



Reading Screener Approval Request

Instructions:

- Districts will submit a separate approval request form for each screener they would like considered for approval.
- Districts must complete all information in Section 1 prior to submission. Incomplete requests will be returned to the district.
- Districts will submit completed request forms to Kim Lane, WDE Literacy Team Supervisor, via email at kim.lane@wyo.gov.
- The screener review team will review each request by completing Section 2 of this form.
 - The screening process will consist of independent reviews of the assessment conducted by individual members of the approval team, followed by an interrater review with all members of the approval team, and concluding with a team determination.
- The WDE Literacy Team Supervisor will notify the district of the determination for each approval request. A copy of this document will be provided to the district.

Section 1:

District Information (to be completed by requesting district)

District:

Date:

Contact Person(s) for notification of review outcome:

Email:

Mailing Address:

Phone Number:

Screener Information (to be completed by requesting district)

Name of Screener:

Publication Date:

Publisher:

Assessment Type and Content Areas for Review

Please describe the assessment being submitted for review and inclusion on the Approved Screener List. Assessments can meet one, several or all criteria in one application.

Component Areas Assessed: Select all that apply.

- Phonological Awareness
- Phonics
- Vocabulary
- Comprehension
- Fluency

Target Audience: Select all that apply.

- Kindergarten
- First Grade
- Second Grade
- Third Grade
- English Language Learners

Alternate Forms:

- Yes—Number of alternate forms:
- No

Assessment Administration Format:

Select all that apply.

- Computer administered
- Paper and pencil format

Administration Setting:

- Whole Group
- Individual
- Other

Administration Schedule: Select all that apply

- Fall
- Winter
- Spring
- Progress Monitoring
- Other:

Stated Purpose of Assessment

In the context of the Wyoming Chapter 56 K-3 Reading Assessment and Intervention statute, describe how this assessment is used to identify students in your district at risk for reading difficulties including, but not limited to, dyslexia or other reading deficiencies. Include in your narrative how the assessment will be utilized in your screening process, and any relevant information you believe the screener review team should use to make a determination.

Assessment Administration

Provide a description of the mode in which the assessment is administered, the ways in which students respond to items, information about content specifications (when important to the selection of administered items), and whether the assessment is timed or untimed. Please include information on whether a paper pencil version is available.

Include the following information in your description:

- Mode in which each subtest is administered (group, individual, computer administered, paper and pencil).
- Ways in which students respond to items (e.g., verbal, written).
- Test administrators.
 - Who administers the assessment?
 - Are there specific qualifications to administer the assessment?
- The length of time needed to administer the full assessment and each subtest.
 - Is the entire assessment and/or each subtest timed or untimed?
 - Timing of responses to items: Are responses timed or untimed?
- The training to administer the assessment and professional development on interpreting the results.

The requesting district must attach a copy of the technical manual, or the links to the technical manual, as supporting documents for this request. If a technical manual is not available, the district must describe how the district has determined the technical merits of the assessment as they pertain to the required criteria in Chapter 56: K-3 Reading and Assessment Intervention Rules.

Section 2:

Screener Information (to be completed by requesting district)

Screening Assessment _____

Date(s) Reviewed: _____

Assessment Reviewers: _____

Content Adequacy	Criterion	Meets or Exceeds	Partially Meets	Does Not Meet	Comments
<p>Targeted: Provides criterion or indicator referenced data for the following required constructs:</p> <ul style="list-style-type: none"> Phonemic (Phonological Awareness) 	<p>Kindergarten - Fall, Winter, Spring 1st Grade - Fall</p>				
<ul style="list-style-type: none"> Alphabetic Principle (Phonics and Decoding) 	<p>Kindergarten - Fall, Winter, Spring 1st Grade - Fall, Winter, Spring 2nd Grade - Fall</p>				
<ul style="list-style-type: none"> Oral Reading Fluency 	<p>1st Grade - Winter, Spring 2nd Grade - Fall, Winter, Spring 3rd Grade - Fall, Winter, Spring</p>				
<ul style="list-style-type: none"> Reading Comprehension 	<p>2nd Grade - Fall, Winter, Spring 3rd Grade - Fall, Winter, Spring</p>				

Technical Adequacy	Criterion	Meets or Exceeds	Partially Meets	Does Not Meet	Comments
Predictive: <ul style="list-style-type: none"> ▪ Sensitivity - Accuracy of the measure in identifying students as “at risk” who will later perform poorly on an academic measure of reading 	~90% True positives				
<ul style="list-style-type: none"> ▪ Specificity - Accuracy of the measure in identifying students as “not at risk” who will later perform satisfactorily on an academic measure of reading 	~80% True negatives				
Reliable:					
Valid: <ul style="list-style-type: none"> ▪ Construct Validity ▪ Concurrent Validity ▪ Predictive Validity 					
Normative sample:	Comparable and relevant for Wyoming/ student population Normed after 2009, after 2016 preferred				
Independent of the district curriculum:					

Administration Adequacy	Criterion	Meets or Exceeds	Partially Meets	Does Not Meet	Comments
Brief:	~10 minute				
Standardized Administration:	<p>Given in the same manner to all students, including questions, process, and scoring</p> <p>Not adaptive in that it does not adjust the difficulty or complexity of the items presented to the student based on prior item performance</p>				
Multiple Forms for Screening:	At least 3 to allow for screening 3 times per year				
Cut scores:	<p>Provides a composite rank as determined by the publisher for each construct above (i.e., national rank rather than district rank)</p> <p>Provides risk classification (i.e., "low risk," "some risk," "high risk")</p>				
Individual score report:	Provides a student report designed for families				
Includes progress monitoring tools:					

Cultural and Linguistic Diversity	Criterion	Meets or Exceeds	Partially Meets	Does Not Meet	Comments
Normed for English Learners:					
Culturally Representative Content:	Clear evidence the screener has been evaluated for culturally representative or neutral content, fairness, and bias issues				
Other Considerations:					

Approval Decision (To be completed by the independent review team)

Approved:

Rejected:

WDE Representative Signature:
