

Reading to Ensure Academic Development (READ) Act Screening: Parent/Guardian Participation Guide and Refusal Information

Your student's participation in READ Act foundational literacy skills screening is important as it allows your school and district to ensure all students have access to a high-quality education and helps schools identify students in need of alternative instruction and intervention. In the past, students with disabilities and English learners were often excluded from literacy screening. By requiring that all students complete literacy screening, schools and teachers have more information to see how all students are doing and which students need more support in literacy. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

READ Act Screening

READ Act screening is universal for all children in kindergarten, grade 1, grade 2 and grade 3 and includes screening for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language and for characteristics of dyslexia. Each school district must screen three times each school year: (1) within the first six weeks of the school year; (2) by February 15 each year; and (3) within the last six weeks of the school year.

Minnesota Department of
Education (MDE) Approved
Screeners

- DIBELS 8th Edition
- FastBridge earlyReading (K-1) and CBM Reading

READ Act screening is required for students in grades 4 and above who do not demonstrate mastery of foundational reading skills including phonemic awareness, phonics, decoding, fluency, and oral language. These students must be screened for characteristics of dyslexia, and must continue to receive evidence-based instruction, interventions and progress monitoring until the student achieves grade-level proficiency.

READ Act Screeners Help Families and Students

Participating in READ Act screening helps families see a snapshot of their student's learning at multiple time points so they can advocate for their success in school. After administering the screener, schools must give parents of each student who is not reading at or above grade level timely information about:

- 1) the student's reading proficiency as measured by the screener
- 2) reading-related services currently being provided to the student and the student's progress; and
- 3) strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language

Parent/guardian refusal of READ Act screening does not deny the student access to progress monitoring and literacy intervention.

Completing READ Act Screening Helps Your Student's School

READ Act screening provides information to your school and district on students reading ability levels and growth in reading skills. This information helps:

- Educators evaluate their literacy materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions on how to use money and resources to support all students.

Student Participation in READ Act Screening

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a READ Act screening, please provide a reason for your decision on the form below. Contact your student's school to learn more about locally required assessments.

Concerns for Not Participating in READ Act Screening

- 1) The student will not receive an individual score, and the teacher may need additional information as to know how to best serve the student.
- 2) School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.

Explore the [READ Act Screening page](#) for more information.

Check with your local school or district to see if there are any additional consequences for not participating.

Additional Information

- 1) On average, students spend less than 1% of instructional time taking statewide assessments each year.
- 2) Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- 3) School districts and charter schools are required to publish an assessment calendar on their website by the beginning of each school year. Refer to your district or charter school's website for more information on assessments.

READ Act Screening: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in READ Act screening, will not receive individual assessment results and you will not be notified of your student's reading proficiency as measured by the screener.

First Name: _____ Middle Initial: _____ Last Name: _____

Date of Birth: _____ Current Grade in School: _____ Student ID Number (if known): _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal: _____

Contact your school or district for more information on how to opt out of local assessments.

(Note: This form is only applicable for the 20____ to 20____ school year.)