Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Parent or Guardian,

Your child, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, was recently screened using the **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** assessment. This assessment is designed to identify students in grades K-3 who are on track for achieving reading proficiency and those who may need additional support and/or intervention. According to Act 438, within fifteen days of identifying that a student in kindergarten through third grade is below grade level, the school shall notify the student’s parent or legal guardian in writing.

The Importance of Achieving Reading Proficiency by Third Grade

Third grade is considered a critical milestone for reading development because it marks a shift from “learning to read” to “reading to learn.” Students who achieve reading proficiency by the end of third grade are more likely to succeed academically and in subsequent grades, as they rely on their reading abilities to access and understand content across different subjects. By identifying those students in grades K-3 who are not on track for reading proficiency, we are ensuring that all students receive the support they need before significant literacy gaps emerge.

Information for Dual Language Immersion Students

Studies have shown that students enrolled in dual language immersion (DLI) programs may experience an early lag in English proficiency when compared to peers (of the same age) who receive all literacy instruction in their native language.  This lag can be attributed to the division of literacy instruction between two languages. This temporary delay may be seen in the areas of spelling, punctuation, word knowledge, and word discrimination. However, these studies and others have shown that potential delays are generally resolved through continued English study in grades K-5.

Because they are learning two languages at the same time, DLI students will initially show dominance in one of their studied languages - usually the immersion language. Over time, this dominance will equalize. As a parent, you can do the following to improve your child’s English language literacy progress:

* Continue to allow your child to participate in the dual language immersion program.
* Read to your child in their home language daily.
* Have your child read to you in their home language daily.
* Look for opportunities to incorporate literacy skills practice in your daily activities.

Interpreting Your Child’s Scores

Below you will find your child’s scores on the DIBELS assessment. Any child that scores “below” or “well below” benchmark will need additional literacy support in order to achieve grade-level literacy outcomes. This report will provide information on the specific interventions and supports that the school will provide to improve your child’s literacy proficiency as well as activities and resources that can be used at home.

**First Grade**

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Score** | **Risk Category** | **Targets** |
| **Letter Naming Fluency**  Measures a child’s ability to rapidly name upper- and lower-case letters. |  | -- | Beginning-Year Target: 42  Mid-Year Target: 57  End-Year Target: 59 |
| **Phonemic Segmentation Fluency**  Measures a child’s ability to identify sounds in spoken words. |  | -- | Beginning-Year Target: 31  Mid-Year Target: 43  End-Year Target: 45 |
| **Nonsense Word Fluency**  **(Correct Letter Sounds)**  Measures a child’s ability to apply learned letter-sound correspondences and spelling patterns. |  | -- | Beginning-Year Target: 30  Mid-Year Target: 52  End-Year Target: 55 |
| **Nonsense Word Fluency**  **(Words Recoded Correctly)**  Measures a child’s automaticity in applying learned letter-sound correspondences and spelling patterns. |  | -- | Beginning-Year Target: 5  Mid-Year Target: 14  End-Year Target: 15 |
| **Word Reading Fluency**  Measures a child’s ability to read grade-appropriate words with sufficient automaticity. |  | -- | Beginning-Year Target: 12  Mid-Year Target: 17  End-Year Target: 25 |
| **Oral Reading Fluency (Accuracy)**  Measures the accuracy of a child’s reading. |  | -- | Beginning-Year Target: 67  Mid-Year Target: 87  End-Year Target: 91 |
| **Oral Reading Fluency (Words Correct)**  Measures a child’s ability to read with sufficient fluency to support reading comprehension. |  | -- | Beginning-Year Target: 10  Mid-Year Target: 21  End-Year Target: 39 |
| **COMPOSITE** | -- | | |

**\*Note:** Each of the above indicators are measured within one-minute.

**Interventions and/or Additional Supports Provided by the School**

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| --- |
|  |

**Activities that can be completed at-home to support literacy:**

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| --- |
|  |

If you have any questions, please do not hesitate to contact your child’s teacher and/or school for additional support.

Teacher Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Additional Information**

If your child scores below grade-level, they may be eligible for up to $1,000 in vouchers for literacy tutoring. Please scan the QR code for more information and to check to see if your child is eligible.

