Acadience™ Reading Benchmark Goals and Composite Score

Acadience Reading provides two types of scores at each benchmark assessment period: a) a raw score for each individual measure and b) a composite score (the Reading Composite Score). Each of the scores is interpreted relative to benchmark goals 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).

Benchmark Goals and Cut Points for Risk

Acadience Reading *benchmark goals* are empirically derived, criterion-referenced target scores that represent adequate reading skill for a particular grade and time of year. Benchmark goals and cut points for risk are provided for the Reading Composite Score as well as for individual Acadience Reading measures.

A *benchmark goal* indicates a level of skill at which students are likely to achieve the next Acadience Reading benchmark goal or reading outcome. Thus, for students who achieve a benchmark goal, the odds are in their favor of achieving later reading outcomes if they receive effective core reading instruction.

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

The Acadience Reading benchmark goals 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 goals on subsequent Acadience Reading assessments or external measures of reading achievement.

At or Above Benchmark. For students who score at or above the benchmark goal, the overall likelihood of achieving subsequent reading goals is approximately 80% to 90%. These students are likely to need effective core instruction to meet subsequent early literacy and/or reading goals. Within this range, the likelihood of achieving subsequent goals is lower for students whose scores are right at the benchmark goal and increases as scores increase above the benchmark (see Table 1).

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

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

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

Below Benchmark. Between the benchmark goal and cut point for risk is a range of scores where students' future performance is more difficult to predict. For students with scores in this range, the overall likelihood of achieving subsequent early literacy/reading goals is approximately 40% to 60%. These students are likely to need strategic support to ensure their achievement of future goals. 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 goals.

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

Intensive support might entail:

- delivering instruction in a smaller group or individually,

- providing more instructional time or more practice,

- presenting smaller skill steps in the instructional hierarchy,

- providing more explicit modeling and instruction, and/or

- providing greater scaffolding and practice.

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

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

Benchmark Goals Study

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

Table 1. Likelihood of Meeting Later Reading Goals and Acadience™ Reading Benchmark Status

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

The addition of the Above Benchmark status level has not changed the benchmark goals. A benchmark goal is still the point at which the odds are in the student's favor of meeting later reading goals (approximately 60% likelihood or higher). The higher above the benchmark goal the student scores, the better the odds. For students who are already at benchmark, the Above Benchmark status level also provides a higher goal to aim for.

"Overall likelihood" refers to the approximate percentage of students within the category who achieve later goals, although the exact percentage varies by grade, year, and measure.

Instructional decisions should be made based on students' patterns of performance across all measures, in addition to other available information on student skills, such as diagnostic assessment or in-class work.

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Reading Composite Score

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

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

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

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Acadience™ Reading: Summary of Benchmark Goals and Cut Points for Risk

In each measure below, three numbers are shown for each testing period: the small blue number = Above Benchmark, the large bold number = Benchmark Goal, and the small red number = Cut Point for Risk.

Reading Composite Score

Grade / Period	Above Benchmark	Benchmark Goal	Cut Point for Risk
Kindergarten — Beg	38	26	13
Kindergarten — Mid	156	122	85
Kindergarten — End	152	119	89
First Grade — Beg	129	113	97
First Grade — Mid	177	130	100
First Grade — End	208	155	111
Second Grade — Beg	202	141	109
Second Grade — Mid	256	190	145
Second Grade — End	287	238	180
Third Grade — Beg	289	220	180
Third Grade — Mid	349	285	235
Third Grade — End	405	330	280
Fourth Grade — Beg	341	290	245
Fourth Grade — Mid	383	330	290
Fourth Grade — End	446	391	330
Fifth Grade — Beg	386	357	258
Fifth Grade — Mid	411	372	310
Fifth Grade — End	466	415	340
Sixth Grade — Beg	435	344	280
Sixth Grade — Mid	461	358	285
Sixth Grade — End	478	380	324

First Sound Fluency (FSF)

Grade / Period	Above Benchmark	Benchmark Goal	Cut Point for Risk
Kindergarten — Beg	16	10	5
Kindergarten — Mid	43	30	20

Phoneme Segmentation Fluency (PSF)

Grade / Period	Above Benchmark	Benchmark Goal	Cut Point for Risk
Kindergarten — End	44	40	25
First Grade — Beg	47	40	25
First Grade — Mid	56	40	25

Nonsense Word Fluency (NWF)

Correct Letter Sounds

Grade / Period	Above Benchmark	Benchmark Goal	Cut Point for Risk
Kindergarten — Mid	28	17	8
Kindergarten — End	40	28	15
First Grade — Beg	34	27	18
First Grade — Mid	59	43	33
First Grade — End	81	58	47
Second Grade — Beg	72	54	35

Whole Words Read

Grade / Period	Above Benchmark	Benchmark Goal	Cut Point for Risk
First Grade — Beg	4	1	0
First Grade — Mid	17	8	3
First Grade — End	25	13	6
Second Grade — Beg	21	13	6

Oral Reading Fluency (ORF)

Words Correct

Grade / Period	Above Benchmark	Benchmark Goal	Cut Point for Risk
First Grade — Mid	34	23	16
First Grade — End	67	47	32
Second Grade — Beg	68	52	37
Second Grade — Mid	91	72	55
Second Grade — End	104	87	65
Third Grade — Beg	90	70	55
Third Grade — Mid	105	86	68
Third Grade — End	118	100	80
Fourth Grade — Beg	104	90	70
Fourth Grade — Mid	121	103	79
Fourth Grade — End	133	115	95
Fifth Grade — Beg	121	111	96
Fifth Grade — Mid	133	120	101
Fifth Grade — End	143	130	105
Sixth Grade — Beg	139	107	90
Sixth Grade — Mid	141	109	92
Sixth Grade — End	151	120	95

Accuracy

Grade / Period	Above Benchmark	Benchmark Goal	Cut Point for Risk
First Grade — Mid	86%	78%	68%
First Grade — End	97%	90%	82%
Second Grade — Beg	96%	90%	81%
Second Grade — Mid	99%	96%	91%
Second Grade — End	99%	97%	93%
Third Grade — Beg	98%	95%	89%
Third Grade — Mid	99%	96%	92%
Third Grade — End	99%	97%	94%
Fourth Grade — Beg	98%	96%	93%
Fourth Grade — Mid	99%	97%	94%
Fourth Grade — End	100%	98%	95%
Fifth Grade — Beg	99%	98%	95%
Fifth Grade — Mid	99%	98%	96%
Fifth Grade — End	100%	99%	97%
Sixth Grade — Beg	99%	97%	94%
Sixth Grade — Mid	99%	97%	94%
Sixth Grade — End	100%	98%	96%

Retell

Grade / Period	Above Benchmark	Benchmark Goal	Cut Point for Risk
Second Grade — Beg	25	16	8
Second Grade — Mid	31	21	13
Second Grade — End	39	27	18
Third Grade — Beg	33	20	10
Third Grade — Mid	40	26	18
Third Grade — End	46	30	20
Fourth Grade — Beg	36	27	14
Fourth Grade — Mid	39	30	20
Fourth Grade — End	46	33	24
Fifth Grade — Beg	40	33	22
Fifth Grade — Mid	46	36	25
Fifth Grade — End	52	36	25
Sixth Grade — Beg	43	27	16
Sixth Grade — Mid	48	29	18
Sixth Grade — End	50	32	24

Retell Quality of Response

Grade / Period	Benchmark Goal	Cut Point for Risk
Second Grade — Mid	2	1
Second Grade — End	2	1
Third Grade — Beg	2	1
Third Grade — Mid	2	1
Third Grade — End	3	2
Fourth Grade — Beg	2	1
Fourth Grade — Mid	2	1
Fourth Grade — End	3	2
Fifth Grade — Beg	2	1
Fifth Grade — Mid	3	2
Fifth Grade — End	3	2
Sixth Grade — Beg	2	1
Sixth Grade — Mid	2	1
Sixth Grade — End	3	2

Maze Adjusted Score

Grade / Period	Above Benchmark	Benchmark Goal	Cut Point for Risk
Third Grade — Beg	11	8	5
Third Grade — Mid	16	11	7
Third Grade — End	23	19	14
Fourth Grade — Beg	18	15	10
Fourth Grade — Mid	20	17	12
Fourth Grade — End	28	24	20
Fifth Grade — Beg	21	18	12
Fifth Grade — Mid	21	20	13
Fifth Grade — End	28	24	18
Sixth Grade — Beg	27	18	14
Sixth Grade — Mid	30	19	14
Sixth Grade — End	30	21	15

Explanatory Notes

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

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

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

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

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

Kindergarten Benchmark Goals and Cut Points for Risk

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

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

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

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

First Grade Benchmark Goals and Cut Points for Risk

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

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

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

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

Second Grade Benchmark Goals and Cut Points for Risk

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

The benchmark goal is the number that is **bold**. The cut point for risk is the number that is *italicized*.
[a] Some students may benefit from instruction on more advanced skills.
[b] Some students may require monitoring and strategic support on component skills.

Third Grade Benchmark Goals and Cut Points for Risk

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

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

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

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

Fourth Grade Benchmark Goals and Cut Points for Risk

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

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

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

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

Fifth Grade Benchmark Goals and Cut Points for Risk

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

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

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

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

Sixth Grade Benchmark Goals and Cut Points for Risk

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

The benchmark goal is the number that is **bold**. The cut point for risk is the number that is *italicized*.
[a] Some students may benefit from instruction on more advanced skills.
[b] Some students may require monitoring and strategic support on component skills.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Percent of Students Who Met Outcomes on the GRADE

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

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

K Kindergarten Reading Composite Score Worksheet

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

Name: _____   **Class:** _____

Beginning of Year Benchmark

FSF Score = _____ [1]

LNF Score = _____ [2]

Reading Composite Score (add values 1–2) = [   ]

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

Middle of Year Benchmark

FSF Score = _____ [1]

LNF Score = _____ [2]

PSF Score = _____ [3]

NWF CLS Score = _____ [4]

Reading Composite Score (add values 1–4) = [   ]

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

End of Year Benchmark

LNF Score = _____ [1]

PSF Score = _____ [2]

NWF CLS Score = _____ [3]

Reading Composite Score (add values 1–3) = [   ]

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

1 *First Grade Reading Composite Score Worksheet*

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

Name: _____   **Class:** _____

Beginning of Year Benchmark

LNF Score = _____ [1]

PSF Score = _____ [2]

NWF CLS Score = _____ [3]

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

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

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

Middle of Year Benchmark

NWF CLS Score = _____ [1]

NWF WWR Score = _____ [2]

ORF Words Correct = _____ [3]

ORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

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

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

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

End of Year Benchmark

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

ORF Words Correct = _____ [2]

ORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [3]

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

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

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

Name: _____   **Class:** _____

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

Beginning of Year Benchmark

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

ORF Words Correct = _____ [2]

ORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [3]

Reading Composite Score (add values 1–3) = [_____]

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

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

Middle of Year Benchmark

ORF Words Correct = _____ [1]

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

ORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [3]

Reading Composite Score (add values 1–3) = [_____]

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

End of Year Benchmark

ORF Words Correct = _____ [1]

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

ORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [3]

Reading Composite Score (add values 1–3) = [_____]

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

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

Name: _____   **Class:** _____

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

Beginning of Year Benchmark

ORF Words Correct = _____ [1]

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

Maze Adjusted Score _____ **x 4** = _____ [3]

ORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

Reading Composite Score (add values 1–4) = [_____]

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

Middle of Year Benchmark

ORF Words Correct = _____ [1]

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

Maze Adjusted Score _____ **x 4** = _____ [3]

ORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

Reading Composite Score (add values 1–4) = [_____]

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

End of Year Benchmark

ORF Words Correct = _____ [1]

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

Maze Adjusted Score _____ **x 4** = _____ [3]

ORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

Reading Composite Score (add values 1–4) = [_____]

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

4 Fourth Grade Reading Composite Score Worksheet

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

Name: _____   **Class:** _____

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

Beginning of Year Benchmark

ORF Words Correct = _____ [1]

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

Maze Adjusted Score _____ **x 4** = _____ [3]

ORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

Reading Composite Score (add values 1–4) = [   ]

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

Middle of Year Benchmark

ORF Words Correct = _____ [1]

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

Maze Adjusted Score _____ **x 4** = _____ [3]

ORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

Reading Composite Score (add values 1–4) = [   ]

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

End of Year Benchmark

ORF Words Correct = _____ [1]

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

Maze Adjusted Score _____ **x 4** = _____ [3]

ORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

Reading Composite Score (add values 1–4) = [   ]

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

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

Name: _____   **Class:** _____

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

Beginning of Year Benchmark

ORF Words Correct = _____ [1]

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

Maze Adjusted Score _____ **x 4** = _____ [3]

ORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

Reading Composite Score (add values 1–4) = [_____]

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

Middle of Year Benchmark

ORF Words Correct = _____ [1]

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

Maze Adjusted Score _____ **x 4** = _____ [3]

ORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

Reading Composite Score (add values 1–4) = [_____]

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

End of Year Benchmark

ORF Words Correct = _____ [1]

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

Maze Adjusted Score _____ **x 4** = _____ [3]

ORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

Reading Composite Score (add values 1–4) = [_____]

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

6 Sixth Grade Reading Composite Score Worksheet

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

Name: _____ **Class:** _____

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

Beginning of Year Benchmark

ORF Words Correct = _____ [1]

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

Maze Adjusted Score _____ **x 4** = _____ [3]

ORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

Reading Composite Score (add values 1–4) = [_____]

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

Middle of Year Benchmark

ORF Words Correct = _____ [1]

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

Maze Adjusted Score _____ **x 4** = _____ [3]

ORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

Reading Composite Score (add values 1–4) = [_____]

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

End of Year Benchmark

ORF Words Correct = _____ [1]

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

Maze Adjusted Score _____ **x 4** = _____ [3]

ORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

Reading Composite Score (add values 1–4) = [_____]

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