



# Universal Reading Screening Decision-Making Crosswalks

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

Tennessee Department of Education | September 2024

# Universal Screening within the Response to Instruction and Intervention (RTI<sup>2</sup>) Framework

Tennessee has adopted RTI<sup>2</sup> 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* (to be released Fall 2024) 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 RTI<sup>2</sup> 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.**

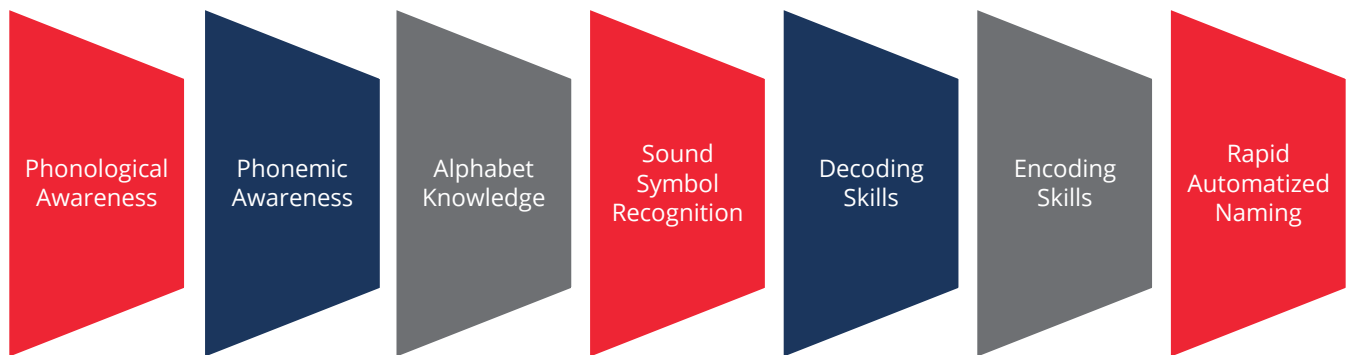
If a school-based team has determined that a dyslexia-specific intervention is appropriate for a student due to characteristics of dyslexia, the crosswalks within this guide should be used to determine if the student is eligible for an ILP-D.

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 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 RTI<sup>2</sup> 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 RTI<sup>2</sup> 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. LEAs and public charter schools may define their own standards of growth for exiting students from ILP-Ds. Best practice is to not dismiss students 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. Students must requalify at the expiration of their current plan for a new annual plan.

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
<b>1. <u>Letter Word Sound Fluency</u></b> Below the 25th percentile	Phonological Awareness Sound-symbol Recognition Decoding Skills	<b>Letter Word Sound Fluency</b>  Percentile: _____	<b>Letter Word Sound Fluency</b>  Percentile: _____	<b>Letter Word Sound Fluency</b>  Percentile: _____
<b>2. <u>Initial Sounds</u></b> Below the 25th percentile	Phonological Awareness Phonemic Awareness	<b>Initial Sounds</b>  Percentile: _____	<b>Not administered</b>	<b>Not administered</b>
<b>3. <u>Phoneme Segmentation</u></b> Below the 25th percentile	Phonemic Awareness	<b>Not administered</b>	<b>Phoneme Segmentation</b>  Percentile: _____	<b>Phoneme Segmentation</b>  Percentile: _____
<b>4. <u>Letter Naming Fluency</u></b> Below the 25th percentile	Alphabet Knowledge	<b>Letter Naming Fluency</b>  Percentile: _____	<b>Letter Naming Fluency</b>  Percentile: _____	<b>Letter Naming Fluency</b>  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
<b>5. <u>RAN (Objects)*</u></b> Not Typical	RAN	<b>RAN (Objects)</b>  Typical _____ Not Typical _____	<b>RAN (Objects)</b> <b>OPTIONAL*</b>  Typical _____ Not Typical _____	<b>RAN (Objects)</b> <b>OPTIONAL*</b>  Typical _____ Not Typical _____
Does the student exhibit a deficit in 50% of the grade-appropriate subtests?		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

aimswebPlus				
Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
<b>1. <u>Nonsense Word Fluency</u></b> Below the 25th percentile	Phonological Awareness Sound-Symbol Alphabet Knowledge	<b>Nonsense Word Fluency</b>  Percentile: _____	<b>Nonsense Word Fluency</b>  Percentile: _____	<b>Nonsense Word Fluency</b>  Percentile: _____
<b>2. <u>Phoneme Segmentation</u></b> Below the 25th percentile	Phonemic Awareness	<b>Phoneme Segmentation</b> Percentile: _____	<b>Not Administered</b>	<b>Not Administered</b>
<b>3. <u>Oral Reading Fluency</u></b> Below the 25th percentile	Decoding Skills	<b>Oral Reading Fluency</b>  Percentile: _____	<b>Oral Reading Fluency</b>  Percentile: _____	<b>Oral Reading Fluency</b>  Percentile: _____
<b>4. <u>RAN (Objects)*</u></b> Not Typical	RAN	<b>RAN (Objects)</b>  Typical _____ Not Typical _____	<b>RAN (Objects) OPTIONAL*</b> Typical _____ Not Typical _____	<b>RAN (Objects) OPTIONAL*</b> Typical _____ Not Typical _____
<b>5. <u>Spelling</u></b> Below the 25th percentile	Encoding	<b>Spelling</b>  Percentile: _____	<b>Spelling</b>  Percentile: _____	<b>Spelling</b>  Percentile: _____
Does the student exhibit a deficit in 50% of the grade-appropriate subtests?		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____

\*RAN administration is required at least 1x/year. See *Dyslexia Resource Guide* for more information.

# Minimum Matrix Decision-making Crosswalk

Grades 2-3

aimswebPlus				
Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
<b>1. Oral Reading Fluency (rate)</b> Below 25th percentile	Decoding Skills	ORF Percentile: _____	ORF Percentile: _____	ORF Percentile: _____
<b>2. Oral Reading Fluency (accuracy)</b> Below 90% accuracy	Sound-symbol Recognition Decoding Skills	ORF Accuracy: _____	ORF Accuracy: _____	ORF Accuracy: _____
<b>3. Spelling</b> 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
<b>1. <u>Silent Reading Fluency (SRF)*</u></b> Below 25th percentile <u>OR</u> <b>Oral Reading Fluency (rate)</b> 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: _____
<b>2. <u>Oral Reading Fluency** (accuracy)</u></b> Below 90% accuracy	Sound-symbol Recognition Decoding Skills	ORF Accuracy**: _____	ORF Accuracy**: _____	ORF Accuracy**: _____
<b>3. <u>Spelling</u></b> 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 8 <sup>th</sup> Edition				
Subtest/Deficit Criteria	Related Skills Area(s)	FALL	WINTER	SPRING
<b>1. <u>Letter Naming Fluency</u></b> At or below cut point for risk, or Well Below Benchmark	Alphabet Knowledge	<b>Letter Naming Fluency</b>  Score: _____ Well Below Benchmark (Cut Point <b>15</b> ) Y or N	<b>Letter Naming Fluency</b>  Score: _____ Well Below Benchmark (Cut Point <b>30</b> ) Y or N	<b>Letter Naming Fluency</b>  Score: _____ Well Below Benchmark (Cut Point <b>34</b> ) Y or N
<b>2. <u>Phoneme Segmentation Fluency</u></b> At or below cut point for risk, or Well Below Benchmark	Phonological Awareness Phonemic Awareness	<b>Phoneme Segmentation</b>  Score: _____ Well Below Benchmark (Cut Point <b>0</b> ) Y or N	<b>Phoneme Segmentation</b>  Score: _____ Well Below Benchmark (Cut Point <b>22</b> ) Y or N	<b>Phoneme Segmentation</b>  Score: _____ Well Below Benchmark (Cut Point <b>36</b> ) Y or N
<b>3. <u>Nonsense Word Fluency</u></b> At or below cut point for risk, or Well Below Benchmark (Correct Letter Sounds)	Alphabet Knowledge Sound Symbol Recognition Decoding Skills	<b>Nonsense Word Fluency</b>  CLS Score: _____ Well Below Benchmark in <b>CLS</b> (Cut Point <b>3</b> ) Y or N	<b>Nonsense Word Fluency</b>  CLS Score: _____ Well Below Benchmark in <b>CLS</b> (Cut Point <b>15</b> ) Y or N	<b>Nonsense Word Fluency</b>  CLS Score: _____ Well Below Benchmark in <b>CLS</b> (Cut Point <b>23</b> ) 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 8 <sup>th</sup> Edition				
Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
<b>4. <u>Word Reading Fluency</u></b> At or below cut point for risk, or Well Below Benchmark	Sound Symbol Recognition Decoding Skills	<b>Word Reading Fluency</b>  Score: _____ Well Below Benchmark (Cut Point <b>N/A</b> ) Y or N	<b>Word Reading Fluency</b>  Score: _____ Well Below Benchmark (Cut Point <b>0</b> ) Y or N	<b>Word Reading Fluency</b>  Score: _____ Well Below Benchmark (Cut Point <b>5</b> ) Y or N
<b>5. <u>mCLASS RAN*</u></b> At or above the cut point for risk or Well Below Benchmark	RAN	<b>mCLASS RAN</b> At or above the cut point or Well Below Benchmark (Cut Point <b>124**</b> ) Y or N	<b>mCLASS RAN</b> At or above the cut point or Well Below Benchmark (Cut Point <b>124</b> ) Y or N	<b>mCLASS RAN</b> At or above the cut point or Well Below Benchmark (Cut Point <b>124</b> ) Y or N
Does the student exhibit a deficit in 50% of the grade-appropriate subtests?		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____

\*RAN administration is required at least 1x/year. See *Dyslexia Resource Guide* for more information; \*\* 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 8 <sup>th</sup> Edition				
Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
<b>1. <u>Letter Naming Fluency</u></b> At or below cut point for risk, or Well Below Benchmark	Alphabet Knowledge	<b>Letter Naming Fluency</b>  Score: _____ Well Below Benchmark (Cut Point <b>31</b> ) Y or N	<b>Letter Naming Fluency</b>  Score: _____ Well Below Benchmark (Cut Point <b>50</b> ) Y or N	<b>Letter Naming Fluency</b>  Score: _____ Well Below Benchmark (Cut Point <b>52</b> ) Y or N
<b>2. <u>Phoneme Segmentation Fluency</u></b> At or below cut point for risk, or Well Below Benchmark	Phonological Awareness Phonemic Awareness	<b>Phoneme Segmentation</b>  Score: _____ Well Below Benchmark (Cut Point <b>18</b> ) Y or N	<b>Phoneme Segmentation</b>  Score: _____ Well Below Benchmark (Cut Point <b>33</b> ) Y or N	<b>Phoneme Segmentation</b>  Score: _____ Well Below Benchmark (Cut Point <b>36</b> ) Y or N
<b>3. <u>Nonsense Word Fluency</u></b> At or below cut point for risk, or Well Below Benchmark	Alphabet Knowledge Sound Symbol Recognition	<b>Nonsense Word Fluency</b> CLS (Cut Point <b>24</b> ) WRC (Cut Point <b>0</b> )  CLS Score: _____ WRC Score: _____ Well Below Benchmark in <b>CLS <u>OR</u> WRC</b> Y or N	<b>Nonsense Word Fluency</b> CLS (Cut Point <b>40</b> ) WRC (Cut Point <b>9</b> )  CLS Score: _____ WRC Score: _____ Well Below Benchmark in <b>CLS <u>AND</u> WRC</b> Y or N	<b>Nonsense Word Fluency</b> CLS (Cut Point <b>44</b> ) WRC (Cut Point <b>10</b> )  CLS Score: _____ WRC Score: _____ Well Below Benchmark in <b>CLS <u>AND</u> WRC</b> Y or N

# Minimum Matrix Decision-making Crosswalk

Grade 1

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

\*RAN administration is required at least 1x/year. See *Dyslexia Resource Guide* for more information; \*\* 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 8 <sup>th</sup> Edition				
Subtest	Related Skill Area(s)	FALL	WINTER	SPRING
<b>7. mCLASS Spelling</b> At or below cut point for risk, or Well Below Benchmark	Encoding	<b>mCLASS Spelling</b>  Well Below Benchmark in Words Spelled Correctly (WSC)**  Well Below Benchmark (Cut Point <b>23</b> ) Y or N	<b>mCLASS Spelling</b>  Well Below Benchmark in Words Spelled Correctly (WSC)**  Well Below Benchmark (Cut Point <b>24</b> ) Y or N	<b>mCLASS Spelling</b>  Well Below Benchmark in Words Spelled Correctly (WSC)**  Well Below Benchmark (Cut Point <b>34</b> ) 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 8 <sup>th</sup> Edition				
Subtest	Related Skill Area(s)	FALL	WINTER	SPRING
<b>1. <u>Oral Reading Fluency – Words Correct (rate)</u></b> At or below cut point for risk, or Well Below Benchmark	Decoding Skills	<b>Oral Reading Fluency – Words Correct</b> <b>Grade 2: (Cut Point 28)</b> WC Score: _____ <b>Grade 3: (Cut Point 54)</b> WC Score: _____	<b>Oral Reading Fluency – Words Correct</b> <b>Grade 2: (Cut Point 58)</b> WC Score: _____ <b>Grade 3: (Cut Point 84)</b> WC Score: _____	<b>Oral Reading Fluency – Words Correct</b> <b>Grade 2: (Cut Point 76)</b> WC Score: _____ <b>Grade 3: (Cut Point 95)</b> WC Score: _____
<b>2. <u>Oral Reading Fluency – Accuracy</u></b> At or below cut point for risk, or Well Below Benchmark	Sound-symbol Recognition Decoding Skills	<b>Oral Reading Fluency – Accuracy</b> <b>Grade 2: (Cut Point 83)</b> Accuracy %: _____ <b>Grade 3: (Cut Point 90)</b> Accuracy %: _____	<b>Oral Reading Fluency – Accuracy</b> (Cut Point 90)  Accuracy %: _____	<b>Oral Reading Fluency – Accuracy</b> (Cut Point 90)  Accuracy %: _____
<b>3. <u>mCLASS Spelling</u></b> At or below cut point for risk, or Well Below Benchmark	Encoding	<b>mCLASS Spelling</b> Well Below Benchmark in (WSC)* (Grade 2 Cut Point: <b>32</b> Grade 3 Cut Point: <b>62</b> ) Score: _____	<b>mCLASS Spelling</b> Well Below Benchmark in (WSC)* (Grade 2 Cut Point: <b>39</b> Grade 3 Cut Point: <b>67</b> ) Score: _____	<b>mCLASS Spelling</b> Well Below Benchmark in (WSC)* (Grade 2 Cut Point: <b>49</b> Grade 3 Cut Point: <b>88</b> ) Score: _____
Does the student exhibit a deficit in 50% of the grade-appropriate subtests?		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 <sup>th</sup> Edition				
Subtest	Related Skill Area(s)	FALL	WINTER	SPRING
<b>1. <u>Oral Reading Fluency – Words Correct (rate)</u></b> At or below cut point for risk, or Well Below Benchmark	Decoding Skills	<b>Oral Reading Fluency – Words Correct</b> <b>Grade 4:</b> (Cut Point <b>61</b> ) WC Score: _____ <b>Grade 5:</b> (Cut Point <b>80</b> ) WC Score: _____ <b>Grade 6:</b> (Cut Point <b>98</b> ) WC Score: _____	<b>Oral Reading Fluency – Words Correct</b> <b>Grade 4:</b> (Cut Point <b>97</b> ) WC Score: _____ <b>Grade 5:</b> (Cut Point <b>107</b> ) WC Score: _____ <b>Grade 6:</b> (Cut Point <b>116</b> ) WC Score: _____	<b>Oral Reading Fluency – Words Correct</b> <b>Grade 4:</b> (Cut Point <b>98</b> ) WC Score: _____ <b>Grade 5:</b> (Cut Point <b>123</b> ) WC Score: _____ <b>Grade 6:</b> (Cut Point <b>124</b> ) WC Score: _____
<b>2. <u>Oral Reading Fluency – Accuracy</u></b> At or below cut point for risk, or Well Below Benchmark	Sound-symbol Recognition Decoding Skills	<b>Oral Reading Fluency – Accuracy</b> (Cut Point 90)  Accuracy %: _____	<b>Oral Reading Fluency – Accuracy</b> (Cut Point 90)  Accuracy %: _____	<b>Oral Reading Fluency – Accuracy</b> (Cut Point 90)  Accuracy %: _____
<b>3. <u>Encoding Measure*</u></b> Deficit criteria may vary	Encoding Skills	<b>State-provided or district-selected encoding measure</b>  Deficit    Y    or    N	<b>State-provided or district-selected encoding measure</b>  Deficit    Y    or    N	<b>State-provided or district-selected encoding measure</b>  Deficit    Y    or    N
Does the student exhibit a deficit in 50% of the grade-appropriate subtests?		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____

\*See Dyslexia Resource Guide

## Minimum Matrix Decision-Making Crosswalk

Kindergarten

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

Not Administered = 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
<b>5. <u>earlyReading Word Segmenting</u></b> High Risk (!!) 	Phonological Awareness Phonemic Awareness	Not Administered	<b>earlyReading Word Segmenting</b>  High Risk (!!) Y or N	<b>earlyReading Word Segmenting</b>  High Risk (!!) Y or N
<b>6. <u>earlyReading Nonsense Words</u></b> High Risk (!!) 	Sound Symbol Recognition Decoding Skills	Not Administered	<b>earlyReading Nonsense Words</b>  High Risk (!!) Y or N	<b>earlyReading Nonsense Words</b>  High Risk (!!) Y or N
<b>7. <u>Star CBM RAN Color Naming or Picture Naming*</u></b> At Risk	RAN	<b>Star CBM RAN*: Color naming or Picture naming</b>  At Risk? Y or N	<b>Star CBM RAN*: Color naming or Picture naming</b>  At Risk? Y or N	<b>Star CBM RAN*: Color naming or Picture naming</b>  At Risk? Y or N
Does the student exhibit a deficit in 50% of the grade-appropriate subtests?		Yes ____ No ____	Yes ____ No ____	Yes ____ No ____

\*See *Dyslexia Resource Guide* for more information; \*FastBridge users may administer Star CBM RAN, which Renaissance provides at no cost to FastBridge users.

**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
<b>1. <u>earlyReading Word Segmenting</u></b> High Risk (!!) 	Phonological Awareness Phonemic Awareness	<b>earlyReading Word Segmenting</b>  High Risk (!!) Y or N	<b>earlyReading Word Segmenting</b>  High Risk (!!) Y or N	<b>earlyReading Word Segmenting</b>  High Risk (!!) Y or N
<b>2. <u>earlyReading Nonsense Word Fluency</u></b> High Risk (!!) 	Alphabet Knowledge Sound Symbol Recognition Decoding Skills	<b>earlyReading Nonsense Word Fluency</b>  High Risk (!!) Y or N	<b>earlyReading Nonsense Word Fluency</b>  High Risk (!!) Y or N	<b>earlyReading Nonsense Word Fluency</b>  High Risk (!!) Y or N
<b>3. <u>earlyReading Sentence Reading</u></b> High Risk (!!) 	Sound Symbol Recognition Decoding Skills	<b>earlyReading Sentence Reading</b>  High Risk (!!) Y or N	<b>Not Administered</b>	<b>Not Administered</b>
<b>4. <u>CBMreading</u></b> High Risk (!!) 	Sound Symbol Recognition Decoding Skills	<b>Not Administered</b>	<b>CBMreading</b>  High Risk (!!) Y or N	<b>CBMreading</b>  High Risk (!!) Y or N

## Minimum Matrix Decision-Making Crosswalk

Grade 1

FastBridge				
Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
<b>5. <u>Star CBM RAN Color Naming or Picture Naming*</u></b> <u>At Risk</u>	RAN	<b>Star CBM RAN*: Color naming or Picture naming</b>  At Risk? Y or N	<b>Star CBM RAN*: Color naming or Picture naming</b>  At Risk? Y or N	<b>Star CBM RAN*: Color naming or Picture naming</b>  At Risk? Y or N
<b>6. <u>Star Encoding*</u></b> Intervention/Red (Below 20th percentile)	Encoding	<b>Star Encoding</b>  Intervention/Red Y or N	<b>Star Encoding</b>  Intervention/Red Y or N	<b>Star Encoding</b>  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 CBM RAN and 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
<b>1. <u>CBMreading (rate)</u></b> High Risk (!!)	Decoding Skills	<b>CBMreading</b>  High Risk (!!) Y or N	<b>CBMreading</b>  High Risk (!!) Y or N	<b>CBMreading</b>  High Risk (!!) Y or N
<b>2. <u>CBMreading (accuracy)</u></b> Below 90% accuracy	Sound-symbol Recognition Decoding Skills	<b>CBMreading</b>  Accuracy: _____	<b>CBMreading</b>  Accuracy: _____	<b>CBMreading</b>  Accuracy: _____
<b>3. <u>Star Encoding*</u></b> Intervention/Red (Below 20th percentile)	Encoding	<b>Star Encoding</b>  Intervention/Red Y or N	<b>Star Encoding</b>  Intervention/Red Y or N	<b>Star Encoding</b>  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
<b>1. <u>CBMreading (rate)</u></b> High Risk (!!)	Decoding Skills	<b>CBMreading</b>  High Risk (!!) Y or N	<b>CBMreading</b>  High Risk (!!) Y or N	<b>CBMreading</b>  High Risk (!!) Y or N
<b>2. <u>CBMreading (accuracy)</u></b> Below 90% accuracy	Sound-symbol Recognition Decoding Skills	<b>CBMreading</b>  Accuracy: _____	<b>CBMreading</b>  Accuracy: _____	<b>CBMreading</b>  Accuracy: _____
<b>3. <u>Grades 4-6: Star Encoding*</u></b> <b>Grade 4:</b> Below 44% (F), 48% (W), 52% (S) <b>Grade 5:</b> Below 52% (F), 56% (W), 60% (S) <b>Grade 6:</b> Below 60% (F), 64% (W), 68% (S) <b><u>Grades 7-8: Encoding Measure</u></b> Deficit criteria may vary	Encoding Skills	<b>4-6: Star Encoding</b> Below Grade Level % Y or N <b>7-8: State-provided or district selected encoding measure</b> Deficit Y or N	<b>4-6: Star Encoding</b> Below Grade Level % Y or N <b>7-8: State-provided or district selected encoding measure</b> Deficit Y or N	<b>4-6: Star Encoding</b> Below Grade Level % Y or N <b>7-8: State-provided or district selected encoding measure</b> 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. <b><u>Letter Name</u></b> Below the 25th percentile	Alphabet Knowledge	<b>Letter Naming Fluency</b> Percentile: _____	Not Administered	Not Administered
2. <b><u>Letter Sounds</u></b> Below the 25th percentile	Alphabet Knowledge Sound Symbol Recognition	<b>Letter Sounds</b> Percentile: _____	<b>Letter Sounds</b> Percentile: _____	<b>Letter Sounds</b> Percentile: _____
3. <b><u>Phoneme Segmenting</u></b> Below the 25th percentile	Phonological Awareness Phonemic Awareness	<b>Phoneme Segmenting</b> Percentile: _____	<b>Phoneme Segmenting</b> Percentile: _____	<b>Phoneme Segmenting</b> Percentile: _____
4. <b><u>Word Reading Fluency</u></b> Below the 25th percentile	Sound Symbol Recognition Decoding Skills	Not Administered	<b>Word Reading Fluency</b> Percentile: _____	<b>Word Reading Fluency</b> 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
<b>5. <u>Rapid Automatic Naming (RAN*) - Numbers</u></b> Below the 25th percentile	RAN	<b>RAN* - Numbers**</b>  Percentile: _____	<b>RAN* - Numbers**</b>  Percentile: _____	<b>RAN* - Numbers**</b>  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; \*\*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
<b>1. <u>Letter Sounds</u></b> Below the 25th percentile	Alphabet Knowledge Sound Symbol Recognition	<b>Letter Sounds</b> Percentile: _____	<b>Letter Sounds</b> Percentile: _____	<b>Letter Sounds</b> Percentile: _____
<b>2. <u>Phoneme Segmenting</u></b> Below the 25th percentile	Phonological Awareness Phonemic Awareness	<b>Phoneme Segmenting</b> Percentile: _____	<b>Not Administered*</b>	<b>Not Administered*</b>
<b>3. <u>Word Reading Fluency</u></b> Below the 25th percentile	Sound Symbol Recognition Decoding Skills	<b>Word Reading Fluency</b> Percentile: _____	<b>Word Reading Fluency</b> Percentile: _____	<b>Word Reading Fluency</b> Percentile: _____
<b>4. <u>Passage Reading Fluency</u></b> Below the 25th percentile	Sound Symbol Recognition Decoding Skills	<b>Not Administered</b>	<b>Passage Reading Fluency</b> Percentile: _____	<b>Passage Reading Fluency</b> Percentile: _____

\*If 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
<b>5. <u>Rapid Automatic Naming (RAN*) - Numbers</u></b> Below the 25th percentile	RAN	<b>RAN* - Numbers**</b>  Percentile: _____	<b>RAN* - Numbers**</b>  Percentile: _____	<b>RAN* - Numbers**</b>  Percentile: _____
<b>6. <u>TN-URS Spelling</u></b> Below the 25th percentile	Encoding	<b>Spelling</b>  Percentile: _____	<b>Spelling</b>  Percentile: _____	<b>Spelling</b>  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; \*\*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
<b>1. <u>Passage Reading Fluency (rate)</u></b> Below 25th percentile	Decoding Skills	<b>Passage Reading Fluency</b>  Percentile: _____	<b>Passage Reading Fluency</b>  Percentile: _____	<b>Passage Reading Fluency</b>  Percentile: _____
<b>2. <u>Passage Reading Fluency (accuracy)</u></b> Below 90% accuracy*	Sound-symbol Recognition Decoding Skills	<b>Passage Reading Fluency</b>  Accuracy: _____	<b>Passage Reading Fluency</b>  Accuracy: _____	<b>Passage Reading Fluency</b>  Accuracy: _____
<b>3. <u>TN-URS Spelling</u></b> Below the 25th percentile	Encoding	<b>Spelling</b>  Percentile: _____	<b>Spelling</b>  Percentile: _____	<b>Spelling</b>  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
<b>1. <u>Passage Reading Fluency (rate)</u></b> Below 25th percentile	Decoding Skills	<b>Passage Reading Fluency</b>  Percentile: _____	<b>Passage Reading Fluency</b>  Percentile: _____	<b>Passage Reading Fluency</b>  Percentile: _____
<b>2. <u>Passage Reading Fluency (accuracy)</u></b> Below 90% accuracy*	Sound-symbol Recognition Decoding Skills	<b>Passage Reading Fluency</b>  Accuracy: _____	<b>Passage Reading Fluency</b>  Accuracy: _____	<b>Passage Reading Fluency</b>  Accuracy: _____
<b>3. <u>Encoding Measure**</u></b> Deficit criteria may vary	Encoding Skills	<b>State-provided or district -elected encoding measure</b>  Deficit    Y    or    N	<b>State-provided or district-selected encoding measure</b>  Deficit    Y    or    N	<b>State-provided or district-selected encoding measure</b>  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; \*\*See *Dyslexia Resource Guide*

## Minimum Matrix Decision-Making Crosswalk

Kindergarten

i-Ready Suite				
Subtest/Deficit Criteria	Related Skills Area(s)	FALL	WINTER	SPRING
<b>1. <u>i-Ready Diagnostic Phonological Awareness Domain</u></b> Below the domain cut score	Phonological Awareness Phonemic Awareness	<b>i-Ready Diagnostic Phonological Awareness Domain</b>  Below domain cut score of <b>295</b> Y or N	<b>i-Ready Diagnostic Phonological Awareness Domain</b>  Below domain cut score of <b>320</b> Y or N	<b>i-Ready Diagnostic Phonological Awareness Domain</b>  Below domain cut score of <b>344</b> Y or N
<b>2. <u>i-Ready Diagnostic Phonics Domain</u></b> Below the domain cut score	Alphabet Knowledge Sound Symbol Recognition Decoding Skills	<b>i-Ready Diagnostic Phonics Domain</b>  Below domain cut score of <b>295</b> Y or N	<b>i-Ready Diagnostic Phonics Domain</b>  Below domain cut score of <b>320</b> Y or N	<b>i-Ready Diagnostic Phonics Domain</b>  Below domain cut score of <b>344</b> Y or N
<b>3. <u>i-Ready Literacy Task Letter Naming Fluency</u></b> Below Level	Alphabet Knowledge	<b>i-Ready Literacy Task Letter Naming Fluency</b>  Below Level Y or N	<b>i-Ready Literacy Task Letter Naming Fluency</b>  Below Level Y or N	<b>i-Ready Literacy Task Letter Naming Fluency</b>  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. <b><u>i-Ready Literacy Task for Rapid Automated Naming of Objects (RAN*)</u></b> Below Level	RAN	<b><u>i-Ready Literacy Task for Rapid Automated Naming of Objects (RAN*)</u></b>  Below Level   Y   or   N	<b><u>i-Ready Literacy Task for Rapid Automated Naming of Objects (RAN*)</u></b>  Below Level   Y   or   N	<b><u>i-Ready Literacy Task for Rapid Automated Naming of Objects (RAN*)</u></b>  Below Level   Y   or   N
Does the student exhibit a deficit in 50% of the grade-appropriate subtests?		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____

\*See *Dyslexia Resource Guide* for detailed guidance

**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
<b>1. <u>i-Ready Diagnostic Phonological Awareness Domain</u></b> Below the domain cut score	Phonological Awareness Phonemic Awareness	<b>i-Ready Diagnostic Phonological Awareness Domain</b>  Below domain cut score of <b>347</b> Y or N	<b>i-Ready Diagnostic Phonological Awareness Domain</b>  Below domain cut score of <b>374</b> Y or N	<b>i-Ready Diagnostic Phonological Awareness Domain</b>  Below domain cut score of <b>401</b> Y or N
<b>2. <u>i-Ready Diagnostic Phonics Domain</u></b> Below the domain cut score	Alphabet Knowledge Sound Symbol Recognition Decoding Skills	<b>i-Ready Diagnostic Phonics Domain</b>  Below domain cut score of <b>347</b> Y or N	<b>i-Ready Diagnostic Phonics Domain</b>  Below domain cut score of <b>374</b> Y or N	<b>i-Ready Diagnostic Phonics Domain</b>  Below domain cut score of <b>401</b> Y or N
<b>3. <u>i-Ready Literacy Task for Word Recognition Fluency</u></b> Below Level	Alphabet Knowledge Sound Symbol Recognition Decoding Skills	<b>i-Ready Literacy Task for Word Recognition Fluency</b>  Below Level Y or N	<b>Not Administered</b>	<b>Not Administered</b>
<b>4. <u>i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment</u></b> Below the 25th percentile	Sound Symbol Recognition Decoding Skills	<b>Not Administered</b>	<b>i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment</b>  Percentile: _____	<b>i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment</b>  Percentile: _____

# Minimum Matrix Decision-Making Crosswalk

Grade 1

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

\*See *Dyslexia Resource Guide* for detailed guidance; \*\*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
<b>1. <u>i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment (rate)</u></b> Below 25th percentile	Decoding Skills	<b>i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment</b>  Percentile: _____	<b>i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment</b>  Percentile: _____	<b>i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment</b>  Percentile: _____
<b>2. <u>i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment (accuracy)</u></b> Below 90% accuracy	Sound-symbol Recognition Decoding Skills	<b>i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment</b>  Accuracy: _____	<b>i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment</b>  Accuracy: _____	<b>i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment</b>  Accuracy: _____
<b>3. <u>i-Ready Literacy Task for Spelling/Encoding</u></b> Below Level in <b>BOTH*</b> Spelling and Encoding subtasks	Encoding Skills	<b>i-Ready Literacy Task for Spelling/Encoding</b>  Below Level in <b>BOTH</b> Subtasks Y or N	<b>i-Ready Literacy Task for Spelling/Encoding</b>  Below Level in <b>BOTH</b> Subtasks Y or N	<b>i-Ready Literacy Task for Spelling/Encoding</b>  Below Level in <b>BOTH</b> 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
<b>1. <u>4-6: i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment* (rate)</u></b> Below 25th percentile <b>*7-8</b>	Decoding Skills	<b>4-6: i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment*</b> Percentile: _____ <b>7-8*</b>	<b>4-6: i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment*</b> Percentile: _____ <b>7-8*</b>	<b>4-6: i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment*</b> Percentile: _____ <b>7-8*</b>
<b>2. <u>i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment* (accuracy)</u></b> Below 90% accuracy <b>*7-8</b>	Sound-symbol Recognition Decoding Skills	<b>4-6: i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment*</b> Accuracy: _____ <b>7-8*</b>	<b>4-6: i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment*</b> Accuracy: _____ <b>7-8*</b>	<b>4-6: i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment*</b> Accuracy: _____ <b>7-8*</b>
<b>3. <u>Encoding Measure**</u></b> Deficit criteria may vary	Encoding Skills	<b>State-provided or district selected encoding measure</b>  Deficit    Y   or   N	<b>State-provided or district selected encoding measure</b>  Deficit    Y   or   N	<b>State-provided or district selected encoding measure</b>  Deficit    Y   or   N
Does the student exhibit a deficit in 50% of the grade-appropriate subtests?		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](#); \*\*See *Dyslexia Resource Guide*

## Minimum Matrix Decision-Making Crosswalk

Kindergarten

NWEA MAP				
Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
<b>1. <u>MAP Reading Fluency Dyslexia Screener: Phonological Awareness Domain</u></b> Below the 25th percentile	Phonological Awareness Phonemic Awareness	<b>MAP Reading Fluency Dyslexia Screener: Phonological Awareness Domain</b>  Percentile: _____	<b>MAP Reading Fluency Dyslexia Screener: Phonological Awareness Domain</b>  Percentile: _____	<b>MAP Reading Fluency Dyslexia Screener: Phonological Awareness Domain</b>  Percentile: _____
<b>2. <u>MAP Reading Fluency Dyslexia Screener: Phonics and Word Recognition Domain</u></b> Below the 25th percentile	Alphabet Knowledge Sound Symbol Recognition Decoding	<b>MAP Reading Fluency Dyslexia Screener: Phonics and Word Recognition Domain</b>  Percentile: _____	<b>MAP Reading Fluency Dyslexia Screener: Phonics and Word Recognition Domain</b>  Percentile: _____	<b>MAP Reading Fluency Dyslexia Screener: Phonics and Word Recognition Domain</b>  Percentile: _____
<b>3. <u>MAP Reading Fluency Dyslexia Screener: Sentence Reading Fluency*</u></b> Below raw score of 6, or Approaching Expectations	Sound Symbol Recognition Decoding Skills	<b>Not Administered</b>	<b>Not Administered</b>	<b>MAP Reading Fluency Dyslexia Screener: Sentence Reading Fluency*</b> 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. <b><u>TN-URS RAN (Objects)*</u></b> Not Typical	RAN	<b>RAN (Objects)</b>  Typical _____ Not Typical _____	<b>RAN (Objects) OPTIONAL*</b>  Typical _____ Not Typical _____	<b>RAN (Objects) OPTIONAL*</b>  Typical _____ Not Typical _____
<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/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
<b>1. <u>MAP Reading Fluency Dyslexia Screener: Phonological Awareness Domain</u></b> Below the 25th percentile	Phonological Awareness Phonemic Awareness	<b>MAP Reading Fluency Dyslexia Screener: Phonological Awareness Domain</b>  Percentile: _____	<b>MAP Reading Fluency Dyslexia Screener: Phonological Awareness Domain</b>  Percentile: _____	<b>MAP Reading Fluency Dyslexia Screener: Phonological Awareness Domain</b>  Percentile: _____
<b>2. <u>MAP Reading Fluency Dyslexia Screener: Phonics and Word Recognition Domain</u></b> Below the 25th percentile	Alphabet Knowledge Sound Symbol Recognition Decoding	<b>MAP Reading Fluency Dyslexia Screener: Phonics and Word Recognition Domain</b>  Percentile: _____	<b>MAP Reading Fluency Dyslexia Screener: Phonics and Word Recognition Domain</b>  Percentile: _____	<b>MAP Reading Fluency Dyslexia Screener: Phonics and Word Recognition Domain</b>  Percentile: _____
<b>3. <u>MAP Reading Fluency Dyslexia Screener: Sentence Reading Fluency</u></b> Below indicated raw score/risk indicator	Sound Symbol Recognition Decoding Skills	<b>MAP Reading Fluency Dyslexia Screener: Sentence Reading Fluency*</b> Raw Score: _____ <b>Below 6 (Approaching Expectations)</b> Y or N	<b>MAP Reading Fluency Dyslexia Screener: Sentence Reading Fluency*</b> Raw Score: _____ <b>Below 9 (Approaching Expectations)</b> Y or N	<b>MAP Reading Fluency Dyslexia Screener: Sentence Reading Fluency*</b> Raw Score: _____ <b>Below 9 (Below Expectations)</b> Y or N

# Minimum Matrix Decision-Making Crosswalk

Grade 1

NWEA MAP				
Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
<b>4. <u>MAP Reading Fluency: Adaptive Oral Reading Fluency – Passages Only</u></b> Below the 25 <sup>th</sup> percentile	Decoding Skills	Not Administered	Not Administered	<b>MAP Reading Fluency: Adaptive Oral Reading Fluency – Passages Only</b>  Percentile: _____
<b>5. <u>TN-URS RAN (Objects)*</u></b> Not Typical	RAN	<b>RAN (Objects)</b>  Typical _____ Not Typical _____	<b>RAN (Objects) OPTIONAL*</b>  Typical _____ Not Typical _____	<b>RAN (Objects) OPTIONAL*</b>  Typical _____ Not Typical _____
<b>6. <u>TN-URS Spelling</u></b> Below the 25 <sup>th</sup> percentile	Encoding	<b>Spelling</b>  Percentile: _____	<b>Spelling</b>  Percentile: _____	<b>Spelling</b>  Percentile: _____
Does the student exhibit a deficit in 50% of the grade-appropriate subtests?		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____

\*See *Dyslexia Resource Guide* for more information



# Minimum Matrix Decision-Making Crosswalk

Grades 2-3

NWEA MAP				
Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
<b>1. <u>MAP Reading Fluency Adaptive Oral Reading – Passages Only (rate)</u></b> Below 25th percentile	Decoding Skills	<b>Adaptive Oral Reading – Passages Only</b>  Reading Rate Percentile: _____	<b>Adaptive Oral Reading – Passages Only</b>  Reading Rate Percentile: _____	<b>Adaptive Oral Reading – Passages Only</b>  Reading Rate Percentile: _____
<b>1. <u>MAP Reading Fluency Adaptive Oral Reading – Passages Only (accuracy)</u></b> Below 90% accuracy	Sound-symbol Recognition Decoding Skills	<b>Adaptive Oral Reading – Passages Only</b>  Accuracy: _____	<b>Adaptive Oral Reading – Passages Only</b>  Accuracy: _____	<b>Adaptive Oral Reading – Passages Only</b>  Accuracy: _____
<b>3. <u>TN-URS Spelling</u></b> Below the 25 <sup>th</sup> percentile	Encoding	<b>Spelling</b>  Percentile: _____	<b>Spelling</b>  Percentile: _____	<b>Spelling</b>  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
<b>1. <u>4-5: MAP Reading Fluency Adaptive Oral Reading – Passages Only (rate)</u></b> Below 25th percentile <b>6-8*</b>	Decoding Skills	<b>Grades 4-5: Adaptive Oral Reading – Passages Only</b> Reading Rate Percentile: _____  <b>Grades 6-8*</b>	<b>Grades 4-5: Adaptive Oral Reading – Passages Only</b> Reading Rate Percentile: _____  <b>Grades 6-8*</b>	<b>Grades 4-5: Adaptive Oral Reading – Passages Only</b> Reading Rate Percentile: _____  <b>Grades 6-8*</b>
<b>2. <u>4-5: MAP Reading Fluency Adaptive Oral Reading – Passages Only (accuracy)</u></b> Below 90% accuracy <b>*6-8</b>	Sound-symbol Recognition Decoding Skills	<b>Grades 4-5: Adaptive Oral Reading – Passages Only</b> Reading Rate Percentile: _____  <b>Grades 6-8*</b>	<b>Grades 4-5: Adaptive Oral Reading – Passages Only</b> Reading Rate Percentile: _____  <b>Grades 6-8*</b>	<b>Grades 4-5: Adaptive Oral Reading – Passages Only</b> Reading Rate Percentile: _____  <b>Grades 6-8*</b>
<b>3. <u>Encoding Measure**</u></b> Deficit criteria may vary	Encoding Skills	<b>State-provided or district selected encoding measure</b>  Deficit    Y    or    N	<b>State-provided or district selected encoding measure</b>  Deficit    Y    or    N	<b>State-provided or district selected encoding measure</b>  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 8<sup>th</sup> Edition Oral Reading Fluency benchmarks](#) to determine student deficit. Norms can be found within [DIBELS materials](#). \*\*See *Dyslexia Resource Guide*

## Minimum Matrix Decision-Making Crosswalk

Kindergarten

Star Assessment Suite				
Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
<b>1. <u>Star Early Literacy: Phonological Awareness Domain</u></b> Below a domain score of 40	Phonological Awareness Phonemic Awareness	<b>Star Early Literacy: Phonological Awareness Domain</b>  Below a domain score of 40   Y   or   N	<b>Star Early Literacy: Phonological Awareness Domain</b>  Below a domain score of 40   Y   or   N	<b>Star Early Literacy: Phonological Awareness Domain</b>  Below a domain score of 40   Y   or   N
<b>2. <u>Star Early Literacy: Phonics Domain</u></b> Below a domain score of 40	Alphabet Knowledge Sound Symbol Recognition Decoding	<b>Star Early Literacy: Phonics Domain</b>  Below a domain score of 40   Y   or   N	<b>Star Early Literacy: Phonics Domain</b>  Below a domain score of 40   Y   or   N	<b>Star Early Literacy: Phonics Domain</b>  Below a domain score of 40   Y   or   N
<b>3. <u>Star CBM: Letter Sounds</u></b> Intervention/Red (Below 20th percentile)	Alphabet Knowledge Sound Symbol Recognition	<b>Star CBM: Letter Sounds</b>  Intervention/Red? Y   or   N	<b>Star CBM: Letter Sounds</b>  Intervention/Red? Y   or   N	<b>Star CBM: Letter Sounds</b>  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
<b>4. <u>Star CBM: Phoneme Segmentation</u></b> Intervention/Red (Below 20th percentile)	Phonemic Awareness	<b>Star CBM: Phoneme Segmentation</b>  Intervention/Red? Y or N	<b>Star CBM: Phoneme Segmentation</b>  Intervention/Red? Y or N	<b>Star CBM: Phoneme Segmentation</b>  Intervention/Red? Y or N
<b>5. <u>Star CBM RAN*: Color naming or Picture naming</u></b> At Risk	RAN	<b>Star CBM RAN*: Color naming or Picture naming</b>  At Risk? Y or N	<b>Star CBM RAN*: Color naming or Picture naming</b>  At Risk? Y or N	<b>Star CBM RAN*: Color naming or Picture naming</b>  At Risk? Y or N
Does the student exhibit a deficit in 50% of the grade-appropriate subtests?		Yes ____ No ____	Yes ____ No ____	Yes ____ No ____

\*See *Dyslexia Resource Guide* for more information

# Minimum Matrix Decision-Making Crosswalk

Grade 1

Star Assessment Suite				
Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
<b>1. <u>Star Early Literacy: Phonological Awareness Domain</u></b> Below a domain score of 40	Phonological Awareness Phonemic Awareness	<b>Star Early Literacy: Phonological Awareness Domain</b>  Below a domain score of 40 Y or N	<b>Star Early Literacy: Phonological Awareness Domain</b>  Below a domain score of 40 Y or N	<b>Star Early Literacy: Phonological Awareness Domain</b>  Below a domain score of 40 Y or N
<b>2. <u>Star Early Literacy: Phonics Domain</u></b> Below a domain score of 40	Alphabet Knowledge Sound Symbol Recognition Decoding	<b>Star Early Literacy: Phonics Domain</b>  Below a domain score of 40 Y or N	<b>Star Early Literacy: Phonics Domain</b>  Below a domain score of 40 Y or N	<b>Star Early Literacy: Phonics Domain</b>  Below a domain score of 40 Y or N
<b>3. <u>Star CBM: Phoneme Segmentation</u></b> Intervention/Red (Below 20th percentile)	Phonemic Awareness	<b>Star CBM: Phoneme Segmentation</b>  Intervention/Red? Y or N	<b>Star CBM: Phoneme Segmentation</b>  Intervention/Red? Y or N	<b>Star CBM: Phoneme Segmentation</b>  Intervention/Red? Y or N
<b>4. <u>Star CBM: Expressive Nonsense Words</u></b> Intervention/Red (Below 20th percentile)	Sound Symbol Recognition Decoding Skills	<b>Star CBM: Expressive Nonsense Words</b>  Intervention/Red? Y or N	<b>Star CBM: Expressive Nonsense Words</b>  Intervention/Red? Y or N	<b>Star CBM: Expressive Nonsense Words</b>  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
<b>5. <u>Star CBM: Passage Oral Reading Fluency</u></b> Intervention/Red (Below 20th percentile)	Sound Symbol Recognition Decoding Skills	<b>Star CBM: Passage Oral Reading Fluency*</b>  Intervention/Red Y or N	<b>Star CBM: Passage Oral Reading Fluency*</b>  Intervention/Red Y or N	<b>Star CBM: Passage Oral Reading Fluency*</b>  Intervention/Red Y or N
<b>6. <u>Star CBM RAN*: Color naming or Picture naming</u></b> At Risk	RAN	<b>Star CBM RAN*: Color naming or Picture naming</b>  At Risk? Y or N	<b>Star CBM RAN*: Color naming or Picture naming</b>  At Risk? Y or N	<b>Star CBM RAN*: Color naming or Picture naming</b>  At Risk? Y or N
<b>7. <u>Star Encoding</u></b> Intervention/Red (Below 20th percentile)	Encoding	<b>Encoding</b>  Intervention/Red Y or N	<b>Encoding</b>  Intervention/Red Y or N	<b>Encoding</b>  Intervention/Red Y or N
Does the student exhibit a deficit in 50% of the grade-appropriate subtests?		Yes ____ No ____	Yes ____ No ____	Yes ____ No ____

\*See *Dyslexia Resource Guide* for more information

# Minimum Matrix Decision-Making Crosswalk

Grades 2-3

Star Assessment Suite				
Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
<b>1. <u>Star CBM: Passage Oral Reading Fluency (rate)</u></b> Intervention/Red (Below 20th percentile)	Decoding Skills	<b>Star CBM: Passage Oral Reading Fluency</b>  Intervention/Red Y or N	<b>Star CBM: Passage Oral Reading Fluency</b>  Intervention/Red Y or N	<b>Star CBM: Passage Oral Reading Fluency</b>  Intervention/Red Y or N
<b>2. <u>Star CBM: Passage Oral Reading Fluency (accuracy)</u></b> Below 90% accuracy	Sound-symbol Recognition Decoding Skills	<b>Star CBM: Passage Oral Reading Fluency</b>  Accuracy: _____	<b>Star CBM: Passage Oral Reading Fluency</b>  Accuracy: _____	<b>Star CBM: Passage Oral Reading Fluency</b>  Accuracy: _____
<b>3. <u>Star Encoding</u></b> Intervention/Red (Below 20th percentile)	Encoding	<b>Encoding</b>  Intervention/Red Y or N	<b>Encoding</b>  Intervention/Red Y or N	<b>Encoding</b>  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 4-8

Star Assessment Suite				
Subtest/Deficit Criteria	Related Skill Area(s)	FALL	WINTER	SPRING
<b>1. Grades 4-6: <u>Star CBM: Passage Oral Reading Fluency (rate)</u></b> Intervention/Red (Below 20th percentile) <b><u>Grades 7-8*: FastBridge CBM Reading</u></b> High Risk (!!) 	Decoding Skills	<b>4-6: Star CBM: Passage Oral Reading Fluency</b> Intervention/Red Y or N  <b>7-8: FastBridge CBM Reading</b> High Risk (!!) Y or N	<b>4-6: Star CBM: Passage Oral Reading Fluency</b> Intervention/Red Y or N  <b>7-8: FastBridge CBM Reading</b> High Risk (!!) Y or N	<b>4-6: Star CBM: Passage Oral Reading Fluency</b> Intervention/Red Y or N  <b>7-8: FastBridge CBM Reading</b> High Risk (!!) Y or N
<b>2. <u>Star CBM: Passage Oral Reading Fluency (accuracy)</u></b> Below 90% accuracy <b><u>Grades 7-8*: FastBridge CBM Reading</u></b> Below 90% accuracy 	Sound-symbol Recognition Decoding Skills	<b>4-6: Star CBM: Passage Oral Reading Fluency</b> Accuracy: _____  <b>7-8: FastBridge CBM Reading</b> Accuracy: _____	<b>4-6: Star CBM: Passage Oral Reading Fluency</b> Accuracy: _____  <b>7-8: FastBridge CBM Reading</b> Accuracy: _____	<b>4-6: Star CBM: Passage Oral Reading Fluency</b> Accuracy: _____  <b>7-8: FastBridge CBM Reading</b> 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
<b>3. <u>Grades 4-6: Star Encoding*</u></b> <b>Grade 4:</b> Below 44% (F), 48% (W), 52% (S) <b>Grade 5:</b> Below 52% (F), 56% (W), 60% (S) <b>Grade 6:</b> Below 60% (F), 64% (W), 68% (S) <b><u>Grades 7-8: Encoding Measure</u></b> Deficit criteria may vary	Encoding Skills	<b>4-6: Star Encoding</b> Below Grade Level % Y or N <b>7-8: State-provided or district selected encoding measure</b> Deficit Y or N	<b>4-6: Star Encoding</b> Below Grade Level % Y or N <b>7-8: State-provided or district selected encoding measure</b> Deficit Y or N	<b>4-6: Star Encoding</b> Below Grade Level % Y or N <b>7-8: State-provided or district selected encoding measure</b> 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; See *Dyslexia Resource Guide*