



Benchmarks and Composite Score

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

Benchmarks and Cut Points for Risk

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

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

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

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

Intensive support might entail:

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

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

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

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

Development of French First Language Benchmarks

The Acadience Reading Français benchmarks and cut points for risk for French First Language Speakers are based on research from multiple studies that examined the predictive probability of a score on a given Acadience Reading Français measure at a particular point in time, compared to later Acadience Reading

Français measures and external measures of reading proficiency and achievement. The external criterion measure of reading proficiency was the Échelles de compétences en lecture (ÉCOLE; Desrochers, 2010).

The initial study was conducted during the 2008–2009 and 2009–2010 school years. Participants in the study were 510 students across grades K–2 from general education classrooms who were receiving French language reading instruction. Students came from five elementary schools in three school boards in a francophone province of Canada. Data collection included administering the Acadience Reading Français measures to participating students. A subset of the total sample participated in the ÉCOLE assessment (n = 156 across grades K–2). Benchmarks and cut points were further refined in a subsequent study conducted during the 2011–2012 to 2023–2024 school years. Participants in this study were 5,335 students across grades K–2 from 44 schools in 13 school boards or districts in Canada and the U.S. Educators administered the Acadience Reading Français measures to participating French First Language students who were receiving French language reading instruction. The study included both students who were struggling in reading and those who were typically achieving.

Development of French Language Learner Benchmarks

Research was conducted to determine appropriate benchmarks and cut points for risk for French Immersion students. Initial data for this study were collected during the 2007–2008 to 2009–2010 school years. Participants in this study were 331 French Immersion students from a city-wide school district in a western Canadian province. The Acadience Reading Français benchmarks and cut points for risk for French Immersion students were refined in a study conducted during the 2011–2012 to 2023–2024 school years. Participants in this study were 12,249 students across grades K–2 from 107 elementary schools in 48 school boards and districts in Canada and the U.S who were receiving French language reading instruction in an immersion learning context, provided they had the response capabilities to participate.

Additional information about the studies can be found at www.acadiencelearning.org.

The Composite Score

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

Benchmarks and cut points for risk for the SCL are based on the same logic and procedures as the benchmarks for the individual Acadience Reading Français measures. However, because the SCL provides the best overall estimate of a student's skills, it should generally be interpreted first. If a student earns a SCL 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 SCL 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 Français measure (FPS, FSP, FNM, FLO, or Récit oral). This potential need for additional support is especially true for a student whose SCL is close to the benchmark.

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

Table 1. Student Performance Interpretations

Likelihood of Meeting Later Reading Benchmarks	Benchmark Status	What it Means
<p>>99%</p> <p>95%</p> <p>90%</p> <p>80%</p> <p>70%</p> <p>60%</p> <p>55%</p> <p>50%</p> <p>45%</p> <p>40%</p> <p>30%</p> <p>20%</p> <p>10%</p> <p><5</p>	<p>At or Above Benchmark Overall likelihood of achieving subsequent early literacy benchmarks: 80% to 90%</p>	<p>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.</p> <p>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.</p>
	<p>Below Benchmark Overall likelihood of achieving subsequent early literacy benchmarks: 40% to 60%</p>	<p>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.</p> <p>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.</p>
	<p>Well Below Benchmark Overall likelihood of achieving subsequent early literacy benchmarks: 10% to 20%</p>	<p>For students with scores in this range, the overall odds of achieving subsequent early literacy/reading benchmarks are low.</p> <p>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.</p>

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. www.acadiencelearning.org

References

Desrochers, A. (2010). *ÉCOLE: épreuves de compétence en lecture*. Manuscript in preparation, School of Psychology, University of Ottawa, Ottawa, Canada.

Acadiance Reading Français: Summary of Benchmarks and Cut Points for Risk for French First Language Speakers

Kindergarten			First Grade			Second Grade		
Begin	Mid	End	Begin	Mid	End	Begin	Mid	End
Score composite de lecture (SCL)								
31 16	76 46	69 47	78 53	150 105	225 165	170 120	165 140	185 155
Facilité à reconnaître le premier son (FPS)								
20 5	28 13							
Facilité à segmenter des phonèmes (FSP)								
	18 7	27 15	30 12					
Facilité à lire des non-mots (FNM)								
Nombre de sons corrects	15 5	20 12	27 15	43 28	72 56	66 40		
		Mots lus en entier	3 0	6 2	13 6	10 5		
Facilité en lecture orale (FLO)								
			Mots corrects	28 18	52 37	47 35	60 44	70 53
			Précision	90 % 77 %	96 % 90 %	95 % 86 %	96 % 90 %	96 % 93 %
			Récit oral	11 4	17 8	15 8	19 9	21 10

Reading Composite Score: A combination of multiple Acadiance Reading Français scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the *Acadiance Reading Français Composite Score* worksheets at the end of this document.

BENCHMARK (large bold number): 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 Benchmarks and Cut Points for Risk (French First Language Speakers)

Acadience Reading Français Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Score composite de lecture	At or Above Benchmark	Likely to Need Core Support^a	31+	76+	69+
	Below Benchmark	Likely to Need Strategic Support	<i>16 - 30</i>	<i>46 - 75</i>	<i>47 - 68</i>
	Well Below Benchmark	Likely to Need Intensive Support	<i>0 - 15</i>	<i>0 - 45</i>	<i>0 - 46</i>
FPS	At or Above Benchmark	Likely to Need Core Support^a	20+	28+	
	Below Benchmark	Likely to Need Strategic Support	<i>5 - 19</i>	<i>13 - 27</i>	
	Well Below Benchmark	Likely to Need Intensive Support	<i>0 - 4</i>	<i>0 - 12</i>	
FSP	At or Above Benchmark	Likely to Need Core Support^a		18+	27+
	Below Benchmark	Likely to Need Strategic Support		<i>7 - 17</i>	<i>15 - 26</i>
	Well Below Benchmark	Likely to Need Intensive Support		<i>0 - 6</i>	<i>0 - 14</i>
FNM-NSC	At or Above Benchmark	Likely to Need Core Support^a		15+	20+
	Below Benchmark	Likely to Need Strategic Support		<i>5 - 14</i>	<i>12 - 19</i>
	Well Below Benchmark	Likely to Need Intensive Support		<i>0 - 4</i>	<i>0 - 11</i>



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

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

First Grade Benchmarks and Cut Points for Risk (French First Language Speakers)

Acadience Reading Français Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Score composite de lecture	At or Above Benchmark	Likely to Need Core Support^a	78+	150+	225+
	Below Benchmark	Likely to Need Strategic Support	53 - 77	105 - 149	165 - 224
	Well Below Benchmark	Likely to Need Intensive Support	0 - 52	0 - 104	0 - 164
FSP	At or Above Benchmark	Likely to Need Core Support^a	30+		
	Below Benchmark	Likely to Need Strategic Support	12 - 29		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 11		
FNM-NSC	At or Above Benchmark	Likely to Need Core Support^a	27+	43+	72+
	Below Benchmark	Likely to Need Strategic Support	15 - 26	28 - 42	56 - 71
	Well Below Benchmark	Likely to Need Intensive Support	0 - 14	0 - 27	0 - 55
FNM-MLE	At or Above Benchmark	Likely to Need Core Support^a	3+	6+	13+
	Below Benchmark	Likely to Need Strategic Support	0 - 2	2 - 5	6 - 12
	Well Below Benchmark	Likely to Need Intensive Support		0 - 1	0 - 5
FLO Mots Corrects	At or Above Benchmark	Likely to Need Core Support^a		28+	52+
	Below Benchmark	Likely to Need Strategic Support		18 - 27	37 - 51
	Well Below Benchmark	Likely to Need Intensive Support		0 - 17	0 - 36
FLO Précision	At or Above Benchmark	Likely to Need Core Support^a		90%+	96%+
	Below Benchmark	Likely to Need Strategic Support		77% - 89%	90% - 95%
	Well Below Benchmark	Likely to Need Intensive Support		0% - 76%	0% - 89%
Récit oral	At or Above Benchmark	Likely to Need Core Support^a		11+	17+
	Below Benchmark	Likely to Need Strategic Support		4 - 10	8 - 16
	Well Below Benchmark	Likely to Need Intensive Support		0 - 3	0 - 7



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

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

Second Grade Benchmarks and Cut Points for Risk (French First Language Speakers)

Acadience Reading Français Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Score composite de lecture	At or Above Benchmark	Likely to Need Core Support^a	170+	165+	185+
	Below Benchmark	Likely to Need Strategic Support	120 - 169	140 - 164	155 - 184
	Well Below Benchmark	Likely to Need Intensive Support	0 - 119	0 - 139	0 - 154
FNM-NSC	At or Above Benchmark	Likely to Need Core Support^a	66+		
	Below Benchmark	Likely to Need Strategic Support	40 - 65		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 39		
FNM-MLE	At or Above Benchmark	Likely to Need Core Support^a	10+		
	Below Benchmark	Likely to Need Strategic Support	5 - 9		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 4		
FLO Mots Corrects	At or Above Benchmark	Likely to Need Core Support^a	47+	60+	70+
	Below Benchmark	Likely to Need Strategic Support	35 - 46	44 - 59	53 - 69
	Well Below Benchmark	Likely to Need Intensive Support	0 - 34	0 - 43	0 - 52
FLO Précision	At or Above Benchmark	Likely to Need Core Support^a	95 %+	96 %+	96 %+
	Below Benchmark	Likely to Need Strategic Support	86 % - 94 %	90 % - 95 %	93 % - 95 %
	Well Below Benchmark	Likely to Need Intensive Support	0 % - 85 %	0 % - 89 %	0 % - 92 %
Récit oral	At or Above Benchmark	Likely to Need Core Support^a	15+	19+	21+
	Below Benchmark	Likely to Need Strategic Support	8 - 14	9 - 18	10 - 20
	Well Below Benchmark	Likely to Need Intensive Support	0 - 7	0 - 8	0 - 9




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

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


Kindergarten Percentage of Students Who Meet Later Outcomes on the Reading Composite Score Based On Benchmark Status on Individual Acadience Reading Measures (French First Language Speakers)

Acadience Reading Français Measure	Benchmark Status	Percent of students At or Above Benchmark on middle-of-year Reading Composite Score based on beginning-of-year status	Percent of students At or Above Benchmark on end-of-year Reading Composite Score based on middle-of-year status
Score composite de lecture	At or Above Benchmark	84 %	92 %
	Below Benchmark	44 %	47 %
	Well Below Benchmark	11 %	15 %
FPS	At or Above Benchmark	81 %	80 %
	Below Benchmark	39 %	53 %
	Well Below Benchmark	13 %	22 %
FSP	At or Above Benchmark	–	83 %
	Below Benchmark	–	49 %
	Well Below Benchmark	–	25 %
FNM-NSC	At or Above Benchmark	–	80 %
	Below Benchmark	–	45 %
	Well Below Benchmark	–	19 %

 **Note:** This table shows the percent of students that are on track on the Reading Composite Score at the middle and end of the year based on the student's Acadience Reading Français measure score at the beginning and middle of the year. N = 1,846 students who had Acadience Reading Français data from 2011–2012 to 2023–2024. Data exported from Acadience Data Management.


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

Acadience Reading Français Measure	Benchmark Status	Percent of students At or Above Benchmark on middle-of-year Reading Composite Score based on beginning-of-year status	Percent of students At or Above Benchmark on end-of-year Reading Composite Score based on middle-of-year status
Score composite de lecture	At or Above Benchmark	82 %	89 %
	Below Benchmark	45 %	34 %
	Well Below Benchmark	17 %	11 %
FSP	At or Above Benchmark	73 %	–
	Below Benchmark	57 %	–
	Well Below Benchmark	28 %	–
FNM-NSC	At or Above Benchmark	84 %	90 %
	Below Benchmark	49 %	48 %
	Well Below Benchmark	24 %	13 %
FNM-MLE	At or Above Benchmark	82 %	86 %
	Below Benchmark	40 %	42 %
	Well Below Benchmark	–	26 %
FLO Mots corrects	At or Above Benchmark	–	91 %
	Below Benchmark	–	41 %
	Well Below Benchmark	–	12 %
FLO Précision	At or Above Benchmark	–	86 %
	Below Benchmark	–	42 %
	Well Below Benchmark	–	17 %
Récit oral	At or Above Benchmark	–	85 %
	Below Benchmark	–	47 %
	Well Below Benchmark	–	28 %

 **Note:** This table shows the percent of students that are on track on the Reading Composite Score at the middle and end of the year based on the student's Acadience Reading Français measure score at the beginning and middle of the year. N = 3,111 students who had Acadience Reading Français data from 2011–2012 to 2023–2024. Data exported from Acadience Data Management.

Second Grade Percentage of Students Who Meet Later Outcomes on the Reading Composite Score Based On Benchmark Status on Individual Acadience Reading Measures (French First Language Speakers)

Acadience Reading Français Measure	Benchmark Status	Percent of students At or Above Benchmark on middle-of-year Reading Composite Score based on beginning-of-year status	Percent of students At or Above Benchmark on end-of-year Reading Composite Score based on middle-of-year status
Score composite de lecture	At or Above Benchmark	92 %	93 %
	Below Benchmark	60 %	47 %
	Well Below Benchmark	13 %	14 %
FNM-NSC	At or Above Benchmark	89 %	–
	Below Benchmark	58 %	–
	Well Below Benchmark	32 %	–
FNM-MLE	At or Above Benchmark	86 %	–
	Below Benchmark	56 %	–
	Well Below Benchmark	56 %	–
FLO Mots corrects	At or Above Benchmark	93 %	94 %
	Below Benchmark	58 %	57 %
	Well Below Benchmark	19 %	15 %
FLO Précision	At or Above Benchmark	91 %	88 %
	Below Benchmark	50 %	56 %
	Well Below Benchmark	22 %	12 %
Récit oral	At or Above Benchmark	90 %	89 %
	Below Benchmark	61 %	63 %
	Well Below Benchmark	38 %	35 %

 **Note:** This table shows the percent of students that are on track on the Reading Composite Score at the middle and end of the year based on the student's Acadience Reading Français measure score at the beginning and middle of the year. N = 2,720 students who had Acadience Reading Français data from 2011-2012 to 2023-2024. Data exported from Acadience Data Management.

Acadiance Reading Français: Summary of Benchmarks and Cut Points for Risk for French Immersion

Kindergarten			First Grade			Second Grade		
Begin	Mid	End	Begin	Mid	End	Begin	Mid	End
Score composite de lecture (SCL)								
31 16	76 46	69 47	69 47	86 53	150 105	90 40	100 60	130 80
Facilité à reconnaître le premier son (FPS)								
20 5	28 13							
Facilité à segmenter des phonèmes (FSP)								
	18 7	27 15	30 12					
Facilité à lire des non-mots (FNM)								
Nombre de sons corrects	15 5	20 12	27 12	27 15	50 35	43 23		
		Mots lus en entier	3 0	3 1	9 5	5 1		
Facilité en lecture orale (FLO)								
			Mots corrects	15 8	30 20	27 15	41 25	50 40
			Précision	73 % 50 %	85 % 79 %	75 % 60 %	86 % 80 %	91 % 87 %
			Récit oral	11 4	4 0	8 1	12 6	

Reading Composite Score: A combination of multiple Acadiance Reading Français scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the *Acadiance Reading Français Composite Score* worksheets at the end of this document.

BENCHMARK (large bold number): 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 Benchmarks and Cut Points for Risk (French Immersion)

Acadience Reading Français Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Score composite de lecture	At or Above Benchmark	Likely to Need Core Support^a	31+	76+	69+
	Below Benchmark	Likely to Need Strategic Support	<i>16 - 30</i>	<i>46 - 75</i>	<i>47 - 68</i>
	Well Below Benchmark	Likely to Need Intensive Support	<i>0 - 15</i>	<i>0 - 45</i>	<i>0 - 46</i>
FPS	At or Above Benchmark	Likely to Need Core Support^a	20+	28+	
	Below Benchmark	Likely to Need Strategic Support	<i>5 - 19</i>	<i>13 - 27</i>	
	Well Below Benchmark	Likely to Need Intensive Support	<i>0 - 4</i>	<i>0 - 12</i>	
FSP	At or Above Benchmark	Likely to Need Core Support^a		18+	27+
	Below Benchmark	Likely to Need Strategic Support		<i>7 - 17</i>	<i>15 - 26</i>
	Well Below Benchmark	Likely to Need Intensive Support		<i>0 - 6</i>	<i>0 - 14</i>
FNM-NSC	At or Above Benchmark	Likely to Need Core Support^a		15+	20+
	Below Benchmark	Likely to Need Strategic Support		<i>5 - 14</i>	<i>12 - 19</i>
	Well Below Benchmark	Likely to Need Intensive Support		<i>0 - 4</i>	<i>0 - 11</i>



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

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

First Grade Benchmarks and Cut Points for Risk (French Immersion)

Acadience Reading Français Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Score composite de lecture	At or Above Benchmark	Likely to Need Core Support^a	69+	86+	150+
	Below Benchmark	Likely to Need Strategic Support	47 - 68	53 - 85	105 - 149
	Well Below Benchmark	Likely to Need Intensive Support	0 - 46	0 - 52	0 - 104
FSP	At or Above Benchmark	Likely to Need Core Support^a	30+		
	Below Benchmark	Likely to Need Strategic Support	12 - 29		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 11		
FNM-NSC	At or Above Benchmark	Likely to Need Core Support^a	27+	27+	50+
	Below Benchmark	Likely to Need Strategic Support	12 - 26	15 - 26	35 - 49
	Well Below Benchmark	Likely to Need Intensive Support	0 - 11	0 - 14	0 - 34
FNM-MLE	At or Above Benchmark	Likely to Need Core Support^a	3+	3+	9+
	Below Benchmark	Likely to Need Strategic Support	0 - 2	1 - 2	5 - 8
	Well Below Benchmark	Likely to Need Intensive Support		0	0 - 4
FLO Mots Corrects	At or Above Benchmark	Likely to Need Core Support^a		15+	30+
	Below Benchmark	Likely to Need Strategic Support		8 - 14	20 - 29
	Well Below Benchmark	Likely to Need Intensive Support		0 - 7	0 - 19
FLO Précision	At or Above Benchmark	Likely to Need Core Support^a		73%+	85%+
	Below Benchmark	Likely to Need Strategic Support		50% - 72%	79% - 84%
	Well Below Benchmark	Likely to Need Intensive Support		0% - 49%	0% - 78%
Récit oral	At or Above Benchmark	Likely to Need Core Support^a			11+
	Below Benchmark	Likely to Need Strategic Support			4 - 10
	Well Below Benchmark	Likely to Need Intensive Support			0 - 3



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

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

Second Grade Benchmarks and Cut Points for Risk (French Immersion)

Acadience Reading Français Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Score composite de lecture	At or Above Benchmark	Likely to Need Core Support^a	90+	100+	130+
	Below Benchmark	Likely to Need Strategic Support	40 - 89	60 - 99	80 - 129
	Well Below Benchmark	Likely to Need Intensive Support	0 - 39	0 - 59	0 - 79
FNM-NSC	At or Above Benchmark	Likely to Need Core Support^a	43+		
	Below Benchmark	Likely to Need Strategic Support	23 - 42		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 22		
FNM-MLE	At or Above Benchmark	Likely to Need Core Support^a	5+		
	Below Benchmark	Likely to Need Strategic Support	1 - 4		
	Well Below Benchmark	Likely to Need Intensive Support	0		
FLO Mots Corrects	At or Above Benchmark	Likely to Need Core Support^a	27+	41+	50+
	Below Benchmark	Likely to Need Strategic Support	15 - 26	25 - 40	40 - 49
	Well Below Benchmark	Likely to Need Intensive Support	0 - 14	0 - 24	0 - 39
FLO Précision	At or Above Benchmark	Likely to Need Core Support^a	75 %+	86 %+	91 %+
	Below Benchmark	Likely to Need Strategic Support	60 % - 74 %	80 % - 85 %	87 % - 90 %
	Well Below Benchmark	Likely to Need Intensive Support	0 % - 59 %	0 % - 79 %	0 % - 86 %
Récit oral	At or Above Benchmark	Likely to Need Core Support^a	4+	8+	12+
	Below Benchmark	Likely to Need Strategic Support	0 - 3	1 - 7	6 - 11
	Well Below Benchmark	Likely to Need Intensive Support		0	0 - 5




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

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


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

Acadience Reading Français Measure	Benchmark Status	Percent of students At or Above Benchmark on middle-of-year Reading Composite Score based on beginning-of-year status	Percent of students At or Above Benchmark on end-of-year Reading Composite Score based on middle-of-year status
Score composite de lecture	At or Above Benchmark	86 %	86 %
	Below Benchmark	60 %	39 %
	Well Below Benchmark	32 %	14 %
FPS	At or Above Benchmark	80 %	76 %
	Below Benchmark	47 %	43 %
	Well Below Benchmark	31 %	20 %
FSP	At or Above Benchmark	–	82 %
	Below Benchmark	–	46 %
	Well Below Benchmark	–	22 %
FNM-NSC	At or Above Benchmark	–	83 %
	Below Benchmark	–	51 %
	Well Below Benchmark	–	22 %

 **Note:** This table shows the percent of students that are on track on the Reading Composite Score at the middle and end of the year based on the student’s Acadience Reading Français measure score at the beginning and middle of the year. N = 5,548 students who had Acadience Reading Français data from 2011–2012 to 2023–2024. Data exported from Acadience Data Management.


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

Acadience Reading Français Measure	Benchmark Status	Percent of students At or Above Benchmark on middle-of-year Reading Composite Score based on beginning-of-year status	Percent of students At or Above Benchmark on end-of-year Reading Composite Score based on middle-of-year status
Score composite de lecture	At or Above Benchmark	76 %	84 %
	Below Benchmark	43 %	40 %
	Well Below Benchmark	25 %	13 %
FSP	At or Above Benchmark	66 %	–
	Below Benchmark	55 %	–
	Well Below Benchmark	31 %	–
FNM-NSC	At or Above Benchmark	77 %	86 %
	Below Benchmark	49 %	34 %
	Well Below Benchmark	24 %	9 %
FNM-MLE	At or Above Benchmark	77 %	84 %
	Below Benchmark	40 %	47 %
	Well Below Benchmark	–	22 %
FLO Mots corrects	At or Above Benchmark	–	84 %
	Below Benchmark	–	38 %
	Well Below Benchmark	–	8 %
FLO Précision	At or Above Benchmark	–	82 %
	Below Benchmark	–	43 %
	Well Below Benchmark	–	11 %

 **Note:** This table shows the percent of students that are on track on the Reading Composite Score at the middle and end of the year based on the student's Acadience Reading Français measure score at the beginning and middle of the year. N = 7,450 students who had Acadience Reading Français data from 2011-2012 to 2023-2024. Data exported from Acadience Data Management.

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

Acadience Reading Français Measure	Benchmark Status	Percent of students At or Above Benchmark on middle-of-year Reading Composite Score based on beginning-of-year status	Percent of students At or Above Benchmark on end-of-year Reading Composite Score based on middle-of-year status
Score composite de lecture	At or Above Benchmark	94 %	90 %
	Below Benchmark	48 %	39 %
	Well Below Benchmark	13 %	6 %
FNM-NSC	At or Above Benchmark	89 %	–
	Below Benchmark	47 %	–
	Well Below Benchmark	23 %	–
FNM-MLE	At or Above Benchmark	86 %	–
	Below Benchmark	41 %	–
	Well Below Benchmark	29 %	–
FLO Mots corrects	At or Above Benchmark	91 %	90 %
	Below Benchmark	47 %	41 %
	Well Below Benchmark	13 %	8 %
FLO Précision	At or Above Benchmark	90 %	88 %
	Below Benchmark	33 %	43 %
	Well Below Benchmark	11 %	9 %
Récit oral	At or Above Benchmark	87 %	84 %
	Below Benchmark	42 %	57 %
	Well Below Benchmark	–	25 %

 **Note:** This table shows the percent of students that are on track on the Reading Composite Score at the middle and end of the year based on the student's Acadience Reading Français measure score at the beginning and middle of the year. N = 6,162 students who had Acadience Reading Français data from 2011-2012 to 2023-2024. Data exported from Acadience Data Management.



Kindergarten Score Composite de Lecture Worksheet

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The composite score is used to interpret student results for Acadience Reading Français. 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

FPS Score = _____ [1]

FDL Score = _____ [2]

Score Composite de Lecture (add values 1–2) =

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

Middle of Year Benchmark

FPS Score = _____ [1]

FDL Score = _____ [2]

FSP Score = _____ [3]

FNM NSC Score = _____ [4]

Score Composite de Lecture (add values 1–4) =

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

End of Year Benchmark

FDL Score = _____ [1]

FSP Score = _____ [2]

FNM NSC Score = _____ [3]

Score Composite de Lecture (add values 1–3) =

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



First Grade Score Composite de Lecture Worksheet

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

Name: _____

Class: _____

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

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

Beginning of Year Benchmark

FDL Score = _____ [1]

FSP Score = _____ [2]

if FSP Score is more than 30, write 30

FNM NSC Score = _____ [3]

Score Composite de Lecture (add values 1–3) =

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

Middle of Year Benchmark

FNM NSC Score = _____ [1]

FNM MLE Score = _____ [2]

FLO Mots Corrects Score = _____ [3]

FLO Précision Percent: _____ %

100 x (Mots corrects / (Mots corrects + Erreurs))

FLO Précision Value from Table = _____ [4]

Score Composite de Lecture (add values 1–4) =

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

End of Year Benchmark

FNM NSC Score = _____ [1]

FNM MLE Score = _____ [2]

FLO Mots Corrects Score = _____ [3]

FLO Précision Percent: _____ %

100 x (Mots corrects / (Mots corrects + Erreurs))

FLO Précision Value from Table = _____ [4]

Score Composite de Lecture (add values 1–4) =

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



Second Grade Score Composite de Lecture Worksheet

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The composite score is used to interpret student results for Acadience Reading Français. 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	
FLO Précision	Précision 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 of Year	
FLO Précision	Précision Value
0% – 73%	0
74% – 75%	4
76% – 77%	12
78% – 79%	20
80% – 81%	28
82% – 83%	36
84% – 85%	44
86% – 87%	52
88% – 89%	60
90% – 91%	68
92% – 93%	76
94% – 95%	84
96% – 97%	92
98% – 99%	100
100%	108

End of Year	
FLO Précision	Précision Value
0% – 84%	0
85%	18
86%	24
87%	30
88%	36
89%	42
90%	48
91%	54
92%	60
93%	66
94%	72
95%	78
96%	84
97%	90
98%	96
99%	102
100%	108

Beginning of Year Benchmark

FNM MLE Score _____ x 3 = _____ [1]

FLO Mots Corrects Score = _____ [2]

FLO Précision Percent: _____ %
 $100 \times (\text{Mots corrects} / (\text{Mots corrects} + \text{Erreurs}))$

FLO Précision Value from Table = _____ [3]

Score Composite de Lecture (add values 1–3) =

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

Middle of Year Benchmark

FLO Mots Corrects Score = _____ [1]

Récit Oral Score = _____ [2]

FLO Précision Percent: _____ %
 $100 \times (\text{Mots corrects} / (\text{Mots corrects} + \text{Erreurs}))$

FLO Précision Value from Table = _____ [3]

Score Composite de Lecture (add values 1–3) =

If FLO is below 40 and Récit Oral is not administered, use 0 for the Récit Oral value only for calculating the composite score. Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

FLO Mots Corrects Score = _____ [1]

Récit Oral Score _____ x 2 = _____ [2]

FLO Précision Percent: _____ %
 $100 \times (\text{Mots corrects} / (\text{Mots corrects} + \text{Erreurs}))$

FLO Précision Value from Table = _____ [3]

Score Composite de Lecture (add values 1–3) =

If FLO is below 40 and Récit Oral is not administered, use 0 for the Récit Oral value only for calculating the composite score. Do not calculate the composite score if any of the values are missing.