

# EARLY SUCCESS SCREEN: Grade Three Student Package

## Comox Valley Schools



# Grade Three 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 Advanced Spelling Screen	Benchmark/Running Record (Use San Diego Quick Scale to determine starting place if necessary)				LETRS Advanced Spelling and Word Reading Survey
Word Reading Survey					Benchmark/Running Record
At Risk	At Risk	At Risk	At Risk	At Risk	At Risk
			LETRS Advanced Spelling Screen		
			Benchmark/Running Record		
Optional	Optional	Optional	Optional	Optional	Optional
	First Steps - Numeracy	Writing Sample		Writing Sample	
		No Excuse Word List			
<b>Ongoing: in-class assessment “check-ins” and intervention for those students identified as being at risk.</b>					

1. All students need daily opportunity to read books at their independent reading level (Greater than 95% accuracy).
2. Students engaged in intervention require ongoing 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
<b>Term 1</b>	<2	2-4	5-8	>8		<13	13-15	16-18	>18		<20	20-21	22-23	>23
<b>Term 2</b>	<7	7-10	11-13	>13		<16	16-17	18-20	>20		<22	22-23	24-25	>25
<b>Term 3</b>	<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.

# **LETRS Advanced Spelling Screen**

**LETRS Advanced Spelling Screen Instructions:**

<https://learn71.ca/wp-content/uploads/2021/03/Instructions160for160LETRS-Spelling-Screeners.pdf>

**LETRS Advanced Spelling Screen Student Scoring Sheets:**

<https://learn71.ca/wp-content/uploads/2021/03/Advanced-Spelling-Screener-3.pdf>

**Letters Advanced Spelling Screen Class Compilation Sheet:**

<https://learn71.ca/wp-content/uploads/2021/03/Advanced-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>



# 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 than one error on a list), instructional (two errors on a list), and frustration (three or more errors) levels.

## San Diego Quick Word Recognition List

<b>Name:</b>		<b>Date:</b>	
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Pre-Primer	Primer	Grade 1	Grade 2	Grade 3	Grade 4
PM Levels: 1-5	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**

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.

*Adapted from: nelsonprimary.com and 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%

<b>Prediction:</b>			
-----1→→-----	-----2→→-----	-----3→→-----	-----4→→-----
-----	-----	-----	-----
gathers limited information	gathers some information	connects 1 or 2 events	connects events without prompting

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

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

**Book Title:**

<b>Retell:</b>	
<b>Response:</b>	
Why did you choose this story? What did you like about this story? What does this story make you think of?	
<b>Making Connections:</b> <input type="checkbox"/> personal experience <input type="checkbox"/> media or events <input type="checkbox"/> other literature <input type="checkbox"/> other	

**Comprehension Grid:** adapted from DRA Kit

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

**Errors + Self Corrections** = \_\_\_\_\_ = 1: \_\_\_\_  
divided by S.C.



## Reading Levels

Reading levels are determined using a familiar text.

Level	Word Reading Accuracy		Comprehension	PM
<p><b>Independent</b></p> <p>The independent reading level is the level at which a student can read comfortably with ease and understanding and without assistance.</p>	≥ 95%	AND	<ul style="list-style-type: none"> <li>• <b>90% or higher</b></li> <li>• Proficient to advanced on retelling</li> <li>• Advanced in comprehension</li> </ul>	
<p><b>Instructional</b></p> <p>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.</p>	90-95%	AND	<ul style="list-style-type: none"> <li>• <b>80% or higher</b></li> <li>• Instructional to proficient on retelling</li> <li>• Independent in comprehension</li> </ul>	
<p><b>Frustration</b></p> <p>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.</p>	<90%	AND	<ul style="list-style-type: none"> <li>• <b>Below 80%</b></li> <li>• Intervention to instructional on retelling</li> <li>• Intervention in comprehension</li> </ul>	
<i>Roe &amp; Burns, (2011), Allington, (2009)</i>				

### Benchmark Instructional Reading Levels

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

**Grade Two Class Profile**

	September		October		February		May		
Student Name	LETRS Advanced Spelling	Word Reading Survey	San Diego Quick Read if needed	PM Benchmark	At risk LETRS Advanced Spelling	At risk Benchmark/Running Record	LETRS Advanced Spelling	LETRS Word Reading	Benchmark/Running Record

