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# Reading Difficulties Risk Screening Selection Panel DRAFT Screener Information Overview

*Note: The information included in this document is based on information provided by the publisher, is subject to change, and should be confirmed by potential purchasers.*

Screening Instrument Title: UCSF Multitudes

Organization: UCSF Dyslexia Center

Web Page: <https://multitudesinfo.ucsf.edu/>

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## General Information

Recommended grade(s): Kindergarten, Grade One, Grade Two

Except for *Other*, the Skills Measured shown in the table below are from California *Education Code* Section 53008 (g)(1)(B).

| **Skills Measured** | **Kindergarten** | **Grade 1** | **Grade 2** |
| --- | --- | --- | --- |
| oral language | Yes | Yes | Yes |
| phonological awareness | Yes | Yes | Yes |
| phonemic awareness | Yes | Yes | Yes |
| decoding skills | Not indicated | Yes | Yes |
| letter–sound knowledge | Yes | Yes | Yes (as part of additional measures) |
| knowledge of letter names | Yes | Not indicated | Not indicated |
| rapid automatized naming | Yes | Yes | Yes |
| visual attention | Yes | Yes | Yes |
| reading fluency | Not indicated | Not indicated | Yes |
| vocabulary | Yes | Yes | Yes |
| language comprehension | Yes | Yes | Yes |
| Other: Auditory Short-term Memory | Yes | Yes | Yes |
| Other: Spelling | Not indicated | Not indicated | Yes |

Recommended for use with the following student populations:

* general education students
* students with disabilities
* English learners
* bi/multilingual learners (English–Spanish)

Languages Available: English and Spanish.

Information about establishing student language proficiency to administer screener:Guidance is provided in the Administration Manual to support the determination of whether a child has the minimum English or Spanish language proficiency necessary for screening to be appropriate and valid. If a child comprehends the directions and repeats at least three of the sentences, verbatim, they can proceed to screening. If a child does not yet have the minimum language proficiency necessary for universal screening in English or Spanish, Local Education Agencies (LEAs) can use components of Multitudes that do not require English or Spanish language proficiency to support their evaluation of the child’s risk of reading difficulties.

## Accommodations

Supports or accommodations for students with disabilities: Students with Individualized Education Programs (IEPs) or 504 plans who participate in statewide universal screening efforts should receive any/all accommodations, per their IEP/504 plan. To complete Multitudes screening, students need to be able to see visual stimuli and hear audio stimuli presented through their digital devices. The Administration Manual includes related guidance for test administrators, such as creating a sensory-supportive environment, when and how to accommodate for articulation differences, and ways to keep children engaged during assessment.

Supports or accommodations for students who are not yet proficient with English: Yes; before beginning screening, test administrators receive guidance as to which language(s) to screen a child in, and whether a child has sufficient language proficiency to be screened in said language(s). The Administration Manual provides the protocol, which is also available on the digital Multitudes platform within the Resources tab.

## Cost Information

Initial cost for implementing program: No cost for California public school students in K–2.

Replacement cost per unit for subsequent use: N/A

Basic pricing plan and structure: Multitudes is free to all public schools in California, including all assessments, reports, and all resource page contents for any authorized user.

Bulk pricing plan: N/A

## Administration

Mode: Digital

Required technology: Two devices with internet connectivity, Internet connection (Note: one device is needed for the educator [“test administrator”], and one is needed for the child).

Administration time in minutes:

* Kindergarten: Initial Universal Screening is 13 minutes on average; follow up for those "needing support" is 11.5 minutes on average; administered one-on-one
* Grade one: Initial Universal Screening is 10 minutes on average; follow up for those "needing support" is 9.5 minutes on average; administered one-on-one
* Grade two: Initial Universal Screening is 12.5 minutes on average; follow up for those "needing support" is 9.5 minutes on average; administered one-on-one

## Training

Time required for screener administrator training: 1 hour

Type of training available for screener administration of the instrument: The Getting Started with Multitudes section of the digital platform's Resources tab includes introductory and training resources that will support educators as they implement the universal screener and additional assessments, view and share children’s results, and access intervention and professional development resources.

Describe the cost required for training, if applicable: Basic pricing plan/pricing structure for professional development is as follows:

* Asynchronous training plus ongoing access to all Professional Development via the digital platform Resources tab is FREE for all California public school educators with authorized login.
* Half-day virtual training = $800–1,200
* Half-day in-person training = $1,500–2,000

## Scoring

Scores are calculated (select all that apply):

Manually (by hand)

Automatically (computer-scored)

Other, please describe:

Scoring time in minutes:

* Kindergarten: Automatic; immediate
* Grade one: Automatic; immediate
* Grade two: Automatic; immediate

## Communication and Resources

Types of resources available for educators, screener administrators, and families: A variety of learning opportunities are featured on the digital platform's Resources tab to meet the needs of a wide range of educator-learners. Resources are of varying lengths, from “bite-sized” professional development resources to longer modules and courses. Resources are available in a variety of formats, including written, audio, and video content. Examples of professional learning resources included on this tab are video introductions to the domains of literacy (e.g. oral language and phonological awareness); Institute of Educational Sciences practice guides; and links to California Dyslexia Initiative webinars and discussion guides.

The Multitudes Professional Learning tab will also link directly to Arraya, an extensive hub of expert-created and curated professional development resources that influence student learning from a whole child perspective. Developed by the UC/CSU Collaborative for Neuroscience, Diversity, and Learning and free to access, these resources are created for the audience of public-school educators and administrators as well as pre-service teaching candidates and their educators. Examples of module topics include instructional domains (e.g., oral language, phonological awareness, decoding, fluency, vocabulary, comprehension), cognitive development, social-emotional development, physical and behavioral health, and diversity in learning and development.

User interfaces and data management system: Multitudes can be rostered using Clever. Teachers, school, and district leaders can sign in directly to Multitudes to view data and download class-level and student-level reports.

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