

An Overview of Acadience Reading K-6

Indiana's Preferred Universal Screener
May 2, 2025

Acadience Learning

Unlocking potential. Changing lives.

Acadience Learning exists for a single reason: to improve outcomes. We help realize the potential of every student, every teacher, and every school.



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Acadience Learning

Our Mission

Acadience Learning is dedicated to providing leadership in the field of education. We aim to support educators by conducting high-quality research, developing innovative assessment solutions, creating practical educational tools, and delivering comprehensive professional development opportunities in order to help improve student, teacher and school outcomes.



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Improve Learning Outcomes

We are dedicated to help educators improve outcomes for all students because we know that success in school is carried far beyond the classroom.



Develop and Conduct Effective Research

Our assessments are backed by rigorous scientific research and analysis so schools can feel confident in the tools we provide.



Support Professional Learning

When educators have the training and support they need, everyone benefits. Our workshops give information on how to use our assessments effectively to maximize student progress.



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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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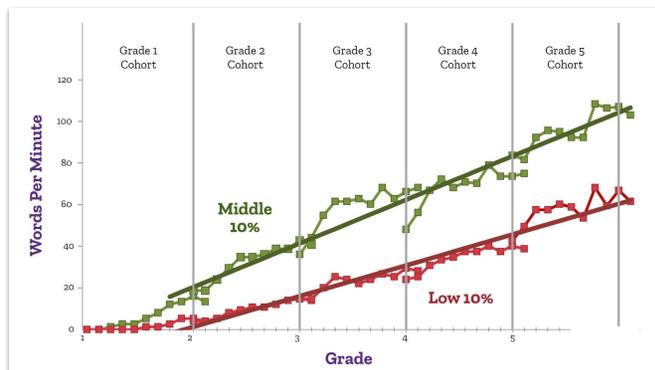
Foundations of Acadience Reading K-6

- ▶ *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

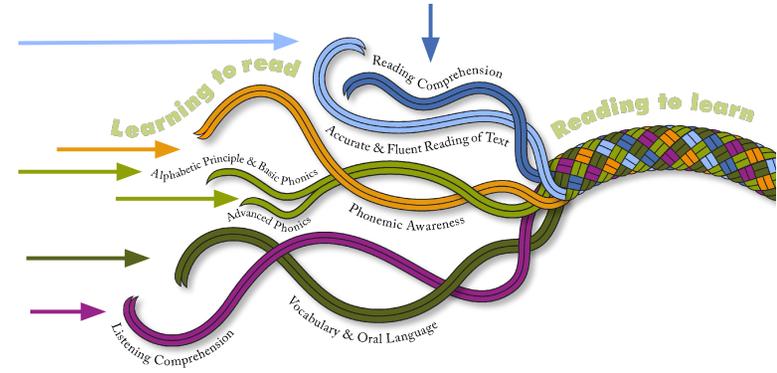


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What Is Acadience Reading K-6?



Essential Early Literacy and Reading Skills



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

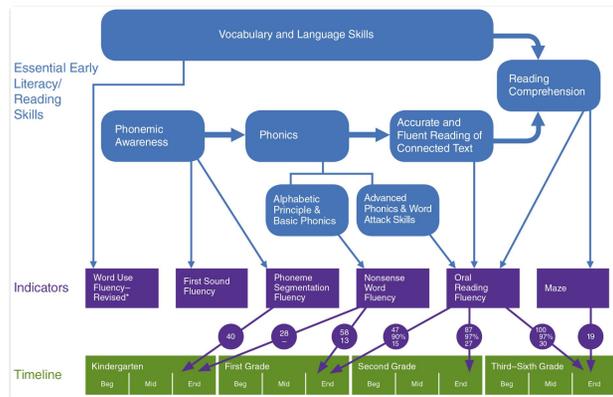
Acadience Reading K-6 Measure	Essential Early Literacy/Reading Skill
First Sound Fluency (FSF)	Phonemic Awareness
Letter Naming Fluency (LNF)	None (Indicator of Risk)
Phoneme Segmentation Fluency (PSF)	Phonemic Awareness
Nonsense Word Fluency	Alphabetic Principle and Basic Phonics
Oral Reading Fluency (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)

Acadience Reading K-6 Research Measures

Measure	Essential Early Literacy/Reading Skill
Spelling	Encoding
Vocabulary Oral Language (VOL)	Vocabulary

Note: These measures are available to research partners. If interested, please reach out to Acadience Learning Inc. by emailing info@acadiencelearning.org.

Essential Early Literacy and Reading Skills Timeline



*Word Use Fluency—Revised (WUF-R) is available as an experimental measure from info@acadiencelearning.org.



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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

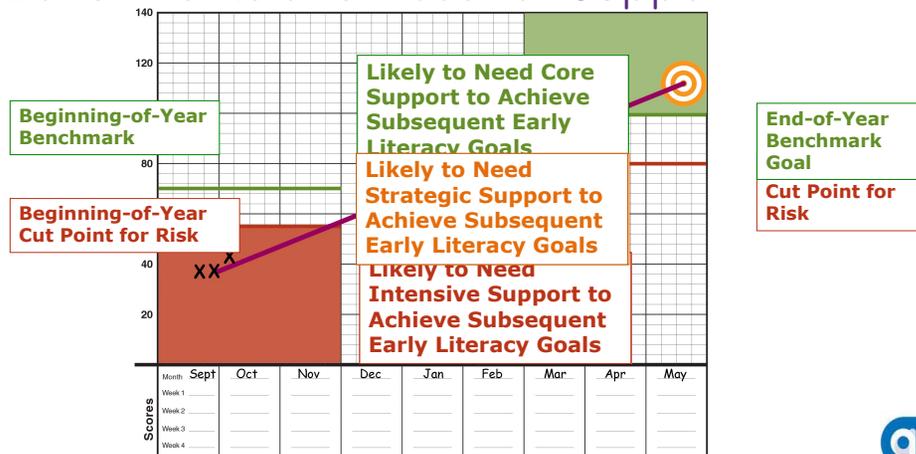
How can a benchmark be useful?

- ▶ 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?



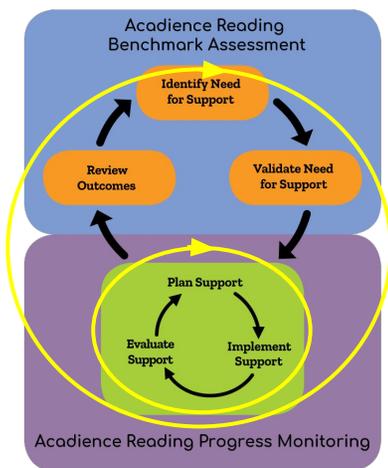
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Building Futures by Changing Odds Benchmarks and Need for Support



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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

Administration Options

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.

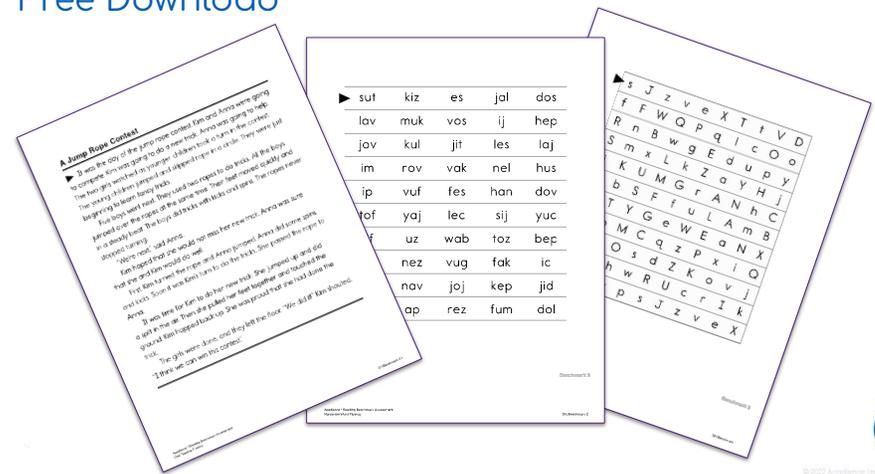
Progress Monitoring

- ▶ 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 Student Materials Free Download



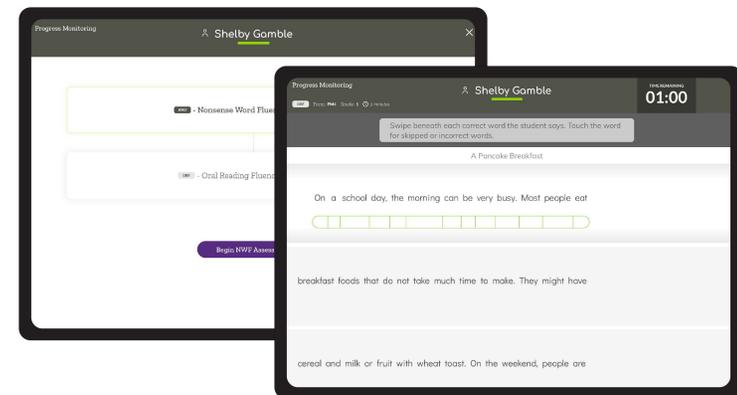
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Benchmark Scoring Materials Digital Administration



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Progress Monitoring Materials Digital Administration



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Introduction to Measures

acadience reading K-6

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)

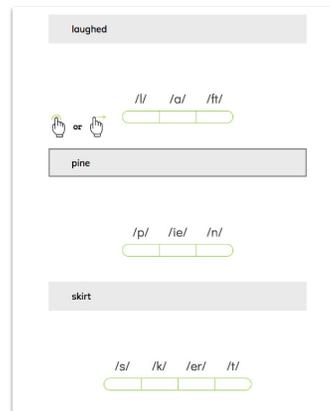
Format:

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

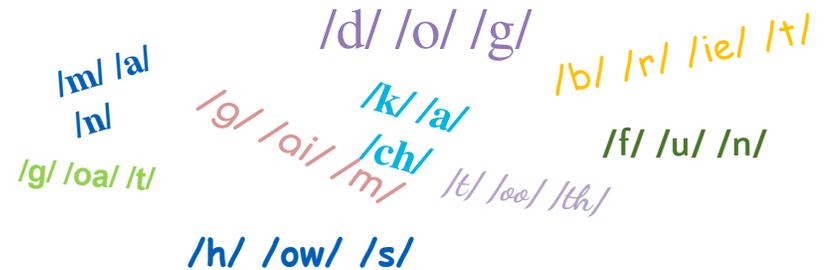
- ▶ 2 points for each phoneme
- ▶ 1 point for each first part of the word, i.e., initial consonant blend, consonant plus vowel, or consonant blend plus vowel



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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)

sack

/s/ /a/ /k/

hole

/h/ /oa/ /l/



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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

s J z v e X T t V D

f F W Q P q l c O o

R n B w g E d u p y

S m x L k Z a Y H j



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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.



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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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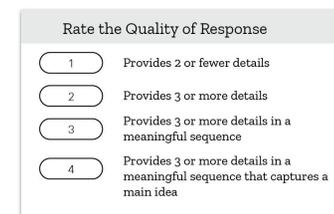
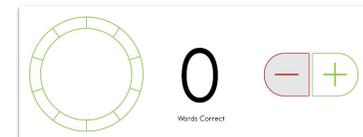
Part 2. Oral Retell

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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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.

The screenshot shows a digital interface for the Maze assessment. At the top, it says "The Lizard Store". The passage reads: "Lisa flopped onto her bed and gazed at the walls of her room. Today she was finally going to _____ though _____ a pet! Pictures of puppies, _____ kittens, _____ and even gorillas peered at her from her _____ walls. There was no doubt that Lisa _____ wild about it. The only problem was that Lisa was _____ to furry _____ The slightest whiff _____ make her sneeze, cough, and itch. She _____ visited a friend who had a _____, and _____". Below the passage are several sets of word options in rounded rectangular buttons. Some options are highlighted with a green border, indicating they are the correct answers for the corresponding blanks.



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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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Acadience 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.

The screenshot shows a page titled "1 Acadience RAN Objects / Form 1". It contains a 5x5 grid of 25 small, simple line drawings of various objects, including a sun, a tree, a chair, a rabbit, a bird, a flower, a house, a car, a boat, and a person. At the bottom of the page, there are fields for "Total Time (in seconds):" and "Errors:" with a "Discontinued" checkbox.



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Dyslexia Screening

Definitive indicators of risk for dyslexia and other reading difficulties include a combination of:

- **Difficulty with essential reading skills** on measures of accurate and fluent reading, word reading and decoding, and especially phonological processing including phonemic awareness and phonics, and
- **Sustained lack of adequate progress** in learning the essential reading skills,
- When provided with **generally effective classroom instruction**.
- **Other indicators** of risk include
 - Acadience Rapid Automatized Naming (RAN)
 - Acadience Spelling



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Dyslexia Screening and the Use of Acadience Reading K-6

Read more about the use of Acadience Reading K-6 for identifying students at-risk for reading development, including those with dyslexia, by visiting the Publications & Presentations page on our website, acadiencelearning.org.

Dyslexia Screening and the use of Acadience Reading K-6

What is Dyslexia?
Dyslexia is a learning disorder characterized by significant difficulty with skills involved in accurate and fluent reading and spelling. While there is no simple definition of dyslexia that is used universally, education researchers and policy makers generally agree that the defining characteristic of dyslexia is a severe deficit in word reading. There is also general agreement that, to be diagnosed with dyslexia, children must have adequate vision and hearing acuity along with adequate cognitive skills to be able to learn to read (Elliott, 2000; International Dyslexia Association, 2002).

Increasingly, experts in the field of reading research point to multifactorial models of dyslexia, wherein risk factors interact with protective factors and the risk of dyslexia is increased or reduced (Catts & Proctor, 2016; Pennington et al., 2012). There is, in fact, evidence to suggest that risk for dyslexia may be reduced through early identification and intervention on the essential early literacy and reading skills (e.g. Foorman & Torgesen, 2001; O'Connor, Hart, & Fulmer, 2003). In prevention models, effective instruction of essential skills becomes a critical protective factor.

Consistent with the definition of the International Dyslexia Association and current research within a prevention-oriented framework, dyslexia, then, is a significant and persistent difficulty with the skills involved in accurate and fluent reading despite having adequate cognitive and perceptual skills to learn to read and in the face of effective reading instruction.

Indicators and Features of Dyslexia
According to most definitions of and research on dyslexia, the core difficulties exhibited by individuals with dyslexia are word recognition and spelling. (Catts & Hogan, 2011; Elliot 2000; Wagner et al., 2010) Within a prevention-oriented framework, the impact that dyslexia has on readers is variable depending on the severity of the reading disability and the effectiveness of instruction or intervention received. Thus, the manifestation of dyslexia as a reading disability results from a combination of (1) difficulty with the essential early literacy and reading skills involved in accurate and fluent word reading and (2) a sustained lack of adequate progress in learning the essential early literacy and reading skills (2) when provided with generally effective instruction.

Essential early literacy and reading skills include phonological processing and phonemic awareness, phonics skills and understanding of the alphabetic principle, word reading and decoding, accuracy and fluency reading connected text, and comprehension. Other factors associated with risk for dyslexia include difficulties with word retrieval as assessed by measures of Rapid Automatized Naming (RAN), spelling, oral language, and/or a family history of reading difficulties (e.g., Carroll, Mundy, & Cunningham, 2014; Catts, Adell, Hogan, & Weismer, 2005; Horton & Wolf, 2002).

It is important to note that the essential early literacy and reading skills and the associated risk factors are developmental in nature. That is, earlier skills provide a foundation for later skills which build on and integrate over time as students master them. For example, prior to formal reading instruction, early alphabetic knowledge, specifically fluency in naming letters, is exceptionally predictive of later reading difficulties along with early phonological awareness skills such as rhyming or identifying initial sounds in words. Through the kindergarten year and first grade years, phonemic awareness remains predictive and alphabetic knowledge moves beyond letter naming to basic phonics skills and an understanding of the alphabetic principle. By the end of first grade and beginning of second grade accuracy and fluency in

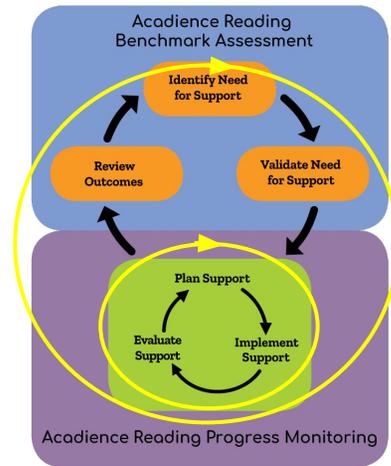


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Acadience Reading K-6

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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Demonstration: ALO Data Views and Reports



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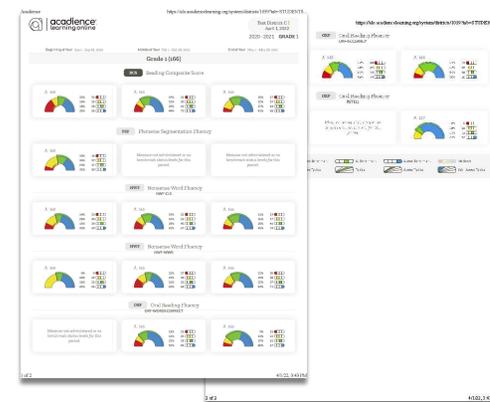
Step 1: Identify Need for Support

Questions	ALO
<p>System Level: Are there students who may need support?</p> <p>How many students may need support?</p>	<ul style="list-style-type: none"> School Benchmark Overview
<p>Student Level: Which students may need support?</p>	<ul style="list-style-type: none"> Student List Views <ul style="list-style-type: none"> All Times of Year Individual Times of Year - BOY, MOY, EOY Individual Student Assessment Summary



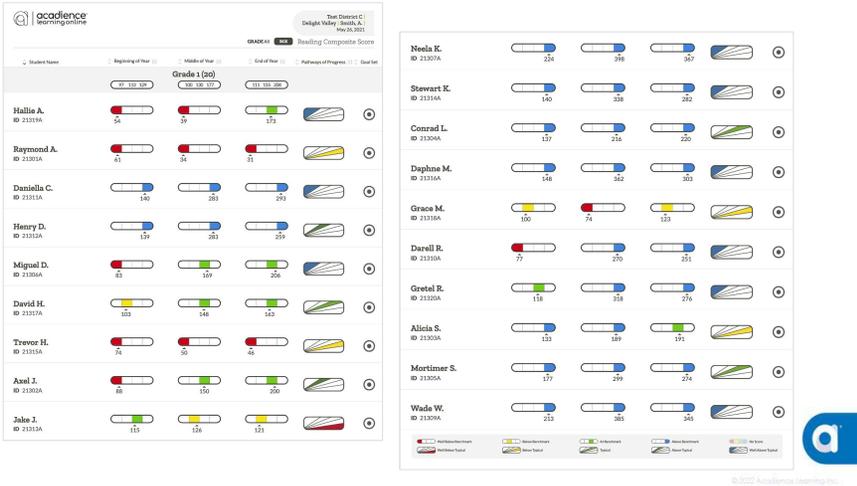
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ALO: Benchmark Overview



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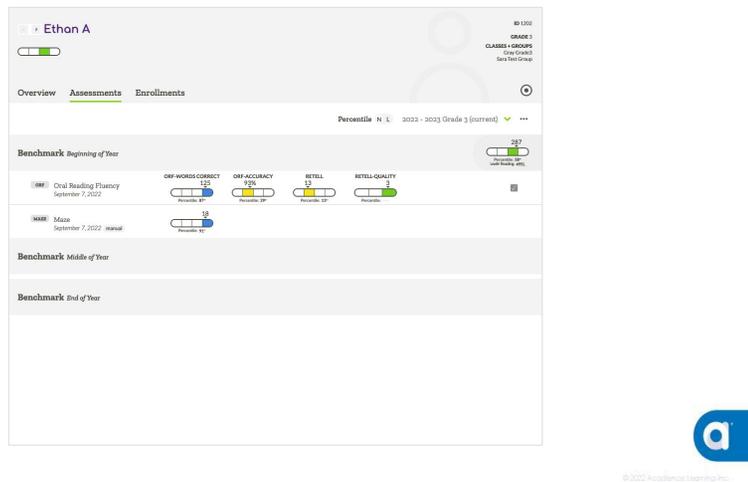
ALO: Student List View



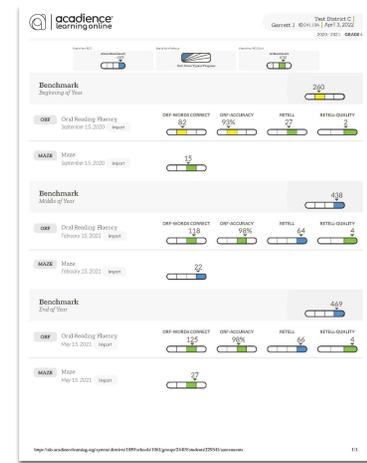
Step 2: Validate Need for Support

Questions	ALO
<p>System Level: Are we confident in the accuracy of our data overall?</p>	<ul style="list-style-type: none"> School Benchmark Overview
<p>Student Level: Are we confident that the identified students need support?</p>	<ul style="list-style-type: none"> Student List Views <ul style="list-style-type: none"> All Times of Year Individual Times of Year - BOY, MOY, EOY Individual Student Assessment Summary

ALO: Student Assessments



ALO: Student Assessments Tab



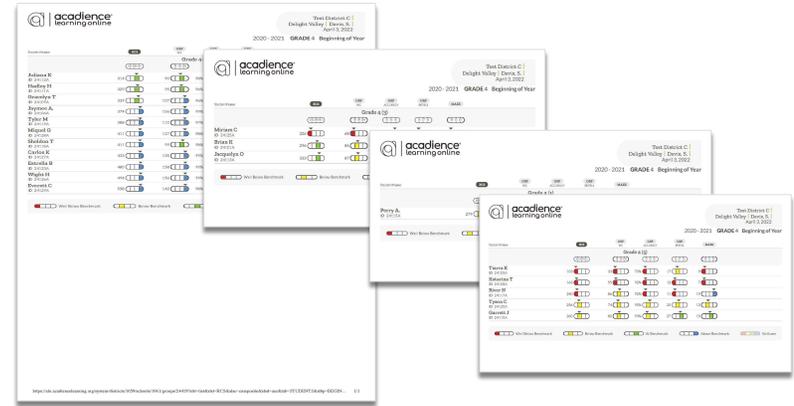
Step 3: Plan and Implement Support

Questions	ALO
<p>System Level:</p> <p>What is our system-wide plan for support?</p> <p>What changes are needed in the plan to address the identified system needs?</p> <p>What are our system-wide goals?</p>	<ul style="list-style-type: none"> School Benchmark Overview School Benchmark Status
<p>Student Level:</p> <p>What is the plan of support for each student, including goals and progress monitoring plan?</p>	<ul style="list-style-type: none"> Student List View with Pathways of Progress <ul style="list-style-type: none"> All Times of Year Individual Times of Year - BOY, MOY, EOY Scores on Acadience measures and response pattern analysis



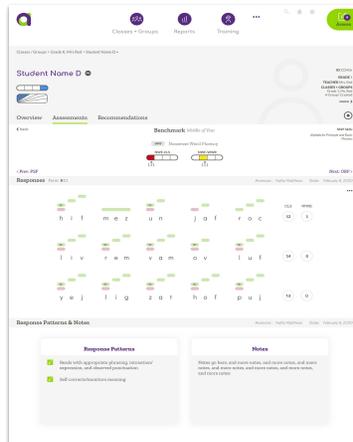
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ALO: Filters to Create Group



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ALO: Student Assessments Tab Item Level Results and Response Patterns



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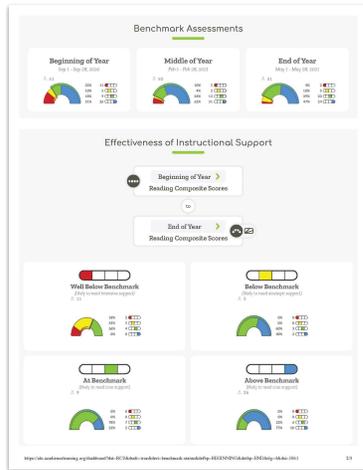
Step 4: Evaluate and Modify Support

Questions	ALO
<p>System Level:</p> <p>Are the majority of students making adequate progress?</p> <p>Are we making progress toward system goals?</p>	<ul style="list-style-type: none"> School Benchmark Overview School Benchmark Status Effectiveness of Instructional Support Progress Monitoring Status
<p>Student Level:</p> <p>Is the support effective for individual students?</p>	<ul style="list-style-type: none"> Student Overview Graphs with Pathways of Progress Student List View with Pathways of Progress <ul style="list-style-type: none"> All Times of Year Individual Times of Year - BOY, MOY, EOY PM Status Report



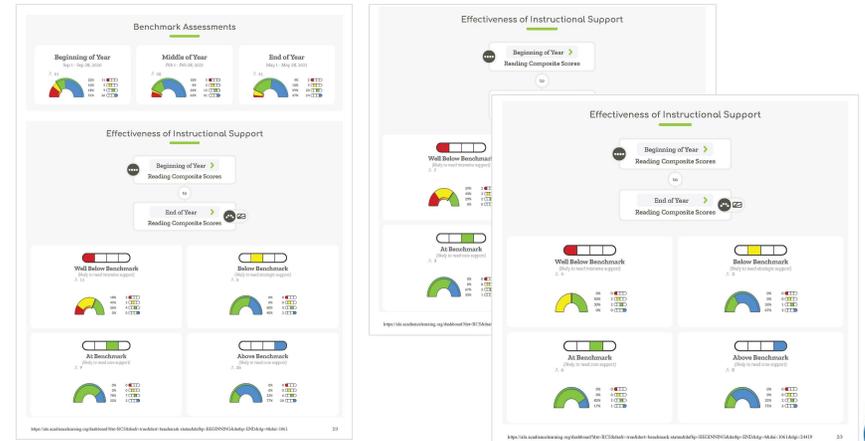
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ALO: Effectiveness of Instructional Support



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ALO: Effectiveness of Instructional Support



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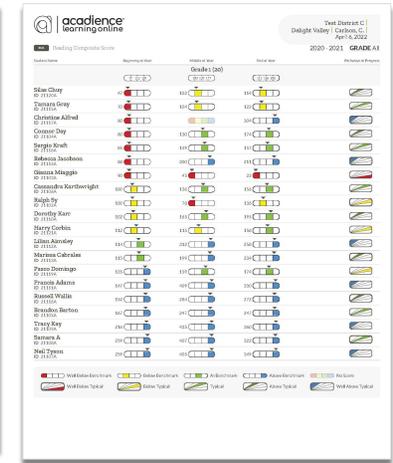
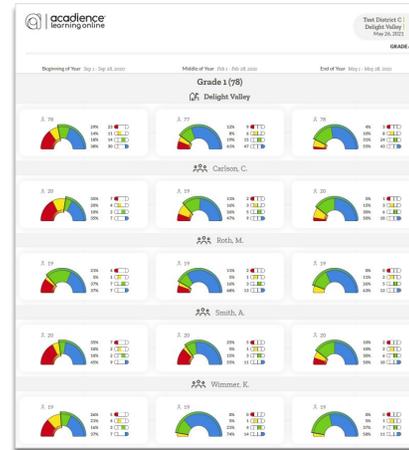
Step 5: Review Outcomes

Questions	ALO
<p>System Level: What proportion of students have met benchmarks? Have we met our system-wide goal?</p>	<ul style="list-style-type: none"> School or District Benchmark Overview School or District Benchmark Status Effectiveness of Instructional Support
<p>Student Level: Have individual students met their goals?</p>	<ul style="list-style-type: none"> Student Overview Graphs with Pathways of Progress Student List View with Pathways of Progress <ul style="list-style-type: none"> All Times of Year Individual Times of Year - BOY, MOY, EOY



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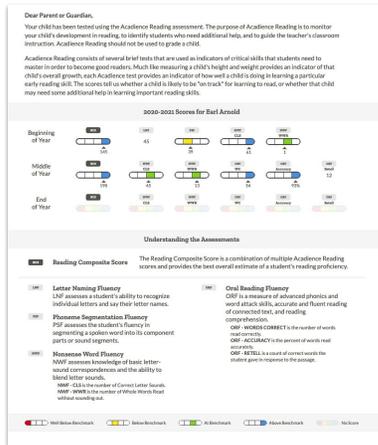
ALO: Status Report & Student List View



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ALO: Parent Report

Summary Data Across the Year



Acadience Reading K-6

Training & Implementation

Training Options

Workshops

- Leadership Overview
- Essential Workshop (all assessors)
- Data Interpretation
- Mentoring

Not new to Acadience?

- Acadience Reading K-6 Refresher Workshop
- Transitioning to Digital Scoring (embedded, no-cost)

Custom Support

- Time of year data review
- Consult

Training Formats:

- Asynchronous Learning (online, self-paced workshops)
- Synchronous Learning (virtual, onsite, hybrid)



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Upcoming Training Opportunities

New to Acadience

June		July	
June 9-10	Indianapolis	July 15-16	Virtual
June 23-24	Virtual	TBD	In Person
TBD	In Person		



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Upcoming Training Opportunities

Returning to Acadience (previously trained)

June		July	
June 17	Virtual	July 22	Virtual
June 25	Virtual	TBD	as needed
TBD	as needed		



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Acadience Reading K-6

Supporting Your Journey

Our Commitment to Your Success

Getting Started



Implementing through the Year



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We're Ready to Support You

Acadience Learning is an education research organization committed to supporting students, teachers, leaders, and schools to meet important outcomes in reading and mathematics. Acadience Learning was founded by the original authors of DIBELS, Dr. Roland Good and Dr. Ruth Kaminski. Acadience Learning is the publisher of Acadience Reading and other Acadience assessments and developer of Acadience Learning Online. Acadience Learning provides training, consultation, and customer support on Acadience products and data tools.

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Additional Information

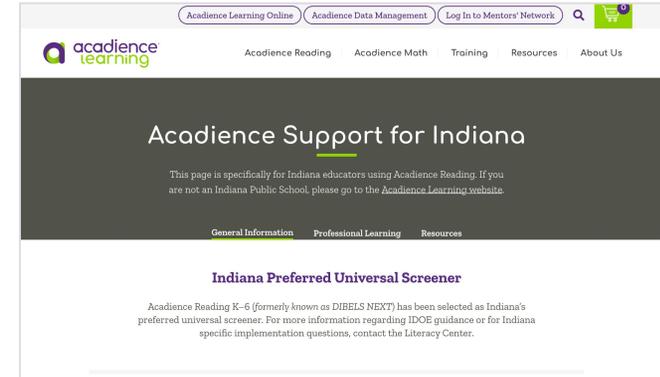
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Additional Information

Indiana Website: [acadiencelearning.org/indiana](https://www.acadiencelearning.org/indiana)



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Acadience Reading K-6

In Closing

We CAN Change Trajectories

Identify students **early**.
Focus **instruction** on
**Essential Early Literacy and
Reading Skills**.

Focus assessment on
indicators of important
outcomes.

Use assessment information
to **impact instruction** to
improve outcomes for
students.



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