



**Assessment Workbook for Wisconsin Act 20**  
 Provided to you by your local CESAs



**Accompanying District Diagnostic Assessment Menu**

**Step 2: Diagnostic Assessment**

**The purpose of this step is to meet the technical specifications in Act 20, in which a diagnostic assessment has a sensitivity rate of 70%, a specificity rate of at least 80%, and includes a growth measure.**

*Please note: Districts can use AWplus as their 'official' technical diagnostic. Any of the diagnostics in Step 3 can be given, even if they don't have the technical specificity as long as you have 'diagnostically analyzed' the appropriate subtest in AW (meeting the technical requirements of the law). [Please see this guidance document for more info.](#)*

*NOTE: Please see the [District Early Literacy Remediation Plan Toolkit](#) from DPI (Resource tab on Wisconsin Reads) for guidance - Tool 3 Early Literacy Remediation Plan Template, Section 2, Diagnostic Literacy Assessment (page 12).*

Name the diagnostic that your district is using to meet this requirement	<input checked="" type="checkbox"/> aimswebPlus <input checked="" type="checkbox"/> FastBridge <input type="checkbox"/> iReady	<input type="checkbox"/> HMH Amira <input type="checkbox"/> MAP Fluency <input checked="" type="checkbox"/> Other: CORE phonics
--	--	---

Rationale:

**Step 3: Individual Diagnostic Assessments to Inform Instruction**  
 Surveys and Other Measures (listed by skill)

Skill	Definition	District Diagnostic Assessment Menu
<b>Phonological Awareness</b>	From ACT 20: including word awareness, rhyme recognition, repetition and creation of alliteration, syllable counting or identification, onset, and rime manipulation.	➤ <a href="#">Heggerty Phonological Awareness Test</a>
<b>Phonemic Awareness</b>	From ACT 20: including phoneme identification, isolation, blending, segmentation, addition, substitution, and deletion.	➤ <a href="#">Heggerty Phonemic Awareness Test</a>
<b>Decoding</b>	Ability to translate a word from print to speech (written words into vocal speech), usually by employing knowledge of sound symbol correspondences. Also considered the act of deciphering	➤ <a href="#">CORE Phonics Survey</a>

	a new word by sounding it out. (Smartt and Glaser, p. 248)	
<b>Word Recognition</b>	In testing terms, generally refers to the automatic reading of words (within 2 seconds). Informal measure of orthographic mapping progress. "Quick identification (recognition) of previously learned words and its meaning". (Smartt and Glaser, p. 255)	➤ <a href="#">San Diego Quick Assessment of Reading Ability</a>
<b>Alphabet Knowledge/ Letter Name Knowledge</b>	Letter name knowledge (along with letter sounds and phoneme awareness) predicts future grade-level performance on norm-referenced tests. (Smartt and Glaser, p. 88).	➤ <a href="#">Readsters Kindergarten Readiness</a> ➤ <a href="#">CORE Phonics Survey</a>
<b>Letter Sound Knowledge</b>	Letter/sound fluency. The ability to quickly say the sound associated with the letter.	➤ <a href="#">Readsters Kindergarten Readiness</a> ➤ <a href="#">CORE Phonics Survey</a>
<b>Oral Language, Vocabulary,</b>	Oral Language is inclusive of phonology, semantics, grammar, and pragmatics.  Language: Refers to developing a system of words and word combinations to communicate with others through speaking and listening (Foorman et al., 2016; Kosanovich et al., 2020). Expressive and Receptive language  Vocabulary: Set of words for which students know the meanings when others speak or read aloud to them or when they speak to others. (Core Teaching Reading Sourcebook, p. 408)	➤ <a href="#">AIMSweb Plus</a>
<b>Oral Reading Fluency</b>	Reading grade level text (usually) with appropriate rate, accuracy, and prosody. Meeting benchmark requirements by grade level in accuracy and words correct per minute (WCPM). Highly correlated with reading comprehension. (Smartt and Glaser, p. 131)  NOTE: Fluency is not recommended for all students; Act 20 includes it as a subskill 'when appropriate' ; aimswebPLUS matrix recommends beginning measuring ORF in 1st grade.	➤ <a href="#">AIMSweb Plus</a> ➤ <a href="#">Fastbridge</a>

<b>R.A.N. - Rapid Automatic Naming</b>	<p>Refers to the skill of being able to rapidly name basic - presumably automatic - information (letters, colors, numbers, objects). Students who are slower than average in their naming speed for this kind of automatized information typically struggle with reading. Currently, there is no research on intervention with RAN. However, some data suggest that children with rapid naming problems who are efficient with other aspects of the reading process (e.g., phoneme awareness, letter-sound skills, phonological working memory, oral blending, and oral comprehension) develop a pattern of slow, accurate reading with good comprehension. Also, several studies show that with improvements in phoneme awareness and word-level reading, RAN spontaneously improved. (Kilpatrick, Equipped for Reading Success, 2016, p. 264)</p>	<p>➤ <a href="#">AIMSweb Plus</a> (additional purchase when needed)</p>
<b>Spelling</b>	<p>Early spelling samples provide clues about how well students segment phonemes in the words they spell. Teachers watch for evidence of segmentation, omission, and substitution of phonemes, which can help them plan for targeted instruction. (Smartt and Glaser, p. 63-64)</p>	<p>➤ <a href="#">Words Their Way Primary Spelling Inventory</a></p>

**Step 4: Select intervention aligned with student need(s). Determine rate of growth and progress monitoring.**

Name of Intervention	Area(s) of Reading Addressed (check ALL that apply)	Description of Intervention (make sure that you can identify which interventions meet the characteristics of dyslexia)	Progress Monitoring (what is the best tool to use)	Grade Level (if applicable)
SIPPS®	<input checked="" type="checkbox"/> Phonological awareness <input checked="" type="checkbox"/> Phonemic awareness <input checked="" type="checkbox"/> Decoding <input checked="" type="checkbox"/> Word Recognition <input checked="" type="checkbox"/> Alphabet Knowledge <input type="checkbox"/> Oral Language and Vocabulary <input type="checkbox"/> Oral Reading Fluency	<p>SIPPS® is a research-based foundational skills program for grades K-12 that is proven to help new and striving readers, including multilingual learners and students identified with dyslexia, quickly develop the accuracy and automaticity needed for fluent, independent reading.</p>	<p>24-25: FastBridge  2025-beyond: aimswebPlus</p>	K-12

	<input type="checkbox"/> Comprehension		Additional monitoring provided as part of the intervention.	
Small Group Sets	<input type="checkbox"/> Phonological awareness <input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Decoding <input type="checkbox"/> Word Recognition <input type="checkbox"/> Alphabet Knowledge <input checked="" type="checkbox"/> Oral Language and Vocabulary <input checked="" type="checkbox"/> Oral Reading Fluency <input checked="" type="checkbox"/> Comprehension	Aligned with <i>SIPPS</i> ®, the small group sets provide systematic support in the areas of fluency, comprehension, and vocabulary.	24-25: FastBridge  2025-beyond: aimswebPlus  Additional monitoring provided as part of the intervention.	K-5
Wilson	<input checked="" type="checkbox"/> Phonological awareness <input checked="" type="checkbox"/> Phonemic awareness <input checked="" type="checkbox"/> Decoding <input checked="" type="checkbox"/> Word Recognition <input checked="" type="checkbox"/> Alphabet Knowledge <input checked="" type="checkbox"/> Oral Language and Vocabulary <input checked="" type="checkbox"/> Oral Reading Fluency <input checked="" type="checkbox"/> Comprehension	Based on more than three decades of data, WRS is designed for students in Grades 2–12 and adults with word-level deficits who are not making sufficient progress through their current intervention, have been unable to learn with other teaching strategies, or who require more intensive Structured Literacy instruction due to a language-based learning disability, such as dyslexia.	24-25: FastBridge  2025-beyond: aimswebPlus  Additional monitoring provided as part of the intervention.	2-12
UFLI	<input checked="" type="checkbox"/> Phonological awareness <input checked="" type="checkbox"/> Phonemic awareness <input checked="" type="checkbox"/> Decoding <input type="checkbox"/> Word Recognition <input checked="" type="checkbox"/> Alphabet Knowledge <input type="checkbox"/> Oral Language and Vocabulary <input type="checkbox"/> Oral Reading Fluency <input type="checkbox"/> Comprehension	UFLI Foundations is an explicit and systematic program created by the team at the University of Florida Literacy Institute. The program introduces students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.	24-25: FastBridge  2025-beyond: aimswebPlus  Additional monitoring provided as part of the intervention.	K-12