Edmentum Universal Screener: Fall 2025 Cut Scores and Composite Score Guide

I. Introduction to the Screening System

This guide provides a comprehensive framework for interpreting K-3 literacy screening data from the Edmentum Universal Screener. Its purpose is to identify students who may be at risk for reading difficulties, to create data-driven instructional groups, and to monitor progress across the school year.

A. Purpose: This document serves as a single source of truth for the tasks, weights, and benchmarks used to calculate student risk from the beginning of Kindergarten to the end of 3rd grade. This guide details the benchmarks for individual Edmentum Universal Screener Oral Fluency Tasks administered in Fall 2025, as well as the methodology for calculating the overall Composite Score.

B. Risk Categories: Student performance is categorized into one of three tiers, which correspond to the level of instructional support required within an RTI/MTSS framework.

a. **Low Risk (On Track):** Students are meeting grade-level benchmarks and are likely to achieve reading goals with high-quality Tier 1 core instruction.

b. **Some Risk (Strategic Support):** Students are performing just below benchmark and require targeted, strategic Tier 2 interventions in addition to core instruction.

c. **At Risk (Intensive Support):** Students are performing well below benchmark and require intensive, systematic Tier 3 intervention to address significant skill deficits.

II. Individual Assessment Cut Score Tables, Fall 2025

The following tables outline the cut scores for each individual oral fluency task administered in the Fall 2025 window.

Rapid Automatized Naming (RAN)

Purpose: Measures processing speed and automaticity, which are underlying cognitive skills related to reading fluency.

Grade	Season	At Risk	Some Risk	Low Risk
K	Fall	0-24	25-30	31+
1st	Fall	0-26	27-35	36+

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Phonological Awareness Screener (PAS)
Purpose: Measures the ability to hear and manipulate the sounds in spoken language, a critical prerequisite for learning to read.

Grade	Season	At Risk	Some Risk	Low Risk
K	Fall	0-9	10-17	18+
1st	Fall	0-8	9-24	25+

Letter Naming Fluency (LNF)
Purpose: Measures the speed and accuracy of naming letters, a key predictor of early reading success.

Grade	Season	At Risk	Some Risk	Low Risk
K	Fall	0-11	12-25	26+
1st	Fall	0-25	26-38	39+

Letter Sound Fluency (LSF)
Purpose: Measures the ability to automatically produce letter sounds, a foundational skill for decoding.

Grade	Season	At Risk	Some Risk	Low Risk
K	Fall		0-6	7+
1st	Fall	0-13	14-23	24+

Word Reading Fluency (WRF)
Purpose: Measures the ability to automatically recognize and read high-frequency words and decodable words in isolation.
(Max Scores: K Max: 50; G1 Max: 85)

Grade	Season	At Risk	Some Risk	Low Risk
1st	Fall	0-3	4-11	12+

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Oral Reading Fluency (ORF)

Purpose: Measures the speed, accuracy, and prosody of reading connected text, a critical indicator of overall reading proficiency and a strong proxy for comprehension.

Grade	Season	At Risk	Some Risk	Low Risk
1st	Fall	0-2	3-19	20+
2nd	Fall	0-27	28-56	57+
3rd	Fall	0-44	45-77	78+

Nonsense Word Fluency (NWF - Whole Words Read)

Purpose: Measures the ability to apply phonics skills to decode unfamiliar words, a key indicator of a student's grasp of the alphabetic principle.

Grade	Season	At Risk	Some Risk	Low Risk
2nd	Fall	0-5	6-13	14+
3rd	Fall	0-12	13-22	23+

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III. Composite Score Calculation and Cut Scores

Weights Used for Calculating the Composite Score

Expert weights represent the relative importance that subject-matter experts assign to each component (e.g., task or test) when combining them into a composite score. These weights reflect expert judgment about how much each component should contribute to the overall construct, often based on theoretical or practical considerations rather than empirical data.

However, when expert weights are applied directly to the observed component scores, the actual influence each component has on the composite—known as its effective weight—often differs from the intended expert weight. This occurs because components usually differ in their variances and are correlated with one another; components with larger variances or stronger correlations with other measures tend to have greater impact on the composite than intended.

To address this, adjusted (nominal) weights were derived. These adjusted weights incorporate the components' variances and inter-correlations so that, when applied to the observed scores, the resulting effective weights align with the intended expert weights.

Grade	Measure	Expert Weight	Adjusted Weight
K	PAS	0.3	0.460
K	LNF	0.5	0.328
K	LSF	0.2	0.212
1	PAS	0.3	0.413
1	LNF	0.1	0.088
1	LSF	0.3	0.312
1	WRF	0.3	0.187

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Grade	Measure	Expert Weight	Adjusted Weight
2	ORF	0.3	0.276
2	NWF	0.2	0.529
2	Diagnostic	0.5	0.194
3	ORF	0.3	0.265
3	NWF	0.2	0.553
3	Diagnostic	0.5	0.183

Steps to Calculate the Composite Score

Follow these steps to calculate the final composite score.

1. **Apply weights:** For each measure, multiply the student's raw score by the corresponding **Weight** from the table below.
2. **Sum weighted scores:** Add all the weighted raw scores together.
3. **Adjust for grade mean:** Subtract the grade-specific **Mean** (from the table below) from the summed weighted score.
4. **Standardize:** Divide the result by the grade-specific **SD** (standard deviation) from the table below.
5. **Convert to reported scale score:** Multiply the result by 50, add 300, and round to the nearest whole number.

Grade	Measure	Weight	Mean	SD
K			**20.856**	**11.170**
K	PAS	0.460		
K	LNF	0.328		
K	LSF	0.212		

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Grade	Measure	Weight	Mean	SD
1			**27.700**	**14.006**
1	PAS	0.413		
1	LNF	0.088		
1	LSF	0.312		
1	WRF	0.187		
2			**202.407**	**33.704**
2	ORF	0.276		
2	NWF	0.529		
2	Diagnostic	0.194		
3			**219.109**	**36.935**
3	ORF	0.265		
3	NWF	0.553		
3	Diagnostic	0.183		

Example of Calculating the Composite Score
For a grade 3 student with an ORF score of 95, an NWF score of 23, and a Diagnostic score of 946, the composite score is calculated as follows.

Step 1: Multiply the raw score by the corresponding Weight.

Measure	Raw Score	Weight	Weighted Raw Score
ORF	95	0.265	25.175
NWF	23	0.553	12.719
Diagnostic	946	0.183	173.118

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Step 2: Add the weighted raw scores.

25.175 + 12.719 + 173.118 = 211.012

Step 3: Subtract the Mean.

211.012 - 219.109 = -8.097

Step 4: Divide by the SD.

-8.097 / 36.935 = -0.219223

Step 5: Convert to the scale score.

-0.219223 * 50 + 300 = 289

Cut Scores for Composite Scores

Students are categorized into three categories:

1. **At Risk (20%)**
2. **Some Risk (20%)**
3. **Low Risk (60%)**

For each grade, the cut score for "Some Risk" was set at the 20th percentile, and the cut score for "Low Risk" was set at the 40th percentile. The following tables presents the "Some Risk" and "Low Risk" cut scores for the composite scores.

Grade	Some Risk (p20) Cut	Low Risk (p40) Cut
K	254	287
1	251	291
2	255	282
3	254	288

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Composite Score Validation

The composite score and its resulting risk category are designed to be a **valid** indicator of a student's literacy needs. To ensure this **validity**, a validation check is performed.

How Initial Risk Is Determined with Missing Scores

First, an initial composite score is calculated for all students. For this initial calculation, any missing component scores are treated as 0. A student is then placed into one of the three risk categories (Low Risk, Some Risk, At Risk) based on this initial score.

Next, a validation rule is applied to ensure that the risk status (especially for "Some Risk" or "At Risk" students) is based on sufficient data. A score that is not validated is flagged for **"Review,"** which means an educator should manually review the student's individual task scores to determine the best instructional plan.

The validation rules are applied in the following order:

1. **"Low Risk" Override (All Grades)**
   - **Status: Valid**
     - **Rule:** If a student's initial composite score places them in the **"Low Risk"** category, the score is automatically considered "Valid."
     - **Rationale:** If a student scores "Low Risk" *even when treating missing scores as 0*, they are clearly on track. Their score is **valid**, and no review is needed.
2. **Grade K (Students in "At Risk" or "Some Risk")**
   - **Status: Valid**
     - **Rule:** The **PAS** and **LNF** scores are *both* present.
   - **Status: Review**
     - **Rule:** *Either* the **PAS** or **LNF** score is missing.
   - **Rationale:** For Kindergarten, PAS and LNF are the most critical components of the composite. A risk status is only considered dependable if both of these key scores are available.
   - **Note on Discontinuation:** The Fall testing order for Kindergarten is PAS **>** LNF **>** LSF. Per the administration rules, if a student receives a discontinuance on LNF, the remaining task (LSF) is scored 0. Because the "Valid" rule only requires PAS and LNF to be present, a composite score is still **Valid** even if LSF is missing *due to the LNF discontinuation rule*. A "Review" status is only triggered if PAS or LNF are missing for an unknown reason (e.g., student was absent, administrator did not administer the task).
3. **Grade 1 (Students in "At Risk" or "Some Risk")**
   - **Status: Valid**
     - **Rule:** The score is "Valid" if *either* of the following two conditions is met:
       - **Condition A: PAS**, **LNF**, and **LSF** scores are *all* present.
       - **Condition B: PAS** and **LNF** scores are *both* present, AND **LSF** and **WRF** scores are *both* missing.

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- **Status: Review**
  - **Rule:** The score is flagged for "Review" if neither of these specific conditions is met.
  - **Note on Discontinuation:** These two conditions account for the standard administration and discontinuance rules for 1st Grade Fall testing (Testing Order: PAS **>** LNF **>** LSF **>** WRF). A score can be valid even if all tasks are not administered, as long as the missing scores are the result of a standard discontinuance rule.
    - **Condition A (PAS, LNF, LSF present):** This condition accounts for students who are discontinued on **LSF** or **WRF**. In both of those discontinuance scenarios, PAS, LNF, and LSF scores would be present, making the composite score **Valid**.
    - **Condition B (PAS, LNF present; LSF, WRF missing):** This condition specifically accounts for students who are discontinued on **LNF**. Per the 1st Grade rule, if a student discontinues on LNF, the remaining tasks (LSF and WRF) are scored 0 and are not administered. This results in missing scores for LSF and WRF. This is an expected and **Valid** testing outcome.
  - A score is flagged for **Review** if scores are missing for any other reason (e.g., LNF is missing, or LSF is missing but WRF is present), as this indicates an incomplete or non-standard administration.

4. **Grades 2 and 3 (Students in "At Risk" or "Some Risk")**
   - **Status: Valid**
     - **Rule:** The **Diagnostic**, **Oral Reading Fluency (ORF)**, and **Nonsense Word Fluency (NWF)** scores are *all* present.
   - **Status: Review**
     - **Rule:** *Any one* of these three scores is missing.
     - **Rationale:** For these grades, all three components are essential for a **valid** composite score. A risk status based on incomplete data is not considered **valid** and must be reviewed.
5. **Other Grades**
   - **Status: Invalid Grade**
     - **Rule:** The student's grade is not K, 1, 2, or 3.
     - **Rationale:** This composite model is only validated for Grades K-3.

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