

# How LRSD monitors STUDENT LITERACY SKILLS

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 elementary students, beginning in Kindergarten.

## EARLY SCREENING IN KINDERGARTEN AND GRADE 1:

### Goals:

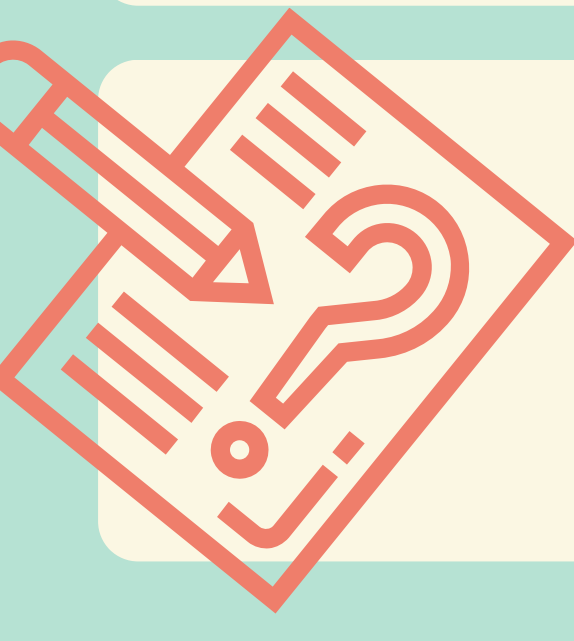
- Identify your child's strengths and needs in foundational reading skills.
- Track your child's progress in reading.
- Identify children who may need extra support.
- Guide how we teach reading in the classroom.



In Kindergarten and Grade 1, we use The Comprehensive Test of Phonological Processing – Second Edition (CTOPP-2) in all elementary schools.

In English program schools, the CTOPP-2 is administered once within the first two months of Kindergarten. In French Immersion schools, it is administered three times: twice in Kindergarten (fall and spring) and once in January of grade 1.

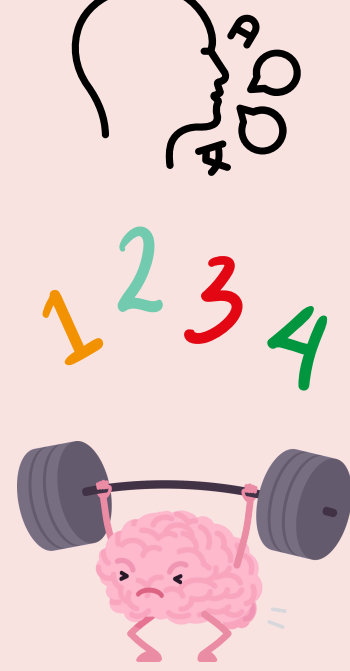
In Kindergarten, the screening includes five subtests of the CTOPP-2. In grade 1, the screening includes four subtests. Administering all of the subtests takes about 20 minutes and is usually done outside the classroom by a school or divisional staff member who is typically not your child's classroom teacher.



**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.**

### What CTOPP-2 screening includes:

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



## PROGRESS MONITORING (K-8):



Reading Progress Monitoring in LRSD (K-8):

- All tests are done in the language of instruction.
- In French Immersion (FI), English instruction begins in Grade 2, and English reading progress monitoring begins in April of Grade 2.

### Kindergarten

When:

- English Program: January & April
- French Immersion (FI): January

Tests:

- Letter Naming Fluency (both programs)
- Phonemic Segmentation Fluency (English only)



### Grade 1

When:

- English Program: October, January & April
- FI Program: October & April

Tests:

- Letter Naming Fluency
- Phonemic Segmentation Fluency (English only)
- Word Reading Fluency
- Nonsense Word Fluency
- Text Reading Accuracy and Fluency

### Grade 2

When:

- English Program: October, January, April\*
- FI French Reading: October & April\*
- FI English Reading: April
- \*Only administered if January benchmark was missed

Tests:

- Letter Naming Fluency (for students below benchmark)
- Word Reading Fluency
- Nonsense Word Fluency
- Text Reading Accuracy and Fluency
- English Reading Comprehension (both programs)



### Grade 3-8

When:

- Both Programs: October, January & April\*

Tests:

- Text Reading Accuracy and Fluency
- English Reading Comprehension (all students)

FI Note:

- French Text Reading Accuracy and Fluency is administered up to Grade 5 only. English monitoring continues through Grade 8

CTOPP-2 screening is complemented by ongoing progress monitoring using The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in English program schools and French Immersion Schools. In French Immersion schools, we use tools similar to the DIBELS to assess French reading progress: For K-2, Le test des habiletés fondamentales en littératie (THaFoL), and for Grade 3-5 students, we use a tool called Indicateurs dynamiques d'habiletés précoces en lecture (IDAPEL).

**These tools are well-researched and trusted for their accuracy.**

[Find information about LRSD's Literacy Screening and Progress Monitoring here.](#)

## KEEPING YOU INFORMED



If you'd like to talk about your child's progress or learn more about how their literacy skills are supported through universal screening and progress monitoring, please reach out to your child's teacher or the principal.

**THANK YOU FOR HELPING US ENSURE THE BEST LEARNING EXPERIENCE FOR YOUR CHILD.**