



TN Universal Reading Screener

Administration Guidelines

Tennessee Department of Education | August 2021

Overview

As part of the *Tennessee Literacy Success Act* ([PC0003](#)), districts are required to administer an approved universal reading screener to all students in grades K-3 during three administration windows each school year, and report data to the Tennessee Department of Education (the department). While districts have the option to select a universal reading screener from the State Board of Education's approved list to meet the requirements of the *Tennessee Literacy Success Act*, the free Tennessee Universal Reading Screener (TN-URS) meets all of the legislative requirements, can be used at no-cost by districts and charter schools, and also resolves any data submission requirements for the district. aimswebPlus has received the contract to provide the free Tennessee Universal Reading Screener suite of math and reading screeners, assessment platform, as well as a district training series.

Districts opting to use the free Tennessee Universal Reading Screener will have seamless support in setting up accounts, meeting state administration guidelines, and easily reporting requirements within the state-provided platform. If a district chooses to opt out and utilize a universal reading screener approved by the State Board of Education, the district must still comply with administration windows and requirements, required measures, and reporting requirements. See [the Tennessee Universal Reading Screener FAQ](#) for more information.

The State Board of Education approved the following list of qualified universal reading screeners (URS) on July 23, 2021:

- Tennessee Universal Reading Screener (aimswebPlus)
- DIBELS, 8th Edition
- easyCBM
- FastBridge Suite/FAST¹
- iReady + iReady Early Reading Tasks
- Measures of Academic Progress Suite
- STAR Early Literacy

Note: A district's selected universal reading screener must be outlined in their *Foundational Literacy Skills Plan* (FLSP). For more information on the FLSP, see section 7.

The intent of this *Administration Guidelines* document is to provide an outline that district leaders can use to ensure they are administering their selected universal reading screener appropriately. The universal reading screener should be administered as an integrated part of a district's systemic assessment program and if administered correctly, satisfies the requirements of the *Tennessee Literacy Success Act* (T.C.A. § 49-1-901 through T.C.A. § 49-1-909), Tennessee's Dyslexia Law (T.C.A. § 49-1-229), and the state's RTI² framework and policies. This document will outline setting up screening windows, selecting the measures to administer, preparing appropriate materials and protocols for administration, ensuring technology is in place, confirming account access and permissions, and providing resources to answer any outstanding questions.

Requirements for Universal Reading Screening (URS)

Regardless of the choice of universal reading screener, the *Tennessee Literacy Success Act* requires screening practices that are in addition to existing requirements, recommendations, and best practices outlined in the state's existing RTI² Manual. These non-negotiable requirements are outlined below, and more details are available in this guide:

- **Fidelity of screener administration and implementation:** To ensure test security and fidelity of implementation, as well as comparability across different screeners, educators are no longer allowed to administer screeners to their own students, for whom they are considered the "teacher of record" for core reading instruction. Schools and districts are encouraged to train teams of educators to assess students.
- **Accurate data collection:** To ensure schools, districts, and the state are able to accurately link student and teacher data to report on new growth measures outlined in the law, districts must now use unique student and teacher identification numbers (i.e., **USID** and **Teacher License Number**).

¹ FastBridge Suite and Formative Assessment for Teachers (FAST) are listed separately on the State Board Policy, but they are merged into the same screening platform, FastBridge Suite. For FAST guidance, please see FastBridge.

This data should be shared with screening vendors through appropriate student rostering procedures and should be included in data reports shared with the department.

- **Consistent testing windows:** To ensure timely and consistent data reporting across schools and districts, the department has outlined specific testing windows that must be used for all universal screening. These windows are in alignment with the availability of national norms as well as best practices outlined in existing RTI² guidance.
- **Aligned probes and assessments:** To ensure consistency of reporting across different universal screening suites, the department has outlined a matrix of probes that must be administered to ensure comparability across different screening providers.

According to the State Board of Education's *Academic and Instructional Requirements* ([Rule 0520-01-03-.15](#)), "Student performance on a Universal Reading Screener shall be used to identify students with a Significant Reading Deficiency. Any student in kindergarten through grade three (K-3) who achieves a score within the following range shall be determined to have a Significant Reading Deficiency: A score in the 15th percentile or below on a Nationally Normed Universal Reading Screener." Per the *Tennessee Literacy Success Act*, a *Home Literacy Report* must be sent home after each administration of a universal reading screener for all students who are identified as having a significant reading deficiency. Students who have a composite score between the 16th and 40th percentiles on a nationally normed assessment are at risk for a significant reading deficiency.

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Section 1: Administration Scheduling

Overview

The department has set windows and reporting timelines for all universal reading screener reporting as required by the *Tennessee Literacy Success Act*. All approved reading screeners must be able to be administered at a minimum three times per academic year in the fall, winter, and spring. For the 2021-2022 school year, all universal reading screeners will need to have accurate classifications, testing administration, and data submission from an approved screener using nationally normed percentiles within administration windows defined by the department. Students who arrive after the windows, or who are absent or unable to be tested during the windows, should be tested as quickly as possible after arrival, assuming national norms for a given window are still available and accurate. Testing plans should include adequate make-up opportunities and procedures for all students.

Districts and charter schools must follow the same assessment guidelines for administering screeners throughout the state regardless of the universal reading screener selected by the district.

To ensure consistent administration, districts should ensure universal reading screener assessments:

1. are administered by a trained educator (teacher, instructional coach, or educational assistant) that is not the student’s teacher of record,
2. include all appropriate measures for [Comprehensive Matrix](#) and [Minimum Requirements Matrix](#) following the vendor instructions within the assigned window for grades K through 3,
3. link unique identification numbers (teacher license number and student state ID) to the correct rosters of students, and
4. capture accurate results data in the vendor-based platform by each administration window deadline (see below).

Required Window Dates

Regardless of choice of universal reading screener, districts must administer all screener components within the 2021-22 windows:

TABLE 1: REQUIRED SCREENING WINDOWS

Screener Benchmark Window	Window Administration Dates	Due Date for Accurate Data in Vendor Platform
Fall	August 2 – October 1	October 15
Winter	January 1 – February 4	February 18
Spring	April 11 – May 20	May 27

The department suggests collecting reading screening data within a short, two-week window so that local data comparisons are fair. Vendors will upload finalized screening data into the state database using state unique student IDs. The state will then provide districts with an accountability report of assessed students and linked teachers within two weeks of the required state submission deadline. Districts should review data in the report and ensure all grade K through 3 students have a complete set of universal reading screener data submitted to the department.

Preparation for Administration & Scheduling

When assisting schools in creating a schedule, please be mindful of some testing best practices.

- Students should be tested in a quiet room.
- Sit with the student at a small table.
- If testing multiple students in one room, make sure there is enough space between students, so they do not get distracted.
- Make sure students are rested and able to pay attention.
- Students perform better with a familiar test administrator. Try to ensure the same test administrator for each screener.

Some questions to consider when creating a testing schedule and administration processes:

- Who in the school can be trained to administer the screening measures?
 - Potential test administrators include teachers (including special education teachers, related arts teachers, and all teachers who are not a student's teacher of record), educational assistants, instructional support staff, and administrators. How many trained educators are available to administer the screening measures?
- Where will reading screening occur?
 - Be sure to consider the number of testing groups, necessary rooms, space requirements (including social distancing, if needed), applicable materials and/or technology, and if remote administration is an option.
- When does this fit best in the school and grade level schedule?
 - Be sure to consider students who may need additional time or other accommodations that could impact length of assessment or student groupings.
- What materials, technology, or systems are required for reading screening?
 - Be sure to consider if there are sufficient computers, materials, etc., for the type of assessment you are giving and if necessary, procedures exist for cleaning these resources between uses.
- How will students who are quarantined or virtual test?
 - Be sure to check with your vendor to determine if remote administration protocols are available.
- How will reading screening impact learning and school operations?
 - Prioritize learning and ensure there is a clear understanding about changes to schedules that may impact instruction, especially the effects on non-testing students or groups receiving different assessments.
- What process is in place for make-up testing and/or testing students who enroll after identified screener administration windows?
 - Do protocols allow for accurate data collection and student support, including alignment to timelines with available national norms? Is a written policy in place?
- How will reading screening processes be communicated to students, families, and staff?
 - Are schedules, locations, materials, and roles/responsibilities clear to all school staff involved? Is there a clear process and timeline for sharing results with families through the creation and dissemination of the home literacy reports?

For more information to assist you in planning assessments, visit the [Assessing Learning Toolkit](#), pages 14-17.

Using Universal Reading Screening Assessments for All Students

In accordance with the Tennessee Literacy Success Act, all students in grades K-3 must be administered an approved [universal reading screener](#) three times a year.

State Board of Education Rule 0520-01-03-15 states LEAs, and public charter schools may need to find an alternative tool to measure reading proficiency if a student has a documented disability in an Individual Education Plan (IEP) or section 504 plan that indicates the student has a language or physical barrier to using (1) of the approved Universal Reading Screeners.

To select the correct screening instruments for students who use accessibility supports or accommodations for instruction and assessment, please refer to the **“Accessibility and Accommodation Section”** in this document. There you will find information related to identifying students who might have a documented language or physical barrier that limits access to an approved universal reading screener, the appropriate use of accommodations, and guidelines for department reporting requirements for those students who have access barriers.

Some students may enroll after a testing window has closed. Follow the technical guidance of the universal reading screening tool to assess in the nearest date that will allow for the reporting of nationally normed percentiles.

Section 2: Required Assessment Components

To meet the requirements of the [RTI² Framework manual](#) as outlined in the Tennessee Literacy Success Act, each assessment has a suite of measures that must be given. Districts should refer to the technical manuals within their selected screener for specific administration of each measure included in either the Comprehensive URS Matrix or the Minimum Requirements URS Matrix.

All children must participate in a universal screening process to identify those students who may need additional support and/or other types of instruction. Furthermore, the department’s [Dyslexia Resource Guide](#), developed in compliance with *Tennessee’s Dyslexia Law* (T.C.A. § 49-1-229), establishes procedures for screening for characteristics of dyslexia in connection with the universal screening process. This guidance states that students identified as “at risk” (below 25th percentile) based on the universal screening process should be administered survey-level and/or diagnostic assessments to determine student intervention needs, and notes that in compliance with *Tennessee’s Dyslexia Law* (T.C.A. § 49-1-229), these survey-level assessments for reading must explicitly measure characteristics of dyslexia.

Screening for characteristics of dyslexia is a proactive way to address skill deficits through appropriate interventions. Screening results that reflect characteristics of dyslexia do not necessarily mean that a student has dyslexia nor can dyslexia be diagnosed through a screening alone.

In accordance with Tennessee's Dyslexia Law (Tenn. Code Ann. § 49-1-229), Dyslexia screening procedures shall include the following characteristics of dyslexia*:

- Phonological awareness: a broad category comprising a range of understandings related to the sounds of words and word parts;
- Phonemic awareness: the ability to notice, think about, and work with the individual sounds in spoken words;
- Alphabet knowledge: understanding that letters represent sounds, which form words;
- Sound/symbol recognition: understanding that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (the letters that represent those sounds);
- Decoding skills: using knowledge of letters and sounds to recognize and analyze a printed word to connect it to the spoken word it represents (also referred to as “word attack skills”);
- Encoding skills: translating speech into writing (spelling); and
- Rapid naming: ability to connect visual and verbal information by giving the appropriate names to common objects, colors, letters, and digits (quickly naming what is seen). Rapid naming requires the retrieval of phonological information related to phonemes (letter/ letter combination sounds), segments of words, and words from long-term memory in an efficient manner. This is important when decoding words, encoding words, and reading sight words.

Universal Reading Screener Matrix for Grades K-3

Districts and/or schools must ensure that these tools are implemented with fidelity so that student skills are accurately measured. Personnel responsible for screening students should be appropriately trained in how to administer the measures before they are given. For instance, districts and/or schools should ensure that all individuals administering assessments attend an inter-rater reliability training to ensure consistency. For more information on training for aimswebPlus, please visit [here](#). For information on training for other board-approved screeners, please reach out to your vendor contact.

Screener Suite	Contact	Email
aimswebPlus	Monica Lyons	monica.lyons@pearson.com
FastBridge/FAST ²	Ben Craft	bcraft@illuminateed.com
MAP	Lynne Kulich	lynne.kulich@nwea.org
easyCBM	Rita Linnemann	rita.linnemann@riversideinsights.com
DIBELS 8 th Edition	Jasmyne Ormond	jormond@amplify.com
i-Ready		TNiReadyLiteracySupport@cainc.com
STAR Early Literacy	Nicole Planck	nicole.planck@renaissance.com

If you cannot reach your vendor, please reach out TN.UniversalScreener@tn.gov .

Section 3: Preparing to Administer Screeners

Administration Requirements & Protocols

To ensure test security and fidelity of implementation, as well as comparability across different screeners, educators are no longer allowed to administer screeners to their own students, for whom they are

² FastBridge Suite and Formative Assessment for Teachers (FAST) are listed separately on the State Board Policy, but they are merged into the same screening platform, FastBridge Suite. For FAST guidance, please see FastBridge.

considered the “teacher of record” for core reading instruction. Schools and districts are encouraged to train teams of educators to assess students.

Teacher of Record (TOR)

For the purposes of implementing the TN-URS and other State Board of Education approved reading screeners as listed in [State Board Policy 3.302](#), the Teacher of Record (TOR) is defined as an individual properly endorsed and licensed to teach in Tennessee in compliance with state law, State Board Rules Chapter [0520-02-03](#), and State Board policy [5.502](#). This includes any educator meeting the legal requirement of being properly credentialed with a permit or waiver.

In this scenario, teacher of record means the teacher who:

- Plans and provides the majority of *core reading* instruction for the course based on the Tennessee Academic Standards;
- Ensures student progress toward the Tennessee Academic Standards;
- Monitors the physical safety and well-being of students;
- Takes attendance and reports course grades for students; and
- is evaluated annually pursuant to T.C.A. § 49-1-302 and State Board Rules Chapter [0520-02-01](#).

TOR is commonly referred to as the “classroom teacher.” The TOR is not an interventionist (special education or RTI²). Educational Assistants do not meet the definition of TOR.

In departmentalized grades, teachers can test students if they are not the Tier 1 reading teacher of record. For example, if the homeroom teacher only teaches math, the homeroom teacher can administer the universal reading screeners.

If students are taking a web-based screener, the teacher of record can monitor students as they take the assessment. The teacher of record may not enter any scores. Any measure that requires the administrator to enter the score may not be done by the teacher of record.

Educators

Educators may be trained to administer the reading screener to students. Educators can be special education teachers, ELL teachers, related arts teachers, teachers that are not the “teacher of record,” educational assistants, instructional support staff (i.e., school psychologists, guidance counselors, speech and language teachers, etc.), and administrators.

Required Technology

The technology required for each universal screener varies by vendor. Please refer to the administration manual for your universal screener suite to ensure you have the needed technology to administer each screening measure.

Screener-Specific Administration Guidance

Districts should refer to their administration manuals within their selected reading screener for specific administration of each measure included in the [Comprehensive URS Matrix](#) or the [Minimal Requirements URS Matrix](#). Please see additional guidance here for more information on these two matrix options.

Districts and/or schools must ensure that these tools are implemented with fidelity so that student skills are accurately measured. Personnel responsible for screening students should be appropriately trained in how to administer the measures before they are given.

For information on training for other board-approved screeners, please reach out to your vendor contact.

For specific reading screener materials, accounts, student provisioning and rosters, districts should work with their approved screener provider to ensure they are meeting submission requirements.

Tennessee Universal Reading Screener (aimswebPlus)

- To print probes, follow the click path: Other Resources>Downloads>Test Materials (Select Benchmarking)
- For all Early Literacy measures, print a colored copy of the student stimulus materials for each test administrator.
- Print a copy of the listening comprehension probes for each student (K-1).
- Print one copy of the Oral Reading Fluency probes for each test administrator (grades 1-3).
- Make sure all test administrators have online aimswebPlus access to the students they are screening. Test administrators may need to be made “managers.”
- In grade 2-3, unlock the reading test and print student tickets. See the administration manual for steps.
- Students in grades 2-3 will need headphones for the online TestNav reading assessment.

Fall Testing Schedule for aimswebPLUS Reading Benchmark Measures: Minimum Requirements URS Matrix

Kindergarten	1 st Grade	2 nd and 3 rd Grade
<ul style="list-style-type: none"> • Initial Sounds • Letter Naming Fluency • Letter Word Sound Fluency 	<ul style="list-style-type: none"> • Phoneme Segmentation • Nonsense Word Fluency • Oral Reading Fluency 	<ul style="list-style-type: none"> • Oral Reading Fluency • *Reading Comprehension • *Vocabulary

**Can be given in small/whole group*

Fall Testing Schedule for aimswebPLUS Reading Benchmark Measures: Comprehensive URS Matrix

Kindergarten	1 st Grade	2 nd and 3 rd Grade
<ul style="list-style-type: none"> • Initial Sounds • Letter Naming Fluency • Letter Word Sound Fluency • *Spelling • *Listening Comprehension 	<ul style="list-style-type: none"> • Phoneme Segmentation • Letter Word Sound Fluency • Nonsense Word Fluency • Oral Reading Fluency • *Spelling • *Listening Comprehension 	<ul style="list-style-type: none"> • Oral Reading Fluency • *Reading Comprehension • *Vocabulary

**Can be given in small/whole group*

aimswebPlus has additional measures available to further assess students who have been identified as being at risk for a reading deficiency. Any aimswebPlus measure may be administered to any student to gather the needed data about a student’s specific needs.

DIBELS, 8th Edition

Preparing to administer DIBELS 8th Edition measures:

- Print all scoring books and student forms needed.
- 2nd and 3rd only - MAZE administration and scoring key, one student worksheet per student, and pencils for each student.
- Test administrators will need a clipboard, pencils, and a timer.
- Have test administration directions for each measure ready to read.
- For kindergarten and 1st grade (Fall only), do not follow the gating rules. Students should be provided the opportunity to attempt each listed measure.

Fall Testing Schedule for Dibels, 8th Edition Reading Benchmark Measures: Minimum Requirements URS Matrix

Kindergarten	1 st Grade	2 nd & 3 rd Grade
<ul style="list-style-type: none"> • Phonemic Segmentation Fluency • Nonsense Word Fluency • Letter Naming Fluency • Word Reading Fluency 	<ul style="list-style-type: none"> • Phonemic Segmentation Fluency • Nonsense Word Fluency • Letter Naming Fluency • Word Reading Fluency • Oral Reading Fluency 	<ul style="list-style-type: none"> • Oral Reading Fluency • MAZE – can be administered in a group setting

Fall Testing Schedule for Dibels, 8th Edition Reading Benchmark Measures: Comprehensive URS Matrix

Kindergarten	1 st Grade	2 nd & 3 rd Grade
<ul style="list-style-type: none"> • Phonemic Segmentation Fluency • Nonsense Word Fluency • Letter Naming Fluency • Word Reading Fluency 	<ul style="list-style-type: none"> • Phonemic Segmentation Fluency • Nonsense Word Fluency • Letter Naming Fluency • Word Reading Fluency • Oral Reading Fluency 	<ul style="list-style-type: none"> • Oral Reading Fluency • Nonsense Word Fluency • Word Reading Fluency • MAZE – can be administered in a group setting

DIBELS, 8th Edition has additional measures available to further assess students who have been identified as being at risk for a reading deficiency. Any DIBELS, 8th Edition measure may be administered to any student to gather the needed data about a student’s specific needs.

EasyCBM

Preparing to administer easyCBM measures:

- Print student copies of each subtest being administered, if administering paper/pencil.
- Computer with test administrator login for computer-based assessment.
- 2nd and 3rd grade – computers for Vocabulary and Reading Comprehension measures.

Fall Testing Schedule for EasyCBM Reading Benchmark Measures: Minimum Requirements URS Matrix

Kindergarten	1 st Grade	2 nd and 3 rd Grade
<ul style="list-style-type: none"> • Letter Sounds • Phoneme Segmenting 	<ul style="list-style-type: none"> • Letter Sounds • Phoneme Segmenting 	<ul style="list-style-type: none"> • General Outcome Measure: Passage Reading Fluency

<ul style="list-style-type: none"> • Letter Names 	<ul style="list-style-type: none"> • Word Reading Fluency 	<ul style="list-style-type: none"> • Reading Comprehension • Vocabulary
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Fall Testing Schedule for EasyCBM Reading Benchmark Measures: Comprehensive URS Matrix

Kindergarten	1 st Grade	2 nd and 3 rd Grade
<ul style="list-style-type: none"> • Letter Sounds • Phoneme Segmenting • Letter Names • Rapid Automatic Naming 	<ul style="list-style-type: none"> • Letter Sounds • Phoneme Segmenting • Word Reading Fluency • Rapid Automatic Naming 	<ul style="list-style-type: none"> • General Outcome Measure: Passage Reading Fluency • Reading Comprehension • Vocabulary

easyCBM has additional measures available to further assess students who have been identified as being at risk for a reading deficiency. Any easyCBM measure may be administered to any student to gather the needed data about a student’s specific needs.

FastBridge/Fast³

Preparing to administer FastBridge measures:

- 2nd and 3rd grades – aReading is a computer-based assessment. Students will need a compatible device, headphones, and login information.
- EarlyReading and CBM measures are administered one-on-one. Gather all printed probes for students. Test administrators will need a computer and login information to access the students they are assessing.

Fall Testing Schedule for FastBridge Reading Benchmark Measures: Minimum Requirements URS Matrix

Kindergarten	1 st Grade	2 nd and 3 rd Grade
<ul style="list-style-type: none"> • earlyReading Letter Sounds • earlyReading Onset Sounds • earlyReading Letter Name • EarlyReading Concepts of Print 	<ul style="list-style-type: none"> • earlyReading Word Segmenting • earlyReading Nonsense Word Fluency • earlyReading Sentence Reading • earlyReading Sight Words-150 	<ul style="list-style-type: none"> • CBM Reading • aReading Comprehension

Fall Testing Schedule for FastBridge Reading Benchmark Measures: Comprehensive URS Matrix

Kindergarten	1 st Grade	2 nd and 3 rd Grade
<ul style="list-style-type: none"> • earlyReading Letter Sounds • earlyReading Onset Sounds • earlyReading Letter Name • EarlyReading Concepts of Print 	<ul style="list-style-type: none"> • earlyReading Word Segmenting • earlyReading Nonsense Word Fluency • earlyReading Sentence Reading • earlyReading Sight Words-150 	<ul style="list-style-type: none"> • CBM Reading • aReading Comprehension

³FastBridge Suite and Formative Assessment for Teachers (FAST) are listed separately on the State Board Policy, but they are merged into the same screening platform, FastBridge Suite. For FAST guidance, please see FastBridge.

FastBridge has an additional assessment tool available. AUTOreading is a computer-based assessment that can be administered separately by measure. AUTOreading assesses accuracy and automaticity with alphabetic knowledge, phonological awareness, sound symbol correspondence, spelling, and vocabulary skills. AUTOreading can be used as a diagnostic tool for students identified as “at risk” using CBMreading or aReading.

I-Ready Suite

Preparing to administer I-Ready Diagnostic assessment:

- Print student login tickets.
- Students will need headphones to fully access the diagnostic assessment.
- Allocate two 40–45-minute class periods for the Reading diagnostic assessment.
- For younger students, you may break the testing sessions into smaller chunks. A diagnostic test should take about 35-60 minutes.
- The diagnostic assessment is not timed, so there may be some variation in testing times.
- The diagnostic assessment is a computer-based assessment and can be administered in whole or small group.
- For offline measures, print all testing materials for the measures.

Fall Testing Schedule for i-Ready Reading Benchmark Measures: Minimum Requirements URS Matrix

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
<ul style="list-style-type: none"> • i-Ready Reading Diagnostic • i-Ready Early Reading Task Letter Naming Fluency 	<ul style="list-style-type: none"> • i-Ready Reading Diagnostic • i-Ready Early Reading Task for Letter Naming Fluency of Mixed Upper- and Lowercase Letters 	<ul style="list-style-type: none"> • i-Ready Reading Diagnostic • i-Ready Oral Reading Fluency Benchmark Assessment 	<ul style="list-style-type: none"> • i-Ready Reading Diagnostic • i-Ready Oral Reading Fluency Benchmark Assessment

Fall Testing Schedule for i-Ready Reading Benchmark Measures: Comprehensive URS Matrix

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
<ul style="list-style-type: none"> • i-Ready Reading Diagnostic • i-Ready Early Reading Task for Letter Naming Fluency of Mixed Upper- and Lowercase Letters • i-Ready Early Reading Task for Rapid 	<ul style="list-style-type: none"> • i-Ready Reading Diagnostic • i-Ready Early Reading Task for Letter Naming Fluency of Mixed Upper- and Lowercase Letters • i-Ready Early Reading Task for Rapid Automated Naming of Colors/Objects/ Letter Naming Fluency of 	<ul style="list-style-type: none"> • i-Ready Reading Diagnostic • i-Ready Oral Reading Fluency Benchmark Assessment • i-Ready Early Reading Task for Letter Naming Fluency of Mixed Upper- and Lowercase Letters 	<ul style="list-style-type: none"> • i-Ready Reading Diagnostic • i-Ready Early Reading Task for Phoneme Manipulation • i-Ready Oral Reading Fluency Benchmark Assessment • i-Ready Early Reading Task for Letter Naming

Automatized Naming of Objects	Mixed Upper- and Lowercase Letters <ul style="list-style-type: none"> i-Ready Early Reading Task for Spelling/Encoding 	<ul style="list-style-type: none"> i-Ready Early Reading Task for Spelling/Encoding 	Fluency of Mixed Upper- and Lowercase Letters <ul style="list-style-type: none"> i-Ready Early Reading Task for Spelling/Encoding
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Measures of Academic Progress Suite (MAP Suite)

Preparing to administer MAP Reading Fluency Dyslexia Screener and MAP Growth:

- This is a computer based adaptive assessment. Students will need a compatible device.
- Students will each need an over-the ear-headset with boom microphone.
- Prepare student login information.

Fall Testing Schedule for MAP Reading Benchmark Measures: Minimum Requirements URS Matrix

Kindergarten	1 st Grade	2 nd and 3 rd Grade
<ul style="list-style-type: none"> MAP Growth Reading K-2 	MAP Reading Fluency Dyslexia Screener or MAP Reading Fluency Adaptive Oral Reading – Passages Only <ul style="list-style-type: none"> MAP Growth Reading K-2 	<ul style="list-style-type: none"> MAP Reading Fluency Dyslexia Screen or MAP Reading Fluency Adaptive Oral Reading – Passages Only MAP Growth Reading 2-5

The MAP Reading Fluency Dyslexia Screener may be used to further assess students who have been identified as being at risk through the screening process.

Fall Testing Schedule for MAP Reading Benchmark Measures: Comprehensive URS Matrix

Kindergarten	1 st Grade	2 nd and 3 rd Grade
<ul style="list-style-type: none"> MAP Reading Fluency Dyslexia Screener MAP Growth Reading K-2 	<ul style="list-style-type: none"> MAP Reading Fluency Dyslexia Screener MAP Growth Reading K-2 	<ul style="list-style-type: none"> MAP Reading Fluency Dyslexia Screener MAP Growth Reading 2-5

Star Assessment Suite

Preparing to administer Star Early Literacy + CBM (STAR Assessment Suite):

- Print student login tickets.
- Students will need headphones to fully access the diagnostic assessment.
- Have students complete the tutorial.
- The diagnostic assessment has time limits for individual items, so there may be some variation in testing times. Most students will finish in under 20 minutes.

- The diagnostic assessment is a computer-based assessment and can be administered in whole or small group.
- If you will be using printed forms, make sure all forms have been printed.

Fall Testing Schedule for STAR Assessment Suite Reading Benchmark Measures: Minimum Requirements URS Matrix

Kindergarten	1 st Grade	2 nd and 3 rd Grade
<ul style="list-style-type: none"> • Star Early Literacy Assessment 	<ul style="list-style-type: none"> • Star Early Literacy Assessment • Star CBM Passage Oral Reading (Correct per minute) • Star Early Literacy or Star Reading 	<ul style="list-style-type: none"> • Star CBM Passage Oral Reading • Star Early Literacy or Star Reading Assessment

STAR has additional off-line measures available to further assess students who have been identified as being at risk for a reading deficiency. Any STAR measure may be administered to any student to gather the needed data about a student's specific needs.

Fall Testing Schedule for STAR Assessment Suite Reading Benchmark Measures: Comprehensive URS Matrix

Kindergarten	1 st Grade	2 nd and 3 rd Grade
<ul style="list-style-type: none"> • Star Early Literacy Assessment • Star CBM Phoneme Segmentation • Star CBM Letter Sound • Star CBM Letter Naming • Star CBM RAN Color Naming or Picture Naming • Star CBM Receptive Nonsense Words 	<ul style="list-style-type: none"> • Star CBM Phoneme Segmentation • Star CBM Letter Sound • Star CBM Passage Oral Reading • Star Early Literacy or Star Reading • Star CBM RAN Color Naming or Picture Naming • Star CBM Expressive Nonsense Words 	<ul style="list-style-type: none"> • Star CBM Passage Oral Reading • Star Early Literacy or Star Reading Assessment • Star CBM RAN Color Naming or Picture Naming • Star CBM Expressive Nonsense Words (Grade 2)

Section 4: Accessibility and Accommodations

In accordance with the Tennessee Literacy Success Act, all students in grades K-3 must be administered an approved [universal reading screener](#) three times a year.

Rule 0520-01-03-15 allows for LEAs, and public charter schools may need to find an alternative tool to measure reading proficiency if a student has a documented disability in an Individual Education Plan (IEP) or section 504 plan that indicates the student has a language or physical barrier to using (1) of the approved Universal Reading Screeners.

In this section, you will find information related to students who might have a documented language or physical barrier that limits access to an approved universal reading screener, the appropriate use of

accommodations for students served with an IEP or section 504 plan, use of an alternative screening tool, and guidelines for district reporting requirements for those students who have access barriers.

Testing Accommodations

The universal reading screeners are accessible for the majority of students with disabilities using the allowable accommodations for screeners. The accommodation needed should be reflected in the student's Individualized Education Plan (IEP) or 504 plan.

Testing accommodations enable students with disabilities to participate in assessment programs on an equal basis with their non-disabled peers.

- Accommodations address how the student participates in the assessment.
- Accommodations are made in the testing setting, flexibility in scheduling, presentation of test materials, or response format that minimizes testing challenges *without changing the testing content itself*.
- Accommodations are intended to ensure access, not ensure proficiency.

Districts should consult the administration guidance for each approved universal reading screener related to availability of accommodation tools and features within the approved universal screener suite of assessments and the appropriate use of accommodations for the universal reading screener.

Access to Universal Reading Screeners

Accessibility supports are universal tools available to all students that are embedded within the testing interface or non-embedded and provided outside of the testing platform to allow accessibility. Examples of accessibility supports include line trackers, color coding, noise buffers, text-to-speech, magnification, and adaptive keyboards. The accessibility supports and allowable accommodations may vary based on the universal screener tool or suite of tools. Districts should review the availability of embedded accessibility supports and allowable accommodations when selecting a screener to determine if the screener is accessible to students with physical or language barriers.

While some students may have difficulty accessing specific measures on the universal reading screeners, there may be measures or components accessible with accommodations. If a screener measure is inaccessible to a student based on his/her disability, the student should attempt the remaining measures with appropriate accommodation(s) as needed. A composite/aggregate score will not be calculated for students who do not complete the entire battery of measures due to access limitations.

Alternative Tools for Screening

Most students with an IEP or section 504 plan can complete reading screener measures with allowable accommodations. However, some of the measures may not be fully accessible to all students.

If the universal screener is determined to not be accessible for a student, the district should use an alternative tool. "Alternative tool" is a general term intended to provide educators the flexibility to identify an appropriate and accessible assessment for the student's individual needs to guide data-based instructional decisions. The selection of an alternative tool should be purposeful and individualized to ensure the student is able to demonstrate their current skill level. When selecting an alternate tool, the district can use assessments or tools aligned to the state universal screening assessments. A few options for the district to consider include:

- reading intervention programs or supplementary materials specifically designed for the population,
- survey level reading screeners,
- reading subtests from evaluations, and/or
- performance-based screening of reading skills using curriculum materials, assistive technology, and/or routines/structures familiar to the student.

Section 5: Data Review and Submission

TN-URS (aimswebPlus) Reporting Process

Results data for all screening instruments associated with the Tennessee Universal Reading Screener suite administered in grades K-3 will be automatically delivered to the department. No additional data submission or uploads are necessary for districts who choose to use TN-URS. Automatic rostering is available for districts to provision screeners to students using information in their local student information system. The department recommends ensuring rostering and provisioning activities include USID and TLN to ensure accurate data will be transmitted to the department from Pearson.

District testing coordinators and/or instructional supervisors should ensure the following:

- Districts have signed a Data Sharing Agreement giving Pearson permission to share data directly with the department. This is required to comply with the Literacy Act.
- Assessment provisioning and rostering in the aimswebPlus platform includes accurate state student ID (USID) and Teacher License Numbers (TLN) to identify students and teachers, respectively.
- Screeners are administered within the required screening windows and data finalized/uploaded in the platform by required submission date (in Section 1).
- Process exists for reviewing accountability report provided by the department to confirm complete and accurate submission of all student results data after each of the three annual windows.

All Other Screeners

The department is working with all vendors associated with the approved universal reading screeners to obtain student results data directly. Unless otherwise notified, districts should expect data to be provided by their chosen screener provider directly to the department. Districts should work with their chosen screening vendor to determine if automatic rostering is available to ensure accurate student and teacher identification and connections in the data shared with the department.

District testing coordinators and/or instructional supervisors should ensure the following:

- Assessment provisioning and rostering in the selected universal screener platform includes accurate state student ID (USID) and Teacher License Numbers (TLN) to identify students and teachers, respectively.
- Screeners are administered within the required screening windows and data finalized/uploaded in the platform by required submission date (in Section 1).
- Process exists for reviewing accountability report provided by the department to confirm complete and accurate submission of all student results data after each of the three annual windows.

Alternative Tools Reporting Process

Districts are required to submit the results of universal reading screening for **all** students after the three screening windows each year. All applicable data collected during screening must be shared. While universal reading screener data from the approved screening suites will be automatically delivered to the department by each vendor, districts will need a manual process for submitting data for students who are assessed through an Alternative Tool. A file layout and submission instructions will be provided by the department and districts may submit one file with all applicable student records by the required data submission dates following each of the three screening windows.

District testing coordinators and/or instructional supervisors should ensure the following:

- Alternative Tools are administered within the required screening windows and data documented by required submission date (in Section 1).
- Submission file is created, using the department provided template, that includes a record of screening for each student using an alternative tool and includes:
 - Student USID,
 - Teacher of Record License Number,
 - Date of Assessment, and
 - Name and Description of the alternative tool administered.
- Process exists for reviewing accountability report provided by the department to confirm complete and accurate submission of all student results data after each of the three annual windows.

Section 6: Home Literacy Reports

The Tennessee Literacy Success Act requires districts and charter schools to provide families with a Home Literacy Report for all students identified with a significant reading deficiency (a composite score at or below the 15th percentile) following each universal reading screening administration. Districts are encouraged to provide families with a Home Literacy Report for those students identified as at risk for a significant reading deficiency (a composite score between the 16th and 40th percentile). The law also includes specific language regarding the information that is to be included in this report for parents. Home Literacy Reports must contain the following:

- parent friendly language tailored for each child to communicate to families the reading screener results,
- the importance of reading proficiently at the end of third grade,
- no-cost activities families can engage in at home to support reading development, and
- interventions that the school will provide to accelerate reading instruction (e.g., additional Tier I support, TN All Corps Tutoring, RTI², special education, or ELL services.)

Though the department recommends providing Home Literacy Reports to each child in accordance with the frequency listed above, the TN Literacy Success Act requires these Home Literacy Reports be sent at minimum to families of students who have been identified as having a significant reading deficiency.

The reference to the “significant reading deficiency” comes directly from the Tennessee Literacy Success Act. These percentile scores are different than the percentile scores noted in the RTI² Framework manual indicating a need for Tier 2 and Tier 3 interventions. As a guide, students who score below the 25th percentile are considered “at risk” and identified for Tier 2 interventions. Students who score at or below 10th percentile require the most intensive, targeted supports typically offered through Tier 3 interventions.

See *Appendix B: Sample Home Literacy Reports* for a sample Home Literacy Report that meets all the requirements of the law.

Section 7: Updating Foundational Literacy Skills Plans

The Tennessee Literacy Success Act requires each district to develop and maintain a current Foundational Literacy Skills Plan (FLSP). The initial district and charter school plans were approved by June 1, 2021 but must be kept up to date. If key programmatic pieces of a district's FLSP change for the 2021-2022 school year, including the selection of a new universal reading screener or a change in materials or schedules, the district is required to submit their revisions to the department no later than October 1, 2021.

Plan revisions that require an updated 2021-22 FLSP submission include changes to these key programmatic pieces:

- changes to the amount of time dedicated to foundational skills instruction,
- changes to the adopted curricular materials, or
- changes to the selected universal reading screener.

To update a Foundational Literacy Skills Plan, please click [this link](#). Only include information in the sections of your plan that are changing. Do not make edits to sections that you are not changing from the existing FLSP.

Revisions will go through the same review process as the original submission. The Early Literacy Team will be reviewing updates using the original scoring rubric from the [FLSP toolkit](#). Once the revisions are approved, the department will provide the district with an updated FLSP that must be posted on both the district and department websites to be in compliance with the Tennessee Literacy Success Act. Once the revisions are approved, the department will provide the district with an updated FLSP that must be posted on both the district and department websites to be in compliance with the Tennessee Literacy Success Act.

Changes to Amount of Time Dedicated to Foundational Skills Instruction

If districts are editing schedules in a way that changes the amount of daily time spent on foundational skills instruction in grades K-5, a revision is required. The Tennessee Literacy Success Act requires that foundational skills instruction must be the primary form of instruction in grades K-3.

Changes to Adopted Curricular Materials

If districts are adopting new curricular materials for the 2021-22 school year, a revision is required. If districts are not changing their adopted curricula but are adding supplemental materials this does not require a revision.

Changing Universal Reading Screeners

If a district is changing their universal reading screener selection, a revision is required. The Tennessee Literacy Success Act requires districts to administer a universal reading screener to each student in grades K-3 during three administration windows. Districts may choose to screen students using the Tennessee Universal Reading Screener or another universal reading screener approved by the state board of

education. If a district is using a screener other than one on the state board of education's approved list, a revision to the existing FLSP is required. The State Board of Education approved screeners can be found [here](#).

If changes are being made or considered for the 2022-2023 school year, districts must submit these plans no later than June 1, 2022 using the 2022-2023 FLSP Update Form to be released in 2022. If there are questions about whether a change requires revisions, please reach out to Rachael Ross, rachael.l.ross@tn.gov.

Section 8: Appendices

Appendix A: Definitions

Alternative Tool: A general term to describe an appropriate and accessible assessment tool (such as survey level screener, performance-based activity, or intervention or progress monitoring measure) used in place of a universal reading screener – according to State Board of Education *Rule 0520-01-03-1* – to guide data-based instructional decisions when the available universal reading screener is not accessible to a specific student due to a documented language or physical barrier.

At Risk for a Significant Reading Deficiency: Students who have a composite score between the 16th and 40th percentiles on a nationally normed assessment

Core Reading Instruction: Grade level (Tier 1) instruction provided to all students in the regular education classroom. Core instruction often includes various instructional orientations to include whole class, small groups, collaborative, and individual opportunities for learning. Core instruction is targeted to meet the diverse needs of all learners. Materials and lesson used are based on the use of high-quality instructional materials, current data, and are designed to meet the needs of all students. The Tennessee Academic Standards for English Language Arts (ELA) will be used for Tier 1 instruction.

Educators: Educators may be trained to administer the reading screener to students. Educators can be special education teachers, ELL teachers, related arts teachers, teachers that are not the “teacher of record,” educational assistants, instructional support staff (i.e., school psychologists, guidance counselors, speech and language teachers, etc.), and administrators.

Foundational Literacy Skills Plan (FLSP): a proposal that details how an LEA or public charter school plans to provide foundational literacy skills instruction to students and reading interventions and supports, which may include interventions provided pursuant to Tennessee's response to instruction and intervention framework manual, to students identified as having a significant reading deficiency

Measure: an assessment used to determine proficiency levels within a specific domain, may also be referred to as a sub-test, probe, assessment, exam, or test, depending on screening suite chosen.

National Norms: The comparison of student performance to the performance of other students that took the same assessment in a national sample.

RTI²: Response to Instruction and Intervention, a research-based instructional practice or intervention is one found to be reliable, trustworthy, and valid based on evidence to suggest that when the program is used with a particular group of students, the student can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice

Tennessee's Dyslexia Law (Tenn. Code Ann. § 49-1-229): the law requires the department to develop guidance for identifying characteristics of dyslexia and to provide appropriate professional development resources for educators in the areas of identification and intervention methods for students with dyslexia. The law also requires the creation of a dyslexia advisory council to advise the department on matters related to dyslexia. The law outlines specific roles and responsibilities for Local Education Agencies (LEAs), the Tennessee Department of Education (TDOE), and the appointed Dyslexia Advisory Council.

Significant Reading Deficiency: A score in the 15th percentile or below on a Nationally Normed Universal Reading Screener.

Teacher of Record (TOR): An individual properly endorsed and licensed to teach in Tennessee in compliance with state law, State Board Rules Chapter [0520-02-03](#), and State Board policy [5.502](#) (including any educator meeting the legal requirement of being properly credentialed with a permit or waiver) who is responsible for:

Teacher License Number (TLN): An individual teacher's unique license number assigned to the staff member when they are entered into the teacher Certification and Licensure system upon initial application for a license. Located in the EIS system in the field entitled "License No." For more information, see the [EIS Data Dictionary](#).

Tennessee Literacy Success Act: The Tennessee Literacy Success Act requires LEAs and public charter schools to use foundational literacy skills instruction as the basis of K-3 English language arts instructional programming and submit a foundational literacy skills plan to the department for approval. Foundational literacy skills plans must articulate the district or public charter school's plan for K-5 literacy including instructional time, materials to be used, planned interventions for struggling students, parent communication, and plans for literacy instruction professional development. This framework includes students and families, current classroom teachers, schools, districts, and institutions of higher education to improve literacy rates in Tennessee.

Tennessee Universal Reading Screener (TN-URS): the universal reading screener provided by the department (aimswebPlus)

Universal Reading Screener: a uniform tool that screens and monitors a student's progress in foundational literacy skills.

USID: a student's unique seven-digit state assigned identification number, generated in the EIS system and located in the field entitled "State ID". In some platforms, leading zeros may be applied. For more information, see the [EIS Data Dictionary](#).

Appendix B: Sample Home Literacy Reports

To complete the Home Literacy Report (for students who require intervention)

1. At the top of the page, indicate the universal screener administration window with a check beside fall, winter, or spring.
2. Next, add the student's name followed by the date.
3. Add the student's percentile in the blank provided. You may want to highlight this score.
4. If the student scores below the 15th percentile, highlight or circle has a "significant reading deficiency".
5. If the student scores between the 16th and 40th percentile, highlighting or circle is "at risk for a significant reading deficiency".
6. Using the space provided, place a check indicating the specific area(s) the student needs extra support.
7. If checking the space for "other" add details on the line provided.
8. Next, write in the intervention or supports the student will be provided (e.g. additional Tier I support, TN All Corps Tutoring, RTI², Special Education interventions, ELL services or other supports.)
9. Enter the number of minutes of support the student will receive each day.
10. Add the name of the program of intervention used to target the student's reading gaps.
11. Next, add the title of the specific student data report that will be attached to this letter.

Please note: After you complete the Home Literacy Report information, it will become a cover page for the individual student data report provided by your universal screener program. Be sure to attach each student's data report behind the Home Literacy Report.

If you would like to send home additional information such as information on dyslexia, student's math data, or progress monitoring data, feel free to do so in conjunction with this **required** report

Sample Home Literacy Report for Students with Significant Reading Deficiency or At Risk

Home Literacy Report

___ Fall ___ Winter ___ Spring

Student: _____

Date: _____

Dear Family,

We have recently completed a reading screener in our school district. This Universal Reading Screener is given to all students three times each year in the fall, winter, and spring to identify any child in need of additional support with reading skills. Based on the results from this screener, your child scored at the _____ percentile which places him or her in the category for a **significant reading deficiency** or **at risk for a significant reading deficiency**.

Your child's performance on the screener indicates he or she is needing extra help in the following areas:

___ Letter names (the alphabet)

___ Letter sounds and word parts (phonemic and phonological awareness)

___ Sounding out words (decoding)

___ Reading words and sentences in the same way you speak (fluency)

___ Spelling (encoding)

___ Understanding what you read (comprehension)

___ Naming words, pictures, or numbers (rapid naming)

___ Other _____

Your child will receive additional help at school through _____ in reading for _____ minutes each day, using the _____ program to target the specific reading gaps indicated above.

You will find a _____ attached to this letter. This report provides details of your child's performance and includes a recommendation regarding the instructional support needed. This report also charts the fall, winter, and spring screener scores and describes your child's growth compared to the national average.

Third grade is an important marker for reading proficiency. Children who are reading on grade level by third grade are more likely to graduate from high school, complete additional programs after high school, and remain employed later in life. We are dedicated to providing your child with the support he or she needs to reach these outcomes.

You can also help your child with these skills at home! Here are a few suggestions for ways to support your child's literacy skills at home:

1. Read a book together every day
2. Practice sounding out words and talking about letters and sounds
3. Order a copy of the FREE At-Home Reading Series decodable books shipped right to your home (<https://decodablerequests.powerappsportals.com/decodable-requests/>)
4. Practice reading the same words and stories over and over to build fluency

5. Check out these videos that target foundational skills for students in grades Pre-K-2
<https://bestforall.tnedu.gov/course/foundational-skills>

Please contact our school to learn more about the additional resources that are available to you as you support your child's literacy growth. Our school is committed to your child's academic success and we are glad to have the opportunity to provide your child with the necessary instruction and support he or she needs.

Sincerely,

(Principal)

To complete the Home Literacy Report (for students who DO NOT require intervention)

1. At the top of the page, indicate the universal screener administration window with a check beside fall, winter, or spring.
2. Next, add the student's name followed by the date.
3. Add the student's percentile in the blank provided. You may want to highlight this score.
4. Next, add the title of the specific student data report that will be attached to this letter.

Please note: After you complete the Home Literacy Report information, it will become a cover page for the individual student data report provided by your universal screener program. Be sure to attach each student's data report behind the Home Literacy Report.

If you would like to send home additional information such as information on dyslexia, student's math data, or progress monitoring data, feel free to do so in conjunction with this required report.

Sample Home Literacy Report for Students Not At Risk For Significant Reading Deficiency

Home Literacy Report

___Fall ___Winter ___Spring

Student: _____

Date: _____

Dear Family,

We have recently completed a reading screener in our school district. This Universal Reading Screener is given to all students three times each year in the fall, winter, and spring to identify any child in need of additional support with reading skills. Based on the results from this screener, your child scored at the _____ percentile which **does not** place him or her in the category for a significant reading deficiency or at risk for a significant reading deficiency.

You will find a _____ attached to this letter. This report provides details of your child's performance. This report also charts the fall, winter, and spring screener scores and describes your child's growth compared to the national average.

Third grade is an important marker for reading proficiency. Children who are reading on grade level by third grade are more likely to graduate from high school, complete additional programs after high school, and remain employed later in life. We are dedicated to providing your child with the support he or she needs to reach these outcomes.

You can help your child practice and reinforce the important skills they are learning at school. Here are a few suggestions for ways to support your child's literacy skills at home:

1. Read a book together every day
2. Practice sounding out words and talking about letters and sounds
3. Order a copy of FREE early reader books (decodables) shipped right to your home (<https://decodablerequests.powerappsportals.com/decodable-requests/>)
4. Practice reading the same words and stories over and over to build fluency
5. Check out these videos that target foundational skills for students in grades Pre-K-2 <https://bestforall.tnedu.gov/course/foundational-skills>

Please contact our school to learn more about the additional resources that are available to you as you support your child's literacy growth. Our school is committed to your child's academic success and we are glad to have the opportunity to provide your child with the necessary instruction and support he or she needs.

Sincerely,

(Principal)

Appendix C: Sample Testing Schedules

In this appendix, the department has compiled example schedules created by schools and districts for administering universal screening measures across grades K-3.

Sample A: Testing Teams

School A has 20 students per classroom and teams of test administrators pull students to administer the screener.

Grade	Date	Test	Format of test administration	Testing Location	Test Administrator	Remaining Students	Time (20 students)
K	23-Aug	Initial Sounds, Letter naming, Letter Word	One-on-one	Library, classroom, office, in quiet hallway, etc.	Partner or Team Teacher, RTI Coordinator, Instructional Coach	Monitored by assistants	Part 1 = 40 min., Part 2=20 min., Part 3= 20 min. Approx. 1 ½ hours as students rotate
K	24-Aug	Spelling, Listening Comprehension	Small Group (4-5)	Library, classroom, office, in quiet hallway, etc.	Partner or Team Teacher, RTI Coordinator, Instructional Coach	Monitored by assistants	Spelling=5-7 min., Listening Comp=15 min. Approx. 1 ½ hours as students rotate
1 st	23-Aug	Phoneme Segmentation, Letter Word Sound Fluency, Nonsense Word Fluency, Oral Reading Fluency	One-on-one	Library, classroom, office, in quiet hallway, etc.	Partner or Team Teacher, RTI Coordinator, Instructional Coach	Monitored by assistants	Phoneme=1 min., Letter word=1 min. Nonsense words=1 min. Oral Reading=2 min. Approx. 1 ½ hours
1 st	24-Aug	Spelling, Listening Comprehension	Small Group (4-5)	Library, classroom, office, in quiet hallway, etc.	Partner or Team Teacher, RTI Coordinator, Instructional Coach	Monitored by assistants	Spelling=5-7 min., Listening Comp=15 min. Approx. 1 ½ hours as students rotate
2 nd	23-Aug	Oral Reading fluency	One-on-one	Library, classroom, office, in quiet hallway, etc.	Partner or Team Teacher, RTI Coordinator, Instructional Coach	Monitored by assistants	Oral Reading= Two 1 min. reads Approx. 1 hour
2 nd	24-Aug	Reading Comprehension & Vocabulary	Computer based	Computer lab setting	Partner or Team Teacher, RTI Coordinator, Instructional Coach	Monitored by assistants	Approx. 40 min.

3 rd	23-Aug	Oral Reading fluency	One-on-one	Library, classroom, office, in quiet hallway, etc.	Partner or Team Teacher, RTI Coordinator, Instructional Coach	Monitored by assistants	Oral Reading= Two 1 min. reads Approx. 1 hour
3 rd	24-Aug	Reading Comprehension & Vocabulary	Computer based	Computer lab setting	Partner or Team Teacher, RTI Coordinator, Instructional Coach	Monitored by assistants	Approx. 40 min.

Sample B: Teachers Partnering with Educational Assistants

School B has 20 students per classroom and six classrooms per grade level. They have one homeroom teacher and one educational assistant for each class. They have elected to create grade level teams where teachers assess other students in their grade level for whom they are not the core reading teacher of record.

Students	Personnel	Logistics	Tests	Time
6 classrooms per grade level 20 students per class	6 homeroom teachers 6 educational assistants	<p>Day 1: Kindergarten and grade 1 teachers partner with another in grade level creating 3 partner teams per grade. One assistant assigned to each class during the testing block.</p> <p>Day 2: Grades 2 & 3 do the same creating 3 partner teams per grade. One assistant assigned to each class during the testing block.</p>	<p>Kindergarten: Teachers: Initial Sounds, Letter naming fluency, Letter word sound fluency Support Staff: small group spelling and listening comprehension</p> <p>First Grade Teachers: Phoneme Segmentation, Letter word sound fluency, nonsense word fluency, oral reading fluency Support Staff: Spelling and Listening comprehension</p> <p>Second Grade Teachers: computer-based Reading comprehension and vocabulary. When students finish, teacher administers one-on-one oral reading fluency. Support staff: monitors students</p> <p>Third Grade Teachers: computer-based Reading comprehension and vocabulary. When students finish, teacher administers one-on-one oral reading fluency. Support staff: monitors students.</p>	<p>Approximately 2 hours each day</p> <p>Day 1: Kindergarten and grade 1 test Partner teacher administers one-on-one tests. Support staff will test students in small groups.</p> <p>Day 2: Grades 2 and 3 test computer assessment administered by both partner teacher and support staff. One-on-one screener administered by partner teacher.</p>

Sample C: One-to-one Technology

School C has 4 classes per grade level with 18 students per class and employs three Educational Assistants (EA), who they are selecting to administer the screening. Students in grades 2-3 have one-to-one devices. Educational Assistants will come in and screen students on the one-on-one measures while the teacher continues to teach the class as scheduled.

<p>Tues, Sept. 7, 8 – 10 a.m. Kindergarten Only EA 1: Kindergarten class A EA 2: Kindergarten class B EA 3: Kindergarten class C</p>	<p>Wed., Sept. 8, 8 – 10 a.m. Kindergarten and 1st Grade EA 1: Kindergarten class D EA 2: 1st Grade class A EA 3: 1st Grade class B</p>
<p>Tues, Sept. 7, 1 – 2 p.m. 2nd Grade EA 1: 2nd Grade class A EA 2: 2nd Grade class B EA 3: 2nd Grade class C</p>	<p>Wed., Sept. 8, 1 – 2 p.m. 2nd and 3rd Grade EA 1: 2nd Grade Class D EA 2: 3rd Grade Class A EA 3: 3rd Grade Class B</p>
<p>Thurs., Sept. 9, 8 – 10 a.m. 1st and Kindergarten EA 1: 1st Grade class C EA 2: 1st Grade class D EA 3: Kindergarten class C – sm. group</p>	<p>Fri., Sept. 10, 8 – 10 a.m. Kindergarten and 1st EA 1: Kindergarten class A – sm. group EA 2: Kindergarten class B – sm. group EA 3: 1st Grade class B – sm. group</p>
<p>Thurs., Sept. 9, 1 – 2 p.m. 3rd and 2nd Grade EA 1: 3rd Grade class C EA 2: 3rd Grade class D EA 3: 3rd Grade class B – Test Nav</p>	<p>Fri., Sept. 10, 1 – 2 p.m. 2nd Grade EA 1: 2nd Grade class A – Test Nav EA 2: 2nd Grade class B – Test Nav ES 3: 2nd Grade class C – Test Nav</p>

Sample D: Computer Lab Rotation through Technology Specials

School D has 11 classes per grade level with 18-20 students per class. They employ six total Educational Assistants who they have selected to administer the screening. Students do not have their own devices, but the school has two computer labs. Online Test Nav assessments will be administered when students go to technology class or a schedule can be created to schedule a one-hour block to bring 2-3 grade classes in to take their online Reading Comprehension and Vocabulary screener. Educational Assistants will come in and screen students on the one-on-one measures while the teacher continues to teach the class as scheduled.

School Configuration	Personnel	Location of Testing	Test Administration	Logistics
11 classes per grade level	6 Educational Assistants	2 Computer Labs	Educational Assistant will administer all screeners	One-hour blocks scheduled for testing Reading Comprehension and Vocabulary
18-20 students per class	Classroom teachers	One-on-one testing in classroom setting		One-on-one tests will be administered by pulling individual students for testing while classroom teacher continues with instruction

Sample E: Educational Assistant Pull-Out

School E has three classes per grade level, with about 18 students each. There are three educational assistants. One educational assistant is scheduled to each class. While the EA is testing students, the teacher continues to teach as scheduled.

Tuesday, Sept. 7	Wednesday, Sept. 8	Thursday, Sept. 9	Friday, Sept. 10
<p>8 – 9 a.m. Initial Sounds: Kindergarten</p>	<p>8 – 9 a.m. Letter Naming Fluency: Kindergarten</p>	<p>8 – 9 a.m. Letter Word Sound Fluency: Kindergarten</p>	<p>8 – 9 a.m. EA will pull groups of students 5-6 at a time for spelling and listening comprehension: Kindergarten</p>
<p>9:15 - 10:15 a.m. Phoneme Segmentation and Letter Word Sound Fluency: 1st Grade</p>	<p>9:15 - 10:15 a.m. Nonsense Word Fluency: 1st Grade</p>	<p>9:15 - 10:15 a.m. Oral Reading Fluency: 1st Grade</p>	<p>9:15 - 10:15 a.m. EA will pull groups of students 5-6 at a time for spelling and listening comprehension: 1st Grade</p>
<p>1 - 2 p.m. Oral Reading Fluency: 2nd Grade</p>	<p>1 - 2 p.m. Oral Reading Fluency: 3rd Grade</p>	<p>1 - 2 p.m. Reading Comprehension & Vocabulary (Test Nav): 2nd Grade <i>*EA will administer, and teacher will monitor/assist with tech issues</i></p>	<p>1 - 2 p.m. Reading Comprehension & Vocabulary (Test Nav): 3rdGrade <i>*EA will administer, and teacher will monitor/assist with tech issues</i></p>

Appendix D: Resources and Contacts

The department has several additional resources available for more information or if you have additional questions.

Resources & Links

- ❑ [aimswebPlus Onboarding checklist](#)
- ❑ [Universal Reading Screener Matrix for Grades K-3](#)
- ❑ [aimswebPlus and TN support website](#)
- ❑ [RTI² Manual](#)
- ❑ [Foundational Literacy Skills Plan Toolkit](#)
- ❑ [Dyslexia Resource Guide](#)
- ❑ [Assessing Learning Toolkit](#)

Contacts

For questions, please email TN.Universalscreener@tn.gov

Jennifer Jordan, Senior Director of Instruction and Intervention, jennifer.jordan@tn.gov

Melanie Schultz, Director of Tutoring and Intervention, melanie.schultz@tn.gov