



Arizona Universal Literacy and Dyslexia Screener
Requirements
Request for Information

BACKGROUND

A.R.S. §15-701 requires that all kindergarten through third grade students are administered a universal literacy screener within the first 45 days of school to determine any deficiencies in reading skills. A.R.S. §15-704 requires that all kindergarten and first grade students are administered a universal literacy screener to determine if they have characteristics consistent with dyslexia.

PURPOSE

This RFI process will provide ADE with information on universal literacy screening products of the vendors that submit information. ADE will use this information to build a list of approved universal literacy screeners for use with kindergarten through third grade students that meet the requirements of *both* A.R.S. §15-701 *and* A.R.S. §15-704. The universal screeners on the list will be used by schools to meet the requirements of both the Move On When Reading legislation and the dyslexia screening legislation.

INSTRUCTIONS FOR RESPONDING

All informational documents in text or PDF format shall be submitted in an acceptable format, using a secure web-based storage system with appropriate access permissions granted or by e-mail to Maggie.Velazquez@azed.gov. Prospective responders with questions in this regard shall contact Maggie Velazquez prior to the solicitation's due date and time.

Please frame responses to address requirements as outlined below.

Responders are strongly encouraged to carefully read through the entire RFI. Please provide responses to all the questions and provide supporting materials that describe the proposal and any other related considerations. Except for proprietary or confidential information, all submissions to this RFI shall be made publicly available by the Agency.

The approved Universal Literacy and Dyslexia Screeners list will be valid for five years if no changes occur within the approved learning opportunity. Vendors who are approved agree if changes are made to their learning opportunity, they will resubmit changes and materials to ADE for rereview to ensure all learning opportunities continue to meet the legislative requirements as soon as changes are made.

CONTRACTOR RESPONSIBILITIES

Contractor shall:

Provide evidence that its universal literacy screening assessment tool assesses kindergarten and first grade students (though it can extend to later grades as well) for deficiencies in the following areas:

1. Phonological Awareness
2. Phonemic Awareness
3. Rapid Naming Skills
4. Phonics
5. Correspondence Between Sounds and Letters
6. Sound-Symbol Recognition
7. Nonsense Word Fluency

Provide evidence that its universal literacy screening assessment tool assesses first grade, second grade, and third grade students for deficiencies in the following area:

8. Oral Reading Fluency

Provide evidence that its universal literacy screening assessment tool assesses second and third grade (though it may extend to earlier grades) students for deficiencies in the following area:

9. Comprehension

Provide evidence and examples that data gained from the universal literacy screening assessment tool are reported in a clear manner that identifies a student's level of performance in each of the assessed areas as appropriate to the grade-levels listed above and clearly identifies students who are below benchmark and/or at-risk for each indicator:

1. Phonological Awareness
2. Phonemic Awareness
3. Rapid Naming Skills
4. Phonics
5. Correspondence Between Sounds and Letters
6. Sound-Symbol Recognition
7. Nonsense Word Fluency
8. Oral Reading Fluency
9. Comprehension

Provide evidence that the total time for the administration of the universal literacy screening assessment is brief (less than 30 minutes per student on average, for example).

Provide evidence that the universal literacy screening assessment tool is reliable and valid.

Provide evidence that the universal literacy screening assessment tool fully adheres to industry standard best practices in test design, development, administration, reporting, research, and documentation as put forth in such documents as the Standards for Educational and Psychological Testing (American Educational Research Association, American Psychological Association, National Council on Measurement in Education, 2014), Code for Fair Practices in Education (Joint Committee on Testing Practices, 2004), and CCSSO High-Quality

Assessment Principles (2015) and any similar documents that become available over the course of this contract.

REQUIRED QUALIFICATIONS

Contractor shall:

Have experience at the local, state, and national levels in assessing kindergarten through third grade students in a school setting for deficiencies in the foundations of early literacy: phonological awareness, phonemic awareness, phonics, fluency, and comprehension.

REPORTING REQUIREMENTS

Contractors shall:

Provide evidence and examples that data gained from the universal literacy screening assessment tool are reported in a clear manner that identifies a student's level of performance in each of the assessed areas as appropriate to the grade-levels listed above and clearly identifies students who are below benchmark and/or at-risk for each indicator:

1. Phonological Awareness
2. Phonemic Awareness
3. Rapid Naming Skills
4. Phonics
5. Letter-Sound Correspondence
6. Sound-Symbol Recognition
7. Nonsense Word Fluency
8. Fluency
9. Comprehension

OTHER PROVISIONS

Letter-Sound Correspondence and Sound-Symbol Recognition are listed as separate measures in Arizona statute, but they are interchangeable terms with the same definition (see below).

With sufficient justification/explanation, an assessment tool can assess for multiple required areas using the same item(s) or item type(s).

*For example, an assessment of letter/sound recognition could meet the phonics and letter-sound correspondence requirements.

Observational tools and/or rubrics of student performance and/or behavior do not qualify for this RFI. While these tools can be valuable for teacher to collect qualitative data, on their own they do not assess for all of the indicators required by law. However, LEAs may choose to pair

an observational tool with a universal literacy screener called for in the RFI as an extra layer of data collection.

KEY TERMS AND DEFINITIONS

Universal Literacy Screener- brief assessment that focuses on broad literacy skills and are administered to all students to determine which students are achieving as expected and which children are at risk.

Phonological Awareness- a global awareness of speech and the sound structures of language, which allows students to discriminate, remember, and manipulate sounds at the sentence, word, syllable, and phoneme level.

Phonemic Awareness- awareness of individual sounds that make up words and the ability to manipulate those sounds in words.

Rapid Naming Skills (RAN)- the rapid automatic naming of colors, shapes, numbers, letters, and/or objects.

Phonics- A system for approaching reading that focuses on the relationship between letters and sounds.

Letter-Sound Correspondence/Sound-Symbol Recognition - the identification of sounds associated with individual letters and letter combinations.

Nonsense Word Fluency- the ability to read pseudowords (nonsense words) with speed and accuracy.

Fluency- the ability to read with the appropriate rate, accuracy, and prosody in order to gain meaning.

Comprehension – a multicomponent process in which readers extract, construct, and interpret the meaning of written language.