

Selecting a Comprehensive Universal Screening System

The purpose of the following information is to provide educators with tools, information, and resources to make an informed decision in selecting universal screening tools for Grades K through 3 as required by Chapter 62, and to provide guidance for supporting universal screening and progress monitoring for grades K through 6.

A thorough review of frequently used universal screening and progress monitoring assessment measures for children 4 years old through 6th Grade was completed through a collaboration with Iowa's AEA's and the Department of Education. A list of frequently used assessment measures were reviewed and evaluated separately for grades K through 6 for the purposes of identifying students who may need additional literacy support through Universal Screening. This process was also followed for the purpose of monitoring students' response to instruction (progress monitoring).

A complete Summary Report outlining the review process is available at the Iowa Department of Education Multi-Tiered System of Supports (MTSS) website ([Summary Report](#)). This

summary includes key definitions, costs of each measure per student, and provides clarification for frequently asked questions.

Following the review of commonly used universal screening and progress measures of literacy, an approved list has been developed by the Department of Education. This is an "approved" list, not a "recommended" or "required" list. The list includes assessments that meet or exceed the minimum standards established by the review committee. All districts must have universal screening measures and practices in place in the fall of 2014 for grades K through 3, it is the responsibility of each district to determine which approved measure(s) inform instruction.

When selecting appropriate universal screening measures of literacy it is important to recognize that many assessment systems use more than one assessment measure at a grade level, and because many measures are effective at specific grades, an assessment system may or may not be valid at different grade levels. Below is a summary of the approved assessments for each grade level for both universal screening and progress monitoring.

State-Supported Assessments	Universal Screening							Progress Monitoring							US time per student (min)	PM time per student (min)	Access to Student Data After Entry	Teacher Training Required (# of Days)						
	K	1	2	3	4	5	6	K	1	2	3	4	5	6										
FAST Adaptive Reading (aReading) *	✓	✓	✓	✓	✓	✓	✓										6 to 20		Instant	0.5				
FAST Curriculum Based Measurement for Reading (CBM-R) *		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓							3	1	Instant	0.5
FAST earlyReading First Grade Composite *		✓																			3 to 5		Instant	0.5
FAST earlyReading Kindergarten Composite *	✓																				5 to 7		Instant	0.5
FAST earlyReading Decodable Words *		✓							✓												1	1	Instant	0.5
FAST earlyReading Letter Naming *								✓														1 to 3	Instant	0.5
FAST earlyReading Letter Sound *	✓							✓													1 to 3	1	Instant	0.5
FAST earlyReading Nonsense Words *	✓	✓						✓	✓												1	1	Instant	0.5
FAST earlyReading Onset Sounds *	✓							✓													1 to 3	1 to 3	Instant	0.5
FAST earlyReading Sight Words 150 *		✓							✓												1 to 4	1 to 4	Instant	0.5
FAST earlyReading Word Blending *	✓	✓						✓	✓												1 to 3	1 to 3	Instant	0.5
FAST earlyReading Word Segmenting *	✓							✓	✓												1 to 3	1 to 3	Instant	0.5

+ Other approved assessments	Universal Screening							Progress Monitoring							US time per student (min)	PM time per student (min)	Access to Student Data After Entry	Teacher Training Required (# of Days)						
	K	1	2	3	4	5	6	K	1	2	3	4	5	6										
AIMSweb - Letter Sound Fluency **	✓							✓													1	1	Instant	0
AIMSweb - Letter Naming Fluency **	✓							✓													1	1	Instant	0
AIMSweb - Maze **					✓	✓	✓				✓										3	3	Instant	0
AIMSweb - Reading CBM **		✓	✓	✓	✓	✓	✓		✓	✓	✓										3	1	Instant	0
easyCBM *				✓	✓	✓	✓	✓	✓	✓	✓	✓		✓							45 to 50	45 to 50	Same Day	1
Edcheckup Maze Reading Passages **			✓		✓																3		Instant	0.5
Edcheckup Standard Reading Passages **			✓	✓	✓				✓												5	3	Instant	0.5
Gates MacGinitie Reading Tests, 4th Edition *				✓	✓	✓															75 to 100		Over 5 days	0
mCLASS : DIBELS Next *		✓	✓	✓	✓	✓		✓	✓	✓											3 to 6	1 to 5	Instant	1 to 2
mCLASS:Reading 3D *	✓	✓	✓	✓																	5 to 8		Instant	1 to 2
Observation Survey of Early Literacy Achievement ***		✓																			>15		Same Day	2
Phonological Awareness and Literacy Screening (PALS 1-3) *		✓		✓																	25		Instant	1
Phonological Awareness and Literacy Screening (PALS-K) *	✓							✓													30		Instant	0.5
STAR Early Literacy *	✓		✓	✓				✓	✓	✓	✓										12.5	12.5	Instant	0
STAR Reading *			✓	✓	✓	✓	✓				✓	✓	✓	✓							11	11	Instant	0
Texas Primary Reading Inventory (TPRI) **	✓	✓	✓	✓																	1 to 5		Same Day	0.5

*The selection criteria and process for determining approved universal screening measures can be found at [Evaluating Early Literacy Assessments](#).

Many districts currently use DIBELS as a universal screening measure. It is important to note that DIBELS is NOT an approved measure for Kindergarten or Sixth Grade as a Universal Screening measure.

DIBELS is also NOT approved as a progress monitoring tool for grades 3 through 6. This is because the measures did not meet the minimum established criteria. Districts will need to select an alternative measure for Kindergarten and Sixth grade when selecting a universal screening measure if DIBELS is selected as the universal screening system in your district.

The cost of DIBELS per student is lower than the cost reported in the [Summary Report](#) under the following circumstances.

Districts that select and administer DIBELS as a measure for universal screening and that receive PowerSchool through Grant Wood AEA will have access at no cost to the DIBELS

data collection and reporting system, which provides student, building, district, teacher, and progress reporting. DIBELS student materials are available at no cost online and can be printed in district, or materials can be printed and sent through van mail to each building through the GWAEA print shop for less than \$1.00 per student ([Print Shop order form](#)).

The Iowa Department of Education is providing free to districts the Formative Assessment System for Teachers (FAST). It is noted that the FAST system is approved not recommended. FAST assessments are used as a measure to screen students' reading achievement three times a year. Many of Iowa's schools have traditionally used the DIBELS Next. There are many similarities between the two assessment systems and some differences as well. Clarification on the similarities and differences between DIBELS and FAST can be found at the following links. A overall comparison is available, as well as a comparison between each measure of DIBELS and FAST.

Overall Comparison of DIBELS and FAST Click on the blue links below to access more information

Letter Names	Nonsense Words	Onset Sounds vs. First Sound Fluency	Word Segmenting vs. Phoneme Segmenting Fluency	CBM Reading vs. Oral Reading Fluency
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This is just an example of how a district *might* consider implementing a universal screening plan.

Example: District A is going to continue to use the DIBELS Next materials for their universal screening as that is their current practice. Using the 'approved' chart they now realize they can't use DIBELS as a screener for kindergarten or for 6th grade. They can decide to use the FAST system or Aimsweb for kindergarten and sixth grade to supplement their current assessment system structure. Although the Chapter 62 regulations only require K-3rd grade this district is going to continue 4-6 screening as it is an integral part of their MTSS process.

Items to consider and address when selecting a Universal Screening assessment:

1. Does my district already use one of the approved universal screening measures? If yes, is the current universal screening measure approved for the grade level in which it is being used?
2. Does the measure we currently use (if any) provide valuable screening/progress monitoring information?
3. What's the teacher training time for each measure?
4. What's the administration time per student for each measure?
5. Does the system have a supportive data or reporting tool available? If so, what supports will staff need to use the collected data?
6. What is the cost per student for each measure?



Please contact your Grant Wood AEA Regional Administrator with questions and additional support

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