

# Minimum Universal Reading Screener (URS) Matrix Administrative Guidelines

## Grades 4 - 8

### Administrative Guidelines for the Minimum URS Matrix

#### ***Administration Frequency***

The RTI<sup>2</sup> framework provides early intervention and scaffolded support to all students through the screening, identification of risk, and the implementation of instructional and intervention supports. In grades 4 – 6, universal reading screening is required three times per year during the recommended normative windows for the district-selected screener.

In grades 7 – 8, universal reading screening is required a minimum of one time per year with a fall administration. For students who flag for risk, best practice supports a regular three times per year administration. New students in any grade should also be screened according to the Minimum URS Matrix for the appropriate grade level.

#### ***Nationally Normed Overall “Composite” Score***

The first row on the Minimum URS Matrix for grades 4 – 8 lists the subtests that comprise the overall nationally normed percentile score for each of the seven state-board approved screeners. In grades 4 – 8, LEAs are not required to use one of the seven state-board approved screeners, but they must use a skills-based, nationally normed tool. **LEAs are required to administer the subtests that comprise the overall composite percentile as part of their regular URS administration.**

#### ***Decoding Skills and Encoding Skills***

LEAs should administer the additional subtests listed on the Minimum URS Matrix in the rows for “Reading Fluency” and “Encoding” for students identified as at risk under [T.C.A. § 49-1-229](#) (2016 dyslexia law) or who score below the 25th percentile on the nationally normed overall composite score pursuant to the Tennessee Investment in Student Achievement and the [Chapter 0520-01-22 of the State Board of Education Rules](#). **The scores from these subtests are required to determine if a student meets criteria for an Individualized Learning Plan for Characteristics of Dyslexia, or an ILP-D.** These subtests are recommended for any student identified as at risk for foundational reading struggles and/or who may require dyslexia-specific intervention, regardless of if the student meets criteria for an ILP-D. For students who require additional dyslexia screening, these subtests could be included but should not define the extent of survey level assessment options involved in such screening.

In grades 4 – 8, Reading Fluency is the vehicle used to assess decoding skills, which is accomplished by analyzing both overall fluency and overall accuracy. Decoding skills and encoding skills are areas indicated under T.C.A. § 49-1-229 and Chapter 0520-01-22 of the State Board of Education Rules as commonly associated with characteristics of dyslexia. See [URS Decision-Making Crosswalks](#) for support in analyzing student data for ILP-D decision making.