

OKLAHOMA STATE DEPARTMENT OF EDUCATION

Amira

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.

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General Information

Contact Information

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Administration Information

Setting	Amira is administered online.
Average Time	15-20 minutes
Characteristics of Dyslexia	Amira automatically proctors and scores all dyslexia screens providing a specific indication of high-risk students.

Grade Level Assessment Pathway

	Beginning of Year	Middle of Year	End of Year
Kindergarten -3 rd Grade	Administer Universal screening to all students. Write SLIP and administer dyslexia screening to students below the grade-level target. *Note: Amira's Universal Screener includes the dyslexia screener. There is no need to administer the dyslexia screener separately if using this product.	Administer Universal screening to all students. Adjust SLIP for students as needed. Write SLIP for students who have dropped below the grade-level target.	Administer Universal screening to all students.



Assessment Administration

Assessment Components

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

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

To screen for characteristics of dyslexia, students must first take the Universal Screening Assessment.

Measure	Approximate Time to Administer
RAN	2 minutes
Word Manipulation	4-5 minutes
Phonics/Alphabetic Knowledge	2 minutes
Word Identification Fluency	2-3 minutes
Phonemic Awareness: Blending & Segmenting	3 minutes
Nonsense Word Fluency/ Decoding	2-3 minutes
Vocabulary	2 minutes
Spelling/Encoding	5 minutes
Oral Reading Fluency	4 minutes
Reading Comprehension	2-3 minutes



Special Considerations

Accommodations

Amira is a voice-based interface. The software supports a range of accommodations for students with special needs.

English Learners

Amira enables screening in both Spanish and English. Amira also provides English screening with Spanish Language Proctoring.

Components of the Spanish Assessment



Using the Data to Determine Risk

Grade Level Targets

The following descriptors are provided by Amira Learning to assist in interpreting student scores. For a more in-depth explanation, please refer to the [Technical Guide for Amira Assessment](#) provided by the publisher.

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 support to ensure their achievement of future goals. Strategic support generally consists of carefully targeted supplemental support in specific skill areas in which students are having difficulty.

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. Intensive support refers to interventions that incorporate something more or something different from the core curriculum or supplemental support.

The scores listed on the following chart are the Reading Composite Scores determined by the required assessments listed above. The composite scores listed in the table reflect the grade-level target scores.

Amira's benchmarks are keyed to the Amira Reading Mastery composite score (ARM). This composite score is available for every student that takes the Screener/Assessment. ARM scores are shown in both Teacher and District reporting.

Data can be accessed in the following ways:

- **Teacher Access:** Teachers can view the ARM and PR score through the Benchmark Report and the Class Progress Report. The ARM score is shown on most reports, including the Progress Report, Student Summary Report, and Instructional Recommendation report.
- **Administrator Access:** Administrators can view the ARM (Amira Reading Mastery Score) and PR through the Assessment Classification Report.



Determining Risk for Characteristics of Dyslexia

Step 1: Universal Screening: Place Students in Tiers

Tier 1 Core Instruction

- Initial Screener Score: At or Above the **40th Percentile**
- Student Literacy Intervention Plan (SLIP) **NOT NEEDED**

Tier 1 (with Enhanced Support)

- Initial Screener Score: **26th-39th Percentile**
- Student Literacy Intervention Plan (SLIP) **REQUIRED**

Tier 2 Supplemental Instruction

- Initial Screener Score: **11th-25th Percentile**
- Student Literacy Intervention Plan (SLIP) **REQUIRED**

Tier 3 Intensive Intervention

- Initial Screener Score: **1st-10th Percentile**
- Student Literacy Intervention Plan (SLIP) **REQUIRED**

Summary:

Overall mastery PRs should be used to tier students.

To use the 4-tier approach desired by Oklahoma, make sure the Oklahoma version of the Instructional Recommendations report is on by looking at the Student Classification box under the Language selection. This version will provide a 4-color tiering that aligns to the Oklahoma requirements. If you don't see "Oklahoma RSA Screening", please contact your CSM to have this configuration turned on.

Process:

To tier students, utilize the Class Progress Report. First, go to the Reports Tab. Next, choose the Class Progress Report and select Class Progress Report Type. Tiers are determined by the ARM and PR scores for each testing window.

- Students who should be in Tier 1 (Core) will show in Green.
- Students who should be in Tier 1 (with Enhanced Support) will show in Blue.
- Students who should be in a Tier 2 Intervention will be in Yellow.
- Students who should be in a Tier 3 intervention will be in Red.

The Green/Blue/Yellow/Red classification is based specifically on the Oklahoma cutlines.



Step 2: Dyslexia Screening: Identify Dyslexia Risk

The initial step is to compare student risk to Amira's Composite Score. Amira makes this easy – the Dyslexia Risk Index (DRI) summarizes the degree to which a student is evidencing the signals and markers of Dyslexia. Any student with a **DRI score at or above 30** should be considered at-risk. This number holds for ALL grades and ALL testing windows. You don't need to worry about a panoply of varying numbers. The bigger the Dyslexia Risk Composite score, the greater the overall risk.

Summary:

The higher a student's Dyslexia Risk Score, the greater the likelihood that the student is dyslexic or will have greater than normal struggle to acquire reading fluency.

Process:

Using Amira's Reporting to identify the Composite Score for Risk is easy. The first step is to log in and access the Reports Page. Next, choose the Dyslexia Risk Report. The DRI is the number between 1 and 99 for each student, as shown below. This is the Composite Score Amira provides to enable an overall assessment of risk.





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

Summary:

For high-risk students, use sub-scores to identify the focus and intensity of the intervention.

Process:

First, navigate to the Student Summary Report from the Report Tab. Second, use the sub-scores on the bottom of the report to identify a student's relative strengths and weaknesses.

The Student Summary Report shows a student's PR for each thread of the reading rope. The PR will range from 1 to 99. The greater the value the stronger the student's mastery level in relationship to grade expectations. A PR for a thread below 10 means that the need for an intervention is extremely high. A PR between 10 and 25 indicates that an Intervention is desirable.

The focal point of the intervention strategy should be on the threads with the lowest scores.

Note:

The Overall Mastery PR for students is based on the ARM score (Amira Reading Mastery).





Amira: Screening Technical Guidance

Using the Data to Determine Risk

Understanding The Scores:

Dyslexia Risk (DRI): This score measures dyslexia risk, not overall mastery. The larger the score, the greater the signal that the student may have characteristics of dyslexia. Find this score on the Dyslexia report.

Composite Mastery Score: This score is the composite (overall) mastery score for the student. The Score is based on the Amira Reading Mastery measure (ARM). The ARM Score shows how a student's reading ability compares to other students across the country. ARM is a norm-referenced, holistic measure of a student's reading mastery and incorporates all skills assessed.

An ARM score has two parts:

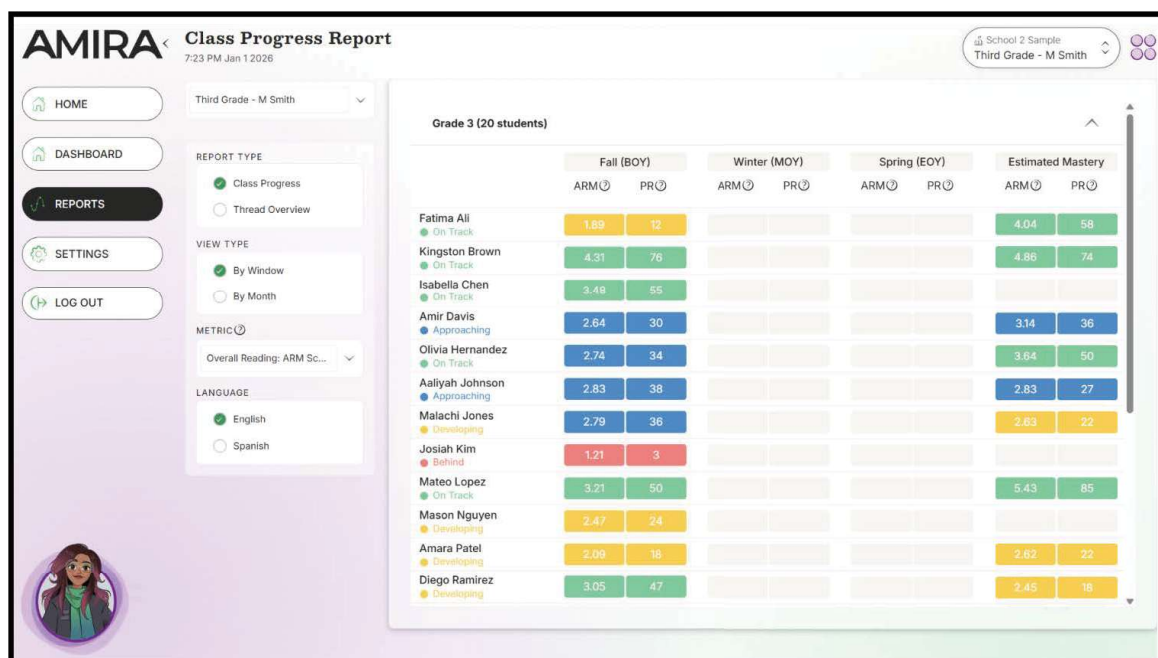
1. The number on the left (before the decimal) denotes "PEER GRADE" and indicates that this student's reading is typical of national peers at this grade level.
(Example: If the score starts with 2, the student is performing at a level typical of the median second grader in the U.S.)
2. The number on the right (after the decimal) denotes "PEER MONTH" and indicates how this student compares to peers with the same GRADE designation.

ARM scores are easy to interpret, per the table below:

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 typical 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)

Amira: Screening Technical Guidance

Using the Data to Determine Risk



Overall Mastery PR: This score is the student's Percentile Ranking for all students at the same grade. The PR will be from 1 to 99. The PR is derived from the Composite Mastery Score, (the ARM per above). The ARM PR shows a student's Percentile Ranking (PR) for their grade level. The higher the ARM PR, the more proficient the student. This score is shown on the BoY to MoY to EoY Benchmark Only Report.

Sub Test Scores: These Percentile Rankings are the sub-scores that should be analyzed to determine the nature and intensity of the intervention. The lower the score, the stronger the need for an intervention focused on this area of mastery. These sub-scores are based on looking specifically at student performance with respect to items related to the skill. For example, nonsense word fluency items (NWF) are used to help calculate the Decoding PR. The sub test scores include the following areas:

- Vocabulary PR
- Knowledge PR
- Decoding PR
- Phonological Awareness PR
- Sight Recognition PR

Contributing Scores: Comprehension PR and Word Recognition PR are rollups of the Subtest scores.

- Comprehension PR is a rollup of the Vocabulary PR and Knowledge PR.
- Word Recognition PR is a rollup of the Decoding PR, Phonological Awareness PR and Sight Recognition PR.



Amira: Screening Technical Guidance

Using the Data to Determine Risk

Districts can easily access the key student data using their Administrator Dashboard:

DRI: This score can be found in the Reading Risk Report for every student that has completed the Screener components. The ORF component is not necessary for the calculation of this score.

ARM & ARM PR: The Assessment Classification report allows leaders to view student tiers to assist with the MTSS process. Students are grouped into Tier 1, Tier 1 (with Enhanced Support), Tier 2, or Tier 3 to facilitate quick identification of their needs and prompt decision-making for next steps.

Reading Risk Report



Assessment Classification Report





Data Benchmarks

Universal Screening: Grade Level Targets

	Benchmark Category	Beginning of Year		Middle of Year		End of Year	
		August	September	December	January	April	May
Kinder	Well Below Benchmark	-0.374	-0.349	-0.223	-0.181	-0.048	-0.004
	Below Benchmark	-0.103	-0.093	0.067	0.121	0.271	0.321
	At Benchmark	0.087	0.087	0.282	0.347	0.522	0.581
1st Grade	Well Below Benchmark	0.254	0.311	0.378	0.383	0.551	0.617
	Below Benchmark	0.611	0.657	0.807	0.815	1.14	1.142
	At Benchmark	0.872	0.922	1.39	1.171	1.627	1.639
2nd Grade	Well Below Benchmark	0.797	0.825	0.919	0.926	1.16	1.222
	Below Benchmark	1.377	1.378	1.569	1.639	2.027	2.046
	At Benchmark	1.849	1.854	2.151	2.227	2.596	2.614
3rd Grade	Well Below Benchmark	1.222	1.227	1.334	1.369	1.606	1.768
	Below Benchmark	2.134	2.145	2.373	2.449	2.748	2.848
	At Benchmark	2.77	2.775	3.066	3.163	3.342	3.402
4th Grade	Well Below Benchmark	1.899	1.979	2.22	2.301	2.542	2.622
	Below Benchmark	2.923	3.017	3.299	3.393	3.648	3.733
	At Benchmark	3.658	3.748	4.016	4.105	4.312	4.38
5th Grade	Well Below Benchmark	2.59	2.868	2.973	3.069	3.356	3.452
	Below Benchmark	3.759	3.85	4.126	4.217	4.492	4.584
	At Benchmark	4.664	4.727	4.915	4.978	5.166	5.229
6th Grade	Well Below Benchmark	1.801	1.914	2.254	2.367	2.707	2.82
	Below Benchmark	4.052	4.14	4.404	4.493	4.757	4.845
	At Benchmark	5.199	5.275	5.504	5.581	5.81	5.886
7th Grade	Well Below Benchmark	3.954	3.985	4.077	4.107	4.199	4.23
	Below Benchmark	5.776	5.814	5.927	5.964	6.077	6.115
	At Benchmark	6.651	6.675	6.75	6.774	6.848	6.873
8th Grade	Well Below Benchmark	4.569	4.63	4.813	4.874	5.058	5.119
	Below Benchmark	6.331	6.392	6.576	6.637	6.821	6.882
	At Benchmark	7.202	7.256	7.416	7.47	7.63	7.684