



Identifying Significant Reading Deficiency (SRD) in Colorado					
Grade level	Fall	Second screening for SRD within 30 days	Winter	30-day follow up	Spring
Screening	aReading				
K-3	Administer to all students	Administer to students classified in FAST as "High Risk"	Administer to all students	Administer to students classified in FAST as "High Risk"	Administer to all students

Screening:

- A. During the initial 30 days of your school year, screen students with aReading (Adaptive Reading). Screen all students again at the midpoint in your school year, and again at the end of the year.
- B. Review results via the aReading Group Report by class or grade-level. Note all students on the report with scaled scores classified as "High Risk." (This includes any student with a double exclamation point (!!) by his/her score on the group report, or who is classified as High Risk on individual reports.)

30-day follow-up (fall and winter):

- A. Within 30 days from the fall and/or winter screening dates, administer aReading again to all students classified as "High Risk."

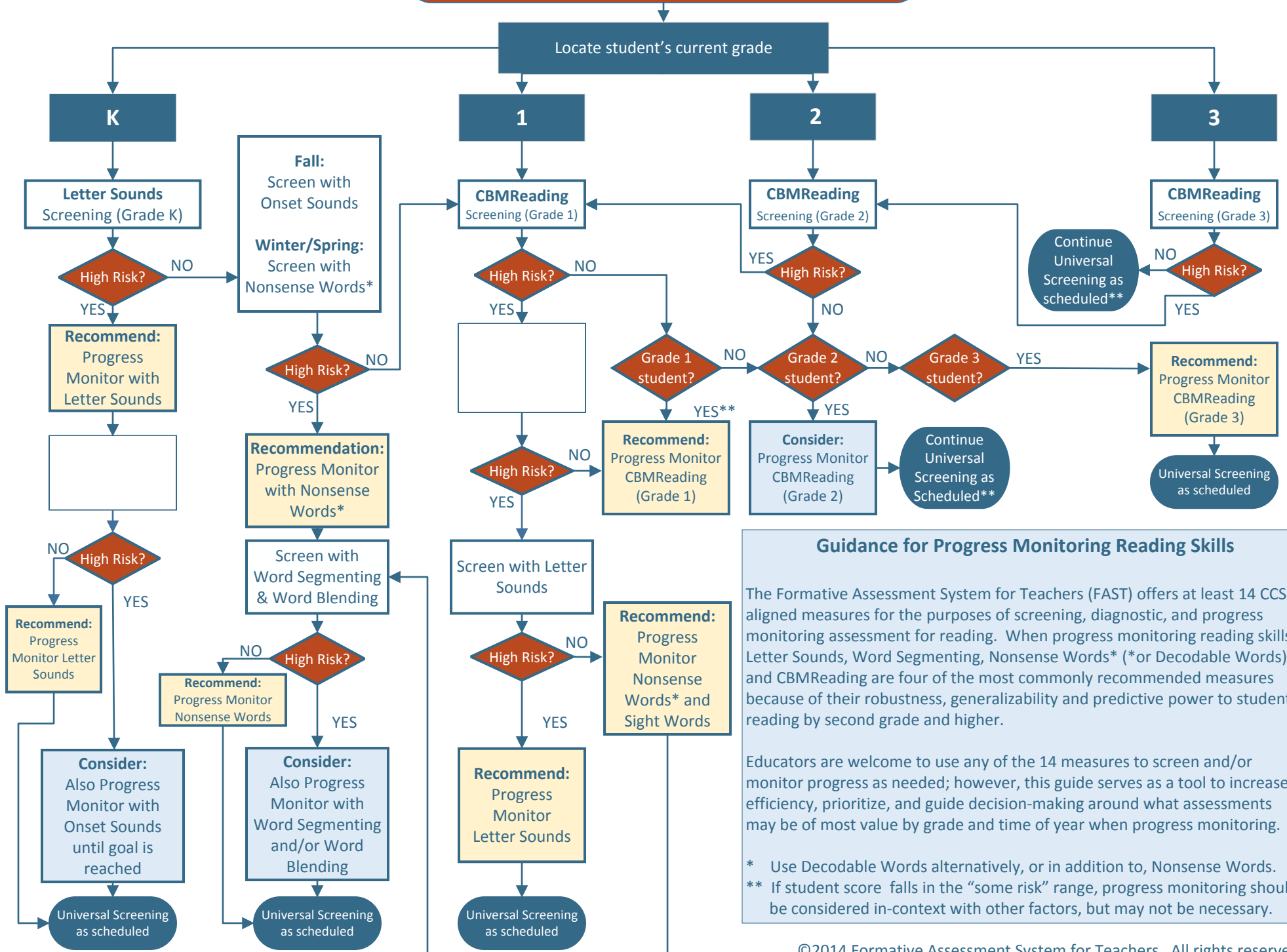
Note: If your account has not previously been customized to offer five screening periods, your district manager may easily configure FAST to include two additional district-wide assessment windows, in addition to the three standard windows, for this purpose. This will enable teachers to administer aReading again per the 30-day assessment periods following your fall and/or winter Universal Screening periods.

- B. Review the following flow chart to determine which measure(s) are recommended for progress monitoring.

Progress Monitor:

Begin progress monitoring all "high risk" students, minimally, via the recommended measures. You may screen or monitor additional skill areas as needed to inform instruction. (The recommended measures and process are detailed on the following page.)

Identify students at-risk using aReading



Guidance for Progress Monitoring Reading Skills

The Formative Assessment System for Teachers (FAST) offers at least 14 CCSS-aligned measures for the purposes of screening, diagnostic, and progress monitoring assessment for reading. When progress monitoring reading skills, Letter Sounds, Word Segmenting, Nonsense Words* (*or Decodable Words) and CBMReading are four of the most commonly recommended measures because of their robustness, generalizability and predictive power to students' reading by second grade and higher.

Educators are welcome to use any of the 14 measures to screen and/or monitor progress as needed; however, this guide serves as a tool to increase efficiency, prioritize, and guide decision-making around what assessments may be of most value by grade and time of year when progress monitoring.

* Use Decodable Words alternatively, or in addition to, Nonsense Words.
 ** If student score falls in the "some risk" range, progress monitoring should be considered in-context with other factors, but may not be necessary.