Recommended Grade Band and Literacy Skills
Screening Tools Timeline Matrix

RCW 28A.300.700 (b) Requirements: "Identify indicators and areas of weakness that are highly predictive of future reading difficulty, including phonological awareness, phonemic awareness, rapid naming skills, letter sound knowledge..."

A Note about Administration of the Rapid Automatized Naming (RAN) Assessment

All kindergarten and 1st grade students should be administered the Rapid Automatized Naming Assessment (RAN) in January. If a student enrolls in the school after the January assessment window, the student should be administered the RAN within 4 weeks of enrollment to the school or at the next assessment window. Students who enroll in a Washington school for second grade with no record of participating in the RAN during kindergarten and 1st grade should be administered the RAN within 4 weeks of their enrollment to the school or at the next assessment window.

Please note the Rapid Automatized Naming assesses skills that cannot be pre-taught or remediated.

A Note about English Language Learners: The only valid way to screen for dyslexia with an English learner would be screening in their home language by someone who is proficient in that language. Also, it would be necessary for the English learner to have had the opportunity to learn literacy in their home language. In sum, screening tools in English would not produce valid or reliable dyslexia data for an English learner. Please review the Frequently Asked Questions for Implementing Early Screening of Dyslexia on the OSPI website.

This document was originally created on July 29, 2019; Revised on March 2, 2021

Kindergarten Grade Band Matrix

Spring (May or June)
- Phonemic Awareness
- Letter Sound Knowledge
- Phonological Awareness

If a student shows a weakness with a literacy skill, continue with progress monitoring.

January
- Phonemic Awareness
- Letter Sound Knowledge
- Phonological Awareness
- Rapid Automatized Naming*

Fall
- WaKIDS*
- Please review the GOLD® Objectives and Dimensions Criteria for an Alignment to Literacy and Language.

*School districts can elect to administer additional academic screening tools in addition to the administration of WaKIDS.
<table>
<thead>
<tr>
<th>First Grade Band Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RCW 28A.300.700 (b) Requirements</strong></td>
</tr>
</tbody>
</table>

**A Note about Administration of the Rapid Automatized Naming (RAN) Assessment**

All kindergarten and 1st grade students should be administered the Rapid Automatized Naming Assessment (RAN) in January. If a student enrolls in the school after the January assessment window, the student should be administered the RAN within 4 weeks of enrollment to the school or at the next assessment window. Students who enroll in a Washington school for second grade with no record of participating in the RAN during kindergarten and 1st grade should be administered the RAN within 4 weeks of their enrollment to the school or at the next assessment window.

*Please note the Rapid Automatized Naming assesses skills that cannot be pre-taught or remediated.*

**A Note about English Language Learners:** The only valid way to screen for dyslexia with an English learner would be screening in their home language by someone who is proficient in that language. Also, it would be necessary for the English learner to have had the opportunity to learn literacy in their home language. In sum, screening tools in English would not produce valid or reliable dyslexia data for an English learner. Please review the Frequently Asked Questions for Implementing Early Screening of Dyslexia on the OSPI website.

*This document was originally created on July 29, 2019; Revised on March 2, 2021*

---

**First Grade**

- **Fall**
  - Phonemic Awareness
  - Letter Sound Knowledge
  - Phonological Awareness

- **Winter (January)**
  - Rapid Automatized Naming

- **Spring (May or June)**
  - Progress Monitoring

  - Phonemic Awareness
  - Letter Sound Knowledge
  - Phonological Awareness

**If a student shows a weakness with a literacy skill, continue with progress monitoring.**

**If a student shows a weakness with a literacy skill, continue with progress monitoring.**

**Winter (January)**

**Progress Monitoring**

- Phonemic Awareness
- Letter Sound Knowledge
- Phonological Awareness
### Second Grade Band Matrix

**RCW 28A.300.700 (b) Requirements** “Identify indicators and areas of weakness that are highly predictive of future reading difficulty, including phonological awareness, phonemic awareness, rapid naming skills, letter sound knowledge…”

**A Note about Administration of the Rapid Automatized Naming (RAN) Assessment**

All kindergarten and 1st grade students should be administered the Rapid Automatized Naming Assessment (RAN) in January. If a student enrolls in the school after the January assessment window, the student should be administered the RAN within 4 weeks of enrollment to the school or at the next assessment window. Students who enroll in a Washington school for second grade with no record of participating in the RAN during kindergarten and 1st grade should be administered the RAN within 4 weeks of their enrollment to the school or at the next assessment window.

*Please note the Rapid Automatized Naming assesses skills that cannot be pre-taught or remediated.*

**A Note about English Language Learners:** The only valid way to screen for dyslexia with an English learner would be screening in their home language by someone who is proficient in that language. Also, it would be necessary for the English learner to have had the opportunity to learn literacy in their home language. In sum, screening tools in English would not produce valid or reliable dyslexia data for an English learner. Please review the Frequently Asked Questions for Implementing Early Screening of Dyslexia on the [OSPI](https://www.wstein.org) website.

*This document was originally created on July 29, 2019; Revised on March 2, 2021*

<table>
<thead>
<tr>
<th><strong>Fall (October or November)</strong></th>
<th><strong>Progress Monitoring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Student shows a weakness with a literacy skill, continue with progress monitoring.</td>
<td>- Phonemic Awareness and/or Phonological Awareness</td>
</tr>
<tr>
<td>- Letter Sound Knowledge</td>
<td>- Letter Sound Knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Winter (January)</strong></th>
<th><strong>Progress Monitoring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>If a student shows a weakness with a literacy skill, continue with progress monitoring.</td>
<td>- Phonemic Awareness and/or Phonological Awareness</td>
</tr>
<tr>
<td>- Letter Sound Knowledge</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Spring (May or June)</strong></th>
<th><strong>Progress Monitoring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>If a student shows a weakness with a literacy skill, continue with progress monitoring.</td>
<td>- Phonemic Awareness and/or Phonological Awareness</td>
</tr>
<tr>
<td>- Letter Sound Knowledge</td>
<td></td>
</tr>
</tbody>
</table>

---

**Second Grade**

- At the beginning of second grade, school districts are required to assess students’ oral reading skills. *(RCW.28A.300.320)*