URS Decision-Making Crosswalk

i-Ready 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 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 i-Ready Suite, this means below the domain cut score or at the placement levels described in the following crosswalk. In grades 2 and above, districts will 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 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 on two consecutive URS windows. 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. See updated *Dyslexia Resource Guide* for more information about eligibility for and exit from ILP-Ds.

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

i-Ready Suite

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

🟥 = not aligned with instructional scope and sequence and should not be considered for those screening windows. This subtest is administered but not counted toward deficit determination during identified window(s).

Minimum Matrix Decision-Making Crosswalk Kindergarten

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

Minimum Matrix Decision-Making Crosswalk

Grade 1

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

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

Minimum Matrix Decision-Making Crosswalk

Grades 4-8

i-Ready Suite				
Subtest	**Related Skill Area(s)**	**FALL**	**WINTER**	**SPRING**
1. **4-6: i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment* (rate)** Below 25th percentile ***7-8**	Decoding Skills	**4-6: i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment*** Percentile: _____ **7-8***	**4-6: i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment*** Percentile: _____ **7-8***	**4-6: i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment*** Percentile: _____ **7-8***
2. **i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment* (accuracy)** Below 90% accuracy ***7-8**	Sound-symbol Recognition Decoding Skills	**4-6: i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment*** Accuracy: _____ **7-8***	**4-6: i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment*** Accuracy: _____ **7-8***	**4-6: i-Ready Literacy Task for Passage Reading Fluency Benchmark Assessment*** Accuracy: _____ **7-8***
3. **Encoding Measure**** Deficit criteria may vary	Encoding Skills	**State-provided or district selected encoding measure** Deficit Y or N	**State-provided or district selected encoding measure** Deficit Y or N	**State-provided or district selected encoding measure** Deficit Y or N
Does the student exhibit a deficit in 50% of the grade-appropriate subtests?		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____

*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*