Acadience Reading K-6 Administration Overview

Connecticut K-3 Literacy Universal Screening Assessments

September 15, 2026

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

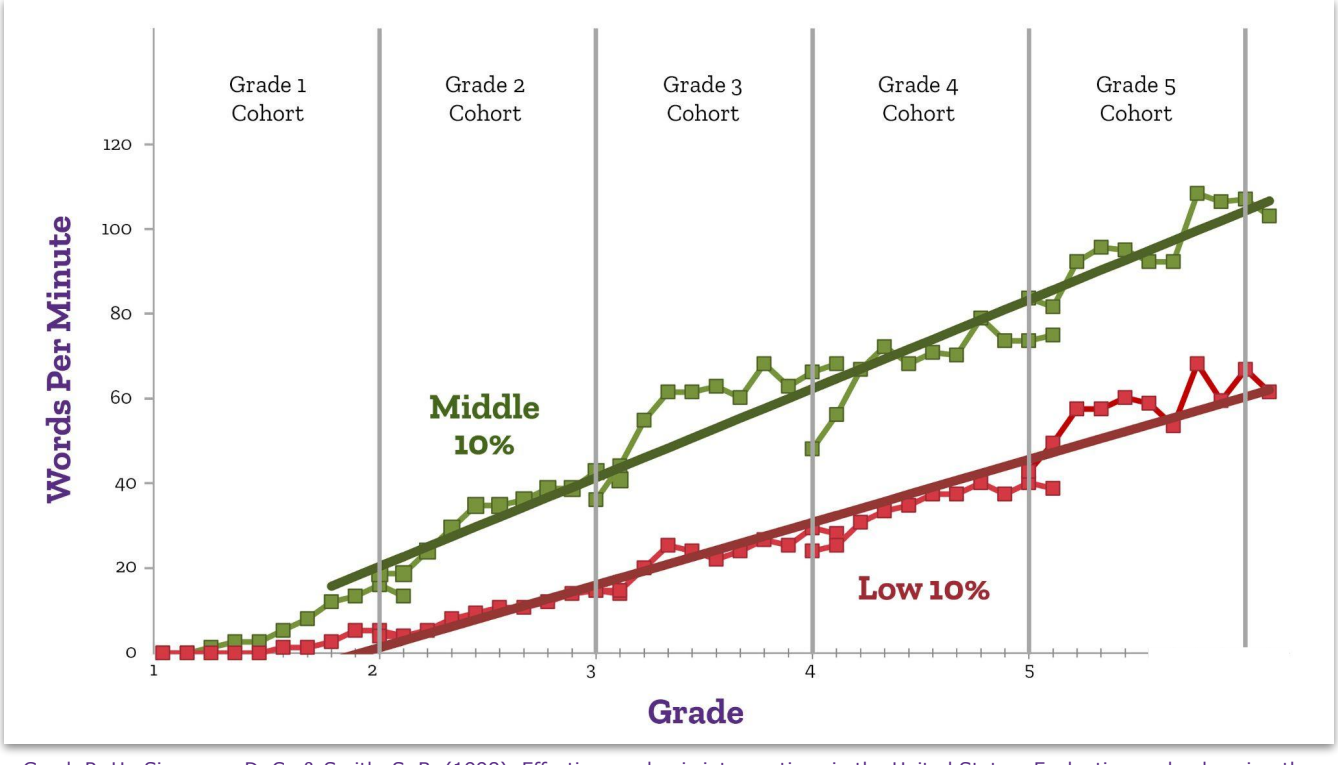
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Foundations of Acadience Reading K–6

- ***Prevention*** focus–We CAN change outcomes for students
- Acadience Reading is one part of a ***system***
- Acadience Reading is an ***indicator***
- Teach ***early literacy and reading skills*** explicitly and thoroughly
- Monitor progress ***repeatedly*** *and* ***efficiently***
- Use Acadience Reading within an *Outcomes-Driven Model of* ***decision making***
- ***Outcomes*** drive instructional change

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Prevention Focus



Good, R. H., Simmons, D. C., & Smith, S. B. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. *School Psychology Review*, 27, 740-753. [Joint publication with *Educational and Child Psychology*.]

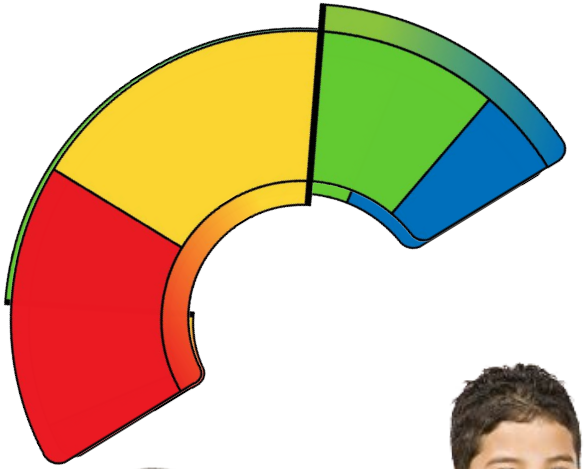
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Acadience Reading K–6 Is One Part of an Effective School-wide Literacy System

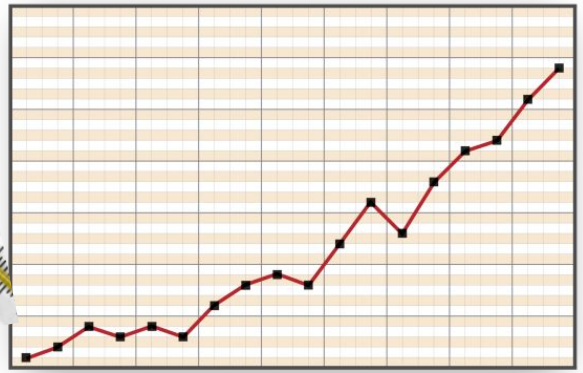


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What Is Acadience Reading K–6?

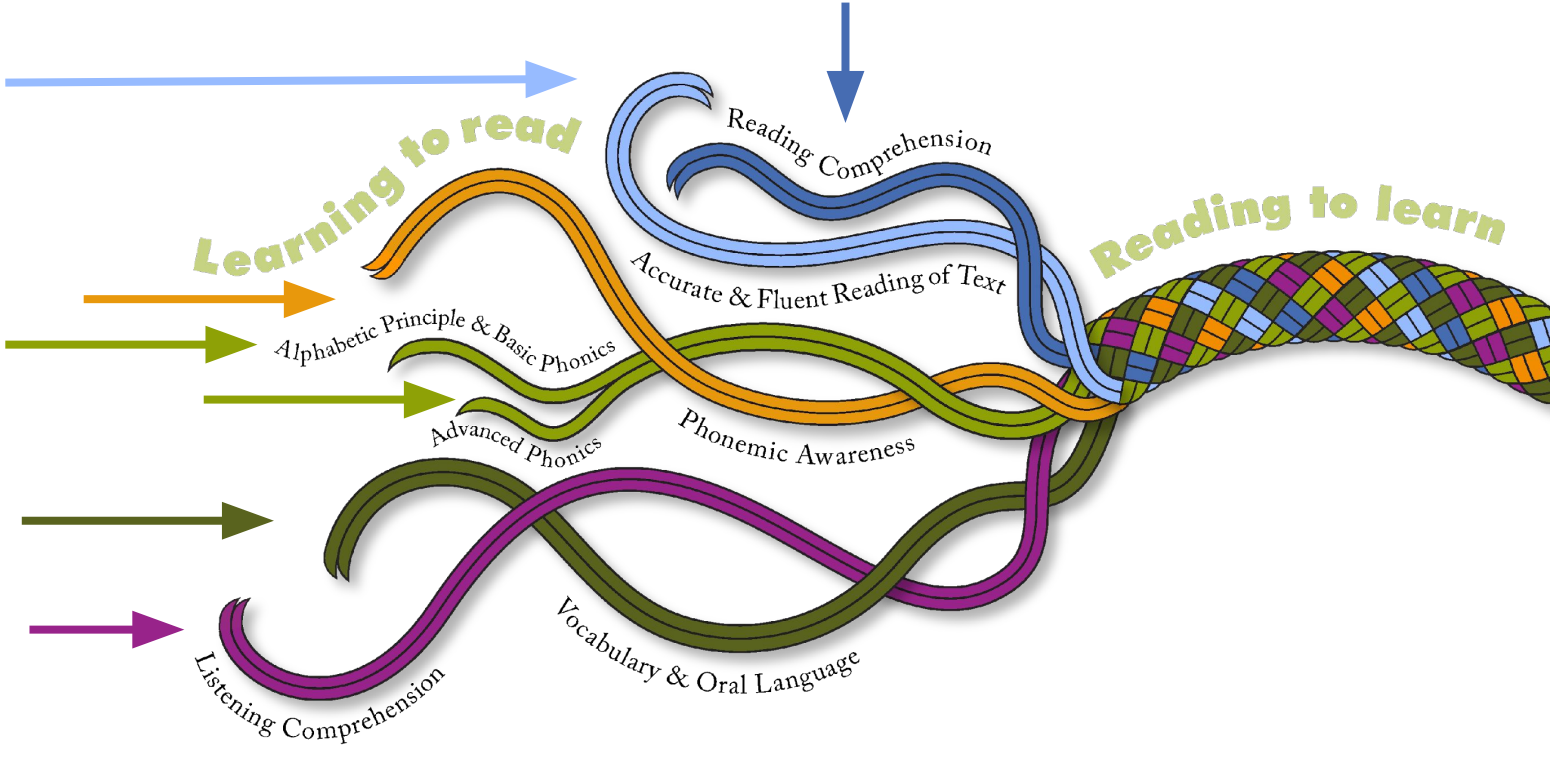








Essential Early Literacy and Reading Skills



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

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Acadience Reading K-6 Measures Assess the Essential Early Literacy and Reading Skills

Acadience Reading K–6 Measure	Essential Early Literacy/Reading Skill
First Sound Fluency (FSF)	Phonemic Awareness
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Nonsense Word Fluency	Alphabetic Principle and Basic Phonics
Oral Reading Fluency (ORF) includes retell	Advanced Phonics and Word Attack Skills Accurate and Fluent Reading of Connected Text Reading Comprehension
Maze	Reading Comprehension
Rapid Automatized Naming (RAN)	None (Indicator of Risk)

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Acadience Reading K-6
Research Measures

Measure	Essential Early Literacy/Reading Skill
Spelling (SP)	Encoding
Word Use Fluency-Revised (WUF-R)*	Vocabulary and Oral Language

**Contact info@acadiencelearning.org to access this measure.*

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Acadience Benchmarks

What is a Benchmark?

An empirically derived, criterion-referenced target score

- Represents the lowest level of performance on a measure that predicts reaching the next goal
- Consists of three parts: an essential skill, a level of performance, and a point in time

How are the Acadience Benchmarks derived?

- Based on longitudinal research examining how a score on a measure at a point in time predicts later reading outcomes

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Acadience Benchmarks

Four Levels of Performance Compared to Benchmarks

If a student achieves an At or Above Benchmark the odds are in favor of that student achieving later reading outcomes.

At or Above Benchmark: Odds are generally 80% to 90% of achieving subsequent benchmarks and important reading outcomes. **Student is likely to make adequate progress with effective core instruction.**

> **Above Benchmark:** Odds are generally 90% to 99% of achieving subsequent benchmarks and important reading outcomes. **Student is not likely to need support to make adequate progress**.

Below Benchmark: Odds are generally 40% to 60% of achieving subsequent benchmarks and important reading outcomes. **Student is likely to need strategic support to make adequate progress.**

Well Below Benchmark: Odds are generally 10% to 20% of achieving subsequent benchmarks and important reading outcomes. **Student is likely to need intensive support to make adequate progress.**

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Reading Composite Score

What is a Composite Score?

- For each grade and time of year, the measures that correlate highly with later outcomes are combined into a Reading Composite Score.
- Each measure is weighted so that all contribute approximately equally to the Composite Score.
- Benchmarks and cut points for risk are derived for the Composite Score in the same manner as for individual measures.
- The Composite Score represents a more rich and broad sample of skill than an individual measure.

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Benchmarks

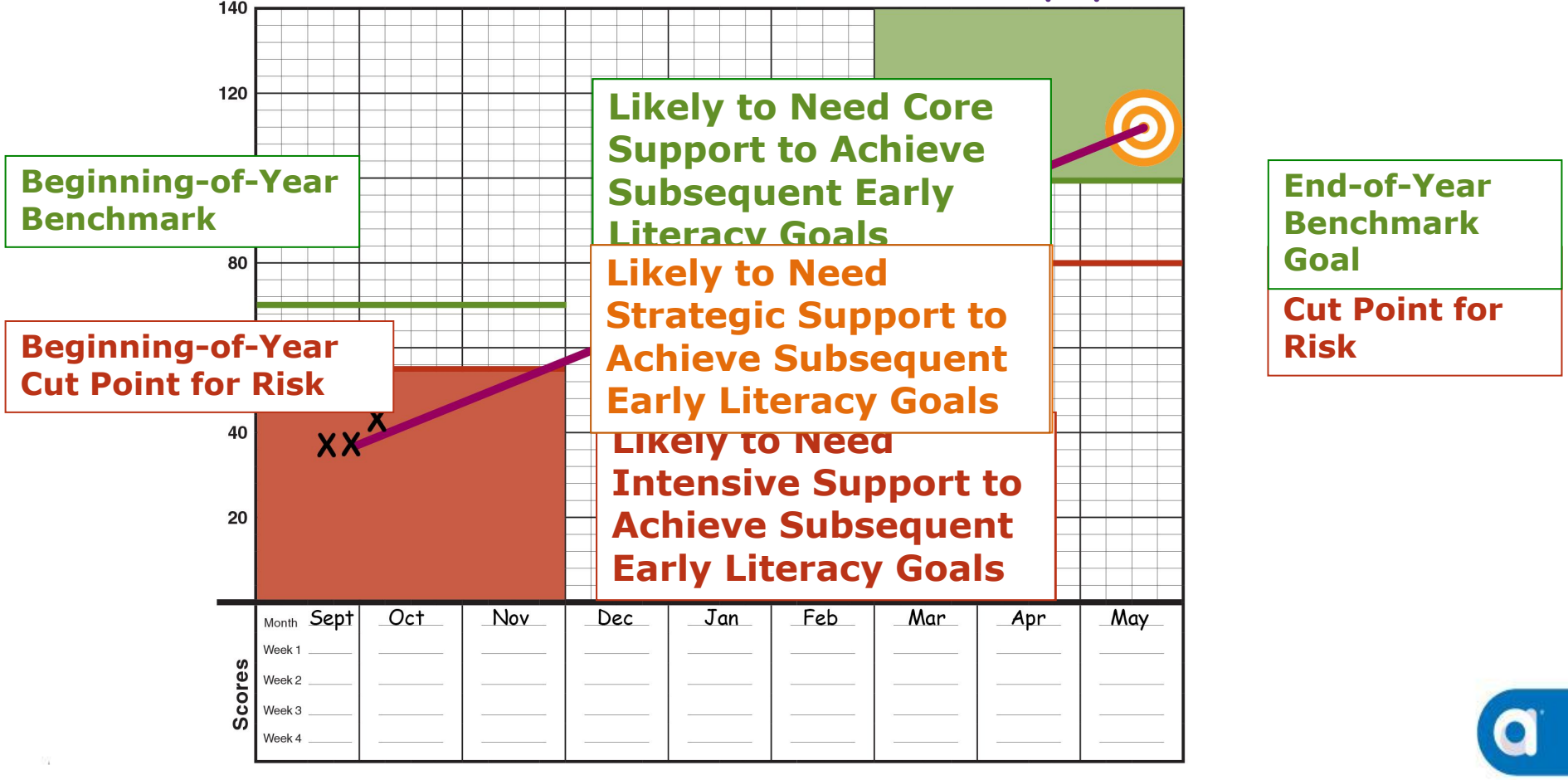
How can a benchmark be useful?

- As a predictor: Which students are likely to need more support?
- As a goal: What are meaningful goals for intervention and instruction that will change the future for students?



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Building Futures by Changing Odds Benchmarks and Need for Support



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Acadience Reading K-6

Administration Methods

Benchmark Assessment and Progress Monitoring

Benchmark

- Used to assess all students 3 times per year
- All students receive assessments that match the grade to which they are assigned.

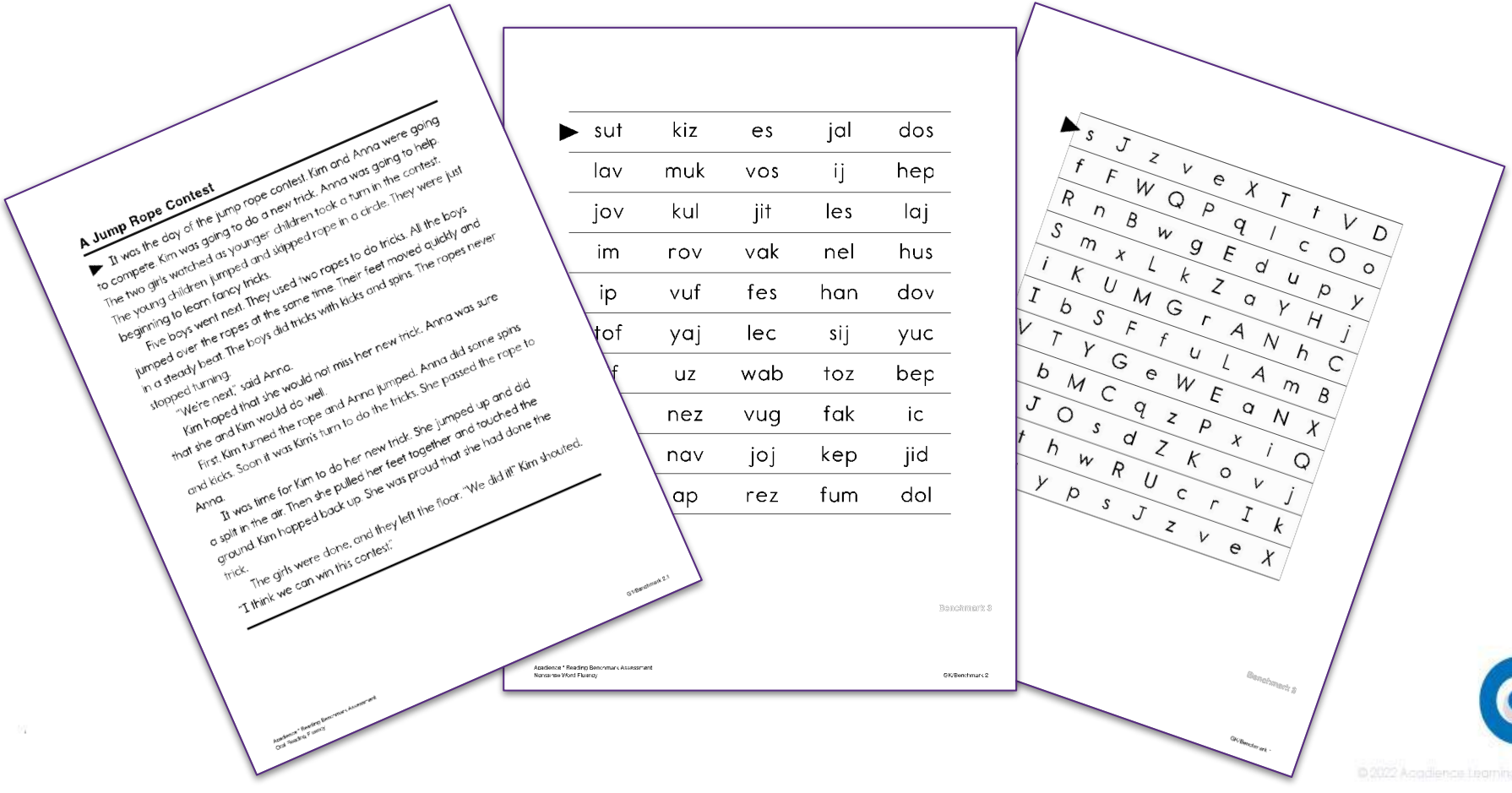
Progress Monitoring

- More frequent assessment for students needing additional support
- Assessment may be done with materials that are at, below, or above the student's grade level.

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Benchmark Materials

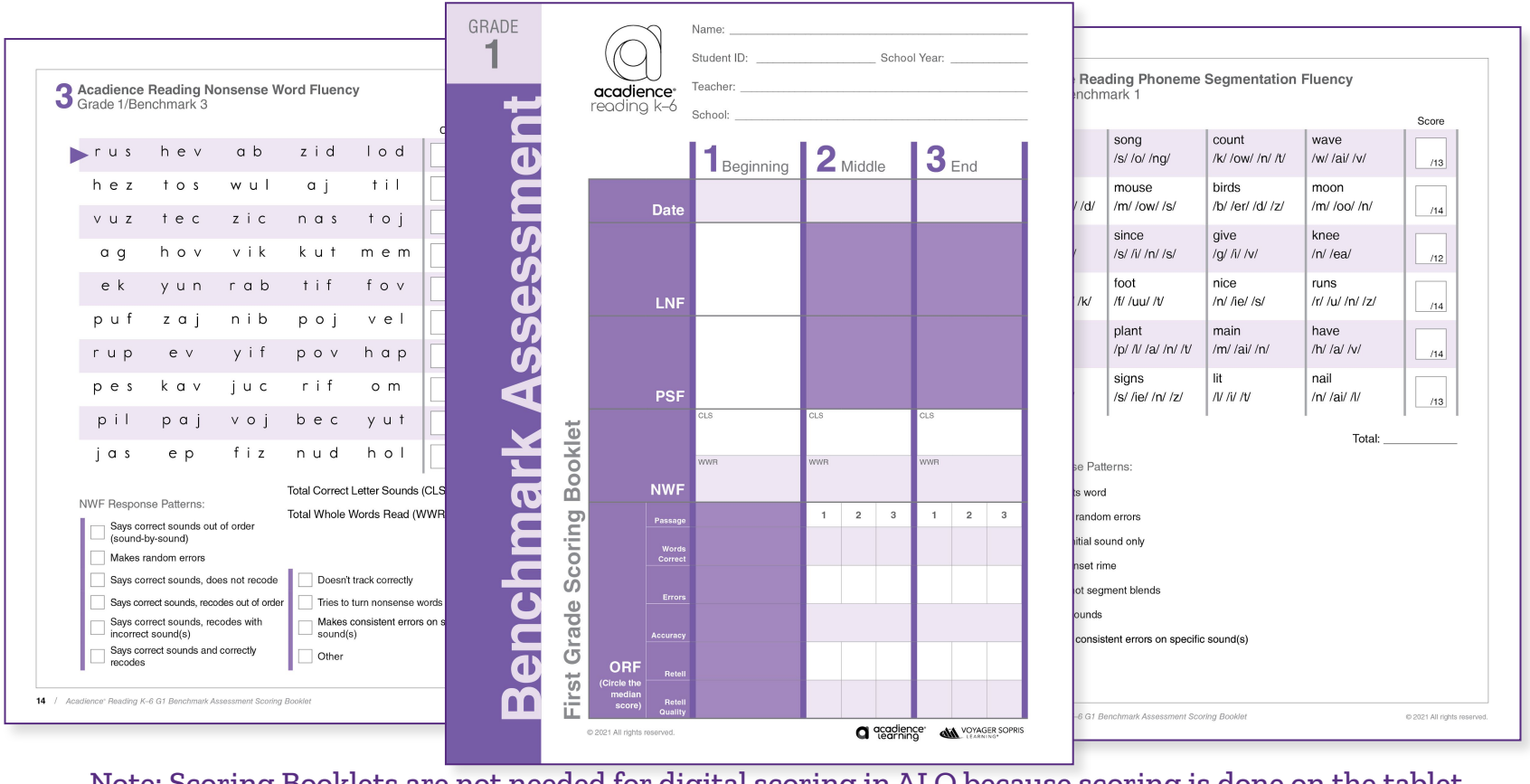
Free Download at acadiencelearning.org



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Benchmark Scoring Methods

Paper-pencil Administration

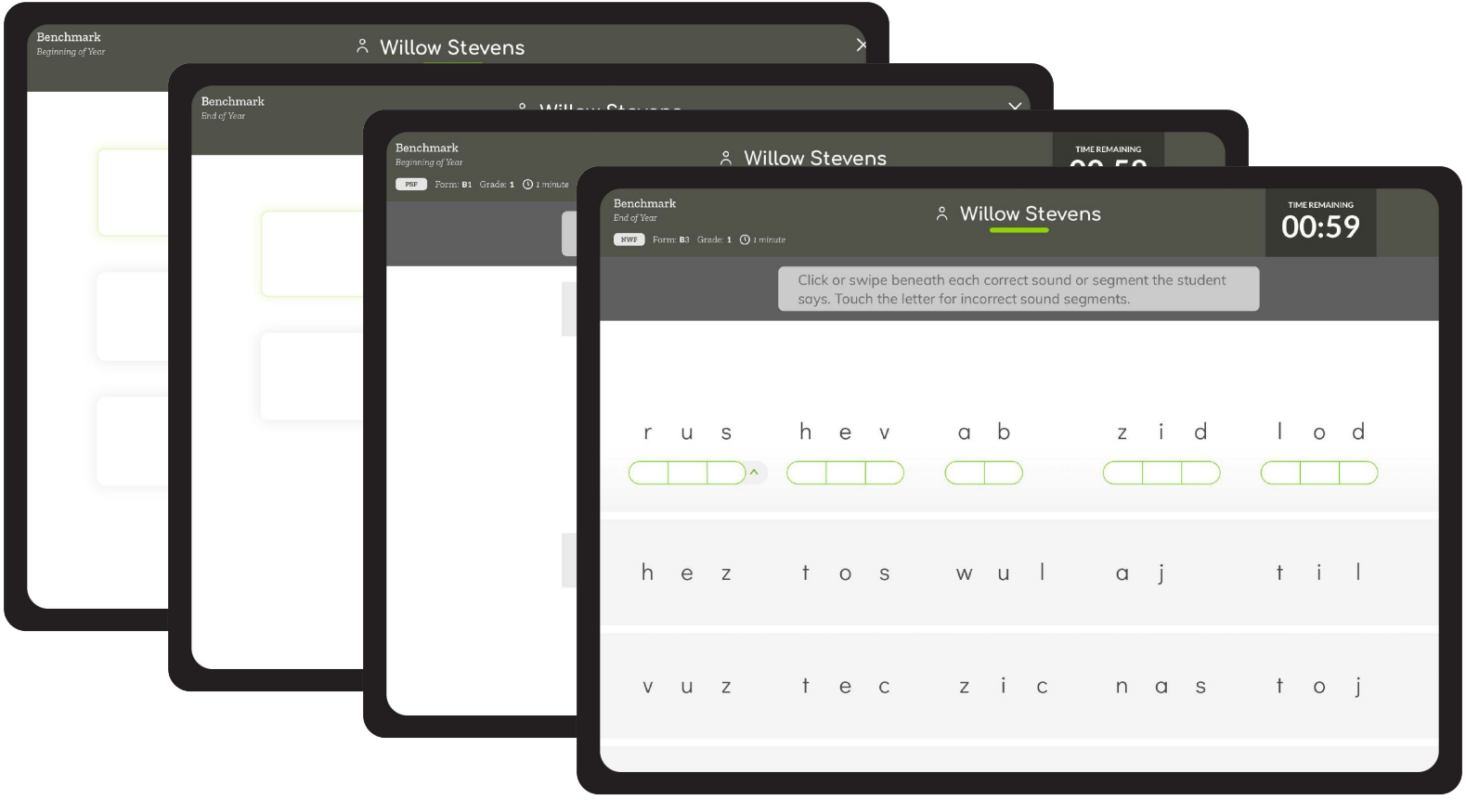


Note: Scoring Booklets are not needed for digital scoring in ALO because scoring is done on the tablet.

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Benchmark Scoring Methods

Digital Administration



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Review of Measures

acadience reading K–6

Acadience Reading K–6 Measures Assess the Essential Early Literacy and Reading Skills

Acadience Reading K–6 Measure	Essential Early Literacy/Reading Skill
First Sound Fluency (FSF)	Phonemic Awareness
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Oral Reading Fluency (ORF) includes retell	Advanced Phonics and Word Attack Skills Accurate and Fluent Reading of Connected Text Reading Comprehension
Maze	Reading Comprehension

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What is First Sound Fluency?

First Sound Fluency (FSF) is a brief, direct measure of a student's fluency in identifying initial sounds in words.



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First Sound Fluency (FSF)

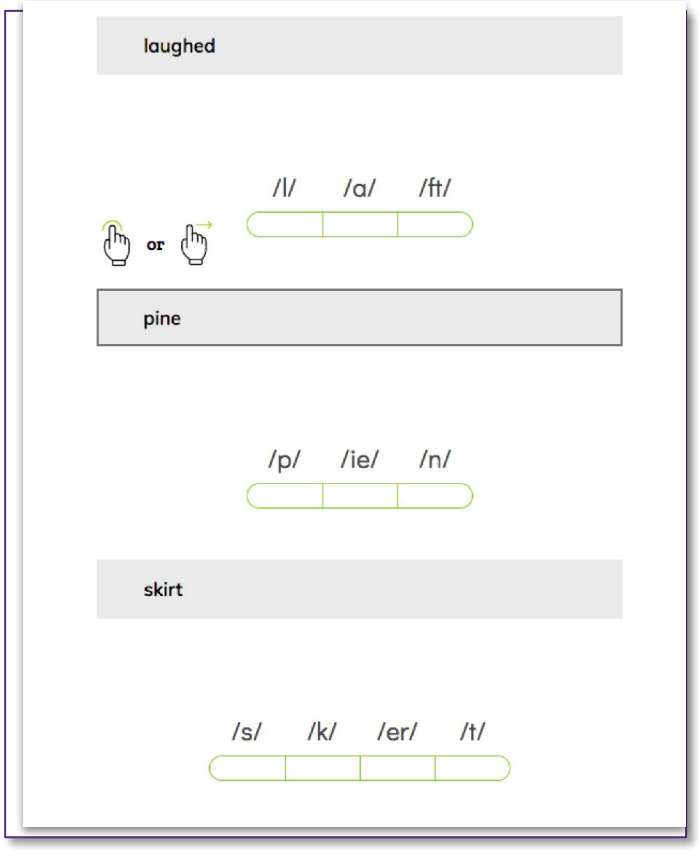
Format:

Assessor says a series of words one at a time and asks the student to say the first sound in the word.

Score:

Number of points for correct first sounds in 1 minute

- 2 points for each phoneme
- 1 point for each first part of the word, i.e., initial consonant blend, consonant plus vowel, or consonant blend plus vowel



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What Is Phoneme Segmentation Fluency?

Phoneme Segmentation Fluency (PSF) is a brief, direct measure of a student's fluency segmenting a spoken word into its component parts or sound segments.



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Phoneme Segmentation Fluency (PSF)

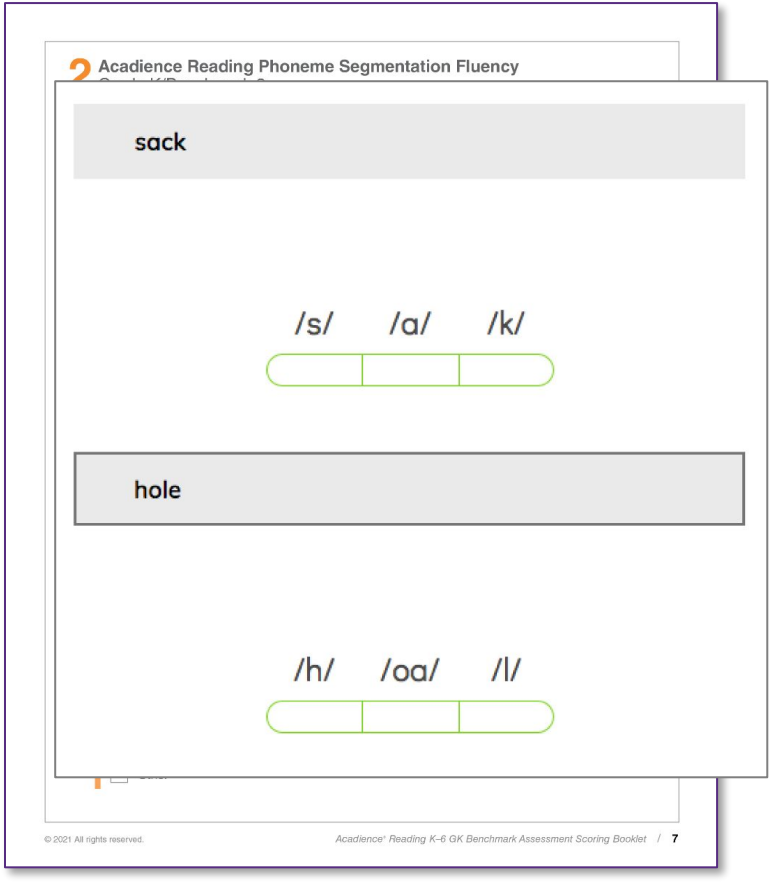
Format:

Assessor says a word. Student says the sounds in the word.

Score:

Number of points for correct sound segments in 1 minute

- Individual sounds (phonemes) or
- Sounds blended together (word parts)



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Maze	Reading Comprehension

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What Is Letter Naming Fluency (LNF)?

Letter Naming Fluency (LNF) is a brief, direct measure of a student's fluency naming letters. LNF assesses a student's ability to recognize individual letters and say their letter names.



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Letter Naming Fluency (LNF)

Format:
Assessor shows the student the page of letters. Student says the names of the letters.

Score:
Number of letters correctly named in 1 minute



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Maze	Reading Comprehension

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What Is Nonsense Word Fluency?

Nonsense Word Fluency (NWF) is a brief, direct measure of the alphabetic principle and basic phonics. It assesses knowledge of basic letter-sound correspondences and the ability to blend letter sounds into consonant-vowel-consonant and vowel-consonant words.



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Nonsense Word Fluency (NWF)

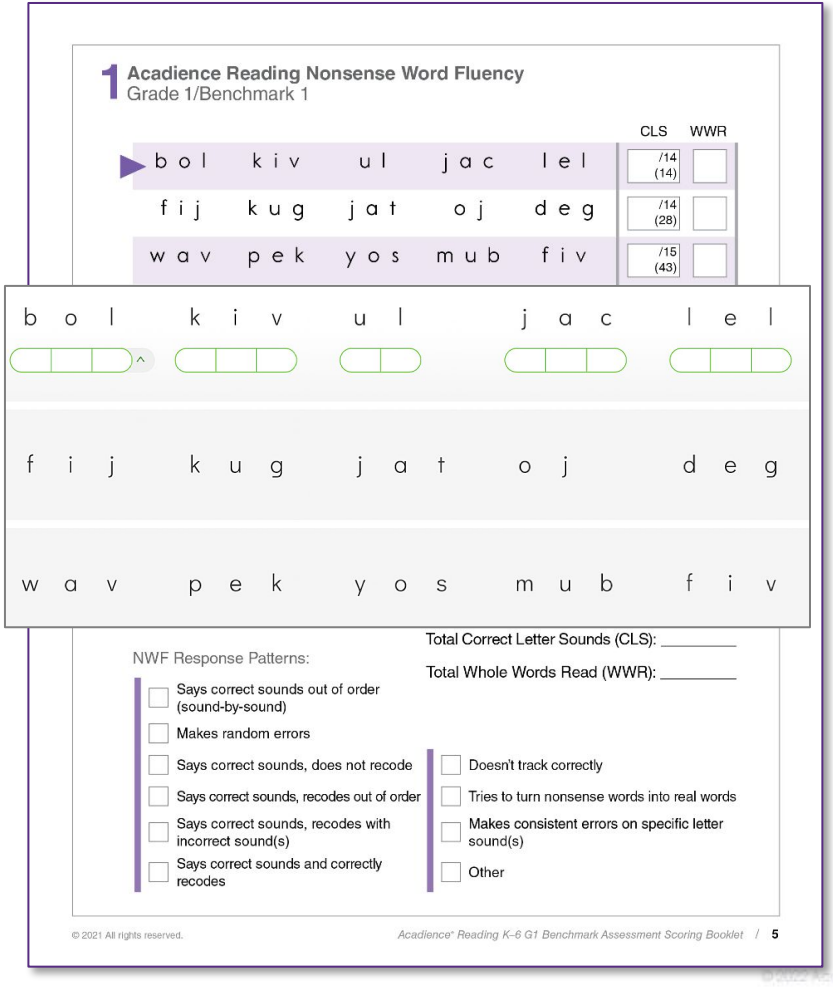
Format:

Assessor shows a page of nonsense words to student. Student reads the words.

Score:

1) Number of Correct Letter Sounds (CLS) student reads in 1 minute.

2) Number of Whole Words Read (WWR) without first being sounded out.



Acadience Reading K–6 Measures Assess the Essential Early Literacy and Reading Skills

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What Is Acadience Reading K–6 Oral Reading Fluency?

Acadience Oral Reading Fluency (ORF) is an indicator of accurate and fluent reading of connected text, advanced phonics and word attack skills, and reading comprehension.

There are two components to ORF.

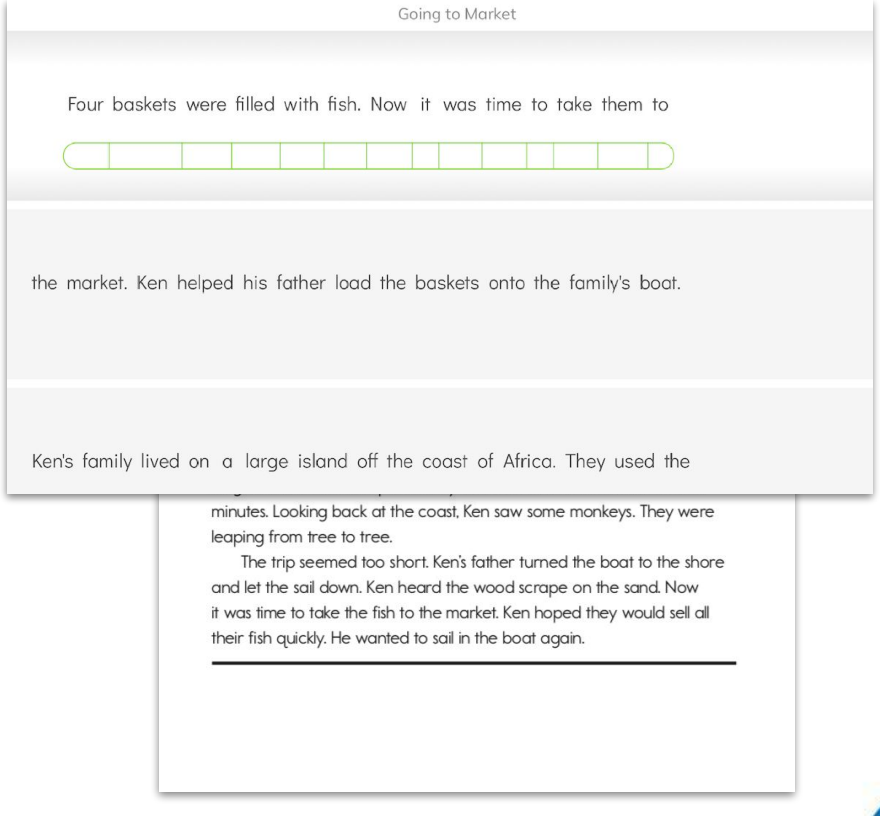
1. Oral Reading of a passage
2. Retelling the passage

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Part 1. Oral Reading

Format:
Assessor shows the reading passage to the student. The student reads the passage.

Scores:
1) The number of words read correctly in 1 minute
2) The percentage of words read accurately in 1 minute

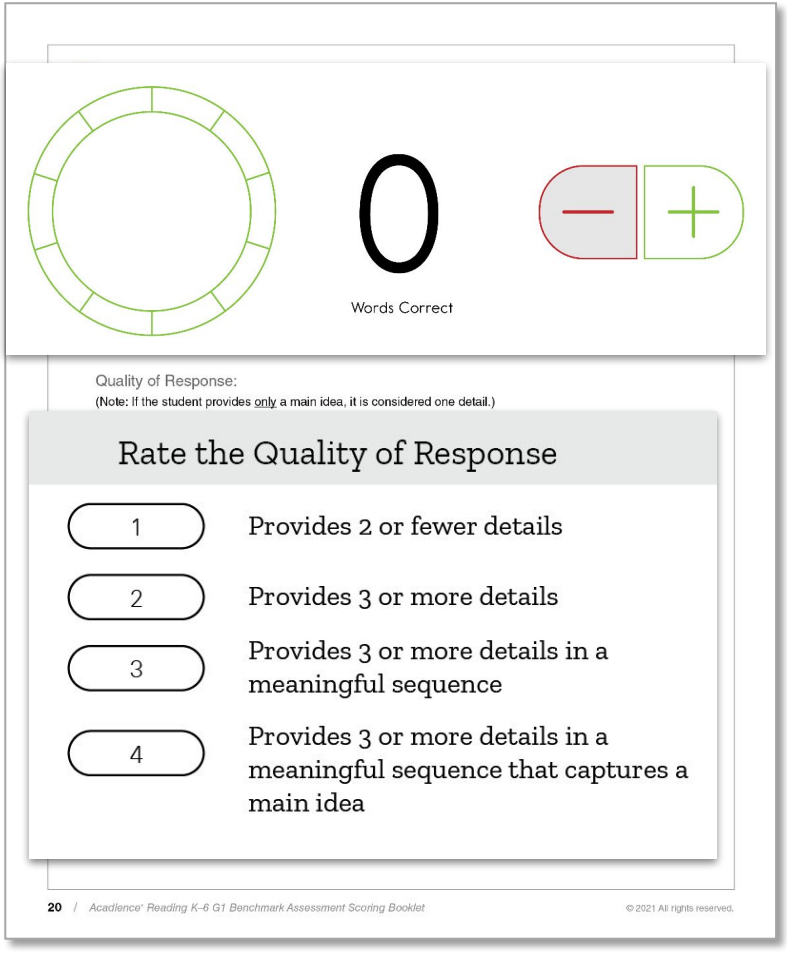


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Part 2. Oral Retell

Format:
Assessor removes the passage and asks the student to tell about what they just read.

Scores:
1) The number of words in the retell about the story.
2) Quality of response rating.



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Maze	Reading Comprehension

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What Is Maze?

Maze is a standardized measure of reading comprehension.

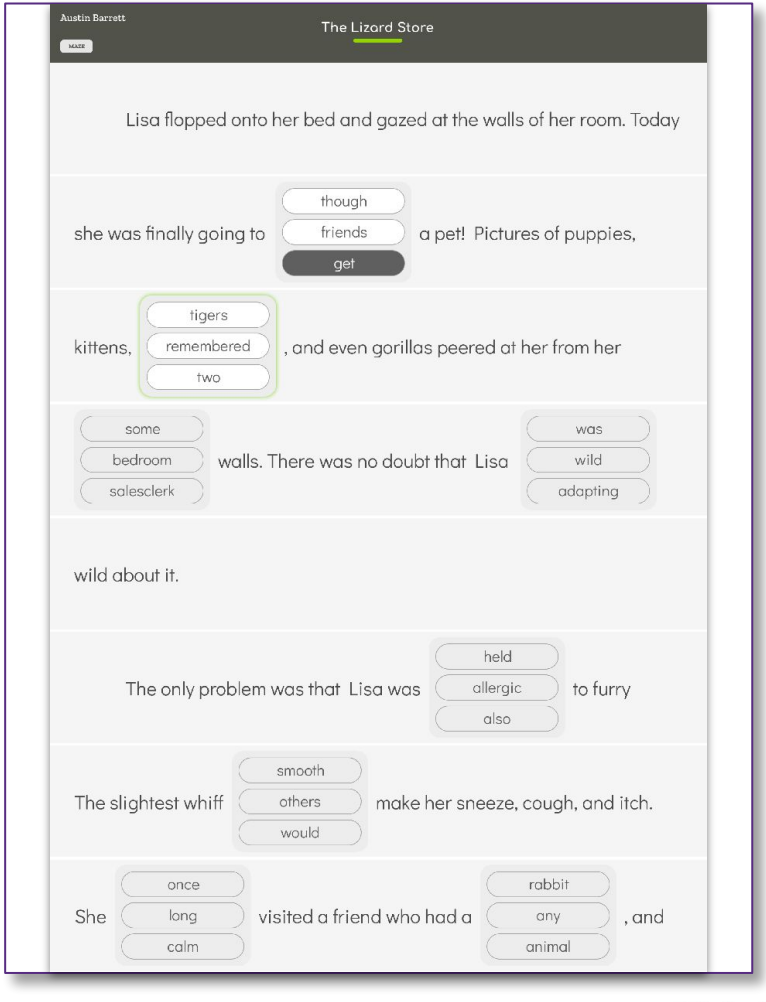
- Maze assesses the student's ability to construct meaning from text using word recognition skills, background information and prior knowledge, familiarity with linguistic properties such as syntax and morphology, and cause and effect reasoning skills.
- Maze adds an indicator of silent reading comprehension.

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Maze

Format:
Group or individually administered measure. Assessor asks students to read a passage and select the word that makes the most sense in the story.

Score:
Number of correct responses, adjusted for guessing.



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Maze	Reading Comprehension
Word Use Fluency– Revised (WUF-R*)	Vocabulary and Oral Language

*WUF–R is a available to research partners from info@acadiencelearning.org

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What Is Acadience RAN?

Rapid Automatized Naming = quickly and accurately naming repeated sets of *familiar* items

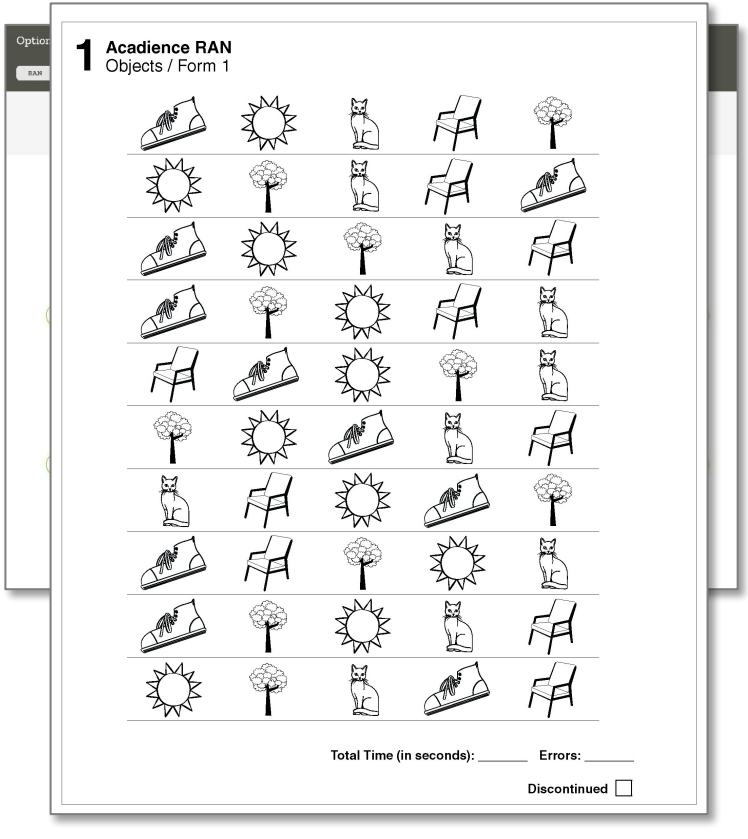
- Functions as a predictor of reading skills
- Difficulties with RAN don't impact reading as much as difficulties with phonological awareness
- Students who struggle with both PA and RAN have greater challenges in learning to read
- No known way to directly improve RAN

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RAN

Format:
Assessor shows the student the page of items. Student says the names of the items.

Score:
Number of seconds it takes for the student to name all the items.



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Acadience Reading K-6
Research Measures

Measure	Essential Early Literacy/Reading Skill
Spelling (SP)	Encoding
Word Use Fluency-Revised (WUF-R)*	Vocabulary and Oral Language

**Contact info@acadiencelearning.org to access this measure.*

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What is Word Use Fluency-Revised?

- A measure of vocabulary and oral language
  - Word knowledge
  - Ability to correct use words in a sentence to convey meaning

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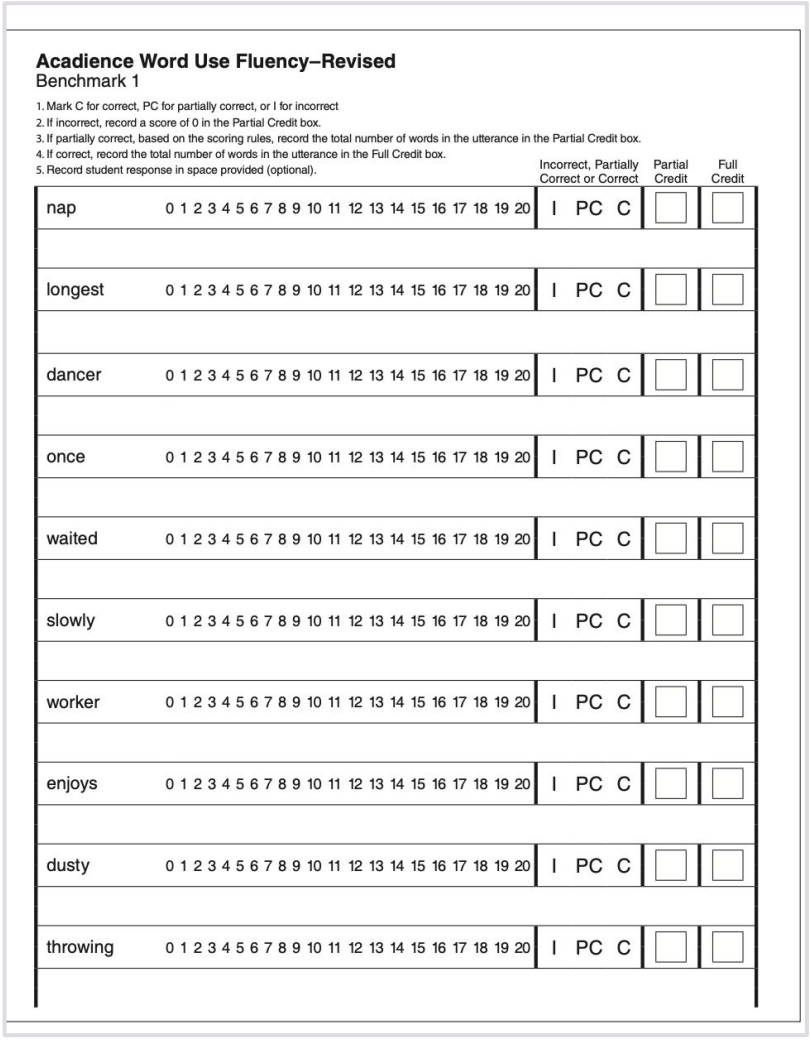
Vocabulary

Format:
Assessor says a series of words one at a time. Student responds saying a sentence using the exact word given.

Score:
Total number of words in each correct response receive Full Credit.

Total number of words in each partial correct response receive Partial Credit.

Full credit + partial credit (adjusted) for Total Score.



Acadience Word Use Fluency–Revised
Benchmark 1

1. Mark C for correct, PC for partially correct, or I for incorrect
2. If incorrect, record a score of 0 in the Partial Credit box.
3. If partially correct, based on the scoring rules, record the total number of words in the utterance in the Partial Credit box.
4. If correct, record the total number of words in the utterance in the Full Credit box.
5. Record student response in space provided (optional).

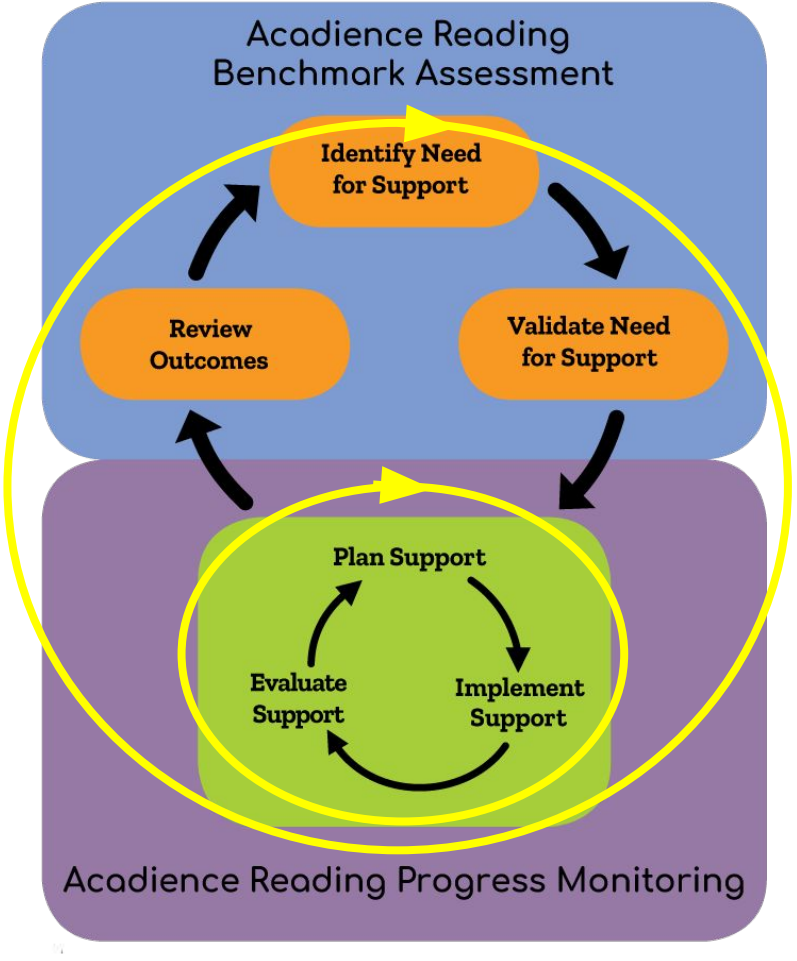
		Incorrect, Partially Correct or Correct	Partial Credit	Full Credit
nap	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	I PC C		
longest	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	I PC C		
dancer	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	I PC C		
once	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	I PC C		
waited	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	I PC C		
slowly	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	I PC C		
worker	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	I PC C		
enjoys	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	I PC C		
dusty	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	I PC C		
throwing	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	I PC C		

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Acadience Reading K-6

Data Views & Reports

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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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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Acadience Reading K-6

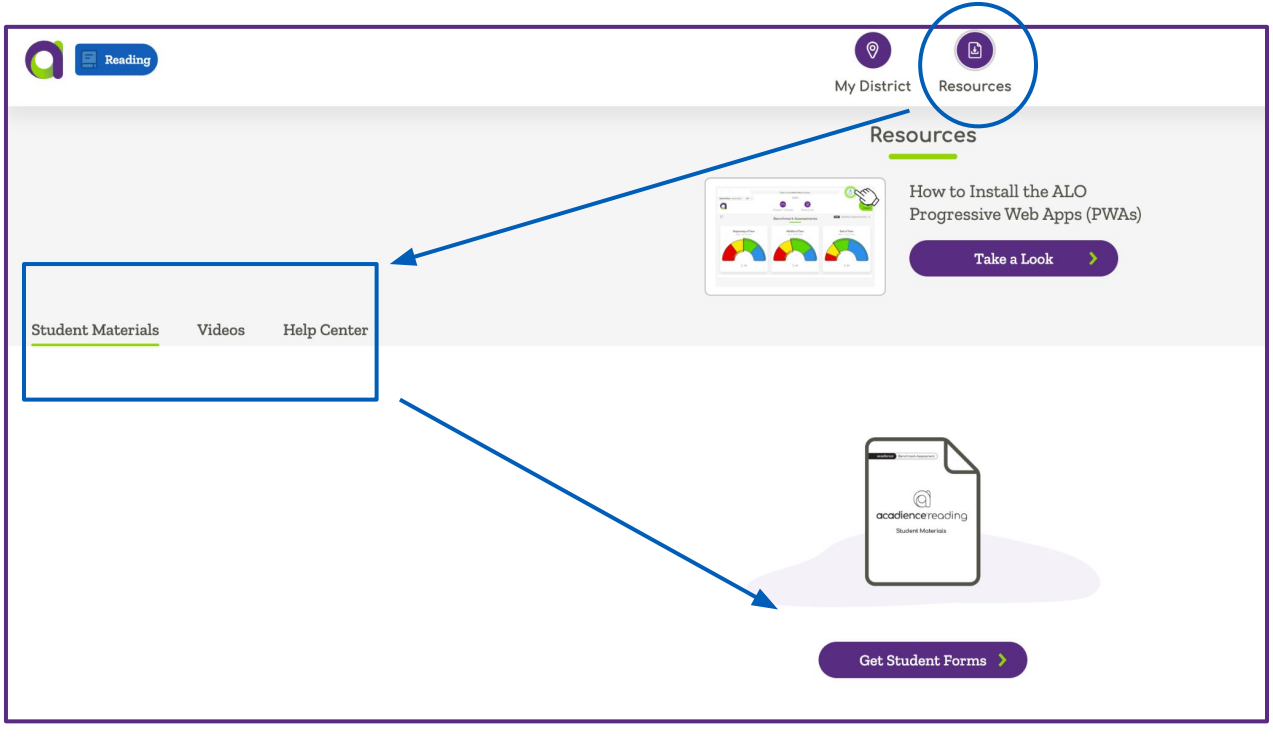
Supporting Your Journey

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.



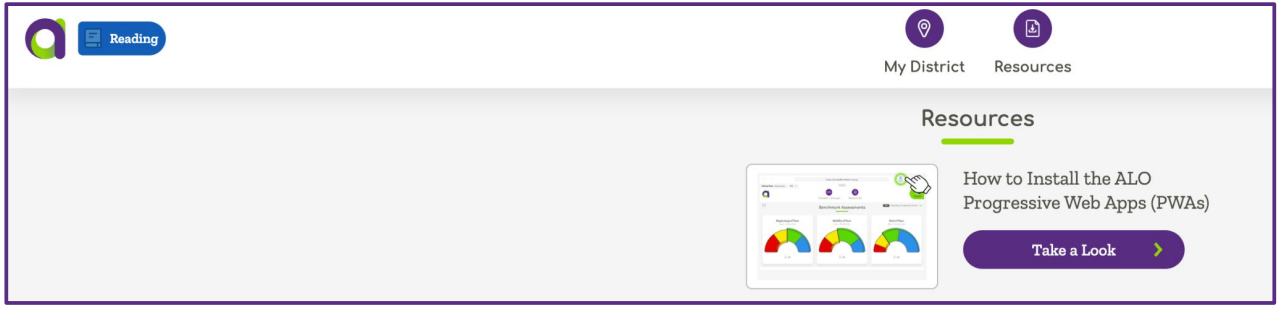
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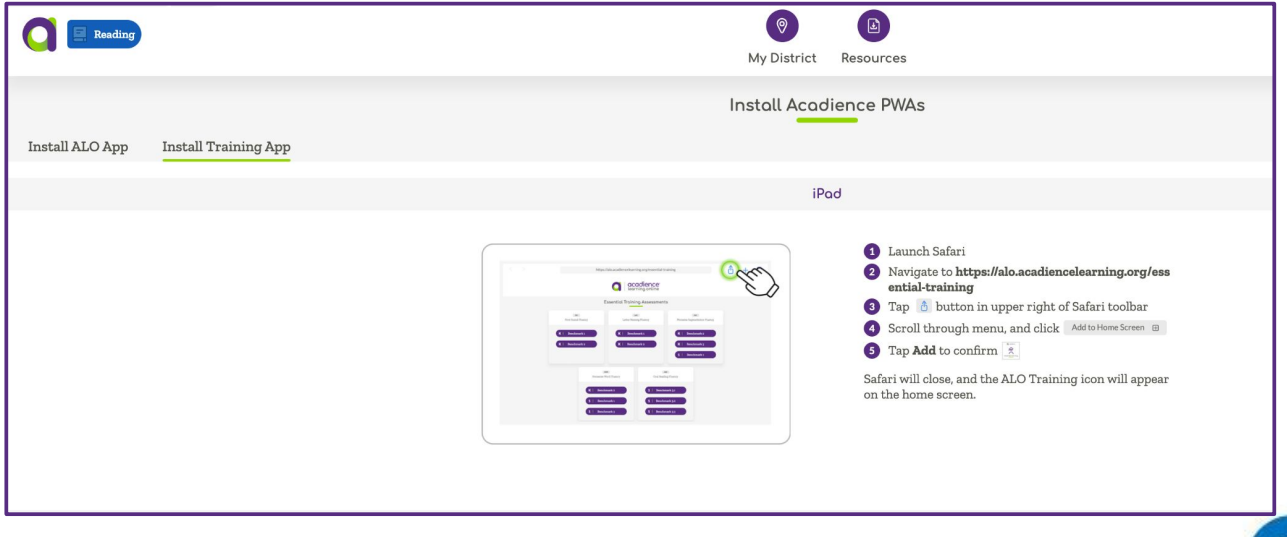
Training and Practice App

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.

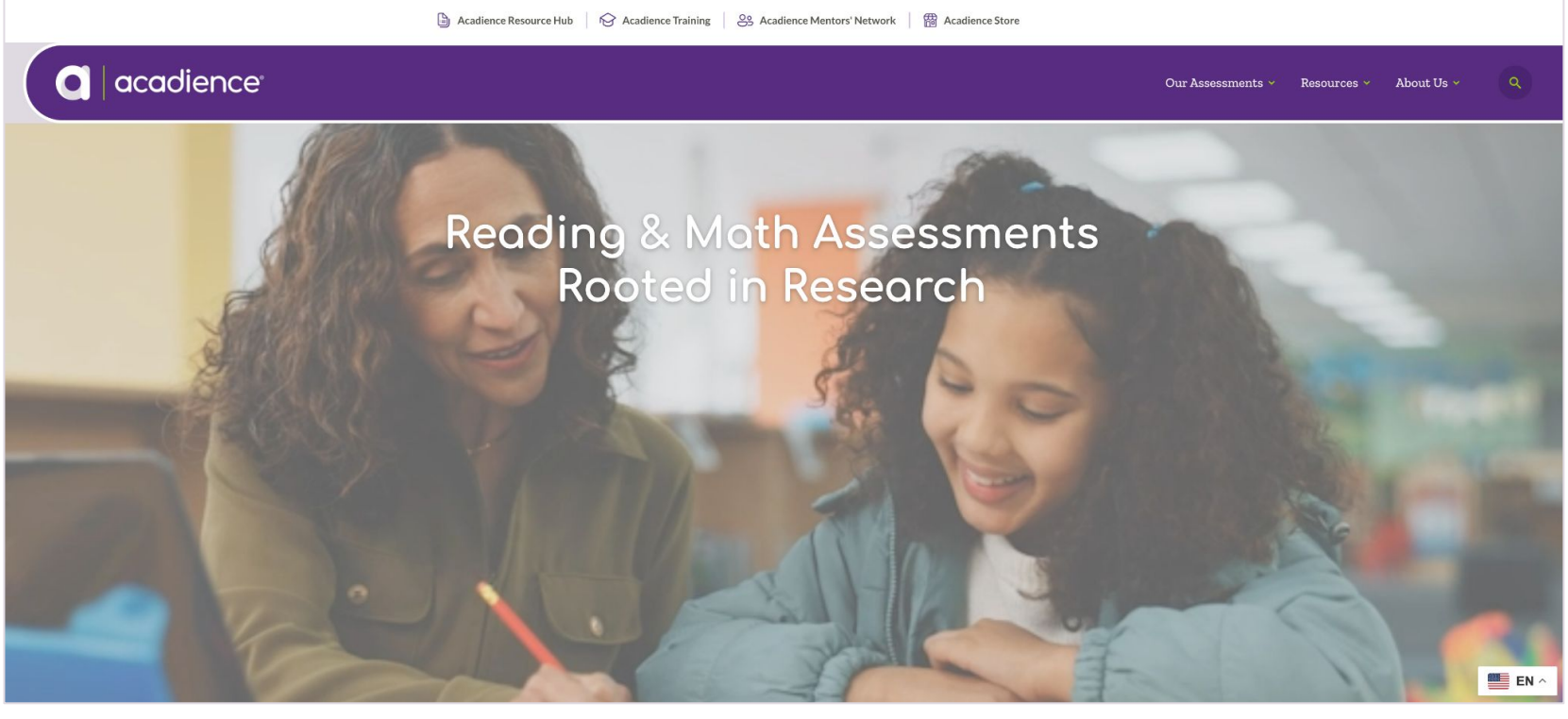




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Additional Information

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