# Adoption Toolkit

## Reading Difficulties Risk Screener

## 2024

Curricular and Improvement Support Committee (CISC)

**California County Superintendents**

CALIFORNIA COUNTY SUPERINTENDENTS | CISC Curricular and Improvement Support Committee

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# Forward

*On behalf of the California County Superintendents, we are pleased to introduce the 2024 Reading Difficulties Risk Screener Adoption Toolkit developed by the English Language Arts/English Language Development Subcommittee of the Curricular and Improvement Support Committee (CISC). The Reading Difficulties Risk Screener Adoption Toolkit offers a clear, data-driven process for reviewing the approved list of Screeners to help district personnel make informed, objective recommendations to local Boards of Education to best meet student needs.*

*The California County Superintendents is an organization consisting of the county superintendents of schools from the 58 California counties working in partnership with the California Department of Education. The Curricular and Improvement Support Committee (CISC) is a subcommittee of the California County Superintendents and consists of county office leaders focusing on curriculum, instruction, assessment, continuous improvement, and professional learning opportunities. The county superintendents of California are pleased to provide support to California schools for the Reading Difficulties Risk Screener selection process.*

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# Acknowledgements

The Reading Difficulties Risk Screener Adoption Toolkit was adapted from the History-Social Science Adoption Toolkit (2018) and the English Language Arts/Literacy and English Language Development Adoption Toolkit (2015).

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# Introduction

The Reading Difficulties Risk Screener (RDRS) Adoption Toolkit is designed to support the adoption of evidence-based, culturally, linguistically, and developmentally appropriate screening instruments from the approved list of screeners for students in kindergarten through grade 2 that assess for risk of reading difficulties, including possible neurological disorders such as dyslexia.

The RDRS Adoption Toolkit is organized into **four sections** that will guide districts through the screener selection process. A matrix outlining each of these four sections is found on page 9. For your convenience, each section includes at-a-glance overviews to assist in planning.

Additional information and support are included in the Resources section.

The four sections are:

- **Section 1: Develop the District Lens**
  ***Purpose:*** *To facilitate district analysis of current conditions, resources, and data.*
- **Section 2: Investigate System Alignment & Review Screener Components**
  ***Purpose:*** *To give the selection committee an opportunity to examine the list of approved screening instruments.*
- **Section 3: Make a Decision**
  ***Purpose:*** *To come to consensus and make a decision on which screening instrument(s) to adopt.*
- **Section 4: Next Steps**
  ***Purpose:*** *To consider next steps once the screener(s) has been adopted by the District.*

In 2023, the California State Legislature recognized the importance of early literacy screening and passed legislation that directed the state board of education (SBE) to develop a list of approved reading difficulties risk screening instruments. Local education agencies (LEA) were also directed to adopt approved screeners and begin universal screening of kindergarten through grade 2 students in the 2025–26 School Year.

**Reading Difficulties Risk Screener**

*Per E.C. 53008 (a) (1), the Legislature finds and declares that screening pupils for risk of reading difficulties, including dyslexia, is one of many tools that educators can employ to gain information about how to support their pupils' learning. Screening should be considered part of a school's comprehensive instructional strategy, and should be used by educators like other types of formative and summative assessments: to inform individualized instruction, measure a pupil's progress, identify pupil learning needs, and enable parents and educators to discuss pupil needs in a more informed way.*

*(2) The Legislature further finds and declares that early identification and intervention with evidence-based early literacy instructional strategies and materials improves literacy outcomes for pupils at risk of, and with, reading difficulties, including dyslexia. Dyslexia is the most common learning disability; however, many pupils on the dyslexia spectrum struggle every day to read without proper identification and support. By screening all pupils for risk of reading difficulties early, California can help families and teachers achieve*

*the best learning and life outcomes for all pupils and close academic achievement gaps.* (https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=53008.&lawCode=EDC)

Universal screening is also recommended in core California literacy guidance documents such as the English Language Arts/English Language Development (ELA/ELD) Framework, the California Dyslexia Guidelines, and the California Comprehensive State Literacy Plan, which states the following:

> *… Early universal screening and intervention are vital supports for struggling readers, whether the source of their difficulties is neurobiological, as in dyslexia, or due to other factors. It is a critical first step in identifying students who may be at risk of experiencing difficulty with reading and who may need more instruction. Universal screening consists of brief assessments focused on target skills that are highly predictive of future outcomes (Jenkins 2003). According to researchers at the National Institutes of Child Health and Human Development, for 90 to 95 percent of poor readers, prevention and early intervention programs that combine instruction in phonemic awareness, phonics, fluency development, and reading comprehension strategies—provided by well-trained, linguistically informed teachers—can increase reading skills to average reading levels or above (Lyon 1997).*

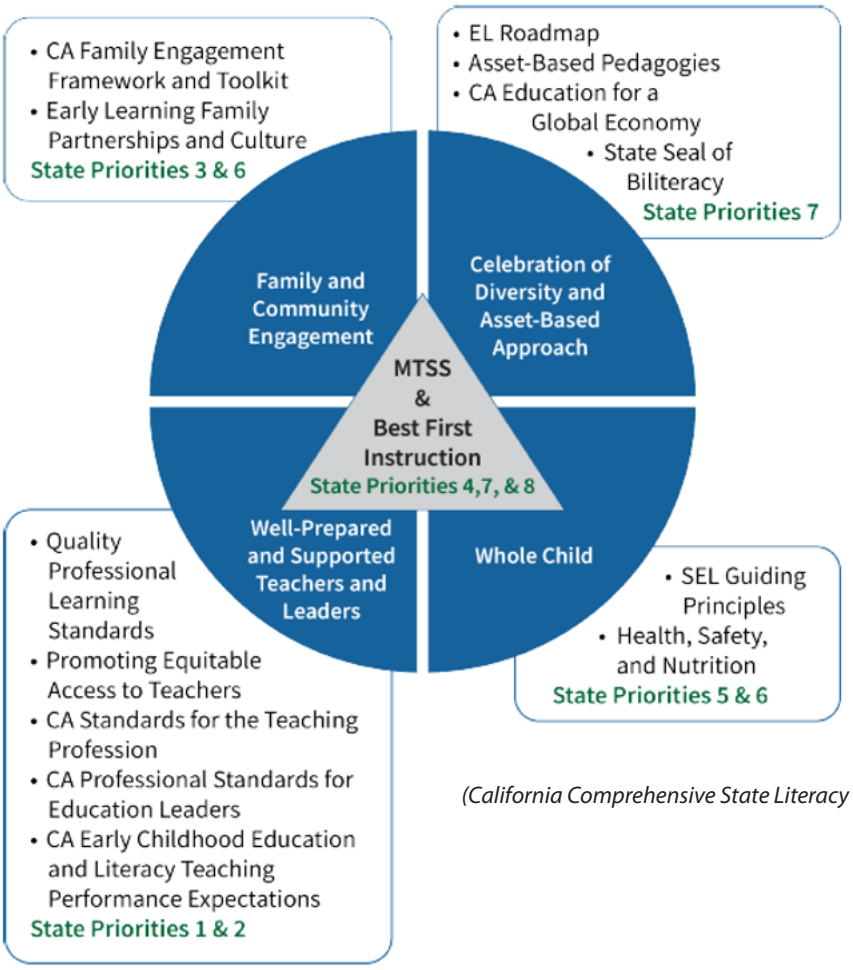
Because California is a state with a diversity of home languages, the screening legislation places a high priority on meeting the needs of Multilingual Learners (ML) and minimizing over/under identification of students at risk of reading difficulties. The list of approved screening instruments is to include assessments for non-English speaking students in languages reflecting the primary languages of California students, to the extent assessments in those languages are available. Screening instruments will be evaluated for evidence that the tool is normed and validated with multicultural and multilanguage samples of students whose home language is not English and the integration of student demographic information such as home language and fluency in English. Legislation requires that students who do not speak sufficient English be screened in their primary language if an approved screening instrument in their primary language is available. If a screening instrument is not available in a language in which a student is proficient, their risk for reading difficulty will be evaluated through a process that considers the student's developmental and educational history, literacy progress, home background, and evolving English language abilities.

The following sections of the Introduction will describe the role of screening within a comprehensive and integrated literacy model, summarize the education code that governs universal screening for reading difficulties, illustrate the relationship between screening and the English Language Arts / English Language Development Framework (ELA/ELD Framework), and provide an overview of the RDRS Adoption Toolkit.

## *Comprehensive and Integrated Literacy Model*

The Comprehensive State Literacy Plan describes a comprehensive and integrated literacy model which "ensures high-quality literacy instruction occurs within the context of inclusive and equitable systems of schooling featuring high levels of engagement, a focus on continuous improvement, and application of the California Multi-Tiered System of Support (MTSS) Framework." This model centers the importance of best first instruction and MTSS.

**Figure 3** Comprehensive and Integrated Literacy Model

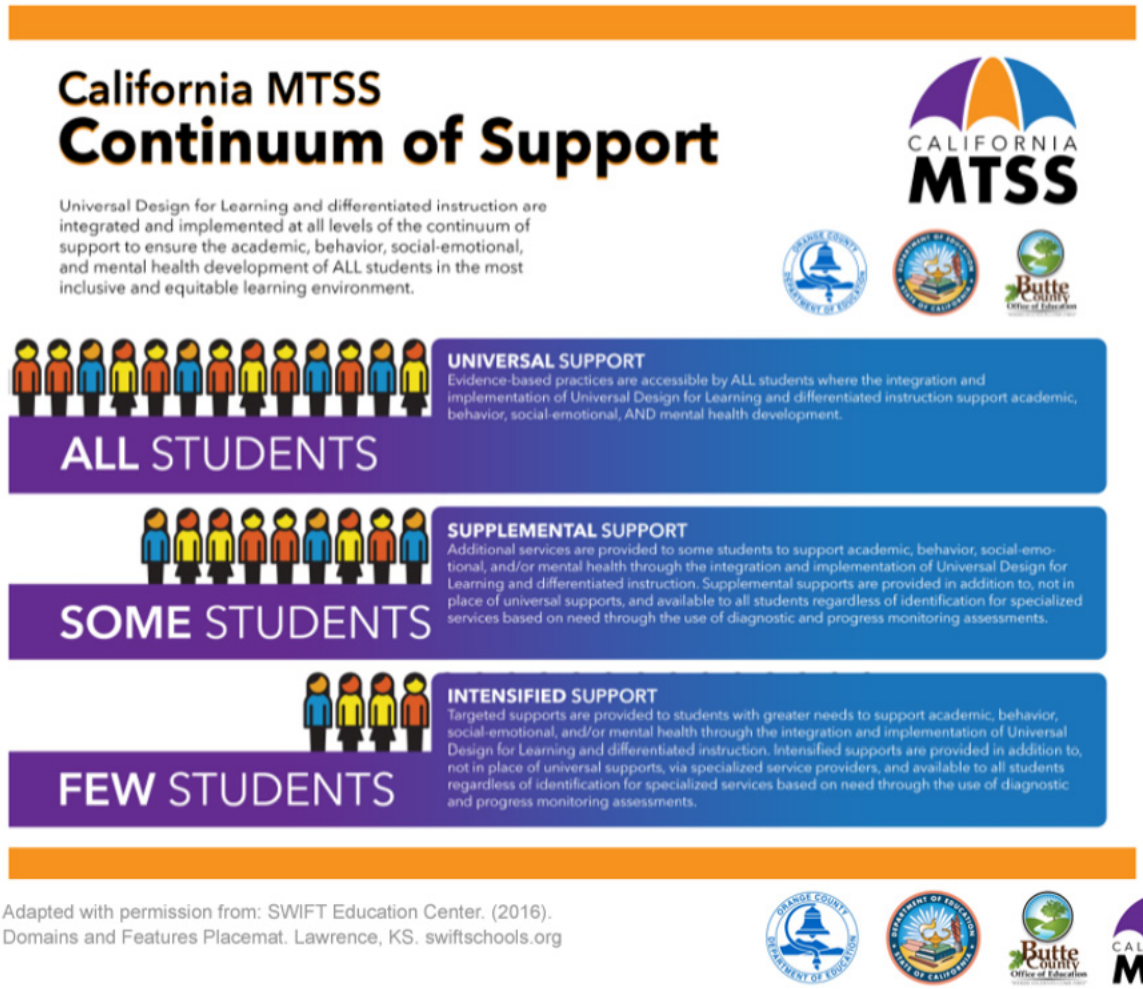



*(California Comprehensive State Literacy Plan, 2021, p. 32)*

## *MTSS*

California's literacy guidance documents consistently highlight the importance of universal screening and describe its role in an MTSS framework. The ELA/ELD Framework states:

> *The foundational structures of MTSS include high-quality core instruction using UDL principles and appropriate supports, strategies, and accommodations. In addition, assessment processes and progress monitoring are employed to allow for a data-based, problem-solving approach to instructional decision-making …* ***Valid universal screenings that identify students' progress toward identified goals are reliably administered to ensure that all students benefit from core instruction.*** *Tier 1 instruction should result in no less than 80% of students achieving grade-level expectations. If less than 80% succeed in Tier 1 instruction, schools should engage in close examination of the curriculum and teaching practices and make appropriate adjustments. (ELA/ELD Framework, 2014, Ch. 9, p. 913)*




*(California MTSS Framework, 2021, p. 7)*

The California Multi-tiered System of Support (MTSS) Framework calls for providing academic support at the **Universal**, **Supplemental**, and **Intensified** levels. **Universal** support includes differentiated instruction that is provided to all students. **Supplemental** support is provided to some students in addition to, not in place of, universal support and is available to all students regardless of identification for specialized services, based on need through diagnostic and progress monitoring assessments. **Intensified** support is provided to a few students and includes targeted intervention also in addition to, not in place of, universal support and is available to all students regardless of identification for specialized services, based on need through diagnostic and progress monitoring assessments.

Universal screening for reading difficulties plays an essential role within the MTSS framework and benefits students and the systems that serve them in a number of ways. As noted in the excerpt above from the California Comprehensive State Literacy Plan, when reading difficulties are identified early it enables intervention to be delivered as soon as possible, which is much more effective than later remediation. *(Good, Kaminski, Simmons, & Kame'enui, 2001; Juel, 1988; Shaywitz, Escobar, Shaywitz, Fletcher, & Makuch, 1992; Torgesen, 2000; Torgesen et al., 2001)*

Most struggling readers do not "catch up" with their peers without well-designed intervention. Instead, the opposite occurs. Weak readers fall further behind over time. *(Torgesen, 2000; Torgesen et al., 2001)*. Reading interventions that start after second grade are less likely to be effective than earlier intervention and they need to be implemented more frequently and over a longer period of time.

*(Adams, 1990; Good, Simmons, & Kame'enui, 2001; Snow, Burns, & Griffin, 1998; Stanovich, 1986; Torgesen, 2000; Torgesen et al., 2001).*

Universal screening also provides valuable information to the systems that support students with reading difficulties within a comprehensive and integrated literacy model. For example, screening data informs effective and efficient grouping for Supplemental and Intensified intervention. This data can also provide information on the effectiveness of Universal "first" instruction at the class, school, and district level by enabling "apples to apples" comparisons. This information can be used to direct resources at the student, class, and school level.

To fully leverage universal screening data it is essential that all support provided through MTSS aligns with the research on effective literacy instruction. In 2021, Senate Bill (SB) 488 was passed and resulted in the development of new *Literacy Program Standard 7: Effective Literacy Instruction for All Students*, which specifies that this research-aligned literacy instruction includes direct, systematic, and explicit instruction that covers phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody, and rate.

## *Legislation*

A legislative overview and timeline is provided below. Staff responsible for implementing the screening legislation should carefully read the full text of Education Code (EC) 53008 to determine LEA responsibilities and timelines. Click here for a complete text of EC 53008.

## *Summary of of Education Code EC 53008*

From the 2025-26 school year onwards, schools must use these screening instruments annually to screen all students in kindergarten through grade 2 unless parents opt out in writing. Schools will also screen new students within 45 days of enrollment, if they are enrolled after screening has already been completed.

To minimize the overidentification or underidentification of risk of reading difficulties, and offer meaningful information for follow up, the SBE will consider the extent to which a screening instrument addresses the following factors:

- Use of direct measurement, supplemented by other student data.
- Measurement of domains, including, but not limited to, oral language, phonological and phonemic awareness, decoding skills, letter-sound knowledge, knowledge of letter names, rapid automatized naming, visual attention, reading fluency, vocabulary, and language comprehension.
- Evidence that the tool is normed and validated using a contemporary multicultural and multilanguage sample of pupils.
- Integration of relevant student demographic information, such as home language, English language fluency, and access to prekindergarten education.
- Guidance and resources on how to administer screening instruments, interpret results, explain results to families, and determine further educational strategies, assessments, diagnostics, and interventions.

Screening results will not determine eligibility for special education or 504 plans but may guide decisions to recommend further assessments to evaluate eligibility for special education or 504 services. Students who do not speak sufficient English to be screened with an English-language instrument will be assessed in their primary language if possible, and if not, their risk will be evaluated through other methods.

Students may be exempted from screening, with prior written consent of the parent or guardian based on several factors, including current identification of a reading difficulty, eligibility for special education services or a 504 plan, or the student being in the process of special education or 504 evaluation.

Parents/guardians will be informed about screenings in advance, options for opting out of the screening, and results will be provided within 45 days, along with interpretation guidance and next steps.

Results from screening will be used as part of a broader process of evaluation and support. If a student is identified as being at risk of having reading difficulties, LEAs will provide supports and services, which may include any of the following:

- Evidence-based literacy instruction.
- Progress monitoring.
- Early intervention in the general education setting.
- One-on-one or small group tutoring.
- Further evaluation or diagnostic assessment.

Assessment results may not be used for any high-stakes purpose, including, but not limited to, teacher or other school staff evaluation, accountability, grade promotion or retention, identification for gifted or talented education, reclassification of English learners, or identification as an individual with exceptional needs.

## *What screening is NOT*

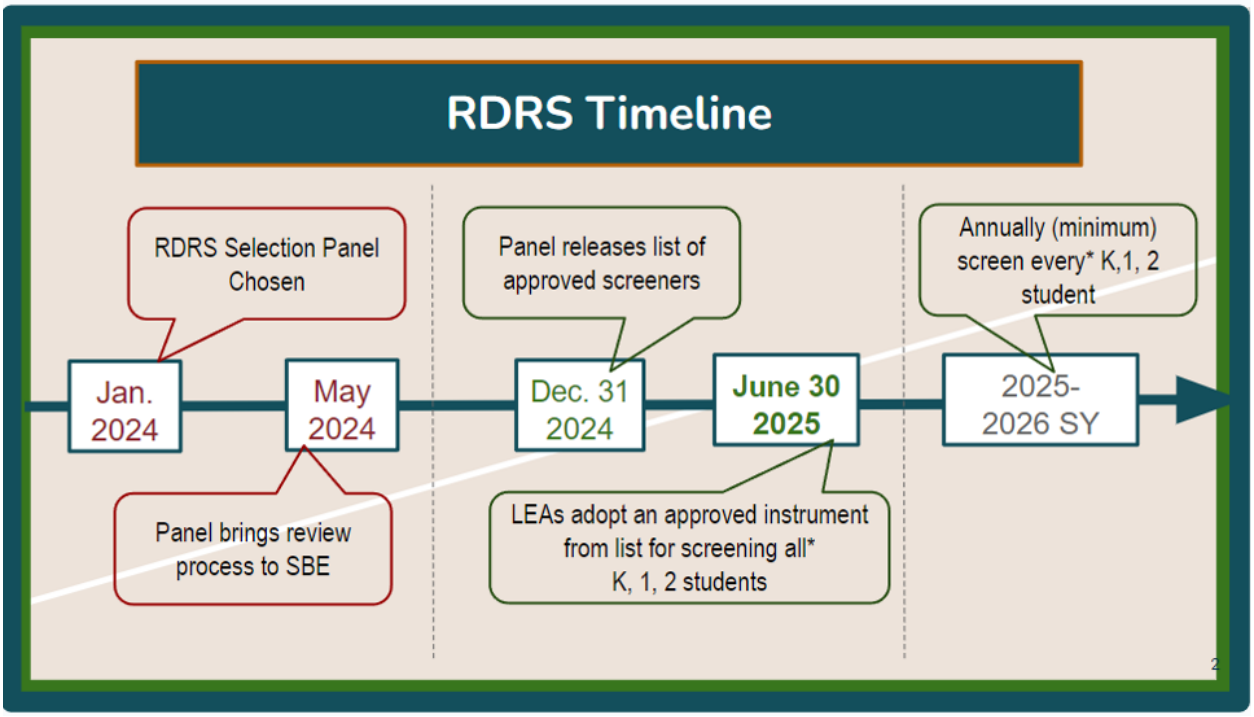
These screening assessments shall not be considered an evaluation or diagnostic tool to establish eligibility for special education and related services or an evaluation to determine eligibility for a Section 504 plan. Screening shall not be used for any high stakes purpose, as defined above, and not as a diagnosis of a disability.

## *Screening and English learners (a few highlights)*

The screening instrument or instruments adopted by the expert panel shall:

- Provide assessments for both English-speaking students and non-English speaking students, in the primary languages of students if assessments in those languages are available.
- Be normed and validated using a contemporary multicultural and multilanguage sample of students.

Students who do not speak sufficient English to be screened with an English-language instrument will be screened in their primary language if an approved screening instrument in their primary language is available. If a screening instrument is not available in at least one language in which the student is proficient, the student's risk for reading difficulties will be evaluated through an analysis of the student's developmental history, educational history, and literacy progress, taking into account the student's home background and evolving English language abilities, including speaking, listening, reading, spelling, and writing, consistent with the California Dyslexia Guidelines. Components of screening instruments that do not require English language proficiency may be used in this evaluation *(Adapted from California Dyslexia Initiative OVERVIEW OF SENATE BILL 114 (Education Omnibus Trailer Bill) K–2 Screening for Reading Difficulties, Including Risk of Dyslexia)*




*Credit: Santa Barbara County Education Office, 2023*

Senate Bill (SB) 153, passed by the California legislature, allocates $25,000,000 for the 2024–25 fiscal year to the Superintendent of Public Instruction to distribute to LEAs serving students in kindergarten through grade 2. LEAs are to use these funds for educator training on screening administration. For detailed information on the legislation and the calculations that will determine individual LEA funding see https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240SB153

## *ELA/ELD Framework*

Universal screening of kindergarten through grade 2 students can provide information on literacy achievement in each of the ELA/ELD Framework themes. The excerpt above from the California

Comprehensive State Literacy Plan noted that *"Universal screening consists of brief assessments focused on target skills that are highly predictive of future outcomes."* These target skills are the "domains" cited in EC 53008 that may predict dyslexia and other reading disorders and they include, but are not limited to, oral language, phonological and phonemic awareness, decoding skills, letter-sound knowledge, knowledge of letter names, rapid automatized naming, visual attention, reading fluency, vocabulary, and language comprehension.

Most of these domains fall within the Foundational Skills theme of the ELA/ELD Framework because they are the skills at the "foundation" of reading development that support the basic process of decoding individual words, which is essential to achieving the ultimate goal of literacy instruction-fluent reading with comprehension. However, the domains that will be measured by the approved screening instruments contribute to student success with all of the ELA/ELD Framework themes - Language Development, Foundational Skills, Content Knowledge, Effective Expression, and Meaning Making. The following table demonstrates the relationship between screening instrument domains and the ELA/ELD themes.

| Screening Domains | ELA/ELD Framework Domains |
|---|---|
| oral language / vocabulary / language skills | Language Development |
| phonological-phonemic awareness / decoding skills / letter-sound knowledge / knowledge of letter names / rapid automatized naming / visual attention / reading fluency | Foundational Skills |
| oral language / vocabulary / language comprehension | Content Knowledge |
| oral language / letter-sound knowledge / vocabulary / language comprehension | Effective Expression |
| oral language / vocabulary / language comprehension | Meaning Making |

While there is a direct relationship between many of the domains and framework themes, it is important to note the integrated nature of these various literacy skills. For example, while decoding and reading fluency fall under the umbrella of Foundational Skills, mastery of these skills contributes critically to Meaning Making. Conversely, vocabulary knowledge supports word recognition through the process of orthographic mapping, which links a word's spelling with its meaning and pronunciation.

## *Overview of Toolkit Sections*

Below you will find an overview of the Reading Difficulties Risk Screener Adoption Toolkit and directions on how to use the toolkit.

SECTION 1

### Develop the District Lens

**Purpose:** To facilitate district analysis of current conditions, resources, and data.

| **Time:** | **Action Steps** |
|---|---|
| 3-4 hours | 1.1: Identify a Selection Committee in Fall 2024<br>1.2: Build a Common Understanding for Purpose<br>1.3: Examine Population of Interest<br>1.4: Scope of Assessment<br>1.5: Statistical Considerations<br>1.6: Barriers and Access for Screeners<br>1.7: Planning For Alternative Processes |

SECTION 2

### Investigate System Alignment & Review Screener Components

**Purpose:** To give the selection committee an opportunity to examine the list of approved screening instruments.

| **Time:** | **Action Steps** |
|---|---|
| 3-4 hours | 2.1: Review the Approved Screening Instruments<br>2.2: Evaluate Screening Instruments |

SECTION 3

### Make a Decision

**Purpose:** To come to consensus and make a decision on which screening instrument(s) to adopt

| **Time:** | **Action Steps** |
|---|---|
| Varies according to the number of screeners being reviewed | 3.1: Prepare for decision making<br>3.2: Compile and review data<br>3.3: Determine level of support for each screener<br>3.4: Discuss and cite evidence<br>3.5: Work toward consensus<br>3.6: Examine other considerations<br>3.7: Fallback decision-making process |

SECTION 4

### Next Steps & Planning Considerations

**Purpose:** To consider next steps once the screener(s) has been adopted

| **Time:** | **Action Steps** |
|---|---|
| Ongoing | 4.1: Identify Essential District Team Members<br>4.2: Next Steps and Planning Considerations |

## *Using the Toolkit*

1. Identify a screening instrument selection committee facilitator.

2. Assemble a selection committee (i.e. committee which will make screener recommendations for the district). Potential members should have knowledge and expertise in early literacy assessment, research-aligned literacy instruction, and the ELA/ELD Standards, framework, and research base. It is suggested that the selection committee include representation from the following:

    - Teachers and Administrators
    - Grade-span expertise: K–2
    - Balance of representation from school sites
    - ELA/Literacy expertise
    - ELD expertise
    - Biliteracy/Dual Language expertise
    - Assessment expertise
    - Instructional technology expertise
    - Special Education expertise
    - Parents

3. Plan Timeline and Logistics

    - Following Section One, contact publishers for all screening instruments to be reviewed, including those in languages other than English. Include requests for administration manuals, scoring and student materials, training resources, and all ancillary materials. Ascertain the exact materials that will be included in each package.
    - Establish adoption timeline.
    - Set dates and times for Toolkit meetings.
    - Establish platform (e.g., Google Docs, Dropbox) to house relevant resources (e.g., copy of EC 53008, RDRS Adoption Toolkit, district data, completed charts, meeting notes).

**Note:** At the conclusion of Section Three, be prepared to activate the district's Executive Committee (see Glossary for definition) for who will make the final recommendation if the selection committee could not come to consensus.

# SECTION 1 | Develop the District Lens

## Overview:

Developing a district lens is crucial in the adoption process, as it will help committees select the most suitable screener for their specific student populations. If your LEA already has a screening tool from the approved list of screeners, we recommend using this toolkit to complete the recommended tasks. This will help you evaluate if your screening process is in alignment with the current legislation and supports the needs of your student population. LEAs already using a screening tool from the approved list will still need their Boards to adopt the screener by June 30, 2025.

Developing a district lens will establish a clear profile of the district's needs and resources, providing a guide to make informed decisions about choosing a screener that will best yield the intended data on students' unique literacy and language needs. To effectively address students' needs and choose a screener that best suits the district/school, an LEA may likely need to consider:

- Population of Interest
- Scope of Assessment
- Statistical Considerations
- Barriers and Access

## Data & Resources:

Both district and state data and resources should be available and provided to committee members prior to starting work on Section One and prior to the first committee meeting.

## Timeline:

Once district facilitators have compiled all of the necessary data and other pertinent information, the work of developing the district lens can begin.

It is anticipated that Section One can be completed in 3–4 hours.

## Develop the District Lens (At-a-Glance):

**Purpose:** To consider the needs and context of the District as it relates to the adoption of a screening tool. In this section we will:

| Action Steps | Task/Materials |
|---|---|
| 1.1 Identify a Selection Committee in Fall 2024 | Task 1.1 Identify members of your selection committee |
| 1.2 Build a Common Understanding for Purpose | Task 1.2 Reading Difficulties Risk Screener Legislation Activity |
| 1.3: Examine Population of Interest | Task 1.3a Collect district demographic data to share with the selection committee.<br><br>Task 1.3b Review district demographic data. Use the tool provided to review your demographic data and primary languages in your student population. |
| 1.4: Scope of Assessment | Task 1.4 Discuss elements of a screener that would be important for the LEA to consider |
| 1.5 Statistical Considerations | Task 1.5 As a team, review and develop a collective understanding of reliability and validity considerations in a screener using this Review Elements and Evaluation Criteria. |
| 1.6: Barriers and Access for Screeners | Task 1.6 Consider the questions below to identify possible barriers. Use the Barriers and Access for Screeners Template to assess the district's current reality to prepare for examining possible screeners in Section Two. |
| 1.7 Planning For Alternative Processes | Task 1.7 Complete the Alternative Process for Multilingual Learners worksheet to determine what pieces of data and information you want to use when a screening instrument is not available in at least one language in which a student is proficient |

### Action Step 1.1: Identify a Selection Committee

In the Fall of 2024, identify a selection committee that will represent various expert areas for this screener. You might consider having representatives from the following groups and/or expertise areas:

- District & Site Administrators
- Instructional Coaches/TOSAs
- Kindergarten, First Grade, Second Grade educators
- Paraprofessionals
- Grade-span expertise: K–2
- Balance of representation from school sites
- ELA/Literacy expertise
- ELD expertise
- Biliteracy/Dual Language expertise
- Assessment expertise
- Instructional technology expertise
- Special Education expertise
- Parents

**Task1.1:** Identify the members of the selection committee

### Action Step 1.2: Build a Common Understanding for Purpose

Provide professional learning for the selection committee to build a common understanding of the legislation and the purpose of screening students for reading difficulties. Develop and share the timeline for selection and implementation.

**Task 1.2: Complete the** Reading Difficulties Risk Screener Legislation Activity with the committee to build a common understanding of the purpose and legislative requirement of SB114. Discuss your district's current reality with regard to the screening process. As a group, with an understanding of the purpose of this legislation, examine any current practices in your district around screening students. Discuss what aligns or is misaligned with the requirements of the legislation. If you do not have a screening process in place, move to the next action step.

### Action Step 1.3: Examine Population of Interest

It is important that the screener was designed for a population of students that is similar to your LEA. A well-defined population of interest is the critical foundation for evaluating whether a screener is appropriate for your students and setting.
Review the description of the population of interest in the screening manual. The information should be specific enough to tell you:

- Whether the normed sample of the screener reflects your intended population.
- The outcome is that the screener is designed to identify students who are a risk for having reading difficulties.
- The intended age range for the screener.
- The language(s) the screener is intended to assess.

**Task 1.3a:** Collect district demographic data to share with the selection committee.

**Task 1.3b:** Review district demographic data. Use the tool provided to review your demographic data and primary languages in your student population.

| District Demographic Data | | |
|---|---|---|
| **Student Groups** | **% of District population** | **Site-Specific Notes** |
| ***Sample: English Learners*** | ***12%*** | ***52 % at School A*** |
| Black or African American | | |
| American Indian | | |
| Asian | | |
| Filipino | | |
| Hispanic or Latino | | |
| Native Hawaiian or Pacific Islander | | |

| District Demographic Data | | |
|---|---|---|
| **Student Groups** | **% of District population** | **Site-Specific Notes** |
| ***Sample: English Learners*** | ***12%*** | ***52 % at School A*** |
| White | | |
| Two or More Races | | |
| Socioeconomically Disadvantaged Students | | |
| English Learners: All | | |
| English Learners: Newcomers | | |
| English Learners: Long-Term | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |
| Other Student Groups Based on District Demographics | | |
| Language Considerations Based on District Information<br>*What languages would be important to consider in your screener selection process based on your student population and percentages of students whose first language is not English?* | | |

*(Adapted from the CISC/California County Superintendents. (2015) ELA/ELD Adoption Toolkit)*

### Action Step 1.4: Scope of Assessment

Considering the alignment between the intended outcome of the screener and the content it measures is crucial. It's also essential to determine whether the screener is a timed assessment, like curriculum-based measurements focusing on speed and accuracy, or a skill-based assessment, such as computer-adaptive assessments. Each type of screener comes with trade-offs, including differences in administration time and the amount of information provided. Lastly, it's important to assess whether the screener measures a single skill, or measures multiple skills.

Equally important is the ability to easily interpret the data generated by the screener. Clear, accessible data allows educators to quickly understand student performance and make informed decisions about next steps in instruction. This can help tailor interventions and support to address specific areas of need, thereby enhancing the overall effectiveness of the educational process. These questions will be explored in the following action steps.
Task 1.4: As a team, discuss elements of a screener that would be important for the LEA to consider.

### Action Step 1.5: Statistical Considerations

Reliability and validity in a screener are very important considerations when selecting a screener. The State Board of Education approved the Review Elements and Evaluation Criteria recommended by the Reading Difficulties Risk Screener Expert Panel. Each of the screeners on the SBE approved list will have met these recommendations.

**Task 1.5:** As a team, review and develop a collective understanding of reliability and validity considerations in a screener using this Review Elements and Evaluation Criteria – Pages 3-4.

### Action Step 1.6: Barriers and Access for Screeners

When developing the district lens for selecting a screener, it is important to consider the administrative, financial, and environmental barriers that may exist.

**Task 1.6:** Consider the questions below to identify possible barriers. Use the Barriers and Access for Screeners Template to assess the district's current reality to prepare for examining possible screeners in Section Two.

**Administration**
- Does our current curriculum have a screening tool on the approved list?
- Is there currently time dedicated to screening students? If so, how is it working? Does it need to be adjusted?
- What type of administration would work best for our district's context? Individual or group?
- What current personnel do we have available to administer screeners?

**Data Management**
- What LMS or data systems are currently in place that the screener would need to integrate with?

**Cost and Resources**
- What is our available budget to adopt a screener?

**Professional Learning**
- What professional learning has already been offered around screening assessments?

**Technical requirements**
- What technology is available for our LEA to use for screening?

**Languages**
- What languages do we need for screening?
- What resources do we have to assess students in languages other than English?

Identifying barriers and keeping these questions in mind will help to streamline the process in selecting the most suitable screener for the student population.

**Task 1.6:** Barriers and Access for Screeners - Developing a District Lens
*Use the following tool to evaluate possible literacy screeners based on the unique needs, context and student population of your district. These questions can help your literacy leadership team to assess our current reality and identify possible barriers to be aware of when examining approved screening assessments for adoption.*

| Developing a District Lens - Identifying Possible Barriers | |
|---|---|
| **Administration** | **Current Reality/Notes** |
| What curriculum is currently in place? Does it have a screening tool on the approved list? | |
| Is there currently time dedicated to screening students? If so, how is it working? Does it need to be adjusted? | |

| Developing a District Lens - Identifying Possible Barriers | |
|---|---|
| **Administration** | **Current Reality/Notes** |
| What type of administration would work best for your district's context? Individual or group? Paper/pencil or digital? | |
| What current personnel do we have available to administer screeners? | |

| **Data Management** | **Current Reality/Notes** |
|---|---|
| What LMS or data systems are currently in place that the screener would need to integrate with? | |

| **Cost and Resources - (material and personnel)** | **Current Reality/Notes** |
|---|---|
| What is our available budget to adopt a screener? | |

| **Professional Learning** | **Current Reality/Notes** |
|---|---|
| What professional learning has already been offered for staff around screening assessments? | |

| **Technical Requirements** | **Current Reality/Notes** |
|---|---|
| What technology is currently available for our LEA to use for screening? | |

| **Languages** | **Current Reality/Notes** |
|---|---|
| What languages do we need for screening? Use information from Task 1.1a. | |
| What resources do we have to assess students in languages other than English? | |

### Action Step 1.7: Planning for Alternative Processes

According to Education Code 53008, districts are required to have an alternative process for determining students' risk of reading difficulties when students do not speak sufficient English and a screener is not available in their primary language.

*(h) Pupils who do not speak sufficient English to be screened with an English-language instrument shall be screened pursuant to this section in their primary language if a screening instrument in their primary language approved pursuant to subdivision (c) is available. If a screening instrument is not available*

*in at least one language in which a pupil is proficient, before the pupil can be screened, the pupil's risk for reading difficulties* ***shall be evaluated through an analysis of the pupil's developmental history, educational history, and literacy progress, taking into account the pupil's home background and evolving English language abilities, including speaking, listening, reading, spelling, and writing, consistent with the California Dyslexia Guidelines.*** *Components of screening instruments that do not require English language proficiency may be used in this evaluation. When a pupil acquires sufficient English language knowledge and fluency to be able to be assessed using a screening instrument pursuant to this section, or if a screening instrument in their primary language becomes available, the local educational agency shall assess that pupil using the appropriate screening instrument.*

**Task 1.7:** Complete the Alternative Process for Multilingual Learners worksheet to determine what pieces of data and information you want to use when a screening instrument is not available in at least one language in which a student is proficient.

| Alternative Process for Multilingual Learners | |
|---|---|
| **Questions for consideration** | **Evidence/Notes** |
| What evidence do we want to collect to assess a student's development history? | |
| What evidence do we want to collect to assess a student's education history? | |
| What evidence do we want to collect to assess a student's literacy progress? | |
| What evidence do we want to collect to assess a student's evolving English language abilities including speaking, listening, reading, spelling, and writing? | |
| What criteria using the collected information do we want to use to assess the students' risk? | |
| How will we manage the data that is collected through the alternative assessment process? | |
| Other considerations? | |

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SECTION 2

# Investigate System Alignment & Review Screener Components

## Overview

The purpose of Section Two, Investigate System Alignment and Review Screener Components, is to give the selection committee an opportunity to examine the list of approved screening instruments, keeping in mind the priorities established in Section One, Develop the District Lens. Section Two will begin broadly in scope and move toward a more targeted examination of screening instruments.

The tasks in Section Two include a broad look at each screening instrument using guiding statements and questions to help districts determine which instruments will move forward in the adoption process.

## Data & Resources

Prior to the activities in Section Two, the district will need to contact publishers to obtain access to sample screening materials. The list of evidence-based, culturally, linguistically, and developmentally appropriate screening instruments approved for adoption by the State Board of Education can be found on the California Department of Education website at www.cde.ca.gov.

Charts, templates, and data from Section One, *Develop the District Lens*, should be used to help committee members maintain the district priorities as they complete the activities in Section Two.

## Timeline

Once selection committees have completed Section One, Develop the District Lens, they are ready to make a targeted examination of screening instruments. The recommendation is that committees review the approved list in its entirety, narrow the list of options, and then conduct a pilot of top choices. However, due to time constraints, committees might find that they are not able to conduct a full pilot, and might opt for an abbreviated pilot of some assessments, or even just a close scan of the screening instruments.

The anticipated time for completion of Section Two is variable depending on the number of screening instruments examined and the extent of a piloting process. Ultimately, this process needs to be concluded by the June 30, 2025 deadline for board approval.

### *Investigate System Alignment and Review Screener Components (At-a-Glance):*

Purpose: To determine which screening instrument(s) will move forward in the adoption process.

| Action Steps | Task/Materials |
|---|---|
| 2.1: Review the Approved Screening Instruments | Task 2.1: Use the Screener Review Chart to review the approved screening instruments based on work from Section One |
| 2.2: Evaluate Screening Instruments | Task 2.2: Evaluate selected screening instruments, via the pilot process or close examination, using the Screening Instrument Evaluation Chart |

If your LEA does not yet have an approved screening instrument in use, utilize the Screener Review Chart (Action Step 2.1) to evaluate the tools on the approved list to narrow down the available choices for further review.

If your LEA already has an approved screening instrument in place, use the Screener Review (Action Step 2.2) to evaluate its use and efficacy. Use this opportunity to consider its strengths and weaknesses within your system. As a result of reviewing the existing screening instrument, the committee might choose to continue and refine its use. Or, the committee may opt to consider other instruments if the current instrument is not sufficiently meeting LEA needs.

### Action Step 2.1: Review the Approved Screening Instruments

Based on the work completed in Section One, Develop a District Lens, use the following tool to evaluate possible literacy screeners based on the unique needs, context, and student population of your district. These questions can guide your selection committee in making a well-informed decision that best fits your LEAI's needs and goals.

**Tasks 2.1 Review Screening Instruments**
+ Strongly meets LEA needs
√ Adequately meets LEA needs
– Limited

| Screener Instrument Review Chart | | |
|---|---|---|
| **Screener Name:**<br>**Publisher:** | | |
| **Administration** | **Evidence Notes** | **Rating** |
| How easy is it to locate, navigate, and manage the screening tool? (e.g.,answer keys, rubrics...) | | |
| How long does it take to administer the screener for each student? | | |
| How are the assessments administered? (One-on-one administration, computer-based, etc.) | | |
| Do administration guidelines vary by grade level? | | |

| Screener Instrument Review Chart | | |
|---|---|---|
| **Screener Name:**<br>**Publisher:** | | |
| **Administration** | **Evidence Notes** | **Rating** |
| Is the screener hand-scored, computer-scored, or a combination? | | |

| Data Management | Evidence Notes | Rating |
|---|---|---|
| Does the screener include a data management system? | | |
| How quickly are results available? | | |
| How are scores viewed? | | |
| How is data reported (composite score vs disaggregated / discrete skills)? | | |
| How user-friendly are the reporting tools? | | |
| What reports are available and how are they generated to guide instructional decisions? | | |
| Are reports generated to share with families? How is the information shared (communication tone)? | | |

| Cost and Resources (material and personnel) | Evidence Notes | Rating |
|---|---|---|
| What is the basic plan/pricing structure for the screener? What is the ongoing cost of using the assessment? | | |
| Are there additional costs to administer and score the screener (technology, personnel, professional learning)? | | |
| Is there an additional cost for the consumable resources? Can the LEA duplicate them? Must the consumables be purchased each year? | | |

| Professional Learning | Evidence Notes | Rating |
|---|---|---|
| What professional learning is recommended for effective implementation of the screener? How much time is necessary? | | |
| Is professional learning provided by the developer?<br>How is professional learning provided (in-person, online, etc.)? | | |
| Are there additional costs for professional development? | | |

| Technical Requirements | Evidence Notes | Rating |
|---|---|---|
| What are the technical requirements for administering the screener (e.g., online platform, specific devices)? | | |
| Is the screener compatible with our existing technology infrastructure and personnel support? | | |
| Is technical assistance readily available from the developer? If so, which languages? Is there a cost for the TA? | | |
| Are accommodations available for diverse learners? | | |

| Languages | Evidence Notes | Rating |
|---|---|---|
| What languages are supported in the administration of the assessment? | | |
| How are assessments administered in multiple languages? | | |
| Are family reports available in multiple languages? | | |

| Systems Alignment | Evidence Notes | Rating |
|---|---|---|
| How well does the screener align with our current curriculum and instructional practices? | | |
| How well does the screener align with our current assessment structures? | | |
| How well does the screener align with our current data management systems? | | |
| How well does the screener align with our current intervention system? | | |

### Action Step 2.2: Evaluate Screening Instruments

After a review of the screening instruments on the approved list, committees should narrow their choices for more in-depth review.The most comprehensive option is to pilot screening instruments in selected classrooms. However, committees may opt for a less extensive process and evaluate selected materials using the Screening Instrument Evaluation Chart.

**Task 2.2 - Conduct a Pilot/Evaluation of Screening Instruments**
Consider the following guiding principles when planning for piloting:

**I. Determining Materials to Pilot**

1. Identify student strengths and weaknesses using district or site level data as appropriate.
2. Identify student diversity/universal access issues that screeners need to address. Ensure that the

screener materials being considered provide equitable access for all students.
3. Utilize the Screening Instrument Evaluation Chart (see Action Step 2.2) to narrow down which screeners to pilot.

**II. The Pilot**

Pilot screeners using a representative sample of classrooms for a specified period of time. A structured and monitored pilot process can be helpful to school districts and school sites as they consider the adoption of a screener. An effective pilot will help determine if the screener will provide teachers with the needed learner data to inform a responsive standards-based instructional program. Develop an evaluation tool, or use the Screening Instrument Evaluation Chart below. The Screening Instrument Evaluation Chart could be used by the pilot team to provide feedback on the screeners with the selection committee. The Screening Instrument Evaluation Chart can help guide the selection team in making a well-informed decision that best fits your LEA's needs and goals.

**Listed below is a suggested chronology of the local pilot process.**

1. Contact selected publishers to ascertain what assistance they will provide, e.g., number of pilots at free or reduced cost, professional development for the pilot teachers, consultation with teachers during the pilot process.
2. Establish the district contact for the selected publishers. Set firm ground rules with the
3. publishers and teachers. Limit the amount of materials that can be distributed and to whom.
4. Maintain a careful list of what materials are being used in which classroom. Establish a system for delivering and/or removing materials during the pilot.
5. Keep teachers, publishers, and site administrators informed of timelines and procedures.
6. Determine the duration of the pilot. Determine what information is needed from the pilot, and give teachers enough time to administer and score a screener. It is preferable to have teachers use more than one screener. This establishes a basis for comparison and evaluation.
7. Set up the pilot teams that represent K-2 grades and the various student populations and teacher populations. Consider including classroom teachers, paraeducators, interventionists, and/or literacy coaches in the pilot process to gather perspectives from different educational partners.
8. Ensure that teachers are comparing similar components of competing screeners.
9. Select a cohort of students that is representative of the LEA. Select at least 6-8 students in which to field-test screeners based on the unique needs, context, languages, and student populations of your LEA. It is recommended that teachers administer each pilot screener to the same students in order to gather comparative data.
10. Require that educators attend training for the screeners. The educators need to know how to use the screeners to fairly evaluate the materials. The educators need to understand that they are part of a small group of people who will be giving valuable input to the selection committee.
11. Review the Screening Instrument Evaluation Chart with the pilot teachers at the training(s). Share the Screening Instrument Evaluation Chart with the publishers prior to the training so they can address criteria during the training.
12. Gather evaluations promptly when the pilot process is completed. Compile results and distribute them to the selection committee, teachers, and publishers. Look for trends by grade level, criteria, and particular school populations. The committee should use the evaluations as one step in the adoption process.

**III. Additional Piloting Considerations**

1. Consider how this process may need to be replicated/adjusted for screening instruments offered in multiple languages.
2. Keep the offerings of each publisher consistent with the other publishers to limit bias.
3. Caution teachers about accepting and publishers about offering gifts, gratuities, meals, etc. Pilot evaluations need to be based on the merits of the screeners and their effectiveness with student learning. Reviewing EC sections 60070–60076 is recommended, as these sections outline the restrictions between publishers and school officials.
4. Inform selection committees that publishers must comply with numerous statutes and
5. regulations. Selection committees should be especially mindful that publishers are not allowed to include excerpts, whether in whole or in part, from state adoption reports in their marketing materials.
6. Survey educators outside the district to explore their experiences with the screeners that are being piloted or considered for adoption.

**IV. Screening Instrument Evaluation Chart**

+ Strongly meets LEA needs
√ Adequately meets LEA needs
– Limited

| Screening Instrument Evaluation Chart | | |
|---|---|---|
| **Preparing to Administer** | **Evidence Notes** | **Rating** |
| Was the provided training sufficient to administer the screener? | | |
| Did the screening materials adequately support the students to take the assessment? | | |
| How much time was required to prepare materials for administration of the screener. | | |

| **Administration** | **Evidence Notes** | **Rating** |
|---|---|---|
| How reasonable was the management of screening materials during administration (recording documents, student materials)? | | |
| How reasonable was the access and use of technology for staff? | | |
| Did the technology required support student access (headphones, device, navigability of student interface)? | | |
| How reasonable was the administration time? | | |

| Scoring | Evidence Notes | Rating |
|---|---|---|
| How would you evaluate the ease of scoring and data management? | | |

| Reporting | Evidence Notes | Rating |
|---|---|---|
| How well do data reports inform instruction and data-based decision making? | | |
| How user-friendly are the reporting tools for staff? | | |
| How user-friendly are the reporting tools for families? | | |

| Equity and Access | Evidence Notes | Rating |
|---|---|---|
| Overall, how well does the screener support the diverse needs of students? | | |
| Overall, how well does the reporting support the diverse needs of families? | | |

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SECTION 3

# Make a Decision

## Overview:

After completing the activities in Section Two, the selection committee may be able to come to an agreement quickly and easily about which program(s) to recommend for adoption. If there is still a need for further discussion and deliberation, proceed to the activities in this section. Section Three, Make a Decision, aims to provide a decision-making framework if the selection committee has more than one viable option and has yet to identify a clear choice for recommendation that everyone can support.

## Data & Resources:

Use data, charts, and templates from Sections One and Two as needed to assist the selection committee members as they complete this section.

## Timeline:

The timeline will vary according to the number of screeners being reviewed.

## Make a Decision (At-a-Glance):

**Purpose:** To come to consensus and make a recommendation decision.

| Action Steps | Task/Materials |
|---|---|
| 3.1 Prepare for decision making | Action step 3.1: Prepare for decision-making slide deck |
| 3.2 Compile and review data | Refer to action steps |
| 3.3 Determine level of support for each screener | Refer to action steps |
| 3.4 Discuss and cite evidence | Refer to action steps |
| 3.5 Work toward consensus | Refer to action steps |
| 3.6 Examine other considerations | Refer to action steps |
| 3.7 Fallback decision-making process | Refer to action steps |

### Action Step 3.1: Prepare for Decision-Making Process

1. Identify a person who is a recognized neutral leader to facilitate this process.
2. Use the Action Step 3.1: Prepare for Decision-Making Process Slide Deck to present the information for the following tasks.
3. Establish norms. Consider the following suggestions:
   - Let everyone be heard
   - Assume positive intentions
   - Be present and prepared
   - Base decisions on evidence collected from multiple perspectives
4. Introduce the definition of consensus.
   A consensus decision means:
   - Each team member agrees he/she can support the screener ultimately recommended by the committee.
   - Each team member has a responsibility to support the selection and its implementation throughout the district.
5. Selection committee members agree to express and defend their level of support for each screener. Introduce the Levels of Support.
   - **I strongly agree** with this screener and can support it.
   - **I can support** this screener. I am willing to go along with this choice.
   - **I have concerns** and cannot support this screener.
   - **I abstain** because I didn't learn enough about this screener to have an opinion.
6. Once the selection committee has come to consensus and a screener(s) has been recommended, proceed with the LEA's Board process for adoption.
7. Agree that if the selection committee is unable to reach a consensus, the district's Executive Committee will make the final decision (see Fallback-Decision Making Process 3.7).

### Action Step 3.2: Compile and Review Data

1. Facilitator will lead a review of the District Lens data (Section One).
2. Facilitator will lead a review of the screener choices (including careful analysis by grade level and across grade implications) with assembled notes and opinions on each (Section Two).
3. Facilitator will lead a review of the optional screener review data.

### Action Step 3.3: Determine the Level of Support For Each Screener

1. Facilitator displays the level of support categories and reminds participants of data reviewed.
2. Facilitator guides a discussion on the strengths and weaknesses of each screener. Record strengths and weaknesses on charts or using an electronic tool (e.g., Padlet or Google Doc).
3. Facilitator grants members time to determine their level of support regarding each separate screener.
   - **I strongly agree** with this screener and can support it.
   - **I can support** this screener. I am willing to go along with this choice.
   - **I have concerns** and cannot support this screener.
   - **I abstain** because I didn't learn enough about this screener to have an opinion.
4. When all members are ready to be polled for their level of support for the screener, polling begins on the options. Note members may express any level of support for any screener—for example,

choosing to support two screeners with full support. Consider using voting cards or an electronic tool to poll (e.g., Poll Everywhere, Survey Monkey, Google Forms, Menti Meter, etc.).
5. Facilitator polls the group and members individually display their level of support. Facilitator posts results for each program choice on a chart or electronically.
6. If no screener has Level 3 support, identify the screener that has the most Level 1 support and congratulate the group on having reached a consensus.

### Action Step 3.4: Discuss and Cite Evidence

1. For any screener that receives Level 3 support, meaning "no support for this choice," the facilitator asks the member to explain his/her position.
2. If screener selections are in opposition to one another, invite participants to voice their opinions citing specific evidence (i.e., reference charts, notes, and data from Sections One and Two). Depending on group size, this might take the form of a simple discussion, or in a large group a more structured process that breaks the group into smaller mixed groups for discussion and charting.
3. Discuss patterns of strengths and areas of concern. Ask the group to narrow the existing strengths and concerns to items that might inhibit consensus. Encourage each member to share their concerns, rationale, and supporting evidence for those concerns in a way that will inform and provide knowledge that will enable the group to reach a consensus.
4. Conduct another poll to see if the level of support has shifted after the discussion of strengths and concerns.
5. Record results on the poll chart. If no screener has Level 3 support and the group favors one screener over another, congratulate the group on having reached consensus.
6. If there are still Level 3 support scores, continue the process.

### Action Step 3.5: Work Toward Consensus

1. Invite anyone who still expresses Level 3 support to express their concerns to the whole selection committee.
2. Suggest other committee members address the voiced concerns and discuss options for compromise.
3. Conduct another poll to see if the level of support has shifted after the discussion.
4. Record results on the poll chart. If no screener has Level 3 support and the group favors one screener over another, congratulate the group on having reached a consensus.
5. If there are still Level 3 scores, continue the process.

### Action Step 3.6: Examine Other Considerations

1. If the decision is not yet clear, now is the time to consider additional differences based on district priorities. Considerations include:
    a. Evaluation criteria charts and criterion that is most critical based on district needs.
    b. Availability of professional development support from the developer.
    c. Opportunities to maximize articulation across schools, districts, and throughout the county.

2. Facilitator reviews consensus definition chart. Even though a choice may not be a member's first choice, the facilitator reminds the group that consensus means that everyone can support a screener for the district.
3. Conduct a final poll of individuals in the group.
4. Record results on a poll chart. If the group appears to favor one screener over another, congratulate the group on having reached a consensus.
5. If there are still Level 3 concerns, return to Action Step 3.5.

### Action Step 3.7: Fall-Back Decision-Making Option

1. If consensus is not reached, the fall-back decision-making option is in effect. Forward the input and discussion notes collected in steps 3.2–3.5 to the district's Executive Committee to make a final screener recommendation.

SECTION 4

# Next Steps & Planning Considerations

## Overview:

After coming to consensus on a potential screener, assemble a team (Section 4.1) to work towards implementation and guide your next steps using the questions in Section 4.2.

## Data & Resources:

Refer to the Toolkit Introduction and the data generated from the screeners.
California Dyslexia Initiative - OVERVIEW OF SENATE BILL 114 (Education Omnibus Trailer Bill) - K–2 Screening for Reading Difficulties, Including Risk of Dyslexia

## Timeline:

Ongoing.

## Next Steps & Planning Considerations (At-a-Glance):

**Purpose:** To come to consensus and make a recommendation decision.

| Action Steps | Task/Materials |
|---|---|
| 4.1 Identify Essential District Team Members | Refer to action steps |
| 4.2 Next Steps and Planning Considerations | Refer to action steps |

### Action Step 4.1: Identify Essential District Team Members

As you engage in your adoption process, organize district personnel to consider next steps and planning considerations. It is important to note that the questions in Section Four do not represent a complete Implementation Guide; they are a starting point.

**Possible Team Members:**
Curriculum and instruction, Special Education, English Learner Services, Technology, Assessment, Site Administrator, Coaches, Reading Specialist, TK-2 Teacher Leaders, etc.

### Action Step 4.2: Next Steps and Planning Considerations

Consider the questions below as you begin your planning process.

**Timelines:**

- What is our organization's timeline for implementation? When will the screener be administered?

**COMMUNICATION**

**Internal Communication:**

- How will we ensure all necessary educators have access to the screener data in a timely manner? Which data platforms will be used to house the screener results?
- What internal communication systems are needed?

**External Communication:**

- How will we communicate the purpose of the screener and how it works with our district assessment system(s) and MTSS?
- How will our organization communicate information about the screeners and their results to parents?
- How will our organization communicate information and next steps to parents and guardians?
- What will be our opt-out procedure if parents request this?

**Student Considerations:**

- How will we determine the language in which students will be assessed?
- How will we ensure we assess students in their home languages to the extent that screening instruments are available?
- How will we ensure we appropriately assess students with special needs?
- What will be our alternative procedures to determine the risk of reading difficulties for students whose English is not sufficient to be screened in English and for whom no screeners are available pursuant to Education Code 53008 (h)?
- What will be our system for assessing new students within 45 days of enrollment if they are enrolled after screening has initially been completed?

**Administration:**

- Who will administer the screener with students whose first language is English, and who will conduct the screenings for multilingual students who speak additional languages?
- Who will administer the screener to newly enrolled students as they enter throughout the school year?
- How many times will we administer the screener throughout the year and when?

**Data Management and Technical Requirements:**

- What resources are needed to conduct the screenings? What updates are needed for our data management and technology systems to incorporate screening results? Are any adaptive technology resources or equipment needed?
- How will this screener integrate into our current assessment system?

**Professional Learning and Implementation Support:**

- What professional development will we provide educators, administrators, and educators who will administer the screenings? When and where will this be provided? Who will interpret and communicate their results?
- What is our plan for supporting implementation, questions, and support?

**Cost and Resources:**

- How many students will we need to assess and in what languages?
- What fiscal considerations do we need to consider?

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# RDRS Adoption Toolkit Timeline

This timeline can be used with your screener selection committee to schedule/track meetings for each section of the selection process.

| Introduction | | |
|---|---|---|
| **EstimatedTime:** | **Dates/Locations:** | **Notes/Considerations:** |
| | | • Gather data for Section One<br>• Identify committee members<br>• Establish a timeline |

SECTION 1

| Develop the District Lens | | |
|---|---|---|
| **EstimatedTime:** | **Dates/Locations:** | **Notes/Considerations:** |
| 3-4 hours | | |

SECTION 2

| Investigate System Alignment & Review Screener Components | | |
|---|---|---|
| **EstimatedTime:** | **Dates/Locations:** | **Notes/Considerations:** |
| 3-4 hours | | Piloting may take 1 week per screener |

SECTION 3

| Make a Decision | | |
|---|---|---|
| **EstimatedTime:** | **Dates/Locations:** | **Notes/Considerations:** |
| Time varies according to number of screeners considered | | |

SECTION 4

| Next Steps & Planning Considerations | | |
|---|---|---|
| **EstimatedTime:** | **Dates/Locations:** | **Notes/Considerations:** |
| On-going | | Section 4 does not represent a complete Implementation Guide; it is a starting point. |

**This is an estimated minimum time requirement for each section. The timeline will be affected by the number of committee members and number of screeners being reviewed.*

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# Glossary of Terms

**CAASPP**
The California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014. The CAASPP System replaced the Standardized Testing and Reporting (STAR) Program, which became inoperative on July 1, 2013. The CAASPP comprises the following required assessments:

- Smarter Balanced Assessment Consortium (SBAC) – online computer-adaptive assessment in ELA and mathematics for grades 3–8 and 11.
- Alternate assessment in ELA and mathematics for grades 3–8 and 11.

**Designated ELD**
Designated English language development (ELD) instruction is protected time during the regular school day where teachers use English language development standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English. (2014 ELA/ELD Framework, Glossary)

**Differentiated Instruction**
Differentiated instruction is the use of a variety of evidence-based instructional approaches to transform the materials, curriculum, and production in response to the interests, preferences, and readiness of diverse learners. It is not a program but a way for teachers to think effectively about whom they teach, where they teach, and how they teach to maximize all students' academic potential (Glass 2012). (2014 ELA/ELD Framework, Chapter 9, Page 47)

**District Lens**
Data gathered by a school district showing information about teacher and learner needs, state testing results, available resources, and instructional materials unique to that district.

**English Learners**
English learner/English language learner. "English learner" means a child who is learning English as an additional language, whose native language is not English, and who is not currently able to perform ordinary classroom work in English, also known as Limited English Proficiency or LEP child. (Education Code Section 306)

**ELPAC**
English Language Proficiency Assessments for California (ELPAC), scheduled to replace the CELDT test, will include initial identification and summative assessments, and will be aligned to the 2012 State Board of Education-adopted English Language Development ELD Standards that assess the English language proficiency of pupils whose primary language is a language other than English.

**Executive Committee**
In this context, the Executive Committee is in reference to the Fall-Back Decision Making Process. In

the event that the selection committee is not able to come to consensus, this executive committee will make the recommendation. This committee consists of members of LEA decision makers.This grouping will vary by LEA.

**Integrated ELD**
Integrated English language development (ELD) is English language development instruction provided throughout the day and across the disciplines. Teachers with English learners use the English language development standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English learners. (2014 ELA/ELD Framework, Glossary)

**Intensive Intervention Program**
Program Type 4 provides an accelerated, intensive intervention pathway that supports the needs of students in grades four through eight whose academic performance, including proficiency in English language arts and literacy in reading and writing, is two or more years below grade level. (2014 ELA/ELD Framework, Chapter 12, Page 8)

**Intervention**
A structure for diagnosing and supporting students who do not demonstrate competence in the skills and knowledge required for grade-level work. This structure should include age-appropriate materials delivered explicitly, systematically, and with urgency to accelerate student learning.

**Long-Cycle Assessment**
Yearly assessments (e.g., annual/end-of-year) of learning, such as the Smarter Balanced annual assessments, are long-cycle assessments. They cover a year's worth of learning and, by their nature, provide very large grain-sized information about student achievement relative to the standards. (2014 ELA/ELD Framework, Chapter 8, Page 25)

**Long-Term English Learner**
An English learner who is enrolled in any of grades 6-12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to EC Section 60810, and scores far below basic or below basic on the English language arts standards-based achievement test administered pursuant to EC Section 60640, or any successor test. (2014 ELA/ELD Framework, Glossary)

**Medium-Cycle Assessment**
Assessments that teachers develop, or that are included in the curricular materials and are administered at the end of a unit, quarterly or every six weeks, are medium cycle. Medium-cycle assessments (e.g., end-of-unit, quarterly interim/benchmark) occupy a middle ground between short-cycle formative assessment and long-cycle summative assessments. Some are used to inform instruction during the school year; others serve evaluative purposes. (2014 ELA/ELD Framework, Chapter 8, Page 19)

**Newcomers**
Students who are recent immigrants to the U.S. who have little or no English proficiency and who may

have had limited formal education in their native countries.

**Short-Cycle Formative Assessment**
Short-cycle formative assessment is the assessment for learning which is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve student achievement of intended instructional outcomes (McManus 2008). Short-cycle formative assessment occurs when evidence of learning is gathered minute-by minute, daily, and weekly from a variety of sources during ongoing instruction for the purpose of moving learning forward to meet short-term goals (i.e., lesson goals) (Black and Wiliam 1998; Council of Chief State School Officers Formative Assessment State Collaborative 2006; Heritage 2010; Popham 2010). This short-cycle formative assessment process is referred to as formative assessment. (2014 ELA/ELD Framework, Chapter 8, Page 12)

**Smarter Balanced Assessment System**
The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics. The Smarter Balanced Assessment System has three components designed to support teaching and learning throughout the year: the Summative Assessments, the Interim Assessments, and the Digital Library.

Smarter Balanced Assessments are computer-based tests aligned with the state's rigorous new standards for English language arts/literacy and mathematics. Smarter Balanced is part of a comprehensive new testing program called California Assessment of Student Performance and Progress

**Systematic Instruction**
The strategic design and delivery of instruction that examines the nature of the objective to be learned and selects and sequences the essential skills, examples, and strategies necessary to achieve the objective by (1) allocating sufficient time to essential skills; (2) scheduling information to minimize confusion on the part of the learner; (3) introducing information in manageable and sequential units; (4) identifying prerequisite skills and building on prior knowledge of the learner; (5) reviewing previously taught skills; (6) strategically integrating old knowledge with new knowledge; and (7) progressing from skills in easier, manageable contexts to more complex contexts. (2014 ELA/ELD Framework, Glossary)

**Summative Assessment**
This is the assessment of learning that includes quarterly, midyear, and end-of-year tests developed by publishers and school districts. They are used to determine whether the student has mastered the content and to document long-term growth.

**Universal Design for Learning (UDL)**
This is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL involves the use of effective teaching practices and the intentional differentiation of instruction from the outset to meet the needs of the full continuum of learners.

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# Reading Difficulties Risk Screener Adoption Toolkit Addendum

The addendum to the RDRS Adoption Toolkit has been developed to provide guidance and support for LEAs in both preparing for the screener implementation and then responding to the results of the screener once administered. The addendum is organized into two sections **Preparing** and then **Responding**. Each of these sections contain One-Pagers across different categories for administrators, coaches, teachers, and support staff. The One-Pagers provide information and links to Edcode related to the screener, an overview of and links to resources that could be helpful with the administration process, the intended audience for the resources, and suggestions/examples of tools/content for use in the field.

**Preparing for Screener Implementation**

- Planning Guide
- Communication Tools
- Multilingual Learners
- Comprehensive Assessment System
- CDE Webinar Series Padlet
- CDE's Frequently Asked Questions

**Responding to the Screener Data (still under construction)**

- **Instructional Guidance** (A tool is being designed that aligns the elements of the screeners with ELA/ELD standards, CA's new Literacy Road Map, including content blocks, and instructional moves for grade spans). This section will contain information on what to do if students are identified as having a predisposition for reading difficulties
- **MTSS Information and Resources** (under construction)
- **Reflections and Continuous Improvement** (how to interpret the data, determine next steps for the students, what to do if students are identified as having a predisposition for reading difficulties)
- **Screener Resources**
- **CDE's Literacy Content Blocks**