frequency Words, *i-Ready Literacy Task for Word Recognition Fluency*; for Phonological Awareness, *i-Ready Literacy Task for Phonological Awareness—Phoneme Segmentation* or *i-Ready Literacy Task for Phonological Awareness—Phoneme Manipulation*.

Appendix B: Frequently Asked Questions

Where are frequently asked questions around screening with *i-Ready* located?

For more information on administering the *i-Ready* adaptive assessment and Literacy Tasks, accessing screening results, and next steps and accommodations, please see [Frequently Asked Questions for Screening with *i-Ready* Assessments](#). If your question is not answered in this document, please reach out to your Partner Success Manager for further support.

Frequently Asked Questions
2025–2026



Frequently Asked Questions for Screening with *i-Ready* Assessments

Curriculum Associates Assessment Brief

The following items are intended to address frequently asked questions around using *i-Ready* for screening purposes. For information on how *i-Ready* can be used to meet state specific screening requirements, please see Curriculum Associates' [State Use Library](#). If your question is not addressed by this document, please reach out to your Partner Success Manager for more information.

Useful Document Shortcuts

- [Next Steps and Accommodations](#)
- [i-Ready Diagnostic](#)
- [i-Ready Literacy Tasks](#)
- [State Screening Filter](#)

Next Steps and Accommodations

What instructional next steps can I take now that the screening process is complete?

As part of a district's systematic approach to intervention, data from the *i-Ready Diagnostic* can be used to support the intervention efforts of educators. Our [10 Step Guide on using i-Ready for intervention](#) helps walk educators through interpreting and acting upon their students' diagnostic data.

After screening, how can I use *i-Ready Assessment* for progress monitoring?

i-Ready offers a variety of progress monitoring options for educators to customize interventions and evaluate student progress. The [Quickstart Guide: Progress Monitoring Using i-Ready](#) provides guidance on one approach that districts can implement to use *i-Ready* for progress monitoring.

How can I support an English Learner through the screening process in English?


For guidance through all stages of screening English Learners in English and a comprehensive list of answers to frequently asked questions and considerations for support, see [Considerations for Screening English Learners in English](#).

i-Ready Diagnostic

How do I assign the *i-Ready Diagnostic*?

The initial Diagnostic for a school year is automatically assigned to students. For guidance on how to assign the *i-Ready Diagnostic* for Reading, please see the [Assigning or Canceling a Diagnostic section \(page 60\)](#) of our *i-Ready* Success Guide.

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 i-Ready | 1

For frequently asked questions **specific to your state**, please see the remaining items in this section.

Where can I find my students' Foundational Literacy Benchmarks and Dyslexia Risk Factor Screening Results within *i-Ready*?

Student Foundational Literacy Benchmarks and Dyslexia Risk Factor Screening Results are located in the *i-Ready* Early Literacy & Dyslexia Risk Screener export.

To access the export, please navigate through **Reports > District/School > All Exports > Early Literacy & Dyslexia Risk Screener Export** to access student screening results. Please contact your Partner Success Manager to gain access to this export if it does not appear in your account.

IMPORTANT: Access to this report configuration will only be available to users with **administrator-level** permissions. For more information on permissions within *i-Ready*, please contact your Partner Success Manager.

early_literacy_and_dyslexia_risk_screening									
1	Last Name	First Name	Student Grade	Foundational Literacy Benchmark Result	Dyslexia Risk Factor Screening Result	Diagnostic: Overall Placement	Literacy Task (Fluency Measure): Placement	Literacy Task (Automaticity Measure): Placement	Literacy Task (Decoding Measure): Placement
2	Student1	Sample1	3	On Benchmark	No Observed Risk	Early 3	Above (76-99th Percentile)	N/A	N/A
3	Student2	Sample2	1	Approaching Benchmark	At Risk	Grade K	On	Below	Below
4	Student3	Sample3	K	Below Benchmark	Some Risk	Emerging K	Below	On	N/A
5	Student4	Sample4	2	Approaching Benchmark	Some Risk	Grade 1	On (50-75th Percentile)	Below	On

For more information on the export, please see [FAQ: Early Literacy and Dyslexia Risk Screening Export](#).

What does it mean if a student is Below Benchmark or At Risk for dyslexia?

The Early Literacy Screener helps identify students who are significantly below grade level in literacy skills and would benefit from additional instructional support. The Dyslexia Risk Screener helps to identify students who demonstrate risk factors related to dyslexia, but it does not diagnose students for dyslexia.

- If a student is identified as Below Benchmark and/or At Risk, they may need intensive intervention and monthly (or more frequent) monitoring.
- If a student is identified as Approaching Benchmark and/or displaying Some Risk, they may need intervention and seasonal monitoring.
- Students who demonstrate risk factors for dyslexia or other reading difficulties may be considered candidates for additional evaluation or intervention.

Consult your district, or state department of education, and follow any policies or guidance in place to support students whose reading performance is below expectations.

How does the *i-Ready* Early Literacy and Dyslexia Risk Screener determine benchmarks and risk indications?

The *i-Ready* Foundational Literacy Benchmark process takes into account a student's adaptive assessment and Fluency Task performance to return a result of whether a student is Below, Approaching, or At Benchmark for their grade-level.

The *i-Ready* Dyslexia Risk Factor Screening Results process takes into account the results from the Early Literacy Screening process, as well as automaticity and decoding tasks to identify whether or not a student is At Risk, At Some Risk, or displaying No Observed Risk for risk factors associated with dyslexia.

Why do students in Grade K fall receive placements of “Below Benchmark (<10th percentile)” on the Early Literacy Screener?

In the fall, Grade K students who score Below Benchmark on the Early Literacy Screener will be placed into one of two categories: Below Benchmark or Below Benchmark (<10th percentile). Scoring below the 10th percentile means that a student's overall Reading adaptive assessment score is below the 10th percentile which is a component of the Early Literacy Screener. For Literacy Screening results, there are no differences in the recommendation made between these two categories. For Dyslexia Risk Screening purposes, these categories could change the risk level indicator.

Students will be designated as **At Risk** if:

- Below Benchmark (<10th percentile) and they are Below Level on RAN Objects

Students will be designated as **Some Risk** if:

- Below Benchmark (<10th percentile) and On Level on RAN Objects
- Below Benchmark and score Below Level on RAN Objects
- Below Benchmark and On Level on RAN Objects
- Approaching Benchmark and Below Level on RAN Objects

If I only administer the tasks for the Dyslexia Risk Screener, will I be able to access a Dyslexia Risk Factor result via export?

No, if you only administer tasks for the Dyslexia Risk Screener (Pseudoword Decoding—Fluency and Rapid Automatized Naming) you will not receive a screening result. This is because the Dyslexia Risk Screener takes into account results from the Early Literacy Screener, so the adaptive assessment and fluency Literacy Task must be administered first.

Do we have to administer both the Literacy Tasks and the adaptive assessment in the same week?

As long as it meets your state's specific requirements, you do not have to administer both the Literacy Tasks and the adaptive assessment in the same week. It is recommended that you spread the assessments over a short period of time, ideally within two weeks. Our guidance for identifying risk factors consistent with state requirements assumes that results from **the same testing window** are used when determining risk. Also note that students who are assessed at the beginning of the norming window may perform differently than at the end of the norming window as a result of instruction and subsequent academic growth.