Reading Screening for Administrators

Land Acknowledgement

We acknowledge that ONlit's work takes place on traditional Indigenous territories. We acknowledge that there are 46 treaties and other agreements that cover the territory now called Ontario.

We are thankful to be able to work on this land, and we are thankful to First Nations, Métis and Inuit people for their care for and teachings about the earth. This acknowledgement reminds us of our responsibilities to our relationships and to the ancestral lands on which we learn, work and live.

Meet ONlit

Dyslexia Canada

International Dyslexia Association® Ontario

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Funding for ONlit is provided by the Ontario Ministry of Education.

Please note that the views expressed are the views of ONlit and do not necessarily reflect those of the Ministry of Education.

Tonight’s presenters

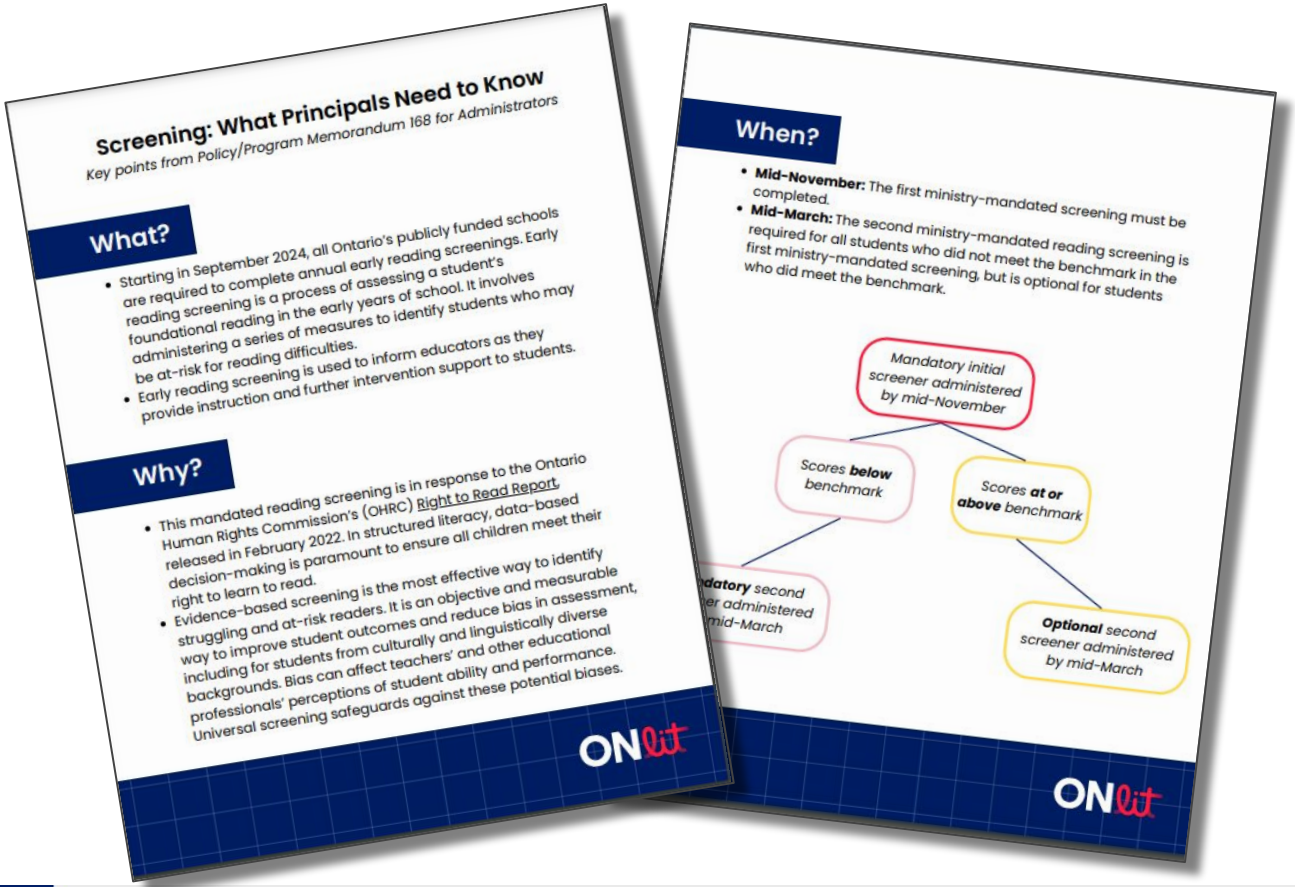
Marlene Perry - York Catholic DSB

Robyn Carnochan - Avon Maitland DSB

Dr. Una Malcolm - Dyslexia Canada

Agenda

01. Why are we screening?
02. What is a reading screener?
03. How is this different?
04. Where does screening fit?
05. What are the measures?
06. How do we use the data?
07. Who and when?



Screening: What Principals Need to Know

Key points from Policy/Program Memorandum 168 for Administrators

What?

- Starting in September 2024, all Ontario's publicly funded schools are required to complete annual early reading screenings. Early reading screening is a process of assessing a student's foundational reading in the early years of school. It involves administering a series of measures to identify students who may be at-risk for reading difficulties.
- Early reading screening is used to inform educators as they provide instruction and further intervention support to students.

Why?

- This mandated reading screening is in response to the Ontario Human Rights Commission's (OHRC) Right to Read Report, released in February 2022. In structured literacy, data-based decision-making is paramount to ensure all children meet their right to learn to read.
- Evidence-based screening is the most effective way to identify struggling and at-risk readers. It is an objective and measurable way to improve student outcomes and reduce bias in assessment, including for students from culturally and linguistically diverse backgrounds. Bias can affect teachers' and other educational professionals' perceptions of student ability and performance. Universal screening safeguards against these potential biases.

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When?

- **Mid-November:** The first ministry-mandated screening must be completed.
- **Mid-March:** The second ministry-mandated reading screening is required for all students who did not meet the benchmark in the first ministry-mandated screening, but is optional for students who did meet the benchmark.

Mandatory initial screener administered by mid-November

*Scores **below** benchmark*

*Scores **at or above** benchmark*

***datory** second er administered mid-March*

***Optional** second screener administered by mid-March*

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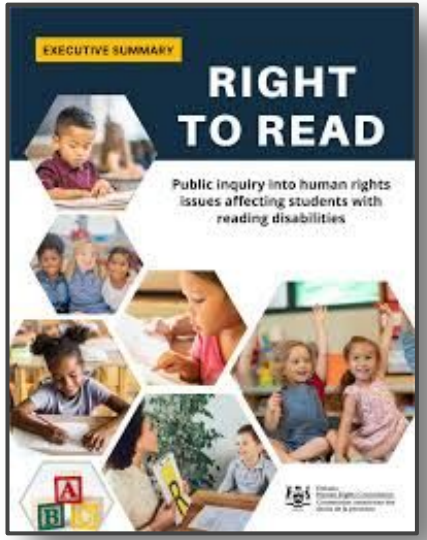
01.

Why early reading screening?

Ontario
Human Rights Commission
Commission ontarienne des
droits de la personne

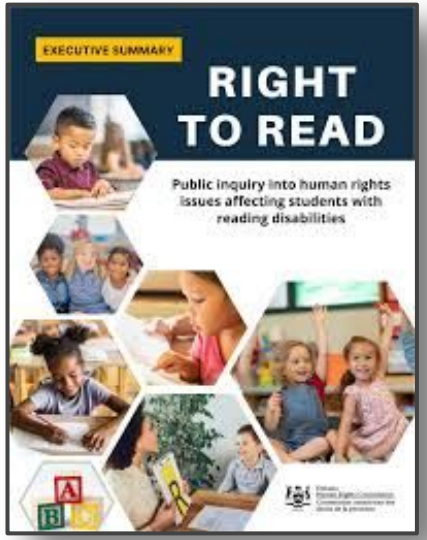
The Ministry has mandated reading screening in response to the Ontario Human Rights Commission (OHRC) Right to Read Report, released on February 28, 2022.

Right to Read Report



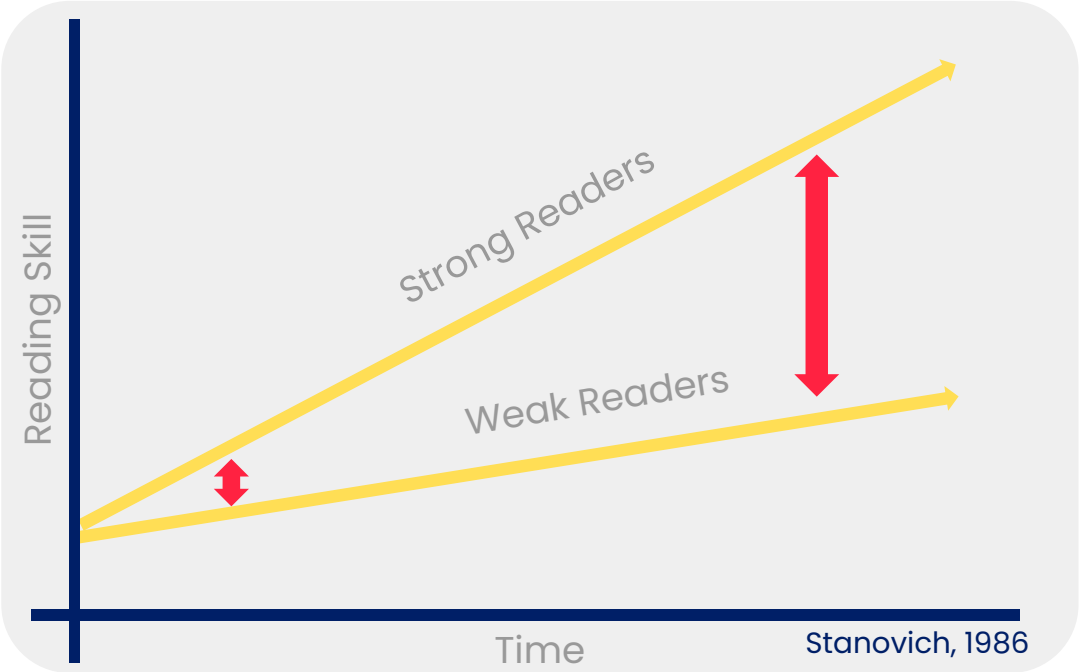
"Universal early screening is not only effective, but also necessary to protect the rights of all students, particularly students from many *Code*-protected groups."

Right to Read Report



“It facilitates early interventions, reduces the potential for bias, and creates better decision-making around student outcomes.”

The Matthew Effect



"Reading difficulties that begin early in life are devastatingly stable across a child's school career."

- Murdoch et al., 2021

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02.

What is a reading screener?

Our Purpose

Screening identifies **which students** and **which systems** are at risk.

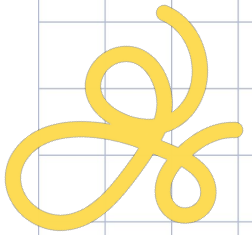
The Goals of Screening

- to improve **student** outcomes

- inform **school and system level** practices, programs and interventions

03. How is this different?

How is This Different?



To do this, a screener must be:

- ❏ fast
- ❏ reliable and valid
- ❏ an indicator of early reading skills
- ❏ predictive

Fast

Table 1 Measure Descriptions

Measure	What students do	Score	Admin time
Print Concepts (PC)	Show understanding of purpose, use, and contents (letters, pictures) of a book.	Number of questions answered correctly	~2–3 minutes
Letter Naming Fluency (LNF)	Say the names of visually presented letters.	Number of letters named correctly	1 minute
Initial Sounds (IS)	Look at four pictures and either point to the one that begins with a given letter sound or make the sound that begins the word.	Number of correct letter sounds and picture names	~2–3 minutes
Auditory Vocabulary (AV)	Point to the one of four pictures that matches an orally presented word.	Number of pictures chosen correctly	~2–4 minutes
Letter Word Sounds Fluency (LWSF)	Say the sounds of visually presented letters, syllables, and words.	Number of sounds or words said correctly	1 minute
Phoneme Segmentation (PS)	Say the phonemes in orally presented words.	Number of phonemes said correctly	~2–3 minutes
Nonsense Word Fluency (NWF)	Read a nonsense word list aloud.	Number of sounds said correctly	1 minute
Word Reading Fluency (WRF)	Read a word list aloud.	Number of words read correctly	1 minute
Oral Reading Fluency* (ORF)	Read two stories aloud, each for 1 minute.	Average number of words read correctly	2 minutes

* *Note*. The ORF information in this table applies to the screening seasons of Fall, Winter, and Spring. When using ORF to progress monitor, students read ***one*** story aloud for 1 minute per testing session and the reported score is the number of words read correctly for that single story.

Aimsweb Plus

Reliable and Valid

Reliability

Is it consistent and accurate?

Validity

Does it measure what it is supposed to measure?

Table 6.14 Concurrent Criterion-Related Validity for Oral Reading Fluency with Select Criterion Measures

	Acadience Reading Criterion Measures[c]						*NAEP Oral Reading Study*[d]
	Retell			*Maze*			*4th Grade Passage*
Grade	Beginning	Middle	End	Beginning	Middle	End	End
				ORF Words Correct			
First	--	.76	.44	--	--	--	.97
Second	.61	.64	.61	--	--	--	.91
Third	.61	.56	.52	.73	.70	.78	.96
Fourth	.57	.58	.52	.78	.78	.78	.89
Fifth	.51	.60	.45	.74	.78	.77	.96
Sixth	.49	.57	.53	.77	.76	.78	.83
				ORF Accuracy			
First	--	.56	.29	--	--	--	--
Second	.47	.47	.33	--	--	--	--
Third	.40	.38	.33	.51	.45	.55	--
Fourth	.38	.39	.28	.56	.49	.49	--
Fifth	.38	.40	.33	.52	.53	.53	--
Sixth	.35	.40	.33	.54	.55	.53	--

Note. [c]from Study C. Approximate pair-wise sample sizes: first grade ≈ 450; second grade ≈ 550; third grade ≈ 500; fourth grade ≈ 580; fifth grade ≈ 525; sixth grade ≈ 530.
[d]from Study D. Approximate sample sizes ≈ 23 for all grades.
All correlations are significant, $p < .001$.

Acadience

Indicators of Early Reading Skills

Predictive

Reading Level Assessments

"They are not standardised and publishers do not always evaluate and report their validity and reliability, and those that do often have significant caveats"

(Spector, 2005; Nilsson, 2008; Nilsson, 2013 as cited in Buckingham, 2022)

04. Where does screening fit?

Assessment Answers Questions

1. Who needs help? **Screening**
2. What should that help be? **Diagnostic**
3. Is the help working? **Progress Monitoring**

Screening does not replace classroom-based...

- assessment **for** learning
- assessment **as** learning
- assessment **of** learning.

PPM 168

Screeners should **not** be used solely to determine special programming.

They shouldn’t be used for evaluation/report card marks.

05. What are the measures?

A Universal Reading Screener involves administering a series of **measures** to identify students who may be at-risk for future reading difficulties.

Essential Early Literacy Skills

Early Literacy Skill	Indicator/Measure
Phonemic Awareness	First Sound Fluency, Phoneme Segmentation Fluency
Phonics	Nonsense Word Fluency
Basic Decoding	Nonsense Word Fluency
Advanced Decoding/Word Recognition	Oral Reading Fluency
Comprehension	Oral Reading Fluency, Retell, MAZE

Essential Early Literacy Skills

▶	P	R	I	b	O	m	x	p	T	k
	Q	h	F	J	j	U	s	e	Y	q
	M	B	D	Z	i	c	V	u	y	r
	S	v	X	o	E	L	l	K	n	W
	f	H	z	g	C	t	G	d	w	a
	N	A	E	I	x	a	A	Q	r	c
	q	w	t	B	p	u	m	G	H	T
	i	X	y	d	M	b	R	U	j	P
	K	Z	e	o	f	J	v	z	S	k
	g	Y	C	h	W	V	N	F	O	D
	n	L	s	l	P	R	I	b	O	m

▶	bol	kiv	ul	jac	lel
	fij	kug	jat	oj	deg
	wav	pek	yos	mub	fiv
	ec	faj	vog	kif	puk
	og	wap	fec	pim	fuj
	kag	vov	nil	pev	zub
	seb	av	zup	pij	bok
	ful	fav	zec	sic	ot
	sop	tuv	zev	tib	zak
	zoc	ac	bej	lik	fuf

A Busy Bee

▶ The sun is rising, telling the bees it's time to get busy. The worker bees leave the hive. They are looking for nectar, a sweet liquid, and pollen, a yellow dust. The bees use these things to make food and honey.

One bee finds a garden and climbs inside a flower. It drinks the nectar. The nectar is stored in a sack in the bee's body. As it walks around, pollen sticks to its legs.

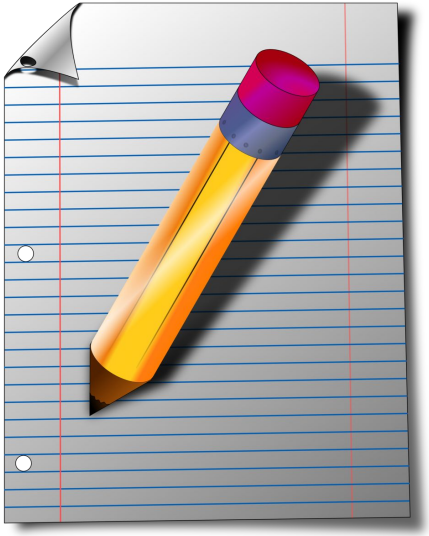
When the nectar sack is full, the bee flies back to the hive. The other workers greet the bee. To tell where the nectar and pollen came from, the worker does a dance. The way the bee moves tells where the garden is. The other bees rush off to get more nectar and pollen.

The worker bee climbs over many other bees. Most of them are worker bees, too. One bee is bigger than any other. It is the queen. Her job is to lay eggs. A third kind of bee, the drone, does not have a stinger. Its job is to mate with the queen.

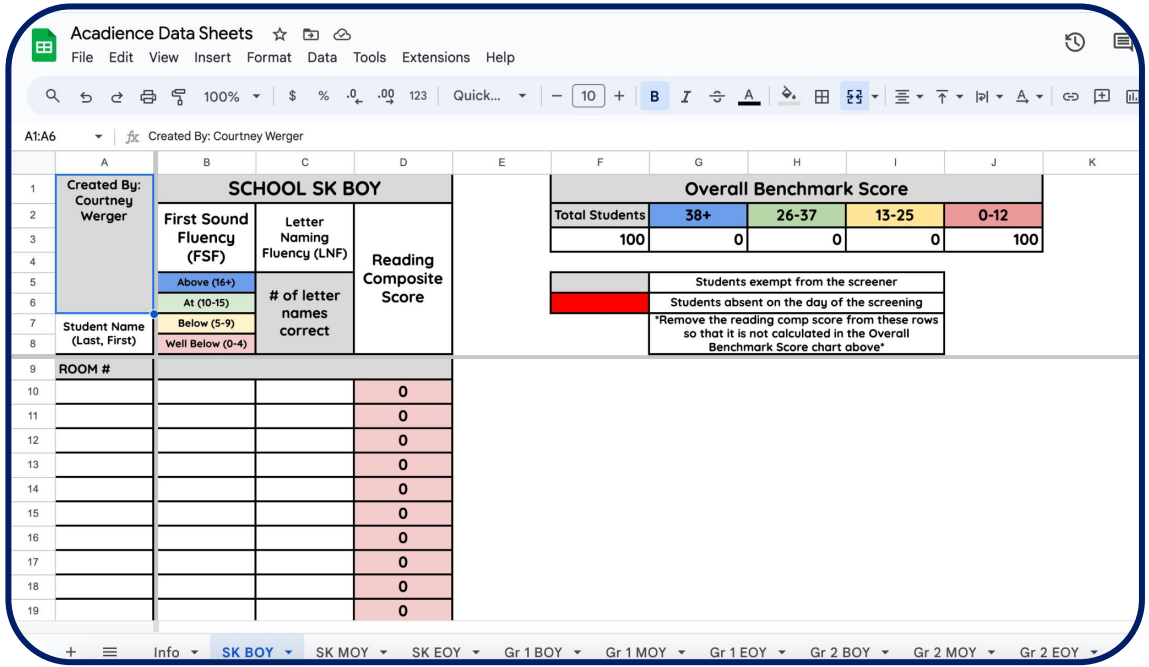
The worker gives the nectar and pollen to another worker bee. This bee has the job of making food. Once the bee has delivered its load, it flies out again. In all, this worker bee will make about ten trips each day. It might fly as far as six miles away. Now that's a busy bee!

Ministry-Approved Early Reading Screeners

Paper Pencil or Digital

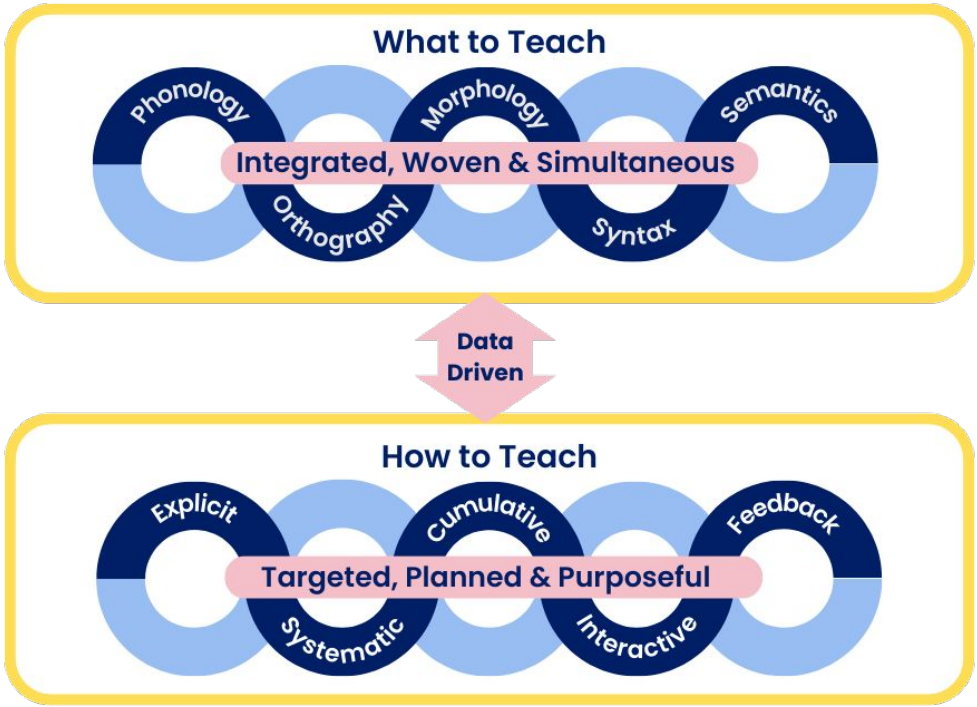


Data Sheets

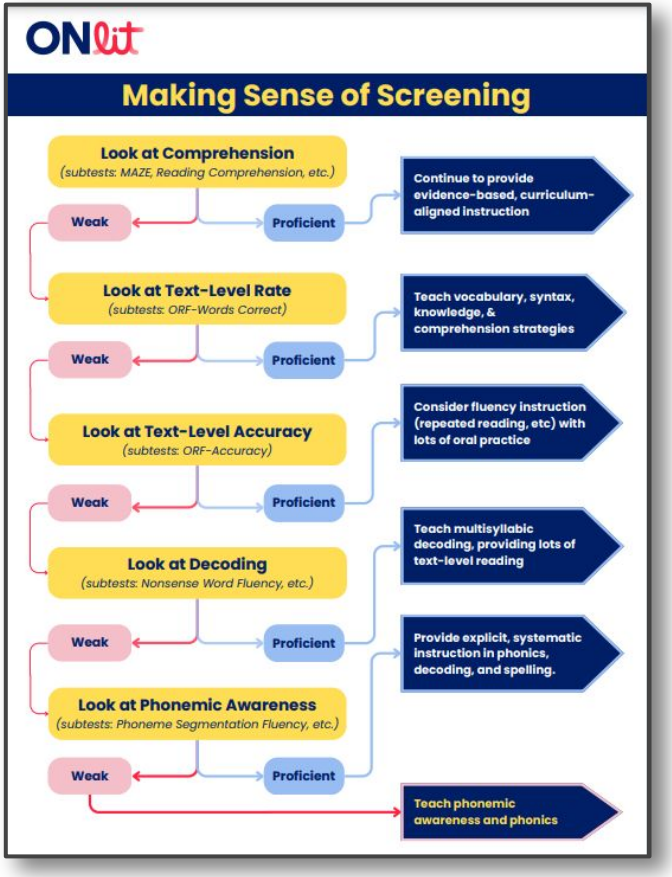

Acadience Data Sheets
File Edit View Insert Format Data Tools Extensions Help
A1:A6
Created By: Courtney Werger
Created By: Courtney Werger
SCHOOL SK BOY
First Sound Fluency (FSF)
Letter Naming Fluency (LNF)
Reading Composite Score
Above (16+)
At (10-15)
Below (5-9)
Well Below (0-4)
# of letter names correct
Student Name (Last, First)
ROOM #
Overall Benchmark Score
Total Students
38+
26-37
13-25
0-12
100
0
0
0
100
Students exempt from the screener
Students absent on the day of the screening
Remove the reading comp score from these rows so that it is not calculated in the Overall Benchmark Score chart above
Info
SK BOY
SK MOY
SK EOY
Gr 1 BOY
Gr 1 MOY
Gr 1 EOY
Gr 2 BOY
Gr 2 MOY
Gr 2 EOY

06. How do we use the data?

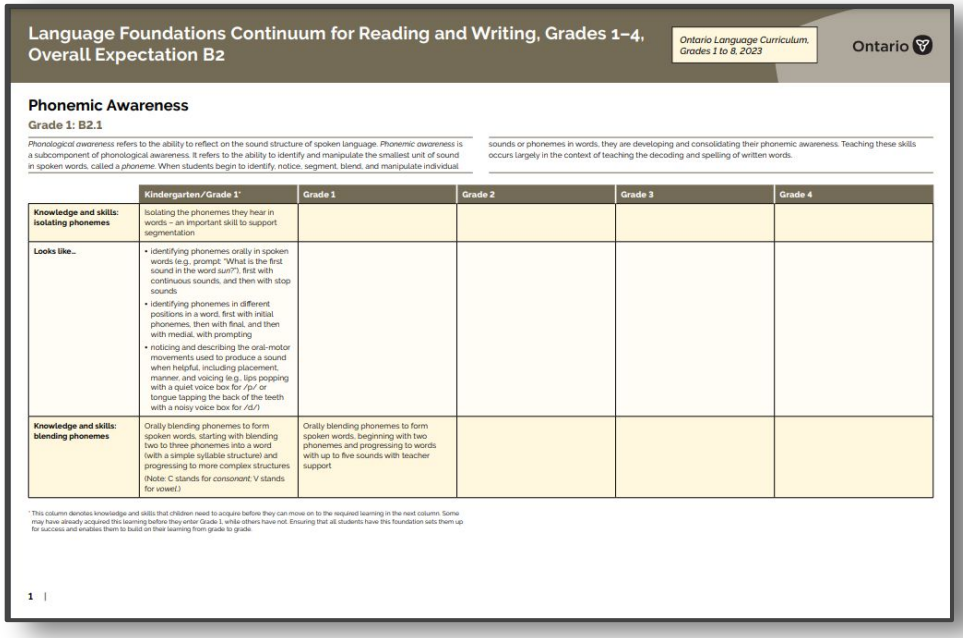
Data Drives Instruction



Data Based Decisions



Language Foundations Continuum



Language Foundations Continuum for Reading and Writing, Grades 1–4, Overall Expectation B2

Ontario Language Curriculum, Grades 1 to 8, 2023

Ontario

Phonemic Awareness

Grade 1: B2.1

Phonological awareness refers to the ability to reflect on the sound structure of spoken language. *Phonemic awareness* is a subcomponent of phonological awareness. It refers to the ability to identify and manipulate the smallest unit of sound in spoken words, called a *phoneme*. When students begin to identify, notice, segment, blend, and manipulate individual sounds or phonemes in words, they are developing and consolidating their phonemic awareness. Teaching these skills occurs largely in the context of teaching the decoding and spelling of written words.

	Kindergarten/Grade 1*	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and skills: isolating phonemes	Isolating the phonemes they hear in words – an important skill to support segmentation				
Looks like…	• identifying phonemes orally in spoken words (e.g., prompt: "What is the first sound in the word *sun*?"), first with continuous sounds, and then with stop sounds • identifying phonemes in different positions in a word, first with initial phonemes, then with final, and then with medial, with prompting • noticing and describing the oral-motor movements used to produce a sound when helpful, including placement, manner, and voicing (e.g., lips popping with a quiet voice box for /p/ or tongue tapping the back of the teeth with a noisy voice box for /d/)				
Knowledge and skills: blending phonemes	Orally blending phonemes to form spoken words, starting with blending two to three phonemes into a word (with a simple syllable structure) and progressing to more complex structures (Note: C stands for *consonant*, V stands for *vowel*.)	Orally blending phonemes to form spoken words, beginning with two phonemes and progressing to words with up to five sounds with teacher support			

* This column denotes knowledge and skills that children need to acquire before they can move on to the required learning in the next column. Some may have already acquired this learning before they enter Grade 1, while others have not. Ensuring that all students have this foundation sets them up for success and enables them to build on their learning from grade to grade.

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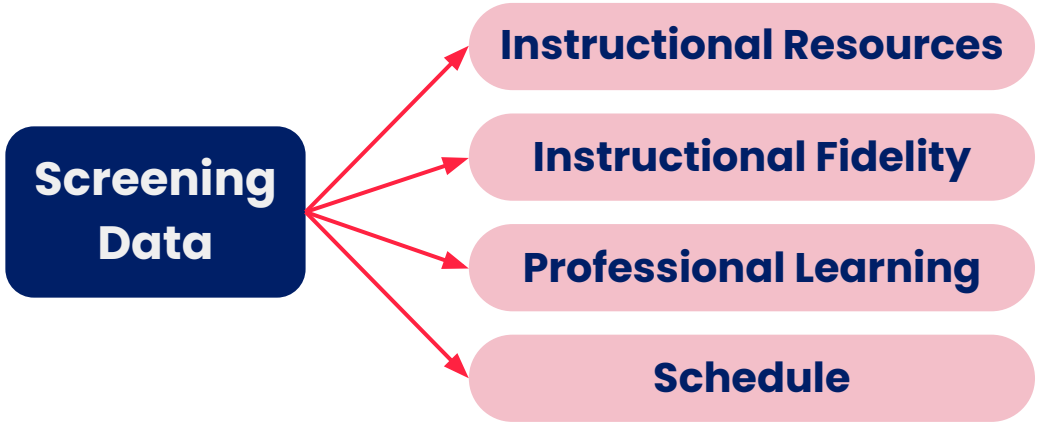
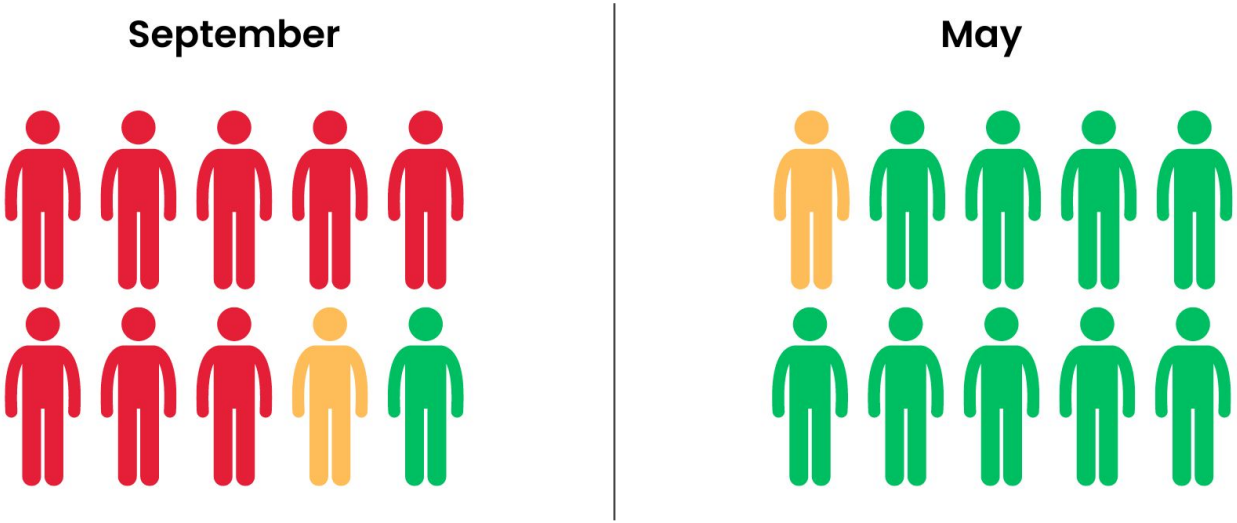
Screening for Systems

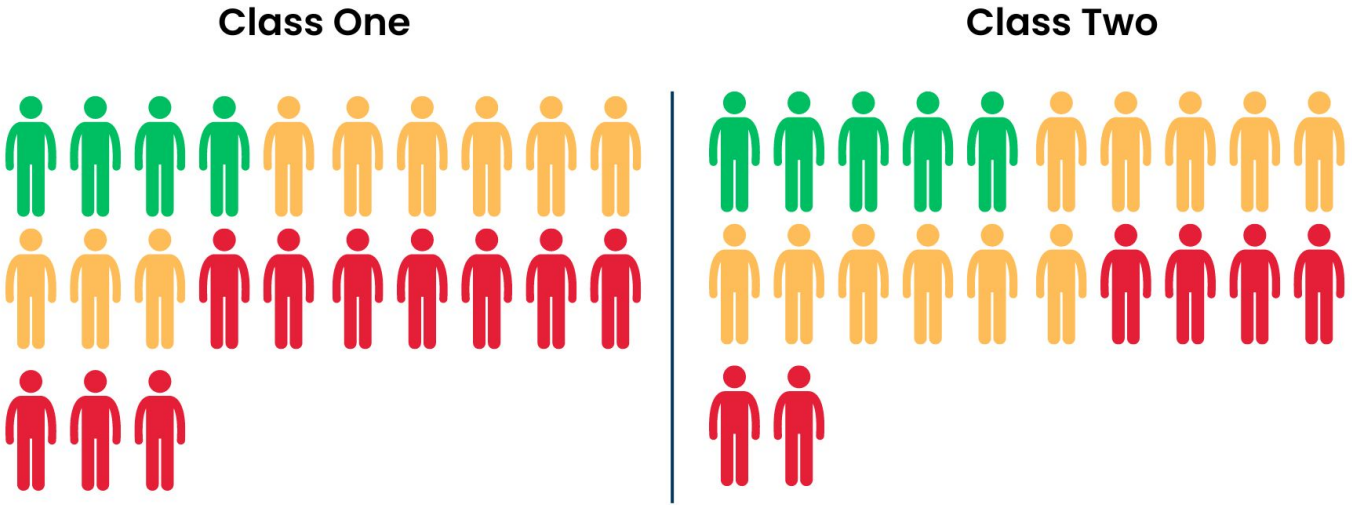


Screening for School Improvement



Grade 1 Nonsense Word Fluency (Acadience Français)
TDSB French Immersion 2023 - 2024

Screening for Instructional Decisions

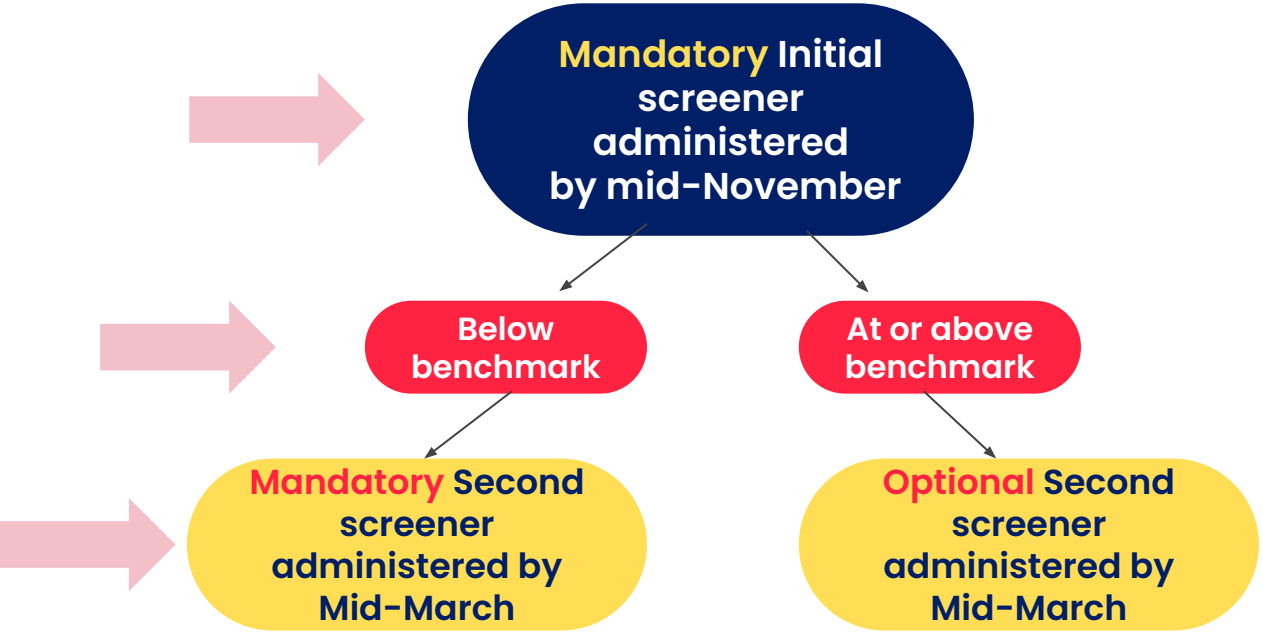


07. Who and when?

All students in...

- Year 2 Kindergarten
- Grade 1
- Grade 2

Screener Administration



Screener Implementation Timeline

First week of school

Information letter sent home

By Mid-Nov.

Initial screening must be completed

After Initial Screener

Results shared with parents

First Term Reports

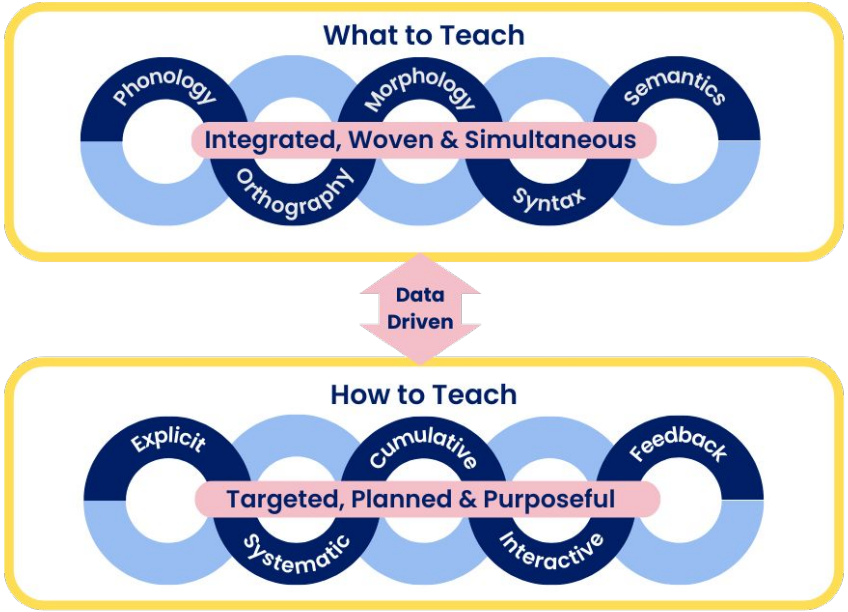
Record date of administration -if student is at or above or below benchmark

Mid-March

Second screening for required students must be completed

08. Next Steps

Structured Literacy



International Dyslexia Association, 2020; Smartt & Glaser, 2023

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DATA INFORMED TEACHING
Strategies for Success
Friday, September 27 from 9 - 3

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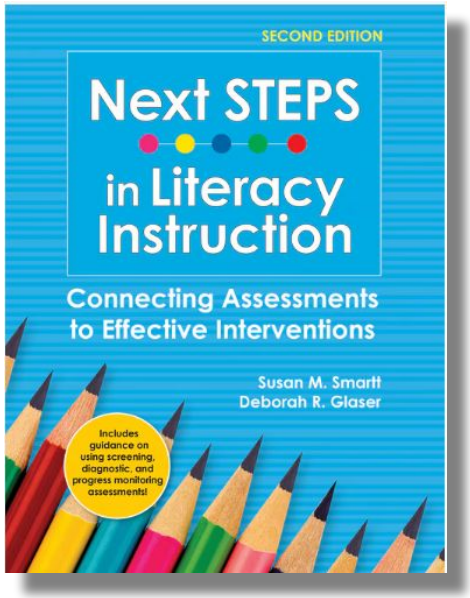
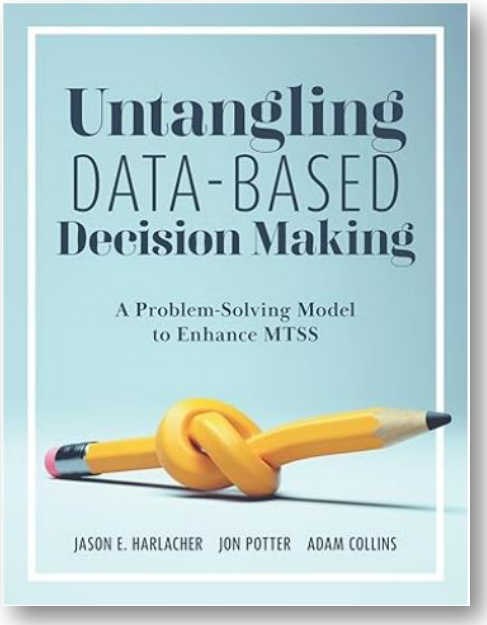
Susan M. Smartt & Deborah R. Glaser



"As problem solvers, teachers know that the solutions to many of their students' struggles with learning to read are found in data gathered through three kinds of assessment: *screening, diagnostic,* and *progress monitoring"* (p. 3)

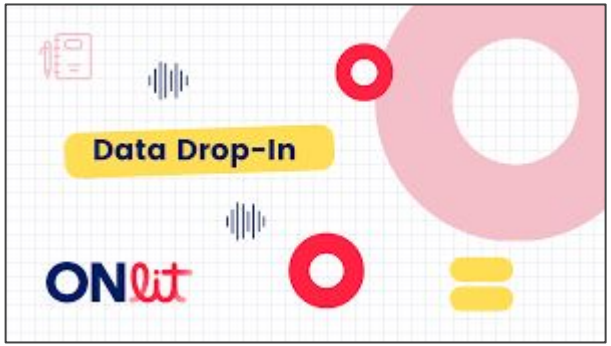
Jason E Harlacher, Jon Potter & Adam Collins



" ...it's important to have background knowledge of evidence-based practices to ensure decisions are impactful. Without this knowledge of evidenced-based practices, users may run the risk of perpetuating poor practices" (p. 11)

System Leader Events

- Webinars
- Workshops
- Professional Learning Communities



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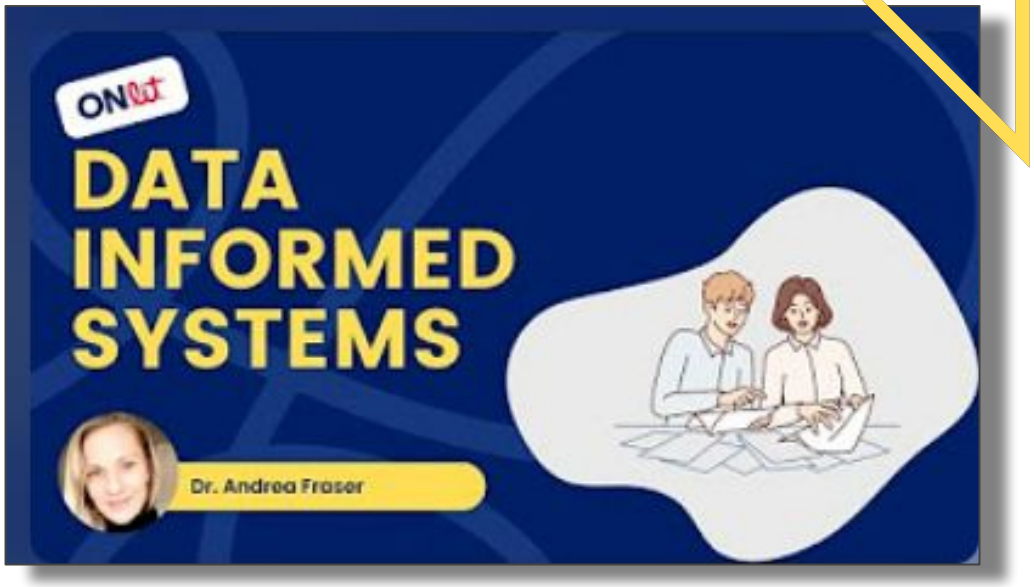

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Understanding & Communication

Early Reading Screening: Clear Communication

The Ontario Human Rights Commission's Right to Read Inquiry recommended that the province implement universal early screening using evidence-based tools as a means of reducing bias and improving equity.

As Ontario educators and boards collectively learn more about screening, several common questions have emerged. This document aims to provide clear language that systems leaders can use to respond to these questions.

"Early reading screening supports early identification of risks in students' foundational reading skills, which, if not quickly and appropriately addressed, can be linked to future difficulties with fundamental literacy skills."

-Ontario Ministry of Education

1. "Why are we screening? This seems like a way of streaming students."

Universal screening plays a critical role in destreaming education. Screening gives us a reliable and valid indicator of future success. It reduces the risk of bias in assessment and allows us to better align supports to prevent the devastating future impacts of reading failure.

The Ontario Human Rights Commission Right to Read Inquiry concluded that the previous approach to assessment, which often resulted in students being grouped by reading level with tools like PM Benchmarks or the Benchmark Assessment System, contributed to "systemic barriers, such as streaming-like practices, begin as early as kindergarten."

The Commission concluded that "Universal early screening is not only effective, but also necessary to protect the rights of all students, particularly students from many Code-protected groups. It facilitates early interventions, reduces the potential for bias, and creates better decision-making around student outcomes."

2. "Why do universal screeners often assess nonsense words? This is the opposite of what we want students to be able to do: read for meaning."

Nonsense word reading is a powerful way to understand students' early reading development. To read nonsense words, students must know grapheme-phoneme correspondences and apply them efficiently. When students read nonwords, we see a "pure" measure of their decoding abilities since they cannot rely on context or memorized words. Assessing nonsense word reading **supports** reading for meaning since educators can quickly determine which students need additional support, ensuring all students develop proficient reading that allows for comprehension.

3. "Since we assess nonsense word reading, how much instructional time should be spent teaching students to read nonsense words?"

No instructional time should be used to teach nonsense word reading. We assess nonsense word reading but we do not teach it. Research indicates that automatic word reading involves the linking of a word's sounds, spellings, and meaning through decoding practice: when we ask students to read nonwords, we take away valuable time that could be spent building real word reading skills.

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Compiled by the ONlit Systems Change Collaborative

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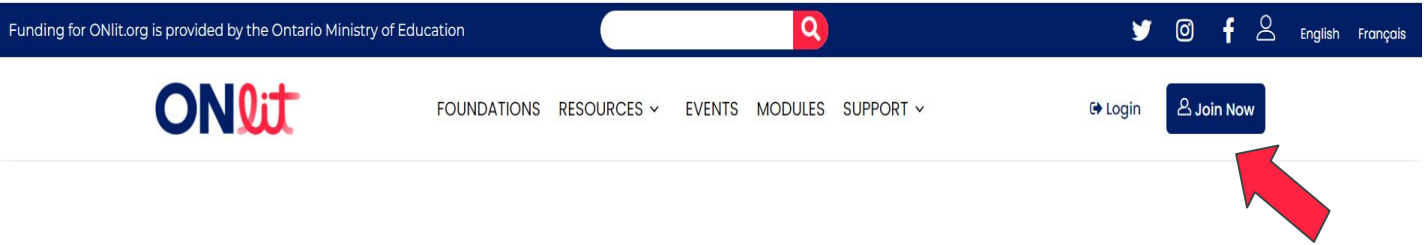

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Thank you