

Screening Process Guidance

K-3 Foundational Reading Skills

Screening Process

Wyoming Statute 21-3-401(d) mandates that each local school district screen all students in grades kindergarten through 3 for reading difficulties, including but not limited to dyslexia or other reading difficulties. The K-3 Reading Assessment and Intervention program:

- Requires that school districts assess students in kindergarten through grade three (3) not less than three times per year for reading difficulties
- Requires the Wyoming Department of Education (WDE) to adopt criteria to identify instruments that screen for reading difficulties and monitor and measure reading progress.
- Requires the WDE to approve any screening tools used to measure the defined criteria.
 - Districts may use one or more than one screening tool. Each needs to be on the approved screener list. You will find a list of preliminarily approved and under review screeners and subtest names linked here.
 - Districts may use other tools at their discretion to provide other information. These do not need approval.

The WDE, in collaboration with stakeholders from across Wyoming school districts, has developed a set of criteria, processes, and indicators for the screening of early foundational reading skills in kindergarten through 3rd grade.

Screening Instrument Criteria - Section 4(a):

- **Brief:** Takes no more than 10 minutes to administer
- **Targeted:** Assesses specific predetermined criteria. WDE required criteria link.
- **Standardized:** The assessment is given in the same manner to all students and does not adapt to adjust the difficulty level.
- **Predictive:** Assesses foundational skills which have been determined to be predictors of more complex reading abilities including the likelihood of reading grade level reading expectations in word reading skills.
- **Reliable:** Indicates a strong likelihood of the assessment yielding the same result when repeated.
- **Valid:** Measures what it is intended to measure, correlates well with other valid measures, and predicts, with a high level of accuracy, student performance on foundational reading skills in the future.
- If districts would like to use a screening instrument not on the approved list, they must complete an approval request prior to implementing the chosen screening instrument for the purposes of meeting statutory requirements.

Screening Process Requirements - Section 4(b): The screening process will

- Act as a prevention model and be proactive in nature, avoiding a 'wait to fail' approach.
- Determine the current reality of how all students are performing on foundational, predictive reading skills. This data will inform decisions regarding instruction and intervention.
- Given three times each year to all students kindergarten through 3rd grade (beginning, middle, and end of the school year).

- Districts are required to use cut scores as determined by the publisher of the tool to determine risk of reading difficulty and report levels of risk. On an early reading screener, cut scores will describe the likelihood of a student developing or not developing adequate reading skills.
 - Screening tools use different language for these cut scores, but all approved screeners have met the criteria above.
- Indicate the need for further diagnostic assessment and Tier 2 or 3 interventions for students determined to be at risk.
 - A cut score at the “minimal” or “low risk” level will be considered to be performing proficient on predictive reading skills. On most screeners, this level is indicative of scoring at the 40th percentile or higher and the student is most likely to develop adequate word reading skills.
 - A cut score of “moderate” or “some risk” level **may** require further diagnostic testing and possible related instruction and intervention. If so, communication with parents and an Individualized Reading Plan is required.
 - A cut score at the “at risk” or “high risk” level **will** require: further diagnostic testing, communication with parents, and is very likely to require related intervention and an individualized reading plan.
- Drive a Data Based Decision Making model, as part of a Multi Tiered System of support, at all levels in which educators collect and analyze screening data to inform instructional practices as well as pacing, intensity, frequency, structure, differentiation, need for further assessment, and targeted interventions.
- Reveal the effectiveness of Tier 1 core instruction and potential needed adjustments or change. If a universal screener finds that more than 20% of students are at risk, this indicates a need to evaluate and modify Tier 1 instruction. A core curriculum is considered effective if at least 80% of the students are making adequate progress.
- Determine overall systems effectiveness including funding models, resource procurement and allocation, building and/or class scheduling, staff training, allocation and effectiveness of collaboration time, administration or building support and structure, implementation consistencies.
 - Determine the effectiveness of the district Multi Tiered System of Support (MTSS) processes including dedicated Tier 1 foundational reading skills and language building time, Tier 2 and or Tier 3 intervention time, use of assessment tools and data.
 - Identify the need for the development of a problem solving framework and/or a theory of change and action.

Screening Indicators - Section 4(c)

Those skills shown to be the most predictive of reading skill development have been selected as required indicators in the screening process. Please see the attached [chart](#) for indicators required by grade level.

Depending on the screening tool, predictive skills may be measured by subtests of varying names. The WDE is creating crosswalks for each approved screening tool

Screening Considerations

It is important to remember that early word reading skill screening tools will only assess skills predictive of future word reading skills.

- The screeners that have been approved are highly valid and reliable. However, if a team suspects a reading difficulty even with a student score of low risk, the WDE strongly recommends further investigation.
- While the screening requirements pertain to word reading skills specifically, language comprehension is also a vital part of early reading development. The WDE strongly supports the district’s use of a quality core comprehension and knowledge building curriculum and an assessment and intervention process for the development of language comprehension skills.
- Careful consideration should be taken regarding English Learners and the reading screening/ diagnostic process.