



OKLAHOMA STATE DEPARTMENT OF EDUCATION

Amira

Technical Support

Universal Screening for Risk of Reading Difficulties,
including Characteristics of Dyslexia

This guidance is based off 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) and screening for characteristics of dyslexia. Specific questions about the assessment should be directed to the vendor.

September 2023



General Information

Contact Information

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Administration Information

Setting	Amira is administered online.
Average Time	10-15 minutes
Characteristics of Dyslexia	Amira automatically proctors and scores all dyslexia screens providing a specific indication of high-risk students.

Grade Level Assessment Pathway

	Beginning of Year	Middle of Year	End of Year
Kindergarten	Administer Universal screening to all students. Use results to guide instruction. *Results are reported on the RSA Survey: Beginning of Year report.	Administer Universal screening to all students. Write IPRI and administer dyslexia screening to students below the grade-level target.	Administer Universal screening to all students.
1 st -3 rd Grade	Administer Universal screening to all students. Write IPRI and administer dyslexia screening to students below the grade-level target. *Note: Amira's Universal Screener includes the dyslexia screener. There is no need to administer the dyslexia screener separately if using this product.	Administer Universal screening to all students. Adjust IPRI for students as needed. Write IPRI for students who have dropped below the grade-level target.	Administer Universal screening to all students.

Guidance for Testing Remotely

Guidance for conducting Amira assessments remotely can be found here: Directions & Best Practices for Remote Assessment Administration



Assessment Administration

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

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

Measure	Approximate Time to Administer
RAN	2 minutes
Word Manipulation	4-5 minutes
Phonics/Alphabetic Knowledge	2 minutes
Word Identification Fluency	2-3 minutes
Phonemic Awareness: Blending & Segmenting	3 minutes
Nonsense Word Fluency/ Decoding	2-3 minutes
Vocabulary	2 minutes
Spelling/Encoding	5 minutes
Oral Reading Fluency	4 minutes
Reading Comprehension	2-3 minutes



Special Considerations

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](#)

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



Using the Data to Determine Risk

Grade Level Targets

The following descriptors are provided by Amira Learning 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 3.45 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. ARM scores are shown in both Teacher and District reporting.

Data can be accessed in the following ways:

- **Teacher Access:** Teachers can view the ARM and PR score through the Benchmark Report and the Class Report. The ARM score is shown on most reports, including the Progress Report and Instructional Recommendation report.
- **Administrator Access:** Administrators can view the ARM (Amira Reading Mastery Score) and PR through the BoY to MoY to EoY Benchmark Only Report.

Note: ARM/PR correlations can be found through the following link: [Technical Guidance for the Oklahoma Screener](#)



Using the Data to Determine Risk

Determining Risk for Characteristics of Dyslexia

Step 1: Universal Screening: Place Students in Tiers

Following The Implementation Guide:

- **Tier 1: Core Instruction**
 - Score at or above the 40th 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 26th – 39th 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 11th – 25th percentile on universal screening, OR
 - Initially score between the 26th – 39th 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 1st – 10th percentile on universal screening, OR
 - Initially score between the 11th – 25th 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 Oklahoma 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 right hand, 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.



Using the Data to Determine Risk

Step 1: Dyslexia Screening: Identify Dyslexia Risk

Following The Implementation Guide:

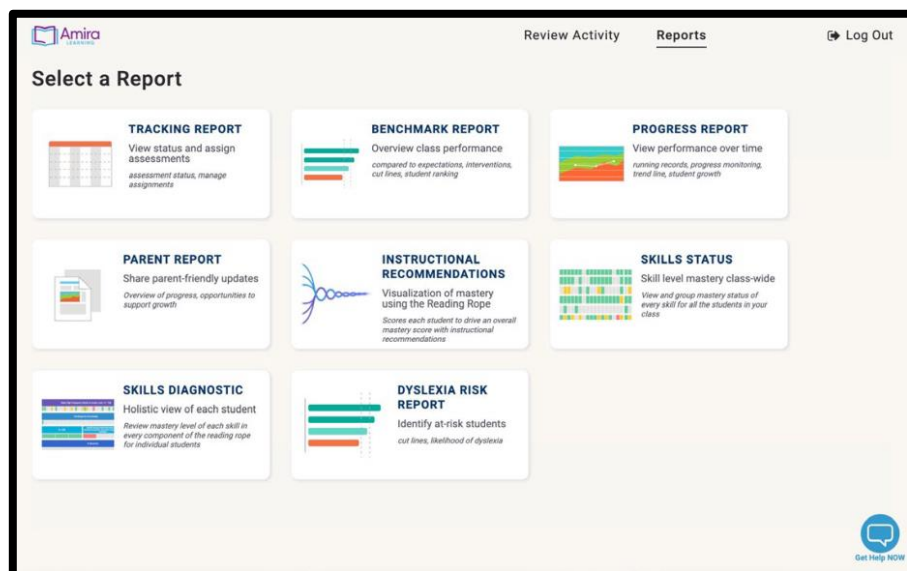
The initial step is to compare student risk to Amira's Composite Score. Amira makes this easy – the Dyslexia Risk Index (DRI) summarizes the degree to which a student is evidencing the signals and markers of Dyslexia. Any student with a DRI score above 30 should be considered at-risk. This number holds 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.

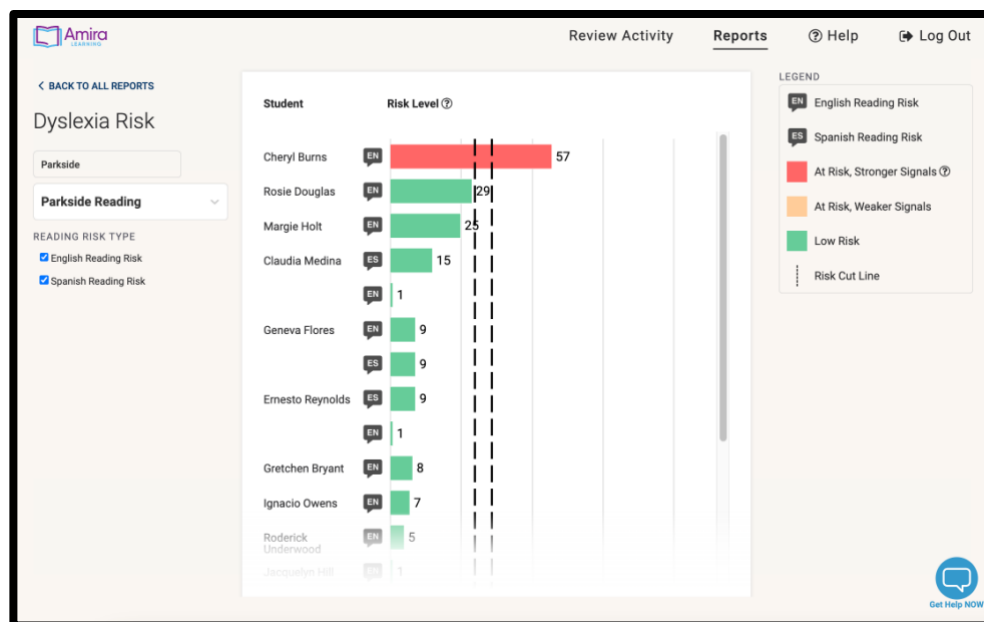




Using the Data to Determine Risk

Step 2: Universal Screening: Place Students in Tiers

*Following The
Implementation Guide:*





Using the Data to Determine Risk

- **Tier 1: Core Instruction**
 - Score at or above the 40th 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 26th – 39th 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 11th – 25th percentile on universal screening, OR
 - Initially score between the 26th – 39th 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 1st – 10th percentile on universal screening, OR
 - Initially score between the 11th – 25th 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

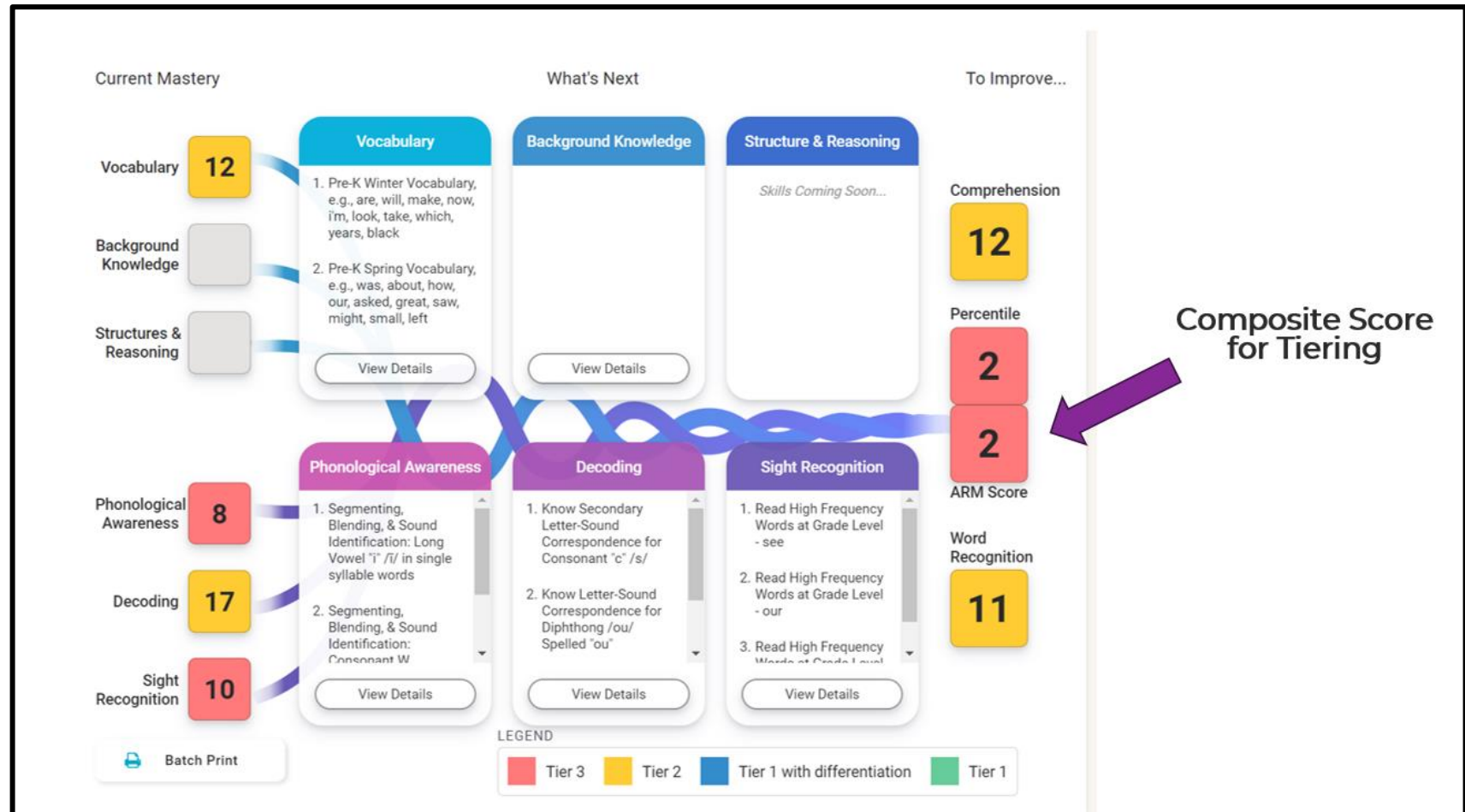
Tiers are determined by the Composite Scores for Overall Mastery. This is located on the righthand, center of the report.

- 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.



Using the Data to Determine Risk





Using the Data to Determine Risk

Step 2: 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.

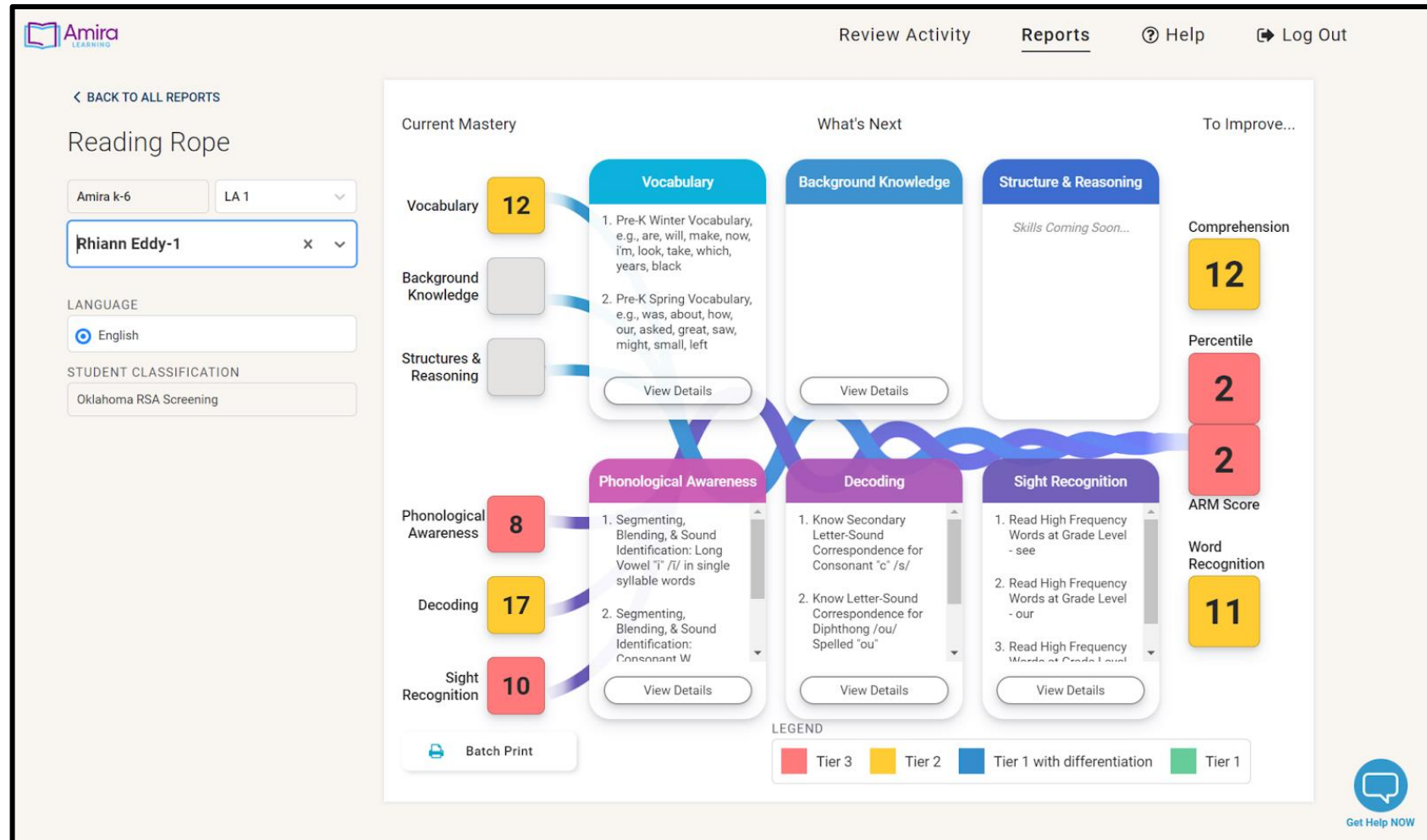
The focal point of the intervention strategy should be on the threads with the lowest scores.

Note:

The Overall Mastery PR for students is based on the ARM score (Amira Reading Mastery).

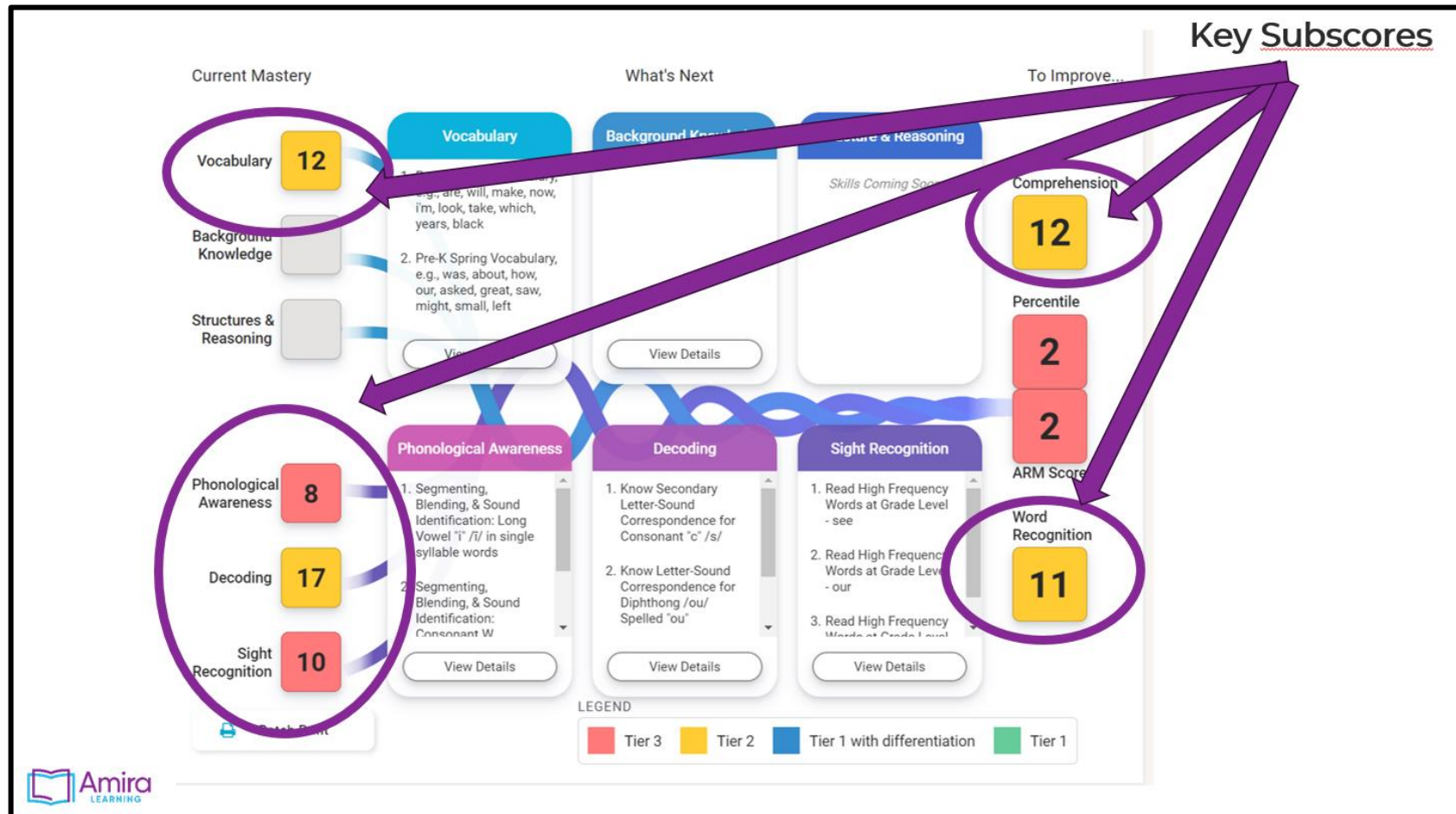


Using the Data to Determine Risk





Using the Data to Determine Risk





Using the Data to Determine Risk

Determining Risk for Characteristics of Dyslexia

Step 3: Dyslexia Screening: Identify Dyslexia Risk

Following The Implementation Guide:

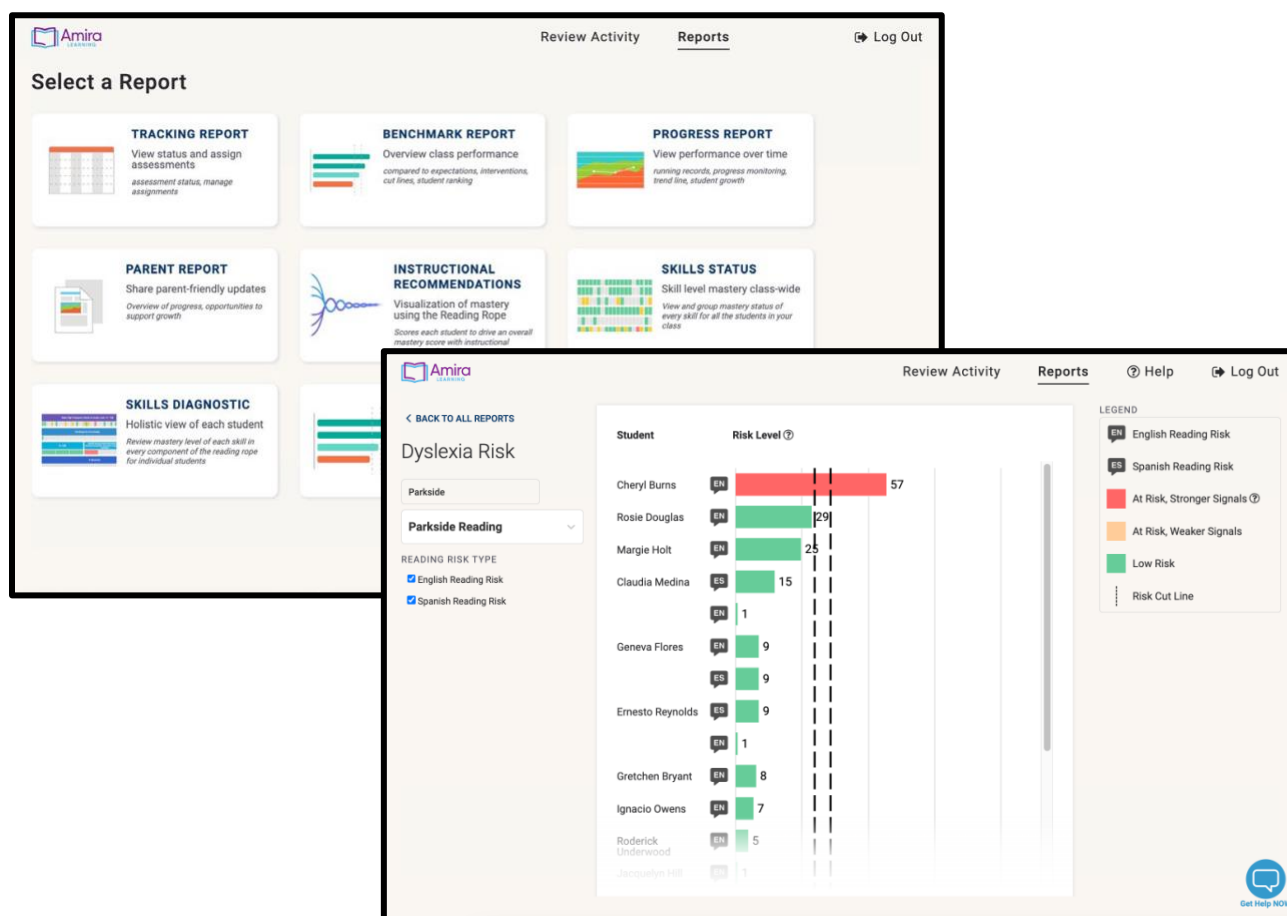
The Dyslexia Risk Index (DRI) summarizes the degree to which a student is evidencing the signals and markers of Dyslexia. Any student with a DRI score above 30 should be considered at-risk. This number holds for ALL grades and ALL testing windows. You don't need to worry about a panoply of varying numbers. 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.





Using the Data to Determine Risk

Understanding The Scores:

Dyslexia Risk (DRI): This score measures dyslexia risk, not overall mastery. The larger the score, the greater the signal that the 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). The ARM Score aims to factor in all of the information gleaned during the screening process. For students able to read connected text, oral reading fluency (ORF) conveys the majority of the signal available to Amira about a student's ability. For "early readers" (students who cannot yet read a passage), Amira relies on a student's interaction with the non-ORF reading tasks. But, for all students, the ARM distills the data available to Amira into a single score on a single scale.

The ARM Score is a Grade Level Equivalent (GLE). Scores will signal the grade level proficient of each student, expressed in the form G:M# (#.##). G = the Student's Grade Level Proficiency. M = the Student's Month of Proficiency within that Grade. # (the second decimal point) = a further refinement of proficiency within the Grade/Month.

So, an ARM score of 1.20 means that the student's proficiency is typical of students in First Grade during the 2nd month of the school year. A score of 3.50 means that a student is reading like a 50th PR student in Third Grade around December.

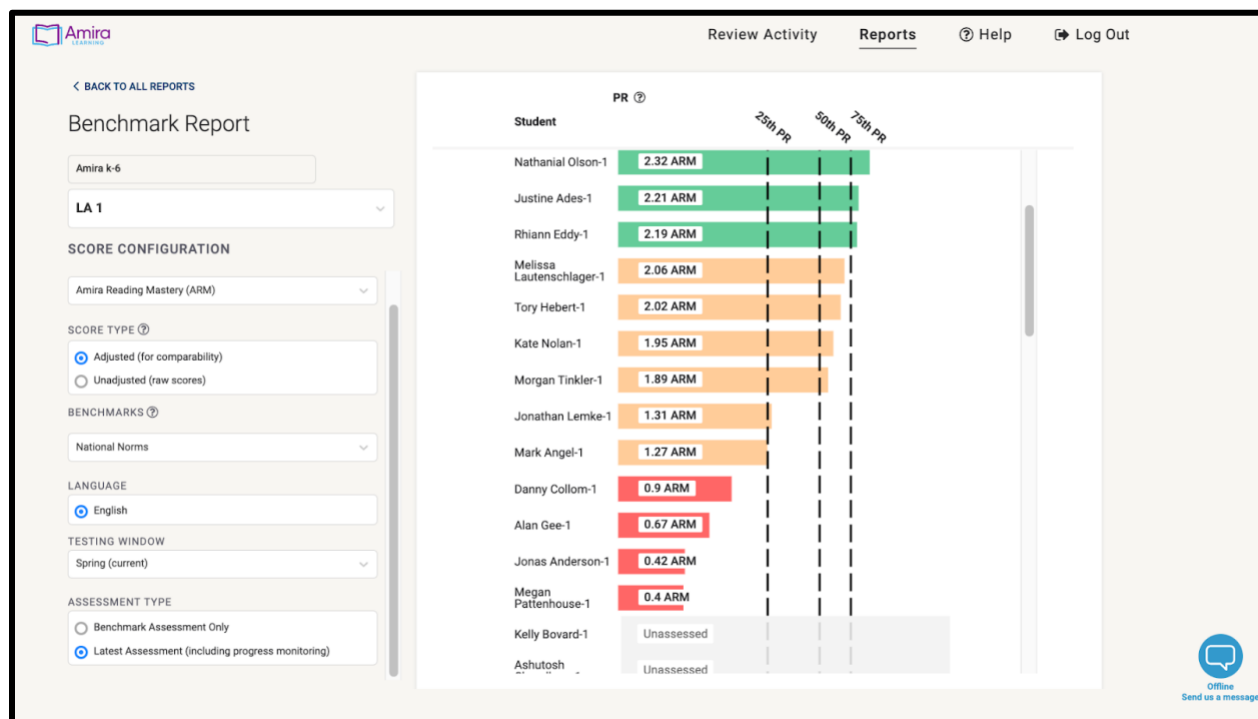
ARM scores are easy to interpret, per the table below:

Score	Grade	Example
< 0	Pre-K	-.30 (about 3 months of growth needed to be ready for kindergarten work)
0 to .99	Kindergarten	0.20 (Skills equal to a typical kindergartner in Sept/Oct of their K year.)
1 to 1.99	1st Grade	1.55 (Skills equal to a 50th PR first grader in December/January.
2 to 2.99	2nd Grade	2.00 (Skills equivalent to a student just starting 2nd grade.
3 to 3.99	3rd Grade	3.92 (Student Mastery is just shy of a typical 4th grader)
4 to 4.99	4th Grade	4.74 (Skills equal to a 50th PR student in Feb/March of 4th grade)



Using the Data to Determine Risk

Note: The ARM Score will update with new Progress Monitoring tests during a window. If a student is not able to read connected passages, this may result in the student's ARM score flipping to "Early Reader" instead of a score. Teachers can view the ARM score for only the Benchmark/Screening Assessments by selecting the "Benchmark Assessment Only" button on the left side of the screen.



Overall Mastery PR: This score is the student's Percentile Ranking for all students 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). The ARM PR shows a student's Percentile Ranking (PR) for their grade level. The higher the ARM PR, the more proficient the student. This score is shown on the BoY to MoY to EoY Benchmark Only Report.

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.



Using the Data to Determine Risk

Administrator Reports:

Districts can easily access the key student data using their Administrator Dashboard.:

DRI: This score can be found in the District Extracts for every student that has completed the Screener components. The ORF component is not necessary for the calculation of this score.

ARM & ARM PR: For every student that has completed either the Screener or the ORF, an ARM score and ARM PR will be generated. For Administrators these scores can be found on the BoY to MoY to EoY Benchmark Only Report.

Note: The ARM Score will update with new Progress Monitoring tests during a window. If a student is not able to read connected passages, this may result in the student's ARM score flipping to "Early Reader" instead of a score. Teachers can view the ARM score for only the Benchmark/Screener Assessments by selecting the "Benchmark Assessment Only" button on the left side of the screen.



Data Benchmarks

Universal Screening: Grade Level Targets

		Beginning of Year	Middle of Year	End of Year
Kinder	Well Below Benchmark	-.3	-.07	.15
	Below Benchmark	-.15	.14	.4
	At Benchmark	0	.35	.64
1 st grade	Well Below Benchmark	.3	.46	.67
	Below Benchmark	.6	.79	1.27
	At Benchmark	.91	1.21	1.62
2 nd grade	Well Below Benchmark	1.17	1.35	1.43
	Below Benchmark	1.49	1.79	2.08
	At Benchmark	1.89	2.27	2.57
3 rd grade	Well Below Benchmark	2.01	2.23	2.32
	Below Benchmark	2.48	2.84	2.95
	At Benchmark	2.9	3.25	3.45
4 th grade	Well Below Benchmark	2.61	3.03	3.27
	Below Benchmark	3.41	3.83	4.07
	At Benchmark	3.84	4.28	4.5
5 th grade	Well Below Benchmark	4.11	4.32	4.65
	Below Benchmark	4.63	4.89	5.35
	At Benchmark	4.92	5.22	5.66