



MICHIGAN ASSESSMENT
FIELD
GUIDE

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A practical reference for Michigan assessment and curriculum leaders navigating the K-12 Literacy and Dyslexia Laws.



ABOUT THIS GUIDE

Michigan has taken an important step forward for students with the passage of PA 146 and PA 147 in October 2024. These literacy and dyslexia laws set clearer standards for how districts identify students who may need extra reading support, and they come with helpful guardrails to make that process easier.

One of those guardrails is MDE's approved screener list, which gives districts a vetted set of tools to choose from. This guide is designed to help you understand what PA 146 and PA 147 require, what funding is available to support your decision, and how to feel confident you're choosing the right screener for your students.

A note on this guide: Amira Learning publishes this guide, and Amira ISIP Assess is one of three MDE-approved screeners. We have made every effort to represent all three tools accurately and fairly. The authoritative source for screener approval status is MDE's published K-3 Valid and Reliable Screening and Progress Monitoring Assessment List at michigan.gov/mde.

PART 1: WHAT PA 146 REQUIRES

The Law In Plain Language

Michigan's K-12 Literacy and Dyslexia Laws (PA 146 and PA 147 of 2024) require two things relevant to screener selection.

- By August 1, 2027, every school district, ISD, and public school academy must update its selection to a tool on MDE's approved list.
- The law also requires screening for characteristics of dyslexia, not just general reading benchmarking. A tool that handles oral reading fluency but does not screen for dyslexia characteristics does not fully satisfy the requirement.

The Compliance Timeline

- **October 2024 — Law signed**
PA 146 and PA 147 take effect. K–3 screening and dyslexia identification become statewide requirements.⁴
- **Oct 2025 through Mar 2026 — Approved list published and updated**
MDE's Assessment Review Team completes two review windows. Three assessments earn approval.⁵
- **August 1, 2027 — Screener update required**
Every district must have transitioned to an MDE-approved tool.¹
- **2027–28 school year — Full implementation**
K–3 screening, dyslexia identification protocols, and IRIP reporting must all be operational.

What "Approved" Actually Means

Not every reading screener your district uses today will meet Michigan's new requirements. Under PA 146, a compliant screener has to do two things: measure specific reading skills like phonemic awareness, fluency, and letter-sound knowledge, and screen for characteristics of dyslexia. A tool that only tracks general reading benchmarks doesn't fully satisfy the law.

MDE reviewed nine submitted tools and approved three. By August 1, 2027, every district must be using one of them. The current approved list is at michigan.gov/mde.

Citations — Part 1 ¹ PA 146 of 2024, MCL 380.1280f. Section numbers should be verified against the enrolled bill text before relying on them for procurement or legal purposes, as codification can shift section designations after passage. ² PA 147 of 2024, MCL 380.1280g. ³ MDE K-3 Valid and Reliable Screening and Progress Monitoring Assessment List, March 2026, michigan.gov/mde. This is the authoritative source for current approval status. Verify directly with MDE before making a final screener decision. ⁴ PA 146 and PA 147 of 2024, signed October 2024. ⁵ MDE Assessment Review Team, K-3 Valid and Reliable Screening and Progress Monitoring Assessment List, published Oct–Dec 2025, updated Jan–Mar 2026, michigan.gov/mde.

PART 2: THE THREE APPROVED SCREENERS

As of March 2026, MDE has approved three K–3 screening and progress monitoring assessments.

Amira ISIP Assess -- reviewed Oct–Dec 2025

mCLASS with DIBELS 8th Edition -- reviewed Oct–Dec 2025

MAP Reading Fluency -- reviewed Jan–Mar 2026

Citations — Part 2 ⁷ MDE K-3 Valid and Reliable Screening and Progress Monitoring Assessment List, March 2026, michigan.gov/mde. Review windows per MDE Assessment Review Team documentation.

PART 3: HOW TO EVALUATE A PA 146-COMPLIANT SCREENER

All three MDE-approved tools meet the baseline requirements. These are the dimensions that distinguish them and that determine whether a screener will actually work for your district.

Capability	What to look for	Amira ISIP Assess
MDE approval	Must be on the approved list ²	✓ Yes
Oral reading fluency	Required under PA 146 ¹	✓ Yes
Dyslexia screening	Built-in vs. add-on matters for cost and workflow ⁸	✓ Built in
Grade range	Confirm it covers your full K-3 population	✓ PreK-3
Bilingual screening	Critical for ELL populations, authentic oral vs. translated print	✓ Authentic oral, English/Spanish
Administration model	1:1 administration pulls teachers from instruction; AI-proctored assessments can run with a full class simultaneously	✓ AI-proctored, full class at once
Screening time	Per-student vs. whole-class affects scheduling and staff capacity	✓ 20 min, full class
Progress monitoring	Continuous data vs. periodic snapshots changes how quickly you can intervene	✓ Continuous
Validity rating	NCII top rating is the independent benchmark ⁹	✓ Top rating

Capabilities can vary by license tier. Always confirm with each vendor what is included in the package being quoted. MDE consensus scoring documents at michigan.gov/mde are the authoritative source for compliance questions.

Key Decision Drivers

Dyslexia screening: PA 146 requires it.² Amira ISIP Assess includes dyslexia screening in the base session with no separate add-on or additional licensing required.⁸ When evaluating any tool, confirm whether dyslexia screening is included in the base product or requires additional licensing.

Teacher time: Amira ISIP Assess does not require teacher administration. A full class can be screened simultaneously, preserving teacher time for instruction. When evaluating other tools, ask how long each screening takes per student and whether it requires 1:1 teacher administration, then multiply that by your class sizes and number of screening windows per year.

Bilingual assessment: Amira ISIP Assess provides authentic bilingual English and Spanish oral reading assessment. If your district serves a significant English learner population in K–3, ask any tool you evaluate whether it can assess reading skills in a student's home language, and whether that assessment is authentic oral production or translated materials.

Evidence of student outcomes: Amira ISIP Assess has an independent ESSA Level II study across 79,084 students in 12 Louisiana districts, 75% economically disadvantaged and 10% ELL, showing statistically significant reading gains at every grade level K–5.¹⁰ At Tara Elementary in Clayton County, Georgia, students using Amira at the recommended dosage gained 18.7 weeks of reading growth in just 15.7 weeks of instruction.¹¹ Ask any vendor you evaluate for independent research at ESSA Level II or higher, conducted on a demographically relevant population, with documented effect sizes by grade level.

Citations — Part 3 ⁸ Amira Learning product documentation. Capabilities can vary by license tier — verify with your Amira Michigan rep at time of contracting that dyslexia screening is included in the package being quoted. ⁹ National Center on Intensive Intervention (NCII) Academic Screening Tools Chart, ncii.intensiveintervention.org. Ratings vary by component and tool version. Verify current ratings for each tool under evaluation directly at the NCII site before making a final decision. ¹⁰ Shah, Scanlan, Wall, Instructure EdTech Collective, June 2025. Full study available from Amira Learning. ¹¹ Amira Learning internal outcome data, Tara Elementary, Clayton County, Georgia. Before citing this figure in board or budget materials, request full methodology, comparator details, and dosage parameters from Amira Learning.

— PART 4: HOW TO EVALUATE YOUR OPTIONS —

When your team sits down to evaluate, these are the questions that matter.

On dyslexia screening: Confirm whether the tool includes RAN tasks, phonological awareness manipulation, and a risk index as part of the base product — not as an add-on requiring separate licensing.

On teacher time: How long does assessment take per student? What happens to instructional time during screening windows? A tool that takes 6–8 minutes per student administered 1:1 means a class of 25 takes over three hours of teacher time per screening period.

On your ELL population: If more than 15% of your K–3 students are English learners, confirm whether the tool can assess authentically in Spanish — not just present translated materials. Authentic bilingual assessment produces meaningfully different data than English–language tools administered to Spanish–dominant students.

On evidence of student outcomes: Ask for independent research at ESSA Level II or higher, conducted on a demographically relevant population. Ask about effect sizes and which grades were studied. Internal vendor studies are not a substitute.

On pricing: Get an all-in per-student cost covering everything needed for full PA 146 compliance — dyslexia screening, bilingual capability if needed, progress monitoring, and implementation support.

On peer references: Ask for contacts at districts similar to yours in size, demographics, and existing tech stack. Practitioner conversations are more predictive than vendor presentations.

PART 5: FUNDING PATHWAYS

Michigan has created meaningful funding infrastructure for this transition. Multiple sources apply — the key is identifying which ones fit your district.

Note on funding allowability: The funding pathways described below are generally supportable based on federal and state statute, but allowable uses are district-specific and audit-sensitive. Confirm all funding applications with your district's legal counsel and fiscal team before committing funds. Do not rely solely on this guide or vendor representations when making funding determinations.

Title I, Part A (federal) Supplemental literacy assessment and progress monitoring are allowable uses for at-risk populations across MTSS tiers.¹³

Title III (federal) Allowable for literacy assessment of English learners. Bilingual assessment tools are particularly well-suited for Title III justification.¹⁴

IDEA (federal) Applicable for dyslexia screening and early identification of reading risk, particularly for students with or at risk of identified disabilities.¹⁵

Citations — Part 5 ¹³ Every Student Succeeds Act (ESSA), Title I, Part A, 20 U.S.C. § 6321. Confirm allowable use with your Title I coordinator and district legal counsel before application. ¹⁴ ESSA Title III, 20 U.S.C. § 6825. Confirm allowable use with your Title III coordinator and district legal counsel before application. ¹⁵ Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq. Confirm applicability with your special education director and district legal counsel.

PART 6: ACTION CHECKLIST

Walk through this with your assessment or curriculum team. Most districts can clear all of these in a single meeting.

- Confirm your current K-3 screener's status.** Is it on MDE's March 2026 approved list at michigan.gov/mde?³ If not, identify the gap.
- Map your dyslexia screening coverage.** Does your current or planned screener include RAN tasks, phonological awareness manipulation, and a risk index as part of the base product — not as an add-on requiring separate licensing?²
- Map your procurement path and timeline.** Determine your formal bid threshold, whether cooperative purchasing applies, and how long your contracting process takes.
- Request a demo and pricing from Amira.** See how Amira ISIP Assess maps to your district's specific compliance needs, ELL population, and existing tools. A 20-minute conversation with your Michigan rep can answer most questions.
- Ask any vendor you evaluate for independent evidence.** ESSA Level II or higher, third-party study, demographically relevant population. Compare before deciding.¹⁰

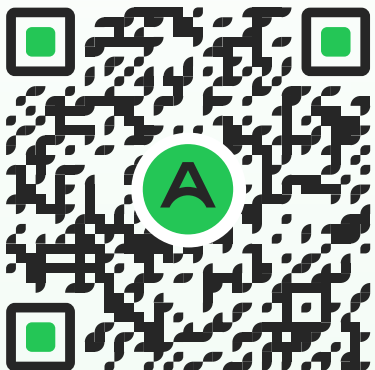
STILL HAVE QUESTIONS?

Reach an Amira Michigan specialist directly for a 20-minute district-specific conversation about your tools, your funding, and your timeline.

Visit www.AmiraLearning.com to request more information, or scan the QR code below.

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