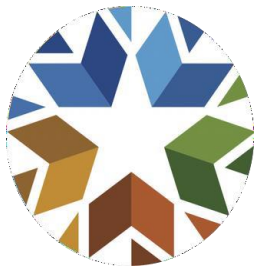


OKLAHOMA STATE DEPARTMENT OF EDUCATION



EPS Reading Assistant

Technical Support

Universal Screening for Risk of Reading Difficulties, including
Characteristics of Dyslexia

This guidance is based off information provided by the vendor and is provided to assist districts in quickly finding essential information for using this screening instrument to meet the requirements of the Strong Readers Act and screening for characteristics of dyslexia. Specific questions about the assessment should be directed to the vendor.

June 2026

EPS Reading Assistant: Screening Technical Guidance Template



General Information

Contact Information

Website	https://www.epslearning.com/products/eps-reading-assistant
Name	Darlene Wheeler, Senior Account Executive
Phone	(405) 441-3629
Email	Darlene.Wheeler@epslearning.com
Support	Support@EPSLearning.com (800) 225-5750, Option #3

Commented [JW1]: Do you think we might use our marketing site instead?

Administration Information

Setting	EPS Reading Assistant is administered online through a voice-based interface.
Average Time	10-15 minutes
Characteristics of Dyslexia	Reading Assistant automatically proctors and scores the dyslexia screening components, providing a specific indication of high-risk students.

Grade-Level Assessment Pathways & Timeline

Universal Screening Windows

	Beginning of Year (BOY) August–September	Middle of Year (MOY) December–January	End of Year (EOY) April–May
Kindergarten – 3rd Grade	Administer Universal screening to all students. Write SLIP and administer dyslexia screening to students below the grade-level target. <i>Note: Reading Assistant's Universal Screener includes the dyslexia screener. There is no need to administer the dyslexia screener separately when using this product.</i>	Administer Universal Screening to all students. Adjust existing SLIPs based on new data. Write a new SLIP for any student who has dropped below the grade-level target since BOY. Continue biweekly Progress Monitoring for students already in a tiered intervention.	Administer Universal Screening to all students to close out the year and measure growth against BOY/MOY targets. Use results to inform summer/next-year placement.

EPS Reading Assistant: Screening Technical Guidance Template



Assessment Administration

Assessment Components

The following subtests are used to determine the composite score and guide instructional decisions.

Content Area	Assessment Name (in partnership with Amira)	Abbreviation
Phonemic Awareness	Reading Assistant Screener PA PR	PA PR
Alphabetic Principle and Basic Phonics	Reading Assistant Screener Decoding PR	DC PR
Advanced Phonics and Word Attack Skills	Reading Assistant Screener Word Rec PR	WR PR
Accurate and Fluent Reading of Connected Text	Reading Assistant Screener ORF PR	ORF PR
Reading Comprehension	Reading Assistant Screener Comp PR	CM PR

Commented [JW2]: We may want to drop the "Reading Assistant" from each of these titles - I think when they actually use it, it will say Amira.

Commented [MK3R2]: i am going to try and weave in something like "in partnership with Amira"

To screen for characteristics of dyslexia, students must first take the Universal Screening Assessment. The full assessment takes approximately 15-20 minutes and includes the following measures:

Measure	Purpose
Rapid Automatized Naming (RAN)	Speed/automaticity naming familiar stimuli
Word Manipulation (Elision) & Nonsense Word Repetition	Phonological working memory
Letter Naming Fluency (LNF) / Letter Sound Fluency (LSF)	Alphabet knowledge & sound-symbol recognition
Word Identification / Reading Fluency	Word Recognition Fluency
Phonemic Awareness: Blending & Phoneme Segmentation Fluency (PSF)	Phonological/phonemic awareness
Nonsense Word Fluency (NWF) / Decoding	Phonics & decoding accuracy
Vocabulary	Vocabulary size estimate
Spelling / Encoding	Phoneme-grapheme mapping
Oral Reading Fluency (ORF)	Words Correct Per Minute (WCPM), prosody
Reading & Listening Comprehension	Comprehension of read and spoken text

Multi-Tiered Performance & Risk Benchmarks

Target Benchmark Scores (Kindergarten – 3rd Grade)

Reading Assistant expresses grade-level targets as Amira Reading Mastery (ARM) scores - a Grade Level Equivalent (GLE). The table below provides the exact numerical cut-scores used to classify Well Below Benchmark, Below Benchmark, and At Benchmark performance at each BOY/MOY/EOY checkpoint:

Grade	Category	Beginning of Year (BOY)		Middle of Year (MOY)		End of Year (EOY)	
		Aug	Sep	Dec	Jan	Apr	May
Kinder	Well Below Benchmark	-1.104	-1.043	-0.861	-0.8	-0.616	-0.555
	Below Benchmark	-0.649	-0.547	-0.238	-0.136	0.098	0.176

EPS Reading Assistant: Screening Technical Guidance Template



Grade	Category	Beginning of Year (BOY)		Middle of Year (MOY)		End of Year (EOY)	
		Aug	Sep	Dec	Jan	Apr	May
1st	At Benchmark	-0.237	-0.131	0.186	0.292	0.522	0.599
	Well Below Benchmark	0.048	0.076	0.24	0.295	0.538	0.619
	Below Benchmark	0.453	0.489	0.703	0.774	1.306	1.484
	At Benchmark	0.748	0.801	1.121	1.227	1.664	1.81
2nd	Well Below Benchmark	0.626	0.68	0.842	0.896	1.527	1.632
	Below Benchmark	1.52	1.552	1.649	1.681	2.004	2.058
	At Benchmark	1.894	1.925	2.018	2.049	2.556	2.641
3rd	Well Below Benchmark	1.807	1.828	1.892	1.914	1.999	2.028
	Below Benchmark	2.471	2.512	2.636	2.677	2.841	2.896
	At Benchmark	2.864	2.933	3.14	3.209	3.485	3.577

The following descriptors, provided by the underlying assessment engine that powers EPS Reading Assistant, assist in interpreting student scores. For a more in-depth explanation, please refer to the Reading Assistant Assessment Technical Guide provided by EPS Learning.

- **At or Above Benchmark.** For students who score At or Above Benchmark, the overall likelihood of achieving subsequent reading goals is approximately 80% to 90%. These students are likely to need effective core instruction to meet subsequent early literacy and/or reading goals.
- **Below Benchmark.** For students with scores between the benchmark goal and the cut point for risk, the overall likelihood of achieving subsequent early literacy/reading goals is approximately 40% to 60%. These students are likely to need strategic, targeted supplemental support in specific skill areas.
- **Well Below Benchmark.** For students who score below the cut point for risk, the overall likelihood of achieving subsequent early literacy/reading goals is low, approximately 10% to 20%. These students are identified as likely to need intensive support that incorporates something more or different from the core curriculum.

The scores on the following chart are Reading Composite Scores determined by the required assessments listed above and reflect grade-level target scores. Reading Assistant's benchmarks are keyed to the Reading Mastery (ARM) composite score, available for every student who takes the Screener/Assessment. ARM scores are shown in both Teacher and District reporting.

See the [Reading Assistant Report Step-by-Step Walkthroughs](#) and [Reading Assistant SOR Program Analysis Report](#) for detailed guidance.

- **Teacher Access:** Teachers can view the ARM and PR score through the Benchmark Report and the Class Progress Report.
- **Administrator Access:** Administrators can view the ARM (Reading Mastery Score) and PR through the Assessment Classification Report.

EPS Reading Assistant: Screening Technical Guidance Template



Using the Data

Step 1: Universal Screening: Place Students in Tiers

MTSS Tier Classifications

Overall Mastery Percentile Rank (PR), derived from the ARM composite score, determines MTSS tier placement. These cut points, sourced from Amendment #2 of Solicitation EV00000794, are viewable on the platform's Assessment Classification Report and Instructional Recommendations (Reading Rope) Report:

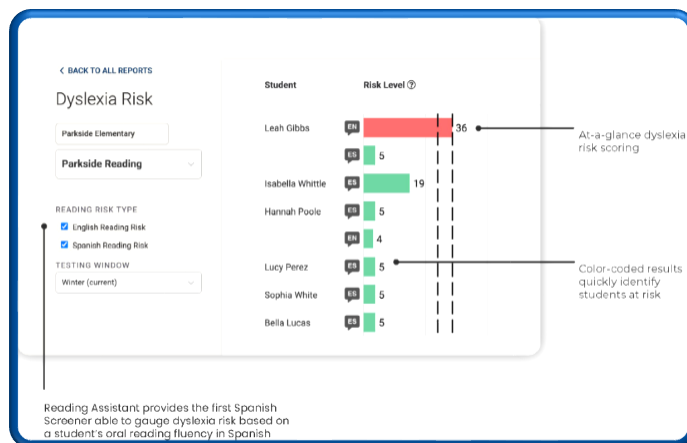
Tier	Percentile Range (ARM PR)	SLIP Status	Classification Report Color
Tier 1 – On Track (Core Instruction)	40th percentile and above	NOT NEEDED	Green
Tier 1 (with Enhanced Support)	26th–39th percentile	REQUIRED	Blue
Tier 2 – Strategic/Supplemental Intervention	11th–25th percentile	REQUIRED	Yellow
Tier 3 – Intensive Intervention	10th percentile and below	REQUIRED	Red

Step 2: Dyslexia Screening: Identify Dyslexia Risk

Dyslexia Risk Indication (DRI)

The Dyslexia Risk Index (DRI) is a criterion-referenced composite score, scaled 1-99, that summarizes the degree to which a student is evidencing signals and markers of dyslexia across the required K-3 components (phonological awareness, phoneme manipulation, sound-symbol recognition, decoding, encoding, RAN, and developmental language).

Process: Log in and access the Reports page, then choose the Dyslexia Risk (Reading Risk) Report to view each student's DRI score.



EPS Reading Assistant: Screening Technical Guidance Template



Step 3: Universal Screening: Review Subtest Scores to Decide on an Intervention Strategy

For high-risk students, use sub-scores on the Student Summary Report to identify a student's relative strengths and weaknesses. Each thread of the reading rope is reported as a PR from 1 to 99; a PR below 10 indicates an extremely high need for intervention, and a PR between 10 and 25 indicates intervention is desirable. The focal point of the intervention strategy should be the threads with the lowest scores.



Understanding the Scores

- **DRI at or above 30:** the student should be considered at-risk for characteristics of dyslexia. This threshold applies across all grades K-3 and all testing windows.
- **Classification Accuracy:** independent research on the underlying assessment engine demonstrates a sensitivity rate of 70% or higher and a specificity rate of at least 80%, meeting the RFI's mandatory classification-accuracy requirement.
- The DRI score is found on the platform's Reading Risk Report / Dyslexia Risk Report for every student who has completed the Universal Screener.

The ARM Score is a Grade Level Equivalent (GLE), expressed in the form G:M# (###), where G is the student's grade-level proficiency and M is the month of proficiency within that grade.

Score	Grade	Example
< 0	Pre-K	-.30 (about 3 months of growth needed to be ready for kindergarten work)
0 to .99	Kindergarten	0.20 (Skills equal to a typical kindergartner in Sept/Oct of their K year.)
1 to 1.99	1st Grade	1.55 (Skills equal to a 50th PR first grader in December/January.)
2 to 2.99	2nd Grade	2.00 (Skills equivalent to a student just starting 2nd grade.)
3 to 3.99	3rd Grade	3.92 (Student mastery is just shy of a typical 4th grader.)
4 to 4.99	4th Grade	4.74 (Skills equal to a 50th PR student in Feb/March of 4th grade.)

Note: The ARM Score updates with new Progress Monitoring tests during a window. If a student is not able to read connected passages, the ARM score may flip to "Early Reader" instead of a numeric score. Teachers can view the ARM score for only the Benchmark/Screener assessments by selecting the "Benchmark Assessment Only" option.

EPS Reading Assistant: Screening Technical Guidance Template



Benchmark Report

EPS Reading Assistant: Screening Technical Guidance Template



Required Literacy Subtests & Skill Matrix

The matrix below details which EPS Reading Assistant subtests satisfy each state-mandated early literacy indicator under the Strong Readers Act.

State-Mandated Indicator	EPS Reading Assistant Subtest(s)	Grade Band	What It Measures
Phonological / Phonemic Awareness	Elision (Word Manipulation); Blending; Nonsense Word Repetition; Phoneme Segmentation Fluency (PSF)	K-3	Ability to identify, blend, and manipulate individual sounds (phonemes) in spoken words - including rhyming and segmenting tasks embedded in the blending/elision items.
Phonics & Decoding	Letter Naming Fluency (LNF); Letter Sound Fluency (LSF); Nonsense Word Fluency (NWF); Word Reading/Identification	K-3	Alphabet knowledge, letter-sound correspondence, and the ability to apply phonics rules to decode both real and made-up words.
Rapid Automatized Naming (RAN)	RAN task (36 items across 5-6 stimuli sets: numbers, colors, objects)	K-3	Speed and automaticity of naming familiar stimuli; one of the strongest predictors of dyslexia risk and a core component of the DRI composite.
Reading Fluency & Comprehension	Oral Reading Fluency (ORF - Words Correct Per Minute & prosody); Listening Comprehension; Reading Comprehension	1-3 (Listening Comprehension also administered in K)	Rate, accuracy, and expression of connected-text reading, plus understanding of spoken and written text via post-passage comprehension questions.

EPS Reading Assistant: Screening Technical Guidance Template



Intervention & Plan Documentation Triggers

SLIP Instructions

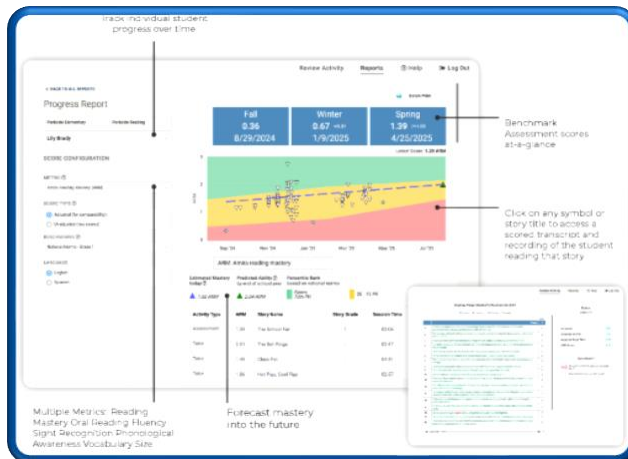
A Student Literacy Intervention Plan (SLIP) is required any time a student's composite (ARM) score places them below the 40th percentile - i.e., Tier 1+, Tier 2, or Tier 3. The rules below govern when the SLIP must be drafted or revised:

Tier / Percentile	SLIP Requirement	Timing
Tier 1 (40th PR+)	Not needed	N/A
Tier 1 (with Enhanced Support) (26th–39th PR)	Required	Drafted immediately following BOY screening; reviewed/adjusted at MOY
Tier 2 (11th–25th PR)	Required	Drafted immediately following BOY screening; reviewed/adjusted at MOY and before EOY
Tier 3 (10th PR and below)	Required	Drafted immediately, paired with an intensive-intervention referral; reviewed at every subsequent window

Progress Monitoring Schedules

For any student placed in Tier 1+, Tier 2, or Tier 3 (i.e., receiving an intervention), EPS Reading Assistant's short-form Progress Monitoring tool - a brief Oral Reading Fluency (ORF) passage completable in under 20 minutes - should be administered on a biweekly cadence between Universal Screening windows.

- **Progress Report:** tracks each student's growth session-by-session, displays a growth chart, forecasts expected performance, and links to audio recordings of each session for miscue analysis.



- **Overall Mastery PR:** This is the student's Percentile Ranking for all students at the same grade, derived from the Composite Mastery (ARM) Score. Sub Test Scores (Vocabulary PR, Knowledge PR, Decoding PR, Phonological Awareness PR, Sight Recognition PR) should be analyzed to determine the nature and intensity of the intervention. Comprehension PR and Word Recognition PR are rollups of these subtest scores.

EPS Reading Assistant: Screening Technical Guidance Template



- **Administrator Reports:** Districts can access key student data via the Administrator Dashboard. The DRI can be found in the Reading Risk Report for every student who has completed the Screener components. The ARM and ARM PR are available through the Assessment Classification report, which groups students into Tier 1, Tier 1+, Tier 2, or Tier 3 to facilitate quick identification of needs for the MTSS process.
- Every reading practice session functions as an ongoing formative assessment, so growth data is available continuously - not only at the three formal Universal Screening checkpoints.

EPS Reading Assistant: Screening Technical Guidance Template



Accommodations & Special Situations

English Learner (EL) Accommodations

The following EL accommodations are built into the platform and are designed not to compromise test validity:

- Spanish Proctoring for English Assessment: students taking the assessment in English can receive instructions and proctoring in Spanish.
- Full Spanish Screener: a culturally and linguistically authentic assessment grounded in the Tejas Lee framework (not a direct translation of the English version).
- Paper-Based Spanish Assessment (Tejas Lee): available for students who require a non-digital format.
- Bilingual Assessment Options: administrators can configure sessions in English only, Spanish only, or both languages in a single session.

Students with Disabilities (IEP / 504)

For students with an IEP or 504 plan, the following accommodations are available:

- **Text-to-Speech:** a "read-to-me" feature highlights and reads article text aloud.
- **Large Print / Screen Magnification:** font accessibility standards allow screen magnification as a general accommodation.
- **Paper-Based English Assessment (TPRI):** an equivalent paper-based Texas Primary Reading Inventory assessment for students who cannot use the digital interface.
- **Keyboard Navigation:** the student experience can be navigated with assistive technologies via keyboard.
- **Configurable Administration Time:** task time limits may be adjusted in rare cases to ensure an equitable assessment experience.
- **Retest Option:** students may retest if an initial session is invalidated due to technical issues or disruptions.

Remote Testing Protocols

When screening occurs outside the physical classroom (e.g., remote or at-home testing), the following security protocols apply:

- Secure browser lockdown to prevent students from navigating away from the assessment.
- Session monitoring and AI anomaly detection to flag irregular testing behavior in real time.
- Virtual technical support available to districts administering the screener remotely, to ensure proctoring is completed with the highest levels of security.
- See the Assessment User Manual, Part 6 (Test Security Manual) for full remote administration procedures.

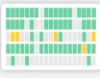
EPS Reading Assistant: Screening Technical Guidance Template



Vendor Support & System Reporting

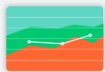
Specific Diagnostic Reports

Pull the following reports from the Reports tab to find detailed subdomain skill-set information:

Report	Use It To Find	Report Name	View	Purpose
Reading Risk Report (Dyslexia Risk Report)	Each student's DRI score (1-99) and English/Spanish reading risk flags.	 Reading Risk	 Class	Identify at-risk students who may need further testing, support or intervention using the Dyslexia Risk Indicator (DRI) scores
Benchmark Report	ARM score and PR compared to grade-level targets across BOY/MOY/EOY windows.	 Benchmark	 Class	View assessment scores across metrics, percentiles, and class comparisons in one view
Student Summary Report	Subtest-level PRs (Vocabulary, Knowledge, Decoding, Phonological Awareness, Sight Recognition) for individual students.	 Student Summary	 Student	View a summary of reading risk, usage, domain mastery, and subtest scores
Instructional Recommendations (Reading Rope) Report	Tier classification with color coding and Scarborough's Reading Rope-aligned instructional strategies.	 Reading Rope Insights	 Student  Printable	- Whole class and individual student percentiles in each Reading Rope domain, with recommendations - View Mastery of Domains
Standards Mastery / Skills Diagnostic Report	Mastery status (not developed / developed / likely mastered) against Oklahoma Academic Standards (OAS).	 Skills Diagnostic	 Student	View mastery of individual reading skills, all domains in one view for an individual student
		 Standards Mastery	 Class  Student	View mastery of your state standards and MAST score
		 Skills Status	 Class	View mastery of individual reading skills across the whole class

EPS Reading Assistant: Screening Technical Guidance Template



Report	Use It To Find	Report Name	View	Purpose
Progress Report / Growth Dashboard	Biweekly progress-monitoring growth trend and forecasted trajectory for intervention students.	 Progress	 Student	• View Student Activity • Listen to recordings, view scored transcripts, override scoring • Growth and projection chart for every student session
		 Usage	 Printable	• View usage and award badges • Weekly summary of tutoring time, stories read, instructional time, completed activities, and badges earned.

Technical Assistance Contacts (Oklahoma Accounts)

Dedicated EPS Learning contacts and support queues for Oklahoma public school accounts:

Contact	Role	Email / Phone
Darlene Wheeler	Senior Account Executive	Darlene.Wheeler@epslearning.com (405) 441-3629
Sean Timmons	Regional Sales Manager	Sean.Timmons@epslearning.com (559) 242-2269
Customer Support / Help Desk	Technical Assistance	Support@epslearning.com (800) 225-5750, Option #3 Mon-Fri, 8:00 AM-5:30 PM EST

- **Live chat and on-demand resources:** [EPS Curriculum Support Hub](https://support.epslearning.com/reading-assistant) (<https://support.epslearning.com/reading-assistant>) and Vimeo video library.
- All dedicated reps respond within 24 hours, Monday-Friday.