

## Additional Information on Act 20

### Diagnostic Literacy Assessment

2023 Wisconsin Act 20 states that a diagnostic reading assessment administered to students identified as *at-risk* on the screener, must include an evaluation of alphabet knowledge, letter sound knowledge, phonemic awareness, rapid naming, decoding skills, oral vocabulary, spelling, oral reading fluency, listening comprehension, and reading comprehension.

#### What do these scores mean?

The attached report shows your child's test results compared to a national sample of students. You will see scores from both the screening and diagnostic assessments. Currently, we are only using assessments related to reading. If you do not see scores in a specific area, that means that your child did not need to take that assessment.

#### What does national percentile (nat'l %ile) mean?

Percentiles are used to compare one student's performance to that of a larger group. The scores tell us how your child's scores compared to other students in their grade. This score is a percentile ranking and we call it a "norm-referenced" score. It allows us to compare to other students in their class, their grade level, the district, and nationally. Imagine 100 children lined up along a wall. If a child is at the 75<sup>th</sup> percentile, that means that child is number 75 in that line. On one side of that child are 74 students whose score was lower. On the other side are 24 kids whose score was higher.

#### What does the composite score mean?

Composite scores measure student performance on a combination of critical skills based on one or more measures.

#### What do the acronyms mean on the report?

- Phoneme Segmentation (PS) shows the ability to identify and make each individual sound within a word that is spoken by the examiner.
- Initial Sounds (IS) shows the ability to identify and make the first sounds of familiar words.
- Letter Naming Fluency (LNF) shows the ability to name upper-and lower-case letters.
- Letter Word Sounds Fluency (LWSF) shows the ability to make letter and syllable sounds and to read consonant-vowel-consonant words.
- Auditory Vocabulary (AV) shows the ability to identify familiar objects and actions.
- Word Reading Fluency (WRF) measures a student's familiarity with both regular and irregularly spelled words.
- Listening Comprehension (LC) shows the ability to understand texts that are designed to be read.
- Spelling (SP) shows the student's spelling ability on grade-level content.
- Reading Comprehension (RC) assesses a student's ability to answer questions about grade-appropriate informational and literary texts.
- Oral Reading Fluency (ORF) shows the ability to read text aloud with speed, accuracy, and proper expression.
- Vocabulary (VO) shows the ability to understand the meaning of words

**Does the diagnostic assessment diagnose dyslexia or other disabilities?**

- This assessment does not diagnose dyslexia or other disabilities. For more information about characteristics of dyslexia and related interventions and accommodations, please see <https://dpi.wi.gov/reading/dyslexiaguidebook>.

**Does my child need special education services if they have a personal reading plan?**

- If your child has a personal reading plan, that does not mean they need special education services. For more information about special education services, please go to [Parent/Family Resources](#) > Family Resource Guide.
- If your child already has an IEP with a disability-related need in reading, their IEP manager will be working with your child's classroom teacher to coordinate the two plans.

*Yog koj xav tau kev pab txhais cov ntawv no los yog tsis totaub thiab xav paub ntau tshaj no, koj hu rau peb cov txhais lus nyob tom koj tus menyuam lub tsev kawm ntawv. Lawv mam pab txhais rau koj.*