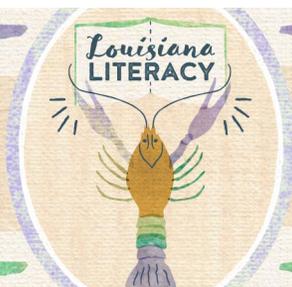


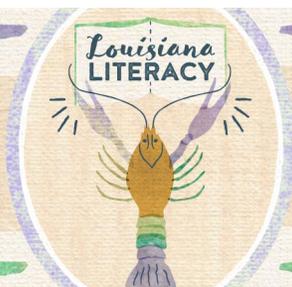
### Administrator/Coach Screener Support Guide

School administrators and literacy coaches can use the information provided in this table to determine the reading skills that should be taught and mastered at each grade level. Guidance is also provided on teacher instructional practices and areas where teachers can be supported to maximize instructional efforts and student growth.

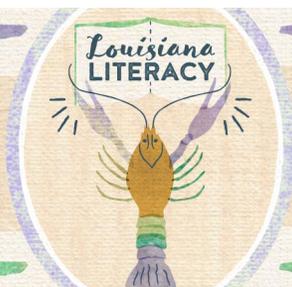
Measure	Grade	Focus	Areas of Support
<b>First Sound Fluency</b>	Kindergarten BOY/MOY	<p><u>Phonemic Awareness</u></p> <p>The ability to isolate and identify the first phoneme in a word is an easier skill than segmenting all the sounds in words or manipulating phonemes in words, thus FSF is used as a measure of developing phonemic awareness at the beginning and middle of kindergarten.</p>	<p>This type of lesson requires a teacher to collect data as they are teaching since the student cannot produce written content that would demonstrate proficiency with this skill.</p> <p><u>Supporting Questions:</u> Is the teacher correctly implementing phonological/phonemic awareness components of the lesson? Are they providing a model for the students of how to apply the skills?</p> <p><i>Aligned Standards:</i> RF.K.2a-e</p>
<b>Phoneme Segmentation Fluency</b>	Kindergarten MOY/EOY  First Grade BOY	<p><u>Phonemic Awareness</u></p> <p>PSF assesses the student's fluency in segmenting a spoken word into its component parts or sound segments.</p> <p>This is a more complex phonemic awareness skill than FSF and is measured at the middle of the year in kindergarten through the beginning of the year in first grade.</p>	<p>This type of lesson also requires a teacher to collect data as she is teaching as the student cannot produce written content that would demonstrate proficiency with this skill.</p> <p><u>Supporting Questions:</u> Is the teacher correctly implementing phonological/phonemic awareness components of the lesson? Are they providing a model for the students of how to apply the skills?</p> <p><i>Aligned Standards:</i> RF.K.2a-e RF.1.2a-d</p>



<p><b>Nonsense Word Fluency</b></p>	<p>Kindergarten MOY/EOY</p> <p>First Grade BOY/MOY/EOY</p> <p>Second Grade BOY</p>	<p style="text-align: center;"><u>Phonics</u></p> <p>This measures a student's ability to apply learned phonetic code. In kindergarten, students are not expected to fluently decode the nonsense words, but are expected to be able to decode individual sounds within nonsense words as this is the foundation for fluent decoding.</p> <p>As they move into first grade, students are expected to read nonsense words with increasing levels of automaticity, demonstrating a solid ability to apply learned code.</p>	<p>Best practices discourage a focus on nonsense word instruction to prepare for this assessment. A solid foundation in phonics will ensure students are able to read nonsense words correctly for this measure.</p> <p>Teachers should be systematically and explicitly introducing basic and advanced phonetic skills, and providing multi-sensory opportunities for students to practice these skills (hand movements, wiggle cards, reading from decodable texts, completing activity pages and providing feedback to students on their application of the skills). In the mid-to-latter part of Kindergarten and all of Grade 1, learning basic and advanced phonetic skills should represent the bulk of a lesson.</p> <p style="text-align: center;"><u>Supporting Questions:</u></p> <p>What are teachers doing as students complete activity pages to practice applying their newly-learned skills? Are they watching to ensure students apply the skills correctly? Are they providing specific feedback to students?</p> <p style="text-align: center;"><i>Aligned Standards:</i></p> <p style="text-align: center;">RF.K.3a-d RF.1.3a-g RF.2.3a-f</p>
<p><b>Oral Reading Fluency</b></p>	<p>First Grade MOY/EOY</p> <p>Second Grade BOY/MOY/EOY</p>	<p style="text-align: center;"><u>Reading Fluency</u></p> <p>Reading fluency is a crucial goal for foundational skills instruction because it is so highly correlated with reading comprehension. By the end of second grade, we expect that our students can read with sufficient automaticity to</p>	<p>During small group time, teachers should be listening to students read and making anecdotal notes about their reading fluency. It is also a time for teachers to model fluent reading for students, and/or pair struggling readers with stronger readers so that they can hear fluent</p>



		<p>support comprehension of text. It requires students to have a solid knowledge of and ability to apply phonetic code quickly to read words. We begin measuring reading fluency at mid-year in first grade.</p>	<p>reading from a peer. This part of the lesson requires the most planning on the part of the teacher. Teachers must have a very clear sense of their students' level of reading fluency in order to meaningfully plan for this part of the lesson.</p> <p>Student responses to story questions are equally important as they provide information on whether or not a student is able to read with sufficient fluency to support comprehension of grade-level text.</p> <p>Teachers may use these activity pages as a foundation for small group instruction. They are also instrumental in developing students' abilities to write in response to text. Teachers should establish clear expectations for what responses should include, and they should provide targeted feedback when students' responses do not meet expectations.</p> <p><u>Supporting Questions:</u> Are teachers providing students with opportunities to read and receive feedback on their reading? Are they documenting student errors? Are they tracking improvement in students' words correct per minute and/or reading accuracy?</p> <p><i>Aligned Standards:</i> RF.K.4 RF.1.4a-c RF.2.4a-c</p>
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<p><b>MAZE</b></p>	<p>Grades 3-6 BOY/EOY</p>	<p><u>Comprehension</u> MAZE assesses the student’s ability to construct meaning from text using comprehension strategies, word recognition skills, background information and prior knowledge, familiarity with linguistic properties such as syntax and morphology, and reasoning skills.</p>	<p>Student success with MAZE or similar comprehension measures is the final measurement for most universal screeners. In Grades K-2, teachers have developed a strong foundation in phonemic awareness, phonics, and fluency with a goal that students can read with sufficient fluency to support comprehension.</p> <p>If students are struggling with MAZE, it’s quite likely that there may be underlying issues with reading foundations. An upper elementary teacher should be equipped to diagnose and attack any deficiencies in reading foundations. A coach or administrator may need to provide additional support if the teacher does not have the background to support a student in this area.</p> <p>If the issue is related to reading comprehension, the teacher should diagnose whether gaps related to vocabulary, syntax, morphology, background knowledge are present and provide targeted support and instruction related to those areas.</p> <p><u>Supporting Questions:</u> Does the teacher know if students are fluent readers? Does the teacher have a process for determining whether or not a student’s struggles with reading are related to gaps in reading foundations? How is the teacher addressing gaps in reading foundations among students? Are they modeling fluent reading for students (read alouds, audiobooks, partner reading with fluent readers, etc.)?</p>
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