

Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments

In July 2014, the Connecticut State Department of Education identified research-based assessments that met standards for technical rigor and efficiency, and published the Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments. For the school year commencing July 1, 2016, and each year thereafter, such assessments shall also assist in identifying, in whole or in part, students at risk for Dyslexia or other reading-related learning disabilities. As a critical component of a comprehensive, standards-aligned reading instructional program, districts will select an assessment for use as a universal screening. The same approved assessment must be utilized across a school in Grades K-3 except where the assessment does not exist at a given grade level. Although the approved menu presents both general outcome measures and computer adaptive measures, district are not required to select both types of assessments for use as a universal screening. Furthermore, only assessments in Section 1 are appropriate for use as screening tools to assist in identifying, in whole or in part, students at risk for Dyslexia or other reading-related learning disabilities. For additional information, review the document entitled, [“Special Considerations for Dyslexia.”](#)

| Section 1: General Outcome Measures | | | |
|--|---------------------------|-----------------|---|
| Only assessments in Section 1 are appropriate for use as screening tools to assist in identifying, in whole or in part, students at risk for Dyslexia, or other reading-related learning disabilities. | | | |
| Assessment Instrument | Measurement Area | Spanish Version | Notes |
| aimswebPlus Early Literacy and Reading* | Letter Naming Fluency | Yes | <ul style="list-style-type: none"> • Approved for universal screening use in Grade K • Letter naming fluency is a reliable indicator of print concepts • Letter naming fluency is predictive of later reading success • CT Core Standards (CCS) in ELA: Foundational Skills - RF.K.1d |
| | Letter Word Sound Fluency | No | <ul style="list-style-type: none"> • Approved for universal screening use in Grades K - 1 • Letter Word Sound Fluency is a reliable indicator of decoding and word recognition • CCS in ELA: Foundational Skills - RF.K.3; RF.1.3 |
| | Phoneme Segmentation | No | <ul style="list-style-type: none"> • Approved for universal screening use in Grades K - 1 • There is a causal relationship between phoneme awareness and reading • CCS in ELA: Foundational Skills - RF.K.2; RF. 1.2 |
| | Word Reading Fluency | No | <ul style="list-style-type: none"> • Approved for universal screening use in Grades K - 1 • Word reading fluency is correlated with reading comprehension • CCS in ELA: Foundational Skills - RF.K.3; RF.1.3; RF.2.3 |
| | Oral Reading Fluency | Yes | <ul style="list-style-type: none"> • Approved for universal screening use in Grades 1 - 3 • Oral reading fluency is a reliable indicator of word recognition and automaticity • High levels of fluency are correlated with high levels of reading comprehension • CCS in ELA: Foundational Skills - RF.1.4; RF.2.4; RF.3.4 |
| | Vocabulary | No | <ul style="list-style-type: none"> • Approved for universal screening use in Grades 2 - 3 • Vocabulary is correlated with reading comprehension • CCS in ELA: Language Standards for K-5 - 2.4; 3.4 |
| | Reading Comprehension | No | <ul style="list-style-type: none"> • Approved for universal screening in Grades 2 - 3 • Reading comprehension is a reliable indicator of deficits in any of the sub-skills that comprise reading, and determines the ability to process text • CCS in ELA: Foundational Skills - RF.2.4; RF.3.4; • CCS in ELA: Reading Standards for Literature K-5 - 2.10; 3.10 • CCS in ELA: Reading Standards for Informational Text K-5 - 2.10; 3.10 |

Section 1: General Outcome Measures - continued

| Assessment Instrument | Measurement Area | Spanish Version | Notes |
|---|------------------------------|-----------------|--|
| Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 6 th Edition [†] | Letter Naming Fluency | Yes | <ul style="list-style-type: none"> Approved for universal screening use in Grade K Letter naming fluency is a reliable indicator of print concepts Letter naming fluency is predictive of later reading success CCS in ELA: Foundational Skills - RF.K.1d |
| | Phoneme Segmentation Fluency | Yes | <ul style="list-style-type: none"> Approved for universal screening use in Grades K - 1 There is a causal relationship between phoneme awareness and reading CCS in ELA: Foundational Skills - RF.K.2; RF.1.2 |
| | Nonsense Word Fluency | Yes | <ul style="list-style-type: none"> Approved for universal screening use in Grades 1 - 2 Nonsense word fluency is a reliable indicator of decoding and word recognition CCS in ELA: Foundational Skills - RF.1.3; RF.2.3 Drilling nonsense word is <u>not</u> effective reading instruction. |
| | Oral Reading Fluency | Yes | <ul style="list-style-type: none"> Approved for universal screening use in Grades 1 - 3 Oral reading fluency is an indicator of word recognition and automaticity High levels of fluency are highly correlated with reading comprehension CCS in ELA: Foundational Skills - RF.1.4; RF.2.4; RF.3.4 |
| mCLASS DIBELS Next [†] | Letter Naming Fluency | Yes | <ul style="list-style-type: none"> Approved for universal screening use in Grade K Letter naming fluency is a reliable indicator of print concepts Letter naming fluency is predictive of later reading success CCS in ELA: Foundational Skills - RF.K.1d |
| | Phoneme Segmentation Fluency | Yes | <ul style="list-style-type: none"> Approved for universal screening use in Grades K - 1 There is a causal relationship between phoneme awareness and reading CCS in ELA: Foundational Skills - RF.K.2; RF.1.2 |
| | Nonsense Word Fluency | Yes | <ul style="list-style-type: none"> Approved for universal screening use in Grades 1 - 2 Nonsense word fluency is a reliable indicator of decoding and word recognition CCS in ELA: Foundational Skills - RF.1.3; RF.2.3 Drilling nonsense words is <u>not</u> effective reading instruction. |
| | Oral Reading Fluency | Yes | <ul style="list-style-type: none"> Approved for universal screening use in Grades 1 - 3 Oral reading fluency is an indicator of word recognition and automaticity High levels of fluency are highly correlated with reading comprehension CCS in ELA: Foundational Skills - RF.1.4; RF.2.4; RF.3.4 |
| | DAZE Fluency | No | <ul style="list-style-type: none"> Approved for universal screening in Grade 3 DAZE fluency is an indicator of reading comprehension CCS in ELA: Foundational Skills - RF.3.4 |

Section 1: General Outcome Measures - continued

| Assessment Instrument | Measurement Area | Spanish Version | Notes |
|--|-------------------------------|-----------------|--|
| DIBELS 8 th Edition [†] and mCLASS DIBELS 8 th Edition [†] | Letter Naming Fluency | Yes | <ul style="list-style-type: none"> Approved for universal screening use in Grade K Letter naming fluency is a reliable indicator of print concepts Letter naming fluency is predictive of later reading success CCS in ELA: Foundational Skills - RF.K.1d |
| | Phonemic Segmentation Fluency | Yes | <ul style="list-style-type: none"> Approved for universal screening use in Grades K - 1 There is a causal relationship between phoneme awareness and reading CCS in ELA: Foundational Skills - RF.K.2; RF.1.2 |
| | Nonsense Word Fluency | Yes | <ul style="list-style-type: none"> Approved for universal screening use in Grades 1 - 2 Nonsense word fluency is a reliable indicator of decoding and word recognition CCS in ELA: Foundational Skills - RF.1.3; RF.2.3 Drilling nonsense word is <u>not</u> effective reading instruction. |
| | Word Reading Fluency | No | <ul style="list-style-type: none"> Approved for universal screening use in Grades K - 2 Word reading fluency is correlated with reading comprehension CCS in ELA: Foundational Skills - RF.K.3; RF.1.3; RF.2.3 |
| | Oral Reading Fluency | Yes | <ul style="list-style-type: none"> Approved for universal screening use in Grades 1 - 3 Oral reading fluency is a reliable indicator of word recognition and automaticity High levels of fluency are correlated with high levels of reading comprehension CCS in ELA: Foundational Skills - RF.1.4; RF.2.4; RF.3.4 |
| | Maze | No | <ul style="list-style-type: none"> Approved for universal screening use in Grades 2 - 3 MAZE fluency is an indicator of reading comprehension CCS in ELA: Foundational Skills - 2.4; 3.4 |
| easyCBM Reading [‡] (Downloadable version only) | Letter Names | No | <ul style="list-style-type: none"> Approved for universal screening use in Grade K Letter naming fluency is a reliable indicator of print concepts Letter naming fluency is predictive of later reading success CCS in ELA: Foundational Skills - RF.K.1d |
| | Letter Sounds | Yes | <ul style="list-style-type: none"> Approved for universal screening use in Grades K - 1 Letter sound fluency is a reliable indicator of phonemic awareness CCS in ELA: Foundational Skills - RF.K.3; RF.1.3 |
| | Phoneme Segmenting | Yes | <ul style="list-style-type: none"> Approved for universal screening use in Grades K - 1 There is a causal relationship between phoneme awareness and reading CCS in ELA: Foundational Skills - RF.K.2; RF.1.2 |
| | Word Reading Fluency | Yes | <ul style="list-style-type: none"> Approved for universal screening use in Grades K - 2 Word reading fluency is correlated with reading comprehension CCS in ELA: Foundational Skills - RF.K.3; RF.1.3; RF.2.3 |

Section 1: General Outcome Measures - continued

| Assessment Instrument | Measurement Area | Spanish Version | Notes |
|--|--|-----------------|---|
| easyCBM Reading [‡] (continued) (Downloadable version only) | Passage Reading Fluency | No | <ul style="list-style-type: none"> • Approved for universal screening use in Grades 1 - 3 • Passage reading fluency is a reliable indicator of word recognition and automaticity • High levels of fluency are correlated with high levels of reading comprehension • CCS in ELA: Foundational Skills - RF.1.4; RF.2.4; RF.3.4 |
| | Vocabulary | No | <ul style="list-style-type: none"> • Approved for universal screening use in Grade 3 • Vocabulary knowledge is important to school success, in general, and reading comprehension • CCS in ELA: Language Standards K-5 - L.3.4; L.3.5; L.3.6 |
| | Common Core State Standards (CCSS) Reading | No | <ul style="list-style-type: none"> • Approved for universal screening use in Grade 3 • This reading comprehension sub-test is a reliable indicator of deficits in any of the sub-skills that comprise reading, and determines the ability to process text • CCS in ELA: Foundational Skills - RF.3.4 • CCS in ELA: Reading Standards for Literature K-5 - 3.1-4 • CCS in ELA: Reading Standards for Informational Text K-5 - 3.1-4 |
| | Multiple Choice Reading Comprehension | No | <ul style="list-style-type: none"> • Approved for universal screening use in Grades 2 - 3 • This reading comprehension sub-test is a reliable indicator of deficits in any of the sub-skills that comprise reading, and determines the ability to process text • CCS in ELA: Foundational Skills - RF.2.4; RF.3.4; • CCS in ELA: Reading Standards for Literature K-5 - 2.10; 3.10 • CCS in ELA: Reading Standards for Informational Text K-5 - 2.10; 3.10 |

*Use aimswebPlus Spanish Literacy & Reading Assessments to monitor the development of early Spanish literacy skills in Grades K-3.

†Use Indicadores Dinámicos del Éxito en la Lectura (IDEL) to monitor the development of early Spanish literacy skills in Grades K-3.

‡Use easyCBM Spanish Literacy Assessments to monitor the development of early Spanish literacy skills in Grades K-2.

Section 2: Computer Adaptive Assessments

Only assessments in Section 1 are appropriate for use as screening tools to assist in identifying, in whole or in part, students at risk for Dyslexia, or other reading-related learning disabilities.

| Assessment Instrument | Measurement Area | Spanish Version | Notes |
|-----------------------|--|-----------------|--|
| NWEA MAP Growth | MAP Growth Reading K-2 | Yes | <ul style="list-style-type: none"> • Approved for universal screening use in Grades K - 2 • System includes screeners, diagnostics and goal survey • Rasch units convert to a percentile rank • Computer-adaptive |
| | MAP Growth Reading | Yes | <ul style="list-style-type: none"> • Approved for universal screening use in Grade 3 • System includes screeners, diagnostics, and goal survey • Rasch units convert to a percentile rank • Computer-adaptive |
| STAR | STAR Early Literacy | Yes | <ul style="list-style-type: none"> • Approved for universal screening use in Grades K - 3 • Once a student successfully reads 100 sight words, he/she will move on to STAR Reading • Rasch units convert to a percentile rank • Computer-adaptive |
| | STAR Reading | Yes | <ul style="list-style-type: none"> • Approved for universal screening use in Grades K - 3 • System includes screening, diagnostics, and progress monitoring • Rasch units convert to percentile rank • Computer-adaptive |
| i-Ready | i-Ready Diagnostic and i-Ready Growth Monitoring | No | <ul style="list-style-type: none"> • Approved for universal screening use in Grades K - 3 • System includes diagnostics (screening) and growth monitoring (progress monitoring) • i-Ready Diagnostic uses a vertical scale for comparing growth within and across years • i-Ready Growth Monitoring to be used jointly with i-Ready Diagnostic for progress monitoring • Percentile norms and scale score to normative percentile conversion • Computer-adaptive |