EARLY SUCCESS SCREEN:
Grade Two Student Package

Comox Valley Schools

Grade Two Early Success Screening and Intervention Timeline

September	October	November	February	April	May
Entire Class	Entire Class	Entire Class	Entire Class	Entire Class	Entire Class
LETRS Basic Spelling Screen	Benchmark/ Running Record (Use San Diego Quick Scale to determine starting place if necessary)				LETRS Basic Spelling and Word Reading Screen
Word Reading Survey					Benchmark/ Running Record
At Risk	At Risk	At Risk	At Risk	At Risk	At Risk
If the student is new or "at risk" use the Gr. 1 or Kindergarten Phonological Awareness Screen and/or Letter Ass.			LETRS Basic Spelling Screen		
			Benchmark/ Running Record		
Optional	Optional	Optional	Optional	Optional	Optional
	First Steps - Numeracy	Writing Sample	Word Reading Survey	Writing Sample	
		No Excuse Word List			
Ongoing: in-class assessment/LST "check-ins" and intervention for those students identified as being at risk.					

1. **All students need daily opportunity to read books at their <u>independent</u> reading level (Greater than 95% accuracy).**

2. **Students engaged in intervention require <u>ongoing</u> monitoring and assessment of their response to specific interventions, with appropriate adjustments to instruction as necessary.**

3. **Confident readers, consistently exceeding reading expectations, may be monitored/screened less formally as you engage in classroom reading activities and lessons.**

4. **Benchmarking data can be recorded in MyEd BC.**

PM Benchmark Instructional Reading Levels

	Grade 1					Grade 2					Grade 3			
	Not Yet	Approaching	Fully Meeting	Exceeding		Not Yet	Approaching	Fully Meeting	Exceeding		Not yet	Approaching	Fully Meeting	Exceeding
Term 1	<2	2-4	5-8	>8		<13	13-15	16-18	>18		<20	20-21	22-23	>23
Term 2	<7	7-10	11-13	>13		<16	16-17	18-20	>20		<22	22-23	24-25	>25
Term 3	<10	10-13	14-17	>17		<18	18-20	21-22	>22		<23	23-24	25-27	>27

Note: Levels 25 and above may not be an accurate indicator of achievement. Consider using a grade level one minute read or classroom story.

Phonological Awareness Screen

Purposes:

To determine if a student can:
- Blend words from syllables and phonemes.
- Segment a sentence of one syllable words, segment words into syllables and segment words into phonemes.
- Delete one word from a compound word and one phoneme from a word.

Achievement Indicators:
- Auditorily discriminate and orally manipulate sounds to decode unknown words (isolating, blending, segmenting, including substituting, deleting and adding sounds).

Procedure:

Before using the phonological awareness section of the Early Success Screen (ESS) with individual students, demonstrate the process with your whole class.

- Practice segmenting together.
- Demonstrate isolating phonemes using three unifix cubes.
- Students must be screened in a quiet place because this is an auditory task. Prepare an area free of noise, have the unifix cubes ready along with a copy of the Phonological Awareness section of the ESS student booklet.
- At a later date, rescreen only the sections where a student has received 3 or less. (A 4/5 is considered a pass and does not warrant rescreening).
- For students who have never been screened in phonological awareness, the kindergarten and grade one section are included.

Grade Two Phonological Awareness

Step 1: If there is *no data* available from previous teachers or previous school begin screening using the Grade One Phonological Awareness Screen.

Step 2: *"At Risk"* students are re-screened based on their previous year's data, starting with area of need.

Phonological Awareness Snapshot K-3	Performance Target
Fully Meeting	0 - 1 wrong in two or less subsets
Approaching	2 or more wrong in two or more subsets
Not Yet Within ("At Risk")	3 or more wrong in two or more subsets

LETRS Basic Spelling Screen

LETRS Basic Spelling Screen Instructions:
https://learn71.ca/wp-content/uploads/2021/03/Instructions160for160LETRS-Spelling-Screeners.pdf

LETRS Basic Spelling Screen Student Scoring Sheets:
https://learn71.ca/wp-content/uploads/2021/03/Basic-Spelling-Screener-K82112.pdf

Letters Basic Spelling Screen Class Compilation Sheet:
https://learn71.ca/wp-content/uploads/2021/03/Basic-Spelling-Screener_-Class-Composite-Sheet.pdf

LETRS Phonics and Word Reading Survey

LETRS Phonics and Word Reading Survey:
https://learn71.ca/wp-content/uploads/2021/03/LETRS-Phonics-and-Word-Reading-Survey.pdf

Student	Letter Sounds (single consonants & digraphs) 24	High – Frequency Words 35	Vowel Letter-Sound (short & long vowels) 5 — short	Closed Syllable Words (short vowels & single consonants) 18 — long	Closed Syllables (digraphs, doubles, blends) 24	Long Vowel (VCe words & syllables) 18	Vowel-r Syllables 18	Vowel Team Syllables 18	Complex Consonant Patterns (hard/soft c & g, dge, tch) 12	Mixed Syllables with -le 10	Base Words with Inflections & Common Suffixes 10	Compound Words: Varied Syllables 12	Common Prefixes, Roots, & Derivational Suffixes 6
LETRS – Phonics and Word Reading Survey													

The San Diego Quick Reading Assessment

The San Diego Quick Reading Assessment is to be used as a **starting point** prior to Benchmarking. This screen will assess where a teacher may begin (book level) when using a Benchmarking resource. It does NOT provide an accurate reading level in itself.

Administering the Test:

1. Have the student read aloud each word from the list at least two years below their grade. If the student misses any words, go to the easier lists until they make no errors. This is their base reading level.

2. Have the student read each subsequent list in sequence. Record incorrect responses. Be sure to have the student read every word so you can determine his decoding strategies.

3. Continue the assessment until the student misses at least three words on one of the lists.

Scoring the Test: Use the assessment results to identify the student's independent (no more that one error on a list), instructional (two errors on a list), and frustration (three or more errors) levels.

San Diego Quick Word Recognition List

see	you	road	our	city	decided
play	come	live	please	middle	served
me	not	thank	myself	moment	amazed
at	with	when	town	frightened	silent
run	jump	bigger	early	exclaimed	wrecked
go	help	how	send	several	improved
and	is	always	wide	lonely	certainly
look	work	night	believe	draw	entered
can	are	spring	quietly	since	realized
here	this	today	carefully	straight	interrupted

San Diego Quick Word Recognition List

Name:_____**Date:** _____

Pre-Primer	Primer	Grade 1	Grade 2	Grade 3	Grade 4
PM Levels: 1-6	PM Levels: 6-8	PM Levels: 9-17	PM Levels: 18-22	PM Levels: 23-27	PM Levels: 27-28
see	you	road	our	city	decided
play	come	live	please	middle	served
me	not	thank	myself	moment	amazed
at	with	when	town	frightened	silent
run	jump	bigger	early	exclaimed	wrecked
go	help	how	send	several	improved
and	Is	always	wide	lonely	certainly
look	work	night	believe	draw	entered
can	are	spring	quietly	since	realized
here	this	today	carefully	straight	interrupted

The Journal of Reading

> Or equal to 95% = Independent Level
90-95% = Instructional Level
< 90% = Frustration Level

Administering PM Benchmark

(From: nelsonprimary.com (2013))

1. Select a text at the student's instructional level (90-95% accuracy) based on the word recognition results.

2. If you have previous PM Benchmark data, begin two levels above the previous achievement level.
3. Introduce the book with the PM Benchmark script.
4. Read the title of the book and the book introduction to the student.
5. Do a picture walk through the book with the student and elicit information and encourage conversation about the pictures.
6. Ask the student to read the book aloud reading the text without interruption. While the student is reading, use the standard coding convention in the PM Benchmark manual to complete a reading record.
7. Have the student retell the story.
8. If you require more comprehension information, probe for further analysis.
9. Score the reading record including:
   - Number of errors
   - Self-corrections
   - Total errors
   - Accuracy rate
10. Notate consistent error patterns.

School District No. 23, Early Learning Profile.

Record of Retelling (optional)

Name:_____ Date:_____ Grade:_____ Teacher: _____

Independent	1:100 = 99%	1:50- = 98%	1:35 – 95%	1:25 = 96%	1:20 = 95%
Instructional	1:17 = 94 %	1:14 – 93%	1:12:5 = 92%	1:11.75 = 91%	1:10 = 90%
Frustration	1:9 = 89%	1:8 = 87.5%	1:7 = 85.5%	1:6 = 83%	1:5 = 80%

Prediction:
----------------------1➜➜--------------------------------2➜➜----------------------------------3➜➜------------------------------------4➜➜-------------------------------
gathers limited information   gathers some information   connects 1 or 2 events   connects events without prompting

Fluency and Rate:
----------------------1➜➜--------------------------------2➜➜----------------------------------3➜➜------------------------------------4➜➜-------------------------------
word by word/disjointed   word by word w. some phrases   mostly longer phrases/adequate rate   adjusts rate accordingly

Expression:
----------------------1➜➜--------------------------------2➜➜----------------------------------3➜➜------------------------------------4➜➜-------------------------------
----
no expression/monotone   some expression/some punctuation expression & punctuation most of the time adjusts expression & uses punctuation

Book Title:

Retell:

Response:

Why did you choose this story? What did you like about this story? What does this story make you think of?

Making Connections: ☐☐ personal experience   ☐☐ media or events   ☐☐ other literature   ☐☐ other

Comprehension Grid: adapted from DRA Kit

Very Little Comprehension (NYW) 6 7 8 9	Some Comprehension (Approaching) 10 11 12 13 14 15	Adequate Comprehension (Meets) 16 17 18 19 20 21	Very Good Comprehension (Exceeds) 22 23 24
1 Tells 1 or 2 events or key facts	**2** Tells some of the events or key facts	3 Mostly tells many events in sequence or tells many key facts	4 Tells most events in sequence or tells most key facts
1 Includes few or no important details	**2** Includes some important details	3 Includes many important details	4 Includes most important details and key vocabulary
1 Refers to 1 or 2 characters or topics using he, she, it, they	2 Refers to 1 or 2 characters as boy, girl, dog	3 Refers to many characters or topics by proper name (Ben, Giant, Monkey)	4 Refers to characters by specific name (Old Ben Bailey, green turtle)
1 Responds with incorrect information to questioning	2 Responds with some misunderstanding	3 Literal interpretation	4 Responds with interpretation that reflects higher level thinking
1 Provides limited or no response	2 Provides some response to teacher questions and prompts	3 Provides adequate response to teacher questions and prompts	4 Provides insightful responses to teacher prompts or no prompts
1 Requires many questions or prompts	2 Requires 4 or 5 questions or prompts	3 Requires 2 or 3 questions or prompts	4 Requires 1 or no questions or prompts

Errors + **Self Corrections** =___ = 1: __

Reading Levels
Reading levels are determined using a familiar text.

Level	Word Reading Accuracy		Comprehension	PM
Independent The independent reading level is the level at which a student can read comfortably with ease and understanding and without assistance.	**≥ 95%**	**AND**	• **90% or higher** • Proficient to advanced on retelling • Advanced in comprehension	
Instructional The instructional reading level is the level at which a student can read WITH the teacher's assistance. Material at the instructional level should be used for teaching strategies in class with support.	**90-95%**	**AND**	• **80% or higher** • Instructional to proficient on retelling • Independent in comprehension	
Frustration The frustration level is the level at which a student is UNABLE to read adequately because the text is too difficult. Finger tracking or signs of nervousness often accompany reading.	**<90%**	**AND**	• **Below 80%** • Intervention to instructional on retelling • Intervention in comprehension	
			Roe & Burns, (2011), Allington, (2009)	

Benchmark Instructional Reading Levels

	Grade 1					**Grade 2**					**Grade 3**			
	Not Yet	Approaching	Fully Meeting	Exceeding		Not Yet	Approaching	Fully Meeting	Exceeding		Not yet	Approaching	Fully Meeting	Exceeding
Term 1	<2	2-4	5-8	>8		<13	13-15	16-18	>18		<20	20-21	22-23	>23
Term 2	<7	7-10	11-13	>13		<16	16-17	18-20	>20		<22	22-23	24-25	>25
Term 3	<10	10-13	14-17	>17		<18	18-20	21-22	>22		<23	23-24	25-27	>27

Note: Levels 25 and above may not be an accurate indicator of achievement. Consider using a grade level one minute read or a classroom story.

Grade Two Class Profile

Student Name	September/October				October		February		May		
	At risk PA Screen	At risk Letter Association	LETRS Basic Spelling	Word Reading Survey	San Diego Quick Read	PM Benchmark	At risk LETRS Basic Spelling	At risk Benchmark/ Running Record	LETRS Basic Spelling	LETRS Word Reading	Benchmark/ Running Record