

OGDENSBURG CITY SCHOOL DISTRICT
OGDENSBURG, NEW YORK

SUBJECT: REVIEW AND ADOPTION OF COMBINED RESPONSE TO
INTERVENTION (RTI) AND ACADEMIC INTERVENTION SERVICES
(AIS) PLANS

DATE: August 22, 2016

REASON FOR BOARD CONSIDERATION:

The Board of Education must approve all service plans for students of the Ogdensburg City School District.

FACTS AND ANALYSIS:

Mr. Kevin Kendall, Assistant Superintendent for Curriculum, Instruction, Assessment and Technology, is present this evening to discuss the combination of the RTI and AIS service plans and to answer any questions the Commissioners may have regarding the plan:

RECOMMENDED ACTION:

Moved by _____ and supported by _____ resolved, that having the approval of the Superintendent of Schools, the Board of Education of the Ogdensburg City School District does hereby adopt the RESPONSE TO INTERVENTION (RTI) and ACADEMIC INTERVENTION SERVICES (AIS) combined Plan on this 22nd day of August 2016.

APPROVED FOR PRESENTATION TO THE BOARD:


Superintendent

Ogdensburg City School District

AIS/RTI Intervention Plan K-12

2016-2018

Academic Intervention Services (AIS)

Academic Intervention Services (AIS) means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the NYS Learning Standards. Academic Intervention Services are intended to assist students who are at risk of not achieving the NYS Learning Standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on state assessments. Academic Intervention Services shall be made available to English Language Learners and students with disabilities. In the case of AIS being provided to students with disabilities, services will be provided on the same basis as those provided to non-disabled students, as long as those services are consistent with the student's individualized education program.

Academic Intervention Services includes two components:

- Additional instruction that supplements the general curriculum
- Student support services needed to address barriers to improved academic performance

Academic services will be provided to students in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. Support services will be provided to address barriers to increased academic performance related to attendance, behavior, family difficulties, health issues, lack of study skills, and transition or mobility issues.

Response to Intervention

Effective July 1, 2012, all school districts in NYS must have an RTI program in place as part of its evaluation process to determine if a student in grades K-4 is a student with a learning disability in the area of reading. The decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. RTI is an effective and instructionally relevant process to inform these decisions. NYS Regulations define RTI as a school district's process to determine if a student responds to scientific, research-based instruction, which minimally must include:

- Appropriate instruction delivered to all students in the general education class by qualified personnel.
- Screenings administered to all students for the purpose of identifying those students who are not making academic progress at expected rates.
- Instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning.
- Repeated assessments of student achievement which should include curriculum based measures.
- Written notification to the parents regarding the nature and scope of interventions.

AIS/RTI Process

Procedures to Determine AIS Instructional Needs

Eligibility for AIS: Identification for AIS and intensity of service is based on multiple measures for each grade and subject area: Grades K-12 ELA and math, Grades 4-12 includes social studies and science. Students are identified for AIS at levels Tier 1-3:

| Tier 1: Monitoring | Tier 2 – Moderate Risk | Tier 3 – High Risk |
|---|--|---|
| <ul style="list-style-type: none"> ▪ Lack skills needed to maintain/monitor his/her own academic achievement (e.g., organizational skills, listening skills, test-taking skills, etc.) ▪ Grades K-3: does not meet one criteria ▪ Grades 4-8: performing at or below a median cut point score between a Level 2/partially proficient and a Level 3/proficient and/or do not meet one of the benchmark criteria ▪ Grades 9-12: scores near proficiency on the NYS Regents and/or do not meet one of the benchmark criteria | <ul style="list-style-type: none"> ▪ Are inconsistent in demonstrating expectations of grade level. Consistently lack some specific skills that are required for satisfactory performance. ▪ Grades K-3: does not meet 2 benchmark criteria ▪ Grades 4-8: score a low Level 2 below specified scale score on NYS Assessments and/or do not meet two of the benchmark criteria ▪ Grade 9-12: scores below proficiency on the NYS Regents and/or do not meet two of the benchmark criteria | <ul style="list-style-type: none"> ▪ Are potentially at-risk of not achieving the New York State Learning Standards and/or meeting graduation requirements. ▪ Grades K-3: does not meet at least 2 benchmark criteria ▪ Grades 4-8: scores Level 1 on NYS Assessments and/or do not meet at least two of the benchmark criteria. The measure used, as well as degree of discrepancy is taken into account. ▪ Grades 9-12: scores below proficiency on the NYS Regents and/or do not meet at least two of the benchmark criteria. The measure used, as well as degree of discrepancy is taken into account |

Exiting AIS: Based on multiple measures

It is determined that a student is achieving the standards if they have:

- Achieved proficiency on the content area NYS assessment and/or
- Achieved the benchmark criteria on two or more of the multiple measures

AIS/ RTI Criteria

| Subject and Grade | Multiple Measures | Benchmark Criteria |
|-------------------|---|---|
| K-12 | Student Attendance | High rate of absenteeism may be related to academic difficulty |
| | Data Team and/or Administrator Recommendation | Comments from teachers are considered in overall evaluation |
| ELA K-6 | Letter ID - Kindergarten | 11 |
| | NYS ELA Assessment: Grades 3-6 | NYS AIS cut score - at or below a median cut point score between a Level 2/partially proficient and a Level 3/proficient |
| | DRA2 Benchmark Assessments Grades K-2 | Benchmarked 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark chart. |
| | IRA Grades 3-6 | Benchmarked 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. |
| | PALS Grades K-2 | Benchmarked 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. |
| | STAR Reading Grades 3-6 | Benchmarked 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark chart. |
| ELA 7-12 | STAR Reading Grades 7-8 | Benchmarked at least 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark chart. |
| | NYS ELA Assessment: Grades 7-8 | NYS AIS cut score - at or below a median cut point score between a Level 2/partially proficient and a Level 3/proficient |
| | DRA2 Benchmark Assessments Grades 7-8 | Benchmarked 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark chart. |
| | End of Year Classroom Average | 75 |
| | English Language Arts Common Core at Grade 11 | 65 |
| Math K-6 | NYS Math Assessment: Grades 3-6 | NYS AIS cut score - at or below a median cut point score between a Level 2/partially proficient and a Level 3/proficient |
| | STAR Math Grades 2-6 | Benchmarked at least 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark chart. |
| | End of Module Assessments Grades K-2 | Level 3 or 4 |
| Math 7-12 | NYS Math Assessment: Grades 7-8 | NYS AIS cut score - at or below a median cut point score between a Level 2/partially proficient and a Level 3/proficient |

| Subject and Grade | Multiple Measures | Benchmark Criteria |
|---------------------|--|---|
| | End of Module Assessments Grades 7-8 | Level 3 or 4 |
| | STAR Math Grades 7-8 | Benchmarked 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark chart. |
| | Algebra I, Geometry and Algebra II Trig Regents | Level 3-5 |
| Social Studies 4-12 | NYS ELA Assessment Grades 4-8 | Students who score at levels 1 or 2 on the assessment at Grades 4-8 will be identified to determine whether their performance on the assessment is attributed to difficulty in areas of Social Studies content or reading and writing |
| | Quarterly Social Studies grades | 65 |
| | Grade 10 Global Studies Regents | 65 |
| | Grade 11 United States History and Government Regents | 65 |
| Science 4-12 | NYS Science Assessment at Grades 4 and 8 | Level 3 or 4 |
| | NYS ELA Assessment and NYS Math Assessment | Students who score at levels 1 or 2 on the assessment in Grades 4 - 8 will be identified to determine whether their performance on the Science assessment is attributed to difficulty in the areas of reading, writing and math. |
| | Physical Settings in Earth Science and Living Environment Regents, Chemistry and Physics | 65 |

AIS/RTI K-12 Program Description

| | Tier 1 – Monitoring | Tier 2 – Moderate Risk | Tier 3 – High Risk |
|---------------------------------------|--|---|---|
| Intensity of service | Core Instruction for all students | <p>In addition to core instruction: Minimum 3 times a cycle for 30 minutes</p> <p>Grades 4-6: Social Studies – additional support provided in ELA AIS</p> <p>Grades 4-6: Science – additional support provided in Math AIS</p> <p>Grades 7-12: Additional support provided through small class size and extended time</p> | <p>Targeted support provided in addition to Tier I.</p> <p>At least 3 times a week</p> |
| Grouping | Differentiated small group instruction | <p>Grades K-2: Small groups of 3-5 students</p> <p>Grades 4-12: Small groups 4-12 students:</p> | <p>Grades K-6: Individual or small group 1-3 students</p> <p>Grades 7-12: Groups of 1-5</p> |
| Staffing | Classroom teacher supported by AIS teacher, teaching assistant and special education teacher as schedules allow | AIS teacher, classroom teacher and teaching assistant | AIS teacher, special education teacher |
| Program/ Instructional Support | <ul style="list-style-type: none"> ▪ Differentiated instructional strategies used in the regular classroom are: preferential seating, reduce number of items expected to be worked on by student (homework and classwork), read directions, simplify concepts, extend timeframes, use Effective Teaching Strategies ▪ Classroom teachers will identify similar skill needs and use flexible grouping for instruction based on student need | <ul style="list-style-type: none"> ▪ Tier 1 support ▪ Small group with similar needs instruction and collaboration with classroom teachers ▪ Extended courses with small class size and/or additional teacher | <ul style="list-style-type: none"> ▪ Tier 1 support ▪ Tier 2 support as schedule allows ▪ Individual or small group instruction for high-needs students as schedule allows ▪ Other support may include: special education support |

Student Support Services

Student Support Team

- Meets at least quarterly to brainstorm/plan effective teaching strategies and programs for students.

School Counselor

- Works with individuals as determined by Student Support Team.
- Coordinates services with classroom teachers and all other staff who have contact with that student (i.e., special education, Title I and special areas).

Migrant Education

- Migrant Tutors

Parent Volunteers

- Support all grade levels

Guidance Services

After School Program Grades K-6

Boys and Girls Club – Grades K-12

Builders Club Grades 7-8

K-Kids Grades 1-2

Liberty Partnerships

Little Something Extra Program Grades 7-12

McKinney-Vento Title I Mentors

MIT – Mobile Integration Team

PBIS – Positive Behavior Intervention Supports

PTO

Renewal House

Smart Scholars – Partnership with SUNY Canton

Snack Pack Program Grades UPK – 6

SLU Tutors – Grades K-8

Student Council Grades 3-12

Teacher Mentoring

WEB program

YAP – Youth Advocacy Program

Parent Involvement Requirements

Notification of AIS/RTI Services

- ◆ District notification letter to include:
 - dates when service will start
 - reasons why student needs AIS:
 - subject area(s) identified
 - results of multiple measures
 - summary of services to be provided
 - student support services to be provided
 - frequency and intensity of service
 - expectations of students in relation to grade level performance
 - consequences of not achieving expected performance levels
- ◆ Additional notification required for RTI grades K-6 reading and math
 - strategies for increasing the student's rate of learning; and
 - the parents' right to request an evaluation for special education programs and/or services.

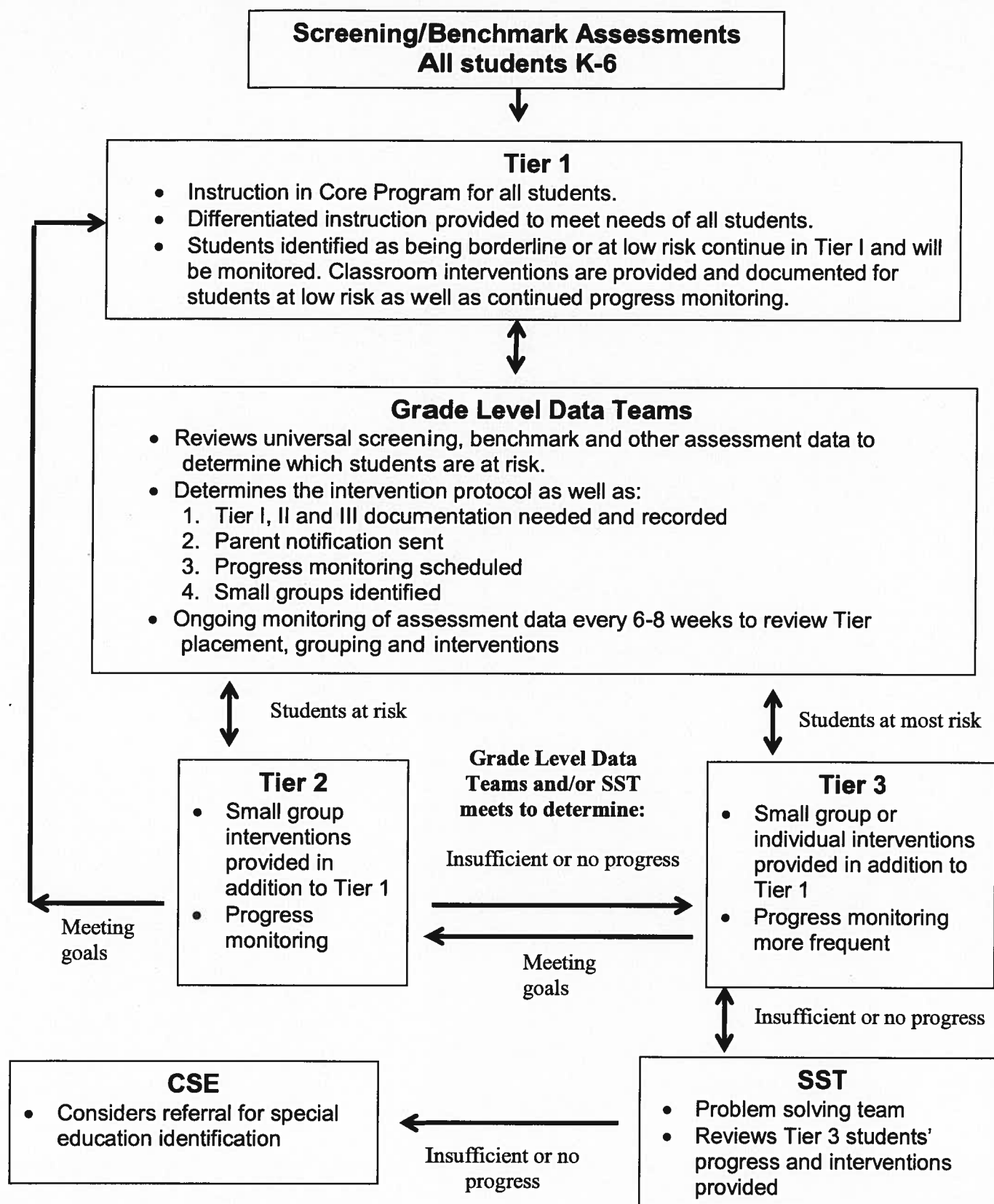
Notification of End of AIS/RTI Services

- ◆ District notification letter to include:
 - when services are to be discontinued
 - overview of student's progress
 - performance level student has attained to qualify for ending AIS (results of multiple measures)
 - assessments used in determining students levels of performance

Ongoing Communication

- ◆ Fall/Spring teacher conferences
- ◆ Quarterly reports
- ◆ Phone calls
- ◆ District and Title I newsletters
- ◆ District website
- ◆ Parent conferences or other informal consultations each semester
- ◆ Suggestions for working with students at home

RTI Process Flowchart



Grades K-6 RTI Problem Solving Process - Responsibilities

| Classroom Teachers | Grade Level Teams | Intervention Providers | Student Support Team | CSE Team |
|--|---|---|--|--|
| <ul style="list-style-type: none"> • Core instruction • Benchmark and progress monitoring assessments • Tier 1 interventions (small group, differentiated, during the uninterrupted block) • Documentation of Tier 1 interventions | <ul style="list-style-type: none"> • Grade level teams <ul style="list-style-type: none"> ◦ Classroom teachers ◦ Intervention providers ◦ Others • Analyze data to inform instruction <ul style="list-style-type: none"> ◦ Core assessments ◦ Diagnostic assessments • Determine Tier 1 and Tier 2 groupings, discuss need for Tier 3 interventions • Provides documentation of decisions made re: instructional changes | <ul style="list-style-type: none"> • Tier 2 interventions in addition to Core (Tier 1) instruction • Progress monitoring and diagnostic assessments • Documentation of Tier 2 interventions <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Tier 3 interventions in addition to Tier 1 • Progress monitoring and diagnostic assessments • Documentation of Tier 3 interventions | <ul style="list-style-type: none"> • Multi-disciplinary team <ul style="list-style-type: none"> ◦ Classroom teachers ◦ Special education teacher ◦ Psychologist ◦ Principal ◦ Intervention providers ◦ Speech and Language ◦ Others • Students reviewed when no significant progress has been made at Tier 2 and/or Tier 3 • Reviews documentation of Tier 1, 2 and 3 interventions • Uses problem solving model to recommend further instructional changes or interventions to be tried, along with ways to document the effectiveness of the changes • Makes referral to CSE when necessary | <ul style="list-style-type: none"> • Multi-disciplinary team • Analyzes data • Reviews documentation of Tier 1, 2,3 interventions • Decides what additional CSE services to provide to enable the child to be successful |

Attachment #3

Reading Level Correlation Chart

| Grade Level | Reading Recovery | Fountas-Pinnell Guided Reading | DRA | Basal Equivilant | Lexile Levels | |
|--------------|------------------|--------------------------------|------|------------------|---------------|---------|
| Kindergarten | A, B | A | A | Readiness | | |
| | 1 | | 1 | | | |
| | 2 | B | 2 | PrePrimer 1 | | |
| | 3 | C | 3 | | | |
| 4 | D | | 4 | PrePrimer 2 | | |
| 5 | | 6 | | | | |
| Grade 1 | 6 | E | 8 | PrePrimer 3 | | |
| | 7 | | | | | |
| | 8 | | | | | |
| | 9 | F | 10 | Primer | | |
| | 10 | | | | | |
| | 11 | G | 12 | | | |
| | 12 | | | | | |
| | 13 | H | 14 | Grade 1 | 200-299 | |
| | 14 | | | | | |
| | 15 | I | 16 | | | |
| | 16 | | | | | |
| | Grade 2 | 18 | J, K | 20 | Grade 2 | 300-399 |
| | | 20 | L, M | 28 | | 400-499 |
| Grade 3 | 22 | N | 30 | Grade 3 | 500-599 | |
| | | | 34 | | | |
| | 24 | O, P | 38 | | 600-699 | |
| Grade 4 | 26 | Q, R, S | 40 | Grade 4 | 700-799 | |
| Grade 5 | 28 | T, U, V | 44 | Grade 5 | 800-899 | |
| Grade 6 | 30 | W, X, Y | | Grade 6 | 900-999 | |
| Grade 7 | 32 | Z | | Grade 7 | 1000-1100 | |
| Grade 8 | 34 | Z | | Grade 8 | | |



Benchmarks, Cut Scores, and Growth Rates

To interpret screening results, schools often use benchmarks and cut scores. These scores help educators identify which students require some form of intervention to accelerate growth and move toward proficiency, and which students are already high performing.

Please note: the table below includes benchmarks for a specific point in time. For the most precise benchmarks based on the exact day(s) your students were tested, rely on the STAR™ reports.

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark.

A **cut score** is used to determine which students may need additional assistance to move toward the end-of-year benchmark.

Moderate growth rate is the amount a typical student is expected to grow per week. Based on national data, 50 percent of the students who started at this level were able to achieve this growth rate. Student Growth Percentile (SGP), now found on the Growth Report, can also help an educator determine if a student is growing adequately between screening windows.

| Grade | Percentile | Fall September | | Winter January | | Spring May | | Moderate Growth Rate Scaled Score/ Week |
|-------|------------|-------------------|--------------------------|-------------------|--------------------------|-----------------|--------------------------|--|
| | | Scaled Score | Est. ORF ^a | Scaled Score | Est. ORF ^a | Scaled Score | Est. ORF ^a | |
| 1 | 10 | 64 | 9 | 71 | 15 | 78 | 19 | 1.4 |
| | 20 | 67 | 12 | 76 | 18 | 88 | 25 | 1.8 |
| | 25 | 69 | 13 | 79 | 20 | 95 | 28 | 2.4 |
| | 40 | 73 | 16 | 87 | 25 | 133 | 37 | 3.0 |
| | 50 | 76 | 18 | 95 | 28 | 164 | 44 | 3.9 |
| | 75 | 98 | 29 | 170 | 46 | 251 | 68 | 5.5 |
| | 90 | 205 | 56 | 269 | 73 | 339 | 89 | 4.7 |
| 2 | 10 | 87 | 26 | 107 | 32 | 164 | 43 | 2.3 |
| | 20 | 106 | 31 | 162 | 42 | 217 | 56 | 4.3 |
| | 25 | 126 | 35 | 183 | 47 | 239 | 61 | 4.5 |
| | 40 | 189 | 49 | 239 | 61 | 291 | 76 | 4.2 |
| | 50 | 224 | 58 | 274 | 71 | 327 | 86 | 4.0 |
| | 75 | 322 | 84 | 370 | 98 | 427 | 112 | 3.5 |
| | 90 | 410 | 108 | 465 | 122 | 525 | 142 | 3.3 |

Benchmarks, Cut Scores, and Growth Rates

| Grade | Percentile | Fall September | | Winter January | | Spring May | | Moderate Growth Rate |
|-------|------------|-------------------|--------------------------|-------------------|--------------------------|-----------------|--------------------------|-------------------------|
| | | Scaled Score | Est. ORF ^a | Scaled Score | Est. ORF ^a | Scaled Score | Est. ORF ^a | |
| 3 | 10 | 177 | 48 | 215 | 54 | 255 | 61 | 3.2 |
| | 20 | 235 | 57 | 272 | 65 | 311 | 73 | 3.4 |
| | 25 | 259 | 62 | 294 | 70 | 334 | 78 | 3.3 |
| | 40 | 319 | 75 | 357 | 84 | 393 | 95 | 3.2 |
| | 50 | 357 | 84 | 392 | 95 | 436 | 105 | 3.2 |
| | 75 | 461 | 111 | 500 | 120 | 547 | 132 | 2.9 |
| | 90 | 561 | 136 | 613 | 150 | 673 | 161 | 2.8 |
| 4 | 10 | 265 | 61 | 287 | 66 | 318 | 73 | 2.8 |
| | 20 | 324 | 74 | 353 | 81 | 379 | 88 | 2.8 |
| | 25 | 350 | 80 | 375 | 87 | 406 | 95 | 2.8 |
| | 40 | 415 | 96 | 449 | 104 | 476 | 110 | 2.7 |
| | 50 | 458 | 106 | 487 | 112 | 520 | 120 | 2.5 |
| | 75 | 568 | 131 | 612 | 139 | 659 | 147 | 2.8 |
| | 90 | 689 | 152 | 774 | 176 | 853 | 190 | 3.3 |
| 5 | 10 | 337 | | 363 | | 386 | | 2.7 |
| | 20 | 411 | | 441 | | 463 | | 2.5 |
| | 25 | 444 | | 465 | | 492 | | 2.4 |
| | 40 | 514 | | 544 | | 573 | | 2.4 |
| | 50 | 560 | | 592 | | 630 | | 2.5 |
| | 75 | 707 | | 779 | | 846 | | 3.4 |
| | 90 | 900 | | 955 | | 1048 | | 2.6 |
| 6 | 10 | 414 | | 439 | | 459 | | 2.4 |
| | 20 | 494 | | 518 | | 544 | | 2.1 |
| | 25 | 525 | | 554 | | 578 | | 2.2 |
| | 40 | 614 | | 647 | | 684 | | 2.2 |
| | 50 | 671 | | 716 | | 779 | | 2.5 |
| | 75 | 897 | | 939 | | 997 | | 2.1 |
| | 90 | 1098 | | 1185 | | 1251 | | 2.8 |
| 7 | 10 | 464 | | 474 | | 497 | | 2.3 |
| | 20 | 552 | | 570 | | 596 | | 2.1 |
| | 25 | 585 | | 611 | | 638 | | 2.1 |
| | 40 | 696 | | 736 | | 790 | | 2.4 |
| | 50 | 795 | | 843 | | 884 | | 2.5 |
| | 75 | 1026 | | 1103 | | 1175 | | 2.4 |
| | 90 | 1266 | | 1302 | | 1323 | | 1.2 |
| 8 | 10 | 517 | | 536 | | 557 | | 2.3 |
| | 20 | 621 | | 646 | | 675 | | 2.1 |
| | 25 | 665 | | 696 | | 729 | | 2.3 |
| | 40 | 830 | | 865 | | 899 | | 2.4 |
| | 50 | 908 | | 942 | | 979 | | 1.8 |
| | 75 | 1202 | | 1241 | | 1288 | | 1.3 |
| | 90 | 1327 | | 1335 | | 1342 | | 0.3 |



Benchmarks, Cut Scores, and Growth Rates

To interpret screening results, schools often use benchmarks and cut scores. These scores help educators identify which students require some form of intervention to accelerate growth and move toward proficiency, and which students are already high performing.

Please note: the table below includes benchmarks for a specific point in time. For the most precise benchmarks based on the exact day(s) your students were tested, rely on the STAR™ reports.

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark.

A **cut score** is used to determine which students may need additional assistance to move toward the end-of-year benchmark.

Moderate growth rate is the amount a typical student is expected to grow per week. Based on national data, 50 percent of the students who started at this level were able to achieve this growth rate. Student Growth Percentile (SGP), now found on the Growth Report, can also help an educator determine if a student is growing adequately between screening windows. High school level data is still being analyzed and will be available soon.

| Grade | Percentile | Fall September | Winter January | Spring May | Moderate Growth Rate |
|-------|------------|-------------------|-------------------|---------------|-------------------------|
| | | Scaled Score | Scaled Score | Scaled Score | Scaled Score/ Week |
| 1 | 10 | 151 | 215 | 278 | 5.8 |
| | 20 | 188 | 253 | 318 | 5.1 |
| | 25 | 202 | 267 | 333 | 4.7 |
| | 40 | 238 | 302 | 367 | 4.4 |
| | 50 | 263 | 327 | 390 | 4.1 |
| | 75 | 327 | 389 | 451 | 3.5 |
| | 90 | 390 | 449 | 508 | 3.2 |
| 2 | 10 | 297 | 349 | 402 | 4.2 |
| | 20 | 341 | 389 | 438 | 3.8 |
| | 25 | 357 | 403 | 449 | 3.7 |
| | 40 | 394 | 438 | 482 | 3.6 |
| | 50 | 414 | 458 | 502 | 3.5 |
| | 75 | 467 | 512 | 558 | 3.2 |
| | 90 | 515 | 562 | 609 | 3.0 |

Benchmarks, Cut Scores, and Growth Rates

| Grade | Percentile | Fall September | Winter January | Spring May | Moderate Growth Rate |
|-------|------------|-------------------|-------------------|---------------|-------------------------|
| | | Scaled Score | Scaled Score | Scaled Score | Scaled Score/ Week |
| 3 | 10 | 390 | 430 | 469 | 3.9 |
| | 20 | 429 | 473 | 518 | 3.6 |
| | 25 | 443 | 488 | 534 | 3.3 |
| | 40 | 479 | 525 | 571 | 3.2 |
| | 50 | 500 | 547 | 593 | 3.1 |
| | 75 | 552 | 599 | 646 | 2.7 |
| | 90 | 600 | 646 | 692 | 2.4 |
| 4 | 10 | 462 | 497 | 532 | 3.3 |
| | 20 | 511 | 544 | 577 | 2.8 |
| | 25 | 527 | 560 | 594 | 2.6 |
| | 40 | 563 | 591 | 631 | 2.5 |
| | 50 | 585 | 620 | 654 | 2.5 |
| | 75 | 641 | 676 | 711 | 2.3 |
| | 90 | 689 | 724 | 759 | 2.2 |
| 5 | 10 | 523 | 552 | 582 | 2.7 |
| | 20 | 571 | 601 | 631 | 2.2 |
| | 25 | 588 | 617 | 647 | 2.2 |
| | 40 | 628 | 657 | 687 | 2.1 |
| | 50 | 650 | 680 | 710 | 2.1 |
| | 75 | 711 | 739 | 767 | 2.0 |
| | 90 | 763 | 791 | 820 | 1.7 |
| 6 | 10 | 579 | 607 | 636 | 2.2 |
| | 20 | 631 | 655 | 679 | 1.8 |
| | 25 | 649 | 673 | 696 | 1.7 |
| | 40 | 694 | 715 | 737 | 1.6 |
| | 50 | 718 | 741 | 763 | 1.6 |
| | 75 | 786 | 805 | 823 | 1.1 |
| | 90 | 831 | 858 | 884 | 1.0 |
| 7 | 10 | 607 | 627 | 647 | 2.0 |
| | 20 | 660 | 678 | 696 | 1.6 |
| | 25 | 682 | 698 | 713 | 1.4 |
| | 40 | 728 | 744 | 760 | 1.3 |
| | 50 | 757 | 773 | 790 | 1.1 |
| | 75 | 821 | 837 | 852 | 0.8 |
| | 90 | 876 | 896 | 917 | 0.6 |
| 8 | 10 | 623 | 642 | 661 | 2.0 |
| | 20 | 685 | 703 | 721 | 1.6 |
| | 25 | 708 | 724 | 739 | 1.4 |
| | 40 | 758 | 771 | 785 | 1.2 |
| | 50 | 790 | 803 | 816 | 0.9 |
| | 75 | 856 | 873 | 890 | 0.6 |
| | 90 | 920 | 938 | 956 | 0.3 |

2015-16 Edition PALS-K Benchmarks and Mid-Year Ranges

| PALS-K Tasks | | Individual Task Benchmark (fall) | Mid-Year Range* | Individual Task Benchmark (spring) | Maximum Score |
|---|--------------------|---|-------------------------------|---|--------------------------|
| Group Rhyme Awareness | | 5 | 9-10 | 9 | 10 |
| Group Beginning Sound Awareness | | 5 | 9-10 | 9 | 10 |
| Individual Rhyme Awareness | | 5 (Required if the Group Rhyme score is below the benchmark) | 9-10 | 9 (Required if the Group Rhyme score is below the benchmark) | 10 |
| Individual Beginning Sound Awareness | | 5 (Required if the Group Beginning Sound score is below the benchmark) | 9-10 | 9 (Required if the Group Beginning Sound score is below the benchmark) | 10 |
| Lower-Case Alphabet Recognition | | 12 | 23-26 | 24 | 26 |
| Letter Sounds | | 5 | 17-26 | 21 | 26 |
| Spelling | | 2 | 10-20 | 13 | 20 |
| Concept of Word | Pointing | 2 | — | 5 | 4 (fall), 5 (spring) |
| | Word ID in Context | 2 | — | 9 | 8 (fall), 10 (spring) |
| | COW Word List | 0 | 3-10 | 7 | 10 |
| Word Recognition in Isolation (Preprimer, Primer, and First Grade Word Lists) | | (optional task) | | | 20 per Word List |
| Summed Score benchmark** | | 29 | (no Summed Score at mid-year) | 83 | 102 |

* Mid-Year Ranges are not benchmarks. Mid-Year Ranges represent where students who are on grade-level by the end of the year typically perform at mid-year.

** Summed Score = Rhyme Awareness + Beginning Sound Awareness + Lower-Case Alphabet Recognition + Letter Sounds + Spelling + COW Word List (Include Individual Rhyme Awareness and/or Individual Beginning Sound Awareness scores instead of Group scores, if the individual tasks were administered.)

2015-16 Edition PALS Plus Benchmarks and Mid-Year Ranges - First Grade

| PALS Plus Tasks | Individual Task Benchmark (fall) | Mid-Year Range* | Individual Task Benchmark (spring) | Maximum Score |
|---|--|---|---|---------------------------|
| Entry Level | | | | |
| Task 1: Spelling Inventory | 10 (Spelling Words 1-16) | 24-52 out of 52 | 20 (Spelling Words 1-20) | 44 (fall), 48 (spring) |
| Task 2: Word Recognition in Isolation | 10 Preprimer Word List | 19-20 Preprimer Word List, 15-20 Primer Word List, 7-20 First Grade Word List | 15 First Grade Word List | 20 per Word List |
| Task 3: Letter Sounds (First grade fall only) | 21 | --- | not required | 26 |
| Entry Level Summed Score benchmark | 41 | N/A | 35 | 90 (fall), 68 (spring) |
| LEVEL A: Oral Reading in Context | | | | |
| Accuracy, Fluency (optional), Rate | 85% accuracy on Readiness or Preprimer passage | 90-97% accuracy on Primer or higher level passages | 90% accuracy on First Grade passage | --- |
| Comprehension | (optional) (Administer to students who do not meet the Entry Level Summed Score benchmark.) | --- | (optional) (Administer Level B to all students who score less than 15 on the Preprimer Word List.) | 6 |
| LEVEL B: Alphabets | | | | |
| Task 1: Alphabet Recognition | 24 | --- | 26 | 26 |
| Task 2: Letter Sounds | 21 | --- | 24 | 26 |
| Task 3: Concept of Word (COW) | 21 | --- | 24 | 25 |
| Level B Summed Score benchmark | 66 | N/A | 74 | 77 |
| LEVEL C: Phonemic Awareness | | | | |
| Task 1: Blending | 8 | --- | 12 | 20 |
| Task 2: Sound-to-Letter | 16 | --- | 28 | 40 |

* Mid-Year Ranges are not benchmarks; they represent where students who are on grade-level by the end of the year typically perform at mid-year.

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2015-16 Edition PALS Plus Benchmarks and Mid-Year Ranges - Second Grade

| PALS Plus Tasks | Individual Task Benchmark (fall) | Mid-Year Range* | Individual Task Benchmark (spring) | Maximum Score |
|---|---|---|---|---------------------------|
| Entry Level | | | | |
| Task 1: Spelling Inventory | 20 (Spelling Words 1-20) | 28-56 out of 56 | 39 (Spelling Words 1-24) | 48 (fall), 56 (spring) |
| Task 2: Word Recognition in Isolation | 15 First Grade Word List | 18-20 Primer Word List, 16-20 First Grade Word List, 12-20 Second Grade Word List | 15 Second Grade Word List | 20 per Word List |
| Entry Level Summed Score benchmark | 35 | N/A | 54 | 68 (fall), 76 (spring) |
| LEVEL A: Oral Reading in Context | | | | |
| Accuracy, Fluency (optional), Rate | 90% accuracy on First Grade passage | 90-97% accuracy on between 1 st and 2 nd or higher level passages | 90% accuracy on Second Grade passage | --- |
| Comprehension | (optional) | --- | (optional) | 6 |
| LEVEL B: Alphabetics | (Administer Level B to all students who score less than 15 on the Preprimer Word List; recommended at mid-year if administered in fall) | | | |
| Task 1: Alphabet Recognition | 26 | --- | 26 | 26 |
| Task 2: Letter Sounds | 24 | --- | 26 | 26 |
| Task 3: Concept of Word (COW) | 25 | --- | 25 | 25 |
| Level B Summed Score benchmark | 75 | N/A | 77 | 77 |
| LEVEL C: Phonemic Awareness | (Administer to students who do not meet the Level B Summed Score benchmark; recommended at mid-year if administered in fall) | | | |
| Task 1: Blending | 12 | --- | 14 | 20 |
| Task 2: Sound-to-Letter | 28 | --- | 34 | 40 |

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