



Universal Reading Screener Administration

Requirements for Universal Reading Screeners

for TN Educators

As part of the Tennessee Literacy Success Act, school districts and public charter schools must monitor student progress in foundational literacy skills by screening all Kindergarten through third grade students using an approved universal reading screener three times a year.

The Department of Education provides the [Tennessee Universal Reading Screener](#), aimswebPlus, as a free and optional screening package for districts and charter schools to meet this requirement. A district can also choose to use a universal reading screener approved by the State Board of Education.

Approved Universal Reading Screeners

The following screeners were approved by the State Board of Education at their meeting on July 23, 2021. All approved screeners fully meet the requirements of the Tennessee Literacy Success Act.

To meet the requirements of the Say Dyslexia law and the RTI² manual as outlined in the Tennessee Literacy Success Act, each assessment has a suite of subtests (see matrix [here](#)) that must be given.

- Tennessee Universal Reading Screener- aimswebPlus (TDOE-provided free and optional screener)
- DIBELS, 8th Edition
- easyCBM
- FastBridge Suite
- iReady + iReady Early Reading Tasks
- Measures of Academic Progress Suite
- STAR Early Literacy & Star Literacy

Administration Requirements

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, universal reading screener assessments should:

1. Be administered by a trained educator (teacher, instructional coach or educational assistant) that is **not** the student's teacher of record,
2. Include all subtests (see list [here](#)) following the vendor instructions within the assigned window for grades K through 3,



3. Ensure student state ID is attached to the correct student data, and
4. Enter data accurately in the vendor-based platform by the administration window deadline (see below).

Administration Window and Student Data

Districts and charter schools must administer the selected universal reading screener three times per year to each student in kindergarten through grade three (K-3) during each of the three (3) administration windows, outlined below. The administration windows have been defined by the common administration windows across all screener options above.

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

Districts must ensure that data is entered within ten calendar days of the close of the screening window. 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 Accountability State Report Card and ensure all grade K through 3rd students have a complete set of universal reading screener data including a composite score.

If a student’s composite score falls **at or below** the 15th national percentile, the student has a significant reading deficiency. Students who have a composite score between the 15th and 40th national percentile are at risk for a significant reading deficiency.

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 following each universal 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.

Home Literacy Reports should use parent friendly language and be tailored for each child to communicate to families the reading screener results, the importance of reading proficiently at the end of third grade, interventions that the school will provide to accelerate reading instruction, and no-cost activities families can engage in at home to support reading development.