



INDIANA
DEPARTMENT *of*
EDUCATION

Universal Reading Screening Guidance 2026-2027

Indiana Department of Education
Literacy Center

in.gov/doe

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Universal Screening

[Indiana Code \(IC\) 20-35.5](#) requires schools to administer a universal screener to all kindergarten, first, and second grade students annually to identify students who may be “at some risk” or “at risk” of not reaching reading proficiency. This early identification of students who are not on track to be proficient readers allows early implementation of targeted support.

IC 20-35.5-2-2 Screening of students

Sec. 2. The screening of students shall include, as developmentally appropriate, the following:

- (1) Phonological and phonemic awareness;
- (2) Sound symbol recognition;
- (3) Alphabet knowledge;
- (4) Decoding skills;
- (5) Rapid naming skills;
- (6) Encoding skills.

IC 20-35.5-1-7 defines a universal screener as an assessment used to aid educators in understanding the causes for student performance, learning strengths, and the needs that underlie student performance. The assessment is conducted to identify or predict students who may be at risk for poor learning outcomes and is typically brief and conducted with all students at a particular grade level.

Early elementary is a time of rapid growth and development in foundational literacy skills. **It is important to note that universal reading screeners do not diagnose dyslexia.** Early literacy universal screening helps identify risk levels for reading difficulties.

Indiana Literacy Assessment Framework**Literacy Assessment Framework****Universal Screener**

- Brief (10 minutes or less)
- Standardized assessment. Approved universal reading screeners are located in [Appendix A](#).
- Administered 3x/year
- First administration given in the first 90 calendar days of school for ALL kindergarten, grade one, and grade two students
- Direct indicators of essential literacy skills
- Given by an educator trained on the assessment
- Predictive of future reading outcomes through research-based skill levels and risk status
- Used to monitor the effectiveness of Tier 1 instruction and identify students who may be “at risk” or “at some risk” for not meeting proficiency in reading

Level I Diagnostic Screening Process

- Given to all students who have been identified “**at risk**” and “**at some risk**” based on the universal screener
- [IC 20-35.5](#) defines this as a process for gathering additional information to drill down and determine if learning characteristics of dyslexia are present
- In-depth, often unstandardized assessments or informal, rather than teacher-created
- Selected to identify specific deficits and guide the next steps for instruction and intervention by answering specific problem-analysis questions
- Individually administered
- Connected to specific foundational skills to identify areas of concerns to provide specific instruction

Progress Monitoring

- Brief and standardized
- Given to students who have been identified at risk
- Repeated measures that capture students’ progress or rate of improvement over time in response to instruction or intervention
- Valid and reliable measures

Process Overview

The table below provides an overview of the required steps that **must be completed within 90 calendar days of the start of the school year** for students in kindergarten, first, and second grade.

	Public Schools	Charter schools	State Accredited Non-public and Other Eligible Schools (IC 20-51-1-4.7)
Step 1: Notify parents of planned Universal Screener administration.	X	X	X
Step 2: Administer Universal Screener to all Kindergarten, First, and Second Grade students.	X	X	X
Step 3: Notify ALL parents of screener results within 30 days .	X	X	X
Step 4: Identify students who may be “ at some risk ” or “ at risk ” of not reaching reading proficiency. Provide parents with information about intervention services and begin the response to intervention process to address the needs of the student immediately.	X	X	X
Step 5: Provide parents of students who are identified “ at some risk ” or “ at risk ” of not reaching reading proficiency information and resource material that includes the following: (A) Resources that explain or describe reading proficiency in grade level reading skills; (B) Appropriate classroom interventions; and (C) A statement that the parent may elect to have the student receive an educational evaluation by the school.	X	X	Highly Encouraged
Step 6: If student is “ at some risk ” or “ at risk ” of not reaching reading proficiency: Obtain consent to conduct Level I diagnostic screening process. If the parent provides consent, go to step 7 . If the parent does not provide consent, skip to Step 9 .	X	X	Highly Encouraged

Step 7: Conduct Level I diagnostic screening process.	X	X	Highly Encouraged
Step 8: 1) If Level I diagnostic screening data indicates instructional need, provide intervention services outlined in IC 20-35.5-2. OR 2) If Level I diagnostic screening data does not indicate instructional need, continue with the Response to Intervention (RTI) process to address the needs of the student. Provide the student's parent with information and resource material that includes the following: (A) Learning characteristics of dyslexia; (B) Appropriate classroom interventions and accommodations for students with dyslexia; and (C) A statement that the parent may elect to have the student receive an educational evaluation by the school.	X	X	Highly Encouraged
Step 9: If the parent does not provide consent, continue with the RTI process to address the needs of the student, and do not conduct Level I diagnostic screening process.	X	X	Highly Encouraged
Level II: If the school believes more information is needed to support interventions, provide the parent with a consent form for Level II diagnostic assessment including learning characteristics of dyslexia. Administer the Level II diagnostic assessment as needed.			

Determining Students Who Are At Risk

Screening assessments are not designed to diagnose dyslexia but rather to identify risk of not reaching reading proficiency. To effectively identify students at risk of not reaching reading proficiency, schools must first start by screening all students. An effective screening process includes the entire student population and, through a process of deduction, identifies students demonstrating risk factors.

After the universal screener is administered, schools must use the results of the screener to determine if any students may be “**at some risk**” or “**at risk**” of not reaching reading proficiency. Schools must use the composite score provided by their assessment vendor based

on the test design of the universal screener to determine risk. Schools must also document if a student is identified as “at risk” within that student’s records.

If the student's composite **does not indicate risk**, then **the school must notify the parents of the screener results** and resume educational programming.

Screening Considerations for Student Groups

School districts are required to screen all students in grades K-2. English learners and students with disabilities should be included and assessed with the same screening assessment. By including all students in the screening assessments, this allows school and district teams to collaborate and ensure the needs of all students are being met in order for them to reach reading proficiency.

When evaluating English learners' performance, always weigh assessment scores against their current English proficiency levels to ensure an accurate picture of their progress.

However, there may be students for whom a different approved assessment may be more informative. For example, students with no computer experience may be more accurately assessed using a teacher-administered assessment.

Some screening assessments allow accommodations for some students. In order to maintain the integrity (validity and reliability of the assessment), it is critical to consult the assessment manual to see which accommodations are allowed in the screener. The use of any accommodations that are not approved by the assessment tool may invalidate the results, causing incorrect analysis and subsequent decisions about the student's performance and instructional needs. In many cases, scores for students using accommodations (such as untimed) can be used to measure individual student growth, but scores are no longer determinant of risk.¹

Grade Three or Higher

For students in grades three or higher, when data (formative literacy assessment data) indicates a difficulty with the following skills:

- Phonological and phonemic awareness;
- Sound symbol recognition;
- Alphabet knowledge;
- Decoding skills;
- Rapid naming skills; and
- Encoding skills.

Students will be screened by the process below. This process will identify specific deficits and guide next steps for instruction and intervention.

¹ Royer, J. M., & Randall, J. (2012). Testing accommodations for students with disabilities. In K. R. Harris, S. Graham, T. Urdan, A. G. Bus, S. Major, & H. L. Swanson (Eds.), *APA educational psychology handbook, Vol. 3. Application to learning and teaching*, 139–158. American Psychological Association. <https://doi.org/10.1037/13275-007>

Screening Process for Grade Three or Higher

Administer a grade-appropriate oral reading fluency ORE; three one-minute timed passages are recommended to increase assessment reliability.

If accuracy and rate are **at or above benchmark**, then their challenges are likely unrelated to word recognition.
Need to determine whether language comprehension is an area of concern.

Read aloud two-to-three grade-appropriate passages on various topics to the student.
Ask text-dependent questions to measure their understanding.

If the student can respond correctly, the issue is likely unrelated to global language comprehension but may result from a lack of background or vocabulary knowledge related to the topic assessed.

If **accuracy is below the benchmark**, administer a brief phonics screener to identify which skills to build upon and target for remediation.
MARF Phonics Screener
CORE Phonics Survey

If **accuracy is low** on many sections **and** spelling concerns exist, then administer a nonsense word fluency (NWF) assessment.

If score is **at benchmark or above** on correct letter sounds; however, whole words read is below, administer phoneme segmentation fluency (PSF).

If the student has difficulty responding directly, a more comprehensive oral language screener may need to be administered.

If accuracy is at or above benchmark, but **rate is below benchmark**, the student needs more structured practice improving their automaticity of word recognition skills, as this can impact comprehension.
Build automaticity through mixed review word list reading, phrase, and sentence reading. As automaticity improves at these levels of decoding, replace sentence reading with connected text passages.

If score is **below benchmark or well below** on correct letter sounds, begin intervention here.

Components of Family Communication

The following section outlines best practices that support effective family communication. All families are **required to be contacted about students' screening results**. When establishing a screening protocol, consider how families will be engaged in decision making and kept updated about their child's reading performance. An effective family communication process will consider *what* information to share with families, as well as *how* and *when* the information is shared. Effective family communication around early literacy universal screening may include the following:

Purpose of Screening	Inform families about the requirement for schools to conduct these early literacy screenings. Explain that early literacy universal screening is a way to collect and analyze reliable and valid data on the most predictive literacy skills, helping to identify each student's risk of reaching reading proficiency.
Overview of Assessment Administered	Describe the multidisciplinary team that will work in partnership with families to share information about the assessment used, the skills being assessed, the times of year the assessment will be administered, and when the results will be communicated to families.
Student Results	Share the child's screening results with their family and explain what it means in terms of risk of reaching reading proficiency. Explain what the child's scores mean in relation to the child's reading skills and academic profile. Where applicable, the team may coordinate with English language educators on how to understand results that may be related to language development for English learners. Share this data in conjunction with WIDA ACCESS data to ensure families understand the role of language development in reading.
Overview of Classroom Instruction	Provide families with an overview of the instruction students are receiving as their core instruction.

Notifying Parents

- Schools must notify all parents of the planned administration of the universal screener and of the results.
- Students who transfer or enroll after the start of the school year must participate in the universal screener if they have not participated in the administration of an approved universal screener at their previous school in the same school year.
- Students may be exempt from screening if they meet one of the following criteria:
 - The parent (or legal guardian) of the student objects to the screening; or
 - The student is already receiving dyslexia-related interventions.

Family Reports

All of the approved universal screeners include a report designated to share student results with families. Schools and districts should review the provided reports and determine if they are appropriately family-friendly, useful, and asset-based before deciding whether to use the report or to create another document to communicate students' results to their families.

Additional Information: Family Communication

There are resources in the Appendix to help schools and districts create family communication letters:

- Sample Family Letters in [Appendix C](#)

[Understanding Screening: Overall Screening and Assessment \(National Center on Improving Literacy\)](#)

This resource summarizes recommendations for supporting families with universal screening.

Recommendations for Family Communication

- Provide an overview of the intervention support students will receive and offer ways families can support the student at home.
- Provide an overview of instruction that supports literacy development for English learners.
- Inform families when they can expect to receive updated information on their child's progress based on progress monitoring assessments.

Suggested DO's and DON'Ts for Family Communication



Plan for how you will communicate with families about the requirements of the early literacy screening.

Communicate with families in their preferred language.

Use family-friendly language.

Give families information about literacy assessments BEFORE the student results are sent home.

Explain what the numbers in any family report mean.

Include considerations of language development alongside scores for students who are multilingual learners.

Get feedback from families on effectiveness of district communications.



Use lots of educational jargon.

Send home complicated graphs and statistics.

Provide numerical scores without any context or explanation.

Use alarming language such as "failing" or "deficit".

Providing Appropriate Interventions for Students

If students are determined to be “**at some risk**” or “**at risk**” of not reaching reading proficiency, the school must complete all steps detailed below.

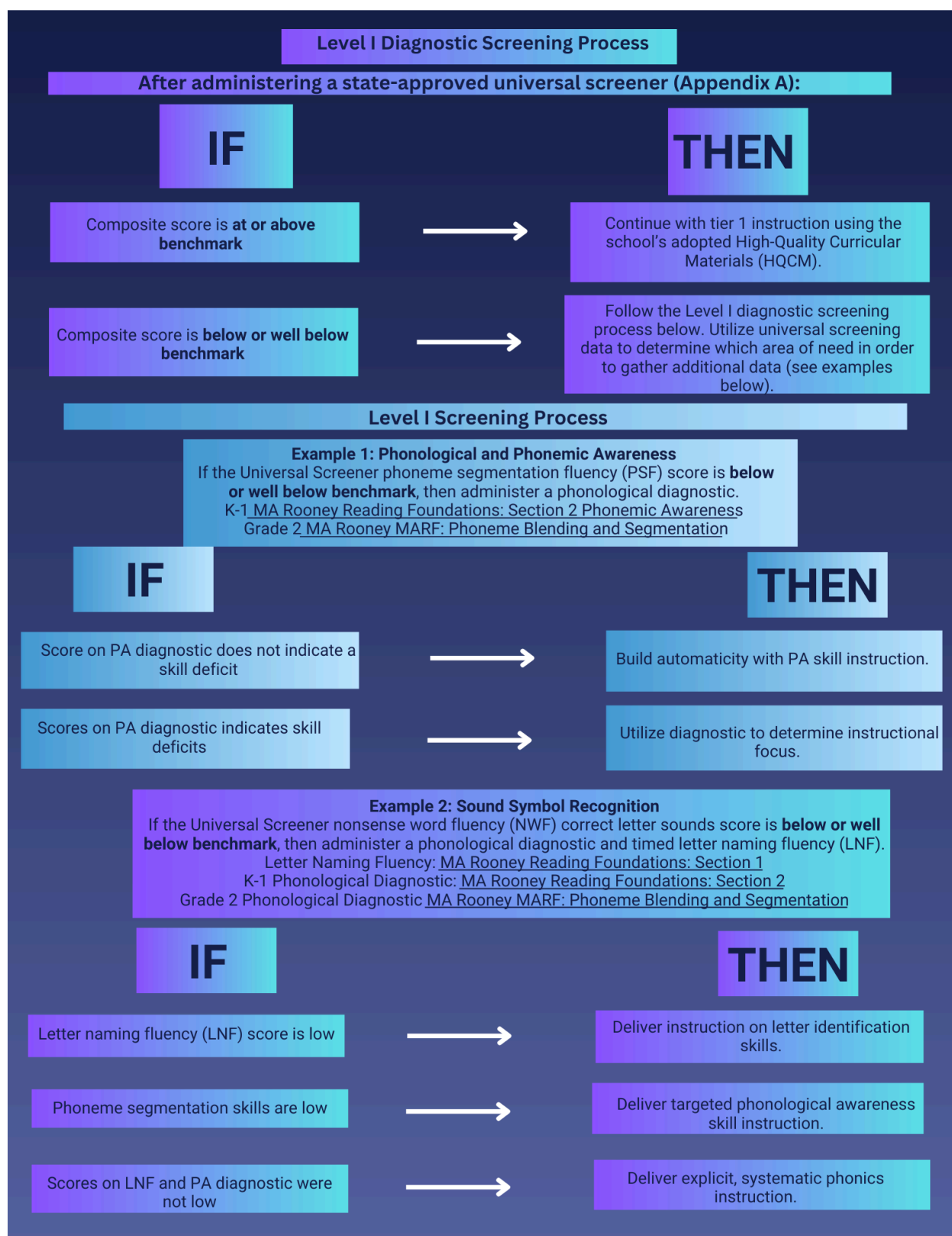
- Provide the parent(s) with the results of the universal screener. Include information about the criteria used to identify students who are “**at some risk**” and “**at risk**” of not reaching reading proficiency.
- Provide the parent(s) with information about intervention services. This information must include the following:
 - Resources that explain or describe reading proficiency in grade level reading skills;
 - A description or list of classroom interventions (note that accommodations and interventions are student-specific and must be tailored to individual student needs); and
 - A statement that the parent may elect to have the student receive an educational evaluation by the school, upon request.
- Immediately use the RTI process within the Multi-tiered System of Support (MTSS) framework to address the needs of the student. Immediate MTSS support is required for any student who is identified as “**at some risk**” or “**at risk**” of not reaching reading proficiency.
- Interventions that target learning characteristics are not required until after the administration of the Level I diagnostic screener assessment; however, schools may elect to provide these specific interventions after universal screening, if desired.
- Request parental consent to administer a Level I diagnostic screener assessment to obtain more information about a student’s needs.

Level I Diagnostic Screening Process

If students are determined to be “**at some risk**” or “**at risk**” of not reaching reading proficiency and parental consent is obtained, the school **must** follow this process to conduct the Level I diagnostic screening. **The Level I diagnostic screening process is used to gather specific information about the student’s needs, drill down to determine if learning characteristics of dyslexia are present, and to provide programming support.** The Level I diagnostic screening process must be conducted with students identified as “**at some risk**” or “**at risk**” within 90 calendar days of the start of each school year.

This process shall include data from the universal screener and diagnostic assessments.

Schools may find it helpful to gather additional information that includes other progress monitoring data, work samples, and formative literacy assessment data. The Level I Screening process shall be used to gather additional information that will help the school team discriminate areas that need intervention and start the process of gathering more data.



Level I Screening Process

Example 3: Alphabet Knowledge

If the Universal Screener letter naming fluency (LNF) score is **below or well below benchmark**, then administer an alphabet knowledge diagnostic to identify which skills to build upon and target for intervention.

K-1 Alphabet Diagnostic: [MA Rooney Reading Foundations: Section 1](#)
Grade 2 Alphabet Diagnostic: [MA Rooney MARF: Introductory Skills 1-4 pg. 6](#)

Example 4: Decoding Skills

If the Universal Screener oral reading fluency (ORF) score is **below or well below benchmark**, then administer a brief phonics screener to identify which skills to build upon and target for intervention.

K-1 Phonics Screener: [MA Rooney Reading Foundations: Section 3 and 4](#)
Grade 2 Phonics Screener: [MA Rooney MARF: Reading Pattern Based Words](#)
[CORE Phonics Survey](#)

Example 5: Rapid Naming Skills

If the Universal Screener rapid automatized naming (RAN) score is **below or well below benchmark** then, administer an alternate form to confirm if the score is a consistent measure of processing or a reflection of skill identification (numeral/letter). No intervention is needed for RAN. However, students with concerning RAN scores will likely need more practice and benefit from over-learning skills.

Alternate form: [Arkansas Rapid Naming Screener](#)

Example 6: Encoding Skills

If the Universal Screener encoding score is **below or well below benchmark** then, administer a brief phonics screener to identify which skills to build upon and target for intervention.

K-1 Phonics Screener: [MA Rooney Reading Foundations: Section 3 and 4](#)
Grade 2 Phonics Screener: [MA Rooney MARF: Spelling Pattern Based Words](#)
[CORE Phonics Survey](#)

The school must use the results of the Level I diagnostic screener assessment to determine if the student should receive interventions and programming that target learning characteristics of dyslexia, specifically.

Interventions for Students Based on Level I Diagnostic Screening Data

If the Level I diagnostic screening data **does not** indicate instructional need, continue to provide support to address the needs of the student through the RTI process within the MTSS framework, as initiated after the universal screener.

If the Level I diagnostic screening data **indicates instructional need**, provide interventions outlined in [IC 20-35.5-2](#), that target learning characteristics of dyslexia, specifically, that meet the following requirements:

- Is systematic, sequential, and cumulative and does not assume prior skills or knowledge;
- Is evidence-based; and
- Includes the components of science of reading:
 - Phonemic awareness;
 - Graphophonemic knowledge;
 - Structure of the English language;
 - Robust oral language development;
 - Linguistic instruction directed towards proficiency and fluency; and
 - Strategies for decoding, encoding, word recognition, fluency, and comprehension.

Additional interventions for learning characteristics of dyslexia may include the following:

- Individualized instruction to meet specific needs of the student in a setting that uses intensive, highly-concentrated instruction methods and materials to maximize student engagement;
- Consider language interventions for English learners;
- Meaning-based instruction directed at purposeful reading and writing with an emphasis on comprehension and composition; or
- Instruction that incorporates the simultaneous use of two or more sensory pathways during teacher presentations and student practice.

Resources to support interventions for reading difficulties including learning characteristics of dyslexia are available in the [Science of Reading and Dyslexia Toolkit](#).

Administering a Level II Diagnostic Assessment

If the results from the Level I diagnostic screener assessment indicate more information is needed to support interventions, the school **may** administer a Level II diagnostic assessment, including learning characteristics of dyslexia. **Level II diagnostic assessments provide greater detail of information about a student's knowledge and skills as well as learning characteristics of dyslexia.** The selected Level II diagnostic assessment must be approved by

the Indiana Department of Education (IDOE). [Appendix A](#) provides a list of approved Level II diagnostic assessments from which schools may select. Parental consent is required prior to administering a Level II diagnostic assessment.

School Staff and Training

Each school corporation and charter school is required by law to employ at least one authorized reading specialist trained in learning characteristics of dyslexia.

- The authorized reading specialist must successfully complete training through a “dyslexia training program” approved by IDOE. Approved dyslexia training programs are listed in [Appendix B](#).
- The authorized reading specialist must be employed by the school corporation or charter school, but may be either a reading specialist, a teacher, a tutor, or a paraprofessional working under the supervision of a teacher.
- The school corporation or charter school may enter into an agreement with a service provider or another school corporation in order to obtain or share services of an authorized reading specialist.
- The school corporation or charter school should keep documentation locally that these requirements are met each year, including (1) the name of the authorized reading specialist, (2) the training the specialist completed, and (3) the specialist’s role within the school corporation or charter school.
- If a school corporation or charter school is not able to meet the requirement to employ at least one authorized reading specialist trained in dyslexia, that school corporation or charter school may submit a petition for a waiver of training requirements to the Indiana Secretary of Education (via IDOE) using the instructions located [here](#).
- For English learners, consult an educator with expertise in ELs, literacy development, and reading difficulties, including dyslexia.

Indiana law also requires each teacher serving in a school corporation or charter school to receive professional awareness information about dyslexia.

- The training must provide information on the learning characteristics of dyslexia, evidence-based interventions for dyslexia, and accommodations for dyslexia.
- The requirement applies to teachers at all grade levels and serving in all capacities.
- Teachers are required to receive this information once. Schools may elect to provide the information/training on a yearly basis, but this is not required. Schools must ensure that any teachers new to the school corporation or charter school either (1) receive the professional awareness information or (2) confirm and document their previous receipt of the professional awareness information at a different Indiana school corporation or charter school.

To complete the training provided by the IDOE, please click [here](#) to follow the professional learning guide for Section 8: The Identification and Support of Reading Difficulties and Dyslexia Professional Learning Facilitation Guide.

Data Reporting Requirements

Schools must report the following to IDOE within the annual reading plan required by [Indiana Code 20-32-8.5](#):

- The number of students who were administered the universal screener;
- The number of students who were determined to be “**at some risk**” or “**at risk**” of not reaching reading proficiency; and
- The selected universal screener which was used to screen students in kindergarten through grade two.

This data will be reported each year as part of each school’s reading plan. Schools should plan ahead and locally document this data during screening.

Each school corporation or charter school must also report dyslexia-related information on their public website no later than July 15 each year. The information must include (but does not have to be limited to) the following:

- The learning characteristics of dyslexia intervention program(s) used during the previous school year to support students with dyslexia.
- The number of students who received learning characteristics of dyslexia intervention during the previous school year. This indicator represents the number of students who were identified as “**at some risk**” and “**at risk**” during the previous school year and who received the appropriate interventions. It **does not** represent the number of students who were officially diagnosed with dyslexia.
- The number of students identified with dyslexia during the previous school year. This indicator represents the number of students who were officially diagnosed with dyslexia and may differ from the number of students who received dyslexia intervention under the guidelines within this document.

Appendix A: Approved Assessments

IDOE reviewed and approved universal screeners and diagnostic assessment systems to ensure they meet the legislated requirements. IDOE does not accept requests from schools for vendor approval due to the level of technical documentation required to approve assessment programs.

Approved Preferred Universal Screener Year 2026-2027

[IC 20-32-8.5-2](#) defined schools in which fewer than 70% of students achieve a valid passing score on IREAD following the 2025 administration are required to utilize the preferred universal screener. Included in this requirement is the guidance for frequency and timing for the administration of this universal screener. **The preferred screener will be given three times a year: beginning of year, middle of year, and end of year for all kindergarten through second grade students.** See more information [here](#).

Vendor Name	Approved Product	Purpose of Assessment	<u>Formative Assessment Grant Eligible</u>	Contact Information
Acadience Learning	Acadience Reading K-6 ALO platform, RAN, Spelling	Universal Screener	Yes	info@acadiencelearning.org

Additional Approved Assessments Beginning School Year 2026-2027

Vendor Name	Approved Product	Purpose of Assessment	Formative Assessment Grant Eligible	Contact Information
Amira Learning	Amira Learning Assess ISIP	Universal Screener	Yes	Natasha Bullock (270) 485-3999
Amplify	mCLASS platform with DIBELS, 8th Edition	Universal Screener	Yes	John Lash 260-318-57220
Curriculum Associates	i-Ready Literacy Task	Universal Screener	No	Cory Howard 574-721-5306
Imagine Learning LLC	Imagine+ Early Literacy/Dyslexia Screener	Universal Screener	Yes	Bob Furlin (847) 542-9766
MindPlay Educational, LLC	MindPlay Dyslexia Screener	Universal Screener	No	Laura Close 317-409-4430
NWEA	MAP Reading Fluency Dyslexia Screener	Universal Screener	Yes	Jami Breslin 317-371-7358
Pearson	Aimswest Plus	Universal Screener	No	Mallory Milara 941-3745-2303
Renaissance Learning, Inc	Star CBM	Universal Screener	No	Sarah Terry 715-315-3881
EPS Learning	SPIRE SPIRE Initial Placement Assessments	Diagnostic Level II	No	Sandy Duerr 240-610-6189

MA Rooney Foundation	Reading Foundations for K-1	Diagnostic Level II	No	Ann Puckett-Harpold 317-571-2973
MA Rooney Foundation	MARF Phonics Screener for 2-12	Diagnostic Level II	No	Ann Puckett-Harpold 317-571-2973
Pearson	Kaufman Test of Educational Achievement (Third Edition) KTEA-3 Wechsler Individual Achievement Test (Fourth Edition) (WIAT-4)	Diagnostic Level II	No	Dan Zwiers 763-227-2538

Vendors may contact INLitcenter@doe.in.gov to update their contact information.



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Appendix B: Approved Dyslexia Training Programs

IDOE approved dyslexia training programs based on requirements listed in [Indiana Code 20-35.5](#). Schools may select from this list of programs to fulfill training requirements for their authorized reading specialist.

Organization	Mode	Hours of Training	Hours of Practicum	Contact Information
Anderson University	In-person	15 credit hours	60	Katy Sample 765-617-8508
B.E.A.R Reading Center	In-person	60	100	Kim Haughee 574-288-0067
Brainspring	In-person or online	30	Optional: Up to 60 hours	Cara Martin 1-844-680-7094
Butler University	Hybrid	9 credit hours	20	Kelli Esteves 317-940-6462
Children's Dyslexia Center	In-person	60	100	Julie Bohannon 317-201-5949
Dyslexia Institute of Indiana	Online	40	10	Bill Herman 317-222-6635
Classmates Educational Group, Inc. SLANT System® for Structured Language Training	Live-online or In-person	40	60	Beth Hatlen 630-687-8962
Indiana University	Online	9 credit hours	N/A	Susan Klinker 812-856-8251
Institute for Multi- Sensory Education	In-person or online; any region of Indiana	30	Optional	Teresa Garretson 800-646-9788 x 210
Joellyn Hartley Dyslexia Consulting	In-person or online	40-45	1.5	Joellyn Hartley 765-969-3669
Kendore Learning	In-person or online	24	Optional	Jennifer Hasser 770-752-1724



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MA Rooney Foundation	In-person or online	40	N/A	Ann Puckett-Harpold 317-571-2973
Center for Vibrant Schools at Marian University	Hybrid	24	N/A	Center for Vibrant Schools
Hamilton County Educational Service Center	Online	45	60	Caren Karlage 513-475-4145
Mindplay at Close Education	In-person or online	43	6	Laura Close 317-409-44330
Oakland City University	In-person or online	20-40	N/A	Karen Nasser 1-812-749-1483
Orton-Gillingham International	In-person	40	N/A	Elenn Steinberg 720-937-8242
Orton Gillingham Online Academy	In-person or online	30	Optional	Marisa Bernard 765-635-9820
Purdue University Northwest	In-person or online	20	5	Grace Pigozzi 219-785-5578
Teaching Basics	Online	30	N/A	Roxie Sporleder
The Reading Clinic: For General Educators	Hybrid	50	30	Jamey Peavler 317-260-6376
The Reading Clinic: For Interventionists	Hybrid	60	100	Jamey Peavler 317-260-6376
Therapeutic Language Consulting	In-person	30	50	Janet George 317-658-2480
Voyager Sopris Learning (LETRS)	Hybrid	162	30	Lexia
Wilson Language Training (WLT) Wilson Reading Systems (WRS)	In-person or online	90	65	Kim Merrick 508-368-1426

Vendors may contact INLitcenter@doe.in.gov to update their contact information.

ADD SCHOOL LETTERHEAD

Appendix C: Sample Parent Letters

Notification of Universal Screener

(Letter Date)

Dear Families,

We are writing to share information about one of the ways your child in grades K-2 will be assessed in reading this year. Our teachers have many ways to check your child's reading development and growth, including a **universal reading screener**. We are required to give a universal reading screener to all students in kindergarten through second grade within the first 90 days of school consistent with [Indiana Code 20-35.5](#).

Our district uses a screening assessment called (name of the screener with link to webpage). It is one of several universal reading screeners approved by the Indiana Department of Education. Your child will be assessed three times during the school year.

All parents will receive their child's screening results within 30 days. If the results show that your child may be at risk for reading difficulties, you'll be notified and provided with next steps, including additional reading support. We'll also ask for your permission to give your child further assessments, if needed.

The information from this screener helps your child's teacher make informed decisions about reading instruction and support. If you have any questions about the screener or how it is used, please reach out to your child's teacher. We are grateful for the continued support and partnership with you.

Best,

[Principal or School/District Name]

ADD SCHOOL LETTERHEAD

Student Screening Results

(Letter Date)

Dear Families,

I am writing to share an update about universal reading screening in grades K-2 at our school. We recently completed assessing our students and soon you will receive a Family Report that explains your child's results. These actions are included in [Indiana Code 20-35.5](#), which requires all schools to give a universal reading screener to all students in kindergarten through second grade within the first 90 days of school.

As a reminder, universal reading screening is used to guide us in providing reading support and determine a student's risk for not reaching reading proficiency. It is not to diagnose or determine a disability.

Important Early Reading Skills

Universal reading screeners are used to assess skills that predict future reading difficulties. These skills include alphabetic knowledge, phonemic awareness, decoding, encoding, and rapid automatized naming. Skills are assessed differently depending on the student's grade level.

Alphabet Knowledge	Students' familiarity with the names and sounds of letters and letter patterns
Phonological and Phonemic Awareness	Students' knowledge of individual sounds in language
Sound Symbol Recognition	Students' ability to connect spoken sounds to their corresponding letters
Decoding Skills	Students' ability to sound out and read words
Encoding	Students' ability to spell words
Rapid Automatized Naming	Students' ability to rapidly name a limited set of repeatedly presented known objects or letters

Next Steps

If your child scores "at risk" or "at some risk", we will contact you to discuss how we can support your child. We will invite you to engage in a discussion of your child's results which will include next steps.

Universal reading screening is an important tool to help promote each child's success as a reader. We are grateful for your continued partnership, and please contact me with any questions.

Best,

Principal

ADD SCHOOL LETTERHEAD

Permission for Additional Reading Assessments

(Letter Date)

Dear Parent or Guardian,

Your child, **[insert student's name]**, recently took part in a reading screener on **[insert date]**. This screener is given to all students to help identify those who may need extra support to become successful readers. It is part of Indiana's statewide effort to ensure every child builds strong reading skills early on.

Based on your child's results, we would like to conduct a few additional assessments. These will help us better understand how your child learns and allow us to plan targeted reading support if needed.

Please review the permission form below. If you agree to allow us to give your child these additional assessments, sign and return the bottom portion of this letter.

If you have any questions or would like to talk more about your child's results or next steps, please don't hesitate to reach out to your child's teacher or school.

Thank you for partnering with us to support your child's reading success!

Sincerely,

[Your Name or School/District Name]

Permission for Additional Reading Assessments

I give permission for my child, **[insert child's name]**, to participate in additional assessments that will help identify the best ways to support my child's reading development.

Parent/Guardian Signature: _____

Date: _____