



Screeners and Advisory Approved List & Guidance Report

Universal and Dyslexia



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Wyoming Department of Education

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Purpose

The purpose of this report is to share the Wyoming Department of Education's (WDE) reviewed and approved reading screening instruments for use by Wyoming school districts under the Wyoming Language and Literacy Act (Enrolled Act No. 43, 2026), codified at W.S. 21-3-402 through 21-3-405, and the accompanying Chapter 57 Rules. The Act establishes a statewide system of evidence-based language and literacy instruction, screening, assessment, intervention, and professional development intended to ensure that every student in kindergarten through grade twelve develops strong language and literacy skills.

Wyoming law requires districts to use WDE-approved screening instruments within a multi-tiered system of support (MTSS) to identify students with reading difficulties and students at risk for poor reading outcomes. The Act recognizes two categories of screening instrument, each approved separately:

- Dyslexia screeners — brief, valid, and reliable instruments used to identify students who may have characteristics associated with dyslexia or developmental language disorder (DLD). Under W.S. 21-3-404, a dyslexia screener is administered once each fall to all students in kindergarten through grade two. Because Wyoming defines reading difficulties to include both dyslexia (difficulty with word recognition) and DLD (difficulty with language comprehension), a district's dyslexia screening process must screen for both constructs — word-recognition-related risk and oral language / language-comprehension-related risk.
- Universal screeners — brief, valid, and reliable instruments used to identify students with reading difficulties or at risk for poor reading outcomes. Under W.S. 21-3-404, a universal screener is administered three times each year to all students in kindergarten through grade three, and at least once each year to students in grades four through twelve who have not demonstrated grade-level reading proficiency, who transfer into a Wyoming school, or who are otherwise identified as at risk.

A district may meet the dyslexia-screening requirement with a single instrument approved for both constructs or with a combination of coordinated instruments that together cover both. For that reason, each instrument in this report is approved at the instrument level for word recognition, oral language / DLD, or both; an instrument approved for only one construct must be paired with an instrument that supplies the other so that the district's overall screening process covers both.

A screening result does not constitute a medical diagnosis, a clinical diagnosis, or an eligibility determination for special education services. Screening results are used to inform instructional decision-making, diagnostic assessment, intervention planning, and progress monitoring within a multi-tiered system of support. When screening results indicate a potential reading difficulty, districts move to diagnostic assessment. Diagnostic assessments, screeners, and surveys may serve one or both of two purposes.

An evaluation diagnostic assessment is a valid and reliable assessment used to evaluate specific areas of language and literacy, identify patterns of reading difficulty, and support educational decision-making regarding student need. An instructional diagnostic assessment is a specialized assessment, survey, inventory, error-analysis procedure, skills profile, or other instructional diagnostic tool used to identify specific literacy skills requiring instruction, intervention, or progress monitoring, and to inform individualized reading plans and evidence-based language and literacy instruction.

Because instructional diagnostic assessments support instructional planning rather than classification, identification, or eligibility determination, they are not required to demonstrate psychometric properties

equivalent to standardized norm-referenced assessments. Districts select evaluation and instructional diagnostic assessments aligned to identified student need, consistent with Chapter 57 and locally determined MTSS processes.

This report lists and describes only the instruments that were approved through the WDE review process, together with the approved use and the grade band for which sufficient evidence was provided. Instruments that were submitted but not approved are not listed.

Screening Review Process Overview

The Screener Review Task Force evaluated submitted literacy screening instruments to determine whether each provided sufficient documented evidence to identify students at risk for reading difficulties, in accordance with the Wyoming Language and Literacy Act, Chapter 57 Rules, and the science of reading. The review was designed to ensure that approved screeners are developmentally appropriate, evidence-based, technically sound, and suitable for Wyoming's student population, including multilingual learners and culturally and linguistically diverse students.

Wyoming statute and Chapter 57 recognize that skilled reading depends on the integration of accurate and fluent word recognition and language comprehension. Reviewers therefore evaluated evidence related to both dyslexia-related constructs (word recognition, decoding, and spelling) and language-comprehension constructs (oral language, listening comprehension, vocabulary, syntax, and discourse) associated with developmental language disorder. Under Wyoming law and rule, these constructs may be addressed through a single instrument or through a screening system of multiple coordinated instruments.

The review examined the constructs measured at each grade level; administration and scoring procedures, including assessor qualifications, brevity, and feasibility; guidance for use with multilingual learners and students with disabilities; and the clarity of score interpretation, benchmarks, and risk classification. A central focus was the evaluation of psychometric quality (e.g., reliability, validity, and classification accuracy) with particular attention to the reference standard underlying any reported sensitivity, specificity, area under the curve (AUC), or predictive-value evidence. An agreement between two screening instruments alone does not establish classification accuracy for dyslexia or DLD unless the comparison instrument independently demonstrates validity for the construct being claimed.

Each instrument was evaluated using the applicable Reviewer Scorecard (Appendix A, dyslexia screeners; Appendix B, universal screeners). Reviewers applied a series of pass/fail gates and scored individual criteria on a three-point scale (0 = does not meet, 1 = partially meets, 2 = fully meets). Gate failures result in denial. Where a scorecard permits, an instrument may receive a scope-limited approval when the evidence supports one construct but not another. Reviewers also identified the grade band(s) for which sufficient technical evidence was provided; approval applies only to those grades and does not alter Wyoming's statutory screening requirements.

Screener Review Task Force

The Screener Review Task Force was composed of experts and university faculty with expertise in language and literacy and psychometricians responsible for evaluating vendor technical reports, validity studies, reliability evidence, classification accuracy, and screening performance data, consistent with the alternative-review and approval provisions of Chapter 57. Reviewers worked independently and asynchronously, and multiple reviewers were assigned to each submission to support consistency and technical rigor.

MEMBER	ROLE	INSTITUTION
Timothy Odegard, Ph.D.	Reconciliation Chair / Professor of Psychology / Murfree Chair of Excellence in Dyslexic Studies	Middle Tennessee State University
Danielle Thompson, Ph.D.	Reconciliation Chair / Speech-Language Pathologist / Language and Literacy Consultant / Founder and President	The Transformative Reading Teacher Group
Craig Buscher, Ph.D.	Reviewer / Adjunct Professor, College of Education, Department of Teaching and Learning	University of Montana
Sonia Cabell, Ph.D.	Reviewer / Professor of Reading Education, School of Teacher Education & Florida Center for Reading Research	Florida State University
Colby Hall, Ph.D.	Reviewer / Associate Professor of Education, School of Education and Human Development, Department of Curriculum, Instruction, and Special Education	University of Virginia
Amy Peterson, Ph.D.	Reviewer / Associate Professor, Department of Communication Disorders / Board Certified Specialist in Child Language / President, Wyoming Speech-Language-Hearing Association	University of Wyoming
Maria Resendiz, Ph.D.	Reviewer / Associate Professor, Department of Communication Disorders / Board Certified Specialist in Child Language / President, Wyoming Speech-Language-Hearing Association	Texas State University
Cherish Sarmiento, Ph.D.	Reviewer / Assistant Professor, School of Teacher Education and Leadership	Utah State University

Conflict of Interest

Reviewers disclosed any financial, advisory, contractual, research, authorship, or professional relationship with a submitted instrument or its publisher and were recused from affected reviews as determined by the WDE.

Collective Role

The Task Force carried out two distinct review processes — one for instruments submitted as dyslexia screeners and one for instruments submitted as universal screeners. Each process was governed by its own reviewer scorecard, evaluation criteria, and decision rules, reflecting the different statutory purposes of the two screener types. Some publishers submitted the same instrument under both processes; in those cases the instrument was reviewed separately and independently against each scorecard, and approval under one process did not imply approval under the other.

Within each review process, and for each instrument, the Task Force examined the technical documentation, administration and scoring guidance, and supporting evidence in order to:

- Evaluate whether the instrument provided sufficient documented evidence of technical quality, psychometric validity, and implementation feasibility for its intended use;
- Identify the grade band(s) for which sufficient evidence was provided;
- Determine, in the dyslexia screener review, the construct(s) — word recognition, oral language / language comprehension, or both — for which the evidence supported approval;
- Ensure fair, valid, and reliable interpretation of screening results, including for multilingual and culturally and linguistically diverse students; and
- Align approved screening practices with Wyoming’s statutory requirements and the science of reading.

Screeners Approved for Both Dyslexia and Universal Screening

Four of the instruments reviewed by the Task Force received independent approval under both the dyslexia screener review process and the universal screener review process. A district may use one of these instruments to satisfy its universal screening obligation, its dyslexia screening obligation, or both, subject to the approved grade band and construct scope shown below for each screening purpose. Approval under one process does not alter, and is not altered by, the instrument’s approval under the other process; each approval was determined independently against its own scorecard.

Full descriptions of the review process and of every approved instrument — including the instruments below — appear in the Screening Review Process Overview and in the Approved Dyslexia Screeners and Approved Universal Screeners sections that follow.

INSTRUMENT	PUBLISHER	DYSLEXIA SCREENER APPROVAL	UNIVERSAL SCREENER APPROVAL	DYSLEXIA CONSTRUCTS COVERED
DYMOND & PEARL Screening System	Language Dynamics Group, LLC	PK–8 — Full approval	PEARL PK-K DYMOND K–8	Word Recognition & Oral Language / DLD

INSTRUMENT	PUBLISHER	DYSLEXIA SCREENER APPROVAL	UNIVERSAL SCREENER APPROVAL	DYSLEXIA CONSTRUCTS COVERED
CUBED-3	Language Dynamics Group, LLC	K–12 — Full approval	K–12	Word Recognition & Oral Language / DLD
LanguageScreen & ReadingScreen	OxEd & Assessment	K–10 — Full approval*	PreK–5 / K–10*	Word Recognition & Oral Language / DLD
Imagine+ EarlyBird Screener	Imagine Learning	K–3 — Scope- limited (word recognition only)	PreK–3	Word Recognition only

*LanguageScreen is approved PreK–5 (oral language) and ReadingScreen is approved K–10 (word recognition); the two instruments must be administered together to cover both dyslexia constructs. Grade bands reflect the grades for which sufficient technical evidence was submitted for each screening purpose and do not alter Wyoming’s statutory screening schedule under W.S. 21-3-404: universal screening three times per year in kindergarten through grade three and at least once annually in grades four through twelve for identified students; dyslexia screening once each fall in kindergarten through grade two. Imagine + EarlyBird Screener’s dyslexia approval is scope-limited to word recognition and must be paired with an oral language / DLD instrument to satisfy the full dyslexia screening requirement.

Approved Dyslexia Screeners

The following instruments were approved as dyslexia screeners under the Wyoming Language and Literacy Act. For each instrument, the approved construct(s) and grade band reflect the evidence submitted and the determination of the Screener Review Task Force. A district’s dyslexia screening process must cover both word-recognition-related risk and oral language / language-comprehension-related risk; an instrument approved for only one construct must be paired with one that covers the other.

All three fully approved instruments below provide evidence supporting identification of both word-recognition-related risk (dyslexia) and oral language / language-comprehension-related risk (developmental language disorder), so any one of them can satisfy the requirement to screen for both constructs on its own. All three also cover at least the statutorily required kindergarten through grade two window for fall dyslexia screening. A summary table follows the narrative descriptions.

DYMOND: Dynamic Measures of Narrative Language and Decoding

- Publisher: Language Dynamics Group, LLC.
- Approved use: Dyslexia screener — word recognition and oral language / DLD.
- Approved grade band: PK–8*.

DYMOND is an individually administered dynamic-assessment dyslexia and language screener for students in preschool through grade eight. It combines a Dynamic Assessment of Decoding (DAD) and Rapid Automatized Naming (RAN) to produce a Decoding Learning Index (DLI) for dyslexia risk, and a Dynamic Assessment of Narrative Discourse (DAND) and Dynamic Assessment of Inferential Word Learning (DAIWL) to produce a Language Learning Index (LLI) for developmental language disorder risk.

Each task uses a pretest, a brief mediated teaching phase, and a posttest, allowing the screener to capture a student's responsiveness to instruction in addition to current skill. The dyslexia battery (DAD plus RAN) takes approximately seven to nine minutes. The full battery, yielding both indices, takes approximately fifteen minutes. DYMOND can be administered by trained classroom teachers, interventionists, or speech-language pathologists using standardized scripts; the examiner reads each model story aloud, so the language tasks do not require the student to decode print.

The Task Force approved DYMOND as a dyslexia screener for both word recognition and oral language / DLD across grades PK–8. DYMOND was also approved as a universal screener and is described in the Approved Universal Screeners section.

Note: The publisher's validated grade range extends beyond Wyoming's statutory dyslexia-screening requirement. Wyoming's statutory requirement for dyslexia screening begins in Kindergarten; statewide required dyslexia screening applies only to Kindergarten through Grade 2. Prekindergarten administration is voluntary. Use of approved dyslexia screening instruments in Grades 3–12 is not a statutory universal screening requirement but may be used by districts to support targeted evaluation in accordance with local MTSS processes, Chapter 57, and W.S. 21-3-404.

CUBED-3

- Publisher: Language Dynamics Group, LLC.
- Approved use: Dyslexia screener — word recognition and oral language / DLD.
- Approved grade band: K–12.*

CUBED-3 is an individually administered screening and progress-monitoring system that integrates two subtest families: the Dynamic Decoding Measure (DDM), which assesses phonemic awareness, phoneme manipulation, orthographic mapping, and a decoding inventory; and the Narrative Language Measures (NLM), which assess listening and reading comprehension through retell and questioning tasks. Subtests are brief — typically one to ten minutes each — and the full benchmark battery takes approximately five to ten minutes per student. CUBED-3 can be administered by trained teachers, interventionists, paraprofessionals, or speech-language pathologists, with reported training time averaging about 2.4 hours and high documented administration fidelity.

Risk classification uses a three-tier system (low, moderate, and high risk) anchored to criterion cut points. The Task Force approved CUBED-3 as a dyslexia screener for both word recognition and oral language / DLD; CUBED-3 was also approved as a universal screener and is described in the Approved Universal Screeners section.

Note: The publisher's validated grade range extends beyond Wyoming's statutory dyslexia-screening requirement. Wyoming's statutory requirement for dyslexia screening begins in Kindergarten; statewide required dyslexia screening applies only to Kindergarten through Grade 2. Prekindergarten administration

is voluntary. Use of approved dyslexia screening instruments in Grades 3–12 is not a statutory universal screening requirement but may be used by districts to support targeted evaluation in accordance with local MTSS processes, Chapter 57, and W.S. 21-3-404.

LanguageScreen & ReadingScreen

- Publisher: OxEd & Assessment.
- Approved use: Dyslexia screener — word recognition and oral language / DLD characteristics.
- Approved grade band: K–10.*

LanguageScreen & ReadingScreen, when used together, is a coordinated, digitally administered screening system that pairs two instruments to address both strands of the Simple View of Reading. LanguageScreen assesses oral language through four subtests (expressive vocabulary, receptive vocabulary, listening comprehension, and sentence repetition) and yields an age-standardized language score. It takes under ten minutes per student and can be administered by any trained adult, with automatic scoring and a red / amber / green reporting system. ReadingScreen is a brief assessment of word and nonword reading (decoding) for students roughly ages five to twelve, taking approximately two to ten minutes per student.

When a student is assessed with both instruments, results are plotted automatically on a Simple View of Reading graph that distinguishes word-recognition difficulty, language-comprehension difficulty, or both, providing a coordinated screening system consistent with Wyoming’s definition of a dyslexia screening process. ReadingScreen contributes the word-recognition screening and LanguageScreen the oral-language screening. LanguageScreen is available in English and Spanish and includes guidance for use with multilingual learners. LanguageScreen & ReadingScreen were approved as a dyslexia screening system for both word recognition and oral language / DLD across grades K–3.

Note: The publisher’s validated grade range extends beyond Wyoming’s statutory dyslexia-screening requirement. Wyoming’s statutory requirement for dyslexia screening begins in Kindergarten; statewide required dyslexia screening applies only to Kindergarten through Grade 2. Prekindergarten administration is voluntary. Use of approved dyslexia screening instruments in Grades 3–12 is not a statutory universal screening requirement but may be used by districts to support targeted evaluation in accordance with local MTSS processes, Chapter 57, and W.S. 21-3-404.

Word Reading Approved Dyslexia Screener (Scope-Limited)

The following instrument was approved as a scope-limited dyslexia screener under the Wyoming Language and Literacy Act. It provided evidence supporting identification of word-recognition-related risk (dyslexia) only, and so can satisfy the requirement to screen for the word-recognition construct on its own; a district using this instrument must pair it with a separate instrument that provides oral language / DLD coverage. This instrument covers the statutorily required kindergarten through grade two window for fall dyslexia screening.

Imagine+ EarlyBird Screener

- Publisher: Imagine Learning.
- Approved use: Dyslexia screener — word recognition only (scope-limited approval).
- Approved grade band: K–3.*

Imagine+ EarlyBird Screener is an individually administered early literacy and dyslexia screening assessment for students in prekindergarten through Grade 3. The assessment uses adaptive technology to directly measure foundational word-recognition skills, including phonological awareness, alphabet knowledge, decoding, and other early literacy skills associated with dyslexia risk. The screener also includes measures of oral language, vocabulary, and listening comprehension to support early literacy screening and instructional planning.

The submitted evidence fully supported the Word Recognition Construct Validity Standard, but did not fully satisfy the Language Comprehension Construct Validity Standard required for integrated dyslexia screener approval. Accordingly, Imagine+ EarlyBird Screener was approved as a scope-limited dyslexia screener for word recognition only for students in Kindergarten through Grade 3.

Note: The publisher’s validated grade range extends beyond Wyoming’s statutory dyslexia-screening requirement. Wyoming’s statutory requirement for dyslexia screening begins in Kindergarten; statewide required dyslexia screening applies only to Kindergarten through Grade 2. Prekindergarten administration is voluntary. Use of approved dyslexia screening instruments in Grades 3–12 is not a statutory universal screening requirement but may be used by districts to support targeted evaluation in accordance with local MTSS processes, Chapter 57, and W.S. 21-3-404.

Summary of Approved Dyslexia Screeners

INSTRUMENT	PUBLISHER	WORD RECOGNITION	ORAL LANGUAGE / DLD	GRADE BAND
DYMOND & PEARL Screening System	Language Dynamics Group	Yes	Yes	PK–8
CUBED-3	Language Dynamics Group	Yes	Yes	K–12
LanguageScreen & ReadingScreen System	OxEd & Assessment	Yes	Yes	LanguageScreen PK–5 / ReadingScreen K–10
Imagine+ EarlyBird Screener	Imagine Learning	Yes	No (scope-limited)	PK–3

Note: Approved grade bands reflect the grades for which sufficient technical evidence was submitted and do not alter Wyoming’s statutory requirement that a dyslexia screener be administered once each fall to all students in kindergarten through grade two (W.S. 21-3-404). A district’s dyslexia screening process must address both word recognition and oral language / language comprehension; this may be satisfied by a single instrument approved for both constructs or by a system of coordinated instruments that together cover both.

Approved Universal Screeners

The following instruments were approved as universal screeners under the Wyoming Language and Literacy Act. For each instrument, the approved grade band reflects the evidence submitted and the determination of the Screener Review Task Force. A universal screener is used to identify students with reading difficulties or at risk for poor reading outcomes within a multi-tiered system of support; under W.S. 21-3-404, universal screening is administered three times each year in kindergarten through grade three and at least once each year for students in grades four through twelve who have not demonstrated grade-level reading proficiency. A screening result is not a diagnosis or a determination of eligibility for special education services. Each approved universal screener is described below, followed by a summary table of all approved universal screeners.

Acadience Reading

- Publisher: Acadience Learning.
- Approved use: Universal screener.
- Approved grade band: K–6.

Acadience Reading K–6 (formerly published as DIBELS Next) is a set of brief, individually administered measures of foundational reading skills used to screen all students three times per year (beginning, middle, and end of year) and identify those at risk for poor reading outcomes. Measures map to essential early literacy and reading skills by grade, including First Sound Fluency and Phoneme Segmentation Fluency (phonological and phonemic awareness), Letter Naming Fluency, Nonsense Word Fluency (alphabetic principle and basic phonics), Oral Reading Fluency (accuracy and fluency with connected text), and Maze (reading comprehension, grades three through six).

At each screening window, Acadience Reading provides a score for each measure and a Reading Composite Score, interpreted first as the best overall estimate of a student’s reading proficiency. Scores are compared against criterion-referenced benchmark goals and cut points classifying performance into four levels — Above Benchmark, At Benchmark, Below Benchmark, and Well Below Benchmark. Acadience Reading is approved as a universal screener for grades K–6.

AIMSweb Plus

- Publisher: Pearson.
- Approved use: Universal screener.
- Approved grade band: K–8.

AIMSweb Plus provides a comprehensive universal screening system designed to identify students at risk for reading difficulties and poor reading outcomes in grades K–8. The assessment combines curriculum-based measures (CBMs) with computer-adaptive assessments to evaluate foundational literacy skills and overall reading performance. Universal screening is conducted at the beginning, middle, and end of the school year in grades K–3 and may be administered annually for eligible students in grades 4–8 consistent with Wyoming requirements.

The assessment includes measures of phonological awareness, letter naming, phonics and decoding, word reading, oral reading fluency, vocabulary, reading comprehension, and overall reading achievement. Results are integrated into benchmark classifications that identify levels of risk and support instructional decision-making within an MTSS. AIMSweb Plus is approved as a universal screener for grades K–8.

AMIRA: Amira ISIP Assess

- Publisher: Amira Learning.
- Approved use: Universal screener.
- Approved grade band: K–8.

Amira ISIP Assess is a computer-adaptive, AI-supported reading assessment for grades K–8 used for universal screening. Developed from research originating at Carnegie Mellon University, it uses speech-recognition technology and adaptive item selection to measure the core components of literacy across both the word-recognition and language-comprehension strands. A screening session takes approximately fifteen to twenty minutes per student, adjusts item difficulty in real time, and returns results immediately.

For universal screening, the ARM (Amira Mastery Reading) score is a norm-referenced composite expressed as a percentile rank (1–99) and a grade-level-equivalent scale score, used to classify risk relative to grade-level expectations. Screening is administered three times per year. Amira ISIP Assess is approved as a universal screener for grades K–8.

mCLASS: DIBELS 8th Edition

- Publisher: Amplify Education, Inc.
- Approved use: Universal screener.
- Approved grade band: K–8.

mCLASS, powered by DIBELS 8th Edition (developed at the University of Oregon), provides brief, individually administered one-minute measures of foundational reading skills used for universal screening in grades K–8. It is available in English and Spanish, with universal screening conducted at three benchmark windows per year.

DIBELS 8th Edition measures index the core components of early reading, combining into a Composite Score that provides an overall estimate of a student's reading proficiency and risk status. mCLASS (DIBELS 8th Edition) is approved as a universal screener for grades K–8.

Imagine+ EarlyBird Screener

- Publisher: Imagine Learning.
- Approved use: Universal screener.
- Approved grade band: PreK–3.

The Imagine+ EarlyBird Screener is a comprehensive, adaptive early-literacy assessment for students in prekindergarten through grade three used for universal screening. It is self-administered in small groups with adult oversight and delivered as an accessible, gamified experience; it is administered three times per year and identifies students at risk for poor reading outcomes.

EarlyBird's computer-adaptive subtests span phonemic awareness, phonics and decoding, rapid naming and fluency, vocabulary, and oral-language comprehension. Results are reported as a Reading Readiness indicator (PreK) or a Potential for Word Reading indicator (K–3), together with subtest percentiles, standard scores, and a screening classification. Imagine+ EarlyBird Screener is approved as a universal screener for grades PreK–3.

DYMOND

- Publisher: Language Dynamics Group.
- Approved use: Universal screener.
- Approved grade band: K–8.

DYMOND is an individually administered screener for grades K–8 used as an integrated universal screener of both the word-recognition and language-comprehension strands of reading. The full battery takes approximately fifteen minutes and can be administered by trained teachers, interventionists, or other school staff using standardized scripts.

DYMOND combines decoding and rapid-naming tasks, which yield a word-recognition risk index, with narrative-discourse and inferential word-learning tasks, which yield a language-comprehension risk index. DYMOND is approved as a universal screener for grades K–8.

CUBED-3

- Publisher: Language Dynamics Group.
- Approved use: Universal screener.
- Approved grade band: K–12.

CUBED-3 is an individually administered screener used as a universal screener in grades kindergarten through 12. It integrates decoding measures, which assess word recognition, and narrative-language measures, which assess listening and reading comprehension. Subtests are brief, and the benchmark battery takes approximately five to ten minutes per student.

For universal screening, CUBED-3 identifies students at risk in word recognition and language comprehension using a risk classification based on criterion cut points. CUBED-3 is approved as a universal screener for grades kindergarten through 12.

LanguageScreen & ReadingScreen

- Publisher: OxEEd & Assessment.
- Approved use: Universal screener.
- Approved grade band: PreK–10 (LanguageScreen PreK–3; ReadingScreen K–10).

LanguageScreen & ReadingScreen is a coordinated, digitally administered universal screening system that pairs two instruments to screen both strands of reading. LanguageScreen (approved for prekindergarten through grade 3, and supplemental for grades 4–5) assesses oral language through four subtests and yields an age-standardized language score. ReadingScreen (approved for kindergarten through grade ten) is a brief assessment of word and nonword reading that screens word-recognition skill.

When administered together in kindergarten through grade three, the system screens both language comprehension and word recognition and reports results that distinguish students at risk in either strand. LanguageScreen & ReadingScreen is approved as a universal screening system for prekindergarten through grade ten.

Star Early Literacy

- Publisher: Renaissance.
- Approved use: Universal screener.
- Approved grade band: PreK–3.

Star Early Literacy is a computer-adaptive universal screener for students in prekindergarten through grade three. It is administered online, adjusts item difficulty to each student, and is used to screen all students at multiple windows during the year (commonly three times per year) to identify those at risk for not meeting grade-level reading expectations.

Star Early Literacy reports a scaled score and a national percentile rank that place a student's performance relative to grade-level expectations and national norms. Star Early Literacy is approved as a universal screener for grades PreK–3.

FastBridge Reading

- Publisher: Renaissance.
- Approved use: Universal screener.
- Approved grade band: K–12.

FastBridge Reading is a system of brief reading assessments used for universal screening in grades K–12, combining curriculum-based measures and a computer-adaptive measure so that districts can screen with the assessments appropriate to each grade.

For screening, FastBridge compares scores to benchmarks that classify students into performance levels (e.g., high risk, some risk, low risk, and advanced), identifying students at risk for not meeting grade-level reading expectations. FastBridge Reading is approved as a universal screener for grades K–12.

Star Reading

- Publisher: Renaissance.
- Approved use: Universal screener.
- Approved grade band: Grades 1–12.

Star Reading is a computer-adaptive universal screener that measures students' overall reading achievement and comprehension across grades one through twelve. It is administered online, adjusts item difficulty to each student, and districts screen all students at multiple windows during the year to identify those at risk for not meeting grade-level reading expectations.

Star Reading reports a scaled score and a national percentile rank relative to grade-level expectations and national norms. Star Reading is approved as a universal screener for grades 1 through 12.

Summary of Approved Universal Screeners

INSTRUMENT	PUBLISHER	GRADE BAND	APPROVAL NOTES
Acadience Reading	Acadience Learning	K–6	Approved for universal screening within the validated grade span, K–6.
AIMSweb Plus	Pearson	K–8	Approved for universal screening within the validated grade span.
AMIRA	Amira Learning	K–8	Approved for universal screening within the validated grade span, K–8.
mCLASS (DIBELS 8th Edition)	Amplify	K–8	Approved for universal screening within the validated grade span, K–8.
EarlyBird Screener	Imagine Learning	PreK–3	Approved for universal screening within the validated grade span, PK–3.
DYMOND & PEARL Screening System	Language Dynamics Group	PK–8	Approved for universal screening within the validated grade span, PK–8.
CUBED-3	Language Dynamics Group	K–12	Approved for universal screening within the validated grade span, K–12.
LanguageScreen + ReadingScreen System	OxEd & Assessment	PreK–5 / K–10	Approved for universal screening within the validated grade spans: K–5 for LanguageScreen and ReadingScreen; K–10 for ReadingScreen.
STAR Early Literacy	Renaissance	K–3	Approval limited to Kindergarten through Grade 3.
FastBridge Reading	Renaissance	K–12	Approved for universal screening within the validated grade span.
STAR Reading	Renaissance	Gr 1–12	Approval limited to Grades 1 through 12.

Note: All approved universal screeners are administered in accordance with W.S. 21-3-404 and Chapter 57: in kindergarten through grade three at the beginning, middle, and end of year; and in grades four through twelve at least once each year, or more frequently at district discretion. Instruments are approved only within the validated grade bands and screening purposes supported by the submitted evidence, and approved grade bands do not alter the statutory screening schedule.

Wyoming Screening Requirements by Grade

Wyoming's Language and Literacy Act and Chapter 57 establish a comprehensive statewide screening framework designed to identify students with reading difficulties or at risk for poor reading outcomes while supporting timely instructional decision-making within a Multi-Tiered System of Supports (MTSS). Screening requirements vary by grade level and screening purpose.

Universal screening is required for all students in Kindergarten through Grade 3 three times each school year and for identified students in Grades 4 through 12 at least once each school year. Dyslexia screening is required once each fall for all students in Kindergarten through Grade 2. Approved screening instruments may also be used beyond the minimum statutory requirements when supported by their validated grade spans and local district procedures.

GRADE	UNIVERSAL SCREENER	DYSLEXIA SCREENER	DIAGNOSTIC ASSESSMENT	NEXT STEPS
PreK (Voluntary; CLSD required)	Approved PreK universal screeners	Optional	As appropriate	Early identification of language and literacy risk; supports Kindergarten readiness.
Grade K	BOY, MOY, EOY	Once each fall	As indicated by screening results.	Identify students with reading difficulties or at risk for poor reading outcomes; initiate MTSS and diagnostic assessment as needed.
Grade 1	BOY, MOY, EOY	Once each fall	As indicated by screening results.	Continue universal screening, dyslexia screening, intervention, and diagnostic assessment when warranted.
Grade 2	BOY, MOY, EOY	Once each fall	As indicated by screening results.	Continue identification of dyslexia, DLD, and other reading difficulties; refine instructional planning through diagnostic assessment as appropriate.
Grade 3	BOY, MOY, EOY	Not statutorily required (district discretion using approved instruments)	As indicated by screening results.	Continue universal screening and provide additional dyslexia screening when supported by student need or district procedures.

GRADE	UNIVERSAL SCREENER	DYSLEXIA SCREENER	DIAGNOSTIC ASSESSMENT	NEXT STEPS
Grades 4–12	Required annually for transfer students, non-proficient readers, and district-identified students.	Not statutorily required (district discretion using approved instruments).	As indicated by screening results.	Identify students with persistent reading difficulties; guide MTSS, intervention, and IRP decisions.

Appendix A: Dyslexia Screener Reviewer Scorecard

The scorecard reproduced below was applied to every instrument submitted for review as a dyslexia screener. Wyoming Department of Education.

- Screener Review Task Force | WYSF59.
- Effective July 1, 2026.
- [Reviewer Scorecard: Dyslexia Screening System.](#)

Appendix B: Universal Screener Reviewer Scorecard

The scorecard reproduced below was applied to every instrument submitted for review as a dyslexia screener. Wyoming Department of Education.

- Screener Review Task Force | WYSF59.
- Effective July 1, 2026.
- [Reviewer Scorecard: Universal Screening System.](#)

Appendix C: Definitions

The following terms are defined in the Wyoming Language and Literacy Act (W.S. 21-3-402 through 21-3-405), the Chapter 57 Rules, and the Screener Review Task Force Reviewer Guidance. Where a term is defined in more than one source, the source that governs interpretation of this report is noted.

At risk for poor reading outcomes: A student whose literacy performance, as evidenced by a body of evidence (including screening results, diagnostic assessment results, progress monitoring data, and instructional response) that has been thoroughly analyzed by the teacher and a school-based team, indicates that the student is unlikely to meet grade-level reading proficiency expectations without additional evidence-based literacy instruction, intervention, acceleration, or support. (Chapter 57, Section 2)

Developmental language disorder (DLD): A primary language disorder that is not attributable to a known biomedical condition and is characterized by persistent difficulties learning, understanding, or using language that cause functional impairment in everyday activities. The disorder may affect speaking, listening, reading, and writing; may co-occur with other neurodevelopmental conditions; and typically persists from early childhood into adulthood. (W.S. 21-3-403)

Diagnostic assessment: A valid and reliable specialized assessment used to evaluate specific areas of language and literacy for students with reading difficulties or at risk for poor reading outcomes, and to provide data to inform individualized reading plans and evidence-based language and literacy instruction and intervention.

A diagnostic assessment may serve either of two purposes: an evaluation diagnostic assessment, used to evaluate specific areas of language and literacy, identify patterns of reading difficulty, and support educational decision-making regarding student need; or an instructional diagnostic assessment (a survey, inventory, error-analysis procedure, skills profile, or similar tool) used to identify specific literacy skills requiring instruction, intervention, or progress monitoring. Instructional diagnostic assessments are not required to demonstrate psychometric properties equivalent to standardized norm-referenced assessments when their primary purpose is instructional planning.

DLD screener: A valid and reliable brief assessment used to identify students who may have characteristics associated with developmental language disorder. A DLD screener does not diagnose DLD. (Reviewer Guidance)

Dyslexia: A specific learning disability, neurobiological in origin, characterized by difficulties with accurate or fluent word recognition and by spelling and decoding abilities, typically resulting from a deficit in the phonological component of language and often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that may impede growth of vocabulary and background knowledge. (The International Dyslexia Association, 2025.)

Dyslexia screener: A valid and reliable brief assessment used to identify students who may have characteristics associated with dyslexia, aligned with evidence-based language and literacy instruction. A dyslexia screener does not diagnose dyslexia. (W.S. 21-3-403)

Evidence-based language and literacy instruction: Explicit, systematic, cumulative, and diagnostic instruction grounded in the science of reading that develops accurate and fluent word recognition and language comprehension, including phonological and phonemic awareness, sound–symbol association, decoding and encoding, syllable structure, morphology, syntax, semantics, vocabulary development, oral reading fluency, background knowledge, and discourse-level comprehension. (W.S. 21-3-403)

Grade-level reading proficiency: Reading proficiency as defined by the State Superintendent of Public Instruction and adopted in rule. (W.S. 21-3-403)

Literacy proficiency: The ability to read, write, speak, and understand language with accuracy, automaticity, efficiency, and effective expression in order to comprehend and communicate across content areas, including reading fluency (rate, accuracy, expression) and the integration of vocabulary knowledge, background knowledge, language comprehension, and efficient word recognition. (Chapter 57, Section 2)

Multitiered system of support (MTSS): A tiered framework that provides universal, targeted, and intensive levels of academic and behavioral support and evidence-based language and literacy instruction, using screeners, diagnostic assessments, data-based decision-making, and progress monitoring to improve outcomes for all students. (W.S. 21-3-403)

Progress monitoring: The ongoing and frequent collection, analysis, and use of valid and reliable literacy data to assess student performance, measure responsiveness to instruction or intervention, quantify rates of improvement toward literacy goals, and guide instructional decision-making across tiers of support.

Reading difficulties: Conditions or patterns of learning that interfere with the development of accurate and fluent word recognition, spelling, or comprehension, including but not limited to dyslexia and developmental language disorder, as demonstrated by a student's performance on a screener or diagnostic assessment. (W.S. 21-3-403)

Reading difficulties screener (universal reading difficulties screener): A valid and reliable brief assessment used to identify students with reading difficulties or at risk for poor reading outcomes, aligned with evidence-based language and literacy instruction. It does not diagnose dyslexia, developmental language disorder, reading difficulties, or any disability. (Reviewer Guidance)

Science of reading: The interdisciplinary body of scientifically based research, conducted over the past five decades and across many languages, drawing from cognitive science, linguistics, developmental psychology, neuroscience, education, special education, and related fields to explain how students learn to read and write, why some students experience reading difficulties, and which evidence-based instructional practices support accurate word recognition, language comprehension, fluency, vocabulary development, and written expression. (Chapter 57, Section 2)

Significant and persistent reading difficulties: Conditions or patterns of learning that interfere with accurate, fluent, and efficient word recognition, spelling, language comprehension, or reading comprehension, including but not limited to dyslexia and developmental language disorder, demonstrated through screening and diagnostic assessment data, that persist despite high-quality, evidence-based instruction and targeted interventions.

Universal screener: A valid and reliable brief assessment used to identify students with reading difficulties or at risk for poor reading outcomes, aligned with evidence-based language and literacy instruction. (W.S. 21-3-403)