

URS Decision-Making Crosswalk

NWEA MAP

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 NWEA MAP, this means below the 25th percentile for most tests. Any unique risk indicators are defined within the following crosswalk. In grades 2 and up, districts will look at the accuracy percentage on oral reading fluency measures, in addition to overall percentile.
- 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

NWEA MAP				
Subtest and Deficit Criteria	Related Skills Area(s)	FALL	WINTER	SPRING
1. <u>MAP Reading Fluency Dyslexia Screener: Phonological Awareness Domain</u> Below the 25th percentile	Phonological Awareness Phonemic Awareness	MAP Reading Fluency Dyslexia Screener: Phonological Awareness Domain Percentile: _____	MAP Reading Fluency Dyslexia Screener: Phonological Awareness Domain Percentile: _____	MAP Reading Fluency Dyslexia Screener: Phonological Awareness Domain Percentile: _____
2. <u>MAP Reading Fluency Dyslexia Screener: Phonics and Word Recognition Domain</u> Below the 25th percentile	Alphabet Knowledge Sound Symbol Recognition Decoding	MAP Reading Fluency Dyslexia Screener: Phonics and Word Recognition Domain Percentile: _____	MAP Reading Fluency Dyslexia Screener: Phonics and Word Recognition Domain Percentile: _____	MAP Reading Fluency Dyslexia Screener: Phonics and Word Recognition Domain Percentile: _____
3. <u>MAP Reading Fluency Dyslexia Screener: Sentence Reading Fluency*</u> Below raw score of 6, or Approaching Expectations	Sound Symbol Recognition Decoding Skills	Not Administered	Not Administered	MAP Reading Fluency Dyslexia Screener: Sentence Reading Fluency* Raw Score: _____ Below 6 (Approaching Expectations) Y or N

Minimum Matrix Decision-Making Crosswalk

Kindergarten

NWEA MAP				
Subtest	Related Skill Area(s)	FALL	WINTER	SPRING
4. <u>MAP Reading Fluency Dyslexia Screener: Rapid Naming – Objects (RAN*)</u> Below the 25 th percentile	RAN	MAP Reading Fluency Dyslexia Screener: Rapid Naming* (Objects) Percentile: _____	MAP Reading Fluency Dyslexia Screener: Rapid Naming* (Objects) Percentile: _____	MAP Reading Fluency Dyslexia Screener: Rapid Naming* (Objects) Percentile: _____
<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](#) 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

NWEA MAP				
Subtest	Related Skill Area(s)	FALL	WINTER	SPRING
<p>1. <u>MAP Reading Fluency Dyslexia Screener: Phonological Awareness Domain</u> Below the 25th percentile</p>	<p>Phonological Awareness Phonemic Awareness</p>	<p>MAP Reading Fluency Dyslexia Screener: Phonological Awareness Domain Percentile: _____</p>	<p>MAP Reading Fluency Dyslexia Screener: Phonological Awareness Domain Percentile: _____</p>	<p>MAP Reading Fluency Dyslexia Screener: Phonological Awareness Domain Percentile: _____</p>
<p>2. <u>MAP Reading Fluency Dyslexia Screener: Phonics and Word Recognition Domain</u> Below the 25th percentile</p>	<p>Alphabet Knowledge Sound Symbol Recognition Decoding</p>	<p>MAP Reading Fluency Dyslexia Screener: Phonics and Word Recognition Domain Percentile: _____</p>	<p>MAP Reading Fluency Dyslexia Screener: Phonics and Word Recognition Domain Percentile: _____</p>	<p>MAP Reading Fluency Dyslexia Screener: Phonics and Word Recognition Domain Percentile: _____</p>
<p>3. <u>MAP Reading Fluency Dyslexia Screener: Sentence Reading Fluency</u> Below indicated raw score/risk indicator</p>	<p>Sound Symbol Recognition Decoding Skills</p>	<p>MAP Reading Fluency Dyslexia Screener: Sentence Reading Fluency* Raw Score: _____ Below 6 (Approaching Expectations) Y or N</p>	<p>MAP Reading Fluency Dyslexia Screener: Sentence Reading Fluency* Raw Score: _____ Below 9 (Approaching Expectations) Y or N</p>	<p>MAP Reading Fluency Dyslexia Screener: Sentence Reading Fluency* Raw Score: _____ Below 9 (Below Expectations) Y or N</p>

Minimum Matrix Decision-Making Crosswalk

Grade 1

NWEA MAP				
Subtest	Related Skill Area(s)	FALL	WINTER	SPRING
4. <u>MAP Reading Fluency: Adaptive Oral Reading Fluency – Passages Only</u> Below the 25 th percentile	Decoding Skills	Not Administered	Not Administered	MAP Reading Fluency: Adaptive Oral Reading Fluency – Passages Only Percentile: _____
5. <u>MAP Reading Fluency Dyslexia Screener: Rapid Naming – objects (RAN*)</u> Below the 25 th percentile	RAN	MAP Reading Fluency Dyslexia Screener: Rapid Naming* (Objects) Percentile: _____	MAP Reading Fluency Dyslexia Screener: Rapid Naming* (Objects) Percentile: _____	MAP Reading Fluency Dyslexia Screener: Rapid Naming* (Objects) Percentile: _____
6. <u>TN-URS Spelling</u> Below the 25 th percentile	Encoding	Spelling Percentile: _____	Spelling Percentile: _____	Spelling Percentile: _____
<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](#) for more information

Minimum Matrix Decision-Making Crosswalk

Grades 2-3

NWEA MAP				
Subtest	Related Skill Area(s)	FALL	WINTER	SPRING
1. MAP Reading Fluency Adaptive Oral Reading – Passages Only (rate) Below 25th percentile	Decoding Skills	Adaptive Oral Reading – Passages Only Reading Rate Percentile: _____	Adaptive Oral Reading – Passages Only Reading Rate Percentile: _____	Adaptive Oral Reading – Passages Only Reading Rate Percentile: _____
2. MAP Reading Fluency Adaptive Oral Reading – Passages Only (accuracy) Below 90% accuracy	Sound-symbol Recognition Decoding Skills	Adaptive Oral Reading – Passages Only Accuracy: _____	Adaptive Oral Reading – Passages Only Accuracy: _____	Adaptive Oral Reading – Passages Only Accuracy: _____
3. TN-URS Spelling Below the 25 th percentile	Encoding	Spelling Percentile: _____	Spelling Percentile: _____	Spelling Percentile: _____
<i>Does the student exhibit a deficit in 50% of the grade-appropriate subtests?</i>		Yes ____ No ____	Yes ____ No ____	Yes ____ No ____

Minimum Matrix Decision-Making Crosswalk

Grades 4-8

NWEA MAP				
Subtest	Related Skill Area(s)	FALL	WINTER	SPRING
1. <u>4-5: MAP Reading Fluency Adaptive Oral Reading – Passages Only (rate)</u> Below 25th percentile 6-8*	Decoding Skills	Grades 4-5: Adaptive Oral Reading – Passages Only Reading Rate Percentile: _____ Grades 6-8*	Grades 4-5: Adaptive Oral Reading – Passages Only Reading Rate Percentile: _____ Grades 6-8*	Grades 4-5: Adaptive Oral Reading – Passages Only Reading Rate Percentile: _____ Grades 6-8*
2. <u>4-5: MAP Reading Fluency Adaptive Oral Reading – Passages Only (accuracy)</u> Below 90% accuracy *6-8	Sound-symbol Recognition Decoding Skills	Grades 4-5: Adaptive Oral Reading – Passages Only Reading Rate Percentile: _____ Grades 6-8*	Grades 4-5: Adaptive Oral Reading – Passages Only Reading Rate Percentile: _____ Grades 6-8*	Grades 4-5: Adaptive Oral Reading – Passages Only Reading Rate Percentile: _____ Grades 6-8*
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 _____

*NWEA MAP Adaptive Oral Reading – Passages Only is normed only through grade 5. For grades 6-8 where a norm is not available, please administer the free [DIBELS 8th Edition Oral Reading Fluency benchmarks](#) to determine student deficit. Norms can be found within [DIBELS materials](#). **See [Dyslexia Resource Guide](#)