



Idaho Department of Education Identified Dyslexia Screeners

TIER II DIAGNOSTIC MEASURES, GRADES K-3

Use the table below to help determine which diagnostic measures align with students' IRI subtest results. To guide appropriate interventions for a student's Individual Reading Plan, begin by identifying subtests where the student scored low or showed relative weakness. Then, select one or more recommended diagnostic assessments to administer and use the results to inform targeted instruction.

Using IRI Subtest Data to Identify Appropriate Diagnostics for Grades K-3

IRI Subtest	Expected Subtest Grades	Related Skill	Notes	Tier II Diagnostic Measures
Phonemic Awareness	K-1	Phonological / Phonemic Awareness		<ul style="list-style-type: none">• AIMSweb & AIMSweb Plus PSF• DIBELS 8th PSF• EasyCBM Phonemic Awareness• Acadience Reading Diagnostic PA• Renaissance Fastbridge• CORE Phonological Awareness• Phonological Awareness Skills Program - PASP• Predictive Assessment of Reading – PAR

IRI Subtest	Expected Subtest Grades	Related Skill	Notes	Tier II Diagnostic Measures
				<ul style="list-style-type: none"> • Phonological Awareness Screening Test - PAST • Phonological Awareness Skills Screener - PASS • Renaissance Star CBM Phoneme Segmentation • Cool Tools/FAIR Informal Reading Assessments: Florida Center for Reading Research
Letter Knowledge	K-1	Letter Naming Fluency		<ul style="list-style-type: none"> • AIMSweb & AIMSweb Plus LNF/LSF • DIBELS 8th LNF/LSF • EasyCBM Letter Names/Sounds • Renaissance Fastbridge Letter Names/Sounds • Renaissance Star CBM Letter Naming/Sounds • CORE Phonics Survey Letter Name/Sound
Alphabetic Decoding	1	Phonics and decoding		<ul style="list-style-type: none"> • Acadience Reading Diagnostic PA & WRD • CORE Phonics Survey • Renaissance Star Phonic Survey

IRI Subtest	Expected Subtest Grades	Related Skill	Notes	Tier II Diagnostic Measures
Spelling	1-3			<ul style="list-style-type: none"> • LETRS Diagnostic Spelling Survey • Test of Written Spelling • Renaissance Star Encoding • Words Their Way
Comprehension	1-3		Note: Students' listening comprehension will likely be higher than their reading comprehension; they may be able to retell stories told orally but not retell what they have read themselves.	<ul style="list-style-type: none"> • AIMSwebPlus Maze • DIBELS 8th MAZE • Renaissance Star Reading • Acadience Learning: Reading Diagnostic - Comprehension, Fluency, & Oral Language (CFOL)
Fluency	1-3	Oral reading fluency		<ul style="list-style-type: none"> • CORE Phonics Survey • Acadience Learning: Reading Diagnostic - Comprehension, Fluency, & Oral Language (CFOL) • Acadience Reading Diagnostic PA & WRD • Test of Dyslexia-C

IRI Subtest	Expected Subtest Grades	Related Skill	Notes	Tier II Diagnostic Measures
				<ul style="list-style-type: none"> Cool Tools/FAIR Informal Reading Assessments: Florida Center for Reading Research
RAN	K-3	Rapid Automatized Naming	Note: K students may have difficulty in easily remembering the names of letters, digits, colors, or objects. By Grade 2, students will demonstrate issues remembering words.	<ul style="list-style-type: none"> AIMSweb Plus PRO-ED RAN/RAS Acadience RAN Renaissance Star CBM RAN

Note: Guidance for additional diagnostic measures based on the IRI Vocabulary Subtest is not included. Students with characteristics of dyslexia may demonstrate relatively strong vocabulary skills in kindergarten and first grade. However, limited access to print over time can hinder vocabulary growth. Teachers should monitor whether students are acquiring new academic and content-specific vocabulary, as weaknesses in this area may signal a need for vocabulary support, even if not directly related to identifying dyslexia.

TIER I SCREENING, GRADES 4 & 5

At this time, Idaho does not have an identified state administered assessment to be used for Tier I screening for grades four and five. Thus, local education agencies (LEAs) should identify and use the tool they feel is most appropriate. Suggested resources are below.

Suggested Tier I Screening Resources for Grades 4 & 5

Screener	Phonological Awareness (PA)	Phonemic Decoding Efficiency	Spelling Ability	Sight Word Reading Efficiency	Admin Time	Print or Digital
Acadience Reading (formerly DIBELS Next)	X	X	X	X	<20 min	Both
Aimsweb Plus	X	X	X	X	< 35min	Both
Renaissance Star Reading	X	X	X	X	< 35min	Digital
Amplify: mCLASS (K-6)	X	X	X	X	<20	Both
Renaissance STAR CBM	X	X	X	X	<20 min	Both
Amira Advanced Reading (4-8)	X	X	X	X	<20 min	Digital
Renaissance Fast Bridge	X	X		X	<20 min	Digital

Screener	Phonological Awareness (PA)	Phonemic Decoding Efficiency	Spelling Ability	Sight Word Reading Efficiency	Admin Time	Print or Digital
Tests of Dyslexia (TOD-S)	X	X	X	X	<20 min	Both
PAST	X				<20 minutes	Print

TIER II DIAGNOSTIC MEASURES, GRADES 4 & 5

The following table is designed to assist you in using students' screening data to determine appropriate diagnostic measures. To clarify the interventions that an individual student should receive, review the subtests where the student's score was low (or lower than other areas) on the screener, identify one or more diagnostic measures from the recommended list to administer, and review the resulting data.

Suggested Diagnostic Measures by Reading Skill for Grades 4 & 5

Reading Skill	Diagnostic Measures
Phonological / Phonemic Awareness	<ul style="list-style-type: none"> • Phonological Awareness Skills Program - PASP • Phonological Awareness Skills Screener - PASS • Phonological Awareness Skills Test - PAST • Cool Tools/FAIR Informal Reading Assessments: Florida Center for Reading Research, FCRR • Acadience Learning Phonemic Awareness & Word Reading and Decoding Assessment (PA&WRD) • CORE Phonological Segmentation Test • Test of Dyslexia-C • C-TOPP
Phonics / Decoding / Word Recognition	<ul style="list-style-type: none"> • Really Great Reading Decoding Survey • 95% Group PSI: Phonics Screener for Intervention • Cool Tools/FAIR Informal Reading Assessments: Florida Center for Reading Research, FCRR • Renaissance Phonics Survey • CORE Phonics Survey • Test of Dyslexia-C • Acadience Learning: Reading Diagnostic -Phonemic Awareness and Word Reading and Decoding Assessment (PA&WRD)
Spelling	<ul style="list-style-type: none"> • Words Their Way • Aimsweb Plus (Spelling) • LETRS Diagnostic Spelling Survey • Test of Written Spelling • Test of Dyslexia-C • Acadience Learning: Reading Diagnostic - Comprehension, Fluency, & Oral Language (CFOL)

Reading Skill	Diagnostic Measures
Comprehension	<ul style="list-style-type: none"> • Cool Tools/FAIR Informal Reading Assessments: FCRR • Test of Dyslexia-C • Acadience Learning: Reading Diagnostic - Comprehension, Fluency, & Oral Language (CFOL)
Fluency	<ul style="list-style-type: none"> • Cool Tools/FAIR Informal Reading Assessments: Florida Center for Reading Research • Acadience Learning - Comprehension, Fluency, & Oral Language • Acadience Learning: Reading Diagnostic -Phonemic Awareness and Word Reading and Decoding Assessment (PA&WRD)

For Questions Contact

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