



LITERACY SCREENING & PROGRESS MONITORING IN LOUIS RIEL SCHOOL DIVISION

This summary outlines LRSD's commitment to early literacy through structured screening and instructional practices, aiming to support every student's reading development effectively.



DIVISION SCOLAIRE

LOUIS RIEL

SCHOOL DIVISION

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LITERACY SCREENING & PROGRESS MONITORING IN LRSD

Executive Summary

Introduction

The Literacy Screening and Progress Monitoring initiative in the Louis Riel School Division (LRSD) aims to support early reading development through evidence-based screening tools and recommended practices. LRSD would like to acknowledge the Ministry of Education of the Government of Ontario for granting permission to use its [Policy/Memorandum #169](#) as LRSD's primary source in developing this document. (*© King's Printer for Ontario, 2023. Reproduced with permission.*)

Principles of Early Reading Screening

Early reading screening involves the use of evidence-based tools to identify students who may face future reading challenges. Effective tools assess foundational reading skills, offer reliable and valid results, and provide immediate data to inform instructional decisions. The Comprehensive Test of Phonological Processing (CTOPP-2) is the primary screening tool used in LRSD. This is supported by progress monitoring tools that target more specific reading skills in both French and English.

Evidence-Based Tools

CTOPP-2 Screening: Administered twice in kindergarten and once again in grade 1, the CTOPP-2 includes subtests measuring phonological awareness, random automatized naming, and memory for digits. These subtests identify at-risk students and inform targeted instructional strategies. Scores are classified into benchmarks to guide intervention needs.

DIBELS, THaFoL, and IDAPEL: To complement the CTOPP-2, LRSD uses the DIBELS, THaFoL, and Acadience Reading Français (IDAPEL) to monitor reading fluency in English and French Immersion programs. These tools monitor student progress related to letter naming, word reading, and oral reading fluency, as well as identify risk of learning difficulties stemming from these skills. From grades 2 to 8 in both programs, the DIBELS is used to monitor comprehension.

Guidelines for Instruction

Literacy Instruction Time: Literacy instruction in K-3 is part of a daily learning routine. As part of that routine, schools are strongly encouraged to dedicate a block of at least 30 minutes of language arts time per day specifically for systematic and explicit reading instruction. For planning purposes, differentiated instruction and universal design for learning principles should always guide classroom practices. Screening and progress monitoring results should bring clarity to that process.

Tiered Approach: LRSD employs a tiered instruction model:

- **Tier 1:** Differentiated instruction for all students.
- **Tier 2:** Small-group support for students not meeting benchmarks.
- **Tier 3:** Intensive individual support for students with persistent difficulties.

Communication and Collaboration

Parent/Guardian Communication:

Schools must inform parents about early screening practices and results, using clear, parent-friendly language. Regular updates and discussions on student progress are encouraged for students identified as “at-risk.”

School Teams:

Data from screenings are reviewed by school teams, including teachers, administrators, and clinicians, to develop appropriate support plans. Collaboration ensures comprehensive support for student literacy development.

Special Considerations

French Immersion and Multilingual Learners: Screening practices in French Immersion follow the same schedule as English programs, with specific tools adapted for French learners. The tools are also considered valid and reliable for use with multilingual learners in both French Immersion and English programs. When interpreting results, any current language limitations must be taken into consideration with any other factors that may influence progress. LRSD is committed to equitable screening practices for all students.

LITERACY SCREENING & PROGRESS MONITORING IN LRSD

Principles of early reading screening and recommended practices

Introduction

The following section outlines principles of early reading screening and recommended practices informed by contemporary research. This document is intended to support teachers and school administrators in understanding the principles behind LRSD’s screening practices and support their implementation. LRSD would like to acknowledge the Ministry of Education of the Government of Ontario for granting permission to use its Policy/Memorandum #169 as LRSD’s primary source in developing this document. (© King’s Printer for Ontario, 2023. Reproduced with permission.)

This document employs the term “evidence-based” to describe an array of practices and tools that are supported by findings from numerous peer-reviewed studies and meta-analyses conducted with rigorous scientific methods demonstrating their effectiveness on impacting student learning and in the case of screening tools, their reliability and validity in accurately identifying specific learning challenges. The research draws on expertise from various fields, including education, special education, developmental psychology, educational psychology, cognitive science, and more.

Evidence-Based Early Reading Screening Tools

According to contemporary research, an evidence-based early reading screening tool is one that effectively identifies students who may have future difficulties with reading. Effective early reading screening tools are comprehensive and will assess each foundational reading skill against a benchmark, have good psychometric properties (i.e., reliability and validity), aggregate student data, and provide immediate information so it can be used by teachers to inform instruction.

An evidence-based early reading screening tool, when used consistently, can also provide comparable data on the strengths and areas

of need in early reading on a system level. In LRSD, select subtests from the *Comprehensive Test of Phonological Processing (2nd edition)* – CTOPP-2 – are administered twice to all kindergarten students and once to all grade 1 students. Administering this screening tool three times allows school teams to make specific observations and informed programming decisions based on the consistency of results. These observations provide reliable evidence to inform appropriate supports and interventions for students who are identified as at-risk through the screening process.

Recommended Practices for Early Reading Screening

In early childhood, student learning thrives in environments where all students are inspired to succeed and can see themselves reflected in the program as well as their physical surroundings. Environments where the diverse identities and abilities of all students are recognized can allow them to feel engaged in, and empowered by, their learning experiences. An awareness of being valued and respected – of being seen as competent and capable – by the educator builds a sense of self and belonging and contributes to well-being, enabling students to be more engaged in learning.

Early reading screenings and progress monitoring help educators understand students' strengths

and needs, allowing for more individually tailored programming and learning environments. Data collected from these tools provide educators with information about essential skills, such as letter and sound recognition, decoding, and reading fluency. The selected tools are valid, reliable, and developmentally appropriate.

It is important to note that none of these tools are intended to be summative assessments nor should they be used for report card grading.

They are also not diagnostic. Instead, they are designed to identify student learning strengths, specific needs, and risk for learning challenges related to reading.

The Comprehensive Test of Phonological Processing (CTOPP-2)

Working in collaboration with a team of researchers at the [University of Toronto's Ontario Institute of Studies in Education \(OISE\)](#), LRSD has selected the CTOPP-2 as a screening tool because of its widely recognized reliability and validity among researchers and clinicians.

Five subtests from the CTOPP-2 have been selected to administer in kindergarten. Four of those five tests are also administered in grade 1. Two of the tests, **blending** and **elision**, are measures of **phonological awareness (PA)**. PA is a foundational reading skill and is also a strong predictor of future reading success. That said, it can be significantly impacted by targeted instruction. Many students who struggle with these two subtests on their initial screening show growth in subsequent screenings after targeted instruction so that they no longer score in the at-risk range.

In kindergarten, LRSD also administers two CTOPP-2 subtests that measure **Random Automated Naming (RAN)** – one that uses **colours** and another that uses **digits**. RAN is a measure of fluency and automaticity. It is considered a strong predictor of future reading success. Students who score in the at-risk range in these subtests typically require more time to complete tasks, require more repetition to develop automaticity, and benefit from various supports that are aimed at lessening the cognitive load required to complete a task. These types of supports should be considered when planning not only literacy-related tasks, but all academic tasks for students scoring in the at-risk range in both RAN tests. In grade 1, only the RAN digits test is applied as there are no norms for the RAN colour test after 6 years of age.

The final subtest from the CTOPP-2 is the **Memory for Digits** test. This test is a measure of a student's facility in recalling and retrieving information efficiently. It can also be an indicator of a student's capacity to remain focused. Research has shown that this measure also has some predictive value when it comes to reading but is a less powerful measure in that context than the RAN tests. Teachers should use their observational knowledge of the student who scores in the at-risk range in this subtest to determine whether this is more likely a recall challenge or a focus challenge. The response to each scenario is different so it is important to develop an informed hypothesis for the score.

We classify CTOPP-2 scores for each subtest as follows:

- **Scores above the 26th percentile** – at or above the benchmark.
- **Scores between the 17th and 26th percentile** – at the benchmark but should be highlighted for ongoing monitoring.
- **Scores at or below the 16th percentile** – below the benchmark and classified as “at-risk” for future learning challenges in literacy skill development.
 - The at-risk designation identifies a need for a more targeted approach to instruction that matches the individual needs. This should not be considered as a label but rather a flag directing adults to ensure their practices align to the needs of the student. Challenges can be minimized through targeted instruction following the [divisional scope and sequence](#). These scores must be followed up with further observation and possible deeper assessment using other tools available on the [divisional portal](#) to confirm the results and to inform planning for instruction and support.
- **The score of 999** is given to students who are for various reasons, unable to attempt the test or in the case of the RAN tests, have made four or more mistakes on the test.
 - Common scenarios with this score include students with limited vocabulary in English, non-speaking students, students with intellectual disability, or students with a developmental delay. School teams must be able to explain these scores. In the case where English is the concern, teachers should consult [divisional MLL resources](#) on the Teaching and Learning portal. Teachers should consult their clinical staff as needed to support the learning of students who have a diagnosis or other developmental challenges to inform their planning.

School teams, including administration, classroom teachers, student services teachers, and clinicians should review the data together following each screening to interpret the results and to discuss appropriate programming to support student success. One suggestion to ensure that this discussion occurs with all of the stakeholders present is to bring this group together and discuss the CTOPP-2 results at an SSTM following the screening.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Le test des habiletés fondamentales en litt ratie (THaFoL)

To complement the screening data collected from the CTOPP-2, LRSD has implemented a schedule of progress monitoring measures. These measures are evidence-based and are considered both reliable and valid measures. These are evidence-based assessment tools that are easily administered and interpreted by classroom teachers. They provide educators with meaningful data to identify children at-risk for reading difficulties and to guide instructional and intervention practices for all students.

The [DIBELS](#) is administered in English in all schools and the [THaFoL](#) is administered in French in French Immersion program schools. The THaFoL is a tool developed by LRSD's research partners at OISE.

LRSD applies subtests from both the DIBELS and THaFoL to monitor progress in the following areas:

- **Letter naming fluency**
- **Pseudoword reading**
- **Word reading fluency**
- **Oral reading fluency**

The DIBELS also measures reading comprehension through a test named Maze that is administered starting in grade 2. (Note that LRSD does not ask teachers to administer the DIBELS phoneme segmentation test universally, but teachers can use it to further inform programming decisions if they feel it would be helpful.)

The DIBELS is an English measure that is used in LRSD from kindergarten to grade 8 in English schools and from grades 2-8 in French Immersion schools. In kindergarten to grade 2 in French Immersion, LRSD uses the THaFoL to measure reading fluency skills in French. Currently, there is no evidence-based reliable and valid comparable measure available in French for Immersion students in grades 3 and up. However, LRSD has implemented a French reading fluency measure called Acadience Reading Franais (also known as IDAPEL). This tool is currently in the study phase and is being used across Ontario.

The results from these [progress monitoring tools](#) combined with the data collected in the [CTOPP-2](#) screenings and the information collected from parents/guardians on LRSD's Kindergarten Parent/Guardian Questionnaire are very powerful tools that not only inform programming, but also allow educators to really understand the strengths and specific needs of each learner to maximize the impact of targeted programming.

Note that in kindergarten, we only administer the Letter Naming Fluency DIBELS test or in French Immersion, the Facilit     nommer les lettres test. While these letter naming tests are very brief and may not seem to offer insight into instructional planning, the results have been determined by our research team to be highly reliable for predicting future challenges with reading.

LITERACY SCREENING & PROGRESS MONITORING IN LRSD

Optimizing Classroom Time for a Comprehensive Approach to Early Literacy Instruction

Introduction

Classroom timetables for grades K to 3 are expected to allocate focused time for literacy instruction as part of the ELA and FLA curricula. This includes uninterrupted time for explicit and systematic instruction in foundational reading, guided by the divisional Scope and Sequence for English reading ([English Program](#) and [French Immersion Program](#)) and/or the divisional [Progression des apprentissages](#) for French reading (French Immersion). This dedicated time should consist of daily blocks of at least 30 minutes within the overall daily literacy block.

Systematic and explicit instruction in decoding strategies is essential in the early years program. Resources should be aligned with the scope and sequence and support best practices identified by research. The consistent application of a variety of multimodal teaching strategies is integral to the classroom routine. While these elements alone do not constitute a comprehensive approach to literacy instruction, they are the foundational underpinnings of a robust literacy program.

Classroom time can be effectively used by providing instruction that is guided by the principles of [Differentiated Instruction and Universal Design for Learning](#) that are informed by students' learning strengths, growth, and needs including:

- Predictable schedules and classroom routines to support students in knowing when the focused time for reading instruction takes place during the day;
- Lessons that follow the Divisional Scope and Sequence in the language of instruction, progressing from simple to more complex word reading skills;
- Systematic and explicit instruction of targeted foundational reading skills;
- Multiple opportunities for small-group instruction and teacher feedback;
- Independent practice for students who can practice the skill correctly;
- Authentic literacy learning experiences for all students; and
- Supporting student engagement in tasks by providing timely descriptive feedback as appropriate.

Additionally, the development of skills and knowledge in reading is often enhanced by explicit vocabulary instruction from other subject areas. It is important to recognize that the integration of rich language and literacy experiences can deepen the conceptual understanding and strengthen the development of knowledge and skills in other subject areas.

An engaging, relevant, and developmentally appropriate literacy learning experience starts with a student's ability to independently read and write. To develop this independence in all learners, LRSD endorses a systematic, explicit and multimodal approach to instruction, supported by data from screenings, observations, and other sources. Teaching emphasizes the 5 essential components of effective reading instruction:

- **phonemic awareness**
- **phonics**
- **fluency**
- **vocabulary**
- **comprehension**

This forms the foundation of our literacy program.

From a strong foundation, LRSD educators develop a comprehensive approach to literacy instruction that also includes additional key instructional elements. For instance, sharing quality literature with students helps develop a sense of story structure. Explicit and informal opportunities to build vocabulary across all subjects and teach comprehension strategies is essential. Moreover, LRSD prioritizes the importance of providing students daily authentic opportunities for dialogue and contexts to express their thoughts and ideas, both orally and in writing. This enables students to fully develop their critical thinking and communication skills.

Tiered Approach to Reading Instruction

Data from early screenings and progress monitoring should be used by teachers and supported by school teams to plan differentiated and responsive reading instruction that accounts for student strengths and reading skills. The tiered approach to instruction is characterized by:

- A core belief that all students can learn to read and write.
- Instruction for all students (at all tiers) that is evidence-based.
- Instruction for all students that employs systematic and explicit instructional strategies to assist all students to learn foundational reading skills.
- Tier 1 instruction provided to all students that incorporates [differentiated instruction and universal design](#).

- Teachers determine whether a student's needs will be met through differentiated instruction at Tier 1 or if the student also requires more intensive instruction in addition to Tier 1 instruction.
- Tier 2 instruction, which provides more intensive, small-group support, in addition to Tier 1 instruction, for students who are not meeting the screening benchmark (and have difficulty with some foundational reading skills).
- Tier 3 instruction, which provides the most intensive, individual or small-group support, in addition to Tier 1 instruction, for students who have either a number of difficulties, a considerable degree of difficulties, and/or persistent difficulties in foundational reading skills, as identified through their screening result(s) and/or other reading assessments, despite Tier 1 instruction or Tier 1 and 2 instruction.
- Increased progress monitoring and communication with parents/guardians for students with reading difficulties.

Progress monitoring data informs educator decisions to maintain, increase, or decrease the intensity of instruction, based on student progress or ongoing difficulty.

In cases where classroom and student services teachers have provided all tiers of support to a student in reading instruction and the student has not yet met their grade's respective reading skills benchmark, school teams will work collaboratively to determine additional supports that are required. In such instances, more frequent progress monitoring should demonstrate that any learning gaps are decreasing and that current approaches are having the desired impact. If that is not occurring, school teams should review relevant data, share observations, and make programming decisions that would best support growth for the student.

Schools should draw on internal expertise of educators, including teacher-librarians, student services teachers, and administrators, as well as speech-language pathologists, school psychologists, and occupational therapists who are knowledgeable about evidence-based, systematic, and explicit instruction in foundational reading and writing skills. This support is not contingent on the student having any specific diagnosis or on any other conditions.

LITERACY SCREENING & PROGRESS MONITORING IN LRSD

Requirements for Early Screening

Introduction

Early reading screening does not replace classroom-based assessments that reflect how well a student is achieving the curriculum expectations, including assessment for learning, assessment as learning, and assessment of learning.

Timing and Frequency of Early Reading Screening

LRSD has established a screening schedule to assist school teams with planning the administration of the screenings.

Teachers may choose to administer diagnostics throughout a school year in addition to the divisionally mandated screenings to monitor progress and identify areas where additional support may be needed. Suggested resources can be found in the [Teaching and Learning Portal](#) on the LRSD website.

Communicating with Parents/Guardians

Parents and guardians play a crucial role in supporting student learning.

In the second week of September, the division will send [a communication to all kindergarten parents and guardians](#) explaining the early literacy screening process in LRSD. This communication will ensure that parents and guardians are aware of the screening practices in place, the specific reading skills and measures their child will be assessed on, and how these screenings will support their child's reading development.

In March of kindergarten and March of Grade 1,

parents and guardians of students who did not meet the benchmarks in at least one subtest of the CTOPP-2, as well as one subtest of either the DIBELS or THaFoL, will receive either an email or a phone call from their child's school. This communication will inform them that the screening results require further follow-up. (**LRSD is currently developing sample communications for schools. Once completed, they will be added to this document.**)

It will be up to the principals to determine the appropriate follow-up actions following this

communication. Schools are encouraged to consult with their clinical staff to ensure they fully understand the results before speaking with parents/guardians. Additionally, schools should hold conversations with families, without the student present, to review the results, discuss potential supports, and outline plans for ongoing monitoring and communication.

Teachers should maintain ongoing, regular,

Screening Students in French Immersion

Students in French Immersion will follow the same screening schedule as the peers in the English program. The CTOPP-2 will be administered in English. Research has determined that the selected measures from the CTOPP-2 are as reliable and valid for predicting future skill development in French reading as they are for English reading.

As mentioned previously, the THaFoL is administered in French starting in kindergarten up to grade 2. The IDAPEL oral reading fluency measure is used in Grades 3-5. The DIBELS is administered in English starting in grade 2 following the introduction of English reading instruction.

Screening Language Learners

Multilingual learners should follow the same screening schedule as their peers. Principals, in consultation with teachers, may decide to adjust the timing of the administration of the required screening (s) under exceptional circumstances, if it is in the best interest of the student(s) (e.g. A student with limited English language who is dealing with trauma and experiencing discomfort or insecurity when alone with an adult.)

Principals and teachers should continue to access relevant provincial resources as they support the unique learning needs of additional language learners (e.g., Manitoba Education EAL Intake

and meaningful communication with parents and guardians. This includes providing clear explanations of students' strengths and areas for improvement, discussing classroom strategies, and sharing examples of growth and progress over time. Teachers should also help parents and guardians understand how they can support learning at home.

Process for [Early Years & Middle Years](#) and the [Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language \(EAL\) and Literacy, Academics, Language \(LAL\)](#), which includes Learner Stages and Assessment Guidelines).

Additional LSRD-created resources to assist in supporting multilingual learners may be found in the Teaching and Learning Portal under EAL on the [LRSO website](#).

Roles and Responsibilities

Louis Riel School Division

LRSD will be responsible for:

- establishing processes and practices for students in kindergarten and grade 1 to be screened for early reading, using an evidence-based screening tool. The tool currently provided by the division is the CTOPP-2;
- establishing processes and practices for ongoing monitoring of progress for students from kindergarten to grade 8 and providing evidence-based tools to use for this purpose. Currently, the DIBELS is used in English program schools (K-8) and French Immersion program schools (grades 2-8), the THaFoL is only used in French Immersion (K-2) along with the IDAPEL (3-5);
- establishing processes and practices that protect student privacy throughout the screening process in accordance with applicable privacy legislation;
- the collection of early reading screening data and making it accessible to school administrators and where appropriate, teaching and clinical staff;
- providing a template for reporting results to parents;
- developing common language for schools to use in communications to parents/guardians regarding the purpose of early reading screening, implementation details, and individual screening results; and
- providing opportunities for relevant school and school division staff to have necessary training on the use of early reading screening effectively, including how to collect, record, and apply screening data.

School Principals

School principals support the implementation of the screening measures at the school-level and support student development of reading by:

- putting in place processes and practices at the school level:
 - for students in kindergarten and grade 1 to be screened using the CTOPP-2 (both English and French Immersion programs);
 - for grades 1-8 English program students to be screened using the DIBELS;
 - for grades 1-2 French Immersion students to be screened using the THaFoL;
 - for grades 2-8 French Immersion program students to be screened using the DIBELS;
- supporting communications with parents/guardians to encourage collaboration between the home and school;
- preparing classroom timetables for kindergarten to grade 3 that allocate focused time for reading instruction, including uninterrupted time for systematic and explicit instruction in foundational reading skill development within a daily literacy block;
- encouraging ongoing professional learning in systematic and explicit instruction in foundational reading, as well as being committed to their own early literacy instructional leadership, to prepare educators and other professionals to support classroom implementation.

Classroom Teachers

Under the leadership of their principals, teachers support student development of reading by:

- administering early reading screening in alignment with divisional expectations;
- implementing evidence-based instructional practices that are systematic and explicit; and
- communicating regularly and meaningfully with parents/guardians to share results of early reading screening and on the progress of their child's reading and writing development.

Student Services Teachers

Working collaboratively with classroom teachers, school administrators and school clinicians, student services teachers play a key role in supporting literacy instruction by:

- supporting classroom teachers with the interpretation of testing results;
- supporting the classroom teachers with the implementation of evidence-based instructional practices; and
- supporting the classroom teacher with developing and implementing intervention plans for students who are considered to be at-risk based on screening results.

LITERACY SCREENING & PROGRESS MONITORING IN LRSD

Recording and Reporting Requirements

Divisional Data Collection

LRSD is collecting data related to early screening centrally. The collection of data enables analysis of the participation and results of students who were screened each academic year. This data helps to inform divisional and school planning.

Data Management

LRSD collects screening data and the related Kindergarten Parent/Guardian Questionnaire data through its Student Information System (SIS), which as of September 2024 is Power School, and produces reports in Microsoft Power BI that are accessible to school and divisional administrators, clinicians and teachers.

LITERACY SCREENING & PROGRESS MONITORING IN LRSD

Appendix A: Divisional Communication to Parents/Guardians Regarding Early Reading Screening

Click here for the infographic



DATE

Dear Parents/Guardians of Kindergarten and Grade 1 Students,

Reading is a key skill that helps students succeed in school and in life. To support this, the Louis Riel School Division (LRSD) uses a universal screening process to check the foundational reading skills of all kindergarten students each year.

In kindergarten and grade 1, we use The Comprehensive Test of Phonological Processing – Second Edition (CTOPP-2) in all elementary schools. This is complemented by ongoing progress monitoring using The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in English program schools. For our French Immersion students, we use a similar tool called Le test des habiletés fondamentales en littérature (THaFoL). These tools are well-researched and trusted for their accuracy.

When results are combined with the information you shared with us on LRSD's Kindergarten Parent/Guardian Questionnaire, our classroom observations, and in some cases, other assessment results, we can better understand your child's reading growth and needs.

Early Screening

The goals of early reading screening are to:

- Identify your child's strengths and needs in foundational reading skills.
- Track your child's progress in reading.
- Identify children who may need extra support.
- Guide how we teach reading in the classroom.

In kindergarten, the screening includes five subtests of the CTOPP-2. This is done one-on-one near the beginning and end of the school year. In grade 1, the screening includes four subtests administered mid-year. Administering all of the subtests takes about 20 minutes and is usually done outside the classroom by a school or divisional staff member who is typically not your child's classroom teacher.

The CTOPP-2 screening includes:

- Phonological awareness (K-1): Recognizing and working with parts of words.
- Random automatized naming (RAN): Quickly naming rows of numbers (K-1) and colors (K only) that repeat on a page, similar process to reading.
- Memory exercise (K-1): Repeating a series of digits that get progressively longer.

Progress Monitoring

Below is an outline of the progress monitoring schedule implemented by classroom teachers in LRSD from kindergarten to grade 8. All tests are delivered in the language(s) of instruction.

Kindergarten (January)

- Letter naming fluency

Grade 1 (October and February)

- Letter naming fluency
- Word reading fluency
- Nonsense word fluency
- Text reading accuracy and fluency

Grade 2 (October and February)

- Letter naming fluency (for students who have not met previous benchmarks)
- Word reading fluency
- Nonsense word fluency
- Text reading accuracy and fluency
- English reading comprehension test (all students in both programs)

Grades 3 to 8 (October and February)

- Text reading accuracy and fluency
- English reading comprehension (all students in both programs)

In March, parents/guardians of children in kindergarten and grade 1 who receive scores below the benchmark on at least one subtest of the CTOPP-2 and at least one test from the DIBELS or THaFoL will receive a letter from the school to make them aware that benchmarks have not been attained.

If you have any questions or concerns about your child's progress, please contact your child's teacher or principal.

Thank you for helping us ensure the best learning experience for your child.

Sincerely,

[Superintendent]