

Understanding Your Child's Multitudes Results

Your child took the UCSF Multitudes reading screener. It is made up of different tests. The screener provides information about your child's reading development and tells you if your child might experience reading challenges. This guide will help you understand your child's scores and how to support your child's reading development.

1. Universal screening result

Your child's **universal screening result** will be one of the following:

On Target

Your child's results on the universal screener meet expectations, compared to other children in their grade.

Support Needed

Results on the universal screener show that your child needs support to strengthen their reading skills.

Note: If your child did not complete one or more tasks in the universal screener, their result will be shown as "Incomplete."

2. Individual test results

Your child will also receive **individual test results**. Percentile scores compare how a child does on a test to other children in their grade across the State of California. For example, if a child scores at the 67th percentile, it means they performed better than 66 out of 100 other children who have taken the test. Percentile scores on Multitudes tests are color-coded as follows:

0 – 20th percentile

Your child's skills on this test are below the 20th percentile. Additional support in this area will be very important for your child as they learn to read.

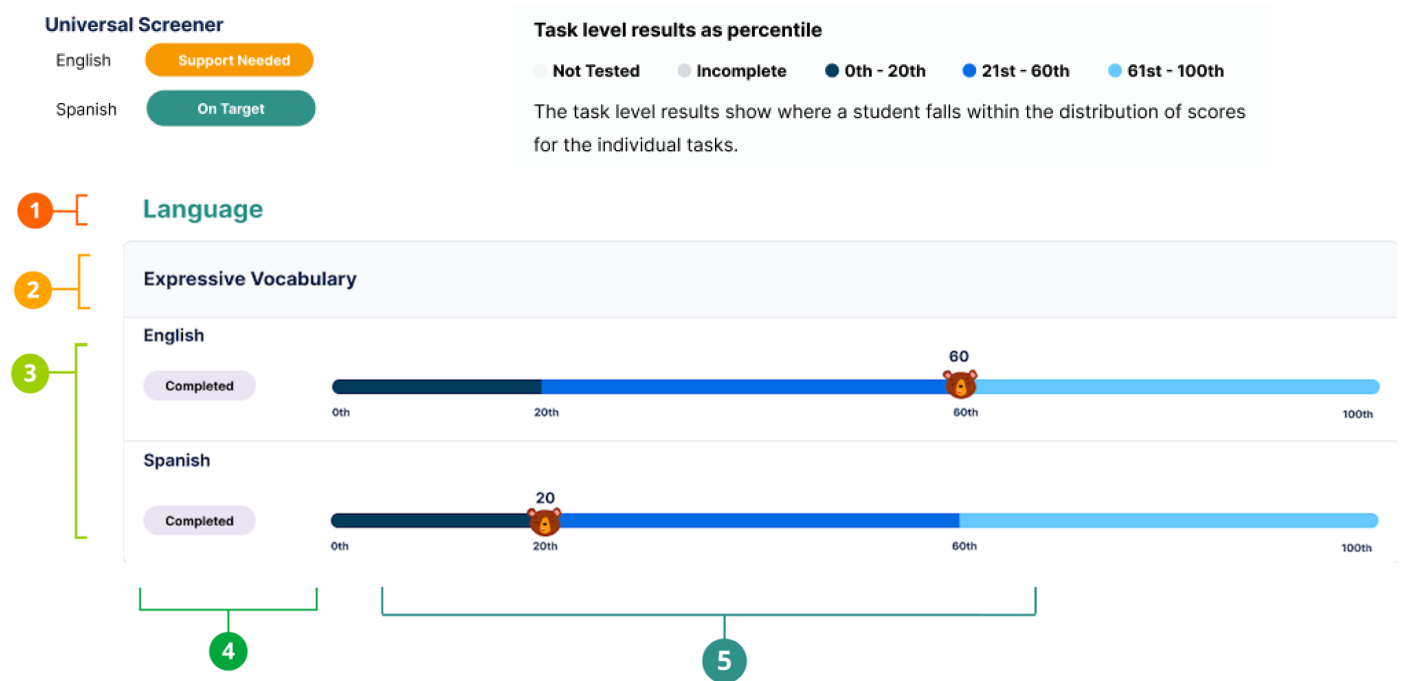
21st - 60th percentile

Your child's skills on this test are between the 20th and 60th percentile. Additional support in this area may be helpful to your child as they learn to read.

61st – 100th percentile

Your child's skills on this test are above the 60th percentile. They have strengths in this area that will likely be helpful to them as they learn to read.

Your child's results page will look like this:



- 1 The area of reading development that was tested.
- 2 The specific test within that area.
- 3 The language(s) in which your child was tested.
Whether your child has completed each test:
 - 4
 - Completed: Your child completed this test.
 - Incomplete: Your child started but did not finish this test.
 - Not Tested: Your child was not given this test in this language.
 - 5 Your child's individual test result in each language it was given.

Areas of reading development in the universal screener:

Depending on your child's grade, they might be tested on:

- **Language (Vocabulary):** Their ability to name different objects
- **Phonological Awareness:** Their ability to manipulate sounds in words they hear
- **Alphabetic Knowledge:** Their knowledge of names or sounds of alphabet letters
- **Processing Speed:** How quickly they can name a whole page of familiar objects or letters
- **Reading + Spelling:** Their ability to read and/or spell words



What can I do to support my child?

First of all, communicate with your child's teacher. Ask about the reading instruction and support your child is getting at school. Ask what you can do at home to help! Give your child lots of support and encouragement about learning to read. Notice and celebrate their strengths and the progress they make!

Recommended Activities

If your child's universal screening score is **Support needed** or they score between the **0 – 60th percentile** in one or more tasks, they will benefit from your support! Here are some activities you can try:

Language

- Speak, sing, and play with your child in the language you know best.
- Talk to your child during daily routines. Use words that are new to your child and explain what they mean.
- Take turns telling real or made-up stories. Talk about things you did when you were younger, places you visited, or funny moments you remember. Create new stories about imaginary animals, adventures, or dreams. As you talk, you can pause to explain new or interesting words (like "excited," "curious," "adventure") or ask questions like "What happened next?" or "How did you feel?"
- Read to your child in the language you know best. Talk about what you read, what they learned, what parts they liked or didn't like, and questions they have.
- Listen to audiobooks or podcasts with your child. Talk about what you listened to, what they learned, what questions they have, and new words they learned.

Phonological Awareness

- Say a word and challenge your child to say it in parts, such as by syllable (ma-ma, ga-to, ba-na-na) or by sound (d-r-o-p).
- Ask your child to name all the words they can think of that start with a certain sound (for example, words that start with the sound /d/: dog, day, dinosaur).

Alphabetic Knowledge

- Go on a "letter hunt." Look for specific letters while you're driving, walking, on the bus or train, reading, or at the store.

- While out and about or when looking through books, challenge your child to find one object for each letter of the alphabet in order, from A to Z. For example, in the supermarket, they might find: A – apple, B – banana, C – can of beans, D – donuts, E – eggs, and so on.

Reading

- If your child is starting to recognize words, go on a “word hunt.” Look for words they can read in the real world around them, like “Stop” on a traffic sign or “Restroom” by a public bathroom. If they’re starting to spell, take it a step further by asking them to spell the word they see!
- If your child is starting to read, ask them to read to you or take turns reading.
- If your child is becoming a more fluent reader, take turns reading aloud in different voices or styles. For example, you can use your voice to sound like the characters in the story. This makes reading fun and helps build fluency and expression.
- After reading a book together, spark a conversation by asking thoughtful questions. Try prompts like: “Who was your favorite character and why?”, “How do you think the character felt during [specific event]?”, “What do you think happens after the story ends?”, or “Can you come up with a different ending?” You might also ask, “Was there a message or lesson in the story?” or “Why do you think the author wrote this book?” These kinds of questions encourage deeper understanding, promote critical thinking, and help children build empathy through meaningful discussion.

Writing

- Trace or copy alphabet letters with a pencil, marker, crayons, chalk, or even in the sand.
- Encourage your child to write. Start with their name and then move on to other words.
- Help your child write and illustrate their own short story, then have them read it aloud like an author. This supports their writing skills while also encouraging independence and creativity.

REMEMBER...

Not all children develop skills at the same pace or have the same strengths.