

Dynamic Indicators of **B**asic **E**arly **L**iteracy **S**kills
Text **R**eading **C**omprehension

Support Guides



		Early Language & Literacy Plan
		



“Creating a community of voices and choices to ensure access and accomplishment for ALL learners.”



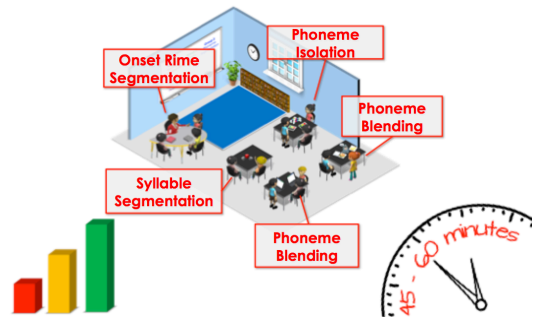
Table of Contents

Classroom Observation Checklist	Page 2
Small Group Planner	Page 3
Print Class Summary	Page 4
Analyze the Probe	Page 5
Now What?	Page 6
If... Then...PASI and CORE Assessments	Page 7
Progress Monitor	Page 8
Create Academy Groups	Page 9
Correlation Report	Pages 10-12
Compare Measures	Pages 13-14
Balanced Literacy	Page 15
Use DIBELS to find Fountas/Pinnell Levels	Pages 16-17
DIBELS for Foundational Skills Explanation	Pages 18-19
DIBELS Benchmark Goals and Cut Off Risk Points	Page 20
Compare School Data: At/Above Benchmark	Pages 21-23
Compare School Data: Well Below Benchmark	Pages 24-26
Text Reading Comprehension (TRC) Goals	Pages 27-28
TRC Coding Key	Page 29
Phonological Awareness Continuum	Page 30
Phonics Continuum	Page 31
Fluency and Comprehension Roadmap	Page 32
Websites for Support	Page 33

ELLP Classroom Observation Checklist

Literacy Academies

"If we teach today's students as we taught yesterday's, we rob them of tomorrow."
John Dewey



Teacher Name:	Date:
Rm #:	Time:
<p>Classroom Instruction:</p> <p>Task/lesson teacher is working on with small group:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>If applicable, task/lesson TA/other adult is working on with small group: _____</p> <p>_____</p> <p>_____</p> <p>Students' Task:</p> <p>Group 1: _____</p> <p>_____</p> <p>_____</p> <p>Group 2: _____</p> <p>_____</p> <p>_____</p> <p>Group 3: _____</p> <p>_____</p> <p>_____</p>	<p>Room Environment:</p> <ul style="list-style-type: none"> • Data Wall <input type="checkbox"/> • Rotation Chart <input type="checkbox"/> • Evidence of Progress Monitoring <input type="checkbox"/> • Differentiated small group instruction <input type="checkbox"/> <p>Student Engagement:</p> <ul style="list-style-type: none"> • Working on task <input type="checkbox"/> • Working w/ partner <input type="checkbox"/> • Right on Rigor <input type="checkbox"/>
Targeted Skill(s):	
Noticing(s):	
Wondering(s):	

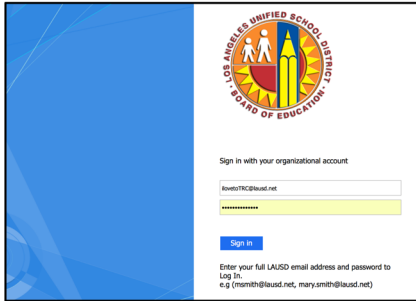
Small Group Lesson Planner

Teacher:	Grade Level:	
Students	Small Group With Teacher:	Independent Activities / Literacy Workstations
Group:	Progress Monitoring Measure:	
	Target Skill:	
Group:	Progress Monitoring Measure:	
	Target Skill:	
Group:	Progress Monitoring Measure:	
	Target Skill:	
Group:	Progress Monitoring Measure:	
	Target Skill:	

Print Class Summaries

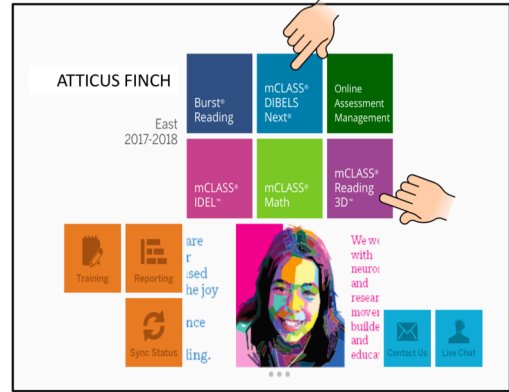
1. Log onto lausd.mclasshome.com

- Go to lausd.mclasshome.com
- Sign in with LAUSD Single Sign-On

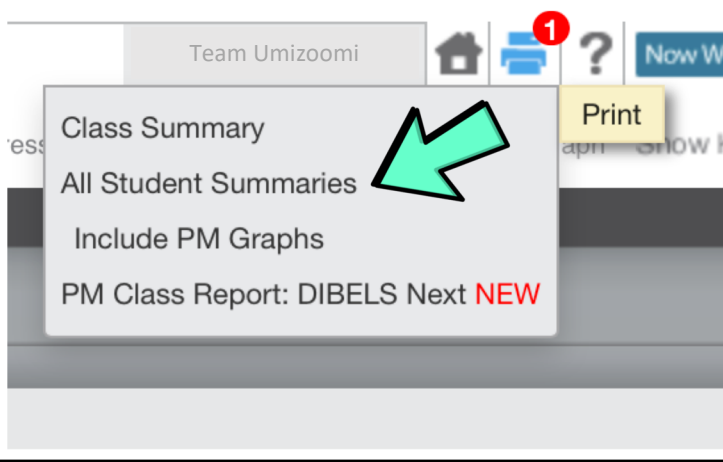


2. Click mCLASS DIBELS Next

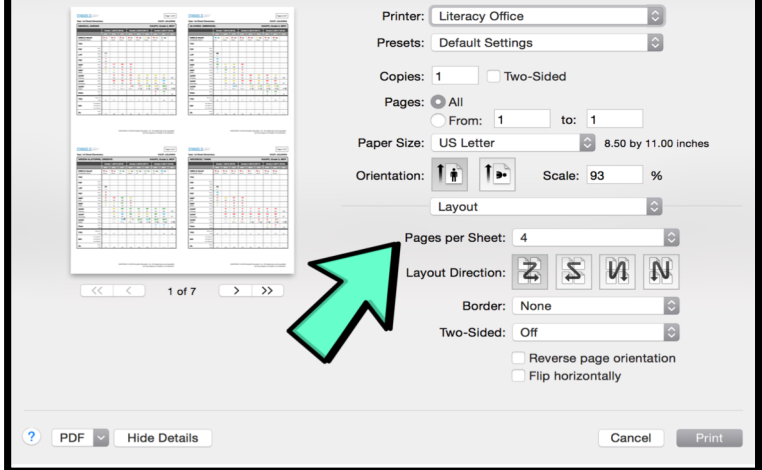
1. Click mCLASS DIBELS Next **or** Click MCLASS Reading 3D



3. Click Printer & All Students



4. Change Pages Per Sheet (4)



All Student Summaries



Place on data wall based on composite score.

Analyze the Probe

NWF Nonsense Word Fluency

CLS	WWR							
3/3		1/1	2/3	0/1	2/2 1/1			
d	i	l	k	a	j	o	s	
-----			-----			-----		
2/3		0/1	3/3	1/1	2/3	0/1		
d	u	j	t	e	k	v	o	l
-----			-----			-----		
3/3		1/1	3/3	0/1	3/3	0/1		
w	u	j	k	e	t	v	a	b
-----			-----			-----		

Solid blue line across:

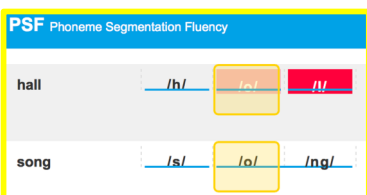
- student read the entire word
- all sounds were correct

Solid blue line across/red box:

- student read the entire word
- red boxed sound incorrect

Solid blue line across and broken lines

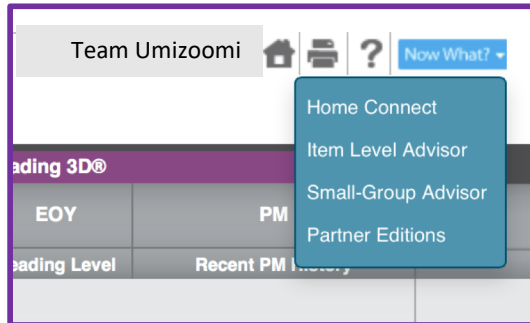
- each broken line marks a sound/sound(s)voiced
- ie: /k/ and /et/
- solid line across, entire word read



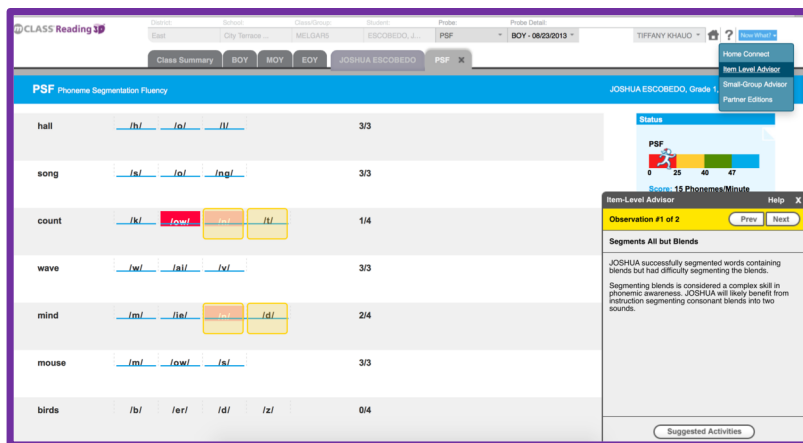
When there is a yellow box over any letter(s)/word(s), your **item level advisor** tool is on and it is highlighting error patterns.

Now What?

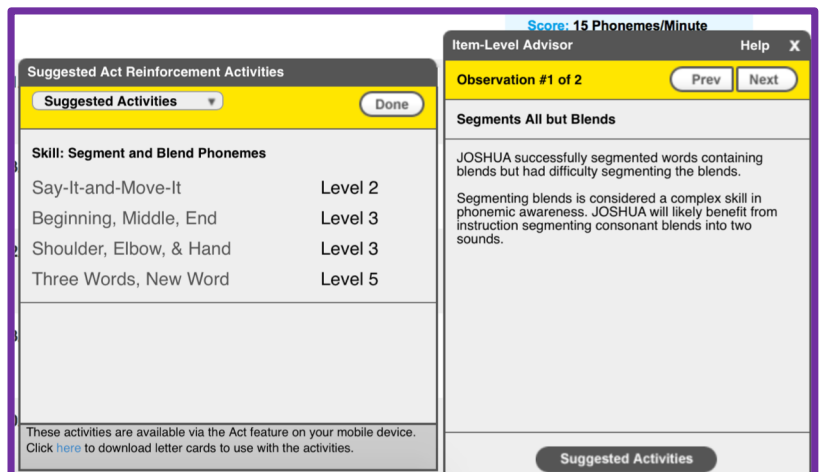
- Use **HOME CONNECT** to print letters to send home in English/Spanish
- Use **ITEM LEVEL ADVISOR** for support on how to read/analyze each measure
- Use **SMALL GROUP ADVISOR** for suggestions on how to group your students



- Click on the **SCORE** to open probe. Click **Item Level Advisor** to see observations



- Click **SUGGESTED ACTIVITIES** for lessons and suggested activities to reinforce skills



If... Then...

If

you've dug into your DIBELS' individual measure and still cannot identify the targeted skill(s) of instruction in **PHONOLOGICAL AWARENESS**



Admin - Segmentation & Blending

Admin	Segmentation	Blending
1	1	1
2	1	1
3	1	1
4	1	1
5	1	1
6	1	1
7	1	1
8	1	1
9	1	1
10	1	1
11	1	1
12	1	1
13	1	1
14	1	1
15	1	1
16	1	1
17	1	1
18	1	1
19	1	1
20	1	1
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22	1	1
23	1	1
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91	1	1
92	1	1
93	1	1
94	1	1
95	1	1
96	1	1
97	1	1
98	1	1
99	1	1
100	1	1

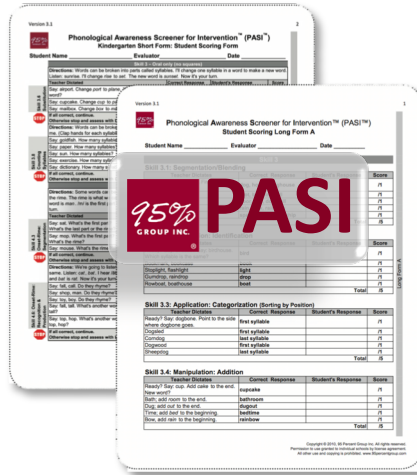
Junior - Phoneme Isolation & Identity

Junior	Phoneme Isolation	Identity
1	1	1
2	1	1
3	1	1
4	1	1
5	1	1
6	1	1
7	1	1
8	1	1
9	1	1
10	1	1
11	1	1
12	1	1
13	1	1
14	1	1
15	1	1
16	1	1
17	1	1
18	1	1
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96	1	1
97	1	1
98	1	1
99	1	1
100	1	1

DIBELS tells you the house is on fire... (RISK ASSESSMENT)

Then

administer the PASI. Do not "PASI" assess all of your students.

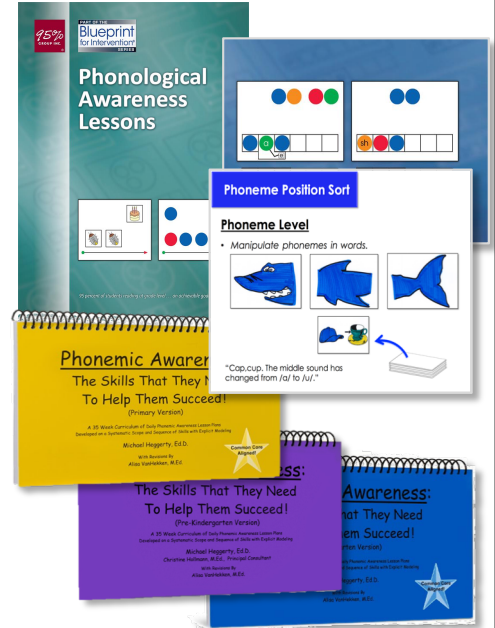


PASI tells you where the hot spot is... (LOWEST SKILL DEFICIT in phonological awareness)

bit.ly/PASIme

Use

the lessons and materials from the 95 Percent Kits, Heggerty books, & FCRR.



Dr. Heggerty books and 95% kits were purchased for every school districtwide. (Every teacher in your grade level does not need a kit and/or book.)

If

you've dug into your DIBELS' individual measure and still cannot identify the targeted skill(s) of instruction in **PHONICS**



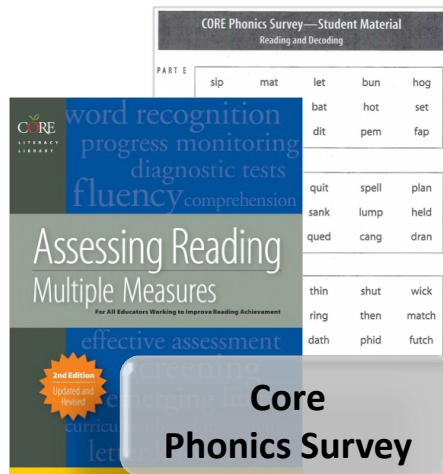
Elmer - Blending Silent-e/ Open Syllable

Elmer	Blending Silent-e	Open Syllable
1	1	1
2	1	1
3	1	1
4	1	1
5	1	1
6	1	1
7	1	1
8	1	1
9	1	1
10	1	1
11	1	1
12	1	1
13	1	1
14	1	1
15	1	1
16	1	1
17	1	1
18	1	1
19	1	1
20	1	1
21	1	1
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85	1	1
86	1	1
87	1	1
88	1	1
89	1	1
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91	1	1
92	1	1
93	1	1
94	1	1
95	1	1
96	1	1
97	1	1
98	1	1
99	1	1
100	1	1

Progress Monitoring Date Score

Then

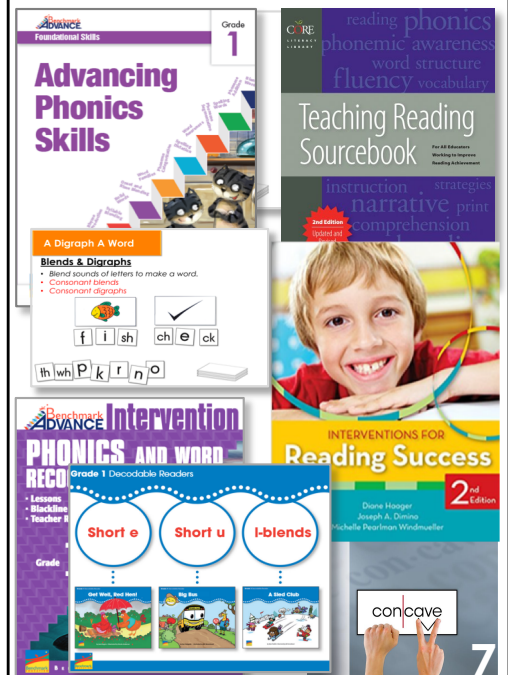
administer the CORE. Do not "CORE" assess all of your students.



bit.ly/COREandSCORE


Use

any of these materials for instruction.




Progress Monitoring

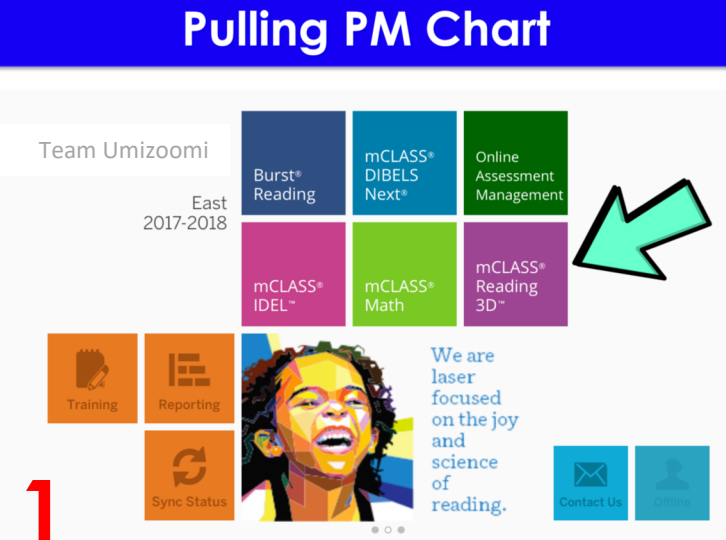
Progress Monitoring



- Well Below Benchmark**
 - At least once every **2 weeks** in one measure, then receive targeted instruction
- Below Benchmark**
 - Once every **4 weeks** in one measure, then receive targeted instruction
- Benchmark/Above Benchmark**
 - Their sub-scores need to be reviewed to look for individual areas of need

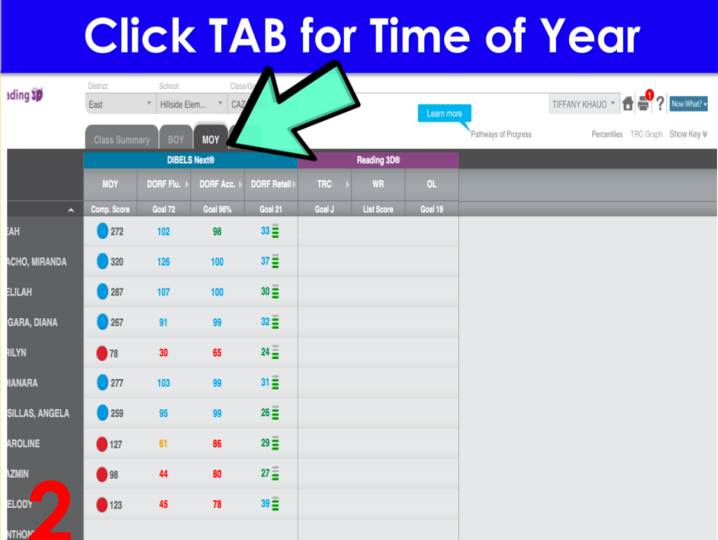


Pulling PM Chart



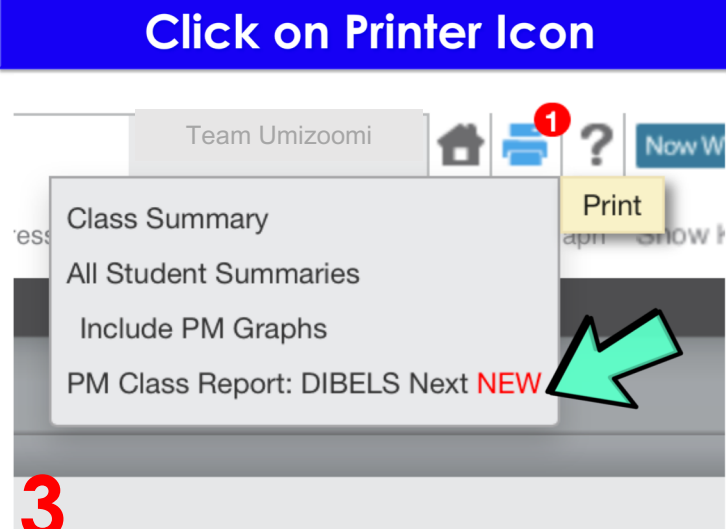
1

Click TAB for Time of Year



2

Click on Printer Icon



3

Progress Monitoring, January 25, 2016

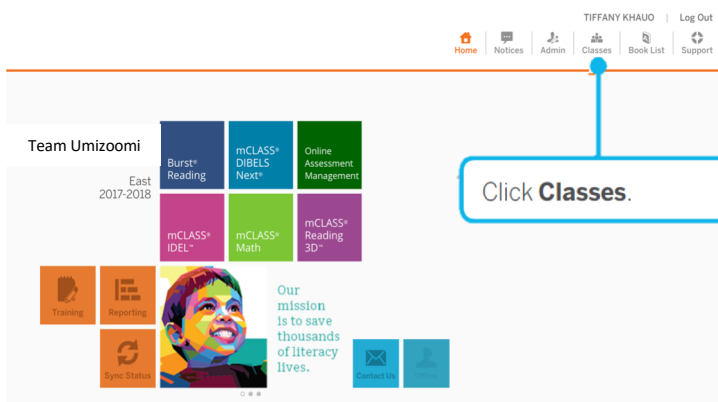
Grade 1	MOY	Measures	Progress Monitoring			Last Assessed	EOY	
			Comp. Score	Last 3 Scores	Vs. Aimsline			Goal
Ashok, Raj	Core	NWF CLS	32			12/16/2014	58	
Bobrik, Adrian	Intensive	NWF WWR	10			12/16/2014	13	
		DORF Acc.	65%	83%	57%	03/12/2015	90%	
		DORF Retel	N/A	N/A	N/A	03/12/2015	15	
		DORF Qual.	N/A	N/A	N/A	03/12/2015		
Brown, Jill	Intensive	PSF	43			12/16/2014		
		NWF CLS	19		18	21	03/12/2015	58
Cordova, Monica	Core	NWF WWR	1		0	1	03/12/2015	13
Davis, Sam	Core							
Fujimoto, Chie	Intensive	NWF CLS	36		34	39	03/12/2015	58
		NWF WWR	12		12	12	03/12/2015	13
Henderson, Sarah	Intensive	NWF CLS	33		34	43	03/12/2015	58
		NWF WWR	11		12	15	03/12/2015	13
Jones, Jamar	Core							
Kai, Malla	Strategic	NWF CLS	40		40	47	03/13/2015	58
		NWF WWR	0		0	0	03/13/2015	13
Martin, Olivia	Core							
Miller, Nevah	Core							

4

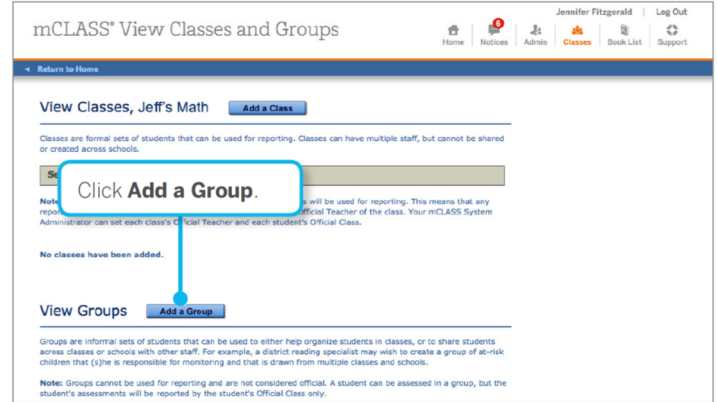
Create Academy Groups

- In order to create academy groups, you will need school-wide access.
- Request school-wide access @ ezaccess.lausd.net.
- Administrator approval required.

1. Log onto lausd.mclasshome.com
2. Click on CLASSES on upper right

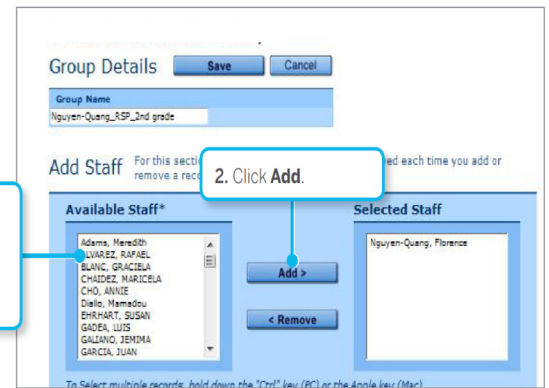
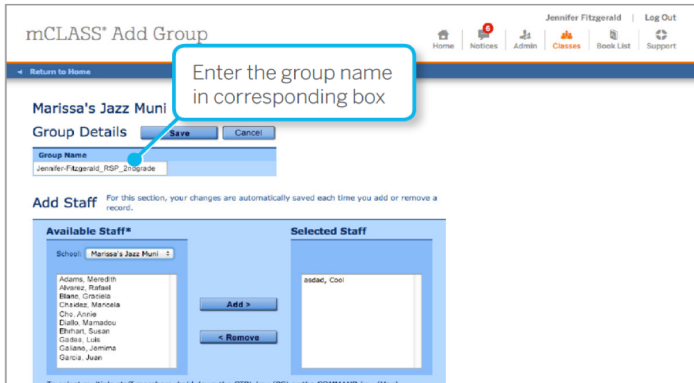


3. Click ADD A GROUP



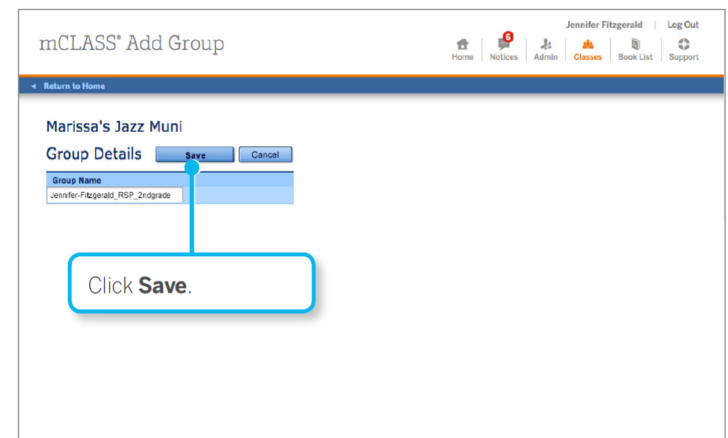
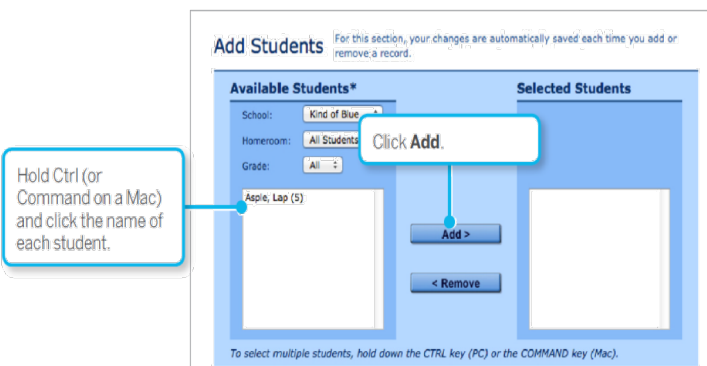
4. Go to GROUP DETAILS (upper left corner)
5. Enter group name in corresponding box

6. Under AVAILABLE STAFF, highlight STAFF
7. Click ADD



8. Use filters to narrow down student list
9. Click to select student
(hold CTRL & click to select multiple students)
10. Click ADD

11. Click SAVE



Correlation Report

Go to: lausd.mclasshome.com

Center for Early Reading Amplify

Team Umizoomi

East 2017-2018

Burst® Reading, mCLASS® DIBELS Next®, Online Assessment Management, mCLASS® IDEL™, mCLASS® Math, mCLASS® Reading 3D™

1

Click on **REPORTING**

Team Umizoomi

East 2017-2018

Burst® Reading, mCLASS® DIBELS Next®, Online Assessment Management, mCLASS® IDEL™, mCLASS® Math, mCLASS® Reading 3D™

Training, Reporting, Sync Status

We are laser focused on the joy and science of reading.

Contact Us

2

Click on **VIEW MY DATA**

Center for Early Reading Amplify

Reporting

My Reports, My Dashboard, View My Data

PLEASE NOTE: The older version of the Reporting and Reports page for a brief overview of the new Reporting and Reports page have been retired. To access your data using our new Reporting and Reports page, please click on the Reporting and Reports tile.

Show reports saved or sent to me during: 2017 - 2018

My Saved Reports

4th PC BOY to EOY

Completion Report

Reports Sent to Me

3

Click on **mCLASS: Reading 3D**

Center for Early Reading Amplify

Reporting

My Reports, My Dashboard, View My Data

PLEASE NOTE: The older version of the Reporting and Reports page for a brief overview of the new Reporting and Reports page have been retired. To access your data using our new Reporting and Reports page, please click on the Reporting and Reports tile.

Show reports saved or sent to me during:

mCLASS: Reading 3D DIBELS Next

mCLASS: DIBELS Next

mCLASS: Math

Burst: Reading ELI

mCLASS: Reading 3D

mCLASS: DIBELS

mCLASS: Reading 3D Spanish

mCLASS: IDEL

4th PC BOY to EOY

Completion Report

4

Click **CORRELATION**

mCLASS: Reading 3D DIBELS Next

Data current as of 03/15/2018

Analyze Performance

Comparing Populations

Monitor Fidelity

Completion Report

Correlation

Progress Monitoring Fidelity

5

Select Your Filters

Segment Result by: **Teacher**

Percentage

Head Count

Grades: Second

Measure 1: **Composite**

School Year: **2017-2018**

Period: **17-18 BOY**

Measure 2: **Composite**

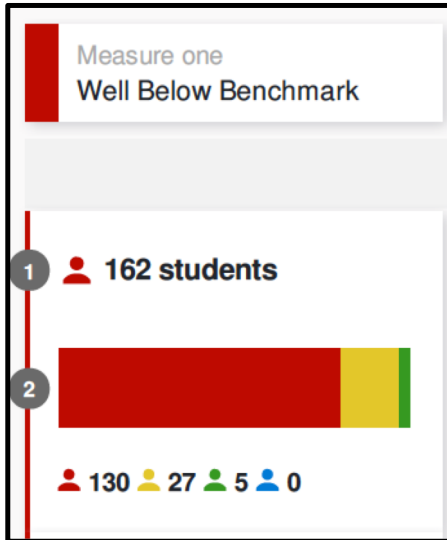
School Year: **2017-2018**

Period: **17-18 MOY**

6

Correlation Report

lausd.mclasshome.com



How do you read this report in this example?



There are 162 students at this school that scored well below benchmark @ **BOY**.



At **MOY** (as indicated by the bars in the picture) the following happened:

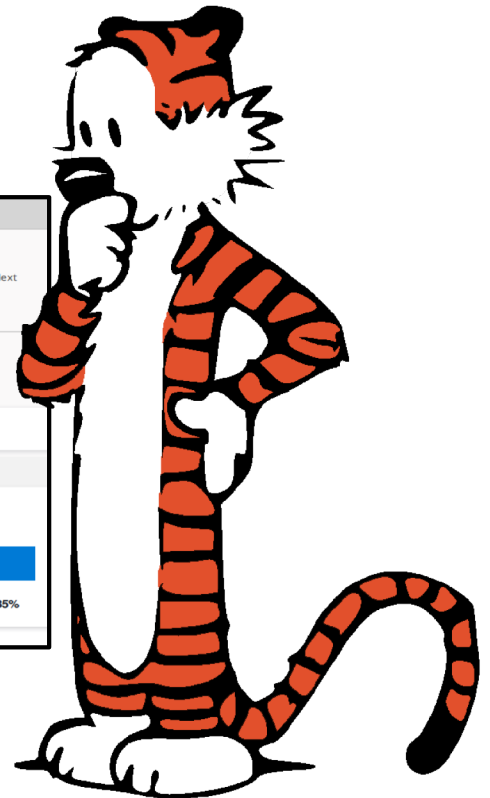
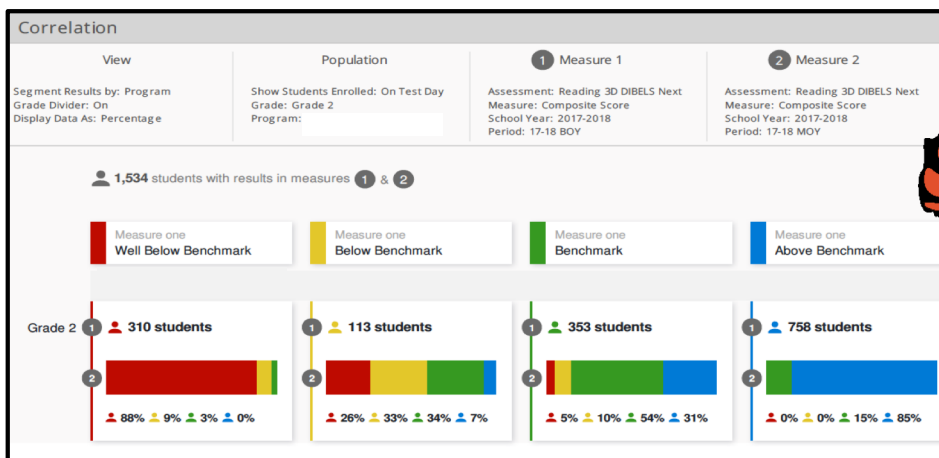
- 130 students remained at **Intensive**
- 27 students moved to **Strategic**
- 5 students moved to **Benchmark**
- 0 student moved to **Beyond Benchmark**

If looking at this report live on Amplify, you could:

- Click an icon, number, or bar segment to view the students it represents
- Change your selections in the report banner to view the report for a different view, population, first measure, second measure, or a subset of students filtered by demographic information
- View reference data to see how one row compares to the complete population in the current report view
- Create a PDF of the report
- Export an Excel spreadsheet containing the reporting data
- Share or save the report

Purpose: Correlation Report

- Estimate the predictive validity of student performance across two different assessments
- Show how specific students performed on the same assessment across two points in time



Essential Questions

1. How effective have I been at moving my students between performance levels?
2. How might resources be shifted (time, people, supplies, money)?
3. Who could I learn from or support?
4. What plans might I put into place for specific students?

Compare Measures

Go to: lausd.mclasshome.com

Click on **REPORTING**

Click on **VIEW MY DATA**

Click on **mCLASS: Reading 3D**

Click **COMPARING MEASURES**

Select Your **Filters**

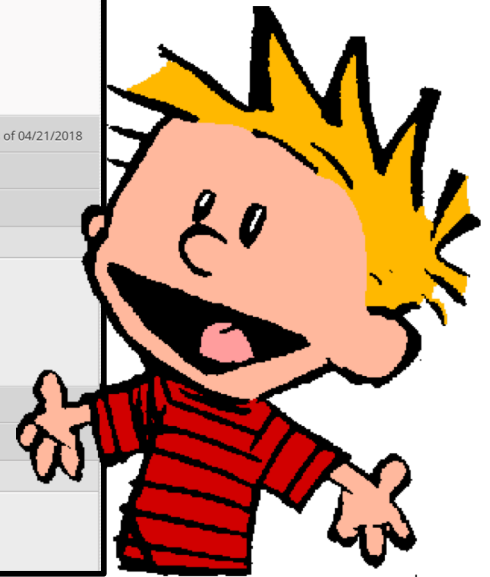
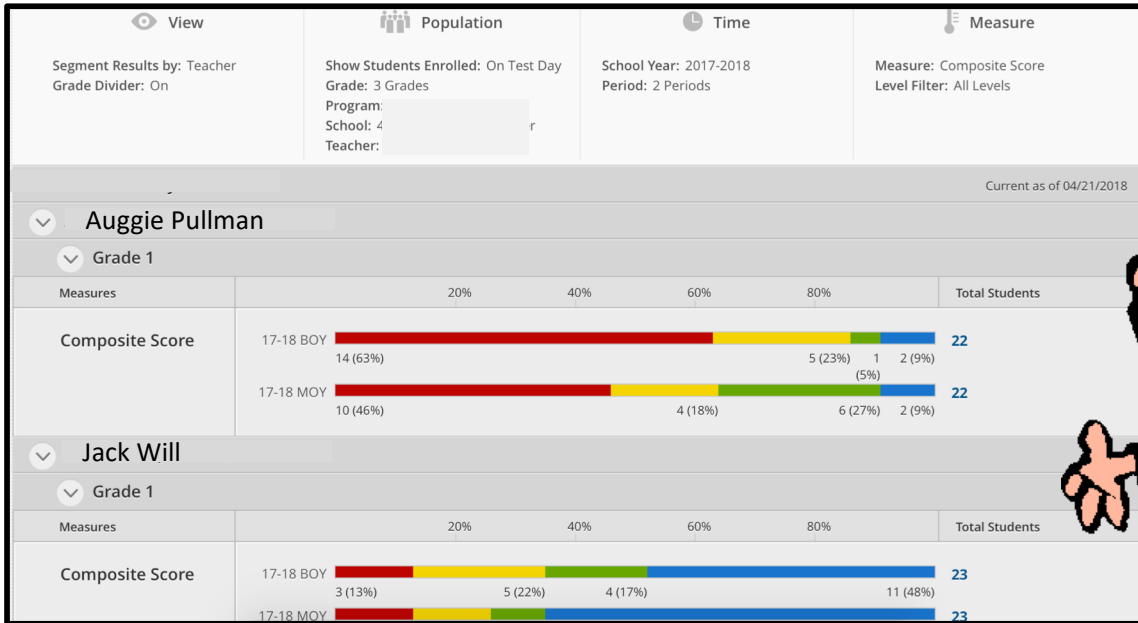
Segment Result by: **Teacher** Time: **2017-2018**

Grade Divider: **On** Period: **BOY 17-18**
 MOY 17-18

Measures: **Composite Scores**

Purpose: Compare Measures

Use this report template to compare how one group of students performed on multiple assessment measures across one or more time periods.



Essential Questions

1. What are instructional areas of strengths and weaknesses?
2. How have my students progressed in different areas over time?
3. Where should instructional resources be focused?
4. How might I pull this same report focusing on specific measures rather than composite scores?

Balanced Literacy

Balanced Literacy



Independent Reading
(You do, I watch)

- End result of a well executed balanced literacy program
- Chance to practice/apply strategies acquired

Guided Reading
(You do, I help)

- Highly targeted differentiated reading instruction in small groups
- Strategic actions to meet demands of increasingly complex text

Shared Reading
(I do, you help)

- Teacher provide explicit comprehension instruction
- Developmentally appropriate skills

Read Alouds
(I do, you watch)

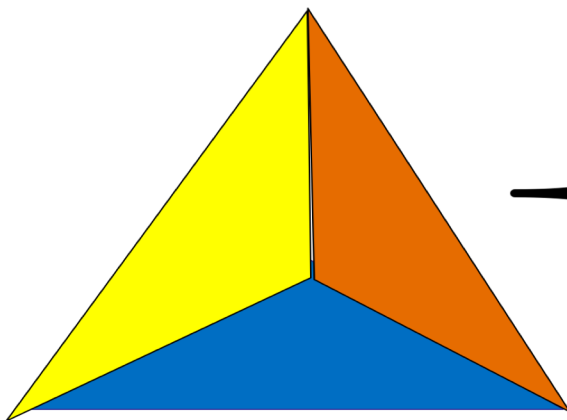
- High level of support
- Ensure vocabulary is understandable
- Teacher models thinking out loud

Modeled Reading

High Teacher Support

Low Teacher Support

Leveled Text



Text Complexity

Quantitative

- word frequency & length
- sentence length
- lexile level
- computer generated

Qualitative

- levels of meaning/purpose
- structure
- language conventionality
- knowledge demands

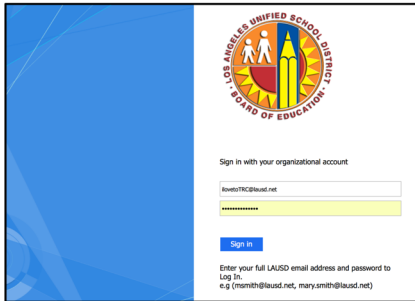
Reader and Task

- student motivation, interest & background
- task – what do the students do with the text?

Use DIBELS for Fountas/Pinnell Levels

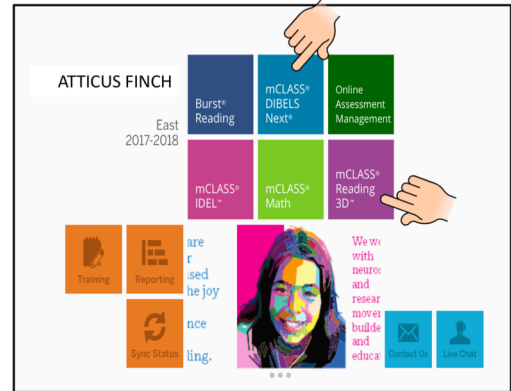
1. Log onto lausd.mclasshome.com

- Go to lausd.mclasshome.com
- Sign in with LAUSD Single Sign-On



2. Click mCLASS DIBELS Next

- Click mCLASS DIBELS Next **or** Click MCLASS Reading 3D



3. Click Lexile

Grade 5	BOY	MOY	EOY	PM
Name	14			
Comp. Score	315L	590L		
Lexile				
Comp. Score				
Lexile				
Recent PM History				

4. Find the Lexile

Grade 5	BOY	MOY	EOY	PM
1	900L			
2	975L			
3				DORF
4				
5				
6				
7				
8				
9				
10				
11				
12				
13	975L	480L		
14	915L	590L		DORF
15	885L	590L		
16	865L	610L		DORF
17	825L	620L		DORF
18	795L	635L		
19	735L	635L		
20	475L	660L		DORF
21	745L	735L		
22	735L	735L		
23	900L	755L		
24	890L	790L		
25	895L	795L		DORF
26	815L	815L		
27	805L	815L		
28	860L	870L		DORF
29	860L	900L		
30	975L	915L		

5. Gather the Numbers

Grade 5	BOY	MOY	EOY	PM
Name	14			
Comp. Score	315L	590L		
Lexile				
Comp. Score				
Lexile				
Recent PM History				

- Take note of **lexile** number
- Take note of **fluency** word per minute count
- Use chart on next slide to determine approximate guided reading level by finding the intersection

Benchmark Goals

Amplify 3D Reading Levels for Text Reading Comprehension (TRC) with Fountas & Pinnell and Lexile Levels

Grade	Time of Year	Far Below Proficient (Intensive)	Below Proficient (Strategic)	Proficient (Benchmark)	Lexile Equivalent	Above Proficient
K	BOY	<PC	PC	RB	25	A and above
	MOY	RB and below	A	B	50	C and above
	EOY					
1	BOY					
	MOY					
	EOY					
2	BOY					
	MOY					
	EOY					
3	BOY	31-41 WCPM	89 WCPM	117-142 WCPM	DORF EOY: 87 WPM	
	MOY	J and below	K	L to M	400-475	N and above
	EOY	K and below	L to M	M to N	500-550	O and above
4	BOY	48-78 WCPM	107 WCPM	137-142 WCPM	DORF EOY: 100 WPM	
	MOY	N and below	O to P	Q to R	750-825	R and above
	EOY	P and below	Q	R to S	875-925	T and above
5	BOY	83-109 WCPM	139 WCPM	168-194 WCPM	DORF EOY: 130 WPM	
	MOY	P and below	Q	R to S	750-825	T and above
	EOY	Q and below	R to S	T	850	U and above
6	BOY	109-122 WCPM	150 WCPM	177-204 WCPM	DORF EOY: 120 WPM	
	MOY	S and below	T	U to V	875-925	W and above
	EOY	U and below	V	W to X	950-1000	Y and above
	Fluency Goals (Postback & Find)	V and below	W to X	Y to Z	1025-1075	

- Locate Lexile span at approximate grade level
- Locate word count per minute (WCPM)
- Find intersection to determine starting point for leveled reader

Fountas and Pinnell Levels by Grade and Time of Year with Lexile

Grade	Time of Year BOY – Beginning of Year MOY – Middle of Year EOY – End of Year	Frustration Level			Independent Level			Beyond Benchmark
		Far Below Proficient (Intensive)	Below Proficient (Strategic)	Proficient (Benchmark)	Lexile Equivalent	Beyond Benchmark		
K	BOY	<PC	PC	RB	25	A and above		
	MOY	RB and below	A	B	50	C and above		
	EOY	A and below	B	C to D	75-100	E and above		
1	BOY	A and below	B	C to D	75-100	E and above		
	MOY	C and below	D to E	F to G	175-200	H and above		
	EOY	E and below	F to H	I	275	J and above		
	Fluency Goals (Hasbrouck & Tindal)	15-28 WCPM	53 WCPM	82-111 WCPM		DORF EOY: 67 WCPM		
2	BOY	E and below	F to H	I	275	J and above		
	MOY	H and below	I	J to K	325-375	L and above		
	EOY	J and below	K	L to M	400-475	N and above		
	Fluency Goals (Hasbrouck & Tindal)	31-61 WCPM	89 WCPM	117-142 WCPM		DORF EOY: 104 WCPM		
3	BOY	J and below	K	L to M	400-475	N and above		
	MOY	K and below	L to M	N	500-550	O and above		
	EOY	L and below	M to N	O to P	575-675	Q and above		
	Fluency Goals (Hasbrouck & Tindal)	48-78 WCPM	107 WCPM	137-162 WCPM		DORF EOY: 118 WCPM		
4	BOY	L and below	M to N	O to P	575-675	Q and above		
	MOY	N and below	O to P	Q	700-725	R and above		
	EOY	P and below	Q	R to S	750-825	T and above		
	Fluency Goals (Hasbrouck & Tindal)	72-98 WCPM	123 WCPM	152-180 WCPM		DORF EOY: 133 WCPM		
5	BOY	P and below	Q	R to S	750-825	T and above		
	MOY	Q and below	R to S	T	850	U and above		
	EOY	S and below	T	U to V	875-925	W and above		
	Fluency Goals (Hasbrouck & Tindal)	83-109 WCPM	139 WCPM	168-194 WCPM		DORF EOY: 143 WCPM		
6	BOY	S and below	T	U to V	875-925	W and above		
	MOY	U and below	V	W to X	950-1000	Y and above		
	EOY	V and below	W to X	Y to Z	1025-1075	Z and above		
	Fluency Goals (Hasbrouck & Tindal)	93-122 WCPM	150 WCPM	177-204 WCPM		DORF EOY: 151 WCPM		

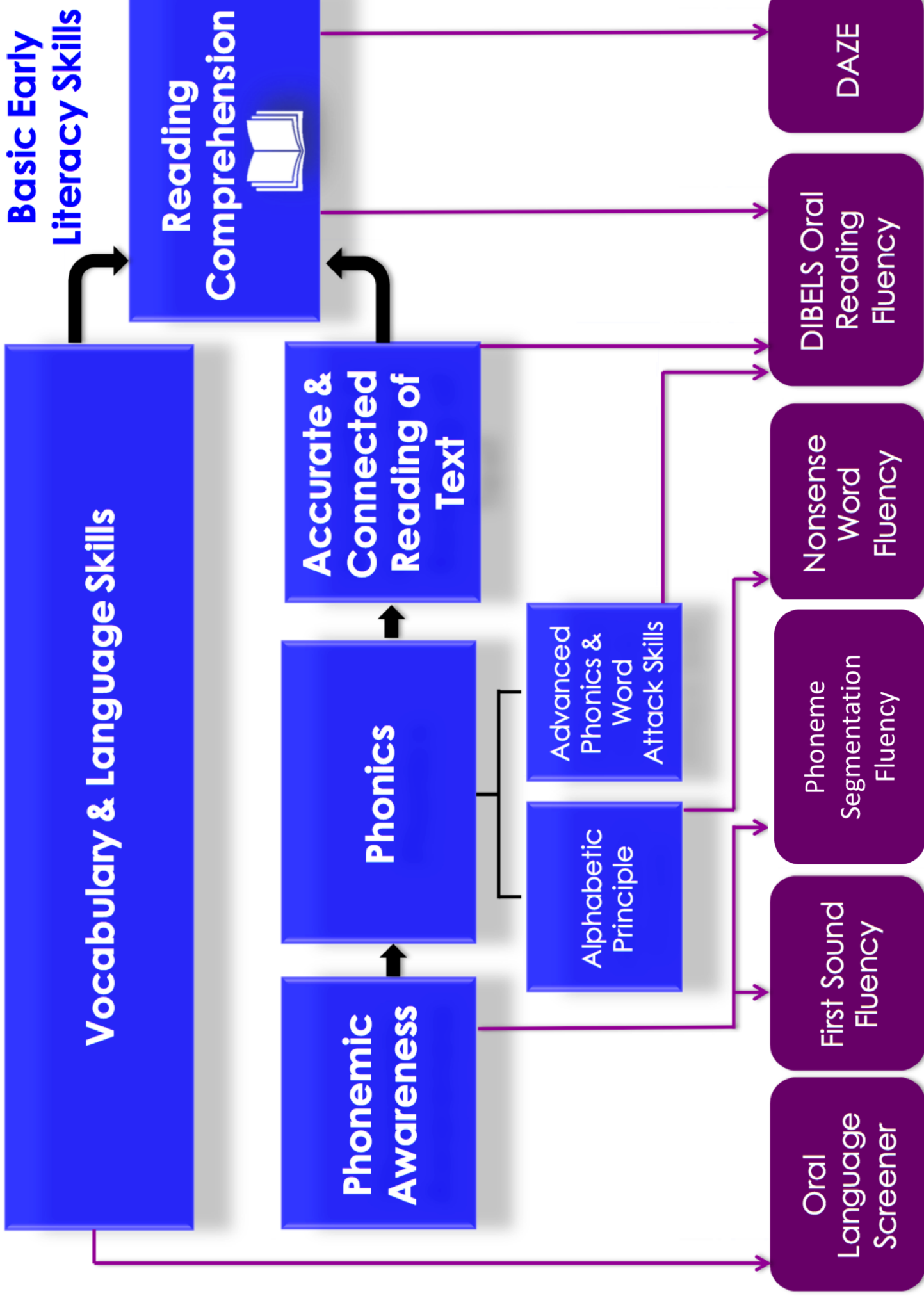
To use this chart with DIBELS data, and/or given lexile from WCLASS, do the following:

1. Locate lexile span at approximate grade level.
2. Locate word count per minute (WCPM).
3. Find the intersection to determine starting point for leveled reader.

Measures	Basic Early Literacy Skills of Foundational Skill	Sample Instruction Focus
FSF First Sound Fluency PSF Phoneme Segmentation Fluency	<p>Phonemic Awareness: “explicit awareness that spoken words are made up of individual sounds or phonemes”</p>	<ul style="list-style-type: none"> Phoneme manipulation: phoneme matching, phoneme isolating, phoneme segmenting
LNF Letter Naming Fluency	<p>Indication of Risks; not a measure of an essential basic early literacy skill. “The value of recognizing environmental print is that students begin to understand that print has meaning.”</p>	<ul style="list-style-type: none"> Print concepts; recognizing that sentences are made up of words and than words are made up of letters
NWF CLS WWR Nonsense Word Fluency Correct Letter Sound Whole Word Reading	<p>Alphabetic Principle <i>Alphabetic understanding:</i> Knowledge of letter-sound correspondences and the understanding that letters represent sounds in spoken words. Basic Phonics <i>Phonological recoding:</i> The use of alphabetic understanding to decode or read unknown words.</p>	<ul style="list-style-type: none"> Letter sound recognition & correspondence Variant correspondence Blending words (starting with simple CVC words to CCVC/CVCC)- encoding and decoding; syllable patterns; morpheme structure
DORF DIBELS Oral Reading Fluency	<p>Advanced Phonics and Word Attack Skills: recognizing common sounds related to combinations of letters (digraphs, blends, vowel teams, trigraphs.) Accuracy and Fluency with Connected Text: bridge between accurate, automatic, word-level decoding and reading comprehension. Reading Comprehension: accurate and fluent reading, monitoring while reading, and ability to use cognitive strategies flexibility to gain meaning from text.</p>	<ul style="list-style-type: none"> Building fluency; reading words parts, phrases, chunked text, connected text Reading with prosody Using comprehension skills and strategies; narrative and expository text structures
DAZE DIBELS Maze	<p>Reading Comprehension: accurate and fluent reading, monitoring while reading, and ability to use cognitive strategies flexibility and syntactic and semantic accuracy to demonstrate understanding from text.</p>	<ul style="list-style-type: none"> Using comprehension skills and strategies; narrative and expository text structures
OL Oral Language	<p>Receptive Language: determine what structures of oral English students understand when spoken by adults.</p>	<ul style="list-style-type: none"> Build content vocabulary Orally retell stories
TRC Text Reading Comprehension	<p>Accurate and Fluent Reading of Connected Text; Reading Comprehension; Vocabulary and Language Skills: Student’s ability to accurately read and comprehend authentic text</p>	<ul style="list-style-type: none"> Sentence structure and meaning Monitoring for meaning Story structure; main idea/summarizing

DIBELS Next

Reading 3D



DIBELS Next®: Summary of Benchmark Goals and Cut Points for Risk

DIBELS Composite Score		289		341		383		446		466		478								
38	156	152	129	177	208	202	256	287	341	386	411	435	461							
26	122	119	113	130	155	141	190	238	290	357	372	445	358							
13	85	89	97	100	111	109	145	180	245	258	310	280	285							
324	380	478																		
First Sound Fluency (FSF)																				
16	43																			
10	30																			
5	20																			
Phoneme Segmentation Fluency (PSF)																				
44	56	47																		
20	40	40																		
10	25	25																		
Nononsense Word Fluency (NWF)																				
28	40	34	59	81	72															
17	28	27	43	58	54															
8	15	18	33	47	35															
Whole Words Read																				
4	17	25	21																	
1	8	13	13																	
0	3	6	6																	
DIBELS Oral Reading Fluency (DORF)																				
Words Correct																				
34	67	68	91	104																
23	47	52	72	87																
16	32	37	55	65																
Accuracy																				
86%	97%	96%	99%	99%																
78%	90%	90%	96%	97%																
68%	82%	81%	91%	93%																
Reread																				
17	25	31	39																	
15	16	21	27	31																
0	8	13	18	20																
Reread Quality of Response																				
2	2	2	2	2																
1	1	1	1	1																
Daze Adjusted Score																				
11	16	23																		
8	11	19	18	20	28	21	21	28	24	27	30	30	30							
5	7	14	10	12	20	12	18	20	20	18	14	21	21							
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid							
Kindergarten			First Grade			Second Grade			Third Grade			Fourth Grade			Fifth Grade			Sixth Grade		

DIBELS Composite Score: A combination of multiple DIBELS scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the *DIBELS Next Benchmark Goals and Composite Score* document available from <http://dibels.org/>.

ABOVE BENCHMARK (small blue number in each box): Students scoring above the benchmark are highly likely to achieve important reading outcomes (approximately 90% to 99% overall). These scores are identified as *Above Benchmark*. While students scoring Above Benchmark are likely to need *Core Support*, some may benefit from instruction on more advanced skills.

BENCHMARK GOAL (large bold number in the middle of the box): Students scoring at or above the benchmark goal have the odds in their favor (approximately 80% to 90% overall) of achieving later important reading outcomes. These scores are identified as *At or Above Benchmark* and the students are likely to need *Core Support*.

CUT POINT FOR RISK (small red number in each box): Students scoring below the cut point for risk are unlikely (approximately 10%–20%) to achieve subsequent goals without receiving additional, targeted instructional support. These scores are identified as *Well Below Benchmark* and the students are likely to need *Intensive Support*.

Scores below the benchmark goal and at or above the cut point for risk are identified as *Below Benchmark*. In this range, a student's future performance is harder to predict, and these students are likely to need *Strategic Support*.

Note: There is no benchmark goal for Letter Naming Fluency (LNF). This is a summary of the DIBELS Next benchmark goals. For a full description, see the *DIBELS Next Benchmark Goals and Composite Score* document available from <http://dibels.org/>. DIBELS is a registered trademark of Dynamic Measurement Group, Inc. This page is adapted from a chart developed by Cache County School District.

Compare Your School Data

National mCLASS® DIBELS Progress Ranges for MOY

Kindergarten for % of Students at/above Benchmark

Beginning of Year	Well -below Average Progress	Below Average Progress	Average Progress	Above Average Progress	Well-above Average Progress
0 - 20%	0 - 26%	26 - 36%	36 - 43%	43 - 58%	58 - 100%
20 - 30%	0 - 31%	31 - 43%	43 - 54%	54 - 66%	66 - 100%
30 - 40%	0 - 41%	41 - 50%	50 - 58%	58 - 69%	69 - 100%
40 - 45%	0 - 46%	46 - 53%	53 - 61%	61 - 70%	70 - 100%
45 - 50%	0 - 46%	46 - 56%	56 - 65%	65 - 73%	73 - 100%
50 - 55%	0 - 51%	51 - 59%	59 - 65%	65 - 75%	75 - 100%
55 - 60%	0 - 54%	54 - 63%	63 - 70%	70 - 78%	78 - 100%
60 - 70%	0 - 57%	57 - 66%	66 - 73%	73 - 80%	80 - 100%
70 - 80%	0 - 64%	64 - 71%	71 - 77%	77 - 84%	84 - 100%
80 - 90%	0 - 72%	72 - 80%	80 - 85%	85 - 90%	90 - 100%
90 - 100%	0 - 78%	78 - 83%	83 - 87%	87 - 92%	92 - 100%

To find starting point:

First, find the row in the first column corresponding to the percent of students scoring at **benchmark** on the composite score at the beginning of year

To analyze progress:

Find column corresponding to the percent of students scoring at **benchmark** on the composite score at the middle of year

The performance goal ranges listed above for 2017-18 are based on nationwide mCLASS school performance from the prior year.

National mCLASS® DIBELS Progress Ranges for MOY

1st Grade for % of Students at/above Benchmark

Beginning of Year	Well -below Average Progress	Below Average Progress	Average Progress	Above Average Progress	Well-above Average Progress
0 - 20%	0 - 27%	27 - 33%	33 - 38%	38 - 48%	48 - 100%
20 - 30%	0 - 32%	32 - 40%	40 - 49%	49 - 56%	56 - 100%
30 - 40%	0 - 38%	38 - 44%	44 - 51%	51 - 58%	58 - 100%
40 - 45%	0 - 46%	46 - 52%	52 - 57%	57 - 64%	64 - 100%
45 - 50%	0 - 48%	48 - 54%	54 - 59%	59 - 67%	67 - 100%
50 - 55%	0 - 53%	53 - 59%	59 - 65%	65 - 70%	70 - 100%
55 - 60%	0 - 56%	56 - 62%	62 - 67%	67 - 74%	74 - 100%
60 - 70%	0 - 61%	61 - 67%	67 - 73%	73 - 78%	78 - 100%
70 - 80%	0 - 68%	68 - 73%	73 - 78%	78 - 84%	84 - 100%
80 - 90%	0 - 76%	76 - 82%	82 - 87%	87 - 91%	91 - 100%
90 - 100%	0 - 84%	84 - 88%	88 - 92%	92 - 98%	98 - 100%

To find starting point:

First, find the row in the first column corresponding to the percent of students scoring at **benchmark** on the composite score at the beginning of year

To analyze progress:

Find column corresponding to the percent of students scoring at **benchmark** on the composite score at the middle of year

The performance goal ranges listed above for 2017-18 are based on nationwide mCLASS school performance from the prior year.

Compare Your School Data

National mCLASS® DIBELS Progress Ranges for MOY

2nd Grade for % of Students at/above Benchmark

Beginning of Year	Well -below Average Progress	Below Average Progress	Average Progress	Above Average Progress	Well-above Average Progress
0 - 30%	0 - 16%	16 - 26%	26 - 33%	33 - 38%	38 - 100%
30 - 40%	0 - 33%	33 - 40%	40 - 43%	43 - 47%	47 - 100%
40 - 45%	0 - 40%	40 - 45%	45 - 48%	48 - 52%	52 - 100%
45 - 50%	0 - 47%	47 - 51%	51 - 54%	54 - 59%	59 - 100%
50 - 55%	0 - 50%	50 - 54%	54 - 58%	58 - 62%	62 - 100%
55 - 60%	0 - 55%	55 - 59%	59 - 62%	62 - 67%	67 - 100%
60 - 70%	0 - 61%	61 - 66%	66 - 69%	69 - 74%	74 - 100%
70 - 80%	0 - 72%	72 - 75%	75 - 78%	78 - 81%	81 - 100%
80 - 90%	0 - 80%	80 - 84%	84 - 86%	86 - 89%	89 - 100%
90 - 100%	0 - 90%	90 - 92%	92 - 94%	94 - 96%	96 - 100%

To find starting point:

First, find the row in the first column corresponding to the percent of students scoring at **benchmark** on the composite score at the beginning of year

To analyze progress:

Find column corresponding to the percent of students scoring at **benchmark** on the composite score at the middle of year

The performance goal ranges listed above for 2017-18 are based on nationwide mCLASS school performance from the prior year.

National mCLASS® DIBELS Progress Ranges for MOY

3rd Grade for % of Students at/above Benchmark

Beginning of Year	Well -below Average Progress	Below Average Progress	Average Progress	Above Average Progress	Well-above Average Progress
0 - 30%	0 - 21%	21 - 26%	26 - 32%	32 - 40%	40 - 100%
30 - 40%	0 - 31%	31 - 36%	36 - 41%	41 - 46%	46 - 100%
40 - 45%	0 - 38%	38 - 43%	43 - 47%	47 - 53%	53 - 100%
45 - 50%	0 - 42%	42 - 46%	46 - 51%	51 - 56%	56 - 100%
50 - 55%	0 - 47%	47 - 52%	52 - 57%	57 - 61%	61 - 100%
55 - 60%	0 - 51%	51 - 56%	56 - 60%	60 - 65%	65 - 100%
60 - 70%	0 - 58%	58 - 63%	63 - 67%	67 - 71%	71 - 100%
70 - 80%	0 - 68%	68 - 73%	73 - 76%	76 - 80%	80 - 100%
80 - 90%	0 - 78%	78 - 82%	82 - 84%	84 - 88%	88 - 100%
90 - 100%	0 - 87%	87 - 91%	91 - 93%	93 - 96%	96 - 100%

To find starting point:

First, find the row in the first column corresponding to the percent of students scoring at **benchmark** on the composite score at the beginning of year

To analyze progress:

Find column corresponding to the percent of students scoring at **benchmark** on the composite score at the middle of year

The performance goal ranges listed above for 2017-18 are based on nationwide mCLASS school performance from the prior year.

Compare Your School Data

National mCLASS® DIBELS Progress Ranges for MOY

4th Grade for % of Students at/above Benchmark

Beginning of Year	Well -below Average Progress	Below Average Progress	Average Progress	Above Average Progress	Well-above Average Progress
0 - 20%	0 - 13%	13 - 19%	19 - 26%	26 - 33%	33 - 100%
20 - 30%	0 - 25%	25 - 30%	30 - 35%	35 - 40%	40 - 100%
30 - 40%	0 - 33%	33 - 39%	39 - 41%	41 - 46%	46 - 100%
40 - 45%	0 - 39%	39 - 44%	44 - 47%	47 - 53%	53 - 100%
45 - 50%	0 - 44%	44 - 50%	50 - 55%	55 - 60%	60 - 100%
50 - 55%	0 - 51%	51 - 56%	56 - 59%	59 - 64%	64 - 100%
55 - 60%	0 - 52%	52 - 59%	59 - 62%	62 - 67%	67 - 100%
60 - 70%	0 - 60%	60 - 65%	65 - 69%	69 - 73%	73 - 100%
70 - 80%	0 - 70%	70 - 74%	74 - 77%	77 - 81%	81 - 100%
80 - 90%	0 - 80%	80 - 84%	84 - 85%	85 - 89%	89 - 100%
90 - 100%	0 - 90%	90 - 92%	92 - 94%	94 - 96%	96 - 100%

To find starting point:

First, find the row in the first column corresponding to the percent of students scoring at **benchmark** on the composite score at the beginning of year

To analyze progress:

Find column corresponding to the percent of students scoring at **benchmark** on the composite score at the middle of year

The performance goal ranges listed above for 2017-18 are based on nationwide mCLASS school performance from the prior year.

National mCLASS® DIBELS Progress Ranges for MOY

5th Grade for % of Students at/above Benchmark

Beginning of Year	Well -below Average Progress	Below Average Progress	Average Progress	Above Average Progress	Well-above Average Progress
0 - 20%	0 - 18%	18 - 25%	25 - 32%	32 - 39%	39 - 100%
20 - 30%	0 - 27%	27 - 34%	34 - 38%	38 - 44%	44 - 100%
30 - 40%	0 - 41%	41 - 45%	45 - 51%	51 - 57%	57 - 100%
40 - 45%	0 - 49%	49 - 53%	53 - 57%	57 - 59%	59 - 100%
45 - 50%	0 - 53%	53 - 57%	57 - 59%	59 - 65%	65 - 100%
50 - 55%	0 - 56%	56 - 61%	61 - 64%	64 - 68%	68 - 100%
55 - 60%	0 - 61%	61 - 64%	64 - 67%	67 - 70%	70 - 100%
60 - 70%	0 - 67%	67 - 70%	70 - 74%	74 - 79%	79 - 100%
70 - 80%	0 - 75%	75 - 78%	78 - 81%	81 - 84%	84 - 100%
80 - 90%	0 - 82%	82 - 87%	87 - 89%	89 - 92%	92 - 100%
90 - 100%	0 - 89%	89 - 93%	93 - 95%	95 - 96%	96 - 100%

To find starting point:

First, find the row in the first column corresponding to the percent of students scoring at **benchmark** on the composite score at the beginning of year

To analyze progress:

Find column corresponding to the percent of students scoring at **benchmark** on the composite score at the middle of year

The performance goal ranges listed above for 2017-18 are based on nationwide mCLASS school performance from the prior year.

Compare Your School Data

National mCLASS® DIBELS Progress Ranges for MOY

Kindergarten for % of Students Well-Below Benchmark

Beginning of Year	Well-above Average Progress	Above Average Progress	Average Progress	Below Average Progress	Well-below Average Progress
0 - 5%	0 - 2%	2 - 4%	4 - 5%	5 - 9%	9 - 100%
5 - 10%	0 - 3%	3 - 6%	6 - 9%	9 - 12%	12 - 100%
10 - 15%	0 - 5%	5 - 9%	9 - 12%	12 - 16%	16 - 100%
15 - 20%	0 - 8%	8 - 11%	11 - 14%	14 - 20%	20 - 100%
20 - 25%	0 - 8%	8 - 13%	13 - 17%	17 - 23%	23 - 100%
25 - 30%	0 - 9%	9 - 14%	14 - 19%	19 - 26%	26 - 100%
30 - 35%	0 - 11%	11 - 16%	16 - 22%	22 - 28%	28 - 100%
35 - 40%	0 - 14%	14 - 20%	20 - 25%	25 - 33%	33 - 100%
40 - 50%	0 - 15%	15 - 21%	21 - 27%	27 - 35%	35 - 100%
50 - 70%	0 - 16%	16 - 24%	24 - 32%	32 - 43%	43 - 100%
70 - 100%	0 - 20%	20 - 32%	32 - 43%	43 - 52%	52 - 100%

To find starting point:

First, find the row in the first column corresponding to the percent of students scoring **well-below benchmark** on the composite score at the beginning of year

To analyze progress:

Find column corresponding to the percent of students scoring **well-below benchmark** on the composite score at the middle of year

The performance goal ranges listed above for 2017-18 are based on nationwide mCLASS school performance from the prior year.

National mCLASS® DIBELS Progress Ranges for MOY

1st Grade for % of Students Well-Below Benchmark

Beginning of Year	Well-above Average Progress	Above Average Progress	Average Progress	Below Average Progress	Well-below Average Progress
0 - 5%	0 - 1%	1 - 4%	4 - 6%	6 - 10%	10 - 100%
5 - 10%	0 - 4%	4 - 7%	7 - 10%	10 - 15%	15 - 100%
10 - 15%	0 - 8%	8 - 11%	11 - 15%	15 - 20%	20 - 100%
15 - 20%	0 - 11%	11 - 15%	15 - 19%	19 - 24%	24 - 100%
20 - 25%	0 - 14%	14 - 18%	18 - 23%	23 - 28%	28 - 100%
25 - 30%	0 - 17%	17 - 22%	22 - 26%	26 - 31%	31 - 100%
30 - 35%	0 - 20%	20 - 25%	25 - 30%	30 - 35%	35 - 100%
35 - 40%	0 - 21%	21 - 28%	28 - 34%	34 - 39%	39 - 100%
40 - 50%	0 - 28%	28 - 35%	35 - 41%	41 - 48%	48 - 100%
50 - 70%	0 - 31%	31 - 40%	40 - 46%	46 - 55%	55 - 100%
70 - 100%	0 - 45%	45 - 55%	55 - 59%	59 - 65%	65 - 100%

To find starting point:

First, find the row in the first column corresponding to the percent of students scoring **well-below benchmark** on the composite score at the beginning of year

To analyze progress:

Find column corresponding to the percent of students scoring **well-below benchmark** on the composite score at the middle of year

The performance goal ranges listed above for 2017-18 are based on nationwide mCLASS school performance from the prior year.

Compare Your School Data

National mCLASS® DIBELS Progress Ranges for MOY

2nd Grade for % of Students Well-Below Benchmark

Beginning of Year	Well-above Average Progress	Above Average Progress	Average Progress	Below Average Progress	Well-below Average Progress
0 - 5%	0 - 2%	2 - 3%	3 - 4%	4 - 6%	6 - 100%
5 - 10%	0 - 6%	6 - 8%	8 - 9%	9 - 11%	11 - 100%
10 - 15%	0 - 10%	10 - 12%	12 - 14%	14 - 16%	16 - 100%
15 - 20%	0 - 14%	14 - 16%	16 - 18%	18 - 21%	21 - 100%
20 - 25%	0 - 18%	18 - 21%	21 - 23%	23 - 26%	26 - 100%
25 - 30%	0 - 22%	22 - 25%	25 - 28%	28 - 31%	31 - 100%
30 - 35%	0 - 27%	27 - 30%	30 - 33%	33 - 37%	37 - 100%
35 - 40%	0 - 29%	29 - 33%	33 - 36%	36 - 40%	40 - 100%
40 - 50%	0 - 36%	36 - 40%	40 - 43%	43 - 47%	47 - 100%
50 - 70%	0 - 44%	44 - 49%	49 - 53%	53 - 58%	58 - 100%
70 - 100%	0 - 70%	70 - 74%	74 - 87%	87 - 92%	92 - 100%

To find starting point:

First, find the row in the first column corresponding to the percent of students scoring **well-below benchmark** on the composite score at the beginning of year

To analyze progress:

Find column corresponding to the percent of students scoring **well-below benchmark** on the composite score at the middle of year

The performance goal ranges listed above for 2017-18 are based on nationwide mCLASS school performance from the prior year.

National mCLASS® DIBELS Progress Ranges for MOY

3rd Grade for % of Students Well-Below Benchmark

Beginning of Year	Well-above Average Progress	Above Average Progress	Average Progress	Below Average Progress	Well-below Average Progress
0 - 5%	0 - 1%	1 - 3%	3 - 4%	4 - 5%	5 - 100%
5 - 10%	0 - 5%	5 - 7%	7 - 8%	8 - 10%	10 - 100%
10 - 15%	0 - 9%	9 - 11%	11 - 13%	13 - 15%	15 - 100%
15 - 20%	0 - 12%	12 - 14%	14 - 17%	17 - 20%	20 - 100%
20 - 25%	0 - 16%	16 - 19%	19 - 21%	21 - 25%	25 - 100%
25 - 30%	0 - 20%	20 - 23%	23 - 26%	26 - 30%	30 - 100%
30 - 35%	0 - 23%	23 - 27%	27 - 30%	30 - 34%	34 - 100%
35 - 40%	0 - 29%	29 - 33%	33 - 36%	36 - 40%	40 - 100%
40 - 50%	0 - 34%	34 - 38%	38 - 42%	42 - 45%	45 - 100%
50 - 70%	0 - 43%	43 - 47%	47 - 52%	52 - 59%	59 - 100%
70 - 100%	0 - 60%	60 - 66%	66 - 75%	75 - 79%	79 - 100%

To find starting point:

First, find the row in the first column corresponding to the percent of students scoring **well-below benchmark** on the composite score at the beginning of year

To analyze progress:

Find column corresponding to the percent of students scoring **well-below benchmark** on the composite score at the middle of year

The performance goal ranges listed above for 2017-18 are based on nationwide mCLASS school performance from the prior year.

Compare Your School Data

National mCLASS® DIBELS Progress Ranges for MOY

4th Grade for % of Students Well-Below Benchmark

Beginning of Year	Well-above Average Progress	Above Average Progress	Average Progress	Below Average Progress	Well-below Average Progress
0 - 5%	0 - 2%	2 - 3%	3 - 4%	4 - 5%	5 - 100%
5 - 10%	0 - 5%	5 - 6%	6 - 8%	8 - 11%	11 - 100%
10 - 15%	0 - 10%	10 - 11%	11 - 14%	14 - 16%	16 - 100%
15 - 20%	0 - 12%	12 - 15%	15 - 17%	17 - 21%	21 - 100%
20 - 25%	0 - 16%	16 - 19%	19 - 22%	22 - 25%	25 - 100%
25 - 30%	0 - 20%	20 - 24%	24 - 27%	27 - 30%	30 - 100%
30 - 35%	0 - 24%	24 - 28%	28 - 31%	31 - 36%	36 - 100%
35 - 40%	0 - 28%	28 - 32%	32 - 35%	35 - 40%	40 - 100%
40 - 50%	0 - 37%	37 - 40%	40 - 44%	44 - 48%	48 - 100%
50 - 70%	0 - 45%	45 - 49%	49 - 54%	54 - 59%	59 - 100%
70 - 100%	0 - 62%	62 - 73%	73 - 77%	77 - 83%	83 - 100%

To find starting point:

First, find the row in the first column corresponding to the percent of students scoring **well-below benchmark** on the composite score at the beginning of year

To analyze progress:

Find column corresponding to the percent of students scoring **well-below benchmark** on the composite score at the middle of year

The performance goal ranges listed above for 2017-18 are based on nationwide mCLASS school performance from the prior year.

National mCLASS® DIBELS Progress Ranges for MOY

5th Grade for % of Students Well-Below Benchmark

Beginning of Year	Well-above Average Progress	Above Average Progress	Average Progress	Below Average Progress	Well-below Average Progress
0 - 5%	0 - 1%	1 - 3%	3 - 4%	4 - 6%	6 - 100%
5 - 10%	0 - 6%	6 - 7%	7 - 9%	9 - 11%	11 - 100%
10 - 15%	0 - 9%	9 - 11%	11 - 13%	13 - 15%	15 - 100%
15 - 20%	0 - 13%	13 - 15%	15 - 17%	17 - 20%	20 - 100%
20 - 25%	0 - 16%	16 - 19%	19 - 22%	22 - 25%	25 - 100%
25 - 30%	0 - 20%	20 - 24%	24 - 27%	27 - 30%	30 - 100%
30 - 35%	0 - 23%	23 - 28%	28 - 32%	32 - 34%	34 - 100%
35 - 40%	0 - 27%	27 - 31%	31 - 35%	35 - 40%	40 - 100%
40 - 50%	0 - 31%	31 - 38%	38 - 42%	42 - 48%	48 - 100%
50 - 100%	0 - 44%	44 - 50%	50 - 54%	54 - 63%	63 - 100%

To find starting point:

First, find the row in the first column corresponding to the percent of students scoring **well-below benchmark** on the composite score at the beginning of year

To analyze progress:

Find column corresponding to the percent of students scoring **well-below benchmark** on the composite score at the middle of year

The performance goal ranges listed above for 2017-18 are based on nationwide mCLASS school performance from the prior year.

Criteria for Instructional Level

TRC identifies the student's instructional reading level.

Frustration

Accuracy $\leq 89\%$

Or

Retell/Recall $< 2/3$

or

Oral Comp. $\leq 3/5$

Instructional

Accuracy 90 – 94%

and

Retell/Recall $\geq 2/3$

or

Oral Comp. $\geq 4/5$

Independent

Accuracy $\geq 95\%$

and

Retell/Recall $\geq 2/3$

or

Oral Comp. $\geq 4/5$




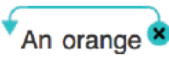
TRC Benchmark Goals

Aligned to Text Complexity Levels in CCSS

Grade	BOY Reading Level Goal(s)	MOY Reading Level Goal(s)	EOY Reading Level Goal(s)
Kindergarten	RB	B	C to D
Grade 1	C to D	F to G	I
Grade 2	I	J to K	L to M
Grade 3	L to M	N	O to P
Grade 4	O to P	Q	R to S
Grade 5	R to S	T	U to V
Grade 6	U to V	W to X	Y to Z

TRC Coding Guide

Non-Errors

Image	Type	Definition	Example	Instructions
	Partial Readings	The student reads part or parts of a word.		<ol style="list-style-type: none"> 1. Tap the word (Let's). 2. Write exactly what the student said ("L...Le..Let's"). 3. Tap Save.
	Repetition	The student rereads one or more words.		<ol style="list-style-type: none"> 1. Tap the Repetition button at the top left of the screen. 2. Tap and drag to select the repeated word or phrase (An orange). 3. Repeat steps 1 and 2 for subsequent repetitions.

Errors








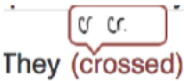

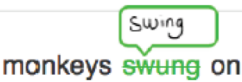
Image	Type	Definition	Example	Instructions
	Substitution	The student replaces the word in the text with a different word.		<ol style="list-style-type: none"> 1. Tap the word (huge). 2. In the freehand space, write "hug." 3. Tap sub. 4. Tap Save.
	Insertion	The student "reads" a word that does not appear in the text.		<ol style="list-style-type: none"> 1. Tap the word after the insertion (the). 2. In the freehand space, write "to." 3. Tap Insertion (^). 4. Tap Save.

Image	Type	Definition	Example	Instructions
	Omission	The student leaves out a word from the text.		<ol style="list-style-type: none"> 1. Tap the omitted word (we). 2. Tap omit.
	Told	The student hesitates for five seconds on a word, so the assessor reads the word.		<ol style="list-style-type: none"> 1. Tap the word (crossed). 2. Record the student's attempts ("Cr...cr"). 3. Wait five seconds for a complete response. 4. Say "crossed." 5. Tap told. 6. Tap Save.
	Self Correct	The student makes one of the errors below and corrects him/herself within three seconds.		<ol style="list-style-type: none"> 1. Tap the word (swung). 2. In the freehand space, write "swing." 3. Tap sub. 4. Tap SC. 5. Tap Save.

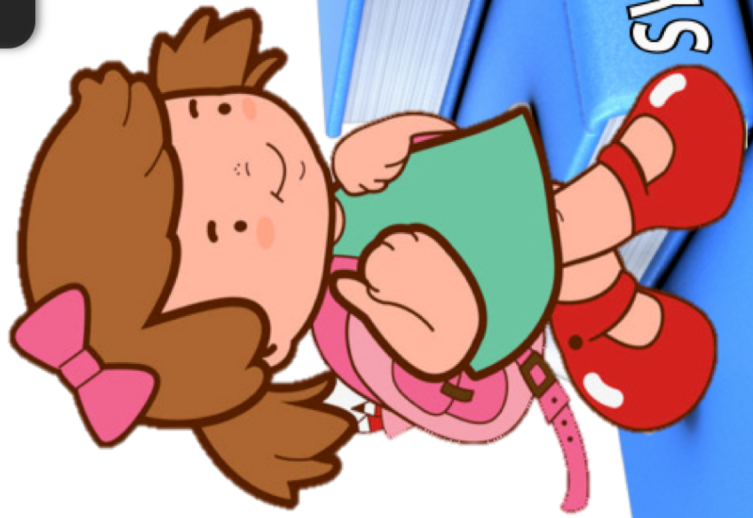
Phonological Awareness Continuum

Phonemic Awareness

			PHONEME Blending
			PHONEME Segmentation
			PHONEME Substitution

rug
change /g/
to /n/
run

Substitution
Addition
Deletion
Segmentation
Blending
Categorization
Identity
Isolation



Segmentation
Blending
Categorization
Generate Rhyme
Recognize Rhyme

/b/.../g/

/b/.../g/ big

ONSET-RIME Segmentation

ONSET-RIME Blending

pock-**et**

pock-**et** pocket

SYLLABLE Segmentation

SYLLABLE Blending

Deletion
Segmentation
Blending

Deletion
Segmentation
Blending
Sentence Segmentation

I like pizza.

WORD Sentence Segmentation

Read this continuum from bottom-up.
Sentence segmentation is the easiest and phoneme substitution most difficult.

Phonics Continuum

Grade 1

Grade 2

Grade 3

pumpkin
Syllable Division Rules
Syllable Type: Closed

subscribe
Syllable Division Rules
Syllable Type: Stem+e

veito
Syllable Division Rules
Syllable Type: Open

proofread
Syllable Division Rules
Syllable Type: Vowel Teams

wrinkle
Syllable Division Rules
Syllable Type: Consonant-le

partner
Syllable Division Rules
Syllable Type: Vowel+r

Match color-coding of skills to grade of mastery.

Exposure and instruction should happen prior to mastery grade.

Syllable Types:

- Closed
- Silent-e
- Open
- Vowel Team
- Consonant-le
- Vowel-r

Syllable Division Rules



Multisyllabic

Words

Complex

Consonants

Trigraphs
Silent Letters
Hard/soft c & g

h a tch
Complex Consonants
Digraphs

i a mb
Complex Consonants
Silent Letters

c e n t s
Complex Consonants
Hard/soft c & g

Complex
Vowels

Long Vowel Silent-e
Predictable Vowel Teams
Unpredictable Vowel Teams
Vowel-r

s i l l e
Complex Vowels
Long Vowel Silent-e

t r ee
Complex Vowels
Predictable Vowel Teams

th ie f
Complex Vowels
Unpredictable Vowel Teams

Blends &
Digraphs

Consonant Blends
Consonant Digraphs

t r a sh
Blends & Digraphs
Consonant Digraphs

c r a b
Blends & Digraphs
Consonant Blends

w o r l d
Complex Vowels
Vowel+r

CVC Words

Initial
Final
Medial

c a t
CVC Words
Initial

s u n
CVC Words
Final

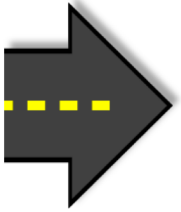
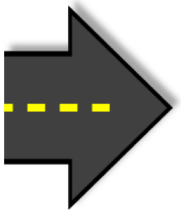
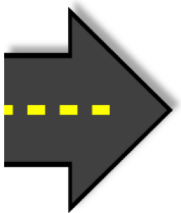

p i g
CVC Words
Medial

Letter Sound
Correspondence

SIMPLE

COMPLEX

Fluency/Comprehension Roadmap

Accuracy above 95%	Accuracy above 95%	Accuracy below 95%	Accuracy below 95%
<p>FLUENCY words per minute above benchmark</p>	<p>FLUENCY Words per minute below benchmark</p>	<p>FLUENCY words per minute above benchmark</p>	<p>FLUENCY words per minute below benchmark</p>
FAST & RIGHT	SLOW & RIGHT	FAST & WRONG	SLOW & WRONG
			
Comprehension <u>OR</u> Vocabulary	Fluency Instruction	Phonics Instruction	Phonics Instruction

