Student Screener Summary

Report for Audrey Alexander
07/13/23
Spring (03/19/2022 - 06/30/2023)
Reading - Grade K

What is Classworks Universal Screener?
The Universal Screener is an academic assessment that identifies readiness for on-grade level instruction. Audrey has recently taken the Classworks screener at school.

Overall Performance
Average Readiness: 210

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Suggested Tier</th>
<th>Overall Score</th>
<th>Percentile Rank</th>
<th>GLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/16/22</td>
<td>Urgent Intervention</td>
<td>210</td>
<td>1st</td>
<td>K</td>
</tr>
</tbody>
</table>

Domain Performance

<table>
<thead>
<tr>
<th>Domain</th>
<th>Scaled Score</th>
<th>GLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar/Usage/Mechanics</td>
<td>200</td>
<td>K</td>
</tr>
<tr>
<td>Reading</td>
<td>210</td>
<td>K</td>
</tr>
<tr>
<td>Word Analysis</td>
<td>210</td>
<td>K</td>
</tr>
</tbody>
</table>

Scaled Scores provide a single, consistent way to measure student growth from year to year. The scaled score reflects both overall growth and domain-specific growth over time.

Grade Level Equivalency (GLE) is based on your student’s level of performance overall and within each domain. GLEs can also be used to guide student groups and small group instruction.

Early Literacy Indicators
Classworks Universal Screener measures early literacy skills in beginning readers. Mastery of these literary concepts is key to becoming a successful reader.

Phonological Memory
The ability to hold on to speech-based information in short-term memory is called phonological memory. It is distinct from phonological awareness, which only refers to the ability to identify sounds. We rely heavily on our phonological memory when reading and spelling.
To build phonological memory, Audrey may benefit from explicit instruction, modeling, and repeated practice hearing phonemes and remembering them while being asked to manipulate them.

**Phoneme Segmentation**
The ability to break words down into individual sounds. For example, a child may break the word "sand" into its component sounds – /sss/, /aaa/, /nnn/, and /d/.

To strengthen phonemic segmentation skills, Audrey may benefit from explicit instruction, modeling, and repeated practice breaking spoken words into individual sounds.

**Phoneme Manipulation Tasks**
Phoneme manipulation is the act of rearranging or changing individual sounds (phonemes) in a word to create new words. This can be done by adding, deleting, or substituting phonemes. For example, a child may change the /s/ in "sat" to /b/ to get "bat".

- **Low Risk** Audrey demonstrated the ability to successfully manipulate, rearrange and substitute sounds within words to create new words.

**Alphabetic Knowledge**
The ability to identify letters by name, shape, and sound. Letter naming is recognizing letter shapes and associating them with a letter name. Letter-sound knowledge is determining what sounds are associated with a letter.

- **Low Risk** Audrey demonstrated the ability to successfully connect letter shapes with the sound(s) associated with that letter (grapheme).

**Onset and Rime**
One process to decode words. The onset is the part of a single-syllable word before the vowel. The rime is the part of a word including the vowel and the letters that follow.

- **At Risk** To strengthen word decoding skills, Audrey may benefit from explicit instruction, modeling, and repeated practice identifying words that share onsets and rimes. Such as /c//a//t/, /c//a//p/, and /c//a//r/.

**Word Identification**
The ability to accurately and automatically identify sight words and apply decoding strategies to read unfamiliar words.

- **At Risk** To build word identification skills, Audrey may benefit from explicit instruction, modeling, and repeated practice opportunities with word identification, including words with newly introduced sound-letter relations or word parts mixed with previously learned words.

**Word Recognition Fluency**
The cluster of strategies that are used to recognize words in reading, including the instant recognition of sight words, the interpretation of context clues, and the use of phonics and structural analysis (morphology).

- **Low Risk** Audrey demonstrated the ability to successfully apply strategies to quickly and automatically translate the letters or spelling patterns of written words into speech sounds so that they can identify words and gain rapid access to their meanings. In grades 2+ more advanced word-recognition strategies focus on structural analysis - the identification of root words, prefixes, and suffixes - and on how to read multisyllabic words.

**Basic Text Comprehension**
The ability to read text, process it and understand its meaning. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences).
Low Risk  Audrey demonstrated the ability to apply reading comprehension skills in order to successfully answer text-based questions.
The Social-Emotional Skills Survey (SESS) gains valuable insight into the whole student. The survey measures global social-emotional competencies as well as eight subdomains.

- Very Difficult
- Difficult
- Easy
- Very Easy

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
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<tbody>
<tr>
<td>Global Social-Emotional Skill Score</td>
<td>40</td>
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<tr>
<td>Relationship Skills</td>
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<tr>
<td>Responsible Decision-Making</td>
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<tr>
<td>Self-Awareness: Emotion Knowledge</td>
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<tr>
<td>Self-Awareness: Self-Concept</td>
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<tr>
<td>Self-Management: Goal Management</td>
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<tr>
<td>Self-Management: School Work</td>
<td>38</td>
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<tr>
<td>Social Awareness</td>
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