Suggested Screening Guidance for New Hampshire

The New Hampshire Department of Education created *suggested* guidance documents to support schools and districts as they conduct the universal evidence-based literacy screenings required by New Hampshire legislation under HB 377 and RSA 200:59, effective September 2023. This law requires that schools and districts take the following actions:

- Screen students' reading ability from kindergarten through at least third-grade at least twice per school year. Initial screenings will take place within **60 days** from the start of the school year or within 60 days of students' entry to the school.
- Use a valid, developmentally appropriate, evidence-based screener.
- For students whose screening results are below relevant benchmarks for typical grade development in specific foundation skills, the schools must;
  - Complete a **secondary assessment** within **30 days** to determine which actions are necessary to provide evidence-based literacy instruction intervention or a referral to special education.
  - **Cut scores** for risk are **determined by the publisher** of each assessment tool. Publishers utilize different criteria to specify a student's individual risk given their current performance as compared to the normed or criterion-based standards. Refer to the technical and/or administration manual for the specific cut scores.

The NHED team conducted a comprehensive analysis of dyslexia screeners currently in use across different states. This analysis involved a formal literature review and gathering of input from stakeholders to determine the final list of recommended screeners. Representatives from The National Center for Improving Literacy were consulted. In addition, The National Center on Intensive Intervention was accessed to determine the validity and reliability of each screener. Valid and reliable evidence-based screeners are crucial in identifying students **at risk** for dyslexia. These screeners provide norms and establish cut points to determine an individual student's level of risk.

The suggested screeners listed below were evaluated to determine if their product assessed students in the ten core components of literacy instruction, which include:

1. Phonological Awareness
2. Phonemic Awareness
3. Sound Symbol Recognition
4. Alphabet Knowledge
5. Decoding skills
6. Encoding skills
7. Rapid Naming
8. Language Knowledge ie. Vocabulary
9. Oral Fluency
10. Reading Comprehension - Reading and Listening

Acadience The DIBELS Next/ Acadience Reading K–6

Acadience The DIBELS Next/ Acadience Reading K–6 Previously known as *DIBELS Next*, a set of one-minute fluency measures that can be used for universal screening, benchmarking and includes progress monitoring measures.

✅ Phonemic Awareness	✅ Decoding Nonsense Words	🚫 Vocabulary
✅ Phonology	✅ Word Recognition	✅ Oral Reading Fluency
✅ Rapid Naming* Letters	🚫 Encoding Spelling	✅ Reading Comprehension
🚫 Sound identification in isiolaton	✅ RAN * Letters	🚫 Oral reading Comprehension

Additional hyperlinked resources include the Acadience report from the National Center on Intensive Intervention, the Assessment Manual and the Technical Advisory.

aimswebPlus Reading

aimswebPlus Reading is used for screening, benchmarking, progress monitoring and RAN measures. (Optional resources include the Shaywitz Dyslexia Screener, which allows for mass screenings).

✅ Phonemic Awareness	✅ Decoding Nonsense Words	✅ *Auditory Vocabulary
✅ Phonology	✅ Word Recognition	✅ Oral Reading Fluency
✅ Rapid Naming* Letters	✅ Encoding *Written Expression	✅ Reading Comprehension
✅ Sound identification *Initial Sounds	✅ RAN * Letters + Objects	✅ Oral reading Comprehension

Additional hyperlinked resources include the aimswebPlus report from the National Center on Intensive Intervention, and the Technical Manual.

DIBELS 8th Edition

DIBELS 8th Edition from University of Oregon-Materials can be downloaded for free.

DIBELS Data System (DDS) for data storage and reporting is available through Amplify for a fee, but it can be used with DIBELS 8 Data System (DDS), offered through Amplify as an online data collection tool. https://dibels.uoregon.edu/materials/dibels.

✅ Phonemic Awareness	✅ Decoding nonsense words	🚫 Vocabulary
✅ Phonology	✅ Word Recognition	✅ Oral Reading Fluency
✅ Rapid Naming* Letters	🚫 Encoding Spelling	✅ Reading Comprehension
🚫 Sound identification in isiolaton	✅ RAN * Letters	🚫 Oral reading Comprehension

Additional hyperlinked resources include the DIBELS report from the National Center on Intensive Intervention, and the Technical Manual.

FastBridge

FastBridge, from Renaissance, FAST earlyReading and CBMreading, and aReading. EarlyReading is an assessment of essential early reading skills such as concepts of print, phonemic awareness, phonics, and fluency CBMreading is a research-based assessment offered in English for grades 1-8.

✅ Phonemic Awareness	✅ Decoding Nonsense Words	✅ Vocabulary * FastBridge, from Renaissance, includes earlyReading, CBMreading, Autoreading, and aReading.
✅ Phonology	✅ Word Recognition	✅ Oral Reading Fluency
✅ Rapid Naming* Letters	✅ Encoding *Spelling	✅ Reading Comprehension
✅ Sound identification	✅ RAN * Letters + Objects	✅ Oral reading Comprehension

Additional hyperlinked resources include the FAST early Reading and CBMReading reports from the National Center on Intensive Intervention and the Technical Report.

Istation

Istation Indicators of Progress (ISIP) Early Reading is an online formative assessment designed to: identify children at risk for reading difficulties, provide automatic and continuous progress monitoring of skills that are predictors of later reading success, and provide immediate and automatic linkage of data to student learning needs, which facilitates differentiated instruction.
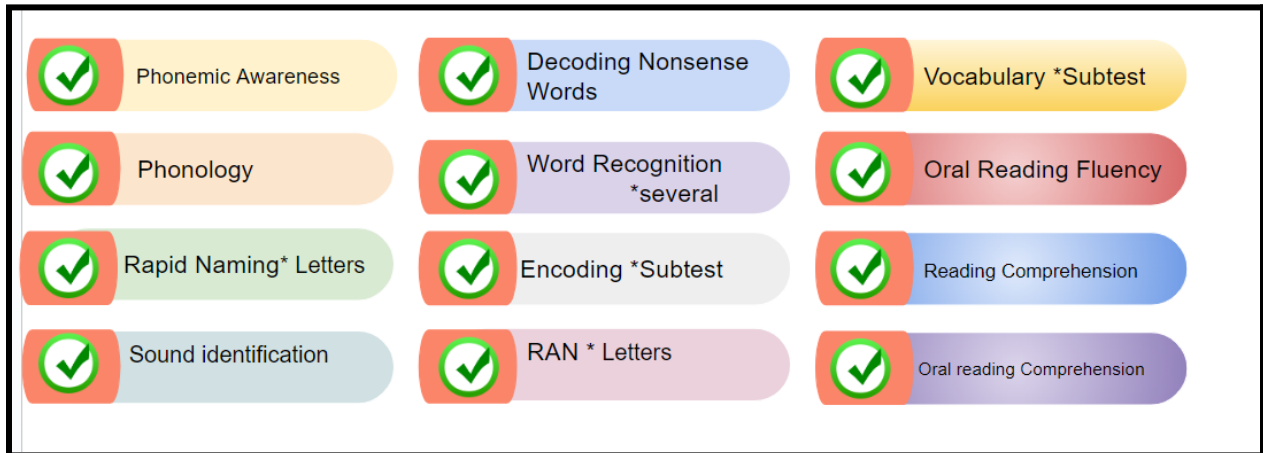
Additional hyperlinked resources include an Istation report from the National Center on Intensive Intervention.

MCLASS

mCLASS, from Amplify, offers the digital administration of DIBELS 8th edition. This is a series of one-minute fluency measures that can be used for screening, benchmarking and progress monitoring.
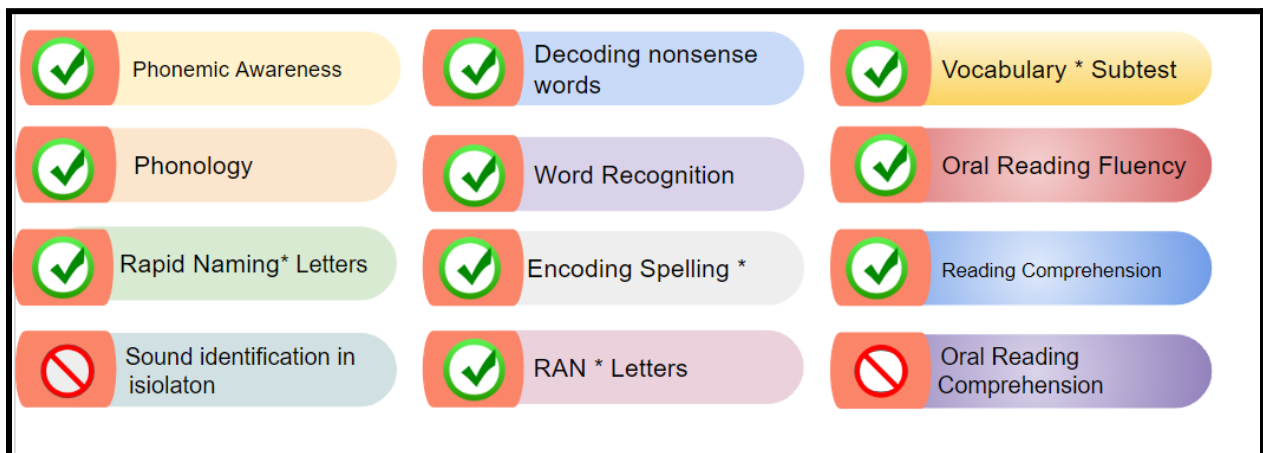
Additional hyperlinked resources include a mCLASS report from the National Center on Intensive Intervention.

* additional screening measures

STAR Elementary Reading, CBM, from Renaissance *Bundle

Star CBM Reading is a 60-90 second probes (individually administered) Star Early Literacy- 20 minutes each (computer-based). *Star CBM Reading* is administered one-to-one with a focus on foundational literacy skills and fluency. *Star Early Literacy* (grades PK-3)is a computer adaptive assessment that measures early literacy skills. *Star Reading* (grades PK-12) is a computer adaptive reading assessment that measures comprehension and vocabulary of independent readers.

Combined CBM and Early Literacy
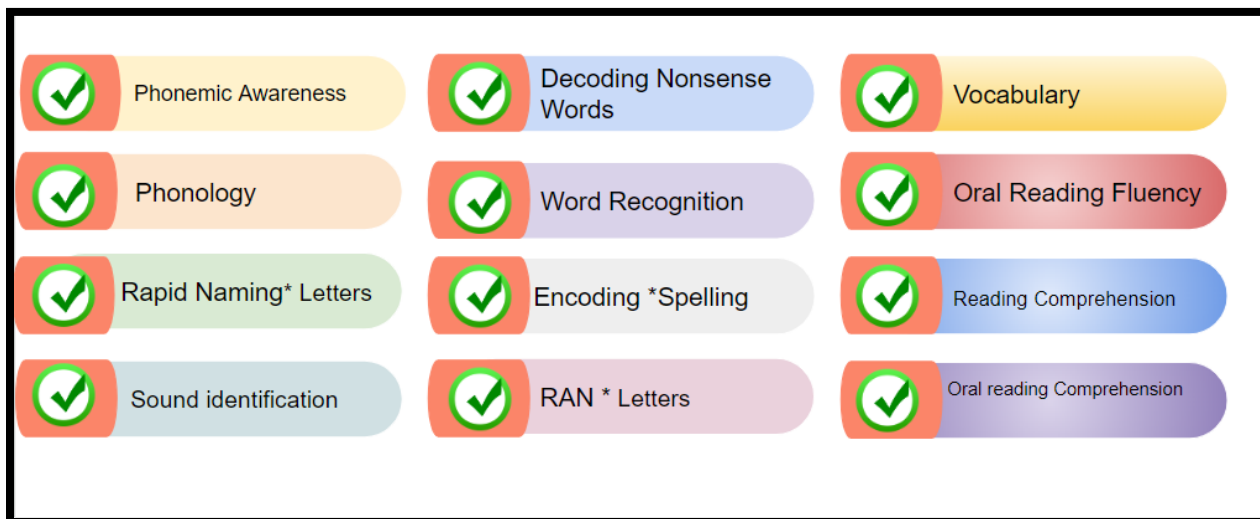
Additional hyperlinked resources include reports for STAR and CMB from the National Center on Intensive Intervention.

MAP Reading Fluency, from NWEA

MAP Reading Fluency from NWEA Reading Fluency is an all-in-one product, a universal screener comprising several assessments that can be used by educators for benchmarking, screening, progress monitoring, and flagging students for risk factors for dyslexia.

Additional hyperlinked resources include the Map Reading Fluency and the MAP Growth report from the National Center on Intensive Intervention Technical Report.

Disclosure Statement

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