

Frequently Asked Questions for Tier 1 Dyslexia Screener and Reading Diagnostic Reporting

The following information addresses frequently asked questions the Ohio Department of Education and Workforce has received regarding Education Management Information System (EMIS) reporting of Tier 1 Dyslexia Screener results and Reading Diagnostic results. This webpage will be updated over the next several months as additional information is available.

1. What are the EMIS reporting requirements for the Reading Diagnostic?

Districts and community schools are required to report into EMIS the Reading Diagnostic Screener results for each student assessed in grades K-3 under section [3313.608](#) of Ohio Revised Code. The student's initial attempt must be reported, however, if a student is assessed with an approved reading diagnostic more than once during the school year, only the initial assessment results should be reported.

2. Should the results of reading diagnostic assessments administered after the 20th day of instruction for kindergarten students and after Sept. 30th for grades 1-3 be reported in EMIS?

Yes. This would be necessary for some transfer students who did not take the reading diagnostic in their previous district. If a student transfers near the beginning of the year, the district or school has the longer of these options to give the reading diagnostic: 30 days; or the number of days remaining until the reading diagnostic deadline.

3. How should students who are exempt from the reading diagnostic assessment be reported in EMIS?

Reading diagnostic data was moved from record 2.6 (no date) to 2.8 (assessment). Districts will now use the "Score Not Reported" reason code to indicate exemption.

Old Value	Reading Diagnostic	Tier 1 Dyslexia Screener	Tier 2 Dyslexia Screener
** , Not Required	N/A	N/A	N/A
EX, Exempt	L See note below ¹	N/A	N/A

¹ The Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities are included in all general state and districtwide assessment programs, with appropriate accommodations and alternate assessments, if necessary, as indicated on their respective Individualized Education Programs (IEPs). Under [ORC 3313.608\(B\)\(1\)](#), "students with significant cognitive disabilities or other disabilities as authorized by the department on a case-by-case basis" may be exempted from taking the K-3 reading diagnostic. However, significant cognitive disability is not a disability category under IDEA or in Ohio. A student with the most significant cognitive disability is determined by a team after reviewing all available data and utilizing the [Alternate Assessment Decision-Making Tool](#) beginning in grade 3. A very small percentage of students are eligible to participate in the alternate assessment. Students qualify if all the criteria in the [Alternate Assessment Decision-Making Tool](#) are met. This decision should be made as close to the third quarter of third grade as possible, utilizing all state and local

Old Value	Reading Diagnostic	Tier 1 Dyslexia Screener	Tier 2 Dyslexia Screener
RN, Required, not assessed	SNR A-F, L	SNR A-F	** , Not assessed
AO, Assessed, on track	<ul style="list-style-type: none"> Numerical Score ECD – Exceeds LOW – Low Risk MTS – Meets NAR – Not at Risk NBL – Not Below Level NFL – Not Flagged 	<ul style="list-style-type: none"> Numerical Score ECD – Exceeds LOW – Low Risk MTS – Meets NAR – Not at Risk NBL – Not Below Level NFL – Not Flagged 	NR, Assessed, no longer at risk
NO, Assessed, not on track	<ul style="list-style-type: none"> Numerical score APP – Approaching ATR – At Risk BLW – Below/Below Level FLG - Flagged HGH – High Risk MED – Medium Risk 	<ul style="list-style-type: none"> Numerical score APP – Approaching ATR – At Risk BLW – Below/Below Level FLG - Flagged HGH – High Risk MED – Medium Risk 	AR, Assessed, at risk

4. If a district has elected to administer the language and literacy portion of the Kindergarten Readiness Assessment as the kindergarten reading skills diagnostic assessment, can the Kindergarten Readiness Assessment be used to satisfy the reporting obligation for the kindergarten reading skills diagnostic assessment? If so, how should student results/scores be reported in EMIS?

Districts have the choice of administering the language and literacy portion of the Kindergarten Readiness Assessment as their kindergarten reading skills diagnostic assessment. If a district elects to do so, no additional reporting is required for the kindergarten reading diagnostic provided that the results of the language and literacy portion of the Kindergarten Readiness Assessment are correctly reported into EMIS.

5. Can our district use more than one data point to make determinations about students’ ranking as either not on track or on track?

Districts should only report the results from the initial administration of the reading diagnostic assessment. Districts must not use multiple data points to determine on-track/not on-track status. However, multiple data points may be used to determine Reading Improvement and Monitoring Plan (RIMP) interventions and other instructional purposes.

assessment data collected up to that point. If learners meet these requirements, they may be eligible for the Third Grade Reading Guarantee exemption; however, they still will need to meet the requirements for screening and assessments for all students, even students with significant cognitive disabilities as outlined above.

6. For Istation’s Indicators of Progress Early Reading (ISIP ER), the resulting values are low, moderate, and high, whereas the EMIS manual only has low, medium, and high. Is moderate equal to medium for reporting purposes?

Yes. For this assessment, moderate and medium are equivalent for EMIS reporting purposes.

7. How are results for Amira Dyslexia Screener reported?

For Amira Dyslexia Screener, the EMIS Manual lists Numeric/DRI (Dyslexia Risk Index) but the resulting percentile is what should be reported.

8. How should scores for the IowaFlex Tier 1 dyslexia screener be reported?

Use the following conversions to report student results for this assessment:

- Pre-emerging = Below/Below level
- Emerging = Approaching
- Beginning = Low risk
- Transitioning = Not below level
- Independent = Not at risk or Exceeds

9. How should scores for NWEA MAP Reading Fluency for the reading diagnostic assessment be reported?

Districts will use the Alpha/Numeric option in the first row and use the other three rows to enter the scores. A student scores according to grade level – Beginning, Approaching, Meeting, or Exceeding and must score at least Approaching Grade Level to be considered “on track”. Students reading independently would have Scaled Words Per Minute Oral Reading Scores.

10. How should reading diagnostic results for transfer students be reported?

If a K-3 student transfers at any point during the school year having completed a reading diagnostic administered for the Third Grade Reading Guarantee, the receiving school may use that diagnostic’s reading diagnostic results. For kindergarten transfer students without documentation of a completed reading diagnostic, the new school must administer an approved reading diagnostic within 30 days. For grade 1-3 transfer students without evidence of a completed reading diagnostic, the new school must administer the same diagnostic used for its other students within 30 days, unless the student transferred near the beginning of the school year, in which case the new school would have the longer of 30 days or the Sept. 30 deadline.