



Report on Assessment Review

Strong Readers Act:

Universal Literacy & Dyslexia Screening Assessments

Purpose of Review

To identify students who might be at-risk for reading difficulty, the Strong Readers Act (70 O.S. §1210.508C[A-B]) requires that all students in kindergarten through third grade be given a universal screening assessment three times each year. Beginning in 2022-23, kindergarten through third-grade students who score below the grade-level target on the universal screener at the beginning of the year are also screened for characteristics of dyslexia (70 O.S. §1210.520). Both screening assessments must be approved by the Oklahoma State Board of Education. The purpose of this review was to identify assessments for both universal screening and dyslexia screening that meet the requirements of the Oklahoma statutes to make a recommendation to the Oklahoma State Board of Education.

Rationale for Review

The last review of universal screening assessments for the Strong Readers Act was completed in 2023 and went into effect in the 2023-2024 school year. At the same time, screening assessments for characteristics of dyslexia were also reviewed. Within the Oklahoma State Department of Education (OSDE), the Office of Literacy reviews the approved screening assessment list every three years to ensure the approved screening assessments still meet all statutory requirements and provide new products an opportunity to be considered.

Because the two assessments are dependent on one another, the requirements for recommendation included a criterion that only assessments that meet the requirements of both the universal literacy and dyslexia screening assessments be recommended for approval for use in the state of Oklahoma.

Review Process

A request for information (RFI) was released on August 21, 2025. Vendors were asked to provide the requested information for consideration by September 19, 2025. Scoring guides for the screening assessments were created based on requirements outlined in the respective statutes. Vendors were able to submit questions to OSDE by August 28 for clarification.

A team of educational professionals from the Offices of Literacy, Standards and Learning, and Special Education who were knowledgeable about reading and assessing for reading difficulties was identified. Dr. Dana Oliver, a professor at Southwest Oklahoma State University, also joined the team as a representative of the Oklahoma Education Quality Assurance (OEQA) committee to allow for collaboration between OSDE and OEAQ as required in statute.



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Prior to reviewing materials, team members met with staff from the Office of Literacy and the Procurement Officer to review the purpose of the screening assessments, the requirements listed in the scoring guide, and the process for review.

The literacy review team was divided into two groups of three members each. Each group was assigned 5-6 submissions to review. After reviewing the material independently, the three team members came together to discuss their findings. If there were disagreements between the reviewers, they were asked to come together to discuss the evidence submitted and attempt to reach a consensus as to whether the element(s) in question met the requirements. In the few cases where the team felt clarification was needed, questions were sent to the applicable vendor and the answers considered in the final evaluation.

Required Qualifications of Screening Assessments

Seventeen criterion points were identified as essential for literacy screening assessments in Oklahoma. Each of these criteria were rated as pass or fail. If the team agreed that any criterion failed to meet the requirements, then the assessment was no longer considered for recommendation. The essential criteria were as follows:

- Ability to screen and monitor progress as outlined in statute
- Ability to assess all grade levels outlined in Strong Readers
- Aligned to the Oklahoma Academic Standards for English Language Arts
- Required skills assessed in kindergarten as outlined in statute
- Required skills assessed in 1st-3rd grade as outlined in statute
- Required skills assessed for risk of dyslexia and clear indicator provided
- Ability to be used by general education teachers
- Provided average time required for administration and scoring
- Provided strong evidence of classification accuracy
- Provided strong evidence of reliability
- Provided strong evidence of validity
- Accompanied by a data management system with required reporting format
- Data management system provides the ability to disaggregate data
- Includes the ability to monitor progress and include regular reports of progress
- Includes an administration manual
- Provided family resources
- Provided professional development over assessment administration

Each of the seventeen criteria had to pass the requirements to be recommended for approval to the Oklahoma State Board of Education.



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Non-Mandatory Criteria of Screening Assessments

There were also thirteen criterion points identified as non-mandatory—criteria that districts should consider before deciding to use an assessment but are not required by statute. These criteria were assigned a point value (0, 1, 5, or 10 points) based on the response. Descriptors for each of the possible ratings were provided to the evaluation team. The non-mandatory criteria were as follows:

- Assessment available in multiple languages
- Provided supplemental instructional resources to support student growth
- Provided ongoing professional development over data analysis
- Described accommodations available for students with special needs
- Described how the assessment can be administered on paper for accommodation needs
- Described the minimum system requirements necessary for devices
- Described the customer service and help desk services provided
- Described how the assessment may support remote proctoring
- Identified all available languages for family resources
- Indicated if vendor agreed to submit to third-party alignment studies
- Indicated if vendor was able to sign a Data Sharing Agreement with a third-party
- Indicated if vendor could use the state student ID number as a unique identifier
- Indicated if the vendor could acquire an Authority to Operate Order (AOO)



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Results of Screening Assessment Review

The following products were submitted for consideration for approval as a literacy screening assessment, including screening for risk of dyslexia.

| Supplier Name | Name of Assessment | Mandatory Criteria | Non-Mandatory Criteria | Recommended for Approval |
|--------------------------------|--------------------------------|--------------------|------------------------|--------------------------|
| Amira Learning | Amira | Pass | 266 | Yes |
| Amplify Education | DIBELS 8 th Edition | Pass | 202 | Yes |
| Curriculum Associates | i-Ready Diagnostic | Pass | 201 | Yes |
| Edmentum | Exact Path | Pass | 201 | Yes |
| EPS Learning | EPS Reading Assistant | Pass | 210 | Yes |
| HMH Learning – NWEA | MAP Growth Early Learning | Pass | 210 | Yes |
| NCS Pearson | aimswebPlus | Pass | 155 | Yes |
| Quest of OK – MIGHT | Literrific | Fail | --- | No |
| Renaissance Learning | Star Early Learning | Pass | 213 | Yes |
| TouchMath Acquisitions | Classworks Reading Screener | Fail | --- | No |
| UTJ Holdco–Teaching Strategies | GOLDFinch | Fail | --- | No |

The review team examined each of the submissions and determined if each of the required qualifications for literacy screening assessments were met or not. If all required criteria were met, the team then rated each of the non-mandatory criteria. The results, along with recommendations for approval, are discussed for each submission below.



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Amira: Amira Learning

The review team determined the following results for this assessment:

- Met all seventeen (17) mandatory requirements of the RFI.
- Met all scope of work criteria with satisfactory or superior scores.
- Demonstrated superior evidence for external review studies, as well as agreement to participate in any studies requested by Oklahoma.
- Demonstrated superior evidence for intervention support.
- Demonstrated superior evidence for ongoing teacher support and training.
- Demonstrated superior evidence for student accommodations, including paper-based options in both English and Spanish.
- Demonstrated superior evidence for customer service options to support both the state and school districts.
- Demonstrated superior evidence for languages as it is available in eight (8) different languages.

As a result of these findings, the review team recommends that this assessment be approved.

DIBELS 8th Edition: Amplify Learning

The review team determined the following results for this assessment:

- Met all seventeen (17) mandatory requirements of the RFI.
- Met the majority of the scope of work criteria with satisfactory scores.
- Demonstrated superior evidence for having a large variety of professional development, including in-person training options.
- Demonstrated superior evidence for providing information regarding system and technical requirements.
- Demonstrated superior evidence for external review studies, as well as agreement to participate in any studies requested by Oklahoma.

As a result of these findings, the review team recommends that this assessment be approved.

i-Ready Diagnostic: Curriculum Associates

The review team determined the following results for this assessment:

- Met all seventeen (17) mandatory requirements of the RFI.
- Demonstrated superior evidence for providing information regarding system and technical requirements.
- Demonstrated superior evidence for customer service options to support both the state and school districts.
- Demonstrated superior evidence for family resources as translations of reports are available in fifteen (15) languages.

As a result of these findings, the review team recommends that this assessment be approved.



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Exact Path: Edmentum

The review team determined the following results for this assessment:

- Met all seventeen (17) mandatory requirements of the RFI.
- Demonstrated superior evidence for evidence-based targeted lessons and practice.
- Demonstrated superior evidence for customer service options to support both the state and school districts.

As a result of these findings, the review team recommends that this assessment be approved.

EPS Reading Assistant: EPS Learning

The review team determined the following results for this assessment:

- Met all seventeen (17) mandatory requirements of the RFI.
- Met all scope of work criteria with satisfactory or superior scores.
- Demonstrated superior evidence for languages as their Spanish tool is linguistically and culturally relevant rather than just a direct translation from English.

As a result of these findings, the review team recommends that this assessment be approved.

MAP Growth Early Learning: HMH Learning—NWEA

The review team determined the following results for this assessment:

- Met all seventeen (17) mandatory requirements of the RFI.
- Demonstrated superior evidence for languages as both English and Spanish versions of the assessment are included in the price of the license.
- Demonstrated superior evidence for having a large variety of professional development available for schools.
- Demonstrated superior evidence for student accommodations through use of assistive technology.
- Demonstrated superior evidence for external review studies, as well as agreement to participate in any studies requested by Oklahoma.

As a result of these findings, the review team recommends that this assessment be approved.

Literrific: Quest for OK—MIGHT

Quest for OK – MIGHT did not meet all seventeen (17) mandatory requirements outlined in the RFI. The assessment does not contain a progress monitoring tool that can be used throughout the academic year. It is not valid to support incremental progress over time between screening windows.

As a result of these findings, the review team does not recommend this assessment be approved.



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Star Early Learning: Renaissance Learning

The review team determined the following results for this assessment:

- Met all seventeen (17) mandatory requirements of the RFI.
- Met all scope of work criteria with satisfactory or superior scores.
- Demonstrated superior evidence for student accommodations.

As a result of these findings, the review team recommends that this assessment be approved.

Classworks Reading Screener: Classworks TouchMath

Classworks by TouchMath did not meet all seventeen (17) mandatory requirements outlined in the RFI. The assessment is unable to screen for dyslexia as it does not include a Rapid Automatized Naming (RAN) measure as required in statute.

As a result of these findings, the review team does not recommend this assessment be approved.

GOLDFinch: UTJ Holdco—Teaching Strategies

UTJ Holdco – Teaching Strategies did not meet all seventeen (17) mandatory requirements outlined in the RFI. The assessment is only available for kindergarten rather than all grades through third grade.

As a result of these findings, the review team does not recommend this assessment be approved.