

Read to Succeed!

Monthly reading tips from your Title 1 team.



Mrs. Cavanaugh (Title 1 aide)
and Kira Turner (First grade
student)

A Parent's Guide to Acadience Reading Testing

In order to provide the "best fit" reading instruction for your child, it is necessary to assess their current reading abilities. This allows us to find strengths and weaknesses in order to provide them with a more individualized reading instructional program. The Acadience Reading assessment is administered three times throughout the year, at the beginning, middle, and end of the school year. Additionally, students are informally monitored between benchmark assessments to continuously measure their progress and determine if any additional instruction is needed. As the end of the year is quickly approaching, we will be completing our final assessment. We love to see the growth that our students make from the beginning of the year to the end! Please see the attached sheet that provides an explanation for the specific skills assessed in your child's grade level. Before the end of the school year, your child will be bringing home their final Acadience "parent report" for you to see their reading progress.



APP Spotlight

Epic is a free app that allows student access to ebooks and learning videos for kindergarten through 7th grade!

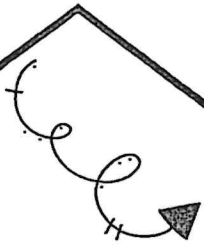


Book Spotlight!

Owl Diaries is a series aimed at newly independent readers. With easy-to-read text, high interest content, and illustrations on every page, your child is sure to love it!

Kindergarten Acadience®

LETTER NAMING FLUENCY



Kindergarten and first grade students are given a page with a mix of both upper and lowercase letters and asked to name each one. This test tells us if the child is likely to struggle or be a successful reader in the future. It only takes one minute to give this test.

NONSENSE WORD FLUENCY

The ability to blend together the sounds represented by letters to make words is an important skill in learning to read. This skill helps children in kindergarten, first and second grade to use their knowledge of the relationship between letters and sounds to read unfamiliar words. Children are shown a page of make-believe words, like "tob" or "miv," and asked to read them by saying the individual sound of each letter in the word or the whole word itself. Nonsense words are used in order to differentiate between knowing the word based on phonetic skill or sight.

Phoneme Segmentation Fluency

This is a measure of a child's awareness of the many sounds that make up words we speak. It is given to kindergarten and 1st grade students and is a skill that should be mastered by the end of kindergarten. The child is told a word such as "cat" and asked to say all of the sounds in the word- /k/ /a/ /t/. Words with beginning and ending blends are included, such as "black." It takes only one minute to give this test.

first sound fluency

By the beginning of kindergarten, children should be able to say or recognize the beginning sounds in words automatically. To measure this skill, students are told a word and are asked to identify the first sound they hear in the word. This test is only administered to kindergarten students.

first grade

Acadience

Letter Naming Fluency

Students are given a page with upper and lowercase letters and asked to name each one. This test identifies the likeliness to struggle or be a successful reader in the future. It is a one-minute timed test and is only administered during the first benchmark period.



Phoneme Segmentation Fluency

This is a measure of a child's awareness of the many sounds that make up words we speak. It is given to kindergarten and first grade students. The child is told a word like "blast" and asked to say all of the sounds in the word. There are five sounds in "blast" - /b/ /l/ /a/ /s/ t/. This test is a one-minute timed test.

nonsense word fluency

The ability to blend together the sounds represented by letters to make words is an important skill in learning to read. This skill helps children in kindergarten, first and second grade to use their knowledge of the relationship between letters and sounds to read unfamiliar words. Children are shown a page of make-believe words, like "tob" or "miv," and asked to read them by saying the individual sound of each letter in the word or the whole word itself. This is a one-minute timed test.

Oral Reading Fluency

This subtest is a measure of how fluently and accurately children can read passages written on their current grade level. Children who read accurately and fluently are better able to understand what they read. This test is given at the middle and end of year benchmark periods for first grade. Children are given three passages and asked to read each one aloud for one minute.

RETELL FLUENCY

After reading each passage, the student is given one minute to orally retell as much about the story as possible. As oral reading fluency increases, retell quality increases. The goal is for students to recall meaningful details in a sequential order that captures a main idea.

second grade Acadience

nonsense word fluency

Oral

Reading Fluency

The ability to blend together the sounds represented by letters to make a word is an important skill in learning to read. This skill helps children in kindergarten, first and second grade use their knowledge of the relationship between letters and sounds in order to read unfamiliar words.

During the nonsense word fluency subtest, children are shown a page of make-believe words, like "tob" or "miv," and asked to read them by saying the individual sound of each letter in the word or the whole word itself. By second grade, students should be able to read these words in their entirety, with ease. So, why nonsense words? By using words that are not in the English language, we can distinguish between a student who is reading a word based on sight vs. phonetic code. For example, if we were to assess these words using real words, a student might see the word "cat." If the child correctly reads the word "cat," we wouldn't have a way of knowing whether they can read the word "cat" because they have previously seen this word 200 times and have it committed to memory, or they understand that the /a/ in "cat" is a short vowel sound due to being between two consonants in a single-syllable word. This test is a one-minute timed test.

This is a measure of how fluently and accurately children can read passages written at their grade level. This is given throughout 2nd grade. Children are given three passages and asked to read each one aloud for one minute. Children who read accurately and fluently are better able to understand what they read.

RETELL FLUENCY

After reading each passage, the student is given one minute to recall as much about the story as possible. As oral reading fluency increases, retell quality increases. The goal is for students to recall meaningful details in a sequential order that captures a main idea.