

Introduction

The Louisiana Department of Education (LDOE) recognizes that reading is a vitally important academic skill and the foundation for all academic learning.

K-3 Literacy Screeners identify which students may be at risk for experiencing reading difficulties so that teachers can provide timely and effective support. The literacy screener also assists in identifying students for further evaluation for specific programming, including students who display characteristics of being dyslexic or gifted.

Screener Options

School systems may select only one screener to administer across grades K-3. The four options are:

1. Acadience Reading (formerly DIBELS Next)
2. DIBELS 8th
3. STEEP
4. STEP*

* There is a cost associated with this screener. School districts should contract directly with the vendor.

Resources

- [Pre-K to 3rd Grade Assessment Guidance 2022-2023](#)
- [K-3 Literacy Screener Scoring Guidance 2022-2023](#)
- [Alternative K-3 Literacy Screener Guidance 2022-2023](#)
- [Acadience Reading](#) (formerly DIBELS Next)
- [DIBELS 8th](#)
- [STEEP](#)
- [STEP](#)
- [Summer Literacy Intervention for Grades 3 & 4](#)

Beginning of Year (BOY) Required Skills Measured for Each Grade Level

Systems should only administer the required subtest for each grade level during the first 30 school days. Administering the entire assessment is optional and should not be reported to the LDOE. Submit results in EdLink 360 before the **October 31** snapshot date.

Kindergarten

- Acadience Reading (formerly DIBELS Next): First Sound Fluency
- DIBELS 8th: Phonemic Segmentation Fluency
- STEEP: Initial Sound Fluency
- STEP: First Sounds: Administer STEP 1

Grade 1

- Acadience Reading (formerly DIBELS Next): Nonsense Word Fluency-Correct Letter Sounds (CLS)
- DIBELS 8th: Nonsense Word Fluency-Correct Letter Sounds (CLS)
- STEEP: Nonsense Word Fluency
- STEP: Reading Rate: Administer STEP 4

Grade 2

- Acadience Reading (formerly DIBELS Next): Oral Reading Fluency- Words Correct
- DIBELS 8th- Oral Reading Fluency- Words Correct
- STEEP: Oral Reading Fluency
- STEP: Oral Reading Fluency: Administer STEP 6 or STEP 7

Grade 3

- Acadience Reading (formerly DIBELS Next): Maze
- DIBELS 8th: Maze
- STEEP: Advanced Literacy
- STEP: Retell: Administer STEP 9 or 10

Middle of Year (MOY) Required Skills Measured for Each Grade Level

Systems should only administer the required subtest for each grade level in **December**. Administering the entire assessment is optional and should not be reported to the LDOE. Reporting results in EdLink 360 before the **March 3** snapshot date is optional but highly encouraged.

Kindergarten

- Acadience Reading (formerly DIBELS Next): Phoneme Segmentation Fluency
- DIBELS 8th: Phonemic Segmentation Fluency
- STEEP: Initial Sound Fluency
- STEP: First Sounds: Phoneme Segmentation: Administer STEP 2

Grade 1

- Acadience Reading (formerly DIBELS Next): Nonsense Word Fluency-Correct Letter Sounds (CLS)
- DIBELS 8th: Nonsense Word Fluency-Correct Letter Sounds (CLS)
- STEEP: Nonsense Word Fluency
- STEP: Oral Reading Fluency: Administer STEP 5

Grade 2

- Acadience Reading (formerly DIBELS Next): Oral Reading Fluency- Words Correct
- DIBELS 8th- Oral Reading Fluency- Words Correct
- STEEP: Oral Reading Fluency
- STEP: Oral Reading Fluency: Administer STEP 8

Grade 3

- Acadience Reading (formerly DIBELS Next): Maze
- DIBELS 8th: Maze
- STEEP: Advanced Literacy
- STEP: Reading Comprehension: Administer STEP 11

End of Year (EOY) Required Skills Measured for Each Grade Level

Systems should only administer the required subtests for each grade level in **April**. Administering the entire assessment is optional and should not be reported to the LDOE. Submit results in EdLink 360 before the **May 12** snapshot date.

Kindergarten

- Acadience Reading (formerly DIBELS Next): Phoneme Segmentation Fluency
- DIBELS 8th: Phonemic Segmentation Fluency
- STEEP: Initial Sound Fluency
- STEP: First Sounds: STEP 3

Grade 1

- Acadience Reading (formerly DIBELS Next): Nonsense Word Fluency-Correct Letter Sounds (CLS)
- DIBELS 8th: Nonsense Word Fluency-Correct Letter Sounds (CLS)
- STEEP: Nonsense Word Fluency
- STEP: Oral Reading Fluency: Administer STEP 5

Grade 2

- Acadience Reading (formerly DIBELS Next): Oral Reading Fluency- Words Correct
- DIBELS 8th- Oral Reading Fluency- Words Correct
- STEEP: Oral Reading Fluency
- STEP: Oral Reading Fluency: Administer STEP 9

Grade 3

- Acadience Reading (formerly DIBELS Next): Maze
- DIBELS 8th: Maze
- STEEP: Advanced Literacy
- STEP: Reading Comprehension: Administer STEP 12

Scoring

Please see the [LDOE Scoring Guidance](#) for BOY, MOY, and EOY proficiency levels. Data managers can refer to page 8 of the [2022-2023 LDOE System Enhancement Technical Specifications](#) for additional information. Please note that no changes are needed to *k3_assessments.tsv* extract for MOY and EOY. Data managers that need assistance may email SystemSupport@la.gov.

Administration and Reporting

BOY K-3 Literacy Screeners must be administered to all students within the **first 30 school days**. Submit results in EdLink 360 before the **October 31** snapshot date.

MOY K-3 Literacy Screeners must be administered in December. Reporting results in EdLink 360 before the **March 3** snapshot date is optional but highly encouraged.

EOY K-3 Literacy Screeners must be administered in April. Submit results in EdLink 360 before the **May 12** snapshot date.

Beginning in 2022, scores from literacy screening will be reported to the department for all students regardless of ability. Scores of 0 should be reported only when students participate in the screening and earn a score of zero. The use of a zero for any other purpose will be flagged and districts will be notified.

Exception Codes:

01 = Not assessed due to extenuating medical reasons

05 = Documented significant disability with an alternate assessment

Documentation for a medical excuse from screening must include a letter from the doctor that does not use the student's disability as the sole reason for not screening.

If exception code 05 is selected:

Submit Score for exception code="05" (3 digit entry) - ranging from 0 through 999

Submit code to identify the disability that is documented on 504/IEP/EL checklist:

01: Hearing Impairment

02: Visual Impairment

03: Fluency Based Speech Disorder

04: English Learners

05: Confirmed or suspected significant cognitive disability with supporting documentation on the IEP

Submit code to identify what the Alternate Assessment Score is based on:

01: Alternative assessment

02: Alternate procedures of administration for standard K-3 literacy screener

If a student was enrolled in your school system during the first 30 operational days of school, was not tested, and does not fit any of the exception codes, do not submit any score for the student. Do not enter a score of 0 for these types of situations as the field should be left blank.

Virtual schools should schedule in-person appointments to administer the literacy screener, adhering to all health and safety guidelines. If a student requires an alternate testing location please email assessment@la.gov.

According to [ACT 438](#), within fifteen days of identifying that a student in kindergarten through third grade is below grade level, the school shall notify the student's parent or legal guardian in writing that the student has been identified as being below grade level, and shall provide the student's parent or legal guardian with the following:

- (a) Information regarding the importance of being able to read proficiently by the end of third grade.
- (b) Activities that may be used at home to improve literacy proficiency.
- (c) Information regarding the specific interventions and supports that the school will provide to improve the literacy proficiency of the student.

Each school shall provide mid-year and end-of-the-year updates to the parent or legal guardian of each student identified as having literacy skills below grade level, detailing the student's progress in gaining foundational literacy skills and providing the parent with additional tools to use at home to improve the student's literacy proficiency.

Gifted Evaluation Reporting

According to ACT 688 each school district will report the number of students that were referred to gifted evaluation as a result of their literacy screening score. One [form](#) per school district will be submitted by Friday, November 18. The data captured will include the following for grades K-3:

- Number of students that have a gifted classification
- Number of students that do not have a gifted classification and have been referred for additional gifted screening
- Number of students that do not have a gifted classification and have been referred for gifted evaluation

Summer Literacy Intervention for Grade 3 & 4

Bulletin 1566, revised October 2022, requires that third and fourth grade students who score below grade-level on an end-of-year literacy assessment must receive 30 hours of summer literacy interventions consisting of explicit, targeted literacy instruction based on the science of reading. Review the [Summer Literacy Intervention for Grades 3 & 4 guidance](#) to determine which students should receive summer literacy interventions and resources to support the assessment process and instructional planning. Please reach out to louisianaliteracy@la.gov with any questions.