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.

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.
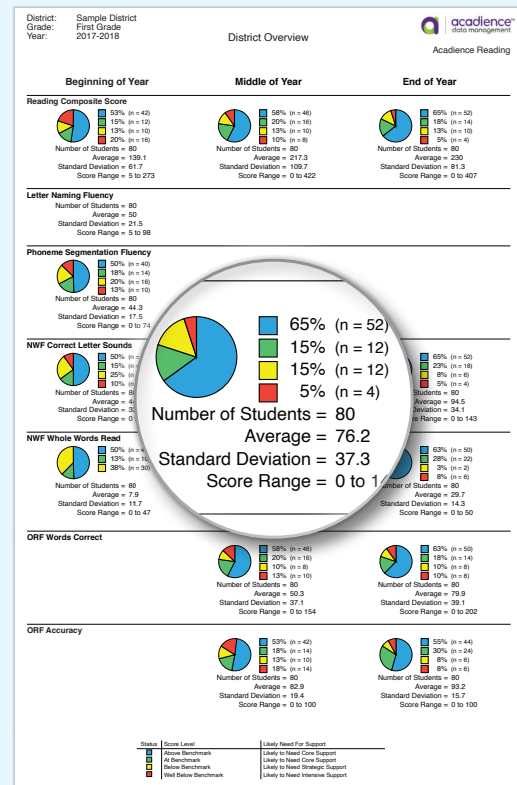
Effectiveness of Instructional Support Levels
This report offers an understanding of the number of students whose instructional needs are being met and the level of support needed for those who are not. It answers the questions, "Does the core reading instruction meet the needs of 80 percent of all students?" "Does the intervention meet the needs of my students needing additional support?"
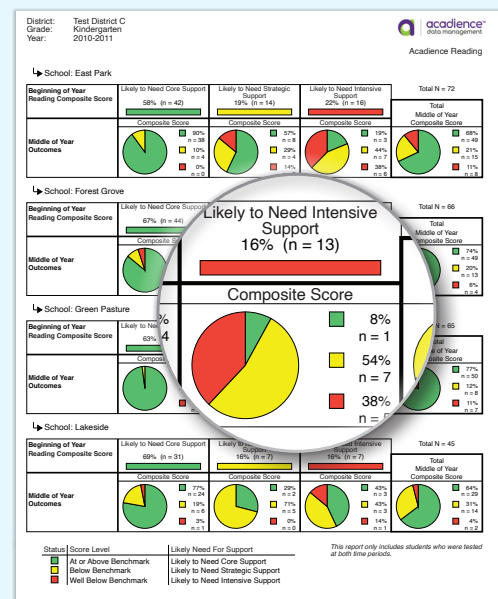
Classroom Report
Color coding helps educators quickly identify which students may need additional instruction and support to achieve goals.

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.
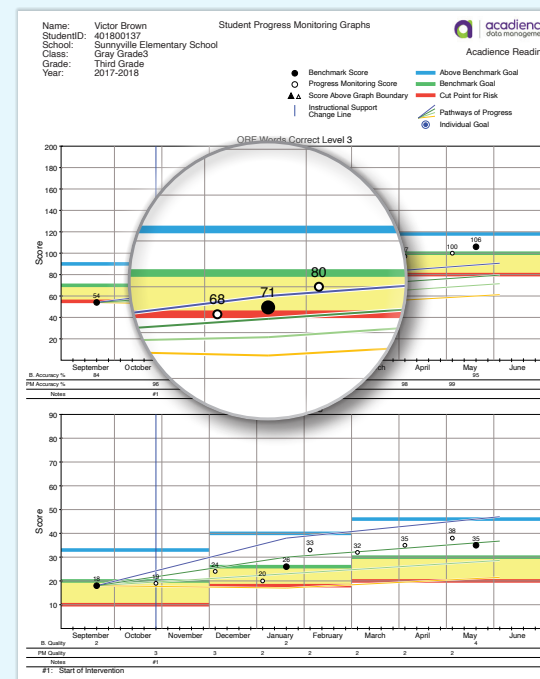
Third Grade Color-Coded Oral Reading Fluency (ORF) and Retell by Assessment Measure
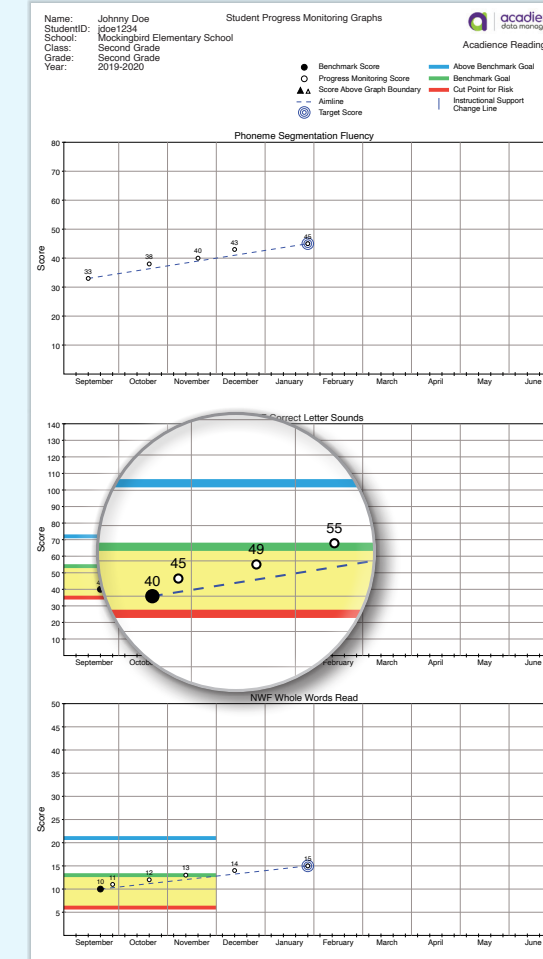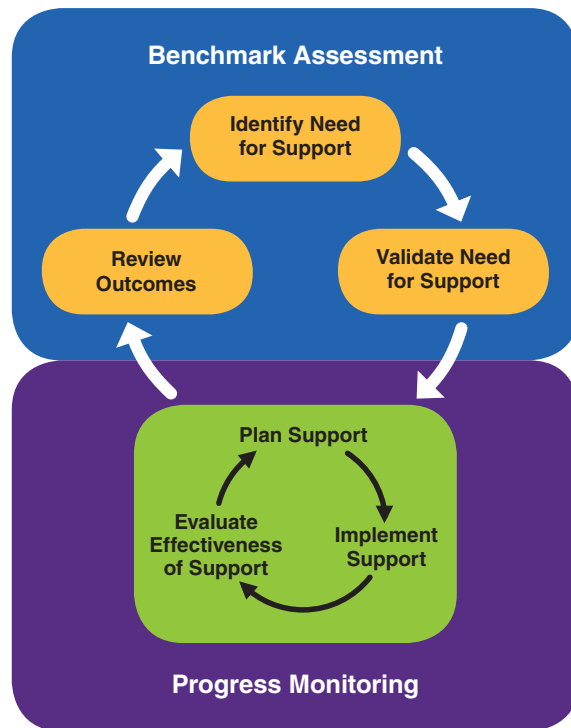
A Resource that Supports the Outcomes-Driven Model for Student Success

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*

Benchmark Assessment

- Identify Need for Support
- Review Outcomes
- Validate Need for Support

Progress Monitoring

- Plan Support
- Evaluate Effectiveness of Support
- Implement Support

Contact us for more information:

voyagersopris.com/acadience
800.956.2860

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