Sample Reports

Acadience Reading K–6
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Acadience Reading Pre-K: PELI
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Acadience Reading K–6
(pages 2-30)

School: Sunnyville Elementary School
Grade: Third Grade
Year: 2017-2018
Class: Gray Grade3

Benchmark Scores Table

acadience data management

Acadience Reading

Above Benchmark / Likely to Need Core Support | At Benchmark / Likely to Need Core Support | Below Benchmark / Likely to Need Strategic Support | Well Below Benchmark / Likely to Need Intensive Support

	BEGINNING OF YEAR						MIDDLE OF YEAR						END OF YEAR					
NAME	ORF Words Correct	ORF Accuracy	ORF Retell	ORF Retell Quality	Maze Adjusted Score	RCS	ORF Words Correct	ORF Accuracy	ORF Retell	ORF Retell Quality	Maze Adjusted Score	RCS	ORF Words Correct	ORF Accuracy	ORF Retell	ORF Retell Quality	Maze Adjusted Score	RCS ▲
West, Doris	27	82%	12	1	3	63	45	90%	27	2	4	155	34	87%	17	1	13	136
Fleming, Patrick	60	95%	43	3	5	246	61	95%	23	3	6	211	75	95%	33	2	6	245
Montgomery, Janice	48	91%	25	2	3	158	59	89%	25	2	8	173	67	92%	40	4	14	259
Curtis, Jonathan	76	92%	30	2	2	200	87	97%	15	1	13	265	86	95%	19	1	21	288
Stevens, Todd	74	99%	20	2	3	238	67	92%	19	1	4	177	91	99%	28	3	10	299
Terry, Ernest	73	97%	21	2	10	251	88	99%	30	2	16	324	96	98%	14	1	19	304
Barker, Raymond	72	95%	16	1	6	208	83	98%	14	1	10	255	101	100%	20	1	16	325
Burns, Donna	93	96%	34	3	5	269	106	96%	35	2	15	324	97	98%	32	2	17	333
Fuller, Susan	59	97%	33	1	8	253	78	98%	29	2	18	312	96	98%	30	2	23	352
Daniel, Diana	82	93%	23	2	10	232	122	99%	37	2	19	384	113	97%	25	2	24	355
Brown, Victor	54	84%	18	2	9	126	71	92%	26	2	13	231	106	95%	48	4	21	366
Thompson, Terry	76	95%	39	2	7	262	88	94%	49	4	18	330	119	98%	51	3	13	377
Ball, Gregory	83	97%	21	2	10	261	106	98%	44	3	17	366	119	98%	45	4	24	409
Hernandez, Mark	83	98%	41	2	7	297	95	98%	28	3	10	295	121	99%	58	3	18	421
Brock, Frank	83	97%	38	2	8	287	102	94%	26	2	15	286	120	99%	56	4	20	424
Harper, Ruth	97	93%	51	4	12	311	116	99%	43	4	14	370	112	97%	74	3	18	428
Greer, Nancy	90	97%	20	1	10	266	96	97%	40	2	17	340	111	97%	60	4	26	431
Wheeler, Joseph	114	96%	33	2	10	308	119	100%	34	2	23	399	131	98%	63	3	19	437
Cook, Timothy	112	98%	47	2	12	358	90	100%	31	2	16	336	96	99%	62	3	27	440
Dean, Jacqueline	129	99%	30	3	18	373	144	100%	36	3	29	452	158	100%	34	3	27	454
Pope, Paul	114	100%	62	3	16	422	126	96%	69	4	26	456	164	99%	57	4	31	514
Lambert, Anthony	138	99%	23	3	16	360	128	99%	94	4	22	516	168	100%	94	4	30	596
GOAL	70	95%	20	2	8	220	86	96%	26	2	11	285	100	97%	30	3	19	330
AVERAGE	83.5	95%	30.9	2.1	8.6	261.3	94.4	96.4%	35.2	2.4	15.1	316.2	108.2	97.2%	43.6	2.8	19.9	372.4

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School: Sunnyville Elementary School
Grade: First Grade
Year: 2017-2018
Class: Edwards Grade1

Class Progress Report

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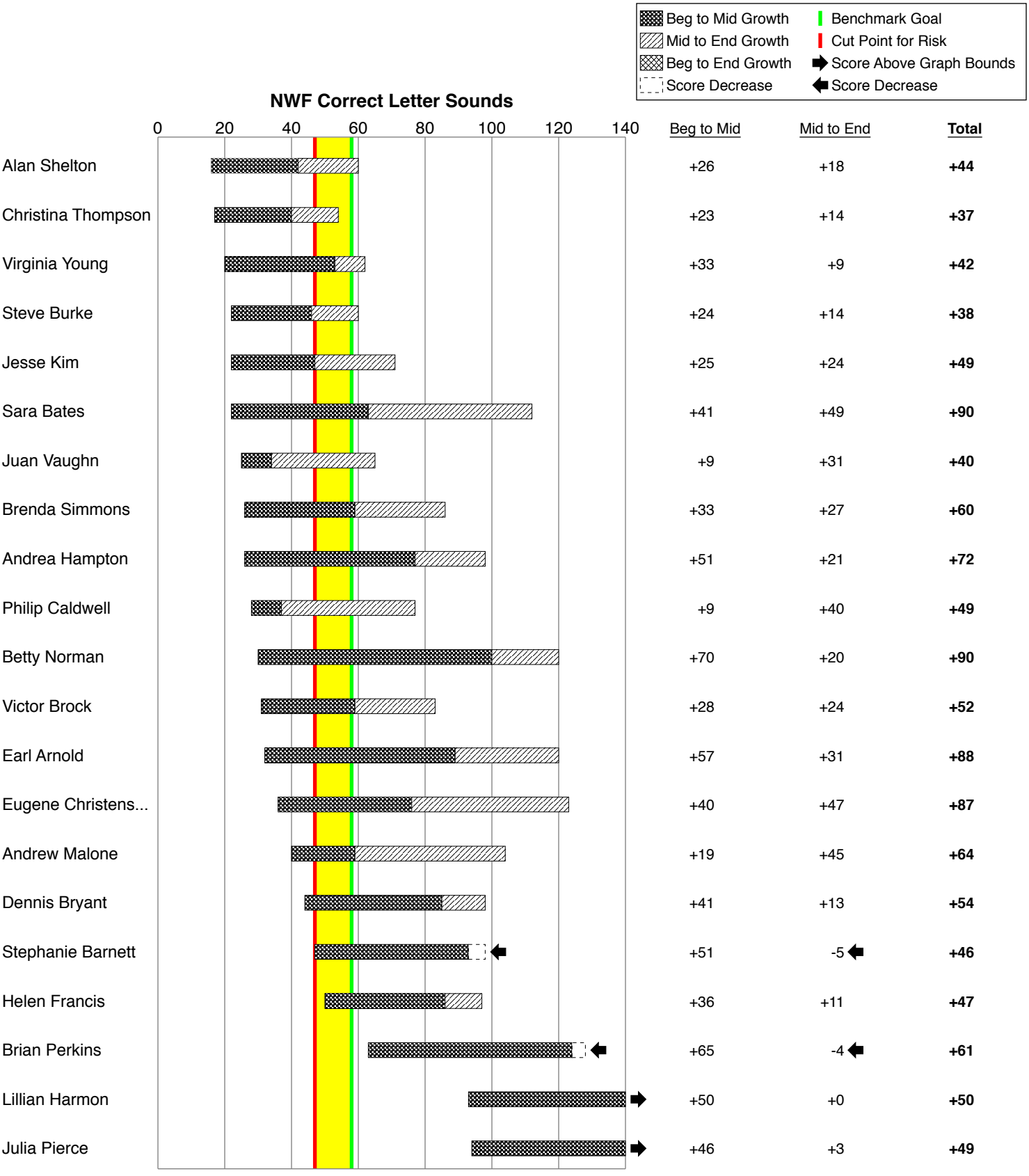
Acadience Reading



	Beg to Mid	Mid to End	Total
Alan Shelton	+26	+18	**+44**
Christina Thompson	+23	+14	**+37**
Virginia Young	+33	+9	**+42**
Steve Burke	+24	+14	**+38**
Jesse Kim	+25	+24	**+49**
Sara Bates	+41	+49	**+90**
Juan Vaughn	+9	+31	**+40**
Brenda Simmons	+33	+27	**+60**
Andrea Hampton	+51	+21	**+72**
Philip Caldwell	+9	+40	**+49**
Betty Norman	+70	+20	**+90**
Victor Brock	+28	+24	**+52**
Earl Arnold	+57	+31	**+88**
Eugene Christens...	+40	+47	**+87**
Andrew Malone	+19	+45	**+64**
Dennis Bryant	+41	+13	**+54**
Stephanie Barnett	+51	-5	**+46**
Helen Francis	+36	+11	**+47**
Brian Perkins	+65	-4	**+61**
Lillian Harmon	+50	+0	**+50**
Julia Pierce	+46	+3	**+49**

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School: Sunnyville Elementary School
Grade: Third Grade
Year: 2014-2015
Class: Santos Grade3

Classroom Progress Monitoring Report

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Acadience Reading

Score	Name	Student ID	Median of Last 3 Scores	Last 3 Scores Relation to Aimline	Target	Target Date
DORF Words Correct (Level 3)	Jerry Bailey	2520151	78	3 above aimline	100	May, Week 3
	Lawrence Butler	2520158	95	3 above aimline	100	May, Week 3
	Carlos Green	2520141	66	2 below aimline	100	May, Week 3
	Nancy Johnson	2520146	49	2 below aimline	100	May, Week 3
	Jack Morgan	2520156	85	3 below aimline	100	May, Week 3
ORF Accuracy (Level 3)	Jerry Bailey	2520151	95%	n/a	97%	May, Week 3
	Lawrence Butler	2520158	96%	n/a	97%	May, Week 3
	Carlos Green	2520141	93%	n/a	97%	May, Week 3
	Nancy Johnson	2520146	89%	n/a	97%	May, Week 3
	Jack Morgan	2520156	92%	n/a	97%	May, Week 3
Retell (Level 3)	Jerry Bailey	2520151	25	2 below aimline	30	May, Week 3
	Lawrence Butler	2520158	30	3 above aimline	30	May, Week 3
	Carlos Green	2520141	16	2 below aimline	30	May, Week 3
	Nancy Johnson	2520146	22	2 below aimline	30	May, Week 3
	Jack Morgan	2520156	12	2 below aimline	30	May, Week 3
Maze Adjusted Score (Level 3)	Jerry Bailey	2520151	14	1 below aimline	19	May, Week 3
	Lawrence Butler	2520158	14	1 below aimline	19	May, Week 3
	Carlos Green	2520141	9	2 below aimline	19	May, Week 3
	Nancy Johnson	2520146	7	3 below aimline	19	May, Week 3
	Jack Morgan	2520156	7	2 below aimline	19	May, Week 3

[1] Only one score available since initial testing.

[2] Only two scores available since initial testing.

Status	Last 3 Scores and Aimline
	All scores are above the aimline
	Some scores are below and some are above
	All scores are below the aimline

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School: Sunnyville Elementary School
Grade: Third Grade, Middle of Year
Year: 2017-2018
Class: Gray Grade3

Classroom Report

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Acadience Reading

Above Benchmark / Likely to Need Core Support | At Benchmark / Likely to Need Core Support | Below Benchmark / Likely to Need Strategic Support | Well Below Benchmark / Likely to Need Intensive Support

		ORF						MAZE		READING COMPOSITE SCORE		
NAME	STUDENT ID	Words Correct	Local Percentile	Accuracy	Retell	Local Percentile	Retell Quality	Adjusted Score	Local Percentile	Score ▲	Local Percentile	Score Level
West, Doris	401800140	45	4	90%	25	23	2	4	3	151	4	Well Below Benchmark
Montgomery, Janice	401800128	59	6	89%	25	23	2	8	16	173	6	Well Below Benchmark
Stevens, Todd	401800138	67	14	92%	19	11	1	4	3	177	9	Well Below Benchmark
Fleming, Patrick	401800139	61	11	95%	23	14	3	6	10	211	14	Well Below Benchmark
Brown, Victor	401800137	71	19	92%	26	29	2	13	39	231	19	Well Below Benchmark
Barker, Raymond	401800132	83	25	98%	14	6	1	10	28	255	21	Below Benchmark
Curtis, Jonathan	401800134	87	29	97%	15	9	1	13	39	265	24	Below Benchmark
Brock, Frank	401800130	102	48	94%	26	29	2	15	50	286	26	At Benchmark
Hernandez, Mark	401800133	95	39	98%	28	34	3	10	28	295	30	At Benchmark
Fuller, Susan	401800125	78	21	98%	29	36	2	18	68	312	34	At Benchmark
Burns, Donna	401800131	106	56	96%	35	46	2	15	50	324	40	At Benchmark
Terry, Ernest	401800124	88	33	99%	30	39	2	16	56	324	40	At Benchmark
Thompson, Terry	401800127	88	33	94%	49	79	4	18	68	330	44	At Benchmark
Cook, Timothy	401800121	90	36	100%	31	41	2	16	56	336	49	At Benchmark
Greer, Nancy	401800123	96	41	97%	40	56	2	17	63	340	51	At Benchmark
Ball, Gregory	401800126	106	56	98%	44	65	3	17	63	366	64	Above Benchmark
Harper, Ruth	401800135	116	64	99%	43	60	4	14	45	370	66	Above Benchmark
Daniel, Diana	401800122	122	74	99%	37	51	2	19	73	384	71	Above Benchmark
Wheeler, Joseph	401800129	119	68	100%	34	44	2	23	81	399	76	Above Benchmark
Dean, Jacqueline	401800141	144	84	100%	36	49	3	29	94	452	81	Above Benchmark
Pope, Paul	401800142	126	76	96%	69	91	4	26	88	456	84	Above Benchmark
Lambert, Anthony	401800136	128	79	99%	94	98	4	22	79	516	94	Above Benchmark
	GOAL	86		96%	26		2	11		285		
	AVERAGE	94.4		96.4%	35.1		2.4	15.1		316.0		

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District: Sample District
Grade: First Grade
Year: 2017-2018

District Overview

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Acadience Reading

	Beginning of Year	Middle of Year	End of Year
Reading Composite Score	53% (n = 42) 15% (n = 12) 13% (n = 10) 20% (n = 16)	58% (n = 46) 20% (n = 16) 13% (n = 10) 10% (n = 8)	65% (n = 52) 18% (n = 14) 13% (n = 10) 5% (n = 4)
Number of Students =	80	80	80
Average =	139.1	217.3	230
Standard Deviation =	61.7	109.7	81.3
Score Range =	5 to 273	0 to 422	0 to 407
Letter Naming Fluency			
Number of Students =	80		
Average =	50		
Standard Deviation =	21.5		
Score Range =	5 to 98		
Phoneme Segmentation Fluency	50% (n = 40) 18% (n = 14) 20% (n = 16) 13% (n = 10)		
Number of Students =	80		
Average =	44.3		
Standard Deviation =	17.5		
Score Range =	0 to 74		
NWF Correct Letter Sounds	50% (n = 40) 15% (n = 12) 25% (n = 20) 10% (n = 8)	65% (n = 52) 15% (n = 12) 15% (n = 12) 5% (n = 4)	65% (n = 52) 23% (n = 18) 8% (n = 6) 5% (n = 4)
Number of Students =	80	80	80
Average =	44.8	76.2	94.5
Standard Deviation =	33.5	37.3	34.1
Score Range =	0 to 142	0 to 143	0 to 143
NWF Whole Words Read	50% (n = 40) 13% (n = 10) 38% (n = 30)	63% (n = 50) 23% (n = 18) 13% (n = 10) 3% (n = 2)	63% (n = 50) 28% (n = 22) 3% (n = 2) 8% (n = 6)
Number of Students =	80	80	80
Average =	7.9	22.4	29.7
Standard Deviation =	11.7	14	14.3
Score Range =	0 to 47	0 to 50	0 to 50

Status	Score Level	Likely Need For Support
	Above Benchmark	Likely to Need Core Support
	At Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

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District Overview

Beginning of Year	Middle of Year	End of Year

ORF Words Correct

Middle of Year:
58% (n = 46)
20% (n = 16)
10% (n = 8)
13% (n = 10)
Number of Students = 80
Average = 50.3
Standard Deviation = 37.1
Score Range = 0 to 154

End of Year:
63% (n = 50)
18% (n = 14)
10% (n = 8)
10% (n = 8)
Number of Students = 80
Average = 79.9
Standard Deviation = 39.1
Score Range = 0 to 202

ORF Accuracy

Middle of Year:
53% (n = 42)
18% (n = 14)
13% (n = 10)
18% (n = 14)
Number of Students = 80
Average = 82.9
Standard Deviation = 19.4
Score Range = 0 to 100

End of Year:
55% (n = 44)
30% (n = 24)
8% (n = 6)
8% (n = 6)
Number of Students = 80
Average = 93.2
Standard Deviation = 15.7
Score Range = 0 to 100

Status	Score Level	Likely Need For Support
	Above Benchmark	Likely to Need Core Support
	At Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

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School: Sunnyville Elementary School
Grade: First Grade
Year: 2017-2018
Class: Edwards Grade1

Effectiveness of Instructional Support Levels

Beginning of Year to End of Year

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Acadience Reading

Students who were identified as 'Likely to Need Core Support' at the beginning of the year.

Name	Student ID	Beginning → End of Year: Reading Composite Score	Reading Composite Score	NWF Correct Letter Sounds	NWF Whole Words Read	ORF Words Correct
Earl Arnold	401800060	135	266	120	50	73
Stephanie Barnett	401800075	148	239	93	28	90
Sara Bates	401800076	147	231	112	28	82
Victor Brock	401800078	151	154	83	15	37
Dennis Bryant	401800062	174	269	98	32	106
Eugene Christensen	401800069	113	282	123	43	91
Helen Francis	401800070	140	268	97	35	93
Andrea Hampton	401800079	118	260	98	34	93
Lillian Harmon	401800071	218	352	143	50	147
Jesse Kim	401800061	113	194	71	23	55
Andrew Malone	401800067	135	226	104	34	59
Betty Norman	401800072	123	285	120	42	96
Brian Perkins	401800063	212	266	124	38	85
Julia Pierce	401800074	234	407	143	50	202

Students who were identified as 'Likely to Need Strategic Support' at the beginning of the year.

Name	Student ID	Beginning → End of Year: Reading Composite Score	Reading Composite Score	NWF Correct Letter Sounds	NWF Whole Words Read	ORF Words Correct
Steve Burke	401800068	99	112	60	17	33
Philip Caldwell	401800077	107	214	77	23	81
Brenda Simmons	401800065	106	211	86	25	62
Juan Vaughn	401800064	100	181	65	20	60

Students who were identified as 'Likely to Need Intensive Support' at the beginning of the year.

Name	Student ID	Beginning → End of Year: Reading Composite Score	Reading Composite Score	NWF Correct Letter Sounds	NWF Whole Words Read	ORF Words Correct
Alan Shelton	401800066	58	161	60	14	40
Christina Thompson	401800073	47	133	54	12	34
Virginia Young	401800080	73	171	62	14	50

Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

This report only includes students who were tested at both time periods.

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District: Test District C
Grade: Kindergarten
Year: 2010-2011

Effectiveness of Instructional Support Levels

Beginning of Year to Middle of Year

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Acadience Reading

District-wide: Test District C

Beginning of Year Reading Composite Score	Likely to Need Core Support 65% (n = 779)	Likely to Need Strategic Support 17% (n = 199)	Likely to Need Intensive Support 18% (n = 213)	Total N = 1191
Middle of Year Outcomes	Composite Score: 93% n = 724; 6% n = 47; 1% n = 8	Composite Score: 61% n = 122; 31% n = 62; 8% n = 15	Composite Score: 22% n = 46; 33% n = 71; 45% n = 96	Total Middle of Year Composite Score: 75% n = 892; 15% n = 180; 10% n = 119

School: Bright Spring

Beginning of Year Reading Composite Score	Likely to Need Core Support 72% (n = 57)	Likely to Need Strategic Support 11% (n = 9)	Likely to Need Intensive Support 16% (n = 13)	Total N = 79
Middle of Year Outcomes	Composite Score: 89% n = 51; 9% n = 5; 2% n = 1	Composite Score: 44% n = 4; 44% n = 4; 11% n = 1	Composite Score: 8% n = 1; 54% n = 7; 38% n = 5	Total Middle of Year Composite Score: 71% n = 56; 20% n = 16; 9% n = 7

School: Delight Valley

Beginning of Year Reading Composite Score	Likely to Need Core Support 59% (n = 41)	Likely to Need Strategic Support 19% (n = 13)	Likely to Need Intensive Support 22% (n = 15)	Total N = 69
Middle of Year Outcomes	Composite Score: 98% n = 40; 0% n = 0; 2% n = 1	Composite Score: 69% n = 9; 23% n = 3; 8% n = 1	Composite Score: 13% n = 2; 27% n = 4; 60% n = 9	Total Middle of Year Composite Score: 74% n = 51; 10% n = 7; 16% n = 11

School: Eagle Creek

Beginning of Year Reading Composite Score	Likely to Need Core Support 75% (n = 63)	Likely to Need Strategic Support 12% (n = 10)	Likely to Need Intensive Support 13% (n = 11)	Total N = 84
Middle of Year Outcomes	Composite Score: 90% n = 57; 10% n = 6; 0% n = 0	Composite Score: 60% n = 6; 40% n = 4; 0% n = 0	Composite Score: 55% n = 6; 18% n = 2; 27% n = 3	Total Middle of Year Composite Score: 82% n = 69; 14% n = 12; 4% n = 3

Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

This report only includes students who were tested at both time periods.

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District: Test District C
Grade: Kindergarten
Year: 2010-2011

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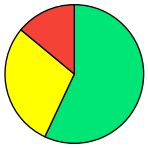
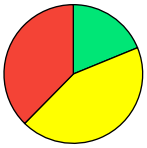
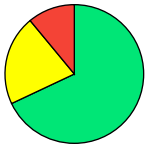
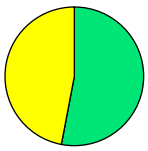
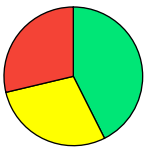
Acadience Reading

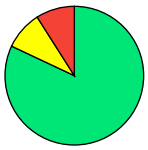
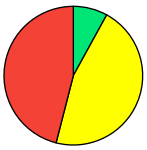
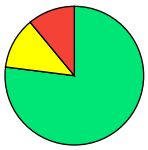
School: East Park

Beginning of Year Reading Composite Score	Likely to Need Core Support 58% (n = 42)	Likely to Need Strategic Support 19% (n = 14)	Likely to Need Intensive Support 22% (n = 16)	Total N = 72
Middle of Year Outcomes	Composite Score	Composite Score	Composite Score	Total Middle of Year Composite Score
	90% n = 38; 10% n = 4; 0% n = 0	 57% n = 8; 29% n = 4; 14% n = 2	 19% n = 3; 44% n = 7; 38% n = 6	 68% n = 49; 21% n = 15; 11% n = 8

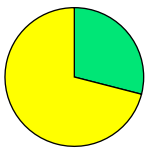
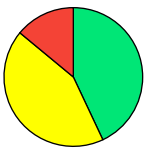
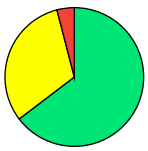
School: Forest Grove

Beginning of Year Reading Composite Score	Likely to Need Core Support 67% (n = 44)	Likely to Need Strategic Support 23% (n = 15)	Likely to Need Intensive Support 11% (n = 7)	Total N = 66
Middle of Year Outcomes	Composite Score	Composite Score	Composite Score	Total Middle of Year Composite Score
	86% n = 38; 9% n = 4; 5% n = 2	 53% n = 8; 47% n = 7; 0% n = 0	 43% n = 3; 29% n = 2; 29% n = 2	74% n = 49; 20% n = 13; 6% n = 4

School: Green Pasture

Beginning of Year Reading Composite Score	Likely to Need Core Support 63% (n = 41)	Likely to Need Strategic Support 17% (n = 11)	Likely to Need Intensive Support 20% (n = 13)	Total N = 65
Middle of Year Outcomes	Composite Score	Composite Score	Composite Score	Total Middle of Year Composite Score
	98% n = 40; 2% n = 1; 0% n = 0	 82% n = 9; 9% n = 1; 9% n = 1	 8% n = 1; 46% n = 6; 46% n = 6	 77% n = 50; 12% n = 8; 11% n = 7

School: Lakeside

Beginning of Year Reading Composite Score	Likely to Need Core Support 69% (n = 31)	Likely to Need Strategic Support 16% (n = 7)	Likely to Need Intensive Support 16% (n = 7)	Total N = 45
Middle of Year Outcomes	Composite Score	Composite Score	Composite Score	Total Middle of Year Composite Score
	77% n = 24; 19% n = 6; 3% n = 1	 29% n = 2; 71% n = 5; 0% n = 0	 43% n = 3; 43% n = 3; 14% n = 1	 64% n = 29; 31% n = 14; 4% n = 2

Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

This report only includes students who were tested at both time periods.

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District: Test District C
Grade: Kindergarten
Year: 2010-2011

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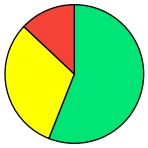
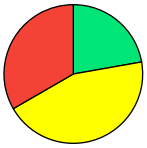
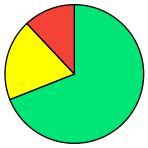
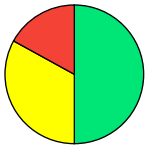
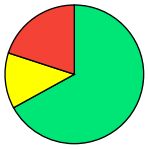
Acadience Reading

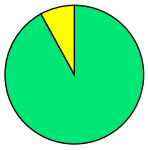
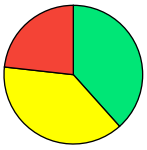
School: Mountainside

Beginning of Year Reading Composite Score	Likely to Need Core Support 56% (n = 43)	Likely to Need Strategic Support 21% (n = 16)	Likely to Need Intensive Support 23% (n = 18)	Total N = 77
Middle of Year Outcomes	Composite Score	Composite Score	Composite Score	Total Middle of Year Composite Score
	93% n = 40; 5% n = 2; 2% n = 1	 56% n = 9; 31% n = 5; 13% n = 2	 22% n = 4; 44% n = 8; 33% n = 6	 69% n = 53; 19% n = 15; 12% n = 9

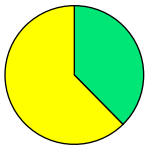
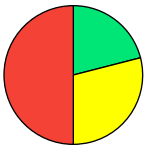
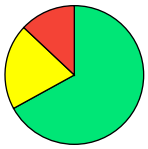
School: Parkside

Beginning of Year Reading Composite Score	Likely to Need Core Support 63% (n = 59)	Likely to Need Strategic Support 13% (n = 12)	Likely to Need Intensive Support 24% (n = 22)	Total N = 93
Middle of Year Outcomes	Composite Score	Composite Score	Composite Score	Total Middle of Year Composite Score
	95% n = 56; 5% n = 3; 0% n = 0	 50% n = 6; 33% n = 4; 17% n = 2	0% n = 0; 23% n = 5; 77% n = 17	 67% n = 62; 13% n = 12; 20% n = 19

School: Peninsula

Beginning of Year Reading Composite Score	Likely to Need Core Support 60% (n = 56)	Likely to Need Strategic Support 27% (n = 25)	Likely to Need Intensive Support 14% (n = 13)	Total N = 94
Middle of Year Outcomes	Composite Score	Composite Score	Composite Score	Total Middle of Year Composite Score
	98% n = 55; 2% n = 1; 0% n = 0	 92% n = 23; 8% n = 2; 0% n = 0	 38% n = 5; 38% n = 5; 23% n = 3	88% n = 83; 9% n = 8; 3% n = 3

School: Ridgeline

Beginning of Year Reading Composite Score	Likely to Need Core Support 59% (n = 32)	Likely to Need Strategic Support 15% (n = 8)	Likely to Need Intensive Support 26% (n = 14)	Total N = 54
Middle of Year Outcomes	Composite Score	Composite Score	Composite Score	Total Middle of Year Composite Score
	94% n = 30; 6% n = 2; 0% n = 0	 38% n = 3; 63% n = 5; 0% n = 0	 21% n = 3; 29% n = 4; 50% n = 7	 67% n = 36; 20% n = 11; 13% n = 7

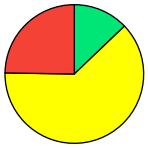
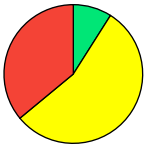
Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

This report only includes students who were tested at both time periods.

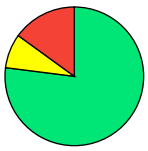
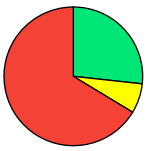
District: Test District C
Grade: Kindergarten
Year: 2010-2011

Acadience Reading

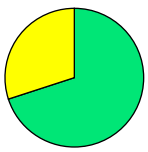
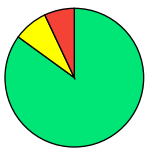
School: Riverside

Beginning of Year Reading Composite Score	Likely to Need Core Support 76% (n = 61)	Likely to Need Strategic Support 10% (n = 8)	Likely to Need Intensive Support 14% (n = 11)	Total N = 80
Middle of Year Outcomes	Composite Score	Composite Score	Composite Score	Total Middle of Year Composite Score
	93% n = 57; 5% n = 3; 2% n = 1	 13% n = 1; 63% n = 5; 25% n = 2	 9% n = 1; 55% n = 6; 36% n = 4	74% n = 59; 18% n = 14; 9% n = 7

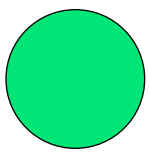
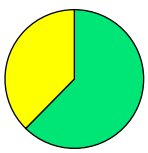
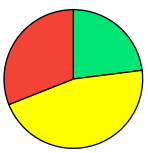
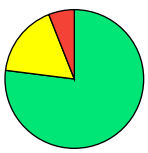
School: Rocky Ridge

Beginning of Year Reading Composite Score	Likely to Need Core Support 69% (n = 62)	Likely to Need Strategic Support 14% (n = 13)	Likely to Need Intensive Support 17% (n = 15)	Total N = 90
Middle of Year Outcomes	Composite Score	Composite Score	Composite Score	Total Middle of Year Composite Score
	90% n = 56; 8% n = 5; 2% n = 1	 77% n = 10; 8% n = 1; 15% n = 2	 27% n = 4; 7% n = 1; 67% n = 10	78% n = 70; 8% n = 7; 14% n = 13

School: Skyline

Beginning of Year Reading Composite Score	Likely to Need Core Support 76% (n = 68)	Likely to Need Strategic Support 11% (n = 10)	Likely to Need Intensive Support 12% (n = 11)	Total N = 89
Middle of Year Outcomes	Composite Score	Composite Score	Composite Score	Total Middle of Year Composite Score
	96% n = 65; 4% n = 3; 0% n = 0	 70% n = 7; 30% n = 3; 0% n = 0	36% n = 4; 9% n = 1; 55% n = 6	 85% n = 76; 8% n = 7; 7% n = 6

School: Sunset

Beginning of Year Reading Composite Score	Likely to Need Core Support 59% (n = 41)	Likely to Need Strategic Support 23% (n = 16)	Likely to Need Intensive Support 19% (n = 13)	Total N = 70
Middle of Year Outcomes	Composite Score	Composite Score	Composite Score	Total Middle of Year Composite Score
	 100% n = 41; 0% n = 0; 0% n = 0	 63% n = 10; 38% n = 6; 0% n = 0	 23% n = 3; 46% n = 6; 31% n = 4	 77% n = 54; 17% n = 12; 6% n = 4

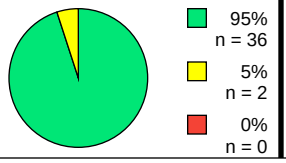
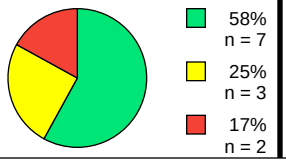
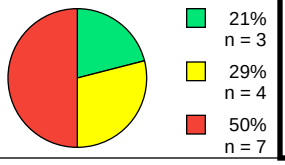
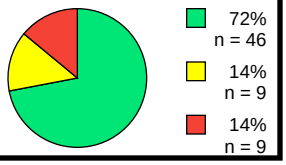
Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

This report only includes students who were tested at both time periods.

District: Test District C
Grade: Kindergarten
Year: 2010-2011

Acadience Reading

School: Vista

Beginning of Year Reading Composite Score	Likely to Need Core Support 59% (n = 38)	Likely to Need Strategic Support 19% (n = 12)	Likely to Need Intensive Support 22% (n = 14)	Total N = 64
Middle of Year Outcomes	Composite Score  95% n = 36 5% n = 2 0% n = 0	Composite Score  58% n = 7 25% n = 3 17% n = 2	Composite Score  21% n = 3 29% n = 4 50% n = 7	Total Middle of Year Composite Score  72% n = 46 14% n = 9 14% n = 9

Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

This report only includes students who were tested at both time periods.

School: Sunnyville Elementary School
Grade: First Grade, Middle of Year
Year: 2017-2018
Class: Morris Grade1

Initial Grouping Suggestions

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Acadience Reading

These groupings are initial suggestions. The teacher must further revise these groupings based on other information about students' skill levels, available resources, and magnitude of student need.

Group 1: Likely to Need Core Support

Alphabetic Principle and Basic Phonics	At or Above Benchmark
Accurate and Fluent Reading of Connected Text	At or Above Benchmark

Name	NWF-WWR 8+	ORF Words Correct 23+
Bell, Laura	36	130
Craig, Billy	22	38
Cruz, Antonio	8	27
Daniel, Amy	49	124
Elliott, Andrea	50	87
Hudson, Anthony	24	49
Olson, Sandra	22	30
Ramos, Lillian	30	61
Rogers, Walter	12	34
Simon, Kenneth	28	64
Stephens, Dorothy	50	131
West, Scott	50	86

Group 2: Additional support on accurate and fluent reading of connected text skills

Alphabetic Principle and Basic Phonics	At or Above Benchmark
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark

Name	NWF-WWR 8+	ORF Words Correct 0-22
Blair, Catherine	16	22
Mathis, Daniel	9	10
Mcdaniel, Anne	14	19

Group 3: Additional support on alphabetic principle and basic phonics skills

Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark
Accurate and Fluent Reading of Connected Text	At or Above Benchmark

Name	NWF-WWR 0-7	ORF Words Correct 23+
Harrison, Eric	3	26
Huff, Stephanie	7	31

Group 4: Additional support on alphabetic principle and basic phonics and accurate and fluent reading of connected text skills

Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark

Name	NWF-WWR 0-7	ORF Words Correct 0-22
Austin, Heather	0	0
Curry, Victor	7	10

If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

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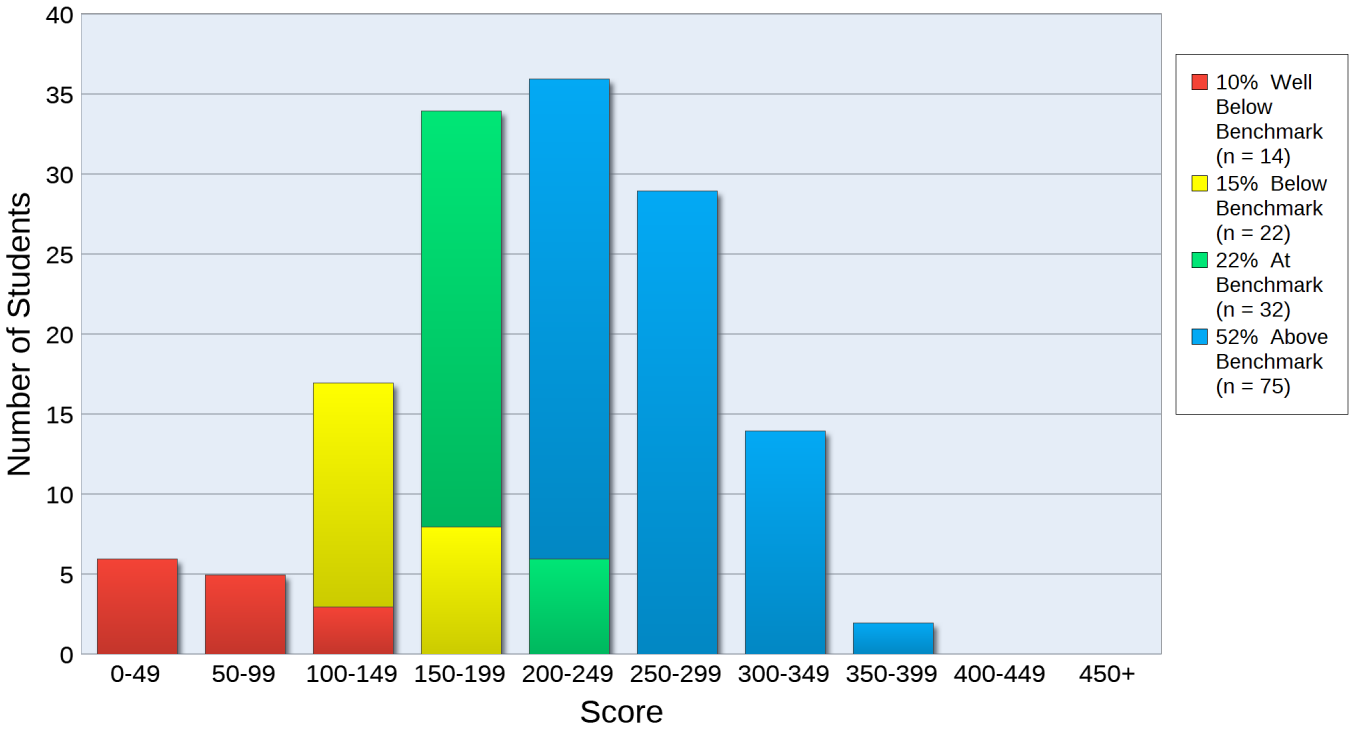
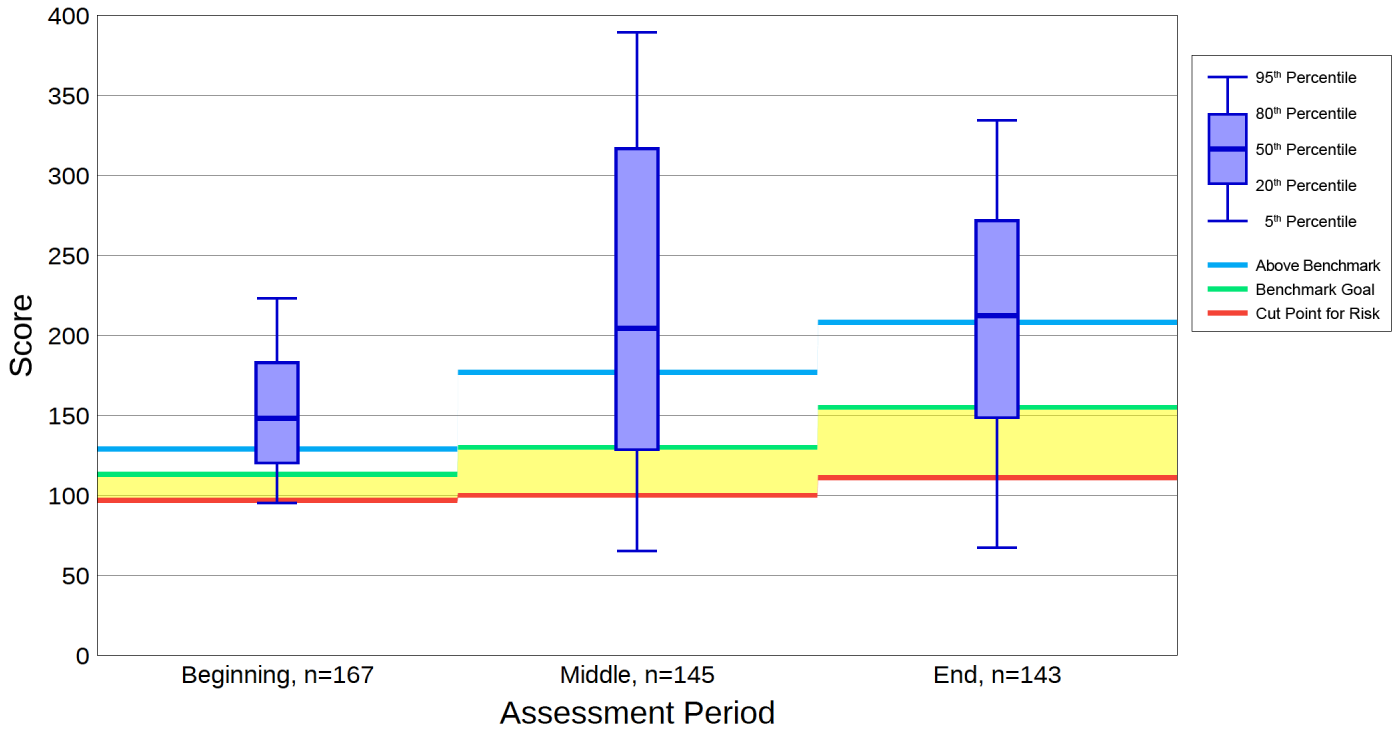
District: Test District B
Grade: First Grade, End of Year
Year: 2010-2011

Acadience Reading

Reading Composite Score Histogram



Reading Composite Score Box Plot



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School: Delight Valley
Grade: Third Grade
Year: 2014-2015
Class: Vincent, S

Lexile® Report

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Acadience Reading

Above Benchmark / Likely to Need Core Support | At Benchmark / Likely to Need Core Support | Below Benchmark / Likely to Need Strategic Support | Well Below Benchmark / Likely to Need Intensive Support

NAME ▲	STUDENT ID	BEGINNING OF YEAR		MIDDLE OF YEAR		END OF YEAR	
		Reading Composite Score	Student Lexile Measure	Reading Composite Score	Student Lexile Measure	Reading Composite Score	Student Lexile Measure
A, Harrison	9123	230	375L	281	480L	358	640L
A, Rose	9047	239	395L	221	360L	295	510L
B, Zoey	9204	323	570L	393	715L	481	895L
C, Joseph	9322	409	745L	484	900L	512	960L
G, Ian	9205	233	380L	300	520L	404	735L
H, Carter	9139	343	610L	428	785L	509	950L
H, Cole	8971	347	620L	520	975L	529	995L
K, Jude	9235	503	940L	539	1015L	520	975L
K, Nathaniel	9104	298	515L	367	660L	443	815L
L, Leo	8865	217	350L	265	450L	257	430L
M, Willow	9258	479	890L	596	1130L	667	1200L
N, Iris	9378	232	380L	209	335L	313	550L
P, Mila	8952	113	135L	210	335L	236	390L
P, Quinn	9281	437	805L	609	1160L	667	1200L
R, Hadley	9195	230	375L	249	415L	300	520L
R, Natalie	8869	340	605L	471	875L	507	950L
R, Seth	9364	518	970L	661	1200L	685	1200L
S, Piper	9119	281	480L	291	500L	329	580L
W, Logan	8934	264	445L				
W, Paige	9083	375	675L	437	805L	468	865L

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Metametrics recommends a Lexile range of 100L below to 50L above a student's reported Lexile measure as a reading comprehension "sweet spot." If a student attempts material above his or her Lexile range, the level of challenge may be too great for the student to be able to construct very much meaning from the text when reading independently. Likewise, material below the reader's Lexile range may provide that student with little comprehension challenge.

District: Sample District
Grade: Third Grade

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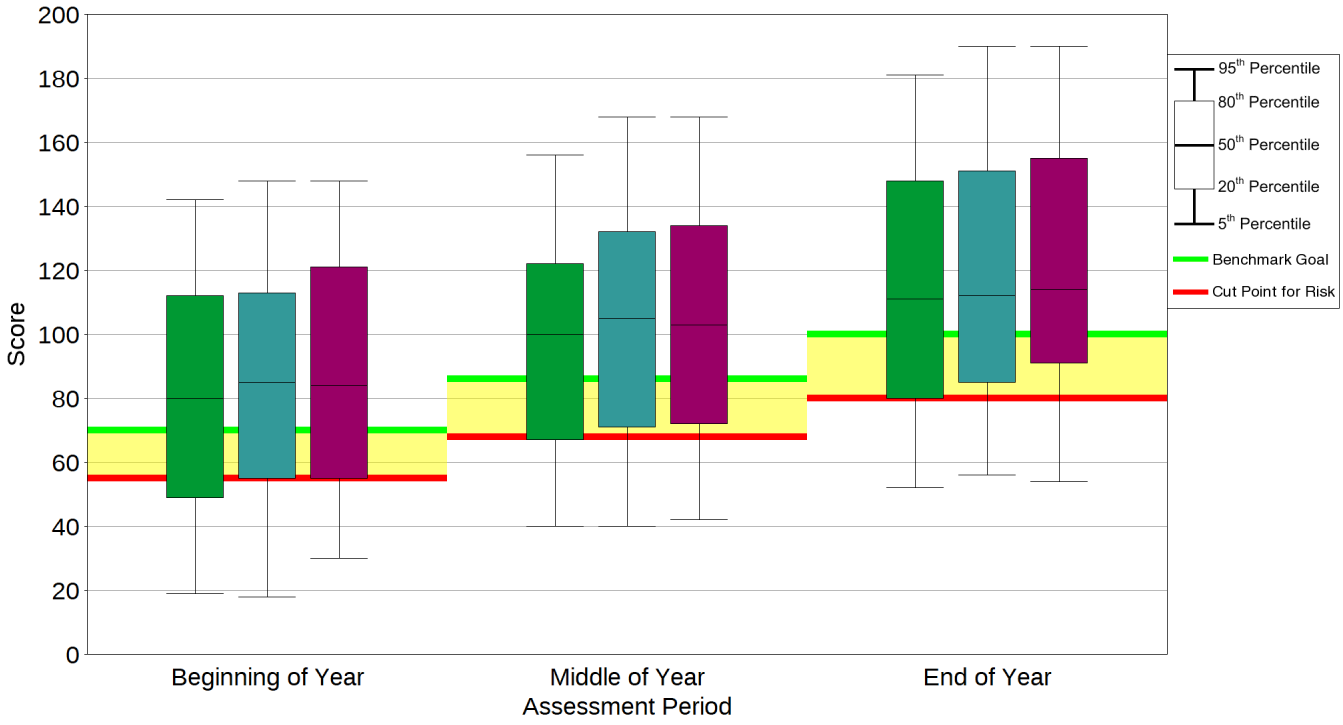
Multi-Year Box Plot

Acadience Reading

ORF Words Correct



2012-2013
Beginning of Year: n = 116
Middle of Year: n = 120
End of Year: n = 112

2013-2014
Beginning of Year: n = 116
Middle of Year: n = 120
End of Year: n = 120

2014-2015
Beginning of Year: n = 120
Middle of Year: n = 120
End of Year: n = 119

Name: Gregory Ball StudentID: 401800126

acadience™ data management

Dear Parent or Guardian,

Your child has been tested using the Acadience Reading assessment. The purpose of Acadience Reading is to monitor your child's development in reading, to identify students who need additional help, and to guide the teacher's classroom instruction. Acadience Reading should not be used to grade a child.

Acadience Reading consists of several brief tests that are used as indicators of critical skills that students need to master in order to become good readers. Much like measuring a child's height and weight provides an indicator of that child's overall growth, each Acadience test provides an indicator of how well a child is doing in learning a particular early reading skill. The scores tell us whether a child is likely to be "on track" for learning to read, or whether that child may need some additional help in learning important reading skills.

Glossary

When looking at the results below, here are some terms you should know:

Score
Your child's score on the test.

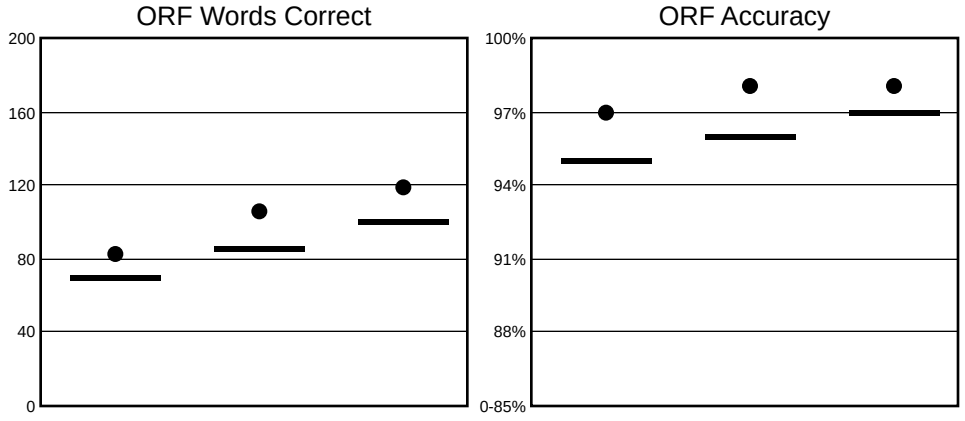
Benchmark Status
A comparison of the student's score to the benchmark goal. Students who are At or Above Benchmark are on track and will likely meet later reading goals. Students who are Below Benchmark or Well Below Benchmark are likely to need additional help to meet later reading goals.

Benchmark Goal
The target goal that a child should reach in order to have the odds of becoming a good reader in his or her favor.

Accurate and Fluent Reading

Reading stories and other written materials easily and quickly with few mistakes.

ORF stands for Oral Reading Fluency.
ORF Words Correct is the number of words that the student read correctly in 1 minute.
ORF Accuracy is the percent of words that the student read accurately in 1 minute.



Time of Year	Beg	Mid	End	Beg	Mid	End
Score	**83**	**106**	**119**	**97**	**98**	**98**
Benchmark Goal	70	86	100	95	96	97
Benchmark Status	At or Above	At or Above	At or Above	At or Above	At or Above	At or Above

At the end of the year, your child scored at or above the benchmark goal on both ORF Words Correct and ORF Accuracy. Your child is on track with Accurate and Fluent Reading and is likely to meet later reading goals.

Class: Gray Grade3
School: Sunnyville Elementary School
Grade: Third Grade
Year: 2017-2018

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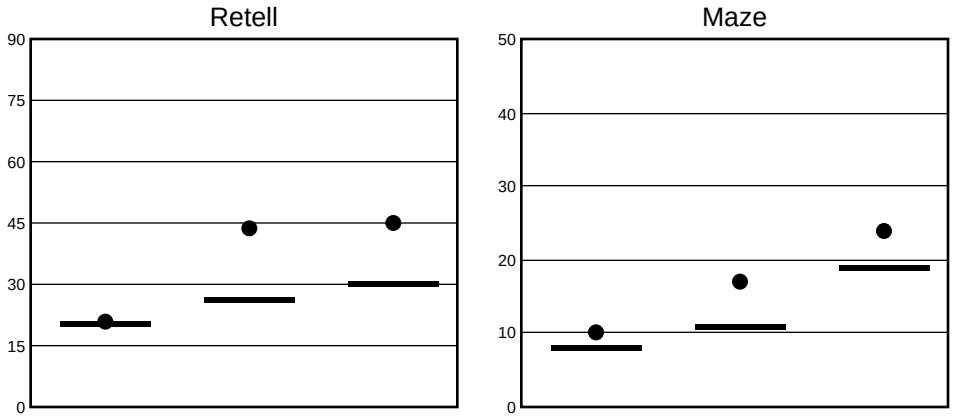
Reading Comprehension

Understanding what is read.

Retell measures the ability to talk about a passage that the student has just read.
Maze measures the ability to correctly select the missing words in a passage.



Time of Year	Beg	Mid	End	Beg	Mid	End
Score	**21**	**44**	**45**	**10**	**17**	**24**
Benchmark Goal	20	26	30	8	11	19
Benchmark Status	At or Above	At or Above	At or Above	At or Above	At or Above	At or Above

At the end of the year, your child scored at or above the benchmark goal on both Retell and Maze. Your child is on track in Reading Comprehension and is likely to meet later reading goals.

Reading Composite Score

The Reading Composite Score is a combination of multiple Reading scores and provides the best overall estimate of early literacy skills and reading proficiency.

261	366	409

Time of Year	Beg	Mid	End
Score	**261**	**366**	**409**
Benchmark Goal	220	285	330
Benchmark Status	At or Above	At or Above	At or Above

At the end of the year, your child scored at or above the benchmark goal on the Reading Composite Score. Your child is on track for overall reading proficiency and is likely to meet later reading goals.

Class: Gray Grade3
School: Sunnyville Elementary School
Grade: Third Grade
Year: 2017-2018

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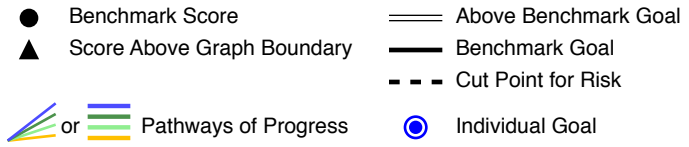
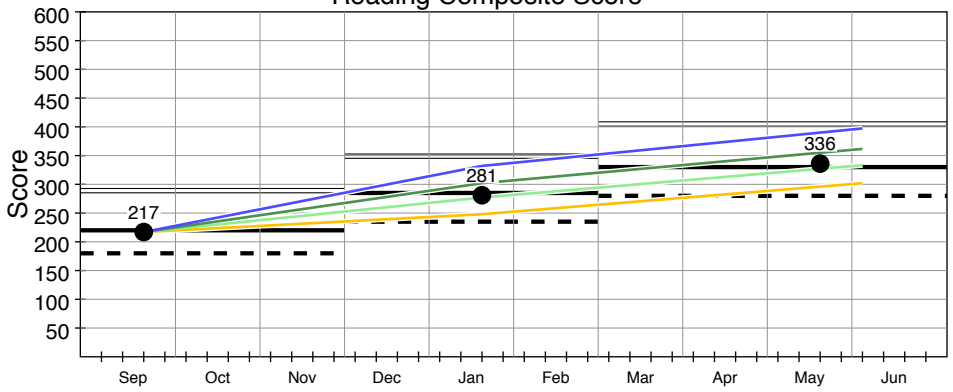
Student Pathways of Progress Graphs

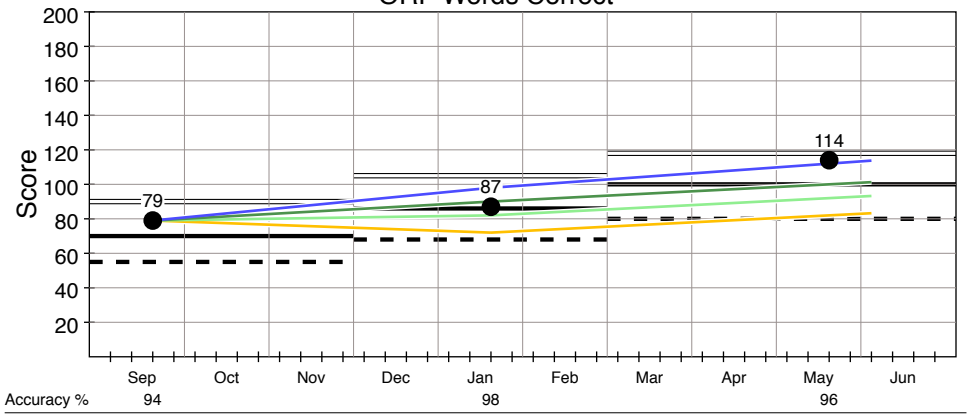
Name: Ann Stewart
StudentID: 2520137
School: Sunnyville Elementary School
Class: Gray Grade3
Grade: Third Grade
Year: 2014-2015



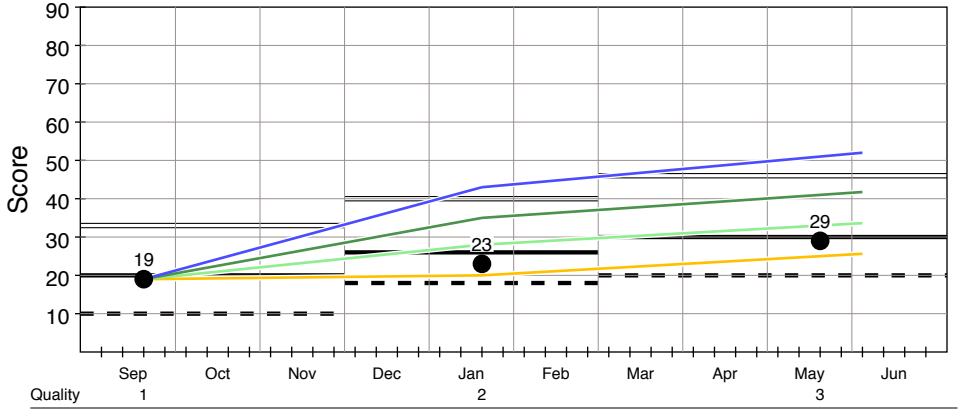
Reading Composite Score



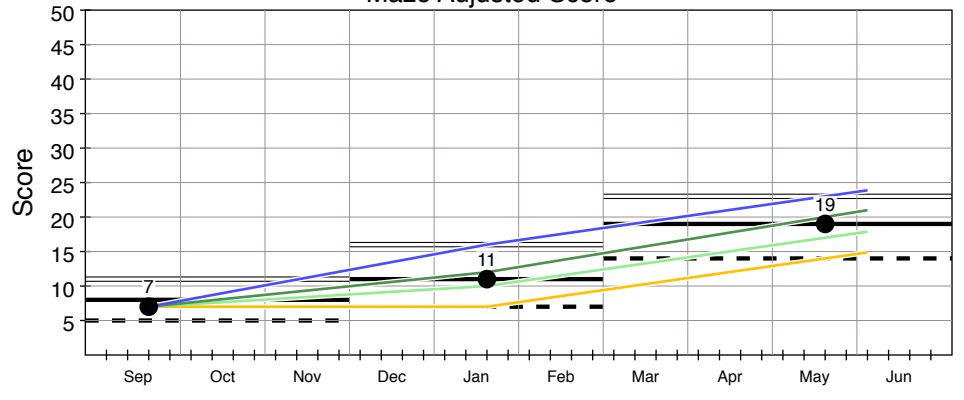
ORF Words Correct



Retell



Maze Adjusted Score



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School: Delight Valley
Grade: First Grade, End of Year
Year: 2013-2014
Class: Carlson, C.

Pathways of Progress™ Report

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Acadience Reading

BEGINNING OF YEAR

All pathways are based on the beginning-of-year composite score.

END OF YEAR

COMPONENT SCORE PATHWAYS

Component score pathways are compared to other students with the same beginning-of-year composite score.

To support overall reading proficiency, more growth is needed in a student's areas of relative weakness.

END OF YEAR

OVERALL PATHWAY

A student's overall pathway is based on the student's end-of-year composite score compared to other students with the same beginning-of-year composite score.

	BEGINNING OF YEAR	END OF YEAR COMPONENT SCORE PATHWAYS								END OF YEAR OVERALL PATHWAY	
Name	Reading Composite Score	NWF Correct Letter Sounds Score	Pathway	NWF Whole Words Read Score	Pathway	ORF Words Correct Score	Pathway	ORF Accuracy Score	Pathway	Reading Composite Score	Pathway
Bleck, Jack	115 ■	141 ▲	5	45 ▲	5	88 ▲	5	98% ▲	5	277 ▲	★★★★★
Blin, Sara	121 ■	80 ■	4	23 ■	3	60 ■	3	98% ▲	5	205 ■	★★★★
Bracken, Mary	154 ▲	77 ■	2	26 ▲	3	51 ■	1	73% □	1	130 ◪	★
Clayton, Henry	113 ■	67 ■	3	17 ■	3	40 ◪	2	95% ■	4	167 ■	★★★
Colins, Emma	103 ◪	136 ▲	5	43 ▲	5	84 ▲	5	99% ▲	5	275 ▲	★★★★★
Freud, Karen	88 □	127 ▲	5	40 ▲	5	51 ■	4	98% ▲	5	230 ▲	★★★★★
Gomez, Jose	91 □	58 ■	3	17 ■	3	12 □	1	67% □	1	55 □	★
Green, Amanda	86 □	52 ◪	3	15 ■	3	45 ◪	4	90% ■	4	150 ◪	★★★
Hogben, Eric	158 ▲	103 ▲	3	35 ▲	4	74 ▲	2	97% ▲	3	243 ▲	★★★
Jennings, Terry	122 ■	59 ■	2	15 ■	2	23 □	1	77% □	1	92 □	★
Johnson, Jane	135 ▲	78 ■	3	23 ■	3	65 ■	3	94% ■	3	198 ■	★★★
Johnson, Wanda	103 ◪	70 ■	4	12 ◪	2	26 □	1	87% ◪	2	119 ◪	★★
Kamal, Eric	101 ◪	139 ▲	5	46 ▲	5	61 ■	4	95% ■	4	246 ▲	★★★★★
Martel, Catherine	212 ▲	100 ▲	1	32 ▲	1	111 ▲	3	98% ▲	1	274 ▲	★★
Mauv, Joan	209 ▲	141 ▲	4	48 ▲	4	112 ▲	3	99% ▲	3	313 ▲	★★★★
McMan, Louise	195 ▲	114 ▲	2	28 ▲	1	91 ▲	2	99% ▲	3	252 ▲	★★
Minsky, Lillian	123 ■	63 ■	2	20 ■	3	62 ■	3	98% ▲	5	201 ■	★★★
Mobley, Nicholas	73 □	30 □	1	10 ◪	3	16 □	2	76% □	2	69 □	★★
Royce, Harry	216 ▲	141 ▲	3	48 ▲	4	110 ▲	3	99% ▲	3	311 ▲	★★★
Smith, Debra	111 ◪	68 ■	3	22 ■	4	60 ■	4	97% ▲	4	203 ■	★★★★
Tate, Gary	154 ▲	52 ◪	1	17 ■	1	20 □	1	77% □	1	93 □	★
Turgenev, Debra	95 □	93 ▲	5	29 ▲	5	64 ■	4	98% ▲	5	221 ▲	★★★★★

▲ Above Benchmark / Likely to Need Core Support
■ At Benchmark / Likely to Need Core Support
◪ Below Benchmark / Likely to Need Strategic Support
□ Well Below Benchmark / Likely to Need Intensive Support

Rate of progress compared to students with similar initial skills:

WELL ABOVE TYPICAL	5	★★★★★
ABOVE TYPICAL	4	★★★★
TYPICAL	3	★★★
BELOW TYPICAL	2	★★
WELL BELOW TYPICAL	1	★

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District: Sample District
Grade: Third Grade

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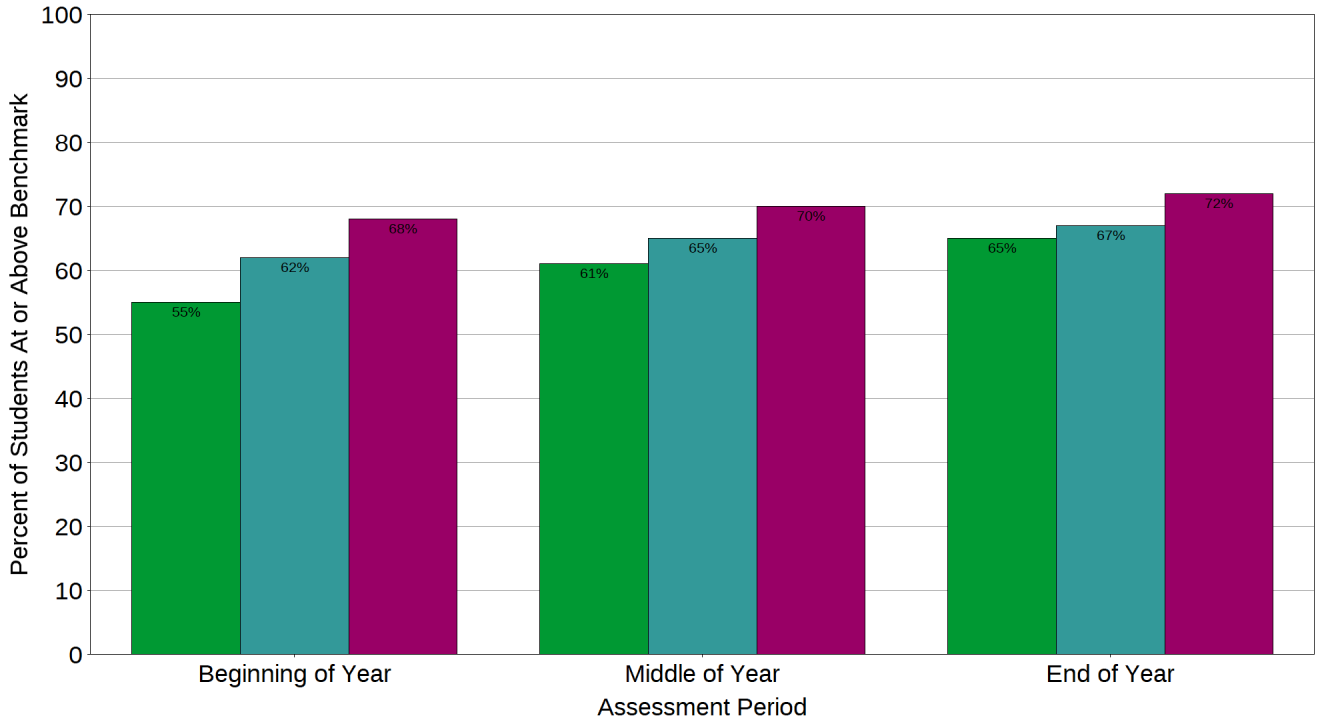
Multi-Year Percent at Benchmark

Acadience Reading

Reading Composite Score



2012-2013
Beginning of Year: 55% (58 of 106)
Middle of Year: 61% (71 of 116)
End of Year: 65% (72 of 110)

2013-2014
Beginning of Year: 62% (65 of 105)
Middle of Year: 65% (75 of 116)
End of Year: 67% (74 of 110)

2014-2015
Beginning of Year: 68% (76 of 111)
Middle of Year: 70% (83 of 118)
End of Year: 72% (86 of 119)

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Name: Victor Brown
StudentID: 401800137
School: Sunnyville Elementary School
Class: Gray Grade3
Grade: Third Grade
Year: 2017-2018

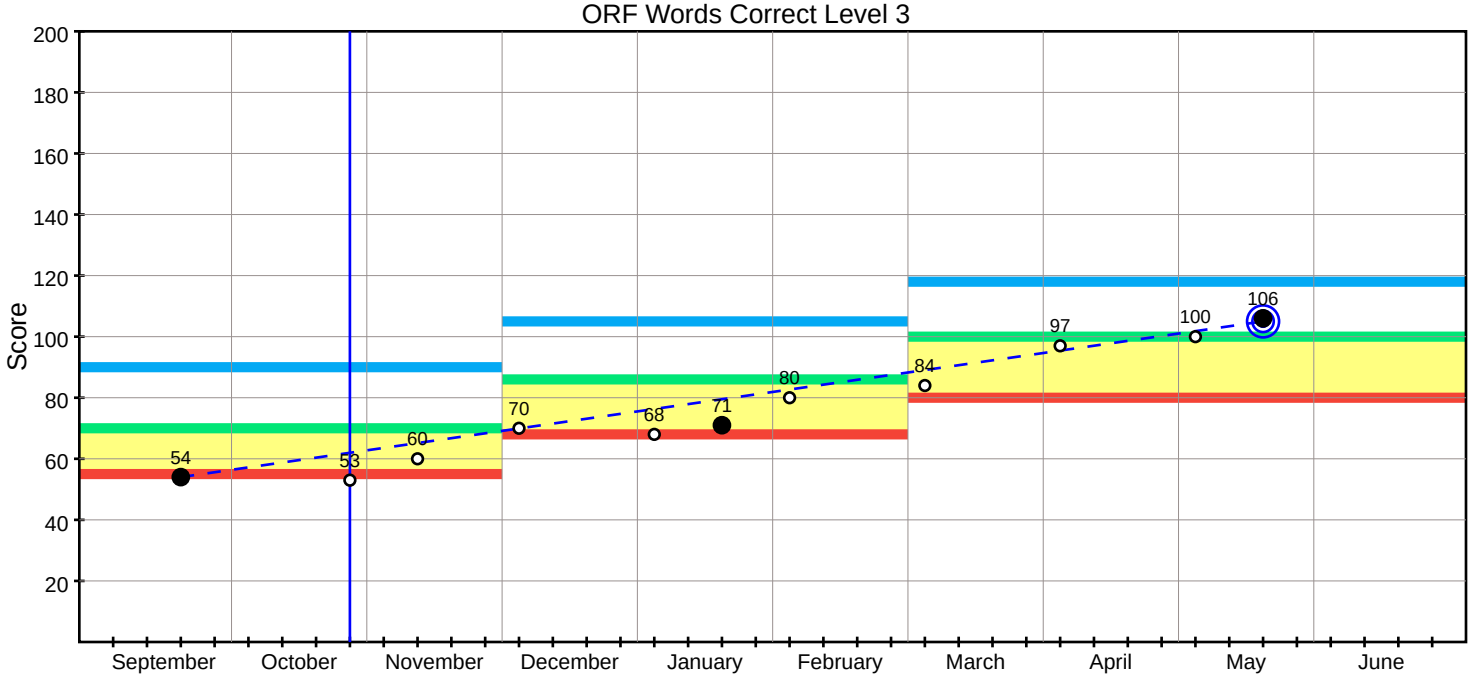
Student Progress Monitoring Graphs

acadience™ data management

Acadience Reading

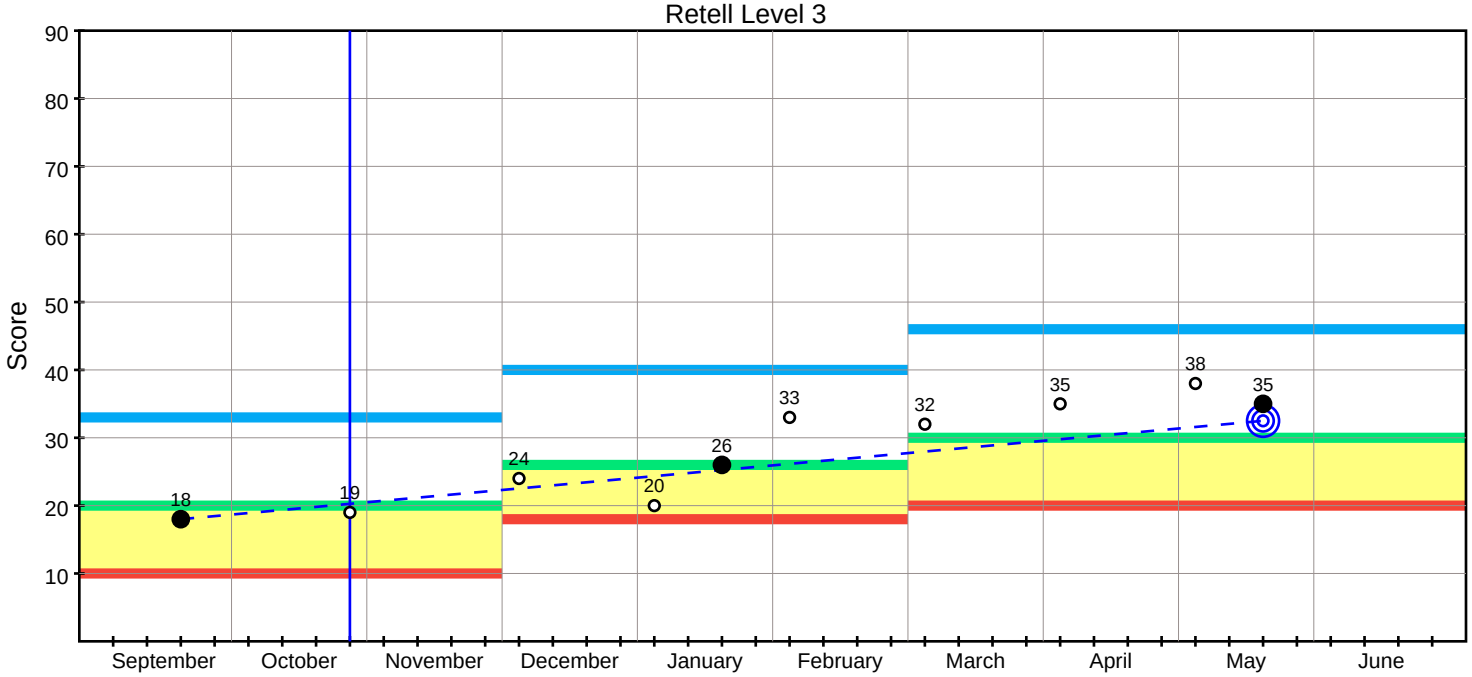
- Benchmark Score
- Progress Monitoring Score
- Score Above Graph Boundary
- Aimline
- Target Score
- Above Benchmark Goal
- Benchmark Goal
- Cut Point for Risk
- Instructional Support Change Line

ORF Words Correct Level 3



	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
B. Accuracy %	84				92				95	
PM Accuracy %		96	95	96	96	98	99	98	99	
Notes		#1								

Retell Level 3



	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
B. Quality	2				2				4	
PM Quality		3	3	2	2	2	2	2		
Notes		#1								

#1: Start of Intervention

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Name: Victor Brown
StudentID: 401800137
School: Sunnyville Elementary School
Class: Gray Grade3
Grade: Third Grade
Year: 2017-2018

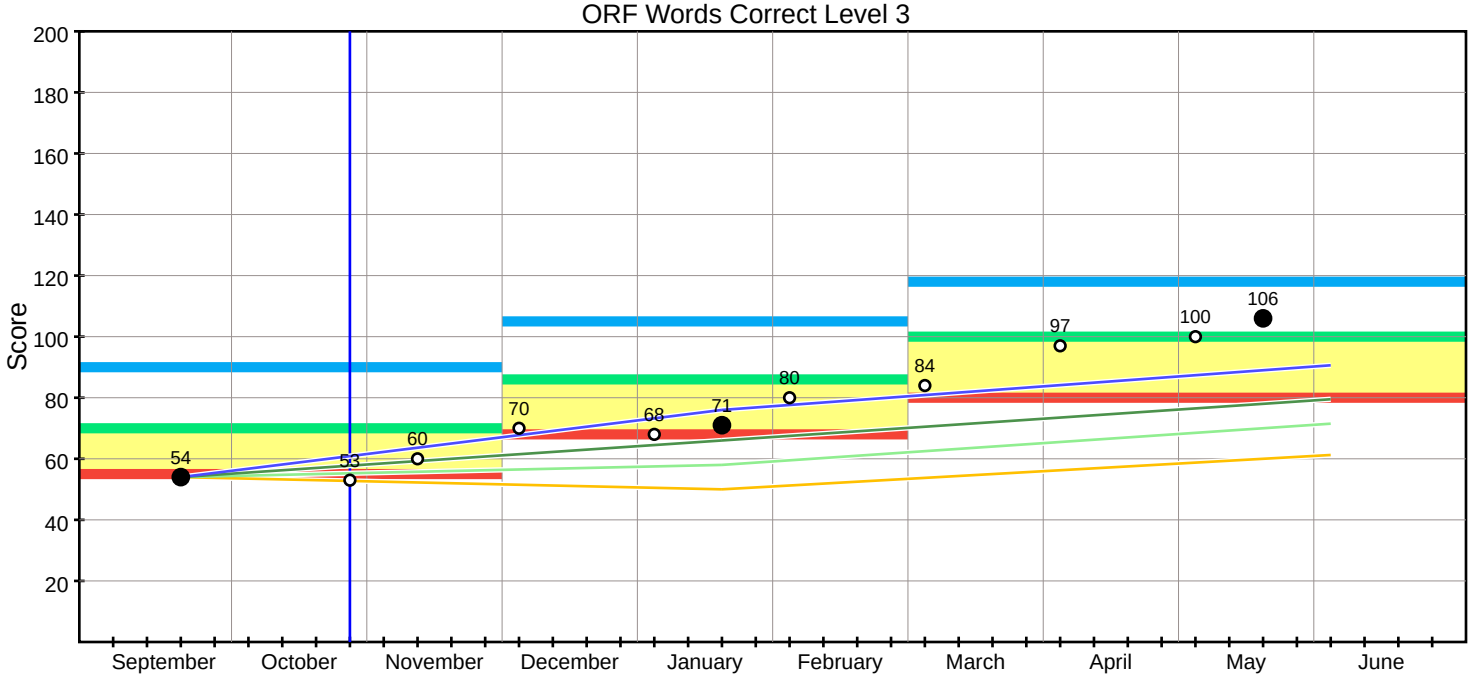
Student Progress Monitoring Graphs

acadience™ data management

Acadience Reading

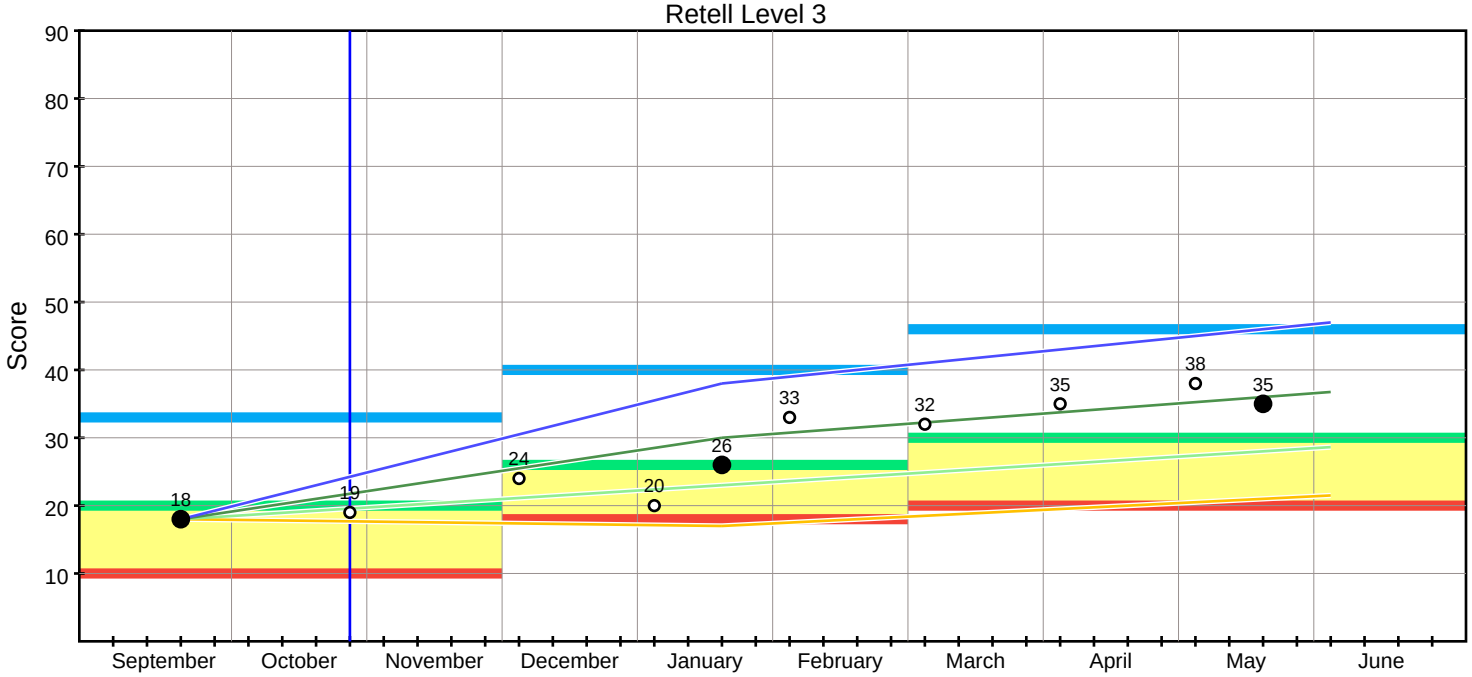
- Benchmark Score
- Progress Monitoring Score
- Score Above Graph Boundary
- Instructional Support Change Line
- Above Benchmark Goal
- Benchmark Goal
- Cut Point for Risk
- Pathways of Progress
- Individual Goal

ORF Words Correct Level 3



	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
B. Accuracy %	84				92				95	
PM Accuracy %		96	95	96	96	98	99	98	99	
Notes		#1								

Retell Level 3



	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
B. Quality	2				2				4	
PM Quality		3	3	2	2	2	2	2		
Notes		#1								

#1: Start of Intervention

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School: Sunnyville Elementary School
Grade: Third Grade, Beginning of Year
Year: 2014-2015
Class: Santos Grade3

Progress Monitoring Scores Table

acadience data management

Acadience Reading

			September				October				November			
Name	Student ID	Score	Wk 1	Wk 2	Wk 3	Wk 4	Wk 1	Wk 2	Wk 3	Wk 4	Wk 1	Wk 2	Wk 3	Wk 4
Jerry Bailey	2520151	ORF WC (Level 3)					60		67		71		76	
		ORF Accuracy (Level 3)					92%		92%		93%		95%	
		Retell (Level 3)					16		17		20		23	
		Maze Adjusted Score (L...					7		9		10		12	
Lawrence Butler	2520158	ORF WC (Level 3)					54		53		59		65	
		ORF Accuracy (Level 3)					87%		87%		91%		92%	
		Retell (Level 3)					15		16		10		12	
		Maze Adjusted Score (L...					5		5		8		10	
Carlos Green	2520141	ORF WC (Level 3)					40	43	41	48	51	55	50	54
		ORF Accuracy (Level 3)					87%	90%	89%	89%	91%	93%	94%	93%
		Retell (Level 3)					8	10	12	12	12	15	13	16
		Maze Adjusted Score (L...					8	7	8	9	10	11	9	11
Nancy Johnson	2520146	ORF WC (Level 3)					40		41		45		49	
		ORF Accuracy (Level 3)					85%		85%		90%		91%	
		Retell (Level 3)					10		14		10		12	
		Maze Adjusted Score (L...					5		5		5		5	
Jack Morgan	2520156	ORF WC (Level 3)					68		75		69		78	
		ORF Accuracy (Level 3)					89%		91%		92%		93%	
		Retell (Level 3)					3		4		8		7	
		Maze Adjusted Score (L...					5		6		5		7	

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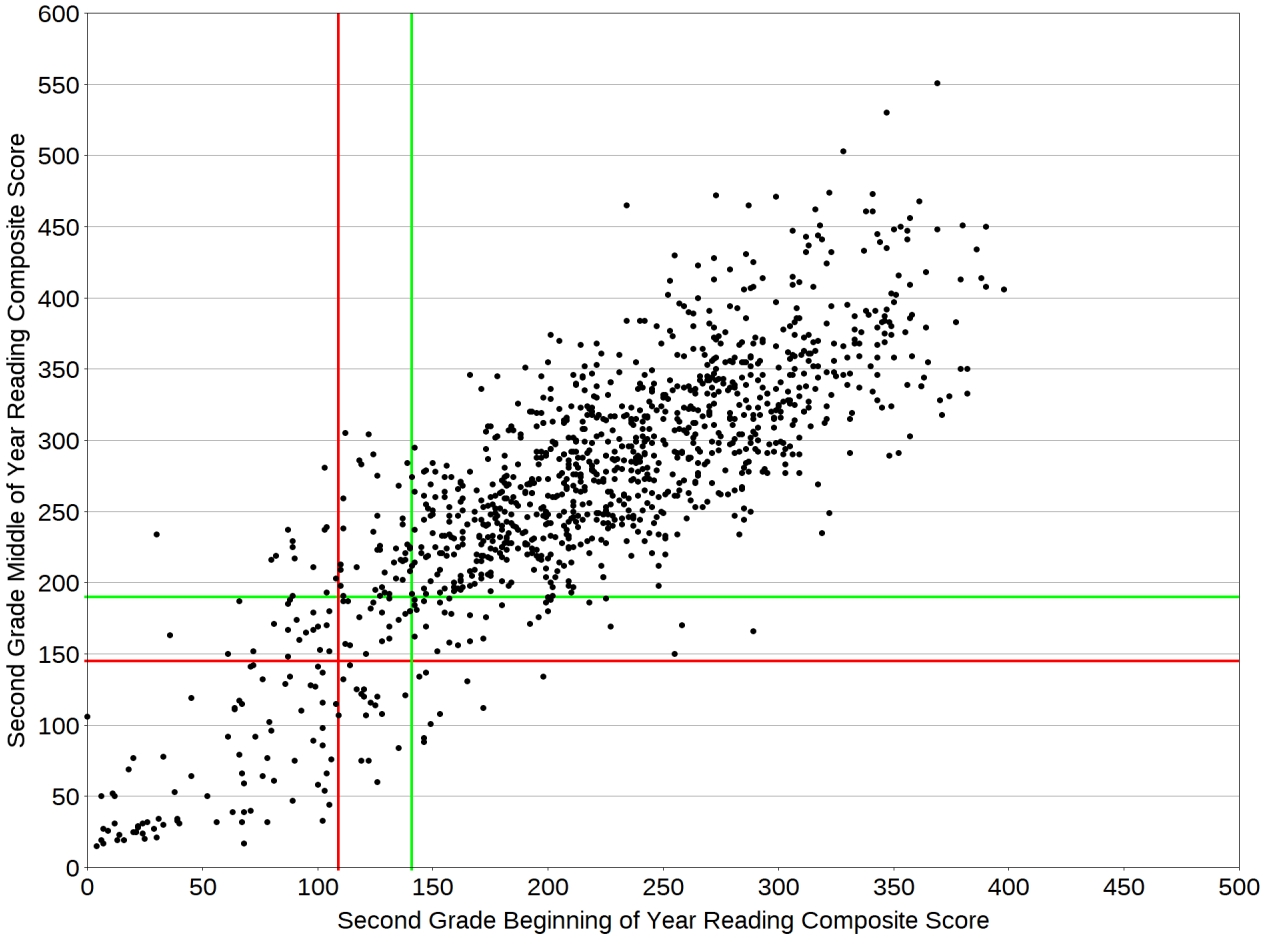
District: Test District C
Grade: Second Grade, Middle of Year
Year: 2010-2011

Scatter Plot

Acadience Reading



N = 1194

Correlation: 0.84

Predictive Utility:

Of the 1007 students who were At or Above Benchmark on Reading Composite Score at Beginning of Year in Second Grade, 969 (96%) were At or Above Benchmark on Reading Composite Score at Middle of Year.

Of the 113 students who were Well Below Benchmark on Reading Composite Score at Beginning of Year in Second Grade, 14 (12%) were At or Above Benchmark on Reading Composite Score at Middle of Year.

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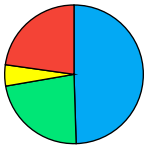
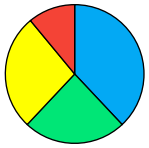
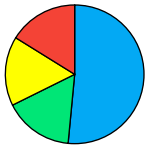
District: Sample District
Year: 2017-2018

Status Report

Acadience Reading

	Beginning of Year Reading Composite Score	Middle of Year Reading Composite Score	End of Year Reading Composite Score
Kindergarten	35% (n = 14) 8% (n = 3) 10% (n = 4) 48% (n = 19)	38% (n = 14) 19% (n = 7) 19% (n = 7) 24% (n = 9)	51% (n = 18) 20% (n = 7) 11% (n = 4) 17% (n = 6)
First Grade	53% (n = 42) 15% (n = 12) 13% (n = 10) 20% (n = 16)	58% (n = 46) 20% (n = 16) 13% (n = 10) 10% (n = 8)	65% (n = 52) 18% (n = 14) 13% (n = 10) 5% (n = 4)
Second Grade	49% (n = 19) 28% (n = 11) 3% (n = 1) 21% (n = 8)	 50% (n = 20) 23% (n = 9) 5% (n = 2) 23% (n = 9)	50% (n = 20) 28% (n = 11) 5% (n = 2) 18% (n = 7)
Third Grade	43% (n = 17) 38% (n = 15) 5% (n = 2) 15% (n = 6)	48% (n = 19) 28% (n = 11) 5% (n = 2) 20% (n = 8)	48% (n = 19) 23% (n = 9) 13% (n = 5) 18% (n = 7)
Fourth Grade	39% (n = 13) 15% (n = 5) 15% (n = 5) 30% (n = 10)	33% (n = 13) 23% (n = 9) 13% (n = 5) 31% (n = 12)	 38% (n = 14) 24% (n = 9) 27% (n = 10) 11% (n = 4)
Fifth Grade	54% (n = 15) 14% (n = 4) 18% (n = 5) 14% (n = 4)	54% (n = 20) 19% (n = 7) 14% (n = 5) 14% (n = 5)	 51% (n = 19) 16% (n = 6) 16% (n = 6) 16% (n = 6)
Sixth Grade	43% (n = 10) 26% (n = 6) 22% (n = 5) 9% (n = 2)	32% (n = 12) 45% (n = 17) 18% (n = 7) 5% (n = 2)	46% (n = 16) 40% (n = 14) 11% (n = 4) 3% (n = 1)

Status	Score Level	Likely Need For Support
	Above Benchmark	Likely to Need Core Support
	At Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

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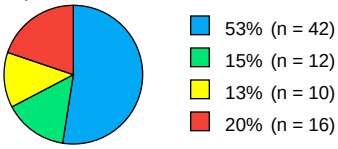
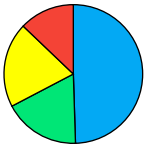
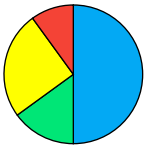
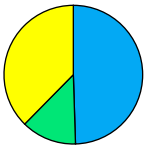
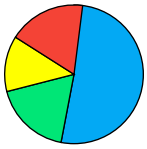
District: Sample District
Grade: First Grade
Year: 2017-2018

Status Report

Acadience Reading

	Beginning of Year	Middle of Year	End of Year
Reading Composite Score	 53% (n = 42) 15% (n = 12) 13% (n = 10) 20% (n = 16)	58% (n = 46) 20% (n = 16) 13% (n = 10) 10% (n = 8)	65% (n = 52) 18% (n = 14) 13% (n = 10) 5% (n = 4)
Phoneme Segmentation Fluency	 50% (n = 40) 18% (n = 14) 20% (n = 16) 13% (n = 10)	*Not tested at this time.*	*Not tested at this time.*
NWF Correct Letter Sounds	 50% (n = 40) 15% (n = 12) 25% (n = 20) 10% (n = 8)	65% (n = 52) 15% (n = 12) 15% (n = 12) 5% (n = 4)	65% (n = 52) 23% (n = 18) 8% (n = 6) 5% (n = 4)
NWF Whole Words Read	 50% (n = 40) 13% (n = 10) 38% (n = 30)	63% (n = 50) 23% (n = 18) 13% (n = 10) 3% (n = 2)	63% (n = 50) 28% (n = 22) 3% (n = 2) 8% (n = 6)
ORF Words Correct	*Not tested at this time.*	58% (n = 46) 20% (n = 16) 10% (n = 8) 13% (n = 10)	63% (n = 50) 18% (n = 14) 10% (n = 8) 10% (n = 8)
ORF Accuracy	*Not tested at this time.*	 53% (n = 42) 18% (n = 14) 13% (n = 10) 18% (n = 14)	55% (n = 44) 30% (n = 24) 8% (n = 6) 8% (n = 6)

Status	Score Level	Likely Need For Support
	Above Benchmark	Likely to Need Core Support
	At Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

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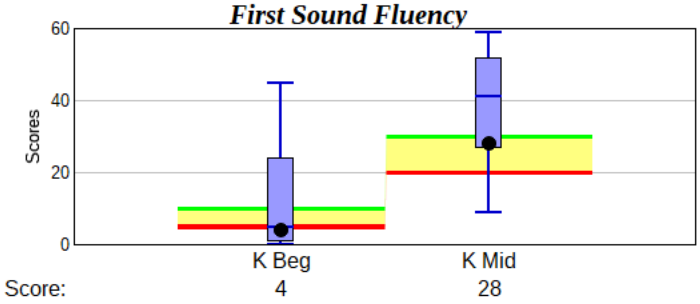
Name: Gregory Ball
StudentID: 401800126
School: Sunnyville Elementary School
Grade: Third Grade
Year: 2017-2018

Student Benchmark Assessment History

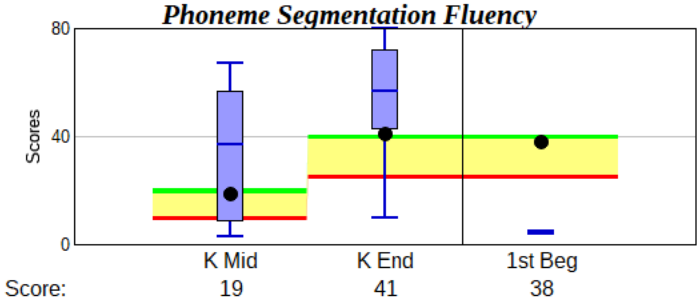
Acadience Reading

First Sound Fluency



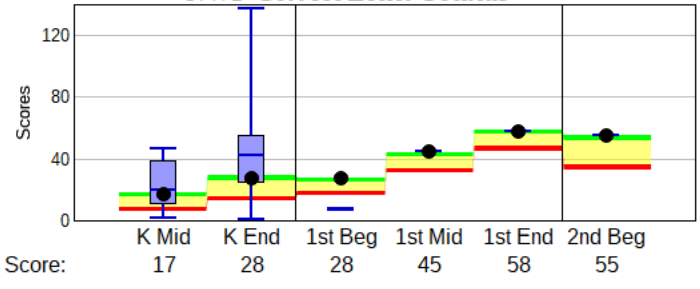
Score:	K Beg	K Mid
	4	28

Phoneme Segmentation Fluency



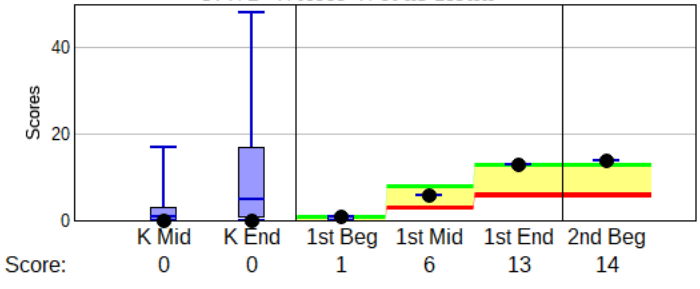
Score:	K Mid	K End	1st Beg
	19	41	38

NWF Correct Letter Sounds



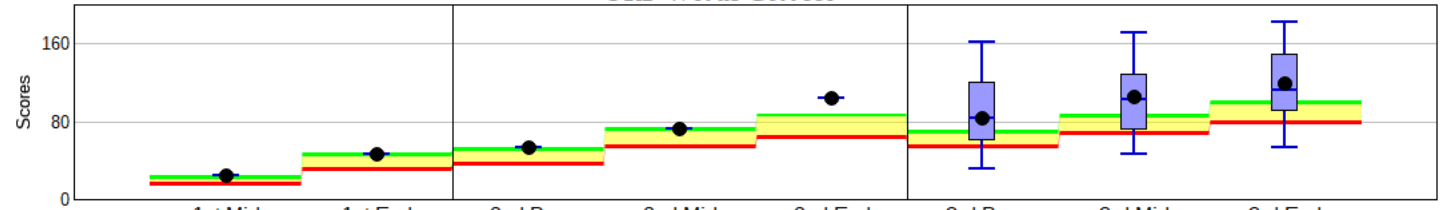
Score:	K Mid	K End	1st Beg	1st Mid	1st End	2nd Beg
	17	28	28	45	58	55

NWF Whole Words Read



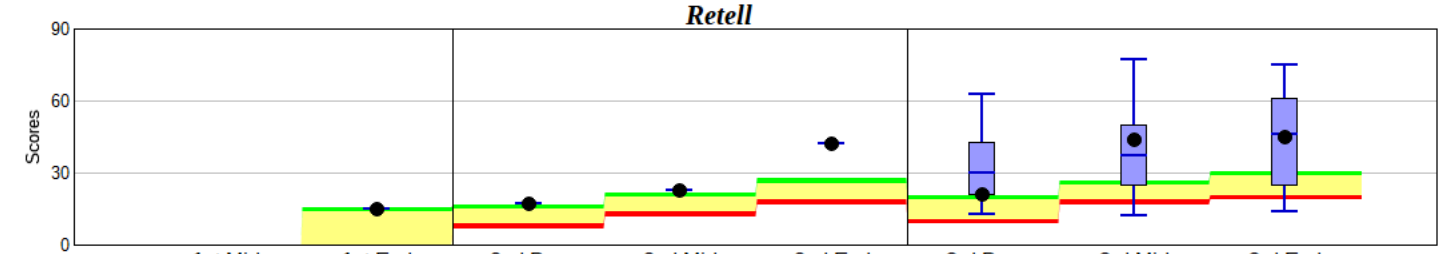
Score:	K Mid	K End	1st Beg	1st Mid	1st End	2nd Beg
	0	0	1	6	13	14

ORF Words Correct



Score:	1st Mid	1st End	2nd Beg	2nd Mid	2nd End	3rd Beg	3rd Mid	3rd End
Accuracy:	24 83 %	47 90 %	53 91 %	72 97 %	104 99 %	83 97 %	106 98 %	119 98 %

Retell



Score:	1st Mid	1st End	2nd Beg	2nd Mid	2nd End	3rd Beg	3rd Mid	3rd End
		15	17	23	42	21	44	45

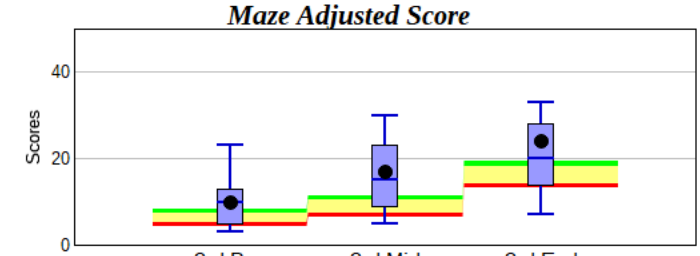
Legend

- Score
- Score Above Graph Boundary
- Benchmark Goal
- Cut Point for Risk

Local District Percentiles

- 95th Percentile
- 80th Percentile
- 50th Percentile
- 20th Percentile
- 5th Percentile

Maze Adjusted Score



Score:	3rd Beg	3rd Mid	3rd End
	10	17	24

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Acadience Math
(pages 31-53)

School: Mockingbird Elementary School
Grade: First Grade, Beginning of Year
Year: 2018-2019
Class: First Grade

Classroom Report

acadience data management

Acadience Math

Above Benchmark / Likely to Need Core Support | At Benchmark / Likely to Need Core Support | Below Benchmark / Likely to Need Strategic Support | Well Below Benchmark / Likely to Need Intensive Support

NAME	STUDENT ID	NIF		NNF		AQD		MNF		COMPUTATION		COMPOSITE	
		Score	National Percentile	Score	National Percentile	Score	National Percentile	Score	National Percentile	Score	National Percentile	Score ▲	National Percentile
Praseme, Laura	11	8	8	4	6	0	4	0	4	2	20	28	3
Arkansite, Stephanie	22	8	8	6	12	2	11	1	11	3	30	47	9
Salmon-Pink, Antonio	33	13	18	6	12	6	24	1	11	0	4	48	9
Fulvous, Sandra	44	7	7	7	16	8	34	2	21	0	4	54	11
Livid, Lillian	66	9	10	9	27	0	4	2	21	2	20	54	11
Phthalo-Green, Anne	55	12	16	10	33	2	11	2	21	4	42	72	19
Cardinal, Paul	77	17	26	8	21	7	29	3	32	4	42	86	26
Opal, Victor	88	29	51	8	21	6	24	3	32	2	20	88	27
Burgundy, Amy	100	29	51	10	33	11	50	2	21	3	30	103	35
Gudmundite, Eric	99	18	28	8	21	6	24	3	32	9	82	105	36
Diatomacious-Opal, Kenneth	111	28	49	13	53	16	72	5	58	4	42	140	56
Electric-Ultramarine, Heather	122	36	67	14	60	6	24	7	79	4	42	141	56
Sunstone, Dorothy	133	29	51	12	47	14	65	6	70	5	54	143	57
Meteoric-Iron, Daniel	144	45	83	10	33	15	69	7	79	5	54	160	66
Purple, Ruth	155	47	87	14	60	19	82	3	32	6	63	166	69
Pastel-Orange, Walter	166	35	65	15	66	21	88	5	58	9	82	183	77
Stone, Scott	177	46	85	17	78	22	90	6	70	8	77	203	83
Copper, Andrea	188	55	94	17	78	26	96	7	79	9	82	229	90
	GOAL	27		12		10		4		5		124	
	AVERAGE	26.2		10.4		10.4		3.6		4.4		113.9	

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School: Mockingbird Elementary School
Grade: Second Grade, Beginning of Year
Year: 2018-2019
Class: Second Grade

Classroom Report

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Acadience Math

At or Above Benchmark / Likely to Need Core Support | Below Benchmark / Likely to Need Strategic Support | Well Below Benchmark / Likely to Need Intensive Support

NAME	STUDENT ID	COMPUTATION		C&A		COMPOSITE	
		Score	Local Percentile	Score	Local Percentile	Score ▲	Local Percentile
Brown, Janet	2222	3	8	5	13	11	5
Carson, Kenneth	1111	5	25	1	3	11	5
Lapiz, Edward	3333	7	58	2	8	16	15
Laumonite, Carlos	4444	3	8	10	30	16	15
Baker, Eugene	5555	6	40	6	18	18	25
Cameron, Timothy	6666	4	18	10	30	18	25
Pink, Christina	7777	6	40	8	23	20	33
Albertson, Eugenia	8888	9	75	12	38	30	38
Talbott, Timothy	9999	3	8	27	50	33	43
Harmon, Emily	1010	7	58	21	43	35	48
Armeston, Heather	11111	5	25	30	68	40	53
Richmond, Mary	1212	6	40	29	60	41	58
Horn, Jason	1313	7	58	29	60	43	63
Flint, Joan	1414	10	88	27	50	47	68
Hollister, Hellen	1515	8	68	37	73	53	73
Tourmel, Kimberly	1616	6	40	45	85	57	78
Eton, David	1717	12	98	38	78	62	83
Tappan, Ruth	1818	9	75	45	85	63	88
Pioneer, Amy	1919	10	88	48	93	68	93
Stone, Phillip	2020	10	88	49	98	69	98
	GOAL	6		14		24	
	AVERAGE	6.8		24.0		37.6	

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School: Mockingbird Elementary School
Grade: Fifth Grade, Beginning of Year
Year: 2018-2019
Class: Fifth Grade

Classroom Report

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Acadience Math

Above Benchmark / Likely to Need Core Support | At Benchmark / Likely to Need Core Support | Below Benchmark / Likely to Need Strategic Support | Well Below Benchmark / Likely to Need Intensive Support

NAME	STUDENT ID	COMPUTATION		C&A		COMPOSITE	
		Score	National Percentile	Score	National Percentile	Score ▲	National Percentile
Goodman, Liam	1234	8	5	9	13	17	5
Woods, Kingleigh	1345	13	14	6	6	19	7
Harris, Jason	1456	17	24	10	15	27	14
Vargas, Julia	1567	16	21	12	18	28	16
Larson, Benjamin	1678	16	21	15	24	31	19
Bistre, Matthew	1789	8	5	25	46	33	22
Coyamito, Andrea	1890	22	37	20	36	42	34
Nguyen, Jonah	9876	23	40	25	46	48	41
Smith, Isabella	76543	19	29	37	68	56	51
Beryl, Mason	7543	26	47	32	59	58	53
Garcia, Paul	5443	45	78	45	78	90	80
Ore, Marie	432	49	81	41	73	90	80
Cromtite, Emma	765	55	86	38	69	93	82
Spinel, Harrison	987612	59	88	44	77	103	86
Hubner, Margaret	6541	41	74	72	96	113	90
Marshall, Keith	98776	69	94	45	78	114	91
Viridian, Antonio	8765	52	83	62	92	114	91
Green, Karen	6521	60	89	90	99	150	98
	GOAL	27		25		53	
	AVERAGE	33.2		34.9		68.1	

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School: Mockingbird Elementary School
Grade: Kindergarten, Beginning of Year
Year: 2018-2019
Class: Kindergarten

Classroom Report

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Acadience Math

At or Above Benchmark / Likely to Need Core Support | Below Benchmark / Likely to Need Strategic Support | Well Below Benchmark / Likely to Need Intensive Support

NAME	STUDENT ID	BQD		NIF		NNF		COMPOSITE	
		Score	National Percentile	Score	National Percentile	Score	National Percentile	Score ▲	National Percentile
Rich-Lavender, Richard	1	0	8	0	3	0	8	0	2
Azure, David	2	0	8	3	17	0	8	3	6
Smoky-Black, Jose	4	0	8	3	17	1	19	5	10
Schauss-Pink, Jeremy	5	0	8	2	11	2	28	6	11
Ferrosillite, Rose	3	1	18	3	17	1	19	7	13
Floral-White, Maria	7	2	24	2	11	2	28	10	18
Russian-Violet, Daniel	6	1	18	4	27	2	28	10	18
Cadmium-Ochre, Raymond	8	4	42	2	11	1	19	12	21
Praseme, Laura	11	3	32	5	38	2	28	15	27
Thulite, Dorothy	9	3	32	3	17	3	36	15	27
Tumbleweed, Katherine	12	5	52	4	27	1	19	16	29
Catawba, Hannah	14	5	52	4	27	2	28	18	33
Deep-Purple, Daniel	10	4	42	4	27	3	36	18	33
Clinoferrosillite, Larry	13	4	42	6	46	3	36	20	37
Radelerz, Carlos	15	5	52	8	59	6	59	30	55
Nephrite, Thomas	16	9	81	9	63	4	45	35	63
Chromdravite, Wanda	17	12	90	5	38	5	52	39	69
Botswana-Agate, Michelle	18	5	52	18	84	12	89	52	82
Sap-Green, Eli	19	16	97	30	93	13	91	88	96
	GOAL	5		6		5		24	
	AVERAGE	4.2		6.1		3.3		21.0	

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District: Mentor Demo Account
Grade: Fourth Grade, End of Year
Year: 2014-2015

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Acadience Math

Math Composite Score -- District Norms (n = 35)

Score	Percentile	Score	Percentile	Score	Percentile
0	< 1	50	11	100	43
1	< 1	51	11	101	43
2	< 1	52	11	102	43
3	< 1	53	11	103	43
4	< 1	54	14	104	44
5	< 1	55	17	105	47
6	< 1	56	17	106	49
7	< 1	57	17	107	51
8	< 1	58	17	108	56
9	< 1	59	17	109	57
10	1	60	17	110	57
11	3	61	17	111	59
12	3	62	17	112	61
13	3	63	19	113	64
14	3	64	20	114	66
15	3	65	20	115	66
16	3	66	20	116	66
17	3	67	20	117	66
18	3	68	20	118	67
19	3	69	20	119	69
20	3	70	20	120	70
21	3	71	20	121	73
22	3	72	20	122	76
23	3	73	20	123	77
24	3	74	20	124	77
25	3	75	21	125	77
26	3	76	23	126	77
27	3	77	23	127	77
28	3	78	23	128	77
29	3	79	24	129	79
30	3	80	26	130	80
31	3	81	27	131	81
32	4	82	29	132	83
33	6	83	29	133	83
34	7	84	29	134	83
35	9	85	29	135	86
36	9	86	30	136	90
37	9	87	31	137	91
38	9	88	31	138	91
39	9	89	31	139	91
40	9	90	31	140	93
41	9	91	33	141	94
42	10	92	34	142	94
43	11	93	34	143	96
44	11	94	37	144	97
45	11	95	40	145	97
46	11	96	40	146	97
47	11	97	40	147	97
48	11	98	41	148	99
49	11	99	43		

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District: Mentor Demo Account
Grade: Fourth Grade, End of Year
Year: 2014-2015

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Acadience Math

Computation -- District Norms (n = 35)

Score	Percentile	Score	Percentile
0	< 1	50	31
1	< 1	51	33
2	< 1	52	36
3	< 1	53	40
4	< 1	54	44
5	< 1	55	49
6	1	56	51
7	3	57	53
8	3	58	56
9	3	59	59
10	3	60	61
11	3	61	64
12	3	62	66
13	3	63	69
14	3	64	71
15	3	65	71
16	3	66	71
17	3	67	71
18	4	68	73
19	7	69	74
20	9	70	74
21	9	71	76
22	10	72	77
23	11	73	79
24	11	74	81
25	11	75	86
26	11	76	90
27	11	77	93
28	13	78	94
29	14	79	94
30	14	80	94
31	14	81	96
32	16	82	97
33	17	83	99
34	20		
35	23		
36	23		
37	23		
38	23		
39	24		
40	26		
41	26		
42	26		
43	26		
44	26		
45	27		
46	29		
47	30		
48	31		
49	31		

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District: Mentor Demo Account
Grade: Fourth Grade, End of Year
Year: 2014-2015

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Acadience Math

Concepts and Applications -- District Norms (n = 35)

Score	Percentile	Score	Percentile
0	< 1	50	56
1	< 1	51	57
2	< 1	52	59
3	< 1	53	60
4	1	54	60
5	3	55	64
6	3	56	69
7	3	57	70
8	3	58	74
9	3	59	79
10	3	60	80
11	3	61	80
12	3	62	80
13	3	63	80
14	4	64	81
15	7	65	86
16	9	66	91
17	9	67	94
18	9	68	96
19	9	69	97
20	11	70	97
21	14	71	97
22	14	72	97
23	14	73	99
24	14		
25	16		
26	19		
27	20		
28	20		
29	21		
30	24		
31	26		
32	26		
33	26		
34	26		
35	26		
36	29		
37	33		
38	36		
39	37		
40	37		
41	40		
42	43		
43	44		
44	47		
45	49		
46	49		
47	50		
48	51		
49	53		

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School: Mockingbird Elementary School
Grade: First Grade
Year: 2014-2015

School Overview

acadience™ data management

Acadience Math

	Beginning of Year	Middle of Year	End of Year
Math Composite Score	59% (n = 22) 19% (n = 7) 22% (n = 8)	77% (n = 27) 14% (n = 5) 9% (n = 3)	76% (n = 26) 12% (n = 4) 12% (n = 4)
Number of Students =	37	35	34
Average =	136.3	56.4	68.7
Standard Deviation =	56.1	18.1	20.8
Score Range =	28 to 254	12 to 97	18 to 120
Number Identification Fluency	68% (n = 26) 16% (n = 6) 16% (n = 6)		
Number of Students =	38		
Average =	30.6		
Standard Deviation =	13.8		
Score Range =	7 to 55		
Next Number Fluency	55% (n = 21) 32% (n = 12) 13% (n = 5)		
Number of Students =	38		
Average =	11.9		
Standard Deviation =	3.8		
Score Range =	4 to 20		
Advanced Quantity Discrimination	58% (n = 22) 26% (n = 10) 16% (n = 6)	62% (n = 23) 27% (n = 10) 11% (n = 4)	69% (n = 24) 23% (n = 8) 9% (n = 3)
Number of Students =	38	37	35
Average =	12.4	19.2	21.9
Standard Deviation =	7.4	5.7	5.3
Score Range =	0 to 31	1 to 28	6 to 30
Missing Number Fluency	66% (n = 25) 26% (n = 10) 8% (n = 3)	76% (n = 28) 19% (n = 7) 5% (n = 2)	83% (n = 29) 14% (n = 5) 3% (n = 1)
Number of Students =	38	37	35
Average =	4.7	11.9	14.8
Standard Deviation =	2.5	4.8	6.1
Score Range =	0 to 10	4 to 24	4 to 32

Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

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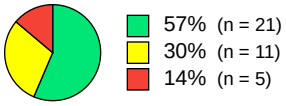
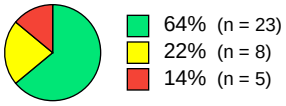
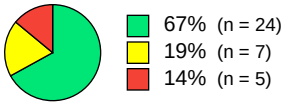
School Overview

	Beginning of Year	Middle of Year	End of Year
Computation	 57% (n = 21) 30% (n = 11) 14% (n = 5)	 64% (n = 23) 22% (n = 8) 14% (n = 5)	 67% (n = 24) 19% (n = 7) 14% (n = 5)
Number of Students =	37	36	36
Average =	5.7	12.4	17.4
Standard Deviation =	3.9	6	6.5
Score Range =	0 to 21	1 to 26	4 to 33

Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

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School: Mockingbird Elementary School
Grade: Fourth Grade
Year: 2014-2015

School Overview

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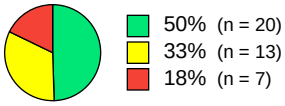
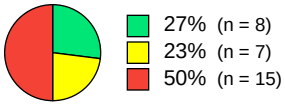
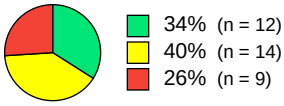
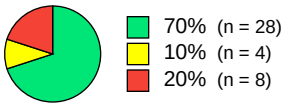
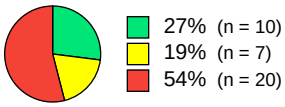
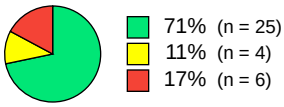
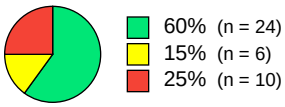
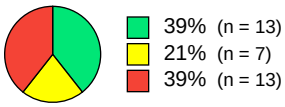
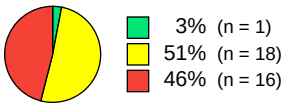
Acadience Math

	Beginning of Year	Middle of Year	End of Year
Math Composite Score	 50% (n = 20) 33% (n = 13) 18% (n = 7)	 27% (n = 8) 23% (n = 7) 50% (n = 15)	 34% (n = 12) 40% (n = 14) 26% (n = 9)
Number of Students =	40	30	35
Average =	87	58.6	98.1
Standard Deviation =	38.9	27.1	34.3
Score Range =	31 to 176	16 to 108	10 to 148
Computation	 70% (n = 28) 10% (n = 4) 20% (n = 8)	 27% (n = 10) 19% (n = 7) 54% (n = 20)	 71% (n = 25) 11% (n = 4) 17% (n = 6)
Number of Students =	40	37	35
Average =	24	23.1	53.5
Standard Deviation =	11.7	11.6	19.4
Score Range =	6 to 48	6 to 48	6 to 83
Concepts and Applications	 60% (n = 24) 15% (n = 6) 25% (n = 10)	 39% (n = 13) 21% (n = 7) 39% (n = 13)	 3% (n = 1) 51% (n = 18) 46% (n = 16)
Number of Students =	40	33	35
Average =	38.9	37.2	44.6
Standard Deviation =	22.3	21.2	17.5
Score Range =	5 to 84	7 to 108	4 to 73

Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

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School: Mockingbird Elementary School
Grade: Kindergarten
Year: 2014-2015

School Overview

acadience™ data management

Acadience Math

	Beginning of Year	Middle of Year	End of Year
Math Composite Score	33% (n = 12) 33% (n = 12) 33% (n = 12)	58% (n = 19) 6% (n = 2) 36% (n = 12)	62% (n = 23) 16% (n = 6) 22% (n = 8)
Number of Students =	36	33	37
Average =	22	69.1	86.5
Standard Deviation =	18.2	31	28.7
Score Range =	0 to 88	3 to 112	10 to 136
Beginning Quantity Discrimination	36% (n = 13) 33% (n = 12) 31% (n = 11)	63% (n = 22) 14% (n = 5) 23% (n = 8)	65% (n = 24) 16% (n = 6) 19% (n = 7)
Number of Students =	36	35	37
Average =	4.2	8.3	12.1
Standard Deviation =	3.9	4.7	5.1
Score Range =	0 to 16	0 to 18	0 to 22
Number Identification Fluency	33% (n = 12) 25% (n = 9) 42% (n = 15)	39% (n = 14) 36% (n = 13) 25% (n = 9)	49% (n = 18) 32% (n = 12) 19% (n = 7)
Number of Students =	36	36	37
Average =	6.3	10.3	21.4
Standard Deviation =	6.2	5.9	8.7
Score Range =	0 to 30	0 to 19	1 to 45
Next Number Fluency	31% (n = 11) 39% (n = 14) 31% (n = 11)	61% (n = 22) 14% (n = 5) 25% (n = 9)	66% (n = 25) 16% (n = 6) 18% (n = 7)
Number of Students =	36	36	38
Average =	3.7	11.3	13.6
Standard Deviation =	3.8	4.9	5
Score Range =	0 to 14	1 to 19	3 to 23

Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

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Name: Stephanie Arkansite
StudentID: 124013MERY2
School: Mockingbird Elementary School
Class: Mock Grade1a
Grade: First Grade
Year: 2014-2015

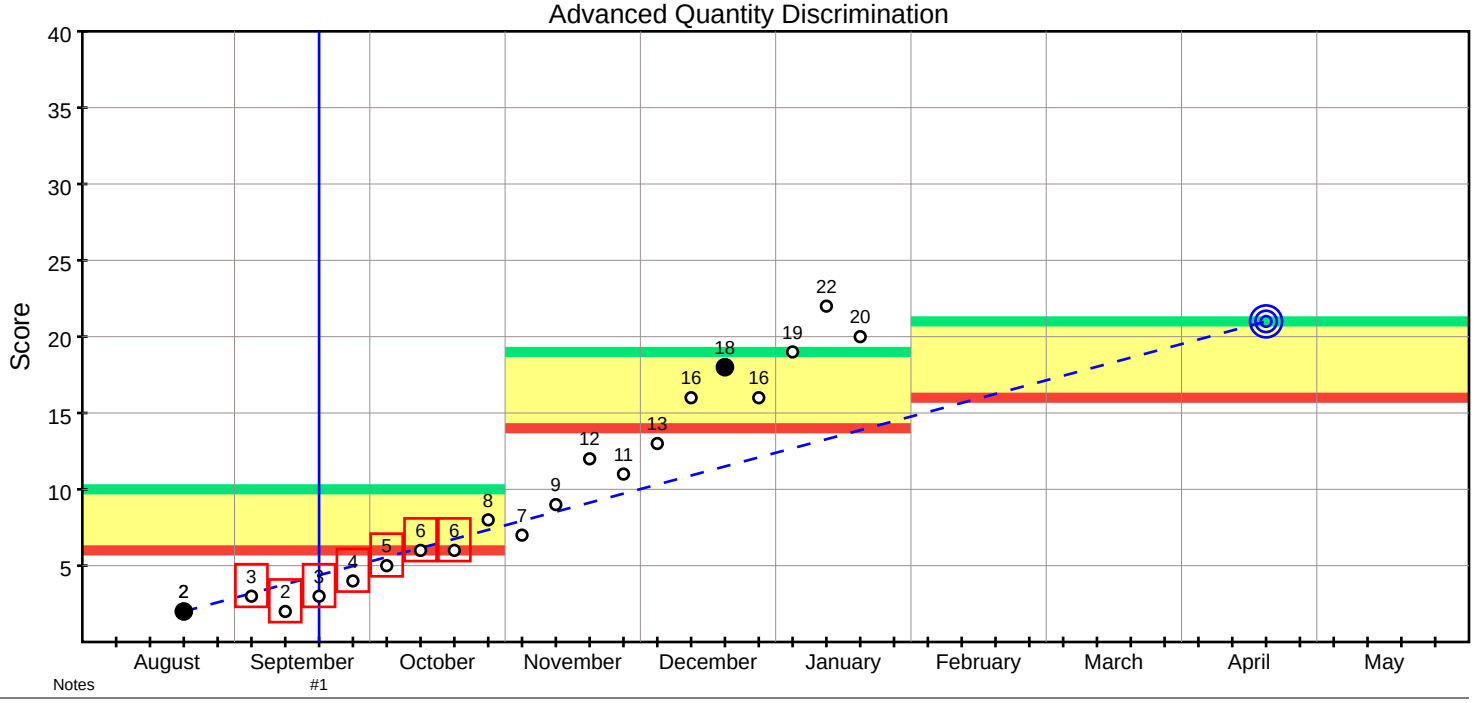
Student Progress Monitoring Graphs

acadience™ data management

Acadience Math

- Benchmark Score
- Progress Monitoring Score
- Score Above Graph Boundary
- Aimline
- Target Score
- Benchmark Goal
- Cut Point for Risk
- Instructional Support Change Line
- Three or more consecutive scores below the aimline

Advanced Quantity Discrimination



#1: *Change line; no note provided.*

Name: Anthony Cardinal
StudentID: 121513MERY2
School: Mockingbird Elementary School
Class: Mock Grade1a
Grade: First Grade
Year: 2014-2015

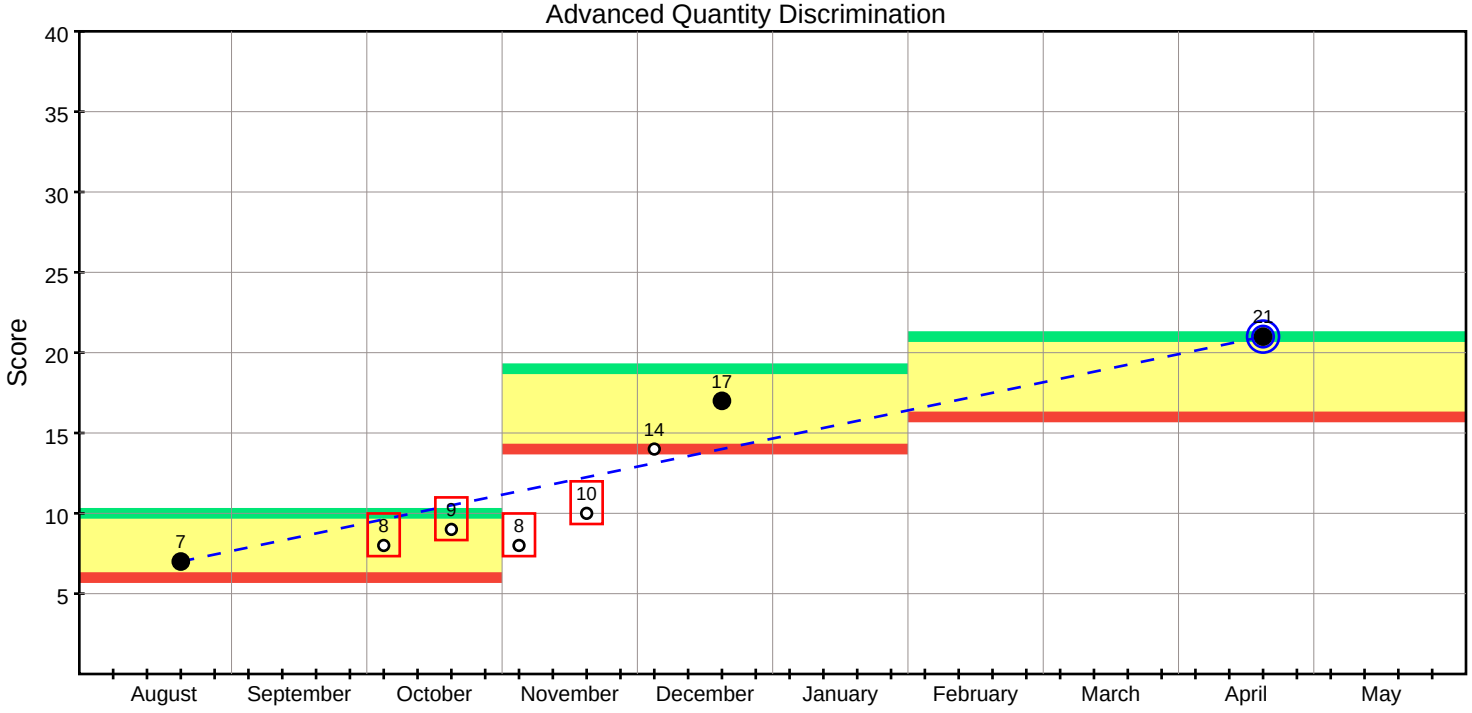
Student Progress Monitoring Graphs

acadience™ data management

Acadience Math

- Benchmark Score
- Progress Monitoring Score
- Score Above Graph Boundary
- Aimline
- Target Score
- Benchmark Goal
- Cut Point for Risk
- Instructional Support Change Line
- Three or more consecutive scores below the aimline

Advanced Quantity Discrimination



Name: Sandra Fulvous
StudentID: 122013MERY2
School: Mockingbird Elementary School
Class: Mock Grade1a
Grade: First Grade
Year: 2014-2015

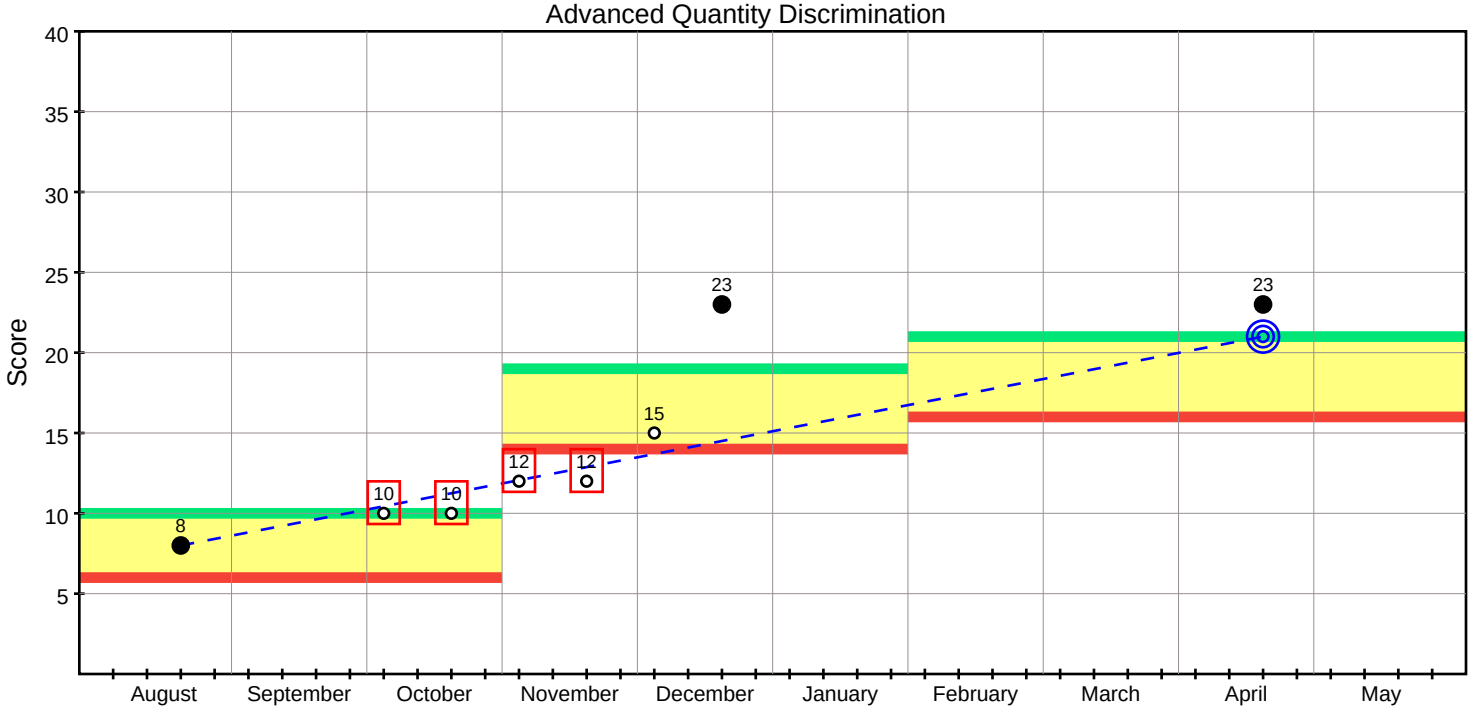
Student Progress Monitoring Graphs

acadience™ data management

Acadience Math

- Benchmark Score
- Progress Monitoring Score
- Score Above Graph Boundary
- Aimline
- Target Score
- Benchmark Goal
- Cut Point for Risk
- Instructional Support Change Line
- Three or more consecutive scores below the aimline

Advanced Quantity Discrimination



Name: Lillian Livid
StudentID: 127013MERY2
School: Mockingbird Elementary School
Class: Mock Grade1a
Grade: First Grade
Year: 2014-2015

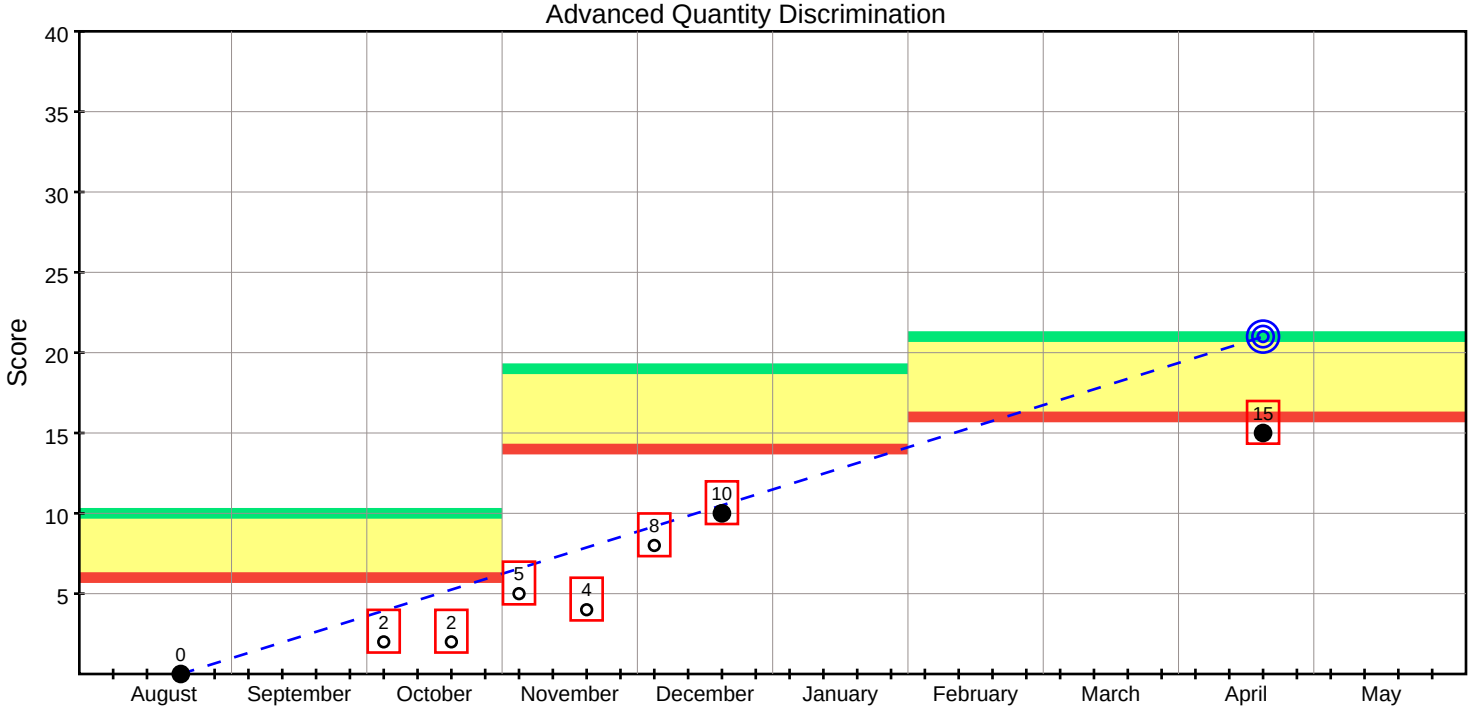
Student Progress Monitoring Graphs

acadience™ data management

Acadience Math

- Benchmark Score
- Progress Monitoring Score
- Score Above Graph Boundary
- Aimline
- Target Score
- Benchmark Goal
- Cut Point for Risk
- Instructional Support Change Line
- Three or more consecutive scores below the aimline

Advanced Quantity Discrimination



Name: Laura Praseme
StudentID: 122513MERY2
School: Mockingbird Elementary School
Class: Mock Grade1a
Grade: First Grade
Year: 2014-2015

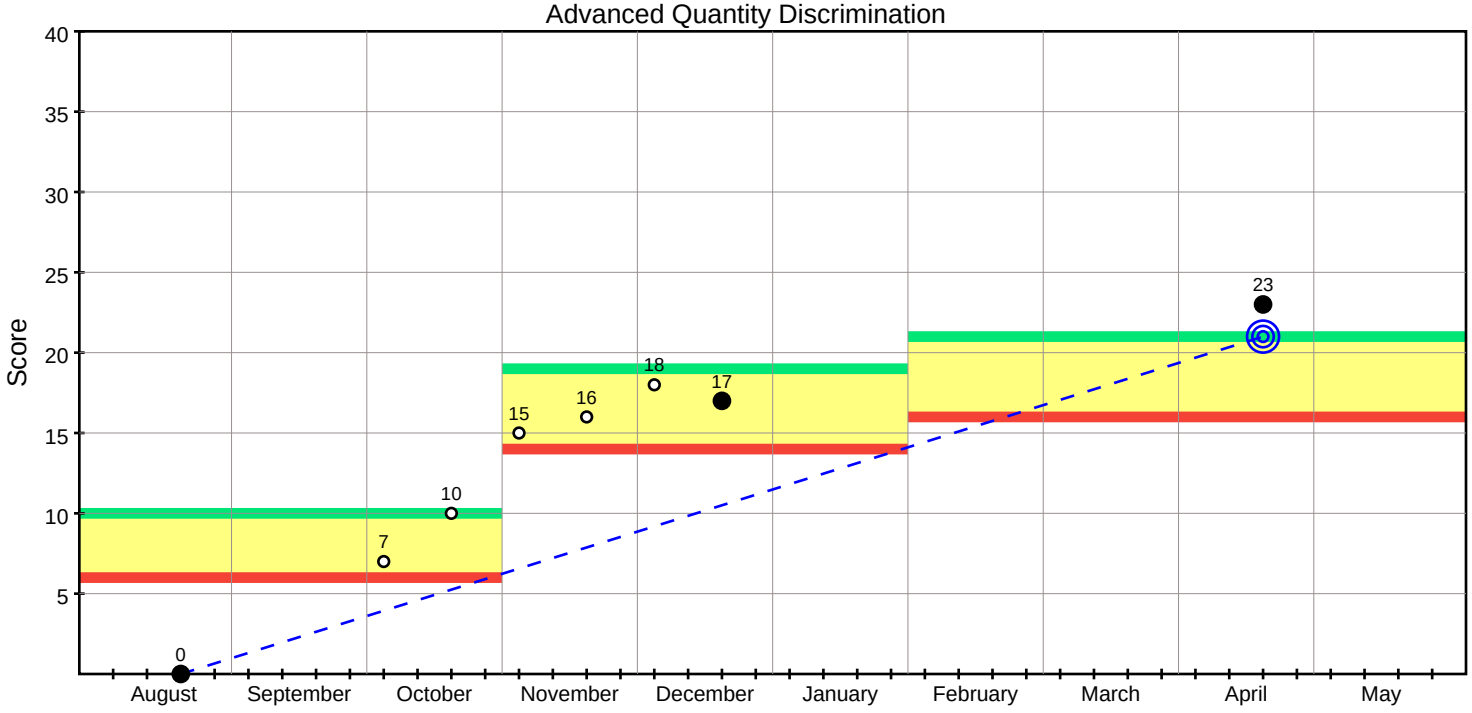
Student Progress Monitoring Graphs

acadience™ data management

Acadience Math

- Benchmark Score
- Progress Monitoring Score
- Score Above Graph Boundary
- Aimline
- Target Score
- Benchmark Goal
- Cut Point for Risk
- Instructional Support Change Line
- Three or more consecutive scores below the aimline

Advanced Quantity Discrimination



Name: Nancy Bayerite
StudentID: 161013MERY2
School: Mockingbird Elementary School
Class: Mock Grade3a
Grade: Third Grade
Year: 2014-2015

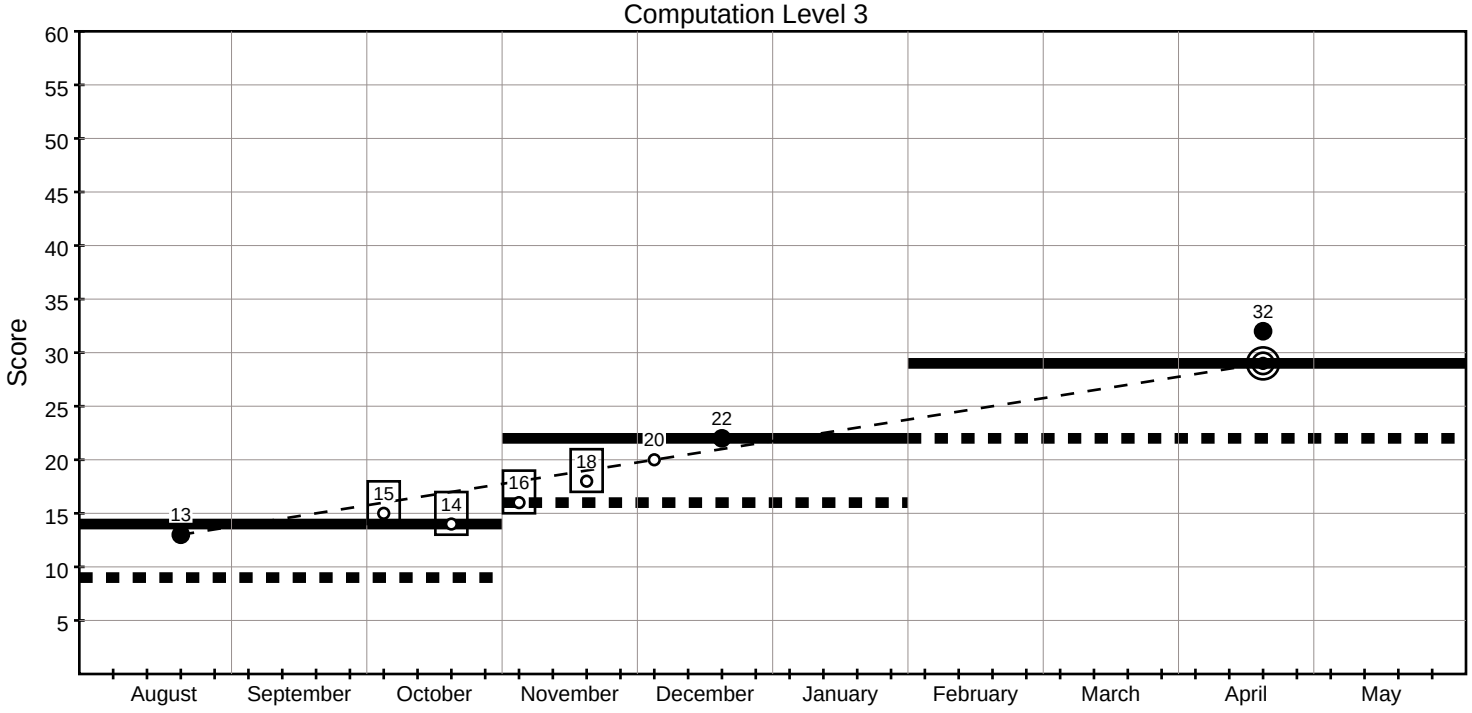
Student Progress Monitoring Graphs

acadience™ data management

Acadience Math

- Benchmark Score
- Progress Monitoring Score
- Score Above Graph Boundary
- Aimline
- Target Score
- Benchmark Goal
- Cut Point for Risk
- Instructional Support Change Line
- Three or more consecutive scores below the aimline

Computation Level 3



Name: Gregory Cyanite
StudentID: 162513MERY2
School: Mockingbird Elementary School
Class: Mock Grade3a
Grade: Third Grade
Year: 2014-2015

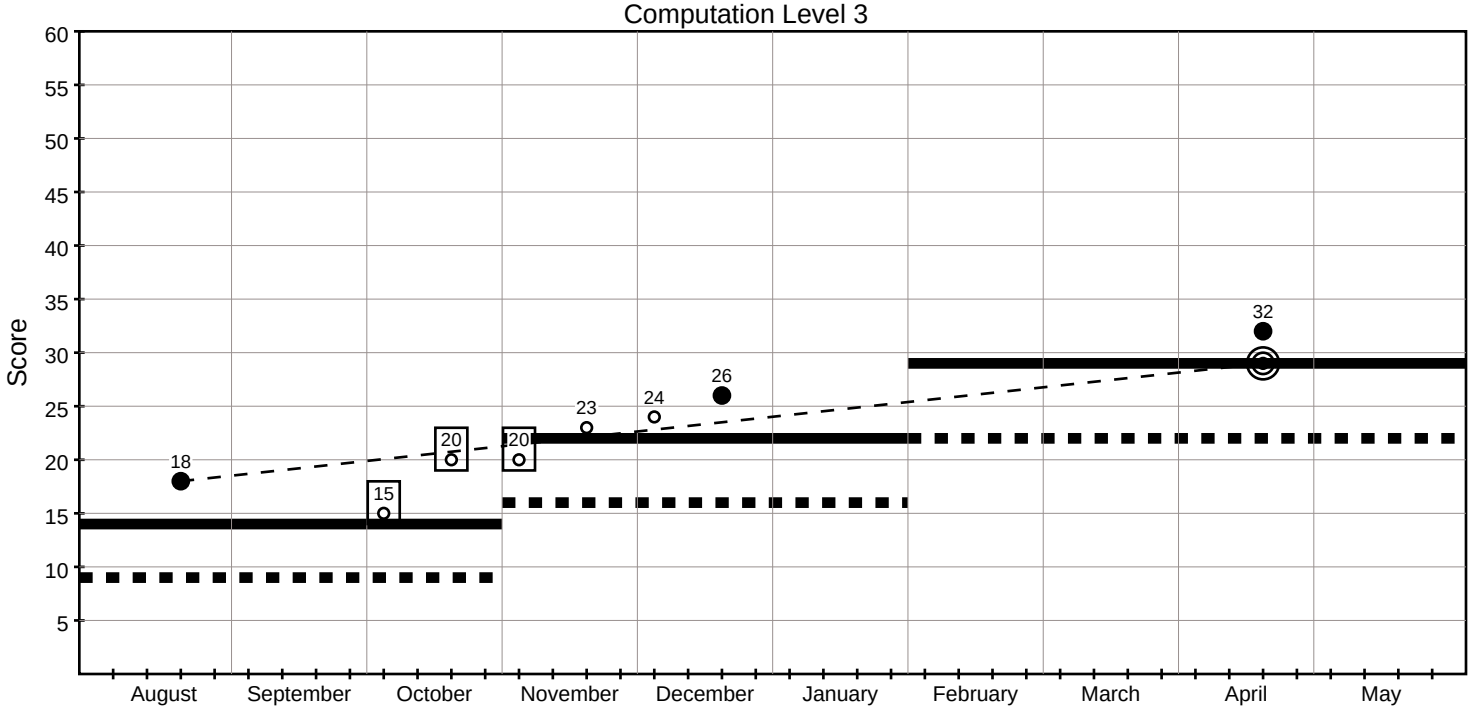
Student Progress Monitoring Graphs

acadience™ data management

Acadience Math

- Benchmark Score
- Progress Monitoring Score
- Score Above Graph Boundary
- Aimline
- Target Score
- Benchmark Goal
- Cut Point for Risk
- Instructional Support Change Line
- Three or more consecutive scores below the aimline

Computation Level 3



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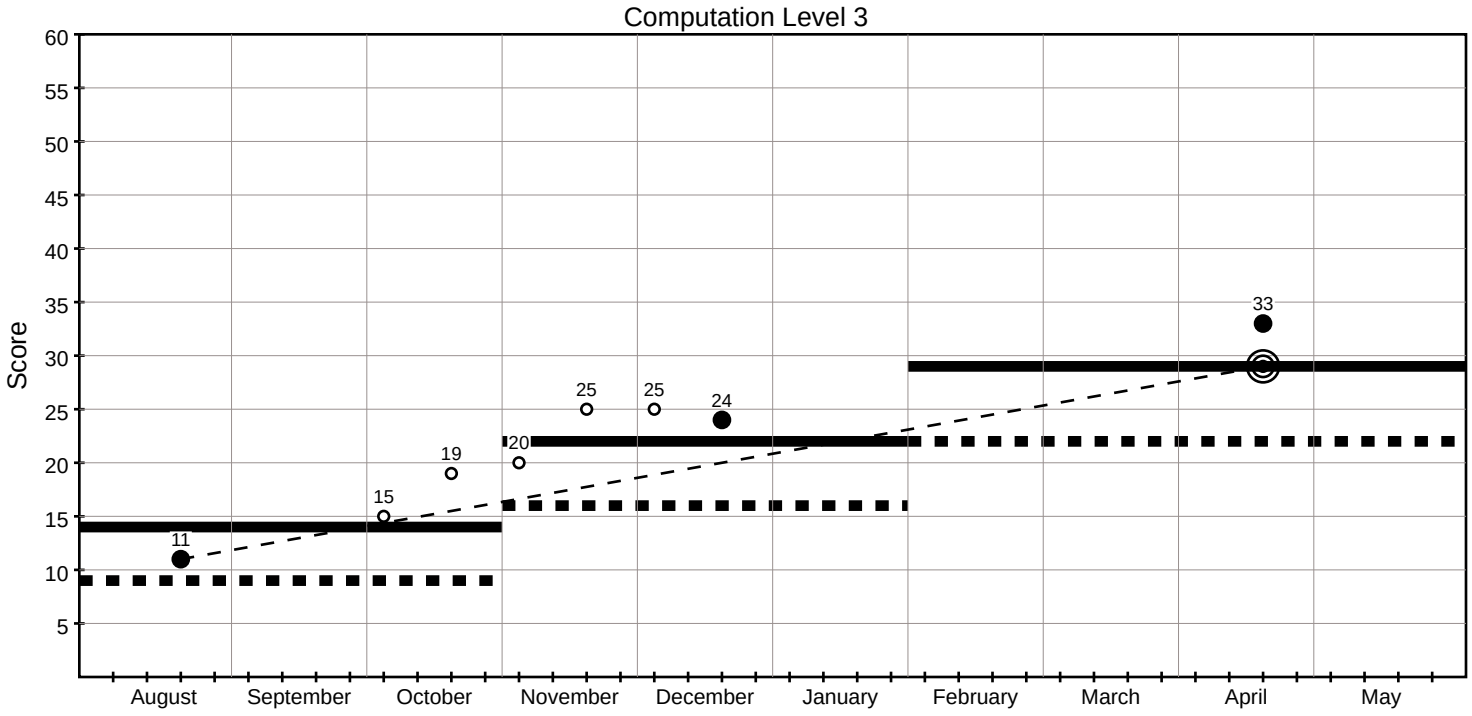
Name: Diana Gray-Blue
StudentID: 160513MERY2
School: Mockingbird Elementary School
Class: Mock Grade3a
Grade: Third Grade
Year: 2014-2015

Student Progress Monitoring Graphs

acadience™ data management

Acadience Math

- Benchmark Score
- Progress Monitoring Score
- Score Above Graph Boundary
- Aimline
- Target Score
- Benchmark Goal
- Cut Point for Risk
- Instructional Support Change Line
- Three or more consecutive scores below the aimline



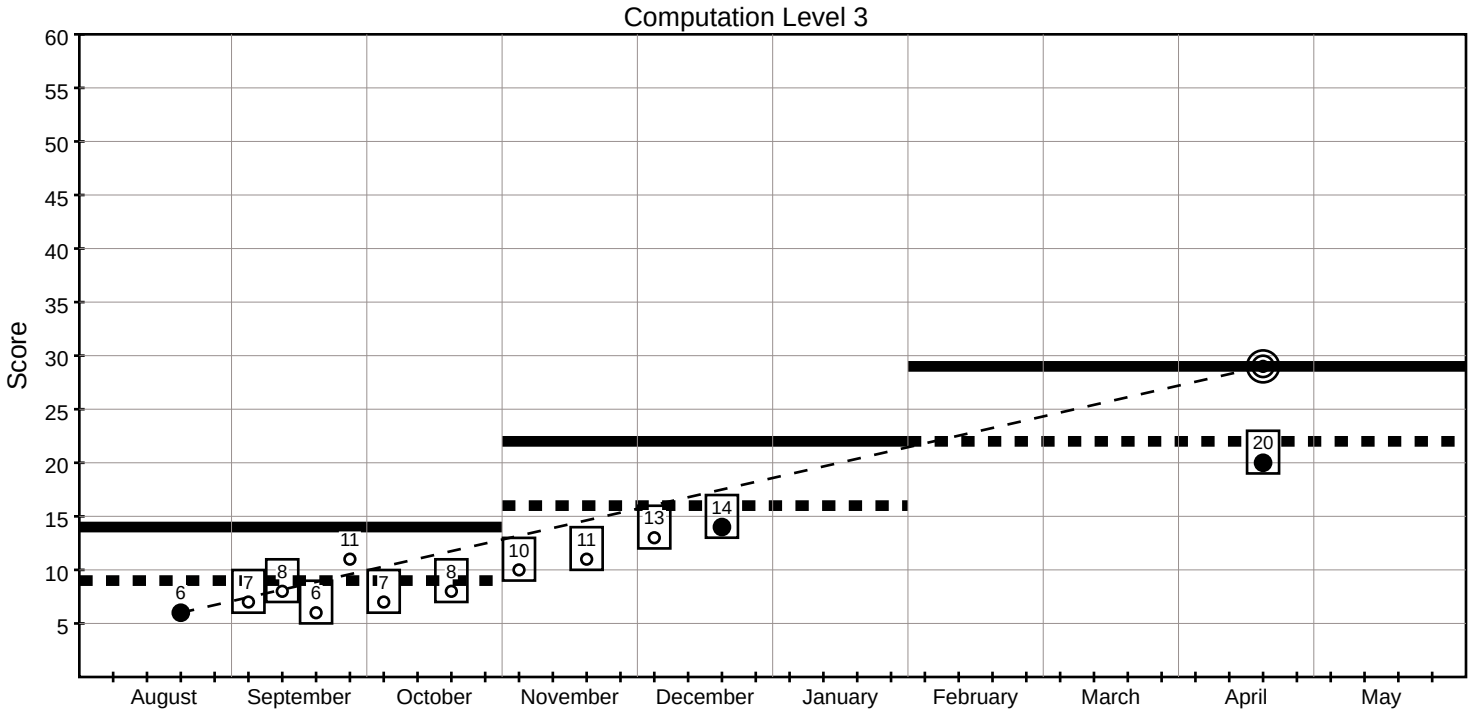
Name: Susan Snowflake
StudentID: 162013MERY2
School: Mockingbird Elementary School
Class: Mock Grade3a
Grade: Third Grade
Year: 2014-2015

Student Progress Monitoring Graphs

acadience™ data management

Acadience Math

- Benchmark Score
- Progress Monitoring Score
- Score Above Graph Boundary
- Aimline
- Target Score
- Benchmark Goal
- Cut Point for Risk
- Instructional Support Change Line
- Three or more consecutive scores below the aimline



Name: Frank Spanish-Crimson
StudentID: 164513MERY2
School: Mockingbird Elementary School
Class: Mock Grade3a
Grade: Third Grade
Year: 2014-2015

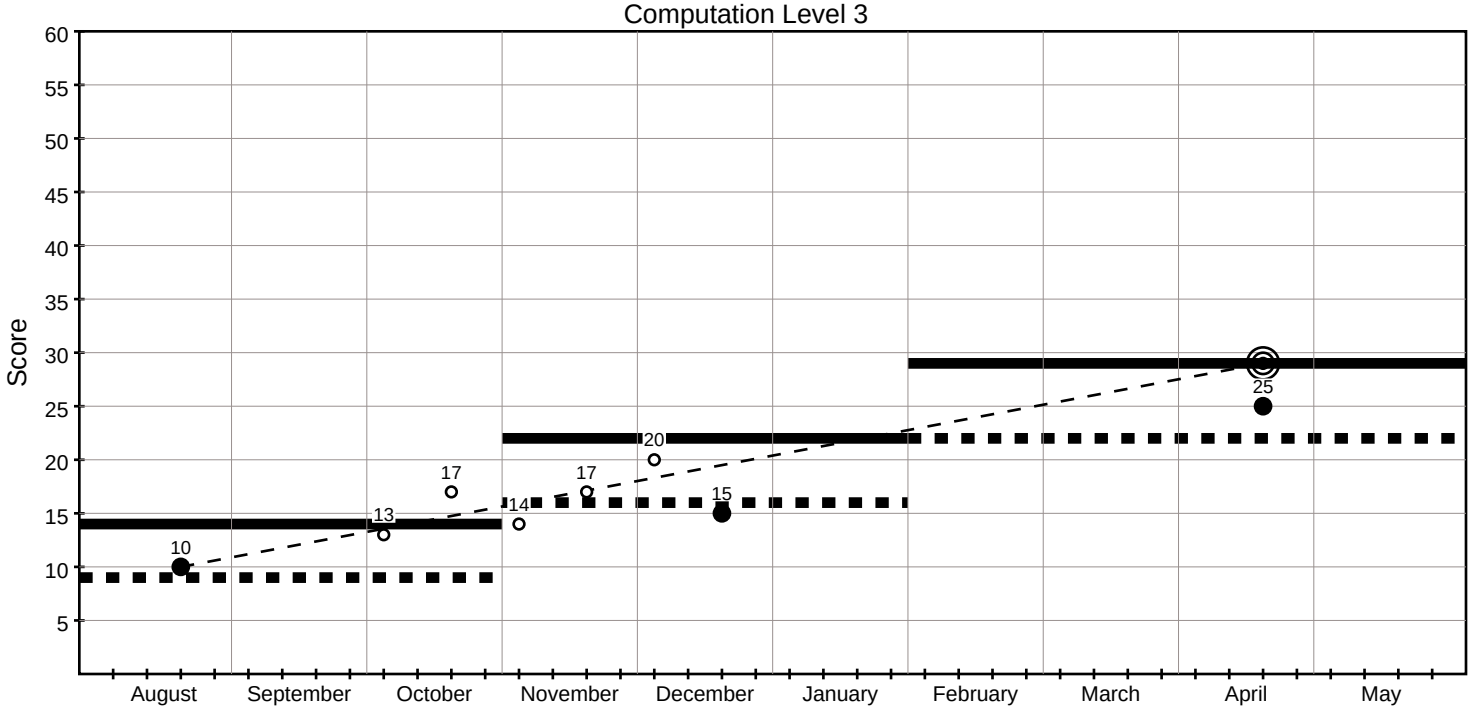
Student Progress Monitoring Graphs

acadience™ data management

Acadience Math

- Benchmark Score
- Progress Monitoring Score
- Score Above Graph Boundary
- Aimline
- Target Score
- Benchmark Goal
- Cut Point for Risk
- Instructional Support Change Line
- Three or more consecutive scores below the aimline

Computation Level 3



School: Mockingbird Elementary School
Year: 2014-2015

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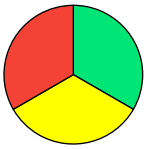
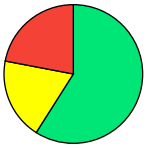
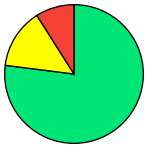
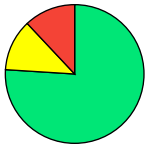
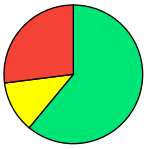
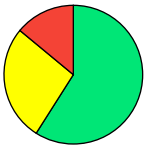
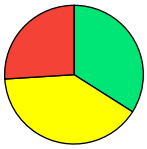
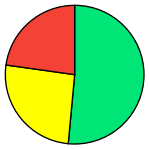
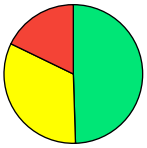
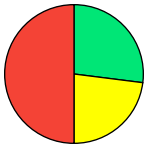
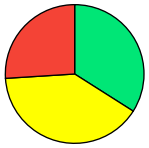
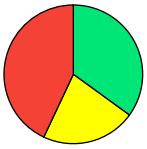
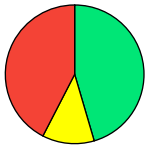
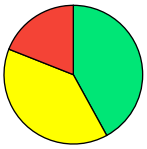
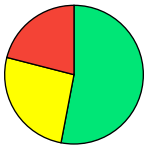
Status Report

Acadience Math

	Beginning of Year Math Composite Score	Middle of Year Math Composite Score	End of Year Math Composite Score
Kindergarten	 33% (n = 12) 33% (n = 12) 33% (n = 12)	58% (n = 19) 6% (n = 2) 36% (n = 12)	62% (n = 23) 16% (n = 6) 22% (n = 8)
First Grade	 59% (n = 22) 19% (n = 7) 22% (n = 8)	 77% (n = 27) 14% (n = 5) 9% (n = 3)	 76% (n = 26) 12% (n = 4) 12% (n = 4)
Second Grade	 61% (n = 20) 12% (n = 4) 27% (n = 9)	6% (n = 2) 13% (n = 4) 81% (n = 25)	28% (n = 9) 19% (n = 6) 53% (n = 17)
Third Grade	 59% (n = 22) 27% (n = 10) 14% (n = 5)	 34% (n = 12) 40% (n = 14) 26% (n = 9)	 52% (n = 16) 26% (n = 8) 23% (n = 7)
Fourth Grade	 50% (n = 20) 33% (n = 13) 18% (n = 7)	 27% (n = 8) 23% (n = 7) 50% (n = 15)	 34% (n = 12) 40% (n = 14) 26% (n = 9)
Fifth Grade	 35% (n = 13) 22% (n = 8) 43% (n = 16)	50% (n = 16) 13% (n = 4) 38% (n = 12)	 45% (n = 15) 12% (n = 4) 42% (n = 14)
Sixth Grade	 42% (n = 15) 39% (n = 14) 19% (n = 7)	 53% (n = 18) 26% (n = 9) 21% (n = 7)	44% (n = 16) 33% (n = 12) 22% (n = 8)

Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

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Acadience Reading Pre-K: PELI (pages 54-88)

School: Bright Spring
Grade: Pre-K (Ages 4-5)
Year: 2015-2016
Class: B. Lucy

Benchmark Scores Table

acadience data management

PELI

At or Above Benchmark / Likely to Need Core Support | Below Benchmark / Likely to Need Strategic Support | Well Below Benchmark / Likely to Need Intensive Support

	BEGINNING OF YEAR						MIDDLE OF YEAR						END OF YEAR					
NAME ▲	AK Total	PA Total	VOL Total	COMP Total	Language Index Total	Composite Total	AK Total	PA Total	VOL Total	COMP Total	Language Index Total	Composite Total	AK Total	PA Total	VOL Total	COMP Total	Language Index Total	Composite Total
A., Daphne	1	0	1	3	12	15	10	10	10	12	81	143	22	13	20	16	130	223
A., Joshua	0	0	16	12	104	105	10	4	14	13	97	135	26	9	22	16	135	221
B., Travis	12	2	16	12	104	142	18	10	22	16	131	209	24	14	24	18	146	249
C., Marcus	22	10	14	17	119	217	26	15	18	19	131	244	26	15	22	20	148	258
C., Samuel	26	14	29	19	179	304	26	15	32	22	183	297	26	14	32	20	173	282
G., David	1	0	16	12	104	108	24	11	18	16	120	213	26	15	25	19	152	262
G., Oscar	19	0	0	1	0	44	25	10	9	9	67	157	26	13	12	5	65	168
H., Jasmine	12	2	19	13	118	156	24	14	30	17	158	264	25	13	33	21	179	283
H., Nick	20	2	8	4	41	96	26	15	12	16	103	215	26	14	17	22	142	248
L., Jackson	23	4	30	16	169	242	26	15	31	18	165	278	26	14	32	19	170	278
M., Adina	21	10	10	8	65	160	26	15	24	18	145	258	26	14	26	21	161	269
M., Caleb	6	4	19	12	114	147	24	11	30	21	174	268	25	13	31	17	160	262
M., Louis	26	0	0	0	0	55	26	0	0	0	6	59	26	10	20	15	126	215
P., Vivian	25	4	27	17	163	241	26	13	31	18	165	271	26	14	34	22	185	295
S., Adrian	26	0	6	10	61	121	25	15	16	17	118	229	26	15	24	21	156	267
T., Ralph	4	2	18	13	115	135	19	14	27	14	138	233	25	15	23	19	147	255
V., Edward	16	7	15	11	96	166	24	15	19	15	119	228	26	14	23	16	137	242
GOAL	6	4	18	13	114	159	17	10	21	16	132	201	23	13	23	17	143	231
AVERAGE	15.3	3.6	14.4	10.6	92	144.4	22.6	11.9	20.2	15.4	123.6	217.7	25.5	13.5	24.7	18.1	147.8	251.6

The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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School: Bright Spring
Grade: Pre-K (Ages 4-5)
Year: 2015-2016
Class: B. Lucy

Effectiveness of Instructional Support Levels
Beginning of Year to Middle of Year

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PELI

Students who were identified as 'Likely to Need Core Support' at the beginning of the year.

Name	Student ID	Beginning PELI Composite Score	Middle of Year PELI Composite Score	Alphabet Knowledge Total Score	Phonological Awareness Total Score	Vocabulary/Oral Language Total Score	Comprehension Total Score
Marcus C.	100015	217	244	26	15	18	19
Samuel C.	100018	304	297	26	15	32	22
Jackson L.	100017	242	278	26	15	31	18
Adina M.	100013	160	258	26	15	24	18
Vivian P.	100016	241	271	26	13	31	18
Edward V.	100014	166	228	24	15	19	15

Students who were identified as 'Likely to Need Strategic Support' at the beginning of the year.

Name	Student ID	Beginning PELI Composite Score	Middle of Year PELI Composite Score	Alphabet Knowledge Total Score	Phonological Awareness Total Score	Vocabulary/Oral Language Total Score	Comprehension Total Score
Travis B.	100010	142	209	18	10	22	16
Jasmine H.	100012	156	264	24	14	30	17
Caleb M.	100011	147	268	24	11	30	21
Adrian S.	10008	121	229	25	15	16	17
Ralph T.	10009	135	233	19	14	27	14

Students who were identified as 'Likely to Need Intensive Support' at the beginning of the year.

Name	Student ID	Beginning PELI Composite Score	Middle of Year PELI Composite Score	Alphabet Knowledge Total Score	Phonological Awareness Total Score	Vocabulary/Oral Language Total Score	Comprehension Total Score
Daphne A.	10002	15	143	10	10	10	12
Joshua A.	10006	105	135	10	4	14	13
David G.	10007	108	213	24	11	18	16
Oscar G.	10003	44	157	25	10	9	9
Nick H.	10005	96	215	26	15	12	16
Louis M.	10004	55	59	26	0	0	0

Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

This report only includes students who were tested at both time periods.

The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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School: Bright Spring
Grade: Pre-K (Ages 4-5)
Year: 2015-2016
Class: B. Lucy

Class Overview

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PELI

PELI Composite Score

Beginning of Year	Middle of Year	End of Year
35% (n = 6) 29% (n = 5) 35% (n = 6)	76% (n = 13) 0% (n = 0) 24% (n = 4)	76% (n = 13) 18% (n = 3) 6% (n = 1)
Number of Students = 17 Average = 144.4 Standard Deviation = 73.2 Score Range = 15 to 304	Number of Students = 17 Average = 217.7 Standard Deviation = 60.2 Score Range = 59 to 297	Number of Students = 17 Average = 251.6 Standard Deviation = 30.2 Score Range = 168 to 295

Alphabet Knowledge Total Score

Beginning of Year	Middle of Year	End of Year
76% (n = 13) 6% (n = 1) 18% (n = 3)	88% (n = 15) 12% (n = 2) 0% (n = 0)	94% (n = 16) 6% (n = 1) 0% (n = 0)
Number of Students = 17 Average = 15.3 Standard Deviation = 9.4 Score Range = 0 to 26	Number of Students = 17 Average = 22.6 Standard Deviation = 5.2 Score Range = 10 to 26	Number of Students = 17 Average = 25.5 Standard Deviation = 1 Score Range = 22 to 26

Phonological Awareness Total Score

Beginning of Year	Middle of Year	End of Year
41% (n = 7) 24% (n = 4) 35% (n = 6)	88% (n = 15) 6% (n = 1) 6% (n = 1)	88% (n = 15) 12% (n = 2) 0% (n = 0)
Number of Students = 17 Average = 3.6 Standard Deviation = 4.1 Score Range = 0 to 14	Number of Students = 17 Average = 11.9 Standard Deviation = 4.2 Score Range = 0 to 15	Number of Students = 17 Average = 13.5 Standard Deviation = 1.6 Score Range = 9 to 15

Vocabulary/Oral Language Total Score

Beginning of Year	Middle of Year	End of Year
35% (n = 6) 29% (n = 5) 35% (n = 6)	47% (n = 8) 24% (n = 4) 29% (n = 5)	65% (n = 11) 24% (n = 4) 12% (n = 2)
Number of Students = 17 Average = 14.4 Standard Deviation = 9.1 Score Range = 0 to 30	Number of Students = 17 Average = 20.2 Standard Deviation = 9.1 Score Range = 0 to 32	Number of Students = 17 Average = 24.7 Standard Deviation = 5.9 Score Range = 12 to 34

Comprehension Total Score

Beginning of Year	Middle of Year	End of Year
35% (n = 6) 35% (n = 6) 29% (n = 5)	65% (n = 11) 24% (n = 4) 12% (n = 2)	71% (n = 12) 24% (n = 4) 6% (n = 1)
Number of Students = 17 Average = 10.6 Standard Deviation = 5.5 Score Range = 0 to 19	Number of Students = 17 Average = 15.4 Standard Deviation = 4.9 Score Range = 0 to 22	Number of Students = 17 Average = 18.1 Standard Deviation = 3.9 Score Range = 5 to 22

Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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Class Overview

Class: B. Lucy

Beginning of Year	Middle of Year	End of Year

PELI Language Index

41% (n = 7)
24% (n = 4)
35% (n = 6)

Number of Students = 17
Average = 92
Standard Deviation = 53.7
Score Range = 0 to 179

41% (n = 7)
29% (n = 5)
29% (n = 5)

Number of Students = 17
Average = 123.6
Standard Deviation = 43
Score Range = 6 to 183

65% (n = 11)
29% (n = 5)
6% (n = 1)

Number of Students = 17
Average = 147.8
Standard Deviation = 26.4
Score Range = 65 to 185

Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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School: Bright Spring
Grade: Pre-K (Ages 4-5)
Year: 2015-2016
Class: B. Lucy

Classroom Progress Monitoring Report

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PELI

Name	Student ID	Score	Median of Last 3 Scores	Last 3 Scores Relation to Aimline	Target	Target Date
Daphne A.	10002	AK	16	3 below aimline	23	May, Week 3
		PA	12	3 above aimline	13	May, Week 3
		VOL	20	3 below aimline	23	May, Week 3
		COMP	14	1 below aimline	17	May, Week 3
		PELI Language Index	107	1 below aimline	143	May, Week 3
		PELI Composite	187	1 below aimline	231	May, Week 3
Joshua A.	10006	AK	18	1 below aimline	23	May, Week 3
		PA	8	3 below aimline	13	May, Week 3
		VOL	22	2 below aimline	23	May, Week 3
		COMP	15	3 below aimline	17	May, Week 3
		PELI Language Index	120	3 below aimline	143	May, Week 3
		PELI Composite	188	3 below aimline	231	May, Week 3
David G.	10007	AK	26	3 above aimline	23	May, Week 3
		PA	14	3 above aimline	13	May, Week 3
		VOL	20	2 below aimline	23	May, Week 3
		COMP	18	3 above aimline	17	May, Week 3
		PELI Language Index	132	2 below aimline	143	May, Week 3
		PELI Composite	240	3 above aimline	231	May, Week 3
Oscar G.	10003	AK	26	3 above aimline	23	May, Week 3
		PA	12	3 above aimline	13	May, Week 3
		VOL	12	3 below aimline	23	May, Week 3
		COMP	9	2 below aimline	17	May, Week 3
		PELI Language Index	65	3 below aimline	143	May, Week 3
		PELI Composite	163	2 below aimline	231	May, Week 3
Nick H.	10005	AK	26	3 above aimline	23	May, Week 3
		PA	14	3 above aimline	13	May, Week 3
		VOL	17	3 below aimline	23	May, Week 3
		COMP	16	3 above aimline	17	May, Week 3
		PELI Language Index	103	1 below aimline	143	May, Week 3
		PELI Composite	215	3 above aimline	231	May, Week 3
Louis M.	10004	AK	26	n/a	23	May, Week 3
		PA	0	3 below aimline	13	May, Week 3
		VOL	0	3 below aimline	23	May, Week 3
		COMP	0	3 below aimline	17	May, Week 3
		PELI Language Index	6	3 below aimline	143	May, Week 3
		PELI Composite	59	3 below aimline	231	May, Week 3

[1] Only one score available since initial testing.

[2] Only two scores available since initial testing.

Status	Last 3 Scores and Aimline
	All scores are above the aimline
	Some scores are below and some are above
	All scores are below the aimline

The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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School: Bright Spring
Grade: Pre-K (Ages 4-5)
Year: 2015-2016
Class: B. Lucy

Class Progress Report

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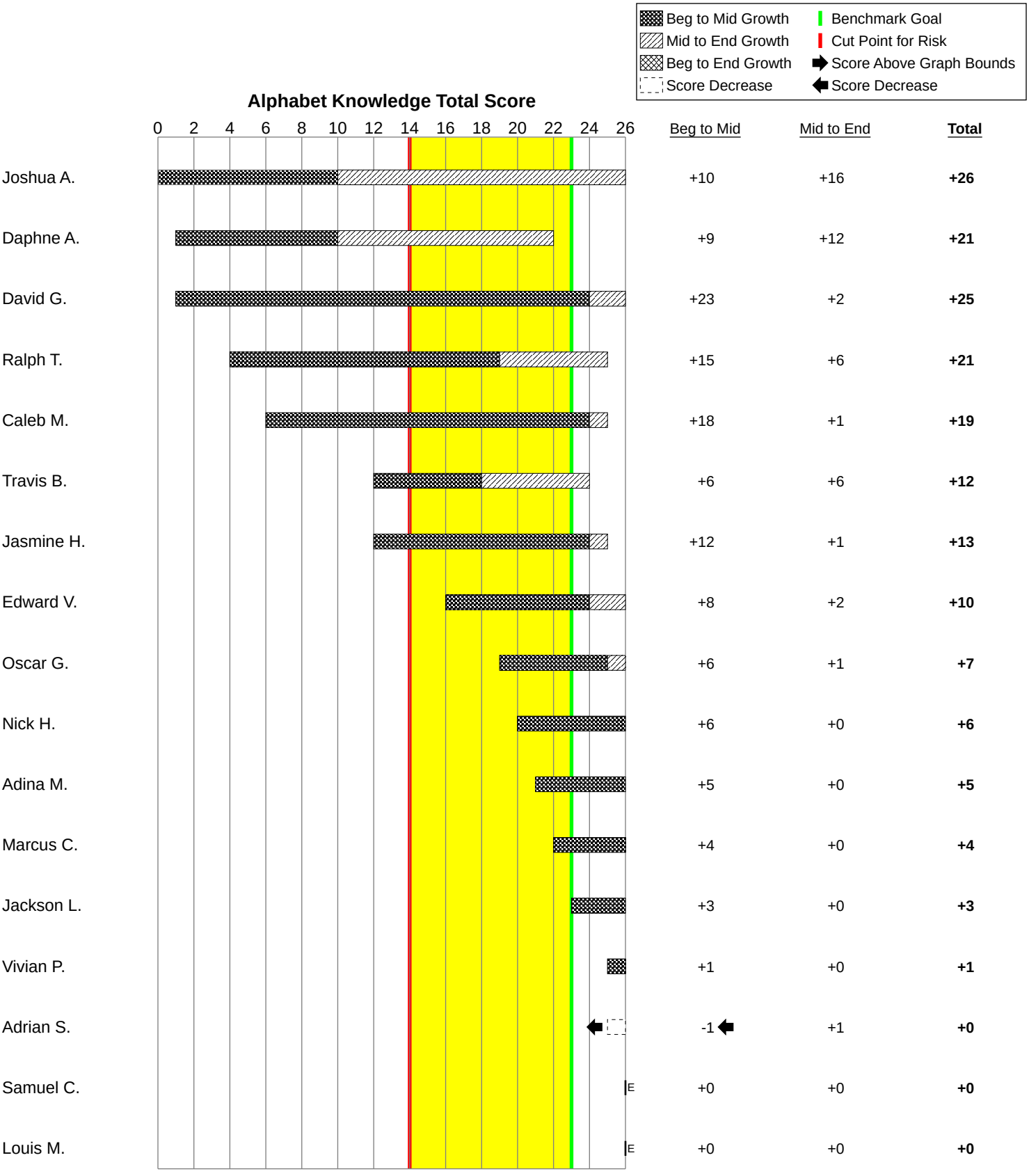
PELI



The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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School: Bright Spring
Grade: Pre-K (Ages 4-5)
Year: 2015-2016
Class: B. Lucy

Class Progress Report

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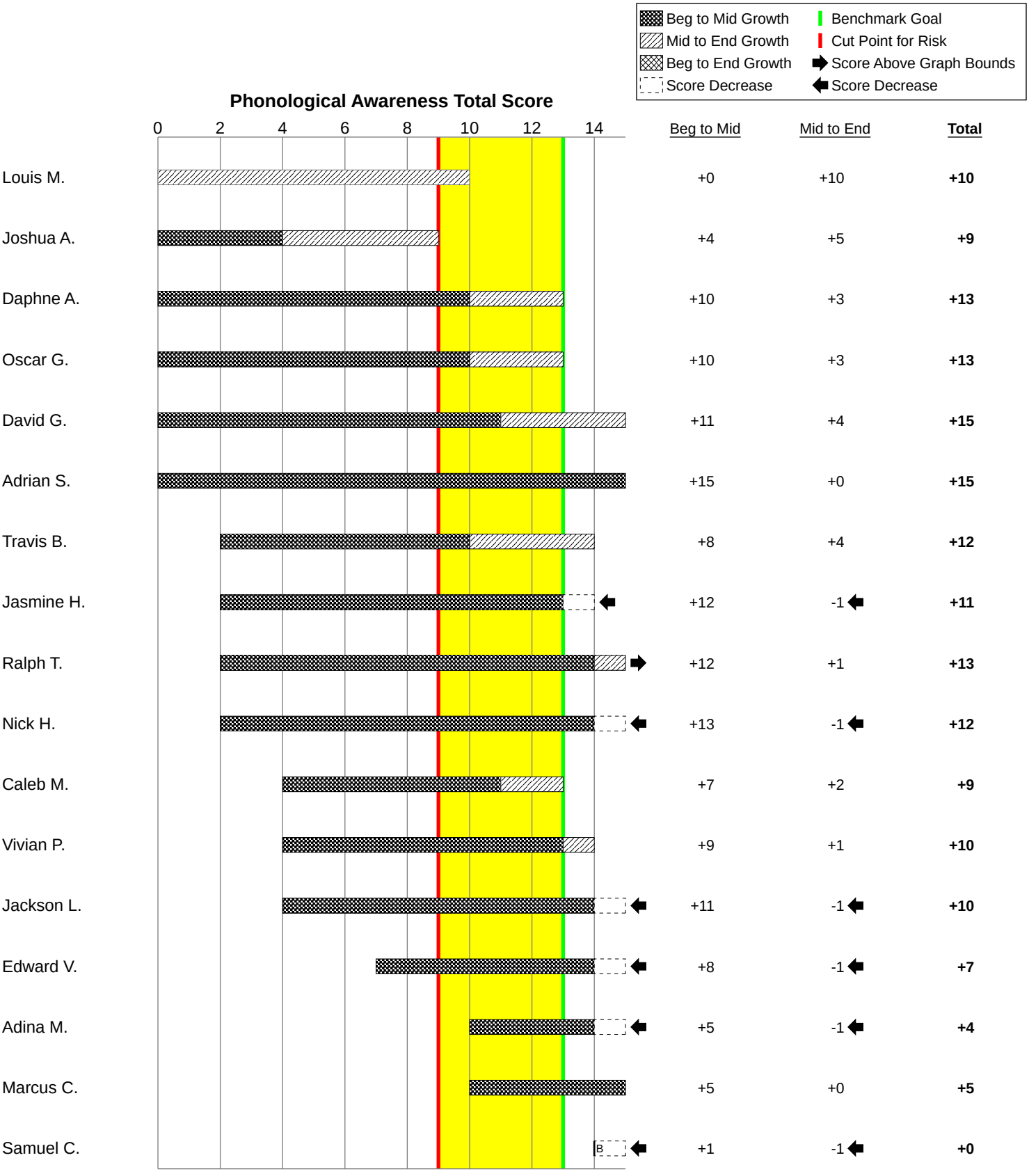
PELI



The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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School: Bright Spring
Grade: Pre-K (Ages 4-5)
Year: 2015-2016
Class: B. Lucy

Class Progress Report

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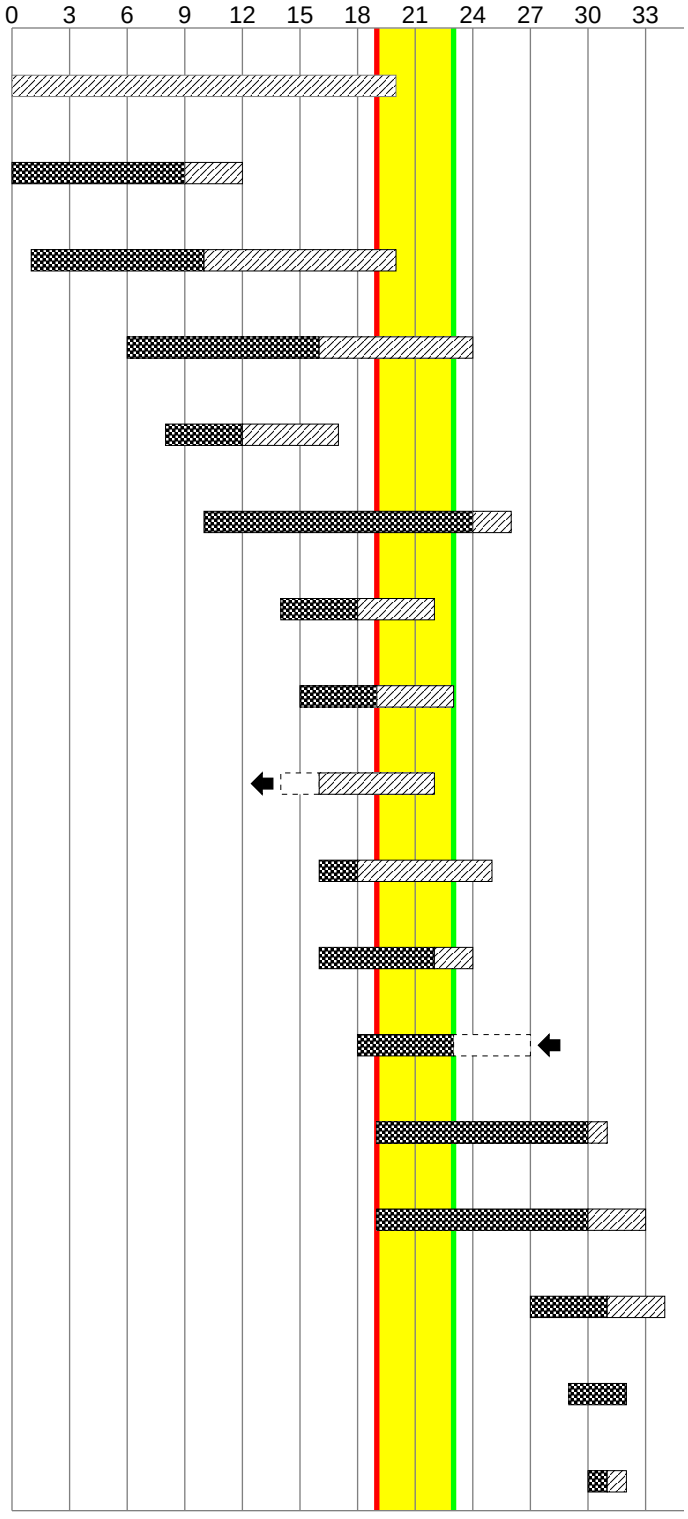
PELI

Beg to Mid Growth | Benchmark Goal
Mid to End Growth | Cut Point for Risk
Beg to End Growth | Score Above Graph Bounds
Score Decrease | Score Decrease

Vocabulary/Oral Language Total Score



	Beg to Mid	Mid to End	Total
Louis M.	+0	+20	**+20**
Oscar G.	+9	+3	**+12**
Daphne A.	+9	+10	**+19**
Adrian S.	+10	+8	**+18**
Nick H.	+4	+5	**+9**
Adina M.	+14	+2	**+16**
Marcus C.	+4	+4	**+8**
Edward V.	+4	+4	**+8**
Joshua A.	-2 ←	+8	**+6**
David G.	+2	+7	**+9**
Travis B.	+6	+2	**+8**
Ralph T.	+9	-4 ←	**+5**
Caleb M.	+11	+1	**+12**
Jasmine H.	+11	+3	**+14**
Vivian P.	+4	+3	**+7**
Samuel C.	+3	+0	**+3**
Jackson L.	+1	+1	**+2**

The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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School: Bright Spring
Grade: Pre-K (Ages 4-5)
Year: 2015-2016
Class: B. Lucy

Class Progress Report

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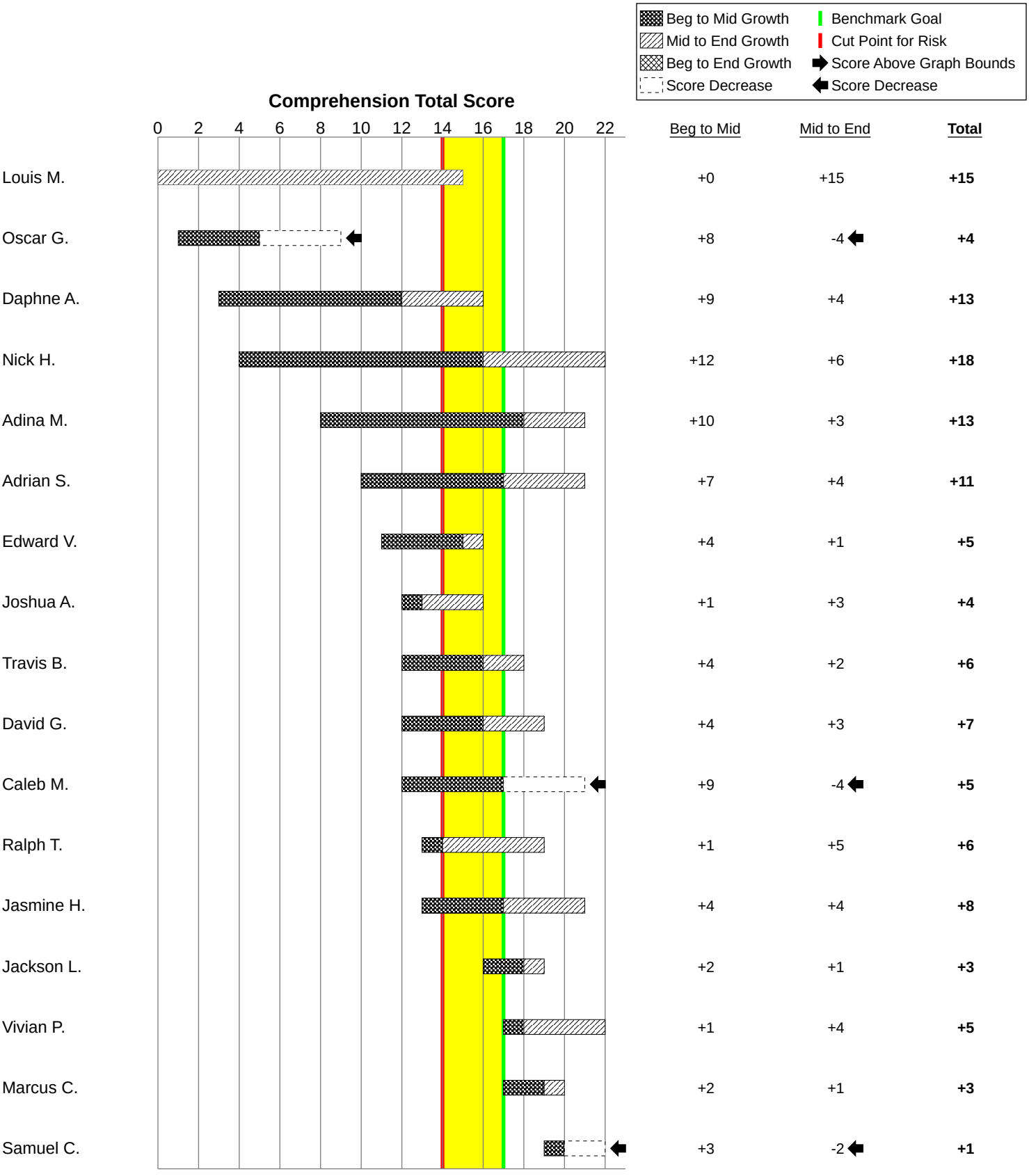
PELI



	Beg to Mid	Mid to End	Total
Louis M.	+0	+15	**+15**
Oscar G.	+8	-4	**+4**
Daphne A.	+9	+4	**+13**
Nick H.	+12	+6	**+18**
Adina M.	+10	+3	**+13**
Adrian S.	+7	+4	**+11**
Edward V.	+4	+1	**+5**
Joshua A.	+1	+3	**+4**
Travis B.	+4	+2	**+6**
David G.	+4	+3	**+7**
Caleb M.	+9	-4	**+5**
Ralph T.	+1	+5	**+6**
Jasmine H.	+4	+4	**+8**
Jackson L.	+2	+1	**+3**
Vivian P.	+1	+4	**+5**
Marcus C.	+2	+1	**+3**
Samuel C.	+3	-2	**+1**

The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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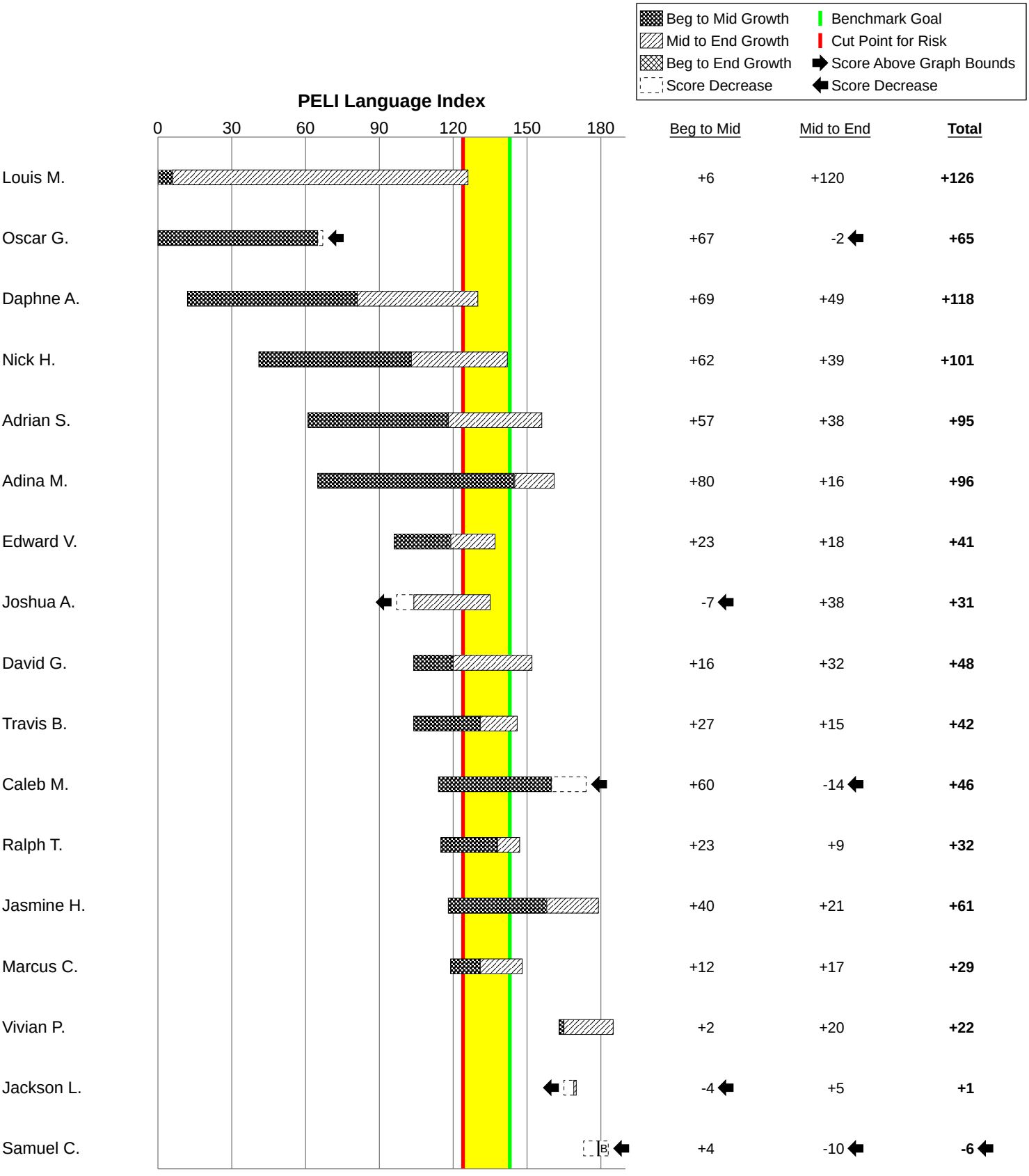
School: Bright Spring
Grade: Pre-K (Ages 4-5)
Year: 2015-2016
Class: B. Lucy

Class Progress Report

PELI



The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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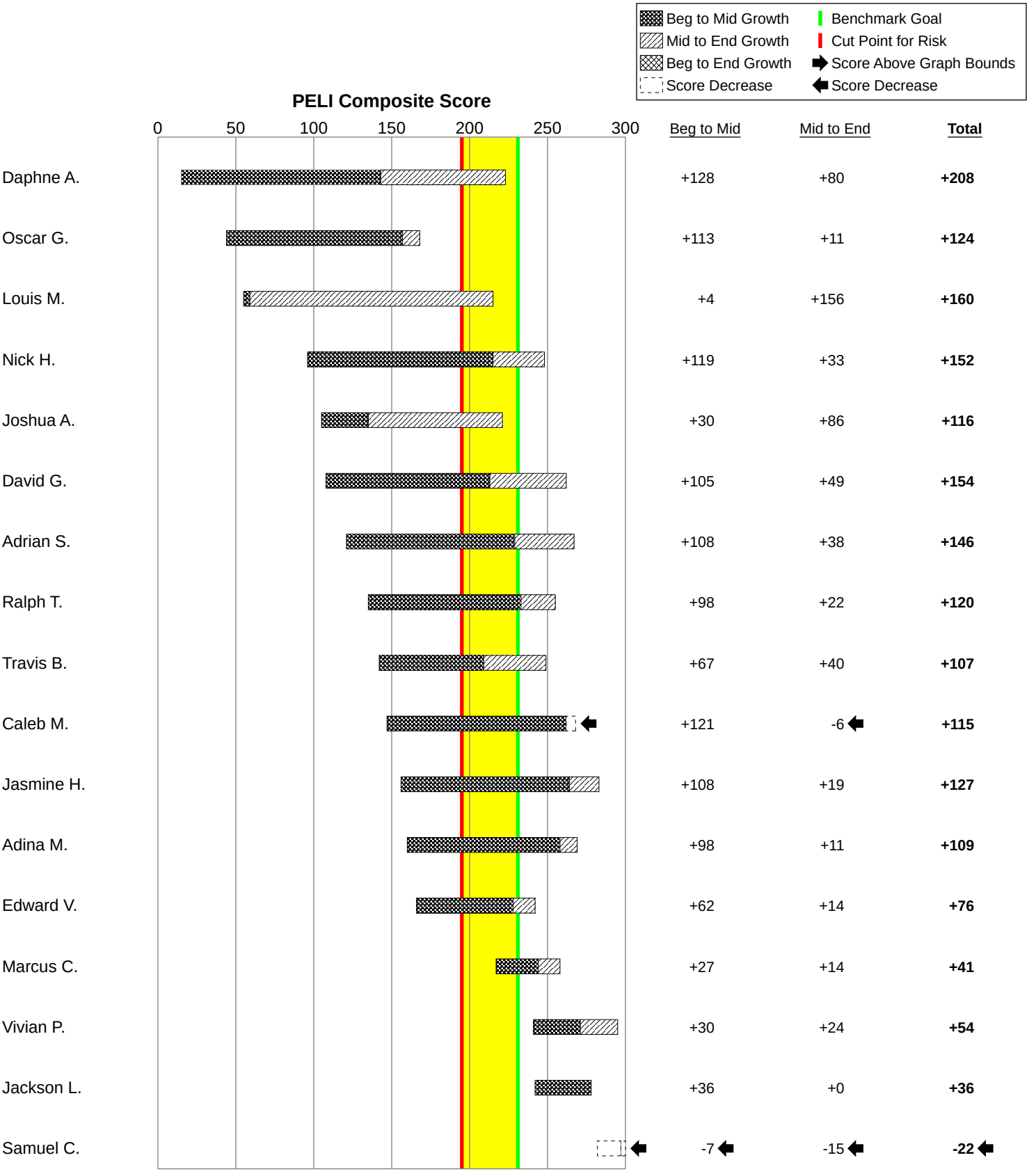
School: Bright Spring
Grade: Pre-K (Ages 4-5)
Year: 2015-2016
Class: B. Lucy

Class Progress Report

PELI



The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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School: Bright Spring
Grade: Pre-K (Ages 4-5), Beginning of Year
Year: 2015-2016
Class: B. Lucy

Classroom Report

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PELI

At or Above Benchmark / Likely to Need Core Support | Below Benchmark / Likely to Need Strategic Support | Well Below Benchmark / Likely to Need Intensive Support

NAME	STUDENT ID	AK		PA		VOL		COMP		LANGUAGE INDEX		COMPOSITE	
		Total	Local Percentile	Total	Local Percentile	Total	Local Percentile	Total	Local Percentile	Total	Local Percentile	Total ▲	Local Percentile
A., Daphne	10002	1	13	0	18	1	9	3	13	12	9	15	5
G., Oscar	10003	19	63	0	18	0	3	1	6	0	3	44	10
M., Louis	10004	26	95	0	18	0	3	0	< 1	0	3	55	14
H., Nick	10005	20	69	2	54	8	20	4	18	41	17	96	16
A., Joshua	10006	0	5	0	18	16	40	12	46	104	38	105	18
G., David	10007	1	13	0	18	16	40	12	46	104	38	108	20
S., Adrian	10008	26	95	0	18	6	18	10	28	61	22	121	30
T., Ralph	10009	4	26	2	54	18	48	13	60	115	53	135	41
B., Travis	100010	12	44	2	54	16	40	12	46	104	38	142	42
M., Caleb	100011	6	31	4	67	19	59	12	46	114	46	147	44
H., Jasmine	100012	12	44	2	54	19	59	13	60	118	60	156	54
M., Adina	100013	21	74	10	83	10	24	8	25	65	24	160	56
V., Edward	100014	16	56	7	72	15	34	11	35	96	29	166	61
C., Marcus	100015	22	78	10	83	14	31	17	80	119	64	217	82
P., Vivian	100016	25	89	4	67	27	90	17	80	163	90	241	90
L., Jackson	100017	23	81	4	67	30	96	16	75	169	92	242	92
C., Samuel	100018	26	95	14	94	29	92	19	91	179	95	304	> 99
	GOAL	6		4		18		13		114		159	
	AVERAGE	15.3		3.6		14.4		10.6		92.0		144.4	

The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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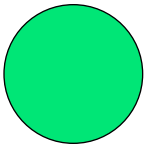
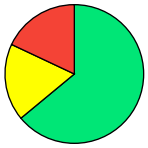
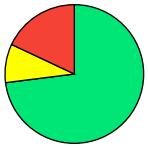
District: Test District C
Grade: Pre-K (Ages 4-5)
Year: 2015-2016

Effectiveness of Instructional Support Levels

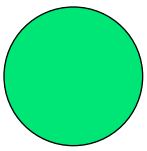
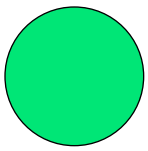
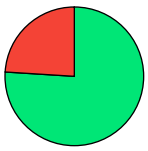
Beginning of Year to Middle of Year

PELI

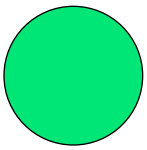
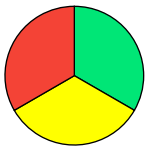
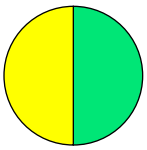
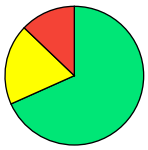
District-wide: Test District C

Beginning of Year PELI Composite Score	Likely to Need Core Support 42% (n = 14)	Likely to Need Strategic Support 33% (n = 11)	Likely to Need Intensive Support 24% (n = 8)	Total N = 33
Middle of Year Outcomes	PELI Composite	PELI Composite	PELI Composite	Total Middle of Year PELI Composite
	 100% n = 14; 0% n = 0; 0% n = 0	 64% n = 7; 18% n = 2; 18% n = 2	38% n = 3; 13% n = 1; 50% n = 4	 73% n = 24; 9% n = 3; 18% n = 6

↳ School: Bright Spring

Beginning of Year PELI Composite Score	Likely to Need Core Support 35% (n = 6)	Likely to Need Strategic Support 29% (n = 5)	Likely to Need Intensive Support 35% (n = 6)	Total N = 17
Middle of Year Outcomes	PELI Composite	PELI Composite	PELI Composite	Total Middle of Year PELI Composite
	 100% n = 6; 0% n = 0; 0% n = 0	 100% n = 5; 0% n = 0; 0% n = 0	33% n = 2; 0% n = 0; 67% n = 4	 76% n = 13; 0% n = 0; 24% n = 4

↳ School: Delight Valley

Beginning of Year PELI Composite Score	Likely to Need Core Support 50% (n = 8)	Likely to Need Strategic Support 38% (n = 6)	Likely to Need Intensive Support 13% (n = 2)	Total N = 16
Middle of Year Outcomes	PELI Composite	PELI Composite	PELI Composite	Total Middle of Year PELI Composite
	 100% n = 8; 0% n = 0; 0% n = 0	 33% n = 2; 33% n = 2; 33% n = 2	 50% n = 1; 50% n = 1; 0% n = 0	 69% n = 11; 19% n = 3; 13% n = 2

↳ School: Happy Kids Preschool

Beginning of Year PELI Composite Score	Likely to Need Core Support --% (n = 0)	Likely to Need Strategic Support --% (n = 0)	Likely to Need Intensive Support --% (n = 0)	Total N = 0
Middle of Year Outcomes	PELI Composite	PELI Composite	PELI Composite	Total Middle of Year PELI Composite
	--% n = 0; --% n = 0; --% n = 0	--% n = 0; --% n = 0; --% n = 0	--% n = 0; --% n = 0; --% n = 0	--% n = 0; --% n = 0; --% n = 0

Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

This report only includes students who were tested at both time periods.

The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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District: Test District C
Grade: Pre-K (Ages 4-5)
Year: 2015-2016

District Overview

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PELI

PELI Composite Score

Beginning of Year	Middle of Year	End of Year
45% (n = 24) 26% (n = 14) 28% (n = 15)	73% (n = 24) 9% (n = 3) 18% (n = 6)	58% (n = 18) 23% (n = 7) 19% (n = 6)
Number of Students = 53 Average = 153 Standard Deviation = 71.8 Score Range = 1 to 304	Number of Students = 33 Average = 217.1 Standard Deviation = 53.6 Score Range = 59 to 297	Number of Students = 31 Average = 233.1 Standard Deviation = 39.4 Score Range = 123 to 295

Alphabet Knowledge Total Score

70% (n = 38) 13% (n = 7) 17% (n = 9)	79% (n = 26) 15% (n = 5) 6% (n = 2)	81% (n = 25) 6% (n = 2) 13% (n = 4)
Number of Students = 54 Average = 13.2 Standard Deviation = 9 Score Range = 0 to 26	Number of Students = 33 Average = 21.2 Standard Deviation = 7.4 Score Range = 2 to 26	Number of Students = 31 Average = 23.2 Standard Deviation = 5.9 Score Range = 3 to 26

Phonological Awareness Total Score

36% (n = 19) 28% (n = 15) 36% (n = 19)	58% (n = 19) 27% (n = 9) 15% (n = 5)	71% (n = 22) 16% (n = 5) 13% (n = 4)
Number of Students = 53 Average = 4 Standard Deviation = 4.8 Score Range = 0 to 15	Number of Students = 33 Average = 9.5 Standard Deviation = 4.8 Score Range = 0 to 15	Number of Students = 31 Average = 12.3 Standard Deviation = 3.6 Score Range = 0 to 15

Vocabulary/Oral Language Total Score

57% (n = 30) 15% (n = 8) 28% (n = 15)	64% (n = 21) 21% (n = 7) 15% (n = 5)	55% (n = 17) 32% (n = 10) 13% (n = 4)
Number of Students = 53 Average = 16.3 Standard Deviation = 8.8 Score Range = 0 to 33	Number of Students = 33 Average = 22.2 Standard Deviation = 7.3 Score Range = 0 to 32	Number of Students = 31 Average = 23.6 Standard Deviation = 5 Score Range = 12 to 34

Comprehension Total Score

47% (n = 25) 26% (n = 14) 26% (n = 14)	76% (n = 25) 15% (n = 5) 9% (n = 3)	45% (n = 14) 32% (n = 10) 23% (n = 7)
Number of Students = 53 Average = 11.5 Standard Deviation = 5.9 Score Range = 0 to 23	Number of Students = 33 Average = 16.8 Standard Deviation = 4.5 Score Range = 0 to 23	Number of Students = 31 Average = 16.2 Standard Deviation = 3.8 Score Range = 5 to 22

Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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District Overview

Beginning of Year	Middle of Year	End of Year

PELI Language Index

57% (n = 30)
17% (n = 9)
26% (n = 14)

Number of Students = 53
Average = 102.7
Standard Deviation = 51.6
Score Range = 0 to 197

58% (n = 19)
24% (n = 8)
18% (n = 6)

Number of Students = 33
Average = 134.9
Standard Deviation = 35.7
Score Range = 6 to 183

45% (n = 14)
32% (n = 10)
23% (n = 7)

Number of Students = 31
Average = 138.9
Standard Deviation = 23.5
Score Range = 65 to 185

Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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School: Bright Spring
Grade: Pre-K (Ages 4-5), Middle of Year
Year: 2015-2016
Class: B. Lucy

Progress Monitoring Scores Table

PELI

			December				January				February			
Score	Name	Student ID	Wk 1	Wk 2	Wk 3	Wk 4	Wk 1	Wk 2	Wk 3	Wk 4	Wk 1	Wk 2	Wk 3	Wk 4
VOL	Daphne A.	10002								9		12		16
	Joshua A.	10006								14		16		18
	Oscar G.	10003								8		10		11
	Nick H.	10005								13		15		13

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Name: Daphne A.
StudentID: 10002
School: Bright Spring
Class: B. Lucy
Grade: Pre-K (Ages 4-5)
Year: 2015-2016

Student Progress Monitoring Graphs

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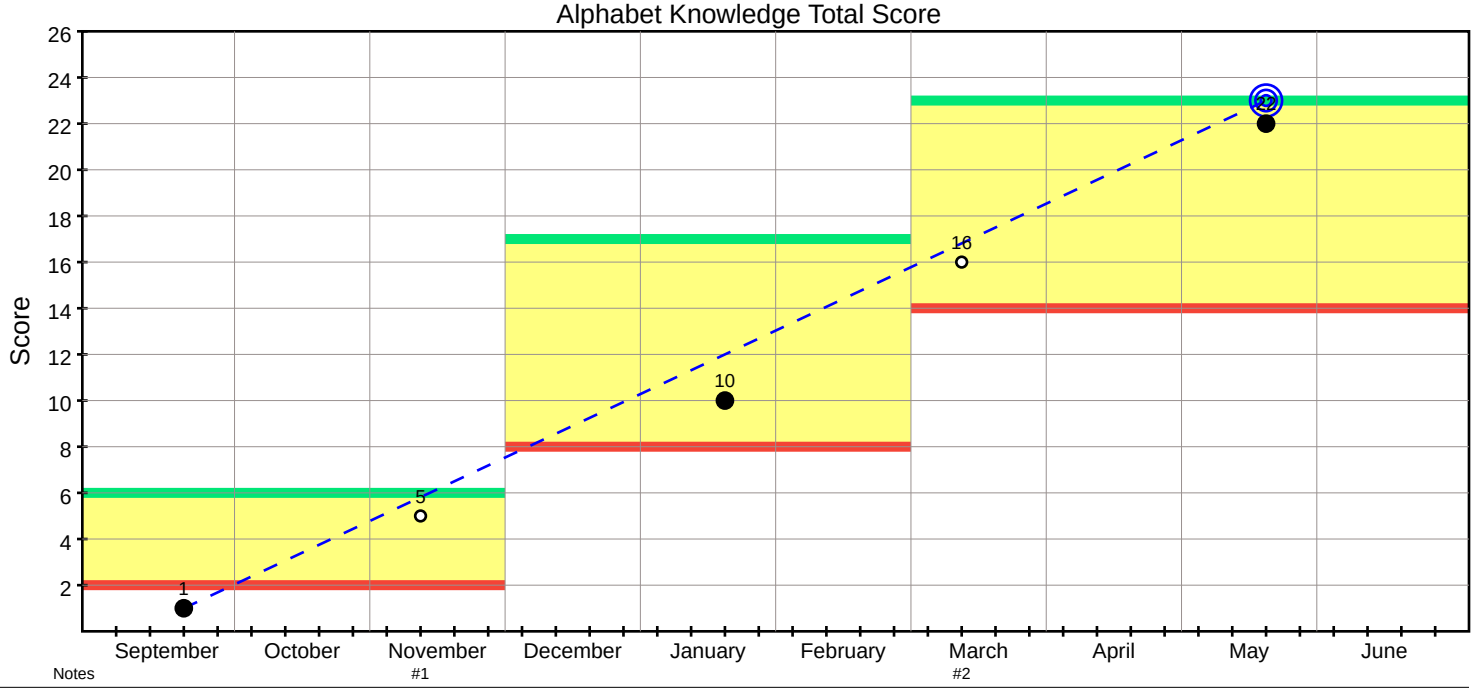
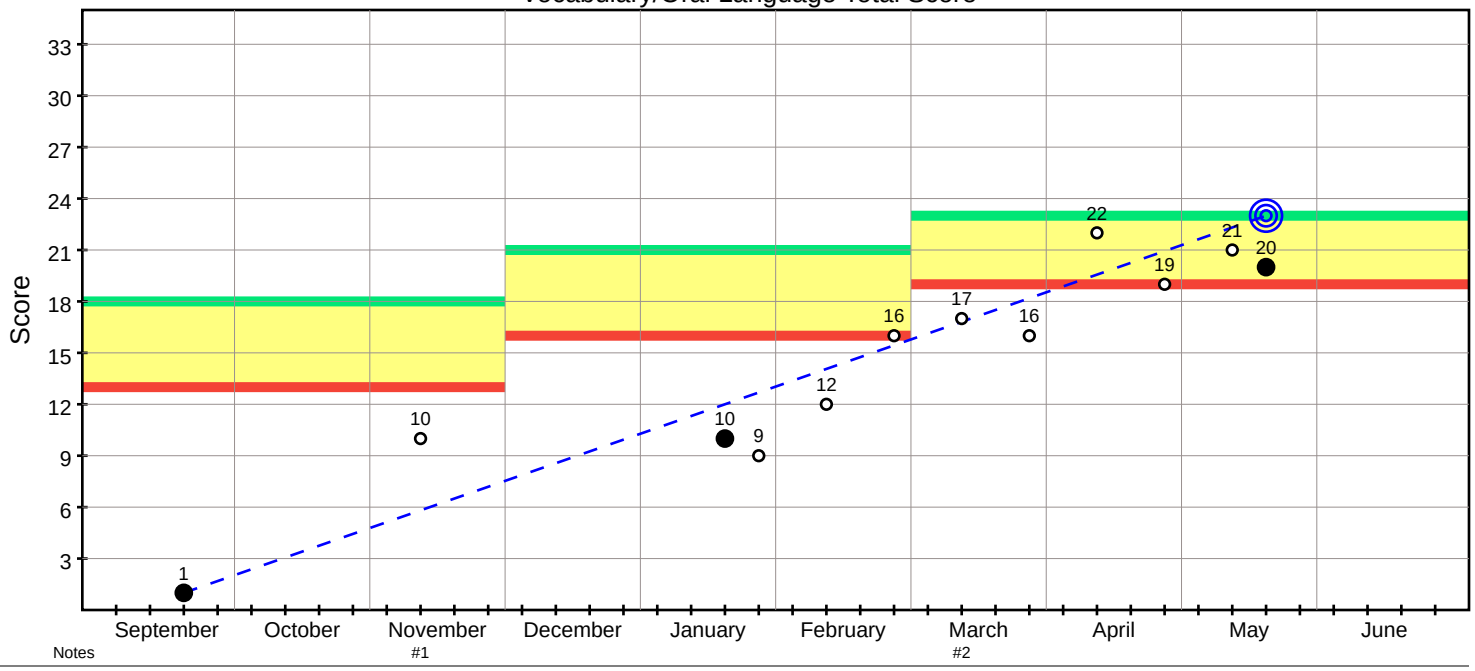
PELI

- Benchmark Score
- Progress Monitoring Score
- Score Above Graph Boundary
- Aimline
- Target Score
- Benchmark Goal
- Cut Point for Risk
- Instructional Support Change Line

Alphabet Knowledge Total Score



Vocabulary/Oral Language Total Score



#1: Interim Book: Space

#2: Interim Book: Grocery Store
The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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Name: Daphne A.
StudentID: 10002
School: Bright Spring
Class: B. Lucy
Grade: Pre-K (Ages 4-5)
Year: 2015-2016

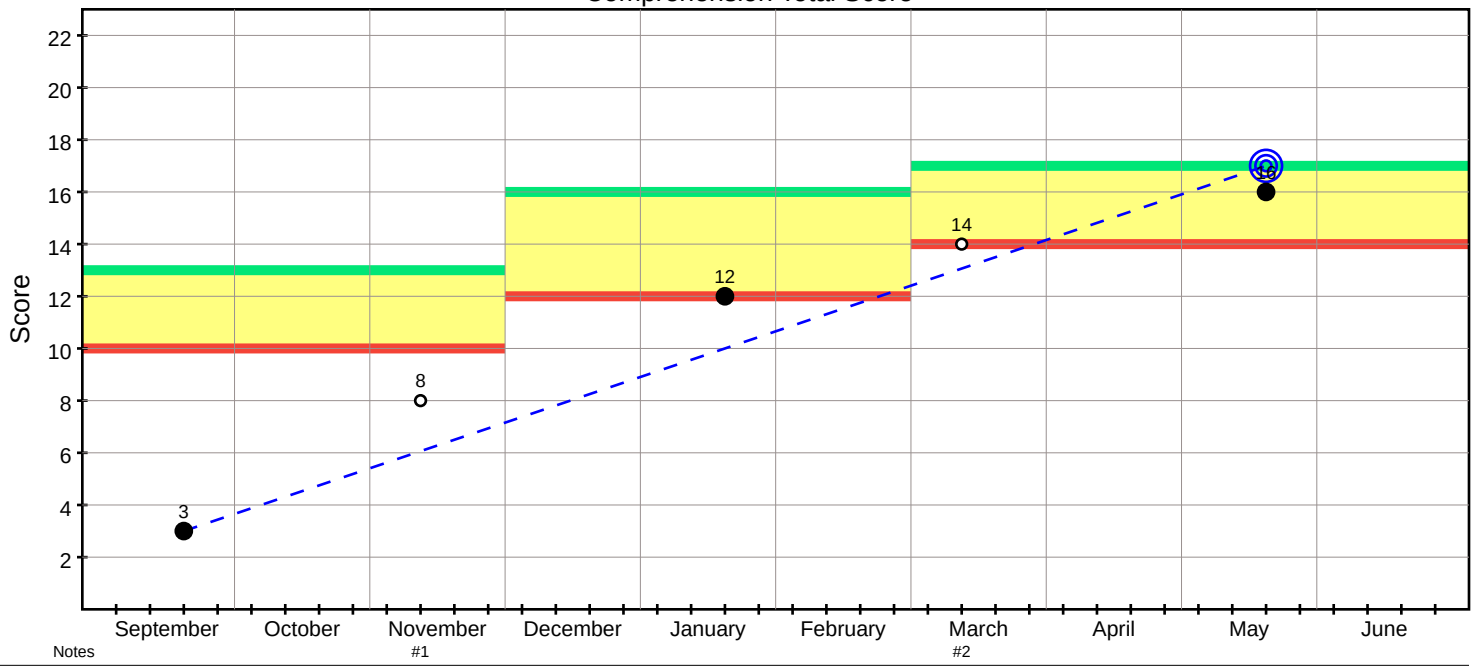
Student Progress Monitoring Graphs

acadience™ data management

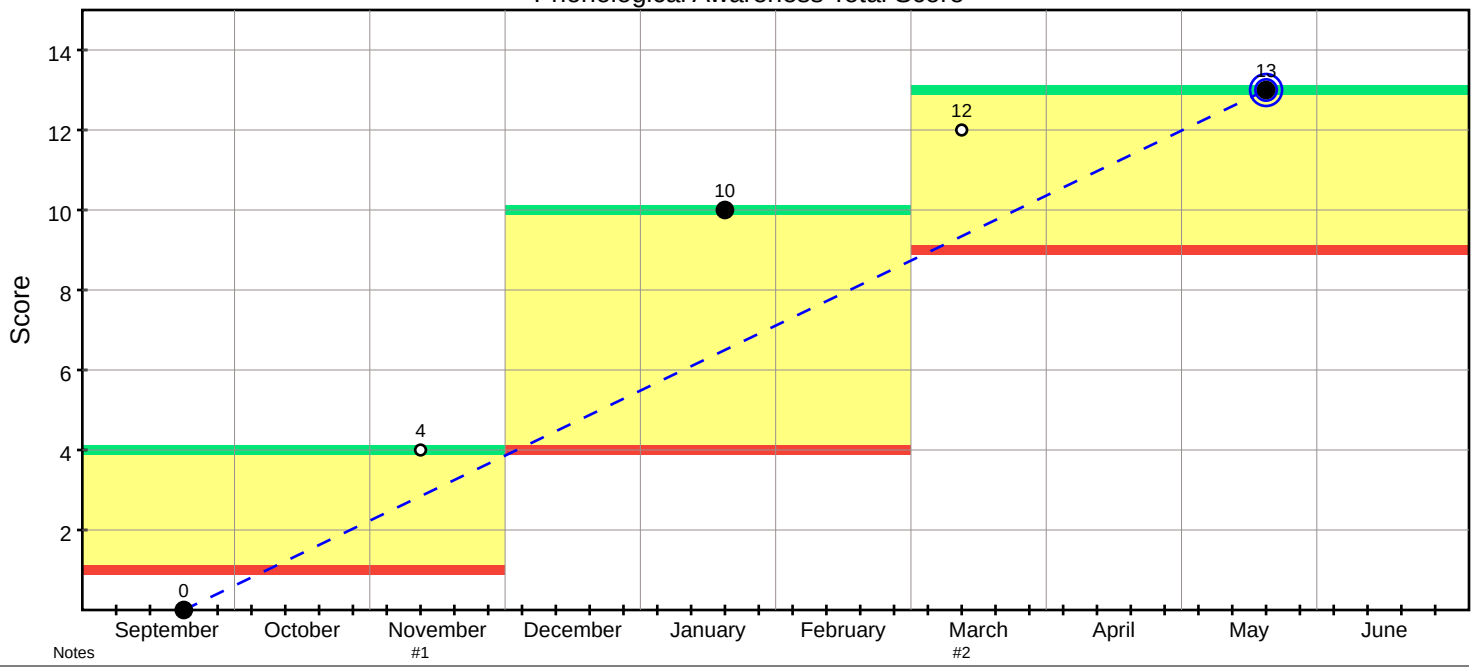
PELI

Benchmark Score
Progress Monitoring Score
Score Above Graph Boundary
Aimline
Target Score
Benchmark Goal
Cut Point for Risk
Instructional Support Change Line

Comprehension Total Score



Phonological Awareness Total Score



#1: Interim Book: Space

#2: Interim Book: Grocery Store
The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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Name: Daphne A.
StudentID: 10002
School: Bright Spring
Class: B. Lucy
Grade: Pre-K (Ages 4-5)
Year: 2015-2016

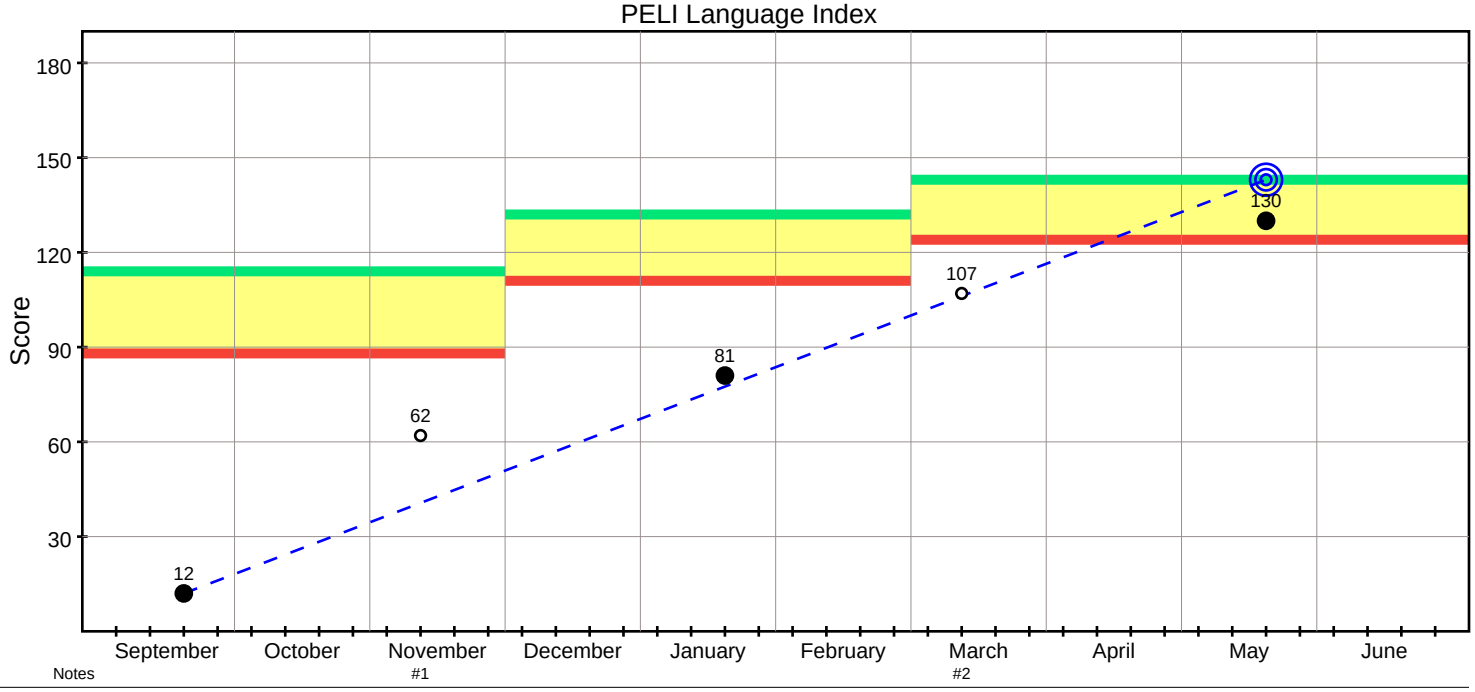
Student Progress Monitoring Graphs

acadience™ data management

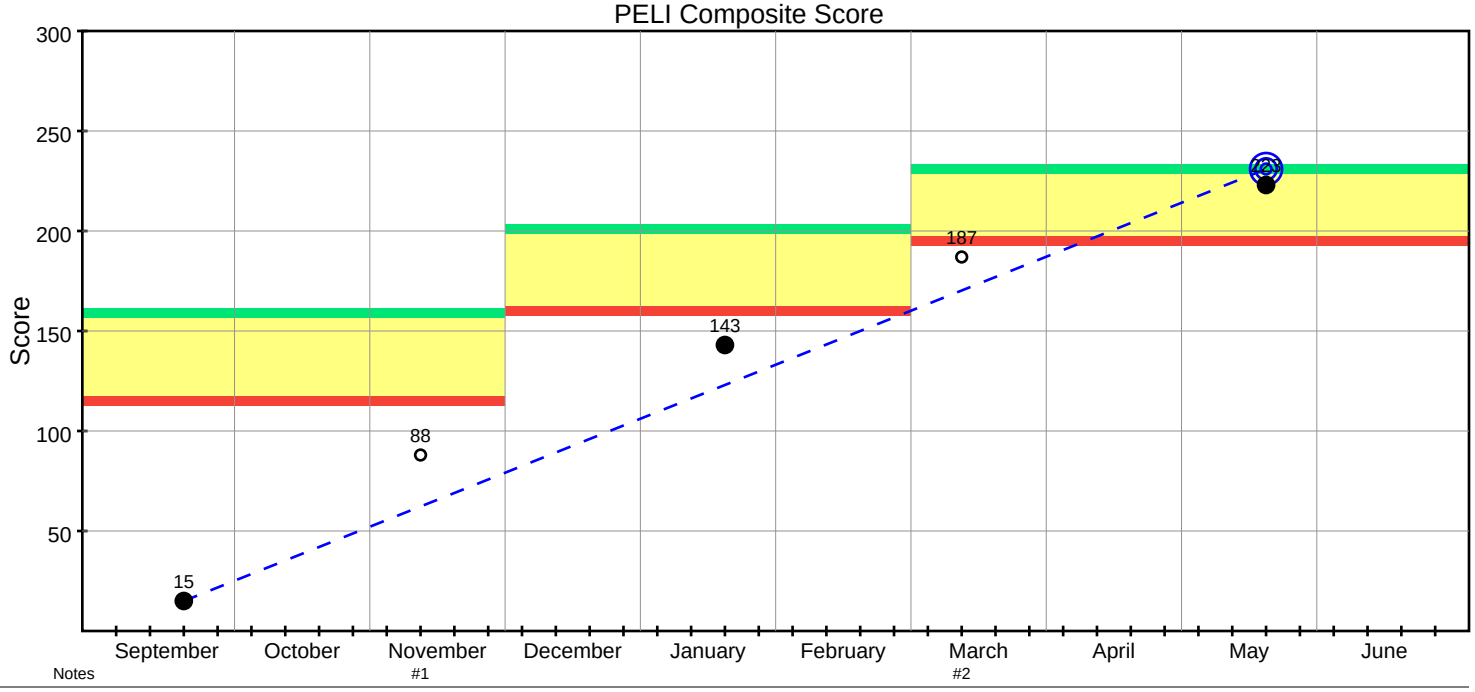
PELI

Benchmark Score
Progress Monitoring Score
Score Above Graph Boundary
Aimline
Target Score
Benchmark Goal
Cut Point for Risk
Instructional Support Change Line

PELI Language Index



PELI Composite Score



#1: Interim Book: Space

#2: Interim Book: Grocery Store

The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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Name: Joshua A.
StudentID: 10006
School: Bright Spring
Class: B. Lucy
Grade: Pre-K (Ages 4-5)
Year: 2015-2016

Student Progress Monitoring Graphs

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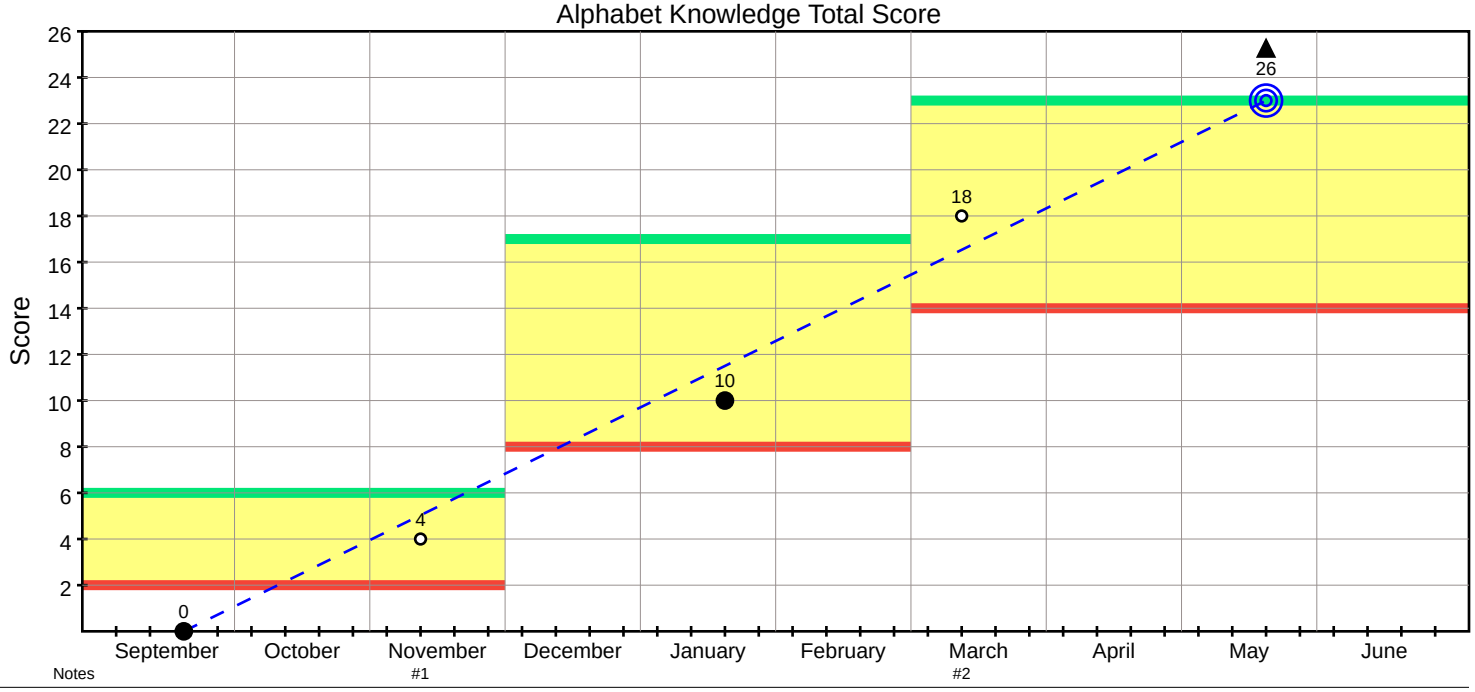
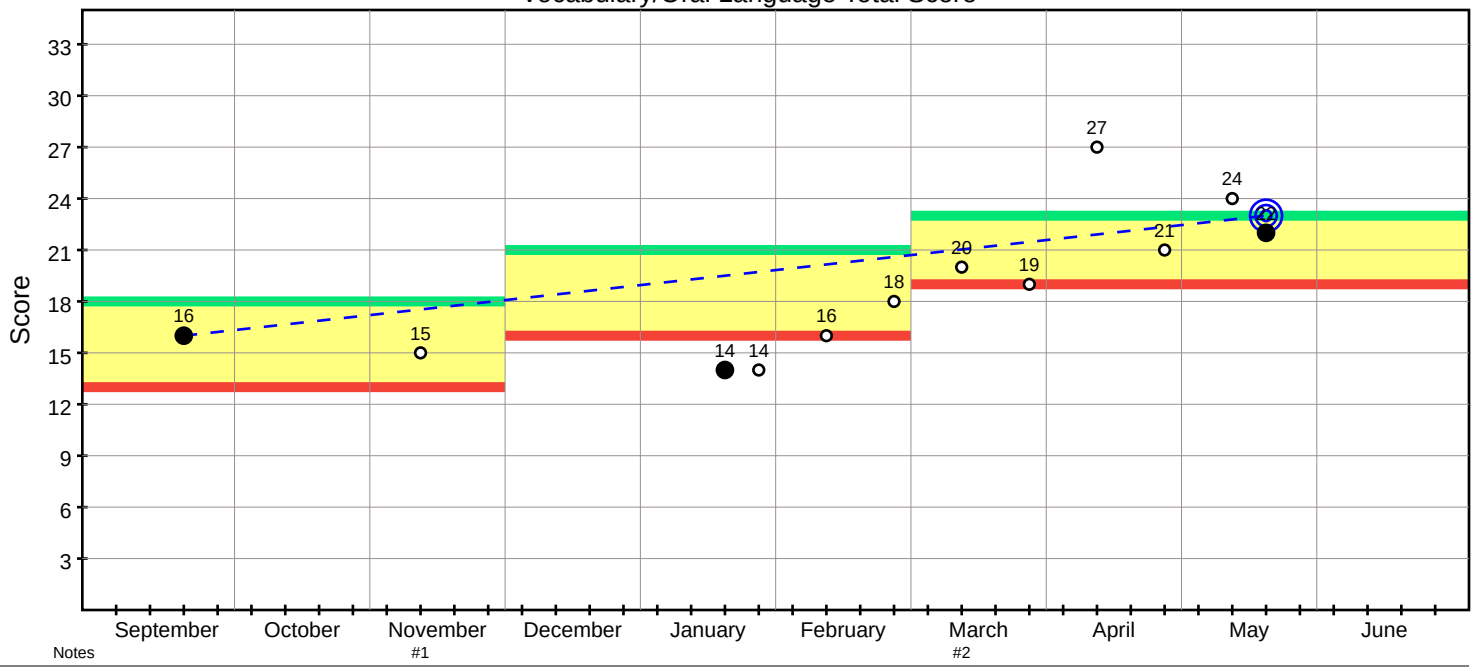
PELI

Benchmark Score
Progress Monitoring Score
Score Above Graph Boundary
Aimline
Target Score
Benchmark Goal
Cut Point for Risk
Instructional Support Change Line

Alphabet Knowledge Total Score



Vocabulary/Oral Language Total Score



#1: Interim Book: space

#2: Interim Book: Grocery Store
The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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Name: Joshua A.
StudentID: 10006
School: Bright Spring
Class: B. Lucy
Grade: Pre-K (Ages 4-5)
Year: 2015-2016

Student Progress Monitoring Graphs

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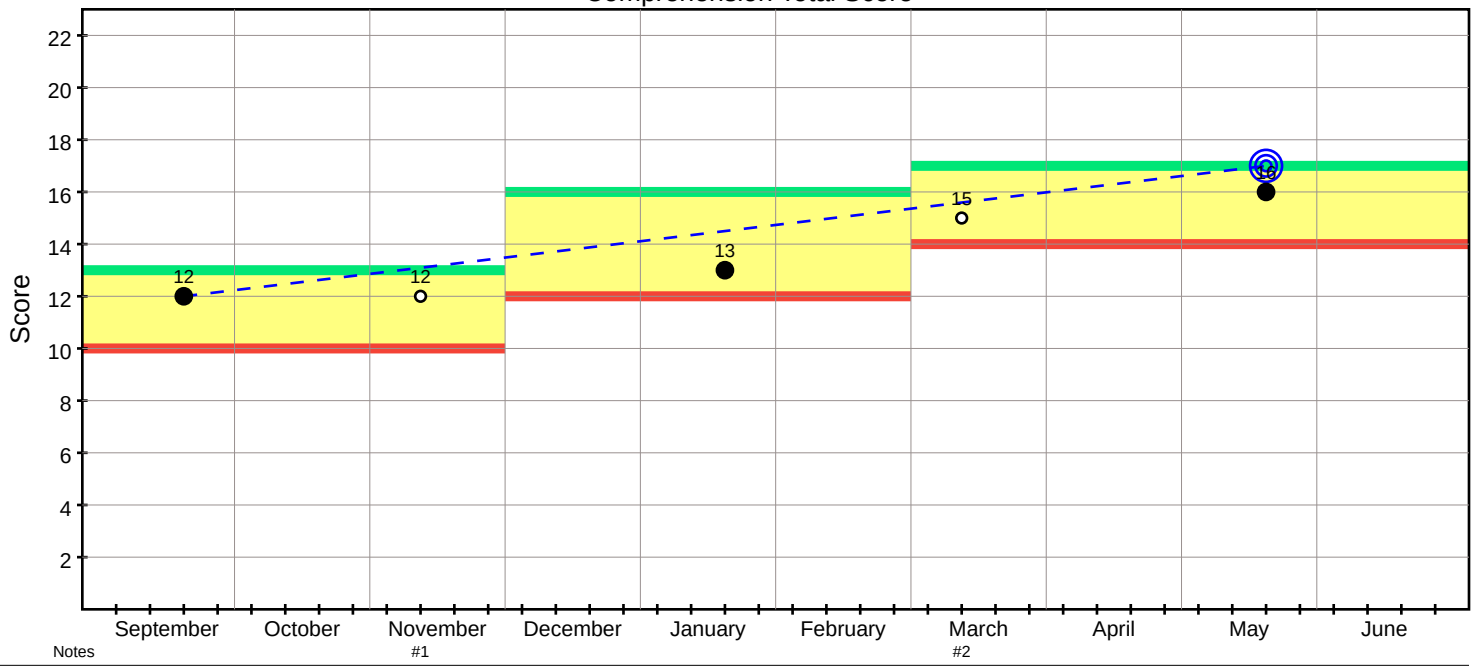
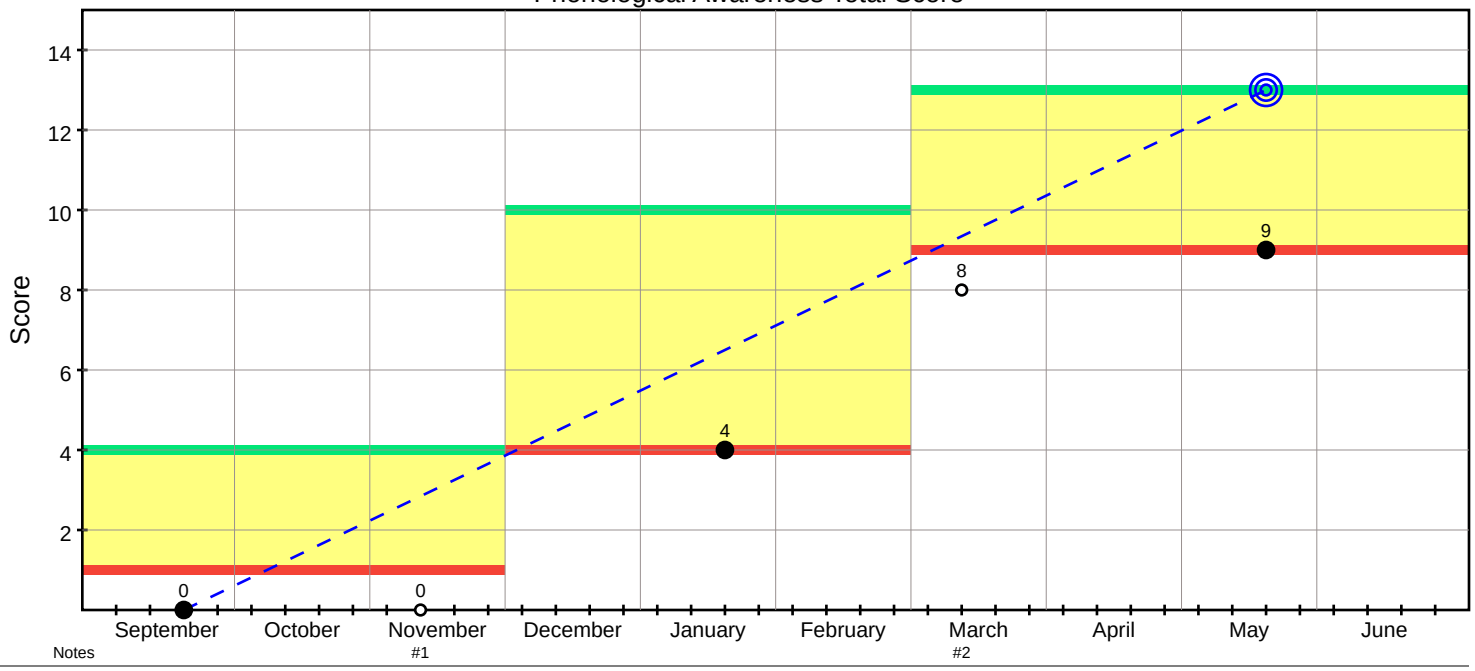
PELI

- Benchmark Score
- Progress Monitoring Score
- Score Above Graph Boundary
- Aimline
- Target Score
- Benchmark Goal
- Cut Point for Risk
- Instructional Support Change Line

Comprehension Total Score



Phonological Awareness Total Score



#1: Interim Book: space

#2: Interim Book: Grocery Store

The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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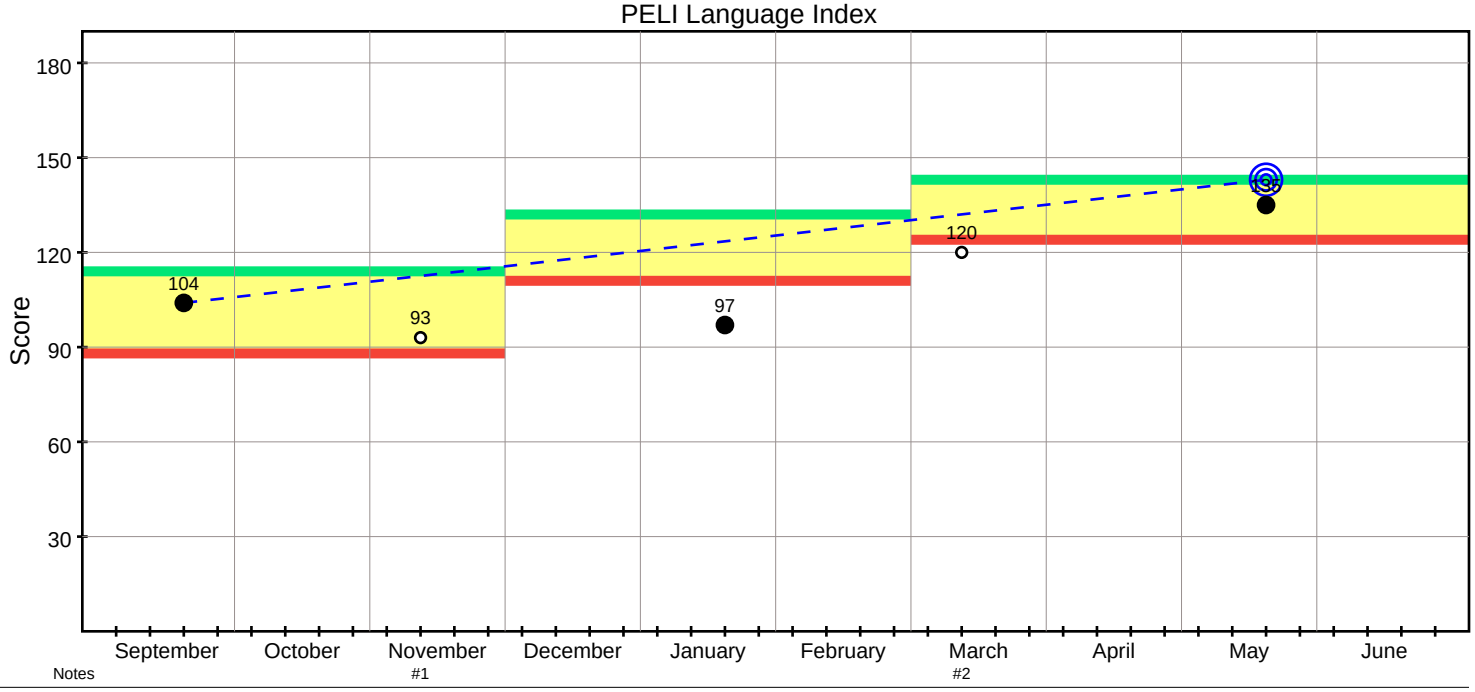
Name: Joshua A.
StudentID: 10006
School: Bright Spring
Class: B. Lucy
Grade: Pre-K (Ages 4-5)
Year: 2015-2016

Student Progress Monitoring Graphs

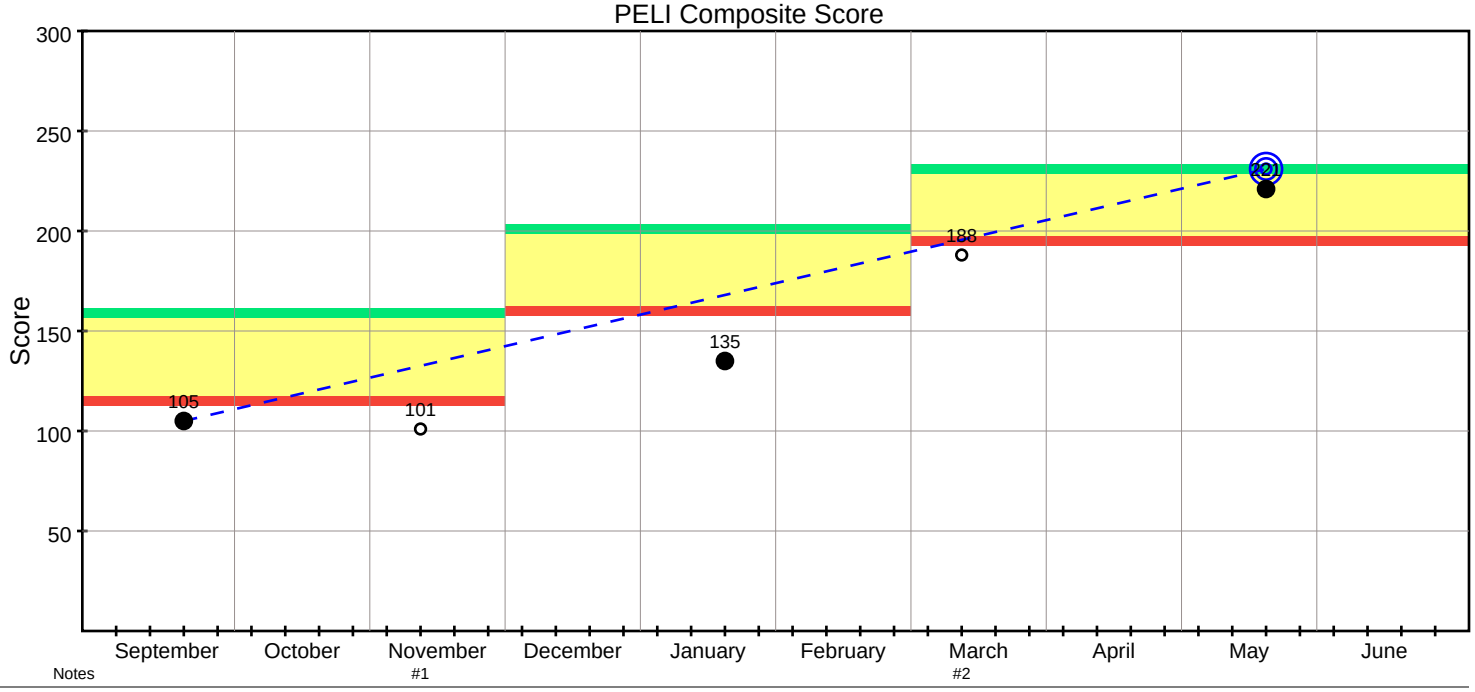
PELI

Benchmark Score
Progress Monitoring Score
Score Above Graph Boundary
Aimline
Target Score
Benchmark Goal
Cut Point for Risk
Instructional Support Change Line

PELI Language Index



PELI Composite Score



#1: Interim Book: space

#2: Interim Book: Grocery Store

The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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Name: David G.
StudentID: 10007
School: Bright Spring
Class: B. Lucy
Grade: Pre-K (Ages 4-5)
Year: 2015-2016

Student Progress Monitoring Graphs

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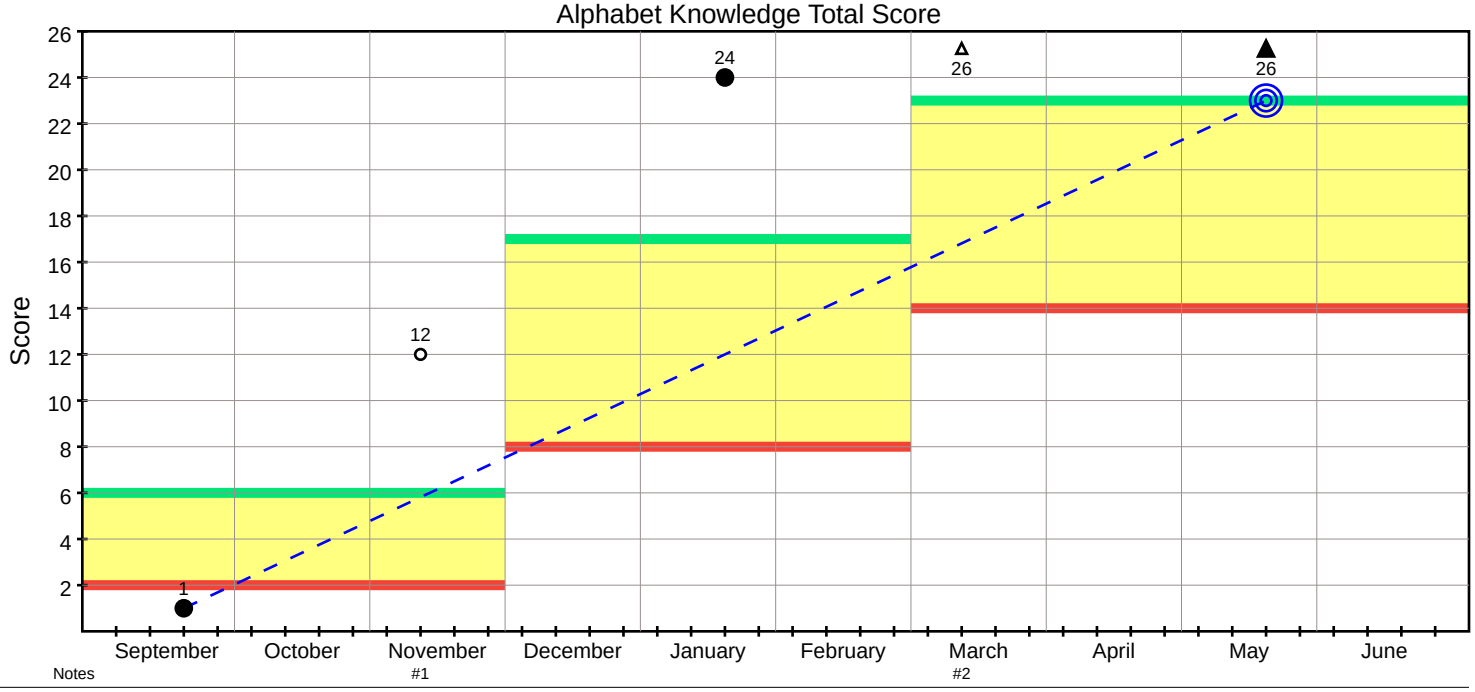
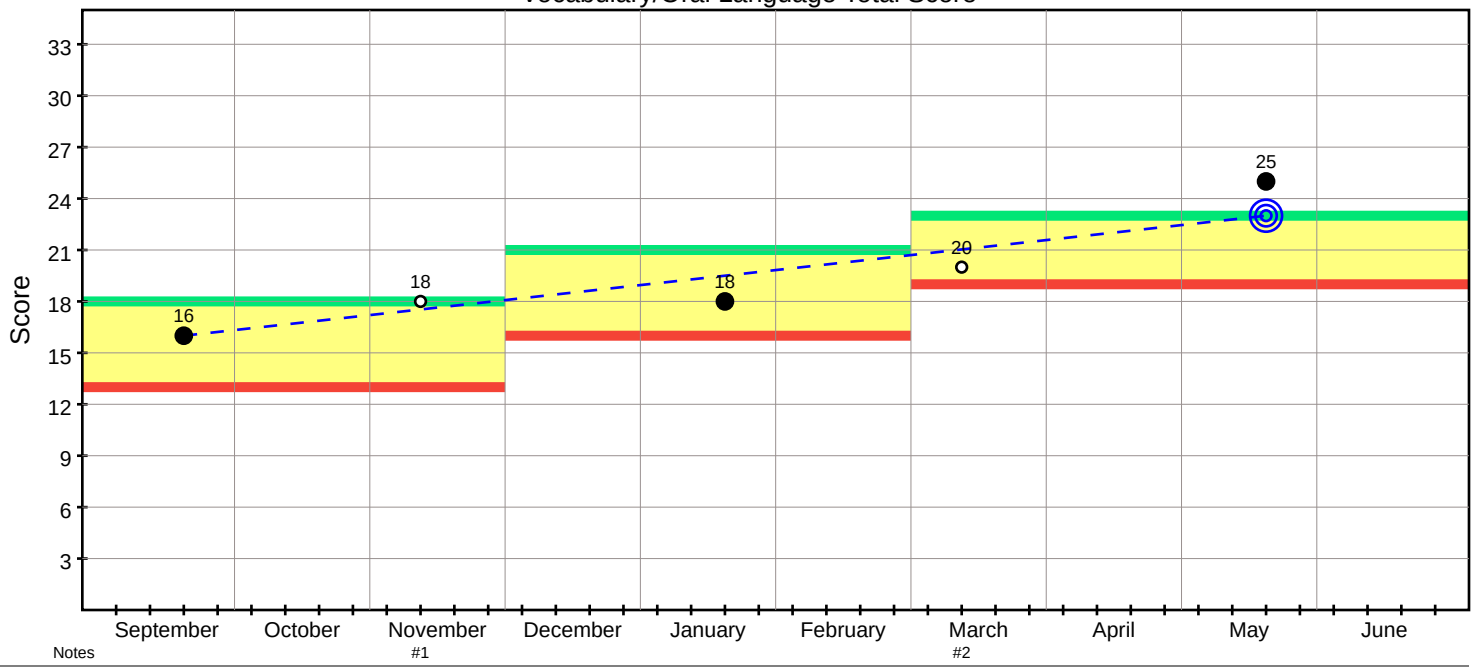
PELI

- Benchmark Score
- Progress Monitoring Score
- Score Above Graph Boundary
- Aimline
- Target Score
- Benchmark Goal
- Cut Point for Risk
- Instructional Support Change Line

Alphabet Knowledge Total Score



Vocabulary/Oral Language Total Score



#1: Interim book: Space

#2: Interim Book: Grocery Store
The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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Name: David G.
StudentID: 10007
School: Bright Spring
Class: B. Lucy
Grade: Pre-K (Ages 4-5)
Year: 2015-2016

Student Progress Monitoring Graphs

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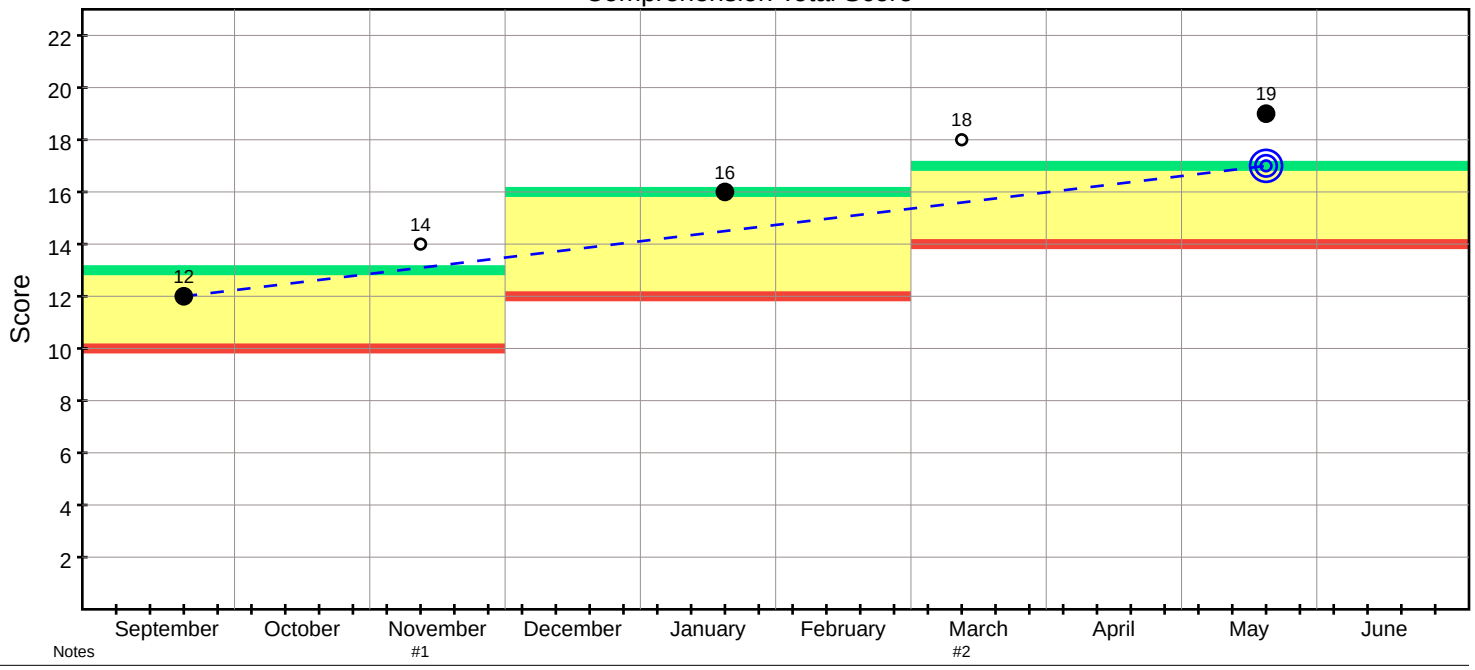
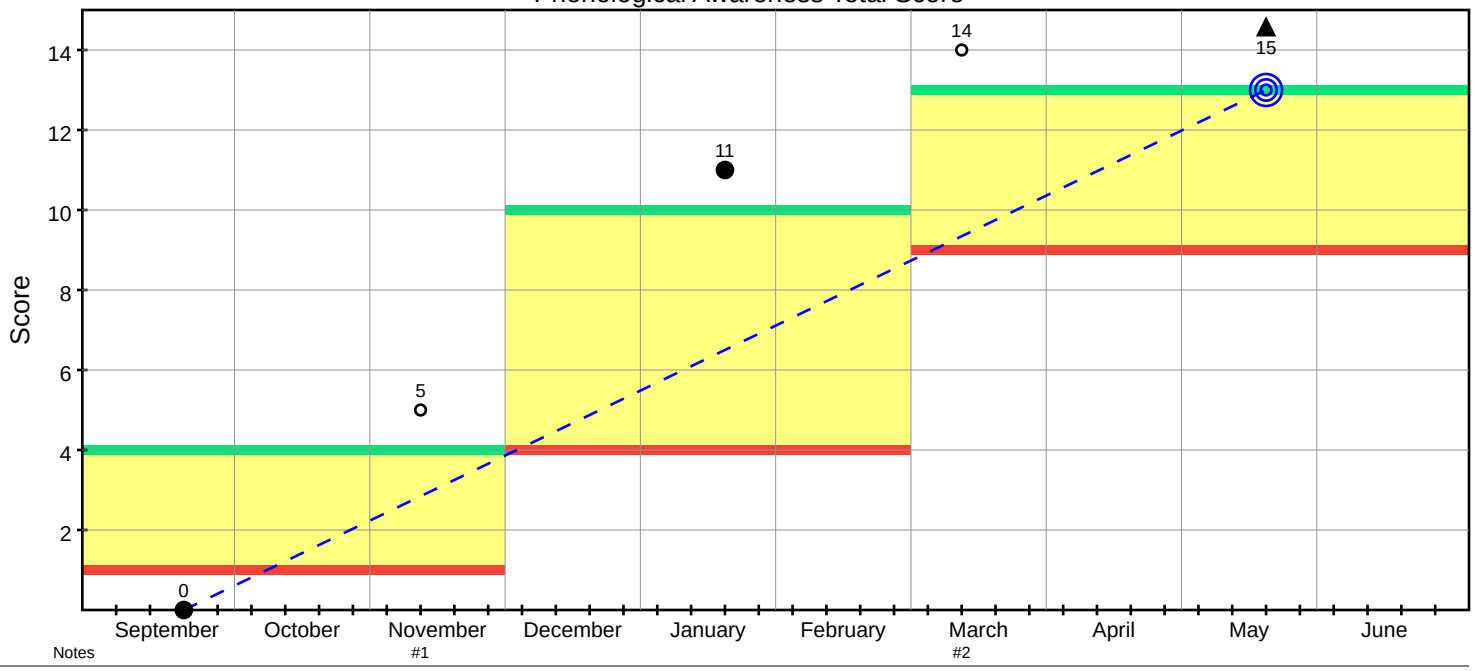
PELI

Benchmark Score
Progress Monitoring Score
Score Above Graph Boundary
Aimline
Target Score
Benchmark Goal
Cut Point for Risk
Instructional Support Change Line

Comprehension Total Score



Phonological Awareness Total Score



#1: Interim book: Space

#2: Interim Book: Grocery Store
The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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Name: David G.
StudentID: 10007
School: Bright Spring
Class: B. Lucy
Grade: Pre-K (Ages 4-5)
Year: 2015-2016

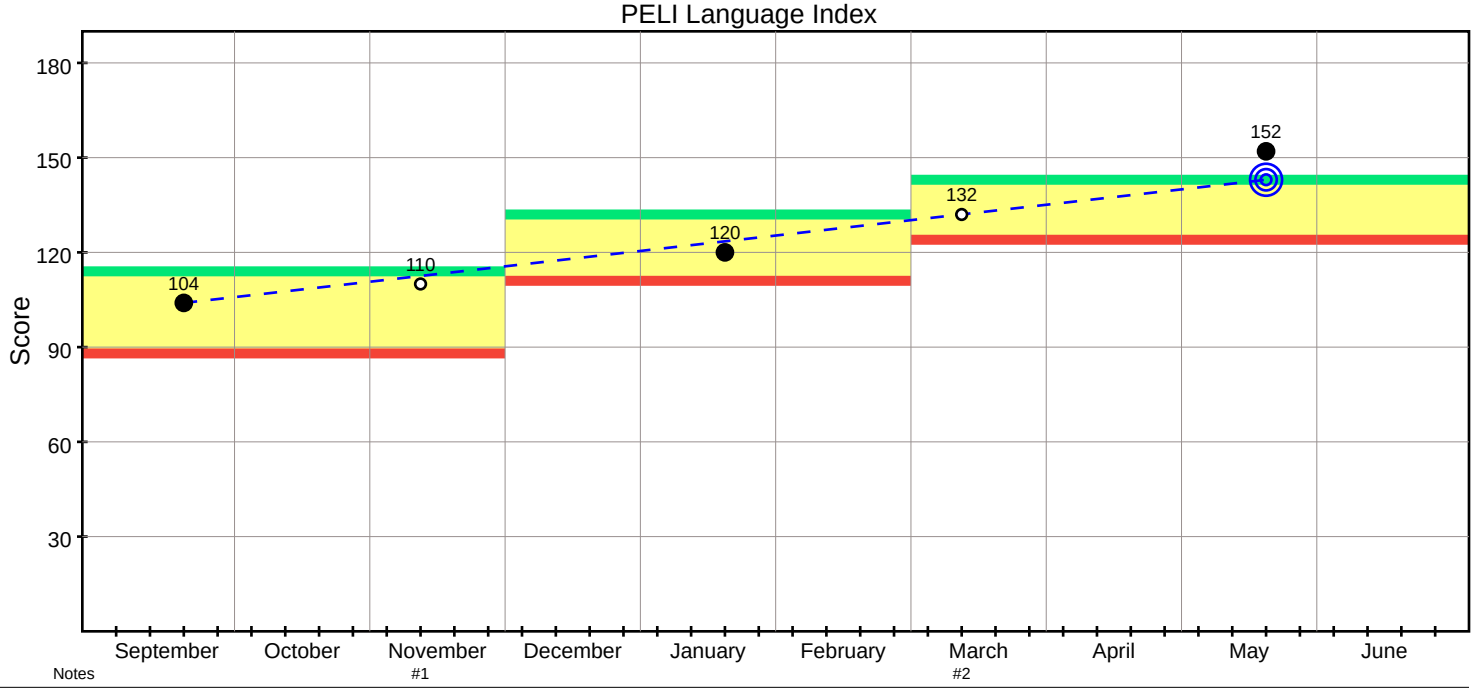
Student Progress Monitoring Graphs

acadience™ data management

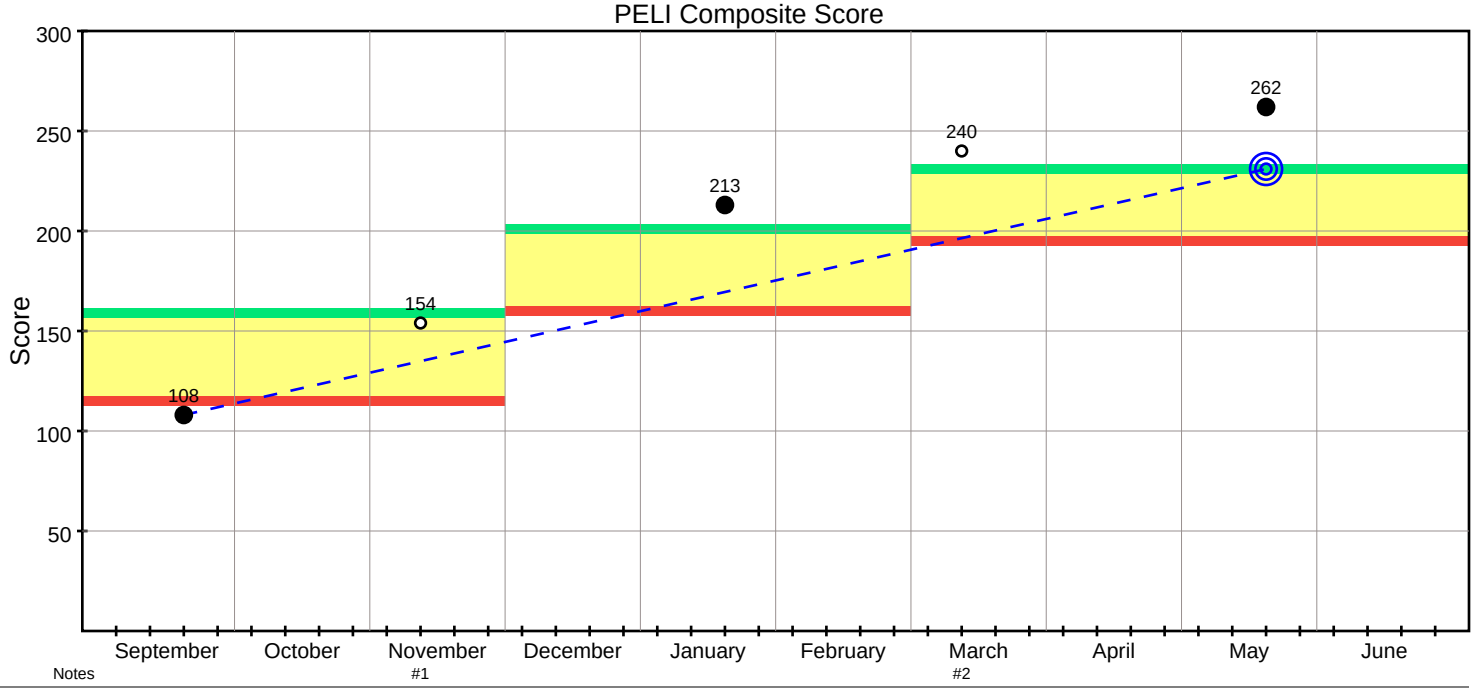
PELI

Benchmark Score
Progress Monitoring Score
Score Above Graph Boundary
Aimline
Target Score
Benchmark Goal
Cut Point for Risk
Instructional Support Change Line

PELI Language Index



PELI Composite Score



#1: Interim book: Space

#2: Interim Book: Grocery Store
The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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Name: Oscar G.
StudentID: 10003
School: Bright Spring
Class: B. Lucy
Grade: Pre-K (Ages 4-5)
Year: 2015-2016

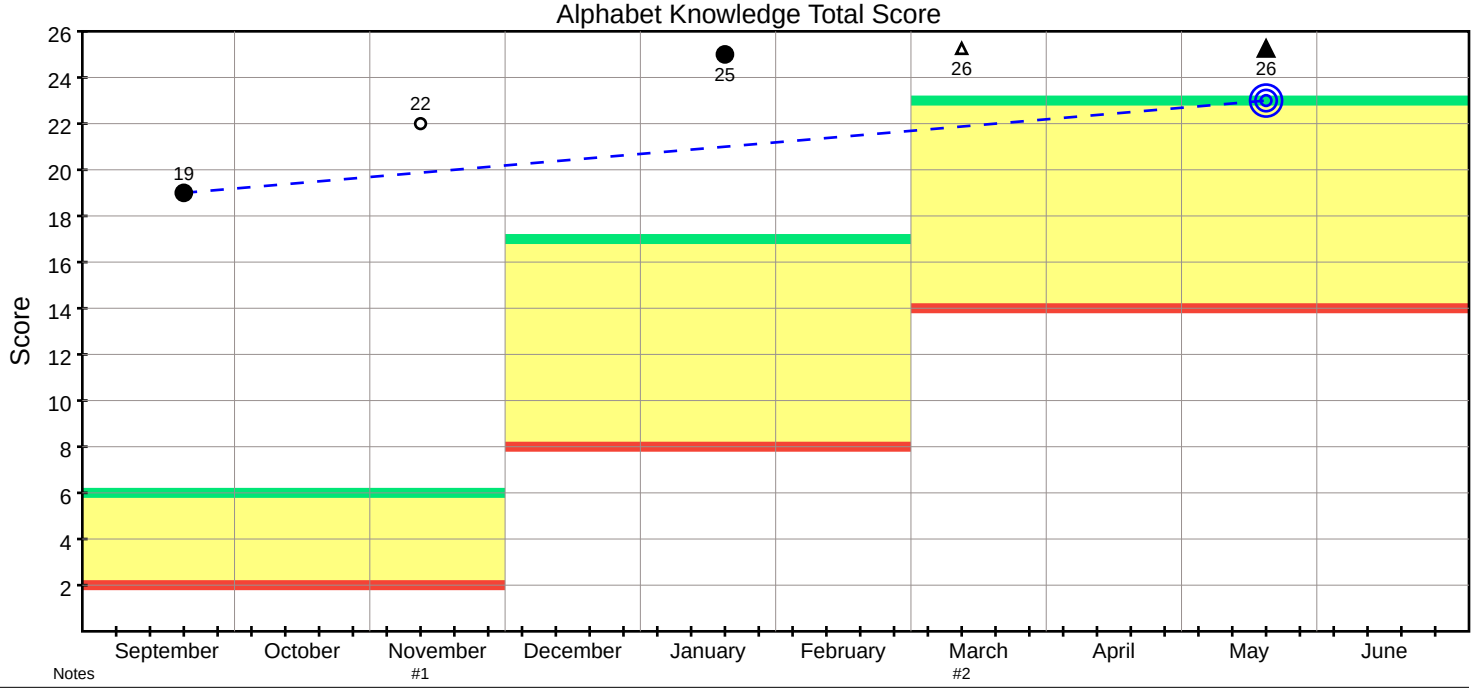
Student Progress Monitoring Graphs

acadience™ data management

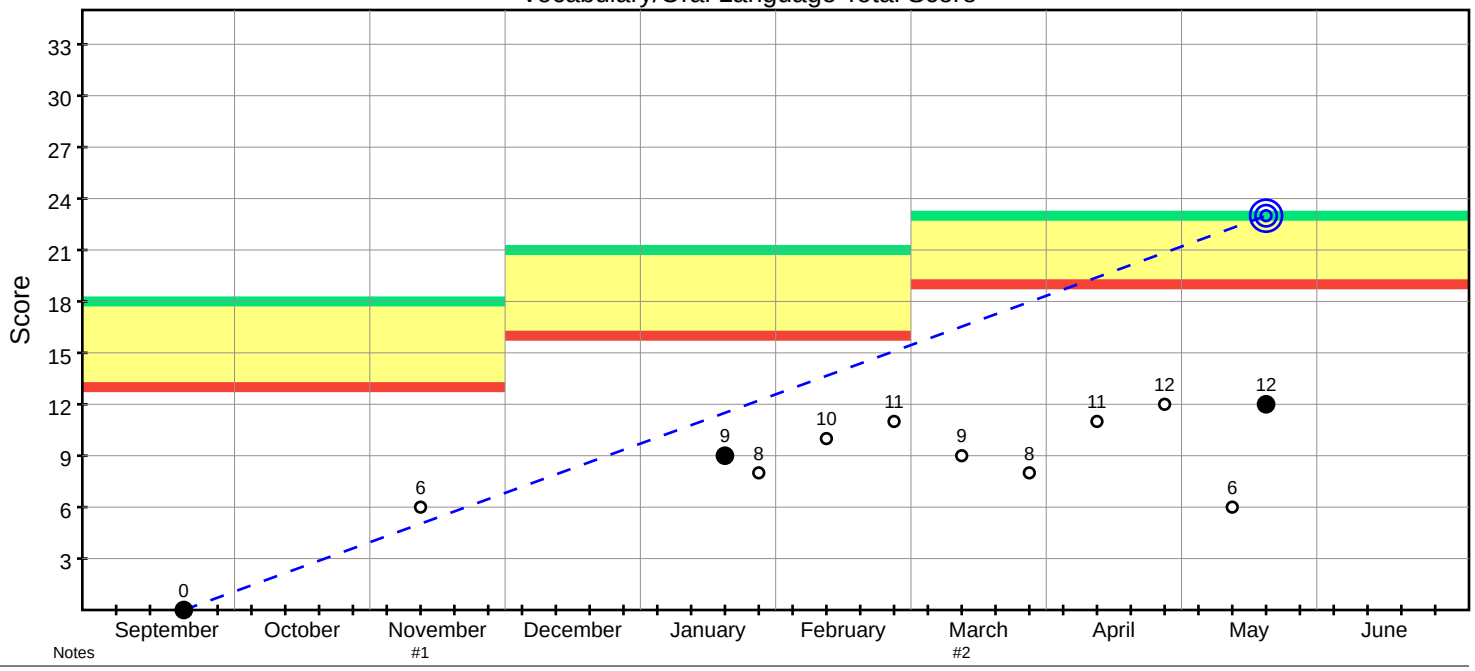
PELI

- Benchmark Score
- Progress Monitoring Score
- Score Above Graph Boundary
- Aimline
- Target Score
- Benchmark Goal
- Cut Point for Risk
- Instructional Support Change Line

Alphabet Knowledge Total Score



Vocabulary/Oral Language Total Score



#1: Interim book: Space

#2: Interim Book: Grocery Store
The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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Name: Oscar G.
StudentID: 10003
School: Bright Spring
Class: B. Lucy
Grade: Pre-K (Ages 4-5)
Year: 2015-2016

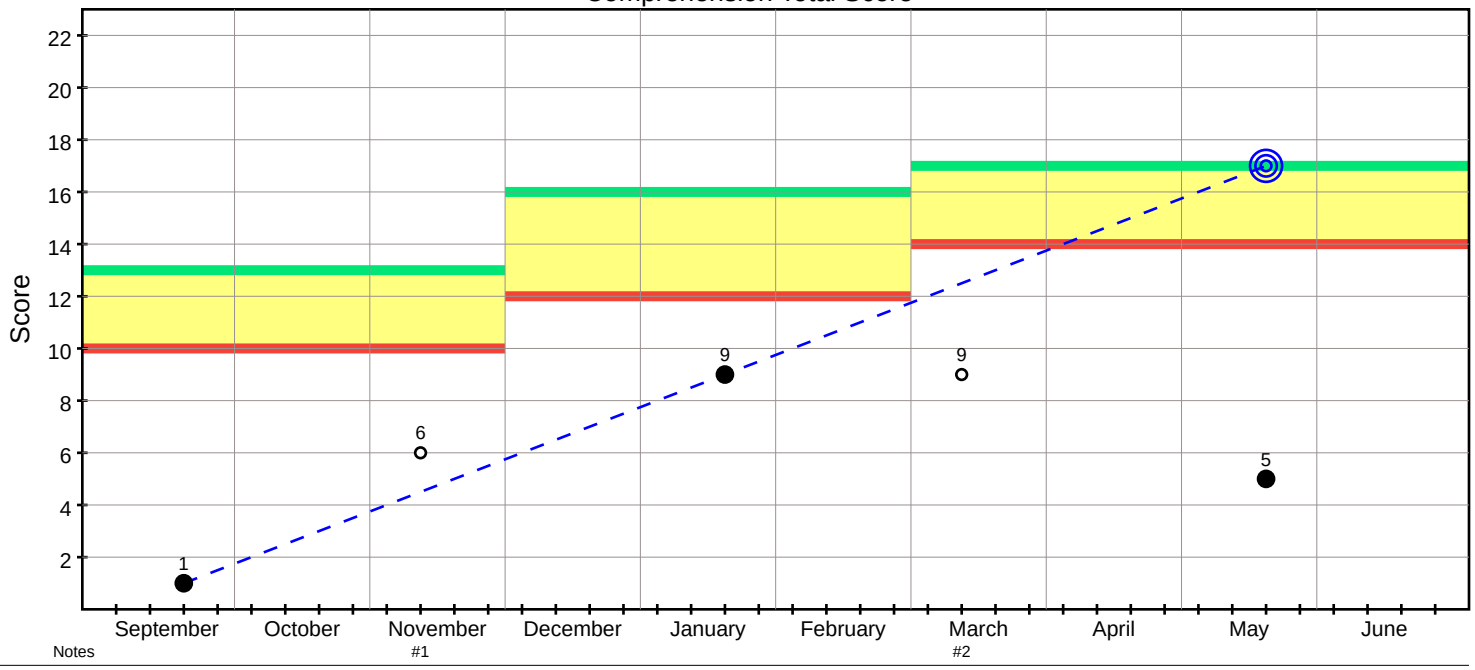
Student Progress Monitoring Graphs

acadience™ data management

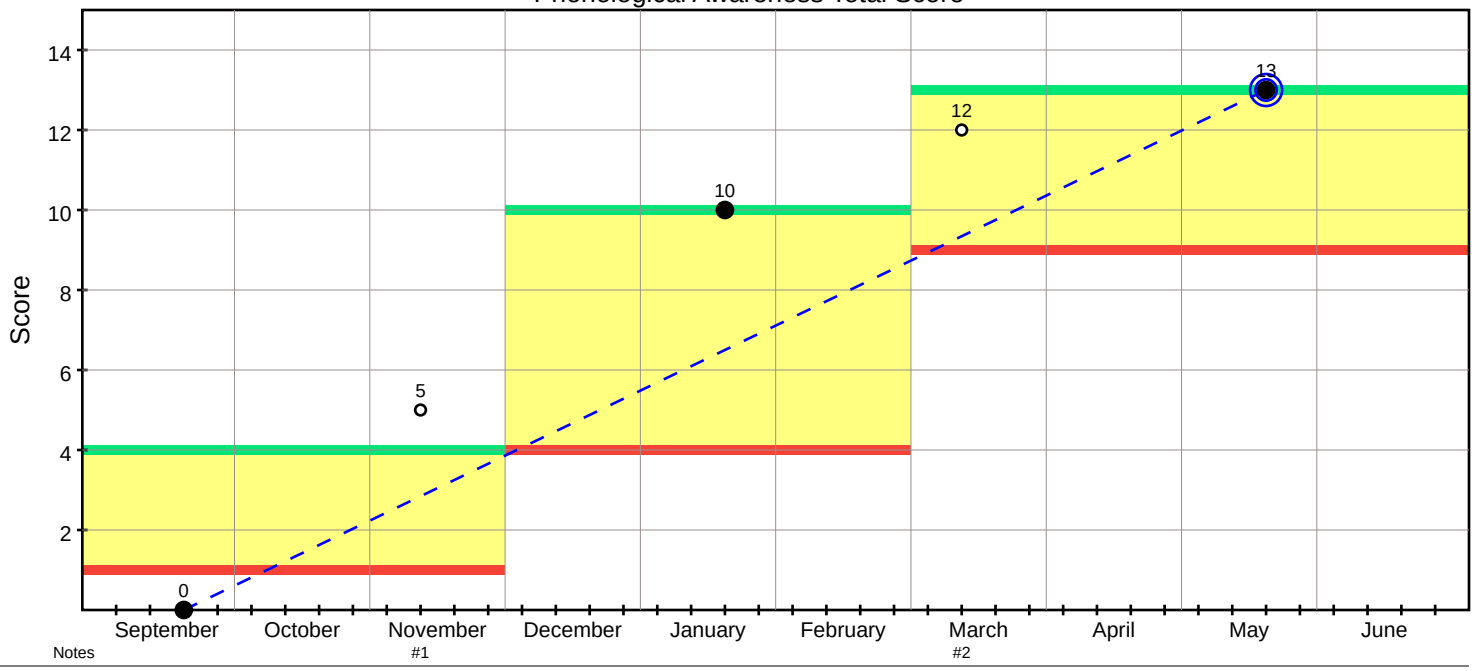
PELI

- Benchmark Score
- Progress Monitoring Score
- Score Above Graph Boundary
- Aimline
- Target Score
- Benchmark Goal
- Cut Point for Risk
- Instructional Support Change Line

Comprehension Total Score



Phonological Awareness Total Score



#1: Interim book: Space

#2: Interim Book: Grocery Store
The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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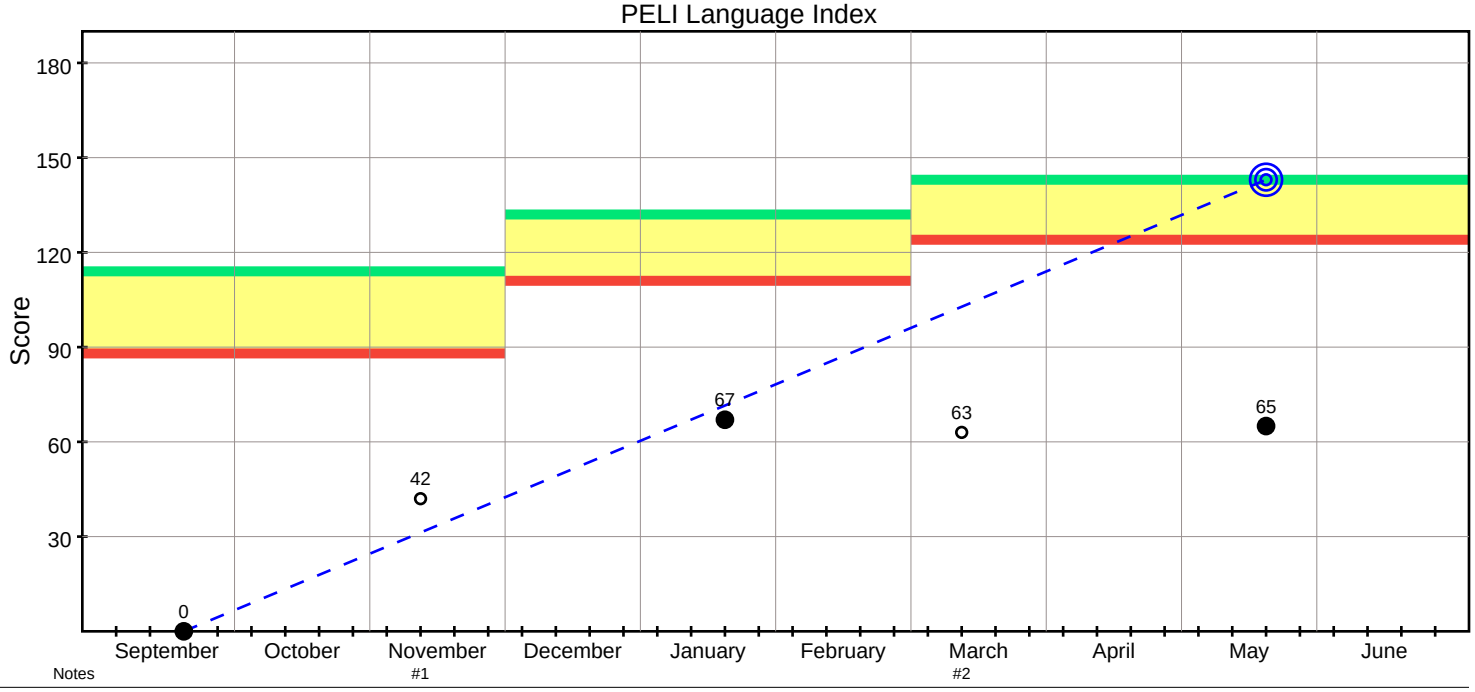
Name: Oscar G.
StudentID: 10003
School: Bright Spring
Class: B. Lucy
Grade: Pre-K (Ages 4-5)
Year: 2015-2016

Student Progress Monitoring Graphs

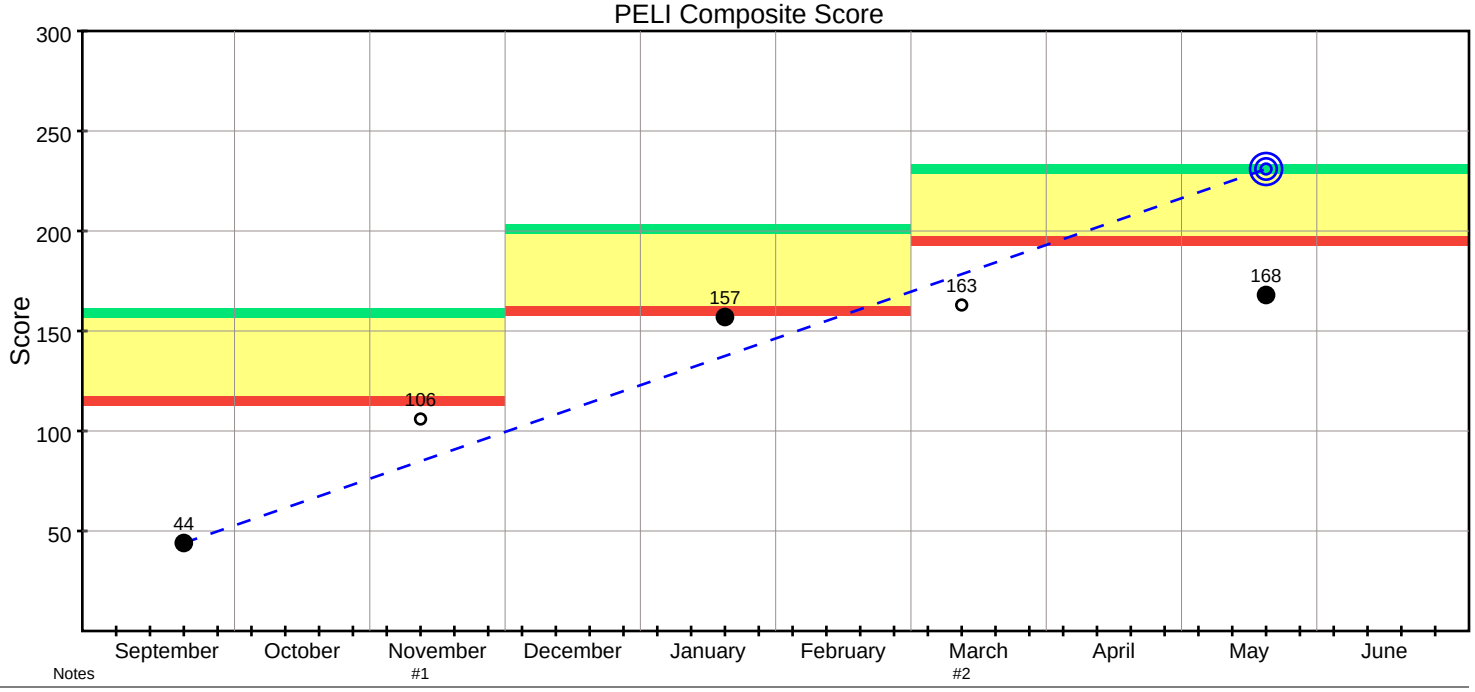
PELI

Benchmark Score
Progress Monitoring Score
Score Above Graph Boundary
Aimline
Target Score
Benchmark Goal
Cut Point for Risk
Instructional Support Change Line

PELI Language Index



PELI Composite Score



#1: Interim book: Space

#2: Interim Book: Grocery Store
The PELI Composite Score and Language Index scores are adjusted so that the scores are equivalent across PELI books.

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Name: Nick H.
StudentID: 10005
School: Bright Spring
Class: B. Lucy
Grade: Pre-K (Ages 4-5)
Year: 2015-2016

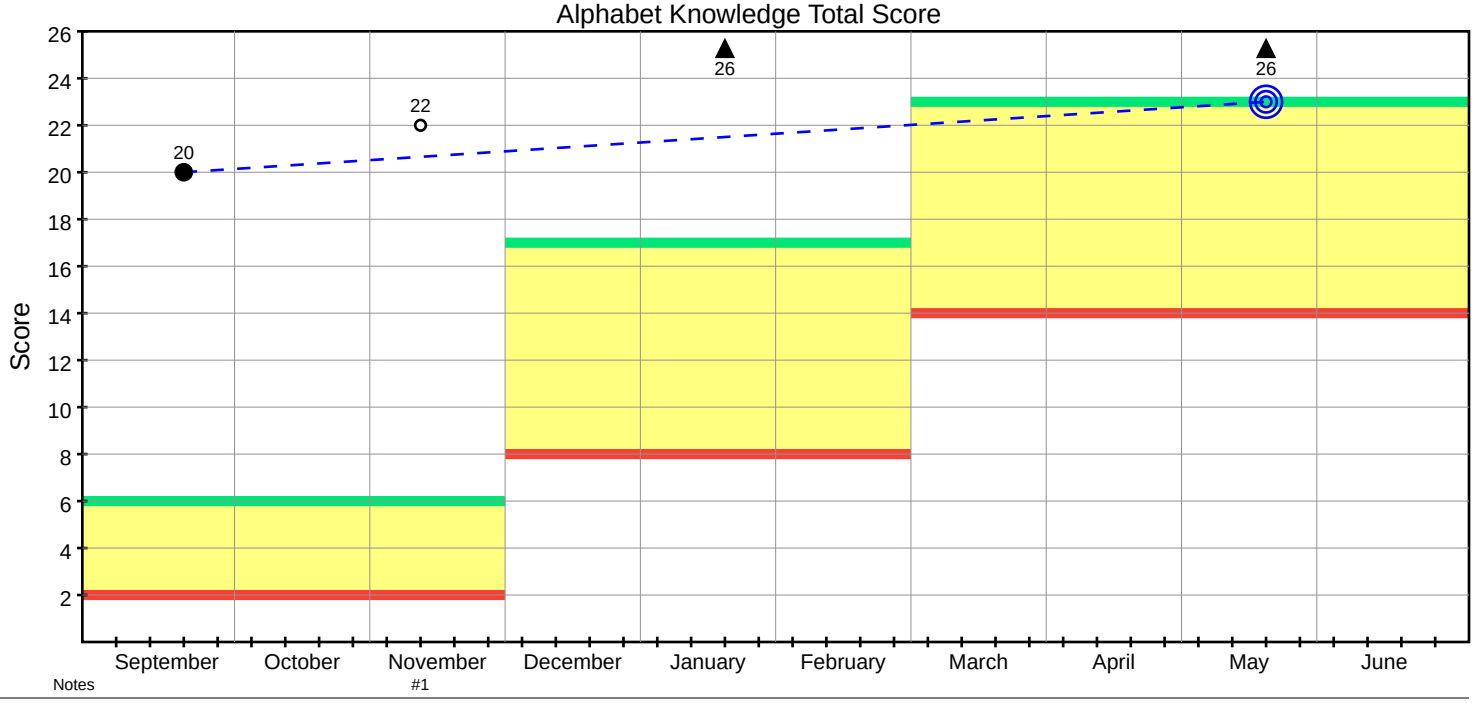
Student Progress Monitoring Graphs

acadience data management

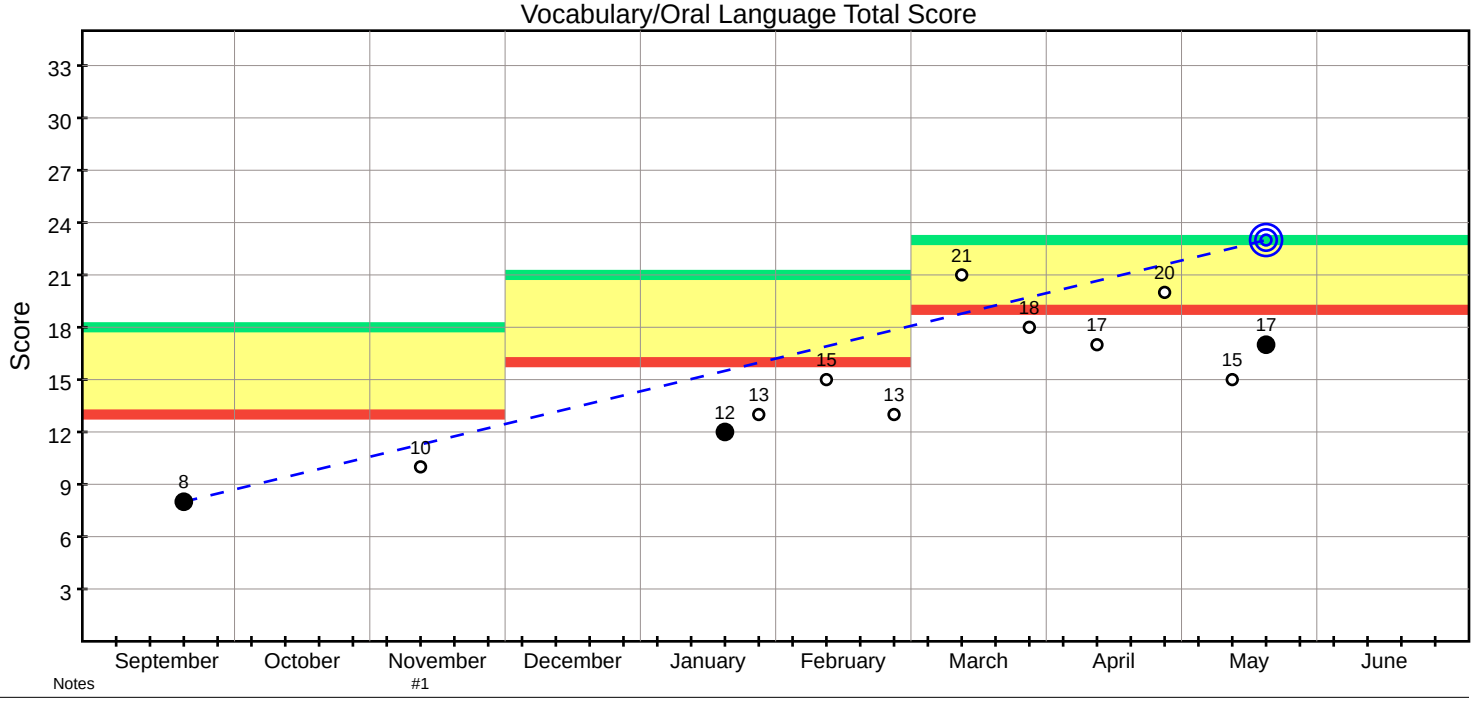
PELI

Benchmark Score
Progress Monitoring Score
Score Above Graph Boundary
Aimline
Target Score
Benchmark Goal
Cut Point for Risk
Instructional Support Change Line

Alphabet Knowledge Total Score



Vocabulary/Oral Language Total Score



#1: Interim Book: Space

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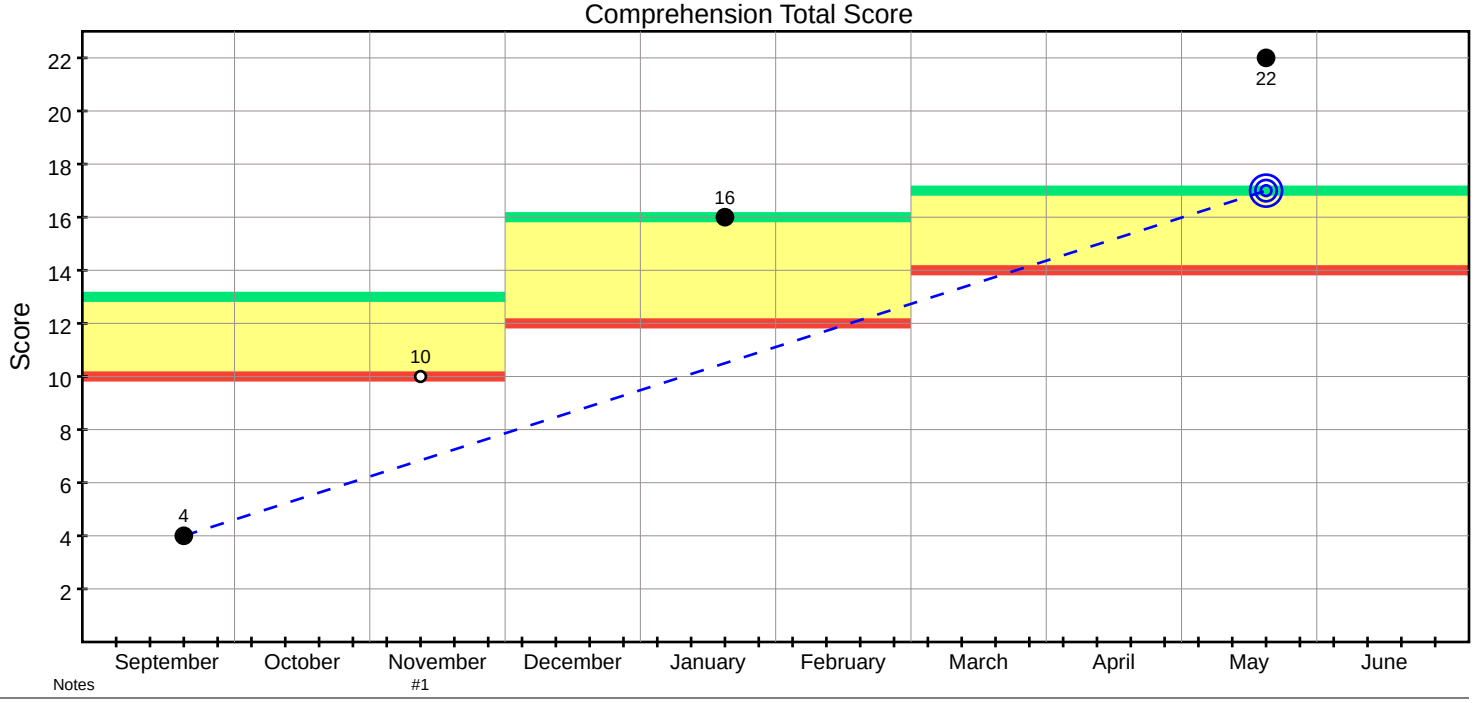
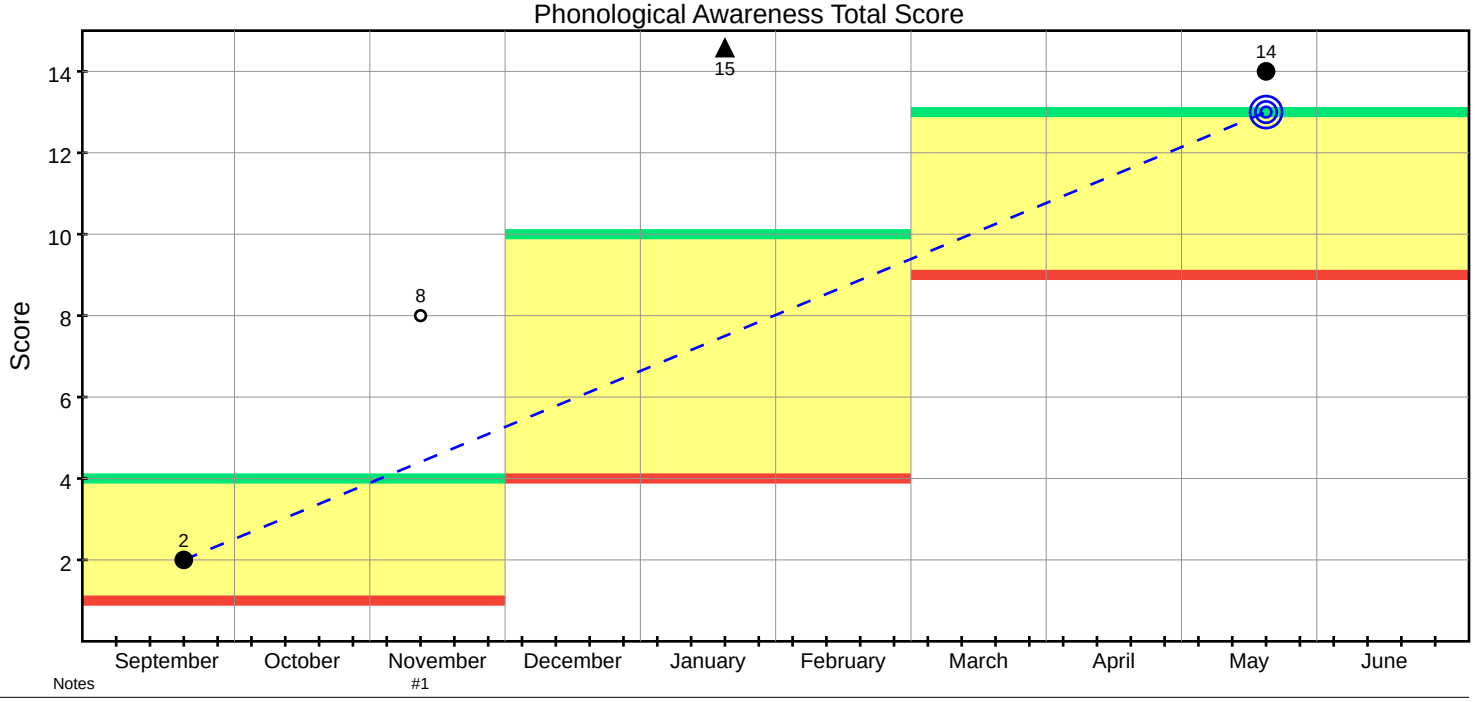
Instructional Support Change Line

Comprehension Total Score



Phonological Awareness Total Score



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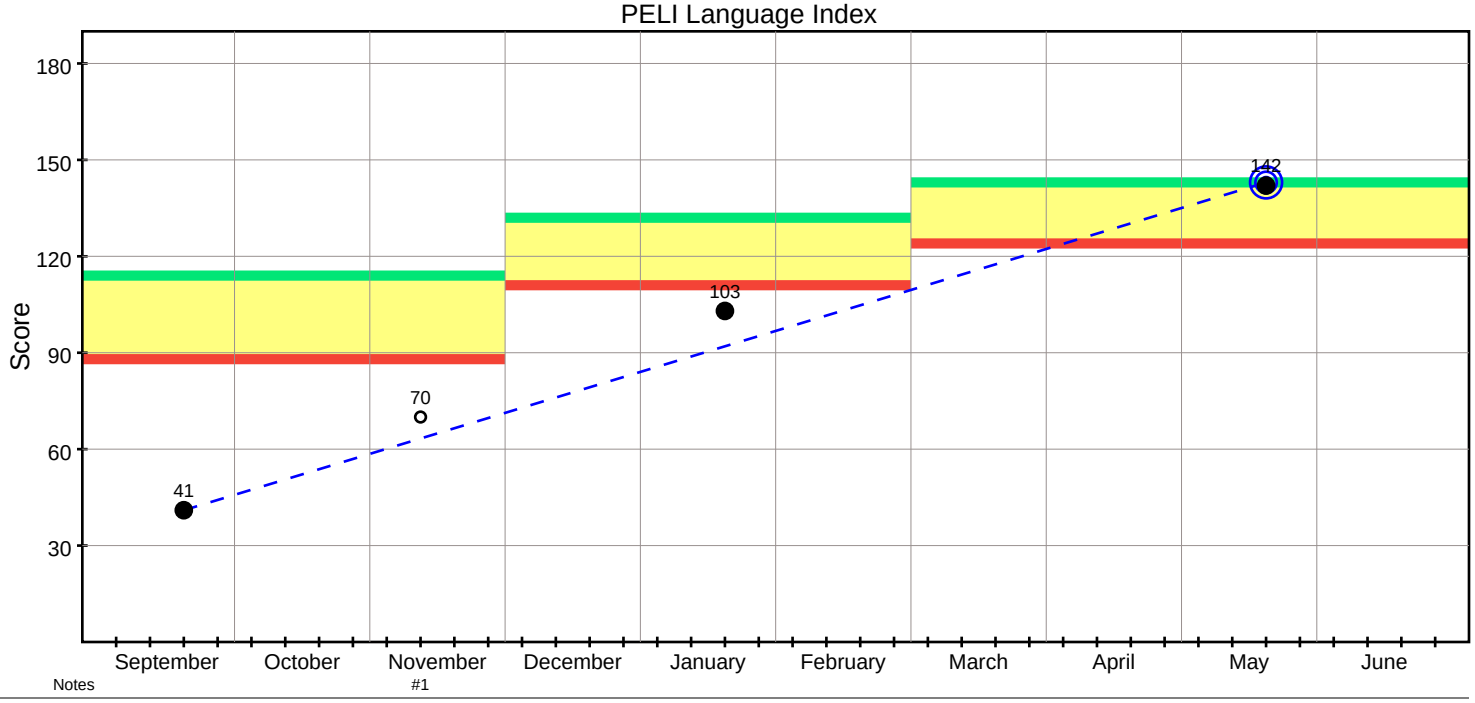
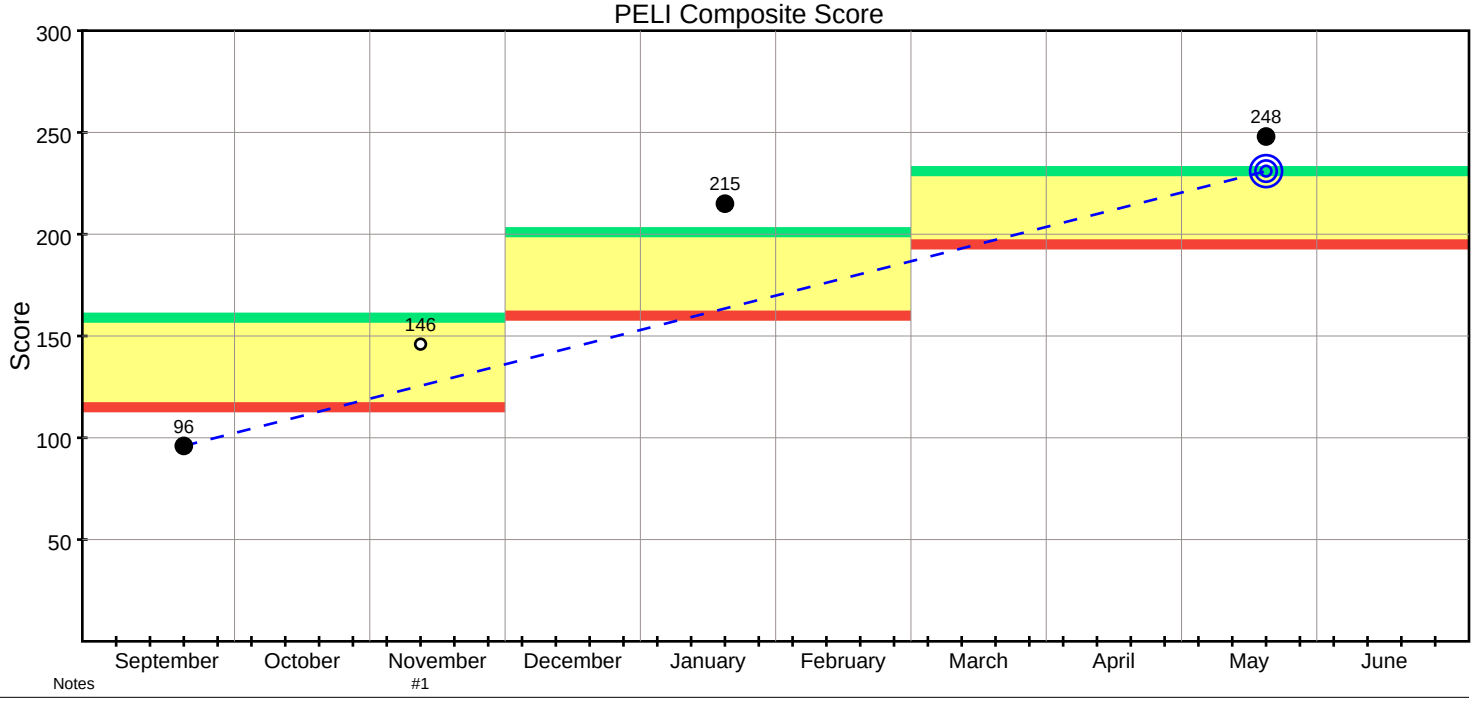
PELI Language Index



PELI Composite Score



#1: Interim Book: Space

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Name: Louis M.
StudentID: 10004
School: Bright Spring
Class: B. Lucy
Grade: Pre-K (Ages 4-5)
Year: 2015-2016

Student Progress Monitoring Graphs

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PELI

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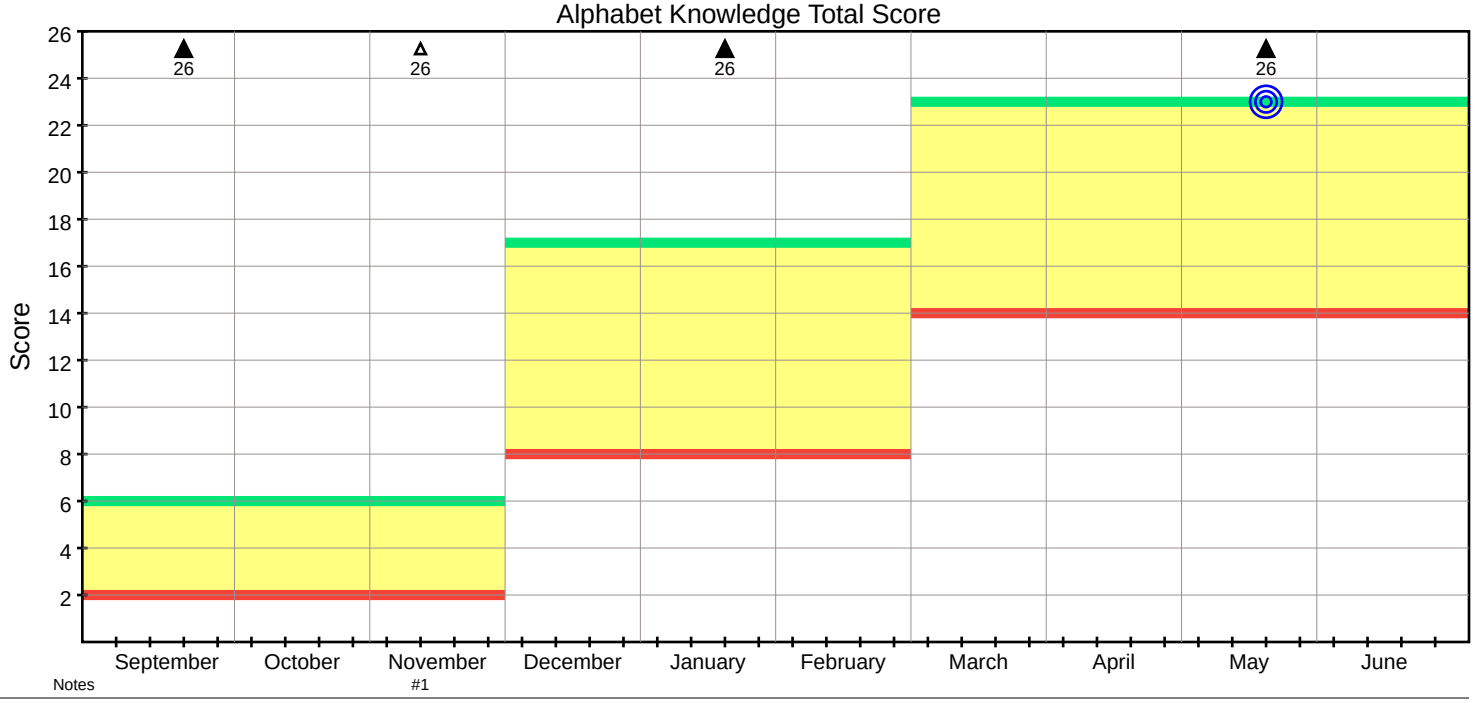
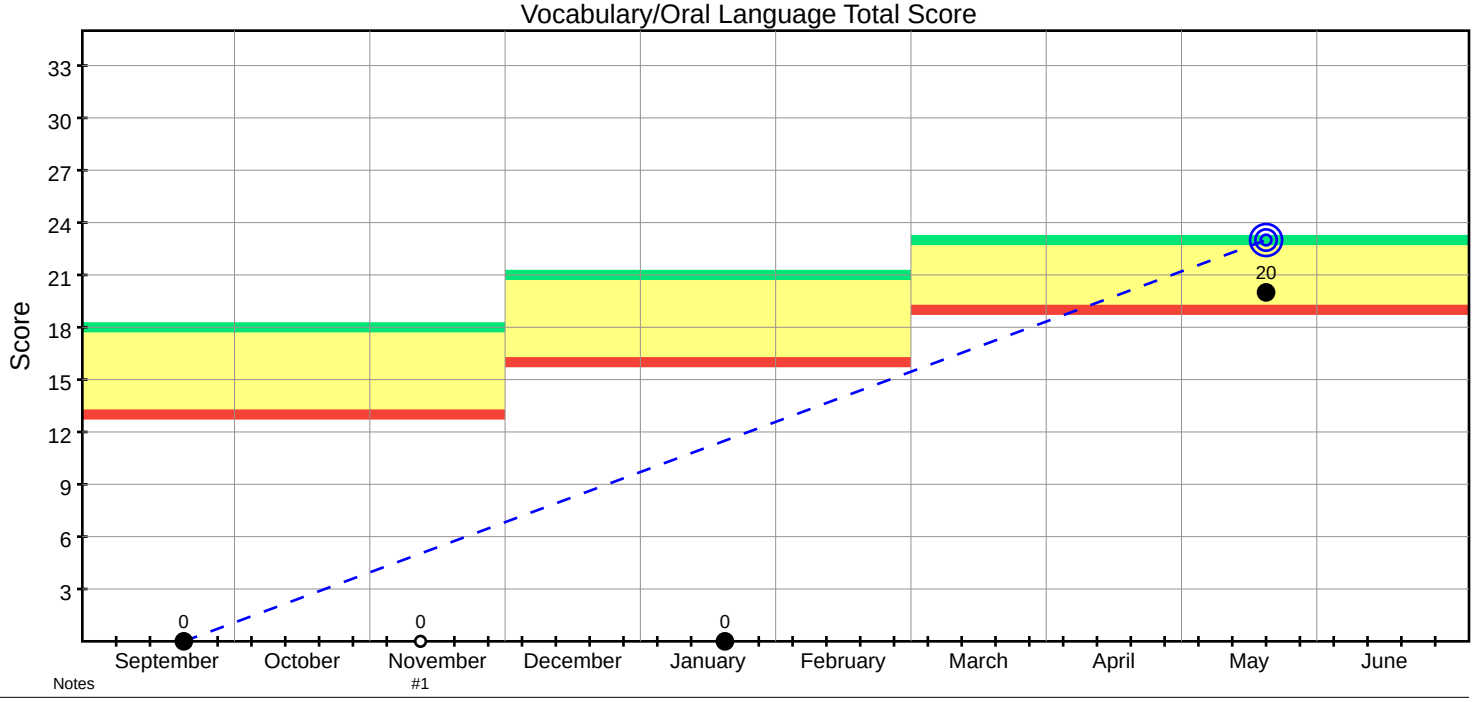
- Progress Monitoring Score
- Score Above Graph Boundary
- Aimline
- Target Score
- Benchmark Goal
- Cut Point for Risk
- Instructional Support Change Line

Alphabet Knowledge Total Score



Vocabulary/Oral Language Total Score



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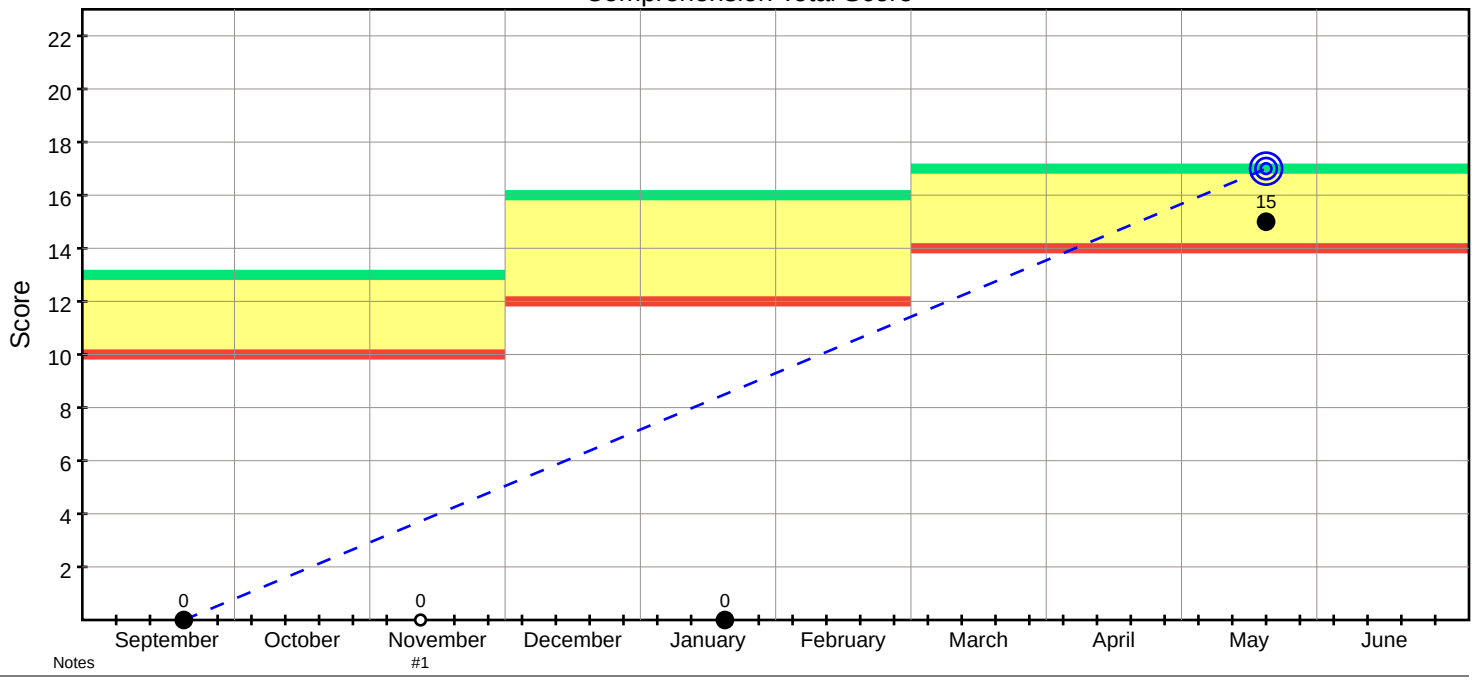
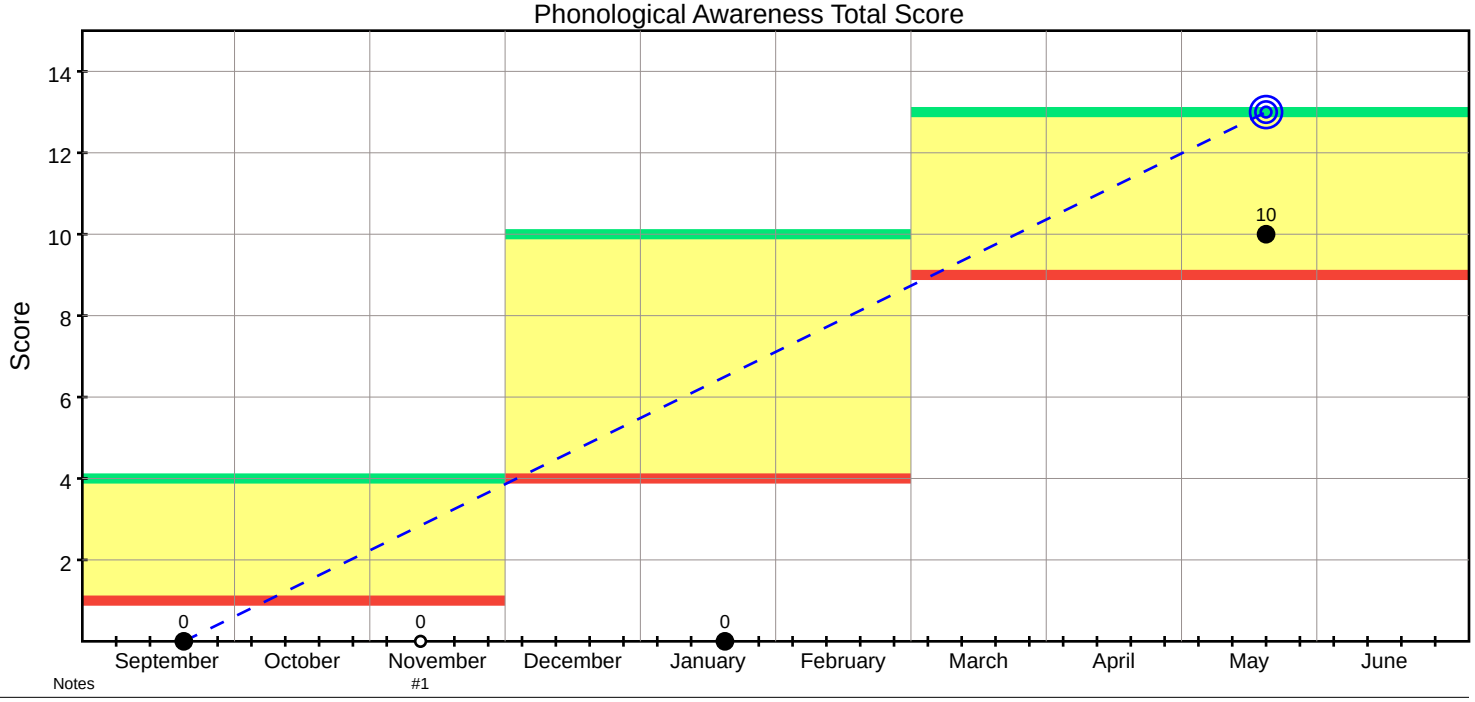


Phonological Awareness Total Score



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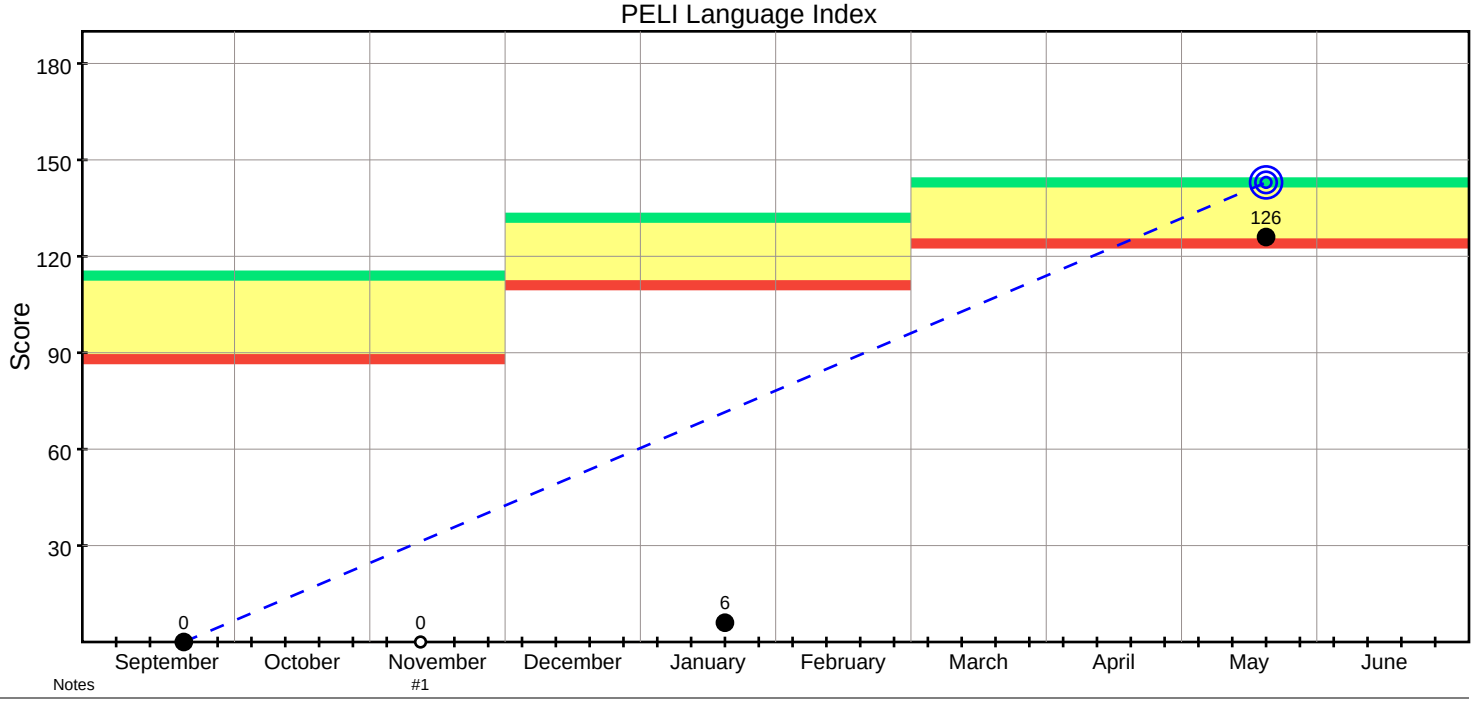
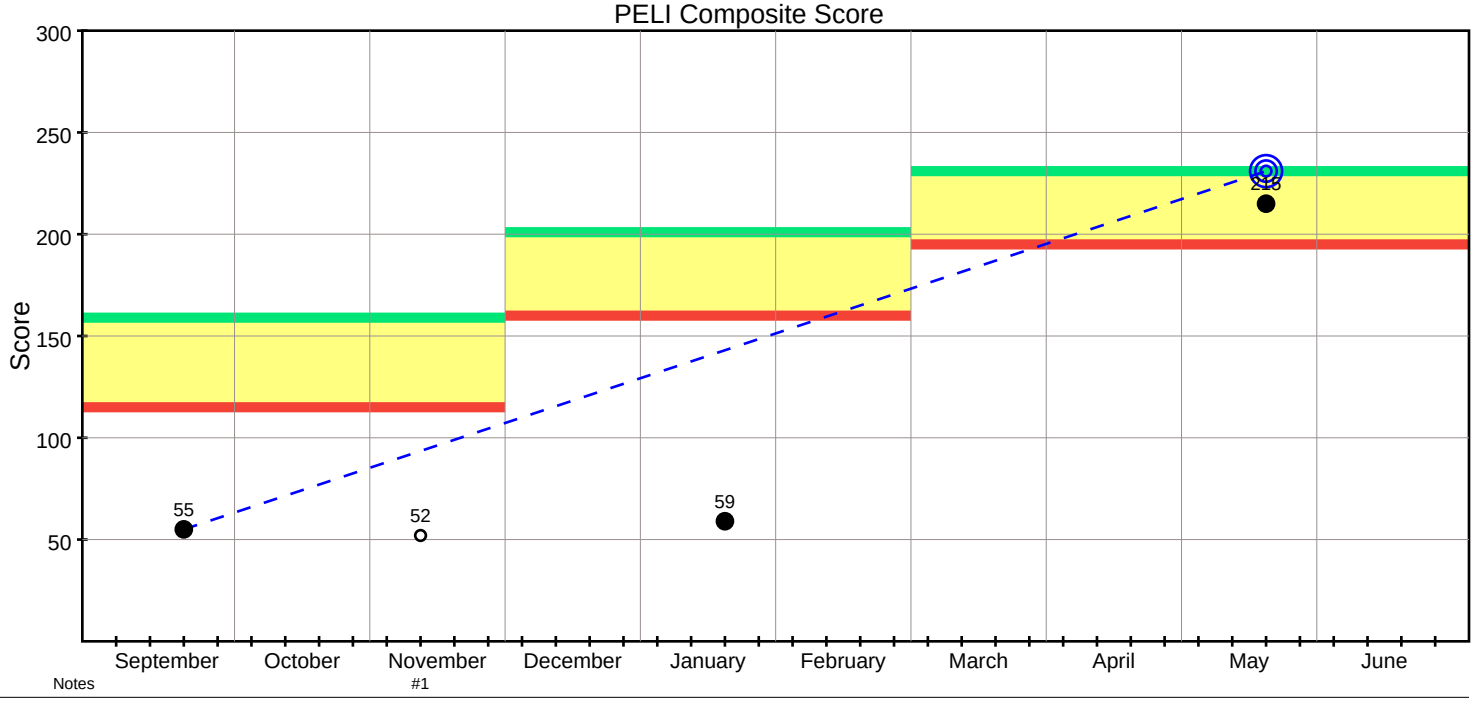


PELI Composite Score



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