FastBridge: the screeners, the windows and the risk levels

Renaissance's universal screening and progress-monitoring system for reading, maths and behaviour, pre-K to grade 12, given in fall, winter and spring.

Curriculum-based measures (short, teacher-given or computer) and computer-adaptive tests that settle on a score with as few as 25 items.

The screeners

Test	Grades	Format and time	Measures
aReading	K to 12 (built for K to 5)	Computer-adaptive, 15 to 40 min	Broad reading: concepts of print, phonological awareness, phonics, vocabulary, comprehension
earlyReading	K and 1 (pre-K as a screener)	Short teacher-given measures, four per screening	Early reading skills: letters, sounds, decoding, sight words; a composite
CBMreading	1 to 8	Teacher-given, 1 to 3 min	Oral reading of a passage: words read correctly per minute
AUTOreading	K to 12	Computer, 2 to 6 min	Decoding, word identification, spelling, vocabulary
aMath	K to 12	Computer-adaptive, 20 to 30 min	Broad maths; predicts state-test performance
earlyMath	K and 1	Computer, 1 to 4 min per measure	Number, relations and operations
CBMmath Automaticity	1 to 12	Computer, 4 min	Maths facts at three levels: facts to 10; addition to 100 and single-digit multiplication; two-digit operations through 100
CBMmath Process	2 to 6	Teacher-given, 10 to 15 min	Multi-step computation

Risk levels against FastBridge's national norms

Level	Percentile	Colour	What follows
High risk	Below the 15th (Renaissance's definition; also the dyslexia-characteristics flag)	Red	Intensive intervention, progress monitoring
Some risk	About 15th to 39th	Yellow	Supplemental small-group instruction
Low risk	About 40th and above	Green	Core instruction
Exceeds / advanced (adaptive tests)	About 70th and above	Blue	Enrichment

Districts and states customise the benchmarks (Oklahoma uses tiers at the 40th, 26th and 11th percentiles); the report's colours follow the district's setting.

From sciencewithshobha.com/blog/fastbridge-explained-the-areading-amath-earlyreading-earlymath-cbmreading-and-cbmmath-screeners-by-grade-the-risk-levels-and-percentiles-what-the-benchmark-targets-look-like-and-how-to-read-the-report/ · 1-on-1 online tutoring for US families, Grade 1 to AP, free 30-minute first class.

What the targets look like, and reading the report

Renaissance's grade-level targets for Oklahoma (fall / winter / spring)

Grade and test	High risk below	Some risk from	Low risk from
Kindergarten earlyReading composite	28 / 40 / 53	30 / 47 / 60	above the some-risk line
Grade 1 earlyReading composite	24 / 32 / 39	29 / 44 / 55	above the some-risk line
Grade 2 aReading	439 / 455 / 464	459 / 472 / 479	469 / 481 / 490
Grade 2 CBMreading (words correct per minute)	16 / 36 / 56	37 / 67 / 85	56 / 84 / 101
Grade 3 aReading	462 / 471 / 476	479 / 489 / 494	490 / 498 / 503
Grade 3 CBMreading	39 / 62 / 78	70 / 94 / 108	87 / 110 / 125

The aReading scale moves about 20 points a year at these grades; oral reading rates (56 words a minute in the fall of grade 2, 125 by the end of grade 3) match DIBELS' goals for the same skill.

Reading the family report

[ ] Risk level and percentile on each screener, for the season.
[ ] Score against the benchmark, and the fall-to-now change (scale points, or words per minute).
[ ] The subtests: which earlyReading measure or aReading domain was low; that is what the intervention teaches.
[ ] The dyslexia-risk flag (fall score below the 15th percentile): further assessment, not a label.
[ ] Which benchmarks the district uses, and the next screening date.

Our child's screening

Season, tests given, scores and risk levels: _____

Percentile and distance to the low-risk line: _____

Lowest subtest or domain: _____

Intervention offered, how progress is measured, next screening: _____