

SDCOE RDRS Network Meeting Resources: 3-24-25

* We have removed editing rights. You are still welcome to share this resource.

- [Slide Deck 3.24.25](#)
- [Legislation Overview of CHAPTER 15.5. Screening for Risk of Reading Difficulties 53008](#)
- [SDCOE RDRS Webpage](#)
- [Project ARISE RDRS Informational Series](#) (screener resource)
- [California Practitioners' Guide for Educating English Learners with Disabilities](#) (p. 114-117)

Student, Parent and Teacher Surveys:

- [CEP-EL Questionnaires for RDRS](#)
- [Kindergarten Student Interview](#)
- [VUSD Newcomer Intake Form \(English and Spanish\)](#)
- [VUSD ELD Interview Questions](#)

Most of the adopted screeners include guidance for determining “sufficient English” and recommendations about when students should be assessed in Spanish or other languages. If this information is not included, SDCOE suggests that there is an established criteria of language proficiency using formative and/or formal language proficiency assessments.

- [RDRS Assessment Suggestions for MLLs in SEI Settings](#)
- [RDRS Assessment Suggestions for MLLs in Dual Language Settings](#)

*Please note, the ELPAC score ranges mirror the RDRS in the emphasis on Oral Language proficiency. See below:

[Initial ELPAC](#) Scale Score Ranges

- In kindergarten, the weighting of the Initial ELPAC Overall score is 90 percent Oral Language and 10 percent Written Language.
- In first grade, the weighting of the Initial ELPAC Overall score is 70 percent Oral Language and 30 percent Written Language.
- In grades two through twelve, the weighting of the Initial ELPAC Overall score is 50 percent Oral Language and 50 percent Written Language.

[Summative ELPAC](#) Scale Score Ranges

- In kindergarten, the weighting of the Summative ELPAC Overall score is 70 percent Oral Language and 30 percent Written Language.
- In grades one through twelve, the weighting of the Summative ELPAC Overall score is 50 percent Oral Language and 50 percent Written Language.

SCOE Letter Templates:

- [Pre-Screening Letter & Opt-Out Form Template](#) or Google [Download Link](#)
- [Post-Screening Letter Template](#) or Google [Download Link](#)

World Café: [Task 1.7](#) Alternative Process for Screening Multilingual Learners

[Multitudes Slide Deck: Resources for Multilingual Learners](#) [Multitudes Interest Form](#)

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