



OKLAHOMA STATE DEPARTMENT OF EDUCATION

**AMIRA**

Universal Screener Technical Support

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 the Reading Sufficiency act (RSA). Specific questions about the assessment should be directed to the vendor.

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## Contact Information

Name:	Trisha Jones
Phone:	405.762.6020
Email:	<a href="mailto:Trisha.Jones@amiralearning.com">Trisha.Jones@amiralearning.com</a>
Website:	<a href="http://www.amiralearning.com">www.amiralearning.com</a>

## General Information for Administration

Setting:	Whole group with each student on their own computer
Method:	Online
Assessment Type:	Computer adaptive and curriculum-based measure
Assessment Time:	Average of 10-15 minutes

## Remote Testing Guidance

Guidance for conducting Amira assessments remotely can be found here:  
[Directions & Best Practices for Remote Assessment Administration](#)



## Required Assessment Components

The following subtests are used to determine the composite score and guide instructional decisions.

Content Area	Assessment Name	Abbreviation
Phonemic Awareness	Amira Screener PA PR	PA PR
Alphabetic Principle and Basic Phonics	Amira Screener Decoding PR	DC PR
Advanced Phonics and Word Attack Skills	Amira Screener Word Rec PR	WR PR
Accurate and Fluent Reading of Connected Text	Amira Screener ORF PR	ORF PR
Reading Comprehension	Amira Screener Comp PR	CM PR

## 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](#)

In order to meet the requirements for promotion through Pathway 2 with the screening assessment, the student must be able to meet the end-of-year 3<sup>rd</sup>-grade target in English.



## Grade Level Targets

The following descriptors are provided by Houghton Mifflin Harcourt to assist in interpreting student scores. For a more in-depth explanation, please refer to the [Technical Guide for Amira Assessment](#) provided by the publisher.

**At or Above Benchmark.** For students who score At or Above Benchmark, the overall likelihood of achieving subsequent reading goals is approximately 80% to 90%. These students are likely to need effective core instruction to meet subsequent early literacy and/or reading goals.

**Below Benchmark.** For students with scores between the benchmark goal and the cut point for risk, the overall likelihood of achieving subsequent early literacy/reading goals is approximately 40% to 60%. These students are likely to need strategic support to ensure their achievement of future goals. Strategic support generally consists of carefully targeted supplemental support in specific skill areas in which students are having difficulty.

**Well Below Benchmark.** For students who score below the cut point for risk, the overall likelihood of achieving subsequent early literacy/reading goals is low, approximately 10% to 20%. These students are identified as likely to need intensive support. Intensive support refers to interventions that incorporate something more or something different from the core curriculum or supplemental support. First, second, or third grade students who meet the end-of-year third grade-level target score are eligible for promotion to fourth grade. **For Amira students must have a composite score of 40th PR to meet this option.** According to state statute 70 O.S. § 1210.508C(1)(1), “after a student has demonstrated proficiency through a screening instrument, the district shall provide notification to the parent or guardian of the student that they have satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention.”

The scores listed on the following chart are the Reading Composite Scores determined by the required assessments listed above. The composite scores listed in the table reflect the grade-level target scores. **Students scoring below the At Benchmark Score are considered at-risk for not meeting grade level reading expectations, and should be placed on an Individualized Program of Reading Instruction (IPRI).**

Amira's benchmarks are keyed to the Amira Reading Mastery composite score (ARM). This composite score is available for every student that takes the Screener/Assessment in both teacher and District reporting.

Data can be accessed in the following ways:

- Teacher Access: Teachers will view the PR score through the Instructional Recommendations Report
- Administrator Access: Administrators will be able to view the ARM (Amira Reading Mastery Score) and PR through their weekly Amira extracts (Note: ARM/PR correlations can be found through the following link: [Technical Guidance for the Oklahoma Screener](#))



		Beginning of Year	Middle of Year	End of Year
Kinder	Well Below Benchmark	3	4	5
	Below Benchmark	5	7	10
	<b>At Benchmark</b>	<b>8</b>	<b>12</b>	<b>15</b>
1 <sup>st</sup> grade	Well Below Benchmark	5	7	9
	Below Benchmark	8	12	22
	<b>At Benchmark</b>	<b>12</b>	<b>20</b>	<b>35</b>
2 <sup>nd</sup> grade	Well Below Benchmark	6	7	11
	Below Benchmark	16	29	41
	<b>At Benchmark</b>	<b>28</b>	<b>52</b>	<b>65</b>
3 <sup>rd</sup> grade	Well Below Benchmark	9	19	29
	Below Benchmark	35	54	64
	<b>At Benchmark</b>	<b>59</b>	<b>77</b>	<b>85</b>
4 <sup>th</sup> grade	Well Below Benchmark	23	33	36
	Below Benchmark	53	67	74
	<b>At Benchmark</b>	<b>71</b>	<b>87</b>	<b>95</b>
5 <sup>th</sup> grade	Well Below Benchmark	41	45	68
	Below Benchmark	76	81	103
	<b>At Benchmark</b>	<b>94</b>	<b>101</b>	<b>121</b>