



Reading Difficulties Screener (RDS) FAQ for SFUSD

Frequently Updated Based on Inquiries from SFUSD Teachers & Staff

Updated May 28, 2026

REGISTER

FAQ Outline

[Purpose of Reading Difficulties Screener](#)

[SFUSD District Assessment Plan 2026-27](#)

[Reading Difficulties for Multilingual Learners](#)

[Amira Reading Difficulties Screener Gr 1&2](#)

[DIBELS/Lectura Reading Difficulties Screener Gr K](#)

[Reading Difficulties Screener Info for Families](#)

[CA Legislation - Reading Difficulties Screener](#)

Purpose of Reading Difficulties Screener

Q. Why are students screened for reading difficulties in grades K-2?

A. See [CA Legislation](#) section. Also, Reading Difficulties Screener results are used to:

- Identify students who may be at risk of reading difficulties, including dyslexia.
- Bolster a school's comprehensive instructional strategy.
- Provide information for caregivers and educators to discuss student needs in an informed way.
- Inform supports and services for students with reading difficulties.

Q. Will the screener tell me if a student has dyslexia?

A. No, the screener results are not used to diagnose a student with dyslexia, rather the reading difficulties screener provides information on whether a student may be at risk of reading difficulties. Additionally, reading difficulties screening results are not used to identify students for special education, retention, reclassification, promotion, or for the evaluation of teachers.

Q. Once the Reading Difficulties Screener is given to students, what will school leaders and teachers do with the results?

A. If a student is identified as being at risk of having reading difficulties after being screened, the student must be provided with supports and services, appropriate to the specific challenges identified by the screening instrument and other pertinent information about the student, which may include, among other supports and services, any of the following:

1. Evidence-based literacy instruction focused on the pupil's specific needs.
2. Progress monitoring.
3. Early intervention in the regular general education program.
4. One-on-one or small group tutoring.
5. Further evaluation or diagnostic assessment.

EC 53008(l)

[back to top](#)

San Francisco Unified School District

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Reading Difficulties Screener (RDS) FAQ for SFUSD

Frequently Updated Based on Inquiries from SFUSD Teachers & Staff

Updated May 28, 2026

Q. Where can I learn more general information about the Reading Difficulties Screener at SFUSD?

A. SFUSD teachers and staff can visit our internal RDS webpage here to learn more:

<https://www.sfusd.edu/employees/teaching/achievement-assessments/state-assessments/k-2-reading-difficulties-screening>

Q. Where can I find a list of reports regarding the Reading Difficulties Screener results?

A. Key Reading Difficulties Screener reports can be found listed here: bit.ly/RDSReportsList.

SFUSD Assessment Plan 2026-27

Q. When will the Reading Difficulties Screener be administered to students?

A. Grades K-2 students are assessed with the adopted Reading Difficulties Screeners which were adopted and first administered in the 2025-2026 school year. Grade 1&2 students will be screened in the Fall, and Kindergarten students will be screened beginning in the Winter. [See the Assessment Plan Timeline here.](#)

Q. Will grades K-2 students still be assessed with the Star Early Literacy, Star Reading, and Star Math in addition to the Reading Difficulties Screener?

A. Yes, all students in grades K-10 will still be assessed with the district required Star computer adaptive test(s) for their grade level and language pathway as our district's progress monitoring interim assessments 2-3 times per school year.

Reading Difficulty Screening for Multilingual Learners

Q. Are the screeners available in Cantonese or Mandarin?

A. No. The Reading Difficulties Screeners our district adopted (Amira for Grades 1&2 and DIBELS/Lectura for Gr K) are available in English and Spanish, and there is currently no screener available in Cantonese or Mandarin.

Q. How do I know which language to assess my students in?

A. Given the expectations for sufficient language in Ed Code 53008, and shared by the Sacramento County Office of Education, the majority of students in Spanish language pathways would be screened in English, unless they have less than one year of instruction in the US, AND score a 1 on ELPAC (summative or Initial whichever is most recent). Students who meet [this criteria](#) will be assessed in the



Reading Difficulties Screener (RDS) FAQ for SFUSD

Frequently Updated Based on Inquiries from SFUSD Teachers & Staff

Updated May 28, 2026

Spanish versions of the screeners (Lectura for Gr K and Amira Spanish benchmark for Gr 1&2). Additionally, MPD requested the district default for Amira administration to allow students to take the screener in Spanish and then English to support alignment to [SFUSDs 50/50 model of language instruction](#). Assessing in both languages is also best practice, and provides teachers with a side-by side analysis in both languages.

Q. If I have students whose primary language is neither English nor Spanish, how do I determine whether they should be screened or not?

- A.** Refer to the RDS Decision Tree for Multilingual Learners [\[Gr K\]](#) [\[Gr 1&2\]](#) to determine whether a MLL student whose primary language is not English or Spanish is ready to be screened during the current assessment window in English, or if they should be screened later in the school year, taking into consideration the time they have received instruction in English, ELPAC results, and/or Standards Based Report Card (SBRC) scores.

Amira

Q. How do I administer Amira to my students?

- A.** Detailed Amira administration instructions are found [here](#). It's important to read this document carefully prior to assessing your students with Amira. Students will need a device and headphones with mics (see info re: headphones with mics [here](#)). They will log into Amira through their Clever accounts and will then access Amira from their HMH Ed homepages as described [here](#). During the district screening window, their first engagement with Amira will present students with the Amira benchmark assessment that is used as our reading difficulties screener. The screener will take about 20 minutes to complete and students can take it over multiple sessions as long as they close out their Amira browser window after they have completed the sub-task they are on prior to closing out the program.

Q. Once my students have taken the Amira screener, how do I check that they have completed the assessment?

Teachers can check students' Amira benchmark RDS administration completion in their [Amira Growth Dashboard ISIP Assess tile](#) by following the instructions in the section titled, "**Assessment Completion and Statuses**." Coaches and school administrators with school-wide access to the Amira platform can monitor participation by following [these steps](#) [\[walkthrough here\]](#).

Q. How accurate is Amira?



Reading Difficulties Screener (RDS) FAQ for SFUSD

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Updated May 28, 2026

A. Amira is a research-based tool used nationwide. Amira's AI is validated through independent research and meets ESSA Level II evidence standards. You can review Amira's technical validation brief [here](#) and [here](#). It is advised that teachers review Amira benchmark scores used for the Reading Difficulties screener (Amira ARM benchmarks [found here](#)) to make sure they make sense for each child.

Q. What is the ARM score?

A. The Amira Reading Mastery (ARM) score is a norm-referenced score, meaning it compares a student's performance to a nationally representative sample of peers, providing insights on how the student ranks within that group. Learn more about the Amira ARM score, Percentile Rank and more in [this short 5 minute video](#) regarding Amira scores.

Q. How does the Amira Reading Difficulties Screener score students with unique speech and language patterns, such as those with accents, speech challenges, and students who speak other forms of English such as African American Vernacular English?

A. Amira's AI is designed to fairly and effectively support all students, accommodating diverse linguistic needs and enhancing their reading abilities through tailored interventions employing a speech recognition system, trained on a variety of dialects and accents which ensures accurate transcription and feedback from students from diverse backgrounds. Over time, Amira learns and analyzes the unique speech and language patterns of each student. Read more about this in [this article](#) from the vendor. Additionally, teachers have the ability within the Amira platform to update any scores manually for the Oral Reading Fluency section of the screener by accessing the [Amira progress report \[article here for more info\]](#). Manually updating a student's score will further train Amira to learn the student's speech and language patterns.

Q. What accommodations are available for administering Amira to students on IEPs?

A. There are a [variety of accommodations available](#) for students on IEPs. The settings can be updated in the [settings dashboard](#) by a Case Manager to enable students to receive more time during their assessments. Additionally, students can take breaks as needed during the assessment by logging out upon completing the subtask they are on, and the assessment will pick up at the next subtask when they log back into HMHed, then Amira. For students who need to take the Amira benchmark RDS assessment through the paper/pencil method, please follow [these instructions](#). Additionally, reach out to aao@sfusd.edu if you have students who are nonverbal and will need that setting turned on for them for the Amira screener (more info in this [accommodations doc](#), [video preview of nonverbal Amira benchmark task here](#)). For the nonverbal setting, it is important that this feature is in place prior to an Amira benchmark assessment window beginning for it to work properly. Finally, there is a Braille version of the Amira benchmark RDS assessment for students who are visually impaired, more info [here](#).



Reading Difficulties Screener (RDS) FAQ for SFUSD

Frequently Updated Based on Inquiries from SFUSD Teachers & Staff

Updated May 28, 2026

Q. I have students on IEP who will still not be able to access the Amira benchmark RDS assessment even with the available assessments due to cognitive impairments. What is the screener guidance for them?

A. Please inform the assessments office of these students by completing [this form](#) so that it is known why they are not able to participate in the screener.

Q. Does Amira assess comprehension?

A. The Amira Reading Difficulties Screener does assess for comprehension, and background knowledge is assessed as part of the screener. The assessment includes a Reading Comprehension task that follows the Oral Reading Fluency (ORF) passage within the Amira RDS. View an example of how comprehension is assessed in [this video](#) (start at 12min 28sec mark).

Q. How long should students spend engaging with the Amira tutoring feature?

A. It is recommended that students spend at least 30 minutes **a week** on Amira tutoring. This is the amount of time determined by the research where students will benefit most from the program. It is advised that teachers break the 30 minutes of Amira tutoring time up into three sessions of 10 minutes or two 15 minute sessions each per week during center time. See [sample instructional schedules here](#).

Q. During Amira tutoring, I noticed that a student was getting passages that seemed to get easier, although I know they are a strong reader and have observed that their reading has improved throughout the school year. Why is this happening and how can it be fixed?

A. Amira does something called down leveling which is better explained in this article: <https://help.amiralearning.com/s/article/What-is-downleveling>.

In essence Amira will 'downgrade' a student during tutoring if the student misses several words in a passage. If you feel the down leveling is incorrect, teachers are encouraged to go into the recordings found in the [Progress Report](#) and ensure that Amira is marking words correctly. If errors are found in the markings, correct them so Amira can 'learn' to mark words correct for that student according to their speech/reading patterns. This usually happens when students speak with an accent, lisp or have other speech impediments that have caused Amira to misunderstand the words being read.

If after doing this and you still feel that Amira is down leveling incorrectly, reach out to aao@sfusd.edu for support.

Q. What is the language of assessment for students in Spanish Language Pathways?



Reading Difficulties Screener (RDS) FAQ for SFUSD

Frequently Updated Based on Inquiries from SFUSD Teachers & Staff

Updated May 28, 2026

A. The expectations for sufficient language in Ed Code 53008, and guidance from the Sacramento County Office of Education, prescribe that students be screened based on [this criteria](#). Essentially, students are assessed in English unless they have less than one year of instruction in the US, AND score a 1 on ELPAC (summative or initial whichever is most recent).

Additionally, last year MPD determined the district default for Amira administration, to assess students in Spanish and then English in alignment with [SFUSDs 50/50 model of language instruction](#). Assessing in both languages is also best practice, and provides teachers with a side-by-side analysis in both languages. More information about using Amira with Spanish Bilingual students is found [here](#).

Q. Will I receive headphones with microphones to administer the Amira Reading Difficulties screener to my students?

A. Yes, each grade 1 and 2 class received class sets of headphones (sent in August 2025) with microphones specifically for the required Amira Reading Difficulties Screener prior to the administration window in this inaugural year. School staff will ensure the headphones provided stay at their school and not be sent home with students, so that they can be used each year.

Q. Will the Amira Reading Difficulties Screener accurately capture my students' responses even with my entire class taking the assessment simultaneously?

A. Yes, Amira is able to accurately capture each students' responses by effectively managing interruptions during reading sessions using its Reading Error Detection (RED) programming model ([learn more about RED on p. 7 of this document](#)), which allows it to ensure that each students' reading data remains reliable and individualized, despite other students reading simultaneously. Additionally, using the provided headphones with microphones and [configuring your students' seating at 90 degrees to one another](#) (if possible) will help in minimizing outside sound from other students during your class' Amira sessions.

Q. Where can I find PD decks and recordings to learn more about Amira in detail?

A. All previous Amira PD sessions are posted to the Amira PD page [here](#). Teachers can also view and register for any future Amira RDS sessions at <https://bit.ly/AAOregistrationPD>. Most PD sessions are virtual.

Q. Why is the ARM score lower on the Amira Benchmark Assessment as compared to Progress Monitoring score within the same season?

A. According to the [Amira ISIP Assess User Manual](#), the benchmark assessments are scheduled tests that provide a broad overview of student performance, while progress monitoring assessments are flexible tools used to track growth and inform instruction more frequently, which explains the difference



Reading Difficulties Screener (RDS) FAQ for SFUSD

Frequently Updated Based on Inquiries from SFUSD Teachers & Staff

Updated May 28, 2026

in scores. Essentially the screener has more to it so students may score a bit lower. Additionally, the expectations for reading increase from September to October. These two factors explain the slight difference in scores for the majority of students.

Q. My students took the Amira benchmark screener, how do I access, analyze and use the results?

A. Teachers can view their students' Amira benchmark RDS assessment results in the reports [listed here](#), which are either accessed through the Amira platform or DnA (formerly known as DnA). Additionally, teachers can access the [Amira Progress Report](#), the [Amira Reading Risk Report](#) to view students' individual results, in addition to whether students are identified as at-risk for having reading difficulties. Teachers can also analyze students' skill level progress in the [Amira Skills Status Report](#). Learn more about Amira reports in [this Teacher Hub](#) provided by the vendor. We also encourage teachers to watch [this Amira Analysis PD recording](#) ([companion deck here](#)) to learn more about viewing, analyzing, and using Amira results to inform next steps. Once teachers have students' screening results, refer to [this flow chart](#) provided by SFUSD's C&I to determine which tier of service students fall under. Then access the [SFUSD Language & Literacy MTSS Structures document](#) and [Amira's MTSS Resources](#) to inform next steps after analyzing your students' results.

Q. What should I do if a student runs into technical difficulties while taking the Amira benchmark screener?

A. Please see our [Tech Troubleshooting Guide](#) that lists steps teachers can guide students through on their devices to solve common issues with the mic or potential glitches while students are on the Amira app. The vendor has also provided [this Amira Tech Help poster](#) for reference to troubleshooting steps that teachers can print and post in their classrooms.

Q. How do I run the Amira Parent Report? And how will families receive their student's results on the Amira benchmark screener?

A. Follow the instructions in [this step by step guide for the Amira Parent Report](#) to learn how to run the report from your Amira account. Amira Parent Reports are only available for students who took the Amira Benchmark assessment. More information on this report found [here](#). During required assessment windows, students' families will receive an [Amira RDS Student Report](#) that will be shared with caregivers via ParentVue about 1-2 weeks after the window closes. The Amira RDS Student Report is only generated once per year for each students' initial screening. Teachers can share these documents to provide guidance to caregivers regarding ParentVue account creation and access: [Instructions for Families to access/create a ParentVue](#) account and [Instructions for Families to access Student Reports in via the Documents tab](#).

Q. Is it possible to retest students in the Amira benchmark screener?



Reading Difficulties Screener (RDS) FAQ for SFUSD

Frequently Updated Based on Inquiries from SFUSD Teachers & Staff

Updated May 28, 2026

A. Yes, if a student needs to be retested due to technical difficulties, not ideal testing conditions, or other reasons teachers and staff with Amira accounts can reassign the Amira benchmark reading difficulties screener by following the step-by-step instructions included in this [walkthrough \[article\]](#). If grades 1 or 2 students are screened again prior to parent teacher conferences, please be sure that the updated information is shared with students' families by printing the [Amira Parent Report \[article\]](#) from the platform and explaining that the [Amira RDS Student Report](#) that is generated and shared by the assessments office through ParentVue are from the previous screener results.

Q. How do I create groups using Amira benchmark screener results?

A. [Follow this guide](#) created by HMH Ed to use Amira benchmark screener results to inform small group instruction and group creation.

Q. Where can I point families to so they can learn more about the Amira benchmark reading difficulties screener and Amira tutoring?

A. You can share the [Family Facing RDS Website](#) which includes an [Amira Reading Screener for Families FAQ section](#), where many questions asked by family members are addressed. Teachers and school staff can also share [these translated Amira RDS for Families one-pagers](#) to provide more information about the Amira benchmark screener prior to their students being screened.

DIBELS/Lectura

Q. How do I access Amplify and administer the DIBELS/Lectura measures to my students and view results?

A. Teachers and most coaches will access Amplify through their clever.sfusd.edu accounts by following the instructions in this [DIBELS/Lectura administration guide \(general\)](#). School leaders will [follow the instructions in this document](#) as long as their account has been created by AAO (email aao@sfusd.edu for access issues). Complete administration instructions and student materials are found in these packets for [DIBELS \[English\]](#) and [Lectura \[Spanish\]](#). These packets will be sent to Gr K teachers prior to the winter window when the Gr K screener is administered.

Q. How do I know which DIBELS/Lectura measures to assess my students in?

A. Most Gr K students will be assessed in the DIBELS English measures, however there will be students who will be assessed in the Lectura Spanish measures as determined by the legislation. View the DnA Report titled "Gr K Comprehensive Reading Screening Report" (linked here: bit.ly/RDSReportsList) to see which students may be assessed in Spanish (students who are required to be assessed in Spanish



Reading Difficulties Screener (RDS) FAQ for SFUSD

Frequently Updated Based on Inquiries from SFUSD Teachers & Staff

Updated May 28, 2026

but who are in a non-Spanish pathway class, will be assessed by a district examiner). Additionally, the following linked memos for [Non-Spanish](#) and [Spanish Pathway Gr K teachers](#) list the specific measures for each language, in addition to the administration instructions.

Q. How do I practice scoring the DIBELS/Lectura Measures?

A. Detailed scoring practice information and materials, including how to access Demo Mode in your Amplify accounts are found in the [DIBELS/Lectura Scoring Practice Deck](#). In Demo Mode, you can use the Benchmark Scoring Practice videos included in the scoring practice deck to practice scoring along with audio of a practice student providing responses to each MOY measure. Additionally, here are score guidance sheets for the [DIBELS and Lectura](#) measures that summarize the different scoring scenarios. Review scoring for each measure by watching the Scoring Rules and Administration Demo videos included in these [DIBELS](#) & [Lectura](#) administration docs (particularly for Phoneme Segmentation and Nonsense Word Fluency in English and Fluidez en la segmentación de sílabas/Conciencia fonológica and Fluidez en la lectura de palabras in Spanish).

Q. Can DIBELS/Lectura measures instructions be stated to students in their home language, even though the language is not the same as the actual assessment? For example, can I say the DIBELS measures instructions to a student in Spanish or Chinese even though the language of assessment is English? Or can I say the Lectura measures instructions to a student in English even though the assessment is in Spanish?

A. To ensure standardized administrations of all DIBELS/Lectura measures to each student, it is necessary that the instructions are read in the language of assessment as written in the Amplify mCLASS platform. This is important for the purposes of reading screening, as the assessments were normed and validated using these standardized procedures. Only the DIBELS RAN measure can be explained in the student's home language, as well as the student being able to respond in their home language, as long as the person administering knows the student's home language. This is because the DIBELS RAN measure is scored based on time (rate of recall) and not whether the items were stated correctly by the student.

Q. How do I administer the RAN (Rapid Automatized Naming) measure?

A. The RAN measure is only included in the DIBELS-English suite of measures from Amplify and is assessed using one device that both the teacher and student use in tandem. Read detailed instructions on how to assign this measure to students in your Amplify account and how to administer it to students one-to-one [here](#) and watch a video tutorial on this measure [here](#). Please note that the RAN measure is only required for students whose overall [composite scores](#) for the earlier DIBELS measures (LNF, PSF, NWF, WRF) fall in the well-below benchmark category. This measure is necessary to determine whether students assessed in English who are well-below benchmark overall are at elevated risk for reading



Reading Difficulties Screener (RDS) FAQ for SFUSD

Frequently Updated Based on Inquiries from SFUSD Teachers & Staff

Updated May 28, 2026

difficulties, since rate of recall is tied to reading difficulties such as dyslexia. Detailed information about the RAN measure is found [here](#).

Q. How do I know how to score each DIBELS/Lectura measure, particularly for students with unique speech and language patterns, such as those with accents, speech challenges, and students who speak other forms of English such as African American Vernacular English?

A. The publishers of the DIBELS/Lectura measures were considerate of the varied cultural and linguistically diverse students who would be assessed, and thus included a section of “Important Considerations for Inclusive and Accurate Scoring” in their [DIBELS](#) / [Lectura](#) Administration and Scoring Guides (page 43 for DIBELS and 48 for Lectura). DIBELS/Lectura calibration PD was provided in the winter, which can be found in the DIBELS/Lectura PD page here: [Part 2 DIBELS PD sessions](#). These PD sessions along with teachers’ knowledge of their students’ speech and language patterns will be combined to support scoring students using the DIBELS/Lectura measures included in the RDS screener.

Q. Are the items included in the DIBELS and Lectura measures required for the Reading Difficulties Screener, specifically for letters and high frequency words, aligned to the scope and sequence of the Into Reading & ¡Arriba la Lectura! grade K curricula?

A. Teachers can see the K-2 [high frequency words taught by module](#), and be informed about the instructional sequence of teaching these words using district adopted curricula (Into Reading from HMH). Many high frequency words will be taught within the instructional sequence by the time the Kindergarten RDS assessment window opens (January 26-February 20). Please note that while there are high frequency words included in the Word Reading Fluency & Fluidez en la lectura de palabras measures, they are not high frequency word lists, rather they are words to be read out of context. This is a factor in determining whether students are at-risk for reading difficulties. Additionally, students in Gr K during the middle of the year are only expected to read 4 words in 1 minute in English and 5 words in 1 minute in Spanish, to demonstrate they are meeting the [benchmark](#) for that time of year for those measures.

Q. Is it possible for a teacher to retest a student on a measure or measures during the Gr K Reading Difficulties Screener window in instances where a test administration is interrupted (such as during a fire drill, tech issues, etc.?).

A. Test validity relies on teachers assessing only once during the window, however we know that rare circumstances may require a retest to accurately administer and score students. Teachers may retest students in the DIBELS/Lectura measures if the test session is interrupted due to extenuating circumstances. Please reach out to AAO at 415-241-6400 or aao@sfusd.edu to reset a students’ DIBELS/Lectura test session and specify which measure and the reason for the request.

Q. What accommodations can be used for DIBELS / Lectura administration? What if I have pre-and/or non verbal Gr K students?



Reading Difficulties Screener (RDS) FAQ for SFUSD

Frequently Updated Based on Inquiries from SFUSD Teachers & Staff

Updated May 28, 2026

A. See [this slide](#) to view what accommodations are allowed when assessing with the DIBELS/Lectura measures. We recognize that you may have student(s) with insufficient oral language skills students with pre-verbal communication skills who may not have sufficient oral language to participate in the DIBELS/Lectura screener. Special Education teachers can complete [this Google form](#) for each K student they serve with pre-verbal communication skills who are not currently able to access the Gr K screener measures.

Gr K pre/non verbal students can alternately take the Gr K Amira benchmark screener with the non verbal setting turned on. [Use these instructions to log into the Amira platform via HMH](#) and change the 'Settings' to indicate 'Non Verbal' using [these instructions](#) for these students. It is important that this setting is in place prior to the Amira benchmark screener being assigned to the student. More information on the Amira non verbal setting can be found on page 11 of [this Amira Accommodations Guide](#) and a [video preview of the Amira screener with the nonverbal setting on can be viewed here](#).

Q. Do I get a sub day to administer the 1:1 RDS DIBELS/Lectura measures to my students?

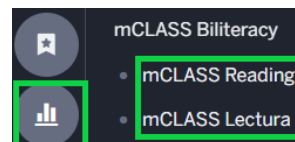
A. Yes, all grade K teachers will receive one sub day during the Gr K RDS window, which is from January 25 - February 19 during the 2026-2027 school year. In early December, the sub office will begin to process sub requests for those who have completed [this sub request form](#) (request a sub at least 2 weeks in advance of the date requested).

Q. How do I get trained on the DIBELS/Lectura assessment measures?

A. The Assessments Office provides DIBELS/Lectura RDS PD sessions in the Fall and Winter. Teachers can register for DIBELS/Lectura RDS PD sessions at <https://bit.ly/AAOregistrationPD>. Most PD sessions are virtual and recordings of the virtual sessions are posted to the [DIBELS/Lectura PD Page](#) within a week of the PD date.

Q. Where do I view my students' DIBELS/Lectura results?

A. Gr K RDS DIBELS/Lectura results are viewed in the Amplify platform immediately after administration. [View instructions on how to access DIBELS/Lectura reports in Amplify here](#). Essentially, teachers/staff will select the Reports icon on the left-hand menu (bar graph icon), then select Reading or Lectura. Visit the [Classroom Reporting PD feature](#) (click **mClass** up top, then **Classroom reporting** on the left, then **Benchmark** up top below **mClass**) in your Amplify account for guided instructions on how to access DIBELS/Lectura results in the platform (must already be logged into Amplify for link to work). Additionally, we now have a Reading Difficulties Screener Key Reports doc that will list the most pertinent RDS reports, which is accessible via this link: bit.ly/RDSReportsList. It is also recommended that teacher view the DIBELS/Lectura Data Analysis and





Reading Difficulties Screener (RDS) FAQ for SFUSD

Frequently Updated Based on Inquiries from SFUSD Teachers & Staff

Updated May 28, 2026

Use PD [video](#) and [deck](#) to learn how to access and use the reports in the Amplify platform to view class, group, and individual results to inform planning and instruction.

Q. My students took the DIBELS/Lectura screener, how do I access, analyze and use the results?

A. Teachers can view their students' DIBELS/Lectura results in the Amplify platform by [following these instructions](#), in addition to accessing DIBELS/Lectura reports [listed here](#), which are accessed through DnA (formerly known as DnA). Additionally, teachers can also watch [this DIBELS/Lectura Analysis PD recording \(companion deck here\)](#) to learn more about viewing, analyzing, and using DIBELS/Lectura results to inform next steps. Once teachers have students' screening results, refer to [this flow chart](#) provided by SFUSD's C&I to determine which tier of service students fall under. Then access the [SFUSD Language & Literacy MTSS Structures document](#) to inform next steps after analyzing your students' results.

Reading Difficulties Screener Info for Families

Q. How will parents be notified their child will be assessed with the Reading Difficulties Screener? Are there any exemptions for students participating in the Reading Difficulties Screener?

A. Caregivers may opt their child out of taking the Reading Difficulties Screener in writing each year. A [notification letter](#) will be shared with families via ParentVue between 15-30 days before the administration window. This communication will include a form for families to complete if they wish to opt their child out of administration, and this communication will be shared in English, as well as the requested language of communication families identify when completing their child's SFUSD enrollment form.

Q. How will families and caregivers receive information about their children's Reading Difficulties Screener results?

A. Families and caregivers of grade K-2 students will receive their child's Reading Difficulties Screener results via ParentVue within 45 days of their child's annual screening window which is in the Fall for grades 1&2 and Winter for grade K. Reading Difficulties Screener reports for Caregivers will include item level results to inform teaching, and tips for families to support their child at home. View sample [Gr 1&2 RDS Student Reports here](#) and [Gr K RDS Student Reports here](#). Teachers can share this [Create a ParentVUE Account webpage](#) to support families and caregivers who still need to set-up their ParentVUE accounts.



Reading Difficulties Screener (RDS) FAQ for SFUSD

Frequently Updated Based on Inquiries from SFUSD Teachers & Staff

Updated May 28, 2026

Q. Where can I direct families if they would like to know more about the reading difficulties screener?

A. Teachers and school staff can share the external SFUSD Reading Difficulties Screener webpage with families which can be found at this link: <https://www.sfusd.edu/K-2ReadingScreening>.

CA Legislation - Reading Difficulties Screener

Q. What does the CDE legislation say? What is Education Code 53008?

A. Under Senate Bill 114, *Education Code* 53008 requires all California local educational agencies (LEAs such as SFUSD) to implement annual reading difficulties screening of K-2 students beginning in the 2025-2026 school year. Read the following overview for a summary of Ed Code 53008 in Senate Bill 114: <https://www.cde.ca.gov/ci/cl/>.