Please select your district from the list below	How many reading screening assessments are you using for your K-3 Reading Program?	Please list all of your reading screeners that you use in your district.	Could you please explain why you use each of your reading screeners?	Is there any other information that you would like to provide on the area of reading screening assessments?
Albany County School District #1	1	PEARL & CUBED	To assess risk in Early Literacy. We use this screeners because we feel like it provides a measure for phonemic awareness, phonics, fluency, vocabulary, and comprehension. It identifies students that are at-risk, so that we can dig deeper in order to diagnose the knowledge/skill gap and address it appropriately.	We love this tool and have found that it is exactly the information we need to assess risk. We work well with the creator. I recently attended a workshop for MTSS where we analyzed the strength of certain screeners and found the FastBridge didn't truly measure up as a screener - too broad, measures too many things that then motivate the wrong instruction. I think it would be more of a diagnostic tool.
Big Horn County School District #1	2	Star Early Literacy, Star Reading	Star Early Literacy measures students' understanding of the alphabetic principle and print concepts, as well as their ability to identify and discriminate between letters (visual discrimination). Star Reading measures word knowledge, vocabulary, comprehension, and analyzing text.	We have also tried FastBridge and DIBELS but have given them up.
Big Horn County School District #2	1	FastBridge	FastBridge-it is researched based, nationally normed, and meets dyslexia screening requirements.	
Big Horn County School District #3	3	Fundations, STAR Reading, Into Reading	Fundations is phonics based, STAR Reading and Into Reading between the 3 all important reading concepts can be observed, phonemic awareness, phonics, decoding, fluency,	Both phonemic based and whole language based reading programs are valuable depending on the student and how they learn.
Big Horn County School District #4	3	FastBridge- Early Reading, aReading, CBM	Formative Assessment System for Teachers (FAST) The reading screeners are used to provide information on students' strengths and weaknesses in order to plan instruction. They evaluate student performance in regard to local norms, mastery criterion, and identify possible risks that may inhibit the students ability to reach proficiency on state assessments. Students at risk are given weekly or bi-weekly progress monitor assessments. Reports provide data on student efficiency/fluency, accuracy, and norms. Benchmarks are also generated providing student expected levels of mastery. Early Reading- K-3rd assessments used to gain information on accuracy and efficiency of student performance. Assessments available: Concepts of Print, Onset/Initial Sounds, Letter Names, Letter Sounds, Rhyming. Phoneme Blending, Phoneme Segmenting, Sight Word Fluency for K and 1st, Decodable Word Reading, Decodable Nonsense Word Reading, Sentence Reading aReading-An individualized visual and auditory screener that provides teachers with an estimate of broad reading skills of the students. The format is similar to many state-wide assessments, giving students assessment taking skills. Questions focus on grade level appropriate questioning. CMB (Curriculum Based Measurement of Reading)-Teachers obtain a summary of Words Read Correctly per minute and student Reading Accuracy of the reading passage. Word reading efficiency is generated through this screener which facilitates reading comprehension.	
Campbell County School District #1	3	FastBridge, NGSR Reading Inventory, DRA	FastBridge is used as a universal screener, assessing phonics/phonemic awareness, fluency and comprehension. The NGSR and DRA are used more as a diagnostic to dive deeper into student needs and still assessing the big areas. The district then provides a variety of other diagnostic tools for looking at students closer.	FastBridge has provided us a screener that has allowed our large district to all start out on the same page of where our kids are at. The tools within provide support to provide interventions and progress monitoring. It gives consistent data that is used throughout the year and as student progress from grade to grade.
Carbon County School District #1	2	FastBridge, CKLA	FastBridge to screen with short cycle, provide interventions, & progress monitor; CKLA is our curriculum and provides measurements (giving us another layer to short cycle). FastBridge is our primary screener. We use it not only as a screener, but also as a progress monitoring tool. FastBridge also provides intervention strategies, and allows us to input our own interventions into their program. CKLA is our K-3 curriculum. It also provides formal assessments to provide an additional layer of progress monitoring.	This is our first year with FastBridge. No matter how many screeners a district uses, the focus for our improvement will come from being able to quickly generating accurate "real-time" student performance data, efficiently analyzing the data, providing immediate research-based interventions (LETRS will be a game changer for us), progress monitoring students, and being fluid enough to pivot within our system to meet student needs (Short Cycling with Deming Model)

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Carbon County School District #2	2	mClass (DIBELS), STAR reading, Core Reading Assessments	mClass (DIBELS) for Phonological Awareness, Phonics, Decoding, Oral Reading Fluency, Reading Comprehension; STAR Reading for Student Reading Levels; Core Reading Assessments for progress; These are also used for progress monitoring students	
Converse County School District #1	1	FastBridge	FastBridge is a national recognized reading screener for early literacy and dyslexia.	We use nationally normed screeners and reading programs that align to student needs.
Converse County School District #2	2	Brigance, FastBridge	Brigance for kindergarten readiness; FastBridge for fluency, comprehension, phonics, phonemic awareness, vocabulary, concepts of print, and decoding	No
Crook County School District #1	1	Literacy First	Literacy First is our formal screener used for phonemic awareness, phonics, fluency and comprehension (we test/monitor it through the ESGI platform). We are using Fundations to teach our phonics this year.

We use this program because the majority of us were trained in it, and it meets our needs | |
Fremont County School District # 1	3	Phonological Awareness Screening Test (PAST) by Dr. Kilpatrick - kinder only, STAR Early Literacy (K-3 grades); SPIRE (1-3 grades)	PAST for phonemic awareness; STAR Early Literacy for Phonological Awareness, Phonics, and Language Acquisition; SPIRE for Phonemic Awareness and Basic Decoding	Not at this time.
Fremont County School District # 2	1	Fast Bridge - eReading	We used to use STAR360, but noticed the results from STAR360 did not correlate at all to WYTOPP Summative. We moved to FastBridge in the fall of 2021 because of WDE recommendation and also the fact that it has a social emotional component.	
Fremont County School District # 6	1	All four screeners built into the FASTBridge FASTtrack.	The battery of screeners in FASTtrack addresses concepts of print, onset sounds, letter sounds, letter names, word segmenting, sentence reading and sight words depending on the grade and readiness of the student.	If you have ever taught a child to read you will understand that this is not something that can be "fixed" with legislation, and to think so really misses the mark.
Fremont County School District #14	2	FastBridge, Heggerty phonemic awareness		
Fremont County School District #21	2	MAP Reading Fluency, Lindamood-Bell Reading Assessment Battery	MAP Reading Fluency - assesses phonemic awareness, phonics, fluency, comprehension. Lindamood-Bell Assessment Battery screens students grades 1-5 that score low on the MAP screener. LMB screening looks more intensely in the reading components. Students are then placed into appropriate reading intervention groups based on ability/scores.	We also utilize a separate dyslexia screening from Pearson. Students that score low or flagged on the previous reading screeners will get this additional screener.
Fremont County School District #24	4	FastBridge, Heggerty, DIAL-4	FastBridge checks fluency, reading readiness, and comprehension. DIAL-4 is the developmental screener for school readiness, Heggerty is a phonemic screener	DIAL-4 is only given once during Kindergarten Roundup. Heggerty and FastBridge screeners are given in the fall, winter, and spring. Heggerty is only given in the K, 1st and 2nd grades. Total time for the screeners, each occurrence, is less than 1 hour. Data from the screeners is used to develop intervention plans for each individual student.
Fremont County School District #25	2	FastBridge Early Reading 5-7 minutes, aReading 20-30 minutes, Reading CBM 3 minutes,	FastBridge assesses all foundational skills. The Early Reading (K-1), aReading (1-3) and Reading CBM (2-3) are separate sub tests of Fastbrdige that screen for different types of foundational skills and are given at specific grade levels based on the foundational skills expected at that grade level. aReading - A computer adaptive assessment that assesses students general reading skills, including some foundational skills. earlyReading - A composite of 4 specific skill-based subtests that change as the year progresses. It is given K-1. and includes: concepts of print, onset sounds, letter name ID, letter sound ID, word segmenting, nonsense words, sight words, sentence reading. CBMReading - Oral reading fluency measure given winter of 1st grade - 3rd grade as a recommended screener, but has passages up to 8th grade.	Literacy Screening is a critical part of each buildings MTSS system and identifies students who may have reading deficiencies. It is given 3 times a year to all students and the data is used to develop intervention plans for students that include Tier II and Tier III interventions as needed. FastBridge also has in program progress monitoring that we use to progress monitor the skills attainment and adjust interventions according to student growth, or lack of, for student who have intervention plans. Screening is only one way that we determine potential reading deficits, students are also given Tier II intervention plans if they didn't flag on the screener but need extra time and support to achieve Tier I learning targets and Tier III interventions plans if they did not flag on the screener but foundational skills deficits present themselves during Tier I and Tier II instruction and assessment.
Fremont County School District #38	1	DIBELS	DIBELS for Phonological Awareness, Alphabetic Principle and Phonics, Accuracy and Fluency, Comprehension, Vocabulary and Oral Language, & Dyslexia Screener	

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Goshen County School District #1	2	Aimsweb, STAR	a.STAR-this one provides us with a better picture of a student's comprehension than our old screener (DIBELS). It has both literacy and math components. We can also use this as a triangulation data point to ensure we know where our kids are at with their literacy skills. b.Aimsweb-is more diagnostic and helps us identify any dyslexia issues our students might have. It has kids tell us letter names and sounds and includes oral reading fluency. There is also a math component with Aimsweb. i.In both assessments we conduct these as 1-1 interviews with students which provides a truer picture of our kids than a computerized test would do. The 1st grade decoding level is more grade level appropriate so we get an extremely accurate view of each child's decoding skills.	We have felt the two assessments that we use in conjunction with our use of Orton-Gillingham and common assessments provides us with a very accurate picture of what skills students are excelling at and provides accurate information for setting up interventions for students that are having difficulty.
Hot Springs County School District #1	2	Heggerty Phonemic Awareness, Fountas and Pinnell Benchmarking	Heggerty is used K-2 for Phonemic Awareness and Fountas and Pinnell is benchmarking K-4	
Johnson County School District #1	5	FastBridge - CBM-R, FastBridge - aReading, F&P Benchmark Assessment System, Mississippi Dyslexia Screener, CTOPP2: Comprehensive Test for Phonological Processing & Test of Word Reading Proficiency	CBM-R - Reading Fluency/Comprehension, aReading - broad reading screener, BAS - is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time, Mississippi - used on select students to screen for reading difficulties. These are tier II screener, when a child is in the BIT process.	We utilize the data from the screeners to determine the intervention and then we progress monitor student improvement.
Laramie County School District #1	2	FastBridge, District Kindergarten Entry Screener	FastBridge: Used for Fall, Winter and Spring Universal Screening. Also used for progress monitoring and Intervention throughout the year. District Kindergarten Entry Screener: Used to determine if incoming kindergarteners need additional Prekindergarten Summer School in preparation for Fall kindergarten entry.	Due to the variance of communities (size, demographics, etc.) districts in the state should be able to determine the appropriate screener(s) for their district's needs and the purposes of screening.
Laramie County School District #2	2	FastBridge, Reading Horizons (not district wide)	Needed a to make a transition from MAP and this provided us with a warehouse of screeners and Progress Monitoring tools that was subsidized by the state. We are using FastBridge to collect and establish benchmark data for the district with regards to goal setting. Reading Horizons is being piloted in a couple of our schools and they use the screener within that program as well.	Having a screening tool that provides intervention ideas as well as a progress monitoring tool is a key to having consistent data. This data will also serve as a launching point for our MTSS system.

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Lincoln County School District #1	5	PELI, PAST, DIBELS. Orton GIllingham, Start	K-2: One assessment given at the K-2 level is the Phonological Awareness Skills Test (PAST). The PAST test is an informal, diagnostic, individually administered assessment tool to help determine the point of instruction for phonological awareness. This is not a normed test so it can be done informally with the ability to reteach directions and skills as needed. Phonological Awareness as a whole is separated into specific skills that should be mastered by second grade. When a skill is not mastered teachers have the ability with the PAST assessment to determine which skills are missing and then can address them in instruction. Kindergarten: PELI- The PELI is an assessment of pre-literacy and oral language skills needed for Kindergarten. The assessment identifies children who are experiencing difficulties acquiring these skills in order to provide the instructional support needed to improve future reading outcomes. The assessment is for preschool and pre-kindergarten students (ages 3-5). 2-6: STAR- The STAR Reading assessment tests students' knowledge of reading and language. This assessment is used to pinpoint students' strengths and deficiencies in reading and offers specific insight into which areas need improvement. It also gives a lexile range that teachers can use to have students reading appropriate material. K-4: DIBELS- DIBELS subtests measure critical skills and abilities that are necessary for reading success and most offer both benchmark and progress-monitoring forms. Students at grades 5-6 will be given the DIBELS assessment on an as needed basis. K-4: Orton Gillingham (IMSE) Assessments- Phonics based assessments for encoding, decoding and writing.	If you have questions I will put you in touch with my elementary IF - she is an excellent resource.
Lincoln County School District #2	6 or more	DIBBELS , PAST, Zoo Phonics, Orton Gillingham, Lexia, AIMSWEB PLUS	Dibbels fluency, PAST - phonetical awrementss, Zoo Phonics, Orton Gillingham phonological awareness, Lexia diagnostic	
Natrona County School District #1	1	FastBridge	It is required by statute. It measures the components of reading from the reading panel. We also use it as a universal screener and to identify appropriate interventions for Tier II and III.	
Niobrara County School District #1	3	Phonics Screening Inventory, Phonemic Awareness Screening Inventory, FastBridge	Precision of results	
Park County School District # 1	2	Fountas and Pinnell Benchmark Assessments and DIBELS	In order to determine students' literacy needs, screen for dyslexia, and implement the appropriate level of instructional literacy support, all kindergarten through third grade students' reading skills are screened in the first month of the school year using Fountas/Pinnell Benchmark Assessment System (F/P BAS), and DIBELS (Kg-2). These data points, in conjunction with ongoing running records, progress monitoring, and formative assessments, are analyzed to identify students consistently not attaining benchmarks, as defined by state and district criteria. The specific areas of literacy development assessed across the measures include: Phonological awareness, phonics, decoding words and nonsense words, oral reading fluency, and comprehension.	Individualized Reading Plans are developed which indicate the Tier II or Tier III interventions that are provided in addition to the core instructional program, as well as how student responses to intervention and instruction are monitored. Students on IRPs and/or in need of literacy interventions are progress monitored through running records such as DIBELS and/or running records. Through these measures, students' reading fluency, accuracy, and comprehension are closely monitored. If data does not show a response to interventions, diagnostic assessment/s are administered to determine Tier III or IV literacy interventions tailored to individualized needs. K-3rd grade student literacy growth and achievement is assessed in the spring of each year using multiple data points (WYTOPP, DIBELS, F/P BAS) that provide a holistic perspective of students' fluency, accuracy, comprehension, and instructional reading levels.
Park County School District # 6	3	FastBridge, Acadience (Dibels), spelling inventory	We use these screeners because we feel like they provide a measure for phonemic awareness, phonics, fluency, vocabulary, and comprehension.	None that I can think of at this time.

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Park County School District #16	5	CORE Phoneme Segmentation test, CORE Phonics survey, CORE Vocabulary screening test, CORE Reading Maze Comprehension test, Orton Gillingham	We use the phoneme segmentation test to determine phonological awareness. The phonics survey is used to determine a student's phonics ability and decode words. The vocabulary and Maze assessments are to determine comprehension of text. The Orton Gillingham is used to help students who may have dyslexia.	Our system works well to identify students who are struggling and provide targeted assistance.
Platte County School District #1	3	FastBridge aReading, FASTBridge Early Reading, Independent Reading Level Assessment (IRLA)	FastBridge, aReading - K - 5, universal screener, Assesses accuracy and automaticity with phonics, spelling, and vocabulary skills. FastBridge, Early Reading K-1, universal screener, Phoneme Segmentation, Phoneme Blending, Onset & Rime, Naming, Sound Association, Sight Words FastBridge, CMB Reading, 1 & 2, Fluency and comprehension Heggerty, English Assessment, Tier 3 targeted, Phonemic awareness screener Core Phonics Survey, Tier 3 targeted, Phonics skills	Look forward to seeing the results of this survey.
Platte County School District #2	3	FastBridge, MAPS, DIAL-4	FAST screens for dyslexia, used for progress monitoring, it's diagnostic; provides interventions, it also has SAEBRS, the SEL component. NWEA MAP - Letter and sound recognition, vocabulary, comprehension, and language and writing, DIAL-4 used for Kindergarten readiness screening. It screens for academic concepts, speech & language, and motor skills.	We found that the grade level equivalencies in STAR are unreliable, so we switched to FAST. Some teachers are still using STAR, but we advise them not to rely on the widely fluctuating grade level equivalencies.
Sheridan County School District #1	3	AIMsweb, Heggerty, Phonological Awareness Screening Test (PAST)	AIMsweb to assess fluency, Heggerty-Kinder only for Phonemic awareness, and Phonological Awareness Screening Test (PAST) to determine gaps in Phonemic Awareness	No thank you.
Sheridan County School District #2	2	Fountas and Pinnell Benchmark (F&P) and Observation Survey (OS)	F & P - observation based and emphasis on comprehension OS - specific information on each student's area of reading deficiencies and to then to place students into reading recovery	Our screeners are evidence-based which has helped our district sustain high-performing results over multiple years. Please note that WDE has this information as we are required to send this annually to them.
Sheridan County School District #3	4	Fountas and Pinnell Benchmark Assessment System, NWEA MAP, Heggerty phonemic awareness, Fundations	Benchmark Assessment System - accuracy, fluency, and comprehension NWEA MAP - Letter and sound recognition, vocabulary, comprehension, and language and writing, Heggerty phonemic awareness - phonemic awareness Fundations - foundational skills, letter recognition, concepts of print, high frequency words, spelling, phonics and handwriting	
Sublette County School District #1	4	Acadience Dibels (All Students), Bridge the Gap (as needed), Core Phonics Survey (as needed), STAR (as needed)	Acadience Dibels for phonemic awareness, fluency & comprehension, Bridge the Gap for phonemic awareness, Core Phonics Survey for phonemic awareness, and STAR for comprehension.	It should be noted that Acadience Dibels is used with all students and the other screeners are used if more information is needed about a student's skills and abilities.
Sublette County School District #9	1	FastBridge	FastBridge for all components of reading	N/A
Sweetwater County School District #1	1	Acadience	Acadience is used to determine the five components of reading (phonics, phonemic awareness, fluency, vocabulary, and comprehension) and reading readiness.	We believe this is a good tool to screen students, monitor their progress, and provide end of the year target goals for each grade level.
Sweetwater County School District #2	2	FastBridge, Benchmark screening through LLI	FastBridge is a good overall screener; Benchmarking through LLI is a good measure of student progress in fluency.	no

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Teton County School District #1	4	DIBELS 8, WY-TOPP (interims in k-2, interim and summative in 3rd), IDEL (Spanish), F&P BAS	DIBELS 8 - full reading screener to include screening for dyslexia and reading difficulties. Includes RAN Random Access Naming. 3-5 minutes per student, three times per year WY-TOPP - interims to run local norms from fall to winter and uses as a screener for lowest 20-40%. Gives experience/exposure to test, and early look at comprehension. 40-90 minutes IDEL - similar to DIBELS 8, runs on the same platform, but in Spanish 3-5 minutes, three times per year F&P BAS - examines instructional reading levels for small group instruction in guided reading in English 30-45 minutes one time per year *Data from 2021 WY-TOPP had nearly perfect correlation with scores on DIBELS 8*	DIBELS 8 is our preferred assessment. On the 2021 WY-TOPP, the data on DIBELS 8 were nearly exactly the same indicating DIBELS 8 is a very positive correlation. We had lower correlation when we used Fast Bridge instead of DIBELS 8. DIBELS 8 also gives us enough tools to diagnose reading difficulties. We are in year 2 using DIBELS 8 after using Fast Bridge in the past.
Uinta County School District #1	1	mCLASS (DIBELS 8)	The mCLASS assessment provides research-based screeners that clearly delineate indicators aligned with the science of reading (phonemic awareness, phonics, fluency, comprehension, vocabulary). The ability to progress monitor students throughout the year is a valuable tool that is built into the mCLASS format. The reports are easily accessible for teachers and group students based upon their specific skill needs. mCLASS also has a built-in dyslexia screener (RAN - Random Automized Naming) that is activated for all students the score below a certain level on the benchmark. The mCLASS benchmarks are administered during the fall, winter, and spring for all students grades K-5. Another feature is the built-in learning/intervention activities that align with the needs of the students. The mCLASS assessment has been a valuable tool to track student progress.	Please feel free to contact me with any further questions. We utilized FASTBRIDGE for a period of time and found it to be lacking in a number of areas including the dyslexia screener. mCLASS meets all of the statutory requirements outlined for Early Literacy K-3. It has been an extremely valuable.
Uinta County School District #4	1	FastBridge	FastBridge- researched based. Meets dyslexia screening requirements	
Uinta County School District #6	1	FastBridge	FastBridge for fluency in grades 2-4 and letter sound/recognition in K-1.	
Washakie County School District #1	3	FastBridge earlyReading, FastBridge aReading, Fountas & Pinnell's Benchmark Assessment System (BAS), WY-TOPP Spring Interim, WY-TOPP Spring Summative	FastBridge early Reading for Phonemic Awareness, Phonics, Fluency, General Reading. This also measures sight words, word segmenting, decodable words, nonsense words, sentence reading, concepts of print, letter naming, letter sounds, onset sounds, oral repetition, word rhyming, word blending. FastBridge aReading for students' broad reading abilities. Benchmark Assessment System (BAS) for Accuracy, Fluency, Self Correct, Concepts of Print, Comprehension. WY-TOPP Interims or Benchmarks to assess where a student is in terms of Wyoming Standards, WY-TOPP Spring Interim and Spring Summative to assess where our district is compared to the state and other districts.	Data standing alone is meaningless - we need some way to compare. Knowing where we are in comparison to the state and other districts is important. i.e.. "If Sheridan can do it - why can't we?" A little competition is good . . .!
Washakie County School District #2	2	DIBBELS, STAR Reading	DIBBELS for fluency and STAR for vocabulary Purchasing FastBridge in future; fluency (DIBES) STAR reading levels	Considering adopting FAST BRIDGE for progress monitoring
Weston County School District #1	1	Acadience	This is our only universal screener. We use this to plan specific, strategic intervention and/or support that each student needs. This includes whole group classroom instruction, small group instruction, intervention time, and Title/SpEd support. We use all assessments to monitor achievement, growth, and effectiveness of instruction (grade level & intervention).	Other screeners we use: PAST (phonological awareness screening test), QPS (quick phonics screener), spelling inventory, etc...
Weston County School District #7	3	MAP Reading Fluency, Fountas & Pinnell Benchmark Assessment System, Fountas & Pinnell Level Literacy Intervention.	MAP Reading Fluency to assess phonemic awareness, phonics, fluency, comprehension. Fountas & Pinnell Benchmark Assessment (BAS) for reading level tied to curriculum (universal screener) for accuracy, fluency, and comprehension, Fountas & Pinnell (Not a Universal Screener) - follow-up to BAS.	