Benchmarks and Composite Score

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Acadience Reading Español 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 preliminary 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).

We are providing these preliminary benchmarks to help educators interpret what student scores mean on each Acadience Reading Español component measure as well as on the overall Reading Composite Score. The benchmarks provide a general sense of a student's level of risk related to Spanish reading outcomes. If a student's score falls in the At or Above Benchmark range, it is likely that the student will achieve subsequent early literacy benchmarks with continued good core instruction. If a student's score falls in the Below Benchmark range, the student's future performance is difficult to predict because the likelihood of reaching subsequent goals is around 50%. For students whose scores are Below Benchmark, the goal is to provide targeted, strategic instruction to ensure that they attain later benchmarks. Finally, if a student's score falls in the Well Below Benchmark range, it is unlikely that the student will meet future early literacy/reading benchmarks without intensive intervention. We recommend that these benchmark scores be used in consideration with additional sources of information to make important decisions about a student. The preliminary benchmarks and cut points for risk were developed based on the corresponding English versions of these measures. The Acadience Reading Español subtests were developed using a similar process and similar design specifications to the corresponding literacy skills in English. Continuing research will examine students' scores on Acadience Reading Español over time in order to refine these preliminary benchmarks.

Preliminary Benchmarks and Cut Points for Risk

Acadience Reading Español *preliminary benchmarks* are empirically derived, criterion-referenced target scores that represent adequate reading skill for a particular grade and time of year. Preliminary benchmarks and cut points for risk are provided for the Reading Composite Score as well as for the individual Acadience Reading Español measures. Preliminary benchmarks and cut points for Acadience Reading Español 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 Español 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 Español 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 Español preliminary 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 Español assessments or external measures of reading achievement.

   At or Above Benchmark. For students who score at or above the preliminary 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 preliminary 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 preliminary 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 preliminary 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 Español results mean in a local context, districts and schools can examine the linkages between the Acadience Reading Español preliminary benchmarks and cut points for risk and their own outcome assessments, such as state-level criterion-referenced tests. By comparing Acadience Reading Español 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 Español ORF at the end of third grade met the Proficient level on the state criterion-referenced test"), schools can determine how the Acadience Reading Español preliminary benchmarks compare to their own external criteria.

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*.

Table 1. Student Performance Interpretations

Likelihood of Meeting Later Reading Benchmarks	Preliminary Benchmark Status	Preliminary Benchmark Status Including Above Benchmark	What It Means
>99% 95% 90% 80% 70% 60%	**At or Above Benchmark** *overall likelihood of achieving subsequent early literacy benchmarks: 80% to 90%*	**Above Benchmark** *overall likelihood of achieving subsequent early literacy benchmarks: 90% to 99%*	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 benchmarks. Some students may benefit from instruction on more advanced skills.
		At Benchmark *overall likelihood of achieving subsequent early literacy benchmarks: 70% to 85%*	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.
55% 50% 45% 40%	**Below Benchmark** *overall likelihood of achieving subsequent early literacy benchmarks: 40% to 60%*	**Below Benchmark** *overall likelihood of achieving subsequent early literacy benchmarks: 40% to 60%*	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.
30% 20% 10% <5%	**Well Below Benchmark** *overall likelihood of achieving subsequent early literacy benchmarks: 10% to 20%*	**Well Below Benchmark** *overall likelihood of achieving subsequent early literacy benchmarks: 10% to 20%*	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.

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 Español 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.

Preliminary benchmarks and cut points for risk for the RCS are based on the same logic and procedures as the preliminary benchmarks for the individual Acadience Reading Español 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 Español 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 Español 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 preliminary 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 Español: Summary of Preliminary Benchmarks and Cut Points for Risk

	Kindergarten Beg	Kindergarten Mid	Kindergarten End	First Grade Beg	First Grade Mid	First Grade End	Second Grade Beg	Second Grade Mid	Second Grade End	Third Grade Beg	Third Grade Mid	Third Grade End
Reading Composite Score (above)	38	156	152	129	177	208	202	256	287	289	349	405
Reading Composite Score (benchmark)	**26**	**122**	**119**	**113**	**130**	**155**	**141**	**190**	**238**	**220**	**285**	**330**
Reading Composite Score (cut point)	13	85	89	97	100	111	109	145	180	180	235	280

First Sound Fluency (FSF)

	Beg	Mid
above	16	43
benchmark	**10**	**30**
cut point	5	20

Phoneme Segmentation Fluency (PSF)

	Mid	End	Beg
above	44	56	47
benchmark	**20**	**40**	**40**
cut point	10	25	25

Nonsense Word Fluency (NWF)

		K Mid	K End	1 Beg	1 Mid	1 End	2 Beg
Correct Letter Sounds (above)		28	40	34	59	81	72
Correct Letter Sounds (benchmark)		**17**	**28**	**27**	**43**	**58**	**54**
Correct Letter Sounds (cut point)		8	15	18	33	47	35
Whole Words Read (above)				4	17	25	21
Whole Words Read (benchmark)				**1**	**8**	**13**	**13**
Whole Words Read (cut point)				0	3	6	6

Oral Reading Fluency (ORF)

	1 Mid	1 End	2 Beg	2 Mid	2 End	3 Beg	3 Mid	3 End
Words Correct (above)	34	67	68	91	104	90	105	118
Words Correct (benchmark)	**23**	**47**	**52**	**72**	**87**	**70**	**86**	**100**
Words Correct (cut point)	16	32	37	55	65	55	68	80
Accuracy (above)	86%	97%	96%	99%	99%	98%	99%	99%
Accuracy (benchmark)	**78%**	**90%**	**90%**	**96%**	**97%**	**95%**	**96%**	**97%**
Accuracy (cut point)	68%	82%	81%	91%	93%	89%	92%	94%
Retell (above)		17	25	31	39	33	40	46
Retell (benchmark)		**15**	**16**	**21**	**27**	**20**	**26**	**30**
Retell (cut point)		0	8	13	18	10	18	20
Retell Quality of Response (benchmark)			**2**	**2**	**2**	**2**	**2**	**3**
Retell Quality of Response (cut point)			1	1	1	1	1	2

Maze Adjusted Score

	3 Beg	3 Mid	3 End
above	11	16	23
benchmark	**8**	**11**	**19**
cut point	5	7	14

Note: There is no preliminary benchmark for Letter Naming Fluency (LNF).

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Reading Composite Score: A combination of multiple Acadience Reading Español 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 Español Composite Score* worksheets on pages 10–13.

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*.

Kindergarten Preliminary Benchmarks and Cut Points for Risk

Acadience Reading Español Measure	Preliminary 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	*13* - 25	*85* - 121	*89* - 118
	Well Below Benchmark	Likely to Need Intensive Support	0 - 12	0 - 84	0 - 88
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	*5* - 9	*20* - 29	
	Well Below Benchmark	Likely to Need Intensive Support	0 - 4	0 - 19	
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		*10* - 19	*25* - 39
	Well Below Benchmark	Likely to Need Intensive Support		0 - 9	0 - 24
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		*8* - 16	*15* - 27
	Well Below Benchmark	Likely to Need Intensive Support		0 - 7	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.

First Grade Preliminary Benchmarks and Cut Points for Risk

Acadience Reading Español Measure	Preliminary 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 Preliminary Benchmarks and Cut Points for Risk

Acadience Reading Español Measure	Preliminary 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 Preliminary Benchmarks and Cut Points for Risk

Acadience Reading Español Measure	Preliminary 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	*180 - 219*	*235 - 284*	*280 - 329*
	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	*10 - 19*	*18 - 25*	*20 - 29*
	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	*1*	*1*	*2*
	Well Below Benchmark	Likely to Need Intensive Support			1
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.

Kindergarten Reading Composite Score Worksheet

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The Acadience Reading Español Composite Score is used to interpret student results for Acadience Reading Español. 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 Español 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 Español 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 Español 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 Español Composite Score is used to interpret student results for Acadience Reading Español. 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 Español 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 Español 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 Español 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 Español Composite Score is used to interpret student results for Acadience Reading Español. 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 Español 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 Español 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 Español 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 Español Composite Score is used to interpret student results for Acadience Reading Español. 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 Español 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 Español 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 Español 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 Español 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 Español 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 Español Composite Score. Do not calculate the composite score if any of the values are missing.