



Assessment Informed Instruction

How grade-level assumptions prevent students from getting the support they really need

Over the 2022-2023 school year, Hoot Reading partnered with school districts across Ontario to provide 1:1 literacy tutoring to the students who need it the most. Since September 2022, our team has delivered 79,800 lessons to more than 4,200 students in grades K-8. We've learned a lot about what these students need, and how quickly they can improve their reading skills with customized, data-informed lessons guided by a Structured Literacy approach.



4,220

of students enrolled in 2022-2023



26,600

of hours of lessons



79,800

Total # of lessons

Assessment Informed Instruction

We developed the Hoot Reading Assessment in order to identify where our students need support, down the (literal) letter. Our assessment ranges from phonological awareness skills for the earliest readers, to reading and discussing authentic texts for advancing readers.

We know that skilled readers are highly accurate and efficient word readers, who bridge the words they read to meaning and knowledge that comes from deep and wide language experiences cultivated both in and out of the classroom, and our assessment is designed to meet readers where they are, regardless of their current age or grade level. At Hoot, we've learned that each reader is truly unique, so the 1:1 instruction they receive should be catered to their exact skills, strengths and areas of need.

Hoot Reading provides such instruction or intervention through our network of qualified and trained teachers, all of whom hold a Bachelor's of Education or higher. Most of our lessons last 20 minutes, but in our work with students in Grades 4-8, a longer lesson model was deployed.

We Can't See What We Don't Look For:

In our work with Ontario students across grades K-8, we found that students of all grade levels needed instruction in the area of early Word Reading. These are one-syllable words that follow common spelling patterns, such as the CVC pattern in words like cat, hop, pig, sud, or the most simple long vowel pattern words such as lake, mile, bone, and rule.

Moreover, many students needed support at an even more foundational skill: matching individual letter-sound correspondences, such as producing the sound /m/ for the letter "m".

While it may be disheartening to see the foundational literacy gaps that Ontario children are carrying with them, we can't fix what we can't see. We don't know what we're not looking for, so it's a step in the right direction to lay it all out to get to work to make it right. We found that the students we worked with this year responded quickly to targeted instruction in word reading skills!

Pre-Word Reading

- Phonological Awareness
- Phonemic Awareness
- Letter Sounds

Word Reading 1

- CVC Words
- Digraphs
- Consonant Blends
- Long Vowels (CVCE and Open Vowels)
- Basic R-Controlled Vowels
- Basic Vowel Teams

Word Reading 2

- Advanced Vowel Teams
- Diphthongs
- Silent Letters
- Soft Consonants
- Word Endings
- Multisyllabic Words

Text Reading

- Accuracy
- Rate
- Phrasing & Prosody
- Vocabulary
- Knowledge
- Metacognition
- Connection



Our Findings

Findings



61% of K-2 students demonstrated proficiency in letter-sound correspondences - after one cycle of Hoot Reading, 82% of these students were proficient



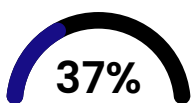
28% of K-2 students demonstrated proficiency in reading CVC words (like sad, web, rug, jot, him) - after one cycle of Hoot reading, 43% of students were proficient



83% of Grade 3-8 students demonstrated proficiency in letter-sound correspondences - after one cycle of Hoot Reading, 94% of these students were proficient



54% of 3-8 students demonstrated proficiency in reading CVC words (like sad, web, rug, jot, him) - after one cycle of Hoot reading, 74% of students were proficient



37% of 3-8 students demonstrated proficiency in reading Long Vowel words (like make, cone, tile, so, he) - after one cycle of Hoot reading, 50% of students were proficient



The Path Forward

There is still much work to be done, but we're on the right path. Our work in Ontario has shown us that foundational reading skill gaps travel with students long past their primary years, holding them back from accessing grade-level text. We also found that students respond well to learning the rules of how the English language works, and that phonics instruction can be delivered effectively and engagingly online. We're more committed than ever to our model that matches students with qualified teachers, whom they meet frequently in a 1:1 setting, for individualized instruction guided by assessment. This is high-impact tutoring making a difference in Ontario!