



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**

**AMIRA**

Technical Support: Screening for  
Characteristics of Dyslexia

This guidance is based off of information provided by the vendor, and is provided to assist districts in quickly finding essential information for using this screening instrument to meet the requirements of screening for characteristics of dyslexia. Specific questions about the assessment should be directed to the vendor.

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## General Information

Setting:	Whole group with each student on their own computer
Method:	Online
Other:	Amira automatically proctors and scores all Dyslexia screens providing a specific indication of high-risk students.

## Grade Level Assessment Pathway

To screen for characteristics of dyslexia, students must first take the Universal Screening Assessment.

Measure	Approximate Time to Administer
RAN	2 minutes
Phonics/Alphabetic Knowledge	2 minutes
Word Identification Fluency	2-3 minutes
Phonemic Awareness: Blending & Segmenting	2 minutes
Nonsense Word Fluency/ Decoding	2 minutes
Oral Reading Fluency	2 minutes
Reading Comprehension	2 minutes



## Accommodations

Amira is a voice-based interface. The software supports a range of accommodations for students with special needs.

[Guide to Amira's Accommodations](#)

## English Learners

Amira enables screening in both Spanish and English. Amira also provides English screening with Spanish Language Proctoring.

[Enable Spanish Directions and Prompts while Reading in English](#)

## Determining Risk for Characteristics of Dyslexia



### **Using The Amira Dyslexia Screener To Follow The Oklahoma RSA Screening Process**

#### **Overview:**

The Oklahoma State Department of Education's Implementation Guide provides specific guidance for Early Screening. This document lays out a recommended process for using the Amira Universal & Dyslexia Screener to successfully implement the State's guidance.

#### **Context:**

The Implementation Guide provides the following approach for identification of Risk Levels.

#### **VENDOR-SPECIFIC TECHNICAL GUIDANCE**

Each vendor provides a technical manual for both universal screeners and screeners for dyslexia. These manuals can be found on the [RSA Coordinator](#) webpage. The universal screener manual identifies the composite grade-level target for each assessment window in each grade. Each technical manual for screeners of characteristics of dyslexia defines the risk level for each sub-test. After completing screening assessments, the data team must review the sub-test scores for the student to determine if there is risk for dyslexia. If students are below the provided threshold in any sub-tests, the team should consider the possibility of risk and provide the appropriate instruction or intervention. The level of risk will help the team identify the intensity of the intervention needed. For example, if a student is below the target on assessments for phonemic awareness, appropriate intervention in the specific phonemic awareness skill needed should be provided. If the student demonstrates severe risk, a more intensive intervention will be needed.



## Step 1: Dyslexia Screening: Identify Dyslexia Risk

Following *The Implementation Guide*:

The initial step is to compare student risk to Amira’s Composite Score. Amira makes this easy – the Dyslexia Risk Index (DRI) summarizes the degree to which a student is evidencing the signals and markers of Dyslexia. Any student with a DRI score above 30 should be considered at-risk. This number holds for ALL grades and ALL testing windows. You don’t need to worry about a panoply of varying numbers. The bigger the Dyslexia Risk Composite score, the greater the overall risk.

### Summary:

The higher a student’s Dyslexia Risk Score, the greater the likelihood that the student is dyslexic or will have greater than normal struggle to acquire reading fluency.

### Process:

Using Amira’s Reporting to identify the Composite Score for Risk is easy. The first step is to log in and access the Reports Page. Next, choose the Dyslexia Risk Report. The DRI is the number between 1 and 99 for each student, as shown below. This is the Composite Score Amira provides to enable an overall assessment of risk.

The screenshot shows the Amira Reports interface. The top navigation bar includes 'Review Activity', 'Reports', and 'Log Out'. The 'Select a Report' section offers several options: TRACKING REPORT, BENCHMARK REPORT, PROGRESS REPORT, PARENT REPORT, INSTRUCTIONAL RECOMMENDATIONS, SKILLS STATUS, SKILLS DIAGNOSTIC, and DYSLEXIA RISK REPORT. The 'Dyslexia Risk' report is selected, showing a list of students with their risk levels. A vertical dashed line indicates the Risk Cut Line at 30. Students with scores above 30 are highlighted in red, indicating they are 'At Risk, Stronger Signals'. Students with scores below 30 are highlighted in green, indicating they are 'Low Risk'.

Student	Risk Level	Risk Category
Cheryl Burns	57	At Risk, Stronger Signals
Rosie Douglas	29	Low Risk
Margie Holt	25	Low Risk
Claudia Medina	15	Low Risk
Geneva Flores	9	Low Risk
Ernesto Reynolds	9	Low Risk
Gretchen Bryant	8	Low Risk
Ignacio Owens	7	Low Risk
Roderick Underwood	5	Low Risk
Jacquelyn Hill	1	Low Risk

Legend:

- EN English Reading Risk
- ES Spanish Reading Risk
- At Risk, Stronger Signals
- At Risk, Weaker Signals
- Low Risk
- Risk Cut Line



## Step 2: Universal Screening: Place Students in Tiers

Following *The Implementation Guide*:

- **Tier 1: Core Instruction**
  - Score at or above the 40<sup>th</sup> percentile on universal screening. Core instruction should meet the needs of these students, and an Individualized Program of Reading Instruction (IPRI) is not needed.
  - These students are not required to be assessed for characteristics of dyslexia.
- **Tier 1 + Differentiation**
  - Initially score between the 26<sup>th</sup> – 39<sup>th</sup> percentile on universal screening assessment. *If there are one or more sub-test scores that are significantly lower than the target, consider increasing intensity.*
  - These students must be assessed for characteristics of dyslexia.
- **Tier 2: Supplemental Instruction**
  - Initially score between the 11<sup>th</sup> – 25<sup>th</sup> percentile on universal screening, OR
  - Initially score between the 26<sup>th</sup> – 39<sup>th</sup> percentile but have received differentiated instruction for more than 12 weeks or 3 data points on progress monitoring without making significant progress.
  - These students must be assessed for characteristics of dyslexia.
- **Tier 3: Intensive Intervention**
  - Initially score between the 1<sup>st</sup> – 10<sup>th</sup> percentile on universal screening, OR
  - Initially score between the 11<sup>th</sup> – 25<sup>th</sup> percentile but have received Tier 2 intervention for more than 20 weeks or 5 data points on progress monitoring without making significant progress.
  - These students must be assessed for characteristics of dyslexia.

### Summary:

Overall mastery PRs should be used to tier students.

To use the 4-tier approach desired by Oklahoma, make sure the ARM version (as opposed to the WCPM version) of the Instructional Recommendations report is on by looking at the Student Classification box under the student's name. This will provide a 4-color tiering that aligns to the Oklahoma requirements. If you don't see "Oklahoma RSA Screening", please contact your CSM to have this configuration turned on.

### Process:

To tier students, utilize the Instructional Recommendations (Reading Rope) Report.

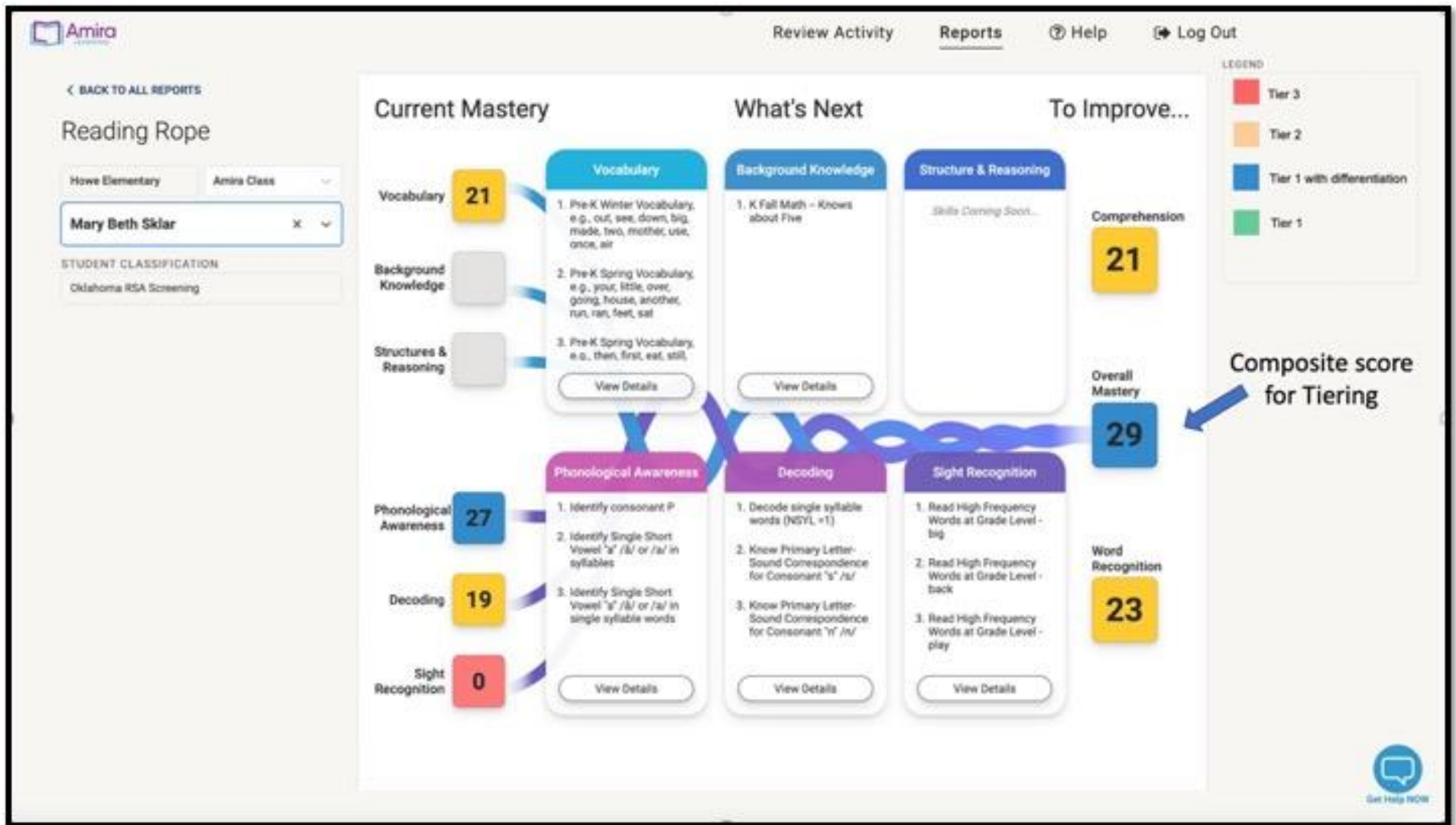
First, go to the Reports Screen.

Next, choose the Instructional Recommendations Report

Tiers are determined by the Composite Scores for Overall Mastery. This is located on the righthand, center of the report.

- Students who should be in Tier 1 (Core) will show in Green.
- Students who should be in Tier 1 + (Differentiation) will show in Blue.
- Students who should be in a Tier 2 Intervention will be in Yellow.
- Students who should be in a Tier 3 intervention will be in Red.

The Green/Blue/Yellow/Red classification is based specifically on the Oklahoma cutlines.







## **Step 3: Universal Screening: Review Subtest Scores to Decide on An Intervention Strategy**

*Following The Implementation Guide:*

### **VENDOR-SPECIFIC TECHNICAL GUIDANCE**

Each vendor provides a technical manual for both universal screeners and screeners for dyslexia. These manuals can be found on the [RSA Coordinator](#) webpage. The universal screener manual identifies the composite grade-level target for each assessment window in each grade. Each technical manual for screeners of characteristics of dyslexia defines the risk level for each sub-test. After completing screening assessments, the data team must review the sub-test scores for the student to determine if there is risk for dyslexia. If students are below the provided threshold in any sub-tests, the team should consider the possibility of risk and provide the appropriate instruction or intervention. The level of risk will help the team identify the intensity of the intervention needed. For example, if a student is below the target on assessments for phonemic awareness, appropriate intervention in the specific phonemic awareness skill needed should be provided. If the student demonstrates severe risk, a more intensive intervention will be needed.

### Summary:

For high risk students, use sub-scores to identify the focus and intensity of the intervention.

### Process:

First, navigate to the Instructional Recommendations Report from the Report Page.

Second, use the sub-scores on the left-hand side of the report to identify a student's relative strengths and weaknesses.

The IR Report shows a student's PR for each thread of the reading rope. The PR will range from 1 to 99. The greater the value the stronger the student's mastery level in relationship to grade expectations. A PR for a thread below 10 means that the need for an intervention is extremely high. A PR between 10 and 25 indicates that an Intervention is desirable.

The focal point of the intervention strategy should be on the threads with the lowest scores.

### Note:

The Overall Mastery PR for students is based on ARM. Therefore, the PR for students who were not early readers will be the same as the PR for WCPM. The PR for students labelled Early Readers will now show up, whereas in the WCPM version the PRs are blank (grey with no number showing).

However, when the ARM version is on the PRs for sub-scores will be keyed to the ARM score, not the WCPM score. Therefore, PRs for students with a WCPM score will be different than in the non-ARM Recommendations report, often meaningfully different.

# Technical Guidance for Dyslexia Screener Amira – Houghton Mifflin Harcourt



Amira
Review Activity
Reports
Help
Log Out

< BACK TO ALL REPORTS

## Reading Rope

Howe Elementary    Amira Class

Mary Beth Sklar    X

STUDENT CLASSIFICATION  
Oklahoma RSA Screening

### Current Mastery

**Vocabulary** 21

**Background Knowledge**

**Structures & Reasoning**

**Phonological Awareness** 27

**Decoding** 19

**Sight Recognition** 0

### What's Next

**Vocabulary**

1. Pre-K Winter Vocabulary, e.g., out, see, down, big, made, two, mother, use, once, sit
2. Pre-K Spring Vocabulary, e.g., your, little, over, going, house, another, run, ran, feet, sat
3. Pre-K Spring Vocabulary, e.g., then, first, eat, still

View Details

**Background Knowledge**

1. K Fall Math – Knows about Five

View Details

**Structure & Reasoning**

Skills Coming Soon...

View Details

**Phonological Awareness**

1. Identify consonant P
2. Identify Single Short Vowel 'a' /i/ or /u/ in syllables
3. Identify Single Short Vowel 'a' /i/ or /u/ in single syllable words

View Details

**Decoding**

1. Decode single syllable words (NSYL +1)
2. Know Primary Letter-Sound Correspondence for Consonant 'n' /z/
3. Know Primary Letter-Sound Correspondence for Consonant 'h' /j/

View Details

**Sight Recognition**

1. Read High Frequency Words at Grade Level - big
2. Read High Frequency Words at Grade Level - back
3. Read High Frequency Words at Grade Level - glay

View Details

### To Improve...

**Comprehension** 21

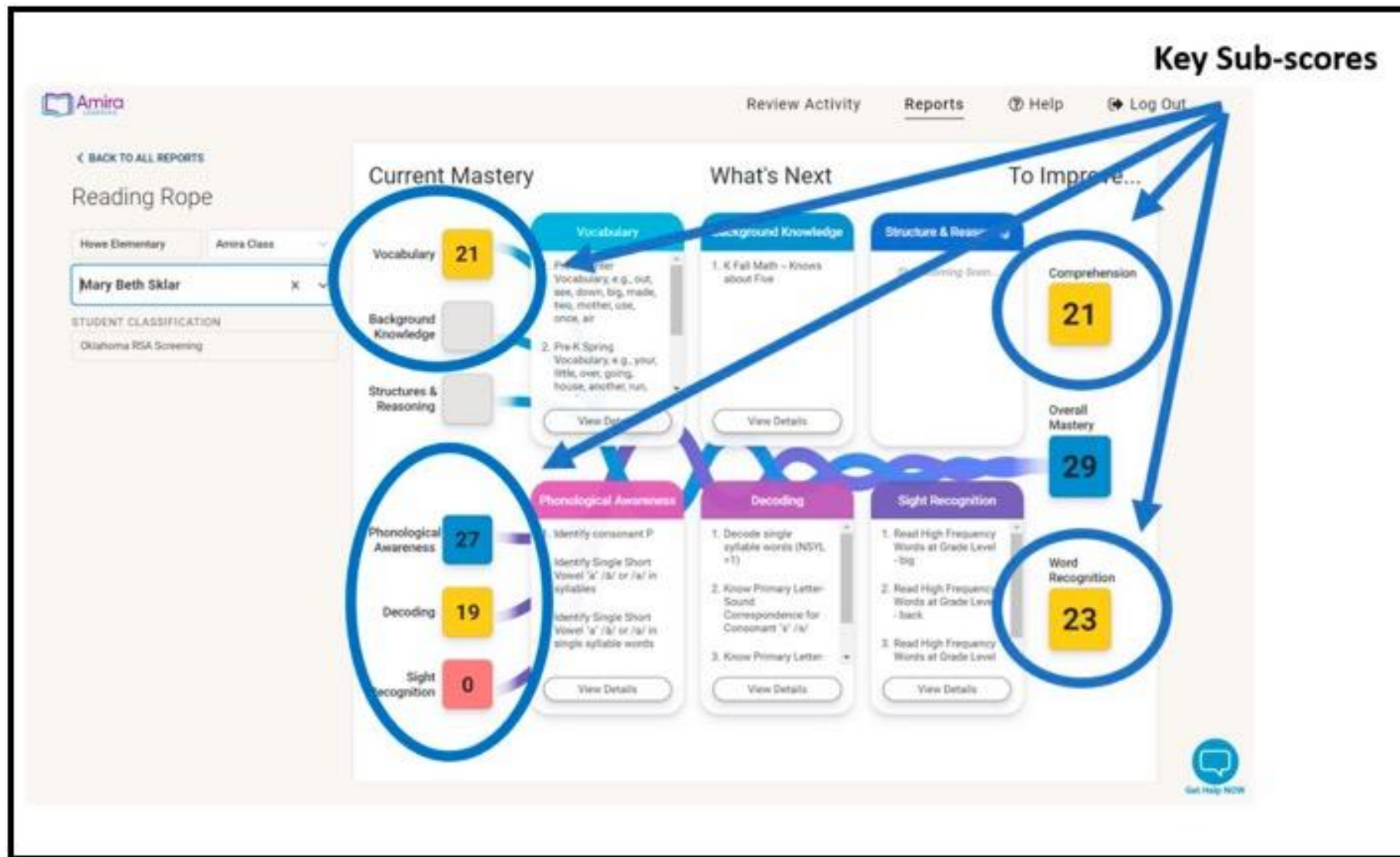
**Overall Mastery** 29

**Word Recognition** 23

LEGEND

- Tier 3
- Tier 2
- Tier 1 with differentiation
- Tier 1







## Understanding The Scores:

**Dyslexia Risk (DRI):** This score measure dyslexia risk, not overall mastery. The larger the score, the greater the signal that student may have characteristics of dyslexia. Find this score on the Dyslexia report.

**Composite Mastery Score:** This score is the composite (overall) mastery score for the student. The Score is based on the Amira Reading Mastery measure (ARM). ARM is focused on Adjusted Words Correct Per Minute (WCPM) for students able to read connected text and on foundational skills mastery for early readers unable to read connected text. The ARM PR shows a student's Percentile Ranking (PR) for their grade level. The PR ranges from 1 to 99. The higher the ARM PR, the more proficient the student.

This score is shown on the District Extract.

**Overall Mastery PR:** This score is the student's Percentile Ranking for all student at the same grade. The PR will be from 1 to 99. The PR is derived from the Composite Mastery Score, (the ARM per above).

**Sub Test Scores:** These Percentile Rankings are the sub-scores that should be analyzed to determine the nature and intensity of the intervention. The lower the score, the stronger the need for an intervention focused on this area of mastery. These sub-scores are based on looking specifically at student performance with respect to items related to the skill. For example, nonsense word fluency items (NWF) are used to help calculate the Decoding PR. The sub test scores include the following areas:

- Vocabulary PR
- Knowledge PR
- Decoding PR
- Phonological Awareness PR
- Sight Recognition PR

**Contributing Scores:** Comprehension PR and Word Recognition PR are rollups of the Subtest scores.

- Comprehension PR is a rollup of the Vocabulary PR and Knowledge PR.
- Word Recognition PR is a rollup of the Decoding PR, Phonological Awareness PR and Sight Recognition PR.



## **District Extracts:**

Districts can easily access the key student data using the weekly extracts.

The District Extract shows:

**DRI:** for every student that has completed the Screener components. The ORF component is not necessary for the calculation of this score.

**ARM:** for every student that has completed either the Screener or the ORF, an ARM score will be generated. ARM scores range from 0 up to 200. Early Readers will have scores from 0 to just above 15.

Students able to read connected text will have a score that reflects their ability to read fluently.