

Grades K - 3 Minimum URS Matrix

The Minimum Universal Reading Screener (URS) Matrix outlines the appropriate grade-level assessments that are minimally required to be administered during the tri-annual URS window. The Minimum Matrix, originally designed to support LEAs in meeting compliance with the Tennessee Literacy Success Act, has been expanded to include additional skill areas outlined in [T.C.A. § 49-1-229](#) (the 2016 law about dyslexia screening as part of the universal screening process and dyslexia-specific interventions), the Tennessee Investment in Student Achievement Act, and [Chapter 0520-12-05](#) of the Tennessee Department of Education rules.

LEAs must administer all grade-appropriate subtests on the Minimum URS Matrix as part of the universal reading screener process. Additions or changes to the Minimum URS Matrix do not necessarily change reporting requirements pursuant to the Tennessee Literacy Success Act for K – 3 URS data reporting. See [State Board of Education Rule 0520-01-03-.15\(8\)](#). Any changes related to data reporting requirements will be communicated directly to districts by the vendor and/or the department explicitly. Any subtests added to the matrix have been done so in conversation with the vendor.

A student in grades K-3 is determined to have Characteristics of Dyslexia if the student:

1. Falls below the 25th percentile on the composite score on the Tennessee universal reading screener provided by the Department or on a Universal Reading Screener approved by the State Board as set forth in State Board Rule 0520-01-03-.15; and
2. Displays deficits in fifty percent (50%) or more of the grade-appropriate subtests identified by the state's Minimum Universal Screening Matrix for grades K-3 which could include the following areas:
 - i. Phonological awareness
 - ii. Phonemic awareness
 - iii. Sound symbol recognition
 - iv. Alphabet knowledge
 - v. Decoding skills
 - vi. Rapid naming
 - vii. Encoding skills

Screeners at different grades assess different skills based on the expectations of that developmental age. Therefore, while students in any grade may have deficits in any of these areas, not all skills are screened for at all grades. Research evidence and input from subject matter experts were used in determining which skills were appropriate and at which grade. Skills determined not appropriate for a particular grade are indicated in the matrices. Each URS also has a Decision-Making Crosswalk document to aid districts in determining if students have exhibited a deficit in 50% or more of the grade-appropriate subtests for target grade(s).

See updated [Dyslexia Resource Guide](#) for additional data-based decision-making information.

Minimum URS Matrix

KINDERGARTEN

Reading Measure	aimswEBPlus	i-Ready Suite	DIBELS 8th Edition	easyCBM	MAP Suite	Star Assessment Suite	FastBridge Suite/FAST
<p>Basic Reading Skills: The ability to identify and manipulate individual sounds in language, identify printed letters and their associated sounds, and decode written language.</p> <p>Basic reading skills relate to the foundational skills of phonological and phonemic awareness, sound-symbol correspondence, alphabet knowledge, and decoding.</p>	<p>Initial Sounds (F)</p> <p>Letter Naming Fluency (F, W, S)</p> <p>Letter Word Sound Fluency (F, W, S)</p> <p>Phoneme Segmentation (W, S)</p>	<p>i-Ready Diagnostic Phonics and Phonological Awareness Domains (F, W, S)</p>	<p>Letter Naming Fluency (F, W, S)</p> <p>Phonemic Segmentation (F, W, S)</p> <p>Nonsense Word Fluency (F, W, S)</p>	<p>Letter Name (F)</p> <p>Letter Sounds (F, W, S)</p> <p>Phoneme Segmenting (F, W, S)</p>	<p>MAP Growth Reading K-2 Outcome: Overall RIT Score (F, W, S)</p> <p>MAP Reading Fluency Dyslexia Screener*: Phonological Awareness Domain (F, W, S)</p> <p>MAP Reading Fluency Dyslexia Screener: Phonics and Word Recognition Domain (F, W, S)</p>	<p>Star Early Literacy: Phonics and Phonological Awareness Domains (F, W, S)</p> <p>Star CBM: Letter Sounds (F, W, S)</p> <p>Star CBM: Phoneme Segmentation (F, W, S)</p>	<p>earlyReading Concepts of Print (F)</p> <p>earlyReading Letter Name (F)</p> <p>earlyReading Onset Sounds (F, W)</p> <p>earlyReading Letter Sounds (F, W, S)</p> <p>earlyReading Word Segmenting (W, S)</p> <p>earlyReading Nonsense Words (W, S)</p>

(F) Fall (W) Winter (S) Spring; Bold indicates subtests that comprise the composite; *MAP Reading Fluency Dyslexia Screener is a single test form. When administered, all required subtests will be completed through one test form.

Minimum URS Matrix

KINDERGARTEN

Reading Measure	aimswEBPlus	i-Ready Suite	DIBELS 8th Edition	easyCBM	MAP Suite	Star Assessment Suite	FastBridge Suite/FAST
Reading Fluency: The ability to read words accurately, and with appropriate rate, phrasing, and expression.	Letter Word Sound Fluency (F, W, S)	i-Ready Literacy Task Letter Naming Fluency (F, W, S)	Word Reading Fluency (F, W, S)	Word Reading Fluency (W, S)	MAP Reading Fluency Dyslexia Screener: Phonological Awareness and Phonics and Word Recognition Domain (F, W) MAP Reading Fluency Dyslexia Screener: Sentence Reading Fluency (S)	Star Early Literacy: Phonics Domain (F, W, S)	earlyReading Sight Words-50 (S)
Rapid Automatic Naming (RAN)	RAN (objects) (F*)	i-Ready Literacy Task for Rapid Automatized Naming of Objects (F, W, S)	mClass RAN (F, W, S)**	Rapid Automatic Naming (F, W, S)**	MAP Reading Fluency Dyslexia Screener: Rapid Naming (Objects) (F, W, S)	Star CBM RAN Color naming or Picture naming (F, W, S)	Administer the state-approved RAN measure TN URS RAN (objects) (F*)

(F) Fall (W) Winter (S) Spring; Bold indicates subtests that comprise the composite; *Required 1x/school year; see Updated [Dyslexia Resource Guide](#) for detailed guidance; **These RAN measures utilize numbers. If student has a known number identification deficit, administer TN-URS RAN (objects).

Minimum URS Matrix

KINDERGARTEN

Reading Measure	aimswebPlus	i-Ready Suite	DIBELS 8th Edition	easyCBM	MAP Suite	Star Assessment Suite	FastBridge Suite/FAST
Encoding	<i>Research and subject matter experts support that encoding is not developmentally appropriate for kindergarten and does not align to standards or expected skills.</i>						
Reading Comprehension: The ability to understand and make meaning of text.	For developing new readers in kindergarten and 1 st grade, listening comprehension is a more developmentally appropriate measure than a reading comprehension probe. According to Hogan et al. (2014), "Listening comprehension draws on the same language processes used to comprehend language via text." When text decoding skills are controlled, reading comprehension and listening comprehension should be equal (Hogan et al., 2014).						

Minimum URS Matrix

Grade 1

Reading Measure	aimswEBPlus	i-Ready Suite	DIBELS, 8 th Edition	easyCBM	MAP Suite	Star Assessment Suite	FastBridge Suite/FAST
<p>Basic Reading Skills: The ability to identify and manipulate individual sounds in language, identify printed letters and their associated sounds, and decode written language.</p> <p>Basic reading skills relate to the foundational skills of phonological and phonemic awareness, sound-symbol correspondence, alphabet knowledge, and decoding.</p>	<p>Phonemic Segmentation Fluency (F)</p> <p>Nonsense Word Fluency (F, W, S)</p>	<p>i-Ready Diagnostic</p> <p>Phonics and Phonological Awareness Domains (F, W, S)</p>	<p>Letter Naming (F)</p> <p>Phonemic Segmentation Fluency (F)</p> <p>Nonsense Word Fluency (F, W, S)</p> <p>Word Reading Fluency (F, W, S)</p>	<p>Letter Sounds (F, W, S)</p> <p>Phoneme Segmenting (F)</p> <p>Word Reading Fluency (F, W, S)</p>	<p>MAP Growth Reading K-2 Outcome: Overall RIT (F, W, S)</p> <p>MAP Reading Fluency Dyslexia Screener*: Phonological Awareness Domain (F, W, S)</p> <p>MAP Reading Fluency Dyslexia Screener: Phonics and Word Recognition Domain (F, W, S)</p>	<p>Star Early Literacy**: Phonics and Phonological Awareness Domain (F, W, S)</p> <p>Star CBM: Phoneme Segmentation (F, W, S)</p> <p>Star CBM: Expressive Nonsense Words (F, W, S)</p>	<p>earlyReading</p> <p>Word Segmenting (F, W, S)</p> <p>earlyReading</p> <p>Nonsense Word Fluency (F, W, S)</p>

(F) Fall (W) Winter (S) Spring; Bold indicates subtests that comprise the composite; *MAP Reading Fluency Dyslexia Screener is a single test form. When administered, all required subtests will be completed through one test form; **If a student scores above an 852 on Star Early Literacy, consider administering Star Reading for additional comprehension data.

Minimum URS Matrix

Grade 1

Reading Measure	aimswebPlus	i-Ready Suite	DIBELS 8 th Edition	easyCBM	MAP Suite	Star Assessment Suite	FastBridge Suite/FAST
Reading Fluency: The ability to read words accurately, and with appropriate rate, phrasing, and expression.	Oral Reading Fluency (F, W, S)	i-Ready Literacy Task for Word Recognition Fluency (F) i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment (W, S)	Oral Reading Fluency (F, W, S)	General Outcome Measure: Passage Reading Fluency (W, S)	MAP Reading Fluency Dyslexia Screener: Sentence Reading Fluency (F, W) MAP Reading Fluency: Adaptive Oral Reading – Passages Only (S)	Star CBM Passage Oral Reading Fluency (F, W, S)	earlyReading Sentence Reading (F) earlyReading Sight Words 150 words (F, W, S) CBMreading (W, S)
Rapid Automatic Naming (RAN)	RAN (objects) (F*)	i-Ready Literacy Task for Rapid Automatized Naming of Letters**** (F, W, S) ****If a student has a known letter naming deficit, administer RAN Objects or Colors	mCLASS RAN (F, W, S)***	Rapid Automatic Naming (F, W, S)***	MAP Reading Fluency Dyslexia Screener: Rapid Naming (Objects) (F, W, S)	Star CBM RAN Color naming or Picture naming (F, W, S)	Administer the state-approved RAN measure TN URS RAN (objects) (F*)

(F) Fall (W) Winter (S) Spring; Bold indicates subtests that comprise the composite; *Required 1x/school year; see Updated [Dyslexia Resource Guide](#) for detailed guidance; ***These ran measures utilize numbers. If student has a known number identification deficit, administer TN-URS RAN (objects).

Minimum URS Matrix

Grade 1

Reading Measure	aimswebPlus	i-Ready Suite	DIBELS 8 th Edition	easyCBM	MAP Suite	Star Assessment Suite	FastBridge Suite/FAST
Encoding: The ability to map speech sounds to print and spell words.	Spelling (F, W, S)	i-Ready Literacy Task for Spelling/Encoding (F, W, S)	mCLASS Spelling (F, W, S)	Districts must administer the state-approved encoding measure. (F, W, S)	Districts must administer the state-approved encoding measure. (F, W, S)	Star Encoding (F, W, S)	Districts must administer the state-approved encoding measure. (F, W, S)
Reading Comprehension: The ability to understand and make meaning of text.	NA For developing new readers in kindergarten and 1 st grade, listening comprehension is a more developmentally appropriate measure than a reading comprehension probe. According to Hogan et al. (2014), "Listening comprehension draws on the same language processes used to comprehend language via text." When text decoding skills are controlled, reading comprehension and listening comprehension should be equal (Hogan et al., 2014).						

(F) Fall (W) Winter (S) Spring; See Updated Dyslexia Resource Guide for guidance

Minimum URS Matrix

Grades 2-3

Reading Measure	aimswebPlus	i-Ready Suite	DIBELS, 8 th Edition	easyCBM	MAP Suite	Star Assessment Suite	FastBridge Suite/FAST
<p>Basic Reading Skills: The ability to identify and manipulate individual sounds in language, identify printed letters and their associated sounds, decode written language.</p> <p>Basic reading skills relate to the foundational skills of phonological and phonemic awareness, sound-symbol correspondence, alphabet knowledge, and decoding.</p>	<p>Oral Reading Fluency (F, W, S)</p>	<p>i-Ready Diagnostic (F, W, S)</p>	<p>Oral Reading Fluency (F, W, S)</p>	<p>General Outcome Measure: Passage Reading Fluency (F, W, S)</p>	<p>MAP Growth Reading 2-5: Outcome Overall RIT (F, W, S)</p>	<p>Star CBM: Passage Oral Reading (F, W, S)</p>	<p>CBMreading (F, W, S)</p>

(F) Fall (W) Winter (S) Spring; Bold indicates subtests that comprise the composite

Minimum URS Matrix

Grades 2-3

Reading Measure	aimswebPlus	i-Ready Suite	DIBELS, 8 th Edition	easyCBM	MAP Suite	Star Assessment Suite	FastBridge Suite/FAST
Reading Fluency: The ability to read words accurately, and with appropriate rate, phrasing, and expression.	Oral Reading Fluency (F, W, S)	i-Ready Passage Reading Fluency Benchmark Assessment (F, W, S)	Oral Reading Fluency (F, W, S)	General Outcome Measure: Passage Reading Fluency (F, W, S)	MAP Reading Fluency: Adaptive Oral Reading – Passages Only (F, W, S)	Star CBM: Passage Oral Reading (F, W, S)	CBMreading (F, W, S)
Rapid Automatic Naming (RAN)	<i>Research and subject matter experts support that RAN is no longer developmentally appropriate or aligned to standards for grades 2+. See updated Dyslexia Resource Guide for more information on RAN and when it may be necessary to screen students in older grades.</i>						
Encoding (spelling) The ability to map speech sounds to print and spell words.	Spelling (F, W, S)	i-Ready Literacy Task for Spelling/Encoding (F, W, S)	mCLASS Spelling (F, W, S)	Districts must administer the state-approved encoding measure. (F, W, S)	Districts must administer the state-approved encoding measure. (F, W, S)	Star Encoding (F, W, S)	Districts must administer the state-approved encoding measure. (F, W, S)

(F) Fall (W) Winter (S) Spring; Bold indicates subtests that comprise the composite; See Updated [Dyslexia Resource Guide](#) for guidance

Minimum URS Matrix

Grades 2-3

Reading Measure	aimswEBPlus	i-Ready Suite	DIBELS, 8 th Edition	easyCBM	MAP Suite	Star Assessment Suite	FastBridge Suite/FAST
Reading Comprehension: The ability to understand and make meaning of text.	Reading Comprehension (F, W, S) Vocabulary (F, W, S)	i-Ready Diagnostic Comprehension Domains (Informational and Literature) (F, W, S)	MAZE (F, W, S)	Proficient Reading (F, W, S) Vocabulary (F, W, S)	MAP Growth Reading 2-5: Outcome Overall RIT (F, W, S)	Star Reading* (F, W, S)	aReading (F, W, S)

(F) Fall (W) Winter (S) Spring; Bold indicates subtests that comprise the composite; *If a student scores below an 852 on Star Reading, Renaissance recommends administering Star Early Literacy to inform instructional and intervention practices.