



acadience®
data management

PreK–Grade 9

Quickly Find Meaning in the Data with *Acadience Data Management*

As educators implement the Acadience® suite of assessments, they need a data management system to aggregate the data and easily interpret meaning through clear and accurate reports.

Acadience® Data Management (ADM) is a reporting system that gives educators the data they need to make informed instructional decisions at all levels.



The Acadience Data Management System Provides Data Management and Reporting for These Assessment Tools

Acadience® Reading Grades K-6

Previously known as DIBELS Next™ Acadience Reading K-6 is designed to predict early reading success and identify students experiencing difficulty in the acquisition of foundational literacy skills to provide early literacy support to prevent later reading difficulties.

Acadience® Math Grades K-6

Previously known as DIBELS® Math™ Designed to predict early mathematics success and identify students experiencing difficulty in the acquisition of foundational math skills and provide support early to prevent later difficulties.

Acadience® Reading Grades 7-9

Previously known as Content Area Reading Indicators (CARI™) This assessment is a set of measures and procedures for assessing the literacy skills of students in grades 7-9.

Acadience® Reading Pre-K: PELI® Ages 3-5

Acadience Reading Pre-K: PELI® is a storybook-embedded assessment of essential pre-literacy and oral language skills needed for kindergarten. Designed to identify students who are experiencing difficulties acquiring these skills, the assessment provides information to guide the instructional support needed to improve future reading outcomes.

Powerful Reports Give Educators the Tools They Need

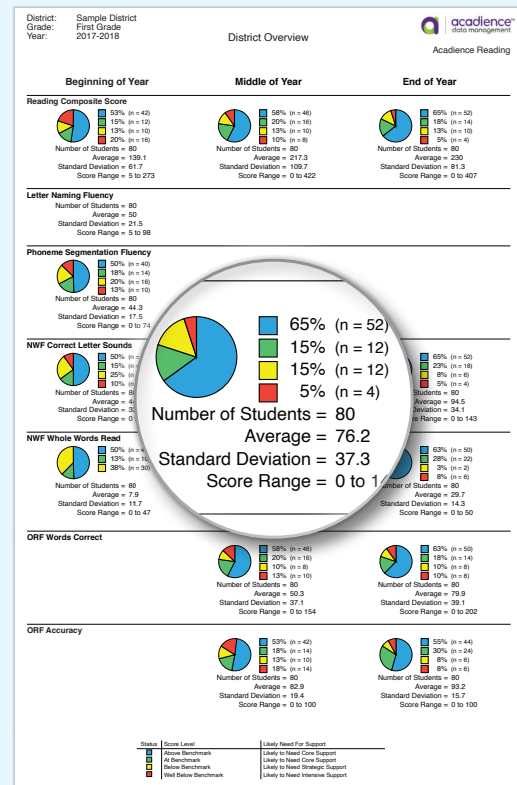
The Acadience Data Management system provides access to a variety of helpful reports. Here are a few of the most commonly used reports.

District and School Reports

These reports highlight overall district and school-level needs to provide an effective system of support for teacher focus and student needs.

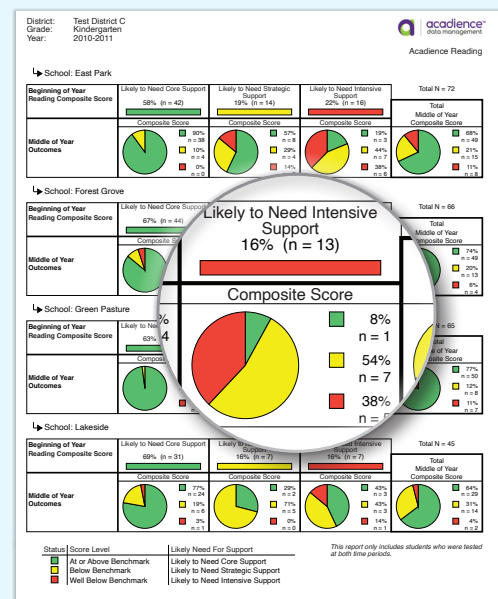
Overview Report

This report gives a clear, high-level picture of student reading skills informs decision making for system-wide goal setting and planning by school, district, and grade level.



Effectiveness of Instructional Support Levels

This report offers an understanding of the number of students whose instructional needs are being met and the level of support needed for those who are not. It answers the questions, "Does the core reading instruction meet the needs of 80 percent of all students?" "Does the intervention meet the needs of my students needing additional support?"



Classroom Report

Color coding helps educators quickly identify which students may need additional instruction and support to achieve goals.

School: Sunnyville Elementary School
Grade: Third Grade, Middle of Year
Year: 2017-2018
Class: Gray Grade3

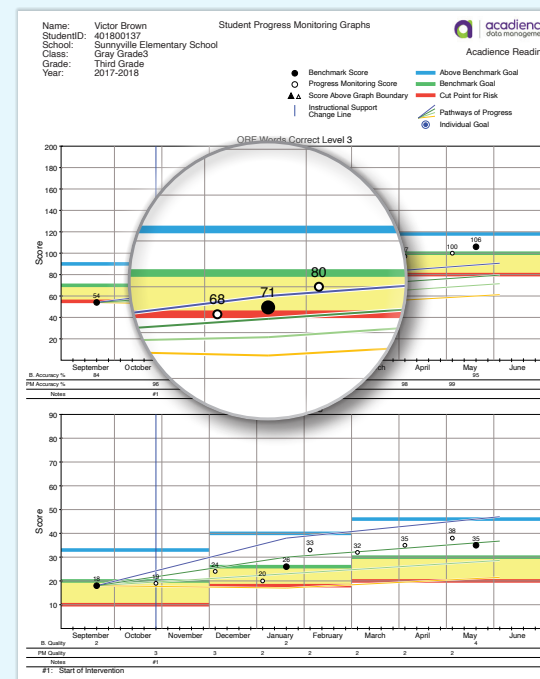
Classroom Report

Acadience Reading

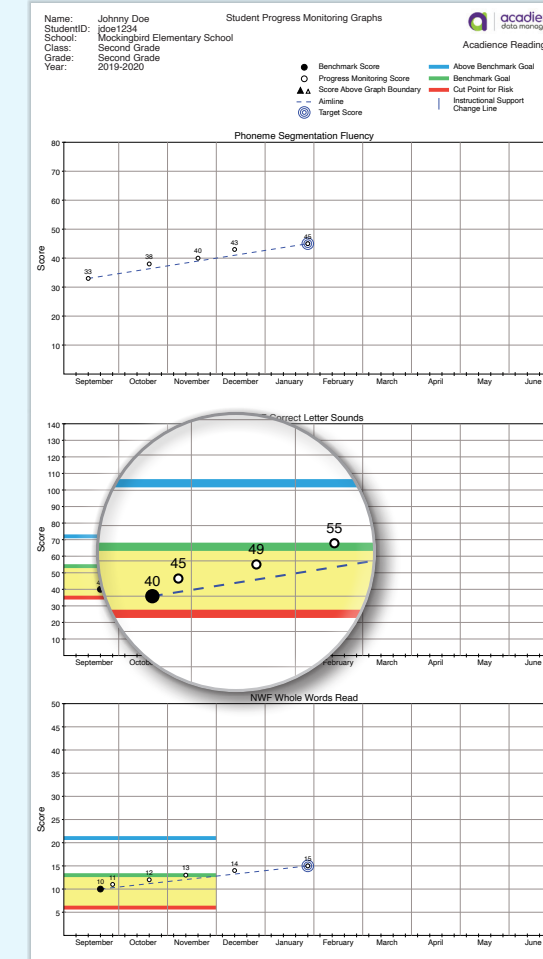
NAME	STUDENT ID	Acadience Reading				MAZE		READING COMPOSITE SCORE				
		ORF Words Correct	Retell Accuracy	Retell Quality	Local Percentile	Adjusted Score	Local Percentile	Score	Local Percentile			
West, Doris	401800140	6	90%	25	15	2	4	3	151	4	Well Below Benchmark	
Montgomery, Janice	401800128	14	92%	19	16	2	8	16	173	6	Well Below Benchmark	
Stevens, Todd	401800138	11	95%	23	17	1	4	3	177	9	Well Below Benchmark	
Fleming, Patrick	401800139	19	92%	26	18	3	6	10	211	14	Well Below Benchmark	
Brown, Victor	401800137	25	98%	14	19	2	13	39	231	19	Well Below Benchmark	
Barker, Raymond	401800132	1	10	28	255	1	10	28	255	21	Below Benchmark	
Curtis, Jonathan	401800134	29	97%	15	24	1	13	39	265	24	Below Benchmark	
Brock, Frank	401800130	102	48	94%	26	2	15	50	286	26	At Benchmark	
Hernandez, Mark	401800133	95	39	98%	28	3	10	28	295	30	At Benchmark	
Fuller, Susan	401800125	78	78	98%	36	2	16	68	312	34	At Benchmark	
Burns, Donna	401800131	106	56	98%	46	2	15	50	324	40	At Benchmark	
Terry, Ernest	401800124	88	33	99%	30	2	16	56	324	40	At Benchmark	
Thompson, Terry	401800127	88	33	94%	49	4	18	68	330	44	At Benchmark	
Cook, Timothy	401800121	90	36	100%	31	2	16	56	336	49	At Benchmark	
Greer, Nancy	401800123	96	41	97%	40	2	17	63	340	51	At Benchmark	
Ball, Gregory	401800126	106	56	98%	44	3	17	63	366	64	Above Benchmark	
Harper, Ruth	401800135	116	64	99%	43	4	14	45	370	66	Above Benchmark	
Daniel, Diana	401800122	122	74	99%	37	2	19	73	384	71	Above Benchmark	
Wheeler, Joseph	401800129	119	68	100%	34	2	23	81	399	76	Above Benchmark	
Dean, Jacqueline	401800141	144	84	100%	36	3	26	94	452	81	Above Benchmark	
Pope, Paul	401800142	126	76	96%	69	4	26	88	456	84	Above Benchmark	
Lambert, Anthony	401800136	128	79	99%	94	4	22	79	516	94	Above Benchmark	
GOAL		86		96%	26		11		285			
AVERAGE		94.4		96.4%	35.1		2.4	15.1		316.0		

Student Progress-Monitoring Reports and Graphs

The Student Progress-Monitoring reports and graphs support the development of meaningful, individual student learning goals and track student progress toward building strong readers.



Third Grade Color-Coded Oral Reading Fluency (ORF) and Retell by Assessment Measure



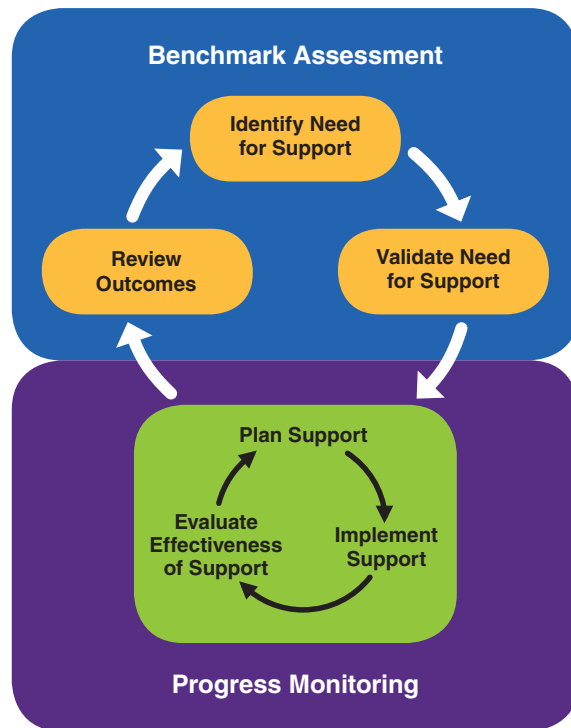
A Resource that Supports the Outcomes-Driven Model for Student Success

As **Acadience Data Management** provides a system for storing data, analyzing data, and reporting data, **ADM** also supports decision making within an Outcomes-Driven Model, allowing educators to more efficiently analyze data.

With an Outcomes-Driven Model:

- Data are used to make instructional decisions based on the level of support according to student need
- Educators are empowered to make data-based decisions consistent with an RtI/MTSS** framework
- Data are available to target instruction and improve student outcomes

**RtI—Response to Intervention and Multi-tiered Systems of Support



Contact us for more information:

voyagersopris.com/acadience

800.956.2860

*Acadience Reading K–6 is the new name for the DIBELS Next assessment. Acadience is the trademark of Acadience Learning Inc. The DIBELS Next copyrighted content is owned by DMG. The DIBELS and DIBELS Next registered trademarks were sold by DMG to the University of Oregon (UO) and are now owned by the UO.