

Louisiana Believes

**K-3 Literacy Screeners
February 2020 Collaboration Meetings**

Objectives

1. Understand the Early Literacy Screener as a lever to improve K-3 literacy
2. Identify strengths and weaknesses of the current state
3. Discuss general recommendations for future strategy

Agenda

1. Overview of the Early Literacy Screener
2. Strengths and weaknesses of the current state
3. General recommendations for future strategy

Every day, all **students** are in schools that treat them with dignity and respect and where they have the opportunity to...



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build knowledge
of the world,

read
meaningful texts,

express ideas through
writing and speaking, and

solve
complex problems.



Overview of the Early Literacy Screener

Early Literacy Screener

According to research, there is broad agreement that schools should implement early screening. State legislation across the country generally favors the use of universal screening within schools across grades K-3.

In what ways can the Early Literacy Screener serve as a lever for improving K-3 literacy?

National Center on Improving Literacy (2019). Best practices in universal screening. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy. Retrieved from <http://improvingliteracy.org>.

Early Literacy Screener and Progression of Key Skills

Essential Component	Pre-K Skills	Kindergarten Skills	First Grade Skills	Second Grade Skills
Phonological Awareness	Initial sounds in spoken words	Individual sounds in CVC spoken words	Sound manipulation	
Phonics	Letter names and letter sounds	One-syllable words with common spelling sounds	Two-syllable words with common spelling sounds	Words with inconsistent but common spelling-sound correspondences
Fluency		Phrases and simple sentences	Grade-level connected text	Grade-level connected text

Early Literacy Screener Measures

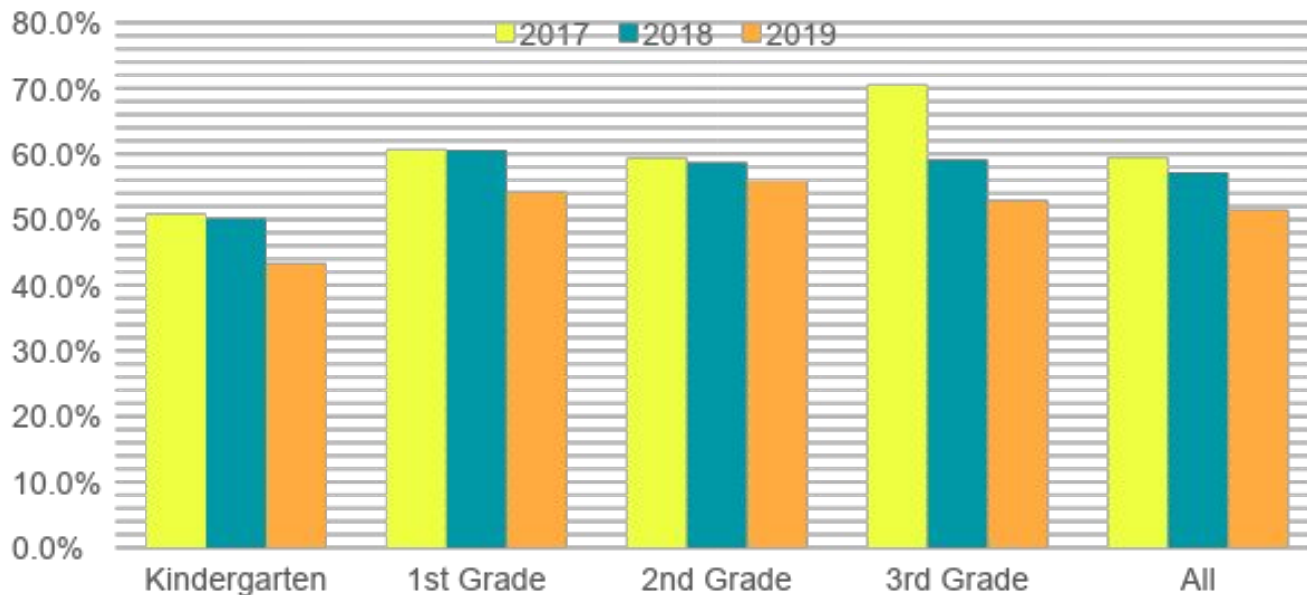
Grade Level	Component	Skill/Measure	Screeners
Kindergarten	Phonological Awareness	Sound Fluency	Acadience (DIBELS Next) DIBELS 8th STEEP STEP
First Grade	Phonics	Nonsense Word Fluency	
Second Grade	Fluency	Oral Reading Fluency	
Third Grade	Comprehension	Processing Text (Cloze, Retell, Questions)	

The background of the slide features a world map rendered in a light blue, watercolor-like style. The map is centered and occupies most of the frame. Overlaid on the map are thin, horizontal, light blue lines, similar to those on a piece of lined paper. The overall aesthetic is clean and professional.

Strengths and Weaknesses of the Current State

Fall 2019 Screener Results

Students Scoring At/Above Level



Here are the Fall 2019 screener results.

With a partner, examine the data.

Where do you notice any improvements? Declines?

What do you think are the reasons for any declines?

Using Assessment Results

Using assessment data is a powerful strategy to meet individual, group, and classroom needs.

- How do you use the screening results?
 - What do you find the results most helpful for?
 - What do you find the results not helpful for?
- How do you use your curriculum assessment results?
 - What do you find the results most helpful for?
 - What do you find the results not helpful for?

Exploring the K-3 Literacy Screener Guidance

The Department has created [Guidance](#) to support the administration of the early literacy screener. Let's take a few minutes to explore this resource.

Click on the link and discuss with a partner the following questions:

- How do you use this resource?
- In what ways is it helpful?
- In what ways could it be more helpful?

Administering the Screener

Currently, in nearly all school systems, teachers administer the screener.

- What are the strengths of teachers administering the screener?
- What are the limitations of teachers administering the screener?



General Recommendations for Future Strategy

Recommendations for Future Strategy

Data from the four different screeners show very different results as shown on the handout.

With a partner, examine the data and discuss:

- Which assessments show the greatest differences across grades (K to 1st, 1st to 2nd, etc.)?
- Which assessment shows the smallest differences across grades (K to 1st, 1st to 2nd, etc.)?
- What other differences do you notice?
- What could be the reasons for this?

Recommendations for Future Strategy

Data from the four different screeners show very different results as shown on the handout.

- What recommendations do you have that would ensure better comparison of school system data statewide?
- What recommendations do you have that would ensure the screener is administered consistently to children in your school system and across the state?

Questions?

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