Participant Handout PART I:
Exploring the Instructional Implications of K-2 Universal Screener Data

Wednesday, June 29, 2022

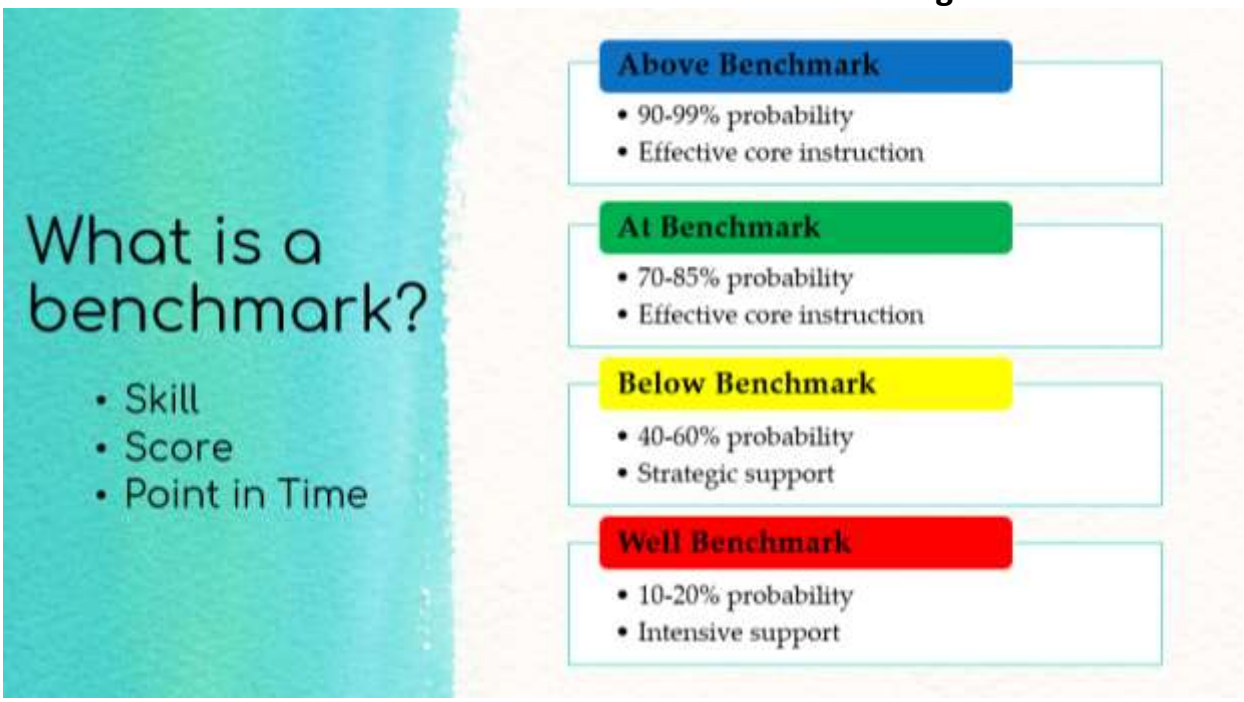
Facilitator: Renata M. Archie

Acadience® Reading Measures Discussed Today

Measure	Acronyms	Indicator of	Grade & Time of Year		
			K	1	2
First Sound Fluency	FSF	Phonemic Awareness	BOY MOY		
Phoneme Segmentation Fluency	PSF	Phonemic Awareness	MOY EOY	BOY	
Letter Naming Fluency	LNF	Indicator of Risk	BOY MOY EOY	BOY	
Nonsense Word Fluency (Correct Letter Sounds & Whole Words Read)	NWF CLS NWF WWR	Alphabetic Principle and Basic Phonics	MOY EOY	BOY MOY EOY	BOY
Oral Reading Fluency (Words Correct, Accuracy, Retell)	ORF WC ORF Accuracy ORF Retell	Advanced Phonics, Word Attack, Accurate & Fluent Reading of Text, Reading Comprehension		MOY EOY	BOY MOY EOY

(Good & Kaminski, 2021)

Benchmark Status for Acadience® Reading



Nonsense Word Fluency Demonstration

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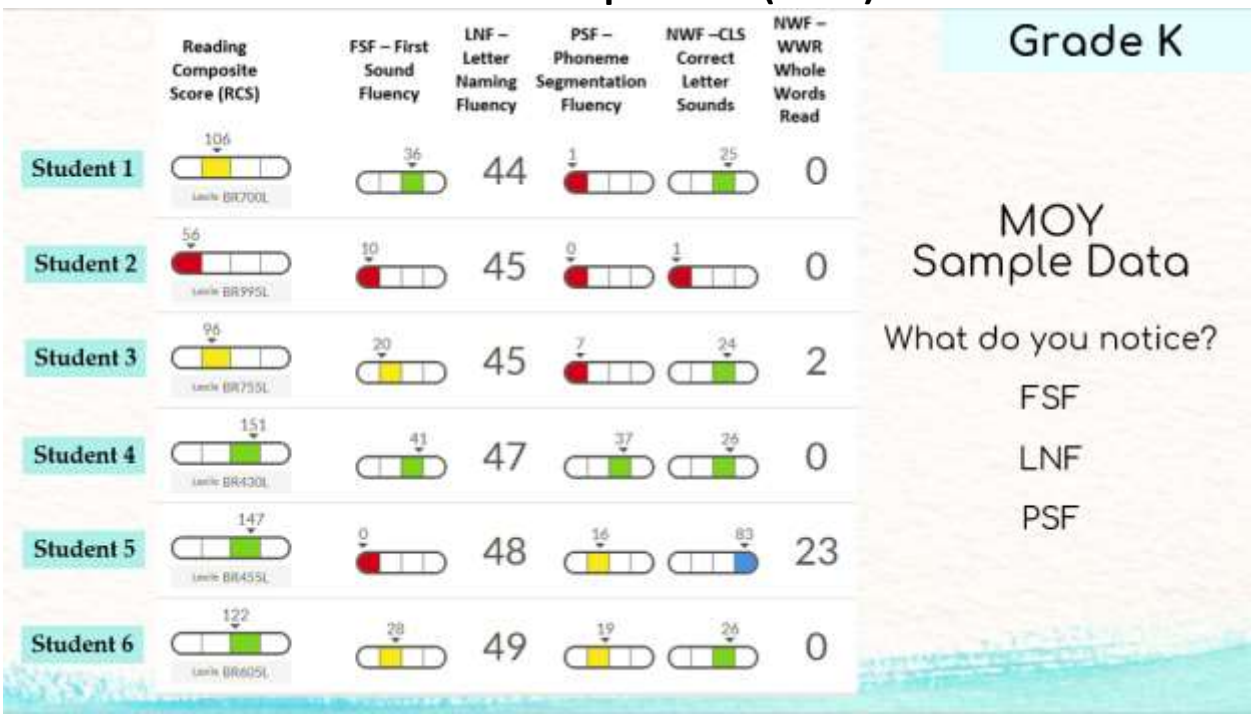
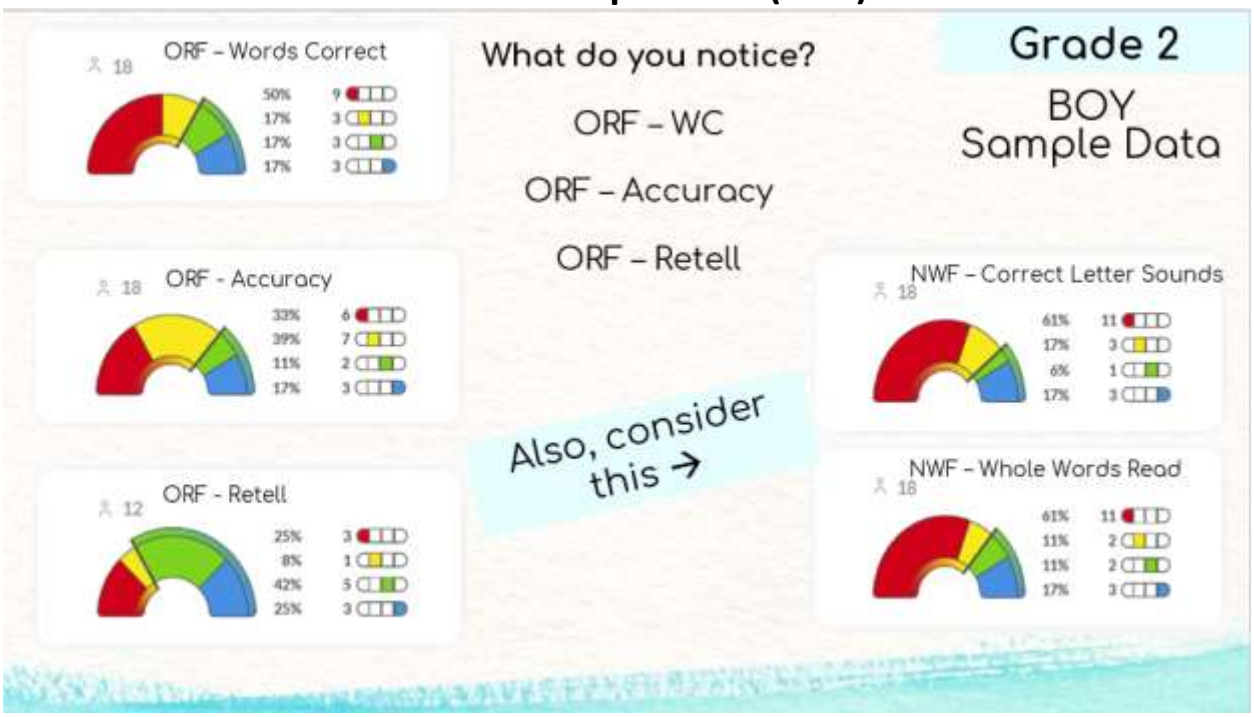
Grade K Sample Data (MOY)

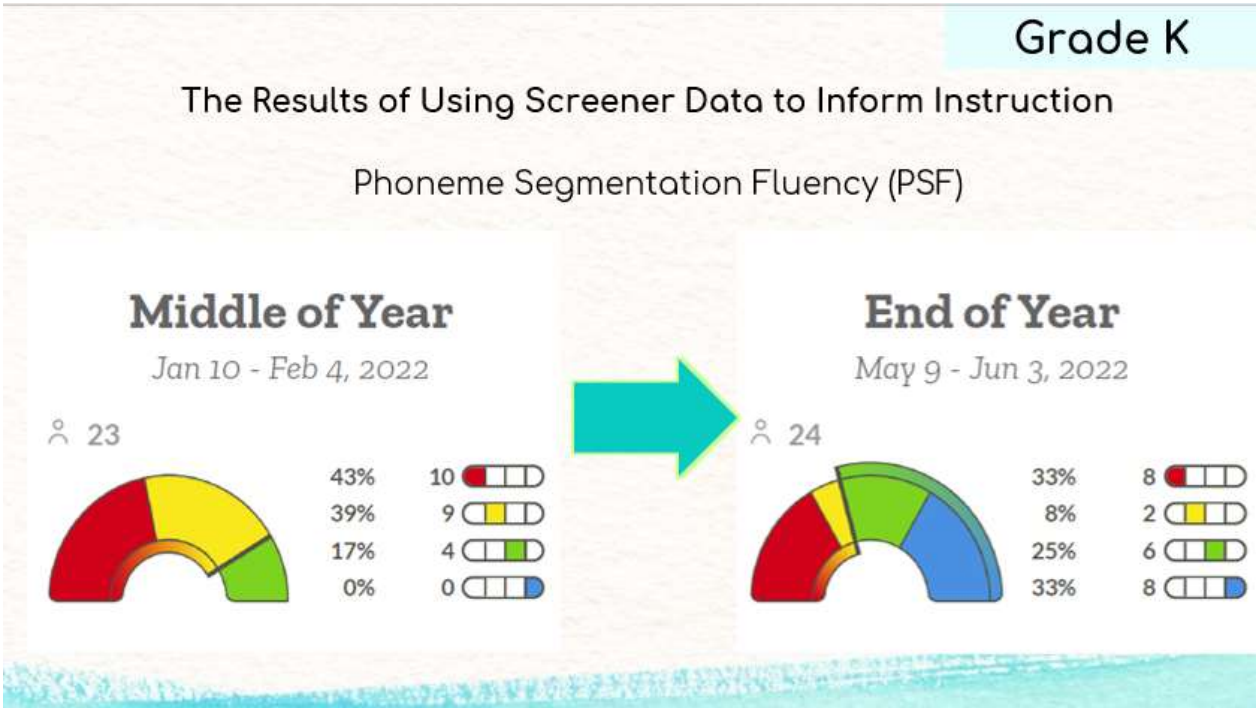


Grade 1 Sample Data (MOY)

Grade 2 Sample Data (BOY)



A Success Story



Helpful Links

- Acadience Learning Website: Click Here
- Acadience Instructional Grouping Sheets: Click Here
- Acadience Reading K-6 Benchmark and Composite Scores: Click Here

WORKING WITH MY STUDENT LEVEL SCREENER DATA: A Framework for Planning for Instruction & Skill Groups

Rationale

This school year I had the opportunity to support a number of teachers, school building leaders, and superintendents in understanding and using their Acadience® Reading screener data. I noted a heavy need for improved comfort with data interpretation for the purpose of instructional decision-making. As I worked with educators to support them in this work, I thought to myself - *What helpful tool might I create to assist in navigating this thinking process?*

This simple tool walks the user through the first three steps of the Acadience® Reading K-6 Outcomes Driven Model (ODM). The tool gives instructional teams an example of the kinds of questions to ask and considerations to take while planning for instruction in response to the collection of benchmark data. Time allowed me to create the framework for one grade and one point in time but you can use a similar thinking process across the grades and throughout the year.

I have included a collection of resources on the last few pages.

Enjoy!

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WORKING WITH MY STUDENT LEVEL SCREENER DATA: A Framework for Planning for Instruction & Skill

STEP 1: Identify Need for Support

STEP 2: Validate Need for Support

STEP 3: Plan for Instructional Support & Initial Skill Grouping

GRADE K: BEGINNING-OF-YEAR (BOY)

STEP 1: INDENTIFY NEED FOR SUPPORT

Use your Acadience BOY student scores list along with the Acadience Benchmark Scores to input number of students and calculate percentages in each category. Which skills do students have, what skills do they need? Which student scores fall very close to the benchmark goal? Which student scores are near the cut point for risk?

Which students may need support?									
Grade K	Benchmark (bold) Cut point for Risk (*italics*)	Well Below Intensive Support		Below Strategic Support		At Core Support		Above Core Support	
		#	%	#	%	#	%	#	%
FSF	**10** *5*								
LNF*									
Reading Composite Score (RCS)	**26** *13*								

**LNF does not have a benchmark score and is an indicator of risk. Place students based on professional judgment, response pattern, and other data gathered in step 2.*

STEP 2: VALIDATE NEED FOR SUPPORT

Are we reasonably confident that the identified students need support? What other sources of data do we have that can provide rich detail for each student?

- Uppercase/lowercase letter ID
- Sound ID
- Concepts of Print
- Teacher observation of response patterns during LNF
- Teacher's observation of response patterns during phonemic awareness instruction.

NOTE: TIER 1 core instruction should be strong enough to get about 80% of your students to benchmark expectations.

If this is not the case, you may need to do whole class intervention. Take time to examine and focus deeply on strengthening your TIER 1 instruction for all students!

PAUSE: STOP, THINK, REFLECT!

WHAT ARE THE IMPLICATIONS OF MY CLASSROOM DATA?

Before moving on to plan for whole class and small skill group instruction, ask several questions about your overall classroom data to make decisions.

- What is the combined percentage of students that are below or well below based on the reading composite score?
- Are more than 20% of students in need of strategic or intensive support on the FSF measure?
- What kinds of response patterns did students produce during FSF? What do the different response patterns mean for my phonemic awareness instruction?

STEP 3A: PLAN FOR WHOLE GROUP INSTRUCTION

WHOLE GROUP INSTRUCTION

Questions to Ask While Planning. See resources on last page.

- What percentage of students showed a need for support with First Sound Fluency?
- Does my curriculum include explicit, systematic, and sequential instruction in phonemic awareness?
- Does my daily teaching schedule have a dedicated time for phonemic awareness instruction for all students?
- Am I providing daily explicit instruction in phonemic awareness using research based materials and evidence-based practices?

STEP 3B: PLAN FOR SMALL SKILL GROUP INSTRUCTION

GRADE K BEGINNING OF YEAR INITIAL INSTRUCTIONAL GROUPING

Remember: Do not sort students by reading level!

Use the Acadience Grouping Sheet as guidance while sorting your students in the following way:

Group 1: Likely to Need Core Support → **Phonemic Awareness: At** or **Above** Benchmark on First Sound Fluency (10 or more on FSF) → **Reading Composite Score (RCS): At** or **Above** Benchmark (26 or more on RCS)	**Group 2: Additional support on phonemic awareness and letter-sound skills** → **Phonemic Awareness: At** or **Above** Benchmark on First Sound Fluency (10 or more on FSF) → **Reading Composite Score (RCS): Below** or **Well Below** Benchmark (less than 26 or more on RCS)
Group 3: Additional support on phonemic awareness skills → **Phonemic Awareness: Below** or **Well Below** Benchmark on First Sound Fluency (less than 10 or more on FSF) → **Reading Composite Score (RCS): At** or **Above** Benchmark (26 or more on RCS)	**Group 4: Additional support on phonemic awareness and letter sound skills** → **Phonemic Awareness: Below** or **Well Below** Benchmark on First Sound Fluency (less than 10 or more on FSF) → **Reading Composite Score (RCS): Below** or **Well Below** Benchmark (less than 26 or more on RCS)

USING THE DATA TO PLAN FOCUSED INSTRUCTION FOR SKILL GROUPS

SKILL GROUP INSTRUCTION

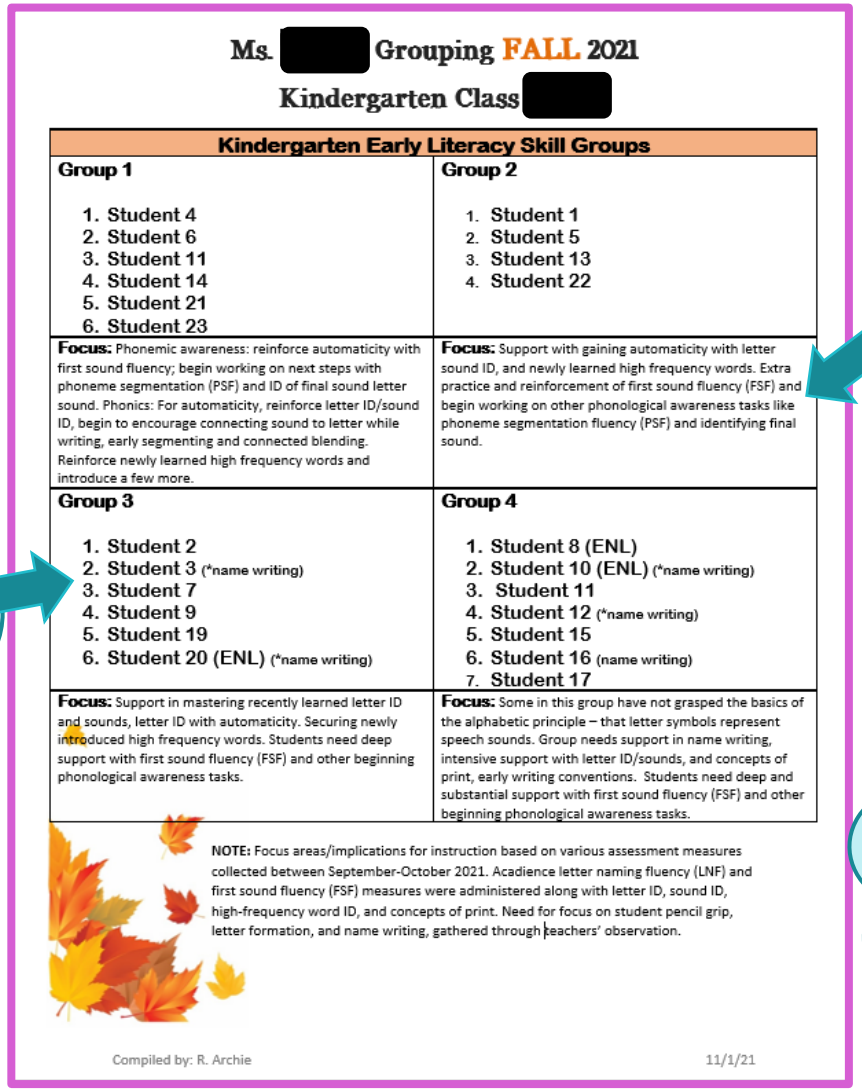
Questions to Ask While Planning. See resources on last page.

- → What variety of response patterns did I see with student performance on First Sound Fluency?
- → What other information can help guide the needs of the students in each group?
- → Are there trends with regards to level of mastery in letter ID/sound ID?
- → What materials from my curriculum can be used to deliver include explicit, systematic, and sequential instruction to these groups?
- → What evidence based practices and activities can I use with each group to give them repeated practice and the opportunity to strengthen these skills?

SAMPLE & BLANK INSTRUCTIONAL GROUPING TEMPLATE

NOTE → SORTING STUDENTS INTO GROUPS IN ONLY THE FIRST STEP!

- → Use your additional data and observation to make smart adjustments to your groupings.
- → What trends in skills and needs do you see for each group?
- → Write a focus for their instructional group based on the need for skills indicated in the data.
- → See the resources page below and work with your administration, data team, or literacy coach to plan strategic instruction for your groups.



Ms. [redacted] Grouping FALL 2021

Kindergarten Class [redacted]

Kindergarten Early Literacy Skill Groups	
Group 1 1. Student 4 2. Student 6 3. Student 11 4. Student 14 5. Student 21 6. Student 23	**Group 2** 1. Student 1 2. Student 5 3. Student 13 4. Student 22
Focus: Phonemic awareness: reinforce automaticity with first sound fluency; begin working on next steps with phoneme segmentation (PSF) and ID of final sound letter sound. Phonics: For automaticity, reinforce letter ID/sound ID, begin to encourage connecting sound to letter while writing, early segmenting and connected blending. Reinforce newly learned high frequency words and introduce a few more.	**Focus:** Support with gaining automaticity with letter sound ID, and newly learned high frequency words. Extra practice and reinforcement of first sound fluency (FSF) and begin working on other phonological awareness tasks like phoneme segmentation fluency (PSF) and identifying final sound.
Group 3 1. Student 2 2. Student 3 (*name writing) 3. Student 7 4. Student 9 5. Student 19 6. Student 20 (ENL) (*name writing)	**Group 4** 1. Student 8 (ENL) 2. Student 10 (ENL) (*name writing) 3. Student 11 4. Student 12 (*name writing) 5. Student 15 6. Student 16 (name writing) 7. Student 17
Focus: Support in mastering recently learned letter ID and sounds, letter ID with automaticity. Securing newly introduced high frequency words. Students need deep support with first sound fluency (FSF) and other beginning phonological awareness tasks.	**Focus:** Some in this group have not grasped the basics of the alphabetic principle – that letter symbols represent speech sounds. Group needs support in name writing, intensive support with letter ID/sounds, and concepts of print, early writing conventions. Students need deep and substantial support with first sound fluency (FSF) and other beginning phonological awareness tasks.

NOTE: Focus areas/implications for instruction based on various assessment measures collected between September-October 2021. Acadience letter naming fluency (LNF) and first sound fluency (FSF) measures were administered along with letter ID, sound ID, high-frequency word ID, and concepts of print. Need for focus on student pencil grip, letter formation, and name writing, gathered through teachers' observation.

Compiled by: R. Archie 11/1/21

Describe specific instructional support students need based on their performance at that time of year.

Transfer students from your Acadience worksheet. Make strategic adjustments response patterns on Acadience BOY measures along with other needs indicated by other data. (letter/sound ID, etc.

<u>Remember</u>: Students with the same score or status on the Acadience screener do not necessary have the same exact instructional needs!

Teacher Name Grouping FALL 2021

Kindergarten Grade Class _____

Grade K Early Literacy Skill Groups	
Group 1 1. 2. 3. 4. 5.	**Group 2** 1. 2. 3. 4. 5.
Focus:	**Focus:**
Group 3 1. 2. 3. 4. 5.	**Group 4** 1. 2. 3. 4. 5.
Focus:	**Focus:**

NOTES: Focus areas/implications for instruction based on ….

KEY:

*Needs support with pencil grip

**Needs assistance with both name writing, letter formation and pencil grip.

● = chronic absenteeism

OTHER RESOURCES

WHAT DO I TEACH?

Essential Literacy Skill	Possible Activities/Materials	Possible Programs/Resources/Assessments
Phonemic Awareness	▪ Phonemic awareness activities (first sound awareness, segmenting, blending, use of tokens, etc.) ▪ Elkonin boxes ▪ Online Elkonin boxes ▪ Tap it, Map it activities ▪ University of Florida PA activities	▪ Really Great Reading Phonological Awareness Survey ▪ Dr. David Kilpatrick Phonological Awareness Intervention ▪ RISE Arkansas Phonological Awareness Resources ▪ Heggerty Phonemic Awareness ▪ 95% Group Phonological Awareness Screener for Intervention ▪ Ohio State Support Team: Phonemic Awareness
Phonics Basics: Letter Identification Letter-Sound Correspondence Letter Naming Fluency	▪ Letter-Keyword-Sound activities ▪ Whiteboard activities ▪ Online whiteboard ▪ Letter formation verbalization & tracing ▪ Sky writing ▪ Have Fun Teaching Letter videos ▪ Sand trays, playdough, etc. ▪ Plastic Magnetic letter activities ▪ Magnetic Letter-tile activities ▪ Online Letter tiles ▪ Shared letter sound brainstorms/charting ▪ "I see ___" letter books	▪ 95% Group Phonics ▪ Really Great Reading Phonics ▪ Fundations ▪ S.P.I.R.E. ▪ West Virginia Phonics ▪ Tools4Teachers Resources ▪ Handwriting without Tears ▪ Rise Arkansas Science of Reading Resources ▪ Cracking the Code Resources ▪ Ohio State Support Team: Phonics Resources Assessments/Progress Monitoring ▪ Acadience Progress Monitoring (Zip file) ▪ Really Great Reading Pre-Decoding & Beginning Decoding Skills Survey ▪ Primary Spelling Inventory ▪ Letter/Sound ID & Foundational Skill Surveys ▪ 95% Group Phonics Screener for Intervention
Professional Learning	▪ The Reading Teacher's Top Ten Tools by Deb Glaser ▪ LETRS: Language Essentials for Teachers of Reading and Spelling ▪ Acadience Reading K-6 Essential Workshop ▪ Acadience Reading K-6 Data Interpretation Workshop	