



RIDE Rhode Island
Department
of Education

Literacy Screening Guidance

Pre-K - 12

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The Importance of Screening

In accordance with Rhode Island General Laws [§16-67-2\(A\)1](#) and the Rhode Island Board of Regents Secondary Regulations [§2.2.1](#) LEAs must develop a screening process to identify students K-12 in need of additional diagnostic assessment and instructional support.

Screening assessments are a critical component of a LEA's Comprehensive Assessment System and MTSS framework.

Literacy screening assessments are:

- a first alert or indication of being at risk for reading below grade level
- administered to all students
- quick and easy to administer to large numbers of students

Literacy screening assessments **do not**:

- Identify or diagnose a disability

Literacy screening assessments answer:

- Which students are at risk of or are currently experiencing reading difficulty?
- How significant is the risk?
- In which general areas is a student struggling?

Screening Timeline

In accordance with Rhode Island General Laws [§16-67-2\(A\)1](#) and the Rhode Island Secondary Regulations [§2.2.1](#) LEAs must screen all students **at least once a year**. It is suggested that schools screen all students at the beginning, middle and end of the year to promptly identify students at risk and assess the efficacy of Tier 1 instruction. A sample screening schedule is outlined in Figure 1.

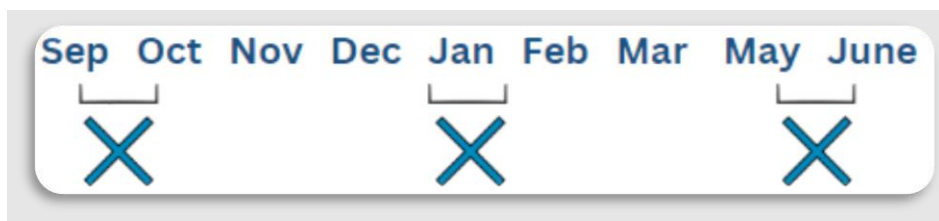


Figure 1

Screening for Risk of Dyslexia and Reading Difficulties

Screeners are administered throughout the year to ensure students at risk of experiencing reading difficulties including dyslexia, a neurobiological weakness in phonological and orthographic processing, are promptly identified. Some literacy screeners are considered 'dyslexia screeners' as they include measures in kindergarten through grade two that predict a student's ability to read accurately and fluently and provide data regarding a student's oral language through vocabulary knowledge and/or listening comprehension. Dyslexia screeners include measures that assess:

- Phonemic awareness and alphabetic knowledge in kindergarten to grade two and reading fluency in grades two and above
- Rapid automatized naming in pre-k to grade two
- Oral language, specifically vocabulary and/or listening comprehension, in pre-k to grade two

Students who are provided with early, evidence-based intervention are less likely to face further reading difficulties. Teachers and/or teams must ensure that if a student is identified as at risk that a Personal Literacy Plan (PLP) for the student is promptly created and the student is provided with targeted, evidence-based intervention through MTSS. Additional diagnostic assessments may be needed to determine a student's specific area(s) of need. Note that if a student is at risk for reading-based difficulties through screening, this is not an eligibility determination.

Resource: [Personal Literacy Plan](#) (PLP)

Skills to Assess for Early Identification of Reading Difficulties

Effective implementation of a research-based screening measure is critical for early identification of students at risk of reading difficulties. Difficulties in reading can be reduced with early evidence-based intervention. To accurately identify students at risk, literacy screeners should assess the following skills in kindergarten through second grade:

<p>Pre-K</p>	<ul style="list-style-type: none"> • Phonemic awareness: <ul style="list-style-type: none"> • Phoneme Segmentation Fluency (PSF) • Alphabetic knowledge: <ul style="list-style-type: none"> • Letter identification • Letter sound identification • Rapid automatized naming (RAN): <ul style="list-style-type: none"> • Objects • Listening comprehension • Vocabulary
<p>Kindergarten</p>	<ul style="list-style-type: none"> • Phonemic awareness: <ul style="list-style-type: none"> • Phoneme Segmentation Fluency (PSF) • Alphabetic knowledge: <ul style="list-style-type: none"> • Letter identification • Letter sound identification • Middle or end of year: Nonsense word fluency (NWF) • Rapid automatized naming (RAN): <ul style="list-style-type: none"> • Beginning of year: objects • Middle and end of year: Letter Naming Fluency (LNF) • Listening comprehension • Vocabulary
<p>Grade 1</p>	<ul style="list-style-type: none"> • Phonemic awareness: <ul style="list-style-type: none"> • Beginning to middle of the year: Phoneme Segmentation Fluency • Alphabetic knowledge: <ul style="list-style-type: none"> • Letter sound identification • Decoding (Word Reading Fluency task such as Nonsense Word Fluency) • Rapid automatized naming (RAN): <ul style="list-style-type: none"> • Letter Naming Fluency • Reading fluency: <ul style="list-style-type: none"> • Passage Reading Fluency • Listening comprehension • Vocabulary

Grade 2

- **Alphabetic knowledge:**
 - Beginning of year: Decoding (Word Reading Fluency task such as Nonsense Word Fluency)
 - **Rapid automatized naming (RAN):**
 - Beginning of year: Letter Naming Fluency
 - **Reading fluency:**
 - Passage Reading Fluency
 - **Comprehension:**
 - Reading Comprehension
 - Listening Comprehension
 - **Vocabulary**
-

Selecting a Literacy Screener

Using the Tool

This tool is designed for LEAs to learn about and compare literacy screeners. **The Rhode Island Department of Education (RIDE) does not endorse specific screening assessments.** This tool is not intended to provide a comprehensive list of all available literacy screeners; it is a sample list of widely used assessment tools that LEAs may wish to consider using when screening students in the area of literacy. RIDE encourages LEAs to research and select the screener that best meets their needs.

The following outline details the purpose of each component of the tool.

Name of the Screening Assessment

Grade Levels: Each assessment targets a different grade span.

Administration: Describes how the assessment is administered.

- Paper indicates students use paper copies of the assessment
- Digital indicates students complete the assessment on a device
- Some assessments are conducted on paper but have a digital portal in which teachers input the data into an assessment program

Language(s): Indicates the available languages for the assessment.

Time: Time requirements vary by assessment. These times are approximate and provided by the vendor.

Progress Monitoring Tools: Indicates whether progress monitoring tools are included.

Assesses:

- Phonemic Awareness:** the ability to hear, identify, and manipulate individual sounds (phonemes).
- Rapid Automated Naming (RAN):** the ability to rapidly name a set of known objects, letters, or digits.
- Alphabetic Knowledge:** knowledge of the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.
- Nonsense Word Reading:** a specific task that assesses knowledge of the relationships between the letters (graphemes) of written language and the individual sounds

(phonemes) of spoken language. Nonsense word reading provides an additional phonics measure that provides data on student's decoding ability without the support of potential "known words."

- Oral Reading Fluency (ORF):** the ability to read text accurately and quickly.
- Spelling:** knowledge of the patterns and rules of encoding.
- Reading Comprehension:** the ability to synthesize, analyze, evaluate, and apply information that has been learned from reading.
- Listening Comprehension:** the ability to synthesize, analyze, evaluate, and apply information that has been learned from listening.
- Vocabulary:** knowledge of words and their meanings.

Dyslexia Screener: To be considered a dyslexia screener, the assessment must include measures that predict a student's ability to read accurately and fluently in grades Pre-K -2.

Dyslexia screeners must assess:

- Phonological/phonemic awareness, and phonics in pre-K to grade two and/or reading fluency in grades two and above
- Rapid automatized naming in kindergarten to grade two
- Oral language, specifically vocabulary and/or listening comprehension in kindergarten to grade two

Scores from these items indicate whether a student is at risk for dyslexia. If so, teams should promptly develop a Personal Literacy Plan (PLP) if the student does not currently have a PLP.

Literacy Screener Comparison Chart

	Phonological/ Phonemic Awareness	Rapid Automatized Naming	Alphabetic Knowledge	Nonsense Word Reading	Oral Reading Fluency	Spelling	Reading Comprehension	Listening Comprehension	Vocabulary
<i>Acadience Reading</i>	X	*	X	X	X		X	*	*
<i>Acadience Reading 7-8</i>					X		X		
<i>AimsWeb Plus</i>	X	*	X	X	X	X	X	X	X
<i>Amira</i>	X	X	X	X	X		X	X	X
<i>DIBELS 8th Edition</i>	X	X	X	X	X		X		
<i>EarlyBird</i>	X	X	X	X				X	X
<i>FastBridge aReading</i>	X		X			X	X		X
<i>FastBridge earlyReading</i>	X	X	X	X	X				

	Phonological/ Phonemic Awareness	Rapid Automatized Naming	Alphabetic Knowledge	Nonsense Word Reading	Oral Reading Fluency	Spelling	Reading Comprehension	Listening Comprehension	Vocabulary
<i>i-Ready Diagnostic</i>	X	*	X	*	*	*	X	X	X
<i>Istation</i>	X	*	X	X	X	X	X	X	X
<i>mClass DIBELS 8th Edition</i>	X	X	X	X	X		X		*
<i>MAP Reading Fluency</i>	X	*	X		X		X	X	X
<i>Renaissance Star Early Literacy</i>	X		X					X	X
<i>Renaissance Star Reading</i>							X		X

* Indicates that the assessment addresses the skill through a measure outside of the standard assessment battery. See the individual assessment page for details.

Determining Benchmarks for ‘Below Grade Level’

Per [legislation](#), students identified as **below or significantly below benchmark/ grade level** require a Personal Literacy Plan. Each publisher uses specific language to designate at, below and significantly

below benchmark. Note some assessments allow LEAs and schools to set local norms. Adjusting norms will impact designations and students should be compared using national norms.

	At/Above Benchmark	Below Benchmark	Significantly Below Benchmark
	<i>Students are at minimal risk for requiring literacy-based intervention.</i>	<i>Students should receive targeted intervention based on their specific need.</i>	<i>Students should receive intensive intervention through Data-Based Individualization.</i>
Acadience Reading	At/Above Benchmark	Below Benchmark	Well Below Benchmark
Acadience Reading Gr. 7-8	At/Above Benchmark	Below Benchmark	Well Below Benchmark
Aimsweb Plus	Low Risk	Moderate Risk	High Risk
Amira	Above 50 th percentile	Between 25-50 th percentile	Below 25 th percentile
DIBELS 8th Edition	At/Above Benchmark	Below Benchmark/Strategic support	Well Below Benchmark/Intensive Intervention
EarlyBird	Minimal/Negligible Risk	Some Risk	Flag Icon
FastBridge aReading	Low/ No Risk	Some Risk	High Risk
FastBridge Early Reading	Low/ No Risk	Some Risk	High Risk
i-Ready Diagnostic	No Observed Risk	At Some Risk	At Risk
Istation	Above 40 th percentile/ At Grade Level	Between 21 st -40 th percentile/ Intervention	20 th percentile and below/ Intensive Intervention
mClass DIBELS 8th Edition	At/Above Benchmark	Below Benchmark	Well Below Benchmark/Intensive Intervention
MAP Reading Fluency	At Grade Level	Approaching Grade Level Expectations	Below Grade Level Expectations
Renaissance Star Early Literacy	At/Above Benchmark	Below Benchmark/On Watch	Intervention/Urgent Intervention
Renaissance Star Reading	At/Above Benchmark	Below Benchmark/On Watch	Intervention/Urgent Intervention

Acadience Reading *Previously DIBELS Next

Grade Levels: K-6

Administration: Paper and digital (1:1 except Maze)

Language(s): English

Time: Varies by grade: approximately 6 minutes per student

Progress Monitoring Tools: Yes

	Beginning of Year		Middle of Year		End of Year	
	Measures	Time	Measures	Time	Measures	Time
Kindergarten	FSF, LNF	3 minutes	FSF, PSF, LNF, NWF	6.5 minutes	LNF, PSF, NWF	5 minutes
Grade 1	LNF, PSF, NWF	5 minutes	NWF, ORF	8 minutes	NWF, ORF	8 minutes
Grade 2	NWF, ORF	8 minutes	ORF	6 minutes	ORF	6 minutes
Grades 3–6	ORF, Maze	6 min per student plus 5 min per class	ORF, Maze	6 min per student plus 5 min per class	ORF, Maze	6 min per student plus 5 min per class

Note:

- FSF: First Sound Fluency
- LNF: Letter Name Fluency
- PSF: Phoneme Segmentation Fluency
- NWF: Nonsense Word Fluency
- ORF: Oral Reading Fluency

Assesses:

- Phonemic Awareness** (First Sound Fluency: beginning to middle of kindergarten, Phoneme Segmentation Fluency: middle of kindergarten - beginning of grade 1)
- Rapid Automated Naming**
- Alphabetic Knowledge**
- Nonsense Word Reading** (Middle of kindergarten – beginning of grade 2)
- Oral Reading Fluency** (End of grade 1-6)

- Spelling**
- Reading Comprehension (Maze: 3-6)**
- Listening Comprehension***
- Vocabulary***

Note:

- Acadience Rapid Automatized Naming (RAN) is an optional assessment which takes 30 seconds to two minutes to administer. The assessment is administered individually and is suggested for students in kindergarten through the end of first grade.
- Listening comprehension and vocabulary are currently experimental measures – there are no benchmark goals.

Dyslexia Screener: Yes, if the optional Acadience RAN measure is administered in grades K-2.

Acadience Reading (7-8)

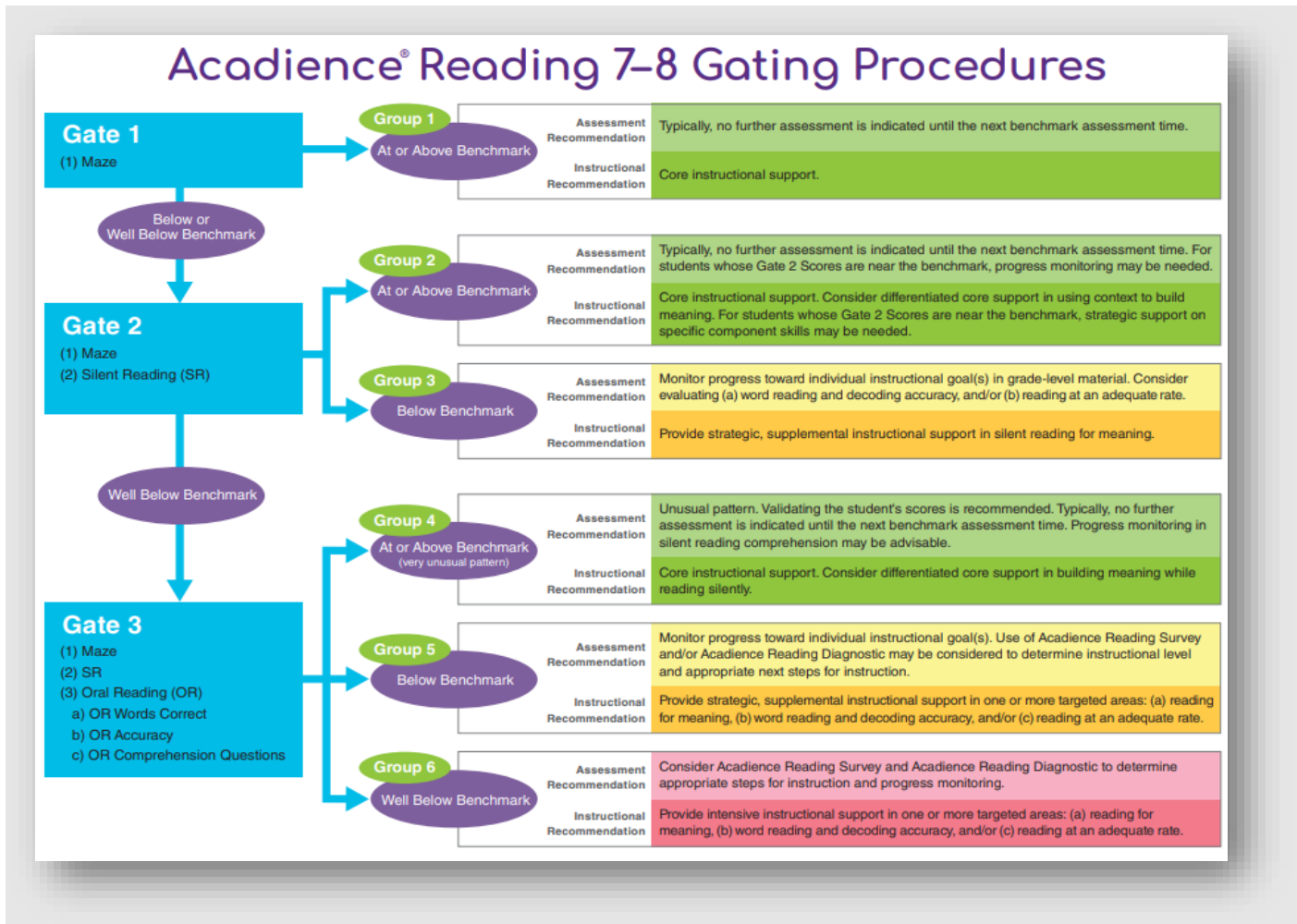
Grade Levels: 7-8

Administration: Paper (Maze and Silent Reading are administered in a group; Oral Reading is 1:1)

Language(s): English

Time: This is a gated assessment; students may not be required to complete all components. See chart for further detail. Maze requires 12-15 minutes; silent reading requires 45 minutes and oral reading requires 15-20 minutes per student. The assessments take about 1-3 minutes each to hand score.

Progress Monitoring Tools: No



Assesses:

- Phonemic Awareness**
- Rapid Automatized Naming**
- Alphabetic Knowledge**
- Nonsense Word Reading**
- Oral Reading Fluency**
- Spelling**
- Reading Comprehension**
- Listening Comprehension**
- Vocabulary**

Dyslexia Screener: No. This assessment is for grades 7-8.

AimswebPlus

Grade Levels: Pre-K-12

Administration: Digital record form with paper available for K-1 (All subtests are 1:1)

Language(s): English and Spanish

Time: Varies by grade: approximately 6-10 minutes per student

Progress Monitoring Tools: Yes

Measure	Acronym	Purpose	PreK- Kindergarten (PreK use K Forms)			Grade 1			Grades 2-8 (Grades 9-12 use 8th grade forms)			Time	Admin. Method
			Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring		
Print Concepts	PC	Screening	✓									-2-3 min	
Initial Sounds	IS	Both	✓	✓								-2-3 min	
Letter Naming Fluency	LNF	Both	✓*	✓*	✓*							1 min	
Phoneme Segmentation	PS	Both		✓	✓	✓**						-2-3 min	
Letter Word Sounds Fluency	LWSF	Both	✓*	✓*	✓*	✓						1 min	
Word Reading Fluency	WRF	Both			✓***	✓	✓	✓				1 min	
Auditory Vocabulary	AV	Screening	✓	✓	✓	✓	✓	✓				-2-4 min	
Nonsense Word Fluency	NWF	Both		✓	✓	✓	✓	✓				1 min	
Listening Comprehension (PreK-Grade 2 only)	LC	Screening	✓	✓	✓	✓	✓	✓	✓	✓	✓	-10-15 min	
Spelling (PreK-Grade 2 only)	SP	Screening	✓	✓	✓	✓	✓	✓	✓	✓	✓	-5-7 min	
Oral Reading Fluency	ORF	Both				✓*	✓*	✓*	✓**	✓**	✓**	1 min per story 2 stories/ screening 1 story/ monitoring	
Reading Comprehension	RC	Screening							✓*	✓*	✓*	-15-25 min	
Vocabulary	VO	Screening							✓*	✓*	✓*	-4-7 min	
Silent Reading Fluency (Starts at grade 4)	SRF	Both							✓*	✓*	✓*	-4-6 min	

* Required for composite. **Required for composite; Grades 2-3 only.

Assesses:

- Phonemic Awareness**
- Rapid Automatized Naming**
- Alphabetic Knowledge**
- Nonsense Word Reading**

- X **Oral Reading Fluency** (1-8)
- X **Spelling** (Pre-K-2)
- X **Reading Comprehension** (2-8)
- X **Listening Comprehension** (Pre-K-2)
- X **Vocabulary**

Note:

- Rapid Automatized Naming (RAN) Objects and RAN Colors and Shapes are additional screening measures for K-3. Each is a paper assessment that takes approximately 5 minutes to administer.
- The [Shaywitz DyslexiaScreen](#) is an observational rating scale for grades K-2. It is intended for mass screenings to quickly sort students into those at risk and not at risk for dyslexia based on literacy behaviors and needs.

Dyslexia Screener: Yes, if the optional RAN measure is administered in grades K-2.

Amira

Grade Levels: K –5

Administration: Digital (Group)

Language(s): English and Spanish

Time: 10-18 minutes

Progress Monitoring Tools: No

Assesses:

- Phonemic Awareness**
- Rapid Automatized Naming**
- Alphabetic Knowledge**
- Nonsense Word Reading**
- Oral Reading Fluency**
- Spelling**
- Reading Comprehension**
- Listening Comprehension**
- Vocabulary**

Dyslexia Screener: Yes. Amira provides a specific Dyslexia Risk Indicator (DRI), which measures a student’s risk of dyslexia, based on grade-appropriate tasks (including Rapid Automatized Naming [RAN], letter sounds, blending, and/or word reading).

DIBELS 8th Edition

Grade Levels: K – 8

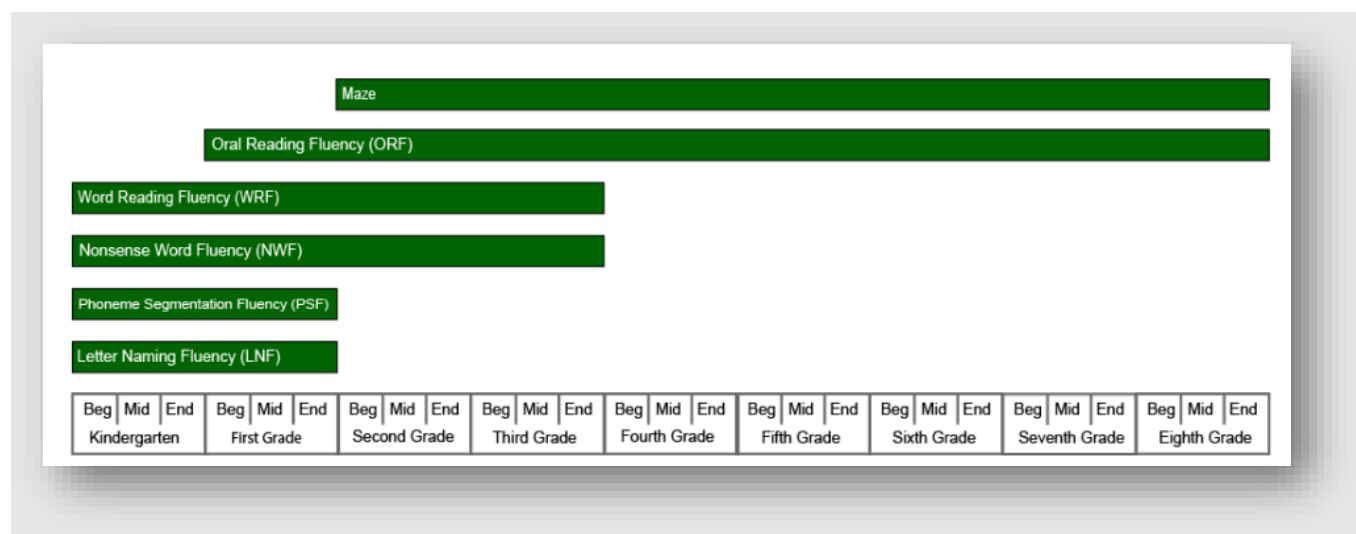
Administration: Paper (1:1 except Maze)

Language(s): English

*Note: Indicadores Dinámicos del Éxito en la Lectura (IDEL) is also provided by the University of Oregon but is not a direct translation of DIBELS.

Time: Varies by grade: approximately 6 minutes per student

Progress Monitoring Tools: Yes



Assesses:

- Phonemic Awareness** (Phoneme Segmentation Fluency: K-1)
- Rapid Automatized Naming** (Letter Naming Fluency: K-1)
- Alphabetic Knowledge** (Word Reading Fluency: K-3)
- Nonsense Word Reading** (Nonsense Word Fluency: K-3)
- Oral Reading Fluency** (Oral Reading Fluency: 1-8)
- Spelling**
- Reading Comprehension** (Maze: 2-8)
- Listening Comprehension**
- Vocabulary**

Dyslexia Screener: Yes, if:

- Letter Naming Fluency and Phoneme Segmentation Fluency are administered from the middle of kindergarten through grade 1.

- Nonsense Word Fluency is administered in grades one and two. It also may be administered in grade three if the student has not reached proficiency.
- Word Reading Fluency and Oral Reading Fluency are administered beginning in grade 1.

[EarlyBird](#)

Grade Levels: Pre-K – 1 (Anticipated expansion to grade 2 in 2024)

Administration: Digital (Group or 1:1 if students need technical support)

Language(s): English

Time: 20-50 minutes

Progress Monitoring Tools: Yes

Assesses:

- Phonemic Awareness**
- Rapid Automatized Naming**
- Alphabetic Knowledge**
- Nonsense Word Reading (K-1)**
- Oral Reading Fluency**
- Spelling**
- Reading Comprehension**
- Listening Comprehension**
- Vocabulary**

Dyslexia Screener: Yes. EarlyBird provides a dyslexia risk ‘flag’ in grades K-1, which indicates that a student will be at risk for severe word reading deficit by the end of the year if the student does not receive immediate intervention. Upon a child being flagged, teachers are provided feedback on instructional next steps. For Pre-K, students receive a reading readiness indicator which indicates whether they have the skills necessary to develop further foundational literacy skills upon starting kindergarten.

[FastBridge Adaptive Reading \(aReading\)](#)

Grade Levels: K-12 *Suggested for grades 2-12 and FastBridge earlyReading is suggested for Pre-K - 1

Administration: Digital (Group)

Language(s): English and some subtests are available in Spanish

Time: 30-45 minutes

Progress Monitoring Tools: Yes

Assesses:

- Phonemic Awareness**
- Rapid Automatized Naming**
- Alphabetic Knowledge**
- Nonsense Word Reading**
- Oral Reading Fluency**
- Spelling**
- Reading Comprehension**
- Listening Comprehension**
- Vocabulary**

Dyslexia Screener: Yes.

[FastBridge earlyReading](#)


Grade Levels: Pre-K - grade 1 **Can be extended to grade 3*

Administration: Students use paper and teacher records digitally or on paper (1:1)

Language(s): English and Spanish

Time: 5 minutes

Progress Monitoring Tools: Yes

GRADE	 FALL	 WINTER	 SPRING
K	Concept of Print Onset Sounds Letter Names Letter Sounds	Onset Sounds Letter Sounds Word Segmenting Nonsense Words	Letter Sounds Word Segmenting Nonsense Words Sight Words 50
1	Word Segmenting Nonsense Words Sight Words 150 Sentence Reading	Word Segmenting Nonsense Words Sight Words 150 CBMreading	Word Segmenting Nonsense Words Sight Words 150 CBMreading

Assesses:

- Phonemic Awareness**
- Rapid Automatized Naming (K-1)**
- Alphabetic Knowledge**
- Nonsense Word Reading** (Not available in Spanish)
- Oral Reading Fluency** (Sight Word and Sentence Reading)
- Spelling**
- Reading Comprehension**
- Listening Comprehension**
- Vocabulary**

Dyslexia Screener: Yes.

i-Ready Diagnostic

Grade Levels: K-12

Administration: Digital (Group)

Language(s): English and Spanish

Time: 30-45 minutes

Progress Monitoring Tools: Yes

Assesses:

- Phonemic Awareness (K-1)**
- Rapid Automatized Naming**
- Alphabetic Knowledge**
- Nonsense Word Reading**
- Oral Reading Fluency**
- Spelling**
- Reading Comprehension**
- Listening Comprehension**
- Vocabulary**

Note:

- The i-Ready Dyslexia Screener is available for K-3 at no additional charge. This additional screener is intended for students who are identified as at risk based on their i-Ready Diagnostic score. Dyslexia screening tasks are printed and administered 1:1 by a teacher. Measures assess:
 - **Grade K:** Rapid Automatized Naming (RAN)
 - **Grade 1:** Letter Naming Fluency and Word Reading Fluency
 - **Grade 2:** Word Reading Fluency and Passage Reading Fluency
 - **Grade 3:** Oral Reading Fluency and Spelling/Encoding for select students

Dyslexia Screener: Yes, if the optional i-Ready Dyslexia Screener is administered.

Station

Grade Levels: Pre-K-8

Administration: Digital (Group)

Language(s): English

Time: 30 minutes

Progress Monitoring Tools: Yes

Assesses:

- Phonemic Awareness (K-1)**
- Rapid Automated Naming**
- Alphabetic Knowledge**
- Nonsense Word Reading**
- Oral Reading Fluency (K-5)**
- Spelling (1-8)**
- Reading Comprehension (1-8)**
- Listening Comprehension (K)**
- Vocabulary (K-8)**

Note:

- A Rapid Automated Naming (RAN) measure is provided as an optional screening measure for grades K-3. Students are recorded while naming familiar pictures, letters, and numbers. They can complete the measure in approximately 5-7 minutes.

Dyslexia Screener: Yes, if the optional RAN measure is administered.

mCLASS DIBELS 8th Edition

Grade Levels: K-6

Administration:

- For letter naming, phoneme segmentation, nonsense word, word reading, and oral reading fluency the student uses paper or device and teacher inputs data digitally (1:1)
- Maze may be completed on paper (1:1 or group) or digitally (1:1 or group)
- The optional Dyslexia Screening Measures (RAN, Spelling, and Vocabulary) are only available digitally

Language(s): English and Spanish

Time: Varies by grade: approximately 5 minutes per student

Progress Monitoring Tools: Yes

Assesses:

- Phonemic Awareness** (Phoneme Segmentation Fluency: K-1)
- Rapid Automatized Naming** (Letter Naming Fluency: K-1)
- Alphabetic Knowledge** (Word Reading Fluency: K-3)
- Nonsense Word Reading**
- Oral Reading Fluency** (1-6)
- Spelling**
- Reading Comprehension** (2-6)
- Listening Comprehension**
- Vocabulary**

Dyslexia Screener: Yes, if the additional mClass vocabulary screener is administered. The mCLASS Dyslexia risk indicator is flagged if the student scores Well Below Benchmark (Red) on the overall composite score **and** Well Below Benchmark on Rapid Automatized Naming **and/or** Spelling.

Measures of Academic Progress (MAP) Reading Fluency

Grade Levels: Pre-K-5

Administration: Digital

Note: Teachers hand score oral reading fluency measures

Language(s): English and Spanish (K-3)

Time: 20 minutes

Progress Monitoring Tools: Yes

Assesses:

- Phonemic Awareness (K-1)**
- Rapid Automatized Naming**
- Alphabetic Knowledge**
- Nonsense Word Reading**
- Oral Reading Fluency (K-5)**
- Spelling**
- Reading Comprehension**
- Listening Comprehension (K-3)**
- Vocabulary**

Test segment and skills assessed	Print concepts	FOUNDATIONAL SKILLS				Sentence Reading Fluency Reading connected text	ORAL READING		Rapid Automatized Naming (RAN) Naming speed
		Language comprehension		Decoding			Picture book/graphic novel warm-up Oral reading warm-up	Oral Reading Literal comprehension + oral reading fluency	
		Picture vocabulary	Listening comprehension	Phonological awareness	Phonics + word recognition				
BENCHMARK									
1. Adaptive Oral Reading (default)		~		~	✓	✓		~	
2. Adaptive Oral Reading - Passages Only					✓	✓		✓	
3. Foundational Skills		✓		✓	✓				
4. Foundational Skills - Beginner	✓	✓		✓					
DYSLEXIA SCREENER		✓		✓	✓				✓

Note:

- Schools may assign the MAP Dyslexia Screener. This will add additional screening measures for students in grades Pre-K-3. These measures assess rapid automatized naming, phonological awareness, phonics and word recognition, language comprehension, and sentence reading fluency.
- All students begin the test with the 'Adaptive Oral Reading' measure which uses sentence reading fluency to determine if a student should move to the 'Foundational Skills' subtest or if they are prepared for 'Adaptive Oral Reading: Passages.' In grades 4 and above, all students are automatically directed to the 'Adaptive Oral Reading: Passages' assessment.

Dyslexia Screener: Yes, if the MAP Dyslexia Screener is assigned for Pre-K-3. No for grades 4-5.

Renaissance Star Early Literacy

Grade Levels: Pre-K-3

Administration: Digital (Group)

Language(s): English and Spanish

Time: 10 minutes

Progress Monitoring Tools: No. Tools are provided through STAR CBM, which requires a separate purchase.

Assesses:

- Phonemic Awareness**
- Rapid Automatized Naming**
- Alphabetic Knowledge**
- Nonsense Word Reading**
- Oral Reading Fluency**
- Spelling**
- Reading Comprehension**
- Listening Comprehension**
- Vocabulary**

Dyslexia Screener: No, the screener does not measure:

- Rapid automatized naming

Renaissance Star Reading

Grade Levels: Grades 1-12

Administration: Digital (Group)

Language(s): English and Spanish

Time: 20 minutes

Progress Monitoring Tools: No. Tools are provided through STAR CBM, which requires a separate purchase.

Assesses:

- Phonemic Awareness**
- Rapid Automated Naming**
- Alphabetic Knowledge**
- Nonsense Word Reading**
- Oral Reading Fluency**
- Spelling**
- Reading Comprehension**
- Listening Comprehension**
- Vocabulary**

Dyslexia Screener: No, the screener does not measure:

- Phonemic awareness
- Alphabetic knowledge
- Rapid automatized naming