Early Literacy Screen FAQs (English and FI)

1. What is the purpose of the EL Screen?

- Early identification of students who are at risk for reading difficulty. By assessing the key areas of phonemic awareness and phonics skills, early intervention strategies can be implemented to help students acquire the skills necessary for reading.

2. Why don't we use the upper case alphabet for testing graphemes on the Kindergarten Screen to correspond to their background knowledge?

- Screens are set up for end of year expectations. When students are in contact with print in books, the majority of the print they see is lower case.

3. Can we use different templates to assess the graphemes?

- No. In order to have comparative data across the division, we need to use the common templates provided in the assessment package. Please be sure you cut the template into individual cards.

4. How do I maximize the information gathered during the assessment?

- Write the student's exact response on the assessment sheet for all of the subtests.
- For example, during the grapheme subtests, if the student read the letter b as /d/ record the response as d. Similarly, write the exact response given for the other phoneme awareness subtests.
- Note specific behaviours and/or articulation errors eg. w/r, k/t.

5. When can we demonstrate/model phonemic awareness tasks during the screen?

- Use fingers to demonstrate blending, segmenting, phoneme manipulation (addition/deletion) tasks, **only while administering the demonstration items.**

6. Why can't we continue to use fingers to demonstrate throughout the assessment?

- Assessment items are given without concrete cues because we want to know if students have achieved this level of proficiency. Phoneme manipulation, at the highest level, enhances the student's ability to do independent error correction during reading.

7. Can I repeat the segmented word to the student during the <u>blending</u> subtest?

- o **DO NOT** repeat the segmented word for the student after the demonstration items.
- o **Before starting** the formal assessment items, remind the student that you are only able to say the sounds once.

8. What if the student only gives the initial sound in a word during the segmentation subtest?

- o You may cue the student by asking, "What's the next sound in the word 'dog'?"
- o The cue, "What's the next sound in the word 'dog'?", may be used for each of the succeeding sounds in the word _____, but do not segment the word or say it slowly for the student.
- o Repeating the word, in this case, eliminates the memory component in the task. We are assessing to see if the student can segment.

9. What do I do if the student makes an error during the demonstration items?

- o Give the student the correct response demonstrating where the error was made.
- o Have them try the item again.
- o Continue on with the demonstration items.
- o Record the exact response the student made on the demonstration items.
- o <u>If all demonstration items were answered incorrectly, do not administer that subtest</u>.

10. What if the student only gets one of the demonstration items correct?

- o Administer the assessment items.
- o If the student finds the tasks too difficult, discontinue that subtest and continue on to the next subtest.

11. On the Consonant and Vowel Grapheme subtests, how long do I allow the student to respond to the cue card?

- o Allow approximately 10 seconds for the student to respond to the sound symbol card.
- o If the student is not able to provide a response, move on to the next symbol.
- o Make a comment to reassure the student, such as: "We haven't worked on this yet…"

12. Can I cue the student with verbal or hand signal cues used regularly in the classroom during the Consonant or Vowel subtests?

- o The only cues allowed are the scripted cues related to the **<u>vowel consonant e cue cards</u>** provided on the student assessment booklet.

13. How do I record that a cue was required in order for the student to give a response for the _<u>vowel consonant e</u>_ cue cards?

- o On the vowel subtest, if you need to cue the student with the allowed cue for the <u>vowel consonant e vowels</u>, circle the word **<u>cue</u>** as a reference to the kind of support the student needed (your teacher information).
- o If the student was able to respond correctly with the cue, score the answer correct.

14. How do I score a student for the symbols *ew* and *ue* on the Grade 2 or Grade 3 Screen?

- Accept either the sound heard in 'moon' or the sound heard in 'cue' as correct for either sound symbol.

15. What if the student can't read the demonstration items on the Decoding subtest?

- Remind the student that these are not real words.
- Error correct with the student by asking them to give you the correct sound for each symbol.
- Have them blend the sounds into a word.
- If they are unable to do that, model the process.
- Have the student try to read the word.

16. What do I do when the student makes three consecutive errors on the Decoding subtest?

- Stop assessing.
- Do not provide any error correction while the student is attempting to read the test items.
- If the student is in grade 3, administer the Invented Spelling subtest.

17. Can I administer the Invented Spelling subtest as a whole class?

- The Invented Spelling subtest was designed to be given individually so that you are able to observe the student.

18. How do I enter DRA data on the EL screen for students reading at DRA A-3 levels?

- Use the level 3 DRA rubric to assess reading behaviours of students.
- In grades 1-3, if students are reading at DRA A-3, enter a 0 for comprehension/reading behaviours and for WCPM.
- To record a DRA A level, enter an A.

19. Do I reassess a subtest if a student's previous score is in the green zone?

- No. If a student's sub-test score is in the green zone, you do not need to reassess that subtest.
- If their score is not in the green zone, reassess all of the questions from the appropriate subtests.

20. What do H and V mean on the EL database?

- This category exists for the use of the teacher.
- Enter an H if the student is high needs.
- Enter a V if the student is EAL or has had other adaptations made for the assessment (hearing, visual, etc.).

21. Assessment timelines:

- o Kindergarten – January and May
- o Grade 1 – September, January, and May
- o Grade 2 – September, January, and May
- o Grade 3 – September, January, and May