

What is Acadience Reading?

Acadience Reading is a universal screening and progress monitoring assessment that measures the acquisition of early literacy skills from kindergarten through sixth grade. Acadience Reading for benchmark and progress monitoring is comprised of six brief measures that function as indicators of the essential skills that every child must master to become a proficient reader. These measures are used to regularly monitor the development of early literacy skills in order to provide timely instructional support and prevent the occurrence of later reading difficulties.

Why use Acadience Reading?

Acadience Reading is used for:

- universal screening to find students who may be at risk for reading difficulties;
- identifying skills to target for instructional support;
- progress monitoring at-risk students while they receive additional, targeted instruction; and
- examining the effectiveness of school-wide literacy supports.

Acadience Reading has many advantages:

- it directly measures foundational early literacy skills that are responsive to instruction;
- it is standardized;
- the measures are thoroughly researched, reliable, and valid;
- it can be used within a problem-solving, outcomes-driven model of decision-making;
- research-based benchmark goals are used for interpreting results; and
- it is efficient and economical.

How do I get Acadience Reading?

Acadience Reading can be obtained in three ways:

1. Purchase printed testing materials from Voyager Sopris Learning: <https://store.voyagersopris.com/>
2. Purchase for use on mobile devices from Amplify: <http://www.amplify.com/>
3. Download for free from the authors of Acadience Reading at Dynamic Measurement Group: <https://acadiencelearning.org/>

Acadience Reading was previously published under the name DIBELS Next®. Voyager Sopris Learning and Amplify may continue publishing the Acadience Reading materials under the DIBELS Next name for a transition period.

Using Acadience Reading to Make Educational Decisions

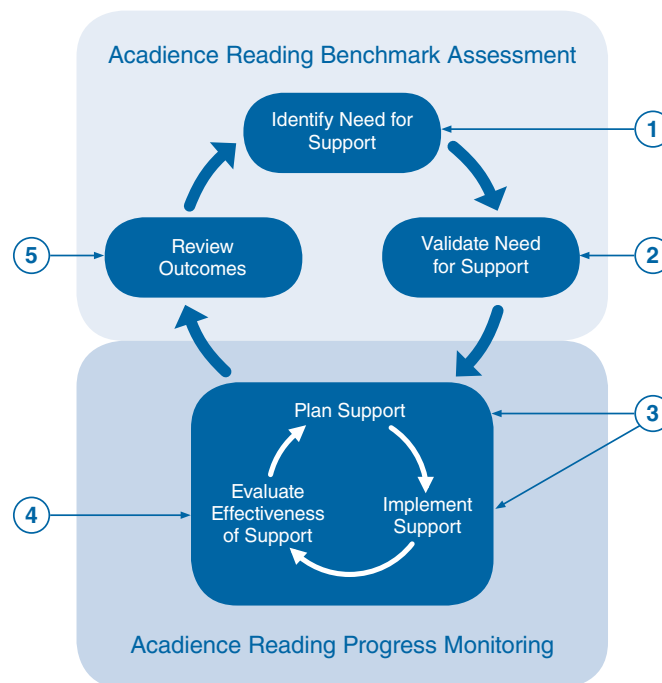
Acadience Reading testing is conducted in two ways:

1. *Universal Screening or Benchmark Assessment.* Benchmark assessment refers to testing all students within a grade three times per year for the purpose of identifying the students who may be at risk for reading difficulties. Benchmark assessment is always conducted using grade-level materials. Acadience Reading provides one of the best methods of identifying students who are at risk for early reading difficulties, including dyslexia.

2. *Progress Monitoring.* Progress monitoring refers to the more frequent testing of students who may be at risk for future reading difficulty. The purpose is to monitor the effectiveness of instruction and make real-time changes as needed. This more frequent monitoring is matched to the skill areas in which students are receiving instructional support, using grade-level or below-grade materials, depending on the student's needs.

Outcomes-Driven Model

Universal screening (benchmark assessment) and progress monitoring are the types of assessment necessary for use within a Multi-Tiered System of Support (MTSS) or Response-to-Intervention (RtI) model such as the Outcomes-Driven Model. In the Outcomes-Driven Model, data are used to make decisions to improve student outcomes by matching the amount and type of instructional support with the needs of individual students. The following figure illustrates the Outcomes-Driven Model.



Acadience Reading and the Basic Early Literacy Skills

Acadience Reading is comprised of six measures that serve as indicators of the essential skills that every child must master to become a proficient reader. As an indicator, an Acadience Reading measure is a brief, efficient index that is predictive of a child's performance in a broader skill area, similar to how a pediatrician measures a child's height and weight as indicators of overall physical development.

These indicators provide teachers with information on skill areas where students may need additional instructional support. It is important to note that although the sub-skills measured by Acadience Reading are strongly predictive of success within the broader basic early literacy skills, they are not the only skills within those broader areas that students must master in order to become good readers. Teaching should focus on the broad skill areas, not only on the sub-skills that are directly assessed by the Acadience Reading measures.

These Acadience Reading Measures...	...Serve as Indicators of These Basic Early Literacy Skills	Method of Administration
First Sound Fluency (FSF)	• Phonemic Awareness	Individual
Phoneme Segmentation Fluency (PSF)	• Phonemic Awareness	Individual
Letter Naming Fluency (LNF)	• indicator of risk	Individual
Nonsense Word Fluency (NWF)	• The Alphabetic Principle and Basic Phonics	Individual
Oral Reading Fluency (ORF), including Retell	• Advanced Phonics and Word Attack Skills • Accurate and Fluent Reading of Text • Reading Comprehension	Individual
Maze	• Reading Comprehension	Group-Administered

How Much Time is Needed for Benchmark Assessment?

The amount of time it will take to administer the benchmark assessment will vary by grade and time of year. All measures except for Maze are administered one-on-one with students.

	Beginning of Year		Middle of Year		End of Year	
	Measures	Time	Measures	Time	Measures	Time
Kindergarten	FSF, LNF	3 minutes	FSF, PSF, LNF, NWF	6.5 minutes	LNF, PSF, NWF	5 minutes
Grade 1	LNF, PSF, NWF	5 minutes	NWF, ORF	8 minutes	NWF, ORF	8 minutes
Grade 2	NWF, ORF	8 minutes	ORF	6 minutes	ORF	6 minutes
Grades 3–6	ORF, Maze	6 min per student plus 5 min per class	ORF, Maze	6 min per student plus 5 min per class	ORF, Maze	6 min per student plus 5 min per class

Interpreting Scores

Acadience Reading provides two types of scores at each benchmark assessment period:

1. A raw score for each individual measure and
2. A composite score (the Reading Composite Score).

Each of the scores is interpreted relative to the benchmark goals and cut points for risk.

The Acadience Reading benchmark goals and cut points for risk are based on research that examines the predictive probability of a score on a measure at a particular point in time, as compared to later Acadience Reading measures and external measures of reading proficiency and achievement.

Acadience Reading benchmark goals and cut points for risk provide three primary benchmark status levels that describe students' performance: a) At or Above Benchmark, b) Below Benchmark, and c) Well Below Benchmark. These levels are based on the overall likelihood of achieving specified goals on subsequent Acadience Reading assessments or external measures of reading achievement.

Benchmark Status	Overall Likelihood of Achieving Subsequent Early Literacy Goals	Likely Need for Support
Above Benchmark	90–99%	Likely to Need Core Support ^a
At Benchmark	70–85%	Likely to Need Core Support ^b
Below Benchmark	40–60%	Likely to Need Strategic Support
Well Below Benchmark	10–20%	Likely to Need Intensive Support

^a Some students may benefit from instruction on more advanced skills.

^b Some students may require monitoring and strategic support on component skills.

Extensive research on the reliability and validity of the Acadience Reading measures has been conducted by the authors of Acadience Reading at Dynamic Measurement Group and by other researchers.

Data Management and Reporting

Immediate feedback is a necessary component of effective assessment. Data management services allow you to enter your Acadience Reading results online and receive reports that help you make instructional decisions. We recommend the following data management systems:

- Acadience Data Management from Dynamic Measurement Group: <https://acadiencelearning.net/>.
 - For entering and reporting scores from paper-pencil assessment.
- mCLASS[®] from Amplify: <http://www.amplify.com/>.
 - For users of the mobile assessment platform for the Acadience Reading measures.

Both systems provide a variety of reports to help teachers and administrators make instructional decisions. Screening and progress monitoring reports communicate student proficiency and growth at the district, school, classroom, and student levels.

Training

DMG offers high-quality training options developed directly by the authors of Acadience Reading. Training topics include how to give and score the measures, data interpretation, connecting the data to instruction, and a train-the-trainer model. Training formats include onsite workshops, live and recorded online workshops, and our annual training event, the Acadience Reading Super Institute. More information can be found at <https://acadiencelearning.org/training.html>.

Additional Assessments Available from DMG

Please visit our website at <https://acadiencelearning.org/> for information on our entire suite of assessments, including reading diagnostic assessments, early literacy for Pre-K, reading and comprehension for grades 7 to 9, and Acadience Math. Or email us at info@acadiencelearning.org for more information.

