



OKLAHOMA STATE DEPARTMENT OF EDUCATION

ACADIENCE READING

Universal Screener Technical Support

This guidance is based off of information provided by the vendor, and is provided to assist districts in quickly finding essential information for using this screening instrument to meet the requirements of the Reading Sufficiency act (RSA). Specific questions about the assessment should be directed to the vendor.

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Contact Information

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General Information for Administration

Group size:	Some portions must be given individually; other portions may be given in a larger group
Method:	Assessments are either administered orally one-on-one or in a group with paper and pencil
Assessment Type:	Curriculum-based measure

	Beginning of Year	Middle of Year	End of Year
Kindergarten	4 minutes per student	8 minutes per student	6 minutes per student
1 st grade	6 minutes per student	9 minutes per student	9 minutes per student
2 nd grade	9 minutes per student	7 minutes per student	7 minutes per student
3 rd Grade and above	7 minutes per student 5 minutes group	7 minutes per student 5 minutes group	7 minutes per student 5 minutes group

Remote Testing Guidance

Guidance for conducting Acadience assessments remotely can be found here: <https://acadiencelearning.org/remote-testing-guidance/>



Required Assessment Components

The following subtests are used to determine the composite score and guide instructional decisions.

Content Area	Assessment Name	Abbreviation
Phonemic Awareness	First Sound Fluency	FSF
	Phoneme Segmentation Fluency	PSF
Alphabetic Principle and Basic Phonics	Letter Name Fluency	LNF
	Nonsense Word Fluency	NWF
	- Correct Letter Sounds - Word Words Read	
Advanced Phonics and Word Attack Skills	Oral Reading Fluency	ORF
	- Accuracy	
Accurate and Fluent Reading of Connected Text	Oral Reading Fluency	ORF
	- Accuracy	
	- Correct Words Per Minute	
Reading Comprehension	Maze	Maze
	Oral Reading Fluency	ORF
	- Correct Words Per Minute	
	- Retell Total/Qualify of Response	

	Beginning of Year	Middle of Year	End of Year
Kindergarten	FSF LNF	FSF LNF PSF NWF	LNF PSF NWF
1 st grade	LNF PSF NWF	NWF ORF	NWF ORF
2 nd grade	NWF ORF	ORF	ORF
3 rd Grade and above	ORF Maze	ORF Maze	ORF Maze



Accommodations

Approved accommodations are those accommodations that are unlikely to change how the assessment functions. When approved accommodations are used, the scores can be reported and interpreted as official Acadience Reading scores (see Table below). Approved accommodations should be used only for students for whom the accommodations are necessary to provide an accurate assessment of student skills.

Accommodations Approved for Use with Acadience Reading

Approved Accommodations	Appropriate Measures
The use of student materials that have been enlarged or with larger print for students with visual impairments.	LNF, NWF, ORF, Maze, RAN, Spelling, WRD, CFOL
The use of colored overlays, filters, or lighting adjustments for students with visual impairments.	LNF, NWF, ORF, Maze, RAN, WRD, CFOL
The use of assistive technology, such as hearing aids and assistive listening devices (ALDs), for students with hearing impairments.	All
The use of a marker or ruler to focus student attention on the materials for students who are not able to demonstrate their skills adequately without one. It is good practice to attempt the assessment first without a marker or ruler and then retest with an alternate form of the assessment using a marker or ruler if needed.	LNF, NWF, ORF, Maze, RAN, CFOL

English Learners

Acadience Reading is designed to provide information about the progress of children in acquiring literacy skills for reading in English. For children who are learning to read in languages other than English, it would be most meaningful and appropriate to assess their acquisition of reading skills in the language in which they are being instructed.

In order to meet the requirements for promotion through Pathway 2 with the screening assessment, the student must be able to meet the end-of-year 3rd-grade target in English.



Grade Level Targets

The following descriptors are provided by Acadience Learning to assist in interpreting student scores. For more in-depth explanation, please refer to the Acadience Reading K-6 Technical Manual provided by the publisher.

At or Above Benchmark. For students who score At or Above Benchmark, the overall likelihood of achieving subsequent reading goals is approximately 80% to 90%. These students are likely to need effective core instruction to meet subsequent early literacy and/or reading goals.

Below Benchmark. For students with scores between the benchmark goal and the cut point for risk, the overall likelihood of achieving subsequent early literacy/reading goals is approximately 40% to 60%. These students are likely to need strategic support to ensure their achievement of future goals. Strategic support generally consists of carefully targeted supplemental support in specific skill areas in which students are having difficulty.

Well Below Benchmark. For students who score below the cut point for risk, the overall likelihood of achieving subsequent early literacy/reading goals is low, approximately 10% to 20%. These students are identified as likely to need intensive support. Intensive support refers to interventions that incorporate something more or something different from the core curriculum or supplemental support.

First, second, or third grade students who meet the end-of-year third grade-level target score are eligible for promotion to fourth grade. **For Acadience Reading K-6, students must have a composite score of 330 to meet this option.** According to state statute 70 O.S. § 1210.508C(1)(1), “after a student has demonstrated proficiency through a screening instrument, the district shall provide notification to the parent or guardian of the student that they have satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention.”

The scores listed on the following chart are the Reading Composite Scores determined by the required assessments listed above. The composite scores listed in the table reflect the grade-level target scores. **Students scoring below the At Benchmark Score are considered at-risk for not meeting grade level reading expectations, and should be placed on an Individualized Program of Reading Instruction (IPRI).**



		Beginning of Year	Middle of Year	End of Year
Kinder	Well Below Benchmark	0 – 12	0 – 84	0 – 88
	Below Benchmark	13 – 25	85 – 121	89 – 118
	At Benchmark	26+	122+	119+
1 st grade	Well Below Benchmark	0 – 96	0 – 99	0 – 110
	Below Benchmark	97 – 112	100 – 129	111 – 154
	At Benchmark	113+	130+	155+
2 nd grade	Well Below Benchmark	0 – 108	0 – 144	0 – 179
	Below Benchmark	109 – 140	145 – 189	180 – 237
	At Benchmark	141+	190+	238+
3 rd grade	Well Below Benchmark	0 – 179	0 – 234	0 – 279
	Below Benchmark	180 – 219	235 – 284	280 – 329
	At Benchmark	220+	285+	330+
4 th grade	Well Below Benchmark	0 – 244	0 – 289	0 – 329
	Below Benchmark	245 – 289	290 – 329	330 – 390
	At Benchmark	290+	330+	391+
5 th grade	Well Below Benchmark	0 – 257	0 – 309	0 – 339
	Below Benchmark	258 – 356	310 – 371	340 – 414
	At Benchmark	357+	372+	415+