EOYA Reporting

KIDS system field D60 Dyslexia Screener
Current grade (in KIDS) must be 05
Kindergarten, 06 1st Grade, or 07 2nd Grade

Approved Screeners
00 – Not Assessed
01 – AIMSweb or plus
02 – DIBELS
03 – easy CBM
04 – FASTBridge
05 – Other (Meets Rubric Requirements)

Field D61 – Dyslexia Subtest
00 – None
01 – Phoneme Segmentation Fluency (record spring score for Kindergarten)
02 – Nonsense Word Fluency (record spring score for 1st Grade)
03 – Oral Reading Fluency (record spring score for 2nd Grade – Rate WCPM only)

Field D62 – Dyslexia Spring Performance Level
0 – Not Assessed
1 – Below Benchmark
2 – At or above Benchmark

Notes

All entry into kids for the 2020-2021 school year are optional. These will be required in the 2021-2022 school year.

An example entry would be as follows:
KIDS #(name with # ex. Jose Lopez) and student Grade level 05 (Kindergarten)
FIELD D60 05 Other Screener (ex. Acadience)
FIELD D61 01 (Phoneme Seg.)
FIELD D62 02 (Above Benchmark)

***Systems should give nonsense word fluency to those students in second grade that do not pass the oral reading fluency assessment.

For more information, contact:

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Kansas leads the world in the success of each student.

Required Dyslexia Screeners

**Required Screeners**

**Elementary**

- Kindergarten
  - Letter Naming Fluency (F, W, S)
  - Letter Word Sound Fluency* (F, W, S)
  - Phoneme Segmentation Fluency (W, S)
  - Nonsense Word Fluency (S)

- First Grade
  - Letter Word Sound Fluency (F)
  - Phoneme Segmentation (F, W**, S)
  - Nonsense Word Fluency (F, W, S)
  - Oral Reading Fluency (W, S)

- Second Grade
  - Nonsense Word Fluency (F***)
  - Oral Reading Fluency (F, W, S)

- Third Grade, Fourth Grade, Fifth Grade
  - Oral Reading Fluency (F, W, S)

**Middle School**

- Grades 6, 7, 8
  - All students receive a nationally normed reading comprehension assessment. (F, W, S)
  - Any student falling below grade level in reading comprehension will receive an Oral Reading Fluency assessment.
  - Before administering the Oral Reading Fluency Assessment, decisions teams must validate data and determine who needs reading intervention. We do not want to intervene on a student that had a bad testing day.
  - Administer the ORF to those students that need it.
  - Group students by need and provide evidence-based interventions.

**High School**

- Grades 9, 10, 11, 12
  - All students receive a nationally normed reading comprehension assessment. (F, W, S)
  - Any student falling below grade level in reading comprehension will receive an Oral Reading Fluency assessment.
  - Before administering the Oral Reading Fluency Assessment, decisions teams must validate data and determine who needs reading intervention. We do not want to intervene on a student that had a bad testing day.
  - Administer the ORF to those students that need it.
  - Group students by need and provide evidence-based interventions.

Rationale for screening at all three testing windows: Reading difficulties and characteristics of dyslexia can be masked for adolescent readers. Screening is one way to detect skill deficits and provide timely intervention to improve reading outcomes for all students.