

October 2025

Dear Families,

Reading is very important for your child's success in school and life. Every year our school assesses the reading skills of all students in Year 2 of Kindergarten through Grade 2 using a tool called an Early Reading Screener. Early reading screening is now required by the Ministry of Education through Policy/Program Memorandum # 168.

Reading helps your child do better in all subjects like language, social studies, science and math. If children are strong readers, it will also help them in their future careers.

Early reading screening also helps us find out if your child is having any difficulties with reading so that we can give them the help they need. The goal of early reading screening is to:

1. monitor your child's development in early reading skills,
2. identify children who need additional support, and
3. guide classroom instruction.

The early reading screener is completed one-on-one with a teacher near the start of the school year. Early reading screening is an important tool to help us understand and communicate your child's individual reading progress so that we can support their needs. This early reading screening does not affect your child's grades but instead will help identify the support they may need.

The screening covers different foundational skills needed to read. For example, your child might be asked to identify letters and sounds or sound out words. The details of the screening will vary depending on the grade. No preparation is needed for the screening.

Students whose scores fall below the benchmark will be provided with extra support to help them catch up. The screening only provides one piece of information about your child's language and literacy skills. All the early reading screening measures used are outlined on pages 2 and 3 of this letter.

Teachers will connect with you to discuss your child's strengths, areas of need, and to share examples of their growth over time. Results of the first screening will also be communicated to you in your child's first Kindergarten Communication of Learning/Elementary Provincial Report Card and will indicate whether your child has met or not yet met the screening benchmark at the time of their screening. Teachers will maintain communication with families to discuss the results of classroom assessments, as needed.

Should you have any questions or concerns about your child's reading abilities, you are encouraged to reach out to your child's teacher and/or principal.

Thank you for your partnership in making sure that your child has the best possible learning experience.

Sincerely,
Kate Myers
Principal
Elementary Virtual School

Limestone District School Board is situated on the traditional
territories of the Anishinabek and Haudenosaunee.

Karen McGregor, Chair | Krishna Burra, Director of Education and Secretary | Craig Young, Treasurer

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UNIVERSAL SCREENING

Limestone District School Board

Information for Families - Fall 2025



Each fall, students in Kindergarten (Year 2) to Grade 2 in the **Limestone District School Board** participate in mandatory Universal Screening using the Acadience Universal Screening assessment. This province-wide initiative has been put in place for all students in Kindergarten (Year 2) to Grade 2 and provides valuable information to classroom teachers and helps inform instruction.

Who?	All students in Kindergarten (Year 2) – Grade 2. Assessments will be given by classroom teachers and/or Universal screening specialist teachers (SSTs).
What?	Depending on the grade, student, and time of year, students may engage in up to 4 brief assessment measures that focus on an essential literacy skill.
Where?	Students will engage in screening in their school with their teachers and within the regular school day.
When?	All students in Kindergarten (Year 2) to Grade 2 will participate in universal screening starting in the Fall of 2024. Further universal screening throughout the year is dependent on many factors. Please talk to your child's classroom teacher for more information.
Why?	These measures will be used to monitor the development of essential literacy skills in order to provide instructional support to students.
How?	Most measures are no more than a minute in length. Students will engage in screening in their school with their teacher(s). Assessments will occur within the regular school day.

Acadience Reading is a universal screening and progress monitoring assessment that measures early literacy skills.

Acadience Reading is comprised of six brief measures that function as indicators of the essential skills that every child must master to become a proficient reader.

These measures will be used to monitor the development of literacy skills in order to provide timely instructional support.

Acadience Reading

Assessment Measures



Depending on the grade and time of year, there are up to 5 Acadience measures for Year 2 Kindergarten - Grade 2 students. Students will be given the screeners in their language of instruction.

English - First Sound Fluency (FSF)

French Immersion - Facilité à reconnaître le premier son (FPS)

The assessor says words, and the student tells the first sound for each word. This assessment is done orally.

What essential skill does this measure? Phonemic Awareness

Assessed in:
Kindergarten

English - Letter Naming Fluency (LNF)

French Immersion - Facilité à dénommer des lettres (FDL)

The student is presented with a sheet of letters (upper and lower case) in random order. They are asked to name the letters.

What essential skill does this measure? Knowing the names of letters is not an essential skill, but is a significant indicator of future reading risk.

Assessed in:
Kindergarten
& Grade 1

English - Phoneme Segmentation Fluency (PSF)

French Immersion - Facilité à segmenter des phonèmes (FSP)

The assessor says words, and the student says the individual sounds in each word. This assessment is done orally.

What essential skill does this measure? Phonemic Awareness

Assessed in:
Kindergarten
& Grade 1

English - Nonsense Word Fluency (NWF)

French Immersion - Facilité à lire des non-mots (FNM)

The student is presented with a list of VC and CVC pseudo words (eg. 'ul', 'pim', 'zek'), and asked to read the words aloud.

What essential skill does this measure? Basic Phonics, Alphabetic Principle

Assessed in:
Kindergarten,
Grade 1 & Grade 2

English - Oral Reading Fluency (ORF)

French Immersion - Facilité en lecture orale (FLO)

The student is presented with a reading passage and asked to read aloud to the assessor. The student is then asked to retell what they just read.

What essential skill does this measure? Advanced Phonics, Word Attack Skills, Accurate and Fluent Reading of Connected Text, Reading Comprehension, Vocabulary, Language Skills

Assessed in:
Grade 1 &
Grade 2