Assessment Workbook for Wisconsin Act 20

Accompanying District Diagnostic Assessment Menu

NOTE: Please see the District Early Literacy Remediation Plan Toolkit from DPI (Resource tab on Wisconsin Reads) for guidance

Step 2: Diagnostic Assessment

The purpose of this step is to meet the technical specifications in Act 20, in which a diagnostic assessment has a sensitivity rate of 70%, a specificity rate of at least 80%, and includes a growth measure.

Please note: Districts can use AWplus as their 'official' technical diagnostic. Any of the diagnostics in Step 3 can be given, even if they don't have the technical specificity as long as you have 'diagnostically analyzed' the appropriate subtest in AW (meeting the technical requirements of the law). Please see this guidance document for more info.

NOTE: Please see the District Early Literacy Remediation Plan Toolkit from DPI (Resource tab on Wisconsin Reads) for guidance - Tool 3 Early Literacy Remediation Plan Template, Section 2, Diagnostic Literacy Assessment (page 12).

Name the diagnostic that your district is using to meet this requirement	☑ aimswebPlus ☑ FastBridge ☐ iReady	☐ HMH Amira ☐ MAP Fluency ☐ Other: (name here)
Rationale: To determine a targeted instructional focus after scoring at or below the 25th percentile on the aimsWeb Plus screener.		

Step 3: Individual Diagnostic Assessments to Inform Instruction
Surveys and Other Measures (listed by skill)

NOTE: Please see the District Early Literacy Remediation Plan Toolkit from DPI (Resource tab on Wisconsin Reads) for guidance - Tool 3 Early Literacy Remediation Plan Template, Section 2, Other Relevant Assessment Data (page 12).

Skill	Definition	District Diagnostic Assessment Menu
Phonological Awareness	From ACT 20: including word awareness, rhyme recognition, repetition and creation of alliteration, syllable counting or identification, onset, and rime manipulation.	Heggerty Kilpatrick
Phonemic Awareness	From ACT 20: including phoneme identification, isolation, blending, segmentation, addition, substitution, and deletion.	Heggerty Kilpatrick
Decoding	Ability to translate a word from print to speech (written words into vocal speech), usually by employing knowledge of sound symbol correspondences. Also considered the act of deciphering a new word by sounding it out. (Smartt and Glaser, p. 248)	SIPPS Placement Testing Readsters Kindergarten Readiness LETRS Phonics and Word Reading Survey
Word Recognition	In testing terms, generally refers to the automatic reading of words (within 2 seconds). Informal measure of orthographic mapping progress. "Quick identification (recognition) of previously learned words and its meaning". (Smartt and Glaser, p. 255)	SIPPS Placement Testing San Diego Quick Assessment of Reading Ability Readsters Kindergarten Readiness
Alphabet Knowledge/ Letter Name Knowledge	Letter name knowledge (along with letter sounds and phoneme awareness) predicts future grade-level performance on norm-referenced tests. (Smartt and Glaser, p. 88).	Readsters Kindergarten Readiness
Letter Sound Knowledge	Letter/sound fluency. The ability to quickly say the sound associated with the letter.	Readsters Kindergarten Readiness
Oral Language, Vocabulary,	Oral Language is inclusive of phonology, semantics, grammar, and pragmatics. Language: Refers to developing a system of words and word combinations to communicate with others through speaking and	Fastbridge

	listening (Foorman et al., 2016; Kosanovich et al., 2020). Expressive and Receptive language Vocabulary: Set of words for which students know the meanings when others speak or read aloud to them or when they speak to others. (Core Teaching Reading Sourcebook, p. 408)	
Oral Reading Fluency	Reading grade level text (usually) with appropriate rate, accuracy, and prosody. Meeting benchmark requirements by grade level in accuracy and words correct per minute (WCPM). Highly correlated with reading comprehension. (Smartt and Glaser, p. 131) NOTE: Fluency is not recommended for all students; Act 20 includes it as a subskill 'when appropriate' ; aimswebPLUS matrix recommends beginning measuring ORF in 1st grade.	AIMSweb Plus Fastbridge
R.A.N. - Rapid Automatic Naming	Refers to the skill of being able to rapidly name basic - presumably automatic - information (letters, colors, numbers, objects). Students who are slower than average in their naming speed for this kind of automatized information typically struggle with reading. Currently, there is no research on intervention with RAN. However, some data suggest that children with rapid naming problems who are efficient with other aspects of the reading process (e.g., phoneme awareness, letter-sound skills, phonological working memory, oral blending, and oral comprehension) develop a pattern of slow, accurate reading with good comprehension. Also, several studies show that with improvements in phoneme awareness and word-level reading, RAN spontaneously improved. (Kilpatrick, Equipped for Reading Success, 2016, p. 264)	Readsters Kindergarten Readiness
Spelling	Early spelling samples provide clues about how well students segment phonemes in the words they spell. Teachers watch for evidence of segmentation, omission, and substitution of phonemes, which can help them plan for targeted instruction. (Smartt and Glaser, p. 63-64)	Fluency Spelling

MOVE ON TO STEP 4 When are you ready to examine your EMLSS system, including your intervention system.

Directions: Based on the diagnostic menu that you have created for your district, build your intervention menu.

- Begin with the interventions that your district currently uses:
  - Which of the required literacy components in ACT 20 does it address?
  - Is instruction explicit and systematic?
  - Is it aligned to the definition of science based reading instruction as defined by ACT 20?
- Once you identify the area(s) of reading that each intervention addresses, determine which area(s) you do not have intervention resources to support.
- Explore additional intervention programs and resources that can address the area(s) of reading identified as gaps in your district.
  - Consider alignment to the instructional scope & sequence. To avoid cognitive overload, the instruction that happens in whole group Universal, selective, and intensive intervention needs to align. The lowest performing students need the MOST consistency. This could be an invitation to consider the EMLSS framework.
- Record your menu in this workbook as you build your intervention system.

Step 4: Select intervention aligned with student need(s). Determine rate of growth and progress monitoring.

NOTE: Please see the District Early Literacy Remediation Plan Toolkit from DPI (Resource tab on Wisconsin Reads) for guidance - Tool 3 Early Literacy Remediation Plan Template, Section 3, Interventions (page 13).

Name of Intervention	Area(s) of Reading Addressed (check ALL that apply)	Description of Intervention (make sure that you can identify which interventions meet the characteristics of dyslexia)	Progress Monitoring (what is the best tool to use)	Grade Level (if applicable)
Heggerty	☑ Phonological awareness ☑ Phonemic awareness ☐ Decoding ☐ Word Recognition ☑ Alphabet Knowledge ☐ Oral Language and Vocabulary ☐ Oral Reading Fluency ☐ Comprehension			
Bridging the Gap	☑ Phonological awareness			

	☑ Phonemic awareness ☐ Decoding ☐ Word Recognition ☑ Alphabet Knowledge ☐ Oral Language and Vocabulary ☐ Oral Reading Fluency ☐ Comprehension			
UFli	☐ Phonological awareness ☐ Phonemic awareness ☑ Decoding ☑ Word Recognition ☑ Alphabet Knowledge ☐ Oral Language and Vocabulary ☐ Oral Reading Fluency ☐ Comprehension			
Sound Partners	☐ Phonological awareness ☑ Phonemic awareness ☑ Decoding ☑ Word Recognition ☑ Alphabet Knowledge ☐ Oral Language and Vocabulary ☑ Oral Reading Fluency ☐ Comprehension			
SIPPS	☑ Phonological awareness ☑ Phonemic awareness ☑ Decoding ☑ Word Recognition ☐ Alphabet Knowledge ☑ Oral Language and Vocabulary ☑ Oral Reading Fluency ☑ Comprehension			
Kilpatrick	☑ Phonological awareness ☑ Phonemic awareness			

	☐ Decoding ☐ Word Recognition ☑ Alphabet Knowledge ☐ Oral Language and Vocabulary ☐ Oral Reading Fluency ☐ Comprehension			
Orton Gillingham	☑ Phonological awareness ☐ Phonemic awareness ☑ Decoding ☑ Word Recognition ☑ Alphabet Knowledge ☑ Oral Language and Vocabulary ☑ Oral Reading Fluency ☑ Comprehension			
Reading Mastery	☐ Phonological awareness ☐ Phonemic awareness ☑ Decoding ☑ Word Recognition ☐ Alphabet Knowledge ☑ Oral Language and Vocabulary ☑ Oral Reading Fluency ☑ Comprehension			

*Add additional rows as needed