Verona Area School District

VASD Reading Screeners and Act 20

aimswebPlus Early Reading Screener (Pre K-3)

Act 20 requires that students in grades Pre K-3 undergo a screening assessment throughout the school year. The frequency of assessments allows educators to monitor growth consistently and tailor instruction to individual needs. Wisconsin's Department of Public Instruction has selected aimswebPlus by Pearson for this early literacy screening. aimswebPlus provides benchmarking and progress monitoring for Pre-K–3 foundational reading skills.

In the Verona Area School District students in 4K are given the aimswebPlus Reading Screener two times a year, in the fall and spring. Kindergarten through 3rd grade are given the aimswebPlus Reading Screener 3 times a year, in fall, winter and spring.

The foundational reading skills assessed include:

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency

Families will be notified of their student's score 15 days after the screener has been completed.

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VASD Early Literacy Diagnostic Assessment and Act 20

Any student K-3 that scores below the 25th percentile of the reading readiness screener will be administered a diagnostic reading assessment within 10 days. VASD uses various assessments from FastBridge including: AutoReading, earlyReading and CBMReading. Other assessments can be used to further refine and address a student's needs. For more information about evaluations, please visit Verona Area School District's Special Education webpage.

Diagnostic Literacy Assessment 5K-Third Grade

VASD has selected the following tools for use as diagnostic literacy assessment(s) within the District:

aimsWeb+ English measures	FastBridge English measures	aimsWeb+ Spanish measures	FastBridge Spanish measures	Other Assessments
Phoneme Segmentation Letter Word Sound Fluency Letter Naming Fluency Nonsense Word Fluency Auditory Vocabulary Word Reading Fluency Reading Comprehension Spelling Oral Reading Fluency	Concepts of Print Letter Names Letter Sounds Word Blending Word Segmenting Onset Sound Rhyming Decode Words Sentence Read Sight Word Reading Oral Repetition Reading CBM-+Comp RAN	Spanish Syllable Segmentation Spanish Syllable Reading Fluency Spanish Oral Reading Fluency Spanish Letter Sounds Fluency Spanish Letter Naming Fluency	CBMreading Spanish Concepts of Print Onset Sounds Letter Names Letter Sounds Rhyming Word Blending Word Segmenting Sight word reading Decodable Words Syllable Reading Sentence Reading Oral Repetition	Words Their Way Primary Spelling Inventory Words Their Way Elementary Spelling Inventory CORE Phonics Survey CORE Spanish Phonics Survey CORE Phoneme Deletion or Segmentation Test CORE Spanish Phonemic Test

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Reading Plans and Act 20

Personal Reading Plan is a plan developed for each student enrolled in 5-year-old kindergarten to 3rd grade who is identified as at-risk based on either a universal screening assessment or a diagnostic assessment. The reading plan includes baseline scores, the intervention needed, the goal of that intervention and other information related to the students early literacy skills

Progress Monitoring- Progress monitoring is a way for teachers to evaluate student academic performance, determine their rates of improvement and determine if the instruction is appropriate for the student. The purpose of progress monitoring is to:

- Determine if students are benefiting from their intervention program
- Build more effective programs for students who do not benefit from the typical instruction
- Adjust curriculum so that students meet benchmark goals

For students who are determined to be at risk, progress monitoring in intervention is done one time per week and reviewed by the 10 week mark. It can be reviewed earlier if there is a concern or need.

Parent and Family Contact- Parents and Families will be sent their students screener score within 10 days of completion of the screener. If the student requires further diagnostic testing, the family will be notified and encouraged to provide information about the student's developmental history. If the student requires a Reading Plan, this will be coordinated between the family and the interventionist. The Reading Plan will be shared in print and available to parents via the NextPath Family Portal, in accordance with Act 20.

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