acadience®

Acadience® Reading Survey
Assessment Manual

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Acadience Learning Inc.

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Welcome to Acadience® Reading Survey

What is Acadience Reading Survey?

Acadience Reading Survey is an advanced assessment tool for students who have not yet reached their grade-level benchmark goals. Survey materials are designed to "test back" this group of students using Acadience Reading measures to:

- identify a student's instructional level;
- determine an appropriate level for progress monitoring;
- set goals; and
- make instructional decisions.

Why use Acadience Reading Survey?

Acadience® Reading K–6 is organized primarily for prevention, and while Acadience Reading K–6 measures can be used to identify the instructional needs of students who are well below grade level, Survey provides educators with the materials, guidelines, and knowledge to:

- make decisions about their students' learning needs;
- devise a plan of instructional support; and
- improve student learning outcomes.

How easily is Acadience Reading Survey administered?

Survey users are already trained in the standardized administration and scoring procedures in Acadience Reading K–6, and they will quickly recognize that testing and scoring materials are similarly structured. Survey's assessment model requires only 5–20 minutes per student, and each student is "tested back" only in the materials necessary to quickly pinpoint which level of material is most appropriate for instruction and progress monitoring. Explicit directions for when and how to conduct Survey, tips for setting goals, and detailed case examples are also included.

Table of Contents

Introduction

Acadience Reading K–6 data are collected routinely for many schools as part of preventing student reading difficulties, as well as for systems-level school improvement efforts in reading. Acadience Reading K–6 is meant to be used in a preventative model focused on student outcomes (i.e., the Outcomes-Driven Model). The measures are indicators of critical early literacy skills, specifically, Phonemic Awareness, Alphabetic Principle and Phonics, Accurate and Fluent Reading of Connected Text, and Reading Comprehension. Student scores on the Acadience Reading K–6 measures are compared to benchmarks that are predictive of healthy reading development. When the scores suggest that reading development is not on track (i.e., falling short of the benchmark goals), additional support can be provided to maximize the likelihood that students will be successful, thus preventing later reading difficulties.

Some students are not successful in reaching early literacy benchmarks and struggle to develop reading skills. Some of these students may have reading skills significantly below their grade-level peers. For these students, remediation rather than prevention becomes the focus. For some of these students, specialized instruction (e.g., special education or Title 1 services) or other additional instructional support beyond what is provided typically in the core curriculum may be necessary. Using Acadience Reading K–6 to make instructional decisions for students like these, who are significantly below grade level, presents a greater challenge because Acadience Reading K–6 is organized primarily for prevention. While the measures can be used to identify instructional needs of these students, using them in such a way requires advanced knowledge, skills, and guidance.

Purpose

The purpose of Acadience Reading Survey is to provide educators with guidelines and decision rules for using Acadience Reading K–6 measures for students who are in remedial status (i.e., below grade-level reading skills) to:

- identify a student's instructional level;
- determine an appropriate level for progress monitoring;
- set goals; and
- make instructional decisions.

The decision to conduct Acadience Reading Survey may be based upon a student's Acadience Reading Composite Score and/or performance on individual Acadience Reading K–6 measures (see *Figure 1*).

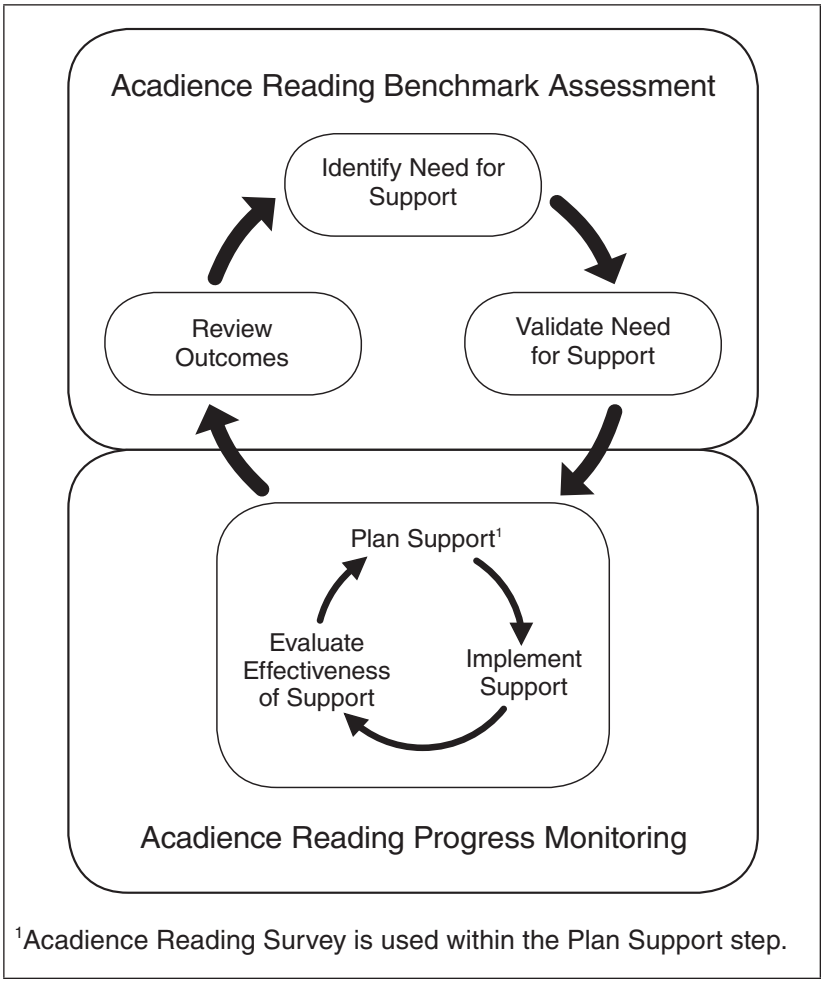
Figure 1. When to Conduct Acadience Reading Survey

Acadience Reading Composite Score	If the student's Reading Composite Score from their current grade-level benchmark assessment is below the cut point for risk (at the Well Below Benchmark level) for their grade level, Acadience Reading Survey may be appropriate. Examine the scores of the individual Acadience Reading K–6 measures from the student's grade-level benchmark assessment to decide where to begin conducting Survey (see below).
ORF	If any of these three conditions apply, then use *Survey* to test in lower levels of ORF, or test back with NWF if going below first-grade ORF: 1. If BOTH the Words Correct and Accuracy scores are at the Below Benchmark score level **OR** 2. If EITHER or BOTH the Words Correct or Accuracy score are at the Well Below Benchmark score level **OR** 3. If the Words Correct score falls below the OPTIMAL progress monitoring level at any time (see *Table 2,* page 9)
NWF	If BOTH NWF CLS and NWF WWR scores are at the Below Benchmark or Well Below Benchmark score level, then use Survey to test back with PSF.
PSF	If the PSF score is at the Well Below Benchmark score level, then use Survey to test back with FSF.

Acadience Reading Survey is used to determine how a student performs on reading tasks at different grade levels. Thus, Survey involves "testing back" in the Acadience Reading K–6 materials. For example, if Suzie is in fourth grade and performs below expectations for her grade level, Survey will help determine how she performs relative to expectations at lower grade levels. This information can help teachers and other school personnel set appropriate goals for Suzie, identify appropriate progress monitoring material, and determine primary areas of instructional opportunity for increasing Suzie's overall reading skills. This information also may help to pinpoint areas for further assessment to determine specific instructional needs.

Typically, Acadience Reading Survey would be used with students who have not reached their grade-level benchmark goals and continue to struggle in acquiring basic early literacy skills. Survey also may be used with students who score in the Well Below Benchmark range during benchmark assessment as a way to obtain additional information useful for instructional planning and goal setting. Thus, Survey fits within the "Plan Support" step of the Outcomes-Driven Model (see *Figure 2*).

Figure 2. The Outcomes-Driven Model



The practice of a Survey-Level Assessment is not new in education and has been described relative to Curriculum-Based Evaluation (see Howell & Nolet, 2000) and Curriculum-Based Measurement (see Shinn, 1998). The Survey-Level Assessment typically involves testing in successively lower-level materials until a point is found at which the student performs successfully, or until the lowest-level materials have been administered. Acadience Reading Survey facilitates this process for educators by providing testing materials, procedures for where to begin and end testing in the sequence of measures, and guidelines for setting goals and monitoring student progress. The Survey procedures described in this manual were established through research done by Acadience Learning. Please see the technical reports on our website: www.acadiencelearning.org.

It is important to keep in mind that Survey is intended to be used as a guideline for making decisions about progress monitoring and instruction. Survey is not intended to be used as an exhaustive diagnostic assessment tool. Prior to using Survey, users must be trained in Acadience Reading K–6 administration and scoring procedures. Finally, as with all Acadience Reading measures, professional judgment is required.

Response to Intervention (RtI) and Acadience Reading Survey

Response to Intervention (RtI) is a means of providing effective early intervention for students in schools. In addition, RtI has been adopted by special education as a data-based approach for identifying students with learning disabilities. Within the RtI framework, special education becomes part of a multitiered continuum of supports that may be available to help all students through early intervention efforts (Cummings, Atkins, Allison, & Cole, 2008).

To use Acadience Reading K–6 data to improve outcomes for all students, it is important to have in place a clearly defined system of support that encompasses all students. One such model is a multitiered RtI model of support, often referred to as a "three-tier model" (see Sugai, Horner, & Gresham, 2002; Tilly, 2008). A multitiered model of support is consistent with an Outcomes-Driven Model in that it is designed to provide a continuum of effective support options to meet the instructional needs of all learners. Additionally, a multitiered model is a prevention approach designed to identify struggling students early and provide the supports needed before these students fall further behind.

The National Association of State Directors of Special Education (NASDSE, 2005) convened a panel of professionals to provide guidance to state and local education agencies that would foster effective RtI implementation across general, remedial, and special education. Key among the principles outlined in the NASDSE document are:

- School systems must reorganize to provide multiple tiers of generally effective instructional practices, with a core curriculum that meets the needs of most (e.g., 80%) students.
- Across these tiers, all students are provided with access to high-quality instruction that is matched to their needs.
- Formative assessment data are gathered to document the match between students' needs and their instruction.
- RtI is evaluated across tiers, using a problem-solving model of data-based decision making.

Clear from the NASDSE statements is the need to match instruction to students' learning needs (i.e., instructional level) and the use of formative assessments that will document student progress. Importantly, progress monitoring measures must be sensitive to student growth within an RtI approach. It may be helpful to use a tool like Acadience Reading Survey to determine what level of material will be sensitive to changes in student skill and appropriate for determining a student's response to effective interventions. Acadience Reading Survey also may be useful in an RtI model for determining the appropriate match between student skill and the level of instructional material.

Measures Included in Acadience Reading Survey

Acadience Reading Survey uses measures from Acadience Reading K–6. Brief descriptions of each measure are listed in *Table 1*. All measures are individually administered. Detailed information on the measures is found in the *Acadience Reading K–6 Assessment Manual*.

Table 1. Acadience Reading K–6 Measures

Measures	Description
First Sound Fluency (FSF)	The assessor says words, and the student says the first sound for each word.
Letter Naming Fluency (LNF)	The student is presented with a sheet of letters and asked to name the letters.
Phoneme Segmentation Fluency (PSF)	The assessor says words, and the student says the individual sounds for each word.
Nonsense Word Fluency (NWF)	The student is presented with a list of VC and CVC nonsense words (e.g., sig, rav, ov) and asked to read the words.
Oral Reading Fluency (ORF)	The student is presented with a reading passage and asked to read aloud. The student is then asked to retell what they just read.
Maze	The student is presented with a reading passage where some words are replaced by a multiple choice box that includes the original word and two distractors. The student reads the passage silently and selects the word in each box that best fits the meaning.

Standardized administration and scoring directions should be used for all Acadience Reading K–6 measures. Scores are recorded on the front page of the Acadience Reading Survey scoring booklet. Students are given measures appropriate to their grade level or lower dependent upon student skill according to the Acadience Reading Survey Decision-Making Guidelines (see *Figure 9*, page 17).

Directions for Conducting Acadience Reading Survey

Time Needed

The total time needed for a student to complete the Survey testing will be between 5–20 minutes.

Testing Process

Students should be tested only in the materials needed to establish their:

- **mastery level** (highest level at which the student has demonstrated adequate skills for that grade level);
- **instructional level** (lowest level at which the student has not mastered the skills necessary for adequate grade-level performance);
- **progress monitoring level** (optimum level for monitoring student progress); and
- **appropriate goal** (ambitious, realistic, and meaningful goals that accelerate student progress).

Unless a benchmark assessment has recently been completed, testing should begin with materials appropriate for the student's grade level. If an Acadience Reading K–6 benchmark assessment was conducted within two weeks of the Survey administration, and it is believed that the scores are valid, then use the benchmark assessment data to establish a starting place. If there is a need to validate the benchmark testing scores, begin Survey by testing at the student's grade level (the Validate Need for Support step within the Outcomes-Driven Model, which appears in *Figure 2*, page 3). For example, to validate need for support for a third-grade student, begin testing using third-grade Oral Reading Fluency.

Figure 1. When to Conduct Acadience Reading Survey (revisited)

Acadience Reading Composite Score	If the student's Reading Composite Score from their current grade-level benchmark assessment is below the cut point for risk (at the Well Below Benchmark level) for their grade level, Acadience Reading Survey may be appropriate. Examine the scores of the individual Acadience Reading K–6 measures from the student's grade-level benchmark assessment to decide where to begin conducting Survey (see below).	
ORF	If any of these three conditions apply, then use *Survey* to test in lower levels of ORF, or test back with NWF if going below first-grade ORF:	1. If BOTH the Words Correct and Accuracy scores are at the Below Benchmark score level **OR** 2. If EITHER or BOTH the Words Correct or Accuracy score are at the Well Below Benchmark score level **OR** 3. If the Words Correct score falls below the OPTIMAL progress monitoring level at any time (see *Table 2*)
NWF	If BOTH NWF CLS and NWF WWR scores are at the Below Benchmark or Well Below Benchmark score level, then use Survey to test back with PSF.	
PSF	If the PSF score is at the Well Below Benchmark score level, then use Survey to test back with FSF.	

Use the decision rules in *Figure 3* to decide whether to test back another level with Acadience Reading Survey.

Figure 3. Decision Rules for Acadience Reading Survey

ORF	If any of these three conditions apply, then use *Survey* to test in lower levels of ORF, or test back with NWF if going below first-grade ORF:	1. If BOTH the Words Correct and Accuracy scores are at the *Below Benchmark* score level **OR** 2. If EITHER or BOTH the Words Correct or Accuracy score are at the Well Below Benchmark score level **OR** 3. If the Words Correct score falls below the OPTIMAL progress monitoring level at any time (see *Table 2*)
NWF	If BOTH NWF CLS and NWF WWR scores are at the Below Benchmark or Well Below Benchmark score level, then use Survey to test back with PSF.	
PSF	If the PSF score is at the Well Below Benchmark score level, then use Survey to test back with FSF.	

Passages and Forms to Administer

Standardized administration and scoring directions should be used for all Acadience Reading K–6 measures (see the *Acadience Reading K–6 Assessment Manual*). For FSF, PSF, and NWF, one form is administered. When testing with ORF, three passages are administered, and the median scores are used for decision-making purposes. Retell is part of ORF and should be given for each passage where the student reads 40 or more words correctly. After each set of three ORF passages, we recommend that examiners complete the response patterns checklist.

The Survey testing process is made as efficient as possible by incorporating guidelines for skipping levels when it is clear that the student's reading skills are lower (see Decision-Making Guidelines, *Figure 9,* page 17). Please note, Acadience Reading Survey is intended to be used as a professional tool for critically examining reading difficulties. For example, if an educator suspects that strong sight word skills may be masking difficulties with decoding, then, as part of Survey, the educator may test NWF even if the "guidelines" indicate stopping at ORF.

Once the progress monitoring level (see *Table 2,* page 9) is determined through Survey procedures, calculate the Acadience Reading Composite Score for that level using the worksheets in either the Survey scoring booklet or in Appendix B of this manual. When using Survey at the beginning of the year, use the beginning-of-year composite score formulas, which are reprinted at the back of the Survey scoring booklet for convenience. When using Survey at the middle or end of the year, use the worksheets in Appendix B.

At some grade levels, you may need to administer additional measures (e.g., Maze) at the progress monitoring level in order to calculate a composite score. For example, if the progress monitoring level is Grade K or beginning of Grade 1, administer LNF, and for beginning of Grade 2, administer NWF. If the progress monitoring level is in Grades 3–6, administer Maze at the progress monitoring level in order to compute the composite score.

Definitions of Mastery, Instructional, and Progress Monitoring Levels

To facilitate decisions about what level of material is most appropriate for instruction and what level is most appropriate for progress monitoring, the following definitions are provided in *Table 2*.

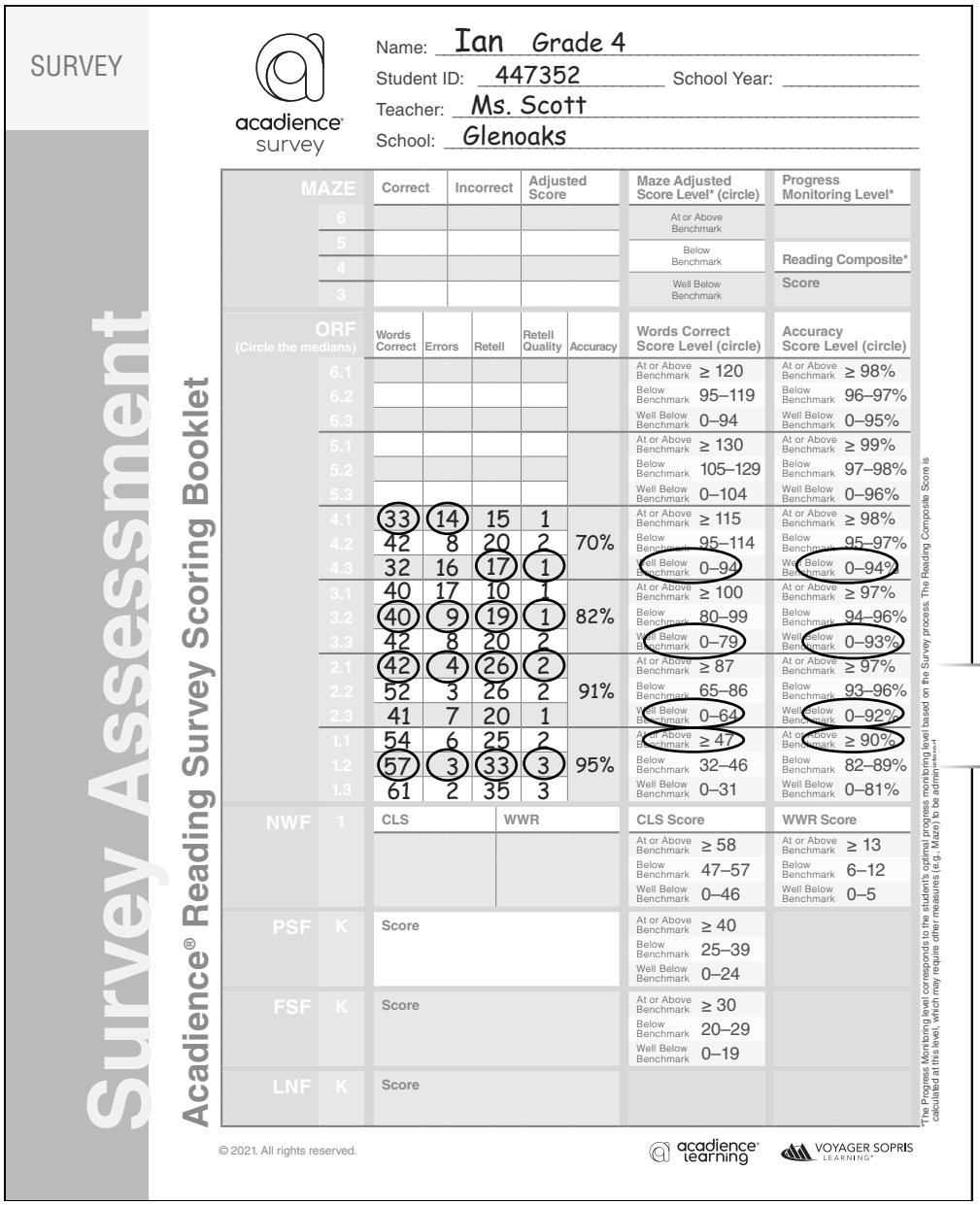
Table 2. Student Skill Levels

Skill Levels	Definition
Mastery Level	This level is the highest level in which the student has demonstrated adequate skills for that grade level. It still may be desirable to review, practice, or remediate individual isolated skills at the mastery level, but the student will generally have adequate skills at their mastery level. The mastery level is the level of material in which the student's score or scores are at or above benchmark and, with respect to ORF, the student is reading with adequate comprehension (e.g., as indicated by Retell and/or Maze).
Instructional Level	This level is the lowest level in which the student has not mastered the skills necessary for adequate grade-level performance. The student may have mastered some skills at their instructional level, but will need instruction and support in most skill areas. The instructional level is typically one grade level above the mastery level. Decisions about instructional level involve professional judgment based upon a convergence of evidence.
Progress Monitoring Level	This level represents the optimum level for monitoring student progress. It should simultaneously illustrate: (a) the student's current level of skills; (b) an instructional goal that the student needs to attain; and (c) progress toward the goal. To be able to illustrate progress, the material must be at a level in which changes in student skills will be apparent. In particular, if the measurement material is too difficult, progress will not be apparent and the student and teacher or interventionist may become discouraged. The progress monitoring level may be the same as the instructional level. However, when monitoring progress in out-of-grade materials, use the highest level of material in which change can be shown in skills targeted for instruction. For example, when targeting phonemic awareness for instruction any time after the beginning of kindergarten, PSF should be used for progress monitoring instead of FSF. If PSF is too difficult or frustrating for the student, then FSF should be used. For ORF, the optimal progress monitoring material is the *highest* level of material in which the student reads with at least 90% accuracy, and their ORF Words Correct is above 20 in first-grade material, 40 in second-grade material, or 50 in third- through sixth-grade material.

Acadience Reading Survey Case Example

Figure 4 shows the Acadience Reading Survey test book cover page for a fourth-grade student, Ian. Survey testing for Ian began by administering three fourth-grade ORF reading passages and determining the number of Words Correct, Errors, percent Accuracy, Retell, and Retell Quality of Response for each passage.

Figure 4. Acadience Reading Survey Data for Ian, a Fourth-Grade Student



Median scores are Well Below Benchmark, in fourth-, third-, and second-grade material, so "testing back" continues down to first-grade ORF.

Instructional level is focused on second-grade skills.

Progress monitoring materials are ORF Level 2

As shown in *Figure 4*, Ian's median Words Correct, median Errors, median Retell, and median Retell Quality of Response were each circled. His accuracy was calculated based on the median Words Correct and median Errors. Based on these data, his score levels (Benchmark, Below Benchmark, and Well Below Benchmark) for Words Correct and Accuracy were determined and circled. The data on the fourth-grade passages indicate that Survey testing should continue; his median Words Correct score fell within the Well Below Benchmark range and his Accuracy score was also Well Below Benchmark. Thus, he was tested on third-grade passages following the same procedures as for fourth grade.

The results of testing in third-grade passages indicated that Survey testing should continue (i.e., his Words Correct and Accuracy scores were both at the Well Below Benchmark score level). Next, he was tested using second-grade passages. Results indicated that Survey testing should continue with first-grade ORF (i.e., his median Words Correct and Accuracy scores on second-grade ORF were at the Well Below Benchmark score level). Finally, Ian was tested using first-grade ORF passages. Ian's median scores on first-grade ORF Words Correct and Accuracy were both in the At or Above Benchmark score range. In addition, his Retell and Retell Quality of Response were adequate. Survey testing stopped at this point. Based upon these data, Ian's teacher determined that his mastery level was first grade, his instructional level was second grade, and the material most appropriate for progress monitoring was second-grade ORF. Based on this information, Ian's teacher calculated Ian's composite score for beginning-of-year second grade using the worksheets in the scoring booklet and entered that number at the top of the booklet along with Progress Monitoring Level.

Additional examples of Acadience Reading Survey results for students across various grade levels are found in *Appendix A*.

Second Grade Beginning of Year Benchmark

NWF WWR Score 15 **x 2** = 30 [1]

ORF Words Correct = 42 [2]

ORF Accuracy Percent: 91 %

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

Accuracy Value from Table = 81 [3]

Reading Composite Score (add values 1–3) = 153

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

Setting Goals Based on Acadience Reading Survey

Acadience Reading Survey is helpful for setting goals when conducting out-of-grade progress monitoring (see *Figure 5*). Out-of-grade progress monitoring occurs when the progress monitoring level is below the student's grade-level placement. For example, a sixth-grade student whose progress monitoring level is third grade would require out-of-grade progress monitoring. When monitoring progress in out-of-grade materials, use the highest level of material in which change can be shown in skills targeted for instruction.

Figure 5. Conduct Progress Monitoring

ORF	Conduct progress monitoring with ORF at the highest level in which the student reads with at least 90% accuracy and their median Words Correct is above 20 in first-grade material, 40 in second grade-material, and above 50 in third- through sixth-grade material.	***How often to monitor progress:*** The frequency of progress monitoring should match the level of concern about the student's skill development and need for support. Students who need more support should be monitored more frequently. If monitoring in grade-level materials and the student's scores fall into the Below Benchmark level, then monitoring one or two times per month is likely sufficient. If monitoring in grade-level materials for students whose scores fall into the Well Below Benchmark level, then progress monitoring once per week is ideal, though once every other week may be sufficient. Any time you are monitoring a student in out-of-grade materials, progress monitoring once per week is ideal, though every other week may be sufficient.
NWF	Monitor with NWF when EITHER or BOTH NWF CLS or NWF WWR scores are in the Below Benchmark or Well Below Benchmark score level.	
PSF[1]	Monitor with PSF when the student's score is in the Below Benchmark or Well Below Benchmark score level.	
FSF[1]	Monitor with PSF when the student's score is in the Below Benchmark or Well Below Benchmark score level.	

[1] When targeting phonemic awareness for instruction any time after the beginning of kindergarten, PSF should be used for progress monitoring instead of FSF. If PSF is too difficult or frustrating for the student, then FSF should be used.

In general, we recommend setting meaningful, ambitious, and attainable/realistic goals. When setting goals, it is important to keep in mind the need to accelerate the progress of students performing below expectations (i.e., below grade level) in order to bring them up to grade-level performance. The importance of ambitious goals cannot be overstated. Research suggests that it is goal ambitiousness and not necessarily goal mastery that has the greatest positive impact on student outcomes (Fuchs, Fuchs, & Deno, 1985). Listed on the next page are suggested goal-writing steps useful for those students monitored in materials below their grade placement.

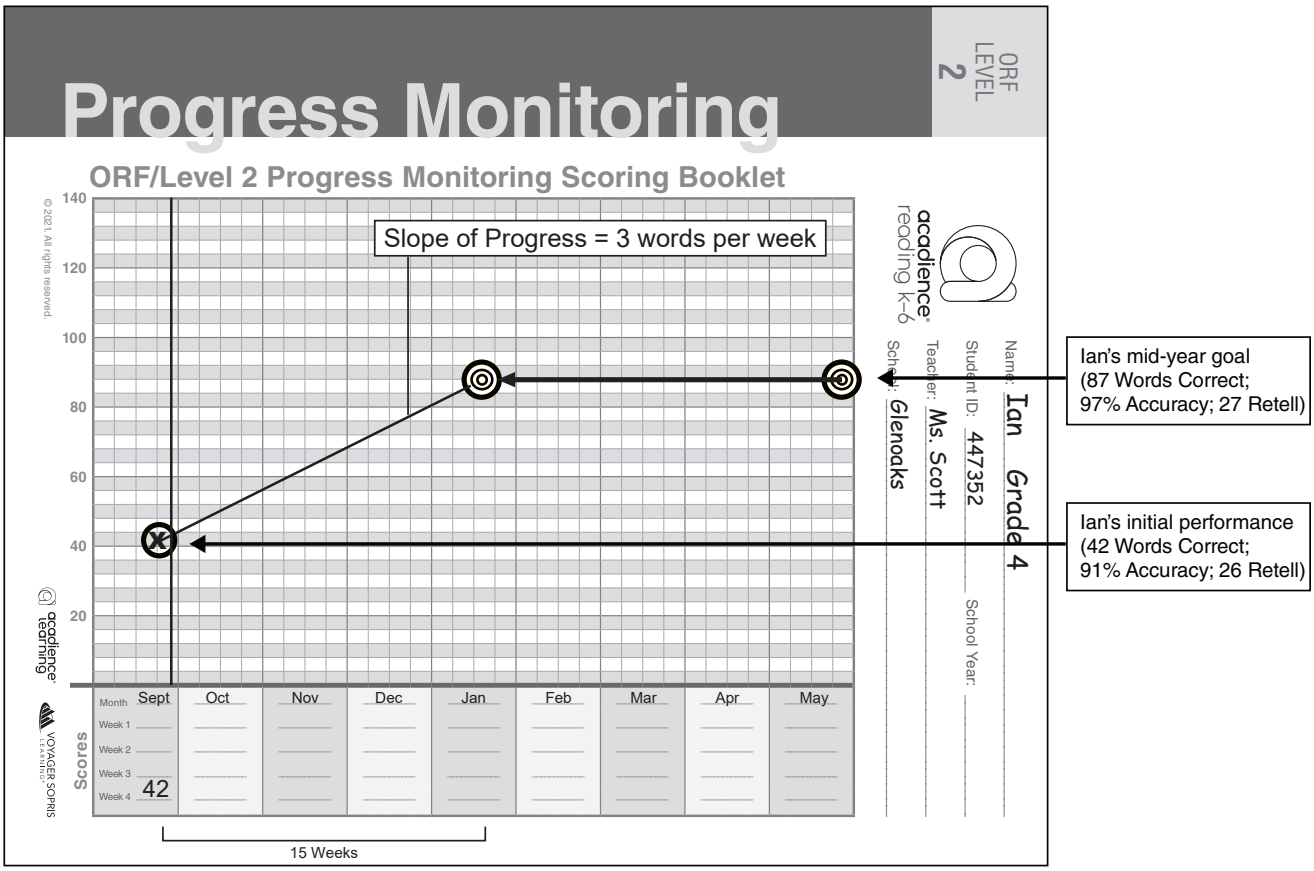
Goal-Writing Steps

1. Determine the student's current level of performance (e.g., using Acadience Reading Survey).
2. Determine the goal based on the progress monitoring level and the end-of-year benchmark goal for that level (e.g., 87 words correct per minute with at least 97% accuracy, a Retell score of at least 27 words for second-grade ORF).
3. Set the goal date so that the goal is achieved in half the time in which it would usually be achieved (e.g., move the end-of-year benchmark goal to be achieved by the middle-of-year benchmark time).
4. Draw an aimline connecting the current performance to the goal.

If you wish to know the words correct gain per week represented by the goal, then (a) determine the difference between the current performance and the goal; and (b) divide this number by the number of weeks between the current performance and the goal (e.g., 45 words correct divided by 15 weeks = 3 words correct per week).

For example, consider again Ian, the fourth-grade student whose instructional level is second grade. *Figure 6* illustrates the goal that was set for Ian using these steps.

Figure 6. Ian's ORF Level 2 Goal



Ian's initial performance is 42 Words Correct with 91% Accuracy and 26 words for Retell in second-grade material. His goal is to reach 87 Words Correct with 97% Accuracy and be able to talk about what he has read with a Retell of at least 27 words, which is benchmark for second-grade materials, by the middle-of-year benchmark (third week in January). There is a difference of 45 words correct between his initial performance and the goal. There are 15 weeks available to reach this goal. Therefore, Ian will need to make an average gain

of 3 words correct per week and reduce the number of errors made while reading, while increasing his Retell score some in order to reach this goal within 15 weeks.

What are realistic and ambitious rates of progress? Published literature has tried to address the issue of what is an ambitious rate of progress for oral reading fluency. For example, data from Fuchs, Fuchs, Hamlett, Walz, & Germann (1993) indicate that students using first-grade material made about 2 to 2.5 words correct gain each week. No scientific guidelines regarding ambitious rates of progress for NWF, PSF, or FSF exist at this time. Minimum rates of progress, as shown in *Table 3*, can be gleaned from the Acadience Reading K–6 benchmark goals (i.e., the minimum amount of progress to get from one benchmark goal to the next).

Table 3. Minimum Rates of Progress for Acadience Reading K–6 Measures

Acadience Reading K–6 Measure	Minimum Rate of Progress
First-grade ORF	about 2 words correct per week
Second- to Fifth-grade ORF	about 1 word correct per week
Sixth-grade ORF	about 0.5 word correct per week
NWF	about 1 correct letter sound per week
PSF	about 1–1.5 correct sound segments per week
FSF	about 1 initial sound correct per week

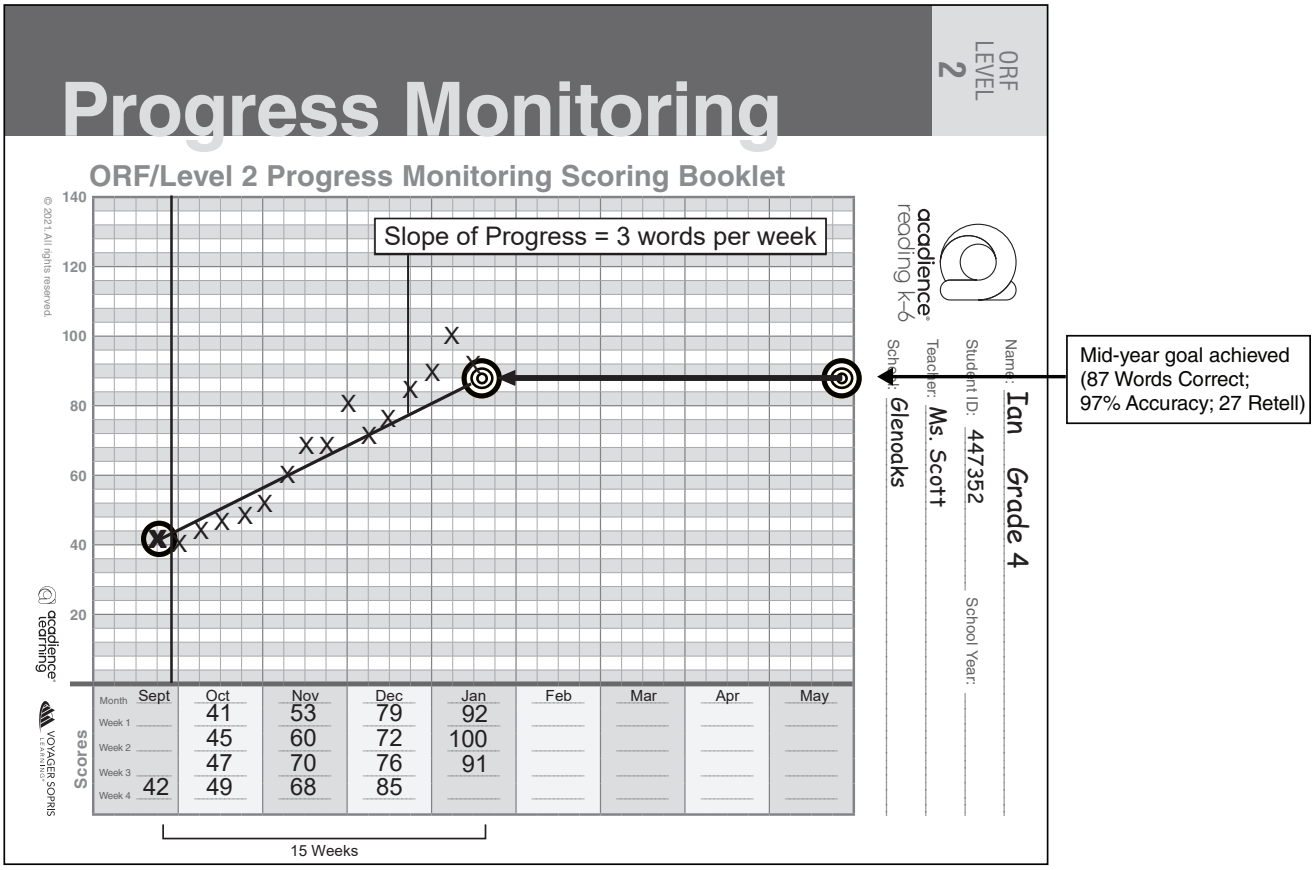
It is important to keep in mind that these are estimated *minimums* based upon differences in scores from one benchmark time to the next. Students monitored in out-of-grade materials need to have rates of progress greater than these minimums in order to have adequate gains to meet subsequent important reading goals.

Deciding to Increase the Progress Monitoring Level

Once a decision is made to monitor a student in materials below their grade level, at some point it is likely that a decision will need to be made regarding when to increase the difficulty level (i.e., grade level) of the materials used for progress monitoring. The most efficient way to decide when to increase the level is to wait until the next benchmark assessment, examine those data, and determine if the student's skills are now sufficient to monitor progress in grade-level material. Alternatively, if a student reaches the goal before the identified goal date, it may be reasonable and appropriate to begin monitoring in the next level of material. When making this decision, it is important to keep in mind using the highest level of material that will show change in student skill, and that the optimal progress monitoring material for ORF is the highest level of material where the student reads with median Accuracy of at least 90% and median Words Correct score above 20 in first-grade material, 40 in second-grade material, or 50 in third- through sixth-grade material.

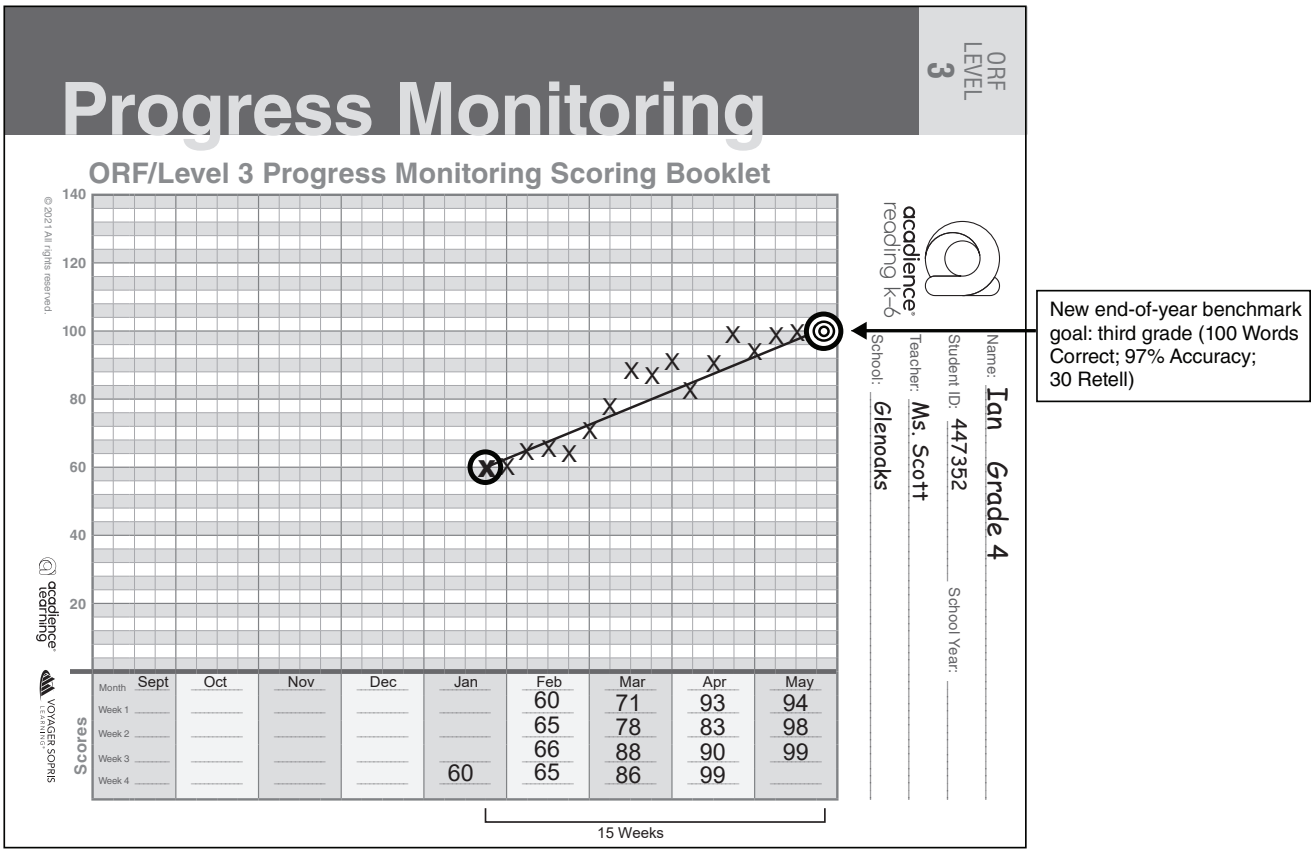
For example, if we again examine data for Ian, we see that he achieved his goal of reading at least 87 words correct in second-grade material by the middle-of-year benchmark date (see *Figure 7*). At that time, third-grade ORF was selected for continued progress monitoring.

Figure 7. Ian's Progress in ORF Level 2



A new goal was set for Ian to achieve the third-grade end-of-year benchmark of 100 Words Correct with at least 97% Accuracy and a Retell score of at least 30 words by June. This goal represents an average gain of 2.67 words correct per week. *Figure 8* shows Ian's progress on third-grade ORF toward this goal. The data on this graph indicate that Ian will likely achieve his goal by June.

Figure 8. Ian's Progress in ORF Level 3



With continued intensive support throughout the summer along with continued ongoing monitoring, one might reasonably expect Ian to begin fifth grade with skills adequate for reading instruction in fifth-grade material.

When to Conduct Acadience Reading Survey

The decision to conduct Acadience Reading Survey based upon a student's Acadience Reading Composite Score and/or performance on individual Acadience Reading K–6 measures.

Acadience Reading Composite Score	If the student's Reading Composite Score from their current grade-level benchmark assessment is below the cut point for risk (at the Well Below Benchmark level) for their grade level, Acadience Reading Survey may be appropriate. Examine the scores of the individual Acadience Reading K–6 measures from the student's grade-level benchmark assessment to decide where to begin conducting Survey (see below).
ORF[1]	If any of these three conditions apply, then use Survey to test in lower levels of ORF, or test back with NWF if going below first-grade ORF: 1. If BOTH the Words Correct and Accuracy scores are at the Below Benchmark score level **OR** 2. If EITHER or BOTH the Words Correct or Accuracy score are at the Well Below Benchmark score level **OR** 3. If the Words Correct score falls below the OPTIMAL progress monitoring level at any time (see *Table 2,* page 9)
NWF	If BOTH NWF CLS and NWF WWR scores are at the Below Benchmark or Well Below Benchmark score level, then use Survey to test back with PSF.
PSF	If the PSF score is at the Well Below Benchmark score level, then use Survey to test back with FSF.

Testing Back With Acadience Reading Survey

Use the decision rules below to decide whether to test back another level with Acadience Reading Survey.

ORF	If any of these three conditions apply, then use Survey to test in lower levels of ORF, or test back with NWF if going below first-grade ORF: 1. If BOTH the Words Correct and Accuracy scores are at the Below Benchmark score level **OR** 2. If EITHER or BOTH the Words Correct or Accuracy score are at the Well Below Benchmark score level **OR** 3. If the Words Correct score falls below the OPTIMAL progress monitoring level at any time (see *Table 2,* page 9)
NWF	If BOTH NWF CLS and NWF WWR scores are at the Below Benchmark or Well Below Benchmark score level, then use Survey to test back with PSF.
PSF	If the PSF score is at the Well Below Benchmark score level, then use Survey to test back with FSF.

Conduct Progress Monitoring

When monitoring progress in out-of-grade materials, use the highest level of material in which change can be shown in skills targeted for instruction.

ORF	Conduct progress monitoring with ORF at the highest level in which the student reads with at least 90% accuracy and their median Words Correct is above 20 in first-grade material, above 40 in second-grade material, and above 50 in third- through sixth-grade material.
NWF	Monitor with NWF when EITHER or BOTH NWF CLS or NWF WWR scores are in the Below Benchmark or Well Below Benchmark score level.
PSF[2]	Monitor with PSF when the student's score is in the Below Benchmark or Well Below Benchmark score level.
FSF[2]	Monitor FSF when the student's score is in the Below Benchmark or Well Below Benchmark score level.

How often to monitor progress: The frequency of progress monitoring should match the level of concern about the student's skill development and need for support. Students who need more support should be monitored more frequently.

If monitoring in grade-level materials and the student's scores fall into the Below Benchmark level, then monitoring one or two times per month is likely sufficient.

If monitoring in grade-level materials for students whose scores fall into the Well Below Benchmark level, then progress monitoring once per week is ideal, though once every other week may be sufficient.

Any time you are monitoring a student in out-of-grade materials, progress monitoring once per week is ideal, though every other week may be sufficient.

Figure 9. Acadience Reading Survey Decision-Making Guidelines

[1]For ORF, three passages are administered and the median score is used for decision making. However, if the student earns a score of 10 or fewer words correct on the first passage administered, do not administer the other two passages at that level. Instead, drop back another grade level. For students in third grade and above, if the median score is 20 or fewer words correct, drop back two levels. For example, a fifth-grade student earns a median score of 18 words correct on fifth-grade benchmark passages, drop back to third-grade passages. If the median words correct score on third-grade passages is 19, then drop back two more levels to first-grade passages.

[2]When targeting phonemic awareness for instruction any time after the beginning of kindergarten, PSF should be used for progress monitoring instead of FSF. If PSF is too difficult or frustrating for the student, then FSF should be used.

Appendix A: Additional Case Examples

Anna, Grade 6

Figure A1 shows the Acadience Reading Survey test book cover page for Anna, a sixth-grade student. Beginning-of-year benchmark assessment indicated that Anna earned scores in the Well Below Benchmark range on sixth-grade ORF materials. Acadience Reading Survey testing for Anna began by administering three fifth-grade ORF reading passages and determining Words Correct, Errors, Accuracy, Retell, and Retell Quality of Response for each passage.

As shown in *Figure A1*, Anna's median Words Correct, median Errors, median Retell, and median Retell Quality of Response rating were each circled. Based upon these data, her score levels (At or Above Benchmark, Below Benchmark, Well Below Benchmark) were determined and circled for Words Correct and Accuracy. The data on the fifth-grade passages indicated that Survey testing should continue. Thus, she was tested on fourth-grade level passages following the same procedure as for fifth grade. The results of testing in fourth-grade ORF passages indicated that Survey testing should continue (i.e., her Words Correct score fell in the Well Below Benchmark range), although her Accuracy scores were at the Below Benchmark score level. Next, she was tested using third-grade level passages. Anna's median score on third-grade ORF fell in the Below Benchmark score level, but her median Accuracy was at the At or Above Benchmark score level. Survey testing stopped at this point.

When reviewing the Survey data (see *Figure A1*), Anna's teacher considered that (a) Anna's scores on fourth-grade level material were not substantially different overall than her scores on fifth-grade level material, and (b) choosing higher grade-level materials for instruction would be more likely to accelerate her progress and close the gap in her achievement. Thus, Anna's teacher chose fifth-grade level material as the instructional level material. Anna's teacher also determined that fifth-grade ORF was most appropriate for progress monitoring. Anna's teacher finished the Survey process by administering the Grade 5 Maze, calculating Anna's Reading Composite Score at Grade 5, and recording this information on the front of the Survey booklet. Anna's primary difficulty appeared to be fluency in material at her grade level. Accuracy also needed to increase in order to meet the benchmark goal. To better determine instructional targets, conducting some follow-up diagnostic reading assessment (i.e., with Acadience Reading Diagnostic) may be helpful.

Figure A1-1 shows that Anna's teacher set a goal for her of 130 Words Correct with no more than 1 error (99% or higher Accuracy score, and a Retell score of 36 words) in fifth-grade level material by the time of the middle-of-year benchmark assessment.

Figure A1. Acadience Reading Survey Data for Anna, a Sixth-Grade Student

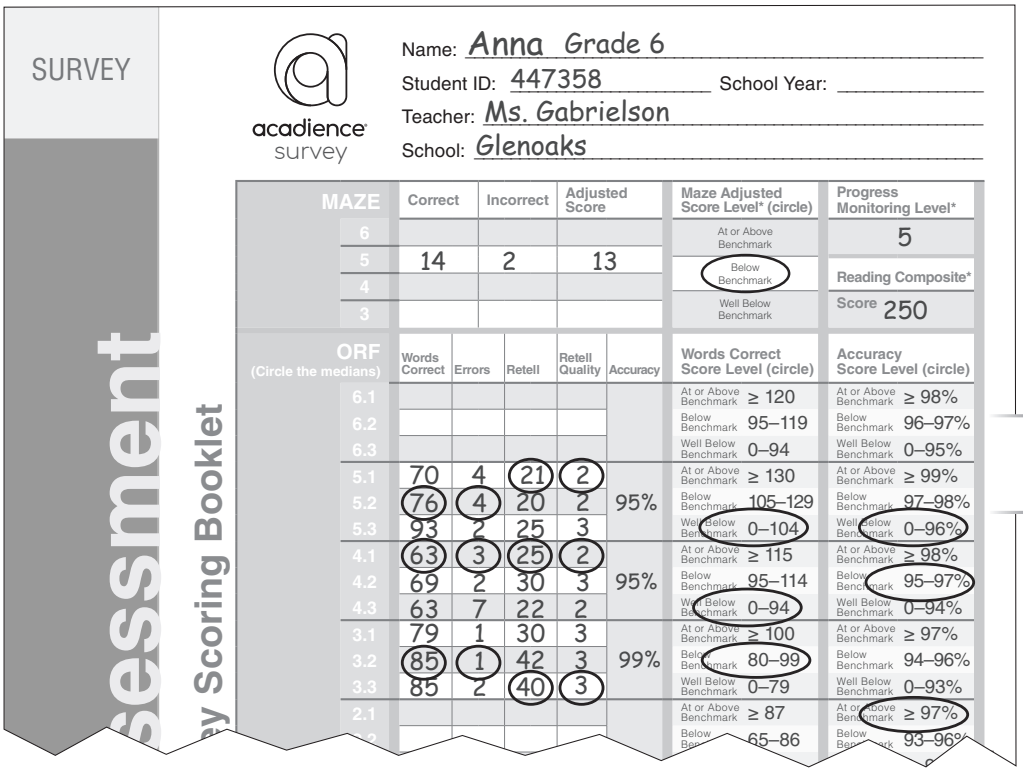
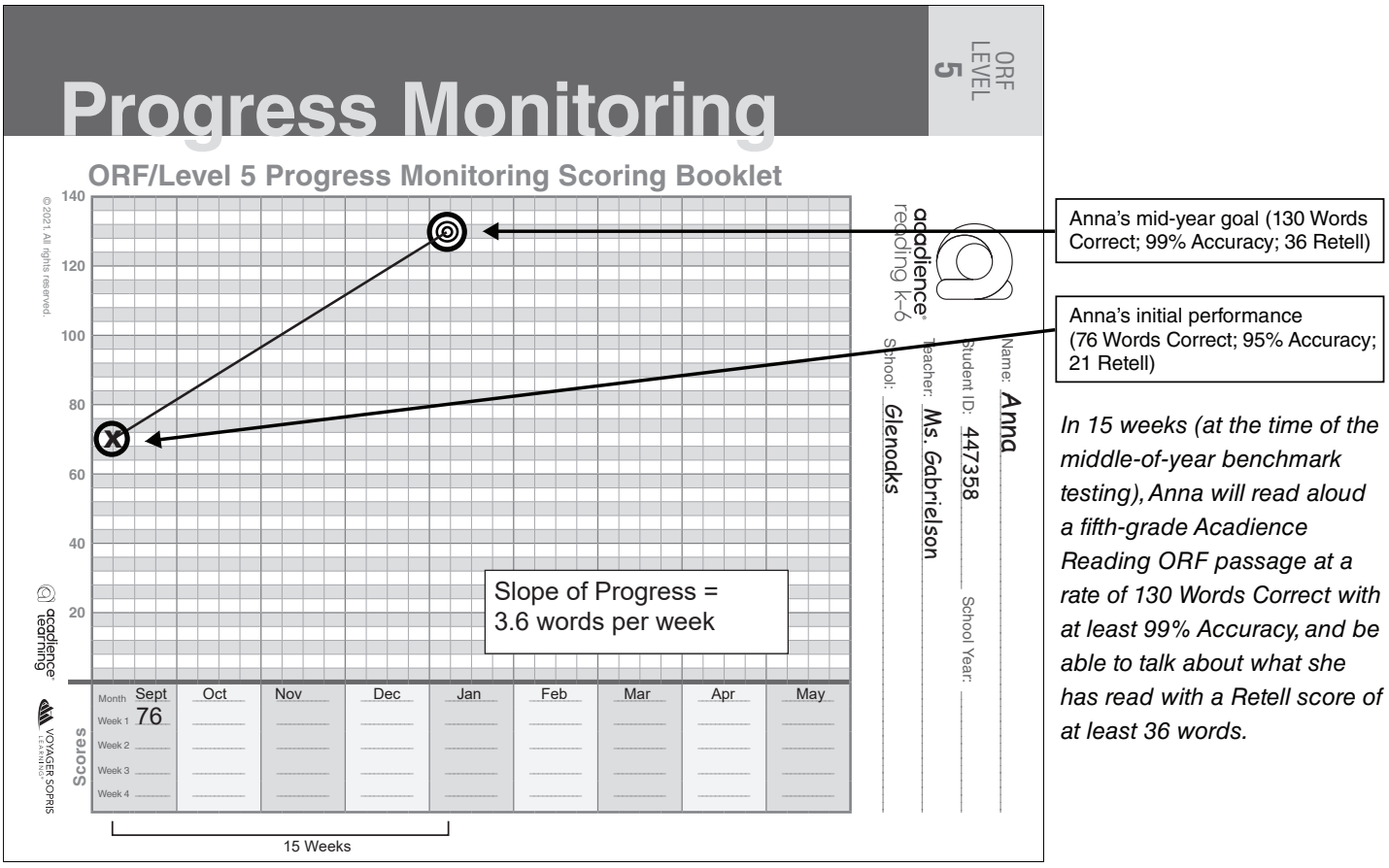


Figure A1-1. Anna's ORF Level 5 Goal



Mary, Grade 5

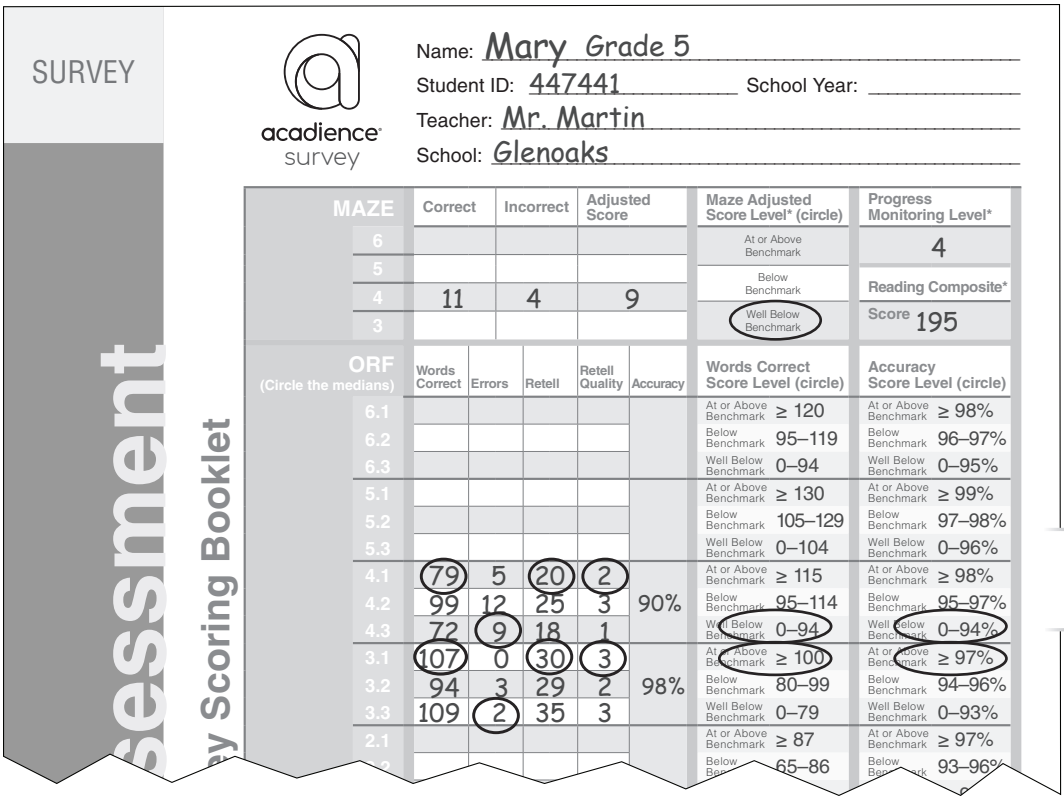
Figure A2 shows the Acadience Reading Survey test book cover page for a fifth-grade student, Mary. Following the beginning-of-year benchmark assessment, Mary's data indicated scores in the Well Below Benchmark range on both Words Correct and Accuracy for ORF. Acadience Reading Survey testing for Mary began by administering three fourth-grade level ORF reading passages and determining the number of words read correctly, the number of errors, percent accuracy, retell, and retell Quality of Response for each passage.

As shown in *Figure A2,* Mary's median Words Correct, median Errors, median Retell, and median Retell Quality of Response were each circled. Based upon these medians, her score levels (At or Above Benchmark, Below Benchmark, Well Below Benchmark) for Words Correct and Accuracy were determined and circled. The data on the fourth-grade passages indicate that Survey testing should continue; her median scores were in the Well Below Benchmark range. Next, she was tested on third-grade level ORF passages following the same procedures as for fourth grade. The results of testing in third-grade passages indicated performance in the At or Above Benchmark range for Words Correct and Accuracy. Acadience Reading Survey testing stopped at this point.

Based upon these data in *Figure A2*, Mary's teacher determined that fourth-grade material was most appropriate for instructional purposes as well as for progress monitoring. Next, Mary's teacher administered the Grade 4 Maze included in the Survey materials, calculated Mary's Reading Composite Score at Grade 4, and recorded this information on the front of the Survey booklet. However, Mary had an unacceptable accuracy rate in fourth-grade materials suggesting that additional instruction on advanced alphabetic principle skills may be appropriate. To help determine more specific instructional targets, conducting an analysis of errors and/or further diagnostic assessment (i.e., using Acadience Reading Diagnostic Word Reading and Decoding) was recommended.

Mary's fourth-grade ORF goal was set at 115 Words Correct with no more than 2 errors by the middle-of-year (winter) benchmark assessment (see *Figure A2-1*). Additionally, Mary was expected to be able to talk about what she read with a Retell score of 33. This goal would place Mary on track to move into fifth-grade level material at mid-year and reach the fifth-grade benchmark goals for ORF by the end of grade five.

Figure A2. Acadience Reading Survey Data for Mary, a Fifth-Grade Student



SURVEY

acadience survey

Name: Mary Grade 5
Student ID: 447441 School Year:
Teacher: Mr. Martin
School: Glenoaks

MAZE

	Correct	Incorrect	Adjusted Score
6			
5			
4	11	4	9
3			

Maze Adjusted Score Level* (circle): At or Above Benchmark; Below Benchmark; **Well Below Benchmark**

Progress Monitoring Level*: 4

Reading Composite*: Score 195

ORF (Circle the medians)

	Words Correct	Errors	Retell	Retell Quality	Accuracy
6.1					
6.2					
6.3					
5.1					
5.2					
5.3					
4.1	79	5	20	2	
4.2	99	12	25	3	90%
4.3	72	9	18	1	
3.1	107	0	30	3	
3.2	94	3	29	2	98%
3.3	109	2	35	3	
2.1					

Words Correct Score Level (circle):

At or Above Benchmark	≥ 120
Below Benchmark	95–119
Well Below Benchmark	0–94
At or Above Benchmark	≥ 130
Below Benchmark	105–129
Well Below Benchmark	0–104
At or Above Benchmark	≥ 115
Below Benchmark	95–114
Well Below Benchmark	0–94
At or Above Benchmark	≥ 100
Below Benchmark	80–99
Well Below Benchmark	0–79
At or Above Benchmark	≥ 87
Below Benchmark	65–86

Accuracy Score Level (circle):

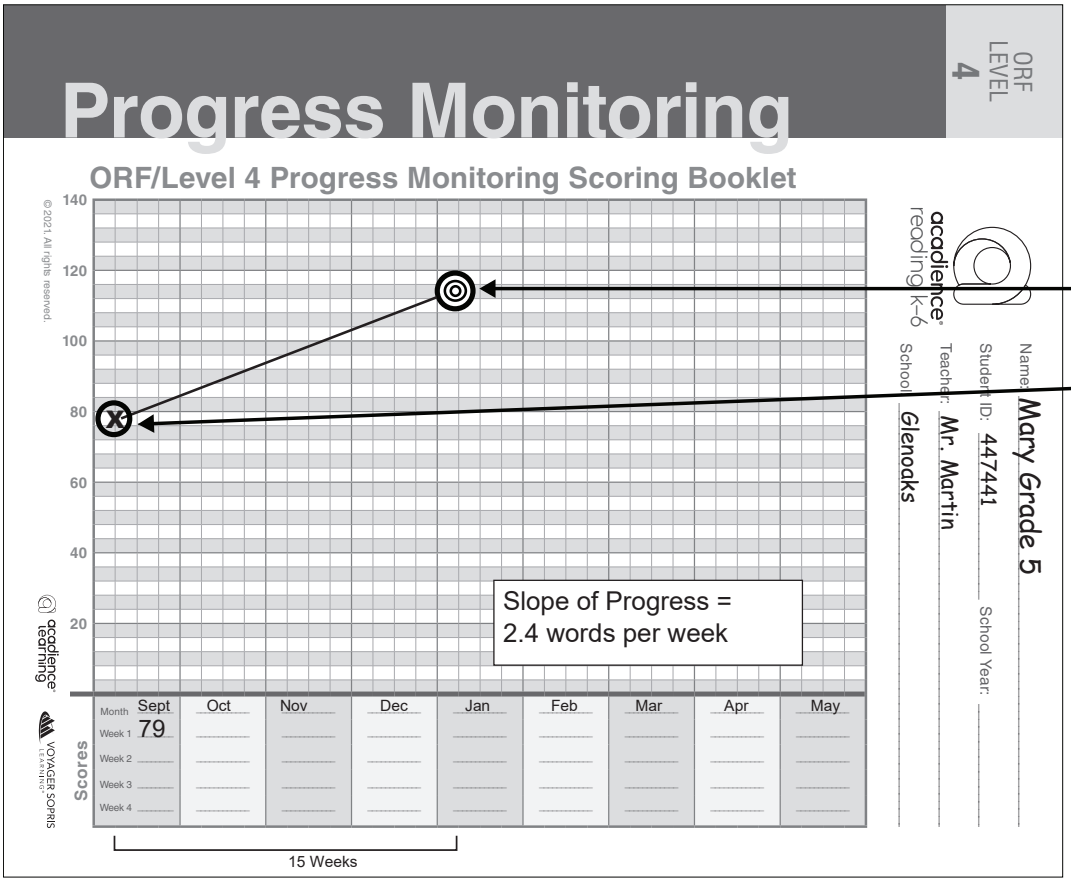
At or Above Benchmark	≥ 98%
Below Benchmark	96–97%
Well Below Benchmark	0–95%
At or Above Benchmark	≥ 99%
Below Benchmark	97–98%
Well Below Benchmark	0–96%
At or Above Benchmark	≥ 98%
Below Benchmark	95–97%
Well Below Benchmark	0–94%
At or Above Benchmark	≥ 97%
Below Benchmark	94–96%
Well Below Benchmark	0–93%
At or Above Benchmark	≥ 97%
Below Benchmark	93–96%

Median scores are Well Below Benchmark, in fourth-grade material, so "testing back" continues down to third-grade ORF.

Instructional level is focused on fourth-grade skills as well as advanced alphabetic principle skills.

Progress monitoring materials are ORF Level 4

Figure A2-1. Mary's ORF Level 4 Goal



Progress Monitoring

ORF LEVEL 4

ORF/Level 4 Progress Monitoring Scoring Booklet

140 120 100 80 60 40 20

Slope of Progress = 2.4 words per week

Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Week 1	79								
Week 2									
Week 3									
Week 4									

Scores

15 Weeks

acadience reading K–6

Name: Mary Grade 5
Student ID: 447441 School Year:
Teacher: Mr. Martin
School: Glenoaks

acadience learning

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Mary's mid-year goal (115 Words Correct; 98% Accuracy; 33 Retell)

Mary's initial performance (79 Words Correct; 90% Accuracy; 20 Retell)

In 15 weeks (at the time of the middle-of-year benchmark), Mary will read aloud a fourth-grade Acadience Reading ORF passage at a rate of 115 Words Correct with at least 98% Accuracy, and be able to talk about what she has read with a Retell score of at least 33 words.

Sara, Grade 3

The Acadience Reading Survey data for Sara, a third-grade student, are shown in *Figure A3*. Sara's Acadience Reading Survey testing occurred in the spring of third grade. She was given three third-grade level ORF reading passages to validate her benchmark test scores. Because she was new to the school, her teacher wanted to be sure the benchmark scores were accurate. Sara's teacher also believed that the additional information might be useful for instructional planning.

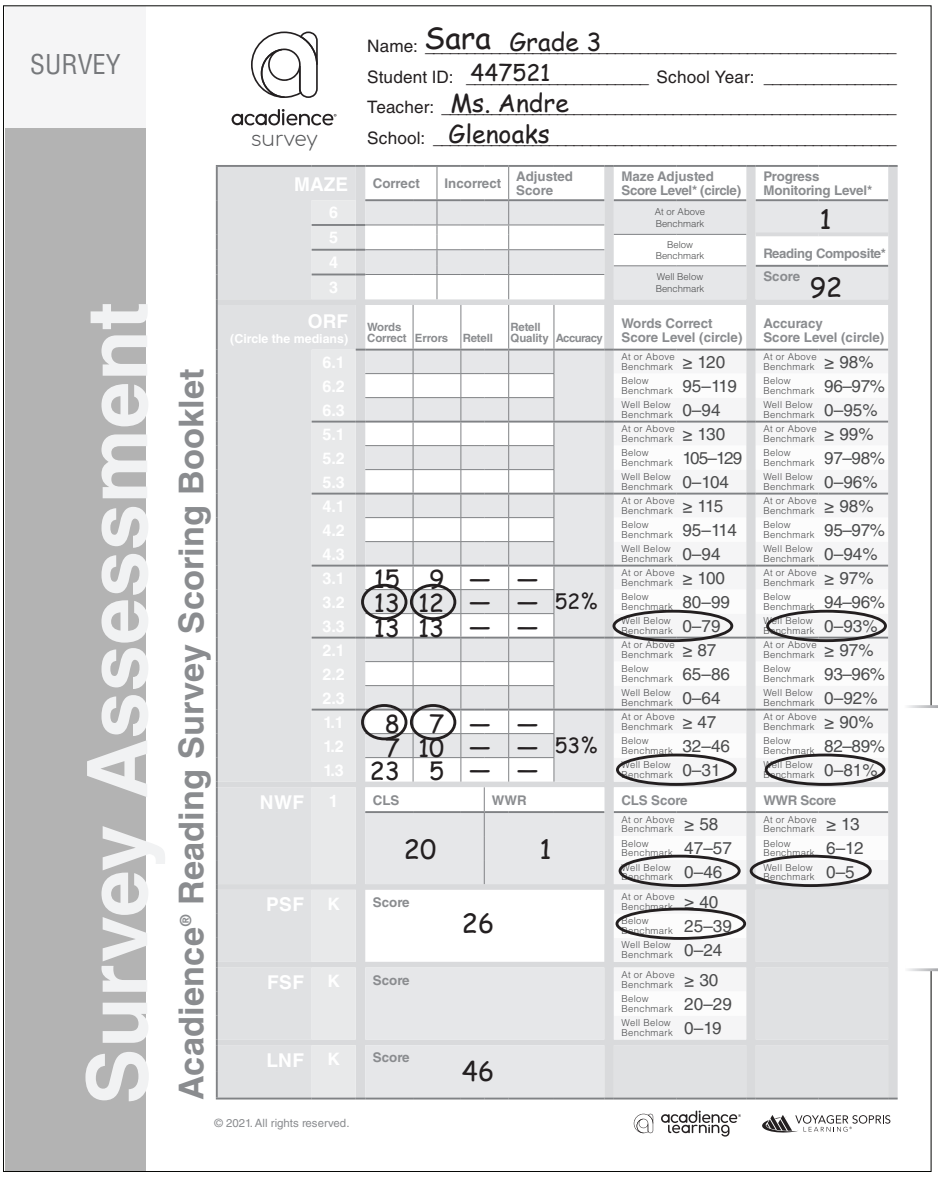
As shown in *Figure A3*, Sara's median Words Correct and median Errors were circled. Retell was not administered because her Words Correct score on each third-grade passage was below 40. Based upon these data, her score levels were determined and circled. The data on the third-grade passages indicate that Survey testing should continue. That is, her median scores fell in the Well Below Benchmark range.

Because Sara had a median Words Correct score that was less than or equal to 20 words read correctly, the examiner skipped down two levels to test in first-grade ORF (see Decision-Making Guidelines in *Figure 9*, page 17). The number of words read correctly, errors, and percent accuracy were determined and the medians circled. Once again, Retell was not administered because her Words Correct score fell below 40. The results indicated Sara's performance at the Well Below Benchmark score level for both Words Correct and Accuracy, indicating that Survey testing should continue.

Next, Sara was administered NWF. Her NWF CLS score fell in the Well Below Benchmark range and Sara's NWF WWR score was 1 nonsense word read completely and correctly, also at the Well Below Benchmark level. Given these results, testing proceeded with PSF. When Sara was administered PSF, she earned a score at the Below Benchmark score level. At this point, Survey was discontinued.

Based upon these data in *Figure A3*, Sara's teacher determined that she was in need of intensive instructional support focused on skills in both phonemic awareness and the alphabetic principle. To better determine appropriate instructional targets, conducting additional diagnostic assessment (i.e., with Acadience Reading Diagnostic) may be helpful with a student like Sara. Her teacher decided to monitor Sara's progress weekly using both NWF and PSF. In addition, Sara's teacher decided to check the development of her skills in reading connected text by monitoring her with first-grade ORF once per month. Sara's pattern of performance is similar to that of a struggling beginning-of-first-grade student. As such, Sara's teacher administered LNF and computed the RCS for beginning of Grade 1. Sara will receive summer reading tutoring in addition to the intervention to be implemented until the school year ended.

Figure A3. Acadience Reading Survey Data for Sara, a Third-Grade Student



SURVEY

Survey Assessment

Acadience® Reading Survey Scoring Booklet

acadience survey

Name: Sara Grade 3
Student ID: 447521 School Year:
Teacher: Ms. Andre
School: Glenoaks

MAZE

	Correct	Incorrect	Adjusted Score
6			
5			
4			
3			

Maze Adjusted Score Level* (circle): At or Above Benchmark; Below Benchmark; Well Below Benchmark

Progress Monitoring Level*: 1

Reading Composite* Score: 92

ORF (Circle the medians)

	Words Correct	Errors	Retell	Retell Quality	Accuracy
6.1					
6.2					
6.3					
5.1					
5.2					
5.3					
4.1					
4.2					
4.3					
3.1	15	9	—	—	
3.2	13	12	—	—	52%
3.3	13	13	—	—	
2.1					
2.2					
2.3					
1.1	8	7	—	—	
1.2	7	10	—	—	53%
1.3	23	5	—	—	

Words Correct Score Level (circle): At or Above Benchmark ≥ 120; Below Benchmark 95–119; Well Below Benchmark 0–94; At or Above Benchmark ≥ 130; Below Benchmark 105–129; Well Below Benchmark 0–104; At or Above Benchmark ≥ 115; Below Benchmark 95–114; Well Below Benchmark 0–94; At or Above Benchmark ≥ 100; Below Benchmark 80–99; Well Below Benchmark 0–79; At or Above Benchmark ≥ 87; Below Benchmark 65–86; Well Below Benchmark 0–64; At or Above Benchmark ≥ 47; Below Benchmark 32–46; Well Below Benchmark 0–31

Accuracy Score Level (circle): At or Above Benchmark ≥ 98%; Below Benchmark 96–97%; Well Below Benchmark 0–95%; At or Above Benchmark ≥ 99%; Below Benchmark 97–98%; Well Below Benchmark 0–96%; At or Above Benchmark ≥ 98%; Below Benchmark 95–97%; Well Below Benchmark 0–94%; At or Above Benchmark ≥ 97%; Below Benchmark 94–96%; Well Below Benchmark 0–93%; At or Above Benchmark ≥ 97%; Below Benchmark 93–96%; Well Below Benchmark 0–92%; At or Above Benchmark ≥ 90%; Below Benchmark 82–89%; Well Below Benchmark 0–81%

NWF 1

CLS	WWR
20	1

CLS Score: At or Above Benchmark ≥ 58; Below Benchmark 47–57; Well Below Benchmark 0–46

WWR Score: At or Above Benchmark ≥ 13; Below Benchmark 6–12; Well Below Benchmark 0–5

PSF K Score: 26

At or Above Benchmark ≥ 40; Below Benchmark 25–39; Well Below Benchmark 0–24

FSF K Score

At or Above Benchmark ≥ 30; Below Benchmark 20–29; Well Below Benchmark 0–19

LNF K Score: 46

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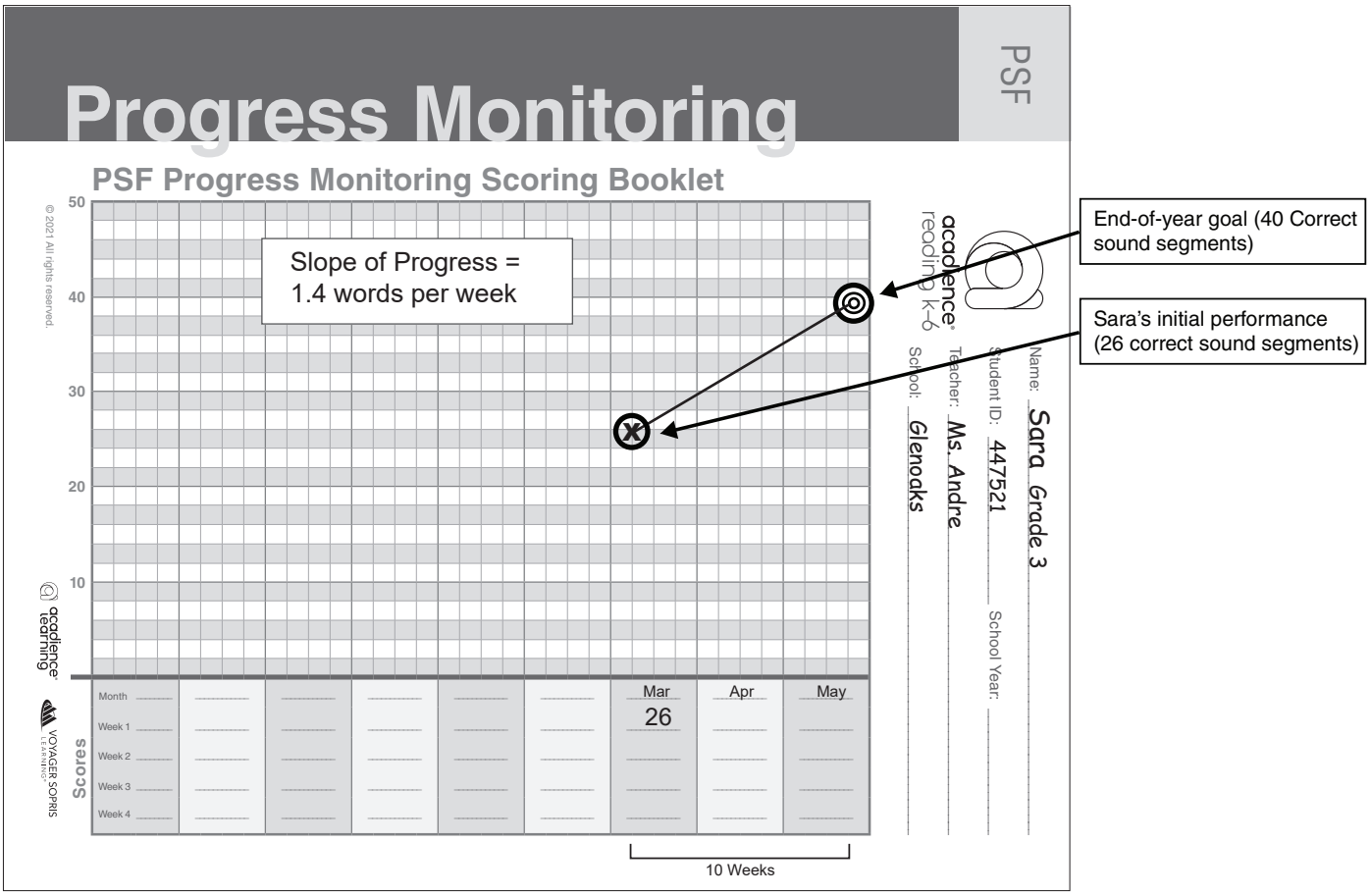
In addition to the median scores being Well Below Benchmark for third-grade material, the median Words Correct score was less than 20 words read correctly. Consequently, the examiner skipped down to test in first-grade ORF. The results were Well Below Benchmark for both Words Correct and Accuracy, so testing back continues down to NWF and PSF.

Instruction will need to focus on phonemic awareness and the alphabetic principle.

Progress monitoring materials are primarily PSF and NWF, with monthly checks of ORF Level 1.

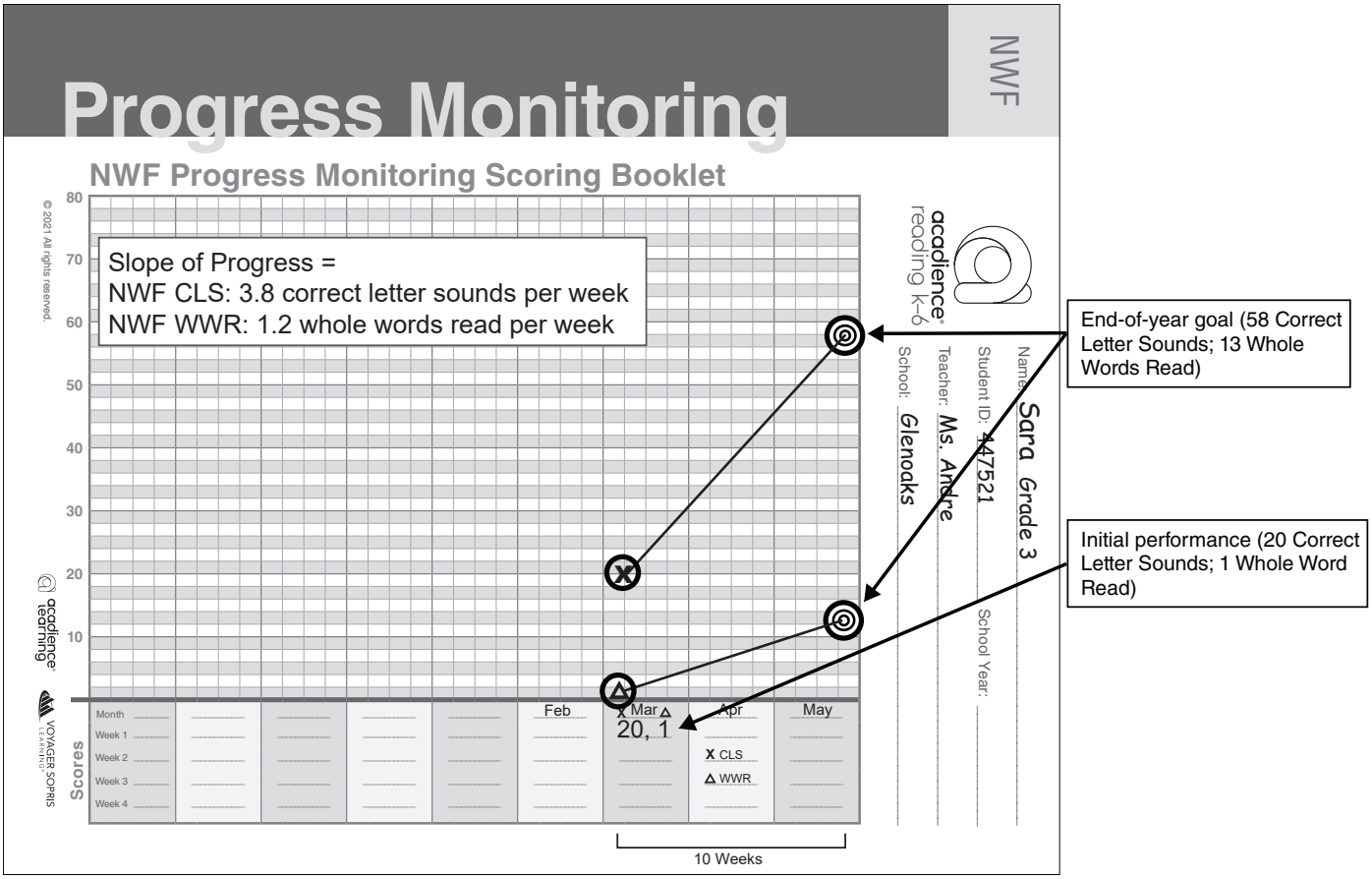
Sara's teacher established the following goals for her: By the end of the year (in 10 weeks), Sara will use phonemic awareness skills to produce 40 correct sound segments in one minute on an Acadience Reading PSF form (see *Figure A3-1*); and use basic phonics skills and understanding of the alphabetic principle to identify at least 58 correct letter sounds and read at least 13 whole words in one minute on an Acadience Reading NWF form (see *Figure A3-2*). Sara's teacher also may consider checking her progress in reading connected text using ORF at Level 1 once per month between March and the end of the school year, but will not be graphing her progress on ORF.

Figure A3-1. Sara's PSF Goal



In 10 weeks, Sara will use phonemic awareness skills to produce 40 correct sound segments in one minute on an Acadience Reading PSF form.

Figure A3-2. Sara's NWF Goal



In 10 weeks, Sara will use basic phonics skills and understanding of the alphabetic principle to identify at least 58 correct letter sounds and read at least 13 whole words in one minute on an Acadience Reading NWF form.

Matt, Grade 2

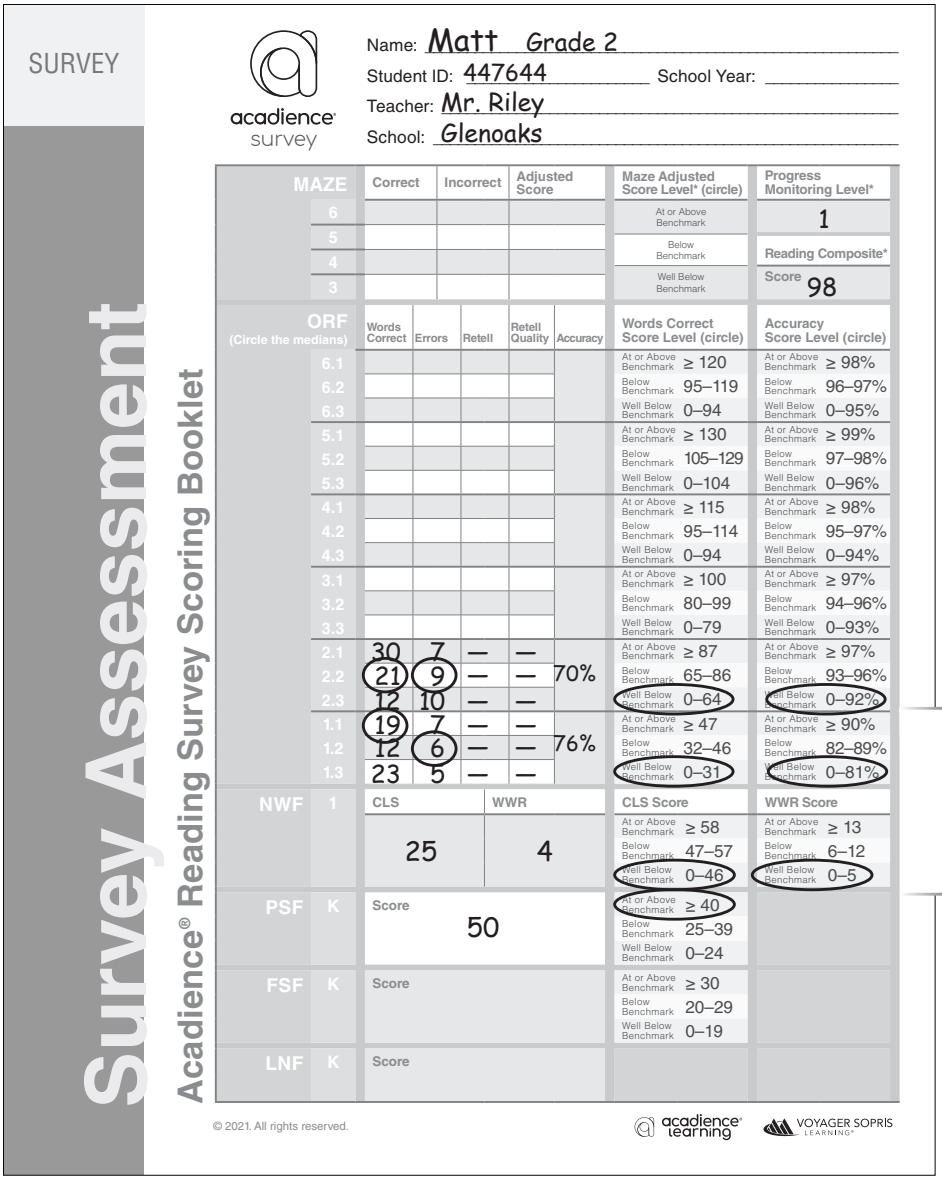
The Acadience Reading Survey data for Matt, a second-grade student, are shown in *Figure A4*. Matt's spring second-grade benchmark data indicated scores in the Well Below Benchmark range. However, the teacher believed it was important to validate his scores. Thus, Matt was retested on second-grade ORF passages as part of the Acadience Reading Survey process. Matt's Words Correct score and Accuracy score for each second-grade passage were determined and the median scores were circled. Retell was not administered because Words Correct scores were well below 40. The data on the second-grade passages were consistent with the spring benchmark data and indicated that Survey testing should continue (i.e., his median scores fell in the Well Below Benchmark range).

Consistent with the Acadience Reading Survey guidelines, Matt was administered first-grade ORF passages and his median Words Correct, Errors, and percent Accuracy were determined. Once again, Retell was not administered due to passage scores being below 40 words correct. The data on the first-grade passages indicated that Survey testing should continue (i.e., median Words Correct and Accuracy scores fell in the Well Below Benchmark range). Therefore, Acadience Reading Survey testing continued by administering NWF. Matt's NWF CLS score fell in the Well Below Benchmark range and he read four nonsense words completely and correctly, a NWF WWR score in the Well Below Benchmark range.

According to the Survey guidelines, Matt was next administered PSF. He earned a score in the At or Above Benchmark range. It was also noted that Matt was very accurate in segmenting words. These results suggest that he had mastered this skill. At this point, Survey testing was discontinued.

Based upon these data in *Figure A4*, Matt's teacher determined that he was in need of intensive instructional support focused on the alphabetic principle (in particular, accurately identifying letter sounds and blending) as well as reading first-grade level connected text. To better determine instructional targets, conducting follow-up diagnostic assessment may be helpful in particular because of the large number of errors Matt made on NWF (noted by examining the NWF form). His teacher decided to monitor his progress weekly using both NWF and first-grade level ORF. Matt's pattern of performance is similar to that of a struggling first-grade student. As such, his teacher computed the RCS for middle of Grade 1. No additional assessments were required to compute the RCS.

Figure A4. Acadience Reading Survey Data for Matt, a Second-Grade Student



SURVEY

Survey Assessment

Acadience® Reading Survey Scoring Booklet

acadience survey

Name: Matt Grade 2

Student ID: 447644 School Year: _____

Teacher: Mr. Riley

School: Glenoaks

		Correct	Incorrect	Adjusted Score	Maze Adjusted Score Level* (circle)	Progress Monitoring Level*
MAZE	6				At or Above Benchmark	1
	5				Below Benchmark	Reading Composite*
	4					Score 98
	3				Well Below Benchmark	

ORF (Circle the medians)		Words Correct	Errors	Retell	Retell Quality	Accuracy	Words Correct Score Level (circle)	Accuracy Score Level (circle)
	6.1						At or Above Benchmark ≥ 120	At or Above Benchmark ≥ 98%
	6.2						Below Benchmark 95–119	Below Benchmark 96–97%
	6.3						Well Below Benchmark 0–94	Well Below Benchmark 0–95%
	5.1						At or Above Benchmark ≥ 130	At or Above Benchmark ≥ 99%
	5.2						Below Benchmark 105–129	Below Benchmark 97–98%
	5.3						Well Below Benchmark 0–104	Well Below Benchmark 0–96%
	4.1						At or Above Benchmark ≥ 115	At or Above Benchmark ≥ 98%
	4.2						Below Benchmark 95–114	Below Benchmark 95–97%
	4.3						Well Below Benchmark 0–94	Well Below Benchmark 0–94%
	3.1						At or Above Benchmark ≥ 100	At or Above Benchmark ≥ 97%
	3.2						Below Benchmark 80–99	Below Benchmark 94–96%
	3.3						Well Below Benchmark 0–79	Well Below Benchmark 0–93%
	2.1	30	7	—	—		At or Above Benchmark ≥ 87	At or Above Benchmark ≥ 97%
	2.2	21	9	—	—	70%	Below Benchmark 65–86	Below Benchmark 93–96%
	2.3	12	10	—	—		Well Below Benchmark 0–64	Well Below Benchmark 0–92%
	1.1	19	7	—	—		At or Above Benchmark ≥ 47	At or Above Benchmark ≥ 90%
	1.2	12	6	—	—	76%	Below Benchmark 32–46	Below Benchmark 82–89%
	1.3	23	5	—	—		Well Below Benchmark 0–31	Well Below Benchmark 0–81%

		CLS	WWR	CLS Score	WWR Score
NWF	1	25	4	At or Above Benchmark ≥ 58 Below Benchmark 47–57 Well Below Benchmark 0–46	At or Above Benchmark ≥ 13 Below Benchmark 6–12 Well Below Benchmark 0–5
PSF	K	Score 50		At or Above Benchmark ≥ 40 Below Benchmark 25–39 Well Below Benchmark 0–24	
FSF	K	Score		At or Above Benchmark ≥ 30 Below Benchmark 20–29 Well Below Benchmark 0–19	
LNF	K	Score			

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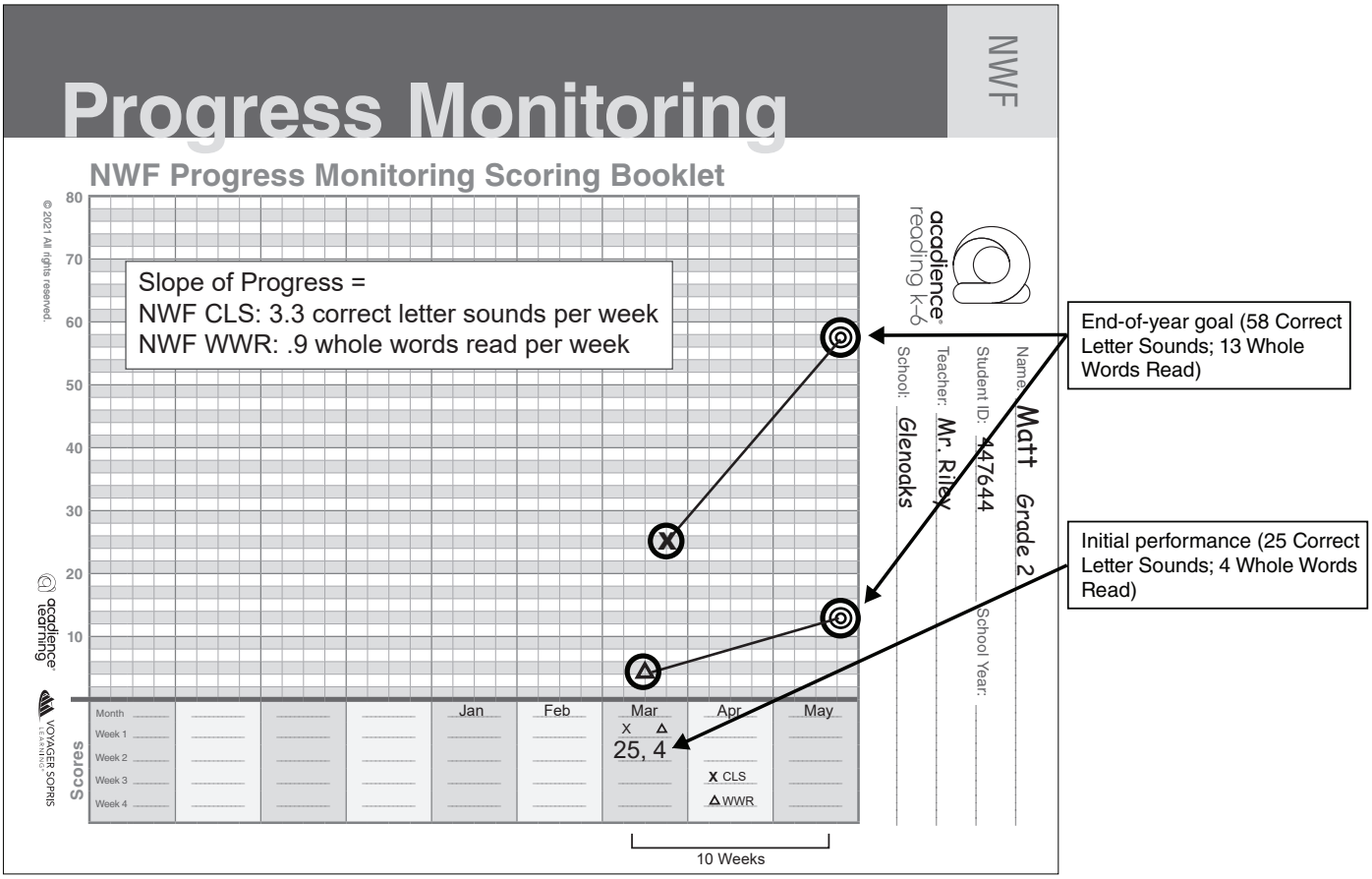
Median scores are Well below Benchmark in second- and first-grade material, so "testing back" continues down to NWF and PSF.

Instructional level is focused on first-grade skills in the alphabetic principle and reading connected text.

Progress monitoring materials are NWF and ORF Level 1.

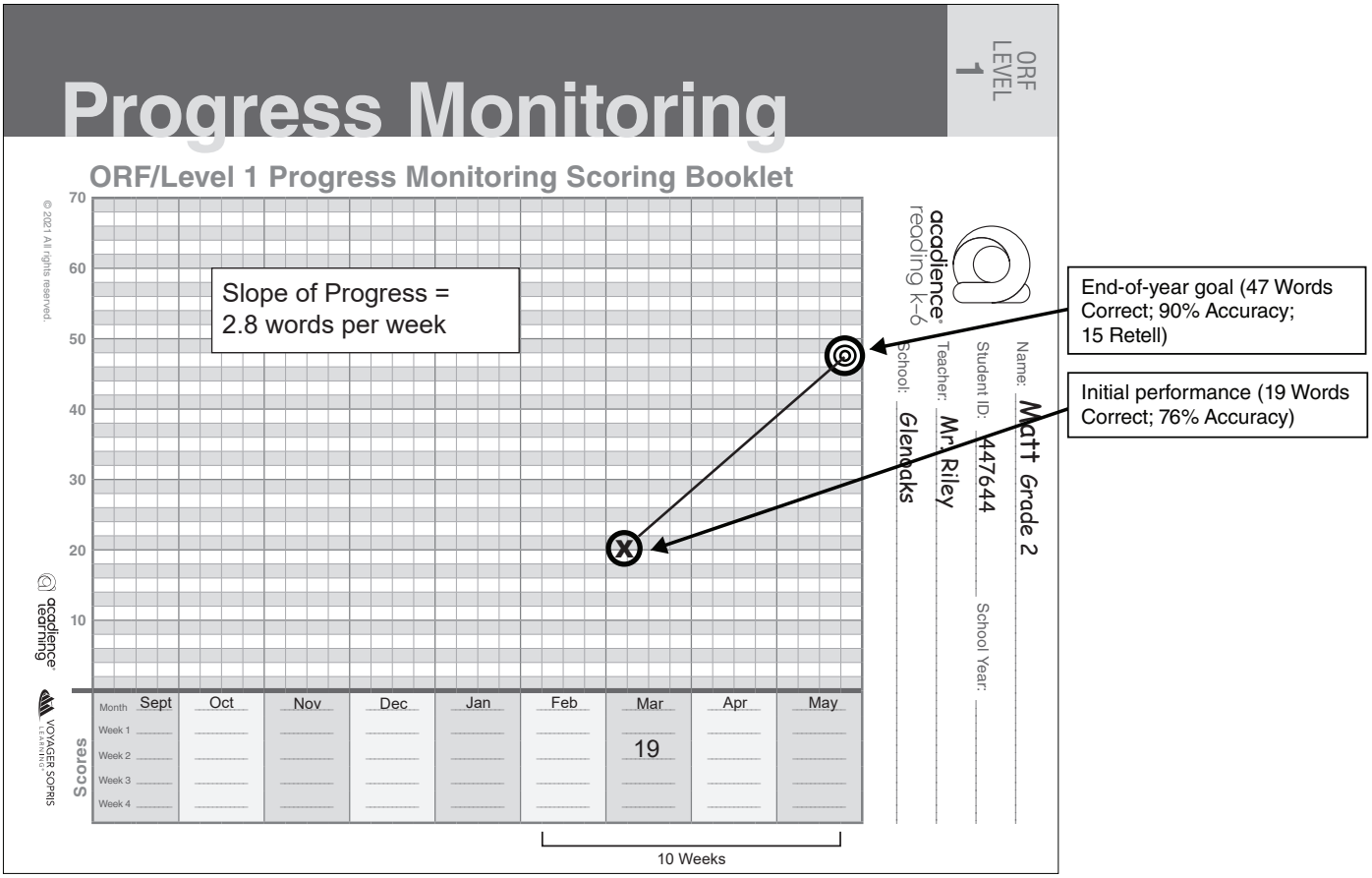
By the end of the year (in 10 weeks), Matt will use basic phonics skills and understanding of the alphabetic principle to identify at least 58 correct letter sounds and read at least 13 whole words in one minute on an Acadience Reading NWF form (see *Figure A4-1*). In addition, Matt will read aloud a first-grade Acadience Reading ORF passage at a rate of 47 Words Correct with at least 90% Accuracy and be able to talk about what he has read with a Retell score of at least 15 words (see *Figure A4-2*).

Figure A4-1. Matt's NWF Goal



In 10 weeks, Matt will use basic phonics skills and understanding of the alphabetic principle to identify at least 58 correct letter sounds and read at least 13 whole words in one minute on an Acadience Reading NWF form.

Figure A4-2. Matt's ORF Level 1 Goal



Matt will read aloud a first-grade Acadience Reading ORF passage at a rate of 47 Words Correct with at least 90% Accuracy and be able to talk about what he has read with a Retell score of at least 15 words.

Chelsea, Grade 1

The Acadience Reading Survey data for Chelsea, a first-grade student, are shown in *Figure A5*. Chelsea moved into the district just after the winter benchmark process was completed. After observing her skills in the classroom, her teacher decided to conduct Acadience Reading Survey with her to get an estimate of her skill level.

The Survey testing for Chelsea began by administering three first-grade ORF reading passages and determining the number of words read correctly, the number of errors, and percent accuracy for each passage. She was not administered Retell because on each passage she read fewer than 40 words correct.

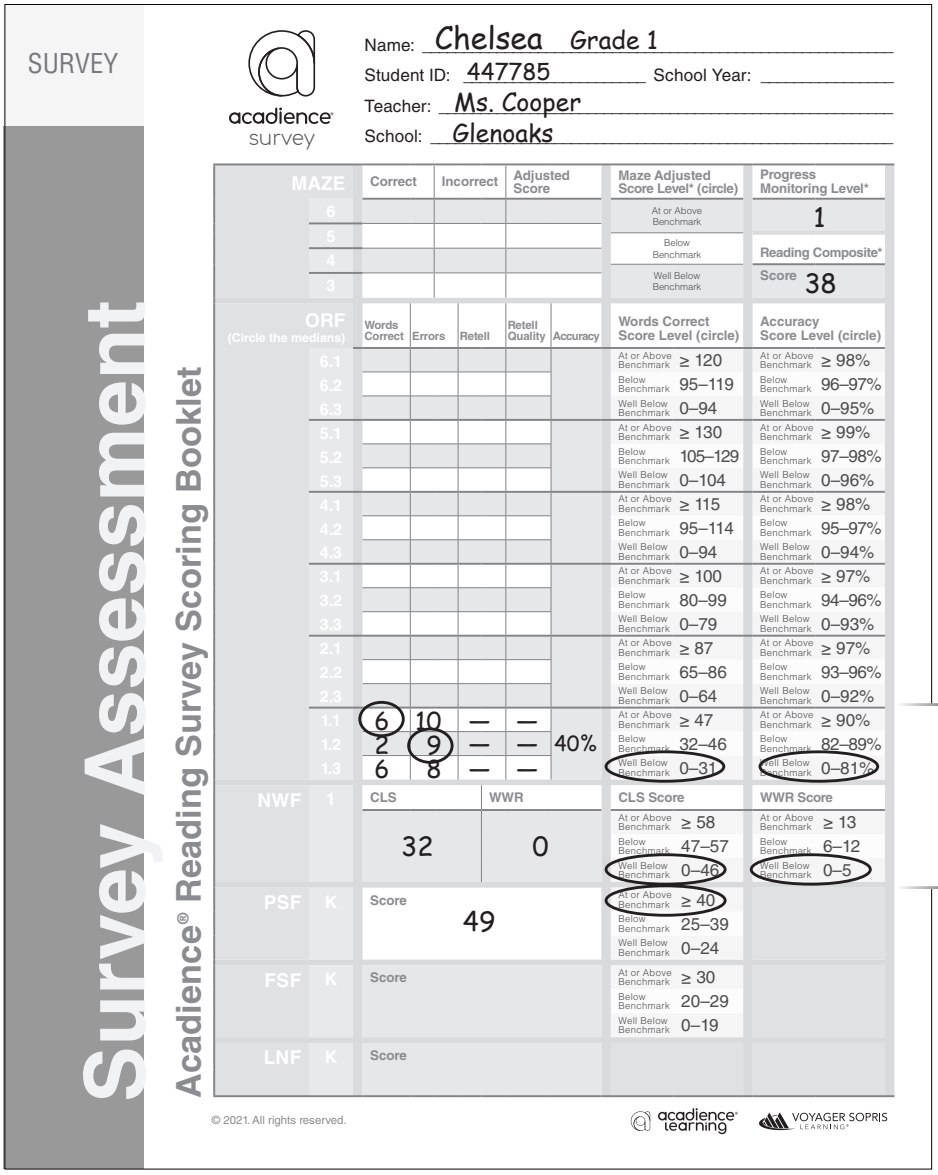
As shown in *Figure A5*, Chelsea's median Words Correct, median Errors, and median Accuracy were determined. Based upon these medians, her score levels (At or Above Benchmark, Below Benchmark, Well Below Benchmark) for Words Correct and Accuracy were determined. The data on the first-grade passages indicate that Survey testing should continue; her median scores fell in the Well Below Benchmark range for both Words Correct and Accuracy. In addition, her median Words Correct score was well below the middle-of-year benchmark goal and also less than or equal to 20, suggesting that first-grade ORF may not be sensitive to her progress.

Consistent with the Acadience Reading Survey guidelines, Chelsea was administered one NWF form. Her NWF CLS score fell in the Well Below Benchmark range and it was noted that she did not read any of the nonsense words correctly and completely on the first attempt, so her NWF WWR score was 0.

Survey testing was continued and Chelsea was administered PSF. She earned a score in the At or Above Benchmark range and was highly accurate, suggesting that she had mastered this skill. At this point, Survey testing was discontinued.

Based upon these data in *Figure A5*, Chelsea's teacher determined that she was in need of intensive instructional support focused on the alphabetic principle with particular focus on blending. In addition, instruction was needed that focused on reading first-grade level connected text. Her teacher decided to monitor her progress weekly using NWF. In addition, Chelsea's teacher decided to check the development of her skills in reading connected text by monitoring her with first-grade ORF on a monthly basis. Chelsea's pattern of performance is similar to that of a struggling first-grade student. As such, her teacher computed the RCS for middle of Grade 1. No additional assessments were required to compute the RCS.

Figure A5. Acadience Reading Survey Data for Chelsea, a First-Grade Student



SURVEY

Survey Assessment

Acadience® Reading Survey Scoring Booklet

acadience survey

Name: Chelsea Grade 1

Student ID: 447785 School Year: _____

Teacher: Ms. Cooper

School: Glenoaks

MAZE

	Correct	Incorrect	Adjusted Score
6			
5			
4			
3			

Maze Adjusted Score Level* (circle): At or Above Benchmark; Below Benchmark; Well Below Benchmark

Progress Monitoring Level*: 1

Reading Composite*: Score 38

ORF (Circle the medians)

	Words Correct	Errors	Retell	Retell Quality	Accuracy	Words Correct Score Level (circle)	Accuracy Score Level (circle)
6.1						At or Above Benchmark ≥ 120	At or Above Benchmark ≥ 98%
6.2						Below Benchmark 95–119	Below Benchmark 96–97%
6.3						Well Below Benchmark 0–94	Well Below Benchmark 0–95%
5.1						At or Above Benchmark ≥ 130	At or Above Benchmark ≥ 99%
5.2						Below Benchmark 105–129	Below Benchmark 97–98%
5.3						Well Below Benchmark 0–104	Well Below Benchmark 0–96%
4.1						At or Above Benchmark ≥ 115	At or Above Benchmark ≥ 98%
4.2						Below Benchmark 95–114	Below Benchmark 95–97%
4.3						Well Below Benchmark 0–94	Well Below Benchmark 0–94%
3.1						At or Above Benchmark ≥ 100	At or Above Benchmark ≥ 97%
3.2						Below Benchmark 80–99	Below Benchmark 94–96%
3.3						Well Below Benchmark 0–79	Well Below Benchmark 0–93%
2.1						At or Above Benchmark ≥ 87	At or Above Benchmark ≥ 97%
2.2						Below Benchmark 65–86	Below Benchmark 93–96%
2.3						Well Below Benchmark 0–64	Well Below Benchmark 0–92%
1.1	6	10	—	—		At or Above Benchmark ≥ 47	At or Above Benchmark ≥ 90%
1.2	2	9	—	—	40%	Below Benchmark 32–46	Below Benchmark 82–89%
1.3	6	8	—	—		Well Below Benchmark 0–31	Well Below Benchmark 0–81%

NWF 1

CLS	WWR
32	0

CLS Score: At or Above Benchmark ≥ 58; Below Benchmark 47–57; Well Below Benchmark 0–46

WWR Score: At or Above Benchmark ≥ 13; Below Benchmark 6–12; Well Below Benchmark 0–5

PSF K

Score: 49

At or Above Benchmark ≥ 40; Below Benchmark 25–39; Well Below Benchmark 0–24

FSF K

Score

At or Above Benchmark ≥ 30; Below Benchmark 20–29; Well Below Benchmark 0–19

LNF K

Score

acadience learning VOYAGER SOPRIS LEARNING

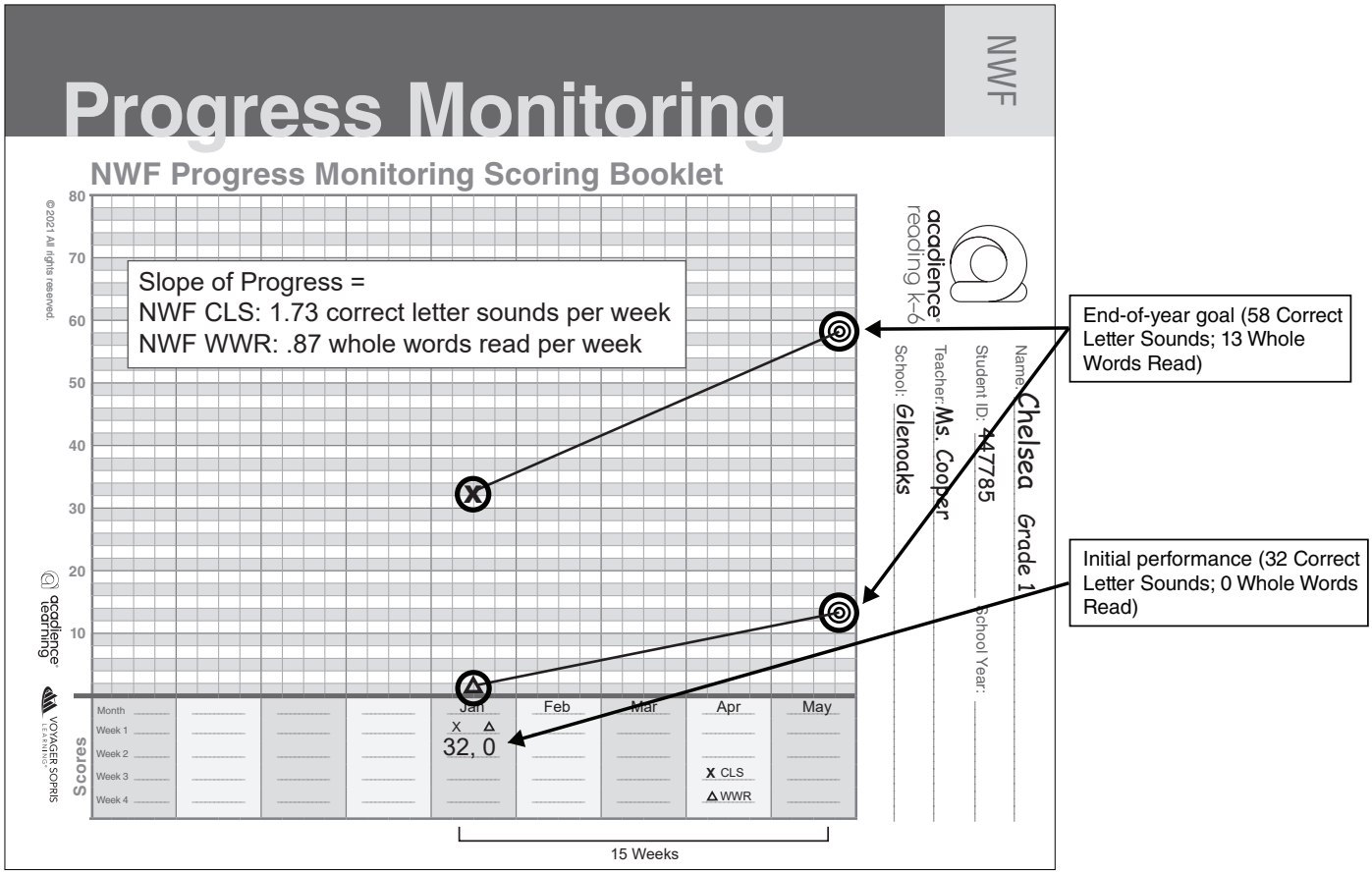
Median scores are Well Below Benchmark in first-grade material, so "testing back" continues down to NWF and PSF.

Instructional level is focused on the alphabetic principle with particular focus on blending.

Progress monitoring materials are NWF and ORF Level 1.

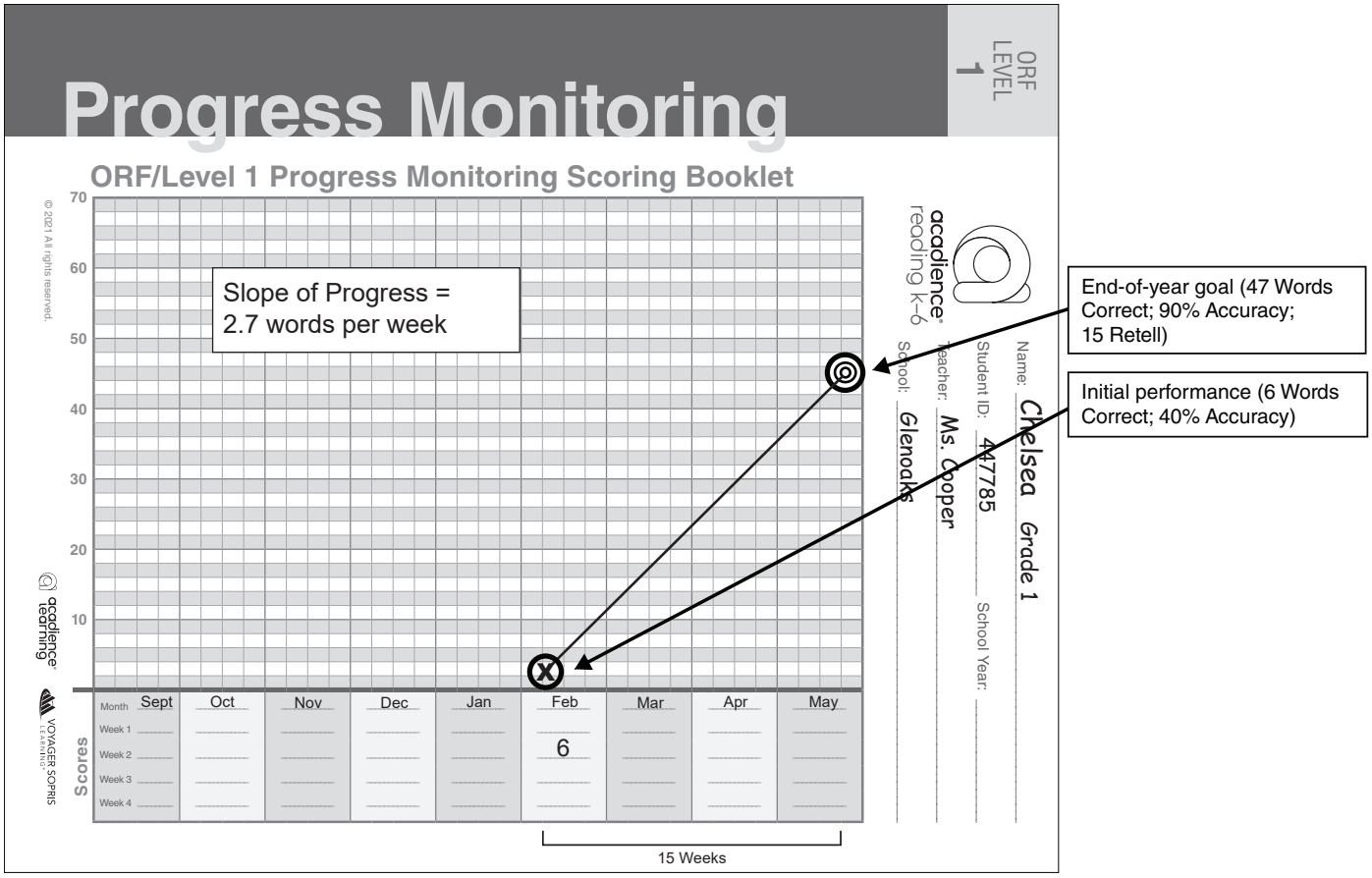
Figure A5-1 shows that Chelsea's initial NWF goal was to use basic phonics skills and understanding of the alphabetic principle to identify at least 58 correct letter sounds and read at least 13 whole words in one minute on an Acadience Reading NWF form by the end-of-year benchmark testing (about 15 weeks). Her goal for ORF was to read aloud a first-grade Acadience Reading ORF passage at a rate of 47 Words Correct with at least 90% Accuracy and be able to talk about what she has read with a Retell score of at least 15 words by the end-of-year benchmark testing (see *Figure A5-2*).

Figure A5-1. Chelsea's NWF Goal



In about 15 weeks (by the time of the end-of-year benchmark testing), Chelsea will use basic phonics skills and understanding of the alphabetic principle to identify at least 58 correct letter sounds and read at least 13 whole words in one minute on an Acadience Reading NWF form.

Figure A5-2. Chelsea's ORF Level 1 Goal



In about 15 weeks (by the time of the end-of-year benchmark testing), Chelsea will read aloud a first-grade Acadience Reading ORF passage at a rate of 47 Words Correct with at least 90% Accuracy and be able to talk about what she has read with a Retell score of at least 15 words.

Appendix B: The Acadience Reading Composite & Reading Composite Score Worksheets

The Reading Composite Score is a combination of multiple Acadience Reading scores and provides the best overall estimate of the student's early literacy skills and/or reading proficiency. Most data management services will calculate the Reading Composite Score for you, provided that all required measures necessary for calculating it have been administered. To calculate the Reading Composite Score yourself, see the following Reading Composite Score Worksheets, pages 36–42.

Benchmark goals and cut points for risk for the Reading Composite Score are based on the same logic and procedures as the benchmark goals for the individual Acadience Reading measures. However, because the Reading Composite Score provides the best overall estimate of a student's skills, it should generally be interpreted first. If a student earns a Reading Composite Score that is at or above the benchmark goal, the odds are in the student's favor of reaching later important reading outcomes. Some students who score At or Above Benchmark on the Reading Composite Score may still need additional support in one of the basic early literacy 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 Reading Composite Score is close to the benchmark goal.

The Acadience Reading measures that are used to calculate the Reading Composite Score vary by grade and time of year. As such, the Reading Composite Score is not comparable across different grades and does not provide a direct measure of growth across grades. For grades K through 2, the Reading Composite Score 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 benchmark goals 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.

K Kindergarten Acadience® Reading Composite Score Worksheet

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.

1 First Grade Acadience® Reading Composite Score Worksheet

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

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	
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

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	
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

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.

2 Second Grade Acadience® Reading Composite Score Worksheet

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 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.

Middle of Year Benchmark

ORF Words Correct **=** _____ [1]

Retell Score _____ **x 2** **=** _____ [2]

ORF Accuracy Percent: _____ %

100 x (Words Correct / Words Correct + 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 x (Words Correct / Words Correct + 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.

3 Third Grade Acadience® Reading Composite Score Worksheet

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 x (Words Correct / Words Correct + 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 x (Words Correct / Words Correct + 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 x (Words Correct / Words Correct + 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.

4 Fourth Grade Acadience® Reading Composite Score Worksheet

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 x (Words Correct / Words Correct + 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 x (Words Correct / Words Correct + 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 x (Words Correct / Words Correct + 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.

5 Fifth Grade Acadience® Reading Composite Score Worksheet

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 x (Words Correct / Words Correct + 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 x (Words Correct / Words Correct + 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 x (Words Correct / Words Correct + 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.

6 Sixth Grade Acadience® Reading Composite Score Worksheet

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 x (Words Correct / Words Correct + 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 x (Words Correct / Words Correct + 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 x (Words Correct / Words Correct + 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.

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