

# ONQuit Making Sense of Screening

It can be challenging to navigate the many subtests that can be used in universal screening! Skilled reading involves the integration of many subskills. This chart can be used to identify the most pressing need for instruction. For older students - start at the top and work your way down to find the lowest barrier skill. For younger students learning to read (Kindergarten and grade 1), start at the bottom and work your way up to find the next skill to teach.

### **Look at Comprehension**

(subtests: MAZE, Reading Comprehension, etc.)

Weak

**Proficient** 

**Continue to provide** evidence-based, curriculumaligned instruction

#### Look at Text-Level Rate

(subtests: ORF-Words Correct)

Weak

**Proficient** 

Teach vocabulary, syntax, knowledge, & comprehension strategies

## **Look at Text-Level Accuracy**

(subtests: ORF-Accuracy)

Weak

**Proficient** 

**Consider fluency instruction** (repeated reading, etc) with lots of oral practice

## **Look at Decoding**

(subtests: Nonsense Word Fluency, etc.)

Weak

**Proficient** 

Teach multisyllabic decoding, providing lots of text-level reading

#### **Look at Phonemic Awareness**

subtests: Phoneme Segmentation Fluency, etc.)

Weak

**Proficient** 

Provide explicit, systematic instruction in phonics, decoding, and spelling.

**Teach phonemic** awareness and phonics