

Accessing and  
Interpreting Your  
Child's Reading  
Benchmark Data in  
PowerSchool

November 2019



# www.powerschool.tesd.net



## Student and Parent Sign In

Sign In

Create Account

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Password

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Sign In



# Benchmarks



Grades and Attendance



Grade History



My Schedule



School Information



Student Information



Account Preferences

### Navigation

Benchmarks

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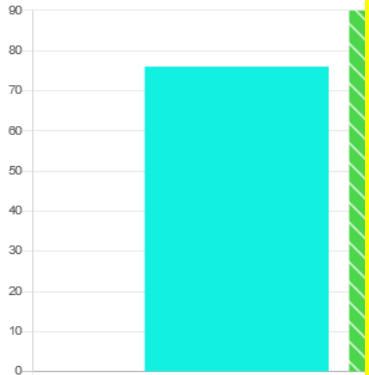
School Information

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Detailed information about all of the benchmarks administered

- ACADIENCE Phoneme Segmentation Fluency (ACAF) assesses a student's ability to pay attention to the comprehension and meaning of the text.
- The 4Sight PA Core Standards Reading Benchmark assesses comprehension.



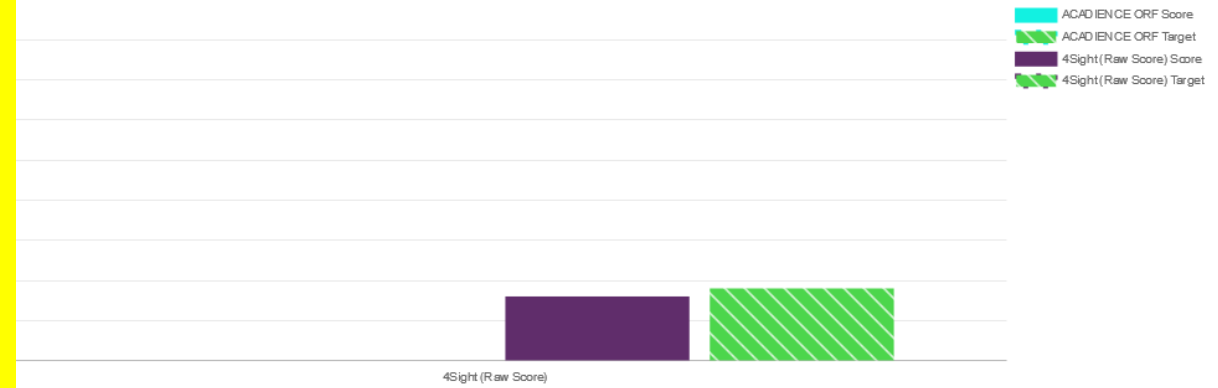
Assessment Name	Score	Target
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4Sight (Raw Score)	16	18+

\*Benchmark proficiency ranges are provided by ACADIENCE

Successful reader. Below is a summary of the skills tested.

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tive tool also enables teachers to assess students' reading achievement three times a year. The test includes reading passages followed by multiple choice questions and a written response



our Child's Score: Fall	*Proficiency Range
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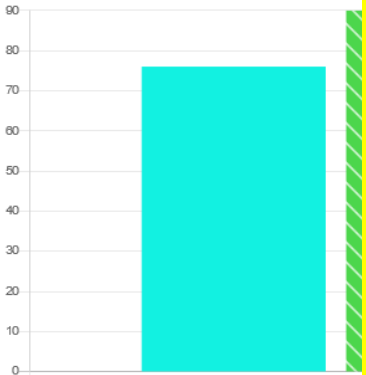
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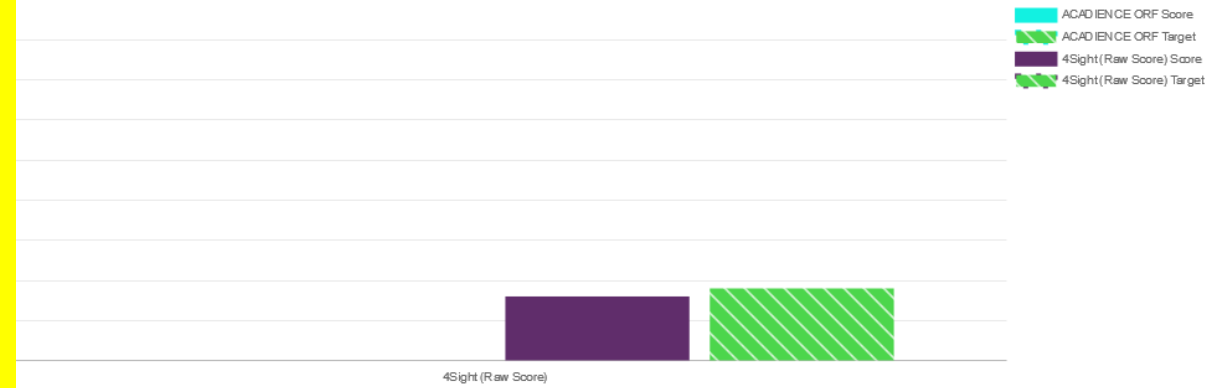
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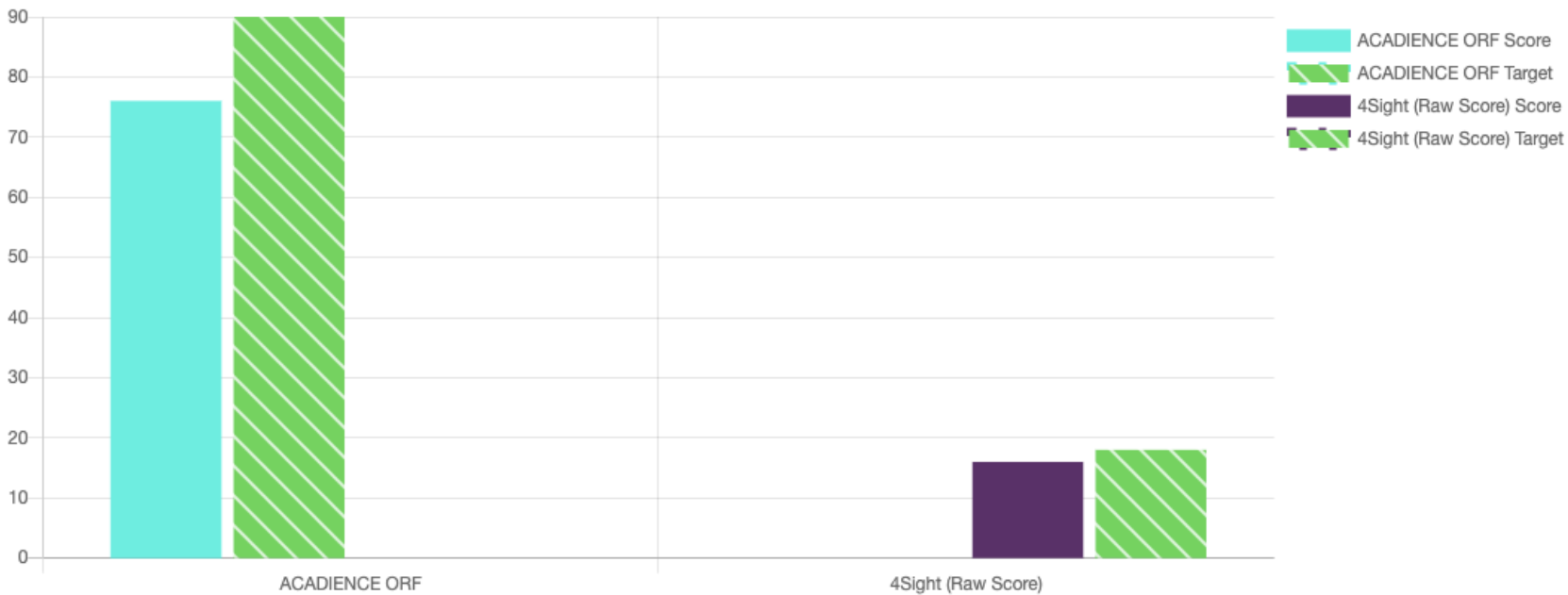
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Benchmark assessments are administered three times a year (Fall, Winter, Spring) to provide an update on student performance in certain skill areas necessary to becoming a successful reader. Below is a summary of the skills tested.

Detailed information about all of the benchmarks administered in TESD can be found [here](#).

- **ACADIENCE Oral Reading Fluency (ORF)** is a one-minute probe that assesses accuracy and fluency with text, the ability to effortlessly translate letters to sounds and sounds to words. The fluent reader is one whose decoding processes are automatic, requiring no conscious attention. Such capacity then enables readers to allocate their attention to the comprehension and meaning of the text.
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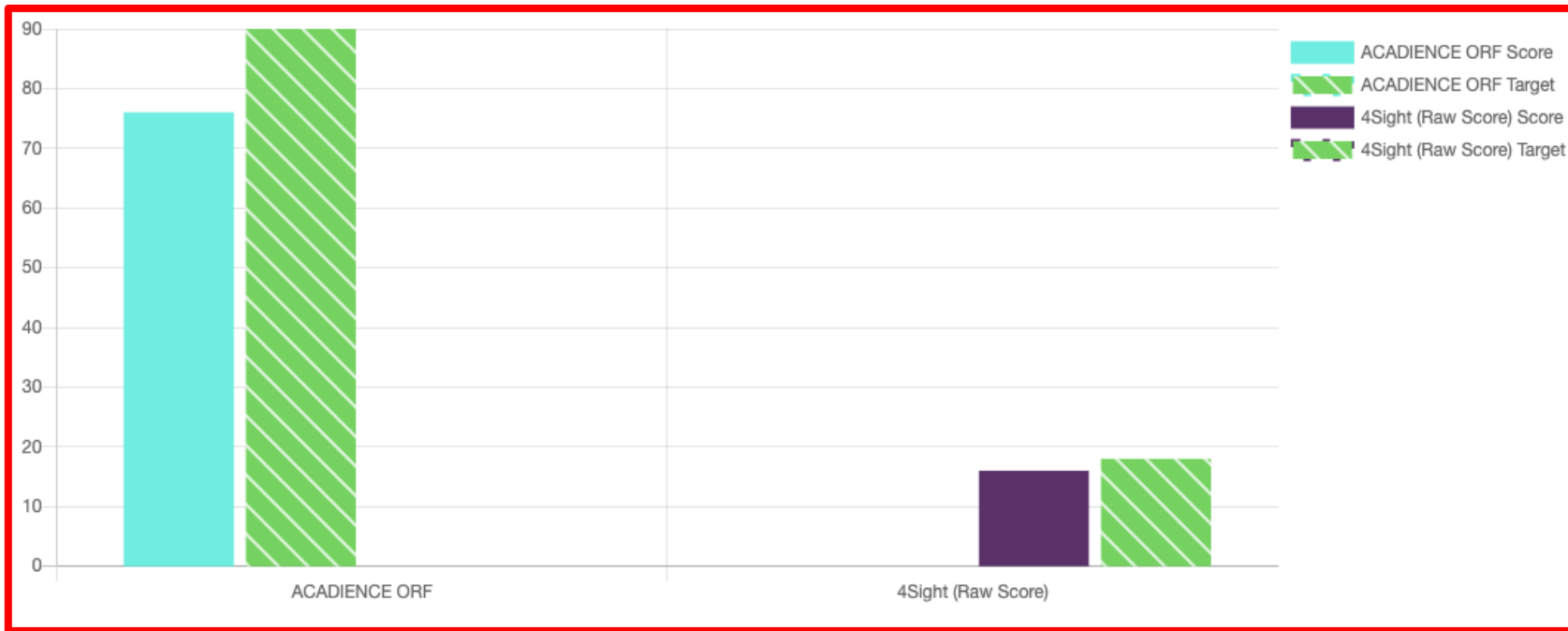
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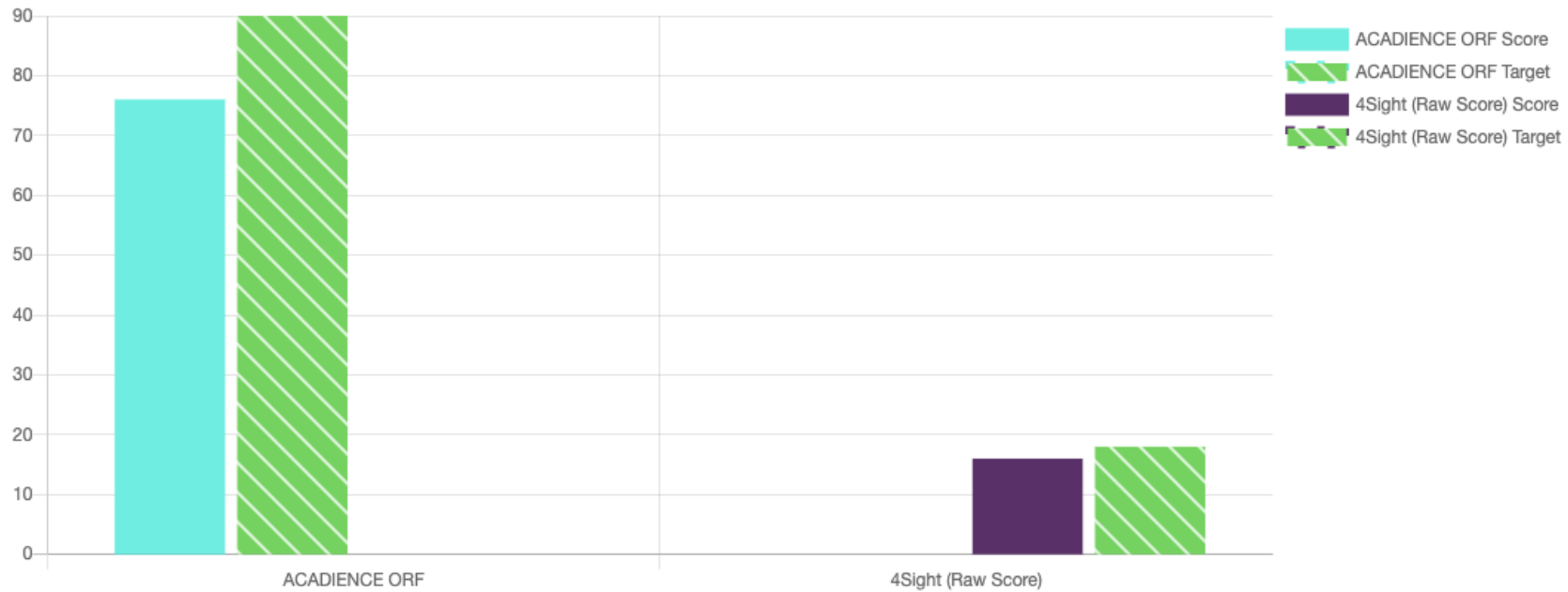
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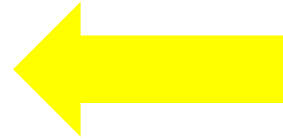
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3

# 1 – Explanation of Assessments

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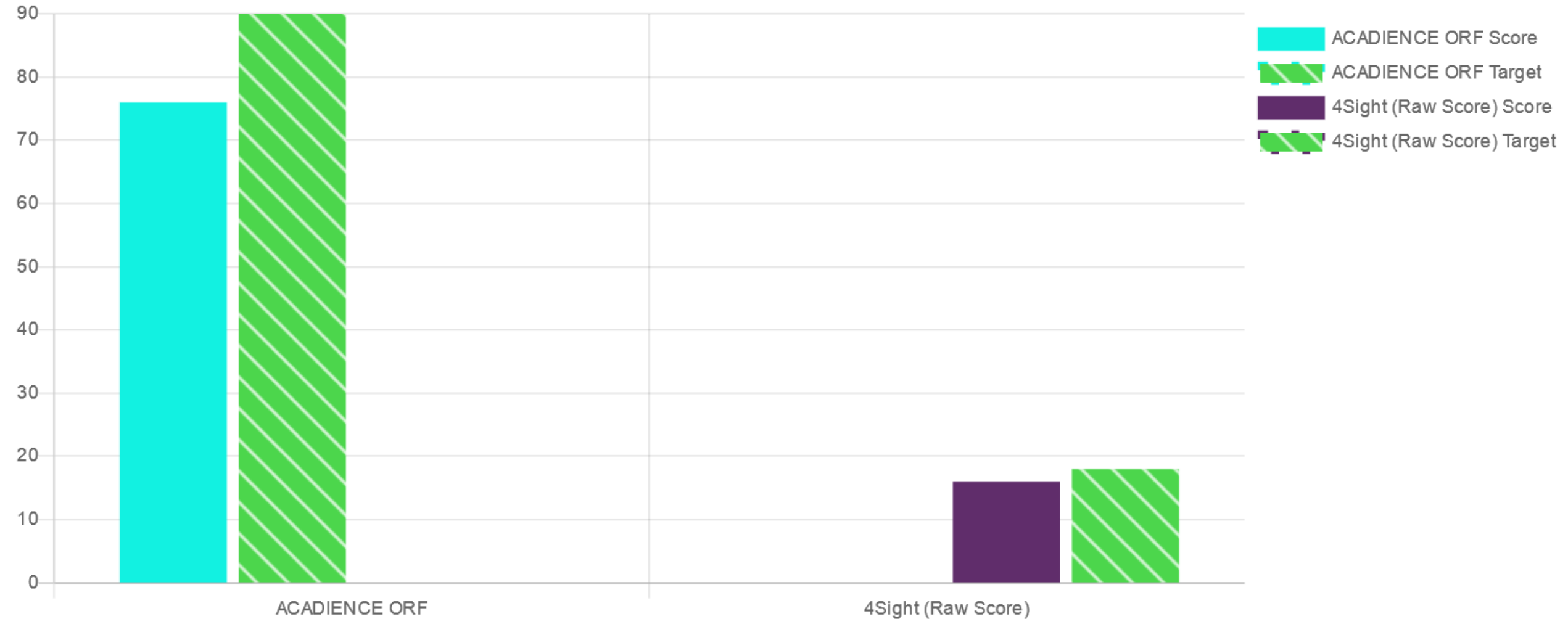
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# 2 – Graph of Your Child's Performance

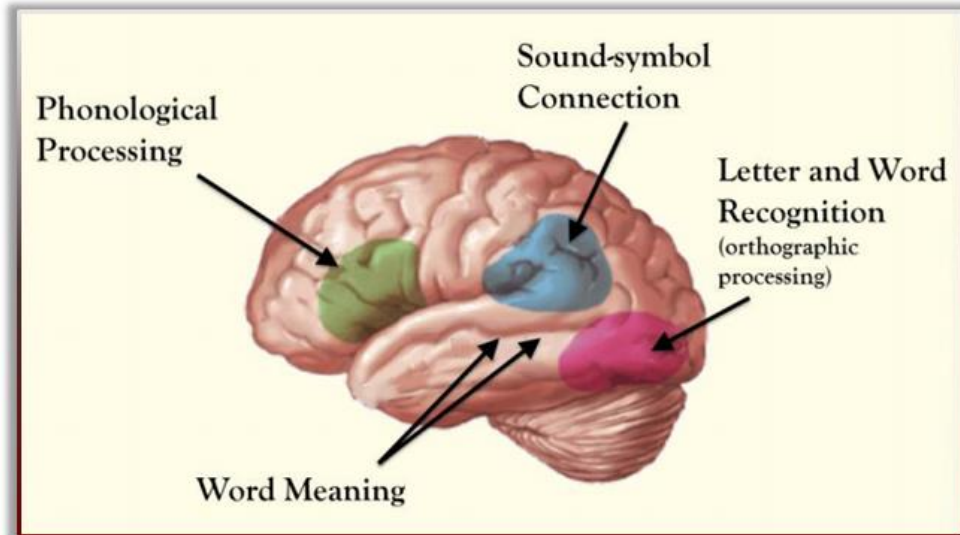


# 3 – Chart of Your Child's Performance

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# The Reading Brain



Phonological Processing

*Sounds and Language*

Orthographic Processing

*Letter and Word Recognition*

Sound & Symbol Connection

*Phonics*

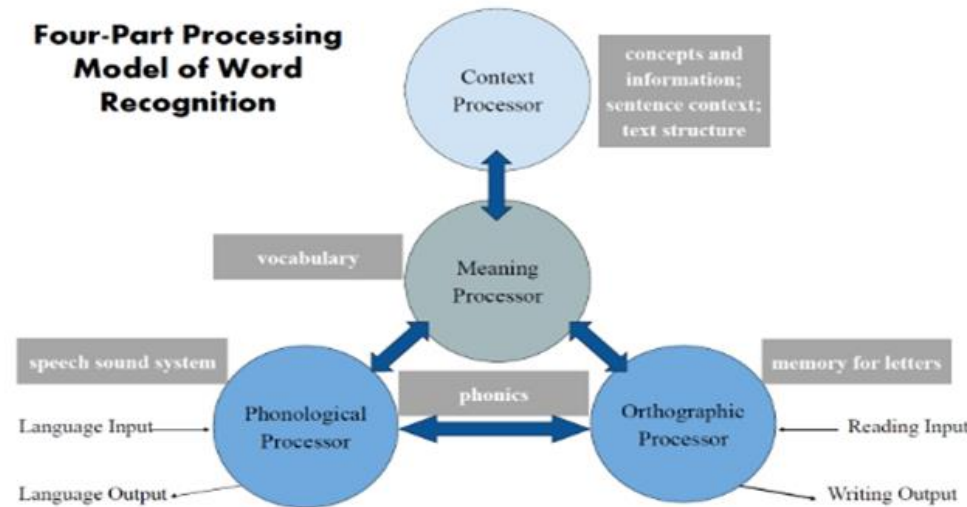
Word Meaning

**Meaning and Context Comprehension**

# The Four Part Processing Model

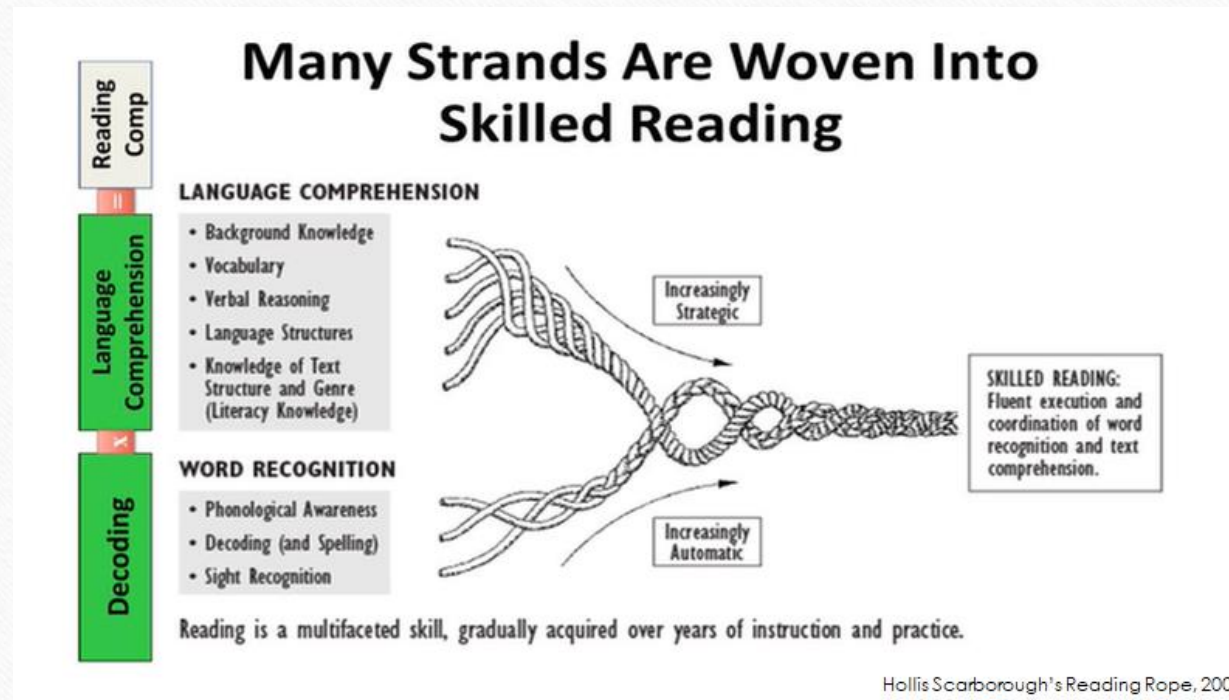
## How Children Learn to Read

### Four-Part Processing Model of Word Recognition



Seidenberg and McClelland, 1989

# Scarborough's Reading Rope





# The Building Blocks of Reading

Five skills  
children need  
in order to be  
readers by  
third grade:

- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Reading Comprehension

# Kindergarten Assessments

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**K Screening-** includes developmentally appropriate assessments of early literacy skills like concepts of print, upper and lower-case letter naming, letter sounds, rhyming, word recognition, and comprehension/listening skills.

- **DIBELS/Acadience First Sound Fluency (FSF)-** is a brief direct measure of a student's fluency in identifying the initial sounds in words.
- **DIBELS/Acadience Letter Naming Fluency (LNF)-** is a standardized test that requires students to identify upper-case and lower-case letters. Based upon DIBELS/Acadience requirements, this skill does not contain a benchmark goal; it is included as an indicator of risk and as a predictor of later reading rather than an instructional target.

# Kindergarten Assessments (Part II)

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- **DIBELS/Acadience Phoneme Segmentation Fluency (PSF)** A phoneme is a common letter sound. This measure assesses a student's ability to segment three and four phoneme words into their individual phonemes fluently.
- **DIBELS/Acadience Correct Letter Sounds (CLS) and Whole Words Read (WWR)** describe the two means to score for Nonsense Word Fluency (NWF). The Correct Letter Sounds (CLS) is the number of letter sounds produced correctly. Whole Words Read (WWR) is the number of “make-believe” words read correctly as a whole word without first being sounded out.)



# Grade 1 Assessments

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# Grade 1 Assessments Part II

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# Grade 2 Assessments

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# Grade 2 Assessment Part II

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## \*Curriculum-Based Measurement (CBM) Maze:

Curriculum-based measurement (CBM) Maze passages are timed assessments that measure reading comprehension. Students are asked to read a passage silently. In the passage, every seventh word (approximately) is blank, with a maze of options (i.e., three possible word choices for the blank).

One of the words in the maze is always correct, and the other two are incorrect. Maze requires students to choose the correct word as they read the passage. Students are given three minutes to work on this task. Students in grade 2 take this assessment three times a year.

# Grades 3 & 4 Assessments

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- **DIBELS/Acadience Oral Reading Fluency (ORF)** is a measure that assesses accuracy and fluency with text, the ability to effortlessly translate letters to sounds and sounds to words. The fluent reader is one whose decoding processes are automatic, requiring no conscious attention. Such capacity then enables readers to allocate their attention to the comprehension and meaning of the text.

# Grades 3 & 4 Assessment Part II

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- **\*4Sight Predictive Benchmark Assessments (4Sight):**
- The 4Sight benchmark reading assessments, created by the Success for All Foundation based at Johns Hopkins University, provides teachers with reading data on each student that is aligned to state standards. This formative assessment tool also enables teachers to predict students' reading achievement multiple times throughout the year. These predictions allow teachers time to design instruction and intervention to help students meet proficiency on the reading sections of the PSSA. Students in grades 3 and 4 take the reading 4Sight three times a year.

# Parent Resources



- **Harvard University Center on the Developing Child**  
<https://developingchild.harvard.edu/>
- **MIT Gabrieli Laboratory**  
<https://mcgovern.mit.edu/>
- **Learning and the Brain**  
<https://www.learningandthebrain.com/>
- **Literacy Worldwide**  
<https://www.literacyworldwide.org/blog/literacy-daily/2017/11/02/resources-to-support-family-literacy>
- **Reading Rockets**  
<https://www.readingrockets.org/audience/parents>
- **National Center on Improving Literacy**  
<https://improvingliteracy.org/brief/supporting-your-childs-literacy-development-home>
- **PBS For Parents: Literacy**  
<https://www.pbs.org/parents/learn-grow/all-ages/literacy>
- **Read, Write and Think**  
[http://www.readwritethink.org/search/?resource\\_type=72](http://www.readwritethink.org/search/?resource_type=72)
- **Dial a Story: 16 languages available**  
<https://www.torontopubliclibrary.ca/services/dial-a-story.jsp>
- **Acadience Reading Benchmark Goals**  
<https://acadiencelarning.org/wp-content/uploads/2020/01/AcadienceReadingBenchmarkGoals.pdf>

# TESD Elementary Reading Specialists

Beaumont Elementary	Devon Elementary	Hillside Elementary	New Eagle Elementary	Valley Forge Elementary
<b>Amy Romani</b>	<b>Xiomara Rodriguez</b>	<b>Mary Nagle</b>	<b>Lindsey Klotz-Sofranko</b>	<b>Laura Hobbins</b>
<b><u><a href="mailto:romania@tesd.net">romania@tesd.net</a></u></b>	<b><u><a href="mailto:rodriguezx@tesd.net">rodriguezx@tesd.net</a></u></b>	<b><u><a href="mailto:naglem@tesd.net">naglem@tesd.net</a></u></b>	<b><u><a href="mailto:klotzl@tesd.net">klotzl@tesd.net</a></u></b>	<b><u><a href="mailto:hobbinsl@tesd.net">hobbinsl@tesd.net</a></u></b>
<b>610-240-1406</b>	<b>610-240-1456</b>	<b>610-240-1511</b>	<b>610-240-1557</b>	<b>610-240-1611</b>

Your child's Reading Specialist takes great pride and care to ensure their academic success. Please do not hesitate to reach out to them if you have questions or concerns, if you need advice, or would like assistance with your child's reading development.