

URS Decision-Making Crosswalk

DIBELS 8th Edition

If a student scores below the 25th percentile on the Universal Reading Screener composite score, districts can utilize the provided crosswalks to determine if the student meets criteria as a student with unique learning needs with characteristics of dyslexia.

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 an LEA's obligation to report K – 3 URS data to the department pursuant to the Tennessee Literacy Success Act. 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.

For universal reading screeners in grades K – 3 that do not offer subtests in all required areas outlined in T.C.A. § 49-1-229(a)(2) and State Board of Education Rule 0520-01-22-.02(1), districts must administer the Tennessee universal reading screener (TN-URS) versions of needed subtests to determine if a student meets criteria for an Individualized Learning Plan for Characteristics of Dyslexia (ILP-D). The TN-URS is available at no cost for all K – 3 students through Pearson's aimswebPlus suite. For any subtests not available in grades 4+, please see specific guidance in this document.

This crosswalk organizes subtests required by the Minimum Matrix according to corresponding skills related to characteristics of dyslexia. Utilize the data sheet in the following way to facilitate school-based data team discussions and decisions:

- Transfer sub scores to appropriate boxes.
- Determine if the student meets criteria for a deficit in that area. For DIBELS 8th Edition, this means below the cut point for risk, indicated as "Well Below Benchmark." DIBELS 8th Edition includes cut points for all measures, including oral reading accuracy. In grades 2 and above, districts will look at the accuracy indicator on oral reading fluency measures, in addition to overall risk indicator.
- Use the final row to calculate whether the student exhibits deficits in 50% of grade-level appropriate subtests related to skill areas. If a subtest is marked red or is not administered during that window, it should not be included in the total number of subtests used to determine if the student has a deficit in 50% or more of the grade-appropriate subtests given.

If the student exhibits a deficit in 50% of the grade-level appropriate subtests related to skill areas, he/she would meet criteria as a child with characteristics of dyslexia and be eligible for an ILP-D.

- If the parent provides consent, the LEA and appropriate team members will develop an ILP-D for the child that will be in place for one calendar year.
- If parent does not agree to an ILP-D, the child will still be served as determined by LEA, data teams, and support teams within the RTI² framework.

If a student does not exhibit a deficit in 50% of the grade-level appropriate subtests related to skill areas, he/she would **not** meet criteria as a child with characteristics of dyslexia nor be eligible for an ILP-D.

- This child will still be served as determined by LEA, data teams, and support teams within the RTI² framework, in compliance with T.C.A. § 49-1-229, the Tennessee Literacy Success Act, and Chapter 0520-01-03 of the State Board of Education Rules.


Students may meet criteria for characteristics of dyslexia in any of the three (3) URS windows. Therefore, this process will repeat 3x a year in accordance with the Universal Screening schedule. Students who already have an ILP-D will continue to participate in the URS process 3x a year. Students on a current ILP-D may be exited if they do not meet criteria for characteristics of dyslexia in the two URS windows immediately preceding the expiration of their current ILP-D. This information will be used to determine if the student will be exited or the ILP-D will be revised and continued for another calendar year.

These crosswalks are to be used in coordination with the updated *Dyslexia Resource Guide*. Additional footnotes are provided when necessary on each chart to guide districts in determining student deficits. For example, while tests on letter naming may be required per the Minimum URS Matrix in Kindergarten in the fall window, naming letters does not align with Tennessee's sounds first instructional scope and sequence. Therefore, such subtests, where applicable, are indicated to not be counted against the student in the fall window. Footnotes and the [Dyslexia Resource Guide](#) will support districts in accurately determining which students meet the criteria for characteristics of dyslexia under TISA and an ILP-D.

Minimum Matrix Decision-making Crosswalk

Kindergarten

DIBELS 8 th Edition				
Subtest and Deficit Criteria	Related Skills Area(s)	FALL	WINTER	SPRING
<p>1. Letter Naming Fluency At or below cut point for risk, or Well Below Benchmark</p>	Alphabet Knowledge	<p>Letter Naming Fluency Score: _____ Well Below Benchmark (Cut Point 15) Y or N</p>	<p>Letter Naming Fluency Score: _____ Well Below Benchmark (Cut Point 30) Y or N</p>	<p>Letter Naming Fluency Score: _____ Well Below Benchmark (Cut Point 34) Y or N</p>
<p>2. Phoneme Segmentation At or below cut point for risk, or Well Below Benchmark</p>	Phonological Awareness Phonemic Awareness	<p>Phoneme Segmentation Score: _____ Well Below Benchmark (Cut Point 0) Y or N</p>	<p>Phoneme Segmentation Score: _____ Well Below Benchmark (Cut Point 22) Y or N</p>	<p>Phoneme Segmentation Score: _____ Well Below Benchmark (Cut Point 36) Y or N</p>
<p>3. Nonsense Word Fluency At or below cut point for risk, or Well Below Benchmark (Correct Letter Sounds)</p>	Alphabet Knowledge Sound Symbol Recognition Decoding Skills	<p>Nonsense Word Fluency CLS Score: _____ Well Below Benchmark in CLS (Cut Point 3) Y or N</p>	<p>Nonsense Word Fluency CLS Score: _____ Well Below Benchmark in CLS (Cut Point 15) Y or N</p>	<p>Nonsense Word Fluency CLS Score: _____ Well Below Benchmark in CLS (Cut Point 23) Y or N</p>

 = not aligned with instructional scope and sequence and should not be considered for those screening windows. This subtest is administered but not counted toward deficit determination during identified window(s).

Minimum Matrix Decision-making Crosswalk

Kindergarten

DIBELS 8 th Edition				
Subtest	Related Skill Area(s)	FALL	WINTER	SPRING
4. <u>Word Reading Fluency</u> At or below cut point for risk, or Well Below Benchmark	Sound Symbol Recognition Decoding Skills	Word Reading Fluency Score: _____ Well Below Benchmark (Cut Point N/A) Y or N	Word Reading Fluency Score: _____ Well Below Benchmark (Cut Point 0) Y or N	Word Reading Fluency Score: _____ Well Below Benchmark (Cut Point 5) Y or N
5. <u>mCLASS RAN</u> Well Below Benchmark	RAN	mCLASS RAN Well Below Benchmark (Cut Point 124) Y or N	mCLASS RAN Well Below Benchmark (Cut Point 124) Y or N	mCLASS RAN Well Below Benchmark (Cut Point 124) Y or N
<i>Does the student exhibit a deficit in 50% of the grade-appropriate subtests?</i>		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____

*RAN administration is required at least 1x/year. See [Dyslexia Resource Guide](#) for more information.

NOTE: Encoding is determined to not be a grade-level appropriate skill for Kindergarten. Districts may choose to still give the encoding measure, but it does not contribute to determining eligibility for characteristics of dyslexia for Kindergarten.

Minimum Matrix Decision-making Crosswalk

Grade 1

DIBELS 8 th Edition				
Subtest	Related Skill Area(s)	FALL	WINTER	SPRING
1. <u>Letter Naming Fluency</u> At or below cut point for risk, or Well Below Benchmark	Alphabet Knowledge	Letter Naming Fluency Score: _____ Well Below Benchmark (Cut Point 31) Y or N	Letter Naming Fluency Score: _____ Well Below Benchmark (Cut Point 50) Y or N	Letter Naming Fluency Score: _____ Well Below Benchmark (Cut Point 52) Y or N
2. <u>Phoneme Segmentation</u> At or below cut point for risk, or Well Below Benchmark	Phonological Awareness Phonemic Awareness	Phoneme Segmentation Score: _____ Well Below Benchmark (Cut Point 18) Y or N	Phoneme Segmentation Score: _____ Well Below Benchmark (Cut Point 33) Y or N	Phoneme Segmentation Score: _____ Well Below Benchmark (Cut Point 36) Y or N
3. <u>Nonsense Word Fluency</u> At or below cut point for risk, or Well Below Benchmark	Alphabet Knowledge Sound Symbol Recognition	Nonsense Word Fluency CLS (Cut Point 24) WRC (Cut Point 0) CLS Score: _____ WRC Score: _____ Well Below Benchmark in CLS <u>OR</u> WRC Y or N	Nonsense Word Fluency CLS (Cut Point 40) WRC (Cut Point 9) CLS Score: _____ WRC Score: _____ Well Below Benchmark in CLS <u>AND</u> WRC Y or N	Nonsense Word Fluency CLS (Cut Point 44) WRC (Cut Point 10) CLS Score: _____ WRC Score: _____ Well Below Benchmark in CLS <u>AND</u> WRC Y or N

Minimum Matrix Decision-making Crosswalk

Grade 1

DIBELS 8 th Edition				
Subtest	Related Skill Area(s)	FALL	WINTER	SPRING
4. <u>Word Reading Fluency</u> At or below cut point for risk, or Well Below Benchmark	Sound Symbol Recognition Decoding Skills	Word Reading Fluency Score: _____ Well Below Benchmark (Cut Point 7) Y or N	Word Reading Fluency Score: _____ Well Below Benchmark (Cut Point 13) Y or N	Word Reading Fluency Score: _____ Well Below Benchmark (Cut Point 16) Y or N
5. <u>Oral Reading Fluency</u> At or below cut point for risk, or Well Below Benchmark	Sound Symbol Recognition Decoding Skills	Oral Reading Fluency WC (Cut Point 4) Accuracy (Cut Point 40) WC Score: _____ Acc Percentage: _____ Well Below Benchmark in WC Y or N	Oral Reading Fluency CLS (Cut Point 9) WRC (Cut Point 53) WC Score: _____ Acc Percentage: _____ Well Below Benchmark in WC Y or N	Oral Reading Fluency CLS (Cut Point 25) WRC (Cut Point 84) WC Score: _____ Acc Percentage: _____ Well Below Benchmark in WC Y or N
6. <u>mCLASS RAN</u> Well Below Benchmark	RAN	mCLASS RAN Well Below Benchmark (Cut Point 76) Y or N	mCLASS RAN Well Below Benchmark (Cut Point 76) Y or N	mCLASS RAN Well Below Benchmark (Cut Point 76) Y or N

Minimum Matrix Decision-making Crosswalk

Grade 1

DIBELS 8 th Edition				
Subtest	Related Skill Area(s)	FALL	WINTER	SPRING
7. mCLASS Spelling At or below cut point for risk, or Well Below Benchmark	Encoding	mCLASS Spelling Well Below Benchmark in Words Spelled Correctly (WSC)** Well Below Benchmark (Cut Point 23) Y or N	mCLASS Spelling Well Below Benchmark in Words Spelled Correctly (WSC)** Well Below Benchmark (Cut Point 24) Y or N	mCLASS Spelling Well Below Benchmark in Words Spelled Correctly (WSC)** Well Below Benchmark (Cut Point 34) Y or N
<i>Does the student exhibit a deficit in 50% of the grade-appropriate subtests?</i>		Yes ____ No ____	Yes ____ No ____	Yes ____ No ____

*RAN administration is required at least 1x/year. See [Dyslexia Resource Guide](#) for more information; **While deficit here is determined by Words Spelled Correctly, it is recommended to use Correct Letter Sequences for error analysis and relevant student information to inform instruction.

Minimum Matrix Decision-making Crosswalk

Grades 2-3

DIBELS 8 th Edition				
Subtest	Related Skill Area(s)	FALL	WINTER	SPRING
1. <u>Oral Reading Fluency - Words Correct (rate)</u> At or below cut point for risk, or Well Below Benchmark	Decoding Skills	Oral Reading Fluency - Words Correct Grade 2: (Cut Point 28) WC Score: _____ Grade 3: (Cut Point 54) WC Score: _____	Oral Reading Fluency - Words Correct Grade 2: (Cut Point 58) WC Score: _____ Grade 3: (Cut Point 84) WC Score: _____	Oral Reading Fluency - Words Correct Grade 2: (Cut Point 76) WC Score: _____ Grade 3: (Cut Point 95) WC Score: _____
2. <u>Oral Reading Fluency - Accuracy</u> At or below cut point for risk, or Well Below Benchmark	Sound-symbol Recognition Decoding Skills	Oral Reading Fluency - Accuracy Grade 2: (Cut Point 83) Accuracy %: _____ Grade 3: (Cut Point 90) Accuracy %: _____	Oral Reading Fluency - Accuracy (Cut Point 90) Accuracy %: _____	Oral Reading Fluency - Accuracy (Cut Point 90) Accuracy %: _____
8. <u>mCLASS Spelling</u> At or below cut point for risk, or Well Below Benchmark	Encoding	mCLASS Spelling Well Below Benchmark in (WSC)* (Grade 2 Cut Point: 32) (Grade 3 Cut Point: 62) Score: _____	mCLASS Spelling Well Below Benchmark in (WSC)* (Grade 2 Cut Point: 39) (Grade 3 Cut Point: 67) Score: _____	mCLASS Spelling Well Below Benchmark in (WSC)* (Grade 2 Cut Point: 49) (Grade 3 Cut Point: 88) Score: _____
<i>Does the student exhibit a deficit in 50% of the grade-appropriate subtests?</i>		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____

*While deficit here is determined by Words Spelled Correctly, it is recommended to use Correct Letter Sequences for error analysis and relevant student information to inform instruction.

Minimum Matrix Decision-making Crosswalk

Grades 4-8

DIBELS 8 th Edition				
Subtest	Related Skill Area(s)	FALL	WINTER	SPRING
1. <u>Oral Reading Fluency – Words Correct (rate)</u> At or below cut point for risk, or Well Below Benchmark	Decoding Skills	Oral Reading Fluency – Words Correct Grade 4: (Cut Point 61) WC Score: _____ Grade 5: (Cut Point 80) WC Score: _____ Grade 6: (Cut Point 98) WC Score: _____	Oral Reading Fluency – Words Correct Grade 4: (Cut Point 97) WC Score: _____ Grade 5: (Cut Point 107) WC Score: _____ Grade 6: (Cut Point 116) WC Score: _____	Oral Reading Fluency – Words Correct Grade 4: (Cut Point 98) WC Score: _____ Grade 5: (Cut Point 123) WC Score: _____ Grade 6: (Cut Point 124) WC Score: _____
2. <u>Oral Reading Fluency – Accuracy</u> At or below cut point for risk, or Well Below Benchmark	Sound-symbol Recognition Decoding Skills	Oral Reading Fluency – Accuracy (Cut Point 90) Accuracy %: _____	Oral Reading Fluency – Accuracy (Cut Point 90) Accuracy %: _____	Oral Reading Fluency – Accuracy (Cut Point 90) Accuracy %: _____
3. <u>Encoding Measure*</u> Deficit criteria may vary	Encoding Skills	State-provided or district-selected encoding measure Deficit Y or N	State-provided or district-selected encoding measure Deficit Y or N	State-provided or district-selected encoding measure Deficit Y or N
<i>Does the student exhibit a deficit in 50% of the grade-appropriate subtests?</i>		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____

*See [Dyslexia Resource Guide](#)