



Read Naturally's
Reading Assessments
A Foundation for an RTI Model
RFBA and RFPM
Jan Hasbrouck

Presentation Goals

In this presentation, you will learn:

- What the various types of reading assessments are and their purposes
- How two types of assessment are used in a case study format



4 Types of Assessment

- **Benchmark Assessment** (fall, winter, spring)
 - Fall—screen all students: Which students may need extra instruction?
 - Winter/spring: How are all students progressing? Which students are not at the benchmark?
- **Diagnostic**
 - What are a student's skills and needs?
- **Progress Monitoring**
 - Are they learning?
 - Are interventions effective?
- **Outcome**
 - Statewide tests



Curriculum-Based Measurement (CBM)

Long research history

- Stan Deno, University of Minnesota
- Lynn Fuchs
- Doug Fuchs
- Jerry Tindal
- Mark Shinn
- Joe Jenkins
- Jan Hasbrouck
- Joe Hintze
- Michelle Hosp
- Ted Christ
- Many more!



Oral reading fluency correlates highly with reading comprehension.

Measure	Validity Coefficients
Oral Recall/Retell	.70
Cloze	.72
Question Answering	.82
Oral Reading Fluency	.91

Results from a study by Fuchs, Fuchs, Hosp, & Jenkins, SSR, 2001.



Creating Fluency Norms

- Results from one-minute timed readings
- Thousands of students assessed over a set range of years
- Result: Norms in oral reading fluency



Curriculum-Based Norms in Oral Reading Fluency

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
1	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15
2	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83
6	90	177	195	204
	75	153	167	177
	50	127	140	150
	25	98	111	122
	10	68	82	93
7	90	180	192	202
	75	156	165	177
	50	128	136	150
	25	102	109	123
	10	79	88	98
8	90	185	199	199
	75	161	173	177
	50	133	146	151
	25	106	115	124
	10	77	84	97

WCPM = Words Correct Per Minute

Hasbrouck, J., & Tindal, G.A. (2006, April). Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers. *The Reading Teacher* 59(7): 636–644.



50th Percentile

Grade	Fall WCPM	Winter WCPM	Spring WCPM
1		23	53
2	51	72	89
3	71	92	107
4	94	112	123
5	110	127	139
6	127	140	150
7	128	136	150
8	133	146	151

10+/-5- GREEN -5 to -10 YELLOW >-10 RED



Assessment

- **Benchmark Assessment** (fall, winter, spring)
 - Fall—screen all students: Which students may need extra instruction?
 - Winter/spring: How are all students progressing? Which students are not at the benchmark?
- **Diagnostic**
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 - Are interventions effective?
- **Outcome**
 - Statewide tests



Benchmark Assessment

- Which students to assess? All students in K-5; Quick assessments or other evidence to narrow focus Gr. 6+
- Assess using fluency-based assessments using grade-level materials
- Student reads one or more unpracticed passages aloud for one minute each (or lists of sounds, letters, words)
- Teacher listens and calculates the number of words read correctly per minute (WCPM)

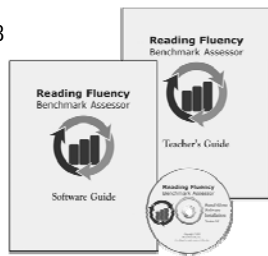


Reading Fluency Benchmark Assessor (RFBA)

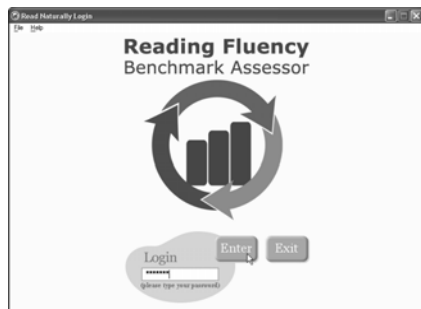


What is RFBA?

- 3 passages per grade 1-8
- 3 sets of randomly ordered letters for K-1
- Extensively field tested
- Software reports and recommendations



How does RFBA work?



Chris Arnsen—Fall, 3rd Passage

Reading Fluency Benchmark Assessor - Reading Passages

Chris Arnsen
Grade 3 - Passage C
Skipping Rope

Instructions

WCPM 59
Errors 5
Expression 2

People have been skipping rope for hundreds of years. A long time ago, skipping rope was considered a game for boys. By the 1950s, girls began to enjoy the activity as well. Today, boys, girls, men, and women enjoy skipping rope. Skipping rope is fun for people of all ages. People skip rope for many different reasons.

Some people skip rope for fun. Whether you are by yourself or with friends, skipping rope is fun. You can chant rhymes and songs as you jump. You can play rope-skipping games and do tricks. You can even try Double Dutch. In Double Dutch, you jump over two ropes instead of just one.

Some people skip rope to get in shape. Skipping rope is a great workout. It's good for your heart, arms, and legs. It helps your muscles become stronger. Many athletes skip rope to stay fit.

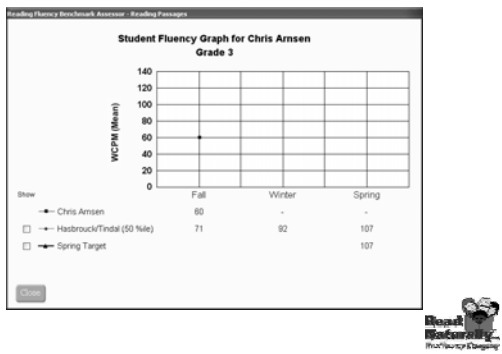
Some people skip rope for a team. Serious rope skippers can join teams and compete against others. These teams travel around the world. You can skip rope almost anywhere. You just need a jump rope, a pair of tennis shoes, and comfortable clothes. Rope skipping is a fun and healthy hobby.

Change difficult words
 Change font size
 Hide this

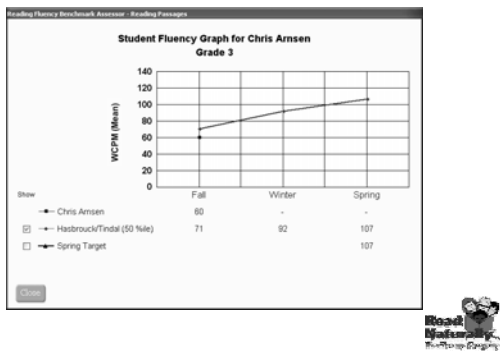
Close Finished Stop



Chris Arnsen—Fall WCPM



Hasbrouck Tindal 50th Percentile



Chris Arnsen—Fall

Student Oral Reading Details for
Chris Arnsen

Student Name: 2007-2008 Report Date: Friday, September 19, 2008

Assessment Teacher: Kim Carlson Reading Teacher: Kim Carlson

Reading Level: 1.00

STUDENT RESULTS

Student Score in Standard Score Ranges

Standard Score Range	Count
100-120	0
80-100	1
60-80	0
40-60	0
20-40	0
0-20	0

Test Date: Fall Winter Spring

Score Range: 60-80

Standard Score: 75

Standard Score Percentile: 75

Composite Score: 75

This student is in the 75th percentile for this score in all states that use this test.

Student's World-Class Ready Score: Fall to Winter Fall to Spring

Target Score (Level 2) for this Student: 80

Student's World-Class Ready Score: 75

Target Score (Level 2) for this Student: 80

Test Date: 09/12/08 Test Date: 09/12/08 Percentage: 94

Oral Reading Fluency History

Grade	Level	Score	Score	Score	Score	Score	Score
1	1.00	60	65	70	75	80	85
2	1.00	65	70	75	80	85	90
3	1.00	70	75	80	85	90	95
4	1.00	75	80	85	90	95	100
5	1.00	80	85	90	95	100	100
6	1.00	85	90	95	100	100	100
7	1.00	90	95	100	100	100	100
8	1.00	95	100	100	100	100	100
9	1.00	100	100	100	100	100	100
10	1.00	100	100	100	100	100	100
11	1.00	100	100	100	100	100	100
12	1.00	100	100	100	100	100	100

Read Naturally
Multi-Tiered Literacy Program

Chris Arnsen—Fall

INSTRUCTIONAL CONSIDERATIONS

Student Score Range: 60-80

Standard Score: 75

Standard Score Percentile: 75

Composite Score: 75

This student is in the 75th percentile for this score in all states that use this test.

Student's World-Class Ready Score: Fall to Winter Fall to Spring

Target Score (Level 2) for this Student: 80

Student's World-Class Ready Score: 75

Test Date: 09/12/08 Test Date: 09/12/08 Percentage: 94

Instructional Considerations

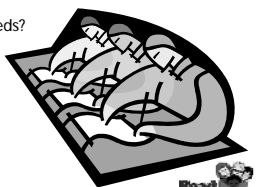
It is the goal of Read Naturally to ensure that all students are successful in reading. To ensure this, we have developed several instructional considerations that should be used by all teachers. These considerations are:

- Monitor student progress weekly or monthly.
- Track student progress in a data collection program.
- Consider high-frequency words, word families, and sight words.
- Monitor reading level frequently.
- If reading is slow, assess phonics awareness, word fluency, and comprehension.
- Monitor comprehension, word attack and strategies if needed.
- Monitor consistency, both student and teacher consistency if needed.

Read Naturally
Multi-Tiered Literacy Program

Assessment

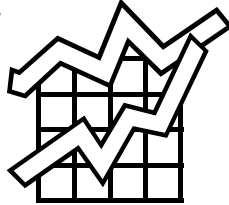
- **Benchmark Assessment** (fall, winter, spring)
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Monitoring Progress

Once a student is receiving intervention, ongoing progress monitoring is needed to:

- Evaluate effectiveness
- Show progress toward benchmark
- Allow for timely instructional adjustments



Progress Monitoring Assessment

- Which students to assess? Every student in mid Gr. 1-12 receiving supplementary instruction (Tier 2) or intervention (Tier 3+)
- Assess using fluency-based assessments using instructional-level materials
- Student reads one or more unpracticed passages aloud for one minute each
- Teacher calculates words read correctly per minute and graphs results

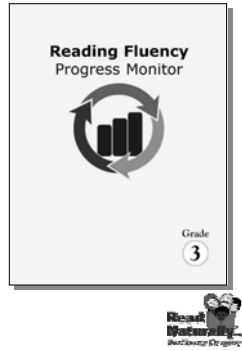


Reading Fluency Progress Monitor (RFPM)



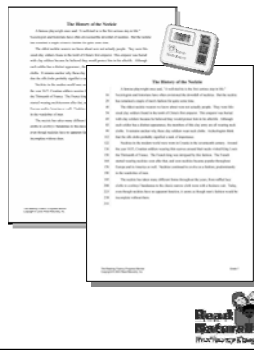
What is RFPM?

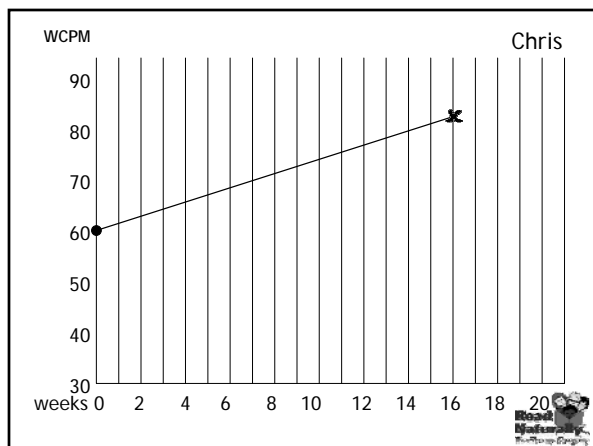
- Sets of 30 grade-level passages
- Grades 1-8
- Extensively field tested for reliability and validity

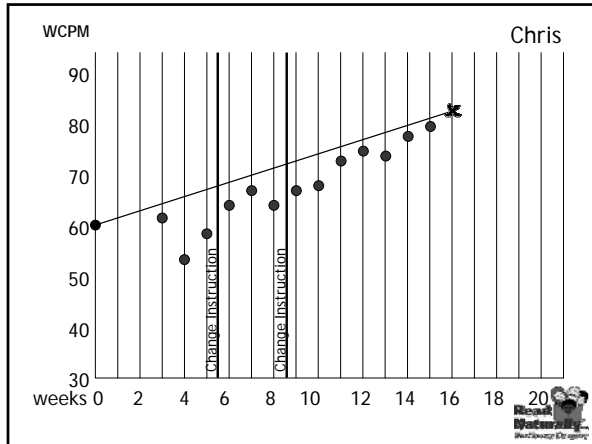


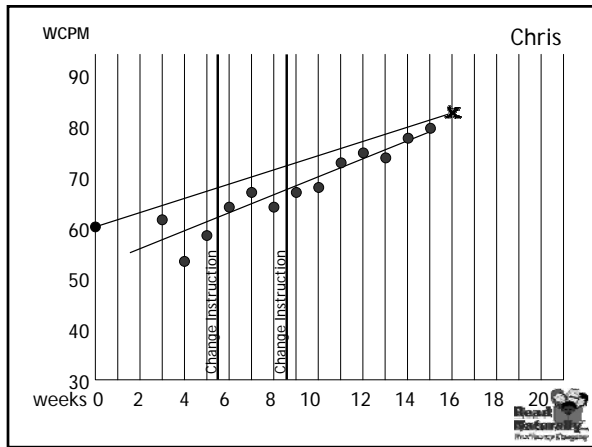
How does RFPM work?

- Choose passages at instructional level
- Collect baseline data
- Student reads passage for 1 min.; teacher counts errors
- Average and plot scores on graph










Assessment

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Assessment Review

	RFBA	RFPM
Purpose	Who is at risk?	Is reading intervention effective?
Type	Screening & monitoring	Monitoring
Passages	3 per grade	30 per grade
Frequency	Fall, winter, & spring	Weekly, bimonthly, or monthly
Students tested	All	Students receiving intervention
Level of Passage	Grade level	Instructional level



Questions?



For More Information

About RFBA & RFPM, contact Read Naturally:

- Phone: 651.452.4085 or 800.788.4085
- Email: info@readnaturally.com
- Web: www.readnaturally.com



Grade 3 Oral Reading Results for Homeroom Students of Kim Carlton

School Year: 2007 - 2008

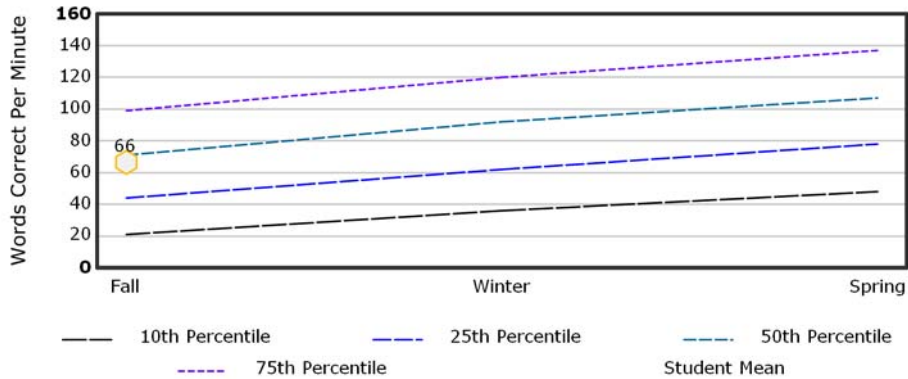
Report Date: Friday, September 15, 2007

District: Elmira City Schools

School: Pine City Elementary School

ORAL READING FLUENCY

Fluency Scores of Current Students Compared to National Norms



Student Fluency Scores

Student	Score (wcpm)			Errors			National %ile		
	F	W	S	F	W	S	F	W	S
Hasbrouck/Tindal 50th percentile	71	92	107	-	-	-	-	-	-
Arnsen, Chris	60	-	-	7	-	-	39	-	-
Brockton, Claire	94	-	-	0	-	-	71	-	-
Campbell, Victor	103	-	-	1	-	-	78	-	-
Crispen, Luke	46	-	-	7	-	-	27	-	-
di Tito, Cecilia	62	-	-	7	-	-	41	-	-
Graham, Adam	75	-	-	10	-	-	53	-	-
Greene, Roger	70	-	-	7	-	-	49	-	-
Holmes, Chad	65	-	-	10	-	-	44	-	-
Macorkle, Chip	85	-	-	1	-	-	63	-	-
Morris, Kayla	41	-	-	10	-	-	23	-	-
O'Connor, Cailyn	18	-	-	13	-	-	8	-	-
Owens, Scott	74	-	-	4	-	-	52	-	-
Ryan, Bruce	23	-	-	15	-	-	11	-	-
Truman, Taylor	50	-	-	12	-	-	30	-	-
Walker, Josephine	138	-	-	0	-	-	93	-	-
Watson, Laura	62	-	-	5	-	-	41	-	-
Yang, David	60	-	-	7	-	-	39	-	-
Young, Maggie	70	-	-	10	-	-	49	-	-
Mean for students listed	66.44	-	-	7	-	-	-	-	-
Standard deviation	28.09	-	-	4.5	-	-	-	-	-
Median for students listed	63.5	-	-	7	-	-	-	-	-

STUDENTS RANKED BY SCORES ON MOST RECENT TEST - Fall

Rank	Student	Scores (wcpm)			Words per week change since fall	Target	National percentile			Competency level		
		Fall	Winter	Spring			Fall	Winter	Spring	Fall	Winter	Spring
Level 5: Considerably above median range 80th percentile and up												
1	Walker, Josephine	138	-	-	-	107	93	-	-	5	-	-
Level 4: Above median range 60 - 79th percentile												
2	Campbell, Victor	103	-	-	-	107	78	-	-	4	-	-
3	Brockton, Claire	94	-	-	-	107	71	-	-	4	-	-
4	Macorkle, Chip	85	-	-	-	107	63	-	-	4	-	-
Level 3: Median range 40 - 59th percentile												
5	Graham, Adam	75	-	-	-	107	53	-	-	3	-	-
6	Owens, Scott	74	-	-	-	107	52	-	-	3	-	-
7t	Greene, Roger	70	-	-	-	107	49	-	-	3	-	-
7t	Young, Maggie	70	-	-	-	107	49	-	-	3	-	-
9	Holmes, Chad	65	-	-	-	107	44	-	-	3	-	-
10t	di Tito, Cecilia	62	-	-	-	107	41	-	-	3	-	-
10t	Watson, Laura	62	-	-	-	107	41	-	-	3	-	-
Level 2: Below median range 10 - 39th percentile												
12t	Amsen, Chris	60	-	-	-	107	39	-	-	2	-	-
12t	Yang, David	60	-	-	-	107	39	-	-	2	-	-
14	Truman, Taylor	50	-	-	-	107	30	-	-	2	-	-
15	Crispen, Luke	46	-	-	-	107	27	-	-	2	-	-
16	Morris, Kayla	41	-	-	-	107	23	-	-	2	-	-
17	Ryan, Bruce	23	-	-	-	107	11	-	-	2	-	-
Level 1: Considerably below median range Below 10th percentile												
18	O'Connor, Cailyn	18	-	-	-	107	8	-	-	1	-	-
Untested on most recent test												

Student Oral Reading Details for Chris Arnsen

School Year: 2007 - 2008

Report Date: Friday, September 15,
2007

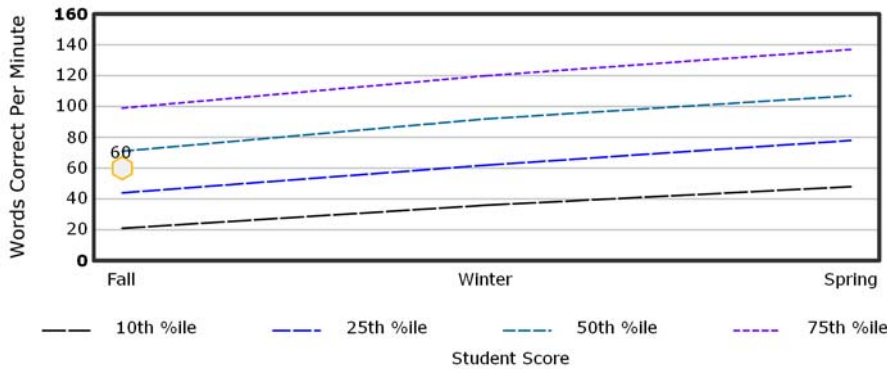
Homeroom Teacher: Kim Carlton

Reading Teacher: Molly O'Connor

Grade: 3

STUDENT RESULTS

Student's Scores vs. Hasbrouck-Tindal National Norms



	Fall	Winter	Spring
Test Date	09/10/2007	-	-
Score (wcpm)	60	-	-
Errors	7	-	-
Expression	2	-	-
National Percentile	39	-	-
Competency Level	2	-	-

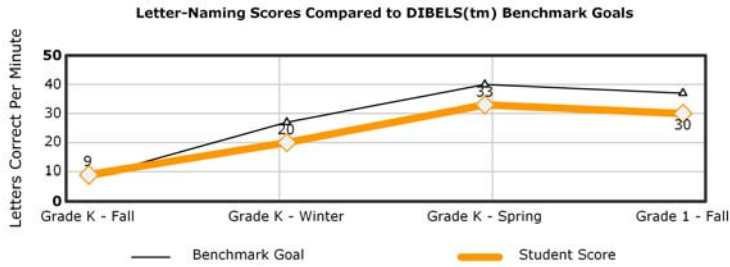
*If the student was tested on fewer than three passages for a season, an asterisk follows the score.

	Fall	Fall to Winter	Fall to Spring
Student's Words Gained Per Week	-	-	-
Typical Words Gained Per Week	-	+1.31	+1.09

Standardized Test Comprehension Score

Test date: 04/12/2007 Test: Gates-McGinitie Percentile: 37 NCE: 43

Early Fluency Indicator - Letter-Naming History



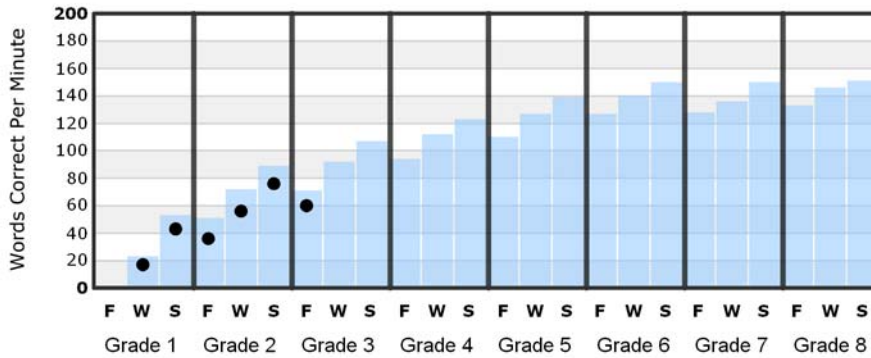
Grade	Season	Score on Timed Letter-Naming (letters correct per minute)
Grade K	F	9
	W	20
	S	33
Grade 1	F	30

Use the following guidelines, based on DIBELS™ Indicators of Risk, to help you interpret the student's scores. Scores are expressed in letters correct per minute.

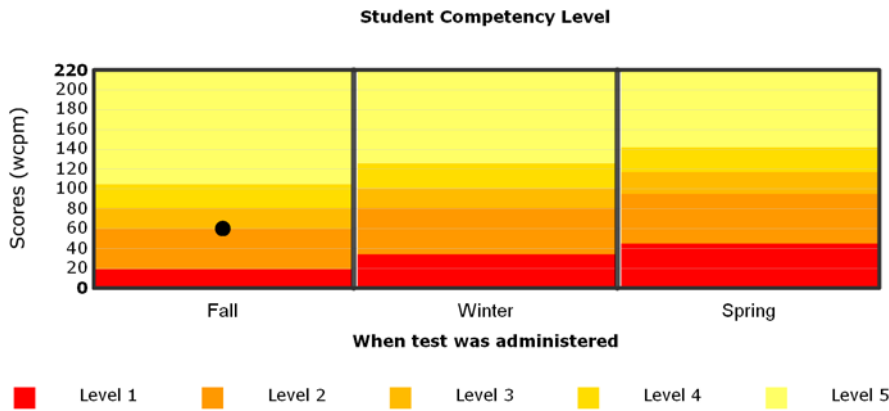
Grade	Season	Score Range	Risk Level
Grade K	F	below 2	At risk
		2 to 8	Some risk
	W	below 15	At risk
	15 to 27	Some risk	
	S	below 29	At risk
		29 to 40	Some risk
Grade 1	F	below 25	At risk
		25 to 37	Some risk

Oral Reading Fluency History

Fluency Scores Compared to Hasbrouck/Tindal 50th Percentile Over Time
(In words correct per minute)



Grade	Season	Score	Nat %	Grade	Season	Score	Nat %	Grade	Season	Score	Nat %
1	F	-	-	4	F	-	-	7	F	-	-
	W	17	38		W	-	-		W	-	-
	S	43	40		S	-	-		S	-	-
2	F	36	36	5	F	-	-	8	F	-	-
	W	56	35		W	-	-		W	-	-
	S	76	37		S	-	-		S	-	-
3	F	60	39	6	F	-	-				
	W	-	-		W	-	-				
	S	-	-		S	-	-				



In the most recent test session, this student fell into **Level 2**.

Consider these instructional interventions:

**Level 2:
Below median range**

10 - 39th percentile

WCPM:

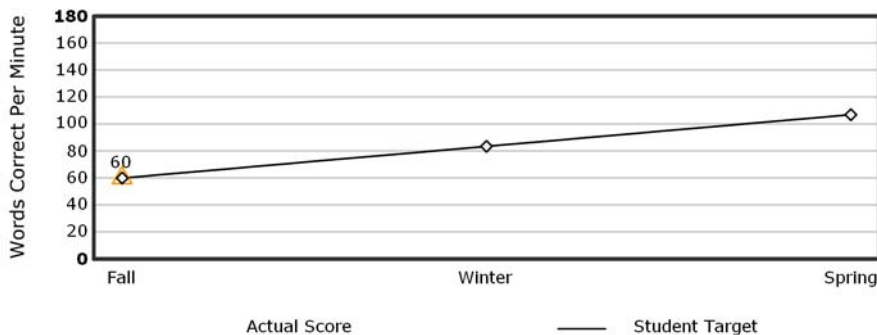
Fall $21 \leq s < 61$

Winter $36 \leq s < 82$

Spring $48 \leq s < 96$

- Monitor fluency progress weekly or monthly.
- Teach fluency using a fluency-building program.
- Assess high-frequency words; teach if needed.
- Assess decoding; teach if needed.
- If decoding is weak, assess phonemic awareness; teach if needed.
- Assess comprehension; teach skills and strategies if needed.
- Assess vocabulary; build spoken and written vocabulary if needed.

Student Fluency Scores vs. District/Teacher-Determined Target



Student Target for Spring, set by district or teacher, in wcpm: 107

	Fall	Winter	Spring
Actual Score (wcpm)	60	-	-

*If the student was tested on fewer than three passages for a season, an asterisk follows the score.

Words Missed

Patterns in the words missed (for example, multi-syllable words, long vowels, blends, etc.) may indicate the student needs extra instruction in a certain area.

	Fall	Winter	Spring
Reported errors*	7	-	-
Passage A	blustery covered blown mounds giant vanilla windowpanes sidewalks slippery	-	-
Passage B	important season Robins season far year championship outs	-	-
Passage C	considered enjoy activity enjoy Whether	-	-

* The average number of reported errors may not match the average number of words listed here for a season if the number of reported errors was manually altered after the assessment was completed. If errors are reported but no words are listed, the student was assessed using the paper method and scores were entered manually. Missed words are listed only for students who were assessed electronically.

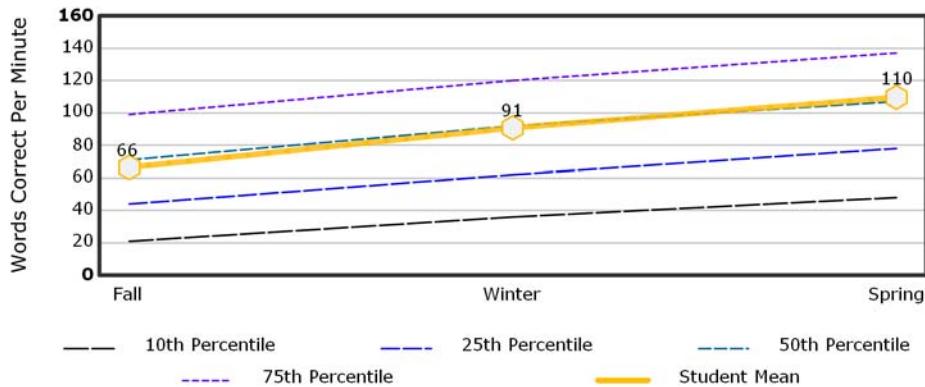
Grade 3 Oral Reading Results for Homeroom Students of Kim Carlton

School Year: 2007 - 2008
District: Elmira City Schools
School: Pine City Elementary School

Report Date: Monday, April 28, 2008

ORAL READING FLUENCY

Fluency Scores of Current Students Compared to National Norms

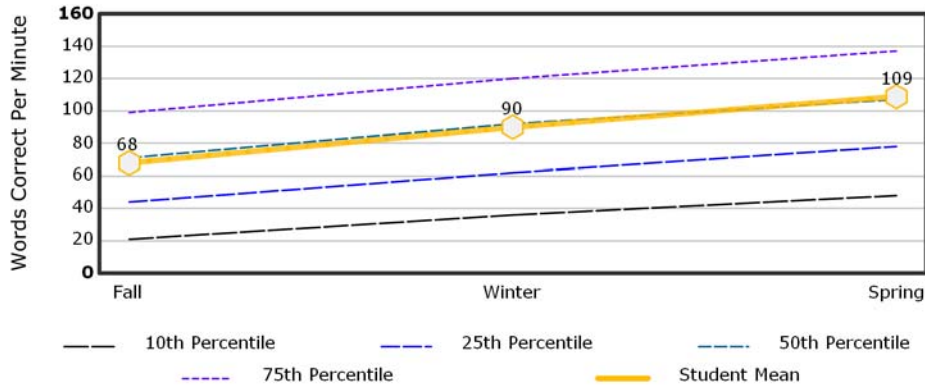


Student Fluency Scores

Student	Score (wcpm)			Errors			National %ile		
	F	W	S	F	W	S	F	W	S
Hasbrouck/Tindal 50th percentile	71	92	107	-	-	-	-	-	-
Arnsen, Chris	60	85	104	7	4	0	39	43	47
Baxter, Cheyenne	-	104	123	-	2	1	-	62	64
Brockton, Claire	94	115	139	0	0	0	71	71	76
Campbell, Victor	103	131	146	1	0	1	78	82	81
Crispen, Luke	46	62	80	7	8	6	27	25	26
di Tito, Cecilia	62	85	101	7	4	4	41	43	44
Graham, Adam	75	93	112	10	7	3	53	51	54
Greene, Roger	70	91	112	7	5	3	49	49	54
Holmes, Chad	65	85	106	10	8	4	44	43	49
Macorkle, Chip	85	111	128	1	1	0	63	68	68
Morris, Kayla	41	-	-	10	-	-	23	-	-
O'Connor, Cailyn	18	35	48	13	11	7	8	9	10
Owens, Scott	74	93	116	4	1	0	52	51	58
Ryan, Bruce	23	46	62	15	9	7	11	15	16
Truman, Taylor	50	73	94	12	10	7	30	32	38
Walker, Josephine	138	158	175	0	0	0	93	94	94
Watson, Laura	62	88	105	5	3	1	41	46	48
Yang, David	60	85	105	7	3	1	39	43	48
Young, Maggie	70	93	117	10	7	2	49	51	59
Mean for students listed	66.44	90.72	109.61	7	4.61	2.61	-	-	-
Standard deviation	28.09	28.41	29.14	4.5	3.65	2.64	-	-	-
Median for students listed	63.5	89.5	109	7	4	1.5	-	-	-

ORAL READING FLUENCY - CONTINUOUSLY ENROLLED STUDENTS

Fluency Scores of Continuously Enrolled Students Compared to National Norms



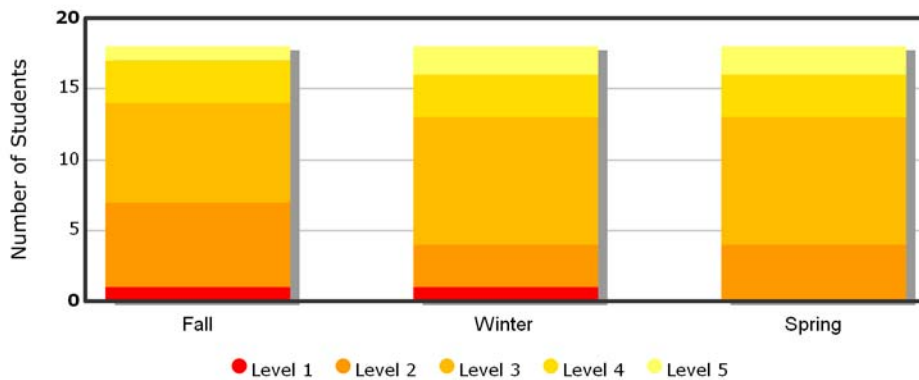
Fluency Scores of Continuously Enrolled Students

Number of continuously enrolled students: 17

	Fall	Winter	Spring
Mean score (wcpm)	67.94	89.94	108.82
National percentile	46	47	51

COMPETENCY SUMMARY

Competency Levels - Students of Kim Carlton in Grade 3



Competency level	Number of students		
	Fall	Winter	Spring
Level 5: 80th percentile & up	1	2	2
Level 4: 60-79th percentile	3	3	3
Level 3: 40-59th percentile	7	9	9
Level 2: 10-39th percentile	6	3	4
Level 1: Below 10th percentile	1	1	0
Total students tested	18	18	18

STUDENTS RANKED BY SCORES ON MOST RECENT TEST - Spring

Rank	Student	Scores (wcpm)			Words per week change since fall	Target	National percentile			Competency level		
		Fall	Winter	Spring			Fall	Winter	Spring	Fall	Winter	Spring
Level 5: Considerably above median range 80th percentile and up												
1	Walker, Josephine	138	158	175	+1.12	107	93	94	94	5	5	5
2	Campbell, Victor	103	131	146	+1.3	107	78	82	81	4	5	5
Level 4: Above median range 60 - 79th percentile												
3	Brockton, Claire	94	115	139	+1.36	107	71	71	76	4	4	4
4	Macorkle, Chip	85	111	128	+1.3	107	63	68	68	4	4	4
5	Baxter, Cheyenne	-	104	123	-	107	-	62	64	-	4	4
Level 3: Median range 40 - 59th percentile												
6	Young, Maggie	70	93	117	+1.42	107	49	51	59	3	3	3
7	Owens, Scott	74	93	116	+1.27	107	52	51	58	3	3	3
8t	Graham, Adam	75	93	112	+1.12	107	53	51	54	3	3	3
8t	Greene, Roger	70	91	112	+1.27	107	49	49	54	3	3	3
10	Holmes, Chad	65	85	106	+1.24	107	44	43	49	3	3	3
11t	Watson, Laura	62	88	105	+1.3	107	41	46	48	3	3	3
11t	Yang, David	60	85	105	+1.36	107	39	43	48	2	3	3
13	Arnsen, Chris	60	85	104	+1.33	107	39	43	47	2	3	3
14	di Tito, Cecilia	62	85	101	+1.18	107	41	43	44	3	3	3
Level 2: Below median range 10 - 39th percentile												
15	Truman, Taylor	50	73	94	+1.33	107	30	32	38	2	2	2
16	Crispen, Luke	46	62	80	+1.03	107	27	25	26	2	2	2
17	Ryan, Bruce	23	46	62	+1.18	107	11	15	16	2	2	2
18	O'Connor, Cailyn	18	35	48	+0.91	107	8	9	10	1	1	2
Level 1: Considerably below median range Below 10th percentile												
Untested on most recent test												
	Morris, Kayla	41	-	-	-	107	23	-	-	2	-	-

Score

is the average number of words correct per minute (wcpm) that the student read when tested on three grade-level passages.

Errors

is the average number of errors the student made per passage based on the student's reading of the three grade-level passages.

National %ile

shows the percentile where the student's score falls using the Hasbrouck/Tindal national norms (2005). For example, a percentile of 65 for a second grade student means the average number of words the student read correctly in a minute was higher than the number of words that 65% of second grade students nationally were able to read in a minute when tested on grade-level material.

Hasbrouck/Tindal 50th percentile

lists the national median score for students in the specified grade and season, based on the Hasbrouck/Tindal national norms (2005). This score, reported in words correct per minute, is listed for comparison.

Mean for students listed

is the average score, in words correct per minute (wcpm), of the students listed in the report for the specified season.

Standard deviation

is the average amount that the scores of the students listed differ from the mean score, ignoring the sign of the difference. This is a measure of variability; a small standard deviation suggests that the students performed similarly on the assessment, and a large standard deviation indicates the students did not perform the same.

Median for students listed

is the median score, in words correct per minute (wcpm), for the students listed in the report for the specified season. The median score represents the score below which 50% of the students listed scored.

ORAL READING FLUENCY - CONTINUOUSLY ENROLLED STUDENTS

Number of continuously enrolled students

is the number of continuously enrolled students listed in this report. Students are considered continuously enrolled if they are tested in each possible testing season during the school year. Therefore, scores for students who leave or enter the class in mid-year are not included in this section of the report.

Mean score

is the average score of the continuously enrolled students for fall, winter, or spring, measured in words correct per minute.

National percentile is the national percentile ranking of the mean for the continuously enrolled students.

COMPETENCY SUMMARY

Competency level

is a rating system used by Reading Fluency Benchmark Assessor to categorize students according to their instructional needs, ranging from Level 1 (considerably below median range) to Level 5 (considerably above median range), as shown below. The level is based on a student's percentile in the Hasbrouck/Tindal national norms (2005).

For students in this level:

Consider these instructional interventions:

Level 1:
Considerably below expected range
Below 10th percentile for grade

- Consider pre-referral Special Education interventions.
- Monitor fluency progress weekly.
- Teach fluency using a fluency-building program.
- Assess high-frequency words; teach if needed.
- Assess decoding; teach if needed.
- If decoding is weak, assess phonemic awareness; teach if needed.
- Assess comprehension; teach skills and strategies if needed.
- Assess vocabulary; build spoken and written vocabulary if needed.

**Level 2:
Below expected
range**
10 - 39th percentile
in grade

- Monitor fluency progress weekly or monthly.
- Teach fluency using a fluency-building program.
- Assess high-frequency words; teach if needed.
- Assess decoding; teach if needed.
- If decoding is weak, assess phonemic awareness; teach if needed.
- Assess comprehension; teach skills and strategies if needed.
- Assess vocabulary; build spoken and written vocabulary if needed.

**Level 3:
Within expected
range**
40 - 59th percentile
in grade

- Monitor fluency progress monthly. Teach fluency if needed.
- Assess decoding; teach if needed.
- Assess comprehension; teach skills and strategies if needed.
- Assess vocabulary; build spoken and written vocabulary if needed.

**Level 4:
Above expected
range**
60 - 79th percentile
in grade

- Continue monitoring fluency progress seasonally using Reading Fluency Benchmark Assessor.
- Assess comprehension. If at or exceeds expectations, challenge with high-level comprehension and extend spoken and written vocabulary. If below expectations, teach comprehension skills and strategies if needed and build spoken and written vocabulary.

**Level 5:
Considerably
above expected
range**
80th percentile and
up

- Assess comprehension. If at or exceeds expectations, challenge with high-level comprehension and extend spoken and written vocabulary. If below expectations, teach comprehension skills and strategies if needed and build spoken and written vocabulary.

Number of students

(by competency level) reports the number of students listed who fall into the specified competency level for the specified season. This is reported on all students tested in the given season, not just those who were continuously enrolled for the entire year.

STUDENTS RANKED BY SCORES ON MOST RECENT TEST

Rank

is the student's rank compared to other students listed, based on his or her score from the most recent assessment session. The table groups students by competency level, described above. A "t" appended to the rank number indicates a tie; students with tied scores in the most recent season are listed alphabetically within the tie. Students not tested in the most recent session are listed, unranked, at the end of the report.

Scores

are the average number of words correct per minute (wcpm) that the student read when tested on three grade-level passages during the assessment session.

Words per week change since fall

is the average number of words the student has changed each week between the fall testing session and the current testing session. If the student was not tested in the fall session and the current session, this value cannot be reported.

Target

is a district goal or an individual goal set by the teacher for the student to meet by the spring. The target is measured in words correct per minute. If no target is listed, no target was entered for the student.

National percentile

shows the percentile at which the student's score falls, based on the Hasbrouck/Tindal national norms (2005). For example, a percentile of 53 for a second grade student means the average number of words that student read correctly in a minute was the same or higher than the number of words that 53% of second grade students reading grade-level material were able to read in a minute. The report lists percentiles from the fall, winter, and spring assessment sessions for the school year.

Competency level is the student's competency level for fall, winter, and spring, as described above.

Summary for Pine City Elementary School

School Year: 2007 - 2008
 District: Elmira City Schools

Report Date: Tuesday, May 13, 2008

LETTER-NAMING PROFICIENCY

Letter-naming proficiency scores are reported in letters correct per minute.

Grade	Performance	Mean score for grade in school			DIBELS™ Benchmark Goals			Demographics	Students Ranked by Need
		Fall	Winter	Spring	Fall	Winter	Spring		
Grade K		10.67	23.92	39.59	08	27	40		
Grade 1		38.43	-	-	37	-	-		

ORAL READING FLUENCY

Oral reading fluency scores are reported in words correct per minute.

Grade	Performance	Mean score for grade in school			National 50th %ile for grade			Demographics	Students Ranked by Need
		Fall	Winter	Spring	Fall	Winter	Spring		
Grade 1		-	33.6	59.17	-	23	53		
Grade 2		47.78	65.15	81.49	51	72	89		
Grade 3		72.73	97.64	113.32	71	92	107		
Grade 4		94.65	112.86	124.67	94	112	123		
Grade 5		111.43	126.5	137.35	110	127	139		
Grade 6		122.56	136.95	147	127	140	150		
Grade 7		129.79	139.13	151.21	128	136	150		
Grade 8		133.56	144.49	150.44	133	146	151		

Key

Performance. Click the icon to see a report summarizing the fluency achievements and needs for a specific grade. If no students in a grade were tested, the report icons for that grade will appear dimmed and the supplementary reports will not be available. Note: Grade 1 has reports for both letter-naming proficiency (fall) and oral reading fluency (winter and spring).

Mean score for grade in school is the average score for the grade in your school in the fall, winter, and spring. For letter-naming proficiency, this score is reported in letters correct per minute (lcpm); for oral reading fluency, it is reported in words correct per minute (wcpm), based on the testing of students' reading grade-level passages. The mean is reported on all students in the grade who were tested during the season.

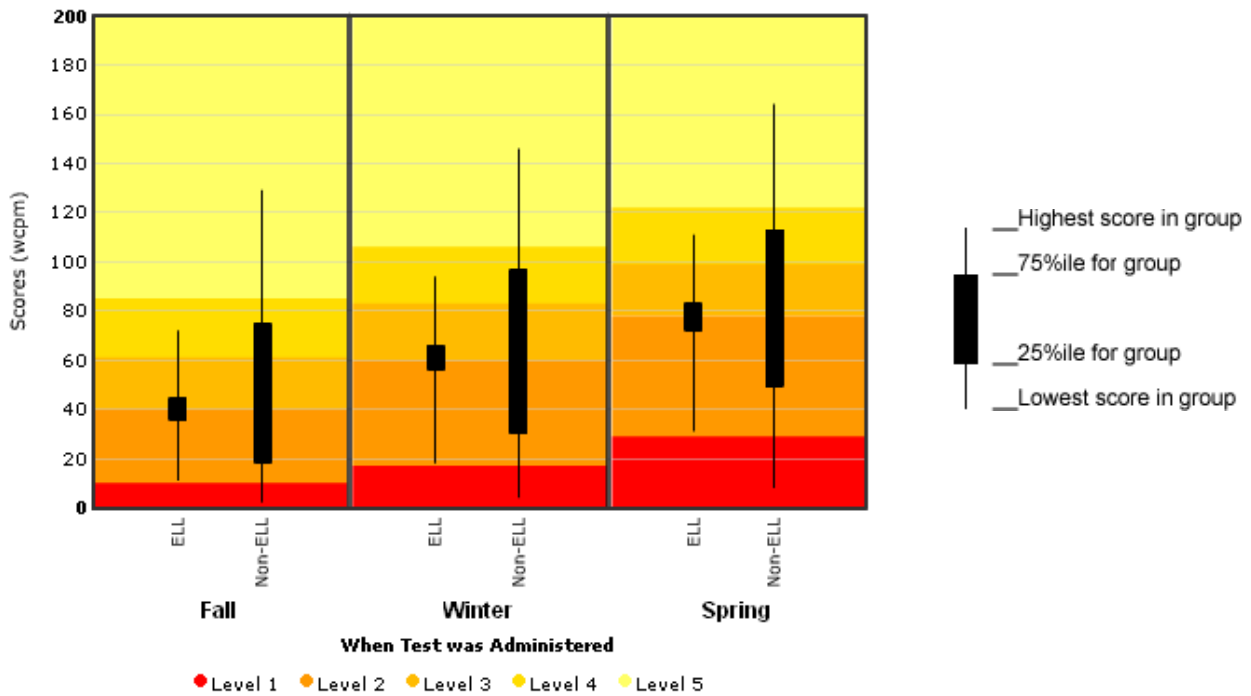
DIBELS™ Benchmark Goals show, for kindergarten and early first grade, the lowest number of letters correct per minute that a student must reach to be considered at low risk.

National 50th %ile for grade shows the national 50th percentile for students reading grade-level material, based on the Hasbrouck/Tindal national norms (2005). This score is reported in words correct per minute.

Demographics. Click the icon to see a fluency report for a grade based on demographic information including race/ethnicity, gender, English Language Learner status, socioeconomic status, and special education status.

Students Ranked by Need. Click the icon to see a list of students in the grade ranked by their most recent scores and separated into competency levels (oral reading) or risk levels (letter naming).

Fluency Scores vs. Competency Levels
Grade 2 by English Language Learner Status



ELL	# Tested in Grade			% of Grade			# at Risk			% at Risk		
	F	W	S	F	W	S	F	W	S	F	W	S
ELL	10	10	9	25	25	23	4	4	4	40	40	44
Non-ELL	30	30	30	75	75	77	13	13	13	43	43	43
Total*	40	40	39	100	100	100	17	17	17	43	43	44

*Total percentages may not equal 100 due to cumulative rounding.

Mean Scores by ELL Status (Continuously Enrolled Students)

ELL	# of Continuously Enrolled Students	Mean Score			National %ile		
		F	W	S	F	W	S
ELL	9	40.33	59.22	76.33	39	38	37
Non-ELL	30	50.23	66.9	83.03	49	44	44
Total	39	47.95	65.13	81.49	46	43	42