

Benchmarks and Composite Score

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Acadience Reading K–6 provides two types of scores at each benchmark assessment period: (a) a raw score for each individual measure and (b) a composite score (the Reading Composite Score). Each of the scores is interpreted relative to benchmarks and cut points for risk to determine if a student's score is at or above the benchmark, below the benchmark, or below the cut point for risk (well below the benchmark).

Benchmarks and Cut Points for Risk

Acadience Reading *benchmarks* are empirically derived, criterion-referenced target scores that represent adequate reading skill for a particular grade and time of year. Benchmarks and cut points for risk are provided for the Reading Composite Score as well as for the individual Acadience Reading measures. Benchmarks and cut points for Acadience Reading are based on research that examines the predictive validity of a score on a measure at a particular point in time, compared to later Acadience Reading measures and external outcome assessments.

A *benchmark* indicates a level of skill at which students are likely to score above the 40th percentile on any high-quality reading assessment and achieve the next Acadience Reading benchmark or reading outcome. Thus, for students who achieve a benchmark and are receiving effective, research-based instruction from a core classroom curriculum, the odds are in their favor of achieving later reading outcomes.

Conversely, the *cut points for risk* indicate a level of skill below which students are unlikely to achieve subsequent reading outcomes without receiving additional, targeted instructional support. For students who have scores below the cut point for risk, the probability of achieving later benchmarks is low unless intensive support is provided.

The Acadience Reading benchmarks and cut points for risk provide three primary benchmark status levels that describe students' performance: (a) At or Above Benchmark, (b) Below Benchmark, and (c) Well Below Benchmark. These levels are based on the overall likelihood of achieving specified benchmarks on subsequent Acadience Reading assessments or external measures of reading achievement.

At or Above Benchmark. For students who score at or above the benchmark, the overall likelihood of achieving subsequent reading benchmarks is approximately 80% to 90%. These students are likely to need effective core instruction to meet subsequent early literacy and/or reading benchmarks. Within this range, the likelihood of achieving subsequent benchmarks is lower for students whose scores are right at the benchmark and increases as scores increase above the benchmark (see *Table 1*). A score at or above the benchmark indicates that the odds are in the student's favor of achieving the next benchmark, but it is not a guarantee. For example, if students at or above the benchmark have an 85% chance of meeting the next benchmark, that means that 15% of students in the At or Above Benchmark range may not achieve the subsequent benchmark. Some students who achieve scores at or above the benchmark may still need supplemental support to achieve the next benchmark. It is important to attend to other indicators of risk when planning support for students, such as attendance, behavior, motivation, vocabulary and language skills, and other related skill areas.

To assist in setting ambitious goals for students, the At or Above Benchmark level is subdivided into *At Benchmark* and *Above Benchmark* levels.

At Benchmark. In the At Benchmark range, the overall likelihood of achieving subsequent early literacy and/or reading benchmarks is 70% to 85%. Some of these students, especially those with scores near the benchmark, may require monitoring and/or strategic support on specific component skills.

Above Benchmark. In the Above Benchmark range, the overall likelihood of achieving subsequent early literacy and/or reading benchmarks is 90% to 99%. While all students with scores in this range will likely benefit from core support, some students with scores in this range may benefit from instruction on more advanced skills.

Below Benchmark. Between the benchmark and cut point for risk is a range of scores where students' future performance is more difficult to predict. For students with scores in this range, the overall likelihood of achieving subsequent early literacy and/or reading benchmarks is approximately 40% to 60%. In this range, a student's future performance is harder to predict. These students are likely to need strategic support to ensure their achievement of future benchmarks. Strategic support generally consists of carefully targeted supplemental support in specific skill areas in which students are having difficulty. To ensure that the greatest number of students achieve later reading success, it is best for students with scores in this range to be monitored regularly to ensure that they are making adequate progress and to receive increased or modified support if necessary to achieve subsequent reading benchmarks.

Well Below Benchmark. For students who score below the cut point for risk, the overall likelihood of achieving subsequent early literacy and/or reading benchmarks is low, approximately 10% to 20%. These students are identified as likely to need intensive support. Intensive support refers to interventions that incorporate something more or something different from the core curriculum or supplemental support.

Intensive support might entail:

- delivering instruction in a smaller group or individually,
- providing more instructional time or more practice,
- presenting smaller skill steps in the instructional hierarchy,
- providing more explicit modeling and instruction, and/or
- providing greater scaffolding and practice.

Because students who need intensive support are likely to have individual needs, we recommend that their progress be monitored frequently and their intervention modified dynamically to ensure adequate progress.

To gain a better understanding of what Acadience Reading results mean in a local context, districts and schools can examine the linkages between the Acadience Reading benchmarks and cut points for risk and their own outcome assessments, such as state-level criterion-referenced tests. By comparing Acadience Reading measures to an outcomes assessment (e.g., Buck & Torgesen, 2003; Wilson, 2005), and by calculating conditional probabilities (e.g., “80% of students at benchmark on Acadience Reading ORF at the end of third grade met the Proficient level on the state criterion-referenced test”), schools can determine how the Acadience Reading benchmarks compare to their own external criteria. The Acadience Reading benchmarks and cut points for risk, along with a brief description of how the Acadience Reading benchmarks were developed, are described in the sections below.

Table 1 summarizes the design specifications for achieving later reading outcomes and provides descriptions for the likely need for support for each of the benchmark status levels. It is important to note that while there is an overall likelihood for each benchmark status level, within each level the likelihood of achieving later reading outcomes increases as students' scores increase. This is illustrated in the first column of *Table 1*.

Development of Benchmarks

The Acadience Reading benchmarks, cut points for risk, and Composite Score were developed based upon data collected in a study conducted during the 2009–2010 school year. The benchmarks are based on research that examined the predictive probability of a score on a measure at a particular point in time, compared to later Acadience Reading measures and external measures of reading proficiency and achievement. The external criterion measure of reading proficiency was the Group Reading and Diagnostic Evaluation (GRADE; Williams, 2001). The 40th percentile on the GRADE assessment was used as an indicator that the students had adequate early literacy and/or reading skills for their grade. Data for the study were collected in thirteen elementary and middle schools in five states. Data collection included administering the Acadience Reading measures to participating students in grades K–6 in addition to the GRADE. Participants in the study were 3,816 students across grades K–6 from general education classrooms who were receiving English language reading instruction, including students with disabilities and students who were English language learners, provided they had the response capabilities to participate. The study included both students who were struggling in reading and those who were typically achieving. A subset of the total sample participated in the GRADE assessment ($n = 1,306$ across grades K–6). Additional information about the study can be found in *DIBELS Next^{®1}: Findings from the Benchmark Goals Study*, available from www.acadiencelearning.org.

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Table 1. Student Performance Interpretations

Likelihood of Meeting Later Reading Benchmarks	Benchmark Status	Benchmark Status Including Above Benchmark	What It Means		
>99%	At or Above Benchmark <i>overall likelihood of achieving subsequent early literacy benchmarks: 80% to 90%</i>	Above Benchmark <i>overall likelihood of achieving subsequent early literacy benchmarks: 90% to 99%</i>	For students with scores in this range, the odds of achieving subsequent early literacy/reading benchmarks are very good. The higher above the benchmark, the better the odds. These students likely need effective core instruction to meet subsequent early literacy/reading goals. Some students may benefit from instruction on more advanced skills.		
95%		At Benchmark <i>overall likelihood of achieving subsequent early literacy benchmarks: 70% to 85%</i>	For students with scores in this range, the odds are in favor of achieving subsequent early literacy/reading benchmarks. The higher above the benchmark, the better the odds. These students likely need effective core instruction to meet subsequent early literacy/reading benchmarks. Some students may require monitoring and strategic support on specific component skills as needed.		
90%			Below Benchmark <i>overall likelihood of achieving subsequent early literacy benchmarks: 40% to 60%</i>	For students with scores in this range, the overall odds of achieving subsequent early literacy/reading benchmarks are approximately even, and hard to predict. Within this range, the closer students' scores are to the benchmark, the better the odds; the closer students' scores are to the cut point, the lower the odds. These students likely need core instruction coupled with strategic support, targeted to their individual needs, to meet subsequent early literacy/reading benchmarks. For some students whose scores are close to the benchmark, effective core instruction may be sufficient; students whose scores are close to the cut point may require more intensive support.	
80%				Well Below Benchmark <i>overall likelihood of achieving subsequent early literacy benchmarks: 10% to 20%</i>	For students with scores in this range, the overall odds of achieving subsequent early literacy/reading benchmarks are low. These students likely need intensive support in addition to effective core instruction. They may also need support on prerequisite skills (i.e., below grade level) depending upon the grade level and how far below the benchmark their skills are.
70%					
60%					
55%					
50%					
45%					
40%					
30%					
20%					
10%					
<5%					

The addition of the Above Benchmark status level has not changed the benchmarks. A benchmark is still the point at which the odds are in the student's favor of meeting later reading benchmarks (approximately 60% likelihood or higher). The higher above the benchmark the student scores, the better the odds. For students who are already at benchmark, the Above Benchmark status level also provides a higher benchmark to aim for. "Overall likelihood" refers to the approximate percentage of students within the category who achieve later benchmarks, although the exact percentage varies by grade, year, and measure. Instructional decisions should be made based on students' patterns of performance across all measures, in addition to other available information on student skills, such as diagnostic assessment or in-class work. Acadience is a registered trademark of Acadience Learning Inc. www.acadiencelearning.org

Reading Composite Score

The Reading Composite Score (RCS) is a combination of multiple Acadience Reading scores and provides the best overall estimate of students' early literacy skills and/or reading proficiency. Most data management services will calculate the RCS for you, provided that all required measures necessary for calculating it have been administered. To calculate the RCS yourself, see the *Reading Composite Score Worksheets* at the end of this document.

Benchmarks and cut points for risk for the RCS are based on the same logic and procedures as the benchmarks for the individual Acadience Reading measures. However, because the RCS provides the best overall estimate of a student's skills, it should generally be interpreted first. If a student earns a RCS that is at or above the benchmark, the odds are in the student's favor of reaching later important reading outcomes. Some students who score At or Above Benchmark on the RCS may still need additional support in one of the essential early literacy and reading skills, as indicated by a Below Benchmark score on an individual Acadience Reading measure (FSF, PSF, NWF, ORF, or Maze). This potential need for additional support is especially true for a student whose RCS is close to the benchmark.

The Acadience Reading measures that are used to calculate the RCS vary by grade and time of year. As such, the RCS is not comparable across different grades and does not provide a direct measure of growth across grades. For grades K through 2, the RCS is also not comparable across different times of year and should not be used as an indicator of growth within a grade. However, because the logic and procedures used to establish benchmarks are consistent across grades and times of year, the percent of students at different benchmark status levels can be compared, even though the mean scores are not comparable.

References

- Buck, J., & Torgesen, J. (2003). *The relationship between performance on a measure of Oral Reading Fluency and performance on the Florida Comprehensive Assessment Test*. (FCRR Technical Report #1) Tallahassee, FL: Florida Center for Reading Research.
- Williams, K.T. (2001). *Group Reading Assessment and Diagnostic Evaluation (GRADE)*. New York: Pearson.
- Wilson, J. (2005). *The relationship of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Oral Reading Fluency to performance on Arizona Instrument to Measure Standards (AIMS)*. Tempe, AZ: Tempe School District No. 3.

Acadience® Reading: Summary of Benchmarks and Cut Points for Risk

	Kindergarten		First Grade		Second Grade		Third Grade		Fourth Grade		Fifth Grade		Sixth Grade								
	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid							
Reading Composite Score	38	156	129	177	208	202	289	349	405	341	383	446	386	411	466	435	461	478			
	26	122	119	130	155	141	220	285	330	290	330	391	357	372	415	344	358	380			
	13	85	89	97	100	109	180	235	280	245	290	330	258	310	340	280	285	324			
First Sound Fluency (FSF)	16	43																			
	10	30																			
	5	20																			
Phoneme Segmentation Fluency (PSF)	44	56	47																		
	20	40	40																		
	10	25	25																		
Nonsense Word Fluency (NWF)	28	40	34	59	81	72															
	17	28	27	43	58	54															
	8	15	18	33	47	35															
Whole Words Read	4	17	25	21																	
	1	8	13																		
	0	3	6																		
Correct Letter Sounds	34	67	91	104	104	90	105	118	133	121	133	143	139	141	151						
	23	47	52	72	87	70	86	100	115	111	120	130	107	109	120						
	16	32	37	55	65	55	68	80	79	95	96	101	90	92	95						
Words Correct	86%	97%	99%	99%	99%	98%	99%	99%	100%	99%	99%	100%	99%	99%	99%	99%	99%	100%			
	78%	90%	96%	96%	97%	95%	96%	97%	98%	98%	98%	99%	97%	97%	99%	97%	97%	98%			
	68%	82%	81%	91%	93%	89%	92%	94%	94%	95%	95%	96%	97%	94%	97%	94%	94%	96%			
Accuracy	17	31	39	27	18	33	40	46	36	39	46	52	43	48	50						
	15	21	27	20	18	20	26	30	33	30	33	36	27	29	32						
	0	8	13	13	18	10	18	20	14	20	24	25	16	18	24						
Retail Quality of Response	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3			
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2			
Maze Adjusted Score	11	16	23																		
	8	11	19																		
	5	7	14																		
End	11	16	23																		
	8	11	19																		
	5	7	14																		

Reading Composite Score: A combination of multiple Acadience Reading scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the *Acadience Reading Composite Score* worksheets on pages 21–27.

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

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

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

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

Note: There is no benchmark for Letter Naming Fluency (LNF). Acadience is a registered trademark of Acadience Learning Inc. This page is adapted from a chart developed by Cache County School District.

Kindergarten Benchmarks and Cut Points for Risk

Acadience Reading Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Reading Composite Score	Above Benchmark	Likely to Need Core Support ^a	38 +	156 +	152 +
	At Benchmark	Likely to Need Core Support^b	26 - 37	122 - 155	119 - 151
	Below Benchmark	Likely to Need Strategic Support	<i>13 - 25</i>	<i>85 - 121</i>	<i>89 - 118</i>
	Well Below Benchmark	Likely to Need Intensive Support	<i>0 - 12</i>	<i>0 - 84</i>	<i>0 - 88</i>
FSF	Above Benchmark	Likely to Need Core Support ^a	16 +	43 +	
	At Benchmark	Likely to Need Core Support^b	10 - 15	30 - 42	
	Below Benchmark	Likely to Need Strategic Support	<i>5 - 9</i>	<i>20 - 29</i>	
	Well Below Benchmark	Likely to Need Intensive Support	<i>0 - 4</i>	<i>0 - 19</i>	
PSF	Above Benchmark	Likely to Need Core Support ^a		44 +	56 +
	At Benchmark	Likely to Need Core Support^b		20 - 43	40 - 55
	Below Benchmark	Likely to Need Strategic Support		<i>10 - 19</i>	<i>25 - 39</i>
	Well Below Benchmark	Likely to Need Intensive Support		<i>0 - 9</i>	<i>0 - 24</i>
NWF-CLS	Above Benchmark	Likely to Need Core Support ^a		28 +	40 +
	At Benchmark	Likely to Need Core Support^b		17 - 27	28 - 39
	Below Benchmark	Likely to Need Strategic Support		<i>8 - 16</i>	<i>15 - 27</i>
	Well Below Benchmark	Likely to Need Intensive Support		<i>0 - 7</i>	<i>0 - 14</i>

The benchmark is the number that is **bold**. The cut point for risk is the number that is *italicized*.

^a Some students may benefit from instruction on more advanced skills.

^b Some students may require monitoring and strategic support on component skills.

First Grade Benchmarks and Cut Points for Risk

Acadience Reading Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Reading Composite Score	Above Benchmark	Likely to Need Core Support ^a	129 +	177 +	208 +
	At Benchmark	Likely to Need Core Support^b	113 - 128	130 - 176	155 - 207
	Below Benchmark	Likely to Need Strategic Support	97 - 112	100 - 129	111 - 154
	Well Below Benchmark	Likely to Need Intensive Support	0 - 96	0 - 99	0 - 110
PSF	Above Benchmark	Likely to Need Core Support ^a	47 +		
	At Benchmark	Likely to Need Core Support^b	40 - 46		
	Below Benchmark	Likely to Need Strategic Support	25 - 39		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 24		
NWF-CLS	Above Benchmark	Likely to Need Core Support ^a	34 +	59 +	81 +
	At Benchmark	Likely to Need Core Support^b	27 - 33	43 - 58	58 - 80
	Below Benchmark	Likely to Need Strategic Support	18 - 26	33 - 42	47 - 57
	Well Below Benchmark	Likely to Need Intensive Support	0 - 17	0 - 32	0 - 46
NWF-WWR	Above Benchmark	Likely to Need Core Support ^a	4 +	17 +	25 +
	At Benchmark	Likely to Need Core Support^b	1 - 3	8 - 16	13 - 24
	Below Benchmark	Likely to Need Strategic Support	0	3 - 7	6 - 12
	Well Below Benchmark	Likely to Need Intensive Support		0 - 2	0 - 5
ORF Words Correct	Above Benchmark	Likely to Need Core Support ^a		34 +	67 +
	At Benchmark	Likely to Need Core Support^b		23 - 33	47 - 66
	Below Benchmark	Likely to Need Strategic Support		16 - 22	32 - 46
	Well Below Benchmark	Likely to Need Intensive Support		0 - 15	0 - 31
ORF Accuracy	Above Benchmark	Likely to Need Core Support ^a		86% +	97% +
	At Benchmark	Likely to Need Core Support^b		78% - 85%	90% - 96%
	Below Benchmark	Likely to Need Strategic Support		68% - 77%	82% - 89%
	Well Below Benchmark	Likely to Need Intensive Support		0% - 67%	0% - 81%
Retell	Above Benchmark	Likely to Need Core Support ^a			17 +
	At Benchmark	Likely to Need Core Support^b			15 - 16
	Below Benchmark	Likely to Need Strategic Support			0 - 14
	Well Below Benchmark	Likely to Need Intensive Support			

The benchmark is the number that is **bold**. The cut point for risk is the number that is *italicized*.

^a Some students may benefit from instruction on more advanced skills.

^b Some students may require monitoring and strategic support on component skills.

Second Grade Benchmarks and Cut Points for Risk

Acadience Reading Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Reading Composite Score	Above Benchmark	Likely to Need Core Support ^a	202 +	256 +	287 +
	At Benchmark	Likely to Need Core Support^b	141 - 201	190 - 255	238 - 286
	Below Benchmark	Likely to Need Strategic Support	109 - 140	145 - 189	180 - 237
	Well Below Benchmark	Likely to Need Intensive Support	0 - 108	0 - 144	0 - 179
NWF-CLS	Above Benchmark	Likely to Need Core Support ^a	72 +		
	At Benchmark	Likely to Need Core Support^b	54 - 71		
	Below Benchmark	Likely to Need Strategic Support	35 - 53		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 34		
NWF-WWR	Above Benchmark	Likely to Need Core Support ^a	21 +		
	At Benchmark	Likely to Need Core Support^b	13 - 20		
	Below Benchmark	Likely to Need Strategic Support	6 - 12		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 5		
ORF Words Correct	Above Benchmark	Likely to Need Core Support ^a	68 +	91 +	104 +
	At Benchmark	Likely to Need Core Support^b	52 - 67	72 - 90	87 - 103
	Below Benchmark	Likely to Need Strategic Support	37 - 51	55 - 71	65 - 86
	Well Below Benchmark	Likely to Need Intensive Support	0 - 36	0 - 54	0 - 64
ORF Accuracy	Above Benchmark	Likely to Need Core Support ^a	96% +	99% +	99% +
	At Benchmark	Likely to Need Core Support^b	90% - 95%	96% - 98%	97% - 98%
	Below Benchmark	Likely to Need Strategic Support	81% - 89%	91% - 95%	93% - 96%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 80%	0% - 90%	0% - 92%
Retell	Above Benchmark	Likely to Need Core Support ^a	25 +	31 +	39 +
	At Benchmark	Likely to Need Core Support^b	16 - 24	21 - 30	27 - 38
	Below Benchmark	Likely to Need Strategic Support	8 - 15	13 - 20	18 - 26
	Well Below Benchmark	Likely to Need Intensive Support	0 - 7	0 - 12	0 - 17
Retell Quality of Response	At or Above Benchmark	Likely to Need Core Support^b		2 +	2 +
	Below Benchmark	Likely to Need Strategic Support		1	1
	Well Below Benchmark	Likely to Need Intensive Support			

The benchmark is the number that is **bold**. The cut point for risk is the number that is *italicized*.

^a Some students may benefit from instruction on more advanced skills.

^b Some students may require monitoring and strategic support on component skills.

Third Grade Benchmarks and Cut Points for Risk

Acadience Reading Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Reading Composite Score	Above Benchmark	Likely to Need Core Support ^a	289 +	349 +	405 +
	At Benchmark	Likely to Need Core Support^b	220 - 288	285 - 348	330 - 404
	Below Benchmark	Likely to Need Strategic Support	<i>180 - 219</i>	<i>235 - 284</i>	<i>280 - 329</i>
	Well Below Benchmark	Likely to Need Intensive Support	0 - 179	0 - 234	0 - 279
ORF Words Correct	Above Benchmark	Likely to Need Core Support ^a	90 +	105 +	118 +
	At Benchmark	Likely to Need Core Support^b	70 - 89	86 - 104	100 - 117
	Below Benchmark	Likely to Need Strategic Support	55 - 69	68 - 85	80 - 99
	Well Below Benchmark	Likely to Need Intensive Support	0 - 54	0 - 67	0 - 79
ORF Accuracy	Above Benchmark	Likely to Need Core Support ^a	98% +	99% +	99% +
	At Benchmark	Likely to Need Core Support^b	95% - 97%	96% - 98%	97% - 98%
	Below Benchmark	Likely to Need Strategic Support	89% - 94%	92% - 95%	94% - 96%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 88%	0% - 91%	0% - 93%
Retell	Above Benchmark	Likely to Need Core Support ^a	33 +	40 +	46 +
	At Benchmark	Likely to Need Core Support^b	20 - 32	26 - 39	30 - 45
	Below Benchmark	Likely to Need Strategic Support	<i>10 - 19</i>	<i>18 - 25</i>	<i>20 - 29</i>
	Well Below Benchmark	Likely to Need Intensive Support	0 - 9	0 - 17	0 - 19
Retell Quality of Response	At or Above Benchmark	Likely to Need Core Support^b	2 +	2 +	3 +
	Below Benchmark	Likely to Need Strategic Support	<i>1</i>	<i>1</i>	<i>2</i>
	Well Below Benchmark	Likely to Need Intensive Support			<i>1</i>
Maze Adjusted Score	Above Benchmark	Likely to Need Core Support ^a	11 +	16 +	23 +
	At Benchmark	Likely to Need Core Support^b	8 - 10	11 - 15	19 - 22
	Below Benchmark	Likely to Need Strategic Support	5 - 7	7 - 10	14 - 18
	Well Below Benchmark	Likely to Need Intensive Support	0 - 4	0 - 6	0 - 13

The benchmark is the number that is **bold**. The cut point for risk is the number that is *italicized*.

^a Some students may benefit from instruction on more advanced skills.

^b Some students may require monitoring and strategic support on component skills.

Fourth Grade Benchmarks and Cut Points for Risk

Acadience Reading Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Reading Composite Score	Above Benchmark	Likely to Need Core Support ^a	341 +	383 +	446 +
	At Benchmark	Likely to Need Core Support^b	290 - 340	330 - 382	391 - 445
	Below Benchmark	Likely to Need Strategic Support	245 - 289	290 - 329	330 - 390
	Well Below Benchmark	Likely to Need Intensive Support	0 - 244	0 - 289	0 - 329
ORF Words Correct	Above Benchmark	Likely to Need Core Support ^a	104 +	121 +	133 +
	At Benchmark	Likely to Need Core Support^b	90 - 103	103 - 120	115 - 132
	Below Benchmark	Likely to Need Strategic Support	70 - 89	79 - 102	95 - 114
	Well Below Benchmark	Likely to Need Intensive Support	0 - 69	0 - 78	0 - 94
ORF Accuracy	Above Benchmark	Likely to Need Core Support ^a	98% +	99% +	100% +
	At Benchmark	Likely to Need Core Support^b	96% - 97%	97% - 98%	98% - 99%
	Below Benchmark	Likely to Need Strategic Support	93% - 95%	94% - 96%	95% - 97%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 92%	0% - 93%	0% - 94%
Retell	Above Benchmark	Likely to Need Core Support ^a	36 +	39 +	46 +
	At Benchmark	Likely to Need Core Support^b	27 - 35	30 - 38	33 - 45
	Below Benchmark	Likely to Need Strategic Support	14 - 26	20 - 29	24 - 32
	Well Below Benchmark	Likely to Need Intensive Support	0 - 13	0 - 19	0 - 23
Retell Quality of Response	At or Above Benchmark	Likely to Need Core Support^b	2 +	2 +	3 +
	Below Benchmark	Likely to Need Strategic Support	<i>1</i>	<i>1</i>	2
	Well Below Benchmark	Likely to Need Intensive Support			1
Maze Adjusted Score	Above Benchmark	Likely to Need Core Support ^a	18 +	20 +	28 +
	At Benchmark	Likely to Need Core Support^b	15 - 17	17 - 19	24 - 27
	Below Benchmark	Likely to Need Strategic Support	10 - 14	12 - 16	20 - 23
	Well Below Benchmark	Likely to Need Intensive Support	0 - 9	0 - 11	0 - 19

The benchmark is the number that is **bold**. The cut point for risk is the number that is *italicized*.

^a Some students may benefit from instruction on more advanced skills.

^b Some students may require monitoring and strategic support on component skills.

Fifth Grade Benchmarks and Cut Points for Risk

Acadience Reading Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Reading Composite Score	Above Benchmark	Likely to Need Core Support ^a	386 +	411 +	466 +
	At Benchmark	Likely to Need Core Support^b	357 - 385	372 - 410	415 - 465
	Below Benchmark	Likely to Need Strategic Support	258 - 356	310 - 371	340 - 414
	Well Below Benchmark	Likely to Need Intensive Support	0 - 257	0 - 309	0 - 339
ORF Words Correct	Above Benchmark	Likely to Need Core Support ^a	121 +	133 +	143 +
	At Benchmark	Likely to Need Core Support^b	111 - 120	120 - 132	130 - 142
	Below Benchmark	Likely to Need Strategic Support	96 - 110	101 - 119	105 - 129
	Well Below Benchmark	Likely to Need Intensive Support	0 - 95	0 - 100	0 - 104
ORF Accuracy	Above Benchmark	Likely to Need Core Support ^a	99% +	99% +	100%
	At Benchmark	Likely to Need Core Support^b	98%	98%	99%
	Below Benchmark	Likely to Need Strategic Support	95% - 97%	96% - 97%	97% - 98%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 94%	0% - 95%	0% - 96%
Retell	Above Benchmark	Likely to Need Core Support ^a	40 +	46 +	52 +
	At Benchmark	Likely to Need Core Support^b	33 - 39	36 - 45	36 - 51
	Below Benchmark	Likely to Need Strategic Support	22 - 32	25 - 35	25 - 35
	Well Below Benchmark	Likely to Need Intensive Support	0 - 21	0 - 24	0 - 24
Retell Quality of Response	At or Above Benchmark	Likely to Need Core Support^b	2 +	3 +	3 +
	Below Benchmark	Likely to Need Strategic Support	<i>1</i>	2	2
	Well Below Benchmark	Likely to Need Intensive Support		1	1
Maze Adjusted Score	Above Benchmark	Likely to Need Core Support ^a	21 +	21 +	28 +
	At Benchmark	Likely to Need Core Support^b	18 - 20	20	24 - 27
	Below Benchmark	Likely to Need Strategic Support	12 - 17	13 - 19	18 - 23
	Well Below Benchmark	Likely to Need Intensive Support	0 - 11	0 - 12	0 - 17

The benchmark is the number that is **bold**. The cut point for risk is the number that is *italicized*.

^a Some students may benefit from instruction on more advanced skills.

^b Some students may require monitoring and strategic support on component skills.

Sixth Grade Benchmarks and Cut Points for Risk

Acadience Reading Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Reading Composite Score	Above Benchmark	Likely to Need Core Support ^a	435 +	461 +	478 +
	At Benchmark	Likely to Need Core Support^b	344 - 434	358 - 460	380 - 477
	Below Benchmark	Likely to Need Strategic Support	280 - 343	285 - 357	324 - 379
	Well Below Benchmark	Likely to Need Intensive Support	0 - 279	0 - 284	0 - 323
ORF Words Correct	Above Benchmark	Likely to Need Core Support ^a	139 +	141 +	151 +
	At Benchmark	Likely to Need Core Support^b	107 - 138	109 - 140	120 - 150
	Below Benchmark	Likely to Need Strategic Support	90 - 106	92 - 108	95 - 119
	Well Below Benchmark	Likely to Need Intensive Support	0 - 89	0 - 91	0 - 94
ORF Accuracy	Above Benchmark	Likely to Need Core Support ^a	99% +	99% +	100%
	At Benchmark	Likely to Need Core Support^b	97% - 98%	97% - 98%	98% - 99%
	Below Benchmark	Likely to Need Strategic Support	94% - 96%	94% - 96%	96% - 97%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 93%	0% - 93%	0% - 95%
Retell	Above Benchmark	Likely to Need Core Support ^a	43 +	48 +	50 +
	At Benchmark	Likely to Need Core Support^b	27 - 42	29 - 47	32 - 49
	Below Benchmark	Likely to Need Strategic Support	16 - 26	18 - 28	24 - 31
	Well Below Benchmark	Likely to Need Intensive Support	0 - 15	0 - 17	0 - 23
Retell Quality of Response	At or Above Benchmark	Likely to Need Core Support^b	2 +	2 +	3 +
	Below Benchmark	Likely to Need Strategic Support	1	1	2
	Well Below Benchmark	Likely to Need Intensive Support			1
Maze Adjusted Score	Above Benchmark	Likely to Need Core Support ^a	27 +	30 +	30 +
	At Benchmark	Likely to Need Core Support^b	18 - 26	19 - 29	21 - 29
	Below Benchmark	Likely to Need Strategic Support	14 - 17	14 - 18	15 - 20
	Well Below Benchmark	Likely to Need Intensive Support	0 - 13	0 - 13	0 - 14

The benchmark is the number that is **bold**. The cut point for risk is the number that is *italicized*.

^a Some students may benefit from instruction on more advanced skills.

^b Some students may require monitoring and strategic support on component skills.

Kindergarten Percentage of Students Who Meet Later Outcomes on the Reading Composite Score Based On Benchmark Status on Individual Acadience Reading Measures

Acadience Reading Measure	Benchmark Status	Percent of students	Percent of students	Percent of students	Percent of students
		At or Above Benchmark on middle-of-year Reading Composite Score based on beginning-of-year status	Above Benchmark on middle-of-year Reading Composite Score based on beginning-of-year status	At or Above Benchmark on end-of-year Reading Composite Score based on middle-of-year status	Above Benchmark on end-of-year Reading Composite Score based on middle-of-year status
Reading Composite Score	At or Above Benchmark	85%	58%	93%	59%
	Above Benchmark	91%	67%	98%	77%
	At Benchmark	70%	35%	85%	32%
	Below Benchmark	54%	24%	56%	13%
	Well Below Benchmark	32%	12%	18%	3%
FSF	At or Above Benchmark	83%	57%	86%	52%
	Above Benchmark	88%	64%	93%	65%
	At Benchmark	69%	36%	80%	41%
	Below Benchmark	56%	26%	54%	19%
	Well Below Benchmark	42%	18%	22%	5%
PSF	At or Above Benchmark	–	–	86%	52%
	Above Benchmark	–	–	94%	66%
	At Benchmark	–	–	79%	38%
	Below Benchmark	–	–	53%	18%
	Well Below Benchmark	–	–	26%	7%
NWF Correct Letter Sounds	At or Above Benchmark	–	–	87%	53%
	Above Benchmark	–	–	96%	72%
	At Benchmark	–	–	78%	31%
	Below Benchmark	–	–	47%	11%
	Well Below Benchmark	–	–	18%	4%

Note: This table shows the percent of students that are on track on the Reading Composite Score at the middle and end of the year based on the student's Acadience Reading measure score at the beginning and middle of the year. N = 441,923 students who had Acadience Reading data for the 2013–2014 school year. Data exported from mCLASS®, VPORT®, and Acadience Data Management.

First Grade Percentage of Students Who Meet Later Outcomes on the Reading Composite Score Based On Benchmark Status on Individual Acadience Reading Measures

Acadience Reading Measure	Benchmark Status	Percent of students	Percent of students	Percent of students	Percent of students
		At or Above Benchmark on middle-of-year Reading Composite Score based on beginning-of-year status	Above Benchmark on middle-of-year Reading Composite Score based on beginning-of-year status	At or Above Benchmark on end-of-year Reading Composite Score based on middle-of-year status	Above Benchmark on end-of-year Reading Composite Score based on middle-of-year status
Reading Composite Score	At or Above Benchmark	87%	68%	92%	66%
	Above Benchmark	93%	79%	99%	85%
	At Benchmark	74%	44%	75%	20%
	Below Benchmark	59%	29%	36%	5%
	Well Below Benchmark	28%	11%	7%	1%
PSF	At or Above Benchmark	77%	56%	–	–
	Above Benchmark	79%	59%	–	–
	At Benchmark	74%	52%	–	–
	Below Benchmark	64%	43%	–	–
	Well Below Benchmark	36%	21%	–	–
NWF Correct Letter Sounds	At or Above Benchmark	85%	66%	86%	63%
	Above Benchmark	91%	77%	95%	81%
	At Benchmark	68%	37%	67%	28%
	Below Benchmark	49%	22%	43%	12%
	Well Below Benchmark	22%	8%	18%	4%
NWF Whole Words Read	At or Above Benchmark	83%	64%	83%	59%
	Above Benchmark	92%	78%	96%	80%
	At Benchmark	66%	36%	63%	25%
	Below Benchmark	37%	16%	36%	10%
	Well Below Benchmark	–	–	17%	5%
ORF Words Correct	At or Above Benchmark			91%	66%
	Above Benchmark			98%	83%
	At Benchmark			74%	24%
	Below Benchmark			35%	6%
	Well Below Benchmark			7%	1%
ORF Accuracy	At or Above Benchmark			91%	67%
	Above Benchmark			97%	80%
	At Benchmark			74%	27%
	Below Benchmark			43%	10%
	Well Below Benchmark			9%	2%

Note: This table shows the percent of students that are on track on the Reading Composite Score at the middle and end of the year based on the student's Acadience Reading measure score at the beginning and middle of the year. N = 452,530 students who had Acadience Reading data for the 2013–2014 school year. Data exported from mCLASS®, VPORT®, and Acadience Data Management.

Second Grade Percentage of Students Who Meet Later Outcomes on the Reading Composite Score Based On Benchmark Status on Individual Acadience Reading Measures

Acadience Reading Measure	Benchmark Status	Percent of students	Percent of students	Percent of students	Percent of students
		At or Above Benchmark on middle-of-year Reading Composite Score based on beginning-of-year status	Above Benchmark on middle-of-year Reading Composite Score based on beginning-of-year status	At or Above Benchmark on end-of-year Reading Composite Score based on middle-of-year status	Above Benchmark on end-of-year Reading Composite Score based on middle-of-year status
Reading Composite Score	At or Above Benchmark	93%	64%	91%	64%
	Above Benchmark	99%	83%	98%	84%
	At Benchmark	85%	36%	77%	28%
	Below Benchmark	46%	8%	35%	7%
	Well Below Benchmark	11%	1%	8%	1%
NWF Correct Letter Sounds	At or Above Benchmark	92%	66%	–	–
	Above Benchmark	96%	76%	–	–
	At Benchmark	82%	46%	–	–
	Below Benchmark	61%	26%	–	–
	Well Below Benchmark	37%	13%	–	–
NWF Whole Words Read	At or Above Benchmark	90%	64%	–	–
	Above Benchmark	96%	76%	–	–
	At Benchmark	80%	43%	–	–
	Below Benchmark	57%	23%	–	–
	Well Below Benchmark	36%	13%	–	–
ORF Words Correct	At or Above Benchmark	96%	71%	94%	69%
	Above Benchmark	99%	84%	98%	84%
	At Benchmark	90%	42%	85%	40%
	Below Benchmark	64%	15%	54%	15%
	Well Below Benchmark	16%	2%	12%	2%
ORF Accuracy	At or Above Benchmark	92%	63%	91%	65%
	Above Benchmark	98%	79%	96%	77%
	At Benchmark	82%	37%	81%	44%
	Below Benchmark	45%	11%	44%	14%
	Well Below Benchmark	11%	2%	11%	4%
Retell	At or Above Benchmark	89%	63%	84%	60%
	Above Benchmark	94%	74%	91%	72%
	At Benchmark	80%	41%	71%	37%
	Below Benchmark	62%	22%	48%	18%
	Well Below Benchmark	33%	9%	24%	8%

Note: This table shows the percent of students that are on track on the Reading Composite Score at the middle and end of the year based on the student's Acadience Reading measure score at the beginning and middle of the year. N = 394,821 students who had Acadience Reading data for the 2013–2014 school year. Data exported from mCLASS®, VPORT®, and Acadience Data Management.

Third Grade Percentage of Students Who Meet Later Outcomes on the Reading Composite Score Based On Benchmark Status on Individual Acadience Reading Measures

Acadience Reading Measure	Benchmark Status	Percent of students	Percent of students	Percent of students	Percent of students
		At or Above Benchmark on middle-of-year Reading Composite Score based on beginning-of-year status	Above Benchmark on middle-of-year Reading Composite Score based on beginning-of-year status	At or Above Benchmark on end-of-year Reading Composite Score based on middle-of-year status	Above Benchmark on end-of-year Reading Composite Score based on middle-of-year status
Reading Composite Score	At or Above Benchmark	90%	62%	93%	64%
	Above Benchmark	98%	82%	99%	84%
	At Benchmark	76%	29%	83%	29%
	Below Benchmark	43%	9%	46%	7%
	Well Below Benchmark	12%	2%	9%	1%
ORF Words Correct	At or Above Benchmark	91%	64%	92%	65%
	Above Benchmark	97%	82%	98%	83%
	At Benchmark	79%	35%	83%	36%
	Below Benchmark	49%	12%	50%	11%
	Well Below Benchmark	14%	2%	12%	2%
ORF Accuracy	At or Above Benchmark	87%	60%	85%	57%
	Above Benchmark	94%	75%	92%	69%
	At Benchmark	78%	42%	76%	39%
	Below Benchmark	46%	16%	38%	11%
	Well Below Benchmark	10%	3%	8%	2%
Retell	At or Above Benchmark	79%	53%	82%	55%
	Above Benchmark	89%	68%	91%	69%
	At Benchmark	65%	32%	69%	34%
	Below Benchmark	39%	14%	46%	16%
	Well Below Benchmark	22%	8%	25%	7%
Maze Adjusted Score	At or Above Benchmark	89%	65%	90%	65%
	Above Benchmark	94%	76%	96%	78%
	At Benchmark	78%	43%	80%	44%
	Below Benchmark	58%	23%	58%	22%
	Well Below Benchmark	29%	9%	26%	7%

Note: This table shows the percent of students that are on track on the Reading Composite Score at the middle and end of the year based on the student's Acadience Reading measure score at the beginning and middle of the year. N = 303,928 students who had Acadience Reading data for the 2013–2014 school year. Data exported from mCLASS®, VPORT®, and Acadience Data Management.

Fourth Grade Percentage of Students Who Meet Later Outcomes on the Reading Composite Score Based On Benchmark Status on Individual Acadience Reading Measures

Acadience Reading Measure	Benchmark Status	Percent of students	Percent of students	Percent of students	Percent of students
		At or Above Benchmark on middle-of-year Reading Composite Score based on beginning-of-year status	Above Benchmark on middle-of-year Reading Composite Score based on beginning-of-year status	At or Above Benchmark on end-of-year Reading Composite Score based on middle-of-year status	Above Benchmark on end-of-year Reading Composite Score based on middle-of-year status
Reading Composite Score	At or Above Benchmark	91%	68%	91%	65%
	Above Benchmark	97%	84%	98%	83%
	At Benchmark	76%	32%	77%	29%
	Below Benchmark	45%	11%	45%	8%
	Well Below Benchmark	9%	2%	9%	1%
ORF Words Correct	At or Above Benchmark	92%	72%	90%	66%
	Above Benchmark	97%	82%	97%	82%
	At Benchmark	79%	41%	76%	33%
	Below Benchmark	54%	19%	42%	11%
	Well Below Benchmark	12%	2%	7%	1%
ORF Accuracy	At or Above Benchmark	82%	60%	80%	55%
	Above Benchmark	89%	69%	88%	66%
	At Benchmark	68%	39%	67%	35%
	Below Benchmark	46%	20%	36%	12%
	Well Below Benchmark	12%	4%	7%	2%
Retell	At or Above Benchmark	79%	58%	81%	57%
	Above Benchmark	86%	68%	88%	66%
	At Benchmark	63%	37%	66%	36%
	Below Benchmark	40%	18%	45%	20%
	Well Below Benchmark	17%	6%	19%	7%
Maze Adjusted Score	At or Above Benchmark	89%	68%	88%	67%
	Above Benchmark	94%	78%	95%	79%
	At Benchmark	73%	39%	75%	41%
	Below Benchmark	47%	19%	50%	20%
	Well Below Benchmark	14%	4%	18%	5%

Note: This table shows the percent of students that are on track on the Reading Composite Score at the middle and end of the year based on the student's Acadience Reading measure score at the beginning and middle of the year. N = 114,567 students who had Acadience Reading data for the 2013–2014 school year. Data exported from mCLASS®, VPORT®, and Acadience Data Management.

Fifth Grade Percentage of Students Who Meet Later Outcomes on the Reading Composite Score Based On Benchmark Status on Individual Acadience Reading Measures

Acadience Reading Measure	Benchmark Status	Percent of students	Percent of students	Percent of students	Percent of students
		At or Above Benchmark on middle-of-year Reading Composite Score based on beginning-of-year status	Above Benchmark on middle-of-year Reading Composite Score based on beginning-of-year status	At or Above Benchmark on end-of-year Reading Composite Score based on middle-of-year status	Above Benchmark on end-of-year Reading Composite Score based on middle-of-year status
Reading Composite Score	At or Above Benchmark	92%	76%	90%	68%
	Above Benchmark	96%	84%	96%	82%
	At Benchmark	75%	41%	73%	32%
	Below Benchmark	37%	13%	35%	9%
	Well Below Benchmark	3%	1%	3%	1%
ORF Words Correct	At or Above Benchmark	91%	76%	91%	72%
	Above Benchmark	95%	83%	95%	81%
	At Benchmark	75%	46%	76%	42%
	Below Benchmark	56%	26%	47%	18%
	Well Below Benchmark	16%	5%	8%	2%
ORF Accuracy	At or Above Benchmark	80%	63%	76%	55%
	Above Benchmark	89%	76%	88%	74%
	At Benchmark	76%	57%	71%	48%
	Below Benchmark	42%	22%	38%	18%
	Well Below Benchmark	11%	4%	10%	4%
Retell	At or Above Benchmark	76%	59%	75%	55%
	Above Benchmark	82%	67%	83%	66%
	At Benchmark	60%	39%	59%	34%
	Below Benchmark	42%	23%	39%	19%
	Well Below Benchmark	18%	9%	17%	7%
Maze Adjusted Score	At or Above Benchmark	86%	69%	91%	74%
	Above Benchmark	91%	78%	92%	77%
	At Benchmark	67%	41%	77%	48%
	Below Benchmark	45%	22%	52%	25%
	Well Below Benchmark	15%	6%	14%	4%

Note: This table shows the percent of students that are on track on the Reading Composite Score at the middle and end of the year based on the student's Acadience Reading measure score at the beginning and middle of the year. N = 98,565 students who had Acadience Reading data for the 2013–2014 school year. Data exported from mCLASS®, VPORT®, and Acadience Data Management.

Sixth Grade Percentage of Students Who Meet Later Outcomes on the Reading Composite Score Based On Benchmark Status on Individual Acadience Reading Measures

Acadience Reading Measure	Benchmark Status	Percent of students	Percent of students	Percent of students	Percent of students
		At or Above Benchmark on middle-of-year Reading Composite Score based on beginning-of-year status	Above Benchmark on middle-of-year Reading Composite Score based on beginning-of-year status	At or Above Benchmark on end-of-year Reading Composite Score based on middle-of-year status	Above Benchmark on end-of-year Reading Composite Score based on middle-of-year status
Reading Composite Score	At or Above Benchmark	93%	54%	94%	55%
	Above Benchmark	99%	82%	100%	83%
	At Benchmark	85%	20%	87%	21%
	Below Benchmark	32%	2%	35%	1%
	Well Below Benchmark	3%	0%	3%	0%
ORF Words Correct	At or Above Benchmark	92%	55%	93%	56%
	Above Benchmark	99%	80%	99%	80%
	At Benchmark	85%	26%	85%	27%
	Below Benchmark	44%	3%	50%	5%
	Well Below Benchmark	8%	0%	11%	1%
ORF Accuracy	At or Above Benchmark	86%	49%	86%	50%
	Above Benchmark	92%	61%	94%	66%
	At Benchmark	83%	45%	83%	43%
	Below Benchmark	46%	12%	46%	10%
	Well Below Benchmark	9%	2%	10%	1%
Retell	At or Above Benchmark	85%	50%	86%	51%
	Above Benchmark	93%	65%	95%	68%
	At Benchmark	75%	33%	76%	31%
	Below Benchmark	52%	15%	49%	10%
	Well Below Benchmark	26%	5%	21%	3%
Maze Adjusted Score	At or Above Benchmark	89%	51%	90%	53%
	Above Benchmark	98%	77%	99%	78%
	At Benchmark	78%	24%	81%	27%
	Below Benchmark	36%	4%	43%	6%
	Well Below Benchmark	13%	2%	12%	1%

Note: This table shows the percent of students that are on track on the Reading Composite Score at the middle and end of the year based on the student's Acadience Reading measure score at the beginning and middle of the year. N = 32,337 students who had Acadience Reading data for the 2013–2014 school year. Data exported from mCLASS®, VPORT®, and Acadience Data Management.

Percent of Students Who Met Outcomes on the GRADE

Acadience Reading Measure	End-of-Year Benchmark Status	Likelihood of Being on Track on the GRADE by Grade Level						
		K	1	2	3	4	5	6
Reading Composite Score	At or Above Benchmark	74%	90%	89%	90%	84%	87%	93%
	Below Benchmark	50%	48%	45%	48%	58%	45%	45%
	Well Below Benchmark	36%	10%	14%	7%	3%	7%	13%
FSF	At or Above Benchmark	70%						
	Below Benchmark	56%						
	Well Below Benchmark	50%						
PSF	At or Above Benchmark	74%	83%					
	Below Benchmark	63%	59%					
	Well Below Benchmark	20%	32%					
NWF Correct Letter Sounds	At or Above Benchmark		90%					
	Below Benchmark		42%					
	Well Below Benchmark		10%					
NWF Whole Words Read	At or Above Benchmark		89%					
	Below Benchmark		36%					
	Well Below Benchmark		13%					
ORF Words Correct	At or Above Benchmark		87%	89%	89%	85%	83%	90%
	Below Benchmark		62%	43%	50%	59%	57%	64%
	Well Below Benchmark			14%	18%	3%	11%	25%
ORF Accuracy	At or Above Benchmark			88%	87%	75%	82%	90%
	Below Benchmark			39%	38%	54%	55%	69%
	Well Below Benchmark			26%	19%	6%	16%	30%
Retell	At or Above Benchmark			86%	86%	83%	86%	90%
	Below Benchmark			56%	48%	53%	39%	60%
	Well Below Benchmark			19%	20%	12%	20%	25%
Retell Quality of Response	At or Above Benchmark			81%	87%	87%	83%	92%
	Below Benchmark			41%	60%	52%	38%	68%
	Well Below Benchmark				15%	19%	11%	25%
Maze Adjusted Score	At or Above Benchmark				90%	80%	82%	90%
	Below Benchmark				48%	65%	61%	57%
	Well Below Benchmark				14%	14%	20%	20%

Note: This table shows the likelihood of being on track on the GRADE assessment administered at the end of the year, based on the student's individual end-of-year Acadience Reading measure benchmark status. The 40th percentile for the GRADE assessment was used to indicate whether the student was on track.

Kindergarten Reading Composite Score Worksheet

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The Acadience Reading Composite Score is used to interpret student results for Acadience Reading. Most data management services will calculate the composite score for you. If you do not use a data management service or if your data management service does not calculate it, you can use this worksheet to calculate the composite score.

Name: _____ Class: _____

Beginning of Year Benchmark

FSF Score = _____ [1]

LNF Score = _____ [2]

Acadience Reading Composite Score (add values 1-2) =

Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

FSF Score = _____ [1]

LNF Score = _____ [2]

PSF Score = _____ [3]

NWF CLS Score = _____ [4]

Acadience Reading Composite Score (add values 1-4) =

Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

LNF Score = _____ [1]

PSF Score = _____ [2]

NWF CLS Score = _____ [3]

Acadience Reading Composite Score (add values 1-3) =

Do not calculate the composite score if any of the values are missing.

First Grade Reading Composite Score Worksheet

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The Acadience Reading Composite Score is used to interpret student results for Acadience Reading. Most data management services will calculate the composite score for you. If you do not use a data management service or if your data management service does not calculate it, you can use this worksheet to calculate the composite score.

Name: _____ Class: _____

Middle of Year	
ORF Accuracy Percent	Accuracy Value
0% – 49%	0
50% – 52%	2
53% – 55%	8
56% – 58%	14
59% – 61%	20
62% – 64%	26
65% – 67%	32
68% – 70%	38
71% – 73%	44
74% – 76%	50
77% – 79%	56
80% – 82%	62
83% – 85%	68
86% – 88%	74
89% – 91%	80
92% – 94%	86
95% – 97%	92
98% – 100%	98

End of Year	
ORF Accuracy Percent	Accuracy Value
0% – 64%	0
65% – 66%	3
67% – 68%	9
69% – 70%	15
71% – 72%	21
73% – 74%	27
75% – 76%	33
77% – 78%	39
79% – 80%	45
81% – 82%	51
83% – 84%	57
85% – 86%	63
87% – 88%	69
89% – 90%	75
91% – 92%	81
93% – 94%	87
95% – 96%	93
97% – 98%	99
99% – 100%	105

Beginning of Year Benchmark

LNF Score = _____ [1]

PSF Score = _____ [2]

NWF CLS Score = _____ [3]

Acadience Reading Composite Score (add values 1–3) =

Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

NWF CLS Score = _____ [1]

NWF WWR Score = _____ [2]

ORF Words Correct = _____ [3]

ORF Accuracy Percent: _____ %

100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

Acadience Reading Composite Score (add values 1–4) =

Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

NWF WWR Score _____ **x 2** = _____ [1]

ORF Words Correct = _____ [2]

ORF Accuracy Percent: _____ %

100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [3]

Acadience Reading Composite Score (add values 1–3) =

Do not calculate the composite score if any of the values are missing.



Second Grade Reading Composite Score Worksheet

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The Acadience Reading Composite Score is used to interpret student results for Acadience Reading. Most data management services will calculate the composite score for you. If you do not use a data management service or if your data management service does not calculate it, you can use this worksheet to calculate the composite score.

Name: _____ Class: _____

Beginning of Year	
ORF Accuracy Percent	Accuracy Value
0% – 64%	0
65% – 66%	3
67% – 68%	9
69% – 70%	15
71% – 72%	21
73% – 74%	27
75% – 76%	33
77% – 78%	39
79% – 80%	45
81% – 82%	51
83% – 84%	57
85% – 86%	63
87% – 88%	69
89% – 90%	75
91% – 92%	81
93% – 94%	87
95% – 96%	93
97% – 98%	99
99% – 100%	105

Middle and End of Year	
ORF Accuracy Percent	Accuracy Value
0% – 85%	0
86%	8
87%	16
88%	24
89%	32
90%	40
91%	48
92%	56
93%	64
94%	72
95%	80
96%	88
97%	96
98%	104
99%	112
100%	120

Beginning of Year Benchmark

NWF WWR Score _____ x 2 = _____ [1]

ORF Words Correct = _____ [2]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [3]

Acadience Reading Composite Score (add values 1-3) =

Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

ORF Words Correct = _____ [1]

Retell Score _____ x 2 = _____ [2]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [3]

Acadience Reading Composite Score (add values 1-3) =

If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Acadience Reading Composite Score. Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

ORF Words Correct = _____ [1]

Retell Score _____ x 2 = _____ [2]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [3]

Acadience Reading Composite Score (add values 1-3) =

If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Acadience Reading Composite Score. Do not calculate the composite score if any of the values are missing.

Third Grade Reading Composite Score Worksheet

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The Acadience Reading Composite Score is used to interpret student results for Acadience Reading. Most data management services will calculate the composite score for you. If you do not use a data management service or if your data management service does not calculate it, you can use this worksheet to calculate the composite score.

Name: _____ Class: _____

Beginning, Middle, and End of Year	
ORF Accuracy Percent	Accuracy Value
0% – 85%	0
86%	8
87%	16
88%	24
89%	32
90%	40
91%	48
92%	56
93%	64
94%	72
95%	80
96%	88
97%	96
98%	104
99%	112
100%	120

Beginning of Year Benchmark

ORF Words Correct = _____ [1]

Retell Score _____ x 2 = _____ [2]

Maze Adjusted Score _____ x 4 = _____ [3]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [4]

Acadience Reading Composite Score (add values 1–4) =

If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Acadience Reading Composite Score. Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

ORF Words Correct = _____ [1]

Retell Score _____ x 2 = _____ [2]

Maze Adjusted Score _____ x 4 = _____ [3]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [4]

Acadience Reading Composite Score (add values 1–4) =

If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Acadience Reading Composite Score. Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

ORF Words Correct = _____ [1]

Retell Score _____ x 2 = _____ [2]

Maze Adjusted Score _____ x 4 = _____ [3]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [4]

Acadience Reading Composite Score (add values 1–4) =

If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Acadience Reading Composite Score. Do not calculate the composite score if any of the values are missing.

Fourth Grade Reading Composite Score Worksheet

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The Acadience Reading Composite Score is used to interpret student results for Acadience Reading. Most data management services will calculate the composite score for you. If you do not use a data management service or if your data management service does not calculate it, you can use this worksheet to calculate the composite score.

Name: _____ Class: _____

Beginning, Middle, and End of Year	
ORF Accuracy Percent	Accuracy Value
0% – 85%	0
86%	8
87%	16
88%	24
89%	32
90%	40
91%	48
92%	56
93%	64
94%	72
95%	80
96%	88
97%	96
98%	104
99%	112
100%	120

Beginning of Year Benchmark

ORF Words Correct = _____ [1]

Retell Score _____ x 2 = _____ [2]

Maze Adjusted Score _____ x 4 = _____ [3]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [4]

Acadience Reading Composite Score (add values 1–4) =

If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Acadience Reading Composite Score. Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

ORF Words Correct = _____ [1]

Retell Score _____ x 2 = _____ [2]

Maze Adjusted Score _____ x 4 = _____ [3]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [4]

Acadience Reading Composite Score (add values 1–4) =

If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Acadience Reading Composite Score. Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

ORF Words Correct = _____ [1]

Retell Score _____ x 2 = _____ [2]

Maze Adjusted Score _____ x 4 = _____ [3]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [4]

Acadience Reading Composite Score (add values 1–4) =

If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Acadience Reading Composite Score. Do not calculate the composite score if any of the values are missing.

Fifth Grade Reading Composite Score Worksheet

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The Acadience Reading Composite Score is used to interpret student results for Acadience Reading. Most data management services will calculate the composite score for you. If you do not use a data management service or if your data management service does not calculate it, you can use this worksheet to calculate the composite score.

Name: _____ Class: _____

Beginning, Middle, and End of Year	
ORF Accuracy Percent	Accuracy Value
0% – 85%	0
86%	8
87%	16
88%	24
89%	32
90%	40
91%	48
92%	56
93%	64
94%	72
95%	80
96%	88
97%	96
98%	104
99%	112
100%	120

Beginning of Year Benchmark

ORF Words Correct = _____ [1]

Retell Score _____ x 2 = _____ [2]

Maze Adjusted Score _____ x 4 = _____ [3]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [4]

Acadience Reading Composite Score (add values 1–4) =

If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Acadience Reading Composite Score. Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

ORF Words Correct = _____ [1]

Retell Score _____ x 2 = _____ [2]

Maze Adjusted Score _____ x 4 = _____ [3]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [4]

Acadience Reading Composite Score (add values 1–4) =

If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Acadience Reading Composite Score. Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

ORF Words Correct = _____ [1]

Retell Score _____ x 2 = _____ [2]

Maze Adjusted Score _____ x 4 = _____ [3]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [4]

Acadience Reading Composite Score (add values 1–4) =

If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Acadience Reading Composite Score. Do not calculate the composite score if any of the values are missing.

Sixth Grade Reading Composite Score Worksheet

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The Acadience Reading Composite Score is used to interpret student results for Acadience Reading. Most data management services will calculate the composite score for you. If you do not use a data management service or if your data management service does not calculate it, you can use this worksheet to calculate the composite score.

Name: _____ Class: _____

Beginning, Middle, and End of Year	
ORF Accuracy Percent	Accuracy Value
0% – 85%	0
86%	8
87%	16
88%	24
89%	32
90%	40
91%	48
92%	56
93%	64
94%	72
95%	80
96%	88
97%	96
98%	104
99%	112
100%	120

Beginning of Year Benchmark

ORF Words Correct = _____ [1]

Retell Score _____ x 2 = _____ [2]

Maze Adjusted Score _____ x 4 = _____ [3]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [4]

Acadience Reading Composite Score (add values 1–4) =

If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Acadience Reading Composite Score. Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

ORF Words Correct = _____ [1]

Retell Score _____ x 2 = _____ [2]

Maze Adjusted Score _____ x 4 = _____ [3]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [4]

Acadience Reading Composite Score (add values 1–4) =

If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Acadience Reading Composite Score. Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

ORF Words Correct = _____ [1]

Retell Score _____ x 2 = _____ [2]

Maze Adjusted Score _____ x 4 = _____ [3]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [4]

Acadience Reading Composite Score (add values 1–4) =

If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Acadience Reading Composite Score. Do not calculate the composite score if any of the values are missing.