



**Beginning of the Year
Universal Screener Analysis Template
TEACHER**

This document is designed to support **teachers** in analyzing their Beginning of the Year literacy screening data. Site-level leaders (principals, assistant principals, instructional coaches, etc.) should use the Site-Level Leader Analysis Template, and district-level leaders should use the District-Level Leader Analysis Template.

To use this document, the teacher must identify the screener used (Acadience, DIBELS 8th, iSTEP, STEEP, etc.) along with the different measures used during the Beginning of the Year screening (ex. Nonsense Word Fluency, Phoneme Segmentation Fluency, etc.). These measures will differ depending on the grade level and the screener used.

After identifying the measures used, the teacher should identify the “benchmark score” or cutoff score used to identify whether or not a student is “at benchmark” for each of the different measures along with the overall or “composite” score. The teacher should then use the attached template to list students who are “below benchmark” overall, and then for each of the different individual measures. Students should not appear in more than one group. These groupings can be used by teachers to develop targeted support for students.

A table is included for four measures, but there may or may not be four individual measures depending on the screener used and the grade level. You should only complete tables for measures included in the screener used and add lines as needed.

Teacher: _____

Screener Used: _____

Grade Level: _____

List the measures included in this screener:

	Measure	Benchmark Score
1		
2		
3		
4		
5	COMPOSITE/OVERALL	



Students who need comprehensive support in all identified areas (those identified as “below benchmark” on the composite or overall score):

Student	Composite Score	Notes

Students who need support in (insert measure) _____ (those identified as “below benchmark” on the benchmark score for this measure only):

Student	Benchmark Score	Notes

Students who need support in (insert measure) _____ (those identified as “below benchmark” on the benchmark score for this measure only):

Student	Benchmark Score	Notes



Students who need support in (insert measure) _____ (those identified as “below benchmark” on the benchmark score for this measure only):

Student	Benchmark Score	Notes

Students who need support in (insert measure) _____ (those identified as “below benchmark” on the benchmark score for this measure only):

Student	Benchmark Score	Notes