

All screeners Overview

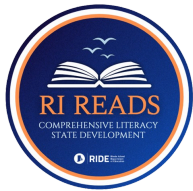


RIDE approved screeners for RI Reads: CLSD 2024 grant

screeners selected by subgrantees

	Amira	FastBridge	i-Ready Diagnostic	mCLASS DIBELS 8th ed	STAR
Administration	Digital (Group)	Digital (Group) and 1:1 CBMs	Digital (Group) and 1:1 CBMs	Primarily 1:1 CBMs	Digital (Group) & 1:1 CBMs
Language(s)	English and Spanish	English and some subtests available in Spanish	English and Spanish	English and Spanish	English and Spanish
Approx initial screening time	10-18 minutes	30-45 minutes	45 minutes	5-8 min/student (average of 1 min/measure)	Gr. K-1 (1:1 CBM) - 3 min/student Gr. 2 (digital) - 20 min/group
Progress Monitoring	Yes	Yes	Yes	Yes	Yes, except RAN & Encoding
Assesses (includes initial & secondary screening measures)	☒ Phonemic Awareness (K-1) ☒ Rapid Automatized Naming ☒ Alphabetic Knowledge ☒ Nonsense Word Reading ☒ Oral Reading Fluency ☒ Spelling ☒ Reading Comprehension ☒ Listening Comprehension ☒ Vocabulary	☒ Phonemic Awareness (K-1) ☒ Rapid Automatized Naming ☒ Alphabetic Knowledge ☒ Nonsense Word Reading ☒ Oral Reading Fluency ☒ Spelling ☒ Reading Comprehension ☐ Listening Comprehension ☒ Vocabulary	☒ Phonemic Awareness (K-1) ☒ Rapid Automatized Naming ☒ Alphabetic Knowledge ☒ Nonsense Word Reading ☒ Oral Reading Fluency ☒ Spelling ☒ Reading Comprehension ☒ Listening Comprehension ☒ Vocabulary	☒ Phonemic Awareness (K-1) ☒ Rapid Automatized Naming ☒ Alphabetic Knowledge ☒ Nonsense Word Reading ☒ Oral Reading Fluency ☒ Spelling ☒ Reading Comprehension ☒ Listening Comprehension ☒ Vocabulary	☒ Phonemic Awareness ☒ Rapid Automatized Naming ☒ Alphabetic Knowledge ☒ Nonsense Word Reading ☒ Oral Reading Fluency ☒ Spelling ☒ Reading Comprehension ☐ Listening Comprehension ☒ Vocabulary
Dyslexia Screener	Yes, when administered per RIDE guidelines	Yes, when administered per RIDE guidelines	Yes, when administered per RIDE guidelines	Yes, when administered per RIDE guidelines	Yes, when administered per RIDE guidelines
Approx license cost	• \$7/student for screening/benchmark assessment only licenses • \$20/student for the full suite (screening/ benchmark assessment +tutoring)	• \$9.00/student (includes Reading and Math computer adaptive test (CAT), Reading and Math CBM, and SAEBS)	• \$8.00/student, per subject for assessment only licenses* • \$35/student, per subject for assessment + personalized instruction* <i>*discounts ranging from 5%-20% based on the number of licenses purchased; bulk school site license costs can be found here</i>	• \$9 (special RI rate)	• STAR: \$6.00/student (includes STAR Reading and STAR CBM) • STAR Essentials bundle \$10/student (includes Star Early Literacy, Star Reading, STAR Math, STAR CBM for Reading and Math)
Vendor contact	Mary Keough Mary.keough@amiralearning.com	Gretchen Guffy Gretchen.guffy@renaissance.com	Brian O'Mara bomara@cainc.com 978-844-4883	Ali Weis aweis@amplify.com 480-510-6703	Gretchen Guffy Gretchen.guffy@renaissance.com

For initial professional development expectations and costs, see [here](#).



Proficiency, PLP Requirements, and Administration Guidelines

Per [legislation](#), students identified as **below or significantly below benchmark/grade level** require a Personal Literacy Plan (PLP). Shown here is a summary of general descriptions and requirements/recommendations for each proficiency level.

<i>Screening Proficiency Descriptors</i>	<i>Assessment recommendations and PLP requirements</i>	<i>Risk level and intervention needs</i>
At/Above Benchmark	• <i>Secondary screening measures may be desired for verification of skills</i> • <i><u>No</u> PLP required</i>	<i>Students are at minimal risk for requiring literacy-based intervention.</i>
Below Benchmark	• <i>Secondary screening measures may be recommended</i> • <i>PLP required</i>	<i>Students should receive targeted intervention based on their specific needs.</i>
Significantly Below Benchmark	• <i>Secondary screening measures may be recommended</i> • <i>PLP required</i>	<i>Students should receive intensive intervention through Data-Based Individualization.</i>

Each publisher uses specific language to designate *at*, *below* and *significantly below benchmark*. (Note that some assessments allow LEAs and schools to set local norms. Adjusting norms will impact designations and students should be compared using national norms.) Click each product link below to see each screening's proficiency designations and CLSD requirements for test administration.

[Amira](#)

[FastBridge](#)

[i-Ready Diagnostic](#)

[mClass DIBELS 8th Edition](#)

[STAR Essentials Bundle](#)



Amira

Proficiency Levels:

At/Above Benchmark	Above 50 th percentile/Not at Risk
Below Benchmark	Between 25-50 th percentile/Low Risk
Significantly Below Benchmark	Below 25 th percentile/High Risk

Administration Guidelines:



= initial screening for all students



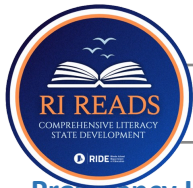
= secondary screening NA for this product, as secondary measures will get invoked as part of the computer adaptivity of the initial screen



= not available

RI Risk Factors & Indicators	Kindergarten	Grade 1	Grade 2
Phonemic Awareness	Amira Assessment	Amira Assessment	Amira Assessment
Rapid Automatic Naming	Amira Assessment	Amira Assessment	Amira Assessment
Alphabetic Knowledge	Amira Assessment	Amira Assessment	Amira Assessment
Nonsense Word Reading	Amira Assessment	Amira Assessment	Amira Assessment
Oral Reading Fluency	Amira Assessment	Amira Assessment	Amira Assessment
Spelling	Amira Assessment	Amira Assessment	Amira Assessment
Reading Comprehension	Amira Assessment	Amira Assessment	Amira Assessment
Listening Comprehension	Amira Assessment	Amira Assessment	Amira Assessment
Vocabulary	Amira Assessment	Amira Assessment	Amira Assessment

All subskill measures are computer adaptive



FastBridge

Pronciency Levels:

At/Above Benchmark	Advanced/Low Risk
Below Benchmark	Some Risk
Significantly Below Benchmark	High Risk

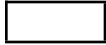
Administration Guidelines:



= initial screening for all students



= secondary screening measure for students flagged as “at risk” or below the 40th percentile in initial screening



= not available

RI Risk Factors & Indicators	Kindergarten	Grade 1	Grade 2
Phonemic Awareness	earlyReading: Word Segmenting**	earlyReading: word Segmenting**	earlyReading: Word segmenting**
Rapid Automatic Naming	RAN**	RAN**	RAN**
Alphabetic Knowledge	earlyReading: Letter Sounds and Letter Names**	earlyReading: Letter Sounds**	earlyReading: Letter Sounds**
Nonsense Word Reading	earlyReading: Nonsense Words** (winter only)	earlyReading: Nonsense Words**	earlyReading: Nonsense Words**
Oral Reading Fluency		CBMreading: Oral Reading Fluency**	CBMreading: Oral Reading Fluency**
Spelling		AUTOreading: Encoding*	AUTOreading: Encoding*
Reading Comprehension		CBMreading:CBMcomp** or aReading*	CBMreading: CBMcomp** or aReading*
Listening Comprehension			
Vocabulary		Autoreading: Vocabulary*	Autoreading: Vocabulary*

*computer adaptive

**1:1 teacher administered

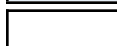


i-Ready Diagnostic

Proficiency Levels:

At/Above Benchmark	On Benchmark/No Observed Risk
Below Benchmark	Approaching Benchmark/Some Risk
Significantly Below Benchmark	Below Benchmark/At Risk

Administration Guidelines:

	= initial screening for all students (will generate a <i>Foundational Literacy Benchmark Result</i>)
	= secondary screening measures for students whose <i>Foundational Literacy Benchmark Result</i> is “Approaching” or “Below Benchmark”
	= not available

RI Risk Factors & Indicators	Kindergarten	Grade 1	Grade 2
Phonemic Awareness	i-Ready Diagnostic*	i-Ready Diagnostic*	i-Ready Diagnostic*
Rapid Automatic Naming	RAN - objects**	RAN - objects and letters**	RAN - letters**
Alphabetic Knowledge	i-Ready Diagnostic* Fluency Measure - Letter Naming Fluency**	i-Ready Diagnostic* Fluency Measure - Word Recognition Fluency**	i-Ready Diagnostic*
Nonsense Word Reading	Pseudoword Decoding- Fluency**	Pseudoword Decoding- Fluency**	Pseudoword Decoding- Fluency**
Oral Reading Fluency		Passage Reading Fluency**	Passage Reading Fluency**
Spelling	i-Ready Diagnostic*	i-Ready Diagnostic*	i-Ready Diagnostic*
Reading Comprehension	i-Ready Diagnostic*	i-Ready Diagnostic*	i-Ready Diagnostic*
Listening Comprehension	i-Ready Diagnostic*	i-Ready Diagnostic*	i-Ready Diagnostic*
Vocabulary	i-Ready Diagnostic*	i-Ready Diagnostic*	i-Ready Diagnostic*

*computer adaptive
**1:1 teacher administered



mClass DIBELS 8th Edition

Proficiency Levels:

At/Above Benchmark	At/Above Benchmark
Below Benchmark	Below Benchmark
Significantly Below Benchmark	Well Below Benchmark/Intensive Intervention

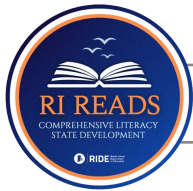
Administration Guidelines:

- = initial screening for all students
- = secondary screening measure for students flagged as “Well Below Benchmark” in initial screening
- = not available

RI Risk Factors & Indicators	Kindergarten	Grade 1	Grade 2
Phonemic Awareness	DIBELS Phoneme Segmentation Fluency (PSF)**	DIBELS Phoneme Segmentation Fluency (PSF)**	
Rapid Automatic Naming	Amplify RAN (Numbers)**	Amplify RAN (Numbers)**	Amplify RAN (Numbers)**
Alphabetic Knowledge	DIBELS Letter Naming Fluency (LNF)**	DIBELS Letter Naming Fluency (LNF)**	
Nonsense Word Reading	DIBELS Nonsense Word Fluency (NWF)** DIBELS Word Reading Fluency (WRF - these are <i>real</i> words)**	DIBELS Nonsense Word Fluency (NWF)** DIBELS Word Reading Fluency (WRF - these are <i>real</i> words)**	DIBELS Nonsense Word Fluency (NWF)** DIBELS Word Reading Fluency (WRF - these are <i>real</i> words)**
Oral Reading Fluency		DIBELS Oral Reading Fluency (ORF)**	DIBELS Oral Reading Fluency (ORF)**
Spelling	Amplify Encoding (Spelling)*	Amplify Encoding (Spelling)*	Amplify Encoding (Spelling)*
Reading Comprehension			DIBELS Maze* or **
Listening Comprehension	Amplify Listening Comp (Oral Language Screener) **	Amplify Listening Comp (Oral Language Screener) **	Amplify Listening Comp (Oral Language Screener) **
Vocabulary	Amplify Vocabulary*	Amplify Vocabulary*	Amplify Vocabulary*

*administered online

**teacher administers 1:1 and digitally inputs data



STAR Reading Essentials Bundle

Proficiency Levels:

At/Above Benchmark	At/Above Benchmark
Below Benchmark	Below Benchmark/On Watch
Significantly Below Benchmark	Intervention/Urgent Intervention

Administration Guidelines:

	= initial screening for all students
	= secondary screening measure for students flagged as “at risk” or below the 40th percentile in initial screening
	= not available

RI Risk Factors & Indicators	Kindergarten	Grade 1	Grade 2
Phonemic Awareness	STAR CBM Phoneme Segmentation**	STAR CBM Phoneme Segmentation**	STAR CBM Phoneme Segmentation**
Rapid Automatic Naming	STAR CBM RAN**	STAR CBM RAN**	STAR CBM RAN**
Alphabetic Knowledge	STAR CBM Letter Sounds** & STAR CBM Letter Names**	STAR CBM Letter Sounds** & STAR CBM Letter Names**	STAR CBM Letter Sounds** & STAR CBM Letter Names**
Nonsense Word Reading	STAR CBM Receptive Nonsense Words**	STAR CBM Expressive Nonsense Words**	STAR CBM Expressive Nonsense Words**
Oral Reading Fluency		STAR CBM Passage Oral Reading**	STAR CBM Passage Oral Reading**
Spelling	STAR CBM Encoding**	STAR CBM Encoding**	STAR CBM Encoding**
Reading Comprehension	not required, but available with STAR Early Literacy (included in <i>STAR Essentials</i> pricing)	not required, but available with STAR Reading* (part of STAR bundle) or with STAR Early Literacy (included in <i>STAR Essentials</i> pricing)	STAR Reading*
Listening Comprehension	not required, but available with STAR Early Literacy (included in <i>STAR Essentials</i> pricing)	not required, but available with STAR Early Literacy (included in <i>STAR Essentials</i> pricing)	
Vocabulary	not required, but available with STAR Early Literacy (included in <i>STAR Essentials</i> pricing)	not required, but available with STAR Reading* (part of STAR bundle) or with STAR Early Literacy (included in <i>STAR Essentials</i> pricing)	STAR Reading*

*computer adaptive

**1:1 teacher administered



Initial Professional Development Expectations and Costs

For LEAs adopting a new screener or for those who don't currently utilize their existing screening as outlined in this guidance document, it is required that you provide RIDE approved professional learning for administration and data analysis. This serves to ensure consistent practices aligned to the tool's technical guidance, securing valid and reliable results. (Grant monies can be utilized to fund this training for teachers who serve grades K-2 in schools directly impacted by the grant, up to \$4025.) Initial training fees are listed below. Contact the vendor for final pricing, details regarding sessions, and additional training options.

Amira (Vendor contact: Mary Keough Mary.keough@amiralearning.com)				
Title/Focus	Assess + Tutor PD			Instruct PD
Format	Asynchronous	Live Virtual Training for Teachers	Live Virtual Training for Administrators	In-Person
Duration	30-60 minutes/course	Up to 2 hrs	Up to 2 hrs	Up to 6 hrs
Max Participants	unlimited	unlimited	unlimited	40
Fees	Included with subscription			\$3,990

FastBridge or STAR from Renaissance (Vendor contact: Gretchen Guffy Gretchen.guffy@renaissance.com)						
Title/Focus	Initial PD (recommended for users who haven't previously used this product)				Program Overview (recommended for users already familiar with using this product)	
Format	Asynchronous	Remote	Remote	On-site	Consultative office hours	Consultative On-site
Duration	Self-Paced	60 mins	90 mins	Up to 6 hrs	60 mis	Up to 6 hrs
Max Participants	Unlimited	30	30	30	30	30
Fees	Included w/subscription	\$450	\$600	\$3,750	\$450	\$3,750

Renaissance PD menu updated 2/13/25 per Renaissance request. Items highlighted in green are new options.

i-Ready (Vendor contact: Brian O'Mara bomara@cainc.com (978)844-4883)		
Title/Focus	Initial PD for a full training (recommended for users who haven't previously utilized the product)	
Format	On-site	Virtual
Duration	6 hrs	6 hrs
Max Participants	30	30
Fees	\$2,300	\$2,300

mClass DIBELS (Vendor contact: Ali Weis aweis@amplify.com 480-510-6703)					
Title/Focus	Initial PD for a full training (recommended for users who haven't previously utilized the DIBELS Data System)			Program Overview (recommended for districts that don't have 6 hours available or are already familiar with utilizing DIBELS)	
Format	On-site	Remote	Asynchronous, online	On-site	Remote
Duration	6 hrs	2 half days (3 hrs ea.)	6 hrs (can stop & start)	3 hrs	3 hrs
Max Participants	30	30	NA	30	30
Fees	\$3,200	\$1,500	\$49/person	\$2,500	\$750

i-Ready administration



i-Ready Diagnostic for RI READS

Proficiency, PLP Requirements, and Administration Guidelines

Per [legislation](#), students identified as **below or significantly below benchmark/grade level** require a Personal Literacy Plan (PLP). Shown here is a summary of general descriptions and requirements/recommendations for each proficiency level.

<i>Screening Proficiency Descriptors</i>	<i>Assessment recommendations and PLP requirements</i>	<i>Risk level and intervention needs</i>
At/Above Benchmark	• <i>Secondary screening measures may be desired for verification of skills</i> • <i><u>No</u> PLP required</i>	<i>Students are at minimal risk for requiring literacy-based intervention.</i>
Below Benchmark	• <i>Secondary screening measures may be recommended</i> • <i>PLP required</i>	<i>Students should receive targeted intervention based on their specific needs.</i>
Significantly Below Benchmark	• <i>Secondary screening measures may be recommended</i> • <i>PLP required</i>	<i>Students should receive intensive intervention through Data-Based Individualization.</i>

Each publisher uses specific language to designate *at*, *below* and *significantly below benchmark*. (Note that some assessments allow LEAs and schools to set local norms. Adjusting norms will impact designations and students should be compared using national norms.)



i-Ready Diagnostic for RI READS

Proficiency Levels:

At/Above Benchmark	On Benchmark/No Observed Risk
Below Benchmark	Approaching Benchmark/Some Risk
Significantly Below Benchmark	Below Benchmark/At Risk

Administration Guidelines:

 = initial screening for all students (will generate a *Foundational Literacy Benchmark Result*)

 = secondary screening measures for students whose *Foundational Literacy Benchmark Result* is “Approaching” or “Below Benchmark”

 = not available

RI Risk Factors & Indicators	Kindergarten	Grade 1	Grade 2
Phonemic Awareness	i-Ready Diagnostic*	i-Ready Diagnostic*	i-Ready Diagnostic*
Rapid Automatic Naming	RAN - objects**	RAN - objects and letters**	RAN - letters**
Alphabetic Knowledge	i-Ready Diagnostic* Fluency Measure - Letter Naming Fluency**	i-Ready Diagnostic* Fluency Measure - Word Recognition Fluency**	i-Ready Diagnostic*
Nonsense Word Reading	Pseudoword Decoding- Fluency**	Pseudoword Decoding- Fluency**	Pseudoword Decoding- Fluency**
Oral Reading Fluency		Passage Reading Fluency**	Passage Reading Fluency**
Spelling	i-Ready Diagnostic*	i-Ready Diagnostic*	i-Ready Diagnostic*
Reading Comprehension	i-Ready Diagnostic*	i-Ready Diagnostic*	i-Ready Diagnostic*
Listening Comprehension	i-Ready Diagnostic*	i-Ready Diagnostic*	i-Ready Diagnostic*

Vocabulary	i-Ready Diagnostic*	i-Ready Diagnostic*	i-Ready Diagnostic*
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**computer adaptive*

***1:1 teacher administered*



i-Ready Screening Guidance by Grade and Time of Year

2025-2026 Testing windows:

- BOY 9/1/25-10/17/25
- MOY 1/5/26-2/14/26
- EOY 5/4/26-6/12/26

Key:

- * = computer adaptive
- ** = teacher administered CBM
- Initial Screening data will be shared with RIDE
- Secondary Screening data will not be shared with RIDE

KINDERGARTEN	BOY	MOY	EOY
Initial Screening Required for all students	- i-Ready Diagnostic* - Letter Naming Fluency**	- i-Ready Diagnostic* - Letter Naming Fluency**	- i-Ready Diagnostic* - Letter Naming Fluency**
Secondary screening measure for students flagged as “at risk” or below the 40th percentile in initial screening	RAN - objects**	- RAN - objects** - Pseudoword Decoding-Fluency**	- RAN - objects** - Pseudoword Decoding-Fluency**

Grade 1	BOY	MOY	EOY
Initial Screening Required for all students	- i-Ready Diagnostic* - Word Recognition Fluency**	- i-Ready Diagnostic* - Passage Reading Fluency**	- i-Ready Diagnostic* - Passage Reading Fluency**
Secondary screening measure for students flagged as “at risk” or below the 40th percentile in initial screening	- Pseudoword Decoding-Fluency** - RAN - objects**	- Pseudoword Decoding-Fluency** - RAN - Letters**	- Pseudoword Decoding-Fluency* - RAN - Letters**

Grade 2	BOY	MOY	EOY
Initial Screening Required for all students	- i-Ready Diagnostic* - Passage Reading Fluency**	- i-Ready Diagnostic* - Passage Reading Fluency**	- i-Ready Diagnostic* - Passage Reading Fluency**

Secondary screening measure for students flagged as “at risk” or below the 40th percentile in initial screening	● Pseudoword Decoding-Fluency** ● RAN - Letters**	● Pseudoword Decoding-Fluency** ● RAN - Letters**	● Pseudoword Decoding-Fluency** ● RAN - Letters**
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mCLASS DIBELS administration



mClass DIBELS 8th Edition for RI READS

Proficiency, PLP Requirements, and Administration Guidelines

Per [legislation](#), students identified as **below or significantly below benchmark/grade level** require a Personal Literacy Plan (PLP). Shown here is a summary of general descriptions and requirements/recommendations for each proficiency level.

<i>Screening Proficiency Descriptors</i>	<i>Assessment recommendations and PLP requirements</i>	<i>Risk level and intervention needs</i>
At/Above Benchmark	• <i>Secondary screening measures may be desired for verification of skills</i> • <i><u>No</u> PLP required</i>	<i>Students are at minimal risk for requiring literacy-based intervention.</i>
Below Benchmark	• <i>Secondary screening measures may be recommended</i> • <i>PLP required</i>	<i>Students should receive targeted intervention based on their specific needs.</i>
Significantly Below Benchmark	• <i>Secondary screening measures may be recommended</i> • <i>PLP required</i>	<i>Students should receive intensive intervention through Data-Based Individualization.</i>

Each publisher uses specific language to designate *at*, *below* and *significantly below benchmark*. (Note that some assessments allow LEAs and schools to set local norms. Adjusting norms will impact designations and students should be compared using national norms.)



mCLASS DIBELS Diagnostic for RI READS

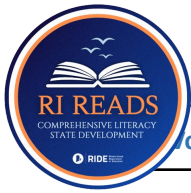
Proficiency Levels:

At/Above Benchmark	At/Above Benchmark
Below Benchmark	Below Benchmark
Significantly Below Benchmark	Well Below Benchmark/Intensive Intervention

Administration Guidelines:

	= initial screening for all students
	= secondary screening measure for students flagged as “Well Below Benchmark” in initial screening
	= not available

RI Risk Factors & Indicators	Kindergarten	Grade 1	Grade 2
Phonemic Awareness	DIBELS Phoneme Segmentation Fluency (PSF)**	DIBELS Phoneme Segmentation Fluency (PSF)**	
Rapid Automatic Naming	Amplify RAN (Numbers)**	Amplify RAN (Numbers)**	Amplify RAN (Numbers)**
Alphabetic Knowledge	DIBELS Letter Naming Fluency (LNF)**	DIBELS Letter Naming Fluency (LNF)**	
Nonsense Word Reading	DIBELS Nonsense Word Fluency (NWF)** DIBELS Word Reading Fluency (WRF - these are <i>real</i> words)**	DIBELS Nonsense Word Fluency (NWF)** DIBELS Word Reading Fluency (WRF - these are <i>real</i> words)**	DIBELS Nonsense Word Fluency (NWF)** DIBELS Word Reading Fluency (WRF - these are <i>real</i> words)**
Oral Reading Fluency		DIBELS Oral Reading Fluency (ORF)**	DIBELS Oral Reading Fluency (ORF)**
Spelling	Amplify Encoding (Spelling)*	Amplify Encoding (Spelling)*	Amplify Encoding (Spelling)*
Reading Comprehension			DIBELS Maze* or **
Listening Comprehension	Amplify Listening Comp (Oral Language Screener) **	Amplify Listening Comp (Oral Language Screener) **	Amplify Listening Comp (Oral Language Screener) **



Vocabulary

Amplify Vocabulary*

Amplify Vocabulary*

Amplify Vocabulary*

*administered online
 **teacher administers 1:1 and digitally inputs data

mCLASS DIBELS Screening Guidance by Grade and Time of Year

2025-2026 Testing windows:

- BOY 9/1/25-10/17/25
- MOY 1/5/26-2/14/26
- EOY 5/4/26-6/12/26

Key:

- * = computer adaptive
- ** = teacher administered CBM
- Initial Screening data will be shared with RIDE
- Secondary Screening data will not be shared with RIDE

Kindergarten	BOY	MOY	EOY
Initial Screening Required for all students	- Letter Naming Fluency (LNF) - Phoneme Segmentation Fluency (PSF)** - Nonsense Word Fluency (NWF)** - Word Reading Fluency (WRF)**	- Letter Naming Fluency (LNF) - Phoneme Segmentation Fluency (PSF)** - Nonsense Word Fluency (NWF)** - Word Reading Fluency (WRF)**	- Letter Naming Fluency (LNF) - Phoneme Segmentation Fluency (PSF)** - Nonsense Word Fluency (NWF)** - Word Reading Fluency (WRF)**
Secondary screening measure for students flagged as “at risk” or below the 40th percentile in initial screening	- Amplify RAN (Numbers)** - Amplify Listening Comp (Oral Language Screener) ** - Amplify Vocabulary*	- Amplify RAN (Numbers)** - Amplify Encoding (Spelling)* - Amplify Listening Comp (Oral Language Screener) ** - Amplify Vocabulary*	- Amplify RAN (Numbers)** - Amplify Encoding (Spelling)* - Amplify Listening Comp (Oral Language Screener) ** - Amplify Vocabulary*

Grade 1	BOY	MOY	EOY
Initial Screening Required for all students	- Letter Naming Fluency (LNF) - Phoneme Segmentation Fluency (PSF)** - Nonsense Word Fluency (NWF)**	- Letter Naming Fluency (LNF) - Phoneme Segmentation Fluency (PSF)** - Nonsense Word Fluency (NWF)**	- Letter Naming Fluency (LNF) - Phoneme Segmentation Fluency (PSF)** - Nonsense Word Fluency (NWF)**

	• Word Reading Fluency (WRF)** • Oral Reading Fluency (ORF)**	• Word Reading Fluency (WRF)** • Oral Reading Fluency (ORF)**	• Word Reading Fluency (WRF)** • Oral Reading Fluency (ORF)**
Secondary screening measure for students flagged as “at risk” or below the 40th percentile in initial screening	• Amplify RAN (Numbers)** • Amplify Encoding (Spelling)* • Amplify Listening Comp (Oral Language Screener) ** • Amplify Vocabulary*	• Amplify RAN (Numbers)** • Amplify Encoding (Spelling)* • Amplify Listening Comp (Oral Language Screener) ** • Amplify Vocabulary*	• Amplify RAN (Numbers)** • Amplify Encoding (Spelling)* • Amplify Listening Comp (Oral Language Screener) ** • Amplify Vocabulary*

<i>Grade 2</i>	<i>BOY</i>	<i>MOY</i>	<i>EOY</i>
Initial Screening Required for all students	• Nonsense Word Fluency (NWF)** • Word Reading Fluency (WRF)** • Oral Reading Fluency (ORF)** • MAZE* or **	• Nonsense Word Fluency (NWF)** • Word Reading Fluency (WRF)** • Oral Reading Fluency (ORF)** • MAZE* or **	• Nonsense Word Fluency (NWF)** • Word Reading Fluency (WRF)** • Oral Reading Fluency (ORF)** • MAZE* or **
Secondary screening measure for students flagged as “at risk” or below the 40th percentile in initial screening	• Amplify RAN (Numbers)** • Amplify Encoding (Spelling)* • Amplify Listening Comp (Oral Language Screener) ** • Amplify Vocabulary*	• Amplify RAN (Numbers)** • Amplify Encoding (Spelling)* • Amplify Listening Comp (Oral Language Screener) ** • Amplify Vocabulary*	• Amplify RAN (Numbers)** • Amplify Encoding (Spelling)* • Amplify Listening Comp (Oral Language Screener) ** • Amplify Vocabulary*

STAR administration



STAR Reading Essentials Bundle for RIDE READS

Proficiency, PLP Requirements, and Administration Guidelines

Per [legislation](#), students identified as **below or significantly below benchmark/grade level** require a Personal Literacy Plan (PLP). Shown here is a summary of general descriptions and requirements/recommendations for each proficiency level.

<i>Screening Proficiency Descriptors</i>	<i>Assessment recommendations and PLP requirements</i>	<i>Risk level and intervention needs</i>
At/Above Benchmark	• Secondary screening measures may be desired for verification of skills • <u>No</u> PLP required	<i>Students are at minimal risk for requiring literacy-based intervention.</i>
Below Benchmark	• Secondary screening measures may be recommended • PLP required	<i>Students should receive targeted intervention based on their specific needs.</i>
Significantly Below Benchmark	• Secondary screening measures may be recommended • PLP required	<i>Students should receive intensive intervention through Data-Based Individualization.</i>

Each publisher uses specific language to designate *at*, *below* and *significantly below benchmark*. (Note that some assessments allow LEAs and schools to set local norms. Adjusting norms will impact designations and students should be compared using national norms.)

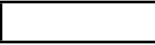


STAR Diagnostic for RI READS

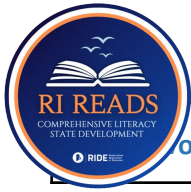
Proficiency Levels:

At/Above Benchmark	At/Above Benchmark
Below Benchmark	Below Benchmark/On Watch
Significantly Below Benchmark	Intervention/Urgent Intervention

Administration Guidelines:

	= initial screening for all students
	= secondary screening measure for students flagged as “at risk” or below the 40th percentile in initial screening
	= not available

RI Risk Factors & Indicators	Kindergarten	Grade 1	Grade 2
Phonemic Awareness	STAR CBM Phoneme Segmentation**	STAR CBM Phoneme Segmentation**	STAR CBM Phoneme Segmentation**
Rapid Automatic Naming	STAR CBM RAN**	STAR CBM RAN**	STAR CBM RAN**
Alphabetic Knowledge	STAR CBM Letter Sounds** & STAR CBM Letter Names**	STAR CBM Letter Sounds** & STAR CBM Letter Names**	STAR CBM Letter Sounds** & STAR CBM Letter Names**
Nonsense Word Reading	STAR CBM Receptive Nonsense Words**	STAR CBM Expressive Nonsense Words**	STAR CBM Expressive Nonsense Words**
Oral Reading Fluency		STAR CBM Passage Oral Reading**	STAR CBM Passage Oral Reading**
Spelling	STAR CBM Encoding**	STAR CBM Encoding**	STAR CBM Encoding**
Reading Comprehension	not required, but available with STAR Early Literacy (included in <i>STAR Essentials</i> pricing)	not required, but available with STAR Reading* (part of STAR bundle) or with STAR Early Literacy (included in <i>STAR Essentials</i> pricing)	STAR Reading*
Listening Comprehension	not required, but available with STAR Early Literacy (included in <i>STAR Essentials</i> pricing)	not required, but available with STAR Early Literacy (included in <i>STAR Essentials</i> pricing)	



Vocabulary

not required, but available with STAR Early Literacy
(included in *STAR Essentials* pricing)

not required, but available with STAR Reading* (part of
STAR bundle) or with STAR Early Literacy
(included in *STAR Essentials* pricing)

STAR Reading*

*computer adaptive

**1:1 teacher administered

STAR Screening Guidance by Grade and Time of Year

2025-2026 Testing windows:

- BOY 9/1/25-10/17/25
- MOY 1/5/26-2/14/26
- EOY 5/4/26-6/12/26

Key:

- * = computer adaptive
- ** = teacher administered CBM
- Initial Screening data will be shared with RIDE
- Secondary Screening data will not be shared with RIDE

Kindergarten	BOY	MOY	EOY
Initial Screening Required for all students	- STAR CBM Phoneme Segmentation** - STAR CBM Letter Names** - STAR CBM Letter Sounds** - STAR CBM Receptive Nonsense Words**	- STAR CBM Phoneme Segmentation** - STAR CBM Letter Names** - STAR CBM Letter Sounds** - STAR CBM Receptive Nonsense Words**	- STAR CBM Phoneme Segmentation** - STAR CBM Letter Names** - STAR CBM Letter Sounds** - STAR CBM Receptive Nonsense Words**
Secondary screening measure for students flagged as “at risk” or below the 40th percentile in initial screening	- STAR CBM RAN** - STAR CBM Encoding**	- STAR CBM RAN** - STAR CBM Encoding**	- STAR CBM RAN** - STAR CBM Encoding**

Grade 1	BOY	MOY	EOY
Initial Screening Required for all students	- STAR CBM Phoneme Segmentation** - STAR CBM Expressive Nonsense Words**	- STAR CBM Phoneme Segmentation** - STAR CBM Expressive Nonsense Words**	- STAR CBM Phoneme Segmentation** - STAR CBM Expressive Nonsense Words**

	● STAR CBM Passage Oral Reading**	● STAR CBM Passage Oral Reading**	● STAR CBM Passage Oral Reading**
Secondary screening measure for students flagged as “at risk” or below the 40th percentile in initial screening	● STAR CBM Letter Sounds** ● STAR CBM Letter Names** ● STAR CBM RAN** ● STAR CBM Encoding**	● STAR CBM Letter Sounds** ● STAR CBM Letter Names** ● STAR CBM RAN** ● STAR CBM Encoding**	● STAR CBM Letter Sounds** ● STAR CBM Letter Names** ● STAR CBM RAN** ● STAR CBM Encoding**

<i>Grade 2</i>	<i>BOY</i>	<i>MOY</i>	<i>EOY</i>
Initial Screening Required for all students	● STAR CBM Expressive Nonsense Words** ● STAR CBM Passage Oral Reading** ● STAR Reading*	● STAR CBM Expressive Nonsense Words** ● STAR CBM Passage Oral Reading** ● STAR Reading*	● STAR CBM Expressive Nonsense Words** ● STAR CBM Passage Oral Reading** ● STAR Reading*
Secondary screening measure for students flagged as “at risk” or below the 40th percentile in initial screening	● STAR CBM Phoneme Segmentation** ● STAR CBM Letter Sounds** ● STAR CBM Letter Names** ● STAR CBM RAN** ● STAR CBM Encoding**	● STAR CBM Phoneme Segmentation** ● STAR CBM Letter Sounds** ● STAR CBM Letter Names** ● STAR CBM RAN** ● STAR CBM Encoding**	● STAR CBM Phoneme Segmentation** ● STAR CBM Letter Sounds** ● STAR CBM Letter Names** ● STAR CBM RAN** ● STAR CBM Encoding**