Connecticut State Board of Education
Hartford

To Be Proposed:
June 1, 2022

Resolved, That the State Board of Education, pursuant to Connecticut General Statutes Section 10-14t, approves the Acadience RAN, aimswebPlus RAN, Amira Learning, mCLASS RAN, and mCLASS Vocabulary reading assessments for use by school districts beginning with the 2023-24 school year, and directs the Commissioner to take the necessary action including:

- Providing districts with a revised *Menu of Research-based K-3 Universal Screening Reading Assessments* with earlier editions of DIBELS and Section 2: Computer Adaptive Assessments removed, and to include:

    Additions:
    - Acadience RAN;
    - aimswebPlus RAN;
    - Amira Learning;
    - mCLASS RAN;
    - mCLASS Vocabulary;

    Deletions:
    - DIBELS 6th Edition;
    - mCLASS DIBELS Next;
    - NWEA MAP Growth
    - STAR
    - i-Ready; and

- Providing districts with a newly developed Grades K-3 Universal Screening Reading Assessments Guide.

Approved by a vote of _____ this first day of June, Two Thousand Twenty- Two.

Signed: _____
     Charlene M. Russell Tucker, Secretary
     State Board of Education

Connecticut State Board of Education
Hartford

To: State Board of Education

From: Charlene M. Russell-Tucker
             Commissioner of Education

Date: June 1, 2022

Subject: Approval of Menu of Research-based Grades K-3 Universal Screening Reading
             Assessments

Executive Summary

Introduction

The purpose of this summary is to provide the State Board of Education (SBE) with a recommended menu of research-based Grades K-3 reading assessments for approval. The menu of research-based Grades K-3 reading assessments will be used by districts for the purpose of universal screening for reading of the entire K-3 student population.

Pursuant to Section (Sec.) 10-14t(a) of the Connecticut General Statutes (C.G.S.), the Connecticut State Department of Education (CSDE) has approved reading assessments for use by local and regional boards of education to identify students in kindergarten to grade three, inclusive, who are below proficiency in reading, and published the *Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments*. Commencing July 1, 2016, these reading assessments have been approved for use by districts to "assist in identifying, in whole or in part, students at risk for Dyslexia, as defined in Sec. 10-3d of the C.G.S., or other reading-related learning disabilities."

The intent of C.G.S. Sec. 10-14t(a) is for all districts to select an assessment from the *Approved Menu of Research-based Grades K-3 Universal Reading Assessments* for screening and progress monitoring. Such assessments shall:

- measure phonics, phonemic awareness, fluency, vocabulary, comprehension, and rapid automatic name (RAN) or letter name fluency;
- provide opportunities for periodic formative assessment during the school year;
- produce data that is useful for informing individual and classroom instruction; and
- be compatible with current best practices in reading instruction and research.

History/Background

The CSDE published the *Framework for Response to Intervention: Using Scientific Research-Based Intervention: Improving Education for All Students (Framework)*, to clarify for local education agencies (LEAs) the process for monitoring academic progress in reading, mathematics, and social-emotional learning and behavioral supports. The *Framework*

emphasizes a systemic approach for providing support and instruction to students who are struggling to learn. The process includes:

- assessing all students' progress on a regular basis to assist in the identification of those experiencing academic or behavioral difficulties;
- administering the same universal screening measures to all students on a routine basis (e.g., fall, winter, and spring); and
- incorporating progress monitoring tools that are relatively quick assessments and administered frequently (e.g., bi-weekly, monthly) to measure students' progress during an intervention period.

Although the *Framework* predates the K-3 reading assessment legislation [C.G.S. Sec. 10-14t(a)], it defined the use of reading measures and progress monitoring tools as sensitive indicators of student growth in reading development, helping educators identify students in need of supplemental reading instruction.

In support of the K-3 reading assessment legislation, universal screening and progress monitoring assessments were first reviewed and approved by the Connecticut State Board of Education (Board) in July 2014. Subsequently, the Board approved an "open review period" (Attachment A) in order for the CSDE to consider additional research-based assessments to recommend for the K-3 Reading Assessment Menu (Attachment B). The first annual review process occurred in March 2016. The purpose of this proactive process is to help the CSDE guide LEAs as research and assessment practices evolve over time. The next open review process that yielded assessments eligible for the K-3 Reading Assessment Menu was in October 2018 when the Board approved the current "Menu of Research-based K-3 Universal Screening Reading Assessments" for use by LEAs beginning July 1, 2019 (Attachment B).

2021-22 Annual Open Review Period Process

Public Act (P.A.) No. 21-2, Sec. 10-14t of the C.G.S. (Effective July 1, 2022), indicates that the CSDE "shall compile a list of reading assessments, with consideration given to the recommendations set forth in appendix g of the final report of the task force [to Analyze the Implementation of Laws Governing Dyslexia Instruction and Training] established pursuant to Special Act 19-8, for use by local and regional boards of education commencing July 1, 2023, and each school year thereafter." The CSDE conducted a comprehensive evaluation of the current K-3 Reading Assessment Menu, and conducted an open review process. Although LEAs did not submit assessments for review during the 2021–22 open review period, the CSDE evaluated an additional seven assessments. These seven assessments were identified through a comprehensive process including:

- evaluating aspects of technical adequacy and demonstrated utility in predicting reading acquisition; and
- consulting with state departments of education across the nation.

As explained in the open review period guidance documents provided to LEAs (Attachment A), General Outcome Measures (GOMs) are most appropriate for use as universal screening and progress monitoring tools in Grades K-3 for students at risk of Specific Learning Disability

(SLD)/Dyslexia or other reading-related learning disabilities. GOMs are brief reading assessments that are highly sensitive to early reading skills growth, track individual children's growth and development in critical reading skills over time, and allow educators to reliably determine the extent to which a student is making progress toward long-term goals. Therefore, computer adaptive assessments will no longer be considered for approval as a universal screening reading assessment. Examples of Connecticut approved GOMs are aimswebPlus, and Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

In consultation with the Performance Office and Turnaround Office, the Academic Office conducted a review of the following assessments:

- Acadience RAN;
- aimswebPlus RAN;
- Amira Learning;
- FastBridge CBMreading;
- FastBridge earlyreading.
- mCLASS RAN; and
- mCLASS Vocabulary.

After a rigorous review, it was determined that five assessments satisfactorily met the technical standards and efficiency standards as set forth in the open review period guidance documents (Attachments A).

Policy Implications

Removal of Section 2: Computer Adaptive Assessments
The assessments listed in Section 2: Computer Adaptive Assessments of the Approved Menu do not meet criteria as a General Outcome Measures. Therefore, Section 2: Computer Adaptive Assessments of the *Approved Menu of Research-Based Grades K-3 Universal Screening Reading Assessments* will be removed. Additional guidance will support LEAs in connecting GOMs with effective and early intervention.

Bilingual Education Program/Dual Language Programs
Students in Grades K-3 Bilingual Education Program/Dual Language Programs, who are being instructed in literacy in their native language with the ultimate goal of bi-literacy, should be administered reading assessments from the proposed menu (Attachment C) in both English and the native language if available. The rationale is to identify at-risk readers, regardless of language of instruction. Students in bilingual or dual language education programs may appear to be "substantially deficient" on a reading assessment in English. These students will still be referred for summer programming. Ideally, a summer bilingual program would provide the most benefit for students. Assessment results should be communicated to parents and these results should be maintained in the student's cumulative file.

Students Receiving Special Education Services
All students, including those students receiving special education services, should participate in the universal screening process. If they are not making sufficient progress toward learning to

read as evidenced by regular progress monitoring, they should have access to the supplemental and/or intensive instruction that is afforded to all general education students. Students with a significant cognitive impairment who participate in the standards-based general education curriculum and require extensive direct individualized instruction and substantial supports, may not be required to participate in the universal screening process. The individualized education programs (IEPs) of students in this group should reflect how they would be assessed on appropriate foundational reading skills as determined by the Planning and Placement Team.

The Individuals with Disabilities Education Act (IDEA) requires that public agencies "…ensure that its children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the agency…" As such, special education students, whose reading levels have been identified as below proficiency in reading on an assessment from the *Approved Menu of Research-based Universal Screening Reading Assessments for Grades K–3*, must have the same access to interventions designed to improve literacy skills as regular education students whose reading performance was also scored as below proficiency.

Recommendations

As referenced in P.A. No. 21-2, Sec. 10-14t of the C.G.S., the final report of the *Task Force to Analyze the Implementation of Laws Governing Dyslexia Instruction and Training* recommended that LEAs combine assessments when screening to meet statutory requirements and ensure all six areas (phonics, phonemic awareness, fluency, vocabulary, comprehension, and RAN or letter name fluency) are assessed at appropriate grades to assist in identifying, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities. Therefore, the CSDE recommends revising the *Approved Menu of Research-Based Grades K-3 Universal Screening Reading Assessments* to include:

- Acadience RAN;
- aimswebPlus RAN;
- Amira Learning;
- mCLASS RAN; and
- mCLASS Vocabulary.

Over the years, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) subtests have been revised or removed from the assessment as guided by ongoing research in early literacy constructs (i.e., phonological awareness, the alphabetic principle, fluency, and comprehension) and the application of current measurement methodology to scoring. As guided by the research, the DIBELS reading assessment first published in 1992, was revised in 2002 (DIBELS 6th Edition), and again in 2010 (DIBELS Next). In 2020, DIBELS 8th Edition was published to reflect current research, including changes for the assessment of subskills of reading associated with risk for dyslexia. Similarly, Indicadores Dinámicos del Éxito en la Lectura (IDEL) 7th Edition, designed to assess early literacy skills in Spanish, was published to reflect current research in the development and assessment of early literacy skills in Spanish. For these reasons, the CSDE recommends revising the *Approved Menu of Research-Based Grades K-3 Universal Screening Reading Assessments* by removing:

- DIBELS 6th Edition; and
- mCLASS DIBELS Next.

The assessments currently listed in Section 2: Computer Adaptive Assessments of the Approved Menu do not meet criteria as General Outcome Measures (Attachment B). Therefore, the CSDE recommends revising the *Approved Menu of Research-Based Grades K-3 Universal Screening Reading Assessments* by removing:

NWEA MAP Growth
STAR; and
i-Ready.

Follow-up Activities

Following the SBE approval, the CSDE will immediately communicate with district superintendents and literacy leaders regarding the changes to the K-3 Reading Assessment Menu (Attachment B) and provide guidance documents for LEAs to support the implementation of the assessments commencing July 1, 2023.

The CSDE will publish additional guidance for the approved reading assessments by the winter 2023, including "cut points" for reading performance considered "substantially deficient." These cut points will be used by all LEAs, and specifically by Priority School Districts that are mandated to report the number of students who are performing at the substantially deficient level and require summer school reading intervention pursuant to C.G.S. 10-265g.

Prepared by:	Joanne R. White, Ph.D. Education Consultant, Academic Office
Reviewed by:	Melissa K. Wlodarczyk Hickey, Ed.D. Reading/Literacy Director, Academic Office
Approved by:	Irene E. Parisi Chief Academic Officer, Academic Office

List of Attachments

Attachment A: 2021 Guidelines for Annual Open Review Period for Universal Screening
Reading Assessments: Grades K-3

Attachment B: Approved Menu of Research-based Grades K-3 Universal Screening
Reading Assessments

Attachment C: Proposed Menu of Research-based Grades K-3 Universal Screening Reading
Assessments

Attachment A

2021 Guidelines for Open Review Period for
Universal Screening Reading Assessments: Grades K–3

CSDE

CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Background

Pursuant to Section (Sec.) 10-14t(a) of the Connecticut General Statutes (C.G.S.), the Connecticut State Department of Education (CSDE) has approved reading assessments for use by local and regional boards of education to identify students in kindergarten to grade 3, inclusive, who are below proficiency in reading, and published the [Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments](). For the school year commencing July 1, 2016, and each year thereafter, such assessments were approved for use by districts to "assist in identifying, in whole or in part, students at risk for Dyslexia or other reading-related learning disabilities." The intent of the legislation is for all districts to select and use an assessment from the approved menu. The [Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments]() can be accessed on the [Connecticut State Department of Education's Academic Office website]().

Open Review Period for Universal Screening Reading Assessments

An open review period has been established so that the CSDE may consider additional assessments for the [Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments](). This proactive process will continue to assist the CSDE in guiding districts in the use of reading assessments as research and assessment practices evolve over time. During the open review period, districts may submit assessments to the CSDE for review. Based on recommendations of the CSDE, the State Board of Education may approve any new K-3 reading assessments. Upon approval, the new assessments will be included in the publication of the [Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments]() for the school year commencing July 1, 2023.

General Outcome Measurement

The most appropriate assessments for use as screening tools in K-3 to determine if students are at risk of Specific Learning Disability (SLD)/Dyslexia or other reading-related learning disabilities are General Outcome Measures (GOMs). They are highly sensitive to early reading skills growth, track individual children's growth and development in critical reading skills over time, and allow educators to reliably determine if a student is making progress toward long-term goals. The currently approved GOMs listed in section 1 of the [Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments](), include aimswebPlus Early Literacy and Reading, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and easyCBM Reading. Only GOMs may be submitted for consideration as a universal screening reading assessment.

Guidelines for Submitting Assessment Recommendations for Review by the CSDE

1. With the Superintendent's approval, districts may submit an assessment proposal for review by the CSDE.
2. Proposals from assessment developers, vendors, or individuals otherwise representing or affiliated with an assessment publisher will not be accepted.
3. Only GOMs will be accepted for review.
4. Districts shall use the following assessment guidelines for selecting and reviewing screening and progress monitoring measures. Assessments must:

a. Have a high degree of technical adequacy and be constructed to be administered three times per year (fall, winter, spring).

b. Provide norm-referenced scores and/or benchmarks, and when available, norm-referenced scores and/or benchmarks for students who speak Spanish.

c. Be proven to accurately and effectively measure students' reading skills in the areas of 1) oral language; 2) phonemic awareness; 3) decoding/phonics; 4) reading fluency; 5) vocabulary; 6) rapid automatic name or letter name fluency; and 7) reading comprehension. (Assessments may address one or multiple skill areas.)

d. Be constructed to monitor the development of early reading skills to support a comprehensive evaluation of these component skills.

e. Meet standards for technical rigor as indicated below in Table 1: Technical Standards.

f. Meet efficiency standards as indicated below in Table 2: Efficiency Standards.

g. Attest that the prospective provider of educational technology (assessment vendor) that captures or has access to personal student information, records, or data, will comply with Connecticut's student data privacy law.

5. The completed Assessment Proposal Template must be submitted electronically at the e-mail address provided below by Wednesday, September 1, 2021. With the exception of the Signature Page, the Assessment Proposal Template must be received in a Microsoft Word document (not PDF or Excel). The completed Signature Page may be submitted as a PDF and must accompany the Assessment Proposal Template.

6. Please ensure a timely submission.

7. The delivery e-mail address is Joanne.White@ct.gov.

Table 1: Technical Standards

Reliability in Scoring:	
Standard	Description
Evidence of test reliability and internal consistency reliability	Results of reliability studies are reported for each grade assessment. Evidence includes: • studies that are appropriate given the purpose of the measure; and • for each grade-level, studies that provide evidence of: ○ split-half reliability, coefficient alpha, test-retest reliability, and classification consistency**.**
	Standard error of measurement (SEM) or standard estimate of error is reported. Evidence includes: • SEM estimates reported for score ranges and cut-scores; and • SEM estimates reported for score ranges and cut-scores for each assessment (grade-level, form, subtest).
	Inter-rater reliability studies have been conducted**.** The group of raters used to establish inter-rater reliability is representative of test administrators. Evidence includes: • inter-rater reliability studies conducted for each grade level and are based on a representative sample of educators who will administer and score the assessment; and • inter-rater reliability coefficients that exceed .7.
	Studies have been conducted to establish reliability with all subcategories of students who will take the assessment. Evidence includes: • reliability established from scoring representative samples of students, i.e., non-English learners with and without reading deficiencies and English learners (ELs) with and without reading deficiencies. (Representative samples of students include students identified by gender, EL status, special needs status, socioeconomic status, and race.)
Alternative forms available for multiple assessments with demonstrated	If alternative forms are provided, all forms have demonstrated evidence of equivalence or comparability**.** Technical reviews indicate all forms for each grade level have demonstrated evidence of comparability and content specifications.

| equivalence or comparability | Evidence includes:

• sufficient forms are provided to allow for progress monitoring between interim assessments; and
• split-half reliability, alpha coefficient of reliability, and test-retest correlations. |

Content and Construct Validity:

Standard	Description
Evidence of content and construct validity	Evidence reported to demonstrate the assessment helps correctly identify students with "significant reading deficiencies" so that successful remediation and intervention can be provided. Studies have been conducted with similar assessments to show that the assessment measures reading ability, not other irrelevant criteria. Evidence includes the provision of: • a clear description that demonstrates the purpose of the assessment is to screen students for reading concerns; and • content specifications for each grade-level, including a complete description of the test content, purpose(s), and intended use(s), and assessment blueprint as appropriate.
	There are studies of construct validity, such as convergent and discriminant analysis, demonstrating significant indicators of relationship (i.e. correlations of .7 or above).
Evidence of criterion/predictive validity accurately identifying students with *"significant reading deficiency"*	Evidence reported to demonstrate that the assessment has established criterion and/or predictive validity to correctly identify students with and without a "significant reading deficiency." Evidence includes: • a clear definition of the criterion or measure that was used to establish concurrent validity; • studies with similar assessments that demonstrate the assessment measures reading ability, not other irrelevant criteria; and • predictive validity correlations above .7.
Determination of cut-scores based upon a well-designed pilot study and standard-setting process	The assessment has established cut-scores for decision making about students' "significant reading deficiency" using adequate demographics (e.g., English learners, free and reduced-price meals), appropriate criterion assessment, adequate sample size, and appropriate statistics. Evidence indicates: • a description of the process used to establish the cut points; • a full description of the norming sample; and • the norming sample is a large representative national sample of students at the same grade level and is representative of the testing population according to gender, EL status, special needs status, socioeconomic

	status, and race.
	Studies of classification accuracy analysis provide evidence that the measure appropriately identifies students as indicated in the description of purpose of the assessment, demonstrating values that exceed .8 or higher.
	Acceptable, recognized procedures are followed for setting cut-scores.
	There is guidance for cut-score interpretation.

Table 2: Efficiency Standards

Administration and Scoring:	

Standard	Description
Standardization of materials and procedures for administration	Administration protocol is scripted and provides precise guidelines; administration windows are clearly identified; materials are provided, or clear guidelines are provided if materials are to be created; includes both electronic and hard copy administration manual that are clear and concise.
Efficiency of administration	The amount of time needed to administer the assessment is reasonable and balanced to the information provided.
Efficiency of scoring	The amount of time needed to score the assessment is reasonable and balanced to the information provided; computer-assisted scoring is available; procedures for calculating scores are clear; scores can be stored and reported electronically.
Accommodations clearly stated and described for English learners	The accommodations directly address the linguistic needs of the student. Evidence includes: • approved accommodations that do not compromise the interpretation or purpose of the test; • specific administration guidelines provided for implementing any accommodations; • how to address accommodations, and is specifically addressed in the training; and • suggested accommodations that are research or evidence-based.
Accommodations clearly stated and described for students	The differing needs of students with disabilities are specifically addressed. Evidence includes: • approved accommodations that do not compromise the interpretation or purpose of the test;

Table 2: Efficiency Standards

with disabilities and students with special needs	• the provision of specific administration guidelines for implementing any accommodations; • information about how to address accommodations specifically addressed in the training materials or program; and • suggested accommodations that are research or evidence-based.

Assessment Proposal Template

District Name: _____

Primary Contact Name and Title: _____

Primary Contact Phone and E-mail: _____

Proposed Assessment / Publisher: _____

Explain in detail how the assessment meets each of the required standards. Provide detailed evidence within the tables. Expand table sections as necessary.

TECHNICAL STANDARDS	
VALIDITY, RELIABILITY AND CONSISTENCY IN SCORING:	
➤ Evidence of test reliability and internal consistency reliability	
➤ Alternative forms available for multiple assessments with demonstrated equivalence or comparability	
CONTENT AND CONSTRUCT VALIDITY:	
➤ Evidence of content and construct validity	
➤ Evidence of criterion/predictive validity accurately identifying students with "significant reading deficiency"	
➤ Determination of cut-scores based upon well-designed pilot study and standards-setting process	

EFFICIENCY STANDARDS	
ADMINISTRATION & SCORING	
Standardization of materials and procedures for administration	
Efficiency of administration	
Efficiency of scoring	
Accommodations clearly stated and described for English learners	
Accommodations clearly stated and described for students with disabilities and students with special needs	

STUDENT DATA PRIVACY COMPLIANCE
Connecticut General Statutes §§ 10-234aa through 10-234dd
Educators and school leaders should review and understand their obligations under Connecticut's student data privacy law (Connecticut General Statutes §§ 10-234aa through 10-234dd). As a key element of compliance, districts must enter into contracts with providers of educational technology whenever such providers capture or have access to personal student information, records, or data. For purposes of this assessment review, districts will need to communicate with such companies in advance of submitting the assessment proposal to ensure adherence to the privacy and security assurances outlined in the law. Subsequent non-compliance with Connecticut's student data privacy law may void any previous CSDE approval decisions.

Provide any additional information/justification for assessment proposal.

Signature Page

I, the undersigned authorized official hereby, submit an assessment proposal for review
by the Connecticut State Department of Education.

Signature of Superintendent:

Name of Superintendent:

(typed)

Date:

Attachment B

Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments

In July 2014, the Connecticut State Department of Education identified research-based assessments that met standards for technical rigor and efficiency, and published the Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments. For the school year commencing July 1, 2016, and each year thereafter, such assessments shall also assist in identifying, in whole or in part, students at risk for Dyslexia or other reading-related learning disabilities. As a critical component of a comprehensive, standards-aligned reading instructional program, districts will select an assessment for use as a universal screening. The same approved assessment must be utilized across a school in Grades K-3 except where the assessment does not exist at a given grade level. Although the approved menu presents both general outcome measures and computer adaptive measures, district are not required to select both types of assessments for use as a universal screening. Furthermore, only assessments in Section 1 are appropriate for use as screening tools to assist in identifying, in whole or in part, students at risk for Dyslexia or other reading-related learning disabilities. For additional information, review the document entitled, "Special Considerations for Dyslexia."

Section 1: General Outcome Measures Only assessments in Section 1 are appropriate for use as screening tools to assist in identifying, in whole or in part, students at risk for Dyslexia, or other reading-related learning disabilities.			
Assessment Instrument	Measurement Area	Spanish Version	Notes
aimswebPlus Early Literacy and Reading*	Letter Naming Fluency	Yes	• Approved for universal screening use in Grade K • Letter naming fluency is a reliable indicator of print concepts • Letter naming fluency is predictive of later reading success • CT Core Standards (CCS) in ELA: Foundational Skills - RF.K.1d
	Letter Word Sound Fluency	No	• Approved for universal screening use in Grades K - 1 • Letter Word Sound Fluency is a reliable indicator of decoding and word recognition • CCS in ELA: Foundational Skills - RF.K.3; RF.1.3
	Phoneme Segmentation	No	• Approved for universal screening use in Grades K - 1 • There is a causal relationship between phoneme awareness and reading • CCS in ELA: Foundational Skills - RF.K.2; RF. 1.2
	Word Reading Fluency	No	• Approved for universal screening use in Grades K - 1 • Word reading fluency is correlated with reading comprehension • CCS in ELA: Foundational Skills - RF.K.3; RF.1.3; RF.2.3
	Oral Reading Fluency	Yes	• Approved for universal screening use in Grades 1 - 3 • Oral reading fluency is a reliable indicator of word recognition and automaticity • High levels of fluency are correlated with high levels of reading comprehension □ • CCS in ELA: Foundational Skills - RF.1.4; RF.2.4; RF.3.4
	Vocabulary	No	• Approved for universal screening use in Grades 2 - 3 • Vocabulary is correlated with reading comprehension • CCS in ELA: Language Standards for K-5 - 2.4; 3.4
	Reading Comprehension	No	• Approved for universal screening in Grades 2 - 3 • Reading comprehension is a reliable indicator of deficits in any of the sub-skills that comprise reading, and determines the ability to process text • CCS in ELA: Foundational Skills - RF.2.4; RF.3.4; • CCS in ELA: Reading Standards for Literature K-5 - 2.10; 3.10 • CCS in ELA: Reading Standards for Informational Text K-5 - 2.10; 3.10

Section 1: General Outcome Measures - continued			
Assessment Instrument	**Measurement Area**	**Spanish Version**	**Notes**
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 6th Edition†	Letter Naming Fluency	Yes	• Approved for universal screening use in Grade K • Letter naming fluency is a reliable indicator of print concepts • Letter naming fluency is predictive of later reading success • CCS in ELA: Foundational Skills - RF.K.1d
	Phoneme Segmentation Fluency	Yes	• Approved for universal screening use in Grades K - 1 • There is a causal relationship between phoneme awareness and reading • CCS in ELA: Foundational Skills - RF.K.2; RF.1.2
	Nonsense Word Fluency	Yes	• Approved for universal screening use in Grades 1 - 2 • Nonsense word fluency is a reliable indicator of decoding and word recognition • CCS in ELA: Foundational Skills - RF.1.3; RF.2.3 • Drilling nonsense word is not effective reading instruction.
	Oral Reading Fluency	Yes	• Approved for universal screening use in Grades 1 - 3 • Oral reading fluency is an indicator of word recognition and automaticity • High levels of fluency are highly correlated with reading comprehension • CCS in ELA: Foundational Skills - RF.1.4; RF.2.4; RF.3.4
mCLASS DIBELS Next†	Letter Naming Fluency	Yes	• Approved for universal screening use in Grade K • Letter naming fluency is a reliable indicator of print concepts • Letter naming fluency is predictive of later reading success • CCS in ELA: Foundational Skills - RF.K.1d
	Phoneme Segmentation Fluency	Yes	• Approved for universal screening use in Grades K - 1 • There is a causal relationship between phoneme awareness and reading • CCS in ELA: Foundational Skills - RF.K.2; RF.1.2
	Nonsense Word Fluency	Yes	• Approved for universal screening use in Grades 1 - 2 • Nonsense word fluency is a reliable indicator of decoding and word recognition • CCS in ELA: Foundational Skills - RF.1.3; RF.2.3 • Drilling nonsense words is not effective reading instruction.
	Oral Reading Fluency	Yes	• Approved for universal screening use in Grades 1 - 3 • Oral reading fluency is an indicator of word recognition and automaticity • High levels of fluency are highly correlated with reading comprehension • CCS in ELA: Foundational Skills - RF.1.4; RF.2.4; RF.3.4

Section 1: General Outcome Measures - continued			
Assessment Instrument	**Measurement Area**	**Spanish Version**	**Notes**
	DAZE Fluency	No	• Approved for universal screening in Grade 3 • DAZE fluency is an indicator of reading comprehension • CCS in ELA: Foundational Skills - RF.3.4

Section 1: General Outcome Measures - continued			
Assessment Instrument	**Measurement Area**	**Spanish Version**	**Notes**
DIBELS 8th Edition† and mCLASS DIBELS 8th Edition†	Letter Naming Fluency	Yes	• Approved for universal screening use in Grade K • Letter naming fluency is a reliable indicator of print concepts • Letter naming fluency is predictive of later reading success • CCS in ELA: Foundational Skills - RF.K.1d
	Phonemic Segmentation Fluency	Yes	• Approved for universal screening use in Grades K - 1 • There is a causal relationship between phoneme awareness and reading • CCS in ELA: Foundational Skills - RF.K.2; RF.1.2
	Nonsense Word Fluency	Yes	• Approved for universal screening use in Grades 1 - 2 • Nonsense word fluency is a reliable indicator of decoding and word recognition • CCS in ELA: Foundational Skills - RF.1.3; RF.2.3 • Drilling nonsense word is not effective reading instruction.
	Word Reading Fluency	No	• Approved for universal screening use in Grades K - 2 • Word reading fluency is correlated with reading comprehension • CCS in ELA: Foundational Skills - RF.K.3; RF.1.3; RF.2.3
	Oral Reading Fluency	Yes	• Approved for universal screening use in Grades 1 - 3 • Oral reading fluency is a reliable indicator of word recognition and automaticity • High levels of fluency are correlated with high levels of reading comprehension • CCS in ELA: Foundational Skills - RF.1.4; RF.2.4; RF.3.4
	Maze	No	• Approved for universal screening use in Grades 2 - 3 • MAZE fluency is an indicator of reading comprehension • CCS in ELA: Foundational Skills - 2.4; 3.4
easyCBM Reading‡ (Downloadable version only)	Letter Names	No	• Approved for universal screening use in Grade K • Letter naming fluency is a reliable indicator of print concepts • Letter naming fluency is predictive of later reading success • CCS in ELA: Foundational Skills - RF.K.1d

	Letter Sounds	Yes	• Approved for universal screening use in Grades K - 1 • Letter sound fluency is a reliable indicator of phonemic awareness • CCS in ELA: Foundational Skills - RF.K.3; RF.1.3
	Phoneme Segmenting	Yes	• Approved for universal screening use in Grades K - 1 • There is a causal relationship between phoneme awareness and reading • CCS in ELA: Foundational Skills - RF.K.2; RF.1.2
	Word Reading Fluency	Yes	• Approved for universal screening use in Grades K - 2 • Word reading fluency is correlated with reading comprehension • CCS in ELA: Foundational Skills - RF.K.3; RF.1.3; RF.2.3

Section 1: General Outcome Measures - continued			
Assessment Instrument	**Measurement Area**	**Spanish Version**	**Notes**
easyCBM Reading‡ (continued) (Downloadable version only)	Passage Reading Fluency	No	• Approved for universal screening use in Grades 1 - 3 • Passage reading fluency is a reliable indicator of word recognition and automaticity • High levels of fluency are correlated with high levels of reading comprehension • CCS in ELA: Foundational Skills - RF.1.4; RF.2.4; RF.3.4
	Vocabulary	No	• Approved for universal screening use in Grade 3 • Vocabulary knowledge is important to school success, in general, and reading comprehension • CCS in ELA: Language Standards K-5 - L.3.4; L.3.5; L.3.6
	Common Core State Standards (CCSS) Reading	No	• Approved for universal screening use in Grade 3 • This reading comprehension sub-test is a reliable indicator of deficits in any of the sub-skills that comprise reading, and determines the ability to process text • CCS in ELA: Foundational Skills - RF.3.4 • CCS in ELA: Reading Standards for Literature K-5 - 3.1-4 • CCS in ELA: Reading Standards for Informational Text K-5 - 3.1-4
	Multiple Choice Reading Comprehension	No	• Approved for universal screening use in Grades 2 - 3 • This reading comprehension sub-test is a reliable indicator of deficits in any of the sub-skills that comprise reading, and determines the ability to process text • CCS in ELA: Foundational Skills - RF.2.4; RF.3.4; • CCS in ELA: Reading Standards for Literature K-5 - 2.10; 3.10 • CCS in ELA: Reading Standards for Informational Text K-5 - 2.10; 3.10

*Use aimswebPlus Spanish Literacy & Reading Assessments to monitor the development of early Spanish literacy skills in Grades K-3.

†Use Indicadores Dinámicos del Éxito en la Lectura (IDEL) to monitor the development of early Spanish literacy skills in Grades K-3.

‡Use easyCBM Spanish Literacy Assessments to monitor the development of early Spanish literacy skills in Grades K-3

The assessments listed in Section 2: Computer Adaptive Assessments of the Approved Menu do not meet criteria as a General Outcome Measures. Therefore, Section 2: Computer Adaptive Assessments will be removed.

Section 2: Computer Adaptive Assessments			
Only assessments in Section 1 are appropriate for use as screening tools to assist in identifying, in whole or in part, students at risk for Dyslexia, or other reading-related learning disabilities.			
Assessment Instrument	Measurement Area	Spanish Version	Notes
NWEA MAP Growth	MAP Growth Reading K-2	Yes	- Approved for universal screening use in Grades K - 2 - System includes screeners, diagnostics and goal survey - Rasch units convert to a percentile rank - Computer-adaptive
	MAP Growth Reading	Yes	- Approved for universal screening use in Grade 3 - System includes screeners, diagnostics, and goal survey - Rasch units convert to a percentile rank - Computer-adaptive
STAR	STAR Early Literacy	Yes	- Approved for universal screening use in Grades K - 3 - Once a student successfully reads 100 sight words, he/she will move on to STAR Reading - Rasch units convert to a percentile rank - Computer-adaptive
	STAR Reading	Yes	- Approved for universal screening use in Grades K - 3 - System includes screening, diagnostics, and progress monitoring - Rasch units convert to percentile rank - Computer-adaptive
i-Ready	i-Ready Diagnostic and i-Ready Growth Monitoring	No	- Approved for universal screening use in Grades K - 3 - System includes diagnostics (screening) and growth monitoring (progress monitoring) - i-Ready Diagnostic uses a vertical scale for comparing growth within and across years - i-Ready Growth Monitoring to be used jointly with i-Ready Diagnostic for progress monitoring - Percentile norms and scale score to normative percentile conversion ◻ Computer-adaptive

Attachment C

Proposed Menu of Research-based Universal Screening Reading Assessments for Kindergarten

There is an expectation that LEAs may combine assessments (e.g., Amira Learning and DIBELS 8th Edition) when screening to meet statutory requirements to ensure all six areas of essential reading skills and knowledge (phonological and phonemic awareness, phonics, fluency, vocabulary, comprehension, and rapid automatic name or letter Fluency) are assessed at appropriate grades to assist in identifying, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities.

Kindergarten					
Reading Measure	aimswebPlus Early Literacy and Reading* aimswebPlus RAN	Amira Learning**	easyCBM***	DIBELS 8th Edition or mCLASS DIBELS 8th Edition† and mCLASS Vocabulary†† and mCLASS RAN	Acadience RAN‡
Phonological and Phonemic Awareness	• Phoneme Segmentation • Initial Sound Fluency	Phonological Awareness	Phoneme Segmenting	Phoneme Segmentation Fluency	
Phonics	• Letter Word Sounds Fluency • Word Reading Fluency	• Reading Mastery • Sight Recognition • Decoding	Letter Sounds Word Reading Fluency	• Nonsense Word Fluency • Word Reading Fluency	
Fluency	N/A for Kindergarten	Oral Reading Fluency	N/A for Kindergarten	N/A for Kindergarten	
Vocabulary	Auditory Vocabulary	Vocabulary Size	N/A for Kindergarten	Vocabulary	
Comprehension	N/A for Kindergarten	N/A for Kindergarten	N/A for Kindergarten	N/A for Kindergarten	
Rapid Automatic Name or Letter Fluency	• Letter Naming Fluency • RAN Objects and RAN Colors and Shapes	• Acadience RAN or • DIBELS 8th Edition Letter Naming Fluency	Letter Names	• RAN Numbers • Letter Naming Fluency	• RAN Objects • RAN Letters • RAN Numbers

Proposed Menu of Research-based Universal Screening Reading Assessments for Grade 1

There is an expectation that LEAs may combine assessments (e.g., Amira Learning and DIBELS 8th Edition) when screening to meet statutory requirements to ensure all six areas of essential reading skills and knowledge (phonological and phonemic awareness, phonics, fluency, vocabulary, comprehension, and rapid automatic name or letter Fluency) are assessed at appropriate grades to assist in identifying, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities.

Grade 1					
Reading Measure	aimswebPlus Early Literacy and Reading* aimswebPlus RAN	Amira Learning**	easyCBM***	DIBELS 8th Edition or mCLASS DIBELS 8th Edition† and mCLASS Vocabulary†† and mCLASS RAN	Acadience RAN‡
Phonological and Phonemic Awareness	Phoneme Segmentation	Phonological Awareness	Phoneme Segmenting	Phoneme Segmentation Fluency	
Phonics	• Letter Word Sounds Fluency • Word Reading Fluency	• Reading Mastery • Sight Recognition • Decoding	Letter Sounds Word Reading Fluency	• Nonsense Word Fluency • Word Reading Fluency	
Fluency	Oral Reading Fluency	Oral Reading Fluency	Passage Reading Fluency	Oral Reading Fluency	
Vocabulary	Auditory Vocabulary	Vocabulary Size	N/A for Grade 1	Vocabulary	
Comprehension	N/A for Grade 1	N/A for Grade 1	N/A for Grade 1	N/A for Grade 1	
Rapid Automatic Name or Letter Fluency	RAN Objects and RAN Colors and Shapes	• Acadience RAN or • DIBELS 8th Edition Letter Naming Fluency	N/A for Grade 1	• RAN Numbers • Letter Naming Fluency	• RAN Objects • RAN Letters • RAN Numbers

Proposed Menu of Research-based Universal Screening Reading Assessments for Grade 2

There is an expectation that LEAs may combine assessments (e.g., Amira Learning and DIBELS 8th Edition) when screening to meet statutory requirements to ensure all six areas of essential reading skills and knowledge (phonological and phonemic awareness, phonics, fluency, vocabulary, comprehension, and rapid automatic name or letter Fluency) are assessed at appropriate grades to assist in identifying, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities.

Grade 2				
Reading Measure	aimswebPlus Early Literacy and Reading* aimswebPlus RAN	Amira Learning**	easyCBM***	DIBELS 8th Edition or mCLASS DIBELS 8th Edition† and mCLASS Vocabulary†† and mCLASS RAN	Acadience RAN‡
Phonological and Phonemic Awareness	N/A for Grade 2	Phonological Awareness	N/A for Grade 2	N/A for Grade 2	
Phonics	N/A for Grade 2	• Reading Mastery • Sight Recognition • Decoding	N/A for Grade 2	• Nonsense Word Fluency • Word Reading Fluency	
Fluency	Oral Reading Fluency	Oral Reading Fluency	Passage Reading Fluency	Oral Reading Fluency	
Vocabulary	Vocabulary	Vocabulary Size	vocabulary	Vocabulary	
Comprehension	Silent Reading Fluency Reading Comprehension	DIBELS 8th Edition Maze	Reading Comprehension	Maze	
Rapid Automatic Name or Letter Fluency	RAN Objects and RAN Colors and Shapes	N/A for Grade 2	N/A for Grade 2	RAN Numbers	N/A for Grade 2

Proposed Menu of Research-based Universal Screening Reading Assessments for Grade 3

There is an expectation that LEAs may combine assessments (e.g., Amira Learning and DIBELS 8th Edition) when screening to meet statutory requirements to ensure all six areas of essential reading skills and knowledge (phonological and phonemic awareness, phonics, fluency, vocabulary, comprehension, and rapid automatic name or letter Fluency) are assessed at appropriate grades to assist in identifying, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities.

Grade 3					
Reading Measure	aimswebPlus Early Literacy and Reading* aimswebPlus RAN	Amira Learning**	easyCBM***	DIBELS 8th Edition or mCLASS DIBELS 8th Edition† and mCLASS Vocabulary†† and mCLASS RAN	Acadience RAN‡
Phonological and Phonemic Awareness	• Phoneme Segmentation • Initial Sound Fluency	Phonological Awareness	N/A for Grade 3	N/A for Grade 3	
Phonics	• Letter Word Sounds Fluency • Word Reading Fluency	• Reading Mastery • Sight Recognition • Decoding	N/A for Grade 3	• Nonsense Word Fluency • Word Reading Fluency	
Fluency	Oral Reading Fluency	Oral Reading Fluency	Passage Reading Fluency	Oral Reading Fluency	
Vocabulary	Auditory Vocabulary	Vocabulary Size	vocabulary	Vocabulary	
Comprehension	Silent Reading Fluency Reading Comprehension	DIBELS 8th Edition Maze	Reading Comprehension	Maze	
Rapid Automatic Name or Letter Fluency	• Letter Naming Fluency • RAN Objects and RAN Colors and Shapes	N/A for Grade 3	N/A for Grade 3	RAN Numbers	N/A for Grade 3

*Use aimswebPlus Spanish Literacy & Reading Assessments to monitor the development of Spanish early literacy skills in Grades K-3.

**Use Amira Spanish Assessment to monitor the development of Spanish early literacy skills in Grades K-3.

*** Use easyCBM Spanish Literacy Assessments to monitor the development of Spanish early literacy skills in Grades K-3

†Use Indicadores Dinámicos del Éxito en la Lectura (IDEL) 7th Edition to monitor the development of Spanish early literacy skills in Grades K-3.

†† Use mCLASS Vocabulary Español to monitor the development of Spanish general vocabulary knowledge in Grades K-3.

‡Use Acadience RAN Spanish-Language Directions Assessment Manual to monitor Spanish rapid automatized naming in Grades K-3.