URS Decision-Making Crosswalk

Star Assessment Suite

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

LEAs must administer all grade-appropriate subtests on the Minimum URS Matrix as part of the universal reading screener process. Additions or changes to the Minimum URS Matrix do not necessarily change an LEA's obligation to report K – 3 URS data to the department pursuant to the Tennessee Literacy Success Act. *See* State Board of Education Rule 0520-01-03-.15(8). Any changes related to data reporting requirements will be communicated directly to districts by the vendor and/or the department explicitly.

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

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

- Transfer sub scores to appropriate boxes.
- Determine if the student meets criteria for a deficit in that area. For Star Assessment Suite, this means below a score of 40 for the individual domains under Star Early Literacy. For CBM tools, a deficit is identified by classification of "Intervention" (below the 20th percentile). All risk indicator criteria is listed in the first column of each table under the subtest name. In grades 2 and up, districts will look at the accuracy percentage on oral reading fluency measures, in addition to overall percentile.
- Use the final row to calculate whether the student exhibits deficits in 50% of grade-level appropriate subtests related to skill areas. If a subtest is marked red or is not administered during that window, it should not be included in the total number of subtests used to determine if the student has a deficit in 50% or more of the grade-appropriate subtests given.

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

- If the parent provides consent, the LEA and appropriate team members will develop an ILP-D for the child that will be in place for one calendar year.
- If parent does not agree to an ILP-D, the child will still be served as determined by LEA, data teams, and support teams within the RTI[2] framework.

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

- This child will still be served as determined by LEA, data teams, and support teams within the RTI[2] framework, in compliance with T.C.A. § 49-1-229, the Tennessee Literacy Success Act, and Chapter 0520-01-03 of the State Board of Education Rules.

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

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

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Minimum Matrix Decision-Making Crosswalk   Kindergarten

Star Assessment Suite				
Subtest and Deficit Criteria	**Related Skills Area(s)**	**FALL**	**WINTER**	**SPRING**
1. **Star Early Literacy: Phonological Awareness Domain** 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. **Star Early Literacy: Phonics Domain** 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. **Star CBM: Letter Sounds** 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.

Star Assessment Suite				
Subtest and Deficit Criteria	**Related Skills Area(s)**	**FALL**	**WINTER**	**SPRING**
4. **Star CBM: Phoneme Segmentation** 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. **Star CBM RAN*: Color naming or Picture naming** 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
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	**Related Skill Area(s)**	**FALL**	**WINTER**	**SPRING**
1. **Star Early Literacy: Phonological Awareness Domain** 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. **Star Early Literacy: Phonics Domain** 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
6. **Star CBM: Phoneme Segmentation** 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. **Star CBM: Expressive Nonsense Words** 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	**Related Skill Area(s)**	**FALL**	**WINTER**	**SPRING**
5. Star CBM: Passage Oral Reading Fluency 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. Star CBM RAN*: Color naming or Picture naming 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. Star Encoding 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 _____

*See *Dyslexia Resource Guide* for more information

Minimum Matrix Decision-Making Crosswalk Grades 2-3

Star Assessment Suite				
Subtest	**Related Skill Area(s)**	**FALL**	**WINTER**	**SPRING**
1. **Star CBM: Passage Oral Reading Fluency (rate)** 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. **Star CBM: Passage Oral Reading Fluency (accuracy)** 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: _____
8. **Star Encoding** 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 4-8

Star Assessment Suite				
Subtest	**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) **Grades 7-8***	Decoding Skills	**4-6: Star CBM: Passage Oral Reading Fluency** Intervention/Red Y or N **7-8***	**4-6: Star CBM: Passage Oral Reading Fluency** Intervention/Red Y or N **7-8***	**4-6: Star CBM: Passage Oral Reading Fluency** Intervention/Red Y or N **7-8***
2. **<u>Star CBM: Passage Oral Reading Fluency (accuracy)</u>** Below 90% accuracy **Grades 7-8***	Sound-symbol Recognition Decoding Skills	**4-6: Star CBM: Passage Oral Reading Fluency** Accuracy: _____ **7-8***	**4-6: Star CBM: Passage Oral Reading Fluency** Accuracy: _____ **7-8***	**4-6: Star CBM: Passage Oral Reading Fluency** Accuracy: _____ **7-8***
3. **<u>Grades 4-6: Star Encoding**</u>** **Grade 4:** Below 55% **Grade 5:** Below 60% **Grade 6:** Below 65% **Encoding Measure** 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 ____

*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; **Grades 4-6 are still in field testing; these are preliminary suggestions; See *Dyslexia Resource Guide*