

## Universal Screener Information: Who is screened, who is exempt, choosing a screener, administration of the screener, screener performance, and universal screener list

**Updated November 2020**

All new or updated screeners and information are listed in red. See table 1 for more information.

- Based on feedback from the field, **Northwest Evaluation Association (NWEA) Skills Checklist is again approved for kindergarten through grade twelve.** It is up to the school system to decide whether kindergarten students in their district will perform at a level where usable data will be gathered from this subset screener. Remember, schools may choose to use a different screener on the six subsets.
- Addition of Star CBM
- Addition of Lexercise Mississippi Dyslexia screener. Must be used in conjunction with The San Diego Quick Assessment, Z-Screener, and The Letter-Sound Assessment. See below which screener is matched to each subset.

All students in grades kindergarten through second grade are required to be screened for dyslexia IC 20-35.5, *et seq.*, as created by SEA 217 (2018) beginning in the 2019-2020 school year. The Indiana Department of Education's (IDOE) role is to provide the list of approved screeners. Early identification of students "at some risk" or "at risk" for dyslexia is critical for the development of early and appropriate interventions to support the student before they begin to fall behind their peers.

The universal screener is an assessment for understanding students' literacy performance, both strengths and areas of concern. Universal screeners focus on specific areas and are typically brief, but determine those students who are "at some risk" or "at risk". Universal screeners are used for the initial screening of students, and shall include the following, as determined to be developmentally appropriate, for each student:

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

### Who should be screened?

IC 20-35.5-2-6 states the universal screener will be given to the following students:

- 1) In kindergarten, grade one and two
- 2) When a student in kindergarten, grade one, and grade two:
  - a. Transfers to a new school; and
  - b. Has not been screened previously during the school year;
- 3) When a student in grade three or higher has difficulty, as noted by a classroom teacher, in:
  - a. Phonological and phonemic awareness
  - b. Sound symbol recognition
  - c. Alphabet knowledge
  - d. Decoding skills
  - e. Rapid naming skills and
  - f. Encoding skills
- 4) When a student from another state enrolls for the first time in kindergarten, grade one, and grade two in Indiana unless the student presents documentation that the student
  - a. Had the dyslexia screening or a similar screening during the school year;  
or
  - b. Is exempt from the screening

### **Exemptions from being screened:**

Chapter 2 Section 8 states that a school corporation or charter school is not required to administer a universal screener if the:

- 1) Parent of the student objects to the screening; or
- 2) Student is receiving intervention services for dyslexia.

For information on giving the universal screener to special education and English language learners, please consult the guidance documents available on IDOE dyslexia website.

### **Choosing a Screener**

In the law, IDOE approves the dyslexia screening tools. There are some screeners that cover all six subsets, but many screeners only cover some of the six subsets. A combination of several screeners will address all subsets. Instead, districts will need to select several screeners to address all subsets. IDOE provides two tools to assist in this process: 1) the Arkansas Rapid Automated Naming Screener to schools at no cost and 2) the “Universal Screener Planning Checklist” with an example. These are located on the dyslexia website and in the Indiana Dyslexia Resource Guide.

### **Administering Screeners**

Personnel administering the screener must be trained to implement the specific tools in a valid and reliable manner. This requires communicating with the publisher of the screener to receive training and may require setting aside time and money for attending screening training. School resources and student enrollment will influence individual corporation’s decisions about who should give and score the screening tools. Because the data will be used to help guide instruction, it may be useful for those who work directly with students during literacy instruction to participate in screening, scoring, and progress monitoring.

## **Screener Performance**

The performance criteria (i.e. cut-points, benchmarks) from the Universal Screener will determine if the student is unlikely to achieve reading goals without additional targeted intensive support, those who are considered “at risk” and “at some risk”. Universal screeners are a predictive assessments that measures risk factors for dyslexia through a “snapshot” of the student’s reading. The results may not provide the details needed to develop an instructional plan of appropriate interventions. To gain more detailed information the student is given a Level I Dyslexia Screener as explained in “Level I Screener Information” found in the dyslexia website and in the Indiana Dyslexia Resource Guide. If additional diagnostic information is needed, a Level II screener is administered as described in Level II Screener Information.

## Table 1: Universal Screeners: IDOE Vetted and Approved Updated November 2020

IDOE reviewed these screeners and found them to be acceptable in terms of reliability and validity, ease of use for those conducting the screening, brief, screen the required component, and developmentally appropriate for the grade.

Universal screeners are considered a predictive assessment to measure dyslexia risk factors that provide a snapshot of the student's literacy skills. It does NOT detail the student's precise deficits or where to begin an intervention.

All new or updated screeners and information are listed in red. See table 1 for more information.

- Based on feedback from the field, **Northwest Evaluation Association (NWEA) Skills Checklist is again approved for kindergarten through grade twelve.** It is up to the school system to decide whether kindergarten students in their district will perform at a level where usable data will be gathered from this subset screener. Remember, schools may choose to use a different screener on the six subsets.
- Addition of Star CBM
- Addition of Mississippi Dyslexia screener. Must be used in conjunction with The San Diego Quick Assessment, Z-Screener, and The Letter-Sound Assessment. All screener must be given in this package for a complete screening of the approved subsets. See below which screener is matched to each subset.

Due to some reorganization in the ownership and distribution of DIBELS, the word use fluency screener is no longer available. As a result, **the nonsense word fluency (NWF) screener may be used to screen both the phonics AND decoding subset in KINDERGARTEN ONLY!**

Please continue to use the nonsense word fluency (NWF) to screen the sound symbol relationship (phonics) subset and the oral reading (ORF) passage to screen the decoding subset in first grade and above.

Many of the universal screeners, including DIBELS and Acadience Reading, do not explicitly screen letter naming (alphabet knowledge) in second grade or have a phonological/phonemic awareness screener option for first and second grade.

IC 20-35.5, *et seq.*, requires that all students in grades kindergarten, first, and second grade be screened in all six subset areas (phonological/phonemic awareness, alphabet knowledge, sound symbol relationship, decoding, rapid naming, and encoding) every academic year regardless of prior years' performance.

The test publisher may not have cut scores for these subset areas in these grades, but schools have the local control to create benchmarks and set what is considered "at risk" and "at some risk". This means that schools have the local control to decide what is below benchmark and "at risk" and "at some risk" in these specific subsets for these grades when the test publisher does not issue benchmarks.

Universal Screeners	
Required Component	Possible Screening Tools
<p><b>Phonological and Phonemic Awareness-</b> the ability to recognize and manipulate the sound system in spoken language</p> <p><i>Note: May use a Phonological and Phonemic Awareness from any screener for a student in <u>grades 3-12</u> as needed and available.</i></p>	<p><b>Acadience Reading:</b> Phoneme Segmentation Fluency (K-2) First Sound Fluency (K) <i>Note: First Sound Fluency is optional, but recommended for K</i></p> <p>Aimswab: Phoneme Segmentation Fluency (K-1)</p> <p>AimswabPlus: Phoneme Segmentation (K-1) AimswabPlus: Initial Sounds (K) <i>Note: Required to give initial sounds AND phoneme segmentation in K</i></p> <p>Classworks Universal Screener: Phonemic Awareness (K-6)</p> <p>CORE Assessing Reading: Multiple Measures: Phoneme Segmentation Test (K-12)</p> <p>EL Education Benchmark Assessment: All Phonological and Phonemic Awareness (K-2)</p> <p>Exact Path: Phonological Awareness ( K-8)</p> <p>FastBridge Learning: Early Learning: Phonological and Phonemic Awareness (K-3)</p> <p>Fastbridge Learning: Early Reading: Onset Sounds, Word Rhyming (PreK-3)</p> <p>Fountas and Pinnell Benchmark Assessment System (BAS) All phonological and phonemic awareness subtests (K-1)</p> <p>Heggerty Phonemic Awareness Assessment (K or 1) Use grade and time of year to dictate which assessment used</p> <p>Heggerty 2<sup>nd</sup> Grade and Above PA Intervention Screening (2-12+)</p> <p>Houghton Mifflin Harcourt Amira Learning: Phonological and Phonemic Awareness (K-3)</p> <p>Houghton Mifflin Harcourt Foundational Reading Assessment: Phonological Awareness (K-3)</p>

i-Ready: Phonological/Phonemic Awareness (K-12)  
(Set developmental level to assess this skill in K-2)

Istation ISIP: Phonemic Awareness (K-1)

iSTEEP: Initial Sound Fluency (K-1)

**Lexercise Mississippi Dyslexia Screener: Phoneme Segmentation Fluency (K-1)**

Predictive Assessment of Reading (PAR):  
Phonemic Awareness (K-3)

**mCLASS with DIBELS:**

DIBELS NEXT: Phoneme Segmentation Fluency (K-2)

DIBELS NEXT: First Sound Fluency (K)

*Note: First Sound Fluency is optional, but recommended for K*

DIBELS 8<sup>th</sup> Edition: Phoneme Segmentation Fluency (K-2)

MindPlay: Phonemic Awareness Screener (K-12)

PALS-K: Rhyme, Beginning Sound Awareness (K)

PALS Plus: Blending, Sound To Letter (1-8) Full Diagnostic Requirement

NWEA Skills Checklist: Phonological Awareness & Phoneme Identification Assessments (Assessment will include all parts listed: rhyming, identifying number of syllables, blending, initial consonant blend, final consonant sounds, middle vowel sounds) (K-12)

NWEA MAP Reading Fluency Foundational Skills: Phonemic Awareness (K-3)

Renaissance STAR Early Literacy: Phonemic awareness rhyming, blending, segmenting, initial, final, and medial phonemes, adding/substituting phonemes (K-2)

Scholastic Next Steps in Guided Reading Assessment: Phonological and Phonemic Awareness (K-2)

**STAR CBM Reading: Phoneme Segmentation (K-1)**

**University of Oregon:**

DIBELS 6<sup>th</sup> Edition: Phoneme Segmentation Fluency (K-2)

DIBELS 6<sup>th</sup> Edition: Initial Sound Fluency (K)

*Note: Initial Sound Fluency is optional, but recommended for K*

	<p>DIBELS NEXT: Phoneme Segmentation Fluency (K-2)          DIBELS NEXT: First Sound Fluency (K)  <i>Note: First Sound Fluency is optional, but recommended for K</i>          DIBELS 8<sup>th</sup> Edition: Phoneme Segmentation Fluency (K-1)</p>
<p><b>Alphabet Knowledge</b>-the ability to automatically recognize and name the 26 lowercase and 26 uppercase letters with ease and accuracy.</p> <p><i>Note: May use letter naming from any screener for a student in <u>grades 3-12</u> as needed and available.</i></p>	<p><b>Acadience Reading:</b>          Letter Naming Fluency (LNF) (K-2)</p> <p>Aimsweb: Letter Naming Fluency (LNF) (K-1)</p> <p>AimswebPlus: Letter Naming Fluency (K-1)</p> <p>CORE Assessing Reading: Multiple Measures: Letter Names Upper and Lowercase (K-12)</p> <p>EL Education Benchmark Assessment: Letter Name (K-2)</p> <p>Fastbridge Learning: earlyReading: Letter Names (PreK-3)</p> <p>Fountas and Pinnell Benchmark Assessment System (BAS) Letter Recognition (K-2)</p> <p>Heggerty Letter Names &amp; Sound Assessment-Letter Name Only (K-12)</p> <p>Houghton Mifflin Harcourt Amira Learning: Recognize Letters (K-3)</p> <p>Houghton Mifflin Harcourt Foundational Reading Assessment: Letter-Word Recognition (K-3)</p> <p>i-Ready: Alphabet Knowledge (K-12)  <i>(Set developmental level to assess this skill in K-2)</i></p> <p>iSTEEP: Letter Naming (K)</p> <p><b>Lexercise Mississippi Dyslexia Screener: Alphabet Knowledge (K-1)</b></p> <p><b>mCLASSwith DIBELS:</b>          DIBELS NEXT: Letter Naming Fluency (LNF) (K-2)          DIBELS 8<sup>th</sup> Edition: Letter Naming Fluency (K-2)</p> <p>MindPlay: Alphabet Knowledge AND Letter Discrimination (2-12)</p> <p>Scholastic Next Steps in Guided Reading Assessment: Upper and Lowercase Letter Recognition (K-2)</p> <p>NWEA Skills Checklist: Letter Identification (<u>Assessment will include all parts listed: upper case and lower case</u>) (K-12) <i>(Must give in K-2)</i></p>

	<p>PALS-K: Alphabet Knowledge (K)</p> <p>PALS Plus: Alphabet Knowledge (1-8) Full Diagnostic Requirement</p> <p>Renaissance STAR: Early Literacy: Letters, alphabetic sequence, visual discrimination, visual discrimination (K-2)</p> <p><b>STAR CBM Reading: Letter Naming (K)</b></p> <p><b>University of Oregon:</b> DIBELS 6<sup>th</sup> Edition: Letter Naming Fluency (LNF) (K-2) DIBELS NEXT: Letter Naming Fluency (LNF) (K-2) DIBELS 8<sup>th</sup> Edition: Letter Naming Fluency (K-1)</p> <p>Words Their Way PreK-K: Assessments for Emergent Readers- Alphabet Recognition- Capitals and Lowercase letters (K-12)</p>
<p><b>Sound Symbol Recognition-to</b> automatically produce sound(s) or grapheme names (grade level letters or letter clusters) during recognition, production, and/or writing tasks.</p> <p><i>Note: May use phonics portion from any screener for a student in <u>grades 3-12</u> as needed and available.</i></p>	<p><b>Acadience Reading:</b> Nonsense Word Fluency (K-2)</p> <p>Aimswab: Letter Sound Fluency (K-1)</p> <p>AimswabPlus: Letter Word Sound Fluency (K-1)</p> <p>Classworks Universal Screener: Phonics (K-6)</p> <p>CORE Assessing Reading: Multiple Measures: Letter Sounds: Consonant, long Vowels, and Short Vowels (K-12)</p> <p>EL Education Benchmark Assessment: Sound Identification (K-2)</p> <p>Exact Path: Phonics (K-8)</p> <p>FastBridge Learning Early Learning: Phonics (K-3)</p> <p>Fastbridge Learning: earlyReading: Letter Sounds (PreK-3)</p> <p>Fountas and Pinnell Benchmark Assessment System (BAS) All Phonics subtests (K-2)</p> <p>Houghton Mifflin Harcourt Amira Learning: Measuring Sound Production (K-3)</p> <p>Houghton Mifflin Harcourt Foundational Reading Assessment: Phonics (Word Attack) Skills (K-3)</p> <p>i-Ready: Sound Symbol Recognition (K-12) <i>(Set developmental level to assess this skill in K-2)</i></p>



	<p>iSTEEP: Letter Sounds (K-1)</p> <p>Istation: ISIP: Letter Knowledge (K-1)</p> <p><b>Lexercise Mississippi Dyslexia Screener: Sound Symbol Recognition (K-1) AND Letter-Sound Assessment (K-12)</b></p> <p><b>mCLASS with DIBELS:</b> DIBELS NEXT: Nonsense Word Fluency (K-2) DIBELS 8<sup>th</sup> Edition: Nonsense Word Fluency (K-3)</p> <p>MindPlay: Phonics Screener (K-12)</p> <p>Next Steps in Guided Reading Assessment: Sound Knowledge (K-2)</p> <p>NWEA Skills Checklist: Phonics: Matching Letters to Sound (<u>Assessment will include all parts listed:</u> consonants, vowels, letter knowledge, letter-sound fluency, build words: one letter, silent one syllable word reading) (K-12)</p> <p>NWEA MAP Reading Fluency Reading Foundational Skills: Phonics (K-3)</p> <p>PALS-K: Letter Sounds, Spelling (K)</p> <p>PALS Plus: Letter Sounds, Spelling (1-8) Full Diagnostic Requirement</p> <p>Predictive Assessment of Reading (PAR): Letter-Word Calling (K-3)</p> <p>Renaissance STAR: Early Literacy: Sound/Symbol correspondence, phonics (K-2)</p> <p><b>STAR CBM Reading: Letter Sounds (K), Expressive nonsense words (1-2)</b></p> <p><b>University of Oregon:</b> DIBELS 6<sup>th</sup> Edition: Nonsense Word Fluency (K-2) DIBELS NEXT: Nonsense Word Fluency (K-2) DIBELS 8<sup>th</sup> Edition: Nonsense Word Fluency (K-3)</p>
<p><b>Decoding Skills-</b> to translate words, word parts, or nonwords into their corresponding pronunciation. <i>Note: May use decoding portion from any screener</i></p>	<p><b>Acadience Reading:</b> Nonsense Word Fluency (K) Oral Reading Fluency (DORF) (1-6) (No Retell)</p> <p>Aimsweb: Nonsense Word Fluency (K-1) Aimsweb: Oral Reading Fluency (1-3) <i>(Choose either nonsense word or oral reading fluency in grade 1)</i></p>

*for a student in grades 3-12  
as needed and available.*

- AIMSWebPlus: Word Reading Fluency (K-1)
- Classworks Universal Screener: Decoding (K-6)
- CORE Literacy Library: Multiple Measures Assessing Reading: Reading and Decoding ALL Parts (K-12)
- Decoding-Encoding Screener for Dyslexia (DESD) (1-8)
- EL Education Benchmark Assessment: Decoding Skills (K-2)
- Fastbridge Learning: earlyReading: Decodable Word Reading (PreK-3)
- Fountas and Pinnell Benchmark Assessment System (BAS)  
*Use suggested on grade level reading passage read orally (K-8)*
- Houghton Mifflin Harcourt Amira Learning: Translate Words and Word Parts (K-3)
- i-Ready: Decoding (K-12)  
*(Set developmental level to assess this skill in K-2)*
- iSTEEP: Word Identification (K)
- iSTEEP: Nonsense Word Fluency (NWF) (1)
- iSTEEP: Oral Reading Fluency (ORF) (1-8)  
*Choose either NWF or ORF for iSTEEP 1<sup>st</sup> grade*
- mCLASS with DIBELS:**
- DIBELS NEXT: Nonsense Word Fluency (K)
- DIBELS NEXT: Oral Reading Fluency (DORF) (1-6) (No Retell)
- DIBELS 8<sup>th</sup> Edition: Nonsense Word Fluency (K)
- DIBELS 8<sup>th</sup> Edition: Oral Reading Fluency (1-8) (No Retell)
- MindPlay: Phonics AND Natural Fluency (K-12)
- Scholastic Next Steps in Guided Reading Assessment: Grade level Reading Record: No Comprehension (K-2)
- NWEA Skills Checklist: Consonant Blends and Digraphs Assessment (Assessment will include all listed: initial and final blend, initial and final digraphs) (K-12)
- NWEA MAP Reading Fluency: Oral Reading Fluency- Separate screener, given in conjunction with Foundational Skills Based on grade level (K-3)
- Renaissance STAR Early Literacy: Decoding Skills, phonics (K-2)

	<p>PALS-K Concept of Word (K)</p> <p>PALS Plus: Oral Reading in Context (1-8) Full Diagnostic Requirement</p> <p><b>San Diego Quick Assessment (K-11) AND Z-Screener (K-12) (In conjunction with Lexercise Mississippi Dyslexia Screeners listed)</b></p> <p><b>STAR CBM Reading: Receptive nonsense words (K), Passage Oral Reading (1-6)</b></p> <p><b>University of Oregon:</b>          DIBELS 6<sup>th</sup> Edition: Nonsense Word Fluency (K)          DIBELS 6<sup>th</sup> Edition: Oral Reading Fluency (DORF) (1-6) (No Retell)          DIBELS NEXT: Nonsense Word Fluency (K)          DIBELS NEXT: Oral Reading Fluency (DORF) (1-6) (No Retell)          DIBELS 8<sup>th</sup> Edition: Nonsense Word Fluency (K)          DIBELS 8<sup>th</sup> Edition: Oral Reading Fluency (1-8) (No Retell)</p>
<p><b>Rapid Naming-</b> the ability to quickly name aloud a series of familiar items</p>	<p>Acadience Reading: Acadience RAN (K-1)</p> <p>Arkansas Rapid Automated Naming Screener (K-2 based on time, 3-12 observed behavior)</p> <p>DIAL-4: Concept Area Rapid Naming (PreK-K)</p> <p>Houghton Mifflin Harcourt Amira Learning: Rapid Naming (K-3)</p> <p>i-Ready RAN Companion Task (K-2) <i>Varies by time of year and grade for specific screener</i></p> <p><b>Lexercise Mississippi Dyslexia Screener: Rapid Automated Screener (K-1)</b></p> <p>Lexplore: Rapid Naming skills (1-3)</p> <p><b>mCLASS with DIBELS:</b>          mCLASS with DIBELS Next: Rapid Automated Naming (K-3)          mCLASS with DIBELS 8<sup>th</sup> Edition: Rapid Automated Naming (K-3)</p> <p>MindPlay: Rapid Automated Naming (K-12)</p> <p>Predictive Assessment of Reading (PAR):          Rapid Naming Fluency (K-3)</p>

	<p>Rapid Automatic Naming and Rapid Alternating Stimulus Test (RAN &amp; RAS) (Choose different trial per grade) (K-12)</p> <p><b>STAR CBM Reading: Rapid Color Naming (K-3)</b></p>
<p><b>Encoding-</b> to translate spoken language into print.</p> <p><i>Note: May use encoding portion from any screener for a student in <u>grades 3-12</u> as needed and available.</i></p>	<p>Classworks Universal Screener: Encoding (K-6)</p> <p>Istation Indicators of Early Progress (ISIP): Spelling (K-3)</p> <p>Istation Advanced Reading (AR) Spelling Computer-adapted (4-8)</p> <p>Decoding-Encoding Screener for Dyslexia (DESD™) (1-8)</p> <p>EL Education Benchmark Assessment: Spelling Skills (K-2)</p> <p>Exact Path: Encoding ( K-8)</p> <p>Houghton Mifflin Harcourt Amira Learning: Encoding Skills (K-3)</p> <p>i-Ready: Encoding Companion Task (1-2)</p> <p><b>Lexercise Mississippi Dyslexia Screener: Spelling (K-1)</b></p> <p><b>mCLASS with DIBELS:</b></p> <p>mCLASS with DIBELS Next: Encoding (K-3)</p> <p>mCLASS with DIBELS 8<sup>th</sup> Edition: Encoding (K-3)</p> <p>McGraw Hill Wonders Inventory of Developmental Spelling-Primary (IDS-P) (K-3)</p> <p>MindPlay: Spelling (nonsense and real words) Phonics Screener (encoding portion) (K-12)</p> <p>Next Steps in Guided Reading Assessment: Developmental Word Knowledge, by Grade (K-2)</p> <p>NWEA MAP Fluency Foundational Skills: Encoding. Based on grade level (K-3)</p> <p>PALS K: Spelling (K)</p> <p>PALS Plus: Spelling Inventory (1-8) Full Diagnostic Requirement</p> <p>Word Journey: Kindergarten Inventory of Developmental Spelling (KIDS) (K)</p> <p>Word Journeys: Developmental Spelling Analysis (DSA) (1-6)</p>

	<p>Words Their Way PreK-K: Kindergarten Spelling Inventory (KSI) (K)</p> <p>Words Their Way: Primary Spelling Inventory (PSI) (K-3)</p> <p>Words Their Way: Elementary Spelling Inventory (ESI) (1-6)</p> <p>Words Their Way: Upper-Level Spelling Inventory (upper elementary, middle, high school, postsecondary)</p> <p>Word Study Inventory: Developmental Word Knowledge Inventory (K-2) (See testing protocol for words to assess)</p>
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