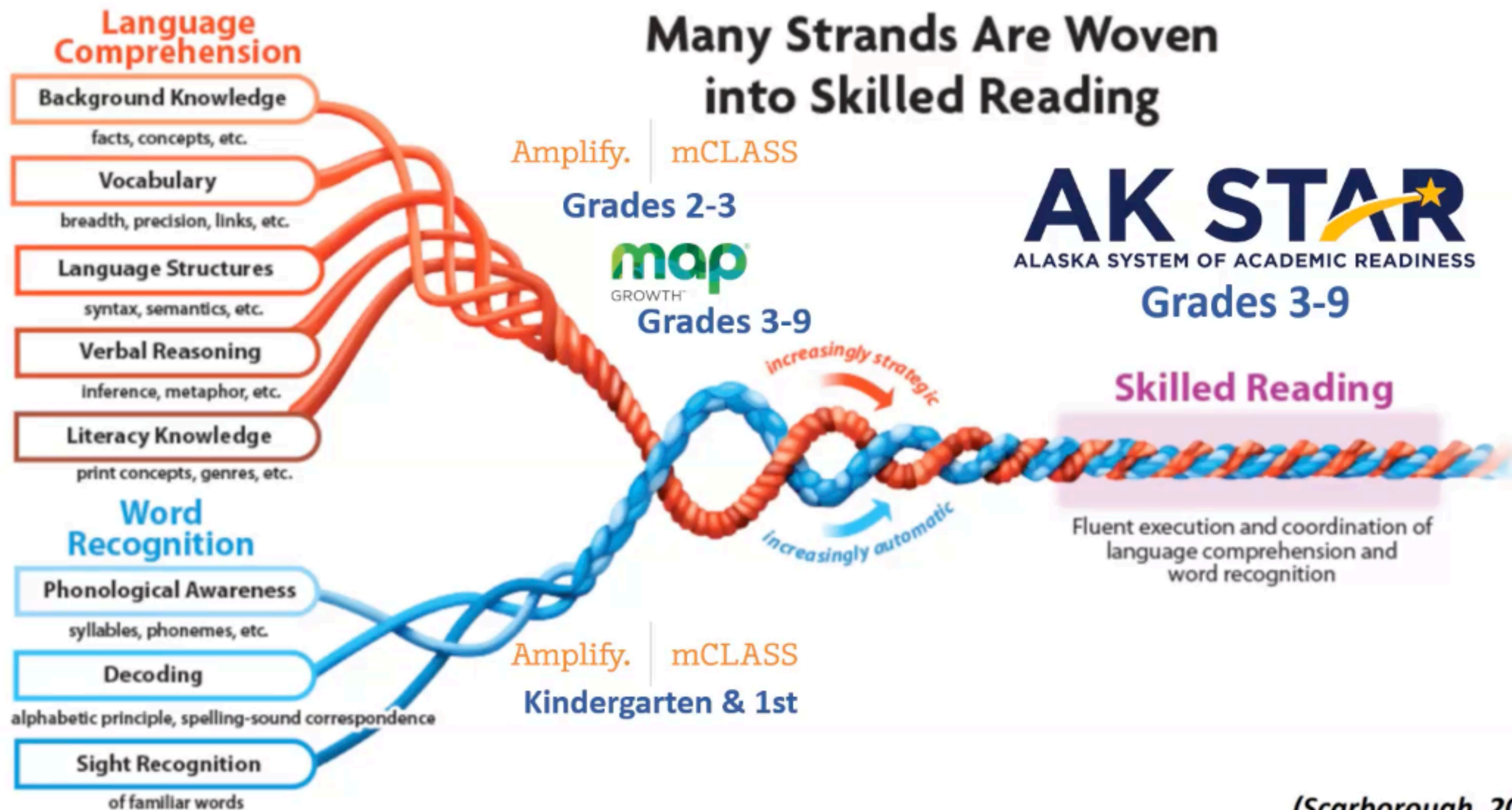


# AK READS ACT

REQUIREMENTS

IASD





(Scarborough, 2001)





**When**

**Why**

**How**

**Screenener**

3x a year- *during* the learning

Determine a student's risk for reading difficulty and the need for intervention – inform instruction

**Amplify.  
mCLASS**

**Interim**

3x a year- *during* the learning  
Standalone in fall/winter; integrated with AK STAR in spring

Provide growth information and identify focus areas for next steps in student learning – inform instruction

**map**<sup>®</sup>  
GROWTH™

**Summative**

End of school year *after* the learning in grades 3-9

Collect evidence of student knowledge, skill, or mastery of grade-level standards – measures learning

**AK  
STAR**  
ALASKA SYSTEM  
OF ACADEMIC READINESS





# September

1

**Due Date: 9/1**

Turn in K-3 MTSS Plan to DEED

- make revisions as needed based on feedback

## 2

# Screening

**Beginning of Year**

Conduct BOY literacy screener

- Data due to DEED October 6th



# Literacy Screener Components

Measure	K	1	2	3	4-5
Letter Naming Fluency	✓	✓			
Phonemic Segmentation Fluency	✓	✓			
Nonsense Word Fluency	✓	✓	✓	✓	
Word Reading Fluency	✓	✓	✓	✓	
Oral Reading Fluency		✓	✓	✓	✓
MAZE (basic comprehension)**			✓	✓	✓

Rapid Automatized Naming (RAN)	✓				
Spelling**		✓	✓	✓	
Vocabulary**			✓	✓	

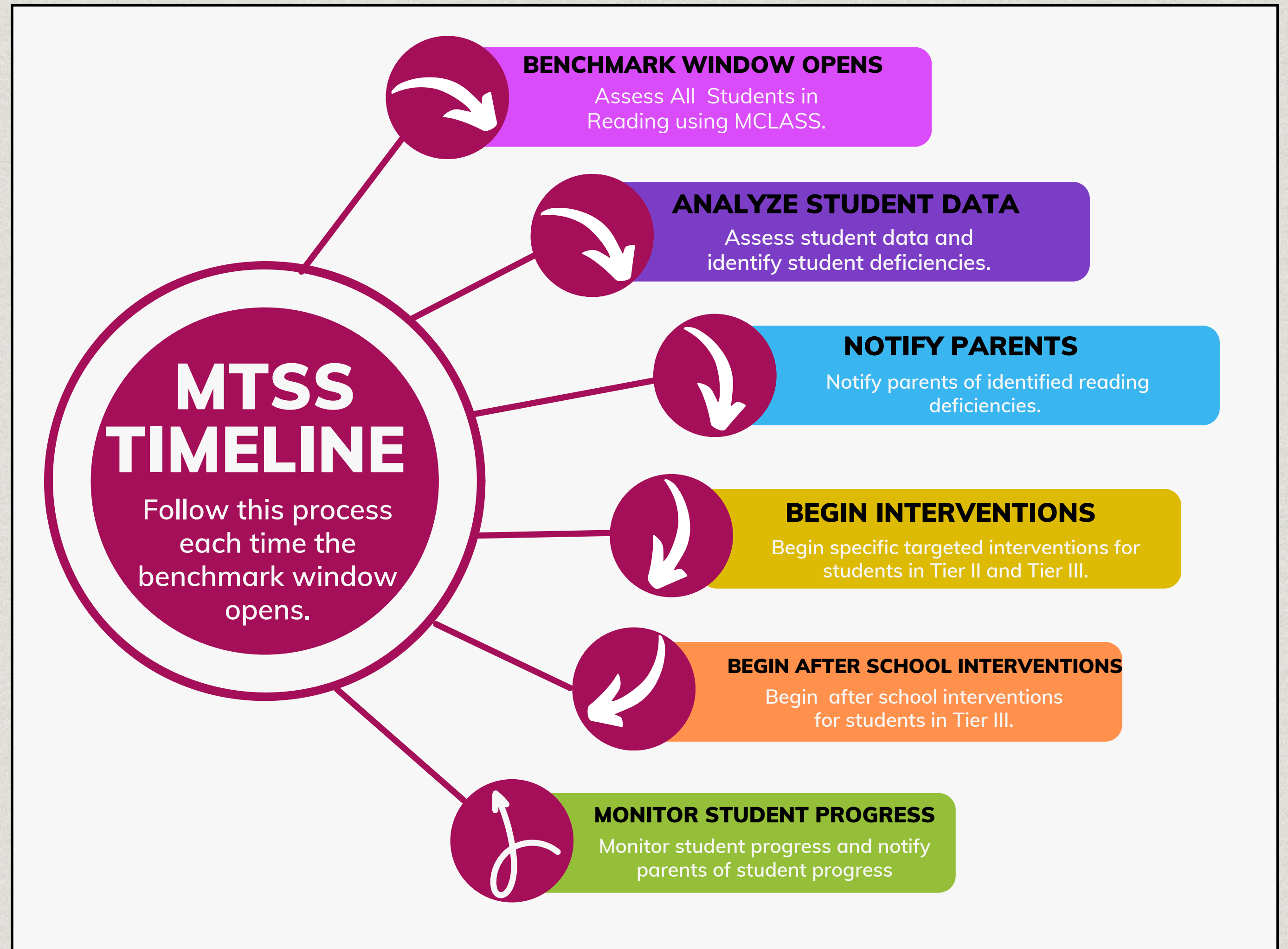
\*\*MAZE, Spelling and Vocabulary are administered to whole class at once

✓ additional Dyslexia Screener administered to students with a composite score of far below



# What is Next?

- \* Benchmark = Tier 1
- \* Below Benchmark = Tier 2
- \* Far Below Benchmark = Tier 3





# K-3 MTSS District Intervention Plan Support Screening, Intervention, and Progress Monitoring Cycle





### ALIGNMENT OF LITERACY SCREENER WITH DIAGNOSTIC MEASURES, GRADES K-3

The following table is designed to assist you in using students' mClass subtest data to determine appropriate diagnostic measures. To clarify the interventions that should be included in a student's individual reading plan, review the subtests where the student's score was low (or lower than other areas), identify one or more diagnostic measures from the recommended list to administer, and review the resulting data. This is not an exclusive or exhaustive list of available diagnostics.



#### Using mClass Subtest Data to Identify Appropriate Diagnostics for Grades K-3

mClass Subtest	Expected Subtest Grades	Related Skill	Measures	Examples of Tier II or III Diagnostic Measures
Phonemic Segmentation Fluency (PSF)	K-1	Phonological / Phonemic Awareness	The ability to separate words into their sequence of individual sounds.	<ul style="list-style-type: none"><li>• EasyCBM Phonemic Awareness (K-1)</li><li>• CORE Phonological Segmentation Test*</li><li>• CORE Phoneme Deletion Test*</li><li>• CORE Phoneme Segmentation Test*</li><li>• Phonological Awareness Screening Test - PAST (K-1)</li><li>• Phonological Awareness Skills Screener - PASS (K-1)</li><li>• PALS Marketplace Phonological Awareness Literacy Screening (PALS)</li><li>• Really Great Reading Phonological Awareness Survey</li></ul>
Letter Naming Fluency (LNF)	K-1	Letter Naming Fluency	The ability to recognize and name capital and lowercase letters of the alphabet.	<ul style="list-style-type: none"><li>• EasyCBM Letter Names (K-1)</li><li>• CORE Phonics Surveys*</li><li>• Amira Letter Sounds</li><li>• PALS Marketplace Phonological Awareness Literacy Screening (PALS)</li><li>• Really Great Reading Foundational Skills Survey</li><li>• Really Great Reading Letter Knowledge Survey</li></ul>
Nonsense Word Fluency	K-3	Phonics and decoding	The ability to identify complete letter sounds (CLS) and blend letter sounds in words recoded correctly (WRC).	<ul style="list-style-type: none"><li>• EasyCBM Letter Sounds</li><li>• Acadience Reading Diagnostic PA &amp; WRD</li><li>• CORE Phonics Surveys*</li><li>• Reading A-Z: Alphabet Naming</li><li>• Really Great Reading Decoding Survey</li><li>• 95% Group PSI: Phonics Screener for Intervention</li></ul>



# Construct

3

## IRIP

Create Individual Reading Improvement Plans for identified students

- Notify parent/guardians within 15 days
- Meet with parents/guardians, develop plan, and implement IRIP within 30 days of student identification







**Alaska Reads**  
#akreads

# *The Alaska Reads Act*



**EDUCATION  
& EARLY DEVELOPMENT**





**Alaska Reads**  
#akreads

# *The Alaska Reads Act*



**EDUCATION  
& EARLY DEVELOPMENT**

Dear Parent or Guardian:

Kindergarten through third grade is the critical window to developing strong reading skills to be successful in school. The district recently screened the reading skills of all elementary students. This letter serves as a notification that an Individual Reading Plan would benefit your child.

Based on Fall, Winter, and/or Spring screening results, your child scored at a deficient level in reading. Developing an Individual Reading Improvement Plan for your child is the next step. After the plan is developed and implemented, we will provide monthly updates on your child's progress toward grade-level reading.

In this meeting, we will discuss these areas to support your child's reading:

1. A description of the current reading instruction your child is receiving.
2. The education team will communicate the proposed intervention plan and the additional instructional support which will be provided to your student under the individual reading plan.
3. The progress report dates with updates on your child's reading information.
4. Strategies to support your child's reading instruction at home.
5. Explanation of the individual reading plan process and deadlines required for waivers.
6. Grade progression if your child continues to show a deficiency in reading on the spring literacy screener.
7. Discussion of the flowchart on the following page regarding reading progress and grade progression.

We would like to meet with you on \_\_\_\_\_ at \_\_\_\_\_ to develop your child's Individual Reading Improvement Plan. If this does not work with your schedule, please contact the school to reschedule at [Phone] \_\_\_\_\_.

Sincerely,

[Name]	[Position]
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[Name]	[Position]
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[School] [District]

[School] [District]



- **New Intervention Program for K - 2**

**learning.amplify.com**

**start.amplify.com**