



Universal Reading Screening Decision-Making Crosswalks

Criteria for Individualized Learning Plans for Characteristics of Dyslexia (ILP-Ds)

Tennessee Department of Education | August 2026

Universal Screening within the Response to Instruction and Intervention (RTI²) Framework

Tennessee has adopted RTI² as its general education instructional framework. See State Board of Education Rule 0520-01-03-.03(6). Responding appropriately to student instructional and intervention needs begins with assessment. Universal screening is a broad, skills-based, grade-appropriate assessment procedure that can help to indicate if a student is at risk for academic struggle. Tennessee public schools, including public charter schools, should strongly consider universally screening students in the areas of math, written expression, and reading in grades K-12.

Each LEA and public charter school must administer a universal reading screener (URS) to all students in kindergarten through 3rd grade during each of the three administration windows established by the Department. See T.C.A. § 49-1-905(c)(1); State Board of Education Rule 0520-01-03-.15(2). Each LEA and public charter school must then report the results of each universal reading screener to the department. See T.C.A. § 49-1-905(c)(6); State Board of Education Rule 0520-01-03-.15(8). Additionally, each LEA and public charter school must implement dyslexia screening procedures through the universal reading screener process to identify students with characteristics of dyslexia. See T.C.A. § 49-1-229(a)(3). Although students may require different types of screeners, each LEA and public charter school must have the ability to screen in the following areas:

- Phonological awareness,
- Phonemic awareness,
- Alphabet knowledge,
- Sound symbol recognition,
- Decoding skills,
- Encoding skills, and
- Rapid Automatized Naming (RAN).

See T.C.A. § 49-1-229(a)(2).

When a student's universal screening data indicates risk for reading struggle, LEAs must use all available data to make data-based decisions about what a student needs in terms of instruction and intervention. See [Rules of State Board of Education 0520-01-03-.03\(6\)](#). Students identified with characteristics of dyslexia must be served in a dyslexia-specific intervention. See T.C.A. § 49-1-229(c)(3). Because students can struggle with reading for many reasons (e.g., language deficiencies, comprehension-specific, lack of adequate instruction, et cetera), school data teams must ask and answer the question "Is the student struggling with reading because of issues at the word-level?" Students who struggle to learn to read and spell words accurately and automatically despite adequate instruction are the students who should be identified with characteristics of dyslexia. See the department's [Dyslexia Resource Guide](#) and the [Screening for Characteristics of Dyslexia: A](#)

Companion to the Dyslexia Resource Guide for more information about appropriately screening and identifying characteristics of dyslexia.

All students placed in a dyslexia-specific intervention in Tier II or Tier III due to characteristics of dyslexia must have a student intervention plan (SIP). Some students may meet criteria for an Individualized Learning Plan for Characteristics of Dyslexia (ILP-D).

What is an Individualized Learning Plan for Characteristics of Dyslexia?

Individualized Learning Plans for Characteristics of Dyslexia (ILP-Ds) are student intervention plans for students with characteristics of dyslexia who meet specific criteria under [Chapter 0520-01-22 of the State Board of Education Rules](#). See also [Chapter 0520-12-05 of the Department of Education Rules](#).

LEAs and public charter schools must screen students for characteristics of dyslexia pursuant to T.C.A. 49-1-229 but should also determine whether students who have characteristics of dyslexia meet the requirements for an ILP-D pursuant to Chapter 0520-12-05 of the Department of Education Rules. Students who are determined to require dyslexia-specific interventions through RTI² based on a robust data profile from targeted assessments may also meet criteria for an ILP-D. **ILP-D criteria does not replace or supersede the dyslexia screening requirements outlined within T.C.A. § 49-1-229.** See *Dyslexia Resource Guide* and the *Screening for Characteristics of Dyslexia: A Companion to the Dyslexia Resource Guide* (to be released) for more information on identifying characteristics of dyslexia.

The criteria for an ILP-D are strictly defined. School-based teams should utilize multiple sources of data to determine if a student requires a dyslexia-specific intervention based on their reading profile. In other words, school teams do not have to write an ILP-D for every student who meets criteria; the team should determine if the plan is appropriate and dyslexia-specific interventions are warranted. The team should utilize all gathered data to inform decisions regarding the student's reading profile and intervention needs. **Eligibility for an ILP-D should not pre-determine intervention placement, nor should the process of writing an ILP-D delay the provision of necessary intervention supports.**

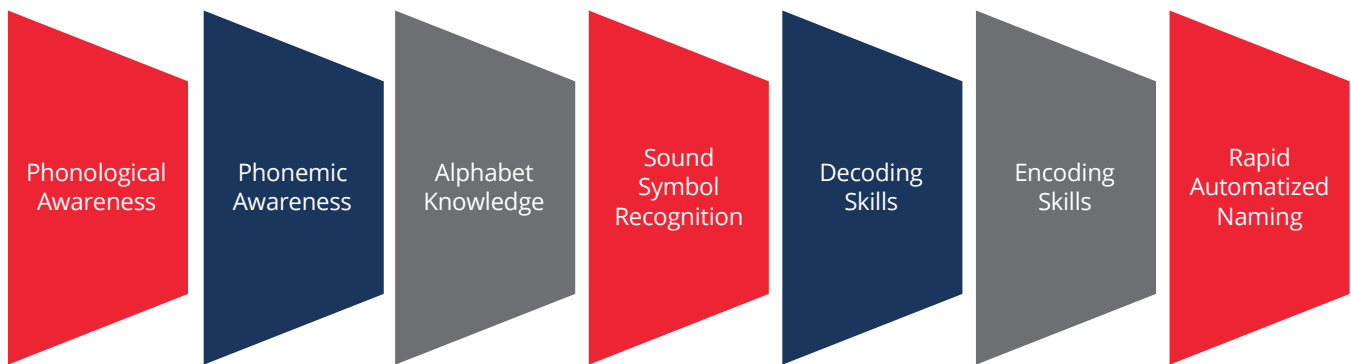
If a school-based team has determined that a dyslexia-specific intervention is appropriate for a student due to characteristics of dyslexia, the crosswalks within this guide should be used to determine if the student is eligible for an ILP-D.

The process for universally screening, identifying risk, screening for and identifying characteristics of dyslexia, and determining eligibility for an ILP-D is illustrated in the chart on the following page.

Universal Reading Screener
Skills-based, Grade-appropriate Literacy Screening (K – 8)
Early Warning System (9 – 12)



For students who flag for risk on the URS (or for whom characteristics of characteristics of dyslexia screening is requested), URS data is analyzed and/or additional skills-based assessments are administered, which may include the following areas:



Analysis of data is used to determine if the student is struggling with reading due to deficits at the word-level (e.g., not comprehension-specific, not due solely to inadequate instruction, et cetera).



Districts use data-based decision making to determine intervention placement, instructional scaffolds, and Tier I access requirements for ALL students based on individual need.

All students in Tier II or III intervention receive a student intervention plan. Students identified with characteristics of dyslexia must be placed in a dyslexia-specific intervention.

Students who require dyslexia-specific interventions due to deficits in foundational literacy skills (or characteristics of dyslexia) may meet criteria for an ILP-D.

Purpose and Use of Decision-Making Crosswalks

The purpose of the Universal Reading Screening Decision-Making Crosswalk is limited to analyzing URS data to determine whether a student meets criteria for an Individualized Learning Plan for characteristics of dyslexia (ILP-D). These crosswalks do not replace the screening process for characteristics of dyslexia under [T.C.A. § 49-1-229](#) (2016 dyslexia law). Additional survey-level assessments may be necessary to first determine if a student has characteristics of dyslexia and requires dyslexia-specific intervention.

These crosswalks should be utilized to determine if students with characteristics of dyslexia meet the criteria for an ILP-D. These crosswalks are not intended as a guide for identifying characteristics of dyslexia. Reference the *Dyslexia Resource Guide* and the *Screening for Characteristics of Dyslexia: A Companion to the Dyslexia Resource Guide* for information on identifying characteristics of dyslexia.

LEAs and public charter schools must administer all grade-appropriate subtests as indicated by grade level on the Minimum URS Matrix as part of the universal reading screener process. See State Board of Education Rule 0520-01-22-.02. 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), LEAs and public charter schools should administer the Tennessee Universal Reading Screener (TN-URS) versions of needed subtests to determine if a student meets criteria for an 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.

Students with characteristics of dyslexia must meet specific criteria for an ILP-D to be eligible for this specific type of student intervention plan. **If a student has been identified as needing dyslexia-specific intervention due to foundational literacy skills deficits and that student scores below the 25th percentile on the URS composite score, LEAs and public charter schools can utilize the provided crosswalks to determine if the student meets criteria for an ILP-D.**

This crosswalk document organizes subtests required by the Minimum Matrix according to corresponding skills related to characteristics of dyslexia. The Minimum URS Matrix includes grade-appropriate subtests only. 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. In grades 2 and above, LEAs and public charter schools should look at the accuracy percentage on passage reading fluency benchmarks, 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 be eligible for an ILP-D. The school-based team should ensure appropriate screening has occurred and that it agrees that the student is struggling with reading due to characteristics of dyslexia. If the team agrees that an ILP-D is appropriate for a student who has met criteria, the team should notify the parents for permission to write the plan.

- If the parent provides consent, the LEA or public charter school 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 LEA or public charter school will proceed in providing dyslexia-specific intervention required for students with characteristics of dyslexia within the RTI² framework but through a student intervention plan that is not an ILP-D.

If a student does not exhibit a deficit in 50% of the grade-level appropriate subtests related to skill areas, he/she would **not** be eligible for an ILP-D.

- This child will still be served as determined by the LEA or public charter school, data teams, and support teams within the RTI² framework, in compliance with T.C.A. § 49-1-229, the Tennessee Literacy Success Act (T.C.A. § 49-1-901 *et seq.*), and Chapter 0520-01-03 of the State Board of Education Rules.

Students may meet criteria for an ILP-D in any of the three (3) URS windows. Students who already have an ILP-D will continue to be screened three times per year. Students on a current ILP-D may be exited if they meet defined exit criteria. The department recommends that LEAs and public charter schools establish exit criteria as being two consecutive URS windows where the student exceeds ILP-D criteria. Regardless of if the student is dismissed from a plan type, best practice is to not dismiss students from instructional or intervention supports and services until a trajectory of growth has been established or until dyslexia-specific intervention is determined no longer appropriate or necessary to meet the student's needs.

Additional footnotes are provided when necessary on each chart to guide LEAs and public charter schools in determining student deficits. For example, while tests on letter naming may be required per the Minimum URS Matrix in Kindergarten, naming letters may 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 certain windows. Footnotes further guide the use of these tools and will support districts in accurately determining which students meet the criteria for an ILP-D.

Minimum Matrix Decision-Making Crosswalk

Kindergarten

aimswebPlus

Subtest/Deficit Criteria	Related Skills Area(s)	FALL	WINTER	SPRING
1. <u>Letter Word Sound Fluency</u> Below the 25th percentile	Phonological Awareness Sound-symbol Recognition Decoding Skills	Letter Word Sound Fluency Percentile: _____	Letter Word Sound Fluency Percentile: _____	Letter Word Sound Fluency Percentile: _____
2. <u>Initial Sounds</u> Below the 25th percentile	Phonological Awareness Phonemic Awareness	Initial Sounds Percentile: _____	Not administered	Not administered
3. <u>Phoneme Segmentation</u> Below the 25th percentile	Phonemic Awareness	Not administered	Phoneme Segmentation Percentile: _____	Phoneme Segmentation Percentile: _____
4. <u>Letter Naming Fluency</u> Below the 25th percentile	Alphabet Knowledge	Letter Naming Fluency Percentile: _____	Letter Naming Fluency Percentile: _____	Letter Naming Fluency Percentile: _____

 = 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

aimswebPlus (cont'd)

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
5. RAN (Objects) Not Typical	RAN	RAN (Objects) Typical _____ Not Typical _____	RAN (Objects) OPTIONAL* Typical _____ Not Typical _____	RAN (Objects) OPTIONAL* Typical _____ Not Typical _____
<i>Does the student exhibit a deficit in 50% of the grade-appropriate subtests?</i>		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____

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

aimswebPlus

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
1. <u>Nonsense Word Fluency</u> Below the 25th percentile	Phonological Awareness Sound-Symbol Alphabet Knowledge	Nonsense Word Fluency Percentile: _____	Nonsense Word Fluency Percentile: _____	Nonsense Word Fluency Percentile: _____
2. <u>Phoneme Segmentation</u> Below the 25th percentile	Phonemic Awareness	Phoneme Segmentation Percentile: _____	Not Administered	Not Administered
3. <u>Word Reading Fluency</u>	Decoding Skills	Word Reading Fluency Percentile: _____	Word Reading Fluency Percentile: _____	Word Reading Fluency Percentile: _____
4. <u>Oral Reading Fluency</u> Below the 25th percentile	Decoding Skills	Oral Reading Fluency Percentile: _____	Oral Reading Fluency Percentile: _____	Oral Reading Fluency Percentile: _____
5. <u>RAN (Objects)</u> Not Typical	RAN	RAN (Objects) Typical _____ Not Typical ____	RAN (Objects) OPTIONAL* Typical _____ Not Typical ____	RAN (Objects) OPTIONAL* Typical _____ Not Typical ____
6. <u>Spelling</u> Below the 25th 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 2-3

aimswebPlus

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
1. Oral Reading Fluency (rate) Below 25th percentile	Decoding Skills	ORF Percentile: _____	ORF Percentile: _____	ORF Percentile: _____
2. Oral Reading Fluency (accuracy) Below 90% accuracy	Sound-symbol Recognition Decoding Skills	ORF Accuracy: _____	ORF Accuracy: _____	ORF Accuracy: _____
3. Spelling Below 25th Percentile	Encoding Skills	Spelling Percentile: _____	Spelling: Percentile: _____	Spelling: Percentile: _____
Does the student exhibit a deficit in 50% of the grade-appropriate subtests?		Yes ____ No ____	Yes ____ No ____	Yes ____ No ____

Minimum Matrix Decision-Making Crosswalk

Grades 4-8

aimswebPlus

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
1. <u>Silent Reading Fluency (SRF)*</u> Below 25th percentile <u>OR</u> Oral Reading Fluency (rate) Below 25th percentile	Decoding Skills	SRF* Percentile: _____ <u>OR</u> ORF Percentile: _____	SRF* Percentile: _____ <u>OR</u> ORF Percentile: _____	SRF* Percentile: _____ <u>OR</u> ORF Percentile: _____
2. <u>Oral Reading Fluency**</u> (accuracy) Below 90% accuracy	Sound-symbol Recognition Decoding Skills	ORF Accuracy**: _____	ORF Accuracy**: _____	ORF Accuracy**: _____
3. <u>Spelling</u> Below the 25th percentile	Encoding Skills	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 ____

*Only students who are not proficient on Silent Reading Fluency and are automatically required to be administered Oral Reading Fluency. It is possible for a student to score below the 25th percentile on the SRF measure and have the score be valid. Either score can be used to determine an overall reading fluency deficit. However, because the accuracy percentage is needed to determine student deficits, the ORF measure should be administered to all students regardless of whether their SRF score is "Invalid;" ** Students will only produce a word reading accuracy rate from the ORF measure. Therefore, for determining ILP-D eligibility, it must be administered regardless of performance on Silent Reading Fluency

Minimum Matrix Decision-Making Crosswalk

Kindergarten

DIBELS 8th Edition

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

 = 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 8th Edition

Subtest/Deficit Criteria	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> At or above the cut point for risk or Well Below Benchmark	RAN	mCLASS RAN At or above the cut point or Well Below Benchmark (Cut Point 124*) Y or N	mCLASS RAN At or above the cut point or Well Below Benchmark (Cut Point 124*) Y or N	mCLASS RAN At or above the cut point or 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 ____

* The final score for RAN is time in seconds, so a higher score means the student took longer to name the stimuli. Therefore, scoring **above** the cut point in this case indicates a deficit.

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 8th Edition

Subtest/Deficit Criteria	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 Fluency</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 8th 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> At or above the cut point for risk or Well Below Benchmark	RAN	mCLASS RAN At or above the cut point or Well Below Benchmark (Cut Point 76**) Y or N	mCLASS RAN At or above the cut point or Well Below Benchmark (Cut Point 76) Y or N	mCLASS RAN At or above the cut point or Well Below Benchmark (Cut Point 76) Y or N

* The final score for RAN is time in seconds, so a higher score means the student took longer to name the stimuli. Therefore, scoring **above** the cut point in this case indicates a deficit.

Minimum Matrix Decision-Making Crosswalk

Grade 1

DIBELS 8th 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 Correct Spelling Sequences (CSS) Well Below Benchmark (Cut Point 23) Y or N	mCLASS Spelling Well Below Benchmark in Words Spelled Correctly (CSS) Well Below Benchmark (Cut Point 24) Y or N	mCLASS Spelling Well Below Benchmark in Words Spelled Correctly (CSS) Well Below Benchmark (Cut Point 34) Y or N
Does the student exhibit a deficit in 50% of the grade-appropriate subtests?		Yes ____ No ____	Yes ____ No ____	Yes ____ No ____

Minimum Matrix Decision-Making Crosswalk

Grades 2-3

DIBELS 8th 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 %: _____
3. <u>mCLASS Spelling</u> At or below cut point for risk, or Well Below Benchmark	Encoding	mCLASS Spelling Well Below Benchmark in Correct Spelling Sequences (CSS) (Grade 2 Cut Point: 32) Grade 3 Cut Point: 62) Score: _____	mCLASS Spelling Well Below Benchmark in (CSS)* (Grade 2 Cut Point: 39) Grade 3 Cut Point: 67) Score: _____	mCLASS Spelling Well Below Benchmark in (CSS)* (Grade 2 Cut Point: 49) Grade 3 Cut Point: 88) Score: _____
Does the student exhibit a deficit in 50% of the grade-appropriate subtests?		Yes ____ No ____	Yes ____ No ____	Yes ____ No ____

Minimum Matrix Decision- Making Crosswalk

Grades 4-8

DIBELS 8th 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: _____ Grade 7: (Cut Point 100) WC Score: _____ Grade 8: (Cut Point 109) 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: _____ Grade 7: (Cut Point 120) WC Score: _____ Grade 8: (Cut Point 115) 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: _____ Grade 7: (Cut Point 126) WC Score: _____ Grade 8: (Cut Point 120) 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

Minimum Matrix Decision- Making Crosswalk

Grades 4-8

Subtest	Related Skill Area(s)	FALL	WINTER	SPRING
Does the student exhibit a deficit in 50% of the grade-appropriate subtests?		Yes ____ No ____	Yes ____ No ____	Yes ____ No ____

Minimum Matrix Decision-Making Crosswalk

Kindergarten

FastBridge

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
1. <u>earlyReading Concepts of Print</u> High Risk (!!)	Alphabet Knowledge	earlyReading Concepts of Print High Risk (!!) Y or N	Not Administered	Not Administered
2. <u>earlyReading Letter Name</u> High Risk (!!)	Alphabet Knowledge	earlyReading Letter Name High Risk (!!) Y or N	Not Administered	Not Administered
3. <u>earlyReading Onset Sounds</u> High Risk (!!)	Phonological Awareness Phonemic Awareness	earlyReading Onset Sounds High Risk (!!) Y or N	earlyReading Onset Sounds High Risk (!!) Y or N	Not Administered
4. <u>earlyReading Letter Sounds</u> High Risk (!!)	Alphabet Knowledge Sound Symbol Recognition	earlyReading Letter Sounds High Risk (!!) Y or N	earlyReading Letter Sounds High Risk (!!) Y or N	earlyReading Letter Sounds High Risk (!!) Y or N

 = 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

FastBridge

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
5. <u>earlyReading Word Segmenting</u> High Risk (!!) 	Phonological Awareness Phonemic Awareness	Not Administered	earlyReading Word Segmenting High Risk (!!) Y or N	earlyReading Word Segmenting High Risk (!!) Y or N
6. <u>earlyReading Nonsense Words</u> High Risk (!!) 	Sound Symbol Recognition Decoding Skills	Not Administered	earlyReading Nonsense Words High Risk (!!) Y or N	earlyReading Nonsense Words High Risk (!!) Y or N
7. <u>RAN Color Naming or Picture Naming</u> <u>At Risk</u>	RAN	RAN: Color naming or Picture naming At Risk? Y or N	RAN: Color naming or Picture naming At Risk? Y or N	RAN: Color naming or Picture naming At Risk? Y or N
<i>Does the student exhibit a deficit in 50% of the grade-appropriate subtests?</i>		Yes ____ No ____	Yes ____ No ____	Yes ____ No ____

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

FastBridge

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
1. <u>earlyReading Word Segmenting</u> High Risk (!!) 	Phonological Awareness Phonemic Awareness	earlyReading Word Segmenting High Risk (!!) Y or N	earlyReading Word Segmenting High Risk (!!) Y or N	earlyReading Word Segmenting High Risk (!!) Y or N
2. <u>earlyReading Nonsense Word Fluency</u> High Risk (!!) 	Alphabet Knowledge Sound Symbol Recognition Decoding Skills	earlyReading Nonsense Word Fluency High Risk (!!) Y or N	earlyReading Nonsense Word Fluency High Risk (!!) Y or N	earlyReading Nonsense Word Fluency High Risk (!!) Y or N
3. <u>earlyReading Sentence Reading</u> High Risk (!!) 	Sound Symbol Recognition Decoding Skills	earlyReading Sentence Reading High Risk (!!) Y or N	Not Administered	Not Administered
4. <u>CBMreading</u> High Risk (!!) 	Sound Symbol Recognition Decoding Skills	Not Administered	CBMreading High Risk (!!) Y or N	CBMreading High Risk (!!) Y or N

Minimum Matrix Decision-Making Crosswalk

Grade 1

FastBridge

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
5. <u>RAN Color Naming or Picture Naming*</u> <u>At Risk</u>	RAN	RAN: Color naming or Picture naming At Risk? Y or N	RAN: Color naming or Picture naming At Risk? Y or N	RAN: Color naming or Picture naming At Risk? Y or N
6. <u>Star Encoding*</u> Intervention/Red (Below 20th percentile)	Encoding	Star Encoding Intervention/Red Y or N	Star Encoding Intervention/Red Y or N	Star Encoding Intervention/Red Y or N
<i>Does the student exhibit a deficit in 50% of the grade-appropriate subtests?</i>		Yes ____ No ____	Yes ____ No ____	Yes ____ No ____

*FastBridge users may administer Star Encoding, which Renaissance provides at no cost to FastBridge users.

Minimum Matrix Decision-Making Crosswalk

Grades 2-3

FastBridge

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
1. <u>CBMreading (rate)</u> High Risk (!!)	Decoding Skills	CBMreading High Risk (!!) Y or N	CBMreading High Risk (!!) Y or N	CBMreading High Risk (!!) Y or N
2. <u>CBMreading (accuracy)</u> Below 90% accuracy	Sound-symbol Recognition Decoding Skills	CBMreading Accuracy: _____	CBMreading Accuracy: _____	CBMreading Accuracy: _____
3. <u>Star Encoding*</u> Intervention/Red (Below 20th percentile)	Encoding	Star Encoding Intervention/Red Y or N	Star Encoding Intervention/Red Y or N	Star Encoding Intervention/Red Y or N
<i>Does the student exhibit a deficit in 50% of the grade- appropriate subtests?</i>		Yes ____ No ____	Yes ____ No ____	Yes ____ No ____

* FastBridge users may administer Star Encoding, which Renaissance provides at no cost to FastBridge customers.

Minimum Matrix Decision-Making Crosswalk

Grades 4-8

FastBridge

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
1. <u>CBMreading (rate)</u> High Risk (!!)	Decoding Skills	CBMreading High Risk (!!) Y or N	CBMreading High Risk (!!) Y or N	CBMreading High Risk (!!) Y or N
2. <u>CBMreading (accuracy)</u> Below 90% accuracy	Sound-symbol Recognition Decoding Skills	CBMreading Accuracy: _____	CBMreading Accuracy: _____	CBMreading Accuracy: _____
3. <u>Grades 4-6: Star Encoding*</u> Grade 4: Below 44% (F), 48% (W), 52% (S) Grade 5: Below 52% (F), 56% (W), 60% (S) Grade 6: Below 60% (F), 64% (W), 68% (S) <u>Grades 7-8: Encoding Measure</u> Deficit criteria may vary	Encoding Skills	4-6: Star Encoding Below Grade Level % Y or N 7-8: State-provided or district selected encoding measure Deficit Y or N	4-6: Star Encoding Below Grade Level % Y or N 7-8: State-provided or district selected encoding measure Deficit Y or N	4-6: Star Encoding Below Grade Level % Y or N 7-8: 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 ____

*For grades 4 – 6, FastBridge users may administer Star Encoding, which Renaissance provides at no cost to FastBridge customers; Grades 4-6 are still in field testing; these are preliminary suggestions; See *Dyslexia Resource Guide*

Minimum Matrix Decision-Making Crosswalk

Kindergarten

easyCBM

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
1. Letter Name Below the 25th percentile	Alphabet Knowledge	Letter Naming Fluency Percentile: _____	Not Administered	Not Administered
2. Letter Sounds Below the 25th percentile	Alphabet Knowledge Sound Symbol Recognition	Letter Sounds Percentile: _____	Letter Sounds Percentile: _____	Letter Sounds Percentile: _____
3. Phoneme Segmenting Below the 25th percentile	Phonological Awareness Phonemic Awareness	Phoneme Segmenting Percentile: _____	Phoneme Segmenting Percentile: _____	Phoneme Segmenting Percentile: _____
4. Word Reading Fluency Below the 25th percentile	Sound Symbol Recognition Decoding Skills	Not Administered	Word Reading Fluency Percentile: _____	Word Reading Fluency Percentile: _____

 = 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

easyCBM

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
5. <u>Rapid Automatic Naming (RAN) - Numbers</u> Below the 25th percentile	RAN	RAN* - Numbers* Percentile: _____	RAN* - Numbers* Percentile: _____	RAN* - Numbers* Percentile: _____
<i>Does the student exhibit a deficit in 50% of the grade-appropriate subtests?</i>		Yes ____ No ____	Yes ____ No ____	Yes ____ No ____

*If a student does not have numbers mastered, administer the TN-URS RAN (Objects) subtest. **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

easyCBM

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
1. <u>Letter Sounds</u> Below the 25th percentile	Alphabet Knowledge Sound Symbol Recognition	Letter Sounds Percentile: _____	Letter Sounds Percentile: _____	Letter Sounds Percentile: _____
2. <u>Phoneme Segmenting</u> Below the 25th percentile	Phonological Awareness Phonemic Awareness	Phoneme Segmenting Percentile: _____	Not Administered*	Not Administered*
3. <u>Word Reading Fluency</u> Below the 25th percentile	Sound Symbol Recognition Decoding Skills	Word Reading Fluency Percentile: _____	Word Reading Fluency Percentile: _____	Word Reading Fluency Percentile: _____
4. <u>Passage Reading Fluency</u> Below the 25th percentile	Sound Symbol Recognition Decoding Skills	Not Administered	Passage Reading Fluency Percentile: _____	Passage Reading Fluency Percentile: _____

*If a student was below the 25th percentile in the fall, advise administering Phoneme Segmenting in the winter and spring.

Minimum Matrix Decision-Making Crosswalk

Grade 1

easyCBM

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
5. <u>Rapid Automatic Naming (RAN) - Numbers</u> Below the 25th percentile	RAN	RAN* - Numbers* Percentile: _____	RAN* - Numbers* Percentile: _____	RAN* - Numbers* Percentile: _____
6. <u>TN-URS Spelling</u> Below the 25th 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 ____

*If a student does not have numbers mastered, administer the TN-URS RAN (Objects) subtest.

Minimum Matrix Decision-Making Crosswalk

Grades 2-3

easyCBM

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
1. Passage Reading Fluency (rate) Below 25th percentile	Decoding Skills	Passage Reading Fluency Percentile: _____	Passage Reading Fluency Percentile: _____	Passage Reading Fluency Percentile: _____
2. Passage Reading Fluency (accuracy) Below 90% accuracy*	Sound-symbol Recognition Decoding Skills	Passage Reading Fluency Accuracy: _____	Passage Reading Fluency Accuracy: _____	Passage Reading Fluency Accuracy: _____
3. TN-URS Spelling Below the 25th 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 ____

*If Passage Reading Fluency is scored online, reporting will produce an accuracy percentage for users. If scored by hand, divide words read correctly by total words read to calculate accuracy.

Minimum Matrix Decision-making Crosswalk

Grades 4-8

easyCBM

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
1. <u>Passage Reading Fluency (rate)</u> Below 25th percentile	Decoding Skills	Passage Reading Fluency Percentile: _____	Passage Reading Fluency Percentile: _____	Passage Reading Fluency Percentile: _____
2. <u>Passage Reading Fluency (accuracy)</u> Below 90% accuracy*	Sound-symbol Recognition Decoding Skills	Passage Reading Fluency Accuracy: _____	Passage Reading Fluency Accuracy: _____	Passage Reading Fluency Accuracy: _____
3. <u>Encoding Measure</u> Deficit criteria may vary	Encoding Skills	State-provided or district -elected 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 ____

*If Passage Reading Fluency is scored online, reporting will produce an accuracy percentage for users. If scored by hand, divide words read correctly by total words read to calculate accuracy

Minimum Matrix Decision-Making Crosswalk

Kindergarten

i-Ready Suite

Subtest/Deficit Criteria	Related Skills Area(s)	FALL	WINTER	SPRING
1. <u>i-Ready Inform Phonological Awareness Domain</u> Below the domain cut score	Phonological Awareness Phonemic Awareness	i-Ready Inform Phonological Awareness Domain Below domain cut score of 295 Y or N	i-Ready Inform Phonological Awareness Domain Below domain cut score of 320 Y or N	i-Ready Inform Phonological Awareness Domain Below domain cut score of 344 Y or N
2. <u>i-Ready Inform Phonics Domain</u> Below the domain cut score	Alphabet Knowledge Sound Symbol Recognition Decoding Skills	i-Ready Inform Phonics Domain Below domain cut score of 295 Y or N	i-Ready Inform Phonics Domain Below domain cut score of 320 Y or N	i-Ready Inform Phonics Domain Below domain cut score of 344 Y or N
3. <u>i-Ready Literacy Task Letter Naming Fluency</u> Below Level	Alphabet Knowledge	i-Ready Literacy Task Letter Naming Fluency Below Level Y or N	i-Ready Literacy Task Letter Naming Fluency Below Level Y or N	i-Ready Literacy Task Letter Naming Fluency Below Level Y or N

 = 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

i-Ready Suite

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
4. <u>i-Ready Literacy Task for Rapid Automated Naming of Objects (RAN)</u> Below Level	RAN	<u>i-Ready Literacy Task for Rapid Automated Naming of Objects (RAN*)</u> Below Level Y or N	<u>i-Ready Literacy Task for Rapid Automated Naming of Objects (RAN*)</u> Below Level Y or N	<u>i-Ready Literacy Task for Rapid Automated Naming of Objects (RAN*)</u> Below Level Y or N
Does the student exhibit a deficit in 50% of the grade-appropriate subtests?		Yes ____ No ____	Yes ____ No ____	Yes ____ No ____

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

i-Ready Suite

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
1. <u>i-Ready Inform Phonological Awareness Domain</u> Below the domain cut score	Phonological Awareness Phonemic Awareness	i-Ready Inform Phonological Awareness Domain Below domain cut score of 347 Y or N	i-Ready Inform Phonological Awareness Domain Below domain cut score of 374 Y or N	i-Ready Inform Phonological Awareness Domain Below domain cut score of 401 Y or N
2. <u>i-Ready Inform Phonics Domain</u> Below the domain cut score	Alphabet Knowledge Sound Symbol Recognition Decoding Skills	i-Ready Inform Phonics Domain Below domain cut score of 347 Y or N	i-Ready Inform Phonics Domain Below domain cut score of 374 Y or N	i-Ready Inform Phonics Domain Below domain cut score of 401 Y or N
3. <u>i-Ready Literacy Task for Word Recognition Fluency</u> Below Level	Alphabet Knowledge Sound Symbol Recognition Decoding Skills	i-Ready Literacy Task for Word Recognition Fluency Below Level Y or N	Not Administered	Not Administered
4. <u>i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment</u> Below the 25th percentile	Sound Symbol Recognition Decoding Skills	Not Administered	i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment Percentile: _____	i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment Percentile: _____

Minimum Matrix Decision-Making Crosswalk

Grade 1

i-Ready Suite

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
5. i-Ready Literacy Task for Rapid Automatized Naming of Letters* (RAN) Below Level	RAN	i-Ready Literacy Task for Rapid Automatized Naming of Letters* (RAN) Below Level Y or N	i-Ready Literacy Task for Rapid Automatized Naming of Letters* (RAN) Below Level Y or N	i-Ready Literacy Task for Rapid Automatized Naming of Letters* (RAN) Below Level Y or N
6. i-Ready Literacy Task for Spelling/Encoding Below Level in Encoding subtask**	Encoding	i-Ready Literacy Task for Spelling/Encoding Below Level in Encoding Y or N	i-Ready Literacy Task for Spelling/Encoding Below Level in Encoding Y or N	i-Ready Literacy Task for Spelling/Encoding Below Level in Encoding Y or N
Does the student exhibit a deficit in 50% of the grade-appropriate subtests?		Yes ____ No ____	Yes ____ No ____	Yes ____ No ____

*For students who have a known letter naming deficit, administer the RAN – Objects or RAN – Colors subtest; **Districts must administer both Spelling and Encoding lists for a score. For the purposes of assessing phonics-based spelling proficiency, districts will consider the Encoding subtask primarily for first grade when determining a deficit.

Minimum Matrix Decision-Making Crosswalk

Grades 2-3

i-Ready Suite

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
1. i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment (rate) Below 25th percentile	Decoding Skills	i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment Percentile: _____	i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment Percentile: _____	i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment Percentile: _____
2. i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment (accuracy) Below 90% accuracy	Sound-symbol Recognition Decoding Skills	i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment Accuracy: _____	i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment Accuracy: _____	i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment Accuracy: _____
3. i-Ready Literacy Task for Spelling/Encoding Below Level in BOTH* Spelling and Encoding subtasks	Encoding Skills	i-Ready Literacy Task for Spelling/Encoding Below Level in BOTH Subtasks Y or N	i-Ready Literacy Task for Spelling/Encoding Below Level in BOTH Subtasks Y or N	i-Ready Literacy Task for Spelling/Encoding Below Level in BOTH Subtasks Y or N
Does the student exhibit a deficit in 50% of the grade-appropriate subtests?		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____

*For the purposes of this crosswalk, for grades 2-3, districts should consider encoding skills a deficit if the student is below level in **both** subtasks.

Minimum Matrix Decision-Making Crosswalk

Grades 4-8

i-Ready Suite

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
1. <u>4-6: i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment* (rate)</u> Below 25th percentile *7-8	Decoding Skills	4-6: i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment* Percentile: _____ 7-8*	4-6: i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment* Percentile: _____ 7-8*	4-6: i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment* Percentile: _____ 7-8*
2. <u>i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment* (accuracy)</u> Below 90% accuracy *7-8	Sound-symbol Recognition Decoding Skills	4-6: i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment* Accuracy: _____ 7-8*	4-6: i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment* Accuracy: _____ 7-8*	4-6: i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment* Accuracy: _____ 7-8*
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 _____

*This fluency measure is normed through grade 6. For grades 7-8 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](#)

Minimum Matrix Decision-Making Crosswalk

Kindergarten

NWEA MAP

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

Minimum Matrix Decision-Making Crosswalk

Kindergarten

NWEA MAP

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
4. <u>TN-URS RAN (Objects)</u> Not Typical	RAN	RAN (Objects) Typical____ Not Typical ____	RAN (Objects) OPTIONAL Typical____ Not Typical ____	RAN (Objects) OPTIONAL Typical____ Not Typical ____
<i>Does the student exhibit a deficit in 50% of the grade-appropriate subtests?</i>		Yes ____ No ____	Yes ____ No ____	Yes ____ No ____

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

Minimum Matrix Decision-Making Crosswalk

Grade 1

NWEA MAP

Subtest/Deficit Criteria	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>TN-URS RAN (Objects)</u> Not Typical	RAN	RAN (Objects) Typical _____ Not Typical _____	RAN (Objects) OPTIONAL Typical _____ Not Typical _____	RAN (Objects) OPTIONAL Typical _____ Not Typical _____
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 _____

Minimum Matrix Decision-Making Crosswalk

Grades 2-3

NWEA MAP

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
1. <u>MAP Reading Fluency Adaptive Oral Reading – Passages Only (rate)</u> 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: _____
1. <u>MAP Reading Fluency Adaptive Oral Reading – Passages Only (accuracy)</u> 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. <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 ____

Minimum Matrix Decision-Making Crosswalk

Grades 4-8

NWEA MAP

Subtest/Deficit Criteria	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
Does the student exhibit a deficit in 50% of the grade-appropriate subtests?		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](#).

Minimum Matrix Decision-Making Crosswalk

Kindergarten

Star Assessment Suite

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
1. <u>Star Early Literacy: Phonological Awareness Domain</u> Below a domain score of 40	Phonological Awareness Phonemic Awareness	Star Early Literacy: Phonological Awareness Domain Below a domain score of 40 Y or N	Star Early Literacy: Phonological Awareness Domain Below a domain score of 40 Y or N	Star Early Literacy: Phonological Awareness Domain Below a domain score of 40 Y or N
2. <u>Star Early Literacy: Phonics Domain</u> Below a domain score of 40	Alphabet Knowledge Sound Symbol Recognition Decoding	Star Early Literacy: Phonics Domain Below a domain score of 40 Y or N	Star Early Literacy: Phonics Domain Below a domain score of 40 Y or N	Star Early Literacy: Phonics Domain Below a domain score of 40 Y or N
3. <u>Star CBM: Letter Sounds</u> Intervention/Red (Below 20th percentile)	Alphabet Knowledge Sound Symbol Recognition	Star CBM: Letter Sounds Intervention/Red? Y or N	Star CBM: Letter Sounds Intervention/Red? Y or N	Star CBM: Letter Sounds Intervention/Red? Y or N

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

Kindergarten

Star Assessment Suite

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
4. <u>Star CBM: Phoneme Segmentation</u> Intervention/Red (Below 20th percentile)	Phonemic Awareness	Star CBM: Phoneme Segmentation Intervention/Red? Y or N	Star CBM: Phoneme Segmentation Intervention/Red? Y or N	Star CBM: Phoneme Segmentation Intervention/Red? Y or N
5. <u>Star CBM RAN: Color naming or Picture naming</u> At Risk	RAN	Star CBM RAN: Color naming or Picture naming At Risk? Y or N	Star CBM RAN: Color naming or Picture naming At Risk? Y or N	Star CBM RAN: Color naming or Picture naming At Risk? Y or N
<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

Grade 1

Star Assessment Suite

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
1. <u>Star Early Literacy: Phonological Awareness Domain</u> Below a domain score of 40	Phonological Awareness Phonemic Awareness	Star Early Literacy: Phonological Awareness Domain Below a domain score of 40 Y or N	Star Early Literacy: Phonological Awareness Domain Below a domain score of 40 Y or N	Star Early Literacy: Phonological Awareness Domain Below a domain score of 40 Y or N
2. <u>Star Early Literacy: Phonics Domain</u> Below a domain score of 40	Alphabet Knowledge Sound Symbol Recognition Decoding	Star Early Literacy: Phonics Domain Below a domain score of 40 Y or N	Star Early Literacy: Phonics Domain Below a domain score of 40 Y or N	Star Early Literacy: Phonics Domain Below a domain score of 40 Y or N
3. <u>Star CBM: Phoneme Segmentation</u> Intervention/Red (Below 20th percentile)	Phonemic Awareness	Star CBM: Phoneme Segmentation Intervention/Red? Y or N	Star CBM: Phoneme Segmentation Intervention/Red? Y or N	Star CBM: Phoneme Segmentation Intervention/Red? Y or N
4. <u>Star CBM: Expressive Nonsense Words</u> Intervention/Red (Below 20th percentile)	Sound Symbol Recognition Decoding Skills	Star CBM: Expressive Nonsense Words Intervention/Red? Y or N	Star CBM: Expressive Nonsense Words Intervention/Red? Y or N	Star CBM: Expressive Nonsense Words Intervention/Red? Y or N

Minimum Matrix Decision-Making Crosswalk

Grade 1

Star Assessment Suite

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
5. <u>Star CBM: Passage Oral Reading Fluency</u> Intervention/Red (Below 20th percentile)	Sound Symbol Recognition Decoding Skills	Star CBM: Passage Oral Reading Fluency* Intervention/Red Y or N	Star CBM: Passage Oral Reading Fluency* Intervention/Red Y or N	Star CBM: Passage Oral Reading Fluency* Intervention/Red Y or N
6. <u>Star CBM RAN: Color naming or Picture naming</u> At Risk	RAN	Star CBM RAN*: Color naming or Picture naming At Risk? Y or N	Star CBM RAN*: Color naming or Picture naming At Risk? Y or N	Star CBM RAN*: Color naming or Picture naming At Risk? Y or N
7. <u>Star Encoding</u> Intervention/Red (Below 20th percentile)	Encoding	Encoding Intervention/Red Y or N	Encoding Intervention/Red Y or N	Encoding Intervention/Red Y or N
Does the student exhibit a deficit in 50% of the grade-appropriate subtests?		Yes ____ No ____	Yes ____ No ____	Yes ____ No ____

Minimum Matrix Decision-Making Crosswalk

Grades 2-3

Star Assessment Suite

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
1. <u>Star CBM: Passage Oral Reading Fluency (rate)</u> Intervention/Red (Below 20th percentile)	Decoding Skills	Star CBM: Passage Oral Reading Fluency Intervention/Red Y or N	Star CBM: Passage Oral Reading Fluency Intervention/Red Y or N	Star CBM: Passage Oral Reading Fluency Intervention/Red Y or N
2. <u>Star CBM: Passage Oral Reading Fluency (accuracy)</u> Below 90% accuracy	Sound-symbol Recognition Decoding Skills	Star CBM: Passage Oral Reading Fluency Accuracy: _____	Star CBM: Passage Oral Reading Fluency Accuracy: _____	Star CBM: Passage Oral Reading Fluency Accuracy: _____
3. <u>Star Encoding</u> Intervention/Red (Below 20th percentile)	Encoding	Encoding Intervention/Red Y or N	Encoding Intervention/Red Y or N	Encoding Intervention/Red Y or N
<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

Star Assessment Suite

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
1. Grades 4-6: <u>Star CBM: Passage Oral Reading Fluency (rate)</u> Intervention/Red (Below 20th percentile) <u>Grades 7-8*: FastBridge CBM Reading</u> High Risk (!!) 	Decoding Skills	4-6: Star CBM: Passage Oral Reading Fluency Intervention/Red Y or N 7-8: FastBridge CBM Reading High Risk (!!) Y or N	4-6: Star CBM: Passage Oral Reading Fluency Intervention/Red Y or N 7-8: FastBridge CBM Reading High Risk (!!) Y or N	4-6: Star CBM: Passage Oral Reading Fluency Intervention/Red Y or N 7-8: FastBridge CBM Reading High Risk (!!) Y or N
2. <u>Star CBM: Passage Oral Reading Fluency (accuracy)</u> Below 90% accuracy <u>Grades 7-8*: FastBridge CBM Reading</u> Below 90% accuracy	Sound-symbol Recognition Decoding Skills	4-6: Star CBM: Passage Oral Reading Fluency Accuracy: _____ 7-8: FastBridge CBM Reading Accuracy: _____	4-6: Star CBM: Passage Oral Reading Fluency Accuracy: _____ 7-8: FastBridge CBM Reading Accuracy: _____	4-6: Star CBM: Passage Oral Reading Fluency Accuracy: _____ 7-8: FastBridge CBM Reading Accuracy: _____

*Star Passage Oral Reading Fluency is normed through grade 6. For grades 7-8 where a norm is not available, please administer FastBridge CBMreading, which Renaissance provides at no cost to Star customers.

Minimum Matrix Decision-Making Crosswalk

Grades 4-8

Star Assessment Suite

Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
3. <u>Grades 4-6: Star Encoding*</u> Grade 4: Below 44% (F), 48% (W), 52% (S) Grade 5: Below 52% (F), 56% (W), 60% (S) Grade 6: Below 60% (F), 64% (W), 68% (S) <u>Grades 7-8: Encoding Measure</u> Deficit criteria may vary	Encoding Skills	4-6: Star Encoding Below Grade Level % Y or N 7-8: State-provided or district selected encoding measure Deficit Y or N	4-6: Star Encoding Below Grade Level % Y or N 7-8: State-provided or district selected encoding measure Deficit Y or N	4-6: Star Encoding Below Grade Level % Y or N 7-8: State-provided or district selected encoding measure Deficit Y or N
Does the student exhibit a deficit in 50% of the grade-appropriate subtests?		Yes ____ No ____	Yes ____ No ____	Yes ____ No ____

*Grades 4-6 are still in field testing; these are preliminary suggestions