

URS Decision-Making Crosswalk

aimswebPlus

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.

This crosswalk document 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 aimswebPlus, this means below the 25th percentile on all measures except the Rapid Automated Naming subtest (RAN), which is a deficit if marked "Not Typical." In grades 2 and above, districts will look at the accuracy percentage on oral reading fluency measures, in addition to overall percentile on silent/oral reading fluency.
- 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 Individualized Learning Plan for Characteristics of Dyslexia (ILP-D).

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

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

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

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

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

Minimum Matrix Decision-making Crosswalk

Kindergarten

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Subtest and 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	Related Skill Area(s)	FALL	WINTER	SPRING
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 _____
<i>Does the student exhibit a deficit in 50% of the grade-appropriate subtests?</i>		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____

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

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

Minimum Matrix Decision-making Crosswalk

Grade 1

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Subtest	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>Oral Reading Fluency</u> Below the 25th percentile	Decoding Skills	Oral Reading Fluency Percentile: _____	Oral Reading Fluency Percentile: _____	Oral Reading Fluency Percentile: _____
4. <u>RAN (Objects)*</u> Not Typical	RAN	RAN (Objects) Typical _____ Not Typical _____	RAN (Objects) OPTIONAL* Typical _____ Not Typical _____	RAN (Objects) OPTIONAL* Typical _____ Not Typical _____
5. <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 _____

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

Minimum Matrix Decision-making Crosswalk

Grades 2-3

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Subtest	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: _____
<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

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Subtest	Related Skill Area(s)	FALL	WINTER	SPRING
1. <u>Silent Reading Fluency*</u> Below 25th percentile <u>OR</u> Oral Reading Fluency (rate) Below 25th percentile	Decoding Skills	SRF* Percentile: _____ <u>OR</u> If SRF invalid: ORF Percentile: _____	SRF* Percentile: _____ <u>OR</u> If SRF invalid: ORF Percentile: _____	SRF* Percentile: _____ <u>OR</u> If SRF invalid: 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>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 _____

*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 Silent Reading Fluency 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 Oral Reading Fluency measure. Therefore, it must be administered regardless of performance on Silent Reading Fluency; ***See [Dyslexia Resource Guide](#)