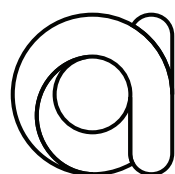


# Acadience® Reading 7–8 Assessment Manual



acadience®

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## For use with Acadience Learning Online

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# Welcome to Acadience® Reading 7–8

Over the last two decades, general outcomes measures like Acadience Reading 7–8 have changed the educational landscape—providing accurate, timely benchmark and progress monitoring information to ensure students receive targeted instructional support. Acadience Reading 7–8 is a premier universal assessment system that has been embraced by educators across the country and used as a tool to help thousands of students reach their full academic potential.

## What is Acadience Reading 7–8?

Acadience Reading 7–8 is a universal screening and progress monitoring assessment that measures the acquisition of content-area literacy skills for seventh- and eighth-grade students. The assessment is composed of three measures that function as indicators of the reading skills that middle school students need to proficiently read content-area text. These measures are used to regularly monitor the development of literacy skills in order to provide timely instructional support and prevent the occurrence of further reading difficulties.

By design, the Acadience Reading 7–8 measures are relatively **brief, powerful indicators** of content-area literacy skills that:

- are **quick** and **efficient** to administer and score;
- serve as **universal screening** (or **benchmark assessment**) and **progress monitoring measures**;
- identify students in need of **intervention support**;
- evaluate the **effectiveness of interventions**; and
- support the **Response-to-Intervention (RtI)/Multi-tiered model**.

## Why use Acadience Reading 7–8?

Acadience Reading 7–8 provides reliable and valid universal screening to find students who may be at risk for reading difficulties within different content areas. These measures also help identify the skills to target for instructional support. In addition, Acadience Reading 7–8 provides progress monitoring measures for at-risk students while they receive additional, targeted instruction to close achievement gaps. Finally, these measures assist educators in examining the effectiveness of school-wide literacy supports.

The advantages of Acadience Reading 7–8 are that it:

- directly measures reading skills that are responsive to instruction;
- is standardized;
- is thoroughly researched, reliable, and valid;
- is designed for use within a problem-solving, Outcomes-Driven Model (ODM) of decision-making;
- provides research-based benchmarks for interpreting results; and
- is efficient and economical.

**Key features of Acadience Reading 7–8 include:**

- empirically leveled science, social studies, and prose passages that have been field-tested with students in school settings;
- a multiple-gating process that minimizes assessment time by reducing the number of students who are assessed individually, while providing additional diagnostic information for students for whom additional instructional support is needed;
- a user-friendly format with clear, concise directions and scoring rules;
- a system of progress monitoring to assess the effectiveness of intervention and district goals.

**This Acadience Reading 7–8 Assessment Manual provides:**

- an overview of how Acadience Reading 7–8 measures align with middle school content-area reading skills;
- general guidelines on the administration and scoring of the Acadience Reading 7–8 measures and how to interpret results;
- specific administration and scoring procedures for each measure; and
- assessment accuracy checklists.

Anyone who administers Acadience Reading 7–8 or uses Acadience Reading 7–8 scores should read this manual. The best understanding of the information in this manual will come after the reader attends training that includes practice in administering and scoring each Acadience Reading 7–8 measure. Training in how to interpret the data is also important for the reader who will be interpreting the test results.

# Table of Contents

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<b>Chapter 1: Introduction to Acadience Reading 7–8</b>	<b>1</b>
An Overview of the Acadience Reading 7–8 Measures	1
Research Rationale for Acadience Reading 7–8	2
Acadience Reading 7–8 and Students With Special Needs	4
How Acadience Reading 7–8 Is Used	5
An Overview of the Acadience Reading 7–8 Gating Procedures	6
Acadience Reading 7–8 and RtI: The Outcomes-Driven Model	7
<b>Chapter 2: Guidelines for Administering and Scoring Acadience Reading 7–8</b>	<b>9</b>
Standard Features of Acadience Reading 7–8	9
Administration Guidelines	10
General Scoring Guidelines	11
Testing Materials	12
Accommodations	15
Training	16
Appropriate Use of Acadience Reading 7–8	16
Test Security	17
<b>Chapter 3: Interpreting Acadience Reading 7–8 Data</b>	<b>18</b>
Criterion-Referenced Interpretations: Understanding Benchmarks and Cut Points for Risk	18
Individually Referenced Interpretations: Analyzing Student Growth and Progress Over Time	21
Local Norm-Referenced Interpretations: Comparing Students Districtwide	22
National Norm-Referenced Interpretations: Comparing Students in a Larger Context	23
<b>Chapter 4: Implementing Acadience Reading 7–8 in Your School</b>	<b>24</b>
Conducting Benchmark Assessment	24
Acadience Reading 7–8 Gating Procedures	28
Gating Procedure Case Studies	33
Conducting Progress Monitoring	36
Overview of Progress Monitoring Procedures	37
Communicating With Students, Parents, and School Personnel	41

<b>Chapter 5: Maze</b> . . . . .	<b>43</b>
Overview . . . . .	43
Administration Directions . . . . .	44
Scoring Rules . . . . .	45
Examples of Scoring Rules . . . . .	46
<b>Chapter 6: Silent Reading (SR)</b> . . . . .	<b>47</b>
Overview . . . . .	47
Administration Directions . . . . .	48
Scoring Rules . . . . .	48
Example of Scoring Rules . . . . .	49
<b>Chapter 7: Oral Reading (OR)</b> . . . . .	<b>50</b>
Overview . . . . .	50
Administration Directions—Part 1: Passage Reading . . . . .	51
Scoring Rules—Part 1: Passage Reading . . . . .	52
Examples of Scoring—Part 1: Passage Reading . . . . .	53
Administration Directions—Part 2: Recall + Oral Comprehension Questions . . . . .	61
Scoring Rules—Part 2: Recall + Oral Comprehension Questions . . . . .	62
Examples of Scoring—Part 2: Recall + Oral Comprehension Questions . . . . .	64
Recording Scores . . . . .	74
<b>Chapter 8: Technical Adequacy Summary of Acadience Reading 7–8</b> . . . . .	<b>75</b>
Reliability of Acadience Reading 7–8 . . . . .	75
Validity of Acadience Reading 7–8 . . . . .	77
<b>References</b> . . . . .	<b>82</b>
<b>Appendices</b> . . . . .	<b>84</b>
Appendix A: Acadience Reading 7–8 Alignment to the Common Core State Standards in English Language Arts . . . . .	85
Appendix B: Assessment Accuracy Checklists . . . . .	86
Appendix C: Benchmarks and Gate Score Worksheets . . . . .	90
Appendix D: Sample Statement and Letter . . . . .	105

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We remain dedicated to improving literacy outcomes for middle school students and are humbled by the commitment, talents, and skills of the countless teachers, educational support specialists, program coordinators and administrators, and researchers in the United States and around the world who have contributed to and who continue to share in this important work.

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# Chapter 1: Introduction to Acadience Reading 7–8

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Acadience Reading 7–8 is a screening and progress monitoring tool that was developed to assess the content-area literacy skills of students in grades 7–8. The measures are relatively brief, standardized indicators of content-area literacy skills. Acadience Reading 7–8 assesses these skills across three different measures: Maze, Silent Reading (SR) with multiple-choice comprehension, and Oral Reading (OR), which includes a recall task and oral comprehension questions.

The Acadience Reading 7–8 measures are administered in triads that include one science, one social studies, and one prose passage. Materials are available for benchmark screening three times per year and for ongoing progress monitoring.

You can use Acadience Reading 7–8 to:

- identify students who may be at risk for reading difficulties;
- help teachers identify areas to target instructional support;
- monitor at-risk students while they receive additional, targeted instruction; and
- examine the effectiveness of your school's system of instructional supports.

## An Overview of the Acadience Reading 7–8 Measures

Acadience Reading 7–8 comprises three measures:

- 1. Maze:** Maze is a group-administered measure that assesses general reading comprehension. The student is presented with a passage in which 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 of the sentence. Each Maze passage has a 3-minute time limit. Each Maze form is composed of a triad of one science, one social studies, and one prose passage. The Maze triad of passages takes 10–12 minutes to complete. Maze is scored with a scoring key. An adjusted score is calculated to correct for guessing.
- 2. Silent Reading (SR):** Silent Reading is a group-administered assessment that measures vocabulary, sentence comprehension (passage details), and inference. The student is presented with three 350– to 400–word passages and 30 multiple-choice questions (10 per passage) and is given 36 minutes to read the three passages silently and answer the questions. The multiple-choice questions cover passage vocabulary, details, and inference. Each SR form is composed of a triad of one science, one social studies, and one prose passage. Silent Reading is scored with a scoring key.
- 3. Oral Reading (OR):** Oral Reading is an individually administered measure that assesses accurate and fluent reading of text and reading comprehension. The student is presented with a 350– to 400–word reading passage and is given 90 seconds to read the passage out loud. The assessor notes errors as the student reads. At the end of 90 seconds, the student is asked to provide a brief recall of everything they



can remember about the passage. Following the recall, the student is asked to define vocabulary from within the passage and answer two inference questions about the passage. Each OR form is composed of a triad of one science, one social studies, and one prose passage. The total time for each OR passage is about 3 minutes. An OR triad takes approximately 15–20 minutes to complete.

## **Research Rationale for Acadience Reading 7–8**

### **Common Core State Standards (CCSS)**

Acadience Reading 7–8 is grounded in the research used to establish the Common Core State Standards (CCSS), as well as current reading comprehension research. The goal of the CCSS is to ensure that all American students are college and career ready. The CCSS evolved over a concern about the inadequate academic achievement levels of students educated in the United States. A body of research indicates that, over the decades, textbook complexity has declined (Adams, 2009). Therefore, the CCSS promote a movement toward instruction of increasingly complex texts within a three-part model that measures qualitative, quantitative, and reader/task considerations. Examples of increased qualitative text complexity include: (a) text that moves from a single level of meaning to multiple levels of meaning, (b) text structures that move from simple graphics to more sophisticated graphics, (c) language conventions that move from literal to figurative, and (d) knowledge demands that move from simple themes to more sophisticated themes. Quantitatively, the CCSS recommend a continuing increase in text complexity that is evidenced through the use of text readability formulas. These formulas use metrics such as word length, number of syllables, and sentence length to quantify text difficulty. The third component of the model, the reader and task considerations, takes into account the reader's skill, motivation, and level of background knowledge for any given text. Acadience Reading 7–8 was developed to weave together all three components of the CCSS model.

To address the qualitative component of the CCSS model during the development of Acadience Reading 7–8, topics were chosen and passages written that mirror the complex subject matter that students encounter during their middle and high school years. Passages were specifically written to include more complex written conventions such as cause and effect and figurative language. In addition, according to Cain and Oakhill (2012), comprehension assessment has greater potential to provide useful instructional information if it covers a range of skills. For Acadience Reading 7–8, the comprehension question types reflect a variety of comprehension skills that were taken directly from the Key Ideas and Details and Craft and Structure sections of the College and Career Standards for Reading, Science, and Social Studies. Questions drawn directly from these standards assess the following comprehension skills: memory, convergent thinking, vocabulary recall, vocabulary application, cause and effect, figurative language, main idea, drawing conclusions, prediction, and point of view.

For the CCSS quantitative component, every Acadience Reading 7–8 passage had to meet strict, grade-specific readability standards. All passages were required to meet readability criteria for each grade as measured by the Acadience Learning Passage Difficulty Index, which is software that analyzes median words per sentence, mean words per sentence, rare words, and word length and provides guidance when a passage is outside of target ranges.

To take into account reader and task considerations, a substantial amount of time and effort was spent creating engaging, interesting, and informative passages for Acadience Reading 7–8. Passage topics cover science, social studies, and language arts content, are grade and age appropriate, and reflect content across the three subject domains (see *Appendix A*). In addition, when possible, the content mirrors the text format used in grade-level textbooks for grades 7–8.

## Summary of Existing Research on Reading Comprehension

Reading involves a set of complex tasks that change as the reader develops (van den Broek, & Espin, 2012). The initial research and development of the Acadience Reading measures for students in grades K–6 (Acadience Reading K–6) focused on essential early literacy and reading skills that included those needed for accurate, fluent reading with understanding (see the *Acadience Reading K–6 Technical Manual* for more information). As beginning readers develop into more proficient readers, those early word recognition skills are continually required for successful comprehension as text structures and content become increasingly more difficult. By the time a student reaches seventh grade, word recognition reading skills should be well established. In terms of assessment, word recognition skills for the vast majority of middle and high school students are a given and do not need to be evaluated. Although the Acadience Reading 7–8 OR measure is available to assess, in part, word recognition skills, the main focus of the assessment is measuring comprehension in silent reading.

The skills involved in reading comprehension fall into three main levels:

- vocabulary (word level),
- details (sentence level), and
- inference (passage level).

The research on vocabulary is well documented. Vocabulary is an essential component to understanding text. Research indicates that there is a strong, positive, reciprocal relationship between word knowledge and reading comprehension (Baumann, Kame'enui, & Ash, 2003). Nagy and Scott (2000) reported that readers must recognize and have at least a basic understanding of 90% of the words in a given text. Vocabulary skill is often discussed in terms of breadth and depth of understanding. Breadth is the sheer number of words that an individual knows. This knowledge ranges from, “I think I’ve heard that word and have a vague idea of what it might mean” to “I can provide a definition and example of that word” (Beck, Perfitti, & McKeown, 1982). Depth refers to the level of understanding of a vocabulary word’s usage and application. Both breadth and depth of vocabulary are critical and are independent contributors to reading skill performance. There are some conflicting opinions about whether breadth or depth is more important to reading skills. Ouellette (2006) found depth of vocabulary knowledge to be a larger contributor to reading skill performance. However, Tannenbaum, Torgesen, and Wagner (2006) reported that breadth of knowledge was a larger contributor to reading skill than depth of vocabulary knowledge. Pearson, Hiebert, and Kamil (2007) concluded that more research in the area of vocabulary measurement should be conducted. What is clear is that vocabulary is a comprehension skill that should be assessed. Within the Acadience Reading 7–8 assessment, passage-specific vocabulary questions are available for both the SR and OR passages. Those questions assess basic vocabulary definitions that evaluate the breadth of vocabulary as well as the depth of vocabulary knowledge.

At the detail or sentence level of reading, comprehension is focused on the understanding of the text one sentence at a time. Two different question types are used to assess comprehension at the sentence level: literal and inferential. Literal questions are the most direct, basic type of question. The answers to literal questions come directly from the text, so this type of question helps determine if students are able to recall basic information. Inferential questions require the reader to connect current information in text to previously encountered information. Inferential questions may connect information from the current sentence being read to a previous sentence, or they may require the reader to put two pieces of related information together to gain understanding of the text (Landi & Perfetti, 2007). For example, consider the following sentences: “Maddy threw the bananas and strawberries into the blender. The smoothie felt cool as it slid down her throat.” The reader

must make a connection or association that bananas and strawberries put into a blender can make a smoothie. The detail questions for Acadience Reading 7–8 at the sentence level include both literal questions and simple inference questions.

At the passage level, all questions are inferential and require students to take into account overarching themes about the text. The ability to make inferences is critical to understanding text. Inferring requires taking printed words and mixing in what is known about the text topic (prior knowledge) and text features. For example, in order to make determinations about the narrator's or character's point of view, the reader must be able to read the words in the text, understand that the text is written from a point of view, and then mix that information in with prior knowledge about the subject and content within the passage. What is known is that students who are good at comprehending use inferences to help facilitate text understanding and to build an internal representation of text content (Graesser, Singer, & Trabassko, 1994). When there is less cohesion in a text, a student must make more inferences to make sense of the text.

Inferring is triggered by the need to further understand text content. Narvaez, van den Broek, and Ruiz (1999) reported that the purpose for reading, as well as the text type, affects the kinds of inferences that readers generate. Thus, the reader decides what inferential strategies to use and how to use comprehension strategies. Although the reader may not think actively about the author's point of view, the ability to do so is an important upper-level inference skill that is called upon as needed. Therefore, assessment should reflect the upper-level skills that students don't necessarily need to use every time they read a text but need to have ready to use when those upper-level inference skills are needed.

This type of assessment is especially important for students that are not good at comprehending text. Cain and Oakhill (1999) suggest that at least some aspects of inference skill could be causally linked to comprehension development. For example, Cain, Lemmon, and Oakhill (2004) reported that students with good decoding skills and poor reading comprehension skills had the greatest difficulty in using contextual or inferential information in stories to understand unique vocabulary. As the demand of the tasks grew, so did the level of student inability to complete the inference task. These studies provide insight into deficits in upper-level processing that is required to comprehend text.

## **Acadience Reading 7–8 and Students With Special Needs**

Acadience Reading 7–8 is appropriate for most students for whom an instructional goal is gaining the skills required to successfully read content-area text of increasing complexity in English. For English language learners who are learning to read in English, Acadience Reading 7–8 is appropriate for assessing and monitoring progress in the acquisition of those skills.

Acadience Reading 7–8 is also appropriate for students in special education for whom reading content-area text is expected or for whom it is an Individualized Education Plan (IEP) goal. For students receiving special education, it may be necessary to adjust goals and timelines and use below-grade materials for progress monitoring.

Acadience Reading 7–8 is not appropriate for (a) students who are learning to read in a language other than English or (b) students with severe disabilities for whom reading content-area text is not an IEP goal. Additionally, assessment with some Acadience Reading 7–8 measures (e.g., Oral Reading) may not be appropriate with (a) students who are deaf or (b) students who have fluency based speech disabilities, such as stuttering or oral apraxia.

## **Students Who Are Learning to Read in a Language Other Than English**

Acadience Reading 7–8 is designed to provide information about the progress of students in acquiring skills for reading content-area text in English. For students who are learning these skills in languages other than English, it would be most meaningful and appropriate to assess their acquisition of reading skills in the language in which they are being instructed.

## **Students Who Are Deaf**

Acadience Reading 7–8 measures were developed based on the research examining the process of learning to read for students with functional hearing. For most students who are deaf, the ability to use phonological representations of letters is seriously compromised (Leybaert & Charlier, 1996; Moores, 1996); therefore, the core competencies assessed by Acadience Reading 7–8 may not apply or may apply differently for students who are deaf and are learning to read content-area text of increasing complexity. Acadience Reading 7–8 would be appropriate for students with mild to moderate hearing impairments who have residual hearing and who are learning the skills required to successfully read content-area text of increasing complexity.

## **Students Who Have Fluency or Oral Motor Speech Disabilities**

Speech fluency is compromised in students who stutter or have oral motor speech disabilities such as oral apraxia. Given that the nature of such disabilities is slow and/or dysfluent speech (Paul, 2001), the use of fluency-based measures for these students would not be appropriate. A professional judgment is necessary for students who stutter. Acadience Reading 7–8 may be appropriate for a student who stutters if the student does not stutter while reading the Acadience Reading 7–8 passages or completing other Acadience Reading 7–8 activities.

## **Students With Severe Disabilities**

There is a small number of students for whom learning to read content-area text of increasing complexity is not a goal. For these students, it would be most meaningful and appropriate to use other assessment strategies to monitor progress toward their individual IEP goals and objectives.

## **How Acadience Reading 7–8 Is Used**

### **Benchmark Assessment**

*Benchmark assessment* refers to testing all students within a school or grade three times per year (i.e., beginning of year, middle of year, end of year) for the purpose of identifying those who may be at risk for reading difficulties. Benchmark assessment is always conducted using grade-level material.

### **Progress Monitoring**

*Progress monitoring* refers to testing students more frequently who may be at risk for future reading difficulty on the skill areas in which they are receiving instruction to ensure that they are making adequate progress. Progress monitoring can be conducted using grade-level or out-of-grade materials, depending on the student's needs. Decisions about the skill areas and levels to monitor are made at the individual student level. There are three progress monitoring triads available for Maze and six progress monitoring triads available for Silent Reading and Oral Reading. We recommend that a progress monitoring triad be administered during one session or over three consecutive days.

Benchmark assessment and progress monitoring are the types of assessment necessary for use within a Response-to-Intervention (RtI) model such as the Outcomes-Driven Model (ODM).

## An Overview of the Acadience Reading 7–8 Gating Procedures

Benchmark assessment with Acadience Reading 7–8 is conducted within a system of multiple gating. This allows students to be assessed three times per year so that students who may be at risk can be identified throughout the school year. At the same time, the multiple-gating process minimizes assessment time by reducing the number of students who are assessed individually.

**Gate 1:** In Gate 1, Maze is administered to all students. The Maze Total Adjusted Score is equated and used as the Gate 1 Score. Typically, students whose Gate 1 Scores are At or Above Benchmark are not assessed until the next scheduled benchmark. Students whose Gate 1 Scores are Below Benchmark or Well Below Benchmark enter Gate 2 and are assessed with the group-administered SR measure.

**Gate 2:** Students who enter Gate 2 are administered Silent Reading. Their Maze and SR equated scores are averaged to create a Gate 2 Score. Typically, students who score At or Above Benchmark at Gate 2 are not assessed until the next scheduled benchmark. Core support, with differentiation as needed, is recommended. The instructional recommendation for students who are Below Benchmark at Gate 2 is strategic support. A progress monitoring schedule can be set up if needed as described in *Chapter 4*. Students whose Gate 2 Scores are Well Below Benchmark enter Gate 3 and are assessed individually with the OR measure.

**Gate 3:** Students who move to Gate 3 are administered Oral Reading. Although Oral Reading is administered individually and requires the most time to administer, it provides important additional information about the student's reading fluency, accuracy, and comprehension skills. The student's OR scores are equated and averaged with the Maze and SR equated scores to calculate the Gate 3 Score. Students who score At or Above Benchmark at Gate 3 may not need any additional assessment and core support is recommended. It would be unusual for a student to score At or Above Benchmark at Gate 3 because the student has already demonstrated difficulty in Gates 1 and 2. If a student does score At or Above Benchmark, we recommend validating the student's Maze, SR, and OR scores. If upon validation the student's Gate 3 Score is still At or Above Benchmark at Gate 3, core support is recommended. For students whose Gate 3 Scores are Below Benchmark, strategic, targeted support is recommended. For students who score Well Below Benchmark at Gate 3, intensive instructional support is recommended. For students who score Below Benchmark and Well Below Benchmark at Gate 3, information from Acadience Reading Survey and Acadience Reading Diagnostic may be helpful in guiding appropriate steps for instruction and progress monitoring.

Additional information about the gating procedures for Acadience Reading 7–8 can be found in *Chapter 4*.

## Acadience Reading 7–8 and RtI: The Outcomes-Driven Model

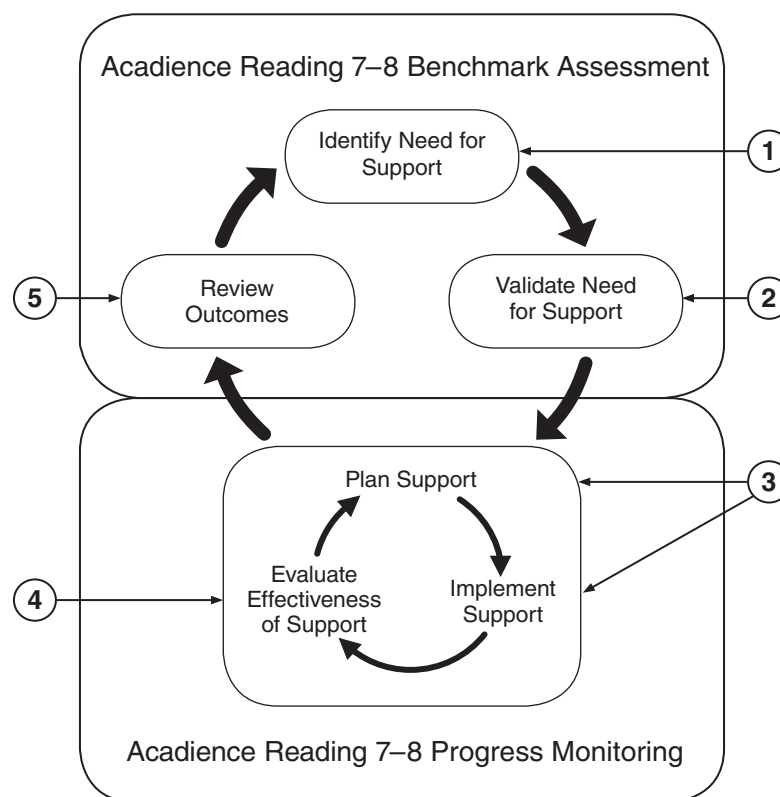
The Acadience Reading 7–8 measures were developed to provide teachers with information they need to make decisions about instruction. The authors of Acadience Reading 7–8 advocate a data-based decision-making model, which is referred to as the ODM because the data are used to make decisions to improve student outcomes by matching the amount and type of instructional support with the needs of the individual students. The Outcomes-Driven Model consists of five steps:

The Outcomes-Driven Model consists of five steps:

1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support as needed.
5. Review outcomes.

Figure 1.1 illustrates these five steps.

Figure 1.1 The Outcomes-Driven Model



These steps repeat each semester as a student progresses through each grade. At the beginning of the semester, the first step is to identify students who may need additional support. At the end of the semester, the final step is to review outcomes, which also facilitates identifying students who need additional support for the next semester. In this manner, school staff can ensure that students who are proficient readers continue to make adequate progress and that those students who are not on track receive the support they need to become proficient readers.



**Step 1: Identify need for support.** This process occurs during benchmark assessment and is also referred to as universal screening. The purpose is to identify those students who may need additional instructional support to achieve benchmarks. The benchmark assessment also provides information regarding the performance of all students in the school with respect to benchmarks. All students within a school or grade are assessed with Acadience Reading 7–8 three times per year on grade-level material. The testing occurs at the beginning, middle, and end of the school year. Students who are identified as Below Benchmark at Gate 1 proceed to Gate 2 and are assessed with the SR measure. Students who are Well Below Benchmark after completing Gate 2 move into Gate 3 and are assessed with the OR measure. Each additional measure provides information to staff about the skill areas in which students are having content-area reading difficulties.

**Step 2: Validate need for support.** The purpose of this step is to be reasonably confident that the student needs or does not need additional instructional support. Before making individual student decisions, it is important to consider additional information beyond the initial data obtained during benchmark assessment. Teachers can always use additional assessment information and knowledge about a student to validate a score before making decisions about instructional support. If there is a discrepancy in the student's performance relative to other information available about the student or if there is a question about the accuracy of a score, the score can be validated by retesting the student using alternate forms of the Acadience Reading 7–8 measures or an additional diagnostic assessment as necessary.

**Step 3: Plan and implement support.** In general, for students who are scoring At or Above Benchmark, a good, research-based core classroom curriculum should meet their instructional needs and they will continue to be assessed using the benchmark assessment materials three times per year to ensure they remain on track. For students who move from Gate 1 to Gate 2 and/or Gate 3, each additional measure provides information to staff about the skill areas in which students are having content-area reading difficulties.

**Step 4: Evaluate and modify support as needed.** Students who are receiving additional support should have their progress monitored more frequently to ensure that the instructional support being provided is effective in getting them back on track. Students should be monitored on the measures that test the skill areas where they are having difficulties and receiving additional instructional support. In general, students who need the most intensive instruction are progress monitored most frequently. Additional information about progress monitoring is found in *Chapter 4*.

**Step 5: Review outcomes.** By looking at the benchmark assessment data for all students, schools can ensure that their instructional supports—both core curriculum and additional interventions—are working for all students. If a school identifies areas of instructional support that are not working as desired, the school can use the data to help make decisions on how to improve.

# Chapter 2: Guidelines for Administering and Scoring Acadience Reading 7–8

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The Acadience Reading 7–8 measures are standardized assessments, which means every assessor, or person who administers the assessment to students, should administer and score the measures the same way every time with every student. A standardized assessment allows you to compare results across students and time and to compare student scores to a target goal. A standardized administration also ensures that the research on the reliability and validity of the measure is applicable to the obtained scores.

This chapter describes the general guidelines for administering and scoring all of the Acadience Reading 7–8 measures. Each measure then has its own chapter that details its specific administration and scoring procedures. Since every measure works a bit differently, it is important to follow the correct rules for each measure.

## Standard Features of Acadience Reading 7–8

The standard features of the Acadience Reading 7–8 measures are:

- **Literacy Skill(s):** The skill(s) that the measure assesses.
- **Administration Time:** The length of time for which the measure is administered after the assessor has given directions and started the stopwatch.
- **Administration Schedule:** The grades and times of year in which the measure is administered for benchmark assessment.
- **Administration Directions:** The specific procedures to follow when administering the measure, as well as the script to say to the student.
- **When to Start the Stopwatch:** The point at which the stopwatch should be started for the measure.
- **Score(s):** The description of the reported score(s).
- **Scoring Rules:** Detailed scoring procedures.
- **Reminder(s):** Prompts that may be given under certain circumstances. Some prompts may be given only once, while others may be given as often as needed.
- **Wait Rule(s):** A rule for how long the student is allowed to hesitate on an item before the next item is presented or a prompt is given.
- **Discontinue Rule(s):** A rule for discontinuing the measure if the student is unable to perform the task.

Note that some measures do not include every feature. All of the features are explained in detail in the chapter for each measure, and the beginning of each chapter includes a table with a brief summary of main features.



## Administration Guidelines

### Equipment

In addition to the testing materials, each assessor will need the following tools to administer Acadience Reading 7–8:

- Pen or pencil
- Clipboard
- Stopwatch or timer

The timer used for Acadience Reading 7–8 assessment should (a) be small enough to hold in the palm of the hand or attach to the clipboard, (b) track time accurately within one-hundredth of a second, and (c) be simple to operate. The timer may function as a stopwatch or as a countdown timer. A countdown timer should be one that makes a quiet, unobtrusive beep at the end of the countdown. A stopwatch should either be silent or make a quiet, unobtrusive beep when starting or stopping the timing.

### Testing Environment

The Acadience Reading 7–8 Maze and Silent Reading (SR) measures are conducted in a whole-group setting. They may be administered individually to students as well.

The Oral Reading (OR) measure is administered one-on-one with students. Assessment is best conducted at a small table or student desk in a relatively quiet location and at a time with minimal disruptions and noise. For example, if Acadience Reading 7–8 assessment is being conducted in the classroom, it is best to use a corner of the classroom with partitions to minimize distractions and to conduct the assessment at a time when the other students are engaged in work or quiet activities.

During Oral Reading, the assessor should be positioned in order to see the student's face and should sit near enough to the student to clearly hear what the student says. When using a desk or small table, the assessor and student might sit across from each other. With a larger table, the assessor and student might sit around the corner from each other. The assessor should hold the clipboard in such a way that the student cannot see what is being written.

### Timing

It is important to time each measure according to the administration and scoring procedures for that measure. Timing allows the assessor to capture not only a student's knowledge and ability with the literacy skills, but also the student's fluency on, and confidence with, the skills. A student who performs a task fluently—that is, both accurately and quickly—has learned the skill to mastery, is automatic in performing the underlying skills, and is more able to remember, maintain, and apply the skill than a student who does not. Both accuracy and fluency in literacy skills are critical to successful reading and comprehension.

### Encouragement and Reinforcement

The Acadience Reading 7–8 measures are standardized assessments. What the assessor can say during testing is in bold italics in the administration procedures provided in this manual. No other comments or prompts should be provided to the student as part of the testing situation. In particular, the administration scripts do not allow the assessor to tell students they are right or wrong on an item during or after the assessment; however, it is appropriate for the assessor to provide general encouragement to the student between passages or measures. It is best to reinforce the student's effort with general, non-specific statements such as "You are working really hard."

## Modeling Items

The Acadience Reading 7–8 measures begin with the assessor modeling the activity. Modeling is intended to clearly communicate to the student what is expected on the task and must be presented exactly as it is stated in the administration procedures.

## Repeating Directions or Items

If you judge that the student did not hear or understand the directions, a practice item, or a test item, you may repeat the directions or the item. If the timer is already running, the timer should continue to run while you are repeating the item. It is your responsibility as the assessor to articulate clearly and loudly enough for the student to hear. You are also responsible for ensuring that the testing environment is not too noisy or distracting and that the student is attending adequately to the directions and items. If the student continually asks you to repeat items even when these issues have been adequately addressed, the student's hearing may need to be evaluated.

## Discontinuing an Assessment

Some of the Acadience Reading 7–8 measures include a discontinue rule for students who are unable to perform the task. When following the discontinue rule, refer to the administration directions and scoring rules.

## Invalidating an Assessment

If an error was made in administering or scoring a measure and that error cannot be corrected without retesting the student, then the score should be discarded as invalid. Reassess the student as soon as possible using an alternate form from the progress monitoring materials. Note that the passages used for OR progress monitoring are the same passages used for SR progress monitoring. If a student needs to be retested with both Silent Reading and Oral Reading, triads with different numbers should be selected (e.g., SR Progress Monitoring 1 and OR Progress Monitoring 2).

If a student refuses to participate in the testing, do not record a score. Stop the assessment and try again on another day, perhaps with an assessor who is more familiar to the student.

When you are able to determine that students are not able to give their best performance at the time of assessment, then do not test them, or if testing has already begun, then stop the assessment. For example, a student may not be wearing glasses or a hearing aid, seems ill or particularly nervous, or an interruption occurs such as a fire drill or an announcement. Under these circumstances, do not record a score. Reassess the student(s) at another time using an alternate form from the progress monitoring materials.

## General Scoring Guidelines

### Articulation and Dialect Differences

During the OR measure, students are never penalized for articulation or dialect differences that are part of their typical speech. For example, a student who typically says /th/ for /s/ would not be penalized for pronouncing the word *see* as *thee*. It is helpful for assessors to be familiar with the speech patterns of the students they assess. If a student has articulation or dialect differences that are difficult to understand, consider having someone who is more familiar with the student's articulation or dialect retest the student.

### Response Patterns

At the end of administering an Acadience Reading 7–8 measure, it is optional but often valuable to note any response patterns that are observed. Making a note of any noticeable or recurring student response patterns provides information about how the student performed on specific items and what types of errors were made.

This information may be useful for planning instruction. These notes are especially useful if the person testing the student is different from the person who will be teaching the student.

### Recording and Scoring Responses

The OR measure is designed to be recorded and scored in real time as the student is responding. At times, it will be necessary to make a quick judgment about a student's response. It is important to use your best professional judgment and move on. Audio recording is not recommended. The amount of time required to listen to and score recordings afterward makes the assessment inefficient. Additionally, it is often more difficult to score from audio recordings than scoring live due to poor sound quality and background noise.

The Maze and OR measures are designed so that most students will not complete a measure within the time limit. For those few students who do, simply record the score achieved. Do not prorate the scores.

The individual chapters for each measure describe how to mark and score the student responses for that measure. The following rules apply to multiple Acadience Reading 7–8 measures, as noted:

- A slash mark denotes an incorrect response (Maze, Silent Reading, Oral Reading).
- If a student marks more than one answer, the response is counted as an error (Maze, Silent Reading).
- If there are erasure marks, crossed out options (bubbles or distractor words), or any other extraneous markings and the student's final response is obvious, score the item based on that response. If the marking is ambiguous, score the item as incorrect (Maze, Silent Reading).

### Testing Materials

Acadience Reading 7–8 materials are available for benchmark assessment and progress monitoring for students in seventh and eighth grade. Materials are currently available in two ways: (a) a free download version for use with Acadience Learning Online ([www.acadiencelearning.org](http://www.acadiencelearning.org)) and (b) a published version for paper and pencil users available for purchase from Voyager Sopris Learning ([www.voyagersopris.com](http://www.voyagersopris.com)). The organization of the free download version for use with Acadience Learning Online is described below.

#### Benchmark Assessment Materials

Benchmark assessment materials are organized by grade level and benchmark period (i.e., Benchmark 1, Benchmark 2, and Benchmark 3). The benchmark assessment materials include:

- **Maze Benchmark Assessment Student Booklet.** Each Maze Student Booklet contains a triad of worksheets for one student. There is a different booklet for each benchmark assessment period (i.e., Benchmark 1, Benchmark 2, and Benchmark 3). The triad is composed of one science, one social studies, and one prose passage. Maze can be administered individually or to an entire class at once. Each student will need a Maze Benchmark Assessment Student Booklet for each benchmark assessment period (i.e., Benchmark 1, Benchmark 2, and Benchmark 3).
- **Maze Benchmark Assessment Administration Directions and Scoring Keys.** Since Maze can be administered to a group of students at once, the administration directions and the scoring keys are provided in a separate set of materials. There is set of Administration Directions and Scoring Keys for each benchmark assessment period (i.e., Benchmark 1, Benchmark 2, and Benchmark 3). The scoring keys are used to score the Maze worksheets after collecting them from the students. In addition to the combined Maze Administration Directions and Scoring Keys document, a separate,

one-page document is also available. The directions are the same for all benchmark and progress monitoring forms.

- **Silent Reading Benchmark Assessment Student Materials Booklet.** Each Silent Reading Student Materials Booklet contains a triad of passages (one science, one social studies, one prose), along with 10 multiple-choice questions for each passage. During assessment, the student reads each passage silently and answers the multiple-choice questions using a separate Student Response Sheet. There is one Student Materials Booklet for each benchmark assessment period (i.e., Benchmark 1, Benchmark 2, and Benchmark 3). Silent Reading can be administered individually or to an entire group at once. Each student assessed with Silent Reading will need a Silent Reading Benchmark Assessment Student Materials Booklet for that time of year. Since the student does not mark answers on the Student Materials Booklets, they are reusable.
- **Silent Reading Benchmark Assessment Student Response Sheet.** The Silent Reading Student Response Sheet is where the student marks answers to the multiple-choice questions during assessment. Each student assessed with Silent Reading will need a copy of the Student Response Sheet. The Response Sheets are not specific to benchmark period and include fields where the date and form (e.g., Benchmark 1) can be recorded.
- **Silent Reading Benchmark Assessment Administration Directions.** Since Silent Reading can be administered individually or to a group of students at once, the administration directions are provided as a separate, one-page document. The directions are the same for all benchmark and progress monitoring forms.
- **Silent Reading Benchmark Assessment Scoring Keys.** The Silent Reading Scoring Keys are used to score the Silent Reading Response Sheets after collecting them from the students. There is one Scoring Key for each benchmark assessment period (i.e., Benchmark 1, Benchmark 2, and Benchmark 3). The keys are reusable.
- **Oral Reading Benchmark Assessment Student Materials.** The Oral Reading Student Materials contain the passages the student reads out loud during assessment. Each set of Student Materials contains a triad of one science, one social studies, and one prose passage. There is one set of Student Materials for each benchmark assessment period (i.e., Benchmark 1, Benchmark 2, and Benchmark 3). Oral Reading is administered individually, and the Student Materials are reusable.
- **Oral Reading Benchmark Assessment Scoring Booklet.** Each Oral Reading Scoring Booklet contains the administration directions and scoring forms necessary for conducting benchmark assessment at the specified grade and time of year. The Scoring Booklet also includes a cover sheet on which the scores for each passage and triad are recorded. There is one Scoring Booklet for each benchmark assessment period (i.e., Benchmark 1, Benchmark 2, and Benchmark 3). Oral Reading is administered individually. Each student assessed with Oral Reading will need a Scoring Booklet for that time of year.

### Progress Monitoring Assessment Materials

Progress monitoring materials contain alternate forms, of equivalent difficulty, of the same measures administered during benchmark assessment. Not all students will need progress monitoring. Progress monitoring materials are organized by measure and form (e.g., Progress Monitoring 1, Progress Monitoring 2), since students who need progress monitoring typically will be monitored on specific measures related to the instruction they

are receiving, rather than on every measure for that grade. Because some students may be monitored with out-of-grade materials, the materials are labeled with “Level” rather than grade. The progress monitoring materials include:

- **Maze Progress Monitoring Student Booklet.** There are three Maze progress monitoring triads available for each grade, and there is a different Student Booklet for each form (e.g., Progress Monitoring 1). Each Maze Student Booklet contains a triad of worksheets for one student. The triad is composed of one science, one social studies, and one prose passage. Maze progress monitoring assessments can be administered individually or to a group of students who are all being monitored on Maze. Each student will need a Maze Progress Monitoring Assessment Student Booklet.
- **Maze Progress Monitoring Administration Directions and Scoring Keys.** Since Maze can be administered individually or to a group of students at once, the administration directions and the scoring keys are provided in a separate set of materials. There is set of Administration Directions and Scoring Keys for each progress monitoring form (i.e., Progress Monitoring 1, Progress Monitoring 2, and Progress Monitoring 3). The scoring keys are used to score the Maze worksheets after collecting them from the students. In addition to the combined Maze Administration Directions and Scoring Keys document, a separate, one-page document is also available. The directions are the same for all benchmark and progress monitoring forms.
- **Silent Reading Progress Monitoring Student Materials Booklet.** There are six Silent Reading progress monitoring triads available, and there is one Student Materials Booklet for each form (e.g., Progress Monitoring 1). Each Silent Reading Student Materials Booklet contains a triad of passages (one science, one social studies, one prose), along with 10 multiple-choice questions for each passage. During assessment, the student reads each passage silently and answers the multiple-choice questions using a separate Student Response Sheet. Silent Reading can be administered individually or to an entire group at once. Each student in the group will need one set of Student Materials. Since the student does not mark answers on the Student Materials, they are reusable.
- **Silent Reading Progress Monitoring Student Response Sheet.** The Silent Reading Student Response Sheet is where the student marks answers to the multiple-choice questions during assessment. Each student whose progress is monitored with Silent Reading will need a copy of the Student Response Sheet each time they are assessed. The Response Sheets are not specific to progress monitoring form and include fields where the date and form (e.g., Progress Monitoring 1) can be recorded.
- **Silent Reading Progress Monitoring Administration Directions.** Since Silent Reading can be administered individually or to a group of students at once, the administration directions are provided as a separate, one-page document. The directions are the same for all benchmark and progress monitoring forms.
- **Silent Reading Progress Monitoring Scoring Keys.** The Silent Reading Scoring Keys are used to score the Silent Reading Response Sheets after collecting them from the students. There is one Scoring Key for each progress monitoring form (e.g., Progress Monitoring 1). The keys are reusable.
- **Oral Reading Progress Monitoring Student Materials.** There are six Oral Reading progress monitoring triads available, and there is one set of Student Materials for each form (e.g., Progress Monitoring 1). The Oral Reading Student Materials contain the passages the student reads out loud

during assessment. Each set of Student Materials contains a triad of one science, one social studies, and one prose passage. The passages used for OR progress monitoring are the same passages used for SR progress monitoring. If students are progress monitored with both Silent Reading and Oral Reading, the triads should be administered in an alternate order (e.g., SR Progress Monitoring 1, then OR Progress Monitoring 2). There is one set of Student Materials for each progress monitoring triad (e.g., Progress Monitoring 1). Oral Reading is administered individually, and the Student Materials are reusable.

- **Oral Reading Progress Monitoring Scoring Booklet.** Each Oral Reading Scoring Booklet contains the administration directions and scoring forms necessary for administering a progress monitoring form. The Scoring Booklet also includes a cover sheet on which scores for each passage and triad are recorded. There is one Scoring Booklet for each progress monitoring form (e.g., Progress Monitoring 1). Oral Reading is administered individually. Each student whose progress is monitored with Oral Reading will need a Scoring Booklet for the form being used (e.g., Progress Monitoring 1).

## Accommodations

Assessment accommodations are used with students for whom the standard administration conditions would not produce accurate results.

### Approved Accommodations for Acadience Reading 7–8

*Approved accommodations* are those accommodations which are unlikely to change how the assessment functions. When approved accommodations are used, the scores can be reported and interpreted as official Acadience Reading 7–8 scores. Approved accommodations should only be used with students for whom the accommodations are necessary to provide an accurate assessment of student skills.

The following accommodations are approved for use with Acadience Reading 7–8:

- The use of student materials that have been enlarged or with larger print for students with visual impairments
- The use of colored overlays, filters, or lighting adjustments for students with visual impairments
- The use of assistive technology, such as hearing aids and assistive listening devices (ALDs), for students with hearing impairments
- The use of a marker or ruler to focus student attention on the materials for students who are not able to demonstrate their skills adequately without one

### Unapproved Accommodations for Acadience Reading 7–8

*Unapproved accommodations* are accommodations that are likely to change how the assessment functions. Scores from measures administered with unapproved accommodations **should not** be treated or reported as official Acadience Reading 7–8 scores, and cannot be compared to other Acadience Reading 7–8 scores or benchmarks.

An unapproved accommodation may be used when (a) a student cannot be tested accurately using the standardized rules or approved accommodations but the school would still like to measure progress for that student or (b) a student's Individualized Education Plan (IEP) requires testing with an unapproved accommodation. Scores for a student using an unapproved accommodation can be used to measure individual growth for that student.



**Examples of Unapproved Accommodations**

- Students with limited English proficiency may be given the directions in their primary language.
- A student whose IEP requires assessments to be given untimed may be administered the Acadience Reading 7–8 measures without the timing component. This would measure only accuracy, not fluency.

**Training**

Acadience Reading 7–8 was designed to be administered by educational professionals and other school-approved personnel, provided they have received sufficient training on the administration and scoring rules. Educational professionals and school personnel who will be interpreting Acadience Reading 7–8 test results or using those results to make group- or student-level decisions should receive training in how to interpret that data.

It is the responsibility of the school-based administrator or other appropriate school leader to ensure that ample time is available for assessors to be trained prior to administering Acadience Reading 7–8, and it is the responsibility of assessors to ensure that they are adequately trained and can administer and score Acadience Reading 7–8 reliably, according to the standardized procedures.

Training on Acadience Reading 7–8 should cover the following topics:

- Foundations of Acadience Reading 7–8, including the purposes, design, and uses
- Administration and scoring of each measure
- Framework and procedures for data-based decision-making

Practice opportunities should take place during and after the training. Scores from practice administrations should not be used to make decisions about students. When practicing with students, use materials that those students will not receive during actual test administration.

In order to use scores for educational decisions, the assessor must reliably administer the measures according to the rules given in this Assessment Manual. An Assessment Accuracy Checklist for each measure is available in *Appendix B*.

**A variety of training opportunities are available for Acadience Reading 7–8. Learn more about training opportunities at [www.acadiencelearning.org](http://www.acadiencelearning.org).**

**Appropriate Use of Acadience Reading 7–8**

The Acadience Reading 7–8 measures were designed for *formative assessment*, or assessment that is used to adapt teaching to meet student needs (see *Table 2.1*). Unlike high-stakes testing, which is used for decisions that have substantial consequences for students, such as retention or placement in special education, formative assessment is considered low-stakes testing because the results are used for making modifications to instruction to enhance student learning (Kaminski & Cummings, 2007).

Table 2.1 Uses of Acadience Reading

	<b>Appropriate Uses</b>	<b>Inappropriate Uses</b>
<b>Student Level</b>	<ul style="list-style-type: none"> <li>• Identify students who may be at risk for reading difficulties</li> <li>• Help identify areas to target instructional support</li> <li>• Monitor at-risk students while they receive additional, targeted instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Label, track, or grade students</li> <li>• Make decisions regarding retention and promotion</li> </ul>
<b>Systems Level</b>	<ul style="list-style-type: none"> <li>• Examine the effectiveness of a school's system of instructional supports</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate teachers</li> <li>• Make decisions about funding</li> <li>• Make decisions about rewards for improved performance or sanctions for low performance</li> </ul>

## Test Security

Test items or copies of the Acadience Reading 7–8 materials should never be used for student instruction or practice in the classroom or at home. Such practices compromise the validity and value of Acadience Reading 7–8 as measurement tools. Having students practice the tests may result in artificially high scores, which could prevent those students from receiving the instruction they need.



# Chapter 3: Interpreting Acadience Reading 7–8 Data

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There are four frames of reference in providing meaning for Acadience Reading 7–8 scores: (a) criterion-referenced benchmarks and cut points for risk; (b) individually referenced interpretations; (c) local norm-referenced interpretations; and (d) national norm-referenced interpretations. While all frames of reference provide valuable information about a student, the authors of Acadience Reading 7–8 generally regard the criterion-referenced information as most important, followed by the individually referenced information, and then the local norm-referenced information.

## **Criterion-Referenced Interpretations: Understanding Benchmarks and Cut Points for Risk**

Acadience Reading 7–8 provides two types of scores at each benchmark assessment period: (a) a total score for each individual measure and (b) gate scores. Each of the scores is interpreted relative to benchmarks and cut points for risk to determine whether a student's score is at or above the benchmark, below the benchmark, or below the cut point for risk (well below the benchmark).

Acadience Reading 7–8 *benchmarks* are empirically derived, criterion-referenced target scores that represent adequate content-area reading skills for a particular grade and time of year. Benchmarks and cut points for risk are provided for the individual Acadience Reading 7–8 measures and the gate scores.

A *benchmark* indicates a level of skill at which students are likely to score at or above the 40th percentile on any high-quality reading assessment and achieve the next Acadience Reading 7–8 benchmark or content-area 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 content-area reading outcomes.

Conversely, the *cut points for risk* indicate a level of skill below which students are unlikely to achieve subsequent content-area 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 7–8 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 7–8 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 content-area 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 3.1*). 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 content-area reading benchmarks is approximately 40% to 60%. 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 content-area 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:

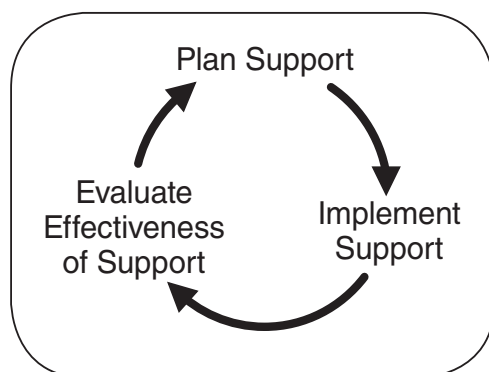
- delivering instruction in a smaller group or individually,
- providing more instructional time or more practice,
- remediating foundational skills in the instructional hierarchy that may be difficult,
- presenting smaller skill steps in the instructional hierarchy,
- providing more explicit modeling and instruction, and/or
- providing greater scaffolding and practice.

Because students needing intensive support are likely to have individual and sometimes unique needs, we recommend monitoring their progress more frequently and, based on progress monitoring results, modifying interventions to ensure adequate progress (see *Figure 3.1*). Additional information about progress monitoring can be found in *Chapter 4*.

Table 3.1 Student Performance Interpretations

Likelihood of Meeting Later Content-Area Reading Benchmarks	Benchmark Status	What It Means
>99%	<b>At or Above Benchmark</b> <i>overall likelihood of achieving subsequent content-area reading benchmarks: 80% to 90%</i>	For students with scores in this range, the odds are in favor of achieving subsequent content-area reading benchmarks. The higher above the benchmark, the better the odds.
95%		These students likely need effective core instruction to meet subsequent content-area reading benchmarks. Some students may require monitoring and strategic support on specific component skills as needed, while other students may benefit from instruction on more advanced skills.
90%		
80%		
70%		
60%	<b>Below Benchmark</b> <i>overall likelihood of achieving subsequent content-area reading benchmarks: 40% to 60%</i>	For students with scores in this range, the overall odds of achieving subsequent content-area 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.
55%		In order to meet subsequent content-area reading benchmarks, these students likely need core instruction coupled with strategic support targeted to their individual needs. 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.
50%		
45%		
40%		
30%	<b>Well Below Benchmark</b> <i>overall likelihood of achieving subsequent content-area reading benchmarks: 10% to 20%</i>	For students with scores in this range, the overall odds of achieving subsequent content-area reading benchmarks are low.
20%		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.
10%		
<5%		

Figure 3.1 Plan, Implement, and Evaluate Support Cycle from the Outcomes-Driven Model



*These progress monitoring steps from the Outcomes-Driven Model (see Figure 1.1, page 7) provide an intervention feedback loop. By planning, implementing, and evaluating the effectiveness of support in an ongoing loop, the intervention can be modified dynamically to meet the student's needs.*

To gain a better understanding of what Acadience Reading results mean in a local context, districts and schools can examine the linkages between the Acadience Reading 7–8 benchmarks and cut points for risk and their own outcome assessments, such as state-level criterion-referenced tests. By comparing Acadience Reading 7–8 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 7–8 Maze at the end of seventh grade met the Proficient level on the state criterion-referenced test.”), schools can determine how the Acadience Reading 7–8 benchmarks compare to their own external criteria.

Table 3.1 summarizes the interpretations of each benchmark status and provides descriptions for the likely need for support for each benchmark status. It is important to note that while there is an overall likelihood of achieving subsequent content-area reading outcomes for each benchmark status, the likelihood of achieving later reading outcomes increases as students' scores increase. This is illustrated in the first column of Table 3.1.

For more information about the Acadience Reading 7–8 benchmarks and how they were developed, see Appendix C.

## **Individually Referenced Interpretations: Analyzing Student Growth and Progress Over Time**

In addition to information on where a student is performing relative to the benchmarks and cut points for risk, Acadience Reading 7–8 also allows interpretations based on where the student's skills are relative to their past performance. For example, even though a seventh grade student's end-of-year Maze Total Adjusted Score of 45 would be below the cut point for risk, the score of 45 might represent substantial progress compared to previous scores. For individually referenced interpretations, Acadience Reading 7–8 results are used to examine individual student performance over time. Evaluating student growth is essential in determining whether the student is making adequate progress toward later goals. Examining student growth (i.e., progress monitoring) is also essential in Response-to-Intervention (RtI) models of service delivery and educational decision-making. Progress monitoring helps the teacher decide whether the instructional support the student is receiving is adequately addressing the student's needs, or whether changes should be made to that support.

## Local Norm-Referenced Interpretations: Comparing Students Districtwide

Local norms allow a school or district to compare an individual student's performance to other students in the district. Local norms have the important advantage of being representative of the student's district. Another important advantage is that local norms can be updated yearly. If a district's population changes over time, local norms from the current year will continue to be representative of that population. Although local norms are representative of the district, they are not necessarily representative of the national population. If the average achievement in a given school is below the national average achievement score, all percentile ranks would be affected. For example, the score at the 40th percentile in a low-performing district may be at the 20th percentile in a high-performing district. Local normative comparisons also can be problematic when a small number of students are included. All students in the district should be included when determining local norms, but small districts may not have enough students for stable local normative comparisons. Acadience Learning Online provides local norms for Acadience Reading 7–8 data.

Local norms can be valuable for a district when making decisions about providing additional support for students. Districts have the flexibility of choosing a level, based on local norms, below which students are provided with additional instructional support. Districts can make this choice based on any pertinent considerations, including financial and staff resources. If a district is able to provide support to 50% of students, students may be selected for support who are at the 50th percentile or lower on Acadience Reading 7–8. If a district is able to provide additional support to only 15% of students, students can be selected who are at the 15th percentile or lower on Acadience Reading 7–8. By using district-wide local norms, students with equivalent needs in different schools can be provided with support.

For norm-referenced interpretations with Acadience Reading 7–8, descriptors for levels of performance are provided in *Table 3.2*. The performance descriptors are intended to describe the current level of skill for the student in comparison to other students in the district. They are not intended as statements about what the student is capable of learning with appropriate effective instruction.

*Table 3.2* Levels of Performance

<b>Percentile Ranges</b>	<b>Performance Descriptors.</b> <i>Compared to other students in the school or district, the student's performance is:</i>
98th percentile and above	Upper Extreme
91st to 97th percentile	Well-Above Average
76th to 90th percentile	Above Average
25th to 75th percentile	Average
9th to 24th percentile	Below Average
3rd to 8th percentile	Well-Below Average
2nd percentile and below	Lower Extreme

## **National Norm-Referenced Interpretations: Comparing Students in a Larger Context**

National norms allow a school or district to compare a student's performance to other students across the nation. The primary value of national normative information is to provide an alternative perspective on student performance. When the national norms are based on a large and nationally representative sample of students, they can provide an indication of national student achievement in content-area reading. For instance, if a student's Maze adjusted score of 73 at the beginning of eighth grade is at the 50th percentile in local district norms and is at the 60th percentile on national norms, then the average achievement in the district is above the national average. Similarly, at an individual student level, a student might be at the 55th percentile compared to local norms, but might be at the 5th percentile compared to national norms. In this context, the student might appear to be making adequate progress, but the national normative information clarifies that the student is still of concern in a larger context. Considering local norms and national norms can provide a balanced perspective on the student's skills and needs.

A disadvantage of national norms is that they may not be representative of the characteristics of students in a particular district. For example, a local district may have a very high proportion of English language learners. While the national norms may include English language learners, the proportion may or may not be representative of the local district. It is important for district and school leaders to obtain information about the norm sample and assess its relevance to their particular demographic prior to making decisions about students or overall district performance.

Once available, national norms will be reported in Acadience Learning Online.

# Chapter 4: Implementing Acadience Reading 7–8 in Your School

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Acadience Reading 7–8 assessment is conducted in two ways: benchmark assessment and progress monitoring. Benchmark assessment is the process of universally screening all students in a grade, school, or district three times per year with grade-level materials. There are two primary purposes for conducting benchmark assessment with Acadience Reading 7–8: (a) identifying students who may not be on track to reach important content-area reading outcomes so that instructional support can be provided and (b) providing schoolwide indices of status and progress. Students who are identified as not being on track during benchmark assessment are likely to need additional instructional assistance to reach future benchmarks. Benchmark assessment with Acadience Reading 7–8 is conducted within a system of multiple gating. The multiple-gating process allows students to be universally screened three times per school year, while simultaneously minimizing assessment time by reducing the number of students who are assessed individually. Progress monitoring is the more frequent, ongoing measurement of individual student growth for students who are receiving additional instructional assistance, to ensure that those students are making adequate progress.

## Conducting Benchmark Assessment

### When to Test

Benchmark assessment is conducted three times per school year testing all students, at the beginning, middle, and end of the year. Recommended testing windows are shown in *Table 4.1*.

*Table 4.1* Benchmark Assessment Yearly Schedule

Time of Year	Beginning of Year Benchmark 1	Middle of Year Benchmark 2	End of Year Benchmark 3
Recommended testing windows	Months 1 to 3 of the school year	Months 4 to 6 of the school year	Months 7 to 9 of the school year
Most frequent benchmark month	Month 1	Month 5	Month 9
Example benchmark schedule for a district with a September to June school calendar	September	January	May

Benchmark assessment can take place any time within the recommended testing windows. However, the times provided as examples are most closely aligned with the timing of the Acadience Reading 7–8 benchmarks.

When a school or district schedules a time for benchmark assessment within the three-month window, all testing should occur within a two- to three-week timeframe so that students have had roughly the same amount of instructional time. There should be a roughly equal amount of time between benchmark assessments. When scheduling benchmark assessments, it may be helpful to use the school calendar to avoid other assessments, holidays, and important school events. For example, after a significant break, such as winter break, wait at least one week before testing begins. It is also important to try to prevent overlap with major events (e.g., state-level testing) and to coordinate with other important events (e.g., assessing prior to parent conferences). When creating the school testing calendar, plan for the time required to train and update the data collection team, the time required for testing, and the final date by which all data must be collected. This includes building in time to assess students who were absent and for multiple gates of assessment.

### **Who Administers Benchmark Assessment**

Any educator who has been trained on Acadience Reading 7–8 administration and scoring can conduct benchmark assessment. This might include classroom teachers, special educators, reading specialists, instructional assistants, student teachers, paraprofessionals, principals, related service personnel such as speech/language therapists and school psychologists, counselors, central office administrators, and librarians.

Two Acadience Reading 7–8 measures, Maze and Silent Reading (SR), are group administered. Administration on these two measures requires a well-trained assessor to administer the measure and potentially several trained individuals to assist with logistics and monitoring, depending on the size of the group. The Oral Reading (OR) measure is individually administered and, therefore, requires a well-trained assessor or group of assessors to administer this measure. The individuals who administer the Maze and SR measures do not necessarily have to be the same individual(s) who administers the OR measure.

### **Testing Approaches**

Multiple approaches to conducting Acadience Reading 7–8 benchmark assessment are possible. Each approach has advantages and disadvantages. Selecting an approach will depend on the resources and characteristics of a particular school or district. Three common approaches are detailed below.

#### **Gate 1 Testing**

*Within Classroom.* The within-classroom approach involves classroom teachers, and their assistants when available, conducting the Maze benchmark assessment within their classroom. An advantage of this approach is that students don't leave the room for test taking, which reduces transition time. A disadvantage is that all teachers must be trained in administering the Maze assessment. In addition, it may promote a within-classroom, as opposed to a school-wide, approach to providing support to change literacy outcomes.

*School-wide/Grade-wide: One Day.* The school-wide approach to conducting benchmark assessment in one day involves a team of trained assessors and potentially a large area, such as a multi-use room, auditorium, or large library. In this approach, the team assesses multiple classrooms at one time. Classroom teachers and other school staff could be used as monitors as one staff member conducts assessment procedures. Advantages of this approach include efficient testing with fewer numbers of teachers requiring training. Disadvantages include the potential for disruption to special services for the day if support staff are involved and the addition of transition time to and from testing for students.

*School-wide: Multiple Days.* The multi-day schoolwide approach uses a small team to cycle through all of the classrooms in a school. An advantage of this approach is that it requires a smaller assessment team. A disadvantage is that it takes longer overall to collect the benchmark data.



**Gate 2 Testing**

All of the above options are also possible for Gate 2. However, because few numbers of students complete the SR measure, pooling students across classrooms may work best. The advantage is that all students in any given grade could potentially be tested in one setting. The disadvantage is the disruption to each student’s daily schedule and the logistics of gathering the students in a central location.

**Gate 3 Testing**

The OR measure is collected individually with a small number of students but requires more extensive training for the assessor. A likely scenario for OR testing is that one or two individuals in the school become trained on OR data collection and then individually pull students from classrooms for a concentrated day or two of testing.

**Scoring of Assessments**

Attention to personnel who will score paper and pencil assessments should be taken into consideration. Although it is relatively quick to assess a large number of students at one time, each individual assessment must be scored. It takes approximately 6–9 minutes to score Maze (2–3 minutes per worksheet), 1 minute to score Silent Reading, and 2 minutes to score Oral Reading. The Maze assessment that is given to all students takes 2–3 minutes to score. This scoring does not need to be completed by teachers. However, care should be taken that student anonymity is protected. Once assessments are scored, it is important that the data are shared with those who teach the student regardless of who administers the testing.

**Time Required for Testing**

The amount of time it will take to complete the benchmark assessment for each student will depend on how the student progresses through the gates (i.e., whether they enter Gates 2 and/or 3). *Table 4.2* provides an estimate of the time required per measure.

*Table 4.2* Estimated Time Requirements for Acadience Reading 7–8 Assessment

Measure	Estimated Time Requirement
Maze	10–12 minutes
Silent Reading (SR)	38–39 minutes
Oral Reading (OR)	15–20 minutes

*Note:* Estimated time requirements correspond to the approximate time needed for administration of the measures, including assessor directions, and do not take into account the time required for scoring. Due to the structure of the OR measure, the time required for administration may vary. However, it should not exceed 20 minutes.

**Managing Materials**

The benchmark assessment will go more smoothly if the materials are prepared ahead of time. It may be helpful to assign one person in the district and at each school to manage the materials. In addition to the assessment materials, each assessor will need a pen or pencil, stopwatch or timer, and a clipboard.

It is also helpful to have the OR scoring booklets prepared ahead of assessment (students label the Maze worksheets and SR Response Sheets themselves). Labels including information such as the student name and ID number, teacher, school, and school year can be printed ahead of time and attached to the forms. Then the forms can be grouped by classroom for efficient use on the day of assessment. School staff may want to

wait to print and/or label the SR and OR materials until the number of students who need these assessments is determined.

### Ensuring Accurate Results

In order to interpret the results of testing and use those data to make decisions about instruction, it is important that the measures are administered and scored correctly. To ensure the accuracy of the data, the following steps can be taken:

- All assessors must be trained as detailed in *Chapter 2* and should practice until they can reliably administer the measures according to the rules given in this manual. The Assessment Accuracy Checklists, provided in *Appendix B*, can be used during practice to check the assessor's accuracy.
- The administration and scoring procedures detailed in this manual should be reviewed before each benchmark period, with periodic accuracy checks for all assessors.
- For the OR measure, shadow-scoring is one way to be sure that each assessor is giving and scoring the measure according to the standardized procedures. Shadow-scoring involves two assessors working with a student at the same time. One assessor interacts with the student and administers the measures while the other assessor simultaneously times and scores, using the Assessment Accuracy Checklist to provide constructive feedback. At the end of the assessment, the two assessors compare timing and scores. A general guideline is that both assessors should be within 2 points of each other on each score. This manual serves as a reference to resolve any disagreement in scoring procedures.
- To ensure that the scores used for decision-making are the scores that students actually received, check that the scores were calculated correctly and entered into the data management system correctly. It is recommended that approximately 10% of student booklets be rescored to check for accuracy, and that 10% of the scores on the booklets are checked against the scores entered in the system.

### Establishing Rapport

An assessor who is unfamiliar to the student being tested may engage the student in a brief conversation prior to the assessment. This helps put the student at ease and provides a brief sample of language to identify articulation errors. The assessor should also make eye contact with the student during the assessment. Although the directions must be read verbatim, they should be read in a friendly tone of voice, and not a monotone. The priority is to follow standard procedures while still getting the best possible performance from the student. Be sensitive to any needs or issues that may come up for the student during the assessment.

### Data Management and Reporting

After the Maze benchmark testing is complete, the data should be organized so that school staff can access and use the results easily. It is useful to collect benchmark data only if they are then used for planning instruction. The first step is to record the scores on the cover page or designated area of the scoring booklet, student booklet, or student response sheet for easy access.

The next step is to enter the results in a data management system that can summarize and report the data in way that is useful for teachers and administrators. Options include organizing results in a table or spreadsheet or using a web-based data management service that allows for entry and reporting of Acadience Reading 7–8 scores. An advantage of a data management service is that once the student scores are entered, reports are available immediately at the district, school, grade, classroom, and individual student levels. It is important to use a data management system that provides results quickly and presents those results in ways that help

teachers and administrators make decisions about instruction. Data management and reporting is available from Acadience Learning Online ([alo.acadiencelearning.org](http://alo.acadiencelearning.org)), a system developed by the authors at Acadience Learning. After Acadience Reading 7–8 scores are entered, a variety of reports are available.

## Acadience Reading 7–8 Gating Procedures

The Acadience Reading 7–8 system of multiple gating has been intentionally designed to minimize the time that students spend in testing while maximizing the information that teachers and staff can use to make instructional decisions. In this section, information about how the measures and scores work in concert with the gating procedures is described.

### Indicators and Scores

Across the three Acadience Reading 7–8 measures, there are five indicators: (1) Maze, (2) Silent Reading (SR), (3) Oral Reading (OR) Words Correct, (4) OR Comprehension, and (5) OR Accuracy. These five indicators and the gating procedures create two types of scores: a total score and a gate score. A description of each type of score is provided below. The total scores and gate scores are interpreted relative to the benchmarks and cut points for risk.

**Total Scores:** For Maze, SR, OR Words Correct, and OR Comprehension, the total score is the sum of individual scores from three content-area passages (i.e., triad). The total score for OR Accuracy is the overall percentage of words correctly read from three content-area passages (i.e., Total Words Correct divided by Total Words Read).

**Gate Score:** Gate scores are calculated based on the total scores from each administered measure. First, the total scores for Maze, SR, OR Accuracy, and OR Comprehension are equated to have approximately the same standard deviation as OR Total Words Correct. Consequently, OR Total Words Correct is not equated. Then, the gate score is computed as the average of the equated scores across administered measures, enabling an equally weighted average of measures. For example, the Gate 2 Score is the average of the Maze Total Adjusted Score and the SR Total Score.

Acadience Learning Online ([alo.acadiencelearning.org](http://alo.acadiencelearning.org)) will calculate the total scores and gate scores for you. If you do not enter your data into Acadience Learning Online, the gate scores can be calculated by hand using the worksheets provided in *Appendix C*.

Benchmark assessment with Acadience Reading 7–8 is conducted within a multiple-gating system. This system allows students to be assessed three times per year so that students who may be at risk can be identified throughout the school year. At the same time, the multiple-gating process minimizes assessment time and reduces the number of students who are assessed individually.

### Gating Procedures

There are three gates that students move through based on their performance. Across the three gates, students can be categorized into six groups, based on their gate score benchmark status. The groups are intended to help guide instruction, support, and additional assessment (e.g., progress monitoring, Acadience Reading Survey, Acadience Reading Diagnostic).

The Acadience Reading 7–8 gating procedures and groups are described below, along with the instructional and assessment recommendations for each group. The flow of assessment and the gating procedures are illustrated in *Figures 4.1* and *4.2*. *Figure 4.2* includes an example of one student progressing through the gates.

**Gate 1:** Maze is administered to all students. The Maze Total Adjusted Score is the sum of the Maze Adjusted Scores from each passage in a triad. The Maze Total Adjusted Score is transformed into a Maze Equated Score with approximately the same standard deviation as OR Total Words Correct. Since only one measure is included in the Gate 1 Score, the Maze Equated Score serves as the Gate 1 Score.

**Group 1.** Students in Group 1 scored At or Above Benchmark at Gate 1. Typically, these students do not require further Acadience Reading 7–8 assessment until the next scheduled benchmark. Core support is recommended. For students whose scores are near the benchmark, strategic support on specific component skills and progress monitoring may be needed.

**Gate 2:** Students whose Gate 1 Scores are Below or Well Below Benchmark enter Gate 2 and are assessed with the group-administered SR measure. The SR Total Score is the sum of the scores from each passage in the triad. The SR Total Score is transformed into an SR Equated Score with approximately the same standard deviation as OR Total Words Correct. The Gate 2 Score is determined by taking the average of the Maze and SR Equated Scores. The Gate 2 Score provides more information about a student's ability to read silently for meaning than the Gate 1 Score alone, with a stronger relationship to future reading outcomes.

**Group 2.** Students in Group 2 scored At or Above Benchmark at Gate 2. Typically, these students do not require further Acadience Reading 7–8 assessment until the next scheduled benchmark. Core support, with differentiation as needed, is recommended. For students whose gate scores are near the benchmark, strategic support on specific component skills and progress monitoring may be needed.

**Group 3.** Students in Group 3 scored Below Benchmark at Gate 2 and are likely to need strategic support. Progress monitoring with Maze and/or Silent Reading can be considered.

**Gate 3:** Students whose Gate 2 Scores are Well Below Benchmark move to Gate 3 and are administered the OR measure. Although Oral Reading is administered individually and requires the most time to administer, it provides important additional information about the student's reading fluency, accuracy, and comprehension skills. OR Total Words Correct is the sum of total words read correctly across the three passages in a triad. OR Total Accuracy is the overall percentage of words correctly read from three content-area passages (i.e., Total Words Correct divided by Total Words Read). OR Total Comprehension is the sum of the comprehension points the student received across the three passages in a triad. OR Total Accuracy and OR Total Comprehension are transformed into equated scores with approximately the same standard deviation as OR Total Words Correct. Accordingly, OR Total Words Correct is not transformed. The Gate 3 Score is the average of the student's Maze Equated Score, SR Equated Score, OR Accuracy Equated Score, OR Comprehension Equated Score, and OR Total Words Correct.

**Group 4.** Students in Group 4 scored At or Above Benchmark at Gate 3. They may not need any additional assessment, and core support is recommended. However, this is an unusual pattern, as students in this group have already demonstrated difficulty in Gates 1 and 2. In fact, this would be such an unusual pattern that we recommend validating the student's scores. Upon validation, differentiated core support targeting silent reading comprehension could be considered. Intermittent progress monitoring of silent reading comprehension (i.e., Maze and/or Silent Reading) may be advisable.

**Group 5.** Students in Group 5 scored Below Benchmark at Gate 3. Strategic, targeted support is recommended. For students who scored low on accuracy, word reading and decoding accuracy should be

targeted. For students who have adequate accuracy but a low reading rate, reading rate should be targeted. Students who demonstrate adequate accuracy and reading rate but who have low comprehension scores, reading comprehension should be targeted. Progress monitoring materials should be selected based on instructional target(s). Further evaluation with Acadience Reading Survey to determine instructional level may be considered, and additional information from Acadience Reading Diagnostic may help guide appropriate next steps for instruction. For students with substantial difficulty with reading accuracy, consider Acadience Reading Diagnostic Word Reading and Decoding (WRD). For students with difficulties with reading fluency or comprehension, consider Acadience Reading Diagnostic: Comprehension, Fluency, and Oral Language (CFOL).

**Group 6.** Students in Group 6 scored Well Below Benchmark at Gate 3. Intensive instructional support is recommended. For students who scored low on accuracy, word reading and decoding accuracy should be targeted. For students who have adequate accuracy but a low reading rate, reading rate should be targeted. For students who demonstrate adequate accuracy and reading rate but who have low comprehension scores, reading comprehension should be targeted. These students may also need instructional support in out-of-level skills. Acadience Reading Survey can be used to identify the appropriate level for instruction and progress monitoring. Additional information from Acadience Reading Diagnostic may help guide appropriate next steps for instruction. For students with substantial difficulty with reading accuracy, consider Acadience Reading Diagnostic Word Reading and Decoding (WRD). For students with difficulties with reading fluency or comprehension, consider Acadience Reading Diagnostic: Comprehension, Fluency, and Oral Language (CFOL).

Figure 4.1. Acadience Reading 7–8 Gating Procedures

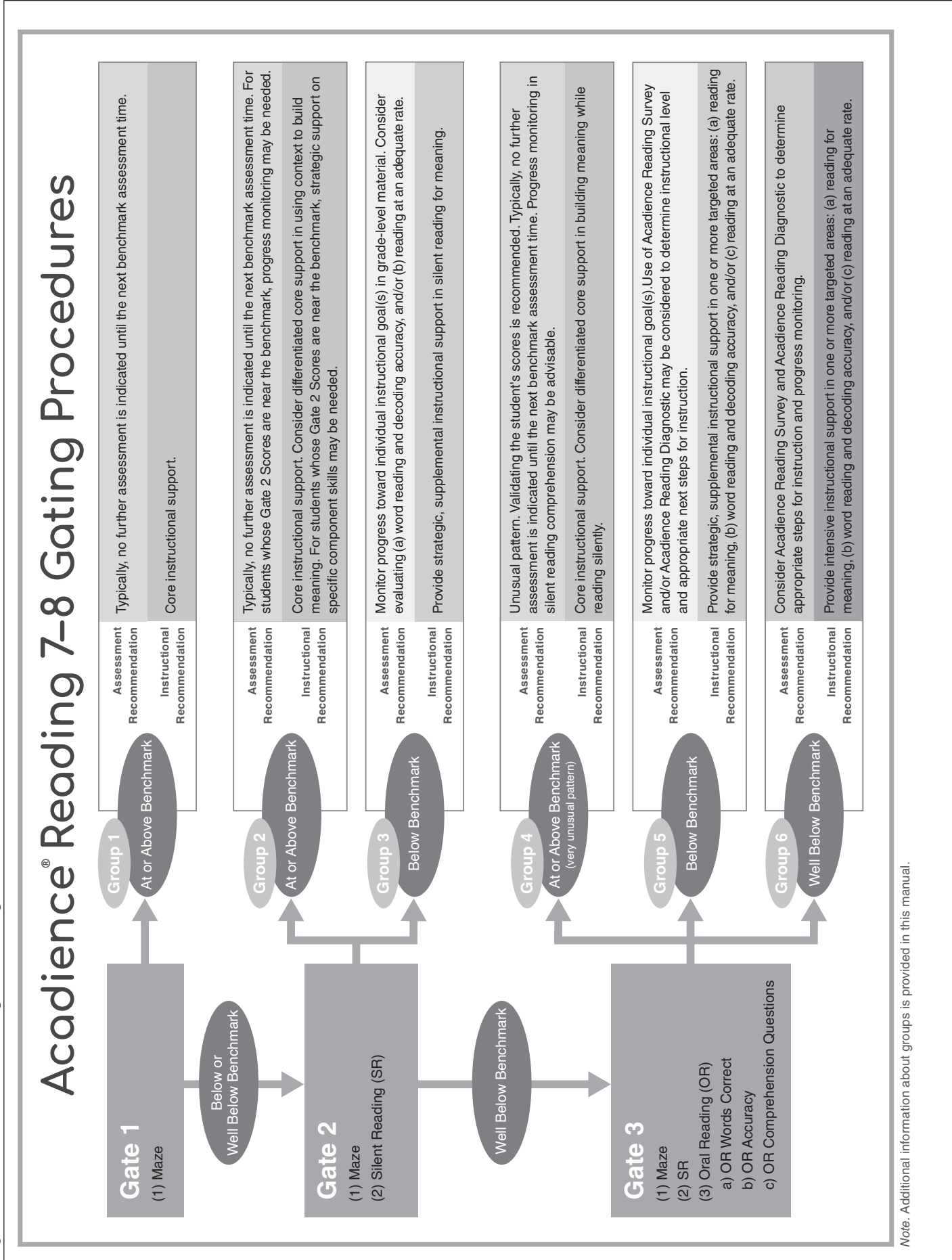
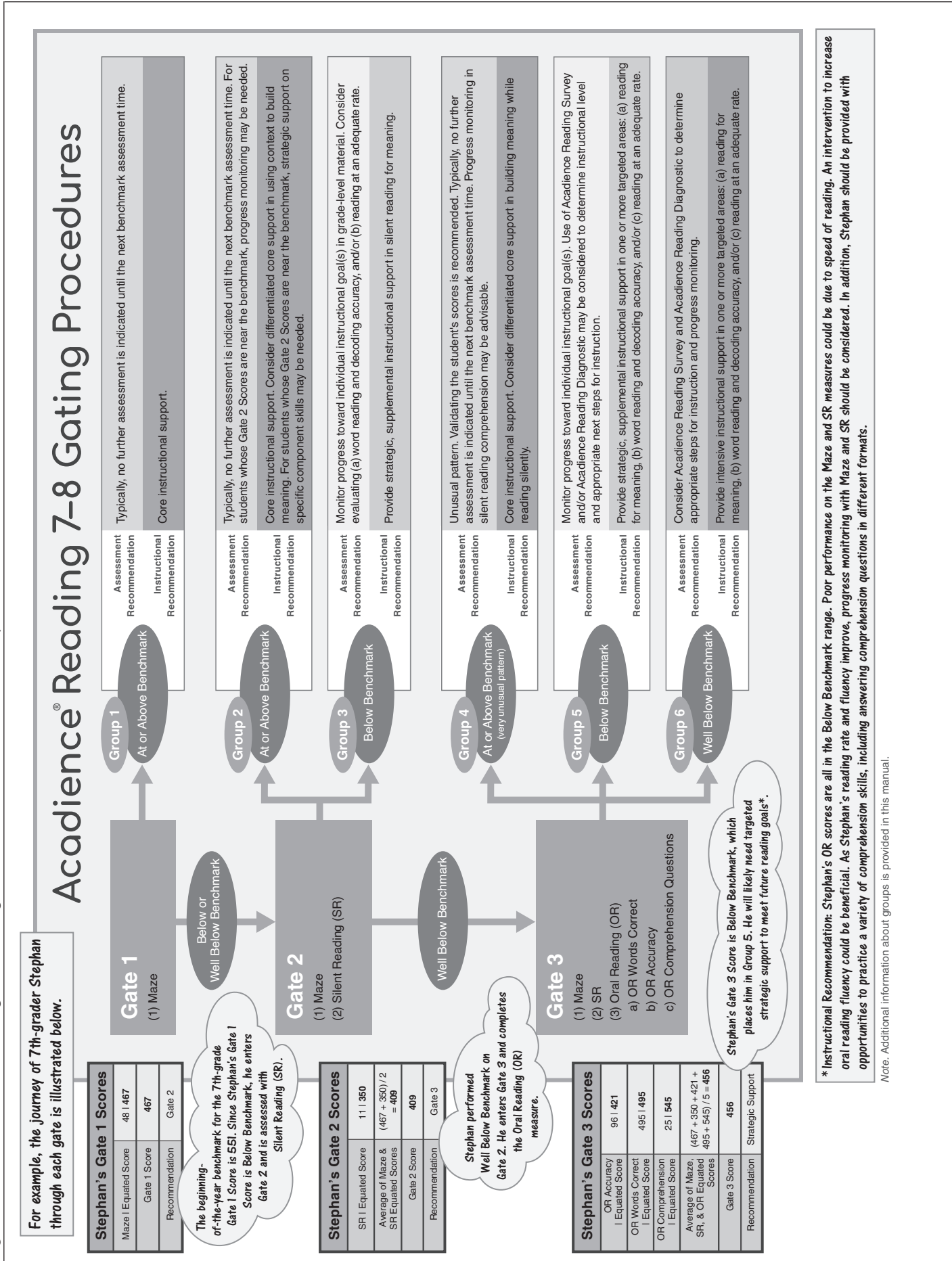




Figure 4.2. Acadience Reading 7–8 Gating Procedures with Student Example



## Gating Procedure Case Studies

Table 4.3 includes one case study of a student progressing through the gates of Acadience Reading 7–8. Table 4.3 provides additional examples of how the gating procedures can function for different students. These case studies are intended to illustrate how the gating procedures and groups function and can be used to inform instruction and additional assessment.

Six student case studies are included in Table 4.3, with each student falling in a different group. The students in these examples are all in seventh grade, and their scores are from the beginning-of-year benchmark assessment. The seventh grade beginning-of-year benchmarks and cut points for risk are summarized in Table 4.4 for reference. Each case study is described in further detail below.

Table 4.3 Gating Procedure Case Studies

Gate 1	Maze	Student 1		Student 2		Student 3		Student 4		Student 5		Student 6	
		Total	Eq.	Total	Eq.	Total	Eq.	Total	Eq.	Total	Eq.	Total	Eq.
		72	611	58	527	39	413	43	437	35	389	32	371
	Gate 1 Score	611		527		413		437		389		371	
Gate 1 Benchmark Status	At or Above		Below		Well Below		Well Below		Well Below		Well Below		
Recommendation	Group 1 Core		Gate 2		Gate 2		Gate 2		Gate 2		Gate 2		
Gate 2	SR			Total	Eq.	Total	Eq.	Total	Eq.	Total	Eq.	Total	Eq.
				58	527	39	413	43	437	35	389	32	371
	Gate 2 Score			579		452		408		398		333	
	Gate 2 Benchmark Status			At or Above		Below		Well Below		Well Below		Well Below	
	Recommendation			Group 2 Core		Group 3 Strategic		Gate 3		Gate 3		Gate 3	
Gate 3	OR Words Correct							Total		Total		Total	
								574		490		250	
	OR Accuracy							Total	Eq.	Total	Eq.	Total	Eq.
								99	684	96	421	93	277
	OR Comprehension							Total	Eq.	Total	Eq.	Total	Eq.
								41	769	18	447	14	391
	Gate 3 Score							568		431		317	
	Gate 3 Benchmark Status							At or Above		Below		Well Below	
Recommendation							Group 4 Core*		Group 5 Strategic		Group 6 Intensive**		

Note. Students in this example are in seventh grade and were assessed during the beginning-of-year benchmark period. Eq. = Equated Score; SR = Silent Reading; OR = Oral Reading.

\*Unusual and unlikely pattern of student performance. Validating the student's scores is recommended.

\*\*Acadience Reading Survey and/or Acadience Reading Diagnostic could be considered.



Table 4.4 Seventh-Grade Beginning-of-Year Benchmarks and Cut Points for Risk

Measure or Gate	Scores	Benchmark Status	Recommendation
Maze	<b>62+</b>	At or Above Benchmark	Core
	45 - 61	Below Benchmark	Strategic
	0 - 44	Well Below Benchmark	Intensive
Silent Reading	<b>19+</b>	At or Above Benchmark	Core
	14 - 18	Below Benchmark	Strategic
	0 - 13	Well Below Benchmark	Intensive
OR Words Correct	<b>525+</b>	At or Above Benchmark	Core
	407 - 524	Below Benchmark	Strategic
	0 - 406	Well Below Benchmark	Intensive
OR Reading Accuracy	<b>97+</b>	At or Above Benchmark	Core
	96	Below Benchmark	Strategic
	0 - 95	Well Below Benchmark	Intensive
OR Reading Comprehension	<b>27+</b>	At or Above Benchmark	Core
	17 - 26	Below Benchmark	Strategic
	0 - 16	Well Below Benchmark	Intensive
Gate 1	<b>551+</b>	At or Above Benchmark	Core
	449 - 550	Below Benchmark	Strategic
	0 - 448	Well Below Benchmark	Intensive
Gate 2	<b>562+</b>	At or Above Benchmark	Core
	441 - 561	Below Benchmark	Strategic
	0 - 440	Well Below Benchmark	Intensive
Gate 3	<b>557+</b>	At or Above Benchmark	Core*
	429 - 556	Below Benchmark	Strategic
	0 - 428	Well Below Benchmark	Intensive**

The benchmark is the number that is bold. The cut point for risk is the number that is italicized. Benchmarks for the measures are applied to the triad total.

\*Unusual pattern. Validate the student's scores.

\*\*Consider Acadience Reading Survey and/or Acadience Reading Diagnostic.

**Student 1:** This student scored At or Above Benchmark at Gate. Students in this group typically will not receive further assessment until the next benchmark period. The instructional recommendation for Student 1 is core support.

**Student 2:** This student's Gate 1 Score is Below Benchmark. Student 2 proceeds to Gate 2 and is assessed with the Silent Reading (SR) measure. Doing so will provide additional information about Student 2's comprehension skills and will help determine whether the student is likely to need additional instructional support. Student 2's Gate 2 Score is At or Above Benchmark, which places the student in Group 2. These results indicate that the odds are in Student 2's favor of reaching the next benchmark. Core support, with differentiation as needed, is recommended. Because Student 2 was Below Benchmark at Gate 1, occasional progress monitoring with Maze may be advisable to gauge the student's progress.

**Student 3:** This student scored Well Below Benchmark at Gate 1. Student 3 entered Gate 2 and completed the SR measure. Student 3 performed Below Benchmark at Gate 2, which places the student in Group 3. Student 3 is likely to need strategic support with periodic progress monitoring to ensure adequate progress toward

future benchmarks. For students who are likely to need strategic support, supplemental instructional support should be provided in one or more targeted areas: (a) reading for meaning/comprehension, (b) word reading and decoding accuracy, and/or (c) reading at an adequate rate. Acadience Reading 7–8 progress monitoring may be appropriate in material that corresponds to instructional targets.

**Student 4:** This student scored Well Below Benchmark at Gate 1 and proceeded to Gate 2 (SR). Student 4 performed Well Below Benchmark at Gate 2, which indicates that more information is needed to determine the optimal instructional recommendation for this student. Student 4 entered Gate 3 and was assessed with the individually administered Oral Reading (OR) measure. Additional assessment with the OR measure provides information from three additional indicators: OR Words Correct, OR Accuracy, and OR Comprehension. Student 4's Gate 3 Score was At or Above Benchmark, which places the student in Group 4. Student 4's pattern of performance is highly unusual. The student demonstrated difficulty at Gates 1 and 2 but scored well above the benchmarks in Gate 3, putting their Gate 3 Score in the At or Above range. In fact, this would be such an unusual pattern of performance that we would recommend validating the student's scores. Upon validation, differentiated core support targeting silent reading comprehension could be considered. Intermittent progress monitoring of silent reading comprehension (i.e., Maze and/or SR) may be advisable.

**Student 5:** This student scored Well Below Benchmark at Gate 1 and proceeded to Gate 2 (SR). Student 5 performed Well Below Benchmark at Gate 2, which indicates that more information is needed to determine the optimal instructional recommendation for this student. Student 5 entered Gate 3 and was assessed with the individually administered Oral Reading (OR) measure. Additional assessment with the OR measure provides information from three additional indicators: OR Words Correct, OR Accuracy, and OR Comprehension. Student 5's Gate 3 Score is Below Benchmark, which places the student in Group 5. The student is likely to need targeted, strategic support to meet future reading benchmarks. From the OR measure, the teacher learns that Student 5's OR comprehension score is above the cut point for risk but still below the benchmark of 491. Student 5's OR accuracy score is very close to the benchmark of 491. However, Student 5's OR words correct score of 400 is below the benchmark. Student 5's performance indicates that this student is likely to need strategic support in developing an adequate reading rate. Thus, it could be that Student 5's poor performance on Acadience Reading 7–8 Maze and SR measures was due to a low reading rate, and not necessarily difficulty in comprehending the material. A plan for instructional support to increase oral reading fluency with progress monitoring is likely to be beneficial. As Student 5's fluency improves, Maze and SR progress monitoring should be collected, and the student should be provided with opportunities to practice a variety of comprehension skills, including answering comprehension questions in different formats.

**Student 6:** Student 6 scored Well Below Benchmark at Gate 1 and entered Gate 2 (SR). The student's Gate 2 Score was Well Below Benchmark, so Student 6 entered Gate 3 and was assessed with the OR measure. The student's Gate 3 Score is in the Well Below Benchmark range, placing this student in Group 6. Across all Acadience Reading 7–8 measures, Student 6's performance is consistently below the cut point for risk (i.e., Well Below Benchmark). Intensive support is recommended for this student. Areas to target may include word reading and decoding accuracy, with additional support in increasing reading rate and building adequate comprehension. Intensive support might entail:

- delivering instruction in a small group,
- providing more instructional time or more practice,
- remediating foundational skills in the instructional hierarchy that may be difficult,

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

For students in Group 6, a progress monitoring schedule using Acadience Reading 7–8 materials may be established to monitor progress in grade-level materials. In some cases, a student's performance is so low that additional assessment beyond Acadience Reading 7–8 is recommended to determine instructional and progress monitoring level and areas for support. This is the case for Student 6. Assessment with Acadience Reading Survey will help determine the appropriate level for instruction and progress monitoring for Student 6. Student 6 also may need additional support in out-of-level skills. Acadience Reading Diagnostic will help in further guiding appropriate steps for instruction and support.

As Student 6's reading rate, accuracy, and comprehension skills improve, progress monitoring with Acadience Reading 7–8 measures may be considered.

## **Conducting Progress Monitoring**

Progress monitoring is the practice of testing students briefly but frequently on the skill areas in which they are receiving instruction to ensure that they are making adequate progress. Progress monitoring is conducted with students who are not on track with content-area literacy skills at the time of the Acadience Reading 7–8 benchmark assessment. Progress monitoring is designed to ensure that the instruction students are receiving is helping them make adequate progress to attain the next benchmark and/or their reading goals. The purposes of progress monitoring are to:

- provide ongoing feedback about the effectiveness of instruction,
- determine students' progress toward important and meaningful goals, and
- make timely decisions about changes to instruction so that students will meet those goals.

Monitoring student progress toward instructional objectives is an effective and efficient way to determine if the instructional plan is working. Ongoing progress monitoring allows teachers to make data-based decisions about the effectiveness of their instruction. Instruction can be modified or changed in a timely manner instead of waiting months to find out whether the student reached the goal. When teachers use student progress monitoring data to inform instruction, students' learning improves (Fuchs, Deno, & Mirkin, 1984).

The standardized procedures for administering the Acadience Reading 7–8 measures apply when using Acadience Reading 7–8 for progress monitoring.

## **Acadience Reading 7–8 and Progress Monitoring**

Acadience Reading 7–8 was designed specifically for screening and progress monitoring students with respect to their acquisition of content-area literacy skills. The Acadience Reading 7–8 measures are designed to be used frequently, including progress monitoring in between benchmark assessments, and are sensitive enough to detect student learning and growth over time. The skills that are measured by Acadience Reading 7–8 are the content-area literacy skills students are expected to acquire in grades 7 and 8.

Using Acadience Reading 7–8 for progress monitoring is efficient because the same assessment can be used for both progress monitoring and benchmark assessment. After conducting a benchmark assessment with Acadience Reading 7–8, a great deal is known about the skills on which a student may need instructional support. Progress monitoring on the skills that are the focus of instructional support provides teachers with an indicator of the effectiveness of that instruction.

Progress monitoring is an important component of a Response-to-Intervention (RtI) or Multi-Tiered System of Support (MTSS) databased decision-making model. RtI and MTSS models, such as the Outcomes-Driven Model (ODM) described in this manual, are used to improve student outcomes by matching the amount and type of instructional support with the needs of the individual students.

### **Acadience Reading 7–8 Progress Monitoring Materials**

When conducting progress monitoring with an Acadience Reading measure, the same administration and scoring procedures that are used for benchmark assessment are followed.

Like the benchmark assessment materials, the progress monitoring materials are arranged by grade and measure. Because some students may be monitored with out-of-grade materials, the materials are labeled by "level" rather than "grade." The "levels" noted on the progress monitoring materials correspond to the grade level of the passages.

Progress monitoring materials are available for all levels and measures. There are three progress monitoring forms available for Maze, six for Silent Reading, and six for Oral Reading. The passages used for the SR progress monitoring forms are the same passages used for the OR progress monitoring forms. If a student is monitored with both Silent Reading and Oral Reading, the forms can be administered in an alternate order (e.g., SR Progress Monitoring 1 and then OR Progress Monitoring 2).

## **Overview of Progress Monitoring Procedures**

### **Selecting Students for Progress Monitoring**

We recommend that students who score below the benchmark on one or more measures and who are determined through the gating process to need additional instructional support to achieve content-area literacy goals receive progress monitoring in the targeted areas that are the focus of instruction or intervention. Teachers may also choose to monitor other students if there are concerns regarding their skills and/or progress. For example, if a student has met the benchmark but has highly variable performance, poor attendance, or behavioral issues, the teacher may choose to monitor that student, particularly if the student's score is just barely above the benchmark.

Any student whose content-area literacy skills are not on track is a potential candidate for focused, differentiated small-group instruction, the intensity of which should match the need for support. When teachers provide additional targeted instructional support on content-area literacy skills, we recommend that they use progress monitoring to gauge the effectiveness of the instructional supports provided.

If many students within a classroom or grade score below or well below the benchmark, it may be more beneficial to focus first on analyzing and improving the core content-area literacy instruction that all students receive rather than expending resources on progress monitoring all those students.

Decisions about the number of students to monitor at one time are based on local needs, resources, and priorities.

### **Selecting Acadience Reading 7–8 Materials for Progress Monitoring**

In most cases, progress monitoring will be conducted using one measure at a time, based upon students' benchmark assessment performance and gating results. In some cases, it may be appropriate to monitor a student using more than one Acadience Reading 7–8 measure, in particular for students who are monitored in out-of-grade materials. Students should be monitored in material that matches the skill area targeted for instruction. *Table 4.3* provides examples of how progress monitoring materials can be selected based on the

gating procedures and student group placement. For example, students in Group 3 have Gate 2 Scores in the Below Benchmark range. As demonstrated in *Table 4.3*, one option for students in this group is to be progress monitored during non-benchmark months with the SR measure. Detailed information about the gating procedures and groups can be found earlier in this chapter.

**Out-of-grade monitoring.** Careful consideration should be given to selecting an optimum level of progress monitoring material for each student. The optimum level should simultaneously illustrate:

- the student's current level of skills,
- an instructional goal that the student needs to attain, and
- progress toward the goal.

To be able to measure progress, the selected materials 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. Material that is too difficult may also result in inaccurate decisions about student progress. The progress monitoring level may be the same as the instructional or grade 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. If grade-level material does not fall within these optimal progress monitoring guidelines, consider “back-testing” to identify the student's appropriate progress monitoring level. Acadience Reading Survey provides testing materials and procedures for this process. If Acadience Reading Survey indicates the student should be monitored with materials below seventh grade, Acadience Reading K–6 progress monitoring materials may be used. For more information on Acadience Reading Survey and Acadience Reading K–6, visit [www.acadiencelearning.org](http://www.acadiencelearning.org).

**Testing forms.** When conducting progress monitoring, the forms should generally be administered in sequential order (e.g., Progress Monitoring 1 then Progress Monitoring 2) for each individual student. If students are going to be monitored with both Silent Reading and Oral Reading, the forms should be administered in an alternate order (e.g., SR Progress Monitoring 1, then OR Progress Monitoring 2). This is recommended because the passages used in the OR progress monitoring triads and SR progress monitoring triads are the same.

Each progress monitoring form contains a triad of passages, just like the benchmark materials. Progress monitoring should always be given in a triad. The passages were intentionally assigned to triads based on the results of our research so that each progress monitoring triad is approximately equal in difficulty. If triads are unbundled and students are only given one passage at a time, student results may be unstable and the observed growth across time may not be accurate.

### Setting Progress Monitoring Goals

A progress monitoring goal must include the score to aim for in the selected material, as well as the timeframe for achieving the selected goal. We recommend setting meaningful, ambitious, and attainable goals. Consider the Acadience Reading 7–8 benchmarks and the standard timeframe in which those goals should be reached. The benchmarks are the same for all students in a grade, regardless of their starting skill level and represent the lowest score for which a student is likely to still be on track to reach future content-area literacy outcomes.

Some students with scores in this range, especially those with scores near the benchmark, may require monitoring and/or strategic support on specific component skills. Alternatively, while students earning scores well above the benchmark likely benefit from core support, some students with scores in this range may benefit from instruction

on more advanced skills. Additional information about the benchmarks is found in *Appendix C* of this manual.

### Determining the Frequency of Progress Monitoring

Students receiving progress monitoring should be monitored as frequently as needed to make timely decisions about the effectiveness of the instructional support they are receiving. 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. Progress monitoring needs to be flexible and dynamic. As student's needs change, the frequency of progress monitoring and materials used for progress monitoring may change. *Table 4.5* provides examples of how progress monitoring materials could be administered over the course of an academic year based on student groups, which are informed by the gating procedures. The progress monitoring schedules provided in *Table 4.5* are examples. The frequency of progress monitoring and the materials that are selected (i.e., grade-level or out-of-level materials) should be modified based on individual student needs.

*Table 4.5* Examples of Materials Selection and Frequency of Assessment for Progress Monitoring

		Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9
Gate 1	<b>Group 1</b> • Gate 1 Score: At or Above	BM1				BM2				BM3
	<b>Group 2</b> • Gate 1 Score: Below or Well Below • Gate 2 Score: At or Above	BM1		Maze PM 1		BM2		Maze PM 2		BM3
Gate 2	<b>Group 3</b> • Gate 1 Score: Below or Well Below • Gate 2 Score: Below	BM1	SR PM 1	SR PM 2	SR PM 3	BM2	SR PM 4	SR PM 5	SR PM 6	BM3
	<b>Group 4*</b> • Gate 1 Score: Below or Well Below • Gate 2 Score : Well Below • Gate 3 Score: At or Above	BM1				BM2				BM3
Gate 3	<b>Group 5**</b> • Gate 1 Score: Below or Well Below • Gate 2 Score: Well Below • Gate 3 Score: Below Benchmark	BM1	SR PM 1	OR PM 2	SR PM 3	BM2	SR PM 4	OR PM 5	SR PM 6	BM3
	<b>Group 6***</b> • Gate 1 Score: Below or Well Below • Gate 2 Score: Well Below • Gate 3 Score: Well Below	BM1	OR PM-IL	OR PM-IL	OR PM-IL	BM2	OR PM-IL	OR PM-IL	OR PM-IL	BM3

BM = Benchmark, PM = Progress monitoring, SR = Silent Reading, OR = Oral Reading PM-IL = Progress monitoring at instructional level (e.g., with Acadience Reading K–6)

\* Unusual pattern. Student's scores should be validated. If student's Gate 3 Score is validated as being At or Above Benchmark, consider monitoring similar to Group 3. If the Gate 3 Score falls in the Below or Well Below Benchmark range upon validation, consider monitoring similar to Group 5 (Below Benchmark) or Group 6 (Well Below Benchmark).

\*\* The passages used for the SR and OR progress monitoring triads are the same. Students who are monitored with both measures should receive the forms in an alternate order, as illustrated.

\*\*\*Students monitored at their instructional level (i.e., with Acadience Reading K–6 materials) may need to be monitored more frequently than once per month.

### Conducting Progress Monitoring Assessment

Who should collect progress monitoring data? Any educator who has been trained on the administration and scoring procedures for Acadience Reading 7–8 can collect progress monitoring data. The person who is providing



the instruction is the one who needs the progress monitoring information and is the most likely person to collect the data. However, it can be just as effective for someone other than the instructor to collect the data, as long as the data are shared in a timely fashion. Classroom teachers might progress monitor the small group of students with whom they are meeting daily because they are the ones who are most in need of support. It can be helpful to share the task of collecting progress monitoring data. It is important that the data be easily and frequently accessed by the student's instructor(s).

When should progress monitoring assessment be conducted? Progress monitoring should be conducted so as to minimize time taken from instruction. Consider the amount of assessment time needed based on the number of students, frequency of monitoring, and the materials on which students are being monitored. Decisions such as these will be based in part on available resources and personnel.

### **Data Management and Reporting**

Progress monitoring data should be graphed and readily available to those who teach the student. The scoring forms themselves should also be available, in order to examine the student's response patterns. Components of an effective progress monitoring graph include:

- current level of performance,
- a target goal at a future point in time,
- a place to record ongoing progress monitoring scores, and
- an aimline.

An aimline provides a visual target for the rate of progress the student needs to make to meet the goal on time. The aimline is drawn from the student's current or initial skill level (which is often the most recent benchmark assessment score) to the goal. Progress monitoring scores can then be plotted over time and examined to determine whether the student is making adequate progress in reference to the aimline. A data management system can store and report Acadience Reading 7–8 progress monitoring data for you. One such system is Acadience Learning Online ([alo.acadiencelearning.org](http://alo.acadiencelearning.org)) from the authors at Acadience Learning.

### **Making Decisions With Progress Monitoring Data: Evaluating Progress and Modifying Instruction**

Progress monitoring data should be reviewed at regular intervals. This review can be done by a classroom teacher and/or a team of educators working with a student. Decisions about maintaining or modifying the instruction a student is receiving should be considered based on the student's pattern of performance. If the student's progress is not likely to result in meeting the goal, then instruction should be modified. Before increasing the intensity of instruction, easy explanations for lack of progress, such as student or instructor absence or lack of instructional fidelity, should be considered and ruled out or changed. Additionally, interventions and the frequency of monitoring can be decreased once student performance improves. The overarching goal is to make ongoing, data-based decisions regarding instruction to improve student outcomes.

### **Sharing Progress Monitoring Data With Parents and Students**

Parents and students are important partners in any educator's efforts to improve reading outcomes. A basic progress monitoring graph conveys much of the information parents want to know about their children:

- What is my child's current level of skill?
- How different is my child's performance from the expectation?
- What is the goal for my child?

- When do we expect the goal to be achieved?
- Is my child making adequate progress toward the goal?

When progress monitoring occurs in the context of general education support, the procedures may be discussed with parents, including the educational concerns, the instructional support that is being provided, who will be collecting progress monitoring data, and how often the data will be shared. When progress monitoring is part of an evaluation for special education eligibility, appropriate informed consent procedures should be followed.

Under some conditions, sharing graphed data with a student may be appropriate if it would help to motivate the student. If the student is prone to speed-reading or is too far below the target and may be discouraged, then it may not be appropriate to share the graphed data.

## **Communicating With Students, Parents, and School Personnel**

### **Preparing Students for Assessment**

Before each of the three benchmark assessments, teachers may make a statement to the class about the testing and about what students can expect to experience. The goal of the statement is to inform students and put them at ease, while encouraging them to do their best. It may be helpful to introduce the adults who will participate in the assessment and announce the locations where it will take place. A Sample Student Statement is included in *Appendix D*.

### **Informing Parents and Guardians About Assessment**

Parents and guardians are important partners in improving reading outcomes. It is good policy to communicate to parents about the assessment tools used at school.

Information to communicate might include:

- an explanation of the skills that are measured by Acadience Reading 7–8 and why those skills are important;
- who will see the results;
- how and when parents/guardians will receive information about their child's performance;
- how the results will be used; and
- who to contact for more information.

A Sample Parent/Guardian Announcement Letter is included in *Appendix D*.

### **Sharing Results with Parents**

Following each benchmark assessment, Acadience Reading 7–8 results may be communicated to each student's parents or guardians. The communication might include what the expectation for adequate progress is for that grade and time of year, how the student performed relative to that expectation, and any appropriate next steps.

Acadience Reading 7–8 progress monitoring information may also be communicated to parents or guardians. When progress monitoring occurs in the context of general education support, the procedures may be discussed with parents/guardians, including the educational concerns, the instructional support that is being provided, who will be collecting progress monitoring data, and how often the data will be shared. Engaging parents as partners in working toward important content-area literacy goals can be a powerful strategy for improving student outcomes. When progress monitoring is part of an evaluation for special education eligibility, appropriate informed consent procedures should be followed.



**Sharing Results With School Personnel**

Following each benchmark assessment, schedule time to discuss and analyze the Acadience Reading 7–8 data with classroom teachers and other appropriate support staff who teach those students. An efficient way to review the results is during a grade-level meeting that includes resource staff who support that grade. In addition to reviewing the results in a meeting, the data should be made readily accessible to the classroom teachers and support staff who need to use it for making ongoing decisions about instruction.

## Chapter 5: **Maze**

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### **Overview**

<b><i>Literacy Skill</i></b>	Reading Comprehension
<b><i>Administration Time</i></b>	10–12 minutes for a triad of passages (3 minutes per passage)
<b><i>Administration Schedule</i></b>	Beginning of seventh grade to end of eighth grade
<b><i>Score</i></b>	Number of correct words minus half the number of incorrect words
<b><i>Wait Rule</i></b>	None
<b><i>Discontinue Rule</i></b>	None

### **What is Maze?**

Maze is the standardized Acadience Reading version of a maze testing procedure for measuring reading comprehension. The purpose of a maze procedure is to measure the reasoning processes that constitute comprehension. Specifically, Maze assesses the student's ability to construct meaning from text using word recognition skills, background information and prior knowledge, familiarity with linguistic properties such as syntax and morphology, and reasoning skills.

Maze can be given to a whole class at the same time, to a small group of students, or to individual students. Using standardized directions, students are asked to read a passage silently and to circle their word choices. By design, approximately every seventh word in the Maze passages has been replaced by a box containing the correct word and two distractor words. The student receives credit for selecting the words that best fit the omitted words in the reading passage. The scores that are recorded are the number of correct and incorrect responses. An adjusted score, which compensates for the possibility of guessing, is calculated based on the number of correct and incorrect responses.

### **Materials**

- Maze Student Booklet
- Maze Administration Directions and Scoring Keys or stand-alone Maze Administration Directions
- Pen/pencil
- Clipboard
- Timer or stopwatch

## Administration Directions

Follow these directions exactly each time with each student. Say the words in bold italic type verbatim. Begin with the modeling and practice activities. The practice activities are designed to introduce the assessment task to the student. They are untimed and include correction procedures. The correction procedures are not used once the timing begins.

1. Make sure each student has a pencil. Before handing out the worksheets, say ***I am going to give you a worksheet. When you get your worksheet, please write your name at the top and put your pencil down.*** Hand out the Maze worksheets. Make sure each student has the appropriate worksheet. If the worksheets are in a booklet, make sure each student's booklet is open to the correct worksheet.

When all of the students are ready, say ***You are going to read a story with some missing words. For each missing word there will be a box with three words. Circle the word that makes the most sense in the story.***

***Look at Practice 1. Listen. The title of a map is the (pause) element, route, country (pause) that identifies its purpose. You should circle the word "element" because "element" makes the most sense. Listen. The title of a map is the element that identifies its purpose.***

***Now it is your turn. Read Practice 2 silently. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. When you are done, put your pencil down.***

Allow up to 30 seconds for students to complete the example and put their pencils down. If necessary, after 30 seconds, say ***Put your pencil down.***

2. As soon as all students have their pencils down, say ***Listen. The purpose of a map might be to (pause) live, include, show (pause) streets in a city or hiking trails in a park. You should have circled the word "show" because "show" makes the most sense in the story. Listen. The purpose of a map might be to show streets in a city or hiking trails in a park.***

***When I say "begin," turn the page over and start reading the story silently. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. Ready? Begin.*** Start your stopwatch after you say "begin."

3. Monitor students to ensure they are reading and circling the words. Use the reminders as needed.
4. At the end of **3 minutes**, stop your stopwatch and say ***Stop. Put your pencil down.***
5. Say ***Now turn to the next passage. Read the passage and circle the word that makes the most sense. Ready? Begin.*** Repeat this process with the third passage and then collect all of the Maze worksheet packets.
6. At a later time (shortly after the testing when you are no longer with the students), score the worksheets and compute the final score:
  - Collect the worksheets and calculate each student's number of correct and incorrect responses for each passage. If a student completes the assessment before the time is up, do not prorate the score.
  - Record both scores for each passage on the cover sheet.
  - When you generate Acadience Learning Online reports, the score reported for Maze is the Maze Total Adjusted Score. This is a modified score that compensates for student guessing. Acadience Learning Online will calculate the Adjusted Score for you.

- To calculate the Maze Total Adjusted Score yourself, first calculate the Maze Adjusted Score for each passage in the triad using the following formula. Then add the three Maze Adjusted Scores together to obtain the Maze Total Adjusted Score.

$$\text{Passage Maze Adj. Score} = \# \text{ of correct responses} - (\# \text{ of incorrect responses} \div 2)$$

$$\text{Maze Total Adj. Score} = P1 \text{ Maze Adj. Score} + P2 \text{ Maze Adj. Score} + P3 \text{ Maze Adj. Score}$$

(Note: P = Passage)

The Maze Total Adjusted Score should then be rounded to the nearest whole number. Half-points (0.5) should be rounded up. The minimum Maze Adjusted Score is 0. If for some reason the student is missing a Maze Adjusted Score for one of the passages in a triad, the Maze Total Adjusted Score cannot be calculated.

## Scoring Rules

*The student receives 1 point for each correct word, minus half a point for each incorrect word.*

1. A response is correct if the student circled or otherwise marked the correct word.
2. Mark a slash ( / ) through any incorrect responses. Incorrect responses include errors, boxes with more than one answer marked, and items left blank (if they occur before the last item the student attempted). For example, should the student skip an entire page of any Maze passage, every missed item should be counted as incorrect. Items left blank because the student could not get to them before the time ran out do not count as incorrect responses and should not be slashed.
3. If there are erasure marks, scratched out words, or any other extraneous markings and the student's final response is obvious, score the item based on that response. If the marking is ambiguous, score the item as incorrect.

## Discontinue Rule

There is no discontinue rule.

## Wait Rule

There is no wait rule.

## Reminders

- If the student starts reading the passage out loud, say **Remember to read the story silently.** *This reminder may be used as often as needed.*
- If the student is not working on the task, say **Remember to circle the word in each box that makes the most sense in the story.** *This reminder may be used as often as needed.*
- If the student asks you to provide a word or for general help with the task, say **Just do your best.** *This reminder may be used as often as needed.*

## Examples of Scoring Rules

The following are examples of how to score Maze responses. The examples do not encompass all possible responses. If in doubt about how to score a student response, refer to the scoring rules above.

Every year, thousands of people across North America take part in an event called the Great Backyard Bird Count (GBBC). The GBBC is an annual event ~~happened~~ ~~figured~~ ~~created~~ to help scientists gather data about ~~pictures~~ ~~birds~~ ~~trees~~ in the winter. With the help of their ~~citizen~~ ~~dae~~ ~~diverse~~ scientists,” scientists are able to collect

fingerlike projections that make its ~~last~~ ~~total~~ ~~usable~~ surface area very, very large. Therefore, the ~~wall~~ ~~glucose~~ ~~tract~~ can absorb millions of nutrients at a ~~particle~~ ~~time~~ ~~digestion~~.

If the nutrients start out as ~~acids~~ ~~fluids~~ ~~carbohydrates~~ like breads, noodles, or vegetables, the ~~nutrient~~ ~~pieces~~ will transform them into a substance ~~attacked~~ ~~contracted~~ ~~called~~ glucose. After the glucose particles pass through the ~~sufficient~~ ~~intestinal~~ ~~small~~ wall, they enter the bloodstream and are ~~stored~~ ~~started~~ ~~transported~~ to cells throughout the body. Cells

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~~relax~~ ~~decide~~ ~~use~~ the glucose to give your muscles the ~~intestine~~ ~~process~~ ~~power~~ to move. **Items left blank after the student's last response are not counted as incorrect.**

If the nutrients start out as ~~proteins~~ ~~points~~ ~~juices~~ such as meat or eggs, they ~~will~~ ~~transport~~ ~~end~~ be transformed into particles called amino ~~noodles~~ ~~acids~~ ~~foods~~. After they pass through the intestinal ~~time~~ ~~wall~~ ~~liver~~ into the bloodstream, they are also ~~transported~~ ~~digested~~ ~~chewed~~ to cells throughout the body. Cells ~~have~~ ~~give~~ ~~use~~ amino acids as building blocks to ~~carry~~ ~~repair~~ ~~pass~~ old cells and build new ones.

If the ~~nutrients~~ ~~vegetables~~ ~~organs~~ start out as fat cells, they ~~will~~ ~~go~~ ~~decompose~~ be transformed into new varieties of ~~fats~~ ~~linings~~ ~~passages~~ that are easily stored. The bloodstream ~~carries~~ ~~proceeds~~ ~~empties~~ these fat cells to different

## Chapter 6: **Silent Reading (SR)**

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### **Overview**

<b><i>Literacy Skill</i></b>	Reading Comprehension
<b><i>Administration Time</i></b>	Up to 36 minutes to read three passages and answer 30 multiple-choice questions
<b><i>Administration Schedule</i></b>	Beginning of seventh through end of eighth grade
<b><i>Score</i></b>	Number of correctly answered comprehension questions
<b><i>Wait Rule</i></b>	None
<b><i>Discontinue Rule</i></b>	None

### **What is Silent Reading?**

Silent Reading (SR) is a group-administered measure that assesses vocabulary, sentence comprehension (passage details), and inference. During the SR task, the student is presented with a triad of passages. Each passage is 350–400 words in length. The student is given 36 minutes to read the triad of passages and answer 10 multiple-choice questions for each passage (30 total). The multiple-choice questions cover passage vocabulary, details, and inference. Each SR triad is composed of one science, one social studies, and one prose passage. After assessment, Silent Reading is individually scored by the assessor using a scoring key.

### **Materials**

- Silent Reading Student Materials Booklet
- Silent Reading Administration Directions
- Silent Reading Student Response Sheet Booklet
- Silent Reading Scoring Key
- Pen/pencil
- Timer or stopwatch

## Administration Directions

Follow these directions exactly each time with each student. Say the words in bold italic type verbatim.

1. Before you begin testing, hand out a Student Response Sheet Booklet and a Student Materials Booklet to each student. Before you hand the booklets out, make sure each booklet is open to the appropriate page.
2. Then say ***You should have a Student Materials Booklet and a Student Response Sheet Booklet. Please raise your hand if you do not have both of these items. This is important. You will write only on the Student Response Sheet.*** (Hold up the Response Sheet Booklet and Student Materials Booklet and show them to the students).
3. Then say ***Please write the date, your school, your grade, and your name on the Student Response Sheet.*** Pause for up to 30 seconds for students to write the information on the Student Response Sheet.
4. After the students have filled out the information on the Student Response Sheet, say the following:  
***Look at the Student Materials Booklet. You are going to read three passages to yourself. Please do your best reading. After reading each passage, you will answer some questions by filling in the correct bubble on your Student Response Sheet.***  
***Look at the sample. Most weeks of the school year, the first day of the school week is: A) Friday, B) Monday, C) Wednesday, or D) Sunday. The first day of the school week is Monday so answer B is the correct answer. Find the sample item on your Response Sheet*** (hold up Response Sheet and point to the sample item) ***and fill in answer B for the sample.***  
(Pause to make sure that everyone has filled in answer B on the sample item).  
***You will have up to 36 minutes to read the three passages and answer the multiple-choice questions. If you finish reading the passages and answering the questions before I say “Stop,” close your booklets and bring them to me. Then return to your seat and quietly work on homework or read.***  
***Turn the page to Passage 1 in your Student Materials Booklet..***  
(Pause to make sure that everyone has turned the page to Passage 1).  
***Start reading silently when I say begin. Ready, begin.*** Start your stopwatch after you say “begin.”
5. Monitor as students are reading. Use any reminders that are necessary.
6. After **12 minutes**, ask students who have not completed the first passage to please move to the second passage. After **24 minutes**, ask students who have not completed Passage 2 to move forward to Passage 3.
7. At the end of **36 minutes**, if all students have not finished the assessment say ***Stop. Put your pencils down and bring your assessment to me.***
8. At a later time (shortly after the testing when you are no longer with the students), score the Student Response Sheets using the Scoring Key and compute the final score.

## Scoring Rules

*The student receives 1 point for each correct response.*

1. A response is correct if the student filled in or otherwise indicated the correct response according to the Scoring Key.
2. Mark incorrect responses by putting a slash through the correct answer. Incorrect responses include errors, items with more than one answer marked, and items left blank.
3. If there are erasure marks, crossed out bubbles, or any other extraneous markings and the student's

final response is obvious, score the item based on that response. If the marking is ambiguous, score the item as incorrect.

### Discontinue Rule

There is no discontinue rule.

### Wait Rule

There is no wait rule.

### Reminders

- If the student starts reading the passage out loud, say **Remember to read the story silently.** *This reminder may be used as often as needed.*
- If the student is not working on the task, say **Remember to mark the correct answer.** *This reminder may be used as often as needed.*
- If the student asks you to provide a word or for general help with the task, say **Just do your best.** *This reminder may be used as often as needed.*

### Example of Scoring Rules

Passage 1	Passage 2	Passage 3
1. (A) (B) (C) ●	1. (A) (B) ● (D)	1. ● (B) (C) (D)
2. (A) ● (C) (D)	2. (A) ● (C) (D)	2. ● (B) (C) (D)
3. (A) ● <del>(C)</del> (D)	3. <del>(A)</del> ● (C) (D)	3. (A) (B) ● (D)
4. (A) (B) ● (D)	4. (A) (B) ● (D)	4. (A) (B) ● (D)
5. ● (B) (C) (D)	5. ● (B) (C) (D)	5. (A) ● (C) <del>(D)</del>
6. <del>(A)</del> ● (C) (D)	6. (A) ● (C) (D)	6. ● (B) (C) (D)
7. (A) (B) (C) ●	7. (A) (B) ● (D)	7. <del>(A)</del> (B) (C) ●
8. (A) (B) ● (D)	8. (A) (B) (C) ●	8. (A) (B) ● (D)
9. ● (B) (C) (D)	9. (A) <del>(B)</del> ● (D)	9. (A) (B) (C) ●
10. ● (B) (C) (D)	10. (A) ● (C) (D)	10. (A) (B) (C) ●
Total <b>8</b>	Total <b>8</b>	Total <b>8</b>

Student's total score: 24

Time it took to complete the packet: 31 min. 30 sec.

Form: Benchmark 1

Note: The "Form" field provides the option to record which form the student was administered (e.g., Benchmark 1, Progress Monitoring 2).



## Chapter 7: Oral Reading (OR)

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### Overview

<b>Literacy Skills</b>	Advanced Phonics and Word Attack Skills Accurate and Fluent Reading of Connected Text Reading Comprehension
<b>Administration Time</b>	Approximately 15–20 minutes total (90 seconds to read each passage + 60 seconds maximum for each Recall + untimed Oral Comprehension questions)
<b>Administration Schedule</b>	Beginning of seventh grade through end of eighth grade
<b>Score</b>	<ul style="list-style-type: none"><li>• Number of words read correctly (Correct Words Read)</li><li>• Number of words read incorrectly (Errors)</li><li>• Percent of words read accurately (Accuracy)</li><li>• Total points from Recall and Oral Comprehension questions</li></ul>
<b>Wait Rules</b>	While reading, 3 seconds; During Recall, first hesitation of 3 seconds
<b>Discontinue Rules</b>	<ul style="list-style-type: none"><li>• If no words are read correctly in the first line, say <b>Stop</b>, record a score of 0, and do not administer Recall.</li><li>• If fewer than 10 words are read correctly on Passage 1, do not administer Recall or Passages 2 and 3.</li><li>• If fewer than 40 words are read correctly on any passage, use professional judgment whether to administer Recall for that passage.</li></ul>

### What is Oral Reading?

Oral Reading (OR) is an individually administered measure that assesses accurate and fluent reading of text and reading comprehension. The student is presented a 350- to 400-word reading passage and is given 90 seconds to orally read the passage. Errors such as substitutions, omissions, and hesitations for more than 3 seconds are marked while listening to the student read aloud. At the end of 90 seconds, students are asked to provide a brief recall of everything they can remember about the passage. Following the Recall, students are asked up to four follow-up questions based on the level of detail they provided, to define four vocabulary words from within the passage, and to answer two inference questions about the passage. Each OR form is composed of a triad of one science, one social studies, and one prose passage. The total time needed to administer an OR passage is about 3 minutes. An OR triad takes approximately 15–20 minutes to complete.

## Materials

- Oral Reading Scoring Booklet
- Oral Reading Student Materials
- Oral Reading Reminders
- Pen/pencil
- Clipboard
- Timer or stopwatch

## Administration Directions—Part 1: Passage Reading

Follow these directions exactly each time with each student. Say the words in bold italic type verbatim.

1. Put the student copy of the reading passage in front of the student and say the following:

***I would like you to read a passage to me. Please do your best reading and read for meaning. If you do not know a word, I will read the word for you. Keep reading until I say “stop.” Be ready to tell me all about the passage when you finish.*** (Set the timer for 90 seconds and place the passage in front of the student.)

2. Begin testing. ***Put your finger under the first word*** (point to the first word of the passage). ***Ready, begin.***

- Do not read the title to the student. If the student chooses to read the title, do not start the stopwatch until the student reads the first word of the passage. If the student asks you to provide a word in the title or struggles with a word in the title for 3 seconds, say the word. Do not correct any errors the student makes while reading the title.
- Start the stopwatch after the student says the first word of the passage. If the student is silent or struggles for 3 seconds with the first word of the passage, say the word, mark it as incorrect, and if necessary direct the student to keep reading.

3. Three passages are administered *if the student reads 10 or more words correctly on the first passage*. When administering the second and third passages, use the following shortened directions:

***Now read this story to me. Please do your best reading. Ready, begin.***

4. During the testing:

- Follow along in the Oral Reading Scoring Booklet.
- Leave blank any words read correctly. Mark a slash ( / ) through errors (including skipped words, omissions, and hesitations of more than 3 seconds).
- The maximum wait time for each word is 3 seconds. If the student does not provide the word within 3 seconds, say the word and mark it as incorrect.
- If no words are read correctly in the first line, say **Stop**, record a score of 0, and do not administer Recall.
- *If the student reads fewer than 10 words correctly on the first passage, record the Correct Words Read and Errors for the first passage and do not administer Recall or Passages 2 and 3.*
- At the end of 90 seconds, place a bracket ( ] ) in the text after the last word provided by the student. Say **Stop** and remove the passage.

*Note: If the student is in the middle of a sentence at the end of 90 seconds, you may allow the student to finish the sentence, but score only the words read up to the end of 90 seconds.*

- If the student completes the assessment before 90 seconds, stop testing and record the student's score. Scores are not prorated.
5. If the student reads 40 or more words correctly on the passage, administer Recall. If the student reads fewer than 40 words correctly on a passage, use professional judgment whether to administer Recall for that passage.
  6. At a later time (shortly after the testing when you are no longer with the student), compute the student's total scores for each passage and the triad:
    - For each passage:
      - Use the cumulative word count to determine the total number of words read. Record this on the "Total words" line on the scoring page.
      - Count and record the number of errors (including skipped words) on the "Errors" line on the scoring page and on the front cover of the scoring chart (located either on the front cover or on the first page of the Scoring Booklet).
      - Subtract the number of errors from the total words to obtain the number of words correct. Record it on the "Words correct" line on the scoring page and in the "Correct Words Read" score box on the front cover of the scoring chart (located either on the front cover or on the first page of the Scoring Booklet).
    - On the front cover of the scoring chart (located either on the front cover or on the first page of the Scoring Booklet), add the scores from all three passages to calculate the Total Correct Words Read and Total Errors.

## Scoring Rules–Part 1: Passage Reading

*For each passage, the student receives 1 point for each word read correctly in 90 seconds.*

1. Leave blank any words the student reads correctly. Inserted words are not counted. To be counted as correct, words must be read as whole words and pronounced correctly for the context of the sentence. If the student reads a proper noun with any reasonable phonetic pronunciation, it is counted as correct.
2. Mark a slash ( / ) through any errors. Errors include words read incorrectly, substitutions, skipped words, hesitations of more than 3 seconds, words read out of order, and words that are sounded out but not read as a whole word.

## Discontinue Rules

- Discontinue administering OR if the student reads zero words correctly in the first line of the first passage. Record a score of 0 on the "Total words" line on the scoring page and for "Correct Words Read."
- If the student reads fewer than 10 words correctly on Passage 1, do not administer Recall or Passages 2 or 3.
- If the student reads fewer than 40 words correctly on any passage, use professional judgment on whether to administer Recall for that passage.

**Wait Rule**

Wait 3 seconds for the student to say each word. If the student hesitates for 3 seconds on a word, mark a slash ( / ) through it and read the word to the student. If necessary, indicate for the student to continue with the next word by pointing.

**Reminders**

- If the student stops reading (and it’s not a hesitation on a specific item), say **Keep going**.
- If the student appears confused about where to go next, point.

*These reminders may be used as often as needed.*

**Note**

Students are not penalized for differences in pronunciation due to dialect, articulation delays or impairments, or for pronunciations due to speaking a first language other than English.

**Examples of Scoring Rules–Part 1: Passage Reading**

The following are examples of how to score responses. The examples do not encompass all possible responses. If in doubt about how to score a student response, refer to the scoring rules above. Please pay attention to the notes included with the examples as they provide scoring explanations and indicate variations.

**Scoring Rule 1: Leave blank any words the student reads correctly. Inserted words are not counted. To be counted as correct, words must be read as whole words and pronounced correctly for the context of the sentence.**

**Example: Sounding Out and Recoding Words**

<b>Student response</b>	The day Jenna <b>w- wi- wit- witnessed</b> her best friend’s accident was the day she decided to abandon skateboarding.		
0	The day Jenna witnessed her best friend’s accident was the day		11
11	she decided to abandon skateboarding.	If a person could sustain	21
21	multiple injuries while wearing protective gear, Jenna reasoned, then		30
30	skateboarding was entirely too risky. As she watched the ambulance		40
40	depart with Angela on a stretcher, Jenna plotted ways to convince her		52
52	friend to renounce skateboarding. Her first priority, however, would be		62
62	to help Angela recuperate from the accident. Angela’s recovery would		72
Total words: <u>16</u>			
Errors: <u>0</u>			
Words correct: <u>16</u>			

**Note:** To be counted as correct, a word must be read as a whole word.

**Example: Inserted Words**

<b>Student response</b>	The day Jenna witnessed her best friend's accident was the day she <b>had</b> decided to abandon skateboarding.	
0	The day Jenna witnessed her best friend's accident was the day	11
11	she decided to abandon skateboarding. If a person could sustain	21
21	multiple injuries while wearing protective gear, Jenna reasoned, then	30
30	skateboarding was entirely too risky. As she watched the ambulance	40
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52
52	friend to renounce skateboarding. Her first priority, however, would be	62
62	to help Angela recuperate from the accident. Angela's recovery would	72
Total words: <u>16</u>		
Errors: <u>0</u>		
Words correct: <u>16</u>		

**Note:** Inserted words are ignored and not counted as errors. The student does not get additional credit for inserted words. If the student frequently inserts extra words, note the pattern at the bottom of the scoring page.

**Example: Repeated Words**

<b>Student response</b>	The day Jenna witnessed her best friend's accident was the day, <b>was the day</b> , she decided to abandon skateboarding.	
0	The day Jenna witnessed her best friend's accident was the day	11
11	she decided to abandon skateboarding. If a person could sustain	21
21	multiple injuries while wearing protective gear, Jenna reasoned, then	30
30	skateboarding was entirely too risky. As she watched the ambulance	40
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52
52	friend to renounce skateboarding. Her first priority, however, would be	62
62	to help Angela recuperate from the accident. Angela's recovery would	72
Total words: <u>16</u>		
Errors: <u>0</u>		
Words correct: <u>16</u>		

**Note:** Words that are repeated and phrases that are re-read are not scored as incorrect and are ignored in scoring.

**Example: Self-Corrections**

<b>Student response</b>	The day Jenna witness...witnessed her best friend's accident was the day she decided to abandon skateboarding.		
0	The day Jenna <sup>SC</sup> witnessed her best friend's accident was the day	11	
11	she decided to abandon skateboarding. ] If a person could sustain	21	
21	multiple injuries while wearing protective gear, Jenna reasoned, then	30	
30	skateboarding was entirely too risky. As she watched the ambulance	40	
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52	
52	friend to renounce skateboarding. Her first priority, however, would be	62	
62	to help Angela recuperate from the accident. Angela's recovery would	72	
Total words: <u>16</u>			
Errors: <u>0</u>			
Words correct: <u>16</u>			

**Note:** A word is scored as correct if it is initially mispronounced but the student self-corrects within 3 seconds. Mark "sc" above the word and score as correct.

**Example: Proper Nouns**

<b>Student response</b>	The day Jennaay witnessed her best friend's accident was the day she decided to abandon skateboarding.		
0	The day Jenna witnessed her best friend's accident was the day	11	
11	she decided to abandon skateboarding. ] If a person could sustain	21	
21	multiple injuries while wearing protective gear, Jenna reasoned, then	30	
30	skateboarding was entirely too risky. As she watched the ambulance	40	
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52	
52	friend to renounce skateboarding. Her first priority, however, would be	62	
62	to help Angela recuperate from the accident. Angela's recovery would	72	
Total words: <u>16</u>			
Errors: <u>0</u>			
Words correct: <u>16</u>			

**Note:** If the student reads a proper noun with correct pronunciation or with any reasonable phonetic pronunciation, it is counted as correct.

**Scoring Rule 2: Put a slash ( / ) through any errors. Errors include words read incorrectly, substitutions, skipped words, hesitations of more than 3 seconds, words read out of order, and words that are sounded out but not read as a whole word.**

**Example: Omitted Words**

<b>Student response</b>	The day Jenna witnessed her friend's accident was the day she decided to abandon skateboarding.		
0	The day Jenna witnessed her <del>best</del> friend's accident was the day	11	
11	she decided to abandon skateboarding. ] If a person could sustain	21	
21	multiple injuries while wearing protective gear, Jenna reasoned, then	30	
30	skateboarding was entirely too risky. As she watched the ambulance	40	
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52	
52	friend to renounce skateboarding. Her first priority, however, would be	62	
62	to help Angela recuperate from the accident. Angela's recovery would	72	
Total words: <u>16</u>			
Errors: <u>1</u>			
Words correct: <u>15</u>			

**Note:** Omitted words are scored as incorrect.

**Example: Not Reading Whole Words**

<b>Student response</b>	The day Jenna <b>w- wi- wit- witness</b> her best friend's accident was the day she decided to abandon skateboarding.		
0	The day Jenna <del>witnessed</del> her best friend's accident was the day	11	
11	she decided to abandon skateboarding. ] If a person could sustain	21	
21	multiple injuries while wearing protective gear, Jenna reasoned, then	30	
30	skateboarding was entirely too risky. As she watched the ambulance	40	
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52	
52	friend to renounce skateboarding. Her first priority, however, would be	62	
62	to help Angela recuperate from the accident. Angela's recovery would	72	
Total words: <u>16</u>			
Errors: <u>1</u>			
Words correct: <u>15</u>			

**Note:** To be counted as correct, a word must be read as a whole word.

**Example: Repeated Error**

<b>Student response</b>	The <b>data</b> Jenna witnessed her best friend's accident was the <b>data</b> she decided to abandon skateboarding.	
0	The <del>day</del> Jenna witnessed her best friend's accident was the <del>day</del>	11
11	she decided to abandon skateboarding. If a person could sustain	21
21	multiple injuries while wearing protective gear, Jenna reasoned, then	30
30	skateboarding was entirely too risky. As she watched the ambulance	40
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52
52	friend to renounce skateboarding. Her first priority, however, would be	62
62	to help Angela recuperate from the accident. Angela's recovery would	72
Total words: <u>16</u>		
Errors: <u>2</u>		
Words correct: <u>14</u>		

**Note:** If a student reads the same word incorrectly multiple times in the passage, it counts as an error each time.

**Example: Skipped Lines**

<b>Student response</b>	The day Jenna witnessed her best friend's accident was the day multiple injuries while wearing protective gear, Jenna reasoned, then	
0	The day Jenna witnessed her best friend's accident was the day	11
11	<del>she decided to abandon skateboarding. If a person could sustain</del>	21
21	multiple injuries while wearing protective gear, Jenna reasoned, then	30
30	skateboarding was entirely too risky. As she watched the ambulance	40
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52
52	friend to renounce skateboarding. Her first priority, however, would be	62
62	to help Angela recuperate from the accident. Angela's recovery would	72
Total words: <u>30</u>		
Errors: <u>10</u>		
Words correct: <u>20</u>		

**Note:** If a student skips a row of text, draw a line through the entire row and count the omitted words as errors.



**Example: Substituted Words**

<b>Student response</b>	The day Jenna witnessed her best friend's accident <b>is</b> the day she decided to abandon skateboarding.	
0	The day Jenna witnessed her best friend's accident <del>was</del> the day	11
11	she decided to abandon skateboarding. If a person could sustain	21
21	multiple injuries while wearing protective gear, Jenna reasoned, then	30
30	skateboarding was entirely too risky. As she watched the ambulance	40
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52
52	friend to renounce skateboarding. Her first priority, however, would be	62
62	to help Angela recuperate from the accident. Angela's recovery would	72
Total words: <u>16</u>		
Errors: <u>1</u>		
Words correct: <u>15</u>		

**Note:** If a student substitutes a word for the word that is written on the page, it is an error.

**Example: Hesitations**

<b>Student response</b>	The day Jenna <b>w- wi- wit- witne (3 seconds)...</b> (assessor says "witnessed") her best friend's accident was the day she decided to abandon skateboarding.	
0	The day Jenna <del>witnessed</del> her best friend's accident was the day	11
11	she decided to abandon skateboarding. If a person could sustain	21
21	multiple injuries while wearing protective gear, Jenna reasoned, then	30
30	skateboarding was entirely too risky. As she watched the ambulance	40
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52
52	friend to renounce skateboarding. Her first priority, however, would be	62
62	to help Angela recuperate from the accident. Angela's recovery would	72
Total words: <u>16</u>		
Errors: <u>1</u>		
Words correct: <u>15</u>		

**Note:** If a student hesitates or struggles with a word for 3 seconds, tell the student the word and mark the word as incorrect. If necessary, indicate for the student to continue with the next word by pointing.

**Example: Incorrect Pronunciation of Words in Context**

<b>Student response</b>	It was difficult to <b>red</b> the list...	
0	It was difficult to <del>read</del> the list while getting jostled by those around	13
13	him. He started at the top again, more carefully this time, and that's	26
26	when he realized his name wasn't there.	33
Total words: <u>9</u>		
Errors: <u>1</u>		
Words correct: <u>8</u>		

**Note:** If a word is pronounced incorrectly given the context of the sentence, it is scored as an error.

**Example: Contractions**

<b>Student response</b>	He started at the top again, more carefully this time, and <b>that is</b> when he realized that his name <b>was not</b> there.	
0	He started at the top again, more carefully this time, and <del>that's</del> when he	14
14	realized his name <del>wasn't</del> there.	19
Total words: <u>19</u>		
Errors: <u>2</u>		
Words correct: <u>17</u>		

**Note:** Students should read contractions as they are printed on the page.

**Example: Word Order**

<b>Student response</b>	The day Jenna witnessed her <b>friend's best</b> accident was the day she decided to abandon skateboarding.	
0	The day Jenna witnessed her <del>best</del> friend's accident was the day	11
11	she decided to abandon skateboarding. If a person could sustain	21
21	multiple injuries while wearing protective gear, Jenna reasoned, then	30
30	skateboarding was entirely too risky. As she watched the ambulance	40
40	depart with Angela on a stretcher, Jenna plotted ways to convince her	52
52	friend to renounce skateboarding. Her first priority, however, would be	62
62	to help Angela recuperate from the accident. Angela's recovery would	72
Total words: <u>16</u>		
Errors: <u>2</u>		
Words correct: <u>14</u>		

**Note:** Words must be read in the order they appear on the page to be considered a correctly read word.

**Example: Numerals and Abbreviations**

<b>Student response</b>	...In <b>one thousand nine hundred sixty one</b> , a wall was...	
0	At the end of World War II, the United States, Britain, France, and	13
13	the Soviet Union divided defeated Germany into four zones. The German	24
24	city of Berlin was also divided into four parts, even though it was within	38
38	the Soviet Zone. In <del>1961</del> , a wall was erected, dividing the Soviet's	50
Total words: <u>46</u>		
Errors: <u>1</u>		
Words correct: <u>45</u>		

**Note:** 1. Abbreviations should be read in the way they would be pronounced in conversation. 2. Numerals must be read correctly within the context of the sentence. 3. Hyphenated words count as two words (and two errors) if both parts can stand alone as individual words. Hyphenated words count as one word if either part cannot stand alone as an individual word (e.g., *X-ray*, *T-shirt*).

## Administration Directions–Part 2: Recall + Oral Comprehension Questions

Follow these directions exactly each time with each student. Say the words in bold italic type verbatim.

### For Recall + Passage-Specific Knowledge Questions:

1. Remove the passage from the student and say the following:  
***Now tell me as much as you can about the passage you just read. Ready, begin.***
2. Start the stopwatch and allow a maximum of 60 seconds.
  - The first time the student stops or hesitates for 3 seconds, ask ***Can you tell me more about the passage?***
  - After the reminder, if the student stops or hesitates for 5 seconds, say ***Thank you***, discontinue the task, and proceed to the follow-up passage-specific questions or the vocabulary questions, as appropriate.
3. During testing:
  - Listen for the student to state the key concepts and details listed in the Scoring Booklet. When a key concept or detail is mentioned, put a check in the corresponding box. Circle a 1 if *either* the key concept *or* detail is mentioned (partial credit). Circle a 2 if the student mentions *both*.
  - If the student's response goes on for more than 60 seconds, say ***Thank you*** and discontinue the task.
4. After the student completes the Recall, look to see if *both* the concept *and* detail are missing for an item.
  - If the student missed any items say ***Now, I am going to ask you some questions.*** Ask the corresponding follow-up question(s) and then proceed to the vocabulary questions.
    - The correct response to the follow-up question is the detail (after the +) in the key concept box. Circle the 1 for a correct response to the question. Circle the 0 for an incorrect response or no response.
  - If the student did not miss any items say ***Now, I am going to ask you some questions.*** Proceed to the vocabulary questions.

### For Vocabulary Questions:

1. For each vocabulary word, ask the student ***What is the meaning of the word \_\_\_\_\_ in the passage?***
2. During testing:
  - Circle the 2 when the student correctly defines the word within the context of the passage. Circle the 1 when the student provides some information about the word, but does not sufficiently define the word or does not use the definition that is appropriate for the context of the passage. Circle the 0 when the student is unable to define the word or provides incorrect information about the word. If you are unsure how to score a response, write down what the student said and score later.
  - If the student does not respond or says, "I don't know," wait 3 seconds.
  - If there is no response after 3 seconds, ask ***Do you know the meaning of \_\_\_\_\_?***

### For Inference Questions:

1. Say ***Now, I am going to ask you a few more questions. As you answer the questions, please be sure to justify your answer.***

**2. During testing:**

- Circle the 2 when the student correctly answers the question within the context of the passage. Circle the 1 when the student provides some information about the question, but does not justify the answer. Circle the 0 when the student is unable to answer the question or gives an incorrect response. Sample responses for each question are listed in the Scoring Booklet. When a student provides a response that is not listed in the samples, but that response addresses the key concept with an appropriate justification, the student should be awarded a score of 2.
- If the student does not respond or says, “I don’t know,” wait 3 seconds.
- If there is no response after 3 seconds, repeat the question one time.

**After testing:**

1. At a later time (shortly after the testing when you are no longer with the student), compute the student’s final scores:
  - Calculate the passage-specific knowledge, vocabulary, and inference subtotals for each passage and record them on the lines provided in the Scoring Booklet. Add the subtotals together to obtain the “Comprehension total” for each passage and record this on the lines provided in the Scoring Booklet and in the scoring chart (located either on the front cover or on the first page of the Scoring Booklet).
  - On the scoring chart, add the “Comprehension totals” from the three passages to calculate the “Comprehension Total” for the triad.

**Scoring Rules–Part 2: Recall + Oral Comprehension Questions****Recall + Passage-Specific Knowledge Questions**

*For each item in the Scoring Booklet:*

- Students receive 2 points for providing *both* the key concept *and* a listed detail.
  - Check each box to note the key concept and detail was provided.
  - Circle the 2.
- Students receive 1 point if they provide *either* the key concept *or* a listed detail.
  - Check the corresponding box (either key concept or detail).
  - Circle the 1.
- In response to the follow-up question(s), students receive 0 points if they provide no response, provide an incorrect response, or say “I don’t know.”
  - Circle the 0.

**Vocabulary Questions**

- Students receive 2 points for providing a correct definition that is appropriate for the context of the passage.
- Students receive 1 point if they provide (a) a correct definition that is not appropriate for the context of the passage or (b) some information about the word but not a sufficient definition.
- Students receive 0 points if they provide an incorrect response. If the student initially provides no response or says, “I don’t know,” use the wait rule and reminder procedures. After the wait rule/

reminder, students receive 0 points if they provide an incorrect response, provide no response, or say, “I don’t know.”

### Inference Questions

- Students receive 2 points for correctly answering the question within the context of the passage and providing a justification.
- Students receive 1 point if they provide the key concept without a justification or a partially correct response.
- Students receive 0 points if they provide an incorrect response. If the student initially provides no response or says, “I don’t know,” use the wait rule and reminder procedures. After the wait rule/reminder, students receive 0 points if they provide an incorrect response, provide no response, or say, “I don’t know.”

### Wait Rules / Reminders

#### *Recall*

- The first time the student stops or hesitates for 3 seconds, ask ***Can you tell me more about the passage?***

#### *Passage-Specific Knowledge Questions*

There are no wait rules or reminders.

#### *Vocabulary Questions*

- If the student does not respond or does not know the answer, wait 3 seconds.
- If there is no response after 3 seconds, ask ***Do you know the meaning of \_\_\_\_\_?*** *This reminder may be used as often as needed.*

#### *Inference Questions*

- If the student does not respond or does not know the answer, wait 3 seconds.
- If there is no response after 3 seconds, repeat the question one time. *This reminder may be used as often as needed.*

**Note:** Students are not penalized for differences in pronunciation due to dialect, articulation delays or impairments, or for pronunciations due to speaking a first language other than English.

### Discontinue Rule

#### *Recall*

- After the reminder, if the student stops or hesitates for 5 seconds, say ***Thank you***, discontinue the task, and proceed to the follow-up passage-specific questions or the vocabulary questions, as appropriate.

#### *Passage-Specific Knowledge Questions*

There is no discontinue rule.

#### *Vocabulary Questions*

There is no discontinue rule.

#### *Inference Questions*

There is no discontinue rule.

## Examples of Scoring–Part 2: Recall + Oral Comprehension Questions

The following are examples of how to score a student's Recall and Oral Comprehension questions. The examples do not encompass all possible responses. If in doubt about how to score a student response, refer to the scoring rules above.

### Student Recall Scoring Example: The Crusades and Their Impact

A long time ago people were fighting over control of the holy land. They were called the crusades and they lasted for a long time. Everyone had to help fight. The officers had to raise money for the war. Some were gone for a long time, some stayed in the Holy land, some died. Peasants helped fight also. They wanted to escape their bad situations and fight for what they believed in. They saw things they had never seen before and learned a lot.

#### Scoring as the student gives the Recall:

During the Recall, listen for the student to state the key concepts and details that are listed in the Scoring Booklet. When a key concept or a detail is mentioned, put a check in the corresponding box. Circle a 1 if the student provides *either* the key concept or detail (partial credit). Circle a 2 if the student provides *both*.

<b>Student response</b>		A long time ago people were fighting over control of the holy land. <u>They were called the crusades and they lasted for a long time.</u>	
<b>Student Recall</b>		<b>Follow Up Question</b>	<b>Incorrect Response</b>
<b>1</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>
	<b>Key concept + detail:</b> <i>The Crusades lasted for</i> (+) <i>two hundred years; (or) a couple hundred years; (or) two centuries.</i>	<input checked="" type="checkbox"/> (+) <input type="checkbox"/>	<b>How long did the Crusades last?</b> • Don't know • 100 years • A long time
	Incorrect response	<b>0</b>	

<b>Student response</b>		Everyone had to help fight. <u>The officers had to raise money for the war.</u>	
<b>Student Recall</b>		<b>Follow Up Question</b>	<b>Incorrect Response</b>
<b>2</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>
	<b>Key concept + detail:</b> <i>Officers had to raise money to go to war</i> (+) <i>by selling land and/or property; (or) by borrowing money from merchants.</i>	<input checked="" type="checkbox"/> (+) <input type="checkbox"/>	<b>What did officers have to do to finance the wars?</b> • Don't know • The church paid for it. • They bought equipment.
	Incorrect response	<b>0</b>	
<b>3</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>
	<b>Key concept + detail:</b> <i>Merchants grew wealthy from the Crusades</i> (+) <i>because they gained land and property from officers; (or) because they got to keep the land of the officers who died.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>Why did merchants grow wealthy as a result of the Crusades?</b> • Don't know • The church paid them. • The soldiers paid them.
	Incorrect response	<b>0</b>	



**Student response**

Some were gone for a long time, some stayed in the Holy land, some died. Peasants helped fight also. They wanted to escape their bad situations and fight for what they believed in. They saw things they had never seen before and learned a lot.

<b>4</b>	Correct response provided during recall	<b>2</b>	Partial credit	<b>1</b>	Incorrect response	<b>0</b>
	<b>Key concept + detail:</b> <i>Peasants joined the wars</i>	<input checked="" type="checkbox"/>	<b>Why did peasants join the wars?</b>		• Don't know	
	(+)	<input checked="" type="checkbox"/>			• To gain wealth	
	<i>because of their religious beliefs; (or) to escape poor living conditions; (or) to escape misery.</i>	<input checked="" type="checkbox"/>			• To fight the Turkish Empire	

**After the student finishes the Recall:**

Look for items where the student *did not* mention the key concept *or* a detail (item 3 in this example), and ask the corresponding follow-up question.

Student Recall			Follow Up Question	Incorrect Response		
1	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>The Crusades lasted for</i> <div>(+)</div> <i>two hundred years; (or) a couple hundred years; (or) two centuries.</i>	<div><input checked="" type="checkbox"/></div> <div>(+)</div> <div><input type="checkbox"/></div>	<b>How long did the Crusades last?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• 100 years</li><li>• A long time</li></ul>		
2	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>Officers had to raise money to go to war</i> <div>(+)</div> <i>by selling land and/or property; (or) by borrowing money from merchants.</i>	<div><input checked="" type="checkbox"/></div> <div>(+)</div> <div><input type="checkbox"/></div>	<b>What did officers have to do to finance the wars?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• The church paid for it.</li><li>• They bought equipment.</li></ul>		
3	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>Merchants grew wealthy from the Crusades</i> <div>(+)</div> <i>because they gained land and property from officers; (or) because they got to keep the land of the officers who died.</i>	<div><input type="checkbox"/></div> <div>(+)</div> <div><input type="checkbox"/></div>	<b>Why did merchants grow wealthy as a result of the Crusades?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• The church paid them.</li><li>• The soldiers paid them.</li></ul>		
4	Correct response provided during recall	2	Partial credit	1	Incorrect response	0
	<b>Key concept + detail:</b> <i>Peasants joined the wars</i> <div>(+)</div> <i>because of their religious beliefs; (or) to escape poor living conditions; (or) to escape misery.</i>	<div><input checked="" type="checkbox"/></div> <div>(+)</div> <div><input checked="" type="checkbox"/></div>	<b>Why did peasants join the wars?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• To gain wealth</li><li>• To fight the Turkish Empire</li></ul>		

**Ask corresponding follow-up question(s) as appropriate and score response:**

After asking a corresponding follow-up question (item 3 in this example), circle the 1 for a correct response. Circle the 0 for no response, an incorrect response, or if the student says, “I don’t know.”

<b>Assessor</b>	<b>Why did merchants grow wealthy as a result of the Crusades?</b>		
<b>Student response</b>	Because the merchants loaned the officers money and got to keep their property if they died.		
<b>3</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>
	<b>Key concept + detail:</b> <i>Merchants grew wealthy from the Crusades</i> (+) <i>because they gained land and property from officers; (or) because they got to keep the land of the officers who died.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>Why did merchants grow wealthy as a result of the Crusades?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• The church paid them.</li> <li>• The soldiers paid them.</li> </ul>
			<b>Incorrect response 0</b>

**Final score sheet:**

	Student Recall		Follow Up Question	Incorrect Response
<b>1</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
	<b>Key concept + detail:</b> <i>The Crusades lasted for</i> (+) <i>two hundred years; (or) a couple hundred years; (or) two centuries.</i>	<input checked="" type="checkbox"/> (+) <input type="checkbox"/>	<b>How long did the Crusades last?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• 100 years</li> <li>• A long time</li> </ul>	
<b>2</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
	<b>Key concept + detail:</b> <i>Officers had to raise money to go to war</i> (+) <i>by selling land and/or property; (or) by borrowing money from merchants.</i>	<input checked="" type="checkbox"/> (+) <input type="checkbox"/>	<b>What did officers have to do to finance the wars?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• The church paid for it.</li> <li>• They bought equipment.</li> </ul>	
<b>3</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
	<b>Key concept + detail:</b> <i>Merchants grew wealthy from the Crusades</i> (+) <i>because they gained land and property from officers; (or) because they got to keep the land of the officers who died.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>Why did merchants grow wealthy as a result of the Crusades?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• The church paid them.</li> <li>• The soldiers paid them.</li> </ul>	
<b>4</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
	<b>Key concept + detail:</b> <i>Peasants joined the wars</i> (+) <i>because of their religious beliefs; (or) to escape poor living conditions; (or) to escape misery.</i>	<input checked="" type="checkbox"/> (+) <input checked="" type="checkbox"/>	<b>Why did peasants join the wars?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• To gain wealth</li> <li>• To fight the Turkish Empire</li> </ul>	

### Student Recall Scoring Example: End of an Empire

About the Incas... Umm... they defeated tribes around them... they had a lot of roads... and stuff... but they didn't have any guns... umm... the Spaniards came... they tried to fight the Incas... (3 second pause)

Assessor reminder: **Can you tell me more about the passage?**

Student Recall (continued): Umm... the Spaniards saw a huge army of Incas... they started fighting and the Spaniards won.

### Scoring as the student gives the Recall:

During the Recall, listen for the student to state the key concepts and details that are listed in the Scoring Booklet. When a key concept or a detail is mentioned, put a check in the corresponding box. Circle a 1 if the student provides *either* the key concept or detail (partial credit). Circle a 2 if the student provides *both*.

<b>Student response</b>	About the Incas... Umm... they defeated tribes around them... they had a lot of roads... and stuff... but they didn't have any guns... umm... the Spaniards came... they tried to fight the Incas...					
<b>2</b>	Correct response provided during recall	<b>2</b>	Partial credit	<b>1</b>	Incorrect response	<b>0</b>
	<b>Key concept + detail:</b> <i>The Inca built their empire</i> (+) <i>by defeating neighboring tribes; (or) by building an army of tens of thousands.</i>	<input type="checkbox"/> (+) <input checked="" type="checkbox"/>	<b>How did the Inca build their empire?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• By building stuff</li> <li>• By fighting people</li> </ul>		
<b>3</b>	Correct response provided during recall	<b>2</b>	Partial credit	<b>1</b>	Incorrect response	<b>0</b>
	<b>Key concept + detail:</b> <i>The Inca were an advanced civilization</i> (+) <i>that developed a 10,000-mile network of mountain roads; (or) that developed high-altitude farming; (or) that developed an inventory system using colored and knotted cords.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What leads us to believe that the Inca were an advanced civilization?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• They had an army.</li> <li>• They had land.</li> </ul>		

<b>Student response</b>	Umm... the Spaniards saw a huge army of Incas... they started fighting and the Spaniards won.					
<b>4</b>	Correct response provided during recall	<b>2</b>	Partial credit	<b>1</b>	Incorrect response	<b>0</b>
	<b>Key concept + detail:</b> <i>Pizarro and his men arrived at the Inca camp for a meeting</i> (+) <i>and saw an army of tens of thousands of Inca; (or) and saw an enormous army of Inca.</i>	<input type="checkbox"/> (+) <input checked="" type="checkbox"/>	<b>What did Pizarro's men see when they first came to the Inca camp for a meeting?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• A thousand soldiers</li> <li>• A huge city</li> <li>• Farmland</li> </ul>		

**After the student finishes the Recall:**

Look for items where the student *did not* mention the key concept *or* a detail (items 1 and 3 in this example), and ask the corresponding follow-up question.

Student Recall			Follow Up Question	Incorrect Response
1	Correct response provided during recall	2	Partial credit 1	Incorrect response 0
	<b>Key concept + detail:</b> <i>The conquistadors traveled in South America</i> (+) <i>and reached the highlands in Peru.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What area in South America did the conquistadors reach in 1532?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• Lowlands in Peru</li><li>• Spain</li></ul>
2	Correct response provided during recall	2	Partial credit 1	Incorrect response 0
	<b>Key concept + detail:</b> <i>The Inca built their empire</i> (+) <i>by defeating neighboring tribes; (or) by building an army of tens of thousands.</i>	<input type="checkbox"/> (+) <input checked="" type="checkbox"/>	<b>How did the Inca build their empire?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• By building stuff</li><li>• By fighting people</li></ul>
3	Correct response provided during recall	2	Partial credit 1	Incorrect response 0
	<b>Key concept + detail:</b> <i>The Inca were an advanced civilization</i> (+) <i>that developed a 10,000-mile network of mountain roads; (or) that developed high-altitude farming; (or) that developed an inventory system using colored and knotted cords.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What leads us to believe that the Inca were an advanced civilization?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• They had an army.</li><li>• They had land.</li></ul>
4	Correct response provided during recall	2	Partial credit 1	Incorrect response 0
	<b>Key concept + detail:</b> <i>Pizarro and his men arrived at the Inca camp for a meeting</i> (+) <i>and saw an army of tens of thousands of Inca; (or) and saw an enormous army of Inca.</i>	<input type="checkbox"/> (+) <input checked="" type="checkbox"/>	<b>What did Pizarro's men see when they first came to the Inca camp for a meeting?</b>	<ul style="list-style-type: none"><li>• Don't know</li><li>• A thousand soldiers</li><li>• A huge city</li><li>• Farmland</li></ul>

**Ask corresponding follow-up question(s) as appropriate and score response:**

After asking a corresponding follow-up question (items 1 and 3 in this example), circle the 1 for a correct response. Circle the 0 for no response, an incorrect response, or if the student says, "I don't know."

<b>Assessor</b>	<b>What area in South America did the conquistadors reach in 1532?</b>					
<b>Student response</b>	The highlands in Peru.					
<b>Student Recall</b>			<b>Follow Up Question</b>	<b>Incorrect Response</b>		
<b>1</b>	Correct response provided during recall	<b>2</b>	Partial credit	<b>1</b>	Incorrect response	<b>0</b>
	<b>Key concept + detail:</b> <i>The conquistadors traveled in South America</i> <div>(+)</div> <i>and reached the highlands in Peru.</i>	<div><input type="checkbox"/></div> <div>(+)</div> <div><input type="checkbox"/></div>	<b>What area in South America did the conquistadors reach in 1532?</b>	<div>• Don't know</div> <div>• Lowlands in Peru</div> <div>• Spain</div>		

<b>Assessor</b> <b>What leads us to believe that the Inca were an advanced civilization?</b>			
<b>Student response</b> They had an army.			
<b>3</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>
	<b>Key concept + detail:</b> <i>The Inca were an advanced civilization</i> (+) <i>that developed a 10,000-mile network of mountain roads; (or) that developed high-altitude farming; (or) that developed an inventory system using colored and knotted cords.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What leads us to believe that the Inca were an advanced civilization?</b> <ul style="list-style-type: none"> <li>• Don't know</li> <li>• They had an army.</li> <li>• They had land.</li> </ul>
			<b>Incorrect response 0</b>

**Final score sheet:**

Student Recall		Follow Up Question		Incorrect Response
<b>1</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
	<b>Key concept + detail:</b> <i>The conquistadors traveled in South America</i> (+) <i>and reached the highlands in Peru.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What area in South America did the conquistadors reach in 1532?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• Lowlands in Peru</li> <li>• Spain</li> </ul>
<b>2</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
	<b>Key concept + detail:</b> <i>The Inca built their empire</i> (+) <i>by defeating neighboring tribes; (or) by building an army of tens of thousands.</i>	<input type="checkbox"/> (+) <input checked="" type="checkbox"/>	<b>How did the Inca build their empire?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• By building stuff</li> <li>• By fighting people</li> </ul>
<b>3</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
	<b>Key concept + detail:</b> <i>The Inca were an advanced civilization</i> (+) <i>that developed a 10,000-mile network of mountain roads; (or) that developed high-altitude farming; (or) that developed an inventory system using colored and knotted cords.</i>	<input type="checkbox"/> (+) <input type="checkbox"/>	<b>What leads us to believe that the Inca were an advanced civilization?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• They had an army.</li> <li>• They had land.</li> </ul>
<b>4</b>	Correct response provided during recall	<b>2</b>	Partial credit <b>1</b>	Incorrect response <b>0</b>
	<b>Key concept + detail:</b> <i>Pizarro and his men arrived at the Inca camp for a meeting</i> (+) <i>and saw an army of tens of thousands of Inca; (or) and saw an enormous army of Inca.</i>	<input type="checkbox"/> (+) <input checked="" type="checkbox"/>	<b>What did Pizarro's men see when they first came to the Inca camp for a meeting?</b>	<ul style="list-style-type: none"> <li>• Don't know</li> <li>• A thousand soldiers</li> <li>• A huge city</li> <li>• Farmland</li> </ul>

### Vocabulary Scoring Examples: The Crusades and Their Impact

Circle the 2 if the student correctly defines the word within the context of the passage. Circle the 1 if the student provides (a) a correct definition that is not appropriate for the context of the passages or (b) some information about the word but not a sufficient definition. Circle the 0 if the student provides an incorrect response. If the student initially provides no response or says, “I don’t know,” use the wait rule/reminder. After the wait rule/reminder, students receive 0 points if they provide an incorrect response, provide no response, or say, “I don’t know.”

#### Example: Correct response

<b>Assessor</b>	<b>What is the meaning of the word “Crusades” in the passage?</b>		
<b>Student response</b>	The holy wars that lasted several years		
<b>5</b>	<b>Crusades:</b>		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• A series of holy wars (or)</li> <li>• Several holy wars</li> </ul>	<ul style="list-style-type: none"> <li>• Fights (or)</li> <li>• Wars</li> </ul>	<ul style="list-style-type: none"> <li>• Don’t know</li> <li>• Knights and peasants</li> <li>• Religions</li> <li>• Churches</li> </ul>
	Other:		

#### Example: Partially correct response

<b>Assessor</b>	<b>What is the meaning of the word “abled” in the passage?</b>		
<b>Student response</b>	Someone who is not disabled.		
<b>6</b>	<b>Abled:</b>		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• Able to fight in a war (or)</li> <li>• Not injured and able to go to war</li> </ul>	<ul style="list-style-type: none"> <li>• A fighter (or)</li> <li>• A soldier (or)</li> <li>• Not disabled</li> </ul>	<ul style="list-style-type: none"> <li>• Don’t know</li> <li>• Peasant</li> <li>• Nobleman</li> <li>• A man</li> </ul>
	Other:		

**Example: Incorrect response**

<b>Assessor</b>	<b>What is the meaning of the word “heed” in the passage?</b>		
<b>Student response</b>	To fight		
<b>7</b>	<b>Heed:</b>		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• To pay attention to (or)</li> <li>• To answer (or)</li> <li>• Take notice of</li> </ul>	<ul style="list-style-type: none"> <li>• Think about (or)</li> <li>• To hear</li> </ul>	<ul style="list-style-type: none"> <li>• Don’t know</li> <li>• Fight</li> <li>• Borrow</li> <li>• Volunteer</li> </ul>
	Other:		

**Example: No response and wait rule/reminder**

<b>Assessor</b>	<b>What is the meaning of the word “piety” in the passage?</b>		
<b>Student response</b>	(Student does not respond.)		
<b>Assessor reminder</b>	(Waits 3 seconds.) <b>Do you know the meaning of “piety?”</b>		
<b>Student response</b>	(Student does not respond.)		
<b>8</b>	<b>Piety:</b>		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	<ul style="list-style-type: none"> <li>• Devotion to God (or)</li> <li>• Being very religious</li> </ul>	<ul style="list-style-type: none"> <li>• Holy (or)</li> <li>• Saintly</li> </ul>	<ul style="list-style-type: none"> <li>• Don’t know</li> <li>• A kind of desert</li> <li>• Being poor</li> <li>• Peasants</li> </ul>
	Other:		



### Inference Scoring Example: The Crusades and Their Impact

Circle the 2 if the student correctly answers the question within the context of the passage and provides a justification. Circle the 1 if the student provides the key concept without a justification or a partially correct response. Circle the 0 if the student provides an incorrect response. If the student initially provides no response or says, “I don’t know,” use the wait rule/reminder. After the wait rule/reminder, students receive 0 points if they provide an incorrect response, provide no response, or say, “I don’t know.”

#### Example: Correct response

**Student response**

Wars are different today because officers and members of the military do not have to pay for supplies for the war.

9	Question: <b>How are the wars of today different than the Holy Wars?</b>		
	Key Concept: Today, wars are different because... (lists at least one correct difference between Crusades and modern day wars).		
	Correct response	2	Partially correct response 1
			Incorrect response 0
	Sample responses:	Sample responses:	Sample responses:
	<ul style="list-style-type: none"> <li>• <i>Governments finance wars, not officers.</i></li> <li>• <i>Declared wars don't often last for hundreds of years.</i></li> <li>• <i>Groups or countries go to war, generally churches do not.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Holy Wars are over.</i></li> <li>• <i>Wars are fought differently today.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Don't know</i></li> <li>• <i>They aren't different.</i></li> <li>• <i>Churches start wars.</i></li> </ul>

#### Example: Partially correct response

**Student response**      Bad things happen in war.

10	Question: <b>How are wars of today similar to the Crusades?</b>			
	Key Concept: Today, wars are similar to the Crusades because... (lists at least one correct similarity between Crusades and modern day wars).			
	Correct response	2	Partially correct response	1
	Incorrect response 0			
	Sample responses: <ul style="list-style-type: none"> <li>• <i>People and governments still go to war because of strong beliefs.</i></li> <li>• <i>Many people die during a war.</i></li> <li>• <i>People's homes and lives can be destroyed by war.</i></li> <li>• <i>War and fighting is expensive.</i></li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>• <i>War has negative consequences.</i></li> <li>• <i>They affect a lot of people.</i></li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>• <i>Don't know</i></li> <li>• <i>They are different.</i></li> <li>• <i>Churches lead wars.</i></li> </ul>	

**Example: Incorrect response**

<b>Student response</b> They are pretty much still the same.			
<b>10</b>	Question: <b>How are wars of today similar to the Crusades?</b>		
	Key Concept: Today, wars are similar to the Crusades because... (lists at least one correct similarity between Crusades and modern day wars).		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	Sample responses: <ul style="list-style-type: none"> <li>• <i>People and governments still go to war because of strong beliefs.</i></li> <li>• <i>Many people die during a war.</i></li> <li>• <i>People's homes and lives can be destroyed by war.</i></li> <li>• <i>War and fighting is expensive.</i></li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>• <i>War has negative consequences.</i></li> <li>• <i>They affect a lot of people.</i></li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>• <i>Don't know</i></li> <li>• <i>They are different.</i></li> <li>• <i>Churches lead wars.</i></li> </ul>

**Example: No response and wait rule/reminder**


<b>Student response</b> (Student does not respond.)			
<b>Assessor</b> (Waits 3 seconds.) <b>How are wars of today similar to the Crusades?</b>			
<b>Student response</b> I don't know.			
<b>10</b>	Question: <b>How are wars of today similar to the Crusades?</b>		
	Key Concept: Today, wars are similar to the Crusades because... (lists at least one correct similarity between Crusades and modern day wars).		
	Correct response <b>2</b>	Partially correct response <b>1</b>	Incorrect response <b>0</b>
	Sample responses: <ul style="list-style-type: none"> <li>• <i>People and governments still go to war because of strong beliefs.</i></li> <li>• <i>Many people die during a war.</i></li> <li>• <i>People's homes and lives can be destroyed by war.</i></li> <li>• <i>War and fighting is expensive.</i></li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>• <i>War has negative consequences.</i></li> <li>• <i>They affect a lot of people.</i></li> </ul>	Sample responses: <ul style="list-style-type: none"> <li>• <i>Don't know</i></li> <li>• <i>They are different.</i></li> <li>• <i>Churches lead wars.</i></li> </ul>

## Recording Scores

After the student has completed the OR measure, the assessor calculates the student's scores and transfers them to the front of the Scoring Booklet. The scores from each passage are added to obtain the triad total scores. The Correct Words Read, Errors, and Comprehension scores from each passage can be entered into Acadience Learning Online.

**Oral Reading Benchmark 1**  
 Seventh Grade Scoring Booklet

**grade 7**

 **acadiance®**  
reading 7–8

Name: Olivia


Student ID: 23112 School Year: 2020-21

Teacher: Hernandez


School: Mockingbird Middle School

Passage	1 +	2 +	3 =	Total
Correct Words Read	134	156	128	418
Errors	3	2	1	6
Comprehension	18	15	20	53

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# Chapter 8: Technical Adequacy Summary of Acadience Reading 7–8

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It is important that assessments used for educational decision making be reliable, valid, and adhere to accepted professional standards of measurement (AERA, APA, & NCME, 2014). This chapter summarizes the evidence gathered that supports the reliability, validity, and decision utility of Acadience Reading 7–8 in assessing middle school content-area reading skills.

## Reliability of Acadience Reading 7–8

The reliability of a test denotes the degree to which a test produces stable and consistent results across different time points, test forms, and assessors. It is generally recommended that reliability coefficients be at least .60 if the scores are used for administrative purposes, at least .70 for progress monitoring, at least .80 for screening, and at least .90 if the score is to be used for important individual educational decisions (Salvia, Ysseldyke, & Witmer, 2017). Four types of reliability were evaluated for the Acadience Reading 7–8: alternate form, test-retest, internal consistency, and inter-rater.

### Alternate-Form, Test-Retest, and Internal Consistency Reliability

Alternate-form reliability refers to the extent that different forms of the same test are correlated. For example, different passages of the Maze assessment would be considered alternate forms of the same test. To estimate alternate-form reliability, a sample of students are assessed with multiple forms and the scores of the forms are correlated. The more highly correlated the alternate forms, the more reliable are the measures. Test-retest reliability refers to the temporal correlation of two measures. The more highly correlated a measure is at two time-points, the more reliable the measure.

To assess alternate-form and test-retest reliability for Acadience Reading 7–8, data were collected with approximately 75 students in schools in the Pacific Northwest, Midwest, and Northeastern United States. During this study, students completed their regularly scheduled fall assessment. Previously trained Acadience Learning Inc. (ALI) assessors then administered a repeat of the fall assessment for test-retest reliability. In addition, in order to establish alternate-form reliability, within the same two week window, assessors collected the winter and spring benchmark measures. Alternate-form and test-retest reliability are reported in *Table 8.1*. Alternate-form reliability ranges from .50 to .94, with most correlations exceeding .70 and many above .80. Test-retest reliability ranges from .62 to .91, with most above .80.

Cronbach's alpha ( $\alpha$ ) is a measure of internal consistency. This estimate is calculated using both the average correlation among different items, and the number of items. This number represents the expected correlation between the observed test and a hypothetical test with exactly the same properties. An additional interpretation of Cronbach's alpha is the ratio of true score variance to observed score variance, meaning that if  $\alpha = .80$ , this means 80% of the observed variance in a test is due to variance in the underlying construct, while 20% is due to error. Because of the assumption of tau-equivalence,  $\alpha$  actually represents an underestimation of a test's

reliability. Traditional recommendations label an  $\alpha$  exceeding .70 as having acceptable reliability, and over .90 as indicating excellent reliability. Internal consistency reliability is reported in *Table 8.1* and ranges from .75 to .98.

### Standard Error of Measurement

The Standard Error of Measurement (SEM) represents the average expected deviance of a student's observed score from their true score. The SEM is a function of both the reliability of a measure, and the observed standard deviation of the measure. The SEM becomes smaller as a test becomes more reliable and has a lower standard deviation. A smaller SEM reflects greater precision in estimating a given student's score. Standard Error of Measurement (SEM) is reported in *Table 8.1*

*Table 8.1* Summary of Acadience Reading 7–8 Reliability

	Benchmark 1		Benchmark 2		Benchmark 3	
	Grade 7	Grade 8	Grade 7	Grade 8	Grade 7	Grade 8
<b>Alternate-Form</b>						
• Maze	.85	.93	.81	.86	.91	.86
• Silent Reading	.50	.72	--	--	--	--
• Oral Reading	.94	.74	--	--	--	--
• Gate 3 Composite	.72	.76	.72	.67	.69	.73
<b>Test-Retest</b>						
• Maze	.83	.91	--	--	--	--
• Silent Reading	.69	.62	--	--	--	--
• Oral Reading	.89	.91	--	--	--	--
<b>Internal Consistency (<math>\alpha</math>)</b>						
• Maze	.94	.98	.93	.95	.97	.95
• Silent Reading	.75	.88	--	--	--	--
• Oral Reading	.98	.90	--	--	--	--
• Gate 3 Composite	.89	.91	.90	.86	.87	.89
<b>SEM</b>						
• Maze	7.63	4.93	8.43	8.04	5.87	8.05
• Silent Reading	3.81	4.34	--	--	--	--
• Oral Reading	1.75	3.06	--	--	--	--

*Note.* Alternate Form reliability calculated as the average correlation of scores across the three passages of a test. Internal Consistency is Cronbach's Alpha. SEM = Standard Error of Measurement

### Inter-Rater and Procedural Reliabilities

Inter-rater reliability indicates the extent of agreement among assessors who administer and score the test. Procedural reliability indicates the extent to which an assessor followed administration procedures when collecting assessment data. Inter-rater reliability of Acadience Reading 7–8 was examined within the initial preliminary benchmark study for the Acadience Reading 7–8 Oral Reading (OR) measure on two indicators: Correct Words Read and Comprehension Total Score. Prior to the study, site coordinators completed an ALLI-created OR training module and ALLI staff worked with site coordinators to become reliable on the OR measure. During a single test administration of an assessment, an ALLI staff member scored student performance at the same time as a site coordinator (i.e., "shadow-scoring"). Site coordinators were required to have a 90%

or better scoring agreement with ALI staff. Any scores below 90% agreement required a re-administration with a different student. Once a site coordinator was reliable, they trained assessor staff and conducted the same inter-rater reliabilities with them. Assessors were required to meet an 85% level of agreement in order to collect OR data with additional students. Inter-rater reliability data were collected with 45 assessors with an average agreement rate of 99% for Correct Words Read and 92% agreement for the Comprehension Total Score.

For the Maze and Silent Reading (SR) measures, scoring takes place after the student has completed the assessment. Therefore, an administration checklist was created to ensure that the assessor appropriately administered the measure (i.e., procedural reliability). After ALI training, site coordinators first became reliable with an ALI staff person. Then site coordinators trained assessors and watched an administration. Assessors were required to meet a 90% or better score on the administration checklist. Administration checklist data were collected with 111 assessors for the Maze measure with an average of 98% administration accuracy. For the SR measure, the checklist was collected on 120 assessors with an average of 98% accuracy.

## Validity of Acadience Reading 7–8

The validity of a test refers to “the degree to which evidence and theory support the interpretation of test scores entailed by proposed uses of tests.” (AERA et al., 2014, p. 9). Thus, test validity indicates the extent to which the actual interpretation of test scores corresponds to the theoretical interpretations of a test (Salvia et al., 2017). Evidence of validity includes evidence related to test content, internal structure, relationships between the test and other performances, convergent and discriminative relationships, and consequences of testing (AERA et al., 2014). While different experts use different terminology to describe these concepts, we chose to use Salvia et al.’s (2017) terms: (a) *content validity*, which includes evidence related to test content; (b) *criterion-related validity*, which includes evidence of the relationships between the test and other performances; (c) *construct validity*, which includes evidence related to internal structure; and (d) *expert validity*, which includes evidence related to how experts in the field view the test’s content validity. Each of these concepts is discussed below. Finally, we address the design specifications for Acadience Reading 7–8 in the section on content validity.

### Content Validity and Design Specifications

Content validity is the extent to which a test’s items represent the domain or area of skills that are to be measured. Evidence of content validity for Acadience Reading 7–8 is provided by a detailed description of the underlying rationale and the research base for the selection measures and content. Establishment of content validity for Acadience Reading 7–8 is based on the rationale underlying its research and development. That research rationale is based on the premise that an assessment of middle school content-area reading skills represent science, social studies, and prose content areas. In addition, such an assessment should (a) measure comprehension skills needed when reading middle school content-area materials, (b) be relatively brief and efficient, (c) be formatted within a process that mirrors the literacy experiences of middle school students, and (d) support teachers in their efforts to make instructional decisions based on the assessment.

Skills involved in reading comprehension at the middle school level fall into three main categories: (a) vocabulary knowledge (word level), (b) identifying details (sentence level), and (c) inference-making (passage level). The reading research on vocabulary is well documented. Vocabulary research indicates a strong, positive, reciprocal relationship between word knowledge and reading comprehension (Baumann, Kame’enui, & Ash, 2003). In terms of detail comprehension, literal questions are the most direct, basic type of question. However, students also need to be able to connect information from the current sentence being read to a previous sentence or to

put two pieces of related information together to gain understanding of the text (Landi & Perfetti, 2007). For example, “Maddy threw the bananas and strawberries into the blender. The smoothie felt cool as it slid down her throat.” The reader must make a connection or association that bananas and strawberries put into a blender can make a smoothie. At the passage level, students with good comprehension use inferences to help facilitate text understanding and to build an internal representation of text content (Graesser, Singer, & Trabasso, 1994). Finally, an additional component of comprehension is content purpose. Narvaez, van den Broek, and Ruiz (1999) reported that variability in text type influences the kinds of inferences that readers generate. That is, students read a prose passage differently than they read a more concept-dense science passage. By design, the three Acadience Reading 7–8 measures (Maze, Silent Reading, and Oral Reading) focus on these comprehension skills across the content areas of prose, science, and social studies.

Acadience Reading 7–8 measures are designed to briefly and efficiently assess content-area reading skills. The Acadience Reading 7–8 multiple-gating system potentially reduces the testing load for students. Each measure assesses comprehension in different ways through a series of *indicators*. This notion of comprehension being assessed by use of indicators is a critical one. Focusing on measuring indicators allows for a relatively efficient assessment that is reliable and valid for the purposes of identifying students who may need additional instructional support and monitoring.

The Gate 1 Maze comprehension indicator is used as an initial screening tool that assesses general reading skill. During Maze, the student is presented with three passages in which some words are replaced by a multiple-choice box that includes the original word and two distractors. The student reads each passage silently and selects the word in each box that best fits the meaning of the sentence. Each Maze passage has a 3-minute time limit. The Maze triad of passages takes 10–12 minutes to complete. The student’s Maze Total Adjusted Score is equated and used as the Gate 1 Score.

For students who score Below or Well Below Benchmark at Gate 1, an additional indicator, Silent Reading is administered. Silent Reading is a group-administered measure that assesses vocabulary, sentence comprehension (passage details), and inference. The student is presented with three passages and 30 multiple-choice questions (10 per passage) and is given 36 minutes to read the three passages silently and answer the questions. The multiple-choice questions cover passage vocabulary, details, and inference. The students’ Maze and SR scores are equated and averaged to create the Gate 2 Score.

Students whose Gate 2 Scores are Well Below Benchmark enter Gate 3 and are assessed individually with the OR measure. Oral Reading is an individually administered measure that assesses accurate and fluent reading of connected text and reading comprehension. Oral Reading is composed of three indicators: Correct Words Read, Accuracy, and Comprehension. During Oral Reading, the student is presented with three passages and given 90 seconds to read each passage out loud. After each passage, the student is asked to provide a brief recall of everything they can remember about the passage. Following the recall, the student is asked to define vocabulary from within the passage and answer two inference questions about the passage. An OR triad takes approximately 15–20 minutes to complete. The student’s OR scores (Correct Words Read, Accuracy, Comprehension) are equated and averaged with the equated Maze and SR scores to calculate the Gate 3 Score. By using a gating system, student testing time is tailored to student need and potentially reduced.

Acadience Reading 7–8 content represents the complex subject matter that students encounter during their middle school years. Determining passage topics began with an in-house team reviewing current middle school



science, social studies, and language arts textbooks. Members of the team gathered samples from each content area and completed an analysis of the main features found in the text. Features reviewed included sentence and word length, text complexity in terms of the complexity of the vocabulary, as well as inferential features of the text including cause and effect and figurative language. For each content area, a set of topics, passage titles, and potential vocabulary were created and approved. Passage authors followed strict protocols that included a rigorous process of readability analysis, passage appropriateness, and also a repeated review for factual accuracy. The final step was collection of expert validity data (for details, see Expert Validity section).

The final area of content validity is the need to support teachers in making instructional decisions. The goal is to gather enough information to know whether the student sufficiently comprehends grade-level content-area reading material. According to Cain and Oakhill (2012), comprehension assessment has greater potential to provide useful instructional information if the assessment covers a range of skills. As previously noted, Acadience Reading 7–8 measures different levels of comprehension, and through the gating procedures, assesses comprehension in different test formats. Each test format provides additional insight into the instructional needs of the individual student. For example, in a Trifactor Item Analysis of Silent Reading (Gray, Abbott, Good, & Powell-Smith, in review) distinct constructs across content areas (prose, science, social studies) and skills (vocabulary, details, inference) were found. These separate constructs increase the power and flexibility of school staff to refine intervention by content area and comprehension skill with potentially small targeted modifications to instruction. By focusing on support within general education settings as well as established supplemental and intervention support systems such as reading labs and special education, student academic support can be boosted across the instructional day (e.g. Korinth & Fiebach, 2018).

### **Criterion-Related Validity**

Criterion-related validity is the extent to which a test relates to other tests that measure the same or similar constructs. Two types of criterion-related validity are commonly described. Concurrent validity refers to how a student's performance on the test relates to a criterion measure of the same construct administered at the same time. Predictive validity refers to how a student's performance at one point in time predicts that student's performance on the criterion measure at a later point in time.

To examine the criterion-related validity of Acadience Reading 7–8, data were collected on 76 seventh- and 74 eighth-grade students in four school districts across the United States. These data were a part of the Acadience Reading 7–8 Benchmarks Study, and were collected during the 2017–2018 school year. The participating schools included students across a range of different ethnic groups and socioeconomic levels, including students who were English language learners. In addition to collecting all three benchmark measures for Acadience Reading 7–8, sites collected an external criterion measure, the Stanford Achievement Test Series, Tenth Edition (SAT10; Pearson, 2003). The SAT10 is a standardized, norm-referenced, timed achievement test. Students in this study completed the Advanced 1 vocabulary and reading comprehension sections which took 70 minutes. During the assessment, the students read passages and answered multiple choice questions.

A summary of the criterion validity (both predictive and concurrent) results is provided in *Table 8.2*. All correlations are statistically significant at the  $p < .05$  level. Correlation coefficients range from moderate to large. The strong concurrent validity coefficients indicate that Acadience Reading 7–8 is strongly related to performance on the SAT10 Reading scale. The predictive validity coefficients indicate that Acadience Reading 7–8 is an effective predictor of future reading performance and may be used to predict which students will have later reading difficulties.

Table 8.2 Summary of Acadience Reading 7–8 Validity

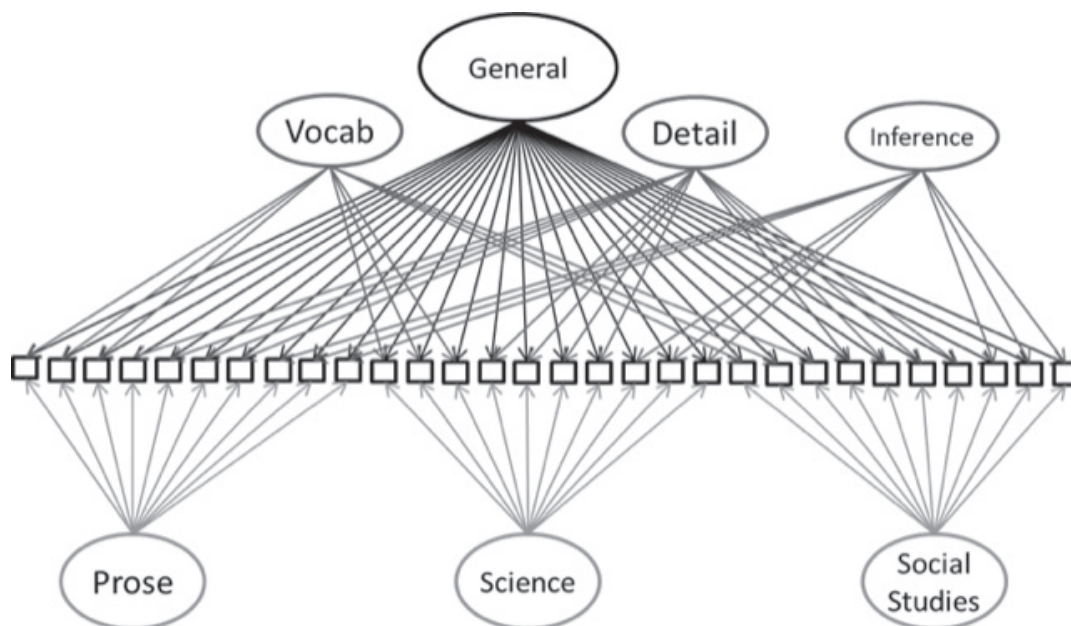
	Predictive Validity				Concurrent Validity	
	Grade 7		Grade 8		Grade 7	Grade 8
	BOY	MOY	BOY	MOY	EOY	EOY
<b>Maze</b>	.82	.80	.69	.72	.79	.73
<b>Silent Reading</b>	.79	.82	.60	.66	.86	.71
<b>Oral Reading</b>						
• Words Read	.55	.53	.57	.43	.62	.61
• Accuracy	.75	.53	.72	.54	.72	.72
• Comprehension	.75	.78	.79	.57	.72	.65

Note. BOY = beginning of year; MOY = middle of year; EOY = end of year.

### Construct Validity

Construct validity of a test is the extent to which a test measures a theoretical trait or characteristic and includes evidence of convergent and discriminant power and evidence of the consequences of testing. Acadience Reading 7–8 is designed to be used to make educational decisions about the student's need for instructional support in acquiring critical content-area reading skills. As such, the consequences of the assessment should result in accurate identification of students who need instructional support. Evidence of the construct validity for Acadience Reading 7–8 is demonstrated in the Trifactor Item Analysis of Silent Reading (Gray, Abbott, Good, & Powell-Smith, in review) in which distinct constructs across content areas (prose, science, social studies) and skills (vocabulary, details, inference) were found (see *Figure 8.1*). Additional support for the construct validity of Acadience Reading 7–8 is provided by the expert validity data collected for each passage.

Figure 8.1 A Trifactor Model of Acadience Reading 7–8 Silent Reading



## Expert Validity

As part of the development process for Acadience Reading 7–8, expert validity was collected on each passage. We selected content-area specialists who had extensive experience in teaching middle school/high school within the given content area. All experts had extensive teaching experience in their content area and were recently retired. One was an administrator at the time of her retirement.

Experts were asked to rate each passage for the appropriateness of (a) the topic for the grade, (b) passage content, and (c) level of content detail within the passage. Each expert provided a rating of 1 to indicate a satisfactory or 0 to indicate that the passage needed reexamination. Experts also provided comments to justify their ratings. Experts were encouraged to note any vocabulary, phrasing, or content that they believed might be inappropriate or confusing. Expert comments and their ratings were used to further refine passages prior to any further passage formatting and readability testing with students. Experts were given a gift card for providing feedback on the passages to thank them for their input.

In general, ratings were strong for the 126 passages reviewed by the experts. For *Appropriate Topic for Grade*, 125 of 126 were given a rating of 1. One expert review gave two passages a 0 rating. For both passages, the reviewer noted that the subject matter of these passages was too complicated to cover in one passage. Therefore, the content became too dense to be grade appropriate.

For the *Appropriate Content for Grade*, 124 of 126 passage were given a rating of 1. Comments on passages that failed to get a 1 rating revolved around passage accuracy. One reviewer again noted that although facts for two passages were accurate, due to the complexity of the passage content, the facts could be led to a too simplistic view of a complicated subject.

The final category was *Level of Detail for Content*, in which 122 of 126 passages received a rating of 1. Comments about passages that failed to receive a rating of 1 revolved around “wordsmithing.” Two of the experts provided detailed editing about how we might improve wording, phrasing, and sentences within the passages. Several suggestions were made about how the passage might be simplified to further narrow the topic. We reviewed every suggestion and modified some passages based on this valuable feedback.

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# Appendices

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Appendix A: Acadience Reading 7–8 Alignment to the Common Core State Standards in English Language Arts .....	<b>85</b>
Appendix B: Assessment Accuracy Checklists .....	<b>86</b>
Appendix C: Benchmarks and Gate Score Worksheets .....	<b>90</b>
Appendix D: Sample Statement and Letter .....	<b>105</b>

## Appendix A. Acadience Reading 7–8 Alignment to the Common Core State Standards in English Language Arts

### Acadience Reading 7–8 Alignment to the Common Core State Standards in English Language Arts

Grade Level	Strand	Substrand	Maze	SR	OR-Comp	OR-WC	OR-Acc
Seventh Grade	Literature	Key Ideas and Details		●	●		
		Craft and Structure		●	●		
		Integration of Knowledge and Ideas					
		Range of Reading and Level of Text Complexity	●	●	●	●	●
	Informational Text	Key Ideas and Details		●	●		
		Craft and Structure		●	●		
		Integration of Knowledge and Ideas		●	●		
		Range of Reading and Level of Text Complexity	●	●	●	●	●
	Language Use	Conventions of Standard English					
		Knowledge of Language	●	●	●	●	●
		Vocabulary Acquisitions and Use	●	●	●	●	●
Eighth Grade	Literature	Key Ideas and Details		●	●		
		Craft and Structure		●	●		
		Integration of Knowledge and Ideas					
		Range of Reading and Level of Text Complexity	●	●	●	●	●
	Informational Text	Key Ideas and Details		●	●		
		Craft and Structure		●	●		
		Integration of Knowledge and Ideas		●	●		
		Range of Reading and Level of Text Complexity	●	●	●	●	●
	Language Use	Conventions of Standard English					
		Knowledge of Language	●	●	●	●	●
		Vocabulary Acquisitions and Use	●	●	●	●	●
Seventh/ Eighth Grade	Social Studies	Key Ideas and Details		●	●		
		Craft and Structure		●	●		
		Integration of Knowledge and Ideas		●	●		
		Range of Reading and Level of Text Complexity	●	●	●	●	●
	Science	Key Ideas and Details		●	●		
		Craft and Structure		●	●		
		Integration of Knowledge and Ideas		●	●		
		Range of Reading and Level of Text Complexity	●	●	●	●	●

**Note:** SR = Silent Reading; OR-Comp = Oral Reading with Recall, Vocabulary, and Inference; OR-WC = Oral Reading Words Correct; OR-Acc = Oral Reading Accuracy



## Appendix B. Assessment Accuracy Checklists

### Maze Assessment Accuracy Checklist

Consistently	Needs practice	Does the assessor:
<input type="checkbox"/>	<input type="checkbox"/>	1. Make sure each student is handed the correct materials?
<input type="checkbox"/>	<input type="checkbox"/>	2. State standardized directions exactly as written?  <p><b><i>I am going to give you a worksheet. When you get your worksheet, please write your name at the top and put your pencil down.</i></b> Hand out the Maze worksheets. Make sure each student has the appropriate worksheet. If the worksheets are in a booklet, make sure each student's booklet is open to the correct worksheet.</p> <p>When all of the students are ready, say <b><i>You are going to read a story with some missing words. For each missing word there will be a box with three words. Circle the word that makes the most sense in the story.</i></b></p> <p><b><i>Look at Practice 1. The title of a map is the (pause) element, route, country (pause) that identifies its purpose. You should circle the word "element" because "element" makes the most sense. Listen. The title of a map is the element that identifies its purpose.</i></b></p> <p><b><i>Now it is your turn. Read Practice 2 silently. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. When you are done, put your pencil down.</i></b></p> <p>Allow up to 30 seconds for students to complete the example and put their pencils down. If necessary, after 30 seconds say <b><i>Put your pencil down.</i></b></p> <p>As soon as all students have their pencils down, say <b><i>Listen. The purpose of a map might be to (pause) live, include, show (pause) streets in a city or hiking trails in a park. You should have circled the word "show" because "show" makes the most sense in the story. Listen. The purpose of a map might be to show streets in a city or hiking trails in a park.</i></b></p> <p><b><i>When I say "begin," turn the page over and start reading the story silently. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. Ready? Begin.</i></b></p> <p>(Second and third passage). <b><i>Now turn to the next passage and circle the word that makes the most sense. Ready? Begin.</i></b></p>
<input type="checkbox"/>	<input type="checkbox"/>	3. Start the timer after saying <b><i>Begin?</i></b>
<input type="checkbox"/>	<input type="checkbox"/>	4. Use reminder procedures correctly and appropriately?
<input type="checkbox"/>	<input type="checkbox"/>	5. At the end of 3 minutes, say <b><i>Stop. Put your pencil down?</i></b>
<input type="checkbox"/>	<input type="checkbox"/>	6. Use the scoring key correctly?
<input type="checkbox"/>	<input type="checkbox"/>	7. Calculate the number of correct and incorrect responses accurately?
<input type="checkbox"/>	<input type="checkbox"/>	8. Correctly record the number of correct and incorrect responses on the lines provided for each passage?
<input type="checkbox"/>	<input type="checkbox"/>	9. Correctly record the number of correct and incorrect responses in the score chart (located either on the front cover or on the first page of the scoring booklet)?

## Silent Reading Assessment Accuracy Checklist

Consistently	Needs practice	Does the assessor:
<input type="checkbox"/>	<input type="checkbox"/>	1. Make sure each student is handed the correct materials?
<input type="checkbox"/>	<input type="checkbox"/>	2. State standardized directions exactly as written?  <p><b>You should have an Student Materials Booklet and a Student Response Sheet Booklet. Please raise your hand if you do not have both of these items. This is important. You will write only on the Student Response Sheet.</b> (Hold up the Response Sheet Booklet and Student Materials Booklet and show them to the students).</p> <p><b>Please write the date, your school, your grade, and your name on the Student Response Sheet.</b> Pause for up to 30 seconds for students to write the information on the Student Response Sheet.</p> <p>After the students have filled out the information on the Student Response Sheet, say the following: <b>Look at the Student Materials Booklet. You are going to read three passages to yourself. Please do your best reading. After reading each passage, you will answer some questions by filling in the correct bubble on your Student Response Sheet.</b></p> <p><b>Look at the sample. Most weeks of the school year, the first day of the school week is: A) Friday, B) Monday, C) Wednesday, or D) Sunday. The first day of the school week is Monday so answer B is the correct answer. Find the sample item on your Response Sheet</b> (hold up Response Sheet and point to the sample item) <b>and fill in answer B for the sample.</b></p> <p>(Pause to make sure that everyone has filled in answer B on the sample item).</p> <p><b>You will have up to 36 minutes to read the three passages and answer the multiple-choice questions. If you finish reading the passages and answering the questions before I say “Stop,” close your booklets and bring them to me. Then return to your seat and quietly work on homework or read.</b></p> <p><b>Turn the page to Passage 1 in your Student Materials Booklet.</b></p> <p>(Pause to make sure that everyone has turned the page to Passage 1).</p> <p><b>Start reading silently when I say begin. Ready, begin.</b></p>
<input type="checkbox"/>	<input type="checkbox"/>	3. Start the timer after saying <b>Begin</b> ?
<input type="checkbox"/>	<input type="checkbox"/>	4. Use reminder procedures correctly and appropriately?
<input type="checkbox"/>	<input type="checkbox"/>	5. After 12 minutes, ask students who have not completed the first passage to please move to the second passage? After 24 minutes, ask students who have not completed Passage 2 to move forward to Passage 3?
<input type="checkbox"/>	<input type="checkbox"/>	6. At the end of 36 minutes, if not all of the students have finished the assessment, say <b>Stop. Put your pencils down and bring your assessment to me?</b>
<input type="checkbox"/>	<input type="checkbox"/>	7. Use the scoring key and scoring procedures correctly?
<input type="checkbox"/>	<input type="checkbox"/>	8. Calculate the number of correct responses for each passage accurately?
<input type="checkbox"/>	<input type="checkbox"/>	9. Record the number of correct responses for each passage on the lines provided?
<input type="checkbox"/>	<input type="checkbox"/>	10. Accurately add the scores from the three passages to determine the triad total?
<input type="checkbox"/>	<input type="checkbox"/>	11. Record the triad total on the line provided?

## Oral Reading Assessment Accuracy Checklist

Consistently	Needs practice	Does the assessor:
<input type="checkbox"/>	<input type="checkbox"/>	1. Position materials so that student cannot see what is being recorded?
<input type="checkbox"/>	<input type="checkbox"/>	2. State standardized directions exactly as written prior to the student's reading of the passage? <i>I would like you to read a passage to me. Please do your best reading and read for meaning. If you do not know a word, I will read the word for you. Keep reading until I say "Stop." Be ready to tell me all about the passage when you finish.</i> (Place the passage in front of the student.) Begin testing. <b>Put your finger under the first word</b> (point to the first word of the passage). <b>Ready, begin.</b> Begin testing (2nd and 3rd passages). <b>Now read this story to me. Please do your best reading. Ready, begin.</b>
<input type="checkbox"/>	<input type="checkbox"/>	3. Start the timer when the student reads the first word of the passage?
<input type="checkbox"/>	<input type="checkbox"/>	4. Score student responses correctly according to the scoring rules?
<input type="checkbox"/>	<input type="checkbox"/>	5. Use reminder procedures correctly and appropriately?
<input type="checkbox"/>	<input type="checkbox"/>	6. Say the word and put a slash over it if the student fails to say it correctly within 3 seconds?
<input type="checkbox"/>	<input type="checkbox"/>	7. Write "sc" above a previously slashed word if the student self-corrects within 3 seconds?
<input type="checkbox"/>	<input type="checkbox"/>	8. Discontinue if the student does not read any words correctly in the first row of the passage?
<input type="checkbox"/>	<input type="checkbox"/>	9. Place a bracket ( ] ) after the last word the student read before the 90 seconds ran out and tell the student to stop?
<input type="checkbox"/>	<input type="checkbox"/>	10. Discontinue if fewer than 10 words are read correctly on the first passage?
<input type="checkbox"/>	<input type="checkbox"/>	11. State standardized directions for the Recall + Passage-Specific Knowledge comprehension section exactly as written? <b>Now tell me as much as you can about the passage you just read. Ready, begin.</b> (Sets stopwatch for 60 seconds.)
<input type="checkbox"/>	<input type="checkbox"/>	12. Use Recall + Passage-Specific Knowledge reminder and discontinue procedures correctly and appropriately?
<input type="checkbox"/>	<input type="checkbox"/>	13. Score student responses for the Passage-specific Knowledge section correctly according to the scoring rules?
<input type="checkbox"/>	<input type="checkbox"/>	14. Ask corresponding Passage-Specific Knowledge questions if the student did not mention either the key concept or detail during the Recall?
<input type="checkbox"/>	<input type="checkbox"/>	15. State the standardized directions for the Vocabulary section exactly as written? <b>What is the meaning of the word _____ in the passage?</b>

**Oral Reading Assessment Accuracy Checklist, continued**

Consistently	Needs practice	Does the assessor:
<input type="checkbox"/>	<input type="checkbox"/>	16. Score student responses for the Vocabulary section correctly according to the scoring rules?
<input type="checkbox"/>	<input type="checkbox"/>	17. Use Vocabulary reminder procedures correctly and appropriately?
<input type="checkbox"/>	<input type="checkbox"/>	18. State the standardized directions for the Inference section? <b><i>Now, I am going to ask you a few more questions. As you answer the questions, please be sure to justify your answer.</i></b>
<input type="checkbox"/>	<input type="checkbox"/>	19. Use Inference reminder procedures correctly and appropriately?
<input type="checkbox"/>	<input type="checkbox"/>	20. Score student responses for the Inference section correctly according to the scoring rules?
<input type="checkbox"/>	<input type="checkbox"/>	21. Correctly calculate the total number of words read and record it on the scoring page?
<input type="checkbox"/>	<input type="checkbox"/>	22. Correctly add the number of errors and record it on the scoring page?
<input type="checkbox"/>	<input type="checkbox"/>	23. Correctly total the three comprehension sections and record it on the scoring page?
<input type="checkbox"/>	<input type="checkbox"/>	24. Correctly record scores on the front cover of the scoring chart?



# Benchmarks and Gate Score Worksheets

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Acadience Reading 7–8 provides two types of scores at each benchmark assessment period: (a) a total score for each individual measure and (b) gate scores. 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 7–8 *benchmarks* are empirically derived, criterion-referenced target scores that represent adequate content-area reading skills for a particular grade and time of year. Benchmarks and cut points for risk are provided for the individual Acadience Reading 7–8 measures and the gate scores.

A *benchmark* indicates a level of skill at which students are likely to score at or above the 40th percentile on any high-quality reading assessment and achieve the next Acadience Reading 7–8 benchmark or content-area 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 content-area reading outcomes.

Conversely, the *cut points for risk* indicate a level of skill below which students are unlikely to achieve subsequent content-area 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 7–8 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 7–8 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 content-area 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 content-area reading benchmarks is approximately 40% to 60%. 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 content-area 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,
- remediating foundational skills in the instructional hierarchy that may be difficult,
- presenting smaller skill steps in the instructional hierarchy,
- providing more explicit modeling and instruction, and/or
- providing greater scaffolding and practice.

Because students needing intensive support are likely to have individual and sometimes unique needs, we recommend monitoring their progress more frequently and, based on progress monitoring results, modifying interventions to ensure adequate progress. See the *Acadience Reading 7–8 Assessment Manual* for additional information about progress monitoring with Acadience Reading 7–8.

Table 1 summarizes the interpretations of each benchmark status and provides descriptions for the likely need for support for each benchmark status. It is important to note that while there is an overall likelihood of achieving subsequent content-area reading outcomes for each benchmark status, 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 Content-Area Reading Benchmarks	Benchmark Status	What It Means
>99%	<b>At or Above Benchmark</b> <i>overall likelihood of achieving subsequent content-area reading benchmarks:</i> 80% to 90%	For students with scores in this range, the odds are in favor of achieving subsequent content-area reading benchmarks. The higher above the benchmark, the better the odds.
95%		These students likely need effective core instruction to meet subsequent content-area reading benchmarks. Some students may require monitoring and strategic support on specific component skills as needed, while other students may benefit from instruction on more advanced skills.
90%		
80%		
70%		
60%	<b>Below Benchmark</b> <i>overall likelihood of achieving subsequent content-area reading benchmarks:</i> 40% to 60%	For students with scores in this range, the overall odds of achieving subsequent content-area 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.
55%		In order to meet subsequent content-area reading benchmarks, these students likely need core instruction coupled with strategic support targeted to their individual needs. 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.
50%		
45%		
40%		
30%	<b>Well Below Benchmark</b> <i>overall likelihood of achieving subsequent content-area reading benchmarks:</i> 10% to 20%	For students with scores in this range, the overall odds of achieving subsequent content-area reading benchmarks are low.
20%		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.
10%		
<5%		



## Development of Benchmarks

The benchmarks and cut points for risk summarized in this document are based on research that examined the predictive probability of a score on an Acadience Reading 7–8 measure at a particular point in time, compared to later Acadience Reading 7–8 measures and external measures of reading proficiency and achievement. Two outcome criteria were used to develop and evaluate the benchmarks and cut points for risk: (a) the Stanford Achievement Test Series, Tenth Edition–Total Reading score (SAT10; Pearson, 2003); and (b) scores from Acadience Reading 7–8 measures administered at subsequent benchmark assessment time points. The 40th percentile on the SAT10 assessment was used as an indicator that the students had adequate reading skills for their grade. When the Acadience Reading 7–8 measures were used as a criterion, benchmarks were based on the prediction of subsequent benchmark status. For instance, the middle-of-year benchmarks were based on the prediction of end-of-year benchmark status. The exception was when the Acadience Reading outcome was from the beginning of grade 9, where the 40th percentile on Maze was used as the criterion.

Benchmarks and cut points for risk were determined by finding the scores on Acadience Reading 7–8 measures that corresponded to the above criteria across two data sets. The goal was to select a benchmark and cut point for risk for each measure so that students who were in the At or Above Benchmark category had a high probability of meeting later benchmarks. Students in the Below Benchmark category had about a 50-50 likelihood of reaching later benchmarks, and students who were in the Well Below Benchmark category were unlikely to meet later benchmarks. In addition, logistic regression curves for predicting whether or not students would meet later benchmarks were constructed. Logistic regression allows us to examine point estimates of the probabilities of meeting later benchmarks. Benchmarks were chosen so that a student who scored exactly at the benchmark had approximately a 60% probability or likelihood of meeting later benchmarks. The cut point for risk was chosen so that students who scored exactly at the cut point had approximately a 40% probability or likelihood of meeting later benchmarks. The final consideration for selecting benchmarks and cut points for risk concerned the marginal percentages. Ideally, a student is described as performing in a benchmark category as a result of reading skill, not artifacts of the test. To this end, benchmarks were chosen so that approximately the same proportion of students were described as At or Above Benchmark at the beginning and end of each time period. For example, if 60% of students were At or Above Benchmark at the end of year, we aimed for 60% of students to be At or Above Benchmark at the middle of year.

One sample utilized the SAT10 Total Reading score as the criterion of interest, and the other sample utilized performance on later Acadience Reading 7–8 measures as the criterion. Data in the first sample were collected in a study conducted during the 2017–2018 school year. Participating students were administered Acadience Reading 7–8 during all three benchmark periods (i.e., beginning of year, middle of year, and end of year) in addition to the SAT10 at the end of the school year. Participants in this study were 150 students across grades 7 and 8 from four schools in four states representing the Pacific, West North Central, and East North Central census regions. The study included students across different levels of reading skill. The data in the second sample were exported from Acadience Data Management and included 84,442 students from 399 schools, within 259 districts, in 42 US States representing every US census region. Additionally, data were collected from 11 districts outside the United States in Canada, Australia, and the United Kingdom. Data were collected and entered into Acadience Data Management by school personnel at three benchmark assessment time points (i.e., beginning of year, middle of year, and end of year) during the 2015–2016, 2016–2017, 2017–2018, 2018–2019, and 2019–2020 school years.

**Discussion.** We chose benchmarks and cut points for risk that adhered to a balance of the above standards. In some cases, the new benchmarks are higher than the previous, preliminary benchmarks for Acadience Reading 7–8. The increase was necessary for a valid interpretation of the benchmarks and cut points for risk. A benchmark that is set too low means that students who are At or Above Benchmark will have a lower probability of meeting later benchmarks than is necessary to say a student is on track. Raising the benchmarks ensures that the students who meet this criterion are on track to meet later outcomes.

Ensuring that benchmarks and cut points for risk maintain their desired interpretation also meant that occasionally later benchmarks and cut points for risk were set lower than earlier benchmark assessments. One potential reason for this result is that reading skills tend to plateau in upper grades. As this happens, performance on assessments tends to level off. Without linear growth in reading skills, benchmarks and cut points for risk will also tend to not display linear increases over time. Maintaining the interpretation of each benchmark category was the first priority in setting the benchmarks and cut points for risk, and this interpretation sometimes necessitated setting benchmarks that decreased from earlier to later time points.



## Gate Scores and Gating Procedures

Benchmark assessment with Acadience Reading 7–8 is conducted within a multiple-gating system. This system allows students to be assessed three times per year so that students who may be at risk can be identified throughout the school year. At the same time, the multiple-gating process minimizes assessment time and reduces the number of students who are assessed individually.

Students' gate scores are calculated based upon the triad total scores from each administered measure. Triad scores are based on a science, social studies, and prose passage. First, the total scores are equated to have approximately the same standard deviation as Oral Reading Total Words Correct (i.e., the triad total). Then, a gate score is computed as the average of the equated scores across measures, enabling an equally weighted average of measures.

An overview of the gating procedures is provided below and illustrated in *Figure 1*. The gating procedures with a specific student example are shown in *Figure 2*. Additional information about gating procedures can be found in the *Acadience Reading 7–8 Assessment Manual*. Acadience Learning Online ([alo.acadiencelearning.org](http://alo.acadiencelearning.org)) will automatically calculate the gate scores for you. Worksheets for calculating students' gate scores by hand are available at the end of this document.

**Gate 1.** In Gate 1, Maze is administered to all students. The Maze Total Adjusted Score is equated and used as the Gate 1 Score. Typically, students whose Gate 1 Scores are At or Above Benchmark are not assessed until the next scheduled benchmark. Students whose Gate 1 Scores are Below Benchmark or Well Below Benchmark enter Gate 2 and are assessed with the group-administered Silent Reading measure.

**Gate 2.** Students who enter Gate 2 are administered Silent Reading. Their Maze and Silent Reading equated scores are averaged to create a Gate 2 Score. Typically, students who score At or Above Benchmark at Gate 2 are not assessed until the next scheduled benchmark. Core support, with differentiation as needed, is recommended. For students whose gate scores are near the benchmark, strategic support on specific component skills and progress monitoring may be needed. The instructional recommendation for students who are Below Benchmark at Gate 2 is strategic support. A progress monitoring schedule can be set up if needed as described in the *Acadience Reading 7–8 Assessment Manual*. Students whose Gate 2 Scores are Well Below Benchmark enter Gate 3 and are assessed individually with the Oral Reading measure.

**Gate 3.** Students who move to Gate 3 are administered Oral Reading. Although Oral Reading is administered individually and requires the most time to administer, it provides important additional information about the student's reading fluency, accuracy, and comprehension skills. The student's Oral Reading scores are equated and averaged with the Maze and Silent Reading equated scores to calculate the Gate 3 Score. Students who score At or Above Benchmark at Gate 3 may not need any additional assessment and core support is recommended. Note, it would be unusual for a student to score At or Above Benchmark at Gate 3 because they have already demonstrated difficulty in Gates 1 and 2. In fact, this would be such an unusual pattern that we recommend validating the student's Maze, Silent Reading, and Oral Reading scores. For students whose Gate 3 Scores are Below Benchmark, strategic, targeted support is recommended. Further evaluation with Acadience Reading Survey to determine instructional level can be considered, and additional information from Acadience Reading Diagnostic may be helpful in guiding appropriate next steps for instruction. For students who score Well Below Benchmark on the Gate 3 Score, intensive instructional support is recommended. Additionally, information from Acadience Reading Survey and Acadience Reading Diagnostic may be helpful in guiding appropriate steps for instruction and progress monitoring.

One effect of the gating system is that students who enter Gates 2 and/or 3 and are assessed with Silent Reading and perhaps Oral Reading tend to have lower levels of reading skills. In order to develop benchmarks consistent with the logic described above, it was necessary to account for the non-randomness of the observed data. Cases were post-stratified to give more weight to higher achieving students, since they would be underrepresented in Gates 2 and 3. Without this weighting, conditional probabilities would represent the odds of achieving later reading benchmarks given Below Benchmark scores on Gate 1. With weighting, the benchmarks more accurately reflect the probabilities of achieving later reading outcomes based on a given measure.

Figure 1. Acadience Reading 7–8 Gating Procedures

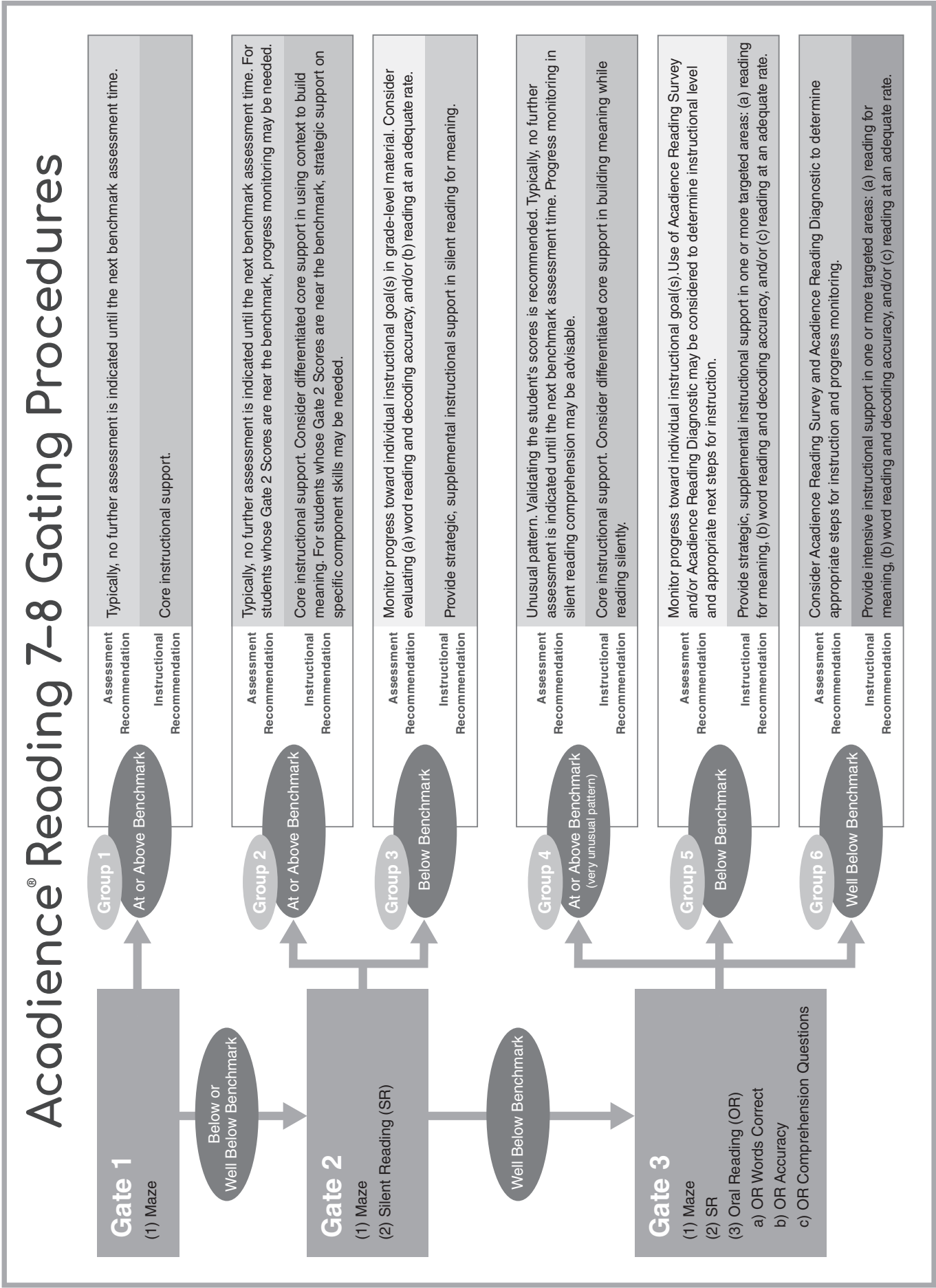
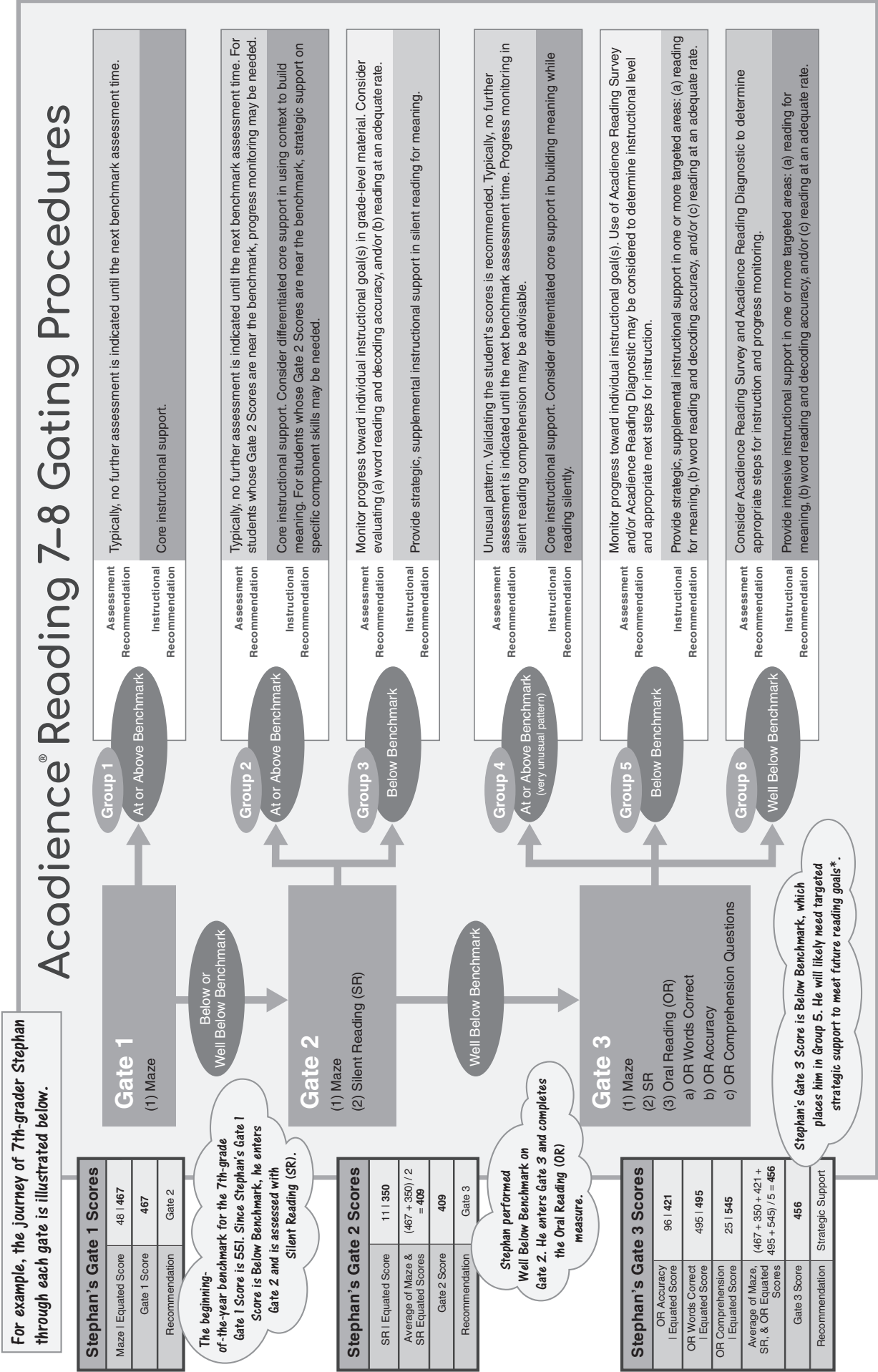


Figure 2. Acadience Reading 7–8 Gating Procedures with Student Example



## Seventh Grade Benchmarks and Cut Points for Risk

Measure or Gate	Benchmark Status	Likely Need for Support or Gate	Beginning of Year	Middle of Year	End of Year
Maze	At or Above Benchmark	Core	<b>62 +</b>	<b>64 +</b>	<b>70 +</b>
	Below Benchmark	Strategic	45 - 61	45 - 63	50 - 69
	Well Below Benchmark	Intensive	0 - 44	0 - 44	0 - 49
Silent Reading	At or Above Benchmark	Core	<b>19 +</b>	<b>21 +</b>	<b>20 +</b>
	Below Benchmark	Strategic	14 - 18	17 - 20	16 - 19
	Well Below Benchmark	Intensive	0 - 13	0 - 16	0 - 15
Oral Reading Words Correct	At or Above Benchmark	Core	<b>525 +</b>	<b>571 +</b>	<b>591 +</b>
	Below Benchmark	Strategic	407 - 524	469 - 570	497 - 590
	Well Below Benchmark	Intensive	0 - 406	0 - 468	0 - 496
Oral Reading Accuracy	At or Above Benchmark	Core	<b>97 +</b>	<b>98 +</b>	<b>98 +</b>
	Below Benchmark	Strategic	96	97	97
	Well Below Benchmark	Intensive	0 - 95	0 - 96	0 - 96
Oral Reading Comprehension	At or Above Benchmark	Core	<b>27 +</b>	<b>32 +</b>	<b>32 +</b>
	Below Benchmark	Strategic	17 - 26	23 - 31	23 - 31
	Well Below Benchmark	Intensive	0 - 16	0 - 22	0 - 22
Gate 1	At or Above Benchmark	Core	<b>551 +</b>	<b>563 +</b>	<b>599 +</b>
	Below Benchmark	Gate 2	449 - 550	449 - 562	479 - 598
	Well Below Benchmark	Gate 2	0 - 448	0 - 448	0 - 478
Gate 2	At or Above Benchmark	Core	<b>562 +</b>	<b>597 +</b>	<b>601 +</b>
	Below Benchmark	Strategic	441 - 561	483 - 596	485 - 600
	Well Below Benchmark	Gate 3	0 - 440	0 - 482	0 - 484
Gate 3	At or Above Benchmark	Core*	<b>557 +</b>	<b>598 +</b>	<b>602 +</b>
	Below Benchmark	Strategic	429 - 556	489 - 597	496 - 601
	Well Below Benchmark	Intensive**	0 - 428	0 - 488	0 - 495

The benchmark is the number that is **bold**. The cut point for risk is the number that is *italicized*. Benchmarks for the measures are applied to the triad total.

\*Unusual pattern. Validate the student's scores.

\*\*Consider Acadience Reading Survey and/or Acadience Reading Diagnostic.

## Eighth Grade Benchmarks and Cut Points for Risk

Measure or Gate	Benchmark Status	Likely Need for Support or Gate	Beginning of Year	Middle of Year	End of Year
Maze	At or Above Benchmark	Core	<b>70 +</b>	<b>79 +</b>	<b>85 +</b>
	Below Benchmark	Strategic	<i>51 - 69</i>	<i>59 - 78</i>	<i>70 - 84</i>
	Well Below Benchmark	Intensive	<i>0 - 50</i>	<i>0 - 58</i>	<i>0 - 69</i>
Silent Reading	At or Above Benchmark	Core	<b>21 +</b>	<b>21 +</b>	<b>19 +</b>
	Below Benchmark	Strategic	<i>16 - 20</i>	<i>17 - 20</i>	<i>15 - 18</i>
	Well Below Benchmark	Intensive	<i>0 - 15</i>	<i>0 - 16</i>	<i>0 - 14</i>
Oral Reading Words Correct	At or Above Benchmark	Core	<b>579 +</b>	<b>601 +</b>	<b>630 +</b>
	Below Benchmark	Strategic	<i>483 - 578</i>	<i>504 - 600</i>	<i>512 - 629</i>
	Well Below Benchmark	Intensive	<i>0 - 482</i>	<i>0 - 503</i>	<i>0 - 511</i>
Oral Reading Accuracy	At or Above Benchmark	Core	<b>98 +</b>	<b>98 +</b>	<b>99 +</b>
	Below Benchmark	Strategic	<i>97</i>	<i>97</i>	<i>98</i>
	Well Below Benchmark	Intensive	<i>0 - 96</i>	<i>0 - 96</i>	<i>0 - 97</i>
Oral Reading Comprehension	At or Above Benchmark	Core	<b>28 +</b>	<b>29 +</b>	<b>30 +</b>
	Below Benchmark	Strategic	<i>20 - 27</i>	<i>21 - 28</i>	<i>23 - 29</i>
	Well Below Benchmark	Intensive	<i>0 - 19</i>	<i>0 - 20</i>	<i>0 - 22</i>
Gate 1	At or Above Benchmark	Core	<b>569 +</b>	<b>614 +</b>	<b>644 +</b>
	Below Benchmark	Gate 2	<i>474 - 568</i>	<i>514 - 613</i>	<i>569 - 663</i>
	Well Below Benchmark	Gate 2	<i>0 - 473</i>	<i>0 - 513</i>	<i>0 - 568</i>
Gate 2	At or Above Benchmark	Core	<b>591 +</b>	<b>614 +</b>	<b>623 +</b>
	Below Benchmark	Strategic	<i>484 - 590</i>	<i>518 - 613</i>	<i>517 - 622</i>
	Well Below Benchmark	Gate 3	<i>0 - 483</i>	<i>0 - 517</i>	<i>0 - 516</i>
Gate 3	At or Above Benchmark	Core*	<b>591 +</b>	<b>607 +</b>	<b>643 +</b>
	Below Benchmark	Strategic	<i>484 - 590</i>	<i>505 - 606</i>	<i>533 - 642</i>
	Well Below Benchmark	Intensive**	<i>0 - 483</i>	<i>0 - 504</i>	<i>0 - 532</i>

The benchmark is the number that is **bold**. The cut point for risk is the number that is *italicized*. Benchmarks for the measures are applied to the triad total.

\*Unusual pattern. Validate the student's scores.

\*\*Consider Acadience Reading Survey and/or Acadience Reading Diagnostic.

### Seventh Grade Percentage of Students Who Meet Later Outcomes on Gate 1 Based on Benchmark Status on Individual Acadience Reading 7–8 Measures and Gates

Measure or Gate	Benchmark Status	Percentage of Students At or Above Benchmark on Middle-of-Year Gate 1 Score Based on Beginning-of-Year Status	Percentage of Students At or Above Benchmark on End-of-Year Gate 1 Score Based on Beginning-of-Year Status
Maze	At or Above Benchmark	88%	86%
	Below Benchmark	33%	36%
	Well Below Benchmark	5%	3%
Silent Reading	At or Above Benchmark	80%	83%
	Below Benchmark	36%	38%
	Well Below Benchmark	11%	9%
Oral Reading Words Correct	At or Above Benchmark	77%	75%
	Below Benchmark	24%	34%
	Well Below Benchmark	9%	15%
Oral Reading Accuracy	At or Above Benchmark	63%	69%
	Below Benchmark	32%	36%
	Well Below Benchmark	22%	13%
Oral Reading Comprehension	At or Above Benchmark	70%	74%
	Below Benchmark	32%	31%
	Well Below Benchmark	13%	12%
Gate 1	At or Above Benchmark	88%	86%
	Below Benchmark	33%	36%
	Well Below Benchmark	5%	3%
Gate 2	At or Above Benchmark	86%	84%
	Below Benchmark	30%	28%
	Well Below Benchmark	6%	2%
Gate 3	At or Above Benchmark	89%	83%
	Below Benchmark	39%	29%
	Well Below Benchmark	9%	3%

*Note.* This table shows the percent of students that are on track at Gate 1 at the middle and end of the year based on the student's Acadience Reading 7–8 score at the beginning and middle of the year. N = 37,007 students who had Acadience Reading 7–8 data for the 2015–2016, 2016–2017, 2017–2018, 2018–2019, and/or 2019–2020 school years. Data exported from Acadience Data Management.



### Eighth Grade Percentage of Students Who Meet Later Outcomes on Gate 1 Based on Benchmark Status on Individual Acadience Reading 7–8 Measures and Gates

Measure or Gate	Benchmark Status	Percentage of Students At or Above Benchmark on Middle-of-Year Gate 1 Score Based on Beginning-of-Year Status	Percentage of Students At or Above Benchmark on End-of-Year Gate 1 Score Based on Beginning-of-Year Status
Maze	At or Above Benchmark	89%	88%
	Below Benchmark	34%	28%
	Well Below Benchmark	5%	4%
Silent Reading	At or Above Benchmark	79%	76%
	Below Benchmark	43%	39%
	Well Below Benchmark	14%	13%
Oral Reading Words Correct	At or Above Benchmark	76%	75%
	Below Benchmark	35%	36%
	Well Below Benchmark	10%	15%
Oral Reading Accuracy	At or Above Benchmark	67%	65%
	Below Benchmark	31%	34%
	Well Below Benchmark	20%	19%
Oral Reading Comprehension	At or Above Benchmark	70%	73%
	Below Benchmark	39%	43%
	Well Below Benchmark	21%	18%
Gate 1	At or Above Benchmark	89%	88%
	Below Benchmark	34%	28%
	Well Below Benchmark	5%	4%
Gate 2	At or Above Benchmark	85%	83%
	Below Benchmark	34%	30%
	Well Below Benchmark	7%	5%
Gate 3	At or Above Benchmark	85%	80%
	Below Benchmark	36%	35%
	Well Below Benchmark	5%	4%

*Note.* This table shows the percent of students that are on track at Gate 1 at the middle and end of the year based on the student's Acadience Reading 7–8 score at the beginning and middle of the year. N = 30,701 students who had Acadience Reading 7–8 data for the 2015–2016, 2016–2017, 2017–2018, 2018–2019, and/or 2019–2020 school years. Data exported from Acadience Data Management.

### Seventh Grade Percentage of Students Who Meet Later Outcomes on the SAT10 Reading Score Based on Benchmark Status on Individual Acadience Reading 7–8 Measures and Gate Scores

Measure or Gate	Benchmark Status	Percentage of Students Showing Adequate Skill on SAT10 Reading Score Based on Beginning-of-Year Status	Percentage of Students Showing Adequate Skill on SAT10 Reading Score Based on Middle-of-Year Status	Percentage of Students Showing Adequate Skill on SAT10 Reading Score Based on End-of-Year Status
Maze	At or Above Benchmark	86%	91%	92%
	Below Benchmark	50%	35%	36%
	Well Below Benchmark	6%	15%	5%
Silent Reading	At or Above Benchmark			85%
	Below Benchmark			30%
	Well Below Benchmark			5%
Oral Reading Words Correct	At or Above Benchmark			81%
	Below Benchmark			30%
	Well Below Benchmark			16%
Oral Reading Accuracy	At or Above Benchmark			81%
	Below Benchmark			24%
	Well Below Benchmark			13%
Oral Reading Comprehension	At or Above Benchmark			84%
	Below Benchmark			50%
	Well Below Benchmark			6%
Gate 1	At or Above Benchmark	86%	91%	92%
	Below Benchmark	50%	35%	36%
	Well Below Benchmark	6%	15%	5%
Gate 2	At or Above Benchmark			88%
	Below Benchmark			40%
	Well Below Benchmark			5%
Gate 3	At or Above Benchmark			90%
	Below Benchmark			25%
	Well Below Benchmark			0%

*Note.* This table shows the likelihood of being on track on the SAT10 assessment at the end of the year, based on the student's individual beginning-, middle-, and end-of-year Acadience Reading 7–8 benchmark status. The 40th percentile for the SAT10 assessment was used to indicate whether the student was on track. N = 76 students. The SAT10 data were collected during the 2017–2018 school year. Silent and Oral Reading were not examined at the beginning and middle of year due to an insufficient sample size.



### **Eighth Grade Percentage of Students Who Meet Later Outcomes on the SAT10 Reading Score Based on Benchmark Status on Individual Acadience Reading 7–8 Measures and Gate Scores**

<b>Measure or Gate</b>	<b>Benchmark Status</b>	<b>Percentage of Students Showing Adequate Skill on SAT10 Reading Score Based on Beginning-of-Year Status</b>	<b>Percentage of Students Showing Adequate Skill on SAT10 Reading Score Based on Middle-of-Year Status</b>	<b>Percentage of Students Showing Adequate Skill on SAT10 Reading Score Based on End-of-Year Status</b>
Maze	At or Above Benchmark	78%	83%	81%
	Below Benchmark	54%	50%	54%
	Well Below Benchmark	14%	31%	30%
Silent Reading	At or Above Benchmark			88%
	Below Benchmark			30%
	Well Below Benchmark			27%
Oral Reading Words Correct	At or Above Benchmark			80%
	Below Benchmark			67%
	Well Below Benchmark			11%
Oral Reading Accuracy	At or Above Benchmark			80%
	Below Benchmark			62%
	Well Below Benchmark			11%
Oral Reading Comprehension	At or Above Benchmark			95%
	Below Benchmark			33%
	Well Below Benchmark			28%
Gate 1	At or Above Benchmark	78%	83%	81%
	Below Benchmark	54%	50%	54%
	Well Below Benchmark	14%	31%	30%
Gate 2	At or Above Benchmark			92%
	Below Benchmark			47%
	Well Below Benchmark			20%
Gate 3	At or Above Benchmark			89%
	Below Benchmark			53%
	Well Below Benchmark			15%

*Note.* This table shows the likelihood of being on track on the SAT10 assessment at the end of the year, based on the student's individual beginning-, middle-, and end-of-year Acadience Reading 7–8 benchmark status. The 40th percentile for the SAT10 assessment was used to indicate whether the student was on track. N = 74 students. The SAT10 data were collected during the 2017–2018 school year. Silent and Oral Reading were not examined at the beginning and middle of year due to an insufficient sample size.

## Percentage of Students Who Met Outcomes at the Beginning of the Following Year

Measure or Gate	End-of-Year Benchmark Status	Likelihood of Begin on Track at Gate 1 at Beginning of Following Year	
		Grade 7	Grade 8
Maze	At or Above Benchmark	88%	85%
	Below Benchmark	30%	30%
	Well Below Benchmark	3%	8%
Silent Reading	At or Above Benchmark	79%	92%
	Below Benchmark	37%	46%
	Well Below Benchmark	12%	8%
Oral Reading Words Correct	At or Above Benchmark	80%	82%
	Below Benchmark	34%	31%
	Well Below Benchmark	8%	6%
Oral Reading Accuracy	At or Above Benchmark	94%	74%
	Below Benchmark	64%	39%
	Well Below Benchmark	25%	18%
Oral Reading Comprehension	At or Above Benchmark	77%	77%
	Below Benchmark	46%	39%
	Well Below Benchmark	18%	13%
Gate 1	At or Above Benchmark	88%	85%
	Below Benchmark	30%	30%
	Well Below Benchmark	3%	8%
Gate 2	At or Above Benchmark	87%	87%
	Below Benchmark	32%	32%
	Well Below Benchmark	5%	8%
Gate 3	At or Above Benchmark	86%	84%
	Below Benchmark	24%	42%
	Well Below Benchmark	2%	8%

*Note.* This table shows the percent of students that meet or exceed the 40th percentile on the Maze assessment at the beginning of the following school year based on their end-of-year benchmark status. Sample sizes for cross-year cohorts as follows. End of seventh grade to beginning of eighth grade: 12,767; end of eighth grade to beginning of ninth grade: 2,079. Acadience Reading 7–8 and ninth-grade data were exported from Acadience Data Management for the 2015–2016, 2016–2017, 2017–2018, 2018–2019, and 2019–2020 school years.



# Seventh Grade Gate Score Worksheet

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Gate scores are used to interpret results for Acadience Reading 7–8 and to guide the gating procedures. Acadience Learning Online will calculate the gate scores for you. If you do not use Acadience Learning Online, you can use this worksheet to calculate the gate scores.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Oral Reading Accuracy  
Equated Score Table**

OR Total Accuracy	Equated Score
0–63%	101
64–69%	102
70–71%	103
72–73%	104
74%	105
75%	106
76%	107
77%	108
78%	110
79%	112
80%	114
81%	117
82%	120
83%	125
84%	130
85%	136
86%	144
87%	154
88%	166
89%	180
90%	197
91%	219
92%	245
93%	277
94%	315
95%	363
96%	421
97%	492
98%	578
99%	684
100%	813

## Gate 1 Score

$$(\text{Maze Total Adjusted Score} \times 6) + 179 = \underline{\hspace{2cm}} \quad [1]$$

$$\text{Gate 1 Score} = \text{Value 1} = \underline{\hspace{2cm}}$$

At or Above Benchmark ⇨ No further benchmark assessment until next benchmark period.

Below Benchmark ⇨ Proceed to Gate 2.

Well Below Benchmark ⇨ Proceed to Gate 2.

## Gate 2 Score

$$(\text{Maze Total Adjusted Score} \times 6) + 179 = \underline{\hspace{2cm}} \quad [1]$$

$$(\text{Silent Reading Total Score} \times 28) + 42 = \underline{\hspace{2cm}} \quad [2]$$

$$\text{Gate 2 Score} = (\text{Value 1} + \text{Value 2}) \div 2 = \underline{\hspace{2cm}}$$

At or Above Benchmark ⇨ No further benchmark assessment until next benchmark period.

Below Benchmark ⇨ No further benchmark assessment until next benchmark period. Strategic support recommended.

Well Below Benchmark ⇨ Proceed to Gate 3.

## Gate 3 Score

$$(\text{Maze Total Adjusted Score} \times 6) + 179 = \underline{\hspace{2cm}} \quad [1]$$

$$(\text{Silent Reading Total Score} \times 28) + 42 = \underline{\hspace{2cm}} \quad [2]$$

$$\text{Oral Reading Total Words Correct} = \underline{\hspace{2cm}} \quad [3]$$

$$\text{Oral Reading Total Accuracy: } \underline{\hspace{2cm}}$$

$$\text{Oral Reading Total Accuracy Equated Score From Table} = \underline{\hspace{2cm}} \quad [4]$$

$$(\text{Oral Reading Total Comprehension} \times 14) + 195 = \underline{\hspace{2cm}} \quad [5]$$

$$\text{Gate 3 Score} = (\text{Value 1} + \text{Value 2} + \text{Value 3} + \text{Value 4} + \text{Value 5}) \div 5 = \underline{\hspace{2cm}}$$

At or Above Benchmark ⇨ Unusual pattern. Validate Maze and Silent Reading scores. May not need further assessment. Core support recommended.

Below Benchmark ⇨ Strategic, targeted support recommended. Consider assessing with Acadience Reading Survey to determine instructional level.

Well Below Benchmark ⇨ Intensive support recommended. Acadience Reading Survey and/or Acadience Reading Diagnostic may be helpful in guiding appropriate steps for instruction.



# Eighth Grade Gate Score Worksheet

© Acadience Learning Inc. / October 5, 2020

Gate scores are used to interpret results for Acadience Reading 7–8 and to guide the gating procedures. Acadience Learning Online will calculate the gate scores for you. If you do not use Acadience Learning Online, you can use this worksheet to calculate the gate scores.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Oral Reading Accuracy  
Equated Score Table**

OR Total Accuracy	Equated Score
0–63%	62
64–68%	63
69–71%	64
72–73%	65
74%	66
75%	67
76%	68
77%	70
78%	71
79%	74
80%	76
81%	79
82%	83
83%	88
84%	93
85%	100
86%	109
87%	119
88%	132
89%	147
90%	166
91%	189
92%	217
93%	251
94%	293
95%	344
96%	407
97%	483
98%	577
99%	691
100%	830

## Gate 1 Score

$$(\text{Maze Total Adjusted Score} \times 5) + 219 = \underline{\hspace{2cm}} \quad [1]$$

$$\text{Gate 1 Score} = \text{Value 1} = \underline{\hspace{2cm}}$$

At or Above Benchmark ⇨ No further benchmark assessment until next benchmark period.

Below Benchmark ⇨ Proceed to Gate 2.

Well Below Benchmark ⇨ Proceed to Gate 2.

## Gate 2 Score

$$(\text{Maze Total Adjusted Score} \times 5) + 219 = \underline{\hspace{2cm}} \quad [1]$$

$$(\text{Silent Reading Total Score} \times 30) + 13 = \underline{\hspace{2cm}} \quad [2]$$

$$\text{Gate 2 Score} = (\text{Value 1} + \text{Value 2}) \div 2 = \underline{\hspace{2cm}}$$

At or Above Benchmark ⇨ No further benchmark assessment until next benchmark period.

Below Benchmark ⇨ No further benchmark assessment until next benchmark period. Strategic support recommended.

Well Below Benchmark ⇨ Proceed to Gate 3.

## Gate 3 Score

$$(\text{Maze Total Adjusted Score} \times 5) + 219 = \underline{\hspace{2cm}} \quad [1]$$

$$(\text{Silent Reading Total Score} \times 30) + 13 = \underline{\hspace{2cm}} \quad [2]$$

$$\text{Oral Reading Total Words Correct} = \underline{\hspace{2cm}} \quad [3]$$

$$\text{Oral Reading Total Accuracy: } \underline{\hspace{2cm}}$$

$$\text{Oral Reading Total Accuracy Equated Score From Table} = \underline{\hspace{2cm}} \quad [4]$$

$$(\text{Oral Reading Total Comprehension} \times 16) + 170 = \underline{\hspace{2cm}} \quad [5]$$

$$\text{Gate 3 Score} = (\text{Value 1} + \text{Value 2} + \text{Value 3} + \text{Value 4} + \text{Value 5}) \div 5 = \underline{\hspace{2cm}}$$

At or Above Benchmark ⇨ Unusual pattern. Validate Maze and Silent Reading scores. May not need further assessment. Core support recommended.

Below Benchmark ⇨ Strategic, targeted support recommended. Consider assessing with Acadience Reading Survey to determine instructional level.

Well Below Benchmark ⇨ Intensive support recommended. Acadience Reading Survey and/or Acadience Reading Diagnostic may be helpful in guiding appropriate steps for instruction.

## Appendix D. Sample Statement and Letter

The sample statement and letter in this appendix are discussed in *Chapter 4: Implementing Acadience Reading 7–8 in Your School*.

### Sample Student Statement

The following is a sample statement that can be used to introduce students to Acadience Reading 7–8 testing. The wording of this sample is meant to be used on the day the students will be tested. The statement can be modified to fit other situations.

This is only an example, and each school is encouraged to introduce Acadience Reading 7–8 testing to students in a manner appropriate to the school community.

Today we are going to do some activities that will help me know how to teach you better.

I will be working with some of you, and some of you will go with *Mr. Hernandez, Ms. Smith, or Mrs. Yang* (replace with names of assessment team members).

We will go to quiet places such as the *cafeteria, the library, the nurse's office, or the gym* (replace with correct locations).

We will ask you to (select only the descriptions which apply):

- Silently read three passages and complete an activity that involves selecting words that best fit the passage.
- Silently read three passages and answer some multiple-choice questions.
- Read three passages out loud, talk about what you read, and answer some questions.

Some of the activities may be easy, and some may be hard. I want you to concentrate and do your best. You will not get a grade on these activities, but you should do your best so I can know what I need to teach you next.

## ***Sample Parent/Guardian Announcement Letter***

The following is a sample letter that can be used to introduce parents and guardians to Acadience Reading 7–8 testing. This is only an example, and each school is encouraged to provide accurate and understandable information to parents and guardians in a manner appropriate to the school community.

Dear Parents and Guardians,

The teachers and administrators at our school are committed to helping your child become successful in reading increasingly complex content-area text. As part of this commitment, our school has chosen to use a test called Acadience Reading 7–8 to help us examine how your child is doing in learning important content-area reading skills.

Acadience Reading 7–8 tests skills that are necessary for being a successful reader. Students who learn these skills become successful in reading content-area materials. The skills are:

- **Advanced Phonics and Word Attack Skills:** Knowing all of the sounds for letters and letter combinations, and sounding out written words
- **Accurate and Fluent Reading:** Reading, both silently and out loud, increasingly complex content-area text and other materials easily, quickly, and with few mistakes
- **Reading Comprehension:** Understanding what is read

Acadience Reading 7–8 is made up of three individual tests. Because each test focuses on a different content-area reading skill, your child may be given one to three of the Acadience Reading 7–8 tests depending on their skill level.

The first part of Acadience Reading 7–8 is given to all students. Students are asked to silently read three passages. Throughout each passage, words are removed from the passage and replaced with a multiple-choice box. For each missing word, the student chooses the correct word from three different choices. This task will take approximately 10–12 minutes.

Some students may be given one or two additional parts of Acadience Reading 7–8. In one of those parts, students are asked to read three passages silently and respond to multiple-choice questions about what they read, which may take up to 36 minutes. In the other part, students are asked to read three passages out loud, tell about what they read, and answer some questions, which will take about 15–20 minutes.

Acadience Reading 7–8 is used to identify students who may need extra help to become good readers and to check up on those students while they receive the extra help to make sure they are making progress. Acadience Reading 7–8 also may be used to make decisions about how well our school's overall reading program is working for all students. Acadience Reading 7–8 will not be used to grade your child.

We are working hard at school to make sure that every student is on target for success, and we thank you for your efforts at home. Together, we will help your child become a successful reader.

Sincerely,  
(principal's name)