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 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 and should be used to determine whether the student is on track or not on track. If a student is assessed with an approved reading diagnostic more than once during the school year, each result can be reported to EMIS.

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 into 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 are Reading Diagnostic results reported to EMIS?**

Reading diagnostic data was removed from the Student Attributes–No Date (FN) Record. Districts now report the actual assessment results to EMIS via the Student Assessment (FA) Record during the Reading Diagnostics Collection. Results for students who were exempt or not assessed though required to be is now reported via the appropriate Score Not Reported option on the FA Record. See the table below for a crosswalk between the values that were previously reported on the FN Record and the new reporting on the FA Record.

Old Value	Reading Diagnostic
**, Not Required	N/A
EX, Exempt	L See end note on page 4[i]
RN, Required, not assessed	Score Not Reported options A-F, L
AO, Assessed, on track	• Numerical Score • ECD – Exceeds • LOW – Low Risk • MTS – Meets • NAR – Not at Risk

Old Value	Reading Diagnostic
	• NBL – Not Below Level • NFL – Not Flagged
NO, Assessed, not on track	• Numerical score • APP – Approaching • ATR – At Risk • BLW – Below/Below Level • FLG - Flagged • HGH – High Risk • MED – Medium Risk

4. How are Tier 1 and Tier 2 Dyslexia Screener results reported to EMIS?

Tier 1 Dyslexia Screener results are reported via the Student Assessment (FA) Record during the Tier 1 Dyslexia Screener Collection. Tier 2 Dyslexia Screener results are reported via the Student Attributes–No Date (FN) Record during the Midyear and End of Year Student Collections and the SOES End of Year Student Collection. See the table below for additional reporting details for these two screeners.

Tier 1 Dyslexia Screener	Tier 2 Dyslexia Screener
Score Not Reported options A-F	**, Not assessed
• 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
• Numerical score • APP – Approaching • ATR – At Risk • BLW – Below/Below Level • FLG - Flagged • HGH – High Risk • MED – Medium Risk	AR, Assessed, at risk

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

Districts have the choice of administering the language and literacy portion of the Kindergarten Readiness Assessment as their kindergarten reading diagnostic assessment. If a district elects to do so, no additional reporting is required for the kindergarten reading

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diagnostic provided that the results of the language and literacy portion of the Kindergarten Readiness Assessment are correctly reported into EMIS during the KRA Collection; in such cases, KRA scores are not reported in the Reading Diagnostics Collection.

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

Districts must not use multiple data points to determine on track/not on track status. Only the initial administration of the Reading Diagnostic assessment should be used to make this determination. However, multiple data points may be used to determine Reading Improvement and Monitoring Plan (RIMP) interventions and other instructional purposes.

7. **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.

8. **How do we report results for Amira Dyslexia Screener?**

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

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

Please follow the instructions in the [reporting guidance document provided by NWEA](#).

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.

11. **How should reading diagnostic and dyslexia screening results be reported for i-Ready?**

Please follow the instructions in the [reporting guidance document](#) provided by Curriculum Associates.

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ⁱ 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 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.

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