Technical Reports on Efficacy of 95 Percent Group's Products

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Blueprint
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Multisyllable Routine Cards

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Multisyllable Routine Cards™

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Technical Reports on Efficacy

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Page

Multisyllable Routine Cards™ (MSRC™)

Appendix

Technical Report on Efficacy of 95 Percent Group's *Multisyllable Routine Cards*
Class-wide Intervention – Los Angeles Elementary School – **Multisyllable Routine Cards Study 1**

School: Los Angeles Elementary School

District: Los Angeles Unified District (LAUSD), Los Angeles, CA

Intervention Program: *Multisyllable Routine Cards,* published by 95 Percent Group*,* with

Phonics Screener for Intervention™ Assessment

- Study Form Name: Multisyllable Routine Cards (MSRC), Class-wide Intervention, Los Angeles Elementary; Los Angeles Unified School District

- Technical Report Name: *Multisyllable Routine Cards* Study 1

Overview and Background:

Los Angeles Unified School District (LAUSD) is composed of 502 elementary schools, 130 middle schools, and 149 senior high schools serving 651,322 K-12 students. The student population is diverse with 80% of LAUSD students qualifying for free or reduced price meals. Additionally 73.4 percent of the students are Latino, 10 percent are African-American and the rest a mixture of white and other ethnicities.

95 Percent Group has worked with Los Angeles Unified School District from 2010 to present to assist them in the implementation of a multi-tiered system of instructional supports that utilizes 95 Percent Group instructional materials and diagnostic assessments. In October 2010, Dr. Hall made a presentation to the elementary school reading coaches on *Practical Strategies for Implementing MTSS/RTI*. In May 2011 95 Percent Group was awarded a contract to work with all 110 LAUSD Middle Schools to provide workshops and onsite coaching and mentoring to support the teachers and resource specialists in providing effective reading instruction. In October 2011 we began a second contract to provide training to the Literacy Coaches from each of the 550 elementary buildings in strategies to support students who struggle in reading, with a particular focus on English Language Learners.

Additionally we have provided workshops to train teachers on several of our products. The district has purchased copies of 95 Percent Group's *Multisyllable Routine Cards, Phonics Lesson Library™*, *Phonics Chip Kits™*, and *Teaching Blending*. Additionally they have licensed our diagnostic screeners, the *Phonics Screener for Intervention™ (PSI)* and the *Phonological Awareness Screener for Intervention™ (PASI)*.

Teachers from Los Angeles Elementary School attended professional development with 95 Percent Group as part of the districtwide trainings described in the paragraphs above. One of these workshops, available to teachers in grade 3 and above, was to provide training on how to teach older struggling readers to decode unfamiliar words through analysis of the syllables. Each teacher received a copy of 95 Percent Group's *Multisyllable Routine Cards* program at the workshop. The principal of Los Angeles Elementary School took advantage of a district offered opportunity to receive two follow- up visit days whereby a 95 Percent Group consultant came onsite and modeled instructional lessons 'live' with a classroom in order to support the teachers' mastery of the routines. Robert Rubisa, a 3rd grade classroom teacher at Los Angeles Elementary School, attended the initial workshop during the 2012-13 academic year, and participated in the consultant follow-up visits during the 2013-14 academic year. The study described below uses data from Robert Rubisa's class and a control group of another 3rd grade classroom that didn't use the program throughout the year.

Study Description

Objective of Study

The objective of this primary analysis study was to evaluate the effectiveness of phonics instruction using lessons from 95 Percent Group's *Multisyllable Routine Cards (MSRC)* when taught class-wide for five minutes a day for 24 weeks. Scientifically-based research supports intervention with a systematic phonics program. The MSRC program uses strategies that are systematic phonics taught in an explicit manner. A few references from selected scientifically-based research supporting the type of strategies included in the MSRC are listed below:

- Preventive and remedial instruction must be substantially more intense than regular classroom instruction if it is to accomplish its purposes (Vaughn & Linan-Thompson, 2003).

- Findings indicate that systematic phonics instruction helps children learn to read more effectively than do programs with little or no phonics instruction (NICHD, 2000).

- "Systematic phonics instruction did outperform treatment conditions in which a more typical or moderate level of phonics instruction was provided." (Camillli et al., 2003, p.34).

Study Group

This study was conducted by a 3rd grade teacher (Robert Rubisa) in consultation with his principal. Robert taught the program daily and assessed his students every 3 weeks to pre- and post- test each syllable type before and after instruction to determine mastery; for the 3-week progress monitoring he used the *Phonics Screener for Intervention (PSI)* because it enabled him to measure a student's ability to read each specific type of syllable using two-syllable words with nonsense syllables that look like English patterns.

In addition to assessing with the *PSI*, Robert tested his students with the DIBELS® Next assessment at the beginning and end of the year as an independent assessment of his student's reading skills. His hypothesis was that if students were improving in their skill of reading multisyllabic words, then an independent measure would be to evaluate the accuracy of their word reading in connected text. He figured that if the program was effective, the student's scores should not only go up on the *PSI*, but accuracy rates would improve as measured on the DIBELS passages in one-minute timed oral reading fluency probes. More than half the words in a 3rd grade DIBELS passage are multisyllabic, and it's the longer words that struggling readers usually miss. As an additional check, Robert examined the student's overall oral reading fluency rates as well. More accurate decoding should help raise fluency as well.

The sample includes 20 third grade students in the Intervention Condition that received the class-wide supplement to the Tier 1 Core instruction, and 21 students in another third grade classroom that served as the "control group". Students were assigned to classrooms at the beginning of the year according to normal school practices. In the intervention classroom 10 of the students are male and the other 10 are female. All 20 students are Hispanic with 19 of them identified as English Language Learners. All 20 students, or 100 % of the class, are eligible to receive free and reduced lunch. One student is on an IEP for Autism and the other 19 students are not identified with a disability.

Treatment

During the fall of 2013 Robert Rubisa, 3rd grade classroom teacher, began teaching lessons from the *Multisyllable Routine Cards* program. Because 85% of his class scored below or well below benchmark in accuracy on the beginning of the year DIBELS oral reading fluency measure, he decided to teach the program class-wide for all students.

The multisyllable routines are taught in increments of five minutes a day; each syllable is taught in a 3- step process over 3 weeks so it can take as little as 18 weeks to teach all syllable types without extra review weeks. Robert taught the program across 24 weeks adding time for review and assessment. During the first week in step one the teacher provides explicit instruction on the characteristics of each syllable such as "a closed syllable has one vowel letter followed by one or more consonants". The teacher shows students pseudosyllables and students identify by gesturing whether each syllable is, or is not, a closed syllable. After mastery of recognition of the syllable the students learn to pronounce the vowel sound correctly in the step 2, and then move to accurately and fluently reading two-syllable pseudo- and real words in step 3. Before and after each syllable type is taught the teacher assesses each student with a section of the PSI to evaluate mastery of that syllable.

The control group was another 3rd grade classroom in the same school. The Tier 1 core reading program taught was the same except that in the intervention classroom Robert supplemented the core by including the *Multisyllable Routine Cards* program. Since the control classroom was in the same school, the student population mirrored that of Robert's class. The only difference is that Robert's students started out much lower than the control teacher's class.

Fidelity

Fidelity checks were conducted by two different people. First, a 95 Percent Group consultant completed a fidelity check to make sure the classroom teacher was effectively teaching the program during two onsite professional development days. Additionally the teacher in the intervention condition was observed twice by his principal.

Summary of Study Findings

This first table reports the data the 2 classroom teachers collected on DIBELS Oral Reading Fluency Accuracy scores (DORF).

DIBELS Next DORF Data–grade 3–Intervention and Control - *Multisyllable Routine Cards*						
	Intervention Classroom Accuracy Rate (as a percent) Benchmark BOY = 95%; EOY = 97%			**Control Classroom Accuracy Rate (as a percent) Benchmark BOY = 95%; EOY = 97%**		
Student	**BOY**	**EOY**	**Change**	**BOY**	**EOY**	**Change**
1	94%	99%	+ 5	90	96	+ 6
2	74	94	+ 20	94	97	+ 3
3	92	99	+ 7	96	95	- 1
4	95	99	+ 4	96	95	- 1
5	91	97	+ 6	94	97	+ 3
6	86	98	+ 12	98	95	-3
7	92	99	+ 7	96	96	0
8	96	99	+ 3	96	97	+ 1
9	95	99	+ 4	96	99	+ 3
10	87	96	+ 9	98	98	0
11	94	98	+ 4	97	98	+ 1
12	72	98	+ 26	96	97	+ 1
13	78	97	+ 19	99	96	-3
14	85	97	+ 12	98	98	0
15	64	95	+31	98	99	+ 1
16	82	97	+15	98	98	0
17	96	97	+1	99	100	+ 1
18	84	96	+12	96	99	+ 6
19	94	100	+6	100	100	0
20	83	97	+14	99	99	0
21				99	100	+ 1
Mean	**86.7**	**97.5**	**10.8**	**96.8**	**97.6**	**.8**
Std dev.	**9.1**	**1.5**		**2.3**	**1.7**	

The mean accuracy of the students in the Intervention Classroom improved 10.8 points versus the control group of .8. The Intervention Classroom went from 20-80% at benchmark.

DORF accuracy

Intervention Classroom:

# of students - 20	Benchmark		Below		Well Below	
Beg of Yr. - BOY	4	20%	6	30%	10	50%
End of Yr. - EOY	16	80%	4	20%	0	0%

Control Classroom:

# of students - 21	Benchmark		Below		Well Below	
Beg of Yr. - BOY	18	86%	3	14%	0	0%
End of Yr. - EOY	15	71%	6	29%	0	0%

Table contains DIBELS Next Oral Reading Fluency (DORF) – fluency scores

DIBELS Next DORF Data–grade 3– Intervention vs. Control Classroom–*Multisyllable Routine Cards*						
	Intervention Classroom Fluency Score (raw scores) **Benchmark is 70 at BOY; 100 at EOY**			**Control Classroom Fluency Score (raw scores)** **Benchmark is 70 at BOY; 100 at EOY**		
Student	**BOY**	**EOY**	**Change**	**BOY**	**EOY**	**Change**
1	121	124	+ 3	66	107	+ 41
2	53	66	+ 13	50	69	+ 19
3	61	96	+ 35	74	79	+ 5
4	63	78	+15	47	63	+ 16
5	50	64	+ 14	74	84	+ 10
6	59	89	+ 30	51	77	+ 26
7	54	77	+ 23	70	109	+ 39
8	89	100	+ 11	79	104	+ 25
9	76	92	+ 20	94	146	+ 52
10	47	76	+ 29	79	116	+ 37
11	125	126	+ 1	90	103	+ 23
12	55	56	+ 1	75	88	+ 13
13		64	0	77	129	+ 52
14	52	88	+ 36	85	126	+ 41
15	16	54	+ 38	99	117	+ 18
16	50	56	+ 6	106	126	+ 20
17	120	70	- 50	88	119	+ 31
18	58	92	+ 34	79	116	+ 37
19	104	112	+ 8	108	134	+ 26
20	66	104	+ 38	107	129	+ 22
21				109	135	+ 26
Mean	**69.4**	**84.2**	**14.8**	**81.3**	**108.4**	**27.1**
Std Dev.	**29.3**	**21.8**		**18.7**	**23.5**	

DORF fluency

Intervention Classroom:

# of students - 20	Benchmark		Below		Well Below	
Beg of Yr. - BOY	6	30%	6	30%	8	40%
End of Yr. - EOY	5	25%	5	25%	10	50%

Control Classroom:

# of students - 21	Benchmark		Below		Well Below	
Beg of Yr. - BOY	17	81%	1	5%	3	14%
End of Yr. - EOY	15	71%	2	9%	4	20%

<u>Summary & Conclusions</u>

This technical report summarizes data representing 20 students in an Intervention Classroom and 21 students in a Control Classroom in 3rd grade in an elementary school in the Los Angeles Unified School District. In the classroom that was considered the Intervention Condition in Los Angeles Elementary School 100% of the students are eligible for free and reduced lunches, all are Hispanic, and all but one are identified as English Language Learners.

The 20 students in the intervention class received daily intervention of 5 minutes a day taught 5 days a week with 95 Percent Group's *Multisyllable Routine Cards* program delivered by the classroom teacher. The program was taught for 24 weeks. The classroom teacher administered the PSI to progress monitor after each syllable type, and DIBELS Next was administered at the 3 benchmark periods during the year.

Students in the Intervention Class made substantial gains in accuracy, and improved more than the Control Classroom even though they started at a much lower point. The Intervention Class improved from 20% to 80% at benchmark in oral reading fluency accuracy while the Control Class actually dropped from 86% to 71% at benchmark. The Intervention Classroom began the year with half the students in the Well Below category and ended the year with no students in the lowest category.

The students in the Intervention Classroom experienced gains in their oral reading fluency as well; on average, their scores increased from 69 to 84, which is approximately a 20% gain. The fluency gain was lower than their gains in accuracy of word reading. As students experience greater accuracy, they should be able to read more text in a minute and fluency should follow. That did happen, but because they were learning to decode unfamiliar words their fluency gains were less. It would be critical to follow this group of students into the next school year. Because they started at such low reading levels, the advances they made in decoding accuracy may not follow through to significant fluency gains until the following year.

One student only read 16 words correctly in a minute at the beginning of the year and grew to mid-50s by the end of the year. Removing one or two of the lowest students would raise the average fluency gain quite a bit. An additional factor is that fluency scores are highly affected by a student's oral language, vocabulary, and background knowledge. The students in the classroom that received intervention started from such a low point that the gains achieved were excellent.

Technical Report

School: Harrison Elementary School

District: Davenport Community School District, Davenport, IA

Intervention Program: *Multisyllable Routine Cards (part of the Blueprint for Intervention:$^{©}$ series)*, published by 95 Percent Group:

- Study Form Name: *Multisyllable Routine Cards* Grade 4 Small Group Tier 2 or 3; Harrison Elementary School, Davenport Community SD

- Technical Report Name: *Multisyllable Routine Cards* Study 2

Study Author: Beth Nau, Fourth grade teacher

Overview and Background

Davenport Community School District is composed of 19 elementary schools, 6 intermediate schools, and 4 high schools serving 15,990 students. The student population is diverse with 61.8 percent qualifying for free and reduced lunch. Additionally 18.6 percent of the students are African-American 13.6 percent are Hispanic and the rest are a mixture of white and other ethnicity.

In 2012 the District's assessment data indicated that the needs of a large population of students weren't being met in the area of reading. Assessment scores had become stagnant and in some areas they were declining over the past few years. This prompted Davenport Community Schools to begin searching for literacy support to help improve student achievement in their elementary and intermediate grades.

95 Percent Group has worked with Davenport Community School District for the past two years, to assist them in the implementation of a multi-tiered system of instructional supports (MTSS) framework that utilizes 95 Percent Group's instructional materials and diagnostic assessments for placement of students and pre-and post-instruction testing.

During the 2013-2014 academic year, Davenport began the rollout of a district-wide implementation with 95 Percent Group, in which all elementary schools are placed in 3 Cohort groups. Cohort 1 was launched in the fall of 2013 and Cohort 2 was launched mid-year in January of 2014. Cohort 3 will be added in the Fall of 2014. Cohort 1 focused on the seven lowest achieving schools in the district and included Harrison Elementary School. During the academic year educators from Harrison Elementary School received professional development from 95 Percent Group and began to implement intervention instruction using 95 Percent Group resources including lessons from the *Phonological Awareness Lessons*. The *Phonological Awareness Screener for Intervention (PASI)* assessment was used to place students into intervention groups based on skill deficits. The *PSI* was also used as a pre-and post-lesson assessment. DIBELS® Next was used as a universal screening assessment, and given to all students throughout the district. Professional Development included an initial training along with four site-based coaching and observation visits with a 95 Percent Group consultant.

The study described below uses data from a representative sample of students assigned to one Kindergarten classroom at Harrison Elementary School.

Study Description

Objective of Study

The objective of this study was to evaluate the effectiveness of multisyllable word reading instruction with students in a Tier 2 or 3 small group using lessons from 95 Percent Group's *Multisyllable Routine Cards (part of the Blueprint for Intervention© series)* when taught three to four times weekly during intervention time. Researchers have indicated that poorly developed word reading skills are the most pervasive and debilitating source of reading challenges (Adams, 1990; Perfetti, 1985; Share & Stanovich, 1995). Students will encounter upwards of 10,000 words they have never before seen in print from a 5th grade on (Nagy and Anderson, 1984). Since most of these words will be multisyllabic, it is critical that they have a strategy in place for rapid and accurate decoding in order to ensure comprehension.

Technical Report on Efficacy of 95 Percent Group's *Multisyllable Routine Cards* Small Group; Harrison Elementary, Davenport, IA – **Multisyllable Routine Cards Study 2**

Study Group

This study was conducted by a fourth grade teacher, Beth Nau, with a sample of 5 fourth grade students identified as in need of support through the use of a universal screener (DIBELS® Next). All students in the sample were female. The sample represents a diverse population in terms of ethnicity with 3White students, 1 African-American student, and 1 Hispanic student. This school serves a varied socioeconomic population, with 32% of its students receiving free and reduced lunch. One of the students was identified as having a learning disability and none were reported to be English Language Learners.

Treatment

Beth Nau, fourth grade teacher at Harrison Elementary School, began presenting lessons from *Multisyllable Routine Cards* to a small group of students identified as "at risk" through the use of a universal screener (*DIBELS Next*) in the fall of 2013 and continued throughout the year. These lessons were delivered during intervention time. Each instructional session lasted 15 to 20 minutes daily.

Control Group

There was no control group for this study. All students in this school identified as in need of intervention receive appropriate instruction. It is believed that it would not be appropriate to deny access to intervention in order to create a control group.

Assessment

The assessments used for this sample are indicated in the table below.

Assessment	Pretest Date	Posttest Date	Progress Monitoring
DIBELS® Oral Reading Fluency – Words Correct	08/13	05/14	Students were progress monitored using appropriate DIBELS® measures every 10 hours of instruction.
DIBELS® Oral Reading Fluency – Accuracy	08/13	05/14	

The classroom teacher was responsible for the administration and recording of the assessments.

Fidelity

The building literacy coach provided collegial coaching and lesson modeling several times during the year. Fidelity was also highlighted through discussions at grade level meetings.

Summary of Study Findings

Below is a table showing the data collected by the school:

Student	DIBELS® Next Oral Reading Fluency (DORF) Words Correct BOY Benchmark: 90 EOY Benchmark: 115			Accuracy BOY Benchmark: 96% EOY Benchmark: 98%		
	BOY	EOY	change	BOY	EOY	change
1	48	113	+65	91%	99%	+8%
2	44	112	+68	94%	98%	+4%
3	75	117	+42	94%	100%	+6%
4	64	124	+60	96%	99%	+3%
5	63	93	+30	100%	100%	0%
Mean	58.8	111.8	+53	95.0	99.2	+4.2
Std. Dev.	12.7	11.5		3.3	.8	

Color coding: Red = Well Below Benchmark/Likely to Need Intensive Support
Yellow = Below Benchmark/Likely to Need Strategic Support
Green = At or Above Benchmark

All students in this sample gained in both rate and accuracy as evidenced by their scores in *DIBELS*® *Next*. On the fluency measurement of Words Correct per minute in *DIBELS*® *Next,* none of the 4th grade students were at Benchmark at the beginning of year; by the middle of the year 40% were at Benchmark. The mean fluency score increased from 59 to 112 words per minute. Not only did the entire group make progress, but the amount of progress for these students was significant given how far below benchmark they were. At the beginning of the year, 4 of the 5 students entered with DORF scores in the Well Below Benchmark/Likely to Need Intensive Support category and 1 student fell into the Below Benchmark/Likely to Need Strategic Support Category. With regard to these students, the following gains were achieved:

- 1 student improved two categories from Well Below Benchmark to At or Above Benchmark

- 1 student improved one category from Below Benchmark to At or Above Benchmark, and

- 2 students improved one category from Well Below Benchmark to Below Benchmark

The development of accurate and fluent reading skills is critical to text comprehension. Scores on the DORF Accuracy show that all students in this group have achieved grade level Benchmark for accuracy, indicating transfer and application of syllable type recognition and vowel sound knowledge taught in the intervention. Based on these results, it can be projected that inaccurate word reading will not hinder comprehension for these students.

These findings suggest that providing explicit instruction using the *Multisyllable Routine Cards* program as a Tier 2 or 3 intervention supports the development of accurate and fluent word reading, resulting in higher overall student achievement by end of year.

Summary and Conclusions:

This report summarizes data representing 5 students available for both pre- and post-testing in an fourth grade classroom located in Davenport, Iowa. 60% of these students received free and reduced lunch. The students in this group represented several ethnicities, and none in this sample was classified as English Language Learners.

All students were provided instruction with 95 Percent Group's *Multisyllable Routine Cards* as a small group intervention. The instruction took place over the course of the school year, commencing in mid- fall. Instruction was delivered 3 – 4 times weekly, with each daily session lasting 15 – 20 minutes. Students were progress monitored using grade level appropriate DIBELS® Next Benchmark and Progress Monitoring measures. Progress monitoring occurred after every 10 hours of instruction.

Fidelity monitoring occurred both formally and informally. Observation and modeling by the building literacy coach, as well as grade level meetings contributed to overall fidelity of implementation.

The results of *DIBELS*® *Next* Oral Reading Fluency (DORF) show significant gains for all students in the areas of fluency and accuracy. On the DORF fluency measure of words correct, no students were at Benchmark at the beginning of year. By end of year, four of the five students improved, with two students achieving scores placing them in the At or Above Benchmark category. According to Catherine Snow (The Aspen Institute, 2001), research has identified a number of prerequisites to successful reading comprehension. Primary in this list is successful initial reading instruction resulting in rapid and accurate word reading. Students in this group all reached or exceeded the recommended Benchmark for DORF accuracy. *Multisyllable Routine Cards* provides direct and explicit instruction in a strategy that will allow students to rapidly and accurately decode and pronounce unknown multisyllable words, paving the way to comprehension of complex text.

DIBELS® Next: Summary of Benchmark Goals and Cut Points for Risk

In each cell the large number is the **Benchmark Goal** and the smaller number is the **Cut Point for Risk**.

DIBELS Composite Score

	Kindergarten			First Grade			Second Grade			Third Grade			Fourth Grade			Fifth Grade			Sixth Grade		
	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Benchmark Goal	26	122	119	113	130	155	141	190	238	220	285	330	290	330	391	357	372	415	344	358	380
Cut Point	13	85	89	97	100	111	109	145	180	180	235	280	245	290	330	258	310	340	280	285	324

First Sound Fluency (FSF)

	Kindergarten Mid	Kindergarten End
Benchmark Goal	10	30
Cut Point	5	20

Letter Naming Fluency (LNF)

No benchmark set for LNF

Phoneme Segmentation Fluency (PSF)

	Kindergarten Mid	Kindergarten End	First Grade Beg
Benchmark Goal	20	40	40
Cut Point	10	25	25

Nonsense Word Fluency (NWF)

		Kindergarten Mid	Kindergarten End	First Grade Beg	First Grade Mid	First Grade End	Second Grade Beg
Correct Letter Sounds	Goal	17	28	27	43	58	54
	Cut	8	15	18	33	47	35
Whole Words Read	Goal			1	8	13	13
	Cut			0	3	6	6

DIBELS Oral Reading Fluency (DORF)

		First Grade Mid	First Grade End	Second Grade Beg	Second Grade Mid	Second Grade End	Third Grade Beg	Third Grade Mid	Third Grade End	Fourth Grade Beg	Fourth Grade Mid	Fourth Grade End	Fifth Grade Beg	Fifth Grade Mid	Fifth Grade End	Sixth Grade Beg	Sixth Grade Mid	Sixth Grade End
Words Correct	Goal	23	47	52	72	87	70	86	100	90	103	115	111	120	130	107	109	120
	Cut	16	32	37	55	65	55	68	80	70	79	95	96	101	105	90	92	95
Accuracy	Goal	78%	90%	90%	96%	97%	95%	96%	97%	96%	97%	98%	98%	98%	99%	97%	97%	98%
	Cut	68%	82%	81%	91%	93%	89%	92%	94%	93%	94%	95%	95%	96%	97%	94%	94%	96%
Retell	Goal		15	16	21	27	20	26	30	27	30	33	33	36	36	27	29	32
	Cut		0	8	13	18	10	18	20	14	20	24	22	25	25	16	18	24
Retell Quality of Response	Goal				2	2	2	2	3	2	2	3	2	3	3	2	2	3
	Cut				1	1	1	1	2	1	1	2	1	2	2	1	1	2

Daze

	Third Grade Beg	Third Grade Mid	Third Grade End	Fourth Grade Beg	Fourth Grade Mid	Fourth Grade End	Fifth Grade Beg	Fifth Grade Mid	Fifth Grade End	Sixth Grade Beg	Sixth Grade Mid	Sixth Grade End
Goal	8	11	19	15	17	24	18	20	24	18	19	21
Cut	5	7	14	10	12	20	12	13	18	14	14	15

DIBELS Composite Score: A combination of multiple DIBELS scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the *DIBELS Next Benchmark Goals and Composite Score* document available from http://dibels.org/.

BENCHMARK GOAL (large number in top of each box): Students scoring at or above the benchmark goal have the odds in their favor (approximately 80%–90%) 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 number in each box): Students scoring below the cut point for risk are unlikely (approximately 10%–20%) 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*.

This is a summary of the DIBELS Next benchmark goals. For a full description, see the *DIBELS Next Benchmark Goals and Composite Score* document available from http://dibels.org/. This page is adapted from a chart developed by Cache County School District.

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