Acadience Reading Overview: Classroom & Student Level Views

For Connecticut Educators

October 22, 2026

Purpose

This webinar will focus on classroom and individual student reports and is intended for instructional coaches and classroom teachers.

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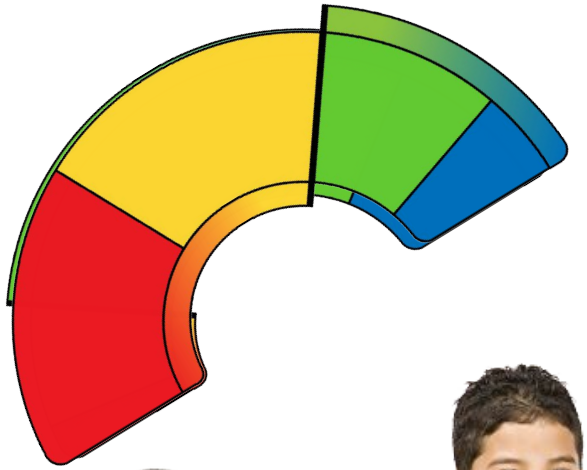
What Is Acadience Reading K–6?

A set of measures that assess early literacy and reading skills for K-6 students that can be used to:

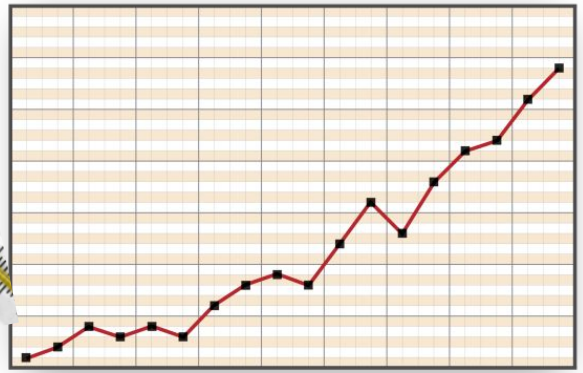
- Identify students who may be at risk for reading difficulties
- Identify areas to target instructional support
- Monitor progress of students
- Examine the effectiveness of instructional support

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What Is Acadience Reading K–6?

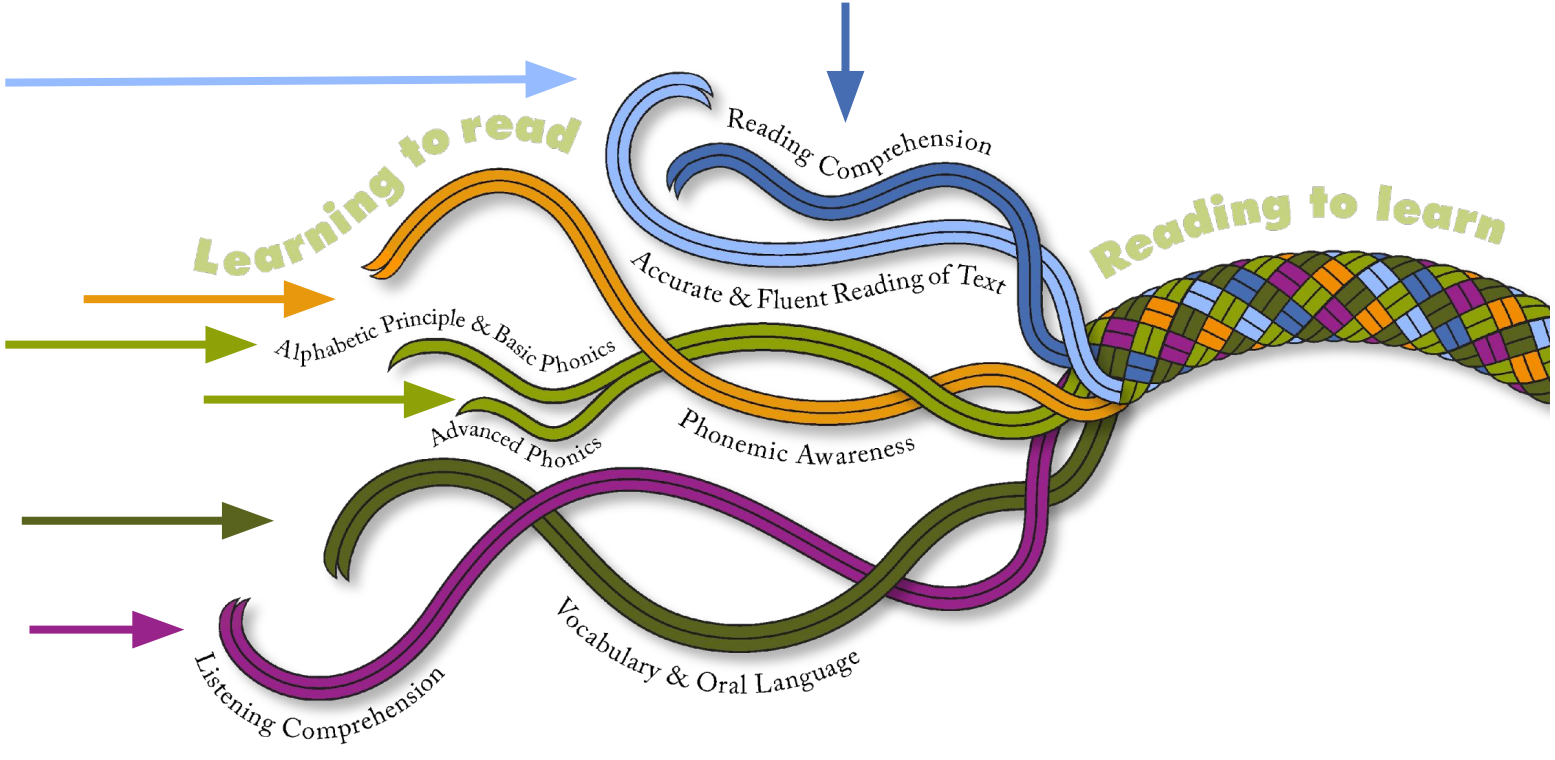








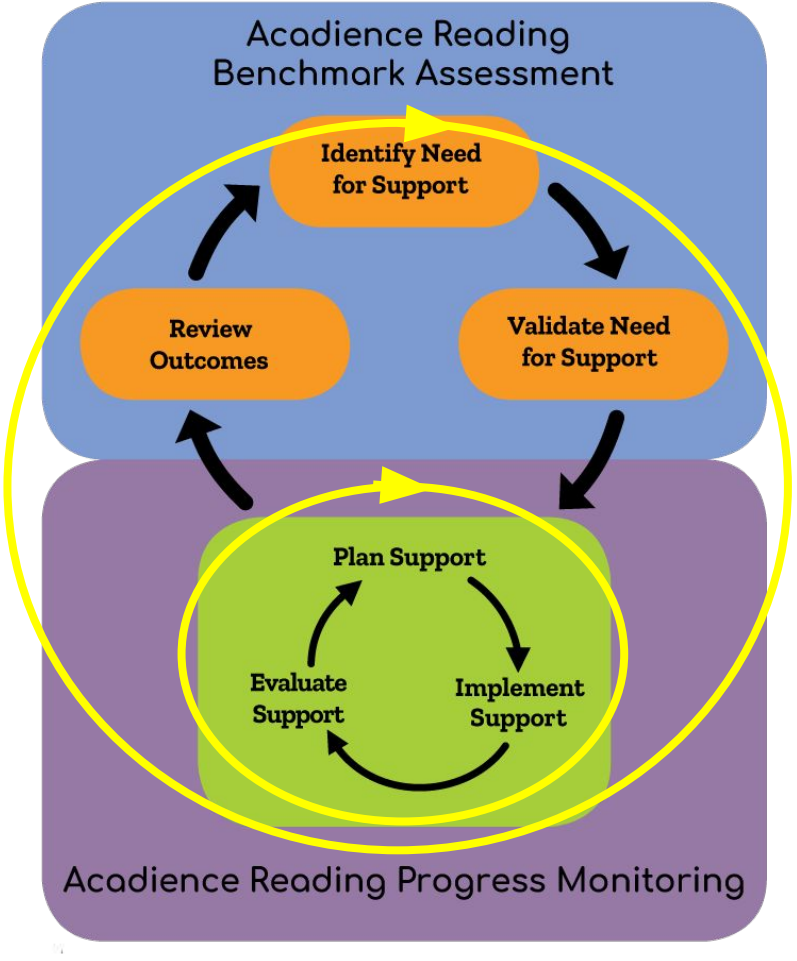
Essential Early Literacy and Reading Skills



Adapted from Scarborough, 2001 and Kame'enui, Simmons, Coyne, & Harn, 2003

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Outcomes-Driven Model



Steps:

1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
5. Review outcomes.

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Acadience Reading K-6

Data Views & Reports

Outcomes-Driven Model

	ODM Step	Questions: Systems	Questions: Student
1	**Identify Need for Support**	Are there students who may need support? How many students may need support?	Which students may need support?
2	**Validate Need for Support**	Are we reasonably confident in the accuracy of our data overall?	Are we reasonably confident that the identified students need support?
3	**Plan and Implement Support**	At what grade levels and/or in what areas may support be needed? What are our system-wide goals? What is our system-wide plan for support?	What are the student's skills and needs? What is the plan of support for the student, including goals and plan for progress monitoring?
4	**Evaluate and Modify Support**	Are we making progress toward our system-wide goals? Is our system of support effective?	Is each student making adequate progress? Is the support effective for individual students?
5	**Review Outcomes**	Have we met our system-wide goal? Is our system of support effective? Are there students who may need support? How many students may need support?	Has the support been effective for individual students? Has the individual learning goal been met for each student? Which students may need support?

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Step 1: Identify Need for Support

Questions	ALO
Student Level: Which students may need support?	● Student List Views ○ All Times ○ Individual Times of Year - BOY, MOY, EOY ● Individual Student Assessment Summary

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Step 2: Validate Need for Support

Questions	ALO

Student Level:
Are we confident that the identified students need support?
	• Student List Views
	  ○ All Times
	  ○ Individual Times of Year - BOY, MOY, EOY
	• Individual Student Assessment Summary

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ALO: Student List View



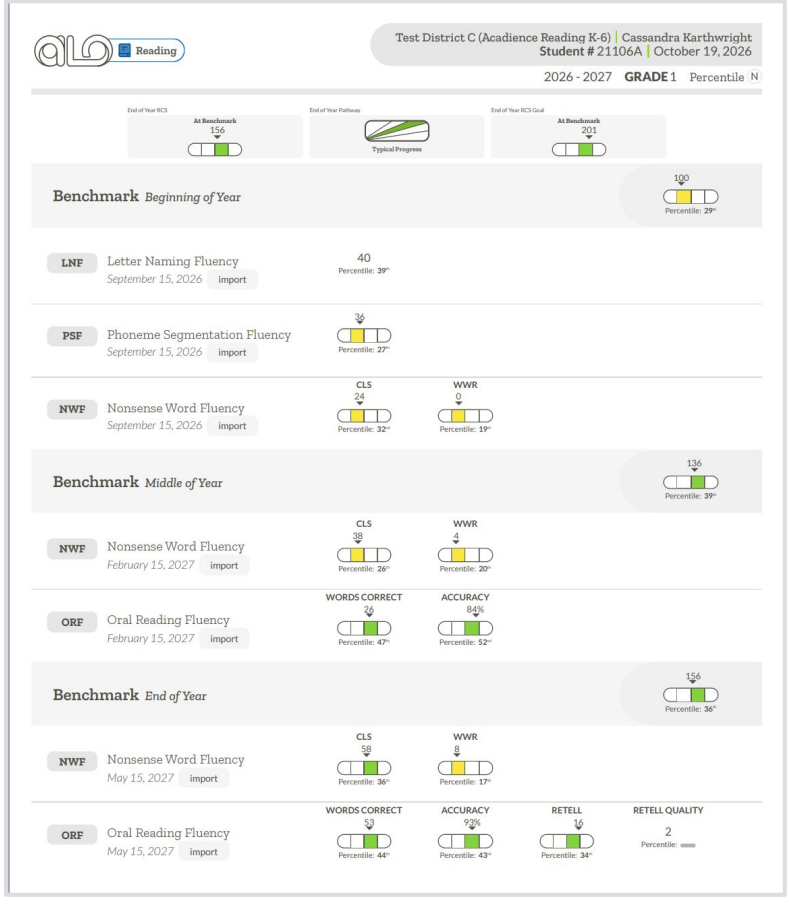
All TOY View



One TOY View

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ALO: Individual Student Assessment Summary



Reading

Test District C (Acadience Reading K-6) | Cassandra Karthwright
Student # 21106A | October 19, 2026

2026 - 2027 **GRADE 1** Percentile N

End of Year BCS	End of Year Pathway	End of Year BCS Goal
At Benchmark 156	Typical Progress	At Benchmark 201

Benchmark *Beginning of Year* — 100, Percentile: 29th

LNF	Letter Naming Fluency *September 15, 2026* import	40 Percentile: 39th			
PSF	Phoneme Segmentation Fluency *September 15, 2026* import	36 Percentile: 27th			
NWF	Nonsense Word Fluency *September 15, 2026* import	CLS 24 Percentile: 32nd	WWR 0 Percentile: 19th		

Benchmark *Middle of Year* — 136, Percentile: 39th

NWF	Nonsense Word Fluency *February 15, 2027* import	CLS 38 Percentile: 26th	WWR 4 Percentile: 20th		
ORF	Oral Reading Fluency *February 15, 2027* import	WORDS CORRECT 76 Percentile: 47th	ACCURACY 84% Percentile: 52nd		

Benchmark *End of Year* — 156, Percentile: 36th

NWF	Nonsense Word Fluency *May 15, 2027* import	CLS 58 Percentile: 36th	WWR 8 Percentile: 17th		
ORF	Oral Reading Fluency *May 15, 2027* import	WORDS CORRECT 53 Percentile: 44th	ACCURACY 93% Percentile: 43rd	RETELL 16 Percentile: 34th	RETELL QUALITY 2 Percentile: —

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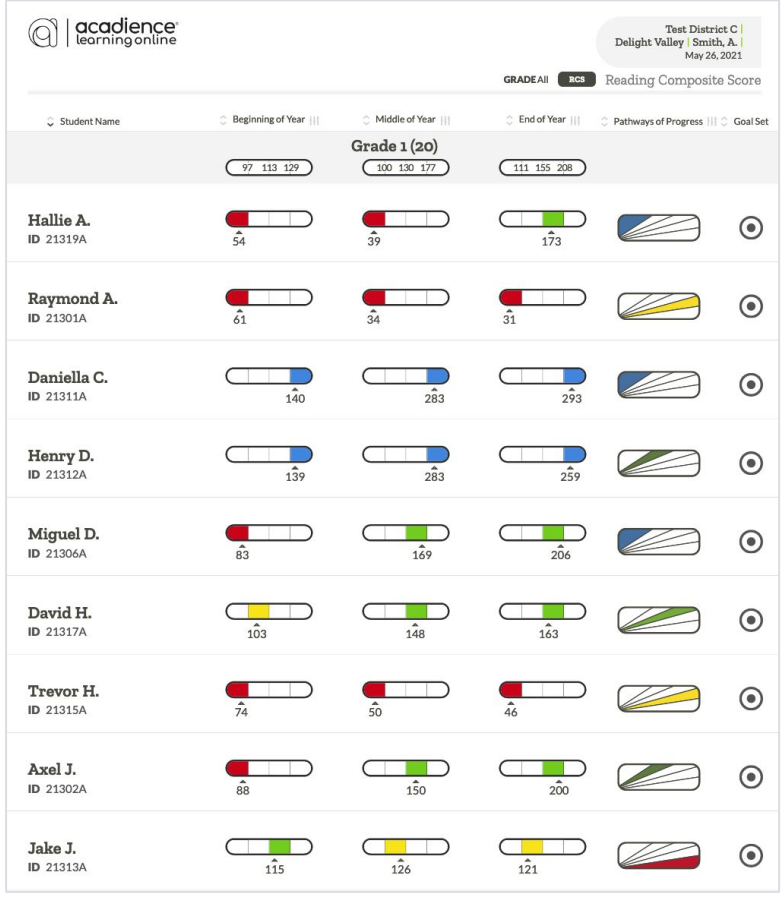
Step 3: Plan and Implement Support

Questions	ALO

Student Level:
What is the plan of support for each student, including goals and progress monitoring plan?
	• Student List View with Pathways of Progress
	  ○ All Times of Year
	  ○ Individual Times of Year - BOY, MOY, EOY
	• Measures results and item response/pattern analysis
	• Student performance in class and any other assessment data or relevant information (e.g., attendance, behavior)

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ALO: Student List View

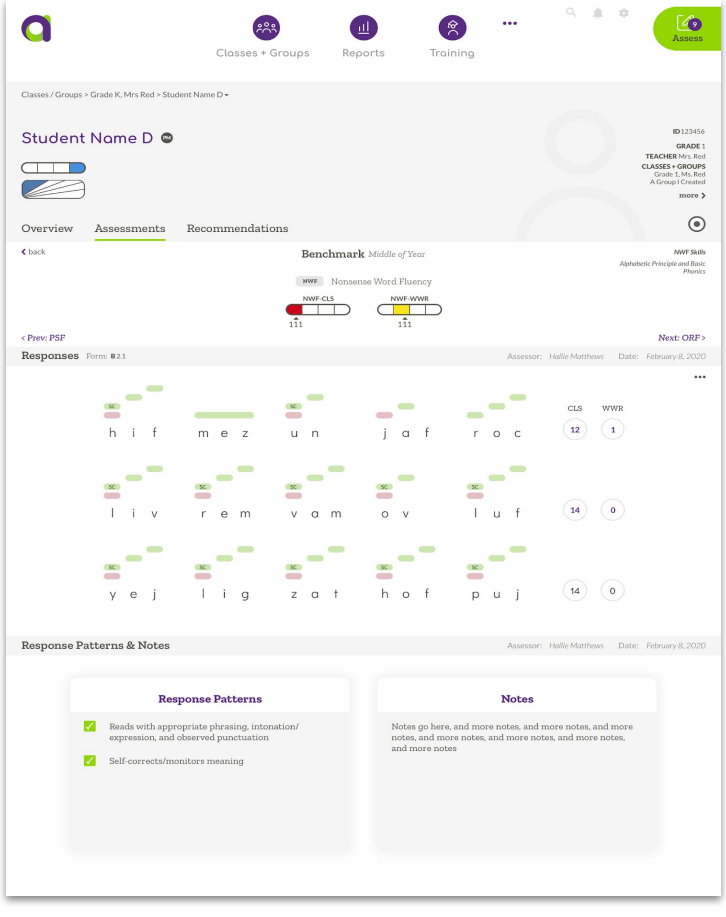




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ALO: Individual Student Assessment Summary

Item Level Results and Response Patterns



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Step 4: Evaluate and Modify Support

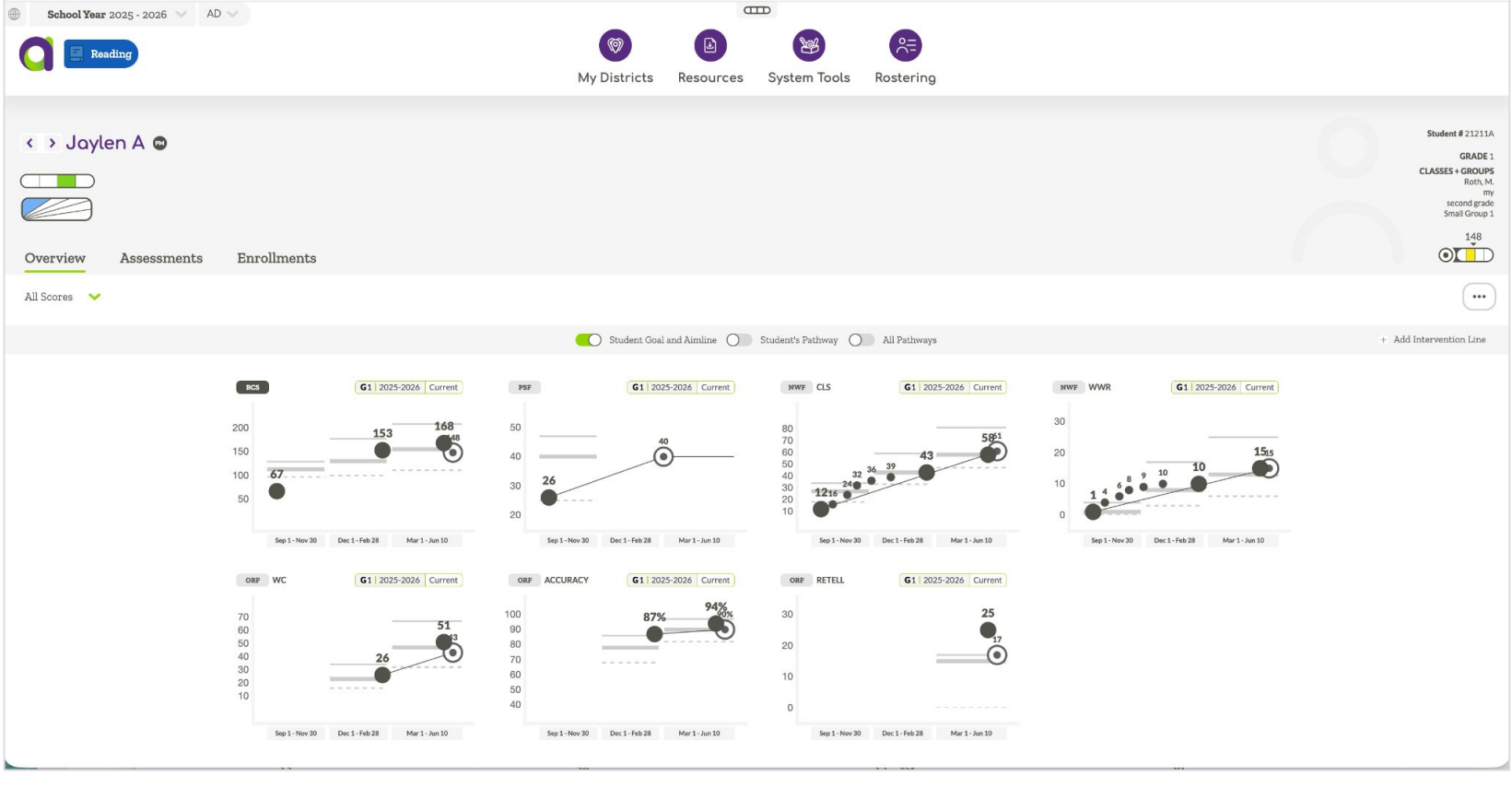
Questions	ALO

Student Level:
Is the support effective for individual students?
	• Student Overview Graphs with Pathways of Progress
	• Student List View with Pathways of Progress
	  ○ All Times of Year
	  ○ Individual Times of Year - BOY, MOY, EOY
	• PM Status Report

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ALO: Student Overview

Graphs by Measure



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Step 5: Review Outcomes

Questions	ALO
Student Level: Is the support effective for individual students?	● Student Overview Graphs with Pathways of Progress ● Student List View with Pathways of Progress ○ All Times of Year ○ Individual Times of Year - BOY, MOY, EOY ● PM Status Report

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Outcomes-Driven Model (ODM)

Student Level

Outcomes-Driven Model: Step 1

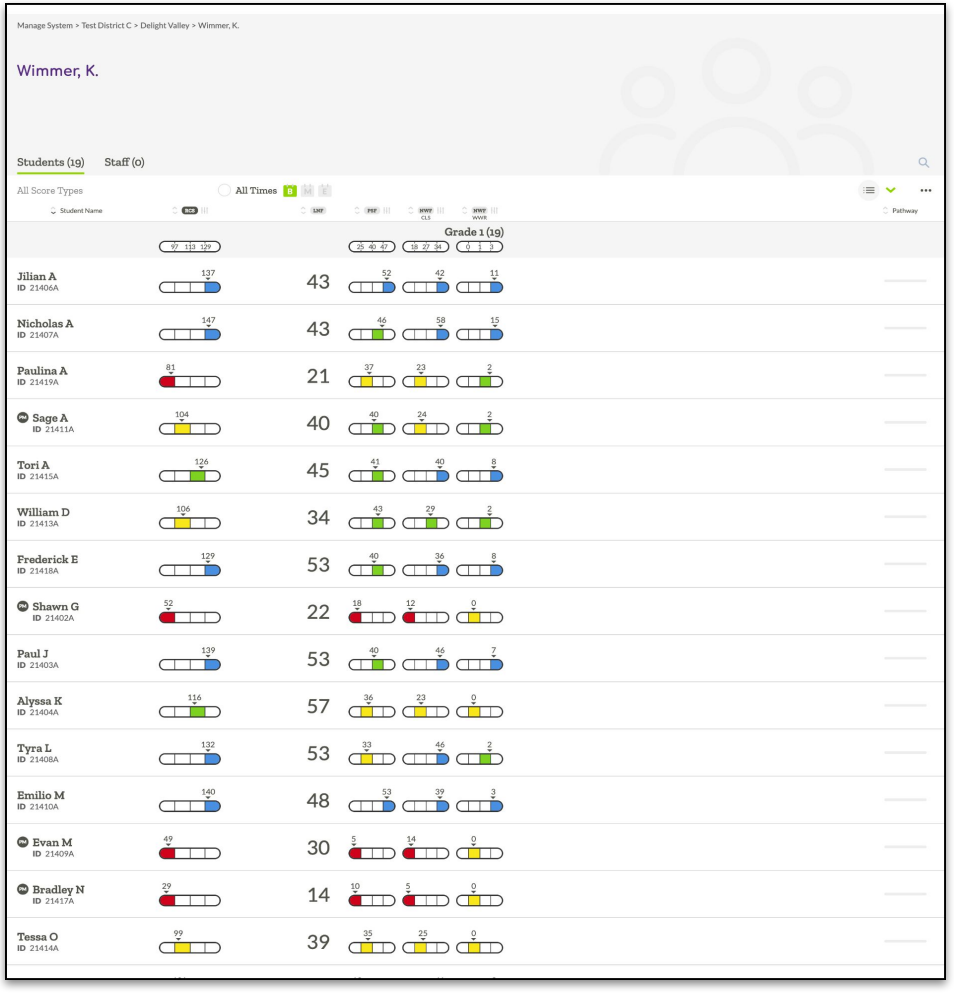
Identify Need for Support

ODM Step		Questions: Student
1	**Identify Need for Support**	**Which students may need support?**
2	**Validate Need for Support**	Are we reasonably confident that the identified students need support?
3	**Plan and Implement Support**	What are the student's skills and needs? What is the plan of support for the student, including goals and plan for progress monitoring?
4	**Evaluate and Modify Support**	Is each student making adequate progress? Is the support effective for individual students?
5	**Review Outcomes**	Has the support been effective for individual students? Has the individual learning goal been met for each student? *Which students may need support?*

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Student List - Data View

First Grade



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Which Students Need Support?

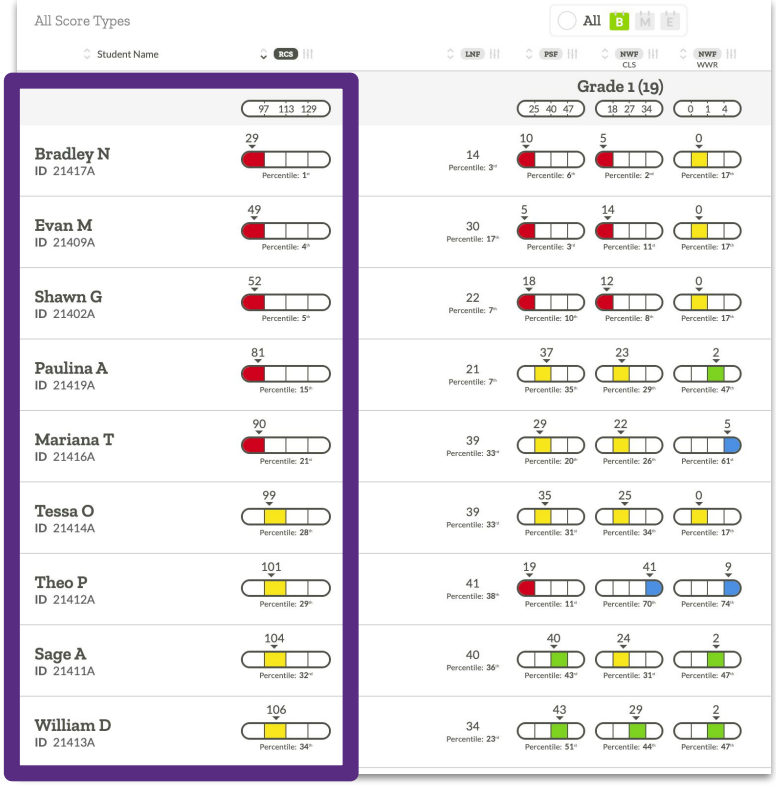
Questions to Ask

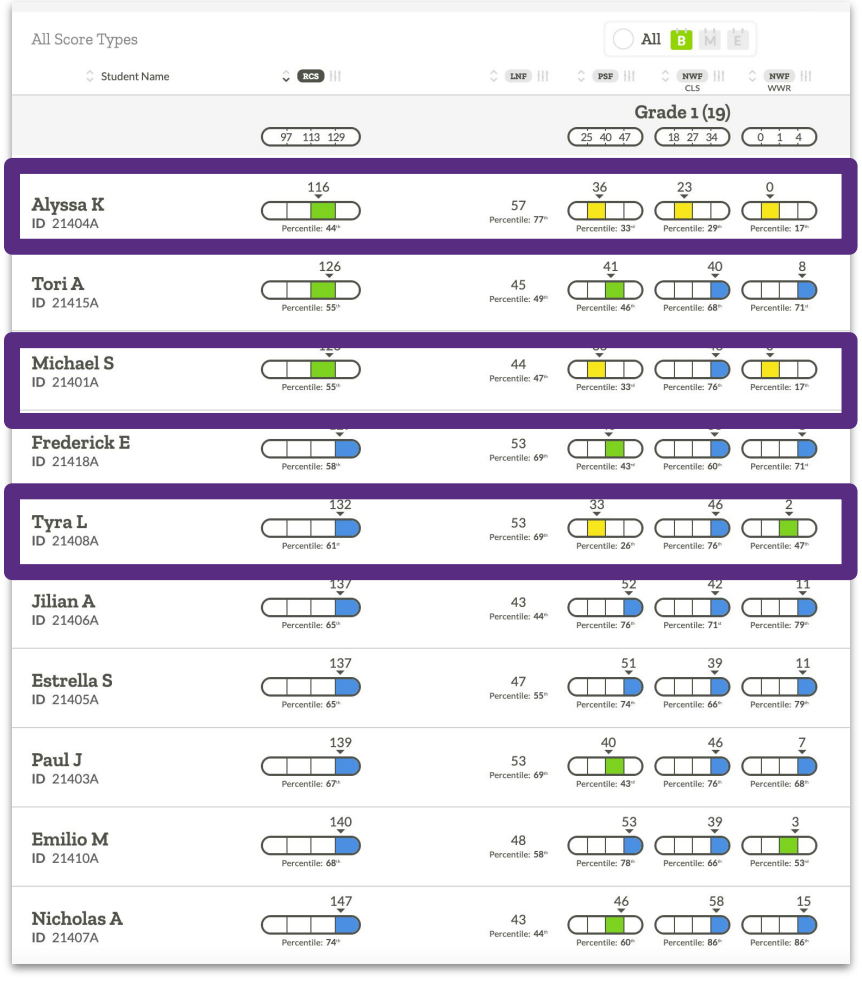
- Which students have scores below or well below the benchmark goal for the Composite Score?
- Which students have scores below or well below the benchmark goal on one or more of the measures given at this time of the year?
- Are there any other students you are concerned about (e.g., children with scores just above the cutoff, children who perform inconsistently in class)?

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Who Needs Instructional Supports

First Grade





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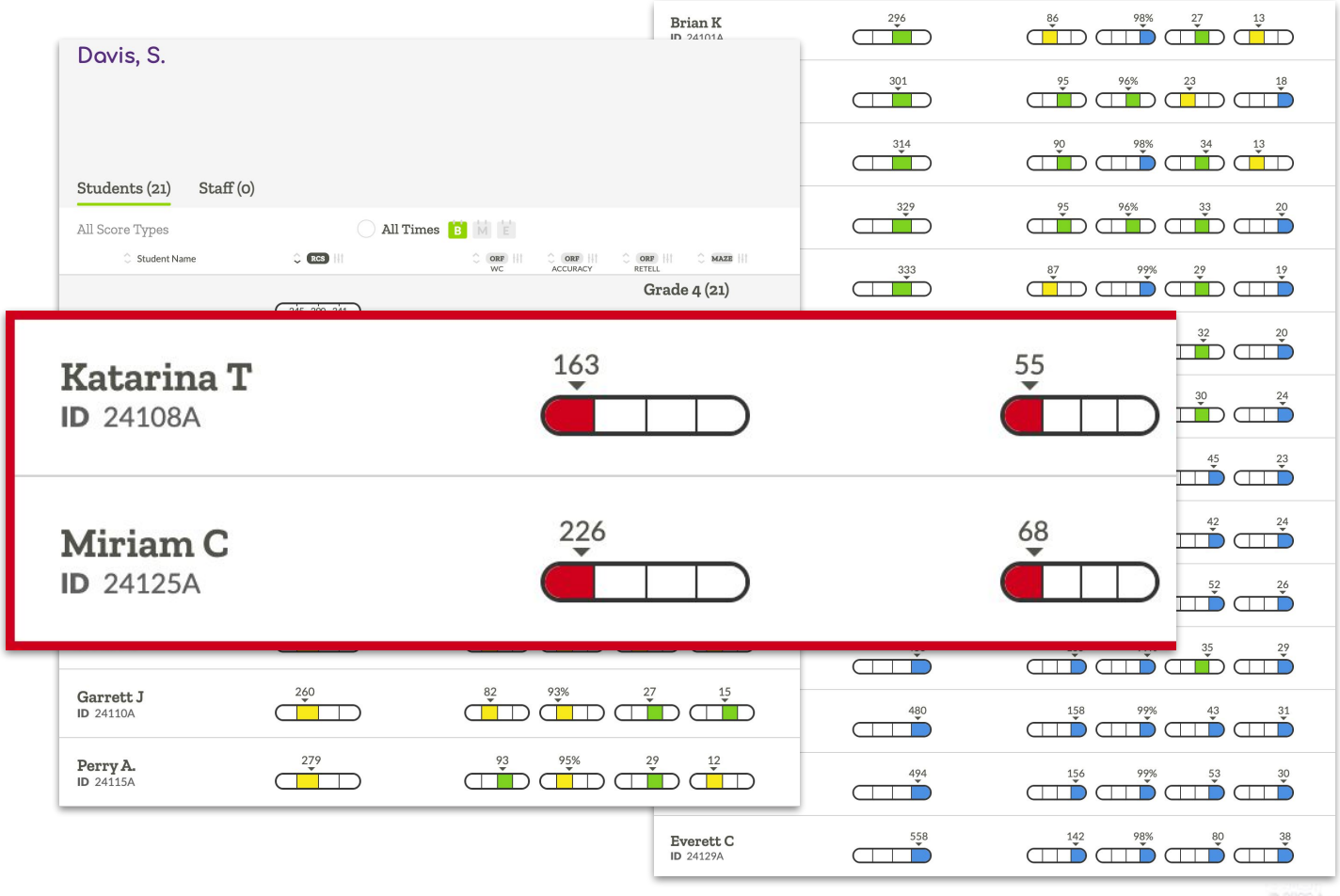
Outcomes-Driven Model: Step 2

Validate Need for Support

ODM Step		Questions: Student
1	**Identify Need for Support**	Which students may need support?
2	**Validate Need for Support**	**Are we reasonably confident that the identified students need support?**
3	**Plan and Implement Support**	What are the student's skills and needs? What is the plan of support for the student, including goals and plan for progress monitoring?
4	**Evaluate and Modify Support**	Is each student making adequate progress? Is the support effective for individual students?
5	**Review Outcomes**	Has the support been effective for individual students? Has the individual learning goal been met for each student? Which students may need support?

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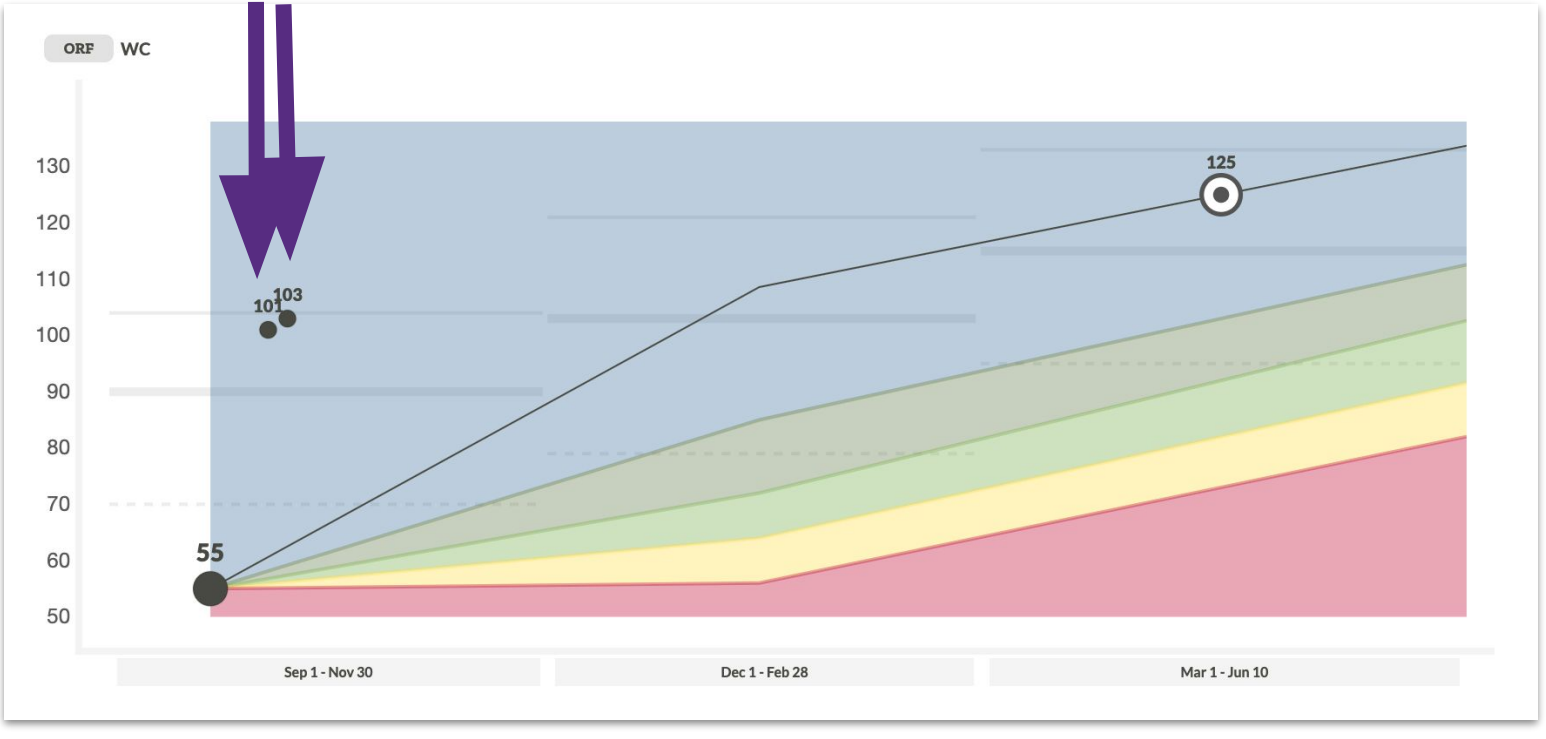
Are We Confident the Student Needs Additional Instructional Support?



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Validate Need for Support

Verify need for instructional support by retesting with alternate forms until we are reasonably confident.



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Validate Need for Support

Verify need for instructional support by retesting with alternate forms until we are reasonably confident.



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Outcomes-Driven Model: Step 3

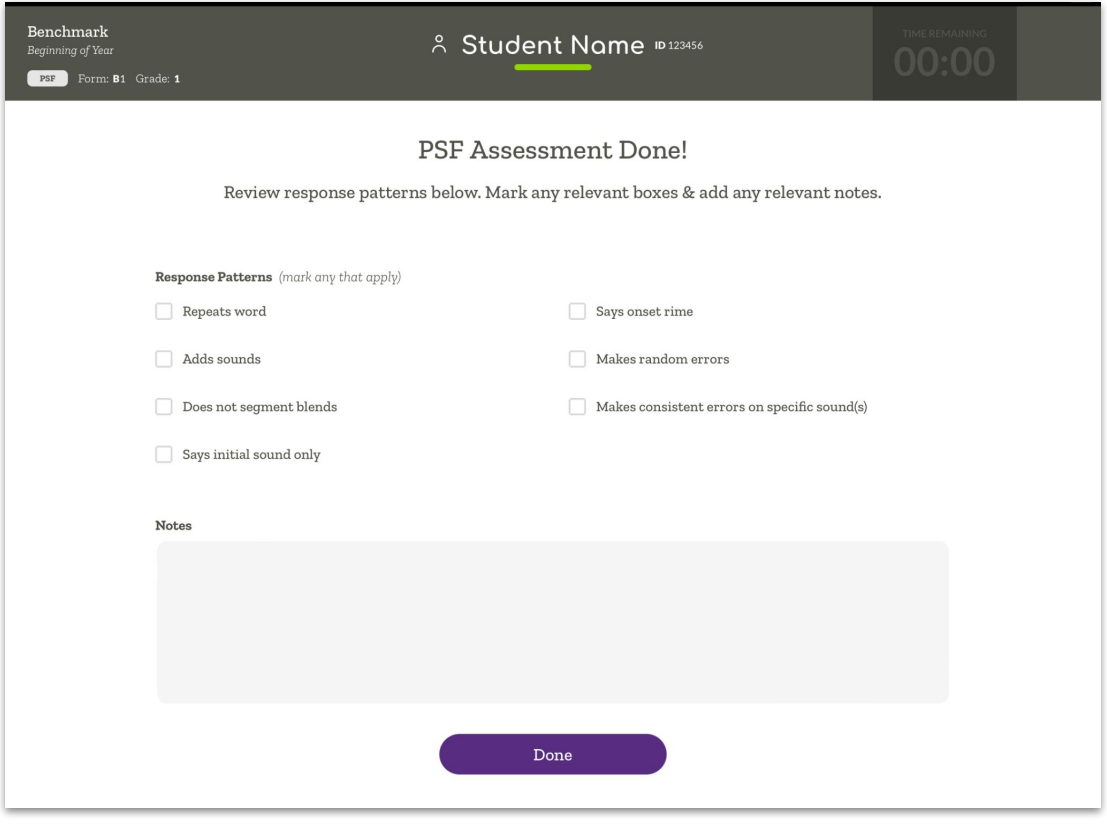
Plan and Implement Support

ODM Step		Questions: Student
1	**Identify Need for Support**	Which students may need support?
2	**Validate Need for Support**	Are we reasonably confident that the identified students need support?
3	**Plan and Implement Support**	**What are the student's skills and needs? What is the plan of support for the student, including goals and plan for progress monitoring?**
4	**Evaluate and Modify Support**	Is each student making adequate progress? Is the support effective for individual students?
5	**Review Outcomes**	Has the support been effective for individual students? Has the individual learning goal been met for each student? Which students may need support?

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Response Pattern Analysis:

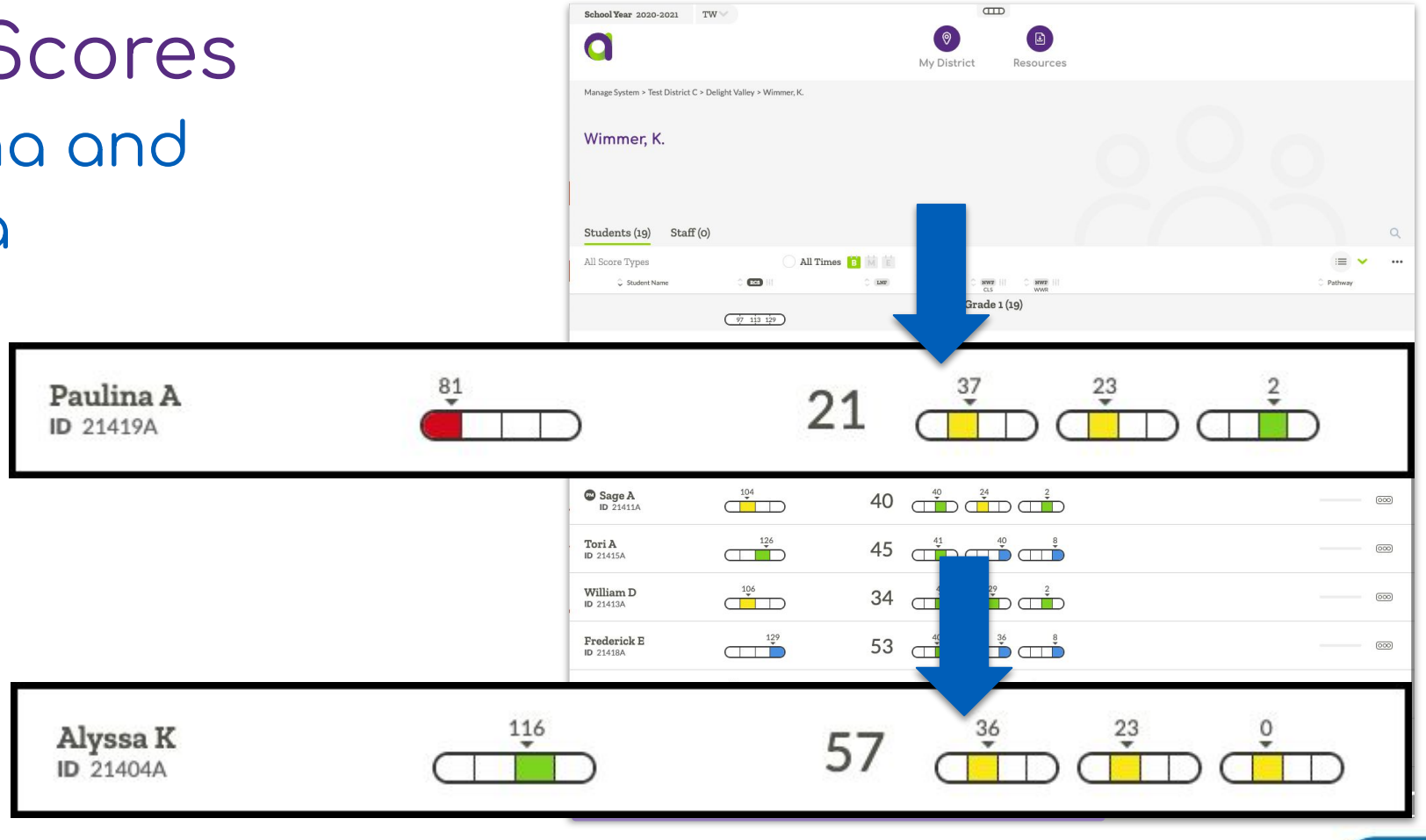
Phoneme Segmentation Fluency



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PSF Scores

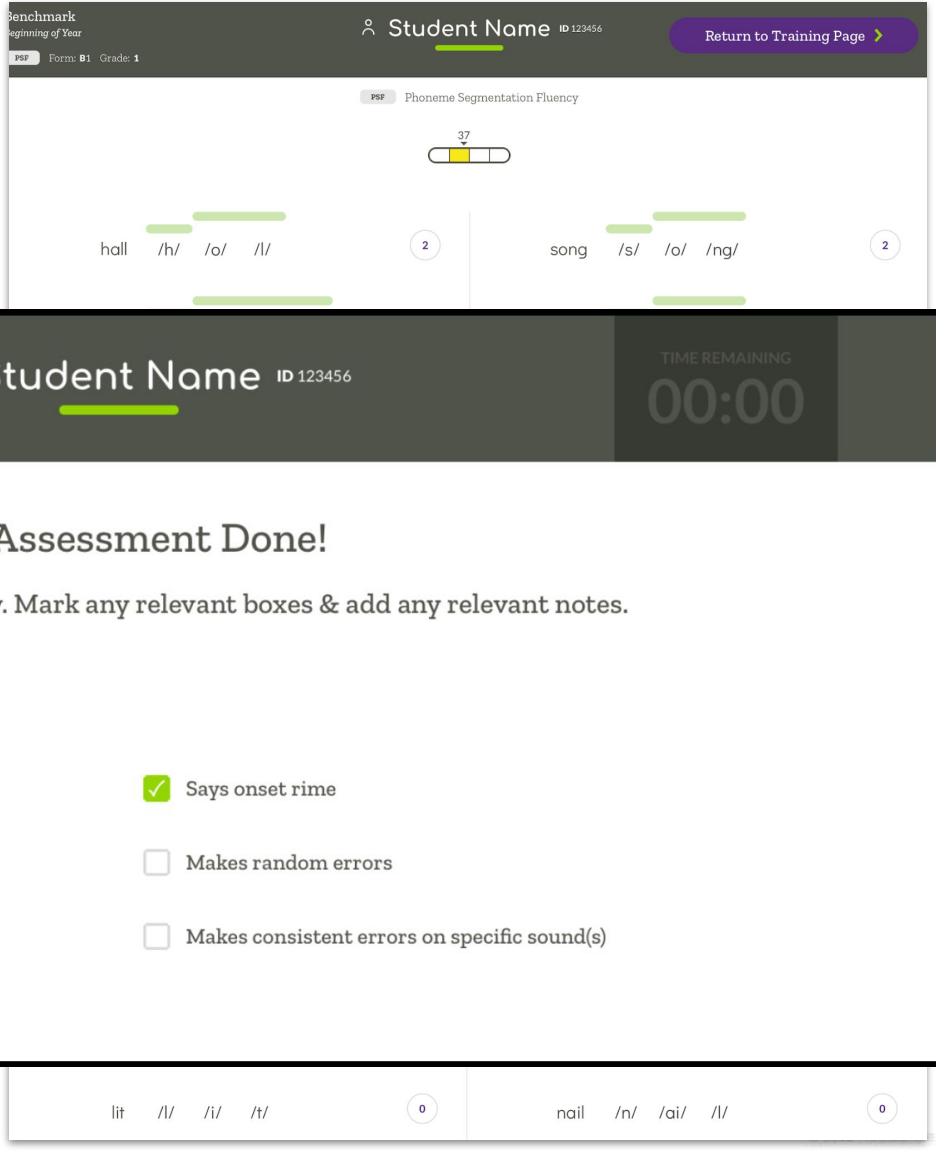
Paulina and Alyssa



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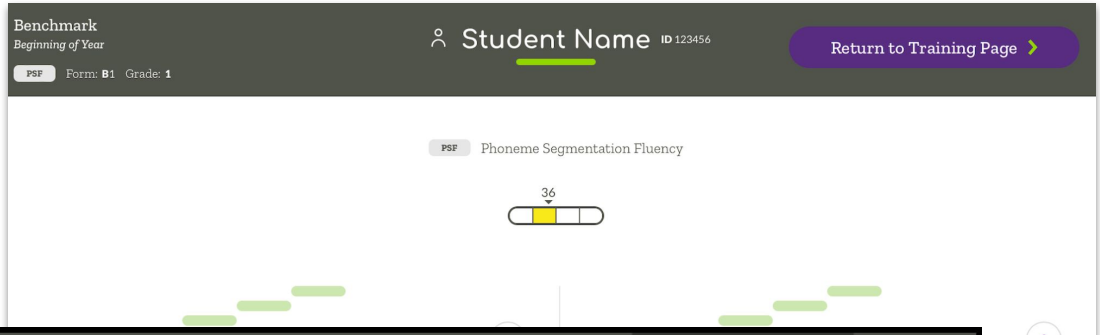
PSF Response Pattern Activity

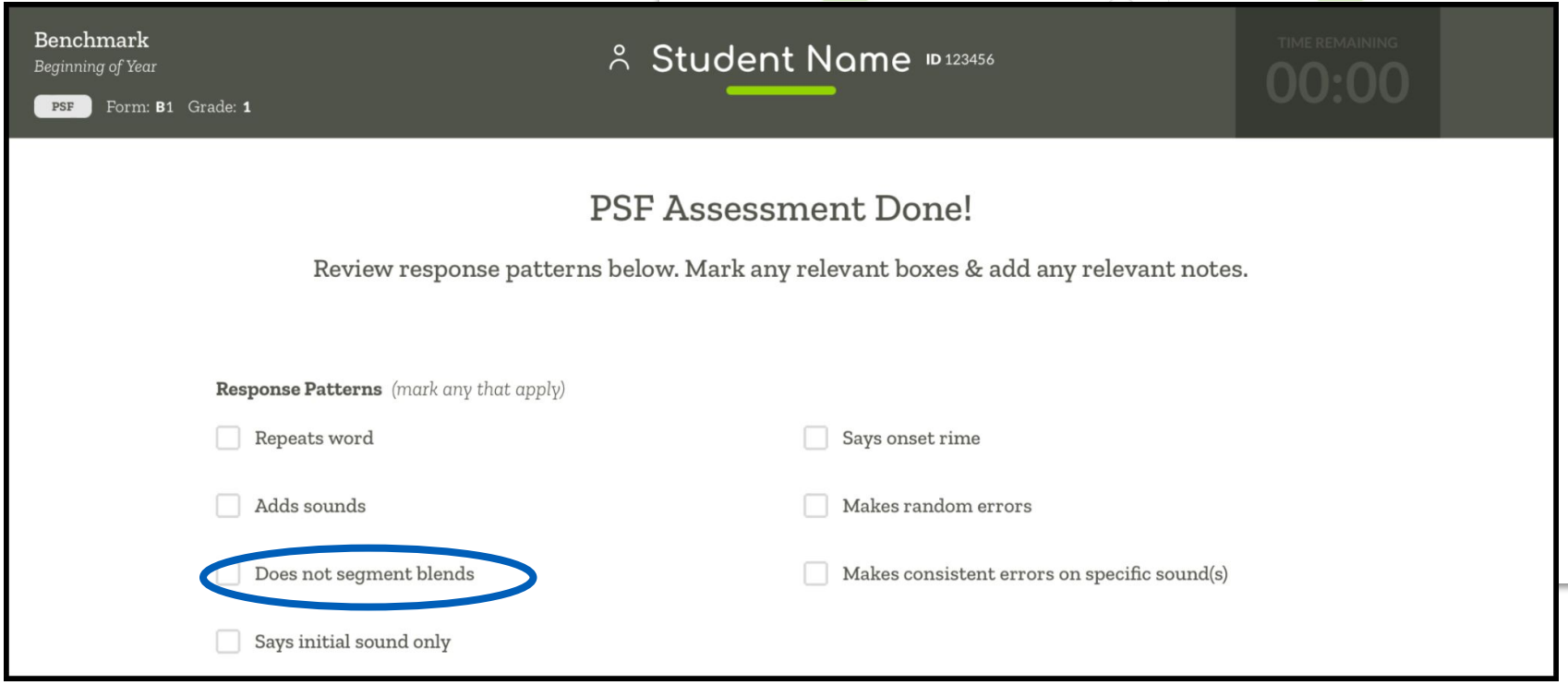
Paulina



PSF Response Pattern Activity

Alyssa





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PSF Response Pattern Analysis Activity

Paulina:

- Response patterns
  - Segments words into onset-rimes
- What to teach
  - Segments all of the sounds in the word

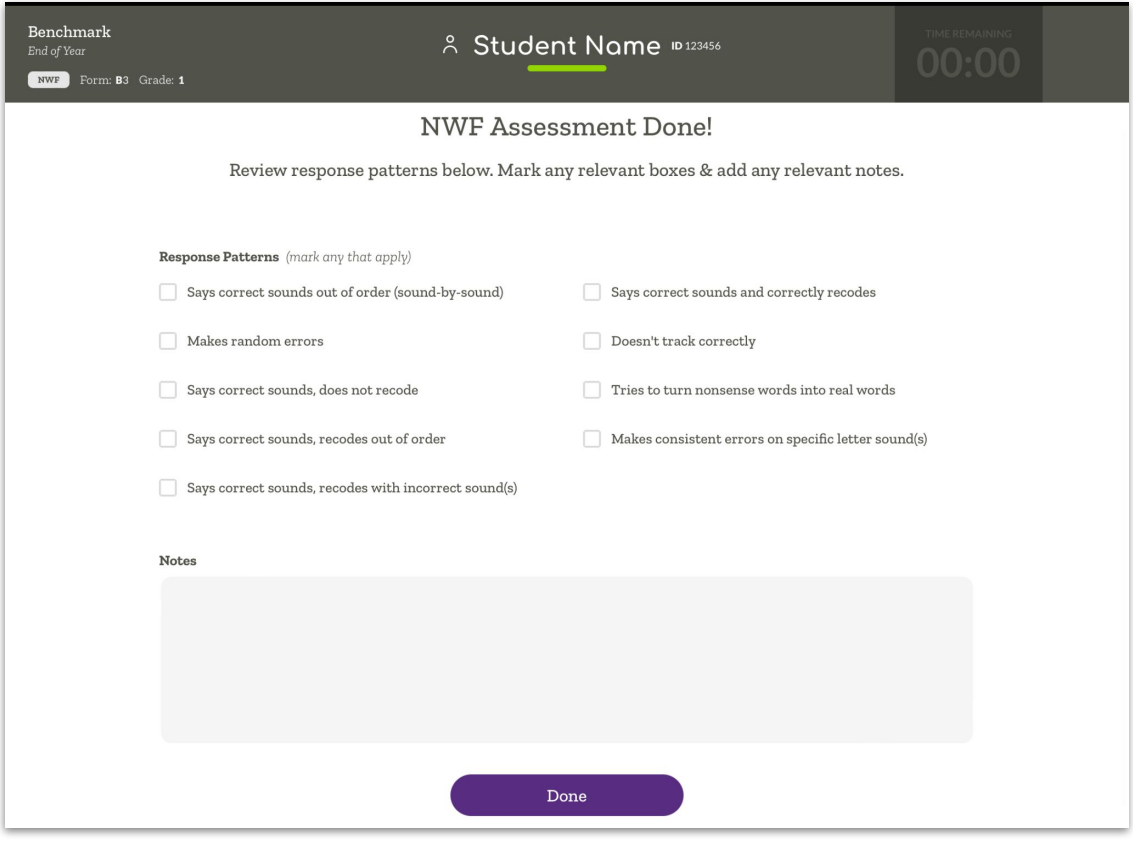
Alyssa:

- Response patterns
  - Accurately segments individual sounds
  - Does not segment all blends
- What to teach
  - Continue to teach PA along with letter sounds

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Response Pattern Analysis:

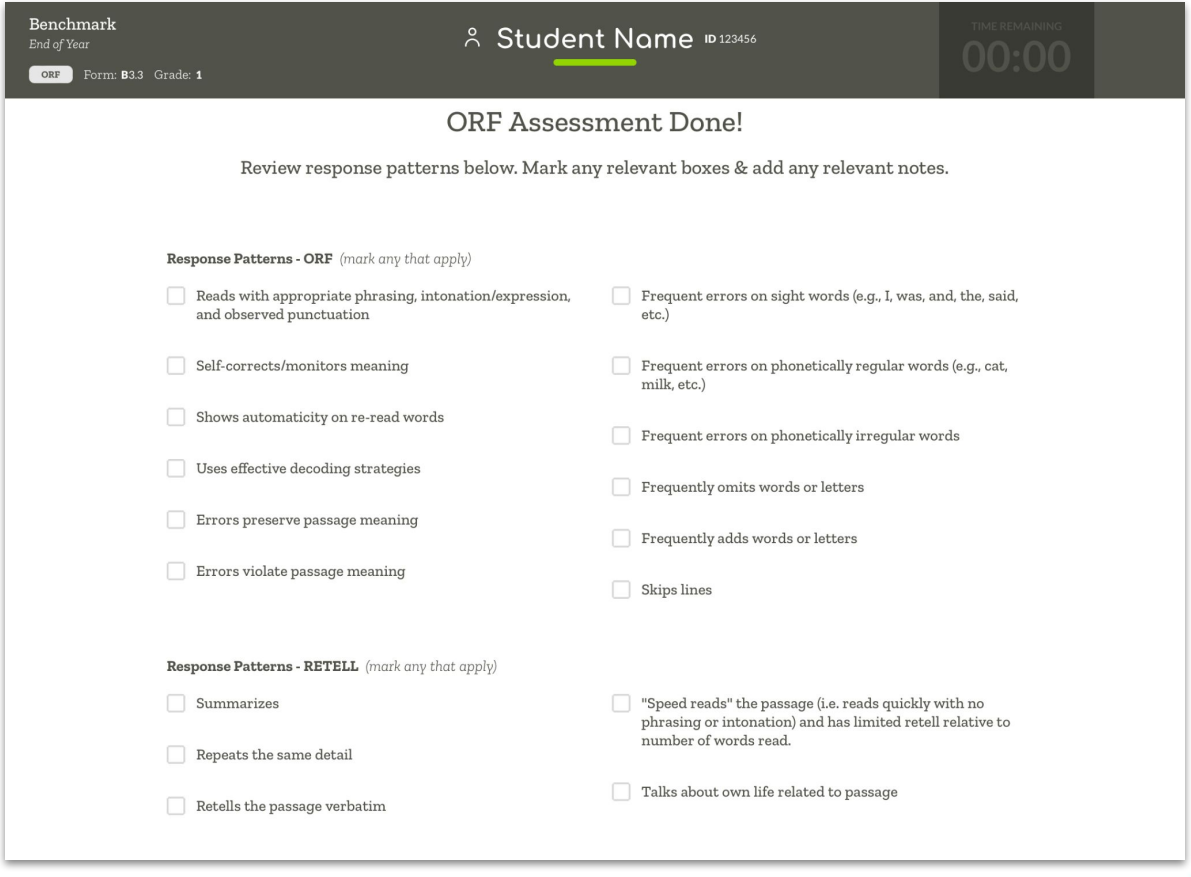
Nonsense Word Fluency



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Response Pattern Analysis:

Oral Reading Fluency



Benchmark
End of Year
ORF Form: B3.3 Grade: 1

Student Name ID 123456

TIME REMAINING
00:00

ORF Assessment Done!

Review response patterns below. Mark any relevant boxes & add any relevant notes.

Response Patterns - ORF *(mark any that apply)*

- ☐ Reads with appropriate phrasing, intonation/expression, and observed punctuation
- ☐ Self-corrects/monitors meaning
- ☐ Shows automaticity on re-read words
- ☐ Uses effective decoding strategies
- ☐ Errors preserve passage meaning
- ☐ Errors violate passage meaning
- ☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
- ☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
- ☐ Frequent errors on phonetically irregular words
- ☐ Frequently omits words or letters
- ☐ Frequently adds words or letters
- ☐ Skips lines

Response Patterns - RETELL *(mark any that apply)*

- ☐ Summarizes
- ☐ Repeats the same detail
- ☐ Retells the passage verbatim
- ☐ "Speed reads" the passage (i.e. reads quickly with no phrasing or intonation) and has limited retell relative to number of words read.
- ☐ Talks about own life related to passage

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What Is Instructional Grouping?



- Students are grouped according to specific needs for support in a specific subject, (e.g., reading) or on a specific skill (e.g., phonemic awareness).
- Students may also receive whole group instruction and be grouped heterogeneously for most of the school day.
- Instructional groupings are dynamic and flexible.

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How Will Students Be Grouped?

Based on similar ***instructional needs*** using:

- Scores on critical skills/measures
- Error analysis
- Scores on measures of other component skills
- Additional assessment as needed (e.g., diagnostic assessment, placement tests, Acadience Reading Diagnostic)
- Knowledge and additional relevant information (e.g., behavioral needs, attendance)

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Grouping Worksheets

Initial suggestions for instructional groups

- Four groups formed initially based on:
  - Performance on two key indicators
  - Scores At or Above versus Below and Well Below Benchmark
- Groups are then revised based on other information about students' skill levels, learning needs, and resources.

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Grouping Worksheets

Initial grouping based on performance on two key indicators.

	BOY	MOY	EOY
Kindergarten	FSF Composite	**PSF** NWF CLS	PSF **NWF CLS**
First Grade	PSF **NWF CLS**	**NWF WWR** ORF WC	**NWF WWR** ORF WC
Second Grade	NWF WWR **ORF WC**	ORF Accuracy **ORF WC**	ORF Accuracy **ORF WC**
Third Grade	ORF Accuracy **ORF WC**	ORF Accuracy **ORF WC**	ORF Accuracy **ORF WC**

Note: CLS = Correct Letter Sounds. WWR = Whole Words Read. WC = Words Correct.

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Four Initial Groups

1

At or above benchmark on **both** key indicators

2

At or above benchmark on one key indicator; below or well below on the other

Opposite of Group 3

3

Below or well below benchmark on one key indicator; at or above on the other

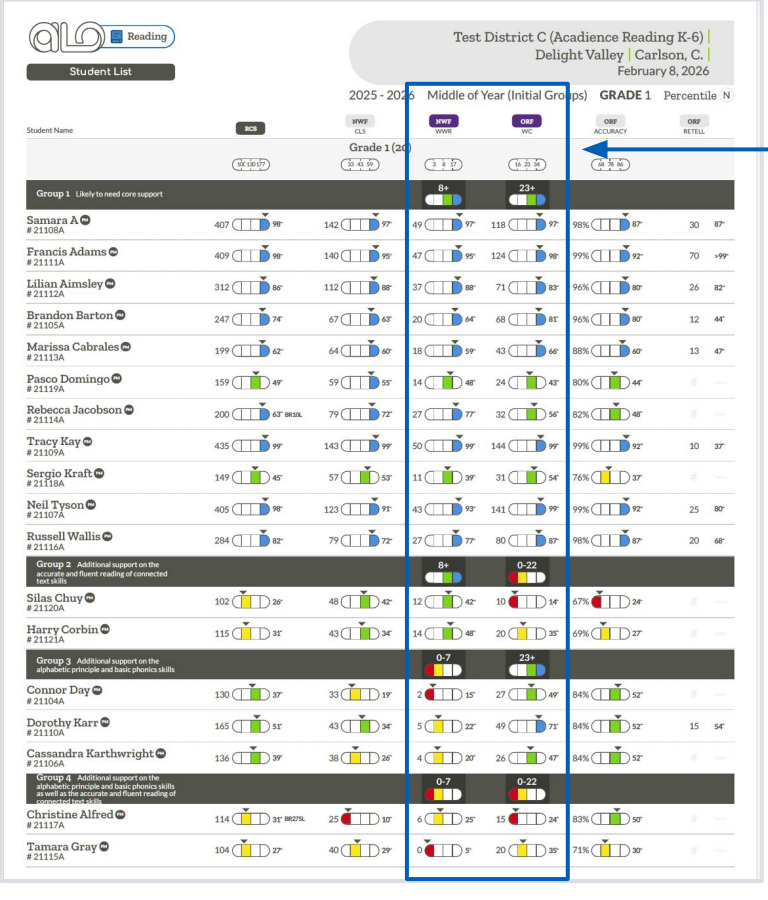
Opposite of Group 2

4

Below or well below benchmark on both key indicators

Initial Grouping Suggestions

All Times of Year



Reading

Student List

Test District C (Acadience Reading K-6) | Delight Valley | Carlson, C. | February 8, 2026

2025 - 2026 Middle of Year (Initial Groups) **GRADE 1** Percentile

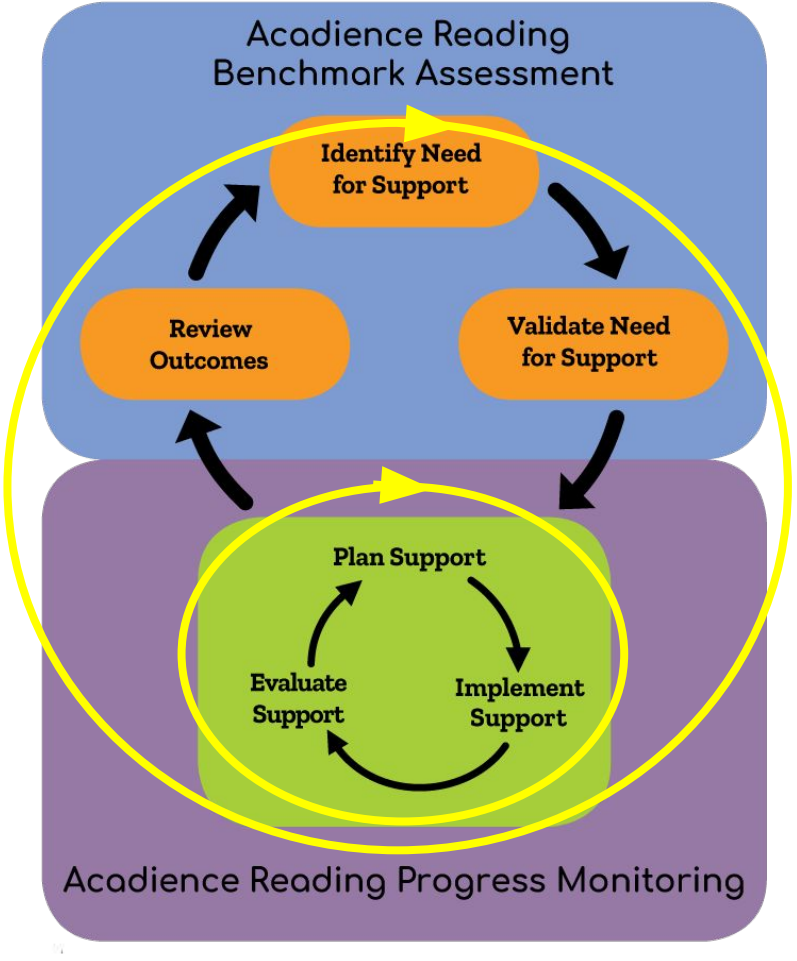
Grade 1 (20)

Student Name	RCS	NWF CLS	NWF WWR	ORF WC	ORF ACCURACY	ORF RETELL	
	10C 13D 17T	23 43 59	3 8 17	16 23 34	68 78 86		
Group 1 Likely to need core support			8+	23+			
Samara A # 21108A	407 98	142 97	49 97	118 97	98% 87	30	87
Francis Adams # 21111A	409 98	140 95	47 95	124 98	99% 92	70	>99
Lilian Aimsley # 21112A	312 86	112 88	37 88	71 83	96% 80	26	82
Brandon Barton # 21105A	247 74	67 63	20 64	68 81	96% 80	12	44
Marissa Cabrales # 21113A	199 62	64 60	18 59	43 66	88% 60	13	47
Pasco Domingo # 21119A	159 49	59 55	14 48	24 43	80% 44	#	—
Rebecca Jacobson # 21114A	200 63 BR10L	79 72	27 77	32 56	82% 48	#	—
Tracy Kay # 21109A	435 99	143 99	50 99	144 99	99% 92	10	37
Sergio Kraft # 21118A	149 45	57 53	11 39	31 54	76% 37	#	—
Neil Tyson # 21107A	405 98	123 91	43 93	141 99	99% 92	25	80
Russell Wallis # 21116A	284 82	79 72	27 77	80 87	98% 87	20	68
Group 2 Additional support on the accurate and fluent reading of connected text skills			8+	0-22			
Silas Chuy # 21120A	102 26	48 42	12 42	10 14	67% 24	#	—
Harry Corbin # 21121A	115 31	43 34	14 46	20 35	69% 27	#	—
Group 3 Additional support on the alphabetic principle and basic phonics skills			0-7	23+			
Connor Day # 21104A	130 37	33 19	2 15	27 49	84% 52	#	—
Dorothy Karr # 21110A	165 51	43 34	5 22	49 71	84% 52	15	54
Cassandra Karthwright # 21106A	136 39	38 26	4 20	26 47	84% 52	#	—
Group 4 Additional support on the alphabetic principle and basic phonics skills as well as the accurate and fluent reading of connected text skills			0-7	0-22			
Christine Alfred # 21117A	114 31 BR27SL	25 10	6 25	15 24	83% 50	#	—
Tamara Gray # 21115A	104 27	40 29	0 5	20 35	71% 30	#	—

Organizes groups based on two key indicator measures for each grade and time of year.

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Outcomes-Driven Model



Steps:

1. Identify need for support.
2. Validate need for support.
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4. Evaluate and modify support.
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Summary

Acadience Reading K–6 measures are designed to be used to improve outcomes for all students.

- Data-based decision making occurs within an Outcomes-Driven Model.
- Data interpretation is driven by a sequence of steps and corresponding questions.



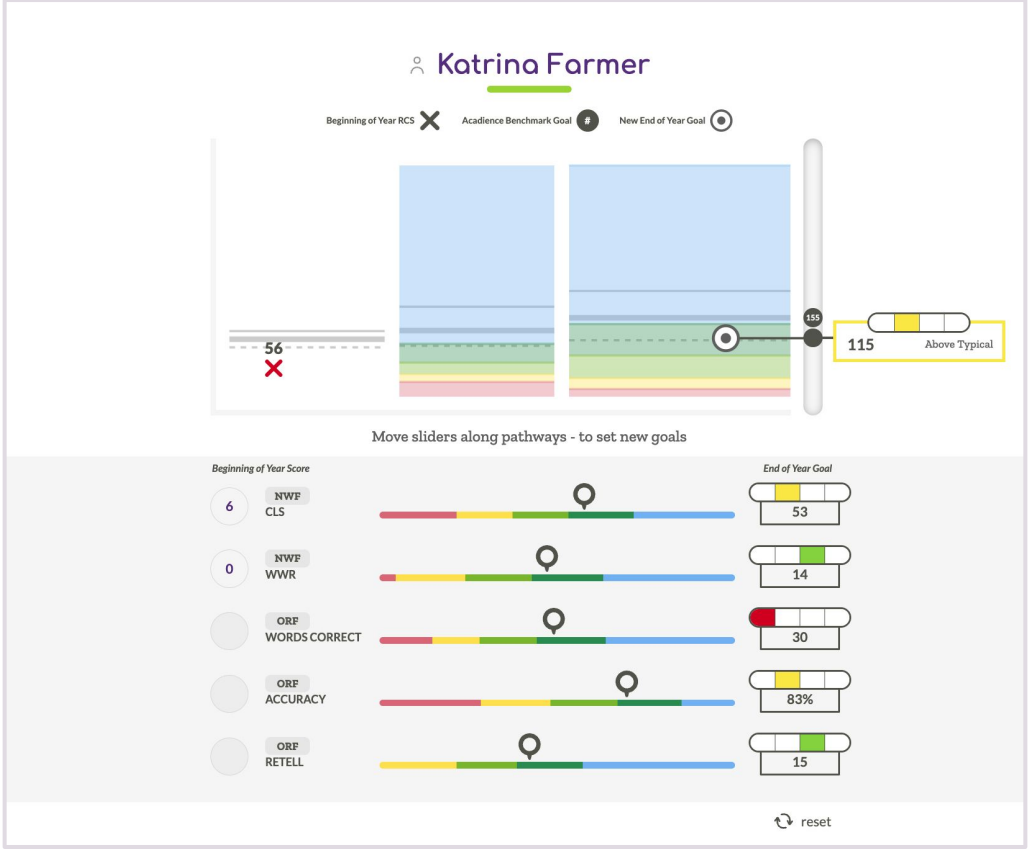
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ALO Features

Individual Student

Goal Setting

Customizable for Individual Students

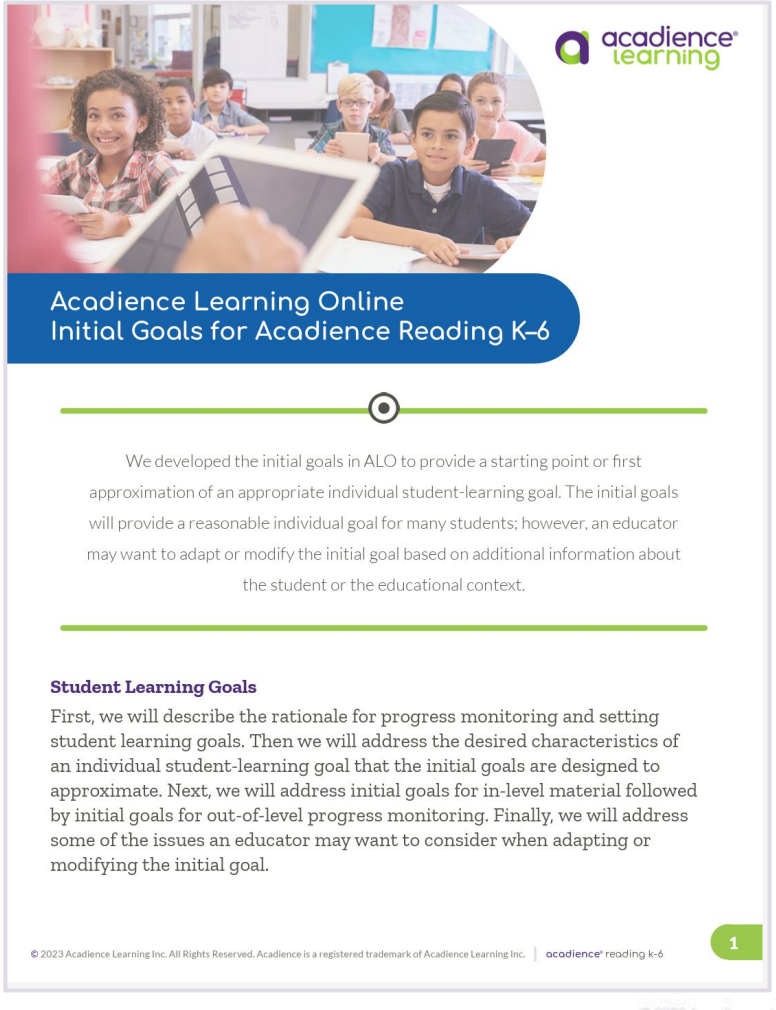


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ALO - Initial Goals

This resource provides more information on the initial goals set in the data system and how educators use individual goals setting alongside progress monitoring to improve student outcomes.

https://acadiencelearning.org/acadience-reading/k-grade6/



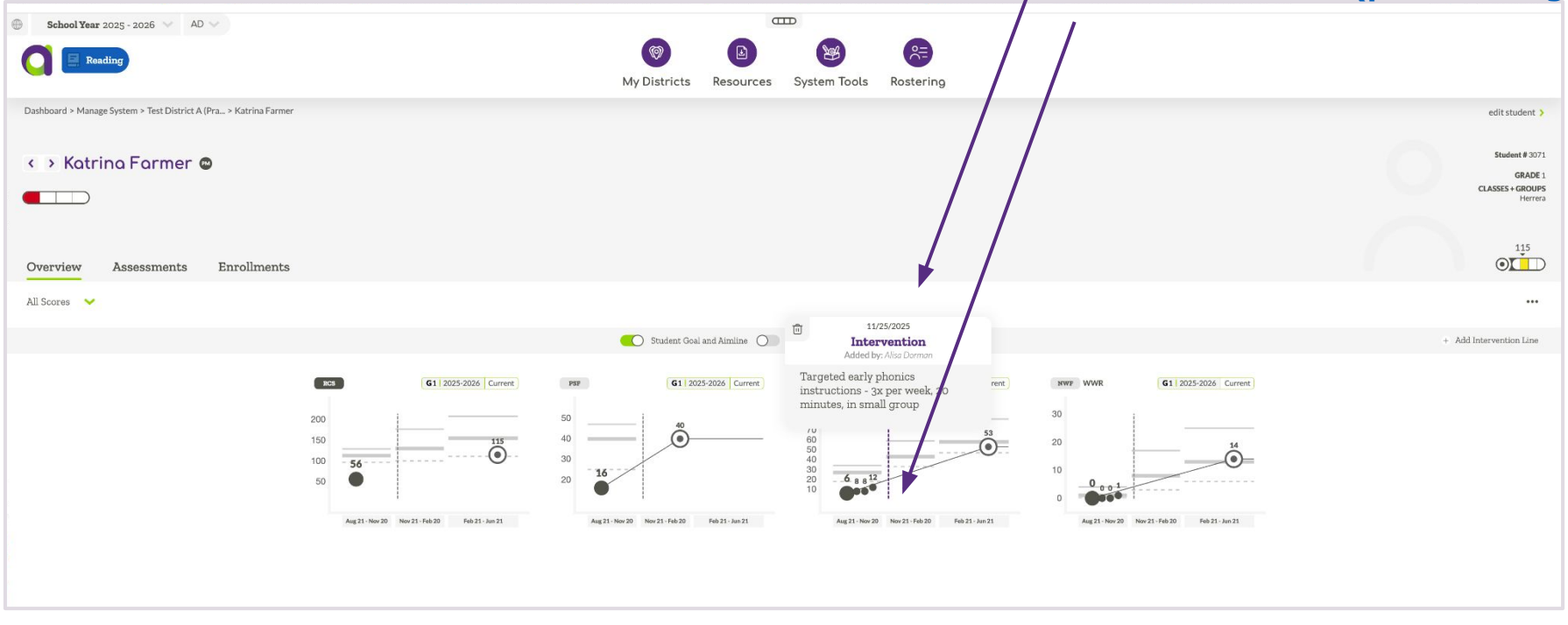
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Intervention Line

Date and Notation

Note on intervention plan

Intervention line (phase change)



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Progress Monitoring

This resource provides guidelines for the use of Acadience Reading measures for progress monitoring within a comprehensive schoolwide literacy model.

https://acadiencelearning.org/acadience-reading/k-grade6/



acadience learning

Progress Monitoring with Acadience® Reading K–6[1]

Progress monitoring is the practice of testing students briefly but frequently on the skill areas in which they are receiving instruction, to ensure that they are making adequate progress.

Two types of testing

Acadience Reading K–6 provides two types of testing, benchmark assessment and progress monitoring. Benchmark assessment refers to testing all students three times per year for the purpose of identifying those who may be at risk for reading difficulties and may need additional instructional support to reach subsequent reading goals. Once students are identified as in need of support, they should receive progress monitoring assessment more frequently to ensure that the instruction they are receiving is helping them make adequate progress to attain the benchmark and/or their reading goals.

The purposes of progress monitoring are to:

- provide ongoing feedback about the effectiveness of instruction
- determine students' progress toward important and meaningful goals
- make timely decisions about changes to instruction so that students will meet those goals

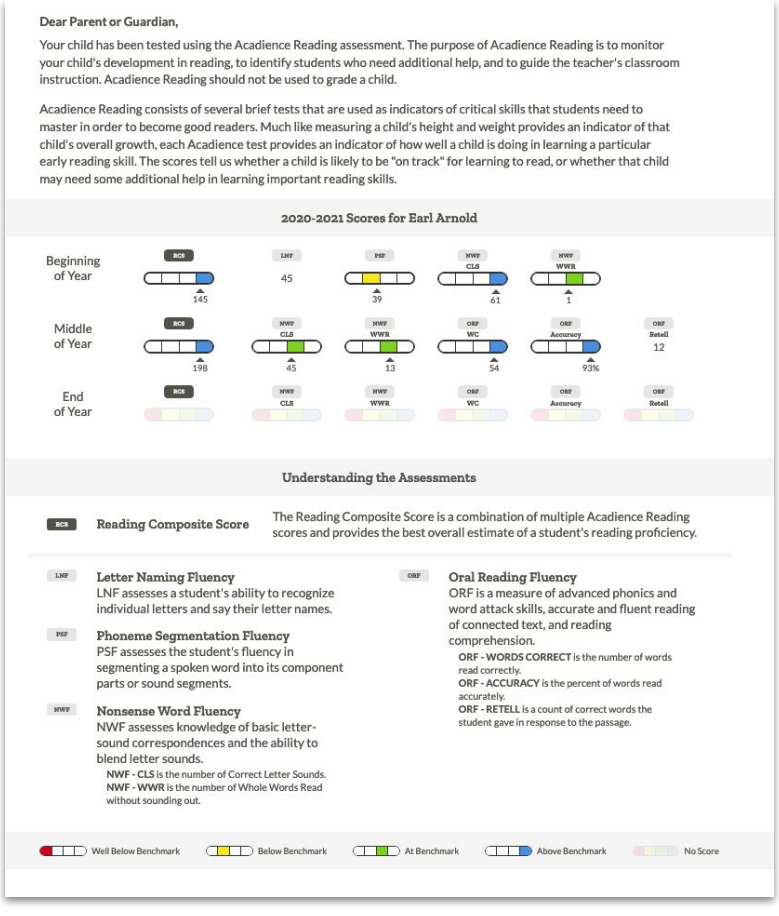
[1]Portions of this document are reprinted from the Acadience Reading K–6 Assessment Manual and the Acadience Reading Survey Manual.

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ALO: Parent Report

Summary Data Across the Year



Dear Parent or Guardian,

Your child has been tested using the Acadience Reading assessment. The purpose of Acadience Reading is to monitor your child's development in reading, to identify students who need additional help, and to guide the teacher's classroom instruction. Acadience Reading should not be used to grade a child.

Acadience Reading consists of several brief tests that are used as indicators of critical skills that students need to master in order to become good readers. Much like measuring a child's height and weight provides an indicator of that child's overall growth, each Acadience test provides an indicator of how well a child is doing in learning a particular early reading skill. The scores tell us whether a child is likely to be "on track" for learning to read, or whether that child may need some additional help in learning important reading skills.

2020-2021 Scores for Earl Arnold

	RCS	LNF	PSF	NWF CLS	NWF WWR	ORF WC	ORF Accuracy	ORF Retell
Beginning of Year	145	45	39	61	1			
Middle of Year	198			45	13	54	93%	12
End of Year								

Understanding the Assessments

RCS **Reading Composite Score**
The Reading Composite Score is a combination of multiple Acadience Reading scores and provides the best overall estimate of a student's reading proficiency.

LNF **Letter Naming Fluency**
LNF assesses a student's ability to recognize individual letters and say their letter names.

PSF **Phoneme Segmentation Fluency**
PSF assesses the student's fluency in segmenting a spoken word into its component parts or sound segments.

NWF **Nonsense Word Fluency**
NWF assesses knowledge of basic letter-sound correspondences and the ability to blend letter sounds.
- **NWF - CLS** is the number of Correct Letter Sounds.
- **NWF - WWR** is the number of Whole Words Read without sounding out.

ORF **Oral Reading Fluency**
ORF is a measure of advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension.
- **ORF - WORDS CORRECT** is the number of words read correctly.
- **ORF - ACCURACY** is the percent of words read accurately.
- **ORF - RETELL** is a count of correct words the student gave in response to the passage.

Well Below Benchmark | Below Benchmark | At Benchmark | Above Benchmark | No Score

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Additional Support

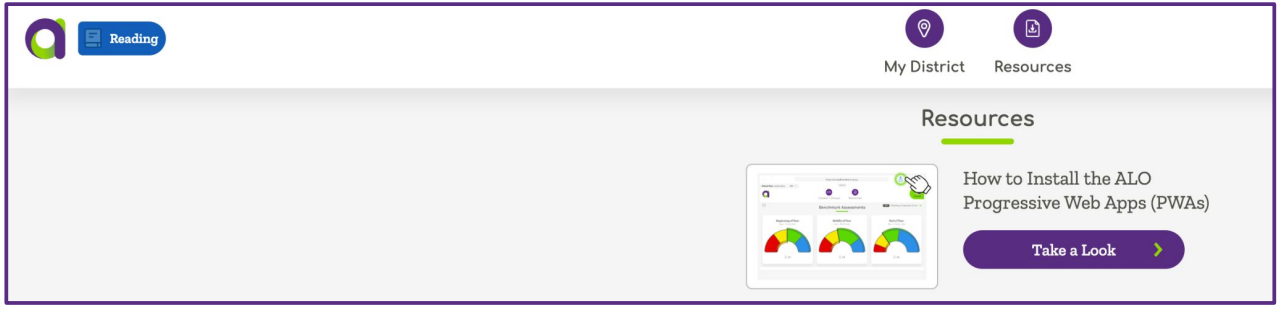
Resources

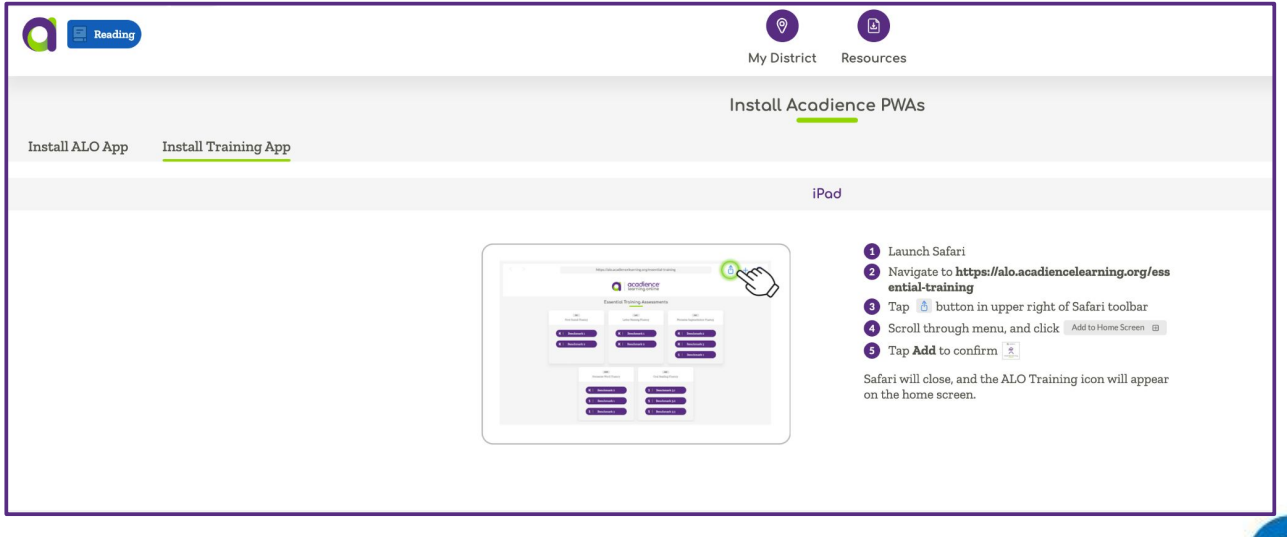
Training and Practice App

On the **Resources** page, you will find instructions for installing the ALO apps.

There are two tabs - one for the ALO app and one for the Training app.

The Training app allows repeated practice for building proficiency.





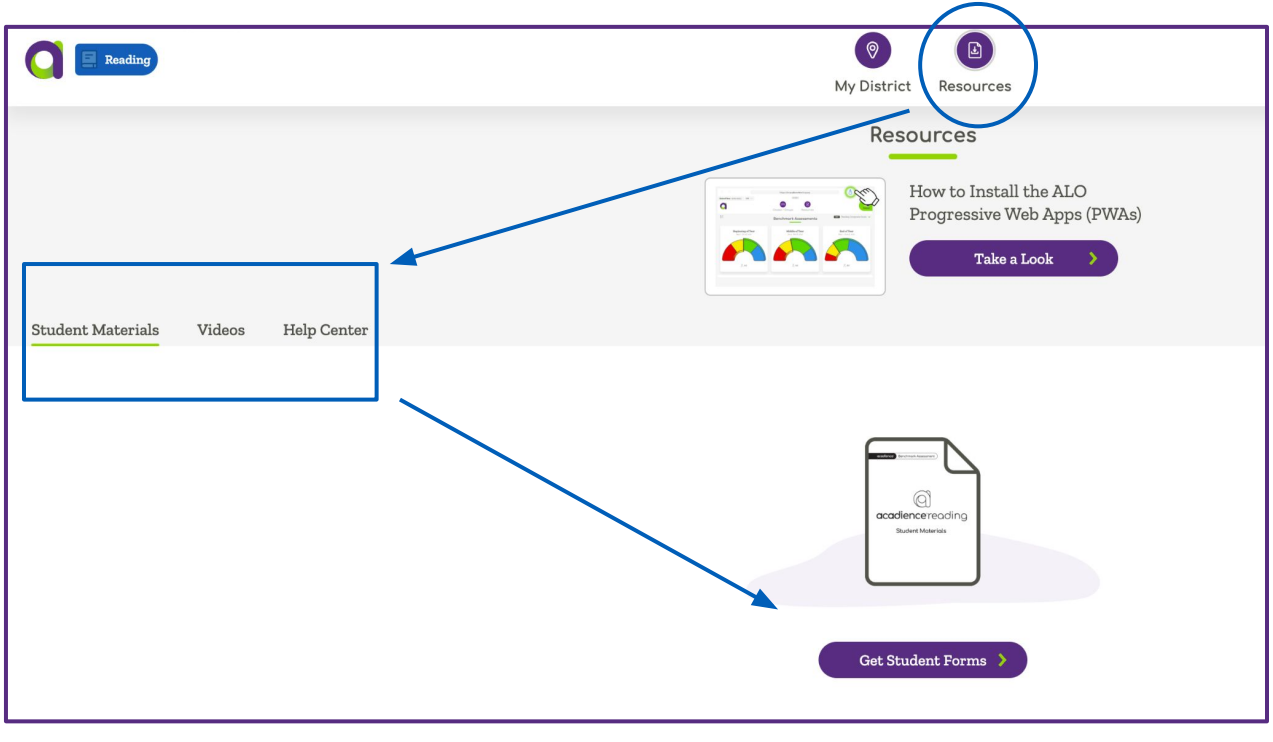
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Embedded Resources

In ALO, you will find a **Resources** button.

On the **Resources** page, you will find **Tabs for Student Materials, Videos, Help Center.**

These are shortcuts to other web pages that will help with training and implementation.



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Additional Information

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