



## Screening Tools Chart: Reading

Updated April 20, 2009

The Center defines screening as follows:

*Screening involves brief assessments that are valid, reliable, and evidence-based. They are conducted with all students or targeted groups of students to identify students who are at risk of academic failure and, therefore, likely to need additional or alternative forms of instruction to supplement the conventional general education approach.*

Please note that submission to the TRC review process was voluntary. The National Center on Response to Intervention does not endorse or recommend the tools included in the chart. The Center provides this information to assist educators and practitioners in making informed decisions about scientifically based tools that best meet their individual needs.

Tools	Area	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Efficiency			
							Admin Format	Admin & Scoring time	Scoring Key	Benchmarks / Norms
AIMSweb	R-CBM Oral Reading	●	Moderate High	●	●	—	Individual	2 minutes	Yes	Yes
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Letter Naming Fluency	○	Moderate Low	●	●	—	Individual	2 minutes	Yes	Yes
	Nonsense Word Fluency	●	Moderate Low	●	●	○	Individual	2 minutes	Yes	Yes
	Oral Reading Fluency	●	Moderate High	●	●	●	Individual	2 minutes	Yes	Yes
	Phoneme Segmentation Fluency	○	Moderate Low	●	○	●	Individual	2 minutes	Yes	Yes
Scholastic	Phonics Inventory - Screener Version	●	Moderate High	●	●	—	Individual Group	10 minutes	Computer Scored	No
STAR	Early Literacy	●	Broad	●	●	●	Individual Group	10 minutes	Computer Scored	Yes
	Reading	●	Moderate High	●	●	●	Individual Group	10 minutes	Computer Scored	Yes
STEEP	Oral Reading Fluency	●	Moderate High	●	●	—	Individual	1 minute	Yes	Yes

**Chart Legend:** ● Convincing Evidence | ● Partially Convincing Evidence | ○ Unconvincing Evidence | — No Evidence Submitted