



Acadience[®] Reading Français Guidance

The Purpose of Acadience Reading Français

The primary purpose of Acadience Reading Français is for benchmark screening assessment for students who are learning to read in French whose first language is French. Acadience Reading Français can also be used as a:

- Benchmark screening assessment for students who are learning to read in English whose first or dominant language is French,
- Benchmark screening assessment for students who are learning to read in French whose first language is English, or
- Survey-level assessment to identify a student's instructional level for reading in French.

Introduction to Acadience Reading Français

The overarching goal of the Acadience Reading measures is to inform educator decisions to improve student reading outcomes. The Outcomes-Driven Model (ODM) provides a framework for educational decision making. The ODM is prevention oriented, the purpose of which is to provide early intervention to prevent later reading difficulties.

The ODM consists of five steps in which data are used to inform decisions:

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

In the Identify and Validate Need for Support step of the ODM, universal screening provides data that helps educators to (a) identify students who are likely to need support to meet grade-level benchmarks, (b) know the amount of support the student is likely to need (i.e., strategic or intensive support), and (c) know on which essential early literacy and reading skills the student is experiencing difficulty. For example, early screening may provide data that identifies a student who is likely to need intensive support in the alphabetic principle and basic phonics to meet first-grade expectations.

Essentially, screening provides information on whether a student is on track or needs support to meet their grade-level expectations. The Planning and Implementing Support step of the ODM uses data to identify a student's instruction and mastery levels for learning the essential early literacy and reading skills in French. Acadience Reading Français may be used to provide survey-level information for students with very low skills about the grade level at which they are meeting expectations, and the grade level and skill area that would be a good instructional target. For example, testing back using survey assessment procedures, we might find a third-grade student with very low reading skills has mastered the phonemic awareness skills typically taught in kindergarten but has difficulty with the alphabetic principle and basic phonics skills typically taught in first grade. Remediation might then target the alphabetic principle and basic phonics to begin reducing the gap between the student's skills and grade-level expectations.

Feedback From the Field

Acadience Reading Français was developed in response to feedback from the field that an assessment in French was desired for French-speaking learners who are experiencing difficulty learning to read in French.

Acadience Reading Français is also intended for students whose first language is French who are learning to read in English. Students who have established early literacy and reading skills in their first language (French) and who are having difficulty with those same skills in English face a different instructional challenge from students who are having difficulty with the skills in both French and English.

Students who have established essential early literacy and reading skills in French but who have not yet demonstrated those skills in English have the basic understanding of the skill. They still need to extend their knowledge and skills to English, but they can readily be shown the parallels and extensions, and the skills can be modeled and explained in French to help them make the connection and be able to demonstrate the skills in English.

In contrast, students who do not have the essential early literacy or reading skills in either French or English are likely to need more instructional support. A first decision will be whether the goal is to develop reading skills in both French and

English or whether one language will be emphasized. We recommend, where possible, establishing the literacy and reading goals in consultation and with respect to the student's and their family's desires and federal, state, and local policy.

Implementation

Use of Acadience Reading Français depends on two factors: (a) the student's primary or dominant language, which may be either English or French, and (b) the language of instruction or the language that represents the instructional goal. For example, the goal may be for the student to read proficiently in English, in French, or to be biliterate with proficiency in both English and French.

Dominant language: French

Instructional goal: proficient French reading

The primary purpose of Acadience Reading Français is to provide screening and instructional information for students whose first or dominant language is French and who are learning to read in French. For this use, we recommend that students be administered Acadience Reading Français as a screening assessment to identify students who are likely to need additional instructional support in French. Because English reading proficiency is not an instructional goal, administration of Acadience Reading K–6 in English is optional.

Dominant language: French

Instructional goal: proficient English reading

Another purpose of Acadience Reading Français is to provide screening and instructional information for students whose first or dominant language is French and who are learning to read in English. We recommend the first step for these students is to complete the standard Acadience Reading K–6 benchmark assessment in English.

- If the student scores At or Above Benchmark on the Reading Composite Score and on all component measures, further assessment with Acadience Reading Français is optional.
- If the student scores At or Above Benchmark on the Reading Composite Score, but Below or Well Below Benchmark on one or more of the component measures, we recommend assessment with Acadience Reading Français to determine whether the student has the essential early literacy or reading skills in French or whether their difficulty is in both languages.
- If the student scores Below or Well Below Benchmark on the Reading Composite Score, we also recommend that the student be assessed with the Acadience Reading Français benchmark assessment.

Dominant language: French

Instructional goal: proficient English and French reading

This use is very similar to the previous use. Here biliteracy is the instructional goal, where the student becomes a proficient reader in both English and French. For these students, we recommend that the student be administered the benchmark assessment using both Acadience Reading K–6 in English and Acadience Reading Français.

- If the student scores At or Above Benchmark on the Reading Composite Score in both English and French and on all component measures, further assessment is unnecessary.
- If the student scores At or Above Benchmark on the Reading Composite Score in English and French, but Below or Well Below Benchmark on one or more of the component measures, we recommend instructional support addressing the corresponding early literacy and reading skill in the language of difficulty while reviewing and maintaining the skill in the other language. This support may be in the form of differentiated instruction within the core.

For example, if a student scores Below Benchmark on *Facilité à lire des non-mots* (Nonsense Word Fluency), we recommend providing instructional support addressing the alphabetic principle and basic phonics in French, and also reviewing and practicing those skills in English.

- If the student scores Below or Well Below Benchmark on the Reading Composite Score in either English or French, we recommend instructional support in the language of difficulty and also reviewing and practicing in the other language.
- If the student scores Below or Well Below Benchmark on the Reading Composite Score in both English and French, we recommend intensive instructional support in the essential early literacy and reading skills where the student is experiencing difficulty.

Dominant language: English

Instructional goal: proficient English and French reading

This use is essentially identical to the previous use where the instructional goal is biliteracy. We recommend that the student be administered the benchmark assessment using both Acadience Reading K–6 in English and Acadience Reading Français, with educational decisions as detailed above.

Dominant language: English

Instructional goal: proficient French reading

This use would correspond to a French-immersion instructional setting where students are first taught to read exclusively in French. Often the intent is to include English reading instruction later with the eventual goal of the student being a proficient reader in both French and English. Similar to the case where the dominant language is French and the instructional goal is English reading proficiency, administration of Acadience Reading K–6 in English is recommended to provide additional information regarding any area of difficulty. In addition, tracking the student’s skills in English, while not the language of instruction, may be desired to monitor the student’s progress toward the long-term goal.

Survey Assessment

When using Acadience Reading Français for survey assessment with a student with very low reading skills, the goal is to identify the student’s mastery level and instructional level. The mastery level is the highest grade level or essential early literacy skill where the student is meeting the benchmarks corresponding to the grade level. In general, the student’s instructional level is the next grade level or essential early literacy skill. For example, a third-grade student with very low reading skills might be given a survey assessment. By testing back from third-grade level material, we might determine that they have not met the first-grade benchmarks on either Facilité à lire des non-mots (Nonsense Word Fluency) or Facilité en lecture orale (Oral Reading Fluency) but that they did meet the kindergarten benchmarks on Facilité à segmenter des phonèmes (Phoneme Segmentation Fluency). Thus, their mastery level would be kindergarten phonemic awareness, and their instructional level would be first grade with an immediate instructional target of the alphabetic principle and basic phonics.

Construction and Design Specifications

Acadience Reading Français includes forms that correspond to Acadience Reading K–6 First Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, and Oral Reading Fluency as shown in *Table 1*. These forms were constructed to meet design specifications similar to the English forms in Acadience Reading K–6.

In developing Facilité en lecture orale (Oral Reading Fluency), authors created passages that met design specifications. The Acadience Reading Français passages were calibrated using SATO Calibrage software (Daoust et al., 1996), which is designed to analyze running text and determine text readability for French-language texts. The software considers multiple components of passage difficulty, including both syntactic and semantic difficulty. Based on SATO passage readability outcomes,

passages were assigned grade levels, and several passages were revised again to fit within grade-level parameters. The authors and editors of the passages were generally Canadian French in background and so the measures are most representative of Canadian French. Our hand-selected group of authors and editors all consider French their home language. The passage authors, skilled with both fiction and expository writing, diligently followed the design specifications while writing. The editors then checked that every passage met the necessary requirements for engaging, authentic, and highly usable texts for assessment prior to finalizing the passage text. In addition, each text has a unique topic and was created in French. While the French passages complement the English themes and topics, they are new creations and not translations.

Use and Interpretation

Both Acadience Reading K–6 and Acadience Reading Français are designed to assess students' essential early literacy and reading skills of phonemic awareness, the alphabetic principle and basic phonics, advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension. Use and interpretation of the Acadience Reading measures focus on those essential early literacy and reading skills.

Table 1. Essential Early Literacy and Reading Skill and Corresponding Measure from Acadience Reading K–6 and Acadience Reading Français

Essential Early Literacy & Reading Skill	Acadience Reading K–6 Measure	Acadience Reading Français Measure
<p>Phonemic Awareness</p>	<p>FSF First Sounds Fluency</p> <p>PSF Phoneme Segmentation Fluency</p>	<ul style="list-style-type: none"> ● Facilité à reconnaître le premier son ● Facilité à segmenter des phonèmes
<p>Alphabetic Principle and Basic Phonics</p>	<p>NWF - CLS Nonsense Word Fluency - Correct Letter Sounds</p> <p>NWF - WWR Nonsense Word Fluency - Whole Words Read</p>	<ul style="list-style-type: none"> ● Facilité à lire des non-mots - Nombre de sons corrects ● Facilité à lire des non-mots - Mots lus en entier
<p>Advanced Phonics, Word Attack Skills</p>	<p>ORF - Accuracy Oral Reading Fluency - Accuracy</p>	<ul style="list-style-type: none"> ● Facilité en lecture orale - Précision
<p>Accurate and Fluent Reading of Connected Text</p>	<p>ORF - WC Oral Reading Fluency - Words Correct</p>	<ul style="list-style-type: none"> ● Facilité en lecture orale - Mots corrects
<p>Reading Comprehension</p>	<p>RCS Reading Composite Score</p> <p>ORF - WC Oral Reading Fluency - Words Correct</p> <p>ORF - RETELL Oral Reading Fluency - Retell</p>	<ul style="list-style-type: none"> ● Score composite de lecture ● Facilité en lecture orale - Mots corrects ● Facilité en lecture orale - Récit oral

Thus, difficulty on any of the component measures of Acadience Reading Français would be interpreted as likely difficulty with the corresponding essential early literacy and reading skill. For example, scores Below or Well Below Benchmark on Facilité à lire des non-mots (Nonsense Word Fluency) would be an indicator of difficulty with the alphabetic principle and basic phonics in French.

Logistics

Print copies of Acadience Reading Français are available for free download and unlimited photocopying for educational purposes from Acadience Learning Inc. at www.acadiencelearning.org.

For information on data management service options, please contact our customer support team at info@acadiencelearning.org.

References

Daoust, F., Laroche, L., & Ouellet, L. (1996). *SATO. Système d'analyse de texte par ordinateur: version 4.0: manuel de référence*. Montréal, Service d'analyse de textes par ordinateur (SATO).