

Minimum Universal Reading Screener (URS) Matrix Administrative Guidelines

Kindergarten through Grade 3

Administrative Guidelines for the Minimum URS Matrix

Nationally Normed Overall “Composite” Score

On the Minimum URS Matrix for kindergarten through grade 3, subtests that comprise the nationally normed composite score per screening window are highlighted in bold. LEAs are required to administer these subtests three times per year as indicated by F (Fall), W (Winter), and S (Spring) during mandated screening windows.

Basic Reading, Reading Fluency, and Reading Comprehension

The RTI² framework provides early intervention and scaffolded support to all students through the screening, identification of risk, and the implementation of instructional and intervention supports. All subtests listed in the Basic Reading, Reading Fluency, and Reading Comprehension rows are required for students to take three times a year or as indicated by F (Fall), W (Winter), and/or S (Spring). Reading comprehension subtests are not required in kindergarten or first grade. If students are assessed for comprehension in these grades, research supports screening for listening comprehension since reading comprehension in these grades is often more indicative of decoding skills than comprehension skills.

Encoding and Rapid Automatized Naming (RAN)

Encoding skills and RAN are areas indicated under [T.C.A. § 49-1-229](#) (2016 dyslexia law), the Tennessee Investment in Student Achievement Act (TISA), and the [Chapter 0520-01-22 of the State Board of Education Rules](#) as commonly associated with characteristics of dyslexia and that were not subtests previously included on the Minimum URS Matrix.

LEAs should administer these subtests to students who score below the 25th percentile on the overall nationally normed composite score. **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 will meet 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. See [URS Decision-Making Crosswalks](#) for support in analyzing student data for ILP-D decision making.