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

Per Section 10-14t(a) of the Connecticut General Statutes, all local and regional boards of education, including charter schools, serving students in kindergarten to Grade 3, inclusive, must select and administer an assessment from the *Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments (July 1, 2023)*. Administering a set of screening measures in the primary grades helps identify students who are at risk for reading difficulties and require intervention, and assists in identifying, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities. In the event a single assessment does not include an area of reading, LEAs may need to combine approved assessments (e.g., Amira Learning and DIBELS 8th Edition).

Based on where students are in their reading skills development, different aspects of critical reading skills become most appropriate to include when using a component-based approach to early reading assessment. Thus, some reading areas may not be appropriate to assess for all students (e.g., reading comprehension in beginning of year kindergarten) as indicated by the shaded areas in the charts below. Each publisher assessment protocol indicates the grade-specific reading skills that are appropriate to assess in each grade.

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	DIBELS 6th Edition	Acadience Reading K-6‡; Acadience RAN‡‡
Phonological and Phonemic Awareness	• Phoneme Segmentation • Initial Sounds	Phonological Awareness	Phoneme Segmenting	Phonemic Segmentation Fluency	• Initial Sound Fluency • Phoneme Segmentation Fluency	• First Sound Fluency • Phoneme Segmentation Fluency
Phonics	• Letter Word Sounds Fluency • Word Reading Fluency • Nonsense Word Fluency	• Reading Mastery • Sight Recognition • Decoding	• Letter Sounds • Word Reading Fluency	• Nonsense Word Fluency • Word Reading Fluency	Nonsense Word Fluency	Nonsense Word Fluency
Fluency		Oral Reading Fluency				
Vocabulary	Auditory Vocabulary	Vocabulary Size		Vocabulary	Word Use Fluency	Word Use Fluency-Revised♦
Comprehension		Reading Comprehension				
Rapid Automatic Name or Letter Name Fluency	• Letter Naming Fluency; or • RAN Objects	• Acadience RAN; or • DIBELS 8th Edition Letter Naming Fluency	Letter Names	• Letter Naming Fluency; or • RAN Numbers	Letter Naming Fluency	• Letter Naming Fluency♦; or • RAN Objects; RAN Letters; RAN Numbers

Effective July 1, 2023

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Based on where students are in their reading skills development, different aspects of critical reading skills become most appropriate to include when using a component-based approach to early reading assessment. Thus, some reading areas may not be appropriate to assess for all students (e.g., reading comprehension in beginning of year kindergarten) as indicated by the shaded areas in the charts below. Each publisher assessment protocol indicates the grade-specific reading skills that are appropriate to assess in each grade.

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	DIBELS 6th Edition	Acadience Reading K-6‡; Acadience RAN‡‡
Phonological and Phonemic Awareness	Phoneme Segmentation	Phonological Awareness	Phoneme Segmenting	Phonemic Segmentation Fluency	Phoneme Segmentation Fluency	• Phoneme Segmentation Fluency • First Sound Fluency
Phonics	• Letter Word Sounds Fluency • Word Reading Fluency • Nonsense Word Fluency	• Reading Mastery • Sight Recognition • Decoding	• Letter Sounds • Word Reading Fluency	• Nonsense Word Fluency • Word Reading Fluency	Nonsense Word Fluency	Nonsense Word Fluency
Fluency	Oral Reading Fluency	Oral Reading Fluency	Passage Reading Fluency	Oral Reading Fluency	Oral Reading Fluency	Oral Reading Fluency
Vocabulary	Auditory Vocabulary	Vocabulary Size		Vocabulary	Word Use Fluency	Word Use Fluency-Revised♦
Comprehension		Reading Comprehension			Retell Fluency	
Rapid Automatic Name or Letter Name Fluency	RAN Objects	• Acadience RAN; or • DIBELS 8th Edition Letter Naming Fluency		• Letter Naming Fluency; or • RAN Numbers	Letter Naming Fluency	• Letter Naming Fluency♦; or • RAN Objects; RAN Letters; RAN Numbers

Effective July 1, 2023

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

Per Section 10-14t(a) of the Connecticut General Statutes, all local and regional boards of education, including charter schools, serving students in kindergarten to Grade 3, inclusive, must select and administer an assessment from the *Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments (July 1, 2023)*. Administering a set of screening measures in the primary grades helps identify students who are at risk for reading difficulties and require intervention, and assists in identifying, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities. In the event a single assessment does not include an area of reading, LEAs may need to combine approved assessments (e.g., Amira Learning and DIBELS 8th Edition).

Based on where students are in their reading skills development, different aspects of critical reading skills become most appropriate to include when using a component-based approach to early reading assessment. Thus, some reading areas may not be appropriate to assess for all students (e.g., reading comprehension in beginning of year kindergarten) as indicated by the shaded areas in the charts below. Each publisher assessment protocol indicates the grade-specific reading skills that are appropriate to assess in each grade.

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	DIBELS 6th Edition	Acadience Reading K-6‡ and Acadience RAN‡‡
Phonological and Phonemic Awareness		Phonological Awareness				
Phonics		• Reading Mastery • Sight Recognition • Decoding		• Nonsense Word Fluency • Word Reading Fluency	Nonsense Word Fluency	Nonsense Word Fluency
Fluency	Oral Reading Fluency	Oral Reading Fluency	Passage Reading Fluency	Oral Reading Fluency	Oral Reading Fluency	Oral Reading Fluency
Vocabulary	Vocabulary	Vocabulary Size	Vocabulary	Vocabulary	Word Use Fluency	Word Use Fluency-Revised⬥♦
Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Maze	Retell Fluency	
Rapid Automatic Name or Letter Name Fluency	RAN Objects			RAN Numbers		

Effective July 1, 2023

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

Per Section 10-14t(a) of the Connecticut General Statutes, all local and regional boards of education, including charter schools, serving students in kindergarten to Grade 3, inclusive, must select and administer an assessment from the *Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments (July 1, 2023)*. Administering a set of screening measures in the primary grades helps identify students who are at risk for reading difficulties and require intervention, and assists in identifying, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities. In the event a single assessment does not include an area of reading, LEAs may need to combine approved assessments (e.g., Amira Learning and DIBELS 8th Edition).

Based on where students are in their reading skills development, different aspects of critical reading skills become most appropriate to include when using a component-based approach to early reading assessment. Thus, some reading areas may not be appropriate to assess for all students (e.g., reading comprehension in beginning of year kindergarten) as indicated by the shaded areas in the charts below. Each publisher assessment protocol indicates the grade-specific reading skills that are appropriate to assess in each grade.

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	DIBELS 6th Edition	Acadience Reading K-6‡ and Acadience RAN‡‡
Phonological and Phonemic Awareness		Phonological Awareness				
Phonics		• Reading Mastery • Sight Recognition • Decoding		• Nonsense Word Fluency • Word Reading Fluency		
Fluency	Oral Reading Fluency	Oral Reading Fluency	Passage Reading Fluency	Oral Reading Fluency	Oral Reading Fluency	Oral Reading Fluency
Vocabulary	Vocabulary	Vocabulary Size	Vocabulary	Vocabulary	Word Use Fluency	Word Use Fluency-Revised♦♦
Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Maze	Retell Fluency	Maze
Rapid Automatic Name or Letter Name Fluency	RAN Objects			RAN Numbers		

*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.

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

♦There is no benchmark for Acadience Letter Naming Fluency.

♦♦Although Acadience Word Use Fluency-Revised (WUF-R) is a required subtest, WUF-R is only available as an experimental measure. Email info@acadiencelearning.org for more information.

Effective July 1, 2023