



OKLAHOMA STATE DEPARTMENT OF EDUCATION

EXACT PATH

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	This assessment is administered both online and one-on-one.
Average Time	Grade K-1: 24 items taking approximately 15 minutes Grade 2-3: 39 items taking approximately 36-47 minutes
Characteristics of Dyslexia	Risk for characteristics of dyslexia is determined by combining the scores of the Exact Path Diagnostic, Literacy Tasks, and the Rapid Automatic Naming (RAN) assessments.

Guidance for Testing Remotely

Guidance for conducting Exact Path assessments remotely is provided to Exact Path customers through the Test Administration Guide.



Assessment Administration

Grade Level Assessment Pathway

	Beginning of Year	Middle of Year	End of Year
Kindergarten	Administer Exact Path Diagnostic to all students. Administer the following literacy tasks to all students: Rapid Automatized Naming (RAN), Phonological Awareness Screener (PAS), Letter Naming Fluency (LNF), & Letter Sound Fluency (LSF) Write SLIP for students below the grade-level target. Combined scores of all assessments determine risk for characteristics of dyslexia.	Administer Exact Path Diagnostic to all students. Administer the following literacy tasks to all students: PAS, LNF, LSF, & Nonsense Word Fluency (NWF) Adjust SLIP for students as needed. Write SLIP for students who have dropped below the grade-level target.	Administer Exact Path Diagnostic to all students. Administer the following core literacy tasks to all students: PAS, LNF, LSF, & NWF
1st Grade	Administer Exact Path Diagnostic to all students. Administer the following literacy tasks to all students: RAN, PAS, NWF, WRF, & Spelling-Encoding Task (SET) Write SLIP for students below the grade-level target. Combined scores of all assessments determine risk for characteristics of dyslexia.	Administer Exact Path Diagnostic to all students. Administer the following literacy tasks to all students: PAS, NWF, WRF, Oral Reading Fluency (ORF), & SET Adjust or write SLIP as needed. Write SLIP for students who have dropped below the grade-level target.	Administer Exact Path Diagnostic to all students. Administer the following literacy tasks to all students: PAS, NWF, WRF, ORF, & SET <i>Administer SET to refine risk identification and inform instructional planning (optional, at educator discretion).</i>
2nd – 3rd Grade	Administer Exact Path Diagnostic to all students. Administer the following literacy tasks to all students: RAN, NWF, WRF, ORF, & SET Write SLIP for students below the grade-level target. Combined scores of all assessments determine risk for characteristics of dyslexia.	Administer Exact Path Diagnostic to all students. Administer the following literacy tasks to all students: NWF, WRF, ORF, & SET Adjust or write SLIP as needed. Write SLIP for students who have dropped below the grade-level target.	Administer Exact Path Diagnostic to all students. Administer the following literacy tasks to all students: NWF, WRF, ORF, & SET



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 indicated. Approved accommodations should be used only for students for whom the accommodations are necessary to provide an accurate assessment of student skills.

Time considerations: Students may pause and take a break, then resume testing at any time. Ideally, this would happen over no longer than three consecutive days.

Display settings: Students can adjust their screen to see the questions clearly through magnification and change of display settings, fonts, or text size.

Audio accommodations: Exact Path has three types of audio features: automatic read-aloud, prerecorded audio that can be played on-demand, and text-to-speech accommodations. Questions assessing K–1 skills are automatically read to students, regardless of a student’s grade. For the reading test, automatic audio works according to the table below.

For some reading questions at the K–1 skill level, regardless of the student’s grade, the student has the option to play recorded audio for passages and/or answer options by clicking a sound icon. Prerecorded audio appears only for passages and answer options when determined to be appropriate for the content of the item. For students in need of text-to-speech accommodations, audio controls are available that allow students to select any text and have it read to them.

Starting grade adjustment: For students working above or below their enrolled grade (as recorded in the Exact Path system), educators can adjust the starting grade for the first administered item. This may reduce student frustration caused by answering many questions that are too easy or too hard at the beginning of the test.

Visual accommodations are summarized below according to three categories: **blindness, color blindness, and low visual acuity.** For users with blindness, Edmentum’s products require the support of a sighted assistant. To assist users with color blindness, we conduct grayscale testing to verify proper contrasts that can support users with monochromatic vision. We also use color coding only as a redundant cue.

The Exact Path Diagnostic includes audio support for instructional text, reducing or eliminating the need to read on-screen text. Our assessments do not have multiple, time-sensitive screen parts that compete for a learner’s attention. Instead, the design allows learners with tunnel vision or related problems to focus on isolated screen parts.

The Exact Path Diagnostic has proven comfortable for learners with low visual acuity who do not require screen readers or screen magnifiers. However, screen magnifiers do help users follow mouse movements and magnify content. Edmentum provides support for screen readers and magnifiers to increase accessibility for visually impaired learners and teachers.



Special Considerations

In addition to read-aloud and text-to-speech options, students with visual impairments use a variety of software programs to assist in completing assignments. Edmentum recommends the use of third-party resources to supplement our accessibility features.

JAWS is a very common software tool for students with blindness. It reads the content of the computer screen aloud by using optical character recognition (OCR) and synthesized speech output. JAWS is increasingly compatible with more programs and websites, as more web designers include accessibility in their design. JAWS can also be configured to work with a refreshable braille display or braille terminal, a device that delivers and displays braille characters through round-tipped pins raised through holes in a flat surface. Screen readers, such as JAWS, gather and convert the content, sending it to the display for reading.

Students with visual impairments frequently use Kurzweil 1000 for its scanning capabilities. It uses OCR to read printed content and display it on-screen. Like JAWS, it provides speech output to read content aloud.

For individuals with low or limited vision, ZoomText magnifies screen content up to 24 times. Combined with the use of a large monitor, ZoomText can be an invaluable tool for visually impaired students.

English Learners

Teachers can make appropriate accommodations for ELs, such as providing a dictionary, helping to pronounce words, and offering any other accommodation students receive instructionally. However, teachers should not give substantive help interpreting text.

Exact Path has been awarded WIDA Prime V2 Correlation, indicating our ability to address English Learners' listening, speaking, reading, and writing needs. Exact Path includes built-in text-to-speech functionality, closed captions for videos, and highlighted vocabulary words with built-in tools for translation, definition, and audio support.



Using the Data to Determine Risk

Risk-Level Benchmarks

In a tiered assessment and instruction system, tiers are used to define the intensity of instruction needed for the students within each tier. Exact Path follows the traditional model of three instructional tiers, defined as follows:

- Tier 1 = Low Risk
Students who score at or above the 40th percentile are on track to meet the end-of-year target and are least likely to need intervention. These students should continue to receive the general instructional program. Typically, the majority of students fall into this category.
- Tier 2 = Some Risk
Students are not on track and have a moderate risk of not meeting the end-of-year target. These students require some type of intervention, often taking the form or supplemental small-group instruction.
- Tier 3 = At Risk
Students are not on track and are typically well-below grade level. These students have a high risk of not meeting the end-of-year target without intensive, individualized instructional intervention.

The scores listed on the following chart reflect cut points used by the Exact Path system. For the Exact Path Diagnostic, cut scores are based on national percentile ranks (PRs). For Literacy Tasks, cut scores are based on local norms established at the district or building level for each task, grade, and season. See the *Exact Path Early Literacy Test Administration Manual (ELTAM)* Appendix D for guidance on establishing local norms. **Students scoring below the 40th percentile on both the Exact Path Diagnostic and applicable Literacy Tasks are identified as At Risk and should be placed on a Student Literacy Intervention Plan (SLIP). Students with mixed performance, below the 40th percentile on one measure but not both, should be closely monitored to ensure Tier 1 instruction is supporting continued progress.**

Determining Risk for Characteristics of Dyslexia

The Exact Path screener uses results from the Exact Path Diagnostic, Literacy Tasks, and Rapid Automatized Naming (RAN) to provide information about a student's overall risk for characteristics of dyslexia. Risk status is determined by comparing the student's percentile rank (PR) score to the applicable Exact Path benchmarks. **A student is considered at risk for characteristics of dyslexia when the student's scores meet the criteria defined below.**

For the Exact Path Diagnostic, cut scores are based on national percentile ranks. The 40th percentile serves as the Tier 2 threshold, and the 10th and 20th percentiles may be used as additional cut points for more intensive intervention. For Literacy Tasks, cut scores are based on local norms established separately for each task, grade level, and screening season using the district's or building's student performance data. Local norms may be set at the district or building level, depending on state or local requirements. For full guidance on establishing local

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norms, see the Exact Path ELTAM Appendix D.

Screening for risk of characteristics of dyslexia is not the same as conducting a diagnostic evaluation. Students identified as at risk may require additional follow-up assessment to determine the source of reading difficulty, particularly if they are not responding to appropriate, evidence-based interventions. The assessments included in the Exact Path screener are shown in the following grade-level guidance.



Data Benchmarks

		Beginning of Year	Middle of Year	End of Year	Fluency Task(s)
Kindergarten	At Risk	10 th PR	10 th PR	10 th PR	RAN, PAS, LNF, LSF, NWF, RAN
	Some Risk	20 th PR	20 th PR	20 th PR	RAN, PAS, LNF, LSF, NWF, RAN
	Low Risk	40th PR	40th PR	40th PR	RAN, PAS, LNF, LSF, NWF, RAN
1 st grade	At Risk	10 th PR	10 th PR	10 th PR	RAN, PAS, NWF, WRF, ORF
	Some Risk	20 th PR	20 th PR	20 th PR	RAN, PAS, NWF, WRF, ORF
	Low Risk	40th PR	40th PR	40th PR	RAN, PAS, NWF, WRF, ORF
2 nd grade	At Risk	10 th PR	10 th PR	10 th PR	RAN, PAS, NWF, WRF, ORF
	Some Risk	20 th PR	20 th PR	20 th PR	RAN, PAS, NWF, WRF, ORF
	Low Risk	40th PR	40th PR	40th PR	RAN, PAS, NWF, WRF, ORF
3 rd grade	At Risk	10 th PR	10 th PR	10 th PR	RAN, PAS, NWF, WRF, ORF
	Some Risk	20 th PR	20 th PR	20 th PR	RAN, PAS, NWF, WRF, ORF
	Low Risk	40th PR	40th PR	40th PR	RAN, PAS, NWF, WRF, ORF

In addition to literacy tasks shown above, the Exact Path ELTAM identifies optional literacy tasks that may provide additional instructional insights, but are not required for risk determination. See Exact Path ELTAM for full task recommendations.

Determine Risk for Characteristics of Dyslexia

1. Administer the **Universal Screener** (Exact Path Diagnostic + Literacy Tasks) to all students.
2. Establish local norms for each task by grade level and season (see Exact Path ELTAM Appendix D for guidance).
3. Once local norms are established for each task and each student's risk status is determined at a task level, apply decision rules to determine each student's overall risk status based on the number of tasks administered and how many tasks were below the 40th percentile. See Exact Path ELTAM Appendix D for decision rule guidance.

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4. Compare each student's Exact Path Diagnostic score to the national percentile rank benchmarks in the Data Benchmarks table above. Students who fall below the 40th percentile on both the Diagnostic and applicable Literacy Tasks are identified as At Risk.
5. After determining overall risk status, educators should follow local or state guidance for intervention planning, progress monitoring, and next steps for students identified as needing additional support.