Realize the Potential of EVERY Student, Teacher & School
Informed Decision Making Leads to a Positive Difference for Each and Every Student—including Those at Risk

Acadience® Learning is based on extensive research and proven success. This comprehensive preK-6 reading and K-6 math assessment system identifies students with a variety of educational needs: above level, on level, and at risk for reading difficulties—including students with dyslexia and English language learners.

Which Acadience Learning solution is right for your needs?

**ACADIENCE® READING K–6**
(Previously published as *DIBELS Next®*)

Grades K–6 | 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® READING SURVEY**
(Previously published as *DIBELS Next® Survey*)

Grades K–6 | Designed as a companion tool for use with *Acadience Reading K–6*, to determine instructional level and progress monitoring.

**ACADIENCE® READING DIAGNOSTIC: PA & WRD**
(Previously published as *DIBELS® Deep: PA & WRD*)

Grades K–6 | Assesses critical reading skills for students in grades K–6 and older students with very low skills.

**ACADIENCE® READING DIAGNOSTIC: CFOL**
(Previously published as *DIBELS® Deep: CFOL*)

Grades K–6 | Assesses critical reading skills for students in grades K–6 and older students with very low skills.

**ACADIENCE® READING RAPID AUTOMATIZED NAMING (RAN)**

Grades K–1 | Assesses quick and accurate naming of repeated sets of familiar items as a predictor of future reading difficulties.

**ACADIENCE® READING PRE-K: PELI®**
(Previously published as *Preschool Early Literacy Indicators (PELI)*)

Ages 3 to 5 | Assesses essential pre-literacy and oral language skills needed for kindergarten.

**ACADIENCE® MATH**
(Previously published as *DIBELS® Math*)

Grades K–6 | 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.

¹Acadience® Reading K–6 is the new name for the DIBELS Next® assessment. Acadience is a 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.
Powerful and Practical Assessment Tools by Renowned Researchers

Authored by respected researchers Dr. Roland Good and Dr. Ruth Kaminski, the Acadience Learning assessments provide the measures, training, data management, and customer service educators know and trust.

For more than 25 years, Drs. Good and Kaminski have committed their careers to creating assessments and tools that help educators improve outcomes for students and schools. Acadience Learning is the culmination of ongoing research and development with consistent researchers.

*Drs. Good and Kaminski are not associated with any new measures under the DIBELS name, such as DIBELS 8th Edition. The product known as DIBELS 6th Edition is no longer available from Acadience Learning or Voyager Sopris Learning®.

Acadience Learning Assessment Measures

➔ Are built on a strong research base to support all students
➔ Provide direction for targeted interventions support: RTI and MTSS
➔ Guide teachers and administrators in making instructional decisions based on data
➔ Are comprehensive for ALL preK-6 students

Explore the Solutions

On the following pages, you’ll learn more about the Acadience Learning tools and assessments that empower decision making with data and make a difference for every student, every teacher, and every school.
ACADIENCE® READING K–6
(Previously published as DIBELS Next®)

Grades K–6 | 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.

Data show that not all elementary students are learning to read and many are at risk for reading failure. Research also confirms that all students should receive instruction in early literacy skills and students at risk for reading failure should be taught the specific elements of structured literacy.

Teachers need to know which students are acquiring the skills of early literacy; the tools to understand each student’s appropriate instructional level; and, if necessary, detailed information about each student’s development of phonological awareness, the alphabetic principle, fluency, comprehension, and vocabulary.

Empowering Teachers with the Insight they Need

Acadience® Reading K–6 is a comprehensive solution providing benchmark, progress-monitoring, and diagnostic assessments. These assessments can be combined according to the need of all students, some students, or a few students based on need.

Quick, reliable, and efficient, Acadience Reading K–6 measures indicate if a student is on track for reading success. With universal screening and progress-monitoring components, these measures are critical tools for educators to:

➔ Identify students who need intervention support
➔ Evaluate the effectiveness of interventions
➔ Support the Response to Intervention (RTI)/Multi-tiered System of Support (MTSS) model
How It Works

Acadience Reading K–6 literacy assessment provide brief, formative indicators of the essential skills necessary for proficient reading in grades K–6.

Designed to predict early reading success, Acadience Reading K–6 provides early literacy support to prevent later reading difficulties.

The Acadience Reading Suite of Literacy Assessments Enables Teachers to:

- Identify students needing intervention
- Evaluate effectiveness of interventions
- Select instructional interventions and group students
- Prepare instruction to support students in reaching rigorous state standards
- Provide universal screening, progress-monitoring, and diagnostic assessments
- Use a web-based, data-management system
Help Struggling Students Reach Benchmark Reading Goals

Acadience® Reading Survey, previously published as DIBELS Next® Survey, is a set of testing materials that may be administered to students with skills well below the benchmark for their grade. This set of alternate forms of Acadience Reading K–6 is useful to help students struggling with acquiring basic early literacy skills.

Acadience Reading Survey provides teachers with specific information they need to make decisions about instruction.

The set of testing materials meets the same technical adequacy standards as Acadience Reading K–6 and is useful to:

- Determine appropriate progress-monitoring level
- Identify the instructional level
- Set goals for students who missed prior benchmark goals
- Help educators determine the optimal progress-monitoring level for students below benchmark

Assessment is the first step toward improving outcomes for all students. Formative assessment, in particular, supports student learning by providing information that lets us know whether our instruction is working for each and every student while students are learning.

—Dr. Ruth Kaminski
Administer with Ease and Efficiency

*Acadience Reading Survey* helps maximize classroom teaching time because it:

- Ensures no time is wasted by progress monitoring too high or too low
- Accurately identifies the level of materials needed for progress monitoring
- Supports teachers in selecting intervention materials at the right level
Help Educators Bridge the Gap Between Data and Instruction

In response to the demand for diagnostic reading assessments that are cost effective, time efficient, reliable, valid, and linked to Acadience Reading K-6, Acadience Learning has developed an assessment series called Acadience® Reading Diagnostic.

The two assessment tools outlined here provide educators with specific and detailed information for differentiating instruction corresponding to each of the key basic early literacy skills:

- Phonological awareness
- Accuracy
- Fluency with Connected Text
- Comprehension
- Vocabulary

Acadience® Reading Diagnostic:
PHONEMIC AWARENESS & WORD READING AND DECODING (PA & WRD)
(Previously published as DIBELS® Deep: PA & WRD)

Grades K-6 | Assesses critical reading skills for students in grades K-6 and older students with very low skills.

Acadience® Reading Diagnostic: Phonemic Awareness & Word Reading and Decoding (PA & WRD) assists educators in untangling the many possible reasons why a student may be struggling with phonemic awareness and phonics.

This diagnostic tool assesses:

- Phonological awareness skills
- Blending and segmenting tasks
- Phonics patterns and skills

Acadience Reading Diagnostic solutions, previously published as DIBELS® Deep, are assessment tools that provide detailed diagnostic information for instructional planning. These tools are intended for students who have not yet reached their grade-level benchmark goals or students who may have met some benchmark goals but are struggling with essential skills.
Coming Spring 2020

Acadience® Reading Diagnostic: COMPREHENSION, FLUENCY, & ORAL LANGUAGE (CFOL)

(Previously published as DIBELS® Deep: CFOL)

Grades K-6 | Assesses critical reading skills for students in grades K-6 and older students with very low skills.

These cost-effective, time-efficient, reliable diagnostic reading tools are brief individually administered, untimed assessments of critical reading skills. Acadience® Reading Diagnostic Comprehension, Fluency, & Oral Language (CFOL) targets the needs of struggling readers by helping educators address:

- The types of supports needed for students
- How students should be grouped
- Which specific skills should be the focus of instruction
- Which instructional strategies should be implemented

Acadience Reading Diagnostic (CFOL) assists educators in untangling the many possible reasons why a student may be struggling with reading comprehension.

The diagnostic assesses:

- Story coherence/text structure
- Listening and reading comprehension
- Vocabulary and oral language
- Fluency with expository and narrative texts

Coming Spring 2020

Acadience® Reading Rapid Automatized Naming (RAN)

Grades K-1 | Assesses quick and accurate naming of repeated sets of familiar items as a predictor of future reading difficulties, and is useful for educators in states requiring measures of Rapid Automatized Naming (RAN) as part of screening students for reading difficulties such as dyslexia.
Coming Spring 2020

Acadience® Reading Pre-K: PELI®
(Previously published as Preschool Early Literacy Indicators (PELI))

Ages 3 to 5 | Assesses essential pre-literacy and oral language skills needed for kindergarten.

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.

The assessment is designed for preschool and pre-kindergarten students (ages 3–5), and measures alphabet knowledge, vocabulary and oral language, phonological awareness, and listening comprehension.

Presented in a storybook format that is familiar to most preschool students, each alternate PELI book is designed around a central theme to include titles such as:

- On the Farm
- What’s for Dinner
- A Day at the Beach
- Grandma’s Birthday
- A Trip to Outer Space
- The New Pet
- Time for Bed

The measure is untimed and takes about 15 minutes to administer.
Coming Spring 2020

Acadience® Math
(Previously published as DIBELS® Math)

**Grades K-6** | 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® Math is an assessment used to measure the acquisition of mathematics skills and provides indicators of the essential skills every student must master to become proficient.

Composed of measures of early numeracy, computation, and problem solving that function as indicators of the essential skills that every student must master to become proficient in mathematics, these measures can be used to quickly and efficiently monitor the development of mathematics skills. Acadience Math is designed to identify students experiencing difficulty in the acquisition of basic mathematics skills, to provide support early and prevent the occurrence of later mathematics difficulties.

Acadience Math provides reliable-and-valid universal screening to identify students who may be at risk for mathematics difficulties. These measures also help identify the skills to target for instructional support. The assessment also provides progress-monitoring measures for at-risk students while they receive additional, targeted instruction to close achievement gaps.

These measures also assist educators in examining the effectiveness of school-wide mathematics supports.

**Use Acadience Math to:**

- Identify students who may be at risk for mathematics difficulties (universal screening)
- Help teachers identify areas to target instructional support
- Monitor students at risk while they receive additional, targeted instruction
- Examine the effectiveness of a school’s system of instructional supports

Voyager Sopris Learning will serve as the exclusive print distributor for Acadience Reading K-6, Acadience Reading PreK: PELI, and Acadience Math assessments.
Our Reason to Believe

We believe in the power of education to change lives—preventing reading difficulty through early screening, and using diagnostics to pinpoint the specific areas of weakness.

Study after study has shown that better education correlates directly with better outcomes socially, economically and personally.

But it’s more than that.

Education gives us perspective. Education gives us depth. Education makes us who we are and, most importantly, it shows us who we can become.

We’ve worked for decades helping thousands of educators implement meaningful assessments that help you really understand what’s going on with each student and with the class overall. Nobody can match our experience; nobody can match our commitment to results.

It’s about so much more than checking off the boxes. Because when you have an approach that works—an approach you can measure and benchmark and repeat—you start to change outcomes. And when you change outcomes, you change lives. As administrators, policy makers and educators, you know that kids who master the basics—kids who learn to read, kids who get math—are more likely to graduate high school and are set up for greater success in their careers and their lives.

Because that’s what teaching is all about—not just covering the bases, but unlocking the potential in each student.

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