

## 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	10-15 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 <sup>rd</sup> Grade	<p>Administer Universal screening to all students.</p> <p>Write SLIP and administer dyslexia screening to students below the grade-level target.</p> <p>*Note: Amira's Universal Screener includes the dyslexia screener. There is no need to administer the dyslexia screener separately if using this product.</p>	<p>Administer Universal screening to all students.</p> <p>Adjust SLIP for students as needed.</p> <p>Write SLIP for students who have dropped below the grade-level target.</p>	<p>Administer Universal screening to all students.</p>



### 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.

#### [Assessment Accessibility Features](#)

#### 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 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 **40<sup>th</sup> Percentile**
- Student Literacy Intervention Plan (SLIP) **NOT NEEDED**

###### Tier 1+ Differentiation

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

###### Tier 2 Supplemental Instruction

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

###### Tier 3 Intensive Intervention

- Initial Screener Score: **1<sup>st</sup>-10<sup>th</sup> 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 Instructional Recommendations (Reading Rope) Report. First, go to the Reports Tab.

Next, choose the Instructional Recommendations Report

Tiers are determined by the Composite Scores for Overall Mastery. This is located on the right hand, center of the report.

- Students who should be in Tier 1 (Core) will show in Green.
- Students who should be in Tier 1 + (Differentiation) 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

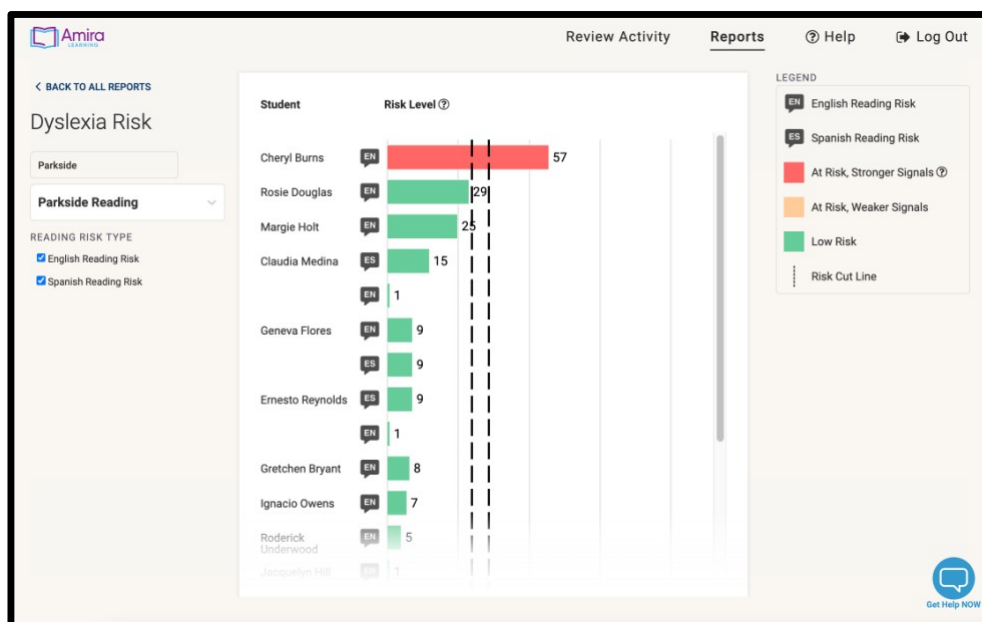
The initial step is to compare student risk to Amira's Composite Score. Amira makes this easy – the Dyslexia Risk Index (DRI) summarizes the degree to which a student is evidencing the signals and markers of Dyslexia. Any student with a **DRI score at or above 30** should be considered at-risk. This 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:

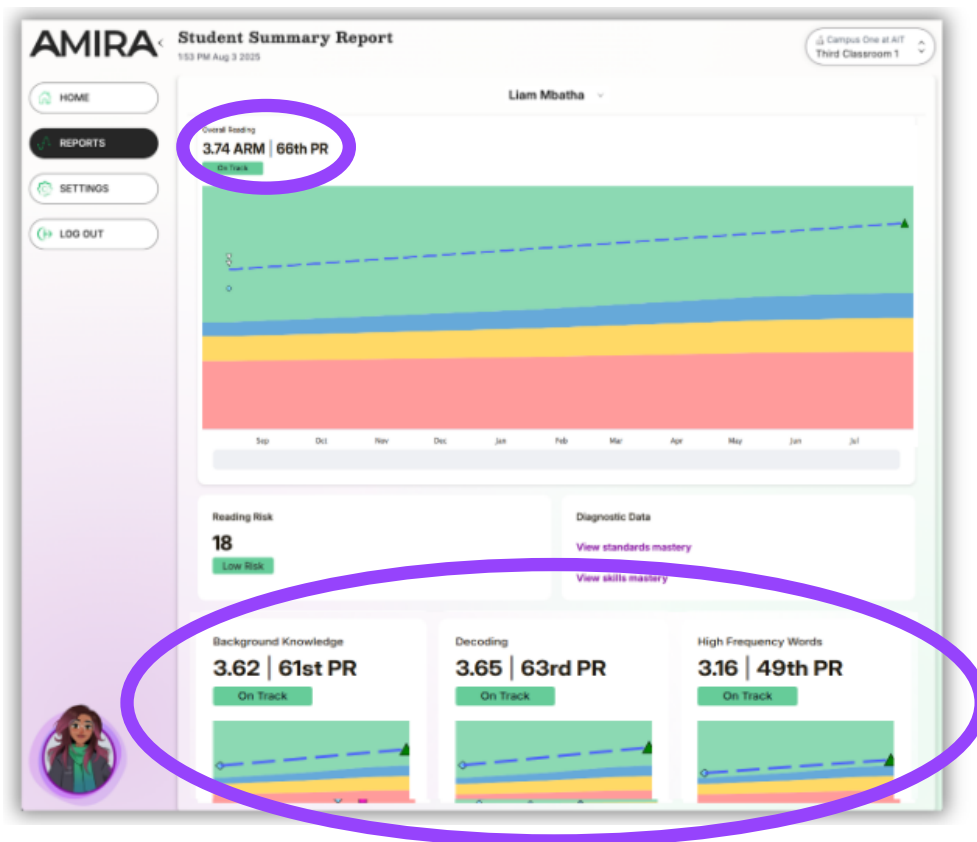
First, navigate to the Student Summary Report from the Report Tab. Second, use the sub-scores on the bottom of the report to identify a student's relative strengths and weaknesses.

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 aims to factor in all of the information gleaned during the screening process. For students able to read connected text, oral reading fluency (ORF) conveys the majority of the signal available to Amira about a student's ability. For "early readers" (students who cannot yet read a passage), Amira relies on a student's interaction with the non-ORF reading tasks. But, for all students, the ARM distills the data available to Amira into a single score on a single scale.

The ARM Score is a Grade Level Equivalent (GLE). Scores will signal the grade level proficient of each student, expressed in the form G:M# (##.##). G = the Student's Grade Level Proficiency. M = the Student's Month of Proficiency within that Grade. # (the second decimal point) = a further refinement of proficiency within the Grade/Month.

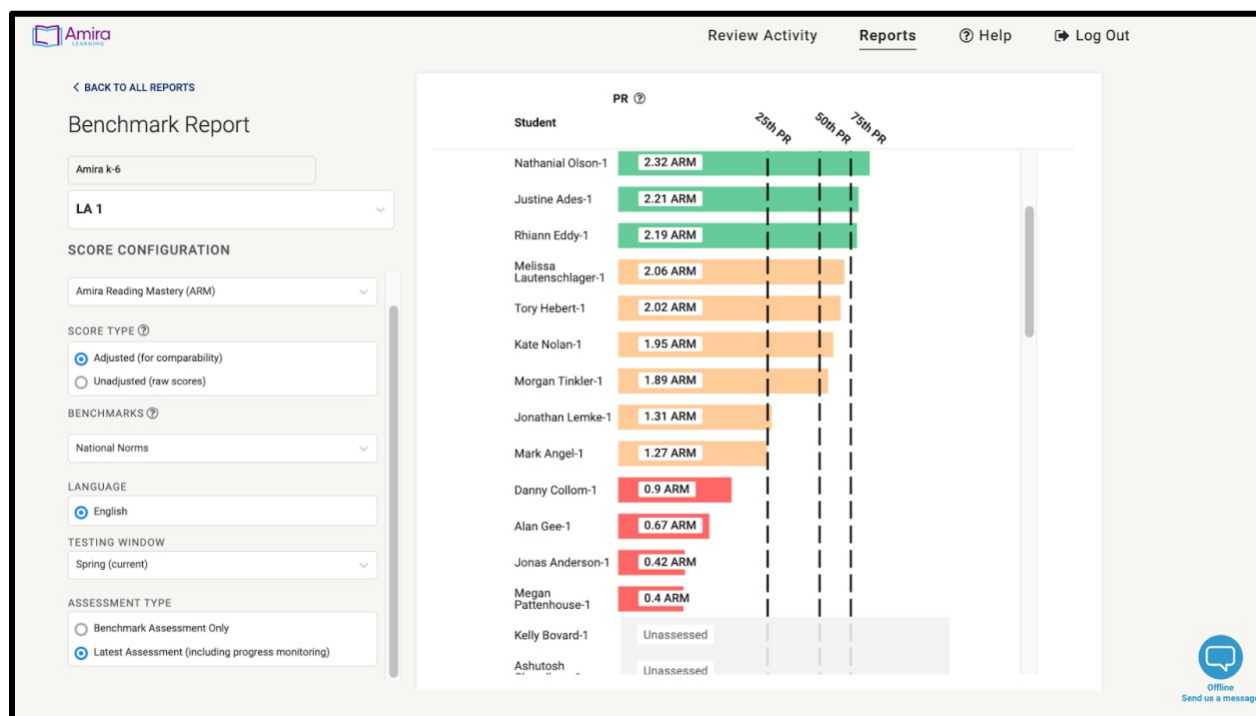
ARM scores are easy to interpret, per the table below:

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 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 will update with new Progress Monitoring tests during a window. If a student is not able to read connected passages, this may result in the student's ARM score flipping to "Early Reader" instead of a score. Teachers can view the ARM score for only the Benchmark/Screening Assessments by selecting the "Benchmark Assessment Only" button on the left side of the screen.

# 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. Administrator Reports:



## Amira: Screening Technical Guidance

### Using the Data to Determine Risk

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

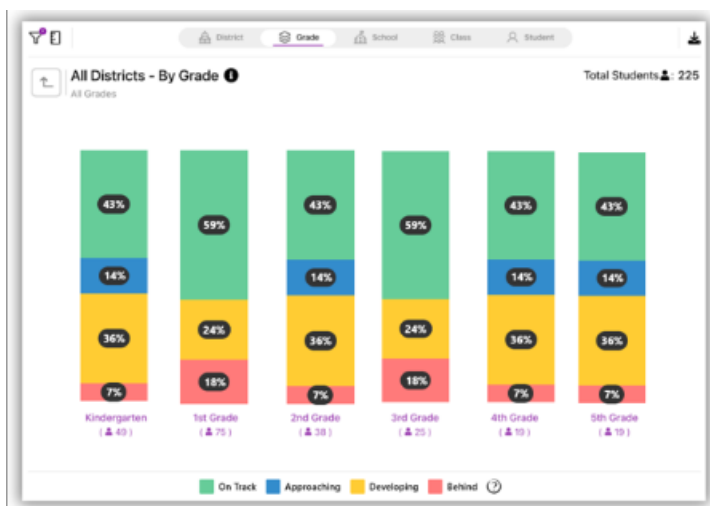
**DRI:** This score can be found in the Reading Risk Report for every student that has completed the Screener components. The ORF component is not necessary for the calculation of this score.

**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+, 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

Grade	Benchmark Category	Beginning of Year		Middle of Year		End of Year	
		August	September	December	January	April	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
	<b>At Benchmark</b>	<b>-0.237</b>	<b>-0.131</b>	<b>0.186</b>	<b>0.292</b>	<b>0.522</b>	<b>0.599</b>
1st	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
	<b>At Benchmark</b>	<b>0.748</b>	<b>0.801</b>	<b>1.121</b>	<b>1.227</b>	<b>1.664</b>	<b>1.81</b>
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
	<b>At Benchmark</b>	<b>1.894</b>	<b>1.925</b>	<b>2.018</b>	<b>2.049</b>	<b>2.556</b>	<b>2.641</b>
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
	<b>At Benchmark</b>	<b>2.864</b>	<b>2.933</b>	<b>3.14</b>	<b>3.209</b>	<b>3.485</b>	<b>3.577</b>
4th	Well Below Benchmark	1.871	1.914	2.043	2.086	2.375	2.472
	Below Benchmark	2.8	2.843	2.972	3.015	3.364	3.48
	<b>At Benchmark</b>	<b>3.541</b>	<b>3.593</b>	<b>3.75</b>	<b>3.802</b>	<b>4.126</b>	<b>4.233</b>
5th	Well Below Benchmark	2.0092	2.0363	2.1178	2.145	2.2536	2.2898
	Below Benchmark	3.0526	3.1113	3.2874	3.3461	3.5809	3.6592
	<b>At Benchmark</b>	<b>4.1034</b>	<b>4.1931</b>	<b>4.462</b>	<b>4.5517</b>	<b>4.9103</b>	<b>5.0299</b>
6th	Well Below Benchmark	3.127	3.154	3.235	3.262	3.371	3.407
	Below Benchmark	4.21	4.269	4.445	4.504	4.739	4.817
	<b>At Benchmark</b>	<b>5.196</b>	<b>5.286</b>	<b>5.555</b>	<b>5.644</b>	<b>6.003</b>	<b>6.123</b>
7th	Well Below Benchmark	4.252	4.279	4.361	4.388	4.497	4.533
	Below Benchmark	5.302	5.36	5.536	5.595	5.83	5.908
	<b>At Benchmark</b>	<b>6.219</b>	<b>6.309</b>	<b>6.578</b>	<b>6.668</b>	<b>7.026</b>	<b>7.146</b>
8th	Well Below Benchmark	5.546	5.573	5.655	5.682	5.791	5.827
	Below Benchmark	6.393	6.451	6.627	6.686	6.921	6.999
	<b>At Benchmark</b>	<b>7.243</b>	<b>7.332</b>	<b>7.601</b>	<b>7.691</b>	<b>8.05</b>	<b>8.169</b>