



Report on Assessment Review

Reading Sufficiency Act: Universal & Dyslexia Screening Assessments

Purpose of Review

In order to identify students who might be at-risk for reading difficulty, the Reading Sufficiency Act (70 O.S.§1210.508C.A-B) requires that all students in kindergarten through third grade be given a universal screening assessment three times each year. Beginning in 2022-23, kindergarten through third-grade students who score below the grade-level target on the universal screener at the beginning of the year were also screened for characteristics of dyslexia (70 O.S.§1210.520). Both of these screening assessments must be approved by the Oklahoma State Board of Education. The purpose of this review was to identify assessments for both universal screening and dyslexia screening that meet the requirements of the Oklahoma statutes in order to make a recommendation to the Oklahoma State Board of Education.

Rationale for Review

The last review of universal screening assessments for the Reading Sufficiency Act (RSA) was completed in 2021 and went into effect in the 2022-2023 school year. At the same time, screening assessments for characteristics of dyslexia were also reviewed. Due to difficulties with completing reliability and validity studies during Covid, several vendors requested an opportunity to submit their products this year for consideration to be added to the existing list of approved screening assessments.

Because the two assessments are dependent on one another, it is recommended that assessments be approved in one of two categories:

- Universal screening assessment only
- Universal and dyslexia screening assessment

In order to effectively assess for risk of characteristics of dyslexia, the universal and dyslexia screener from the same vendor need to be used in cooperation with one another. Assessment approved for universal screening only may be used by a district if the district feels an additional screener is needed.

Review Process

A request for information (RFI) was released on January 19, 2023. Vendors were asked to provide the requested information for consideration by February 10, 2023. Scoring guides for each of the screening assessments, universal and dyslexia, were created based on requirements outlined in the respective statutes.



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A team of educational professionals from across the state who were knowledgeable about reading and assessing for reading difficulties was identified. Members of the team included classroom teachers, reading specialists, intervention teachers, an instructional coach, curriculum coordinators, principals, a school psychologist, and a special education director. Each of the fourteen members of the review team represented a unique district.

Prior to reviewing materials, team members met with staff from the Office of Curriculum and Instruction and the Office of Special Education to review the purpose of the screening assessments, the requirements listed in the scoring guide, and the process for review. Additional material from the National Center for Intensive Intervention was used to ensure a common understanding of reliability and validity of assessments.

Each team member was assigned one to two assessments to review independently. Each product was reviewed by three evaluators. Once independent reviews were completed, OSDE staff compared the results. If there were disagreements between the reviewers, they were asked to come together to discuss the evidence submitted and attempt to reach a consensus as to whether the element(s) in question met the requirements. If consensus could not be reached, other reviewers were asked to conduct an independent review of the product for the element(s) in question.

Required Qualifications of Screening Assessments

Ten categories were identified for the scoring guide for both universal and dyslexia screening assessments. Those categories are:

- Purpose of Screener
- Evidence of Reliability
- Evidence of Validity
- Required Skills Assessed
- Administration Requirements
- Accommodations Identified
- Data Management
- Family Resources
- Support for Administration
- Professional Development

Within each of the categories, descriptors specific to either the universal screening assessment or the dyslexia screening assessment were identified. Evidence for each of the required descriptors within a category had to be present for the category to be considered as having met the requirements. Each of the ten categories had to meet requirements in order to be recommended for approval by the Oklahoma State Board of Education.



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Results of Screening Assessment Review

The following products submitted for consideration as either a universal screening assessment, a screening assessment for characteristics of dyslexia, or both.

Assessment	Publisher	Type of Assessment
Early Learning Quick Assessment (ELQA)	University of Oklahoma	Universal *Kindergarten only
Exact Path	Edmentum	Universal and Dyslexia
FastBridge	Renaissance Learning	Universal and Dyslexia
iReady	Curriculum Associates	Dyslexia
Shawywitz Dyslexia Screen	Pearson	Dyslexia

The review team examined each of the submissions and determined if each of the required qualifications for universal screening were met or not. The results, along with recommendations for approval, are discussed for each submission below.

Early Learning Quick Assessment (ELQA): University of Oklahoma

The publisher submitted this assessment for consideration for kindergarten only. The review team found that this assessment met all the required elements of the universal screening assessment.

As a result of these findings, the review team recommends that this assessment be approved as a universal screening assessment for kindergarten only.

Exact Path: Edmentum

The publisher submitted this assessment for consideration for both universal and dyslexia screening. The review team found that this assessment met all the required elements of both screening assessments.

As a result of these findings, the review team recommends that this assessment be approved as a universal screening assessment and a screening for characteristics of dyslexia.

FastBridge: Renaissance Learning

The publisher submitted this assessment for consideration for both universal and dyslexia screening. The review team found that this assessment met all the required elements of both screening assessments.

It should be noted that this screening assessment was approved for use as both a universal screener and screener for characteristics of dyslexia in the 2021 review. Since the screening



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assessment was transferred to a different publisher, it was recommended the assessment be reviewed again to ensure all indicators were still met.

As a result of these findings, the review team recommends that this assessment be approved as a universal screening assessment and a screening for characteristics of dyslexia.

[iReady: Curriculum Associates](#)

The publisher submitted this assessment for consideration for dyslexia screening. The review team found that this assessment met all the required elements of the dyslexia screening assessment.

It should be noted that this screening assessment was approved for use as a universal screener in the 2021 review, so districts may choose this product to fulfill the requirements of both universal and dyslexia screening.

As a result of these findings, the review team recommends that this assessment be approved as a universal screening assessment and a screening for characteristics of dyslexia.

[Shaywitz Dyslexia Screen: Renaissance Learning](#)

The publisher submitted this assessment for consideration for dyslexia screening. The universal screening from this publisher has already been approved. The review team found that this assessment did not meet all the required elements of the dyslexia screening assessment. The committee found the following indicators did not have sufficient evidence:

- Validity
- Required Skills

Details and evidence for each of these indicators are listed below.

Lack of evidence for validity

The committee found that most of the evidence of validity provided in the response to the RFI was specific to the universal screening tool aimswebPlus. On page 29 of the PDF response, Pearson responded to the request for validity specific to the Shaywitz Dyslexia Screening Tool with the following statement:

“Psychometric analyses may vary with assessment type. In this case, a single form clinical screener and questionnaire-based assessment require the studies and analysis provided here. The questionnaire takes one person’s perspective so the inter-rater is not relevant. We don’t need alternate form because we only have one form. Test-retest would not be meaningful given that it is a survey and not a performance-based measure.”

Lack of required skills

The majority if the skills required are found in aimswebPlus, meaning that if the Shaywitz Dyslexia Screen were approved, it would need to be used in coordination with the universal screen to be effective. The concern raised by the committee was that the Rapid Automated Naming (RAN) subtest is listed as an optional assessment, but not part of the core battery. The



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committee could not find evidence in this narrative or in any of the information on reports or data about how the RAN is used to determine risk for characteristics of any reading difficulty, including dyslexia.

As a result of these findings, the review team does not recommend that this assessment be approved as a screening for characteristics of dyslexia.