

How will the data be used?

Teachers will use the data collected from the universal screening measures along with the other data (print concepts, running records and retellings, EOG scores, and observations) to make instructional decisions. For some students who have been identified “at risk” for reading difficulties on the universal screening measures, the teacher will “dig deeper” to find out exactly where the student’s gaps are and collaborate with their colleagues to determine the best plan for helping the student. For students who are on target for success, teachers will use the data to ensure that students continue on that path.

The Literacy Team believes that this additional data will help *all* students on their journey to becoming proficient readers and writers.

How can I help my child?

It is our hope that these measures will help teachers as they plan instruction for your child. It will also help you to know how he or she is doing on the reading journey.

You can help your child at home by providing opportunities for reading and writing. Spend some time each day reading with your child and talking about what has been read. You can read to your child, your child can read to you, or you can take turns reading. You may want to create a book corner in your home so that you both know where the books can be found. Provide a variety of books and writing materials for your child. The public library offers a variety of materials from which your child may choose books of interest.

For more information, contact
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A Parent’s Guide to Universal Screening

Reaching all Readers



Literacy Team



Why are we using Universal Screening measures?

What are these Universal Screening measures?

Your child's teachers may have shared the results of universal screening measures with you and you are wondering what they are and why they are being used. During the 2009-2010 school year, many elementary schools in Wake County are implementing the use of these measures to provide additional information to help teachers make the best instructional decisions for students. The measures are a series of short assessments given to students in grades K-5 to screen and predict their progress in learning the skills necessary for reading. These measures are given three times a year. Teachers will use this data along with other data to monitor student growth and to make decisions about how to meet the needs of each student.

Schools are using either the DIBELS (Dynamic Indicators of Basic Literacy Skills) or AIMSweb which are research-based and have normed results to guide our use of the data.

What are the measures that my child is completing?

Each measure is one minute. The timed measures allow the teacher to see if your child can respond to the task correctly and automatically, not taking a long time to think about the answer. Students who have these basic reading skills at an automatic level can focus their attention on comprehending what they are reading. This is the goal for all readers.

LETTER NAMING FLUENCY

This measure asks students to identify as many upper and lower case letters as possible in one minute. Kindergarten and first grade students are given a page with letters on it and asked to name them. Students who struggle with this are more likely to have reading problems in the future.

PHONEME SEGMENTATION FLUENCY

This measure asks kindergarten

and first grade students to say the sounds that they hear in a word. The teacher says a word and asks the student to give all the sounds he/she hears in the word. For example, cat has three sounds - /c/ /a/ /t/. This is a skill that should be mastered by the end of kindergarten.

NONSENSE WORD FLUENCY

This measure asks students to apply their understanding of letters and sounds to read words they have never seen before. Kindergarten, first, and second graders are given a list of make-believe words or nonsense words like "sim" or "lut" and asked to either say the individual sounds or read the words.

ORAL READING FLUENCY

This measure checks the student's ability to read grade level passages accurately and fluently. Students in grades one through five are asked to read aloud three one minute passages. Students who read accurately and fluently are better able to understand what they read.