



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. Although the approved menu presents both general outcome measures and computer adaptive measures, districts 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, visit <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320866> and review the document entitled, “*Guidance for Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments*.”

**Approved Menu of Research-based Grades K-3
Universal Screening Reading Assessments
Revised March 2017**

Section 1: General Outcome Measures			
<i>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.</i>			
Assessment Instrument	Measurement Area	Spanish Version	Notes
AIMSweb Tests of Early Literacy or Reading	Letter Naming Fluency	No	<ul style="list-style-type: none"> Approved for universal screening use in Grade K Letter naming fluency is a reliable indicator of print concepts CCS in ELA: Foundational Skills - RF.K.1d
	Letter Sound Fluency	No	<ul style="list-style-type: none"> Approved for universal screening use in Grade K and Grade 1 (fall/winter only) Letter sound fluency is a reliable indicator of phonemic awareness CCS in ELA: Foundational Skills - RF.K.3; RF.1.3
	Phoneme Segmentation Fluency	No	<ul style="list-style-type: none"> Approved for universal screening use in Grades K – 1 Phoneme segmentation fluency is a reliable indicator of phonological awareness CCS in ELA: Foundational Skills - RF.K.2; RF. 1.2
	Nonsense Word Fluency	No	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 Fluency	No	<ul style="list-style-type: none"> MAZE is a brief modified cloze passage with multiple choice word replacements Approved for universal screening in Grades 2 – 3 MAZE fluency is best used as a reliable indicator of sentence-level reading comprehension CCS in ELA: Foundational Skills - RF.K.4; 1.4; 2.4; 3.4

Section 1: General Outcome Measures – continued

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
Dynamic Indicators of Basic Early Literacy Skills (DIBELS, 6 th Ed.)	Letter Naming Fluency	Yes	<ul style="list-style-type: none"> Approved for universal screening use in Grade K Letter naming fluency is a reliable indicator of print concepts CCS in ELA: Foundational Skills - RF.K.1d
	Phoneme Segmentation Fluency	Yes	<ul style="list-style-type: none"> Approved for universal screening use in Grades K – 1 Phoneme segmentation fluency is a reliable indicator of phonological awareness CCS in ELA: Foundational Skills - RF.K.2: RF. 1.2
	Nonsense Word Fluency	Yes	<ul style="list-style-type: none"> 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 <i>Drilling nonsense word is <u>not</u> effective reading instruction.</i>
	Oral Reading Fluency	Yes	<ul style="list-style-type: none"> 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
Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next) and mCLASS with DIBELS Next	Phoneme Segmentation Fluency	Yes	<ul style="list-style-type: none"> Approved for universal screening use in Grades K – 1 Phoneme segmentation fluency is a reliable indicator of phonological awareness CCS in ELA: Foundational Skills - RF.K.2: RF. 1.2
	Nonsense Word Fluency	Yes	<ul style="list-style-type: none"> 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 <i>Drilling nonsense words is <u>not</u> effective reading instruction.</i>
	Oral Reading Fluency	Yes	<ul style="list-style-type: none"> 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
	DAZE Fluency	No	<ul style="list-style-type: none"> Approved for universal screening in Grades 2 – 3 DAZE is a brief modified cloze passage with multiple-choice word replacements DAZE fluency is best used as a reliable indicator of sentence-level reading comprehension CCS in ELA: Foundational Skills - RF.K.4; 1.4; 2.4; 3.4

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 Measures of Academic Progress (MAP)	Reading for Primary Grades (MPG)	No	<ul style="list-style-type: none"> • 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
	Reading (MAP)	No	<ul style="list-style-type: none"> • Approved for universal screening use in Grades 3 – 12 • System includes screeners, diagnostics, and goal survey • Rasch units convert to a percentile rank • Computer adaptive
STAR	STAR Early Literacy	No	<ul style="list-style-type: none"> • 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-based
	STAR Reading	Yes	<ul style="list-style-type: none"> • 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 (formerly known as Progress Monitoring)	No	<ul style="list-style-type: none"> • 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