



OKLAHOMA STATE DEPARTMENT OF EDUCATION

ACADIENCE READING

Technical Support

Universal Screening for Risk of Reading Difficulties,
including Characteristics of Dyslexia

This guidance is based off information provided by the vendor and is provided to assist districts in quickly finding essential information for using this screening instrument to meet the requirements of the Strong Readers Act and screening for characteristics of dyslexia. Specific questions about the assessment should be directed to the vendor.

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General Information

Contact Information

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Administration Information

Setting	Some portions of the assessment are administered orally one-on-one. Other portions are given in a group.	
Average Time for Universal Screening	Kindergarten	4-8 minutes per student
	1 st grade	6-9 minutes per student
	2 nd grade	7-9 minutes per student
	3 rd grade	7 minutes per student 5 minutes whole group
Characteristics of Dyslexia	In addition to the Acadience Universal Screening Battery, the following subtests from Acadience must also be administered. The combined scores determine risk for characteristics of dyslexia. <ul style="list-style-type: none"> • Rapid Automatized Naming (RAN) (K-1; only 2-3 not required) • Spelling 	
	To meet statutory requirements, advanced phonemic awareness (phoneme manipulation) must be assessed as appropriate. To meet this requirement with Acadience the Phonological Awareness Screening Test (PAST) must also be given for students in 3 rd grade for additional data. Guidance for how to consider the PAST in relation to Acadience is provided below.	

Grade Level Assessment Pathway

	Beginning of Year	Middle of Year	End of Year
Kindergarten	Administer Universal screening to all students. Use results to guide instruction. *Results are reported on the RSA Survey: Beginning of Year report.	Administer Universal screening to all students. Write IPRI and administer dyslexia screening to students below the grade-level target.	Administer Universal screening to all students.
1 st - 3 rd Grade	Administer Universal screening to all students. Write IPRI and administer dyslexia screening to students below the grade-level target.	Administer Universal screening to all students. Adjust IPRI for students as needed. Write IPRI for students who have dropped below the grade-level target.	Administer Universal screening to all students.

Guidance for Testing Remotely

Guidance for conducting Acadience assessments remotely can be found here: https://acadiencelearning.org/remote-testing-guidance/
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Assessment Administration

Assessment Components

The following subtests are used to determine the composite score and guide instructional decisions.

Content Area	Assessment Name	Abbreviation
Phonemic Awareness	First Sound Fluency	FSF
	Phoneme Segmentation Fluency	PSF
Alphabetic Principle and Basic Phonics	Letter Name Fluency	LNF
	Nonsense Word Fluency <ul style="list-style-type: none"> • Correct Letter Sounds • Correct Words Read 	NWF
Advanced Phonics and Word Attack Skills	Oral Reading Fluency <ul style="list-style-type: none"> • Accuracy 	ORF
Accurate and Fluent Reading of Connected Text	Oral Reading Fluency <ul style="list-style-type: none"> • Accuracy • Correct Words Per Minute 	ORF
Reading Comprehension	Maze	Maze
	Oral Reading Fluency <ul style="list-style-type: none"> • Correct Words Per Minute • Retell Total/Qualify of Response 	ORF

	Beginning of Year	Middle of Year	End of Year
Kindergarten	FSF LNF	FSF LNF PSF NWF	LNF PSF NWF
1 st grade	LNF PSF NWF	NWF ORF	NWF ORF
2 nd grade	NWF ORF	ORF	ORF
3 rd Grade and above	ORF Maze	ORF Maze	ORF Maze

For Acadience RAN, students complete two measures:

- RAN Objects plus
- either RAN Letters or RAN Numbers.

See [Acadience RAN Assessment Manual](#) (pp. 1-2) for more details.



Special Considerations

Accommodations

Approved accommodations are those accommodations that are unlikely to change how the assessment functions. When approved accommodations are used, the scores can be reported and interpreted as official Acadience Reading scores (see Table below). Approved accommodations should be used only for students for whom the accommodations are necessary to provide an accurate assessment of student skills.

Accommodations Approved for Use with Acadience Reading

Approved Accommodations	Appropriate Measures
The use of student materials that have been enlarged or with larger print for students with visual impairments.	LNF, NWF, ORF, Maze, RAN, Spelling, WRD, CFOL
The use of colored overlays, filters, or lighting adjustments for students with visual impairments.	LNF, NWF, ORF, Maze, RAN, WRD, CFOL
The use of assistive technology, such as hearing aids and assistive listening devices (ALDs), for students with hearing impairments.	All
The use of a marker or ruler to focus student attention on the materials for students who are not able to demonstrate their skills adequately without one. It is good practice to attempt the assessment first without a marker or ruler and then retest with an alternate form of the assessment using a marker or ruler if needed.	LNF, NWF, ORF, Maze, RAN, CFOL

English Learners

Acadience Reading is designed to provide information about the progress of children in acquiring literacy skills for reading in English. For children who are learning to read in languages other than English, it would be most meaningful and appropriate to assess their acquisition of reading skills in the language in which they are being instructed.

To meet the requirements for promotion through Pathway 2 with the screening assessment, the student must be able to meet the end-of-year 3rd-grade target in English.



Using the Data to Determine Risk

Grade Level Targets

The following descriptors are provided by Acadience Learning to assist in interpreting student scores. For more in-depth explanation, please refer to the Acadience Reading K-6 Technical Manual provided by the publisher.

At or Above Benchmark. For students who score At or Above Benchmark, the overall likelihood of achieving subsequent reading goals is approximately 80% to 90%. These students are likely to need effective core instruction to meet subsequent early literacy and/or reading goals.

Below Benchmark. For students with scores between the benchmark goal and the cut point for risk, the overall likelihood of achieving subsequent early literacy/reading goals is approximately 40% to 60%. These students are likely to need strategic support to ensure their achievement of future goals. Strategic support generally consists of carefully targeted supplemental support in specific skill areas in which students are having difficulty.

Well Below Benchmark. For students who score below the cut point for risk, the overall likelihood of achieving subsequent early literacy/reading goals is low, approximately 10% to 20%. These students are identified as likely to need intensive support. Intensive support refers to interventions that incorporate something more or something different from the core curriculum or supplemental support.

First, second, or third grade students who meet the end-of-year third grade-level target score are eligible for promotion to fourth grade. **For Acadience Reading K-6, students must have a composite score of 330 to meet this option.** According to state statute 70 O.S. § 1210.508C(1)(1), “after a student has demonstrated proficiency through a screening instrument, the district shall provide notification to the parent or guardian of the student that they have satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention.”

The scores listed on the following chart are the Reading Composite Scores determined by the required assessments listed above. The composite scores listed in the table reflect the grade-level target scores. **Students scoring below the At Benchmark Score are considered at-risk for not meeting grade level reading expectations and should be placed on an Individualized Program of Reading Instruction (IPRI).**



Using the Data to Determine Risk

Determining Risk for Characteristics of Dyslexia

Definitive indicators of risk for dyslexia and other reading difficulties include a combination of:

1. Difficulty with essential early literacy and reading skills on measures of accurate and fluent reading, word reading and decoding, and especially phonological processing including phonemic awareness and phonics, and
2. Sustained lack of adequate progress in learning the essential reading skills,
3. When provided with generally effective classroom instruction.

Other indicators of risk include low Rapid Automatized Naming (RAN) and low Spelling skills.

With respect to the essential early literacy and reading skills as well as the risk indicators RAN and Spelling, please see the chart included below. Assessors should first examine the Reading Composite Score (RCS)¹ and then examine component scores for critical early literacy skill areas (e.g., PSF, NWF, ORF, Maze) for specific areas of difficulty. Next, examine other risk indicators (e.g., RAN).

Students who fall within the Some-Risk category on the RAN Total score may be at higher risk of reading difficulties, especially if they are Below or Well Below Benchmark on the RCS. Students who are both in the At-Risk and Below or Well Below Benchmark on the RCS are likely to need intensive reading support to meet later goals. Finally, students who are both At-Risk on RAN and Well Below Benchmark on Acadience Reading measures will likely need additional and sustained explicit instruction.

With respect to lack of adequate progress, it is recommended to examine Acadience Reading progress monitoring data using Pathways of Progress. When students exhibit Below Typical Progress or Well Below Typical Progress using Acadience Reading Pathways of Progress that is indicative of risk for dyslexia.

For additional information about Acadience Reading and Dyslexia, please see the following resources:

- [Dyslexia Screening and The Use of Acadience Reading Whitepaper](#)
- [Acadience Learning Dyslexia Screening Worksheet](#)
- [Assessment of Dyslexia and Specific Learning Disabilities Handout.](#)

For additional information about Acadience Reading Pathways of Progress, please see [Acadience Reading K–6 Pathways Introduction](#).



Data Benchmarks

		Beginning of Year	Middle of Year	End of Year
Kinder	Well Below Benchmark	0 – 12	0 – 84	0 – 88
	Below Benchmark	13 – 25	85 – 121	89 – 118
	At Benchmark	26+	122+	119+
1 st grade	Well Below Benchmark	0 – 96	0 – 99	0 – 110
	Below Benchmark	97 – 112	100 – 129	111 – 154
	At Benchmark	113+	130+	155+
2 nd grade	Well Below Benchmark	0 – 108	0 – 144	0 – 179
	Below Benchmark	109 – 140	145 – 189	180 – 237
	At Benchmark	141+	190+	238+
3 rd grade	Well Below Benchmark	0 – 179	0 – 234	0 – 279
	Below Benchmark	180 – 219	235 – 284	280 – 329
	At Benchmark	220+	285+	330+
4 th grade	Well Below Benchmark	0 – 244	0 – 289	0 – 329
	Below Benchmark	245 – 289	290 – 329	330 – 390
	At Benchmark	290+	330+	391+
5 th grade	Well Below Benchmark	0 – 257	0 – 309	0 – 339
	Below Benchmark	258 – 356	310 – 371	340 – 414
	At Benchmark	357+	372+	415+



Data Benchmarks

Kindergarten Assessment Pathway

Kindergarten students are only required to be screened for characteristics of dyslexia at the middle of the year (MOY). Expectations for other benchmark windows are provided for reference only.

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	Reading Composite Score*	RCS 25 or less	Below & Well Below Benchmark
	RAN	196 – 229 230 or greater	Some Risk At Risk
	Spelling	<10 th percentile	At Risk
Middle of Year (MOY)	Reading Composite Score*	RCS 121 or less	Below and Well Below Benchmark
	RAN	140 – 169 170 or greater	Some Risk At Risk
	Spelling	<10 th percentile	At Risk
End of Year (EOY)	Reading Composite Score*	RCS 118 or less	Below and Well Below Benchmark
	RAN	126 – 153 154 or greater	Some Risk At Risk
	Spelling	<10 th percentile	At Risk

*Note: The Reading Composite Score is a combination of multiple Acadience Reading scores and provides the best overall estimate of students' early literacy skills and/or reading proficiency.

To determine risk for characteristics of dyslexia, see the chart below.

Composite	RAN	Spelling	Risk Level for Characteristics of Dyslexia
Below & Well Below Benchmark	Some Risk or At Risk	At Risk	At-risk for Characteristics of Dyslexia
Below & Well Below Benchmark	Some Risk or At Risk	No Risk Indicator	Demonstrating reading difficulties, but NOT at-risk
Below & Well Below Benchmark	No Risk Indicator	At Risk	Demonstrating reading difficulties, but NOT at-risk



Data Benchmarks

1st Grade

1st grade students are only required to be screened for characteristics of dyslexia at the beginning of the year (BOY). Expectations for other benchmark windows are provided for reference only.

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	Reading Composite Score*	RCS 112 or less	Below & Well Below Benchmark
	RAN	139 – 164 165 or greater	Some Risk At Risk
	Spelling	<10 th percentile	At Risk
Middle of Year (MOY)	Reading Composite Score*	RCS 129 or less	Below and Well Below Benchmark
	RAN	97 – 123 124 or greater	Some Risk At Risk
	Spelling	<10 th percentile	At Risk
End of Year (EOY)	Reading Composite Score*	RCS 154 or less	Below and Well Below Benchmark
	RAN	86 – 110 111 or greater	Some Risk At Risk
	Spelling	<10 th percentile	At Risk

*Note: The Reading Composite Score is a combination of multiple Acadience Reading scores and provides the best overall estimate of students' early literacy skills and/or reading proficiency.

To determine risk for characteristics of dyslexia, see the chart below.

Composite	RAN	Spelling	Risk Level for Characteristics of Dyslexia
Below & Well Below Benchmark	Some Risk or At Risk	At Risk	At-risk for Characteristics of Dyslexia
Below & Well Below Benchmark	Some Risk or At Risk	No Risk Indicator	Demonstrating reading difficulties, but NOT at-risk
Below & Well Below Benchmark	No Risk Indicator	At Risk	Demonstrating reading difficulties, but NOT at-risk



Data Benchmarks

2nd Grade Assessment Pathway

2nd grade students are only required to be screened for characteristics of dyslexia at the beginning of the year (BOY). Expectations for other benchmark windows are provided for reference only.

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	Reading Composite Score*	RCS 140 or less	Below & Well Below Benchmark
	RAN	86 – 110 111 or greater	Some Risk At Risk
	Spelling	<10 th percentile	At Risk
Middle of Year (MOY)	Reading Composite Score*	RCS 189 or less	Below and Well Below Benchmark
	RAN	86 – 110 111 or greater	Some Risk At Risk
	Spelling	<10 th percentile	At Risk
End of Year (EOY)	Reading Composite Score*	RCS 237 or less	Below and Well Below Benchmark
	RAN	86 – 110 111 or greater	Some Risk At Risk
	Spelling	<10 th percentile	At Risk

*Note: The Reading Composite Score is a combination of multiple Acadience Reading scores and provides the best overall estimate of students' early literacy skills and/or reading proficiency.

To determine risk for characteristics of dyslexia, see the chart below.

Composite	RAN	Spelling	Risk Level for Characteristics of Dyslexia
Below & Well Below Benchmark	Some Risk or At Risk	At Risk	At-risk for Characteristics of Dyslexia
Below & Well Below Benchmark	Some Risk or At Risk	No Risk Indicator	Demonstrating reading difficulties, but NOT at-risk
Below & Well Below Benchmark	No Risk Indicator	At Risk	Demonstrating reading difficulties, but NOT at-risk



Data Benchmarks

3rd Grade Assessment Pathway

3rd grade students are only required to be screened for characteristics of dyslexia at the beginning of the year (BOY). Expectations for other benchmark windows are provided for reference only.

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	Reading Composite Score*	RCS 219 or less	Below & Well Below Benchmark
	RAN	86 – 110 111 or greater	Some Risk At Risk
	Spelling	<10 th percentile	At Risk
Middle of Year (MOY)	Reading Composite Score*	RCS 284 or less	Below and Well Below Benchmark
	RAN	86 – 110 111 or greater	Some Risk At Risk
	Spelling	<10 th percentile	At Risk
End of Year (EOY)	Reading Composite Score*	RCS 329 or less	Below and Well Below Benchmark
	RAN	86 – 110 111 or greater	Some Risk At Risk
	Spelling	<10 th percentile	At Risk

*Note: The Reading Composite Score is a combination of multiple Acadience Reading scores and provides the best overall estimate of students' early literacy skills and/or reading proficiency.

Phonological Awareness Screening Test (PAST)

3rd grade students may be at risk for characteristics of dyslexia if not proficient on the following subtests on the **PAST** at BOY:

- Levels D - L, (anything lower than M)

Based on the PAST instructions, proficiency is determined by:

- Levels D - E: All items are correct and automatic (under 2 seconds)
- Levels F - M: 4 out of 5 items are correct and automatic (under 2 seconds)



Data Benchmarks

Combining Data to Determine Risk

To determine risk for characteristics of dyslexia, see the chart below.

Composite	RAN	Spelling	PAST	Risk Level for Characteristics of Dyslexia
Below & Well Below Benchmark	Some Risk or At Risk	At Risk	Below levels listed for grade level	At-risk
Below & Well Below Benchmark	Some Risk or At Risk	At Risk	Met or above levels listed for grade level	At-risk
Below & Well Below Benchmark	Some Risk or At Risk	No Risk Indicator	Below levels listed above for grade level	Demonstrating reading difficulties, but NOT at-risk
Below & Well Below Benchmark	Some Risk or At Risk	No Risk Indicator	Met or above levels listed for grade level	Demonstrating reading difficulties, but NOT at-risk
Below & Well Below Benchmark	No Risk Indicator	At Risk	Below levels listed above for grade level	Demonstrating reading difficulties, but NOT at-risk
Below & Well Below Benchmark	No Risk Indicator	At Risk	Met or above levels listed for grade level	Demonstrating reading difficulties, but NOT at-risk