

SSD's FAST screening recommendations & expectations

<i>Role</i>	<i>Student Grade</i>	<i>FAST Screening Expectations Details</i>
<i>Teacher</i>	<i>2-8</i>	<ul style="list-style-type: none"> ● FastBridge screening is required for students in grades 2-8 with reading & math goals. ● If a student has a reading goal, screen with aReading. ● If a student has a math goal, screen with aMath. ● There are some exceptions to this rule, including students being assessed on alternate standards (MAP-A), or students whose reading or math skills are at a pre-K level. ● More wide scale screening is not permitted unless a student is clearly struggling in those content areas. District assessments and classroom information are to be used to inform instructional planning (e.g., determining reading levels) for students who do not receive SSD services in those areas. ● The district goal is to screen 80%+ of students in grades 2-8 with the particular service.
<i>Teacher</i>	<i>9-12</i>	<ul style="list-style-type: none"> ● At the high school level, only students receiving literacy and/or math services in special education settings, not co-taught or general education environments, may be screened. ● It is up to teacher discretion if screening should be completed and more wide-scale screening is not permitted. ● If teachers wish to utilize screening information it is recommended to screen 9th-12th grade students in ELA/Math replacement classes if they have reading goals (using aReading) or if they have math goals (using aMath). ● For students in co-taught environments/general education settings district assessments and classroom information is to be used to inform instructional planning (e.g., determining reading levels).

<i>Teacher</i>	<i>K-1</i>	<ul style="list-style-type: none"> • Screening with earlyReading and/or earlyMath is optional, but progress monitoring with specific earlyReading and/or earlyMath measures is strongly encouraged. Screening with aReading or aMath is not recommended in grades K-1.
<i>SLP</i>	<i>K-12</i>	<ul style="list-style-type: none"> • Screening is not required. • However, an SLP might use the screening window to administer relevant assessments that are only available as screening assessments, such as Story Problems or Sentence Repetition.

SSD Recommendations for FAST usage in HS special education settings

Which assessments are available for HS staff?

Screening (2 or 3x a year): aReading & aMath

aReading/aMath are computer adaptive measures of broad reading/math ability that are individualized for each student. The questions and response format used in aReading/aMath is substantially similar to many state-wide, standardized assessments. Browser-based software **adapts and individualizes the assessment for each student** so that it essentially functions at the child's developmental and skill level. Test takes approximately 30 minutes.

Screening (2 or 3x a year): SAEBRS

The SAEBRS was designed to be a brief and contextually relevant screener of student risk for emotional and behavioral problems. A teacher completes the SAEBRS for an individual student with whom the teacher has a history of interactions. The ratings correspond to how often the teacher has observed **different social, academic, and emotional behaviors** in the previous month (rated on Never, Sometimes, Often, Almost Always). It is estimated that it takes approximately 3-5 minutes to complete the measure for each student.

Progress Monitoring (weekly, 2x a month, or monthly):

ELA can do 1 min **oral reading fluency** (CBMreading) and can also administer follow-up **reading comprehension** assessment (CBMcomp; must be done one on one and takes approx 10 minutes).

Who should we be screening?

High School County-Wide Screening Expectations: aReading & aMath

- It is strongly recommended to screen 9th-12th grade students in **replacement ELA/Math classes** if they have reading goals (using aReading) or if they have math goals (using aMath).
- Students in **co-taught environments are not to be screened** with FAST aReading or aMath due to potential barriers to completing screening. In these cases district assessments and classroom information is to be used to inform instructional planning (e.g., determining reading levels) for students who do not receive SSD services in those areas.
- There are some **exceptions** to these recommendations, including students being assessed on alternate standards (MAP-A) or students whose reading or math skills are at a pre-K level.

High School County-Wide Screening Expectations: *SAEBRS*

- It is encouraged to screen students with goals regarding emotional regulation or social skills, particularly those who have classes designed to improve those skills.

Which students should we collect FAST data for?

Students receiving **instruction in reading & math** would benefit from having FAST screening results to see how quickly they are growing over time. Additionally, FAST provides options for direct measurement of IEP goals through progress monitoring assessments.

Students with **goals regarding emotional regulation or social skills** may benefit from having FAST behavior screening results to see changes between skill areas (social, academic, emotional) over time.