

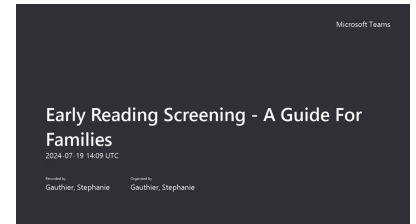


Early Reading Screening

A Guide for Families



YRDSB Literacy



[Click here to view the webinar](#)

Why Early Reading Screening?

In YRDSB, we affirm that literacy is a human right.

In support of the recommendations in the Ontario Human Rights Commission's Right to Read Inquiry Report, screening tools help to identify students who may experience reading difficulty so necessary early interventions can be implemented.

What is Early Reading Screening?

A screening measure or instrument is a quick and informal evidence-based assessment that provides information about possible word-reading difficulties. It identifies students who are currently having or are at risk for future word-reading difficulties so they can receive more instruction or immediate intervention.

All students should be screened using standardized evidence-based screening measures twice a year from Kindergarten to Grade 2.

Early Reading Screening...

- Is completed one-on-one towards the beginning of the school year
- Is one valuable tool to help us understand and communicate individual reading progress
- Provides us with data to better support students' unique needs
- *Is not evaluated as part of your child's grades, but instead will help identify the support they need in order to develop reading proficiency.*
- Covers various foundational skills needed for reading proficiency

No additional preparation is needed nor expected for the screening.

Early Reading Screening (ERS)

Early reading screening supports early identification of difficulties in foundational reading skills – such as identifying letters, sounds, and their relationships, as well as decoding words and reading text. Research suggests that when these difficulties are identified early and addressed using evidence-based instruction, future challenges with reading can be minimized or even prevented.

Acadience Reading is the selected screening tool for YRDSB.



What is Acadience Reading?

- Acts as a “temperature check”
- Quick, 1 min tasks
- Administered by your child’s teacher
- Help teachers determine potential next steps
- Provide information about early reading skills



Why Early Reading Screening?

Early reading screening is an essential tool to identify students who are experiencing difficulties with reading so they can receive the support they need to improve their reading proficiency and give them the best opportunity for success.

The purpose of early reading screening is to:

- **monitor your child's development in early reading skills;**
- **identify children who need additional support; and,**
- **guide classroom instruction.**

Acadience Reading Measures

Beginning of Year



First Sound Fluency (Year 2 Kindergarten)

Students say the first sound they hear in a simple word spoken by the teacher.

Letter Naming Fluency (Year 2 Kindergarten, Grade One)

Teacher shows the student a page of upper and lowercase letters. Student says the names of the letters.

Phoneme Segmentation Fluency (Grade One)

Students listen to a simple word spoken by the teacher, and then say the sound in the word.

Nonsense Word Fluency (Grade One, Grade Two)

Students use their knowledge of phonics to read a list of unknown, 'nonsense' words (e.g., "ib")

Oral Reading Fluency (including retell) (Grade Two)

Students read a short text. After reading the student tells about the story that was read.

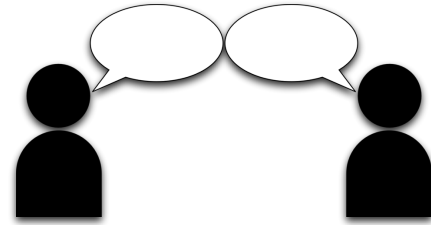
Educators may use Early Reading Screening Information to...

- Decide which assessments they will use next to gather more in depth information
- Plan instruction to further develop the foundational reading skills
- Differentiate instruction as needed
- Provide small group instruction to target specific reading skills
- Determine which strategies to use to support reading instruction for your child


Ongoing Communication

“Although there are formal reporting periods, communication with parents and students about student achievement should be continuous throughout the year or course, by a variety of means, such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home.”

- Ontario Curriculum, Assessment and Evaluation



Reporting

 **Ontario Ministry of Education**

Elementary Provincial Report Card

Date: _____

Student:	DOB:	Days Absent:	Total Days Absent:
Grade:	Teacher:	Home Lvl:	Total Home Lvl:
Quest:	School:		
Address:	Address:		
	Principal:	Telephone:	

GRADE IN SEPTEMBER ☐ **1**

Learning Skills and Work Habits

	E – Excellent	G – Good	S – Satisfactory	N – Needs Improvement
Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">Fulfills responsibilities and commitments with the learning environment.Completes and submits class work, homework, and assignments according to agreed-upon timelines.Takes responsibility for and manages own behaviour.				
Independent Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">Independently reads, answers, and reviews plans to complete tasks and meet goals.Uses class time appropriately to complete tasks.Follows instructions with minimal supervision.				
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">Looks for and acts on new ideas and opportunities for learning.Demonstrates the capacity for innovation and a willingness to take risks.Demonstrates autonomy and interest in learning.Approaches new tasks with a positive attitude.Recognizes and advocates appropriately for the rights of self and others.				
Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">Devises and follows a plan and process for completing work and tasks.Establishes priorities and manages time to complete tasks and achieve goals.Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.				
Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">Assumes various roles and an equitable share of work in a group.Responds positively to the ideas, opinions, values, and traditions of others.Builds healthy peer-to-peer relationships through personal and multi-assisted interactions.Works with others to resolve conflicts and build consensus to achieve group goals.Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.				
Self-regulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">Sets own individual goals and monitors progress towards achieving them.Seeks clarification or assistance when needed.Assesses and reflects critically on own strengths, needs, and interests.Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.Persists and makes an effort when responding to challenges.				

Strengths/Next Steps for Improvement

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Results of the first screening will formally be communicated to you in your child's first Kindergarten Communication of Learning or Elementary Provincial Report Card (issued in February) and will indicate whether your child has met or not yet met the screening benchmark at the time of their screening.

Grade 1 and 2 - Term 1 and Term 2 Report Card

<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input checked="" type="checkbox"/> NA	Early Reading Screening (ERS) for Grades 1 and 2 Only: ERS completed: yes <input type="checkbox"/> no <input type="checkbox"/> NA <input checked="" type="checkbox"/> Date: ____ / ____ / ____ Benchmark met: yes <input type="checkbox"/> no <input type="checkbox"/>
✂ Elementary Provincial Report Card <i>(Please have your child complete the form below, and return it to your child's teacher.)</i> ✂	
Student: _____	Grade: _____ OEN: _____ Teacher: _____

Kindergarten - Communication of Learning

ESL – English as a Second Language IEP – Individual Education Plan	NA – Not applicable
Early Reading Screening (ERS) for Year 2 of Kindergarten Only: ERS completed: yes <input type="checkbox"/> no <input type="checkbox"/> NA <input checked="" type="checkbox"/> Date: ____ / ____ / ____ Benchmark met: yes <input type="checkbox"/> no <input type="checkbox"/>	

RIGHT TO READ

"The inquiry is not just about an equal right to read – it is about an equal right to a future."

OHRC, RIGHT TO READ INQUIRY REPORT,
FEBRUARY 2022

THANK YOU

GRACIAS
ARIGATO
SHUKURIA
JUSPAXAR

DANKSCHEEN
SHACHALNUYA
TASHAKKUR ATU
YAQHANYELAY
SUKSAMA
EKHMET
BIYAN
SHUKRIA
TINGKI
MAKETAU
MINMONKHAR
BOLZIN
MERCI

GOZAIMASHITA
EFCHARISTO
MEHRBANI
MAAKE
GRAZIE
PALDIES
KOMAPSUMNIDA
CHALTU
WABEEJA
MAITTEKA
HUI
YUSPAGARATAN
UNALCHEESH
SPASIBO
DENKAUJA
NENACHALHYA
ATTO
DIANYABAD
AUSHA
HAIR
GU
HATUR
SIKOMO
BAUKA
TAVTAPUCH
MEDAHAGSE
SAIKO
MERASTAHNY
GAEJTHO
AGUYJE
FAKARUE
LAH