



# UNIVERSAL SCREENER COMPANION GUIDE

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Finding the Right Starting Point for Reading Interventions



MISSISSIPPI DEPARTMENT OF EDUCATION LITERACY TEAM

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# UNIVERSAL SCREENER GUIDANCE

Universal screening assessments will be administered to all students at least (3) three times during the year to provide an especially critical “first look” at individual students. State statute requires that the Mississippi Department of Education (MDE) “*shall select early literacy and numeracy screening assessment instrument or instruments to be used throughout the state in the screening of students in Kindergarten through Grade 3*” (Mississippi Code § 37-23-16; Mississippi Code § 37-177-5). The Mississippi Department of Education, with the Mississippi Reading Panel, has established an approved list of reading screeners for local school districts in grades K-3.

The following screeners are approved for use in Mississippi schools:

- FAST (Formative Assessment System for Teachers): Adaptive Reading, CBMReading, and earlyReading English (suite of three administered together) (Grades K-12)
- i-Ready (Grades K-12)
- Istation Indicators of Progress (ISIP) (Grades K-5)
- mCLASS Reading 3D (Grades K-3)
- Measures of Academic Progress (MAP) Growth (Grades K-2), MAP (Grades 2-10)
- STAR Early Literacy (Grades PK-3), STAR Reading (Grades 1-12)

Diagnostic Assessments should be administered to students who score below benchmark in a specific component. Diagnostic assessments provide in-depth information about students’ strengths and needs for Tier II supplemental instruction and/or Tier III intensive intervention.

# PURPOSE

The MDE, in collaboration with the Mississippi Reading Panel, developed this guidebook to support purposeful interventions when a student is identified as having a reading deficiency on the Universal Screener.

It is important to use results from screeners and diagnostic assessments to help identify the lowest deficit skill. The lowest deficit skill is the point at which an intervention begins because it represents where the breakdown in mastery has occurred.

This document includes suggested intervention tools and tools for progress monitoring. Progress monitoring has several purposes: to identify students as soon as they begin to fall below benchmark; to modify instruction early enough to ensure each student gains essential skills; and to determine if students are making adequate progress toward mastery.

## K-3 READING SCREENER COMPONENTS: REQUIRED AND RECOMMENDED

DOMAIN	KINDERGARTEN	1 <sup>ST</sup> GRADE	2 <sup>ND</sup> GRADE	3 <sup>RD</sup> GRADE
<b>Phonological / Phonemic Awareness</b>	Required	Required	n/a	n/a
<b>Letter Naming Fluency</b>	Required	Required	n/a	n/a
<b>Phonics / Word Recognition</b>	Required	Required	Required	Required
<b>Listening Comprehension</b>	Recommended	n/a	n/a	n/a
<b>Reading Comprehension</b>	n/a	Required	Required	Required
<b>Fluency</b>	n/a	Required (mid-year)	Required	Required
<b>Vocabulary</b>	Recommended	Recommended	Recommended	Recommended

# STRUCTURED LITERACY

## Mississippi's Approach to Teaching Reading

### APPLICATION OF THE SCIENCE OF READING

#### Overview

The Literacy-Based Promotion Act (LBPA) places an emphasis on grade-level reading skills, particularly as students progress through grades K-3. The LBPA calls for effective reading instructional practices grounded in the Science of Reading.

The Science of Reading (SoR) refers to the body of research that reading experts conducted on how we learn to read. This body of knowledge reveals what happens in the brain during reading and what needs to take place instructionally to enable skillful reading.

#### Structured Literacy Instruction: Application of the Science of Reading

[Structured Literacy](#) is representative of reading instruction that applies the **Science of Reading** to classroom practice. *Structured Literacy* teaches all the components that evidence has found to be foremost in ensuring reading success.

#### Components of Structured Literacy Instruction

- Phonological Awareness
- Phonics & Word Recognition
- Fluency
- Vocabulary
- Listening and Reading Comprehension
- Written Expression

**Features of Effective *Structured Literacy* instruction include** effective, high-quality instruction is **systematic**, inclusive of a carefully **planned scope and sequence**, **explicit**, **scaffolded**, and **differentiated**.

The Simple View of Reading (Gough and Tunmer, 1986) and Scarborough's Rope Model (Scarborough, 2001) serve as frameworks for understanding and identifying Structured Literacy.

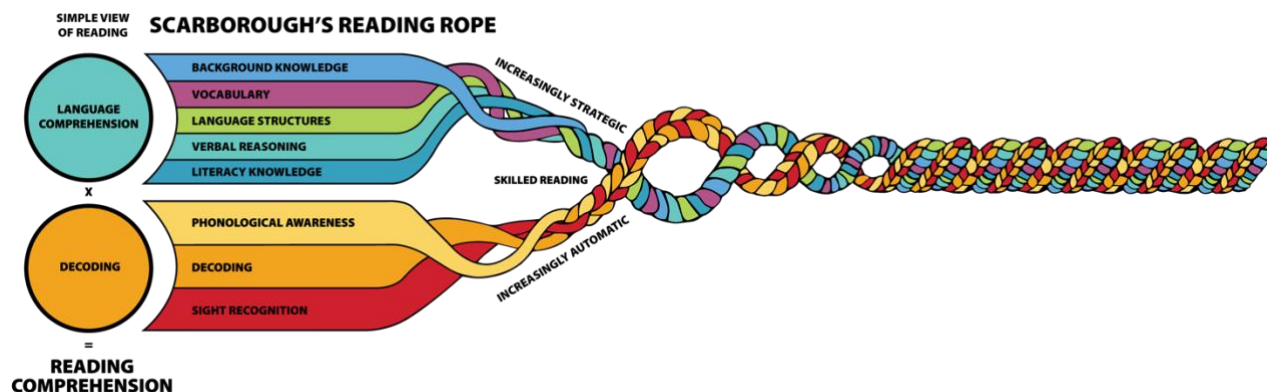
#### The Simple View of Reading and Scarborough's Reading Rope

Reading comprehension is the goal, or outcome, of skilled reading. The Simple View of Reading is a research-validated framework that indicates the two major components that are necessary to reach the goal of reading comprehension: language comprehension and decoding. The formula serves as a broad reference to the complexity of reading and what is required for the assessment and teaching of reading. The ability to understand text, including the individual words and their meanings, requires a range of mental operations, which all play a role in the Simple View of Reading.

## SIMPLE VIEW OF READING



Comprehension is not a single skill. When students are unable to decode written words on the page, there will be no reading comprehension. When language comprehension is inadequate, and students are unable to derive meaning from spoken words, there will be no reading comprehension. Students must be able to decode the words (decoding) and understand the words (language comprehension), and if one of those components is weak, reading comprehension will be negatively impacted. The Simple View of Reading is further detailed in Scarborough's Reading Rope, which highlights the essential components of reading.



*Gough, Tunmer, and Scarborough*

## High Quality Instructional Materials (HQIM)

At the MDE, we believe that [high-quality instructional materials](#) provide every student in Mississippi with the opportunity to **build their knowledge of the world** by **reading meaningful complex texts** and **expressing their ideas** effectively through **writing and speaking**.

To ensure that all Mississippi educators are equipped with knowledge, skills, and tools to advocate the need for HQIM for all students, the MDE is committed to:

- supporting all districts in adopting HQIM;
- supporting districts with the resources and incentives necessary to engage in professional learning that leads to skillful implementation of HQIM; and
- creating a pool of credentialed content leaders who serve as school-based instructional and content experts.



## Tier I Instructional Resources

[Mississippi Instructional Materials Matter](#)

[Roadmap to Textbook Adoption](#)

[Using HQIM: Into Reading Grades Kindergarten through 3<sup>rd</sup>](#)

[Using HQIM: myView Grades Kindergarten through 3<sup>rd</sup>](#)

[Using HQIM: Wit & Wisdom with Foundations Grades Kindergarten through 3<sup>rd</sup>](#)

[Using HQIM: Wonders 2020 Grades Kindergarten through 3<sup>rd</sup>](#)

[Instructional Planning Guides for ELA \(English Language Arts\) K-12](#)

[Why HQIM?](#)

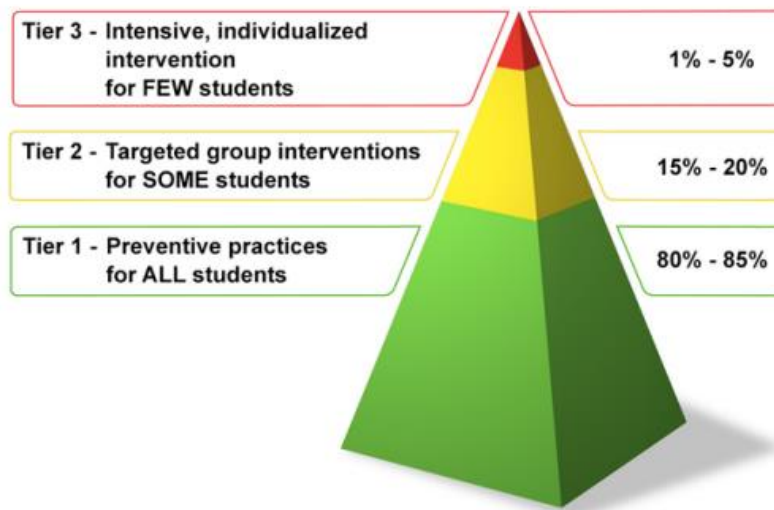
[MDE Literacy](#)



# Multi-Tiered System of Supports (MTSS) Model

A multi-tiered system of support is a framework for effective team-based problem solving that is data-informed, evidence-based, and flexible enough to meet the academic and behavioral needs of all students. The Three Tier Instructional Model is a part of ([State Board Policy 41.1](#)). This [model](#) is designed to meet the needs of every student and consists of three tiers of instruction:

- **Tier I:** high-quality classroom instruction,
- **Tier II:** focused supplemental instruction and,
- **Tier III:** specifically designed intensive intervention as prescribed.



If Tier I and II strategies are unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the local team responsible for interventions developed at Tier III. Each school must have a TST implemented in accordance with the process developed by the Mississippi Department of Education.

## Tier II and Tier III Instruction

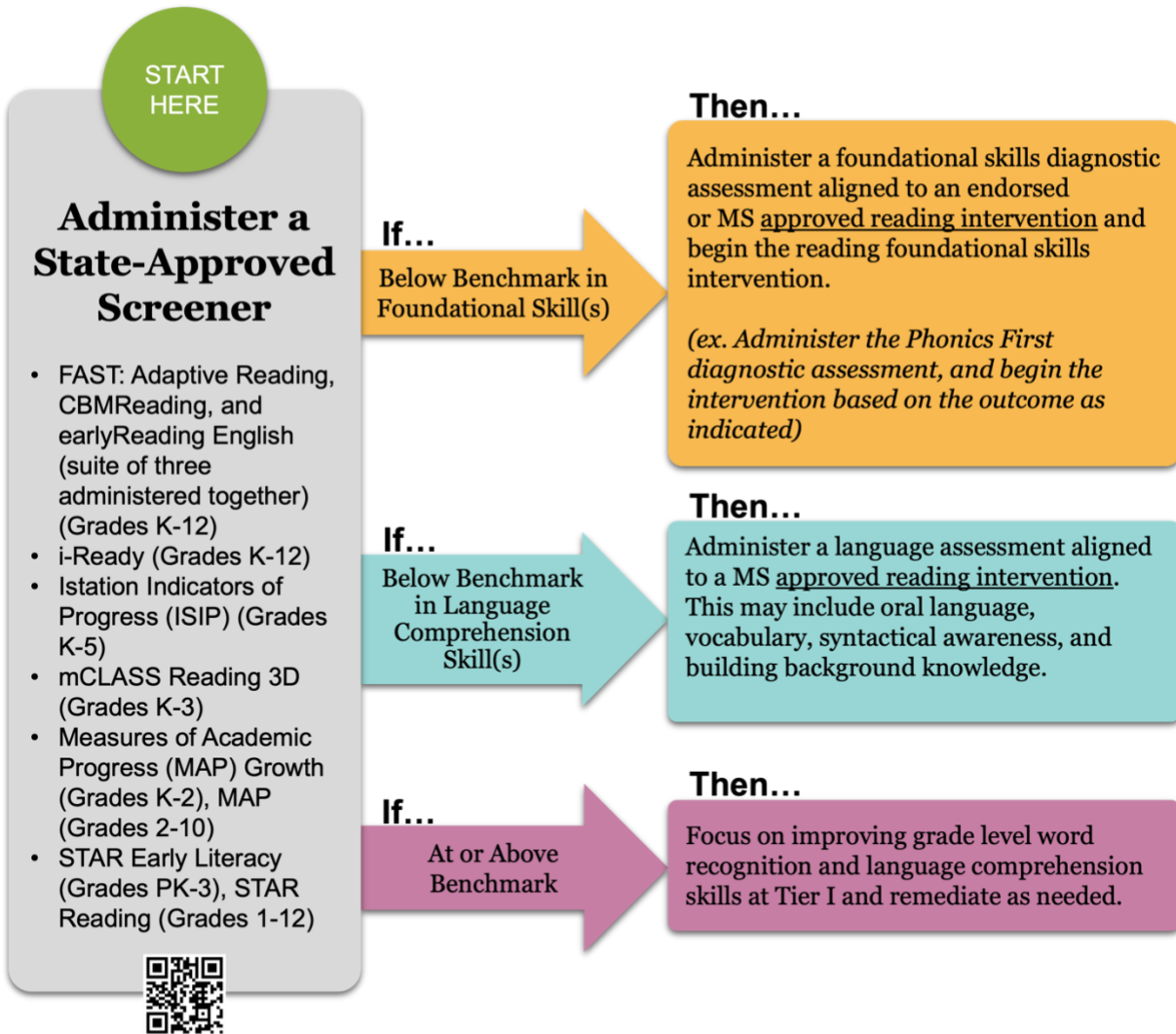
Tier II is the TARGETED layer of support for SOME students that consists of supplemental academic and behavioral support provided in addition to Tier 1 high-quality instruction.

Tier III is the most INTENSIVE layer of support for FEW students and consists of the most intensive, targeted instruction and intervention specifically designed to meet the individual academic and behavioral needs of students.

[MTSS \(Multi Tiered System of Supports\) Guidance Document](#)

[List of Approved Interventions](#)

# UNIVERSAL SCREENER FLOWCHART



## FOUNDATIONAL SKILLS ENDORSED PROGRAMS

Brainspring: Phonics First	MDE provided (K-12)
Curriculum Associates: Magnetic Reading Foundations SAAVAS Essentials: Foundational Reading Sadlier: From Phonics to Reading Amplify: CKLA Skills	<a href="#">EdReports approved</a> (K-2)

For additional guidance regarding Tier II and Tier III interventions, see the [MTSS Guidance Document](#).

***Additional consideration for the validity of language comprehension skills when assessing EL students may be needed.***

MDE Approved Screeners	Areas Assessed	Intervention Guidance	Additional Guidance																				
Fast	<p><b>FAST earlyReading (K-1)</b></p> <ul style="list-style-type: none"> <li>• Concepts of Print</li> <li>• Phonemic Awareness</li> <li>• Phonics</li> <li>• Decoding</li> </ul> <p><b>FAST Adaptive Reading (K-12)</b></p> <ul style="list-style-type: none"> <li>• Concepts of Print</li> <li>• Phonological Awareness</li> <li>• Orthography</li> <li>• Morphology</li> <li>• Vocabulary</li> <li>• Comprehension</li> </ul>	<p><b>High Risk</b> 15<sup>th</sup> percentile and below</p> <p><b>Some Risk</b> 15<sup>th</sup> percentile and below 40<sup>th</sup> percentile</p> <p><b>Low Risk</b> at and above the 40<sup>th</sup> percentile</p> <p><b>College Pathways</b> at and above the 70<sup>th</sup> percentile (for aReading only)</p>	<p><a href="#">Fast Technical Manual</a></p> <p><b>Psychometric Evidence of FB Screening and PM System</b></p> <p><b>FB Content Description and Use Guidelines</b></p> <p><b>earlyReading Overview</b></p>																				
i-Ready	<p><b>i-Ready Screener (K-8)</b> covers the following reading domains</p> <ul style="list-style-type: none"> <li>• Phonological Awareness (K-1)</li> <li>• Phonics</li> <li>• High-Frequency Words</li> <li>• Vocabulary</li> <li>• Comprehension: Literature</li> <li>• Comprehension: Informational Text</li> </ul>	<table border="1" data-bbox="808 842 1175 1052"> <tr> <td>K</td> <td>295</td> <td>320</td> <td>344</td> </tr> <tr> <td>1</td> <td>347</td> <td>374</td> <td>401</td> </tr> <tr> <td>2</td> <td>419</td> <td>441</td> <td>463</td> </tr> <tr> <td>3</td> <td>474</td> <td>491</td> <td>507</td> </tr> <tr> <td>4</td> <td>496</td> <td>508</td> <td>519</td> </tr> </table> <p>Fall, Winter, and Spring cut scores for intervention</p>	K	295	320	344	1	347	374	401	2	419	441	463	3	474	491	507	4	496	508	519	<p><a href="#">i-Ready Central</a></p>
K	295	320	344																				
1	347	374	401																				
2	419	441	463																				
3	474	491	507																				
4	496	508	519																				
Istation (ISIP)	<p><b>ISIP Early Reading (Prek-3<sup>rd</sup> grade)</b> provides growth information in the five critical domains of early reading: phonemic awareness, alphabetic knowledge and skills, fluency, vocabulary, and comprehension</p>	<table border="1" data-bbox="808 1304 1175 1822"> <tr> <th colspan="2" data-bbox="808 1304 1175 1339">Tier 2</th> </tr> <tr> <td data-bbox="808 1339 1008 1583">At some risk of not meeting grade-level expectations</td> <td data-bbox="1008 1339 1175 1583">40<sup>th</sup> percentile to 21<sup>st</sup> percentile</td> </tr> <tr> <th colspan="2" data-bbox="808 1583 1175 1619">Tier 3</th> </tr> <tr> <td data-bbox="808 1619 1008 1822">At significant risk of not meeting grade-level expectations</td> <td data-bbox="1008 1619 1175 1822">20<sup>th</sup> percentile and below</td> </tr> </table>	Tier 2		At some risk of not meeting grade-level expectations	40 <sup>th</sup> percentile to 21 <sup>st</sup> percentile	Tier 3		At significant risk of not meeting grade-level expectations	20 <sup>th</sup> percentile and below	<p><a href="#">Istation's Indicators of Progress (ISIP) Early Reading Technical Manual</a></p>												
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MDE Approved Screeners	Areas Assessed	Intervention Guidance		Additional Guidance																								
mClass: Reading 3D	mClass (K-6) is powered by DIBELS 8 <sup>th</sup> Edition, enabling teachers to automate scoring and receive instant targeted instructional recommendations. DIBELS 8 <sup>th</sup> Edition measures: <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• Phonics</li> <li>• Fluency</li> <li>• Vocabulary</li> <li>• Comprehension</li> </ul>	<table border="1"> <tr> <td>High Risk</td> <td>Dibels 8<sup>th</sup> Edition</td> </tr> <tr> <td>Red</td> <td>Text Reading Comprehension</td> </tr> </table>	High Risk	Dibels 8 <sup>th</sup> Edition	Red	Text Reading Comprehension		<a href="#">mClass Reading 3D Technical Manual Oral Language Screener</a>																				
High Risk	Dibels 8 <sup>th</sup> Edition																											
Red	Text Reading Comprehension																											
NWEA MAP	MAP Reading Fluency (K-5) measures <ul style="list-style-type: none"> <li>• Oral reading fluency</li> <li>• Decoding accuracy</li> <li>• Literal comprehension</li> </ul> MAP Growth (K-8) measures growth, inform instruction and assess strategy	Between 20 <sup>th</sup> to 36 <sup>th</sup> percentile	Per NWEA MAP, representative will assist each school district in setting their intervention percentile.	<a href="#">2020 MAP Growth</a>  <a href="#">MAP Reading Fluency</a>  <a href="#">MAP Growth</a>																								
STAR Early Literacy, STAR Reading	STAR Early Literacy (K-1) measures both early literacy and early numeracy. The screener provides data about students' phonological awareness, phonics, word recognition, fluency (including estimated oral reading fluency), and vocabulary as well as early number recognition and counting.  STAR Reading (K-12) measures students' word knowledge and understanding of vocabulary as well as comprehension skills.	STAR Early Literacy / STAR Reading Adjusted PR Cuts for Benchmarks <table border="1"> <thead> <tr> <th></th> <th>UI – I</th> <th>I – OW</th> <th>OW – AT</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>17</td> <td>33</td> <td>46</td> </tr> <tr> <td>1</td> <td>16</td> <td>31</td> <td>43</td> </tr> <tr> <td>2</td> <td>20</td> <td>34</td> <td>46</td> </tr> <tr> <td>3</td> <td>20</td> <td>34</td> <td>48</td> </tr> <tr> <td>K-3</td> <td>19</td> <td>33</td> <td>46</td> </tr> </tbody> </table> UI – Urgent Intervention I – Intervention OW – On Watch AT – At/Above			UI – I	I – OW	OW – AT	K	17	33	46	1	16	31	43	2	20	34	46	3	20	34	48	K-3	19	33	46	<a href="#">STAR Assessments for Reading Technical Manual</a>  <a href="#">STAR Assessments for Early Literacy Technical Manual</a>
	UI – I	I – OW	OW – AT																									
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K-3	19	33	46																									

## How to Use Universal Screeners

### Screeners should be used to:

- Gather data on all students three times each school year (within 30 days of start of school; middle-of-year; end-of-year) to identify need for intervention (Mississippi Code § 37-177-1)
- Determine whether each student is likely to meet, not meet, or exceed academic benchmarks
- Determine need for tiered support
- Measure effectiveness of overall curriculum and instruction for all students, as well as subgroups of students, through the use of aggregated and disaggregated data

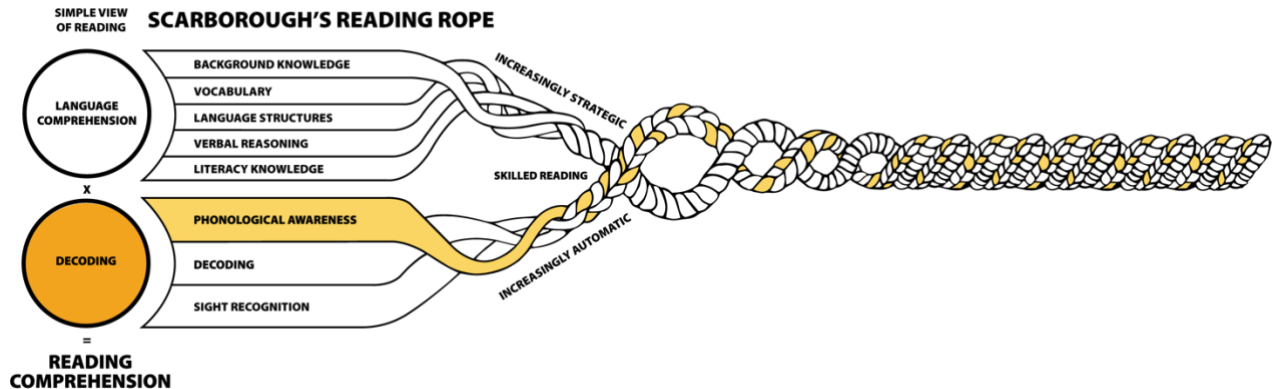
### Screeners should NOT be used to:

- Promote or retain students (Mississippi Code § 37-23-16)
- Determine student grades
- Determine specific reading deficiencies; diagnostic tools are needed to determine the appropriate starting place for individual intervention

### NOTES:

1. Some screeners may only measure phoneme identification, and not require phoneme production.
2. The assessment of oral expressive and receptive language (including vocabulary, syntax, and listening comprehension) provides key information in an individual's reading profile and is predictive of reading outcomes.

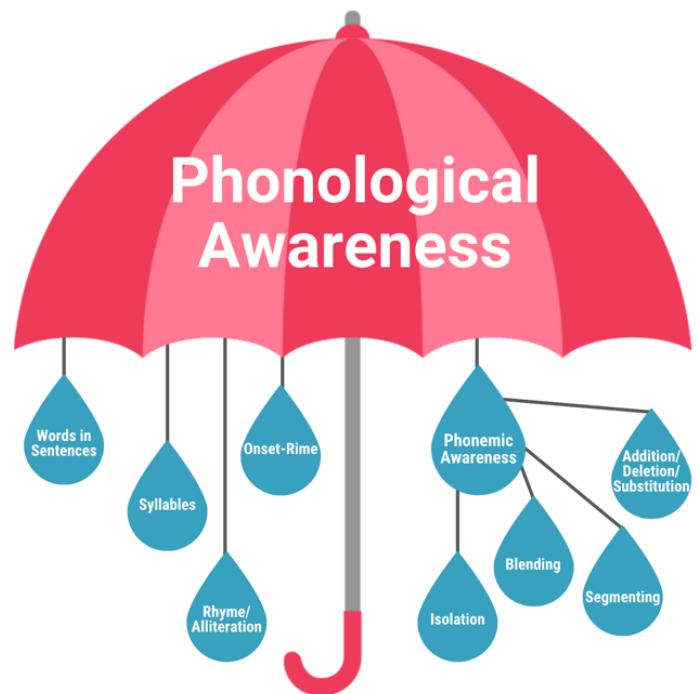
# PHONOLOGICAL AWARENESS



Phonological awareness is the general appreciation of how language can be divided into its components. With strong phonological awareness, students have the foundation to become good readers and spellers.

Phonological awareness activities are practiced without printing. For example, we speak in sentences. Sentences can be broken down into words, words into syllables, and then onset-rime. When the word is broken down into its smallest part, individual speech sounds (or phonemes), the term “phonemic awareness” is used. Phonemic awareness is a subskill of the broad category of phonological awareness.

Phonemic awareness refers to the specific ability to focus on and manipulate individual speech sounds (phonemes) in spoken words. Phonemes are the smallest units comprising spoken language. Phonemes combine to form syllables and words. For example, the word 'mat' has three phonemes: /m/ /a/ /t/. There are 44 phonemes in the English language, including sounds represented by letter combinations such as /th/. Acquiring phonemic awareness is important because it is the foundation for spelling and word recognition skills. Phonemic awareness is one of the best predictors of how well children will learn to read during the first two years of school instruction.



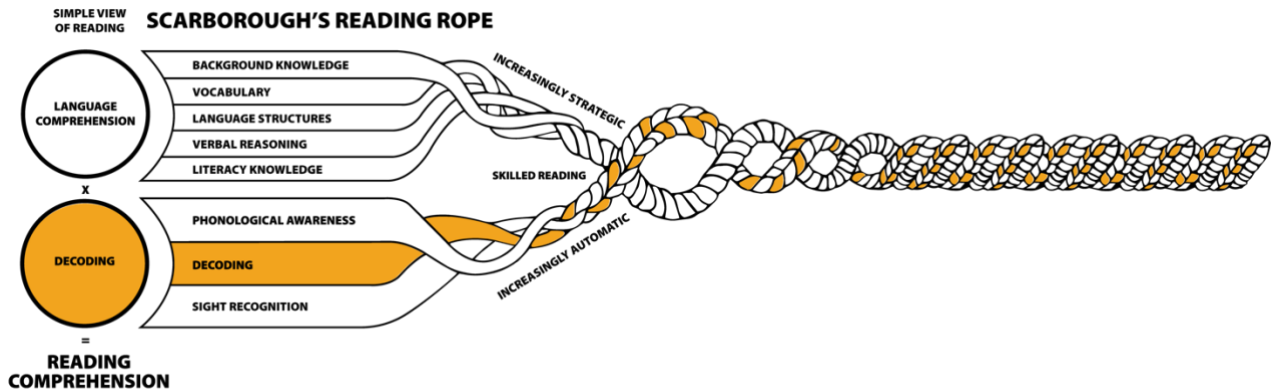
## Phonological Awareness Resources

- **Pre-Decoding Skills Survey** This assessment was created for kindergarten and 1st grade and may be beneficial for older students who perform well below expectations on basic decoding assessments. This tool assesses the following areas: phonological awareness skills, phonemic awareness skills, letter name knowledge, letter sound knowledge (including sounds of certain letter combinations), and sight word knowledge.
- **Phonological Awareness Skills Test (PAST)** The Phonological Awareness Skills Test (PAST) is an informal, diagnostic, individually administered assessment tool to help teachers determine the point of instruction for students and to monitor progress. Because it is not a normed test, there can be flexibility in its administration. Developed by David Kilpatrick, the PAST should always be administered using the accompanying guide.  
<https://www.reallygreatreading.com/diagnostics>

### SUGGESTED PHONOLOGICAL AWARENESS RESOURCES

Resource	Content
PAST Assessment	Phonological Awareness Diagnostic Assessment <a href="https://thepasttest.com/">https://thepasttest.com/</a>
Michael Heggerty	Daily Lessons <a href="https://heggerty.org/">https://heggerty.org/</a>
Oklahoma Phonological Awareness	Phonological Awareness Activities <a href="http://oklahomaphonologicalawareness.weebly.com/phonological-awareness-links.html">http://oklahomaphonologicalawareness.weebly.com/phonological-awareness-links.html</a>
Florida Center for Reading Research	Student Activities <a href="https://fcrr.org/student-center-activities">https://fcrr.org/student-center-activities</a>
University of Florida Literacy Institute Toolbox	Toolbox <a href="https://ufli.education.ufl.edu/foundations/toolbox/">https://ufli.education.ufl.edu/foundations/toolbox/</a>

# DECODING (PHONICS/WORD RECOGNITION)



**Phonics** is the system of instruction used to teach children the connection between letters and sounds (Snow et al., 1998). **Word Recognition** is an understanding of the systematic, predictable relationship between written letters and spoken sounds. Phonics should be taught following a scope and sequence that includes encoding, decoding, and the use of decodable text.

## Phonics and Word Recognition Resources

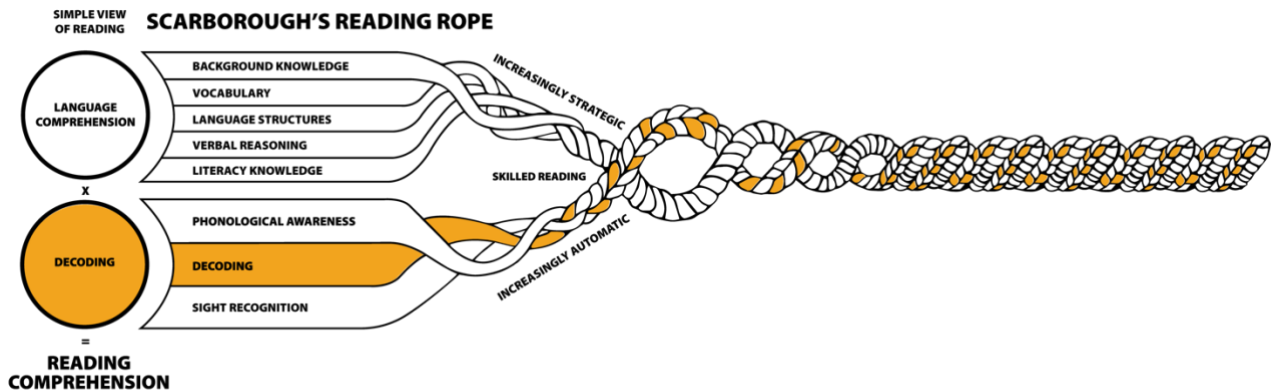
- **Quick Phonics Screener (QPS).** The purpose of the Quick Phonics Screener (QPS) is to provide informal diagnostic information that can be used to help (a) **plan** a student’s instructional program in basic word reading skills and (b) **monitor the progress or improvement** in phonics skill development. Note: The QPS has not been normed or standardized. It is meant to be used as an informal classroom assessment tool. <https://www.sfdr-cisd.org/media/gaidhbgo/quick-phonics-screener.pdf>

## SUGGESTED PHONICS INTERVENTION RESOURCES

Resource	Content
West Virginia Phonics	Scripted lessons by phonics pattern and decodable texts <a href="#">Link to lessons</a>
Florida Center for Reading Research	Student activities <a href="https://fcrr.org/student-center-activities">https://fcrr.org/student-center-activities</a>
University of Florida Literacy Institute	Lessons with decodable text <a href="https://ufl.edu/foundations/toolbox/">https://ufl.edu/foundations/toolbox/</a>



# ORAL READING FLUENCY



**Oral reading fluency** is the ability to read with accuracy, at a reasonable rate, and with appropriate expression. Students who read with automaticity and have appropriate speed, accuracy, and proper expression are more likely to comprehend material because they can focus on the meaning of the text.

Oral reading fluency is embedded into all parts of Scarborough's Rope. If a student is identified as having a fluency deficiency, the teacher should begin by giving a phonics diagnostic as indicated in the flow chart on pg. 13.

Universal screeners should include a fluency assessment. A fluency score (expressed as words correct per minute or WCPM) provides a useful starting point for identifying students who are not reading at grade level because clear national norms have been established for grades K-8 for oral reading fluency. Accuracy is a critical feature of fluency and should be 95% or above. The following chart explains how to compute both scores:

## How to calculate fluency and accuracy

Fluency	Accuracy
Rate of words read correctly within a minute on a grade-level passage.	Percentage of words read correctly within a grade-level passage.
Words attempted – errors = fluency rate (words correct per minute, or WCPM)	Words correct per minute / words attempted = accuracy rate*
	*Words correct per minute (divided by) words attempted (equals) accuracy rate

See Appendices for Oral Reading Fluency Chart.

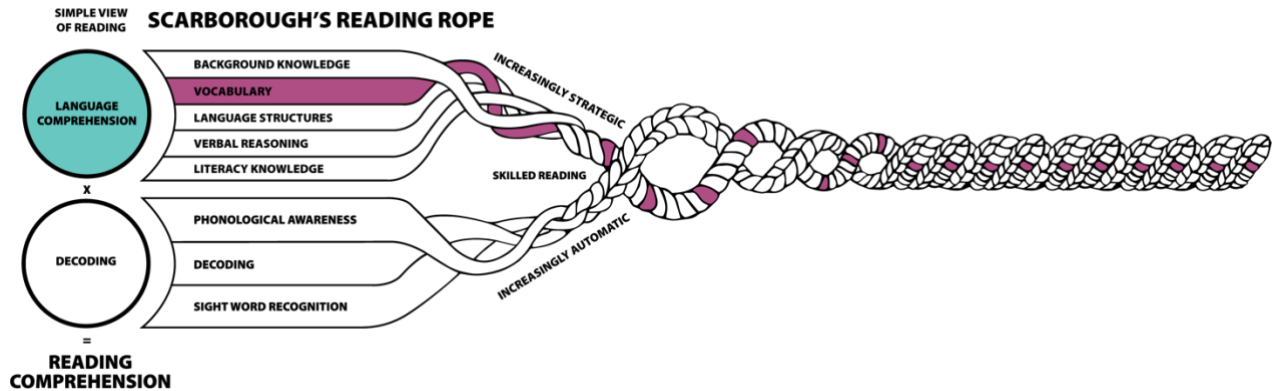
There are four “branches” created by this process:

Oral Reading Fluency Outcomes		Recommended Action
1	Fluency is in <b>optimal</b> range; accuracy is <b>sufficient</b>	Proceed to Tier I instruction
2	Fluency is in <b>optimal</b> range; accuracy is <b>insufficient</b>	Review self-monitoring strategies; proceed to Tier I instruction
3	Fluency is <b>below optimal</b> range; accuracy is <b>sufficient</b>	Administer word recognition and phonological awareness assessment to determine decoding deficit area. Provide additional guided practice during Tier 1 instruction, with decodable text aligned to the scope and sequence of current phonics program being used.
4	Fluency and accuracy are both <b>insufficient</b>	Administer word recognition and phonological awareness assessment to determine decoding deficit area, administer Tier II interventions with progress monitoring.

## SUGGESTED ORAL READING FLUENCY RESOURCES

Resource	Content
Quick Phonics Screener – Jan Hasbrouck	<a href="https://www.readnaturally.com/article/quick-phonics-screener-sample">https://www.readnaturally.com/article/quick-phonics-screener-sample</a>
Oral Reading Fluency Diagnostic Assessment and Progress Monitoring Tool	<i>Note: Refer to Appendix B for Oral Reading Fluency National Norms and diagnostic instruction information.</i>
Cool Tools – Informal Reading Assessments	<a href="#">Cool Tools PDF</a>
DIBELS Assessments	<a href="https://dibels.uoregon.edu">https://dibels.uoregon.edu</a>
Florida Center for Reading Research	Student Activities <a href="http://www.fcrr.org/resources/resources_sca_k-1.html">http://www.fcrr.org/resources/resources_sca_k-1.html</a>
University of Florida Literacy Institute Toolbox	Toolbox <a href="https://ufli.education.ufl.edu/foundations/toolbox/">https://ufli.education.ufl.edu/foundations/toolbox/</a>

# VOCABULARY

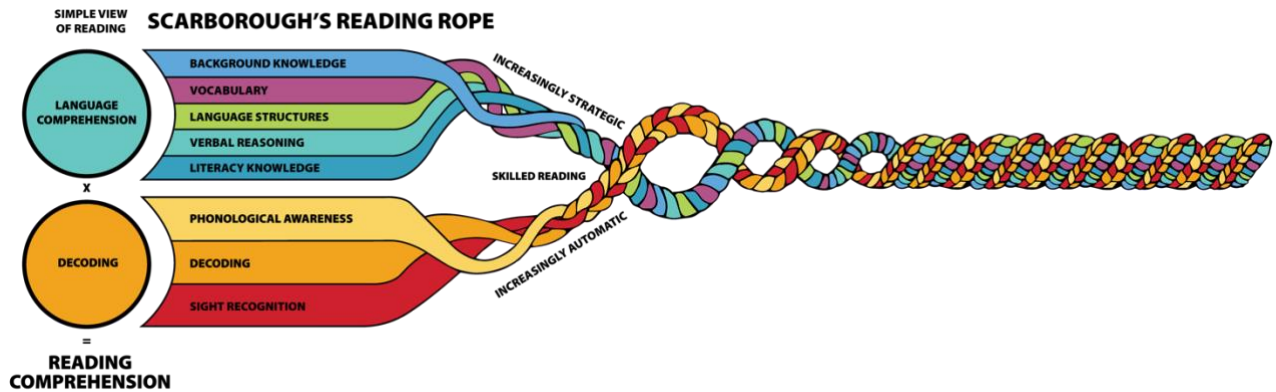


**Vocabulary** is the ability to recognize and understand the meaning of oral and written words. A strong vocabulary impacts listening comprehension and reading comprehension. Listening comprehension involves the various processes of understanding and making sense of spoken language. These processes involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

## SUGGESTED VOCABULARY RESOURCES

Resource	Content
Cool Tools	<a href="#">Reading Assessment</a>
Neuhaus Education Center for Oral Language and World Knowledge Screening	Diagnostic <a href="https://www.neuhaus.org/document.doc?id=112">https://www.neuhaus.org/document.doc?id=112</a>
Florida Center for Reading Research	Student Activities <a href="https://fcr.org/student-center-activities">https://fcr.org/student-center-activities</a>

# READING COMPREHENSION



Reading Comprehension is the outcome of skilled reading where all the components of the Simple View of Reading and Scarborough's Reading Rope come together.

Reading Comprehension deficits are rarely remedied simply by teaching comprehension strategies as an intervention. A reading comprehension deficit is often rooted in either a **decoding** deficit or a **language comprehension** deficit or both. To achieve grade-level comprehension, a student benefits most from interventions in the subskills of these two domains.

Many struggling students have difficulty with both domains. Interventions should begin with the lowest deficit area. To determine the lowest deficit area, examine the screener data and refer to the chart on page 11.

# REFERENCES

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# APPENDICES

**Appendix A** Beginning Decoding Survey used with permission from reallygreatreading.com

**Appendix B** Oral Reading Fluency Chart

Student \_\_\_\_\_

Grade \_\_\_\_\_ Date \_\_\_\_\_

Examiner \_\_\_\_\_

**BEGINNING** RECORDING FORM **A**  
DECODING SURVEY

		Error Grid								
Real Words		No Try	Sight Word	Observations						
				Check the appropriate boxes:						
				Sound Added or Omitted	Consonant		Short Vowel	Digraph & Letters qu	Blend	<input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow
					Initial	Final				
Sight Words	1 <b>see</b>									
	2 <b>one</b>									
	3 <b>they</b>									
	4 <b>you</b>									
	5 <b>are</b>									
CVC Words	6 <b>rag</b>		NA							
	7 <b>lid</b>		NA							
	8 <b>dot</b>		NA							
	9 <b>hum</b>		NA							
	10 <b>bet</b>		NA							
Digraphs & Short Vowels	11 <b>rich</b>		NA			NA				
	12 <b>shop</b>		NA		NA					
	13 <b>tack</b>		NA			NA				
	14 <b>quit</b>		NA		NA					
	15 <b>moth</b>		NA			NA				
Blends & Short Vowels	16 <b>dust</b>		NA					NA		
	17 <b>step</b>		NA					NA		
	18 <b>trip</b>		NA					NA		
	19 <b>pond</b>		NA					NA		
	20 <b>brag</b>		NA					NA		
<b>Sentences</b> (irregularly spelled sight words are in italics)										
21-26 <i>The</i> cat hid in <i>a</i> box.								NA	NA	
27-35 <i>The</i> fresh fish <i>is</i> still on <i>the</i> wet grass.										
36-42 Six flat shells <i>were</i> in <i>my</i> bath.										
<b>Nonsense Words</b>										
CVC	43 <b>vop</b>		NA					NA	NA	
	44 <b>yud</b>		NA					NA	NA	
	45 <b>zin</b>		NA					NA	NA	
	46 <b>keb</b>		NA					NA	NA	
Digraphs	47 <b>shap</b>		NA		NA				NA	
	48 <b>thid</b>		NA		NA				NA	
	49 <b>chut</b>		NA		NA				NA	
	50 <b>weck</b>		NA			NA			NA	
<b>Words Read Correctly</b> (out of 50 total)		<b>Error Column Totals</b>								
		No Try	Sight Word	Sound Added or Omitted	Consonant		Short Vowel	Digraph & Letters qu	Blend	



## ORAL READING FLUENCY CHART

When using the National Norms for Oral Reading Fluency (Hasbrouck & Tindal, 2017), consider these three features:

Grade	%tile	Fall WCPM	Winter WCPM	Spring WCPM
1	90		97	116
	75		59	91
	50		29	60
	25		16	34
	10		9	18
2	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	10	23	35	43
3	90	134	161	166
	75	104	137	139
	50	83	97	112
	25	59	79	91
	10	40	62	63
4	90	153	168	184
	75	125	143	160
	50	94	120	133
	25	75	95	105
	10	60	71	83
5	90	179	183	195
	75	153	160	169
	50	121	133	146
	25	87	109	119
	10	64	84	102
6	90	185	195	204
	75	159	166	173
	50	132	145	146
	25	112	116	122
	10	89	91	91

1. Grade level of the student you are assessing
2. Time of year in which the assessment is taking place
3. The range of scores at or near the 50<sup>th</sup> percentile (The 50<sup>th</sup> percentile represents the “optimal” rate for reading fluency.)

Once the fluency score has been established and compared to the “optimal” rate for the student’s grade level, it is possible to use a decision “tree” to determine next steps in the diagnostic process.