

Description:

Students in grades k-1 take assessments measuring early literacy skills. Students in grades 1-2 take one minute assessments of reading speed and accuracy. These assessments are given one-on-one by a team of proctors. All students in grades k-6 are assessed. Students read 3 grade level passages.

Purpose:

A student's performance can be compared to his/her past performance, the performance of class/grade as a whole, and to other students within a norm group. Benchmarks have been established to show high predictability of a student's success as a reader. For example, if a student reaches benchmark at the end of 2nd grade, it is highly likely that he will be a successful reader in 3rd grade. All students in k-6 take the benchmark assessment 3 times per year.

Students who are not at benchmark may also take progress monitoring assessments. These are timed readings given more often. The assessment office will administer these when appropriate. After recording several scores, AIMSweb is able to predict where a student will perform at the end of the year if we follow the same instructional program. As interventions occur, the trend line can be recalculated. This is helpful in measuring the effectiveness of a given intervention.

All Benchmark scores are based upon DIBELS numbers.

Timeline:

Benchmarks are given in August, January, and May. A session to explain reports will be held with teachers.

Parent letters and reports will be sent home following each benchmark.

Progress monitoring will be done up to twice a month. Teachers need to provide intervention to information to assessment office as it occurs.

AIMSweb Benchmarks

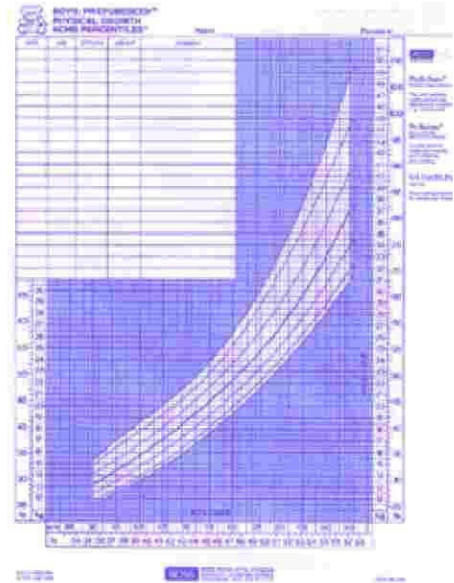
Kindergarten				
		Fall	Winter	Spring
Letter Naming Fluency	Target	8	27	40
	Deficient	1	14	28
	Emerging	7	26	39
	Established	14	39	51
Letter Sound Fluency	Target	3	22	35
Phonemic Segmentation Fluency	Target		18	35
	Deficient		6	9
	Emerging		17	34
	Established		28	59
Nonsense Word Fluency	Target		13	25
	Deficient		4	14
	Emerging		12	24
	Established		30	50
Grade 1				
Letter Naming Fluency	Target	37		
	Deficient	24		
	Emerging	36		
	Established	49		
Letter Sound Fluency	Target	28	40	44
Phonemic Segmentation Fluency	Target	35	35	35
	Deficient	9	9	9
	Emerging	34	34	34
	Established	35	35	35
Nonsense Word Fluency	Target	24	50	50
	Deficient	12	29	29
	Emerging	23	49	49
	Established	50	100	100
Oral Reading Fluency	Target		20	40
	Deficient		7	19
	Emerging		19	39
	Established		32	60
Grade 2				
Oral Reading Fluency	Target	44	68	90
	Deficient	25	51	69
	Emerging	43	67	89
	Established	62	84	110
Grade 3				
Oral Reading Fluency	Target	77	92	110
	Deficient	52	66	79
	Emerging	76	91	109
	Established	101	117	140

Grade 4				
Oral Reading Fluency	Target	93	105	118
	Deficient	70	82	95
	Emerging	92	104	117
	Established	115	126	140
Grade 5				
Oral Reading Fluency	Target	104	115	124
	Deficient	80	93	102
	Emerging	103	114	123
	Established	127	136	145
Grade 6				
Oral Reading Fluency	Target	109	120	125
	Deficient	82	98	103
	Emerging	108	119	124
	Established	135	141	146

Ensuring Reading Success Through "Well Checks"

Dear Parent(s):

As our children grow, most of us see charts like the one to the right. Our doctors weigh our children and measure how tall they are. This information is put on a chart. This chart shows where our child stands compared to other children and how fast they are growing. These charts help doctors to understand if our children are growing properly or if something may be wrong, enabling them to do something to help as soon as possible.

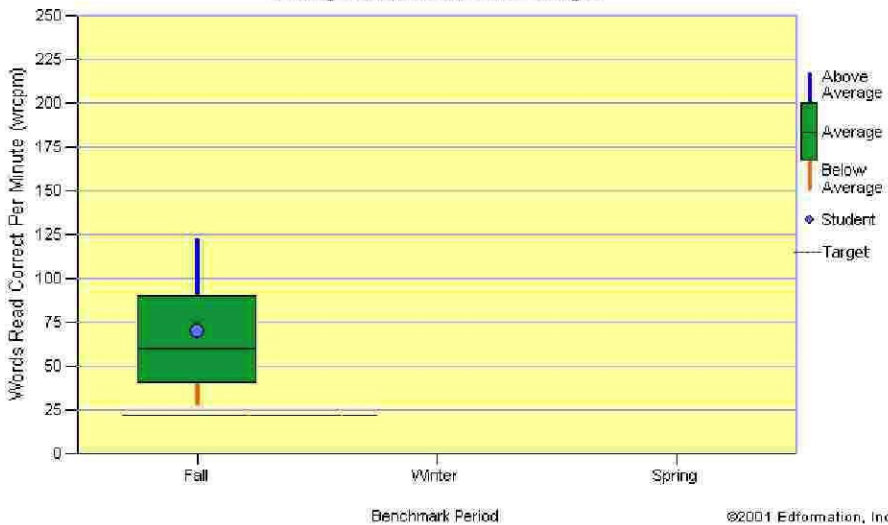


Doctors use children's height and weight as "Well Checks," or vital signs of development. We all know how important it is for our children to "grow" in reading as well. In fact, successfully learning to read at an early age is probably one of the most important factors in a child's learning, both inside and outside of school.

Because reading and reading growth are so important, on a regular basis, our school is going to give you "Well Check" information indicating how well your child is reading. We now know what the goals of the reading "Well Checks" should be, and will give this information to you three times per year. Generally, the first "Well Check" is given within the first few weeks of school. The reading "Well Checks" are simple and accurate. The "Well Checks" take less than 5 minutes. We like to think of it as taking your child's reading temperature. The measures used in these "Well Checks" are described below.

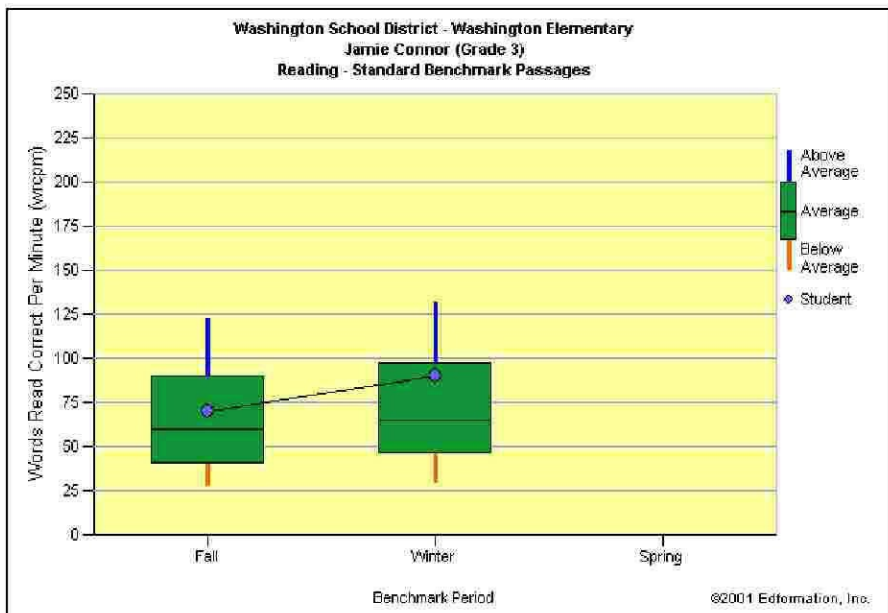
LNF Letter Naming Fluency	Grades K-1	We count the number of correct letter names students read in one minute.
LSF Letter Sound Fluency	Grades K-1	We count the number of correct letter sounds students read in one minute.
PSF Phonemic Segmentation Fluency	Grades K-1	We count the number of sounds students correctly hear in words.
NWVF Nonsense Word Fluency	Grades K-1	Students read short vowel, one-syllable words.
R-CBM Oral Reading Fluency	Grades 2-6	Students read 3 stories from passages comparable to their grade level and we count the words they read correctly.

Washington School District - Washington Elementary
 Jamie Connor (Grade 3)
 Reading - Standard Benchmark Passages



This chart shows how one student read the stories compared to other classmates in the same grade. This chart also displays how well an average third-grade reader at our school reads a third-grade story at the beginning of the year (Fall). The number of words this child read correctly in 1 minute is indicated by a dot. The horizontal line is the score of what the **very middle** student read and the box displays scores of **average** readers in this grade. Scores within the **top vertical** line are **above average** readers, while scores within the **bottom vertical** line are **below average** readers. This graph indicates the student read about 70 words correctly in 1 minute. The average reader in this grade read about 65 words correct per minute. The target line is based upon work at the University of Oregon. They contend that if students are reaching the target at each benchmark, they are likely to be successful readers at the next level, or grade.

Washington School District - Washington Elementary
 Jamie Connor (Grade 3)
 Reading - Standard Benchmark Passages



In January (Winter), we will do another "Well Check" to see if an improvement in your child's reading ability has been made. Another chart, similar to the one below, will then be given to you. This chart will indicate what your child's score was in the fall and what your child's score is in Winter. The reading "Well Check" chart below shows the rate of progress of an average student in the third grade. The lines connecting the dots show the rate of progress. Notice an improvement from 70 words correct in Fall to about 90 words correct in Winter. This reader is growing at a slightly faster rate than other students in our school. This information shows success! These reading "Well Checks" will be done again during the last several weeks of school (Spring) and the results will be shown to you. We will

then be able to inform you of how much reading growth your child has made throughout the year, and what may be needed in order for your child to become a truly successful reader.

As a school staff, we are excited about our ability to know where all of our students are at on their path to being successful readers and learners. We hope that you are excited as well. We also look forward to seeing and talking with you regarding the progress of your child.