



Guide to

screening

Early Literacy Skills

What is Screening?

- Screening is considered a *first step* in helping identify children in need of additional support
- A screener is a *brief* assessment (10-15 mins)
- It is administered to *all* children *three times a year* – beginning of school year, mid way through the year, and end of school year
- *Midyear* screening is particularly important as the children have had access to instruction so we get a *more accurate picture* of their skills than the baseline results obtained at the beginning of the year



Why do we Screen?

'When intervention is delayed, it takes 4 times as long to intervene in 4th grade as it does in late kindergarten because of brain development and because of the increase in content for students to learn as they grow older' (NICHD)

'A student who fails to read adequately in 1st grade has a 90% probability of reading poorly in 4th grade and a 75% probability of reading poorly in high school'

(Gabrieli, 2009)

Who should be Screened?

- The idea that *all* children in the class complete a screener is important because it helps to identify how children perform compared to their peers
- Ensures no child is *overlooked*
- Children who are *English Language Learners* or speak in a different dialect should be included



What are we looking for?

- Screening typically involves administering a brief assessment of a particular skill or ability that is *highly predictive* of a later outcome
- In the case of early literacy skills, we are looking for weaknesses in the following foundational reading skills
 - Phonemic awareness
 - Sound-symbol knowledge



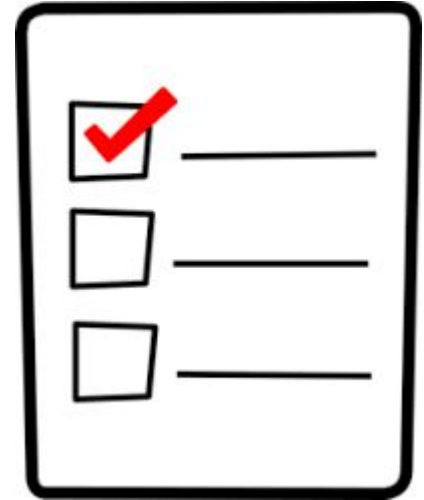
Purpose of Screening

- A screener is designed to help identify *who* might need extra support. It is not designed to tell you *what* that support should be
- Children who are flagged by a screener should be monitored for a few weeks and/or administered a diagnostic assessment. A *diagnostic assessment* digs deeper and helps you identify gaps in knowledge or skills
- Teachers can then use this data to inform instructional pacing, intensity, differentiation, and *targeted intervention*



Purpose of Screening

- A screener *does not*:
 - Diagnose dyslexia
 - Identify why a child is not doing well
 - Take the place of teacher judgement and observations
- A screener *does*:
 - Identify the risk factors for later difficulties with reading
 - Work along the teacher's professional judgement to identify children objectively



Keywords

Identify & Intervene

Early detection and
prevention of reading
difficulties

