



# READING SCREENER

## WHAT FAMILIES NEED TO KNOW

This 2025-26 school year marks the start of mandatory screening for risk of reading difficulties for all California public school students in kindergarten, first, and second grade. **This screener is a critical tool to help identify reading challenges early and provide intervention when it is most effective.**

### SCREENER DETAILS

This reading screener is a short assessment (under 20 minutes per student) that helps identify students who may need extra reading support. The screener assesses early reading skills like:

- Knowing letter sounds and names
- Blending and breaking apart sounds in words
- Decoding words accurately
- Reading fluently with basic comprehension

This screener does **not** diagnose dyslexia, but it can show if your child may need support or further evaluation.

### QUESTIONS TO ASK


If your child is identified as “at risk,” talk with your child’s teacher about what support they will receive. You may want to ask:

- What are my child’s strengths and needs?
- What support will they receive?
- When will their support start?
- How will you monitor progress?
- How and when will I get updates?
- How can I help at home?



# READING SCREENER

## WHAT FAMILIES NEED TO KNOW


DDCA worked for years to pass this law because research shows the power of early identification and intervention in supporting the needs of children with dyslexia. 

### TIMEFRAME AND COMMUNICATION

As part of the requirements of the law, schools must notify families at least 15 calendar days prior to administering the screening, and must share results of the screening with 45 calendar days.

If a child is found to be “at risk,” schools must detail what supports they plan to provide.

### WHAT IF THE SCREENER SHOWS MY CHILD IS AT RISK?

 The law is specific and states the following:

“If a pupil is identified as being at risk of having reading difficulties after being screened... the [school] shall provide the pupil with supports and services, appropriate to the specific challenges identified by the screening instrument and other pertinent information about the pupil, which may include, among other supports and services, any of the following:

- (1) Evidence-based literacy instruction focused on the pupil’s specific needs
- (2) Progress monitoring
- (3) Early intervention in the regular general education program
- (4) One-on-one or small group tutoring
- (5) Further evaluation or diagnostic assessment”